A STUDY OF HIGH SCHOOL CURRICULUM AS IT INFLUENCED FORMER MALE STUDENTS OF DECATUR COMMUNITY HIGH SCHOOL

by

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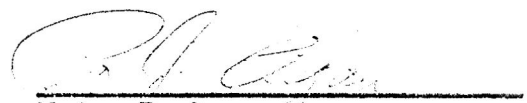

Major Professor

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Acknowledgement is due Professor Raymond J. Agan for his valuable assistance as major instructor, and David Muggler for his helpful suggestions for this study.

The author wishes to express his appreciation to John G. Nettleton, Superintendent of Schools, Oberlin, Kansas; to Edith Anderson, Decatur County Superintendent, Oberlin, for making available county records for use in this study; and to those former students of Decatur Community High School for taking time from their busy schedules to respond to the questionnaires.

P R E F A C E

> The future of any country which is dependent on the will and wisdom of its citizens is damaged, and irreparably damaged, whenever any of its children is not educated to the fullest extent of his capacity, from grade school through graduate school. Today, an estimated four out of 10 students in the fifth grade will not even finish high school--and that is a waste we cannot afford.[1]

So said President Kennedy in his State of the Union message to Congress on January 14, 1963.

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[1] National Education Association, School Dropout (Research Memo 1963 - 10. Washington, D. C., 1963), p. 1.

CHAPTER I

INTRODUCTION

The study reported in the following pages was concerned with two major areas: (1) the relationship which existed between high school curriculum and the occupational status of former students of Decatur Community High School (Oberlin, Kansas); and (2) the personal convictions of those students contacted concerning their high school preparation for society.

There was a question in the mind of the author at the time of the study as to whether certain subjects were important in the overall educational benefits of a student. Also, Decatur Community High School had plans underway at that time to begin construction of additional school facilities in the ensuing year. It was, therefore, assumed that a study of this nature could be used in developing educational revisions which might benefit the school's existing program.

Therefore, with these thoughts in mind, school records were examined for possible statistical and background information. As it was necessary to compile comparative information, a study group was selected which included boys who had attended Decatur Community High School from 1955 through 1959.

To obtain the information required for the study, forms, listing various questions relative to the study areas, were sent to the selected group. Responses to these questionnaires were tabulated to give an overall concept of reactions of former students to the questions asked.

In addition, personal contact was made with students, or their relatives, who still lived in the community. Their comments were also incorporated into the study.

Although other reports relating to similar subjects were reviewed in an effort to afford better insight on this particular study, no identical situation was found. However, reference was made to portions of other reports that did coincide.

Assumptions

An assumption that students who did not finish high school would not generally make a positive contribution to society was based, in part, on a reference from a National Education Association Research Memo which indicated that the outlook of this group would be dim since they tend to join the part of the labor force that is expanding least rapidly.[1]

It was also assumed that the "occupational mobility" of the individual was an important aspect. Theodore M. Nelson, in his graduate thesis on "The Occupational Status of Minnesota Farm Male High School Graduates," concluded that the major portion of rural youth must seek employment in urban areas and that additional training should be encouraged for these youth.[2]

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[1]National Education Association, School Dropout, (Research Memo 1963 - 10. Washington, D. C., 1963), p. 5.

[2]Theodore M. Nelson, "The Occupational Status of Minnesota Farm Male High School Graduates" (Ph.D. thesis, University of Minnesota, Minneapolis, 1961), p. 174.

It was further assumed that a person would be happier with himself if he was not forced by lack of education to stay in one place to earn his livelihood. In the framework of these assumptions, research was conducted and the findings included in this report regarding the location of the selected study group.

Statement of the Problem

The primary concern of this study was to investigate the relationship between high school curriculum and the present status of the former students. Also of concern was whether the curriculum of Decatur Community High School should be revised in order to more nearly meet the needs of the male students.

The study developed around the following basic areas:

1. Curriculum relationship with present status of students
2. Opinions concerning revisions desired by former students which would benefit future students
3. Opinions concerning whether students wanted changes in curriculum
4. Opinions concerning satisfaction with curriculum program as it existed
5. Analysis of the drop-out situation, including data pertaining to who dropped out, when did they drop out, and what they were doing at the time of the study.

Review of Literature

The Education Index in the Kansas State University library was examined in July, 1964. However, no studies were found which were

identical in nature to this study. There were studies noted, but they covered only portions of the subject for which this study was chosen.

The National Education Association completed a study on school drop-outs. The problem of why students drop out, their qualifications, family background, methods of keeping students in school, and a listing of 97 selected references were a few of the facts this report had to offer.[3]

Another study reviewed, written by Floyd D. Macomber, indicated that a high school student interested in going to a college of agriculture may well be counseled into taking vocational agriculture while in high school. College students who studied vocational agriculture in high school were not handicapped in their college studies.[4]

Ralph E. Bender, in his study on "What's Happening to Ohio's Vocational Agriculture Graduates," found that two of every three graduates in vocational agriculture in Ohio were engaged in farming and farm-related occupations the first year out of high school. There was a reduction to approximately 60 per cent after five years.[5]

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[3]National Education Association, loc. cit.

[4]Floyd D. Macomber, "Performance Comparisons Between Vocational Agriculture Students and Nonvocational Agriculture Students in the Four-Year Program of the College of Agriculture at Cornell University" (Essay, M. Ed., 1961).

[5]Ralph Edward Bender, "What's Happening to Ohio's Vocational Agriculture Graduates" (Nonthesis study, Ohio State University, Columbus, Ohio: Agriculture Library, 1961), p. 8.

The material studied was limited to articles available in the Kansas State University library, the Decatur Community High School library, and the investigator's personal library. Reasons for such limitations were because of lack of funds and the expense and time involved in traveling periodically the 500 miles that would have been necessary to have a complete review of literature.

The Need for the Study

It was determined at the time of the study that Decatur Community High School had been overcrowded since 1963. This situation came about when the Oberlin City Schools (kindergarten through eighth grade) contracted with Decatur Community High School (ninth through twelfth grade) to move the seventh and eighth grade students into the high school, adding two classes to the four then in the facility.

New high school facilities were planned. A bond election was held on the sixteenth day of March, 1965. The bond issue passed two to one in favor of construction of new school facilities.[6]

Joseph Radotinsky, the appointed school architect and consultant, stated: "Vocational agriculture is no longer an important consideration in the school plant planning for this community.[7]

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[6]Editorial in The Oberlin Kansas Herald, March 18, 1965.

[7]Joseph Radotinsky (opinion expressed at a school bond election meeting, Oberlin, Kansas, March 11, 1965).

The investigator felt that this study could be used in developing the educational specifications and curriculum for the future facilities which were to be built within the year.

The number of young people leaving the community was not known, but, according to a survey by the Educational Field Service of Fort Hays Kansas State College, the county had had a gradual loss of citizens over a period of years.[8] The investigator felt that the question of who left the community and who stayed was of importance.

The drop out rate of students during the period of years used in this study was 17 per cent of those enrolled as freshmen in high school. Even though this figure is less than the average per cent for the state of Kansas, which is 21.3 per cent, the drop out situation was studied relative to this community.[9]

Melvin F. Newton pointed out in his study of "Factors Influencing Occupational Choices of Farm-Reared Male Graduates of Newton High School" that 20 per cent of his graduates stayed in farm-related occupations, thus concluding that it was necessary to include as a part of the vocational agriculture program some provision for preparing students for agriculturally-related occupations.[10]

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[8] Educational Field Service, Physical Facilities Evaluation Needs for Oberlin Public Schools, Oberlin, Kansas (Fort Hays Kansas State College, Fort Hays, Kansas; December, 1963), p. 3.

[9] National Educational Association, op. cit., p. 4.

[10] Melvin F. Newton, "Factors Influencing Occupational Choices of Farm-Reared Male Graduates of Newton High School," The Agricultural Education Magazine, Vol. 34, No. 10 (April, 1962), pp. 235-36.

Dr. R. J. Agan, in his article about training students in the field of agriculturally-related business, stated: "Do a better job teaching the solution of local farm problems which face farmers in your community; train for proficiency in farming, stressing farming programs, farm mechanics, and a full program of Future Farmer activities."[11]

Defined Terms for the Purpose of this Study

For the purpose of this study, certain terms were set aside for definition as they had special significance to the data. The definitions were not necessarily those customarily used.

