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A Follow-Up Study of 137 Students Who Graduated From Farragut Community School During 1963-1967

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University of Nebraska at Omaha

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A FOLLOW-UP STUDY OF 137 STUDENTS
WHO GRADUATED FROM FARRAGUT
COMMUNITY SCHOOL DURING
1963 TO 1967

A Field Project
Presented to
the Faculty of the Graduate School
University of Nebraska at Omaha

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

by
Charles Leo Humphrey
March, 1969

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Accepted for the faculty of The Graduate College of the University of Nebraska at Omaha, in partial fulfillment of the requirements for the degree Specialist in Education.

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CHAPTER I

INTRODUCTION

Since the release of the Great Plains School District Organization Project, much criticism has been leveled at the small rural school of the four states involved in the study. The report has done an excellent job of creating an intense interest in the question: What effect does the size of the school have on the quality of education the student receives? Educators and lay citizens have begun to question whether the small school can offer a well rounded educational program to its constituents. School programs have been re-examined with especially critical attention devoted to programs in school districts with smaller enrollments than those suggested in the guidelines of the Great Plains Project. Some educators in many of these small school districts share the common feeling that the graduates of their respective schools are not deprived of educational opportunities but are just as well prepared to cope with later enterprises as those graduating from large metropolitan schools.

The Great Plains School District Organization Project has caused many schools to critically analyze their curricula in an effort to determine the extent to which the program available in the district is fulfilling the needs of those students attending the respective schools.

Although our democratic society feels that every child is entitled to an education equal to that of every other child, it

is certain that this ideal does not exist because of several factors, which include school differences in separate districts and states. In many isolated districts it is questionable whether the child is provided the opportunity to develop his native ability, regardless of his capacity for development.

These circumstances prompted the investigator to re-evaluate the curriculum of the secondary school of which he is an administrator and resulted in this study of the graduates of Farragut Community School in the years of 1963, 1964, 1965, 1966, and 1967. This study includes all graduates for whom an address could be secured, 185 of 208.

History of the Community

Farragut Community is a reorganized K-12 school district in the extreme southwest corner of Iowa. The county is bordered on the west by the Missouri River and on the south by the State of Missouri.

The school community is mostly a rich agricultural area in the flat, fertile area of southwestern Iowa, where much of the soil is under very productive cultivation. The basis of the economy is agriculture, with the primary source of income of the families in the school district coming directly from farming enterprises or as a direct result of the farming operation; such as elevators, farm machinery companies, fertilizer companies, and petroleum companies. Since the value of the land is extremely high, the primary source of school income is the tax money collected from land-owners.

(There is approximately \$16,000 of assessed evaluation for tax purposes supporting each student enrolled in the school district.)

In 1963 the independent school districts of Farragut, Riverton, and Imogene reorganized to form the Farragut Community School District. The junior-senior high school, located in Farragut, serves the entire district. There are elementary school attendance centers at Farragut and Riverton.

The present organization plan has been in existence for the past three school terms. Age levels for the normal first three grades are housed in the Riverton building, where a non-graded reading program is followed. Kindergarten and all other grade levels are located in Farragut. Because of the short length of time the non-graded program has been in operation, it is presently continued only through the first six grade levels. Those secondary students experiencing reading difficulties are guided into a developmental reading program, continuing in the program as long as they benefit from it.

The student body of the reorganized school district is widely varied in several respects. One primary difference is found in the income status of the families of the district. Incomes vary from the low, subsistence wages of the day laborer or ADC case to that of families where the bread-winner is a highly trained professional person.

Intelligence and learning ability also account for great differences. As a partial measure of student capability, the

Henmon-Nelson test is given to all students in the tenth grade, and the resulting I.Q. score is recorded on the permanent school record of each student. Table I is a breakdown of the Intelligence Quotients of each class, based on scores taken from permanent records. The first column indicates the highest I.Q. for both boys and girls of each class; the second column, the mean I.Q. of each class, by sex; and the third, the lowest I.Q. of each class, by sex. Even a cursory examination of the table reveals a wide variation in natural abilities.

Purpose of the Study

The purpose of this study was to determine the extent to which the graduates of the Farragut Community High School felt that the curriculum of the school met the educational and social needs in the classes of 1963-1967 and to follow their progress until the time of this study, December, 1968. Although the graduates made the subjective appraisal of the extent to which the school curriculum met their needs, their educational and vocational achievements after graduation were more objective factors which contributed to the evaluation of the curriculum.

Compared to many small high schools, Farragut Community School offers a relatively comprehensive program in an attempt to meet the diversified needs of the pupils. Had this follow-up been limited to a particular intellectual level, the conclusions and recommendations might have been different.

TABLE I
INTELLIGENCE QUOTIENT, HIGH, LOW
AND MEAN FOR EACH CLASS,
BY SEX 1963 to 1967

	High I.Q.	Mean I.Q.	Low I.Q.
Class of 1963			
Female	130	106	78
Male	125	106	82
Class of 1964			
Female	121	111	97
Male	123	109	90
Class of 1965			
Female	127	105	78
Male	130	106	91
Class of 1966			
Female	138	105	86
Male	130	108	75
Class of 1967			
Female	137	112	89
Male	124	108	84

The findings of this study will be presented to the board of education.

Procedures Used in the Study

From the permanent records of Farragut Community School, a list of all students who had graduated from the school in the classes of 1963-1967 was prepared, a total of 208 graduates in the five years.

When the list of graduates was completed and mailing addresses were obtained, a questionnaire was sent to each person.¹ This questionnaire was accompanied by a personal letter from the investigator.² Though every effort was exerted to secure the addresses of all the 208 graduates, of the first mailing, which included 190 questionnaires, five were returned with incorrect address and no forwarding address available. Many other students were located as a result of phone calls and personal contacts with friends and relatives.

In the final count, 185 of the graduates received the questionnaires, of which 137 were returned. This is a total response of approximately 74 per cent.

Table II indicates the distribution of questionnaires to each class, with totals. Column one indicates the number sent to each sex in each class; column two shows the number of each sex in every class that responded to the questionnaire; column three states the percentage of each class that responded.

¹Appendix A
²Appendix B

TABLE II
DISTRIBUTION OF QUESTIONNAIRES TO EACH
CLASS AND PERCENTAGE RETURNED

Class	Number Sent	Number Returned	Per Cent Returned
Class of 1963			
Female	16	11	68.75
Male	12	7	58.33
Total	<u>28</u>	<u>18</u>	<u>64.29</u>
Class of 1964			
Female	14	9	64.29
Male	21	13	61.90
Total	<u>35</u>	<u>22</u>	<u>62.86</u>
Class of 1965			
Female	27	22	81.48
Male	21	17	80.95
Total	<u>48</u>	<u>39</u>	<u>81.25</u>
Class of 1966			
Female	14	14	100.00
Male	20	14	70.00
Total	<u>34</u>	<u>28</u>	<u>82.35</u>
Class of 1967			
Female	16	12	75.00
Male	24	18	75.00
Total	<u>40</u>	<u>30</u>	<u>75.00</u>
Total			
Females	87	68	78.16
Males	98	69	70.41
Total	<u>185</u>	<u>137</u>	<u>74.05</u>

Current Curriculum Design

Since within the student body there is a wide range of innate abilities, vocational interests, and educational goals, the school curriculum has been diversified. The students have had a choice or preparation for college or vocation, or of a general education which would provide a basis for further growth or specialization. For the past several years the school principal and guidance counselor have recommended courses to pupils whose plans for the future were fairly certain. The state's basic requirements for graduation from an Iowa high school are mandatory in each student's course of study in Farragut Community School. In addition to four years of physical education, each student must earn, for graduation, sixteen units of credit, which must include three units of English; one of mathematics; two of social studies, including American Government; and one of science. Beyond these eight units, the students may select any desirable courses that they are able to schedule in order to complete the minimum requirements for graduation.

All students who show any interest in attending college are encouraged to include four years of English, at least two years of mathematics, two years of science, three years of social studies, two years of foreign language, and one year of typing in their four years of secondary study. If the student plans with any certainty to go into any scientific field of college study, he is sometimes encouraged to take four years of mathematics and/or science. In addition, since students entering college from a small school in

a rural district often have a greater social adjustment to make than those graduates of larger, urban districts, any student indicating an interest in going to college is also encouraged to participate in extra-curricular activities. It is felt that these group activities aid his social development and thereby ease the adjustment to the college community.

In addition to state-required courses and college-preparatory courses, the school offers many other courses from which the students may select whatever they desire to acquire the minimum of sixteen units (the equivalent of four subjects for each of four years): four units of vocational agriculture; four of home economics; two of art; four of industrial arts, including woodworking, metalworking, general drafting and auto mechanics; two of advanced mathematics; two of advanced science; six of business, including typing I, typing II, shorthand I, bookkeeping, business mathematics, business machines and office practice (the last two are one-half unit each); one of world geography; and one of economics.

Nine elective courses have been added since most of the subjects were in school: second and third year art were added in 1966, and fourth year art in 1967; world geography in 1965; business machines and office practice in 1965; business mathematics in 1966; economics in 1966; and auto mechanics in 1965. In addition, the vocational agriculture and industrial arts shop has been expanded to at least ten times its original size, in order to allow for the expanded program and the increased demand for the vocational courses.

Plan of the Study

This study will be arranged around eight areas of concern, which will be discussed in a short chapter directed to each area.

Chapter II is a description of the high school curriculum as it was when the subjects of the study were in high school. This includes a list of the courses required by the state for graduation and a list of the elective courses available to the students.

Chapter III discusses the occupational summary of the participants in the study. Tables are presented, indicating what they are presently doing.

Chapter IV is devoted to the extent and nature of post high school training received by the participants.

Chapter V presents the graduates' evaluation of the curriculum.

Chapter VI is devoted to the graduates' evaluation of the program of extra-curricular activities.

The extent to which the school is attaining its educational goals is appraised in Chapter VII.

Chapter VIII is a summary of the study. In this chapter are outlined the findings and recommendations.

CHAPTER II

CURRICULUM DESIGN WHEN SUBJECTS WERE IN SCHOOL

The curriculum in Farragut Community School has been a traditional program, with limited innovations introduced. The basic design, described in Chapter I, lists courses offered in the curriculum. Since some of the subjects of the study have been out of high school only about one and one-half years, they followed the program as it is at the present time. Those who graduated in 1963 and 1964 were not in school at the time of some of the changes, but these changes do not affect this study.

The requirements for graduation have not changed greatly in the past few years. However, when the subjects were in school, the number of elective courses, especially in the business, social science, art, and industrial arts programs, was much more limited. Since two of these departments, business and industrial arts (as well as art, to some extent) offered much of the vocational training in the school, non-college-bound students were severely limited in their elective programs.