Common Labor. The term "common labor" referred to a job which required no special knowledge and could be completed with very little explanation.

Drop-out. This term was used to describe a student who left school, for any reason except death, before graduation or completion of a program of studies. The term did not include those students who transferred to another school.

Graduate. This term referred to a student who received a diploma from Decatur Community High School.

Major. The student who satisfactorily completed three credits in one group of related subjects was considered as having received a "major" in that category of subjects.

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[11]R. J. Agan, "A Solution to the Problem of--Training for Farm Related Businesses," The Agricultural Education Magazine, Vol. 32 (February, 1960), pp. 190-191.

Occupational Mobility. This term was used to describe a situation in which a person was educated to a sufficient degree so that he could be readily employed elsewhere.

Out Migration. "Out migration" referred to the movement of people from the community for any reason except death.

Per cents. Per cents used were rounded to the nearest whole per cent.

Semi-skilled. This term referred to a job which required special instruction or knowledge that could be learned by working around the job or trained on the job as an apprentice.

Skilled. "Skilled" referred to a job requiring special training or a relatively long apprenticeship.

Limitations

The study was limited to a selected group of boys--those who had attended Decatur Community High School from 1955 through 1959, with the last group graduating in 1963. Boys who dropped out of school during this period were also included in the study. However, those students transferring to other schools were eliminated.

As all students would have had the same required courses, only former students of elective courses were compared. Those courses for which comparisons were made included vocational agriculture, industrial arts, science, and mathematics. Unless a student completed three credits in a course area, thus constituting a major in that subject, his course record was not used in the study.

Source of Data

Records of Decatur Community High School were screened to make a listing of the boys' names who were to participate in the study. From these records was taken the name of the student, the name of the parents, the address of the parents, the dates of enrollment of each student, the dates of graduation, and the number of credits gained in each of the four major subjects elected for use in this study. As some students and their parents had moved from the community following graduation, their current addresses were gathered from all sources which came to the attention of the investigator.

Questionnaires were sent to 146 boys. Answers were received from 58 on the first mailing and 23 additional responses were obtained from a second mailing, which resulted in an overall percentage response of 66, excluding drop-out response. The questionnaires mailed to drop-outs resulted in a 3.8 per cent response, which was considered by the investigator to be an almost inconsequential return. The National Education Association reported that drop-outs did not readily supply information.[12]

Therefore, as 72 per cent of those students who had dropped out of school still lived in the community, each was contacted, either personally or through a relative. Information obtained in this manner, therefore, was limited to the address, present position, and any additional education the drop-out had had.

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[12] National Education Association, op. cit., p. 6.

The Method of Research

A questionnaire (a copy of which is included in the appendix) was sent to the selected group of 146 boys. The items noted on the form required written responses to the following general statements: name of company, tenure, job description, and years of college completed. In addition, the group was asked to answer with "yes, no, or undecided" the following questions:

1. Would a college education help in your present job?
2. Would a college education help you find a job more to your liking?
3. In your opinion, did you take the proper courses in high school?

The questionnaire also listed courses to which the group was asked to respond with their opinion as to how "much, little, or none" each course contributed to their present success. The courses included were art, commercial, English, foreign language, high school sports, mathematics, music, physical education, science, social science, vocational agriculture and FFA, and others (which they were asked to list).

Listing the identical courses noted above, the group was asked to respond to the following statement: "In your opinion, would you have liked more, less, or no change in taking the following subjects." Again, the group was asked to check the appropriate response of "more, less, or no change."

Students who were drop outs received the same questionnaires, but with some deviation as to questions asked. For example, they were asked to respond to the question "Would a high school education help in your present job?"--instead of "college" education.

Personal contact was made with those students still living in the community, although the information received was limited.

CHAPTER II

CHARACTERISTICS OF SCHOOL, SCHOOL DISTRICT, AND COMMUNITY

Characteristics of School[1]

A survey was made of Decatur Community High School as a part of this study. During the period of years included in the study, the school had an average enrollment of 120 boys.

An average of 47 credits were offered per year. Of those elective courses considered for use in this study, the following represents the credits offered in each course, the percentage of students receiving instruction in each course, and credits gained:

Subject	Credits Offered	Per Cent Reached	Credits Gained
Vocational Agriculture	5	37	3
Industrial Arts	4	23	3
Industrial Arts	-	16	2
Science	4	38	3
Mathematics	4	37	3

Some students were enrolled and completed three credits in more than one of the courses listed.

As school records were not clear as to how long a student participated in sports, the percentages of participation, as follows, are approximate:

Football	29 per cent participation
Basketball	24 per cent participation
Wrestling	24 per cent participation

[1]Decatur Community High School Records (Oberlin, Kansas)

Characteristics of School District[2]

At the time of the study, the Decatur Community High School District incorporated 601-5/16 sections, with an evaluation of $11,622,599.00 (see the map on page 13). The district was bisected by two hard-surface highways. The northern border of the district was adjacent to the Nebraska state line.

There were 285 students between the ages of 14 and 18 in the district. Students released to other districts totalled 9; students who attended Decatur Community High School from other districts also totalled 9.

At the time of the study, a plan was in effect for the unification of the Decatur Community High School District with the Norcatur High School District, and other districts (see map on page 14), to become effective in 1966.

Characteristics of Community

The community was considered to be largely rural at the time of the study. The rural non-farm population of Decatur County increased 7.4 per cent from 1950 to 1960. The rural farm population decreased 6.5 per cent. In Oberlin (Kansas) proper, the population increased from 2,019 in 1950 to 2,337 in 1960, and from the latter figure to 2,750 in 1964. Jennings and Norcatur, towns included in the school district, decreased in population.[3]

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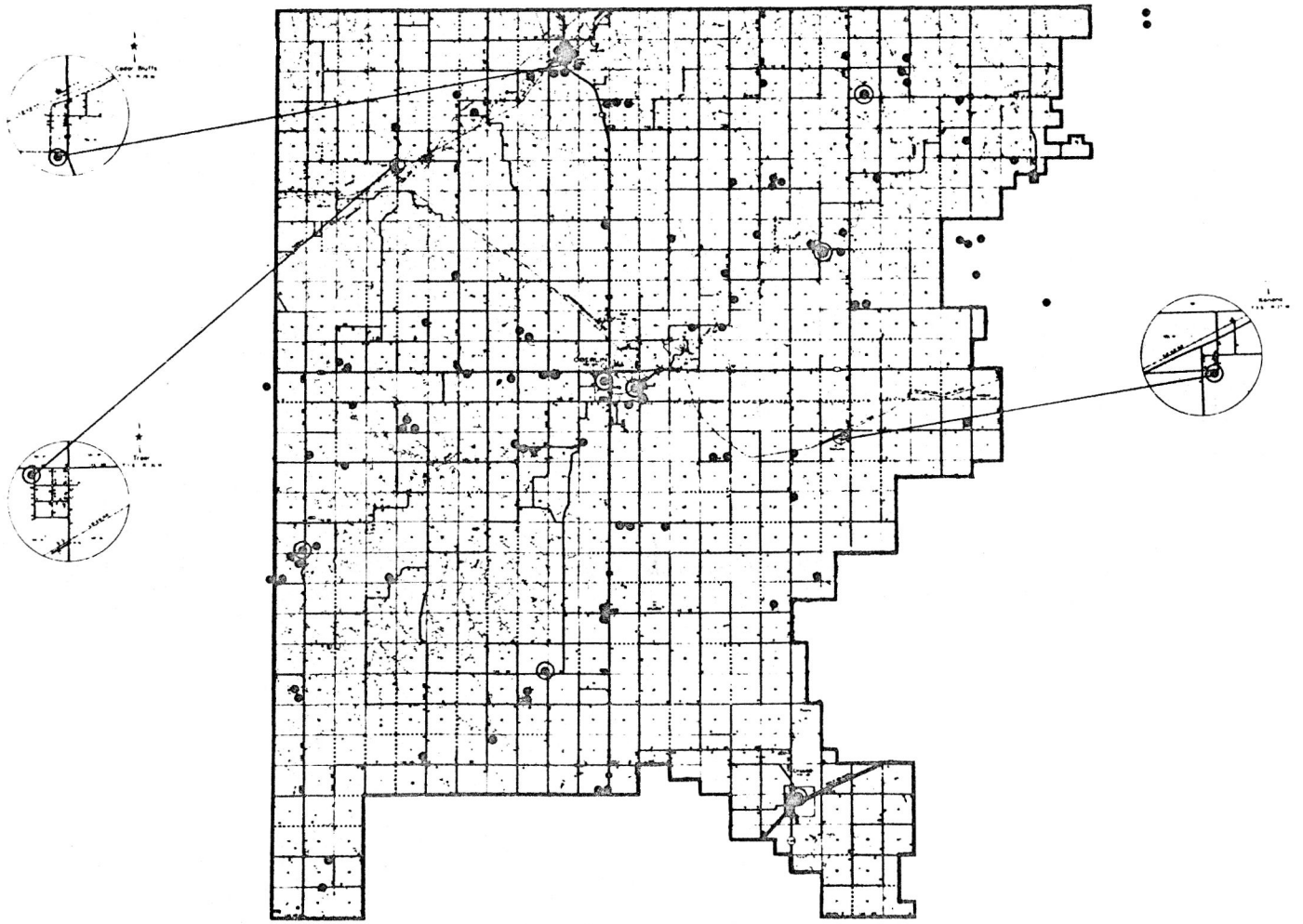
[2]County Superintendent Records (Decatur County Courthouse, Oberlin, Kansas).

[3]Educational Field Service, loc. cit.



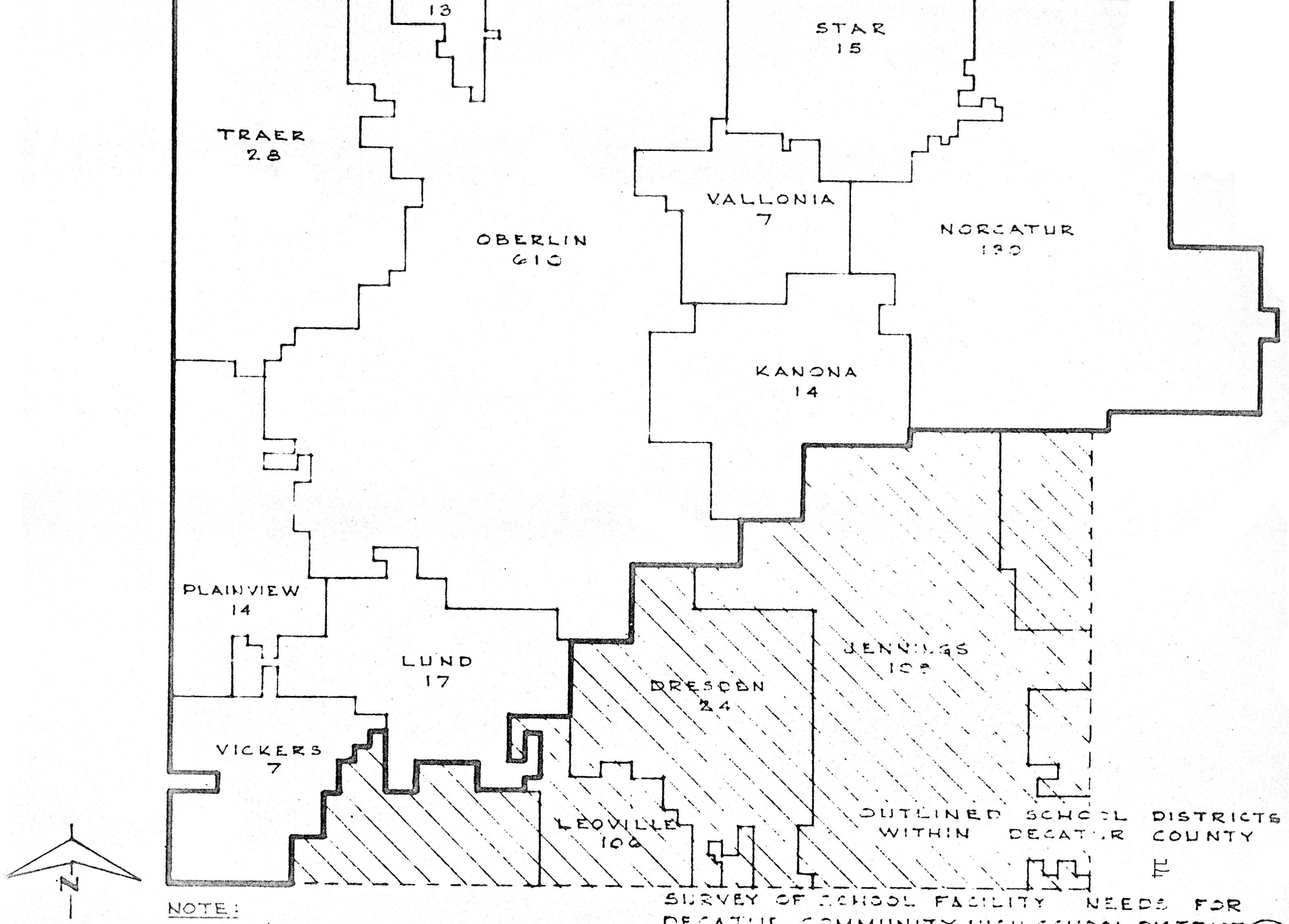
DECATUR COMMUNITY
HIGH SCHOOL DISTRICT NO. 1

STUDENT RESIDENCES
GRADES 9 THRU 12

N

SURVEY OF SCHOOL FACILITY NEEDS FOR
DECATUR COMMUNITY HIGH SCHOOL DISTRICT
AND COMMON SCHOOL DISTRICT NO. 1
DECATUR COUNTY KANSAS

FIG 10



SURVEY OF SCHOOL FACILITY NEEDS FOR DECATUR COMMUNITY HIGH SCHOOL DISTRICT AND COMMON SCHOOL DISTRICT NO. 1 DECATUR COUNTY, KANSAS

FIG 19

The report by Joseph W. Radotinsky, architect and school consultant, on a school survey indicated that between the years of 1940 and 1950, there was a 16.8 per cent loss of people in the county, while between the years of 1950 and 1960, the loss was 6.6 per cent--and the 1970 census would probably show an overall loss of 2 per cent.[4]

In 1960 there were 724 boys between the ages of 5 and 19 in Decatur County. The number of males employed in the county in 1960 was 1,567, compared with 2,385 in 1950. The number of unemployed increased from 35 in 1950 to 130 in 1960.[5]

It was observed that farm size had increased in Decatur County; farmers had become fewer, with many moving to urban areas while retaining land holdings. In 1959 there were 796 farms; in 1945 there were 870 farms. Four per cent of all farms were from 500 to 1,000 acres in size.[6]

Tenant farming had not changed much in the past few years and, at the time of this study, had remained at 26 per cent of the total farms in the county. Full farm ownership had decreased from 257 in 1954 to 223 in 1959.[7] The average age of farmers in the county was 49.7 years.

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[4]Joseph W. Radotinsky, "Survey of School Facilities Needs for Decatur Community High School District and Common School District No. 1, Decatur County, Kansas" (Kansas City, Kansas: Radotinsky-Deardorff Associates, School Consultants, 1964), p. 2.

[5]County Extension Agent Records (Decatur County Courthouse, Oberlin, Kansas).

[6]Ibid.

[7]Radotinsky (School Survey), op.cit., p. 3.

In 1960, 96 per cent of all persons in Decatur County between the ages of 14 and 17 were in school. The average number of school years completed by all men 25 years and over was 9.8.[8] There were 1,815 women 25 years old and over who had completed an average of 11.7 years of school.

Organizations in Decatur County in which the youth received developmental training were: 4-H, Boy Scouts, Girl Scouts, Future Farmers of America, Future Homemakers of America, various teen clubs, and church groups. The youth organizations reached three-fourths of all youth between the ages of 6 and 21 in the county.[9]

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[8] County Extension Agent Records, loc. cit.

[9] Ibid.

CHAPTER III

THE FINDINGS

The Graduate

This study considered all boys who started to high school at Decatur Community High School during the years 1955 through 1959, with the exception of boys who transferred to other schools. All those involved in this study were sent questionnaires (a copy is included in the appendix) in which they were given an opportunity to express their thinking about the education they received at Decatur Community High School.

Table I, page 18, shows that out of the 146 questionnaires sent on the first mailing, 47 per cent responded with a return of 58. Forty-seven per cent seemed inadequate; therefore, a second mailing of questionnaires was sent to the 53 per cent of students not responding on the first mailing. There were 23 questionnaires returned on this second mailing, a response of 38 per cent. Combining the two mailings, there was a total response of 66 per cent.