During the years covered by this study, other courses were offered for short periods of time, courses which did not attract a sufficient number of students to make it practical to continue them. In 1962, three communications courses were added to the curriculum: a one-semester English 12 composition course, a journalism course, and a speech and drama course. The first of these

was discontinued after one year; the others after two years. In 1964, world literature for twelfth-graders was introduced, and discontinued after two and one-half years. A one-semester course in social problems was available 1962-1965. French III and IV were offered on an almost individual basis to three or four students each year from 1963 to 1968.

All of these courses were introduced for the purpose of enriching the general cultural knowledge of all students and adding to the preparation of college-bound students. However, scheduling problems made it necessary to offer these courses so that there was no conflict with required courses of the grade involved. For example, French III, scheduled for juniors, could not be offered at the same time as American literature or American history, both required courses, scheduled generally for juniors. Therefore French III often conflicted with other electives open to juniors; third-year mathematics, physics, vocational courses, or business courses.

In addition to the scheduling problems, the very novelty of the courses helped to defeat their purpose. Students showed a general reluctance to choose the new instead of the well known. In some cases, such as journalism and speech, new teachers offered the courses, presenting a double problem in novelty. Unfortunately, the first year that world literature and world geography were offered, they were scheduled generally by students of below-average achievement, thus discouraging venturesome students who preferred a challenge in competition.

Therefore the traditional choices remained. Freshmen took three required courses and chose the fourth from vocational or college-preparatory fields, since no business courses were generally open to freshmen because of large enrollments. Sophomores, with only one required course, English, nevertheless almost unanimously chose biology and world history, with an elective from the three general fields. The vocational students experienced little difficulty in choice, as the vocational programs were four courses each, in sequence; but in order to meet college requirements, the college-bound generally found it necessary to take geometry. Those sophomores preferring business courses scheduled Typing I, which all business students and many prospective college students elected.

Juniors who were college-bound took the two courses required of all students, American literature and American history, and most students in the past elected physics. Their fourth subject was a little more difficult to choose, since the choice often lay between a third year of mathematics and French I. Again, vocational and business students had the easier choice of the next subject in sequence in their fields, the third year of vocational agriculture, home economics, or industrial arts. Their fourth subject could be chosen from the fields of social science, languages, or arts. Business students in order to complete their four subjects, generally chose Typing II and shorthand, which were scheduled to avoid conflict with each other and with the two required courses.

In their senior year, however, those students who had made their choice of business as early as possible had only one business course available, bookkeeping. Thus they were forced to find two other electives (government was required of all seniors) from other fields, where senior courses often carried prerequisites. Male vocational students could often elect courses from either of the vocational fields, agriculture or industrial arts; but female vocational students found the same restrictions of choice as the business students. The college-bound seniors, with college requirements in view, had a clear choice of English 12 and chemistry as two of their three electives, but they, too, found their fourth choice difficult because of prerequisites.

Clearly those students who early made a choice of the field they wished to enter would find fewer conflicts than the undecided ones. But students who chose popular or prestige courses and learned that their interests lay in other areas of study, could find some of these other courses unavailable because of scheduling problems or prerequisites. The students who could experience greatest difficulties were those who decided late, after earlier vocational or business courses, that they wished to go to college. The fact that most colleges require certain high school courses of entering freshmen could present a difficult task of making up deficiencies.

This, then, was the situation when most of the subjects of this study were in school. A study of schedules of classes during these years and discussions with some of the teachers involved (as

well as a limited experience of this investigator) revealed these obvious weaknesses.

CHAPTER III

OCCUPATIONAL SURVEY OF PARTICIPANTS

Since one of the purposes of the study was to determine the type of work activities in which the subjects are now involved, an occupational survey was conducted.

A summary of what all the subjects were doing at the time of survey is shown in Table III. Table IV shows the occupational choices of sixty-eight females of the study; and Table V, choices of sixty-nine males involved. There is some discrepancy between the totals on Table III and the total number of subjects studied. Some subjects indicated that two separate categories described their activities at the time. As the questionnaire did not allow for this fine distinction, some subjects were actually recorded in two categories, increasing the total of column three beyond the number of subjects studied.

At the time of the survey, thirty-seven of the 137 subjects studied, representing 27 per cent of the total subjects surveyed, were working for pay, full time. Understandably, 73 per cent of these were graduates of 1963-1965, who have had time to complete college or trade school programs, or time to complete military service. Of these thirty-seven, two subjects also referred to part-time school attendance. In addition, five subjects--four males and one female--were self-employed, full time. A further 12 per cent who were employed part time also listed other occupations: nine

were in school full time; three were in school part time; four were housewives. Twenty-two of the females, representing 32 per cent of the females surveyed, were housewives. This figure includes two subjects previously listed as working part time, and one who worked full time. Only fifteen, or 22 per cent, of the males were in the armed services.

It was expected that a study of graduates of these years would reveal a large number still in school full time, as 38 per cent, or fifty-two of them, reported to be. Only four of these fifty-two graduated before 1965, three reporting graduate work and one a change to academic study after completing a technical course of study. This figure includes one already reported as working part time. Two subjects who were in school part time and working part time are included in both categories, and one who was in school part time is also included in the number of those in the armed forces.

Seventeen persons, eleven women and six men, indicated that their activities were divided. Observing several notations such as "housewife full time--working for pay full time," and "in school full time--working for pay part time," leads the inquirer to realize the inexactness of the expressions "full time," "part time," and even "housewife." It was noted that fourteen women who are married, some with children, chose some classification other than "housewife", without also indicating "housewife." These irregularities in the replies revealed a clear need for explanation of terms on the questionnaire.

An interesting footnote may be appended here. The graduates of 1965 and 1966, who returned respectively 81 and 82 per cent of the questionnaires (the largest percentage of returns) reported an exact 50 per cent to be in school full time. Their large percentage of returns indicates such an interest in the investigation that the inference is clear that those who are close to education maintain a greater interest in educational studies.

TABLE III
ACTIVITIES OF 137 GRADUATES IN THE STUDY
AT THE TIME OF THE SURVEY

<u>Activity</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Working for pay full time	16	21	37
In school full time	31	21	52
Housewife	00	22	22
Armed forces	15	00	15
Not working and looking for a job	00	2	2
Working for pay part time	7	9	16
In school part time	4	1	5
In business for self	4	1	5
Not working and not looking for a job	00	00	00

TABLE IV
 ACTIVITIES OF THE 68 FEMALE GRADUATES IN THE STUDY
 AT THE TIME OF THE SURVEY

<u>Activities</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>	<u>1966</u>	<u>1967</u>
Working for pay full time	2	5	7	5	2
In school full time	2	1	8	4	6
Housewife	6	2	7	5	2
Armed forces	0	0	0	0	0
Not working and looking for a job	0	0	0	1	1
Working for pay part time	1	0	2	2	4
In school part time	0	0	1	0	0
In business for self	1	0	0	0	0
Not working and not looking for a job	0	0	0	0	0

TABLE V
 ACTIVITIES OF THE 69 MALE GRADUATES IN THE STUDY
 AT THE TIME OF THE SURVEY

<u>Activities</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>	<u>1966</u>	<u>1967</u>
Working for pay full time	5	6	2	0	3
In school full time	0	3	9	10	9
Housewife	0	0	0	0	0
Armed forces	1	3	6	4	1
Not working and looking for a job	0	0	0	0	0
Working for pay part time	0	0	2	2	3
In school part time	0	1	1	0	2
In business for self	1	1	0	0	2
Not working and not looking for a job	0	0	0	0	0

CHAPTER IV

EXTENT AND NATURE OF POST-HIGH SCHOOL TRAINING

At the time of the study, 40 per cent of the participants, the largest percentage in any single occupation, were involved in some form of advanced training. As the subjects have so recently completed high school and many have not had the time necessary to complete a four-year college program, the number holding a bachelor's degree is very small.

Table VI summarizes, for all years covered in the study, the post high school training completed at the time of the survey. The column headed "Degree" refers specifically to the Bachelor's degree offered by a four-year college, or to the nurse's degree offered by schools of nursing. It will be noted that junior college training in no case is indicated beyond the fourth semester, the limit of education offered in sequence at these institutions. The last column, that headed "Completed Course," therefore, refers to all vocational courses. This notation represents a diploma or certificate usually awarded at the end of satisfactory completion of a shorter course of study than those noted earlier in this paragraph.

On Table VII is found the distribution for the graduates of 1963. Eight of eighteen responses received indicated that degrees were completed or vocational courses were completed, and one subject was within one semester of obtaining his degree. Again there

TABLE VI

SUMMARIZATION OF NATURE AND EXTENT OF POST-HIGH
SCHOOL TRAINING RECEIVED BY 68 FEMALES AND
69 MALES AT THE TIME OF THE SURVEY

	None	1 Sem.	2 Sem.	3 Sem.	4 Sem.	5 Sem.	6 Sem.	7 Sem.	Degree	Completed Course
63-67										
4 Yr. College		0	2	6	1	1	2	6	7	0
Junior College		3	3	0	1	0	0	10	3	0
Trade School		2	3	0	0	0	0	0	0	0
Graduate School		1	0	0	0	0	0	0	0	0
Nurses Training		0	0	0	0	1	0	0	2	0
None	15									
	14									

Top figure represents number of females

Lower figure represents number of males

TABLE VII
NATURE AND EXTENT OF POST-HIGH SCHOOL
TRAINING RECEIVED BY 11 FEMALES AND
7 MALES THAT GRADUATED IN 1963

	None	1 Sem.	2 Sem.	3 Sem.	4 Sem.	5 Sem.	6 Sem.	7 Sem.	Degree	Completed Course
1963										
4 Yr. College		0	1	0	0	1	0	0	2	0
Junior College		0	0	0	0	0	0	0	2	0
Trade School		1	0	0	0	0	0	0	0	0
Graduate School		1	0	0	0	0	0	0	0	4
Nurses Training		0	0	0	0	0	0	0	0	0
None	2									
	3									

Top figure represents number of females
Lower figure represents number of males

is a discrepancy between total entries on the table and the number reporting in this group. As before, two persons could not adequately describe their training by a single entry. One person received a technician's diploma, then entered a four-year college to work toward a bachelor's degree. Another subject continued into graduate school. Almost 28 per cent of this group had less than one semester of further training.

Fewer of the graduates of 1964 (Table VIII) had completed work toward a degree or certificate. While eight of them, or 36 per cent had reached this goal, three others were within one semester of earning their degrees. Twenty-six per cent of this group had not received further training.

Table IX, that for the graduates of 1965, indicates that 56 per cent of these subjects had completed more than two semesters of work beyond high school. Only two of these had earned degrees, an understandably low number in view of the short time that had elapsed since their graduation from high school. A very small proportion, 13 per cent, had not continued their formal training. Here again totals are not in agreement, principally because of sets of double notations: transfer from junior college to four-year college, with both notations made on the questionnaire, and semesters of trade school indicated when the course was completed.