A separate questionnaire (a copy is included in the appendix) was sent to drop-outs. The return was as the National Education Association indicated could be expected: one person out of 25 answered the questionnaire.[1] As this response was inadequate, each available drop-out, or a relative, was contacted by telephone or personal interview. The information obtained in this manner was limited to their

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[1]National Education Association, op. cit., p. 6.

TABLE I

THE TOTAL NUMBER OF STUDENTS STUDIED, REPORTED BY THE YEAR THEY STARTED TO SCHOOL

YEAR	STUDENTS					QUESTIONNAIRES					
	TOTAL NUMBER	VO. AG.		LIVING IN COMMUNITY		NUMBER SENT FIRST MAILING	NUMBER SENT SECOND MAILING	PER CENT RECEIVED FIRST MAILING	PER CENT RECEIVED SECOND MAILING	PER CENT RECEIVED FROM VO. AG. STUDENTS	PER CENT RECEIVED FROM NON VO. AG. STUDENTS
		NO.	%	NO.	%						
1955	28	10	36	10	36	28	17	39	25	80	56
1956	16	7	44	5	31	16	8	50	19	71	67
1957	33	12	36	10	30	32	16	50	22	83	62
1958	23	7	34	7	30	23	12	35	13	29	56
1959	22	8	36	3	14	22	8	64	23	100	79
DROPOUT	26	-	-	19	72	25	-	1	-	-	4

present job status, address, and whether they had pursued any additional education.

Data in Table I also showed the percentage of students (by year) living in the community, the average being 36 per cent. Seventy-two per cent of the drop-outs remained in the community while 28 per cent of the graduates stayed.

Table II, page 20, included data which indicated the number of students completing various major areas of study. Some departments had students who also majored in other areas. By individual department, however, the science department reached 38 per cent of the boys for majors, the mathematics department reached 37 per cent, vocational agriculture reached 37 per cent, and industrial arts reached 23 per cent for majors. Not included in this study was an additional 40 per cent of boys who did not obtain a major in the manual skill courses.

As President Kennedy pointed out in his State of the Union address on January 14, 1963, it is very important for an individual to continue his education beyond his high school experience if he has the ability and desire. Arris Johnson, Decatur Community High School counselor, stated: "There is a general feeling in this community that if a boy was to continue his education beyond high school, he should not take a vocational subject."[2] Table III, page 21, pointed out that 50 per cent of those boys majoring only in vocational agriculture continued on into college, as compared with 58 per cent of all students studied.

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[2]Arris M. Johnson, Decatur Community High School Counselor, in a personal interview. Permission to quote secured.

TABLE II

THE NUMBER OF STUDENTS IN THE VARIOUS MAJOR AREAS OF STUDY

MAJOR AREA OF STUDY	NUMBER OF STUDENTS
Vocational agriculture	29
Vocational agriculture and mathematics	7
Vocational agriculture, mathematics and science	9
Mathematics and science	22
Science	7
Mathematics	8
Industrial arts, mathematics and science	29
Others	12
TOTAL	123

TABLE III

ADVANCED EDUCATION AS COMPARED TO THE MAJOR AREA OF STUDY

ADVANCED EDUCATION	MAJOR AREA OF STUDY													
	Vocational Agriculture		Vocational Agriculture and Mathematics		Vocational Agriculture, Mathematics, and Science		Mathematics and Science		Science		Mathematics		Industrial Arts, Mathematics and Science		Others	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
COLLEGE	5	26	5	83	6	86	20	100	1	50	3	60	5	33	2	29
TRADE SCHOOL	1	5	0	0	0	0	0	0	1	50	0	0	2	13	1	14

NOTE: Total % for College: 58
Total % for Trade School: 6

A higher percentage (86 per cent) of the vocational agriculture boys went to college if they had also majored in mathematics and science.

Tom K. T. Frederick completed a study which indicated that vocational agriculture students may have had an advantage in a school of agriculture. He states:

> The question with which this article began cannot be categorically answered in a yes or no fashion because of the various individual differences one would find among students. Nevertheless, the weight of the evidence presented above does seem to indicate that vocational students taken as a group, seem generally to do either as well as or better than do nonvocational students in colleges of agriculture. Vocational agriculture seems to be equal to other high school programs as preparation for college. Certainly, there appears little basis for discriminating against vocational agriculture, and only poor grounds exist for counselling out of vocational agriculture those boys who aspire for professional careers in agriculture.
>
> Furthermore, people enter the kind of college in which they are interested. Therefore, during their high school career, this interest should be developed, nurtured, maintained, and enhanced. The daily exposure to work in vocational agriculture can keep boys interested in things agricultural with the hopeful result that the college-bound student chooses to enroll in a college of agriculture. Surely, no other high school course is better fitted for this purpose than vocational agriculture.
>
> Therefore, because of what the above studies show and because of his belief that the vocational agriculture course is the best one in high school for stimulating a boy's interest in agriculture, the author concludes that unless special circumstances mitigate against doing so, one can, with a great deal of confidence, advise a boy who wants to go to an agricultural college to take vocational agriculture while in high school.[3]

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[3]Tom K. T. Frederick, "What Do Studies Show?--College Success of Former Students of Vocational Agriculture, "The Agricultural Education Magazine, Vol. 32, No. 8 (February, 1960), pp. 172-176.

In the opinion of the investigator, the above statement indicated that the general feeling about vocational agriculture not being a college preparatory course was not entirely correct.

While those students pursuing advanced education were of the majority, those students going into various other occupations were also included in this study. Table IV, page 24, shows that 17 per cent of all students were farming. It also shows that of the 37 per cent gainfully employed, 20 per cent were at various skill levels other than farming. Forty per cent of those boys studied were still in college and 23 per cent were in the armed services.

Three times as many boys majoring in vocational agriculture, science, and mathematics went to college than did those who majored only in vocational agriculture; 26 per cent more of those majoring in vocational agriculture, science, and mathematics went to college than did the average student. Also, the drop out rate was smaller for the group majoring in these three subjects than for the group majoring only in science and mathematics.

Data in Table V, page 25, indicated the response of the group to the questions: "Would a college education help in your present job?" Fifty-three per cent of all graduates felt that a college education would benefit them in their present occupations.

The response of the group to the question, "Would a college education help you find a job more to your liking?", is shown on Table VI, page 26. Sixty per cent responded that a college education would be of help to them.

TABLE IV

PRESENT OCCUPATION AS RELATED TO THE VARIOUS MAJOR AREAS OF STUDY

OCCUPATION	MAJOR AREA OF STUDY															
	Vocational Agriculture		Vocational Agriculture and Mathematics		Vocational Agriculture, Mathematics, and Science		Mathematics and Science		Science		Mathematics		Industrial Arts, Mathematics and Science		Others	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
Farming	9	47	1	16	--	--	1	5	--	--	--	--	2	13	1	14
Unskilled	--	--	--	--	--	--	--	--	--	--	--	--	4	27	--	--
Semiskilled	2	11	--	--	1	14	2	10	--	--	--	--	3	20	1	14
Skilled	--	--	--	--	--	--	1	5	--	--	--	--	2	13	--	--
Armed Forces	6	32	--	--	2	29	3	15	1	50		40	2	13	3	43
Student	2	11	5	83	4	57	13	65	1	50		60	2	13	2	29

TABLE V

QUESTION: WOULD A COLLEGE EDUCATION HELP IN YOUR PRESENT JOB?

RESPONSE	MAJOR AREA OF STUDY							
	Vocational Agriculture	Vocational Agriculture and Mathematics	Vocational Agriculture, Mathematics, and Science	Mathematics and Science	Science	Mathematics	Industrial Arts, Mathematics and Science	Others
YES	63%	16%	29%	50%	100%	40%	67%	57%
NO	16%	--	29%	--	--	--	27%	29%
UNDECIDED	21%	83%	43%	50%	--	40%	7%	14%

TABLE VI

QUESTION: WOULD A COLLEGE EDUCATION HELP YOU FIND A JOB MORE TO YOUR LIKING?