It will be understood that graduates of 1966 and 1967 have not had time to complete work toward a degree. Table X shows the

TABLE VIII
NATURE AND EXTENT OF POST-HIGH SCHOOL
TRAINING RECEIVED BY 9 FEMALES AND
13 MALES THAT GRADUATED IN 1964

1964	None	1 Sem.	2 Sem.	3 Sem.	4 Sem.	5 Sem.	6 Sem.	7 Sem.	Degree	Completed Course
4 Yr. College		0	0	0	0	0	0	0	4	0
Junior College		0	0	0	0	0	1	3	1	0
Trade School		0	0	0	0	0	0	0	0	0
Graduate School		0	0	0	0	0	0	0	0	1
Nurses Training		0	0	0	0	0	0	0	0	0
None	2	0	0	0	0	0	0	0	1	0
	4									

Top Figure represents number of females
Lower figure represents number of males

TABLE IX
NATURE AND EXTENT OF POST-HIGH SCHOOL
TRAINING RECEIVED BY 22 FEMALES AND
17 MALES THAT GRADUATED IN 1965

	None	1 Sem.	2 Sem.	3 Sem.	4 Sem.	5 Sem.	6 Sem.	7 Sem.	Degree	Completed Course
1965										
4 Yr. College	0	3	0	1	0	0	1	5	1	0
Junior College	0	2	3	0	1	0	0	0	0	0
Trade School	1	1	2	0	0	0	0	0	0	3
Graduate School	0	0	0	0	0	0	0	0	0	1
Nurses Training	0	0	0	0	0	0	0	0	1	0
None	4	1								

Top figure represents number of females
Lower figure represents number of males

TABLE X
NATURE AND EXTENT OF POST-HIGH SCHOOL
TRAINING RECEIVED BY 14 FEMALES AND
14 MALES THAT GRADUATED IN 1966

	None	1 Sem.	2 Sem.	3 Sem.	4 Sem.	5 Sem.	6 Sem.	7 Sem.	Degree	Completed Course
1966										
4 Yr. College		0	0	0	1	0	1	1	0	0
Junior College		1	0	0	0	0	0	0	0	0
Trade School		0	1	0	0	0	0	0	0	0
Graduate School		0	0	0	0	0	0	0	0	5
Nurses Training		0	0	0	0	0	0	0	0	0
None	4	0	0	0	0	1	0	0	0	0
	2									

Top figure represents number of females

Lower figure represents number of males

extent and nature of advanced work completed by the graduates of 1966, and Table XI that for 1967. In both cases all responses were recorded, with totals greater than the number of persons who responded. Twenty-one per cent and 23 per cent, respectively, did not continue with other training after high school.

Adequacy of Preparation for College or Vocational Choices

The response to the question, "To what extent were you prepared for college or your vocational choice by your high school experience?" was quite satisfactory. A large percentage of the responses, 96 per cent, were "very well prepared" or "reasonably well prepared." (See Table XII.) The proportion of subjects giving this response remained relatively constant in each of the classes surveyed. Table XII shows the distribution of responses of the total group surveyed.

The subjects indicating that they were poorly prepared were without exception those who had prepared for a specific vocation, such as business or farming, which they later abandoned. While in high school, these people had taken all available courses directed toward their choice of vocation but after graduation, changed their plans. On trying to enter other fields, they found that they lacked the necessary background to qualify for that occupation.

Four persons who felt poorly prepared indicated a belief that the blame lay in the school program, rather than, as seems more likely from close examination of their questionnaires, in their

TABLE XI
NATURE AND EXTENT OF POST-HIGH SCHOOL
TRAINING RECEIVED BY 12 FEMALES AND
18 MALES THAT GRADUATED IN 1967

1967	None	1 Sem.	2 Sem.	3 Sem.	4 Sem.	5 Sem.	6 Sem.	7 Sem.	Degree	Completed Course
4 Yr. College		0	1	5	0	0	0	0	0	0
College		0	0	8	0	0	0	0	0	0
Junior College		2	0	0	0	0	0	0	0	0
Trade School		0	0	3	0	0	0	0	0	0
Graduate School		0	0	0	0	0	0	0	0	1
Nurses Training		0	0	0	0	0	0	0	0	3
		0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0
None	3	0	0	0	0	0	0	0	0	0
	4									

Top figure represents number of females
Lower figure represents number of males

TABLE XII
EXTENT OF PREPARATION IN HIGH SCHOOL
FOR COLLEGE OR VOCATIONAL CHOICE
IN LIFE, RESPONSE OF 137 SUBJECTS

Class	Very Well Prepared	Reasonably Well Prepared	Poorly Prepared
1963			
Female	4	7	0
Male	3	4	0
Total	<u>7</u>	<u>11</u>	<u>0</u>
1964			
Female	2	7	0
Male	1	11	1
Total	<u>3</u>	<u>18</u>	<u>1</u>
1965			
Female	5	15	2
Male	3	13	1
Total	<u>8</u>	<u>28</u>	<u>3</u>
1966			
Female	2	12	0
Male	3	10	1
Total	<u>5</u>	<u>22</u>	<u>1</u>
1967			
Female	5	6	1
Male	2	16	0
Total	<u>7</u>	<u>22</u>	<u>1</u>
Total			
Female	18	47	3
Male	12	54	3
Total	<u>30</u>	<u>101</u>	<u>6</u>

own choice of subjects in a field unrelated to their later interests.

In addition, twenty-seven subjects indicated poor preparation in specific areas, though they rated their general preparation adequate. These opinions were given in comments in which the subjects referred both to courses which had been available to them in school and to post-high school courses for which their preparation was inadequate. Eleven of the subjects responding felt a need for better preparation in language, including foreign languages, and literature, some of these also mentioning speech. Five persons felt that their music and art background was weak. Three persons mentioned humanities courses, proposing that such a course be introduced into the school; and two others suggested philosophy. Five persons who had continued with mathematics and science in college indicated a need for more or better instruction in these fields; two others referred to industrial arts and one to shorthand.

Since many of these twenty-seven persons made comments about several of their courses, and even some courses which they had not taken in high school, the figures given in the preceding paragraph do not give a complete analysis, but only an indication of the range of weaknesses which they had encountered. Two further interesting comments were made. One male graduate suggested that boys in high school be given the fundamentals of home economics, and one female suggested a course for girls in the fundamentals of industrial arts.

CHAPTER V

AN EVALUATION OF THE CURRICULUM
OF FARRAGUT COMMUNITY SCHOOL BY
137 GRADUATES OF THE YEARS
1963-1967

One of the principal objectives of this follow-up study was to determine the extent to which the curriculum of Farragut Community School is fulfilling the needs of the students who graduated from it. Having entered the school system rather recently, the investigator felt that an early study of the curriculum would be valuable, while judgment was still fairly unobstructed by involvement. Since lack of involvement might also aid former students in a critical estimate of the value of their high school training, it was thought that their judgment and comments would be helpful in determining whether revision or change is needed. This chapter is a summarization of the evaluation of the curriculum as it was when the participants were in school. Also included are suggestions made by the participants of courses that they would have liked or that would have proved helpful to them in their years since graduation.

Table XIII gives the general rating by all participants of forty-three courses offered during the time they were in school. Although eight of these subjects--three English courses including American literature; one science course; one mathematics course; American government; American history; and physical education--are required for graduation, the number of subjects who reported

TABLE XIII
RATING OF HIGH SCHOOL SUBJECTS
STUDIED BY 137 PARTICIPANTS
IN THE STUDY

Course	Number of Students	Extremely Helpful	Helpful	Little Value	No Value
English 9	121	55	63	3	0
Algebra 9	98	26	60	11	1
Earth Science 9	92	21	56	12	3
General Mathematics	35	13	18	4	0
Home Economics 9	52	12	22	12	6
Vocational Agriculture 9	34	15	12	7	0
Industrial Arts I	21	9	9	3	0
English 10	121	49	68	4	0
World History	97	20	54	22	1
Business Mathematics	9	4	3	1	1
Typing I	108	64	35	9	0
Vocational Agriculture 10	32	15	15	2	0
Home Economics 10	30	16	10	4	0
Industrial Arts II	16	7	7	2	0
Art I	30	7	11	10	2
Biology	104	32	52	18	2
Geometry	84	27	40	14	3
Drivers Education	65	24	31	7	3
French I	58	14	27	11	6
American History	119	22	71	25	1
American Literature	110	33	62	12	3
Physics	46	13	29	4	0
Vocational Agriculture 11	27	14	13	0	0
Home Economics 11	25	14	10	1	0
Shorthand	30	8	10	8	4
Art II	11	3	3	5	0
French II	27	12	12	2	1
Adv. Alg. & Trigonometry	42	24	17	1	0
Beginning Drafting	22	7	11	4	0
English 12	97	66	27	4	0
Vocational Agriculture 12	20	10	9	1	0
Home Economics 12	19	10	8	1	0
Economics	61	9	40	11	1
American Government	122	32	67	21	2
Industrial Arts III	11	7	2	2	0
World Geography	20	4	9	5	2
Chemistry	52	28	20	4	0
Mathematics 12	30	15	12	3	0
Office Practice	6	3	2	0	1
Business Machines	7	3	3	0	1
Typing II	43	26	16	0	1
Bookkeeping	64	25	27	10	2
Physical Education	82	23	31	25	3

taking these courses is less in every case than the number of graduates who participated in the study. In most cases the discrepancy occurs because students who transferred from other schools evaluated, as requested, only those courses they took in the Farragut school system. In addition, as was noted in Chapter I, the required courses in science and mathematics are not specified, though most students take earth science and Algebra 9. Neither are required English courses named, since those students deficient in language arts are guided into special English courses, not listed in the forty-three considered here.

As the number of required English courses marks the importance of this area of study, it was expected that these courses would prove more beneficial than any others. Ratings on the questionnaires revealed general approval. An average of 46 per cent found English to be extremely helpful, and 48 per cent found it helpful. These figures include English 12, English literature, which is not required.

In comparison with these figures, an average of only 35 per cent of the subjects considered their required mathematics course extremely helpful (general mathematics, business mathematics, or Algebra 9). An additional 48 per cent (average) considered this requirement helpful. However, 46 per cent considered the elective mathematics courses, the three advanced ones, extremely helpful; and 43 per cent, helpful.

The required science course, generally earth science, was considered of less value. Only 23 per cent gave it the highest rating, though 61 per cent considered it helpful. Of the three elective courses in science, chemistry was considered most helpful, with the value of biology and physics being rated only slightly above that of earth science.

Physical education, another required course, was rated almost equally extremely helpful, helpful, and of little or no help--28 per cent, 37 per cent, and 34 per cent, respectively.

The required social sciences, American history and American government, received moderate approval. While about 57 per cent of the subjects considered them helpful, over 23 per cent rated them more highly. However, an average of 20 per cent thought them of little or no value. Other social studies courses were rated as somewhat less helpful. While world history and world geography were considered of greater value than economics, only about 20 per cent of those taking these three courses thought them extremely helpful, though over 55 per cent affirmed their general value.