RESPONSE	MAJOR AREA OF STUDY							
	Vocational Agriculture	Vocational Agriculture and Mathematics	Vocational Agriculture, Mathematics, and Science	Mathematics and Science	Science	Mathematics	Industrial Arts, Mathematics and Science	Others
YES	74%	66%	57%	45%	100%	60%	53%	71%
NO	16%	---	---	5%	----	---	33%	29%
UNDECIDED	11%	33%	43%	50%	----	40%	13%	---

In answer to the question, "In your opinion, did you take the proper courses in high school?", the responses (Table VII, page 28) indicated that the student majoring in vocational agriculture was satisfied to a greater degree if he had taken both mathematics and science instead of just mathematics. The boy majoring only in vocational agriculture was as well satisfied as the average student with the courses he had taken. Some groups indicated that they were better satisfied than others, but, on the average, 53 per cent of all students were satisfied with the courses they had selected.

The data noted in Tables XI through XXI relates the satisfaction of students to individual courses taken. Table VII, however, gives the overall satisfaction of the group to the complete educational program.

Tables VIII, IX, and X, pages 29, 30, and 31, respectively, show comparisons, in the students' opinion, as to how mathematics, science, and vocational agriculture contributed individually to their present status. Seventy-two per cent considered mathematics of much benefit; 54 per cent considered science of much benefit; and 63 per cent considered vocational agriculture of much benefit. Of the group that did not major in mathematics or science, but did major in vocational agriculture, 84 per cent considered vocational agriculture of much contribution.

More students considered mathematics of greater benefit than science. The difference amounted to only 10 per cent, but was consistent--as shown in Tables VIII and IX.

TABLE VII

QUESTION: IN YOUR OPINION, DID YOU TAKE THE PROPER COURSES IN HIGH SCHOOL?

RESPONSE	MAJOR AREA OF STUDY							
	Vocational Agriculture	Vocational Agriculture and Mathematics	Vocational Agriculture, Mathematics, and Science	Mathematics and Science	Science	Mathematics	Industrial Arts, Mathematics and Science	Others
YES	53%	33%	86%	70%	---	40%	33%	57%
NO	42%	50%	14%	20%	100%	60%	53%	29%
UNDECIDED	5%	---	---	10%	---	---	7%	14%

TABLE VIII

PER CENT OF CONTRIBUTION, IN THE STUDENTS' OPINION, MADE BY MATHEMATICS

RESPONSE	MAJOR AREA OF STUDY							
	Vocational Agriculture	Vocational Agriculture and Mathematics	Vocational Agriculture, Mathematics, and Science	Mathematics and Science	Science	Mathematics	Industrial Arts, Mathematics and Science	Others
MUCH	63%	83%	86%	80%	100%	80%	73%	57%
LITTLE	32%	---	14%	15%	----	20%	27%	43%
NONE	5%	---	---	---	----	---	---	---

TABLE IX

PER CENT OF CONTRIBUTION, IN THE STUDENTS' OPINION, MADE BY SCIENCE

RESPONSE	MAJOR AREA OF STUDY							
	Vocational Agriculture	Vocational Agriculture and Mathematics	Vocational Agriculture, Mathematics, and Science	Mathematics and Science	Science	Mathematics	Industrial Arts, Mathematics and Science	Others
MUCH	53%	67%	77%	95%	100%	40%	33%	43%
LITTLE	26%	---	---	---	---	40%	40%	43%
NONE	21%	---	23%	---	---	---	20%	---

TABLE X

PER CENT OF CONTRIBUTION, IN THE STUDENTS' OPINION, MADE BY VOCATIONAL AGRICULTURE

RESPONSE	MAJOR AREA OF STUDY		
	Vocational Agriculture	Vocational Agriculture and Mathematics	Vocational Agriculture, Mathematics, and Science
MUCH	84%	17%	43%
LITTLE	16%	67%	57%
NONE	---	16%	---

The group was asked to respond with "more, less, or no change" in the amount of various subjects taken. Ten per cent or less in all subjects listed indicated they would have taken less of any subject, as shown by comparing Tables XI through XXI, pages 33 through 43.

The largest group would have liked more mathematics than any other course. Following is a comparison of courses, based percentage-wise on the students' desire for more of a particular subject:

Mathematics.....83 per cent
Science.....60 per cent
English.....48 per cent
Social science.....47 per cent
Foreign language.....44 per cent
Commercial subjects...43 per cent
Sports.....37 per cent
Physical Education....37 per cent
Art.....25 per cent
Music.....17 per cent

Comparison of the tables indicates that students having greater participation in one subject tended to recommend "more" of that subject.

As indicated in Table XXI, page 43, of the students majoring in vocational agriculture, 68 per cent would have taken more; 26 per cent wanted no change. Sixty-seven per cent of the students majoring in vocational agriculture and mathematics wanted no change in the amount of vocational agriculture taken. Of the group who had taken vocational agriculture, mathematics, and science, 71 per cent would not have taken less.

TABLE XI

COMPARISON OF STUDENT RESPONSE TO MORE, LESS OR NO CHANGE IN AMOUNT OF ART TAKEN

RESPONSE	MAJOR AREA OF STUDY							
	Vocational Agriculture	Vocational Agriculture and Mathematics	Vocational Agriculture, Mathematics, and Science	Mathematics and Science	Science	Mathematics	Industrial Arts, Mathematics and Science	Others
MORE	16%	17%	43%	20%	50%	60%	27%	14%
LESS	11%	---	---	5%	---	20%	20%	---
NO CHANGE	57%	67%	29%	35%	50%	20%	53%	71%

TABLE XII

COMPARISON OF STUDENT RESPONSE TO MORE, LESS OR NO CHANGE IN AMOUNT OF COMMERCIAL SUBJECTS TAKEN

RESPONSE	MAJOR AREA OF STUDY							
	Vocational Agriculture	Vocational Agriculture and Mathematics	Vocational Agriculture, Mathematics, and Science	Mathematics and Science	Science	Mathematics	Industrial Arts, Mathematics and Science	Others
MORE	47%	33%	43%	30%	---	40%	53%	71%
LESS	---	---	---	5%	---	---	---	14%
NO CHANGE	37%	50%	57%	40%	100%	60%	40%	14%

TABLE XIII

COMPARISON OF STUDENT RESPONSE TO MORE, LESS OR NO CHANGE IN AMOUNT OF ENGLISH TAKEN

RESPONSE	MAJOR AREA OF STUDY							
	Vocational Agriculture	Vocational Agriculture and Mathematics	Vocational Agriculture, Mathematics, and Science	Mathematics and Science	Science	Mathematics	Industrial Arts, Mathematics and Science	Others
MORE	42%	33%	71%	50%	100%	40%	40%	57%
LESS	11%	---	14%	10%	---	---	13%	---
NO CHANGE	47%	67%	14%	30%	---	60%	47%	43%

TABLE XIV

COMPARISON OF STUDENT RESPONSE TO MORE, LESS OR NO CHANGE IN AMOUNT OF FOREIGN LANGUAGE TAKEN

RESPONSE	MAJOR AREA OF STUDY							
	Vocational Agriculture	Vocational Agriculture and Mathematics	Vocational Agriculture, Mathematics, and Science	Mathematics and Science	Science	Mathematics	Industrial Arts, Mathematics and Science	Others
MORE	42%	33%	57%	50%	100%	80%	13%	57%
LESS	5%	17%	---	5%	---	---	7%	---
NO CHANGE	37%	33%	29%	25%	100%	20%	80%	28%

TABLE XV

COMPARISON OF STUDENT REPONSE TO MORE, LESS OR NO CHANGE IN AMOUNT OF SPORTS TAKEN

RESPONSE	MAJOR AREA OF STUDY							
	Vocational Agriculture	Vocational Agriculture and Mathematics	Vocational Agriculture, Mathematics, and Science	Mathematics and Science	Science	Mathematics	Industrial Arts, Mathematics and Science	Others
MORE	53%	33%	29%	35%	100%	20%	33%	43%
LESS	6%	---	---	10%	---	---	---	14%
NO CHANGE	42%	33%	57%	30%	---	60%	53%	43%

TABLE XVI

COMPARISON OF STUDENT RESPONSE TO MORE, LESS OR NO CHANGE IN AMOUNT OF MATHEMATICS TAKEN

RESPONSE	MAJOR AREA OF STUDY							
	Vocational Agriculture	Vocational Agriculture and Mathematics	Vocational Agriculture, Mathematics, and Science	Mathematics and Science	Science	Mathematics	Industrial Arts, Mathematics and Science	Others
MORE	68%	100%	86%	90%	---	60%	87%	86%
LESS	5%	---	---	---	---	---	---	---
NO CHANGE	27%	---	14%	10%	100%	40%	13%	14%

TABLE XVII

COMPARISON OF STUDENT RESPONSE TO MORE, LESS OR NO CHANGE IN AMOUNT OF MUSIC TAKEN

RESPONSE	MAJOR AREA OF STUDY							
	Vocational Agriculture	Vocational Agriculture and Mathematics	Vocational Agriculture, Mathematics, and Science	Mathematics and Science	Science	Mathematics	Industrial Arts, Mathematics and Science	Others
MORE	16%	---	29%	25%	---	40%	---	28%
LESS	5%	---	14%	10%	50%	20%	20%	---
NO CHANGE	68%	83%	57%	35%	50%	40%	73%	71%

TABLE XVIII

COMPARISON OF STUDENT RESPONSE TO MORE, LESS OR NO CHANGE IN AMOUNT OF PHYSICAL EDUCATION TAKEN

RESPONSE	MAJOR AREA OF STUDY							
	Vocational Agriculture	Vocational Agriculture and Mathematics	Vocational Agriculture, Mathematics, and Science	Mathematics and Science	Science	Mathematics	Industrial Arts, Mathematics and Science	Others
MORE	63%	17%	14%	15%	10%	40%	53%	43%
LESS	5%	17%	---	10%	---	---	7%	14%
NO CHANGE	32%	33%	71%	60%	---	60%	40%	43%

TABLE XIX

COMPARISON OF STUDENT RESPONSE TO MORE, LESS OR NO CHANGE IN AMOUNT OF SCIENCE TAKEN

RESPONSE	MAJOR AREA OF STUDY							
	Vocational Agriculture	Vocational Agriculture and Mathematics	Vocational Agriculture, Mathematics, and Science	Mathematics and Science	Science	Mathematics	Industrial Arts, Mathematics and Science	Others
MORE	58%	67%	57%	60%	50%	40%	73%	43%
LESS	5%	---	---	10%	---	---	13%	---
NO CHANGE	37%	17%	43%	25%	50%	60%	13%	57%

TABLE XX

COMPARISON OF STUDENT RESPONSE TO MORE, LESS OR NO CHANGE IN AMOUNT OF SOCIAL SCIENCE TAKEN

RESPONSE	MAJOR AREA OF STUDY							
	Vocational Agriculture	Vocational Agriculture and Mathematics	Vocational Agriculture, Mathematics, and Science	Mathematics and Science	Science	Mathematics	Industrial Arts, Mathematics and Science	Others
MORE	53%	17%	57%	40%	---	60%	47%	57%
LESS	5%	---	---	15%	---	---	7%	---
NO CHANGE	42%	67%	43%	40%	100%	20%	47%	43%

TABLE XXI

COMPARISON OF STUDENT RESPONSE TO MORE, LESS OR NO CHANGE IN AMOUNT OF VOCATIONAL AGRICULTURE AND FFA TAKEN

RESPONSE	MAJOR AREA OF STUDY			
	Vocational Agriculture	Vocational Agriculture and Mathematics	Vocational Agriculture, Mathematics, and Science	Industrial Arts, Mathematics and Science
MORE	68%	---	---	33%
LESS	5%	17%	29%	7%
NO CHANGE	26%	67%	71%	53%

Paul E. Hemp, in his study of vocational agriculture students, stated: "About 60 per cent of the former students of vocational agriculture studied said that vocational agriculture instruction had been helpful to them in their present jobs."[4]

The Drop-Out

Data regarding the drop-out, as indicated on Table XXII, page 45, was limited to four basic areas: credits received, present employment, additional education, and location.

Over half of the boys in this group dropped out of school before completing 5 credits; 20 per cent completed over 2 years of high school. Table XXIII, page 46, shows graphically these statistics.

None of the boys in the group selected for study who completed at least 1 year of vocational agriculture dropped out of school.

Eight per cent of those who dropped out went to a trade school and were in the group having completed at least 2 years of high school. One boy completed his high school education in the armed services.

Allan R. Edsall, in his study of drop-outs, found that the two most common reasons for quitting school were marriage and to go to work.[5] However, the reason for quitting school was not asked of the group on the questionnaire.

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[4]Paul E. Hemp, "What 246 Former Students Think About Vocational Agriculture Training," The Agricultural Education Magazine, Vol. 34, No. 5 (November, 1961), pp. 114-115.

[5]Alan R. Edsall, "A Study of Drop-Outs of the Milford Lakeview School (Report, M. Ed., University of Delaware, Newark, Delaware, 1961), p. 26.

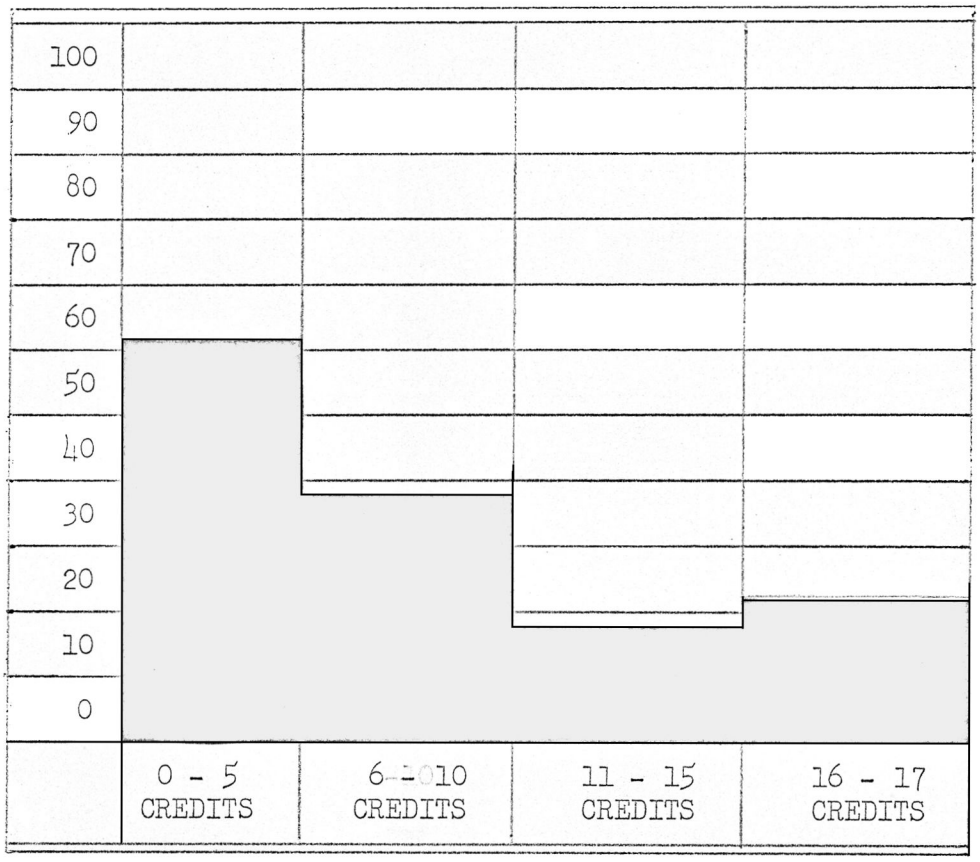
TABLE XXII

THE NUMBER OF CREDITS COMPLETED BY THE DROP-OUT COMPARED TO PRESENT EMPLOYMENT, EDUCATION AND LOCATION

CREDITS	EMPLOYMENT					ADDITIONAL EDUCATION		LOCATION	
	UNEMPLOYED	COMMON LABOR	SEMI-SKILLED	UNKNOWN	ARMED SERVICES	TRADE SCHOOL	HIGH SCHOOL	IN THE COMMUNITY	OUT OF COMMUNITY
0 to 5	3	4	3	1	2	-	1	9	4
6 to 10	1	3	1	-	2	-	-	5	2
11 to 15	-	-	1	-	1	1	-	1	1
16 to 17	-	2	1	-	-	1	-	3	-
TOTAL	4	9	6	1	5	2	1	18	7

TABLE XXIII

CREDITS RECEIVED BY THE DROP-OUT BEFORE LEAVING SCHOOL



At the time of the study, 72 per cent of the drop-outs lived in the community, 20 per cent were in the armed services, and 8 per cent were employed out of the community.