Two French courses and two art courses complete the list of non-vocational courses offering full credit toward graduation requirement. (Driver's education does not.) Of fifty-eight persons who evaluated the French I course, 69 per cent considered it either extremely helpful or helpful. However, 30 per cent rated it as of little or no value to them. French II fared somewhat better, but 11 per cent rated it as lacking in value. The per-

centages of the subjects who rated Art I and II are somewhat lower than those given for the French courses. Art I was rated by 60 per cent as extremely helpful or helpful, and by 40 per cent as having little or no value. Art II, unlike French II, received less approval; 54 per cent felt it helpful to some degree, while 45 per cent did not.

Of the four vocational fields of study, vocational agriculture was rated of greatest value. Ninety-six per cent rated it either extremely helpful or helpful, the third and fourth years receiving highest percentages of approval. Each of the other three fields--home economics, business, and industrial arts--was considered extremely helpful by 46 per cent of those who took courses in these areas. An additional 39 per cent considered home economics and industrial arts helpful, while 37 per cent gave the same measure of approval to business courses.

The degree of value assigned to the courses in nearly all elective fields tended to increase with additional courses in each field. Besides the cumulative value derived from prolonged or detailed study, this increase can also be attributed to the falling away of students little interested in the subjects, leaving those with a genuine interest or a clear objective in view, who would make the most of their opportunities. Exceptions may be noted in the four vocational fields. In business, office practice, generally a third-year subject, ranked far higher than shorthand and bookkeeping, which followed. Following this same pattern, Home Economics 11,

Industrial Arts III, and Vocational Agriculture 11 were all rated higher than the related courses following.

Table XIV, using the same figures, gives the distribution by sex of the information found in Table XIII. It is no surprise to note that females generally found the English courses of greater value than did the males, nor that the males generally found the mathematics courses of greater value. In sciences, the girls found greater help in the first two courses, earth science and biology; but boys showed greater approval of the advanced courses, physics and chemistry. Without exception, the business courses proved of greater value to girls, though the difference between the ratings of bookkeeping by males and females was negligible.

Table XV gives by sex the evaluation of courses by the graduates of 1963. Only two great deviations from the patterns found in Table XIV occur here. Twice as many girls as boys found geometry helpful to some degree. Also a far larger proportion of females realized some value from bookkeeping.

Table XVI, distribution by sex for the year 1964, show no notable variations from the proportions found in Table XIV. A slightly larger number of boys found the first two English courses of greater value, though not a significant number.

Ratings, by sex, of the graduates of 1965 are given on Table XVII. One difference is noted between the ratings of the sexes here. Government, which was generally found more helpful by boys, received a higher ranking here by girls.

TABLE XIV
 RATING OF HIGH SCHOOL SUBJECTS STUDIED BY
 137 PARTICIPANTS IN THIS STUDY,
 CLASSIFIED BY SEX

Subject	Extremely Helpful	Helpful	Little Value	No Value
English 9	33 / 22	25 / 38	1 / 2	0 / 0
Algebra 9	8 / 18	30 / 30	6 / 5	0 / 1
Earth Science 9	12 / 9	28 / 28	5 / 7	2 / 1
General Mathematics	5 / 8	9 / 9	2 / 2	0 / 0
Home Economics 9	12 / 0	22 / 0	12 / 0	6 / 0
Vocational Agriculture 9	0 / 15	0 / 12	0 / 7	0 / 0
Industrial Arts I	0 / 9	0 / 9	0 / 3	0 / 0
English 10	28 / 21	31 / 37	1 / 3	0 / 0
World History	11 / 9	24 / 30	13 / 9	1 / 0
Business Mathematics	3 / 1	0 / 3	1 / 0	0 / 1
Typing I	38 / 26	19 / 16	1 / 8	0 / 0
Vocational Agriculture 10	0 / 15	0 / 15	0 / 2	0 / 0
Home Economics 10	16 / 0	10 / 0	4 / 0	0 / 0
Industrial Arts II	0 / 7	0 / 7	0 / 2	0 / 0
Art I	6 / 1	8 / 3	4 / 6	1 / 1
Biology	20 / 12	22 / 30	6 / 12	1 / 1
Geometry	5 / 22	25 / 15	8 / 6	2 / 1
Drivers Education	13 / 11	8 / 23	1 / 6	2 / 1
French I	10 / 4	15 / 12	5 / 6	2 / 4
American History	9 / 13	34 / 37	14 / 11	1 / 0
American Literature	19 / 14	31 / 31	5 / 7	1 / 2
Physics	4 / 9	10 / 19	2 / 2	0 / 0

Top figure represents number of females
 Lower figure represents number of males

TABLE XIV (Continued)

RATING OF HIGH SCHOOL SUBJECTS STUDIED BY
137 PARTICIPANTS IN THIS STUDY,
CLASSIFIED BY SEX

Subject	Extremely Helpful	Helpful	Little Value	No Value
Vocational Agriculture 11	0 / 14	0 / 13	0 / 0	0 / 0
Home Economics 11	14 / 0	10 / 0	1 / 0	0 / 0
Shorthand	8 / 0	10 / 0	8 / 0	4 / 0
Art II	3 / 0	2 / 1	3 / 2	0 / 0
French II	10 / 2	7 / 5	2 / 0	0 / 1
Adv. Alg. & Trigonometry	4 / 20	8 / 9	0 / 1	0 / 0
Beginning Drafting	0 / 7	0 / 11	0 / 4	0 / 0
English 12	36 / 30	9 / 18	2 / 2	0 / 0
Vocational Agriculture 12	0 / 10	0 / 9	0 / 1	0 / 0
Home Economics 12	10 / 0	8 / 0	1 / 0	0 / 0
Economics	5 / 4	16 / 24	6 / 5	1 / 0
American Government	14 / 18	31 / 36	15 / 6	2 / 0
Industrial Arts III	0 / 7	0 / 2	0 / 2	0 / 0
World Geography	2 / 2	3 / 6	2 / 3	0 / 2
Chemistry	10 / 18	12 / 8	4 / 0	0 / 0
Mathematics 12	2 / 13	4 / 8	1 / 2	0 / 0
Office Practice	3 / 0	2 / 0	0 / 0	1 / 0
Business Machines	3 / 0	2 / 1	0 / 0	1 / 0
Typing II	20 / 6	15 / 1	0 / 0	1 / 0
Bookkeeping	14 / 11	13 / 14	4 / 6	1 / 1
Physical Education	10 / 13	17 / 14	13 / 12	2 / 1

Top figure represents number of females
Lower figure represents number of males

TABLE XV

RATING OF HIGH SCHOOL SUBJECTS STUDIED BY
11 FEMALES AND 7 MALES THAT
GRADUATED IN 1963

Subject	Extremely Helpful	Helpful	Little Value	No Value
English 9	6 4	3 2	1 0	0 0
Algebra 9	1 3	3 2	3 0	0 0
Earth Science 9	3 1	5 1	1 1	1 0
General Mathematics	1 0	0 1	0 0	0 0
Home Economics 9	3 0	1 0	3 0	3 0
Vocational Agriculture 9	0 4	0 1	0 0	0 0
Industrial Arts I	0 1	0 0	0 0	0 0
English 10	6 2	4 2	0 1	0 0
World History	3 3	4 2	3 1	0 0
Business Mathematics	0 0	0 0	0 0	0 0
Typing I	9 4	2 2	0 0	0 0
Vocational Agriculture 10	0 2	0 3	0 0	0 0
Home Economics 10	3 0	0 0	0 0	0 0
Industrial Arts II	0 1	0 0	0 0	0 0
Art I	0 0	0 1	1 0	0 2
Biology	3 2	5 3	1 1	0 0
Geometry	1 3	5 1	2 1	1 0
Drivers Education	4 0	2 2	0 1	0 0
French I	2 1	1 1	1 1	1 0
American History	1 2	4 3	4 2	0 0
American Literature	4 1	3 3	2 2	0 0
Physics	0 1	1 1	0 0	0 0

Top figure represents number of females
Lower figure represents number of males

TABLE XV (Continued)

RATING OF HIGH SCHOOL SUBJECTS STUDIED BY
11 FEMALES AND 7 MALES THAT
GRADUATED IN 1963

Subject	Extremely Helpful	Helpful	Little Value	No Value
Vocational Agriculture 11	0 / 2	0 / 3	0 / 0	0 / 0
Home Economics 11	1 / 0	0 / 0	0 / 0	0 / 0
Shorthand	3 / 0	0 / 0	3 / 0	0 / 0
Art II	0 / 0	0 / 0	0 / 0	0 / 0
French II	2 / 0	1 / 0	0 / 0	0 / 0
Adv. Alg. & Trigonometry	1 / 4	1 / 1	0 / 0	0 / 0
Beginning Drafting	0 / 0	0 / 2	0 / 0	0 / 0
English 12	6 / 4	2 / 0	2 / 0	0 / 0
Vocational Agriculture 12	0 / 2	0 / 0	0 / 0	0 / 0
Home Economics 12	3 / 0	0 / 0	0 / 0	0 / 0
Economics	0 / 2	1 / 0	3 / 1	0 / 0
American Government	1 / 3	3 / 2	3 / 1	2 / 0
Industrial Arts III	0 / 0	0 / 0	0 / 0	0 / 0
World Geography	0 / 1	0 / 0	0 / 1	0 / 0
Chemistry	1 / 2	3 / 2	0 / 0	0 / 0
Mathematics 12	0 / 3	2 / 1	0 / 0	0 / 0
Office Practice	1 / 0	0 / 0	0 / 0	0 / 0
Business Machines	1 / 0	0 / 0	0 / 0	0 / 0
Typing II	5 / 0	1 / 0	0 / 0	0 / 0
Bookkeeping	4 / 0	1 / 1	2 / 1	0 / 0
Physical Education	1 / 1	1 / 1	3 / 2	1 / 0

Top figure represents number of females
Lower figure represents number of males

TABLE XVI
 RATING OF HIGH SCHOOL SUBJECTS STUDIED BY
 9 FEMALES AND 13 MALES THAT
 GRADUATED IN 1964

Subject	Extremely Helpful	Helpful	Little Value	No Value
English 9	5 / 3	2 / 6	0 / 1	0 / 0
Algebra 9	1 / 6	3 / 2	1 / 1	0 / 0
Earth Science 9	2 / 1	1 / 4	1 / 1	0 / 0
General Mathematics	0 / 3	1 / 2	0 / 0	0 / 0
Home Economics 9	0 / 0	6 / 0	1 / 0	0 / 0
Vocational Agriculture 9	0 / 1	0 / 1	0 / 3	0 / 0
Industrial Arts I	0 / 0	0 / 2	0 / 2	0 / 0
English 10	3 / 3	5 / 5	0 / 1	0 / 0
World History	2 / 0	2 / 4	3 / 2	0 / 0
Business Mathematics	0 / 0	0 / 0	0 / 0	0 / 0
Typing I	4 / 4	3 / 3	0 / 1	0 / 0
Vocational Agriculture 10	0 / 2	0 / 3	0 / 1	0 / 0
Home Economics 10	0 / 0	4 / 0	1 / 0	0 / 0
Industrial Arts II	0 / 1	0 / 1	0 / 1	0 / 0
Art I	1 / 1	1 / 1	0 / 0	0 / 0
Biology	3 / 3	2 / 2	1 / 1	0 / 1
Geometry	0 / 4	4 / 2	1 / 0	1 / 1
Drivers Education	0 / 2	1 / 4	1 / 0	0 / 1
French I	2 / 1	3 / 2	0 / 1	0 / 2
American History	1 / 1	5 / 5	1 / 3	0 / 0
American Literature	2 / 1	3 / 3	0 / 0	0 / 1
Physics	0 / 1	3 / 3	1 / 1	0 / 0