The fewer credits a student had received in high school coincided with his employment capabilities. Sixteen per cent of the drop-outs were unemployed; 75 per cent of these were boys who had not completed one year of satisfactory work in high school.

Melvin Dean Nelson, in his study on drop-outs, found the following:

> Findings: The following conclusions were derived from the study:
>
> 1. Three-fifths of the drop-outs were boys.
> 2. Approximately one-half the senior high drop-outs withdrew from grade 10.
> 3. The greatest number of boys left at age 17. More girls left at 16 than any other age group.
>
> . . . . . .
>
> 6. Sixty per cent of the drop-outs failed one or more subjects while in high school.
> 7. History and English were the two subjects most often failed.
> 8. Three-fourths of the drop-outs had grade averages below C.
> 9. The fathers of the graduates have better jobs than the fathers of the drop-outs.
> 10. Fifty-seven per cent of the drop-outs did not take part in extracurricular activities while in school.
> 11. Most parents encouraged their drop-out son or daughter to stay in school.[6]

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[6] Melvin Dean Nelson, "A Study of High School Drop-Outs from the Stillwater Senior High School, Stillwater, Minnesota, 1957 to 1959" (Thesis, M.A., University of Minnesota, St. Paul, Minnesota, 1960), p. 82.

A National Education Association Research Memo states:

> A work experience program, in which the pupil is released from school a part of each day to work for pay, is strongly urged by many investigators of the drop-out problem. In some of these programs, study and work are closely related, and in others the school simply makes it possible for those who want to work to do so.
>
> School and work programs can make it possible for those who must leave school for economic reasons to continue their education. They can also be useful in vocational guidance, for actual experience on a job may help to clarify the occupational interests and preferences of the pupil. One study of the program indicated that work experience made the pupil realize the value of more education.[7]

Table XXIV, page 49, gives information relative to the occupational status of drop-outs and graduates. Of the 48 per cent employed, 2 per cent would require college training to accomplish their work.

Twenty-seven graduates were employed. Those unemployed were in the group of drop-outs.

Those students who had received specific training in high school for their present employment were those who had taken vocational agriculture--who were farming at the time of this study.

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[7]National Education Association, op. cit., p. 13.

TABLE XXIV

OCCUPATIONS OF GRADUATES AND DROP-OUTS

OCCUPATION	OUT OF COMMUNITY		IN THE COMMUNITY	
	GRADUATE/DROPOUT		GRADUATE/DROPOUT	
Farming	-	-	14	-
Factory Work	2	-	-	2
Appliance Service	-	-	1	2
Garage Work	1	-	1	3
Truck Driver	1	-	1	2
Engineering Aid	1	-	1	-
Meat Cutter	-	1	-	-
Barber	-	-	1	-
Construction	-	-	1	4
Salesman & Clerk	-	-	1	1
Peace Corps	1	-	-	-
Dog Trainer	-	-	-	1
Unknown	-	1	-	-
Bookkeeper	-	-	2	-
Photo Evaluation	1	-	-	-
Medical Technician	1	-	-	-
Student	32	-	-	-
Armed Forces	18	5	-	-
Unemployed	-	-	-	4
TOTALS	58	7	23	19

SUMMARY

The basic concern of this study was to ascertain what relationship existed between the curriculum taken by students and the present occupations of former students of Decatur Community High School, Oberlin, Kansas. Also studied was the students' opinions as to whether they felt curriculum revisions and/or new developments were necessary.

Of the students included in the study, 37 per cent were reached by vocational agriculture, 37 per cent by mathematics, 38 per cent by science, and 23 per cent by industrial arts.

Advanced education was considered more often by those students who majored in mathematics and science. However, those who majored in mathematics, science, and vocational agriculture went to college more often than those majoring in mathematics and science alone.

The students returning questionnaires were farming 17 per cent; occupations other than farming--20 per cent; college--40 per cent; and armed services--23 per cent.

More than half (60 per cent) of the boys thought that a college education would help them find a job more to their liking. Fifty-three per cent felt that they had taken the proper courses in high school.

Seventy-five per cent of the boys indicated that mathematics contributed much; 60 per cent considered science of much contribution. Of those majoring in vocational agriculture, 63 per cent felt it contributed much to their present success.

When asked if they would have liked more, less, or no change in various subjects taken in high school, a greater percentage of the boys wanted "more" mathematics and science, with English, social science, commercial subjects, and foreign language following closely. No more than 10 per cent indicated they would want less of any subject taken. These statistics indicate that, in general, students would have liked more courses in their high school training.

Out-migration was a factor considered in this study and it was found that 36 per cent of the total group lived in the community. Of this group, 66 per cent were graduates and 34 per cent were drop-outs. Also, 61 per cent of the graduates who stayed in the community were farming.

TABLE XXV

PERCENTAGE COMPARISON OF STUDENTS' OPINION ON ADVANCED EDUCATION AND GENERAL COURSE WORK

	NO. MAJORING	QUESTIONNAIRE RETURN %	ADVANCED EDUCATION		PRESENT OCCUPATION						WOULD A COLLEGE EDUCATION HELP IN YOUR PRESENT JOB?			WOULD A COLLEGE EDUCATION HELP YOU FIND A JOB MORE TO YOUR LIKING?			DID YOU TAKE THE PROPER COURSES IN HIGH SCHOOL?		
			COLLEGE	TRADE SCHOOL	FARMING	UNSKILLED	SEMI-SKILLED	SKILLED	ARMED SERVICES	STUDENT	YES	NO	UNDECIDED	YES	NO	UNDECIDED	YES	NO	UNDECIDED
Vocational Agriculture	29	66	26	5	47	-	11	-	32	11	63	16	21	74	16	11	53	42	5
Vocational Agriculture, Mathematics	7	86	83	-	16	-	-	-	-	83	16	-	83	66	-	33	33	50	-
Vocational Agriculture, Mathematics, Science	9	78	86	-	-	-	14	-	29	57	29	29	43	57	-	43	86	14	-
Sub-Total	45	71	50	3	31	-	9	-	25	34	47	16	38	69	9	22	56	38	3
Mathematics, Science	22	91	100	-	5	-	10	5	15	65	50	-	50	45	5	50	70	20	10
Science	7	29	50	50	-	-	-	-	50	50	100	-	-	100	-	-	-	100	-
Mathematics	8	63	60	-	-	-	-	-	40	60	40	-	40	60	-	40	40	60	-
Other	12	58	29	14	14	-	14	-	43	29	57	29	14	71	29	-	57	29	14
Sub-Total	49	69	76	6	6	-	9	3	26	56	53	6	38	56	9	39	59	32	9
Industrial Arts, Mathematics, Science	29	52	33	13	13	20	27	13	13	13	67	27	7	53	33	13	33	53	7
TOTAL	123	66	58	6	17	4	11	4	23	40	53	14	32	60	14	26	53	38	6

TABLE XXVI

PERCENTAGE COMPARISON OF STUDENTS' OPINIONS OF MAJOR SUBJECT CONTRIBUTION ON PRESENT SUCCESS

	MATHEMATICS			SCIENCE			VOCATIONAL AGRICULTURE		
	MUCH	LITTLE	NONE	MUCH	LITTLE	NONE	MUCH	LITTLE	NONE
Vocational Agriculture	63	32	5	53	26	21	84	16	-
Vocational Agriculture, Mathematics	83	-	-	67	-	-	17	67	16
Vocational Agriculture, Mathematics, Science	86	14	-	71	2	23	43	57	-
Sub-Total	72	13	13	54	16	19	63	34	3
Mathematics, Science	80	15	-	95	-	-	NOT APPLICABLE		
Science	100	-	-	100	-	-			
Mathematics	80	20	-	40	40	-			
Others	57	43	-	43	43	-			
Sub-Total	76	21	-	76	15	-			
Industrial Arts, Mathematics, Science	73	27	-	33	40	20	NOT APPLICABLE		
TOTAL	74	19	5	62	20	11	63	34	3

TABLE XXVII

PERCENTAGE COMPARISON IN STUDENTS' OPINIONS AS TO MORE, LESS, OR NO CHANGE IN TAKING FOLLOWING COURSES

	ART			COMMER-CIAL			ENGLISH			FOREIGN LANGUAGE			SPORTS			MATHE-MATICS			MUSIC			PHYS. EDUCA.			SCIENCE			SOCIAL SCIENCE			VO.AG.& F.F.A.		
*	M	L	NC	M	L	NC	M	L	NC	M	L	NC	M	L	NC	M	L	NC	M	L	NC	M	L	NC	M	L	NC	M	L	NC	M	L	NC
A	16	11	57	47	--	37	42	11	47	42	5	37	53	--	42	68	5	27	16	5	68	63	5	32	58	5	37	53	5	42	68	5	26
B	17	--	67	33	--	50	33	--	67	33	17	33	33	--	33	100	--	--	--	--	83	17	17	33	67	--	17	17	-	67	--	17	67
C	43	--	29	43	--	57	71	14	14	57	--	29	29	--	57	86	--	14	29	14	57	14	--	71	57	--	43	57	--	43	--	29	71
ST	22	6	53	44	--	44	47	9	44	46	6	34	44	--	44	78	3	19	16	6	69	44	6	41	59	3	34	47	3	47	41	13	44
D	20	5	35	30	5	40	50	10	30	50	5	25	35	10	30	90	--	10	25	10	35	15	10	60	60	10	25	40	15	40			
E	50	--	50	--	--	100	100	--	--	100	--	100	100	--	--	--	--	100	--	50	50	100	--	--	50	--	50	--	--	100			
F	60	20	20	40	--	60	40	--	60	80	--	20	20	--	60	60	--	40	40	20	40	40	--	60	40	--	60	60	--	20			
G	14	--	71	71	14	14	57	--	43	57	--	28	43	14	43	86	--	14	28	--	71	43	14	43	43	--	57	57	--	43	43	14	28
ST	26	6	41	38	6	41	53	6	35	57	3	24	32	9	41	85	--	15	26	9	47	24	12	56	56	6	35	47	9	38			
H	27	20	53	53	--	40	40	13	47	13	7	80	33	--	53	87	--	13	--	20	73	53	7	40	73	13	13	47	7	47	33	7	53
T	25	9	48	43	2	42	48	9	41	44	5	38	37	4	44	83	1	16	17	10	60	37	9	47	60	6	31	47	6	43			

(*) A - Vocational Agriculture
B - Vocational Agriculture, Mathematics
C - Vocational Agriculture, Mathematics, Science
ST - Sub-Total
D - Mathematics, Science
E - Science
F - Mathematics
G - Others
H - Industrial Arts, Mathematics, Science
T - Total

M - MORE
L - LESS
NC - NO CHANGE

IMPLICATION

The implication this report leaves is that a course to broaden the vocational interests of students should be taught early in the high school experience, since one-half of those who drop out of school leave before completing one year of instruction.

Drop-outs stayed in the community twice as often as did the graduates plus the fact that the drop-out represents a third of those in the community.

There should be some effort toward curriculum development, counseling, and cooperative education which would enable the schools to maintain a high interest level in an effort to retain those students who drop out.

Thirty per cent of those students graduating from high school remained in the community. Of this group, 61 per cent are farming. This would indicate that if we are to benefit the community, the school should recognize the importance of subjects which will benefit this high percentage of students who are farming. The remainder of those graduating are employed at jobs which, in general, require manipulative skills.

The writer of this study feels that the vocational agriculture curriculum could and should be expanded to meet the needs of a greater percentage of the students at Decatur Community High School.

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APPENDIX

Oberlin Public Schools

The Oberlin School System is undergoing change. In order that the direction of change will be to the best advantage for the student, many steps are being taken. We would like your suggestions concerning changes that would more nearly meet the needs of the future students of DCHS. Your name will not be used nor will any reference be made that will identify you. We will check all forms as they are returned to attempt complete survey, since this study will also be used as my master's report. Please use the inclosed envelope to return the questionnaire by January 10th, if possible.

Sincerely,

Don G. Guinn

Name of company: _____ Tenure: _____

Job description _____

_____

_____

Years of college completed: 1____ 2____ 3____ 4____

	Yes	No	Undecided
a. Would a college education help in your present job?			
b. Would a college education help you find a job more to your liking?			
c. In your opinion did you take the proper courses in high school?			

In your opinion how much did these courses contribute to your present success?

	Much	Little	None
Art			
Commercial			
English			
Foreign Language			
High School Sports			
Mathematics			
Music			
Physical Education			
Science			
Social Science			
Vocational Agriculture and FFA			
Others (List)			

In your opinion yould you have liked less, more or no change in taking the following subjects:

	more	less	no change
Art			
Commercial			
English			
Foreign Language			
High School Sports			
Mathematics			
Music			
Physical Education			
Science			
Social Science			
Vocational Agriculture and FFA			
Others (List)			

Oberlin Public Schools

The Oberlin School System is undergoing change. In order that the direction of change will be to the best advantage for the student, many steps are being taken. We would like your suggestions concerning changes that would more nearly meet the needs of the future students of DCHS. Your name will not be used nor will any reference be made that will identify you. We will check all forms as they are returned to attempt complete survey, since this study will also be used as my master's report. Please use the inclosed envelope to return the questionnaire by January 10th, if possible.

Sincerely,

Don G. Guinn

Name of company: _____ Tenure: _____

Job description _____

_____

_____

Years of college completed: 1____ 2____ 3____ 4____

	Yes	No	Undecided
a. Would a high school education help in your present job?	_____	_____	_____
b. Would a high school education help you find a job more to your liking?	_____	_____	_____
c. In your opinion did you take the proper courses in high school?	_____	_____	_____

In your opinion how much did these courses contribute to your present success?

	Much	Little	None
Art	_____	_____	_____
Commercial	_____	_____	_____
English	_____	_____	_____
Foreign Language	_____	_____	_____
High School Sports	_____	_____	_____
Mathematics	_____	_____	_____
Music	_____	_____	_____
Physical Education	_____	_____	_____
Science	_____	_____	_____
Social Science	_____	_____	_____
Vocational Agriculture and FFA	_____	_____	_____
Others (List)	_____	_____	_____

In your opinion yould you have liked less, more or no change in taking the following subjects:

	more	less	no change
Art	_____	_____	_____
Commercial	_____	_____	_____
English	_____	_____	_____
Foreign Language	_____	_____	_____
High School Sports	_____	_____	_____
Mathematics	_____	_____	_____
Music	_____	_____	_____
Physical Education	_____	_____	_____
Science	_____	_____	_____
Social Science	_____	_____	_____
Vocational Agriculture and FFA	_____	_____	_____
Others (List)	_____	_____	_____

A STUDY OF HIGH SCHOOL CURRICULUM AS IT INFLUENCED FORMER MALE STUDENTS OF DECATUR COMMUNITY HIGH SCHOOL

by

DON GAYLAND GUINN

B. S., Kansas State University, 1958

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

School of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1965

ABSTRACT

The basic concern of this study was to acertain what relationship existed between the curriculum taken by students and the present occupations of former students of Decatur Community High School, Oberlin, Kansas. Also studied was the students' opinions, whether curriculum revisions and/or new developments were necessary.

Of those included in the study, 37 per cent had been reached in high school by vocational agriculture, 37 per cent by mathematics, 38 per cent by science, and 23 per cent by industrial arts.

Advanced education was considered more often by those students who majored in mathematics and science. However, those who majored in mathematics, science, and vocational agriculture went to college more often than those majoring in mathematics and science alone.

Of those students returning questionnaires, 17 per cent were farming, 20 per cent had occupations other than farming, 40 per cent were in college, and 23 per cent were in the armed services. In addition, more than half the boys (60 per cent) thought that a college education would help them find a job more to their liking. Fifty-three per cent felt that they had taken the proper courses in high school.

Regarding the question of contribution of certain subjects, 75 per cent of the boys indicated that mathematics contributed much; 60 per cent considered science of much contribution. Of those majoring in vocational agriculture, 63 per cent felt it contributed much to their present success.

When asked if they would have liked more, less, or no change in various subjects taken in high school, a greater percentage of the boys wanted "more" mathematics and science, with English, social science, commercial subjects, and foreign language following closely. No more than 10 per cent indicated they would want less of any subject taken. These statistics indicate that, in general, students would have liked more courses in their high school training.

Out-migration was a factor considered in this study and it was found that 36 per cent of the total group lived in the community. Of this group, 66 per cent were graduates and 34 per cent were drop-outs. Also, 61 per cent of the graduates who stayed in the community were farming.