Top figure represents females
 Bottom figure represents males

TABLE XVI (Continued)

RATING OF HIGH SCHOOL SUBJECTS STUDIED BY
9 FEMALES AND 13 MALES THAT
GRADUATED IN 1964

Subject	Extremely Helpful	Helpful	Little Value	No Value
Vocational Agriculture 11	0 1	0 0	0 0	0 0
Home Economics 11	0 0	2 0	0 0	0 0
Shorthand	1 0	2 0	0 0	0 0
Art II	0 0	0 1	0 0	0 0
French II	2 0	0 1	0 0	0 0
Adv. Alg. & Trigonometry	1 5	1 0	0 0	0 0
Beginning Drafting	0 1	0 4	0 1	0 0
English 12	3 3	2 4	0 1	0 0
Vocational Agriculture 12	0 0	0 0	0 0	0 0
Home Economics 12	0 0	2 0	0 0	0 0
Economics	0 0	4 4	1 3	1 0
American Government	1 2	4 7	3 2	0 0
Industrial Arts III	0 0	0 0	0 0	0 0
World Geography	0 0	0 1	0 0	0 1
Chemistry	1 2	1 1	1 0	0 0
Mathematics 12	0 3	1 2	0 0	0 0
Office Practice	0 0	0 0	0 0	0 0
Business Machines	0 0	0 0	0 0	0 0
Typing II	2 2	2 0	0 0	0 0
Bookkeeping	0 5	4 1	1 1	0 0
Physical Education	0 5	3 0	3 3	0 0

Top figure represents females
Lower figure represents males

TABLE XVII

RATING OF HIGH SCHOOL SUBJECTS STUDIED BY
22 FEMALES AND 17 MALES THAT
GRADUATED IN 1965

Subject	Extremely Helpful	Helpful	Little Value	No Value
English 9	11 / 6	9 / 7	0 / 1	0 / 0
Algebra 9	2 / 5	15 / 4	0 / 4	0 / 0
Earth Science 9	3 / 2	9 / 7	2 / 3	0 / 1
General Mathematics	3 / 0	3 / 1	2 / 2	0 / 0
Home Economics 9	4 / 0	3 / 0	6 / 0	3 / 0
Vocational Agriculture 9	0 / 1	0 / 4	0 / 0	0 / 0
Industrial Arts I	0 / 3	0 / 2	0 / 0	0 / 0
English 10	10 / 6	10 / 9	0 / 1	0 / 0
World History	3 / 3	10 / 5	2 / 3	1 / 0
Business Mathematics	2 / 0	0 / 1	1 / 0	0 / 0
Typing I	11 / 5	5 / 6	0 / 4	0 / 0
Vocational Agriculture 10	0 / 2	0 / 2	0 / 0	0 / 0
Home Economics 10	4 / 0	2 / 0	3 / 0	0 / 0
Industrial Arts II	0 / 1	0 / 2	0 / 1	0 / 0
Art I	3 / 0	4 / 0	2 / 2	1 / 1
Biology	6 / 4	8 / 7	1 / 5	1 / 0
Geometry	2 / 5	7 / 5	3 / 1	0 / 0
Drivers Education	1 / 3	1 / 9	0 / 2	0 / 0
French I	3 / 0	6 / 2	3 / 2	0 / 1
American History	3 / 5	14 / 7	3 / 3	1 / 0
American Literature	6 / 6	12 / 7	1 / 1	1 / 1
Physics	2 / 2	2 / 8	0 / 0	0 / 0

Top figure represents number of females

Lower figure represents number of males

TABLE XVII (Continued)

RATING OF HIGH SCHOOL SUBJECTS STUDIED BY
22 FEMALES AND 17 MALES THAT
GRADUATED IN 1965

Subject	Extremely Helpful	Helpful	Little Value	No Value
Vocational Agriculture 11	0/2	0/3	0/0	0/0
Home Economics 11	6/0	4/0	1/0	0/0
Shorthand	3/0	4/0	0/0	1/0
Art II	2/0	0/0	1/0	1/0
French II	3/0	3/1	2/0	0/1
Adv. Alg. & Trigonometry	2/4	3/3	0/1	0/0
Beginning Drafting	0/3	0/1	0/2	0/0
English 12	14/8	2/5	0/1	0/0
Vocational Agriculture 12	0/2	0/2	0/1	0/0
Home Economics 12	3/0	3/0	1/0	0/0
Economics	5/1	6/10	2/0	0/0
American Government	6/1	12/12	2/3	0/0
Industrial Arts III	0/0	0/0	0/0	0/0
World Geography	2/1	2/1	0/0	0/0
Chemistry	4/5	4/4	1/0	0/0
Mathematics 12	1/3	0/2	0/2	0/0
Office Practice	0/0	0/0	0/0	0/0
Business Machines	0/0	0/0	0/0	0/0
Typing II	6/1	3/0	0/0	1/0
Bookkeeping	5/2	2/2	0/2	1/1
Physical Education	4/5	6/4	1/1	1/0

Top figure represents females
Lower figure represents males

Ratings by boys and girls of the class of 1966 are given on Table XVIII, and those for 1967 on Table XIX. No unusual reactions were indicated by these groups.

Table XX indicates courses that the subjects would have liked to take but that were unavailable at the time they were in school. Ten of these courses have been offered at some time, either being introduced and then dropped, or being added to the curriculum at a later time in the five-year period of the study. One suggestion, history, was made without specification of what additional history would be desirable. This tabulation, in descending order of times suggested, shows that the greater need was in the vocational fields of business and industrial arts, the areas which increased greatly during the period of the study.

TABLE XVIII

RATING OF HIGH SCHOOL SUBJECTS STUDIED BY
14 FEMALES AND 14 MALES THAT
GRADUATED IN 1966

Subject	Extremely Helpful	Helpful	Little Value	No Value
English 9	5/1	5/3	0/2	0/0
Algebra 9	5/2	9/10	0/0	0/1
Earth Science 9	3/1	8/3	0/0	0/0
General Mathematics	2/3	0/5	0/1	0/0
Home Economics 9	0/3	0/0	0/0	0/0
Vocational Agriculture 9	3/0	1/0	2/0	0/0
Industrial Arts I	2/0	2/0	0/0	0/0
English 10	5/4	9/6	0/1	0/0
World History	1/1	10/4	0/4	0/0
Business Mathematics	0/1	2/0	0/0	0/0
Typing I	6/8	3/4	0/1	0/0
Vocational Agriculture 10	3/0	1/0	0/0	0/0
Home Economics 10	0/5	0/3	0/0	0/0
Industrial Arts II	1/0	2/0	0/0	0/0
Art I	0/1	1/2	2/0	0/0
Biology	0/2	8/6	4/1	0/0
Geometry	4/0	6/4	1/2	0/0
Drivers Education	0/5	6/2	3/0	0/2
French I	2/1	4/0	1/1	1/1
American History	2/0	10/10	2/4	0/0
American Literature	2/2	10/10	1/1	0/0
Physics	3/1	4/0	0/0	0/0

Top figure represents females
Lower figure represents males

TABLE XVIII (Continued)

RATING OF HIGH SCHOOL SUBJECTS STUDIED BY
14 FEMALES AND 14 MALES THAT
GRADUATED IN 1966

Subject	Extremely Helpful	Helpful	Little Value	No Value
Vocational Agriculture 11	0 / 2	0 / 2	0 / 0	0 / 0
Home Economics 11	5 / 0	3 / 0	0 / 0	0 / 0
Shorthand	1 / 0	3 / 0	3 / 0	2 / 0
Art II	0 / 0	2 / 0	1 / 2	0 / 0
French II	1 / 2	0 / 3	0 / 0	0 / 0
Adv. Alg. & Trigonometry	0 / 2	0 / 4	0 / 0	0 / 0
Beginning Drafting	0 / 2	0 / 3	0 / 1	0 / 0
English 12	8 / 7	1 / 6	0 / 0	0 / 0
Vocational Agriculture 12	0 / 2	0 / 1	0 / 0	0 / 0
Home Economics 12	4 / 0	1 / 0	0 / 0	0 / 0
Economics	0 / 1	4 / 9	0 / 1	0 / 0
American Government	1 / 2	9 / 10	3 / 0	0 / 0
Industrial Arts III	0 / 1	0 / 1	0 / 0	0 / 0
World Geography	0 / 0	1 / 3	1 / 1	1 / 1
Chemistry	2 / 3	2 / 1	1 / 0	0 / 0
Mathematics 12	1 / 2	0 / 2	0 / 0	0 / 0
Office Practice	0 / 0	0 / 0	0 / 0	0 / 0
Business Machines	0 / 0	0 / 0	0 / 0	0 / 0
Typing II	5 / 1	6 / 0	0 / 0	0 / 0
Bookkeeping	3 / 0	3 / 4	0 / 1	0 / 0
Physical Education	1 / 0	6 / 5	3 / 3	0 / 0

Top figure represents females
Lower figure represents males

TABLE XIX

RATING OF HIGH SCHOOL SUBJECTS STUDIED BY
12 FEMALES AND 18 MALES THAT
GRADUATED IN 1967

Subject	Extremely Helpful	Helpful	Little Value	No Value
English 9	6 4	6 14	0 0	0 0
Algebra 9	3 2	6 12	0 0	0 0
Earth Science 9	2 2	6 8	0 2	1 0
General Mathematics	0 3	2 3	0 0	0 0
Home Economics 9	2 0	7 0	1 0	0 0
Vocational Agriculture 9	0 6	0 5	0 2	0 0
Industrial Arts I	0 3	0 3	0 1	0 0
English 10	5 5	6 12	0 0	0 0
World History	2 2	4 9	1 3	0 0
Business Mathematics	0 1	0 0	0 0	0 1
Typing I	6 8	5 2	0 3	0 0
Vocational Agriculture	0 6	0 6	0 1	0 0
Home Economics 10	4 0	1 0	0 0	0 0
Industrial Arts II	0 3	0 2	0 0	0 0
Art I	1 0	1 0	1 2	0 0
Biology	6 3	1 10	2 1	0 0
Geometry	2 6	5 1	0 3	0 0
Drivers Education	3 6	2 2	0 0	0 0
French I	2 0	5 3	0 1	0 0
American History	4 3	4 12	2 2	0 0
American Literature	5 4	3 8	1 2	0 0
Physics	1 2	4 3	1 1	0 0

Top figure represents females
Lower figure represents males

TABLE XIX (Continued)

RATING OF HIGH SCHOOL SUBJECTS STUDIED BY
12 FEMALES AND 18 MALES THAT
GRADUATED IN 1967

Subject	Extremely Helpful	Helpful	Little Value	No Value
Vocational Agriculture 11	0 / 7	0 / 5	0 / 0	0 / 0
Home Economics 11	2 / 0	1 / 0	0 / 0	0 / 0
Shorthand	0 / 0	1 / 0	2 / 0	1 / 0
Art II	1 / 0	0 / 0	1 / 0	0 / 0
French II	2 / 0	3 / 0	0 / 0	0 / 0
Adv. Alg. & Trigonometry	0 / 5	3 / 1	0 / 0	0 / 0
Beginning Drafting	0 / 1	0 / 1	0 / 0	0 / 0
English 12	5 / 8	2 / 3	0 / 0	0 / 0
Vocational Agriculture 12	0 / 4	0 / 6	0 / 0	0 / 0
Home Economics 12	0 / 0	2 / 0	0 / 0	0 / 0
Economics	0 / 0	1 / 1	0 / 0	0 / 0
American Government	5 / 10	3 / 5	4 / 0	0 / 0
Industrial Arts III	0 / 6	0 / 1	0 / 2	0 / 0
World Geography	0 / 0	0 / 1	1 / 1	0 / 0
Chemistry	2 / 6	2 / 0	1 / 0	0 / 0
Mathematics 12	0 / 2	1 / 1	1 / 0	0 / 0
Office Practice	2 / 0	2 / 0	0 / 0	1 / 0
Business Machines	2 / 0	2 / 1	0 / 0	1 / 0
Typing II	2 / 2	3 / 1	0 / 0	0 / 0
Bookkeeping	2 / 4	3 / 6	1 / 1	0 / 0
Physical Education	4 / 2	1 / 4	3 / 3	0 / 1

Top figure represents females
Lower figure represents males

TABLE XX
COURSES NOT OFFERED BUT DEEMED DESIRABLE BY
137 PARTICIPANTS, LISTED IN DESCENDING
ORDER, CLASSIFIED BY SEX

Class	1963		1964		1965		1966		1967		Total
Business Machines	2	0	1	1	3	1	2	1	0	0	11
Psychology	0	0	0	0	1	2	0	0	3	0	6
Office Practice	2	0	1	1	1	1	0	0	0	0	6
Auto Mechanics	0	2	0	1	0	3	0	0	0	0	6
Journalism	0	0	0	0	2	0	0	1	1	0	4
Calculus	0	0	0	0	0	2	0	0	1	0	3
German	0	0	0	0	0	1	0	1	1	0	3
Music Theory	0	0	0	0	2	0	0	0	1	0	3
Sex Education	1	0	0	0	0	0	1	0	1	0	3
Humanities	0	0	0	0	1	0	0	0	1	0	2
Sociology	0	0	0	0	0	0	0	0	0	2	2
Economics	0	1	0	0	1	0	0	0	0	0	2
Special English	1	0	0	0	0	1	0	0	0	0	2
Spanish	1	1	0	0	0	0	0	0	0	0	2
Business English	0	0	0	0	0	0	1	0	0	0	1
Speech	0	0	0	0	0	0	0	1	0	0	1
Latin	0	0	0	0	0	0	0	1	0	0	1
Business Law	0	0	0	0	1	0	0	0	0	0	1
Marriage and the family	0	0	0	0	1	0	0	0	0	0	1
History	0	0	0	0	1	0	0	0	0	0	1
Advanced Chemistry	0	0	0	0	0	1	0	0	0	0	1
General Business	0	0	0	1	0	0	0	0	0	0	1
Logic	0	0	0	1	0	0	0	0	0	0	1
Data Processing	1	0	0	0	0	0	0	0	0	0	1
French III & IV	1	0	0	0	0	0	0	0	0	0	1
Business Mathematics	0	1	0	0	0	0	0	0	0	0	1
Drivers Education	0	1	0	0	0	0	0	0	0	0	1
Physiology	0	1	0	0	0	0	0	0	0	0	1

Left figure represents females

Right figure represents males

CHAPTER VI

PARTICIPANTS' EVALUATION OF THE EXTRA-CURRICULAR PROGRAM OF FARRAGUT COMMUNITY SCHOOL

Although the extra-curricular program of any high school is a very vital part of the students' total education, Farragut Community School has on several occasions been accused of over-emphasizing the extra-curricular activities. Some adults have suggested that this time could be better spent on academic work. The investigator, who has at times questioned the validity of the large number of activities offered in the school, was quite interested in the opinions of the graduates. Athletics in particular, which has been the strongest program of extra-curricular work, offered a rich area for investigation. At times there have been as many as thirteen different athletic teams inviting participation of the students, both boys and girls. As participation and interest increased, more groups were formed.

Chapter VI is a summarization of the responses of the subjects who participated in this study, with their opinions of the value of the extra-curricular activities offered at the time they were in school. To the question "Do you feel that it is beneficial for all students to participate in some extra-curricular activities while in high school?" the response was almost unanimously, "Yes." Only one subject replied negatively.

Although during the past years there have been many students participating in multiple activities, an amazing 57 per cent of the 137 subjects of this study indicated, as shown in Table XXI, that if they were to go through high school again, they would participate in more activities than they did when they were there. In striking contrast, only 1.5 per cent stated that they would attempt fewer activities, while 39 per cent indicated that they would again undertake the same number that they had elected before. These percentages are based on the replies of 134 persons, since 2.5 per cent of those returning questionnaires did not respond to this question.

Table XXII shows the evaluation of the subjects, by sex, of twelve activities offered during the years under study. The largest number of activities in which any student participated was ten, the number undertaken by one girl. Four girls chose eight activities and ten chose seven. The largest number of activities in which any boy participated was seven, the number attempted by six boys. As noted heretofore, some of the students did not respond to this part of the questionnaire, but only one person noted that he did not participate in any activities. All the others simply left this section blank. Eight persons reported participation in only one area. Of these, three chose athletics as their sole extra-curricular undertaking, and two chose Future Teachers of America. Dramatics, choir, and Future Farmers of America each also attracted one person who attempted no other such group activities.

TABLE XXI

RESPONSES OF 132*PARTICIPANTS INDICATING
WHETHER THEY WOULD PARTICIPATE IN MORE
OR LESS EXTRA-CURRICULAR ACTIVITIES IF
THEY WERE TO GO THROUGH SCHOOL AGAIN

Class	More Activities	Less Activities	Same Number of Activities
Class of 1963			
Females	7	0	3
Males	6	0	1
Total	<u>13</u>	<u>0</u>	<u>4</u>
Class of 1964			
Females	2	0	6
Males	5	0	7
Total	<u>7</u>	<u>0</u>	<u>13</u>
Class of 1965			
Females	13	1	8
Males	11	0	6
Total	<u>24</u>	<u>1</u>	<u>14</u>
Class of 1966			
Females	8	0	5
Males	10	0	3
Total	<u>18</u>	<u>0</u>	<u>8</u>
Class of 1967			
Females	5	1	6
Males	11	0	7
Total	<u>16</u>	<u>1</u>	<u>13</u>
Total			
Females	35	2	28
Males	43	0	24
Total	<u>78</u>	<u>2</u>	<u>52</u>

*Five questionnaires had no answer to this question.

Perhaps it should be noted that the activities that the subjects entered into did not all fall within the same year. Some were assumed for one year, then dropped. Others continued for two or three years, but those persons who undertook multiple activities generally chose three or four in which they continued during most of their high school career.

As shown on Table XXII, all of the activities were considered valuable to some degree to most of the students, with only small differences between the numbers of girls and boys who rated them so highly. Two activities, cheerleading and Librarians Club, both of which attracted small numbers, received almost unanimous approval by those participating. Athletics groups were considered to be of most value. Eighty-seven per cent of females who had participated considered them of some positive value, and 90 per cent of the males. Band was rated highly by more than this percentage of males, 91 per cent, but only 80 per cent of the girls considered it equally valuable.

The largest divergence in opinions of boys and girls concerned yearbook work. Twenty-four per cent more boys considered that this activity offered some positive value. Only 59 per cent of the girls rated it so highly. Foreign Language Club and drama activities also showed notable differences in the ratings by the sexes. In each case, 13 per cent more boys felt the activity to be valuable. Future Teachers and band showed the same 11 per cent difference in the ratings by boys and girls. In only one activity

TABLE XXII

EVALUATION OF EXTRA-CURRICULAR ACTIVITIES BY
68 FEMALE AND 69 MALE PARTICIPANTS THAT
GRADUATED 1963-1967, CLASSIFIED BY SEX

Activity	Very Valuable	Valuable	Little Value	No Value
FFA	0 19	0 11	0 3	0 0
Foreign Language	1 2	15 6	7 2	1 0
Band	11 8	22 13	8 1	0 1
Choir	24 11	16 15	6 4	0 3
Athletics	16 33	24 20	5 5	1 1
Dramatics	9 7	12 11	8 3	0 0
Future Teachers	9 9	10 8	8 2	2 1
Cheerleading	2 2	8 1	1 0	0 0
Librarians Club	4 0	1 2	0 0	0 0
Student Council	4 7	4 7	4 4	0 1
Yearbook	4 7	6 3	6 2	1 0
School Dances	4 8	22 20	5 6	2 1

Top figure represents females
Lower figure represents males

where there was a notable difference in the ratings by sex, did the girls give a higher rating than boys. Eighty-seven per cent of the girls considered choir to be valuable, while 79 per cent of the boys evaluated it so.

In every case an overwhelming percentage of both boys and girls reported their extra-curricular activities as very valuable or as valuable. The lowest percentage of these combined ratings was the 59 per cent average in the girls' rating of yearbook activities.

Table XXIII shows the distribution, by sex, of the evaluations of graduates of 1963. Nearly all activities are highly rated by all those who participated in the study. Band, choir, athletics, and dramatics attracted the interest of most of these subjects, with only a scattered participation in other group activities. Yearbook work again shows to be the least valuable of the activities rated, but school dances also are considered less valuable than other activities.

Evaluations of the members of the class of 1964, shown, by sex, on Table XXIV, again revealed a large participation in choir, athletics, and dramatics, with band attracting fewer of this group. No activity received a notably low rating by either of the groups.

Table XXV, that for 1965, again indicates a great preference for the four activities favored by the previous two groups. Foreign Language Club and Future Teachers also proved attractive to this group of subjects, as did school dances. However, half of the girls

TABLE XXIII

EVALUATION OF EXTRA-CURRICULAR ACTIVITIES BY
11 FEMALE AND 7 MALE PARTICIPANTS THAT
GRADUATED IN 1963, CLASSIFIED BY SEX

Activity	Very Valuable	Valuable	Little Value	No Value
FFA	0/3	0/1	0/0	0/0
Foreign Language	0/1	2/0	1/0	0/0
Band	3/2	5/2	1/0	0/0
Choir	5/1	5/2	1/0	0/0
Athletics	4/5	3/1	0/0	0/0
Dramatics	3/2	0/0	2/0	0/0
Future Teachers	0/0	0/0	0/1	0/0
Cheerleading	0/0	2/1	0/0	0/0
Librarians Club	0/0	0/1	0/0	0/0
Student Council	0/1	0/1	0/0	0/0
Yearbook	2/1	2/1	3/0	1/0
School Dances	1/1	3/1	2/1	0/1

Top figure represents females
Lower figure represents males

TABLE XXIV

EVALUATION OF EXTRA-CURRICULAR ACTIVITIES BY
9 FEMALE AND 13 MALE PARTICIPANTS THAT
GRADUATED IN 1964, CLASSIFIED BY SEX

Activity	Very Valuable	Valuable	Little Value	No Value
FEA	0/1	0/3	0/1	0/0
Foreign Language	0/0	2/1	0/1	1/0
Band	0/1	3/1	2/0	0/0
Choir	4/2	1/3	1/1	0/2
Athletics	2/5	2/5	3/1	0/0
Dramatics	1/0	2/5	1/0	0/0
Future Teachers	2/1	1/1	0/0	0/1
Cheerleading	0/0	1/0	0/0	0/0
Librarians Club	1/0	0/0	0/0	0/0
Student Council	0/1	0/1	2/1	0/1
Yearbook	0/1	2/0	1/1	0/0
School Dances	0/1	2/4	1/1	1/0

Top figure represents females
Lower figure represents males

TABLE XXV

EVALUATION OF EXTRA-CURRICULAR ACTIVITIES BY
22 FEMALE AND 17 MALE PARTICIPANTS THAT
GRADUATED IN 1965, CLASSIFIED BY SEX

Activity	Very Valuable	Valuable	Little Value	No Value
FFA	0/2	0/3	0/0	0/0
Foreign Languages	1/0	7/1	1/1	0/0
Band	4/1	8/3	2/0	0/0
Choir	7/5	6/5	2/0	0/0
Athletics	5/11	8/4	0/0	1/0
Dramatics	2/2	5/3	2/1	0/0
Future Teachers	2/2	2/3	4/0	0/0
Cheerleading	1/0	3/0	0/0	0/0
Librarians Club	2/0	0/0	0/0	0/0
Student Council	2/0	0/2	0/3	0/0
Yearbook	0/1	1/0	0/1	0/0
School Dances	1/1	4/7	0/1	0/0

Top figure represents females
Lower figure represents males

who participated in Future Teachers considered its value negligible.

Evaluations of the graduates of 1966, as shown on Table XXVI, reveal no outstanding deviations from the pattern of participation shown by the other three groups, with the possible exception of school dances. There was a more general participation by members of this group, with the ratings of value generally high.

Table XXVII, for 1967, reveals less concentration of participation than that for any other year in the study. While athletics still attracted larger numbers, there was a fairly even distribution of students in most other activities. Cheerleading, Librarians Club, Student Council, and Yearbook are the exceptions, but most ratings for these activities were high.

In all, only 18 per cent of the 560 ratings returned on questionnaires indicated extra-curricular activities of little or no value to the subjects. This small percentage, along with the overwhelming "yes" response to the query of whether such activities are beneficial, offers a strong argument for the continuation of the extra-curricular program in Farragut Community School.

TABLE XXVI

EVALUATION OF EXTRA-CURRICULAR ACTIVITIES BY
14 FEMALE AND 14 MALE PARTICIPANTS THAT
GRADUATED IN 1966, CLASSIFIED BY SEX

Activity	Very Valuable	Valuable	Little Value	No Value
FFA	0 / 3	0 / 1	0 / 2	0 / 0
Foreign Language	0 / 0	1 / 4	1 / 0	0 / 0
Band	2 / 1	2 / 6	1 / 0	0 / 0
Choir	5 / 0	2 / 4	2 / 0	0 / 0
Athletics	3 / 5	6 / 5	1 / 2	0 / 0
Dramatics	1 / 1	1 / 3	2 / 0	0 / 0
Future Teachers	0 / 1	2 / 4	2 / 1	1 / 0
Cheerleading	1 / 1	1 / 0	1 / 0	0 / 0
Librarians Club	1 / 0	1 / 0	0 / 0	0 / 0
Student Council	1 / 2	1 / 2	2 / 0	0 / 0
Yearbook	0 / 2	1 / 0	1 / 0	0 / 0
School Dances	1 / 2	7 / 4	1 / 2	0 / 0

Top figure represents females
Lower figure represents males

TABLE XXVII

EVALUATION OF EXTRA-CURRICULAR ACTIVITIES BY
12 FEMALE AND 18 MALE PARTICIPANTS THAT
GRADUATED IN 1967, CLASSIFIED BY SEX

Activity	Very Valuable	Valuable	Little Value	No Value
FFA	0 / 10	0 / 3	0 / 0	0 / 0
Foreign Language	0 / 1	3 / 0	4 / 0	0 / 0
Band	2 / 3	4 / 1	2 / 1	0 / 1
Choir	3 / 3	3 / 1	0 / 3	0 / 1
Athletics	4 / 7	5 / 5	1 / 2	0 / 1
Dramatics	2 / 2	4 / 0	1 / 2	0 / 0
Future Teachers	4 / 5	5 / 0	2 / 0	1 / 0
Cheerleading	0 / 1	1 / 0	0 / 0	0 / 0
Librarians Club	0 / 0	0 / 1	0 / 0	0 / 0
Student Council	1 / 3	3 / 1	0 / 0	0 / 0
Yearbook	2 / 2	0 / 2	1 / 0	0 / 0
School Dances	1 / 3	6 / 4	1 / 1	1 / 0

Top figure represents females
Lower figure represents males

CHAPTER VII

ANALYSIS OF THE EXTENT TO WHICH FARRAGUT COMMUNITY
SCHOOL IS ATTAINING ITS EDUCATIONAL GOALS, AS
SUBJECTIVELY EVALUATED BY 137 PARTICIPANTS

The evaluation of any total school program is incomplete without determining the extent to which the graduate feels that he is reaching the educational goals that the school prescribes as essential in modern education. Heretofore in this study, the academic and extra-curricular programs have been carefully studied and evaluated. Chapter VII discloses the participants' estimates of the degree to which the school fulfilled fifteen goals (Table XXVIII), which may be considered as falling into three groups: those which are direct aims of course-work in organized classes; those which are immediately concerned with the person's relationship to others; and those which are primarily concerned with the individual development, and thereby, of course, ultimately concerned with his social adjustment.

Four of the goals listed on the questionnaire seemed to fall within the scope of the formal class-work of the school curriculum: developing ability to read well, using good English, using basic mathematical skills, and, as a desired result, preparing for other education. On the responses from the subjects who participated in the study, the highest rating of degree of achievement was in the area of using good English. An average of over 97 per cent of both males and females felt that they had developed positively in this

TABLE XXVIII

EXTENT TO WHICH 68 FEMALE AND 69 MALE GRADUATES FELT
THEY HAD ACHIEVED THE EDUCATIONAL OBJECTIVES
OF FARRAGUT COMMUNITY SCHOOL

	A Great Deal	Some	Little or None	Uncertain
Using your spare time	12 / 9	39 / 42	14 / 15	2 / 3
Taking care of your health	8 / 10	40 / 43	20 / 15	0 / 1
Living in a democracy	19 / 21	44 / 41	3 / 7	0 / 0
Marriage and family life	11 / 5	25 / 18	26 / 35	3 / 7
Getting along with other people	47 / 36	19 / 26	0 / 6	1 / 0
Preparing for other education	40 / 39	22 / 29	2 / 0	2 / 1
Understanding your abilities and interests	22 / 22	29 / 32	15 / 14	0 / 0
Developing ability to read well	25 / 20	34 / 28	7 / 19	0 / 1
Using good English	49 / 33	18 / 33	0 / 2	0 / 0
Using basic mathematical skills	25 / 36	33 / 27	7 / 5	0 / 1
Using your money wisely	10 / 4	26 / 34	25 / 26	4 / 3
Becoming a self-reliant person	27 / 23	32 / 36	7 / 9	1 / 0
Developing an appreciation of culture	12 / 9	32 / 29	16 / 27	4 / 2
Developing an appreciation for the fine arts	13 / 5	25 / 17	24 / 41	4 / 4
Developing high ethical standards of conduct	25 / 15	32 / 42	6 / 9	4 / 0

Top figure represents females
Lower figure represents males

area, an evaluation which confirms the high ratings of English courses noted in Chapter V (ratings of high school subjects). However, there was a great difference between the reactions of males and females in this area. Seventy-two per cent of females felt that they had made a great deal of achievement; and 26 per cent, some achievement. But 95 per cent of the males in the study divided their estimate of achievement equally between "great deal" and "some."

Another goal which also comes within the language arts area is that of developing reading skills. Here, again, is found a wide variance in ratings. While 87 per cent of the females rated their achievement positively, only 70 per cent of the males did so. Again, we find confirmation of conclusions noted in Chapter V, that more girls than boys regarded their English courses as helpful to some extent.

In development of mathematical skills, however, the ratings were reversed, though the difference was not so great, on the average, between evaluation of achievement by each of the sexes. As might have been foreseen from the ratings of the courses, a large proportion of boys, 91 per cent, felt that they had made some degree of advancement toward achieving this goal; 85 per cent of the girls gave this same evaluation.

In the general goal of preparing for further education, an average of 95 per cent of all graduates included in this study felt that they had made some positive advancement toward this objective.

An average of 57 per cent felt that they had achieved a great deal.

In the second large division of objectives, that group concerned with the students' relationships to others, may be found three of those listed on the questionnaire: living in a democracy, marriage and family life, and getting along with other people. In this group is found the largest percentage of high ratings given to any one of the goals. An average of 61 per cent of all subjects felt that they had made a great deal of achievement here. Ninety-two per cent of both sexes also felt that they had progressed in the area of learning to live in a democracy, though 62 per cent felt that they had made only some progress, rather than a great deal. In this same group of objectives is found the lowest percentage of persons evaluating achievement of these fifteen objectives. Only 42 per cent of all subjects reported any achievement at all in preparation for marriage and family life.

The objective of developing high ethical standards of conduct seemed to be the link between the objectives dealing with direct relationships with other people and those concerning individual development, which increases one's ability to make a satisfactory social adjustment. An almost equal proportion of males and females recorded achievement here, 83 per cent and 84 per cent, respectively, though an average of 54 per cent felt that their achievement was only moderate.

The remaining five objectives cover a rather wide range of personal development. Though an average of over 74 per cent of the subjects felt that they had learned something about using spare time, eighty-one of the 137, or 59 per cent, again felt that they had made only some achievement. The evaluation of the achievement in taking care of health was greater; an average of 74 per cent of all subjects responded positively, though again the larger proportion, 64 per cent, reported only some advancement. Achievement of the goal of understanding abilities and interests was rated much more evenly by both sexes as "great deal" and "some," with a total of over 76 per cent reporting positive achievement. About the same proportions are found in the tabulation of reports of achievement toward becoming a self-reliant person, while the smallest percentage of favorable evaluation in this group of individual achievements was recorded in the area of wise use of money. Only 54 per cent of the subjects felt that they had gained in this area.

Table XXIX records by sex the evaluations of the graduates of 1963. Almost the same numbers of persons reported a great deal of achievement in getting along with other people, preparing for other education, and using good English--an average of over 75 per cent of this group of subjects. Startling low numbers reported favorably on taking care of health and using money wisely. Though these areas were two which were also rated low in Table XXVIII, this group of subjects reported achievement far below that of the average of all subjects.

TABLE XXIX

EXTENT TO WHICH 11 FEMALE AND 7 MALE GRADUATES OF
1963 FELT THEY HAD ACHIEVED THE EDUCATIONAL
OBJECTIVES OF FARRAGUT COMMUNITY SCHOOL

	A Great Deal	Some	Little or None	Uncertain
Using your spare time	1 / 2	4 / 4	6 / 1	0 / 0
Taking care of your health	0 / 0	6 / 6	5 / 0	0 / 1
Living in a democracy	3 / 3	8 / 3	0 / 1	0 / 0
Marriage and family life	1 / 0	1 / 1	8 / 6	1 / 0
Getting along with other people	8 / 5	3 / 2	0 / 0	0 / 0
Preparing for other education	8 / 6	3 / 1	0 / 0	0 / 0
Understanding your abilities and interests	3 / 3	4 / 4	4 / 0	0 / 0
Developing ability to read well	5 / 3	4 / 2	2 / 2	0 / 0
Using good English	8 / 5	3 / 2	0 / 0	0 / 0
Using basic mathematical skills	5 / 6	4 / 1	2 / 0	0 / 0
Using your money wisely	1 / 0	2 / 5	8 / 2	0 / 0
Becoming a self-reliant person	2 / 3	8 / 3	1 / 1	0 / 0
Developing an appreciation of culture	2 / 2	4 / 3	5 / 2	0 / 0
Developing an appreciation for the fine arts	3 / 1	3 / 3	5 / 3	0 / 0
Developing high ethical standards of conduct	3 / 1	8 / 6	0 / 0	0 / 0

Top figure represents females
Lower figure represents males

The graduates of 1964 also reported variations from the average, as seen on Table XXX. Fewer than 50 per cent of this group reported a great deal of achievement of any objectives; and in the development of appreciation of culture and developing an appreciation for fine arts, 41 per cent and 54 per cent respectively reported little or no achievement. In addition, this group reported achievement below that of the average in using basic mathematical skills. Again, the greatest percentage of persons felt that they had made a positive achievement in the three areas receiving the highest evaluation by all subjects: getting along with other people, preparing for other education, and using good English.

Table XXXI, that for 1965, shows a marked contrast to the preceding table. In three areas, over 50 per cent of the group reported a great deal of achievement, the same three areas of greatest achievement noted in the analysis of the previous three tables. A further 44 per cent reported great achievement in areas of developing ability to read well, using basic mathematical skills, and developing high ethical standards of conduct. Lowest evaluations followed the pattern found in the averages on Table XXVIII: 49 per cent felt that they had made little or no achievement in developing an appreciation of fine arts; 38 per cent, in marriage and family life; and 36 per cent, in using money wisely. Achievement in understanding abilities and interests fell below the 76 per cent average also; 69 per cent reported favorable evaluations in this area.

TABLE XXX

EXTENT TO WHICH 9 FEMALE AND 13 MALE GRADUATES OF
1964 FELT THEY HAD ACHIEVED THE EDUCATIONAL
OBJECTIVES OF FARRAGUT COMMUNITY SCHOOL

	A Great Deal	Some	Little or none	Uncertain
Using your spare time	1 1	6 7	1 5	0 0
Taking care of your health	1 3	5 5	2 5	0 0
Living in a democracy	1 5	7 5	0 3	0 0
Marriage and family life	1 2	4 3	2 7	1 1
Getting along with other people	5 5	3 5	0 3	0 0
Preparing for other education	5 5	2 8	0 0	0 0
Understanding your abilities and interests	2 2	5 7	1 4	0 0
Developing ability to read well	3 0	3 7	2 6	0 0
Using good English	4 5	4 6	0 2	0 0
Using basic mathematical skills	2 7	4 5	1 1	0 0
Using your money wisely	1 1	4 6	2 6	0 0
Becoming a self-reliant person	4 2	3 6	1 5	0 0
Developing an appreciation of culture	0 0	5 5	1 8	1 0
Developing an appreciation for the fine arts	0 0	4 2	2 11	1 0
Developing high ethical standards of conduct	4 2	4 9	0 2	0 0

Top figure represents females
Lower figure represents males

TABLE XXXI

EXTENT TO WHICH 22 FEMALE AND 17 MALE GRADUATES OF
1965 FELT THEY HAD ACHIEVED THE EDUCATIONAL
OBJECTIVES OF FARRAGUT COMMUNITY SCHOOL.

	A Great Deal	Some	Little or None	Uncertain
Using your spare time	3/3	14/11	4/3	1/0
Taking care of your health	4/4	10/10	8/3	0/0
Living in a democracy	9/4	11/12	2/1	0/0
Marriage and family life	3/3	9/5	9/6	1/2
Getting along with other people	12/12	9/5	0/0	1/0
Preparing for other education	11/11	8/5	1/0	2/1
Understanding your abilities and interests	6/5	7/8	8/4	0/0
Developing ability to read well	10/7	11/5	1/5	0/0
Using good English	19/10	3/7	0/0	0/0
Using basic mathematical skills	9/8	11/7	1/1	0/1
Using your money wisely	3/2	7/9	9/5	2/1
Becoming a self-reliant person	8/7	10/8	3/2	1/0
Developing an appreciation of culture	5/4	8/10	6/2	1/1
Developing an appreciation for the fine arts	3/3	7/3	9/10	3/1
Developing high ethical standards of conduct	9/8	6/9	4/0	3/0

Top figure represents females
Lower figure represents males

Distributions of the evaluations of the graduates of 1966, found on Table XXXII, generally follow the distributions of the average for all subjects who participated in the study. The greatest achievement was in the three areas noted on all tables previously analyzed in this chapter, though a great deal of achievement was noted in one additional area. Fifty per cent of both sexes in this group reported a great deal of achievement in becoming a self-reliant person. Thirty-six per cent was the average of those evaluations recorded on Table XXVIII.

Table XXXIII, for 1967, shows a little variation from the patterns previously noted. Less than 50 per cent of this group reported a great deal of achievement in using good English, which is lower than the average of almost 60 per cent.

As in previous tabulations, totals on the tables in this chapter will in some cases not equal the number of subjects participating in the study. Although there was a provision for indicating uncertainty in evaluation, some persons simply omitted marks of any kind in evaluating some of the objectives.

TABLE XXXII

EXTENT TO WHICH 14 FEMALE AND 14 MALE GRADUATES OF
1966 FELT THEY HAD ACHIEVED THE EDUCATIONAL
OBJECTIVES OF FARRAGUT COMMUNITY SCHOOL

	A Great Deal	Some	Little or None	Uncertain
Using your spare time	5 / 2	7 / 6	1 / 3	1 / 3
Taking care of your health	2 / 0	9 / 8	4 / 5	0 / 0
Living in a democracy	4 / 3	8 / 9	1 / 2	0 / 0
Marriage and family life	4 / 0	4 / 2	4 / 8	0 / 2
Getting along with other people	12 / 6	2 / 6	0 / 1	0 / 0
Preparing for other education	8 / 9	5 / 5	1 / 0	0 / 0
Understanding your abilities and interests	6 / 5	7 / 5	1 / 3	0 / 0
Developing ability to read well	3 / 4	10 / 8	0 / 2	0 / 0
Using good English	9 / 8	5 / 6	0 / 0	0 / 0
Using basic mathematical skills	4 / 6	9 / 5	1 / 3	0 / 0
Using your money wisely	1 / 1	7 / 4	4 / 8	2 / 1
Becoming a self-reliant person	7 / 7	5 / 6	2 / 1	0 / 0
Developing an appreciation of culture	2 / 1	8 / 6	2 / 7	2 / 0
Developing an appreciation for the fine arts	4 / 1	6 / 4	4 / 9	0 / 0
Developing high ethical standards of conduct	6 / 1	6 / 8	2 / 5	0 / 0

Top figure represents females
Lower figure represents males

TABLE XXXIII

EXTENT TO WHICH 12 FEMALE AND 18 MALE GRADUATES OF
1967 FELT THEY HAD ACHIEVED THE EDUCATIONAL
OBJECTIVES OF FARRAGUT COMMUNITY SCHOOL

	A Great Deal	Some	Little or None	Uncertain
Using your spare time	2 1	8 14	2 3	0 0
Taking care of your health	1 3	10 14	1 1	0 0
Living in a democracy	2 6	10 12	0 0	0 0
Marriage and family life	2 0	7 7	3 8	0 2
Getting along with other people	10 8	2 8	0 2	0 0
Preparing for other education	8 8	4 10	0 0	0 0
Understanding your abilities and interests	5 7	6 8	1 3	0 0
Developing ability to read well	4 6	6 6	2 4	0 1
Using good English	9 5	3 12	0 0	0 0
Using basic mathematical skills	5 9	5 9	2 0	0 0
Using your money wisely	4 0	6 10	2 5	0 1
Becoming a self-reliant person	6 4	6 13	0 0	0 0
Developing an appreciation of culture	3 2	7 5	2 8	0 1
Developing an appreciation for fine arts	3 0	5 5	4 8	0 3
Developing high ethical standards of conduct	3 3	8 8	0 0	1 1

Top figure represents females
Lower figure represents males

CHAPTER VIII

SUMMARY, FINDINGS AND RECOMMENDATIONS

Summary

The Great Plains School District Organization Project, which has centered a great deal of attention of the education of youth, charges that in general small schools are inadequately serving those students they are trying to educate. This charge has aroused a feverish hostility in some administrators of small schools, who do not feel that the students in their districts are being deprived of educational opportunities available to young people in large districts. Yet the Great Plains Report clearly implies that if there are fewer than five hundred students enrolled in a high school, this high school cannot provide the courses and educational experiences necessary for today's complex world.

The primary purpose of this follow-up study was to determine subjectively, as far as possible, whether or not the graduates of this small school, Farragut Community School, felt that they had received a high school education adequate to meet their needs. The persons who responded to the survey were given the opportunity to express any criticism of the educational experiences that were available to them when they were students. The questionnaire was designed so that each participant could evaluate several areas of concern to the investigator. They were asked to evaluate frankly, as they saw fit, these several areas, basing their judgment on the

amount of success or failure that they had experienced since they had graduated.

The primary area of concern was the participants' evaluation of the curriculum as it was when they attended school, a curriculum which was not exactly as it is at the present. Since recommendations to improve the curriculum of the school was the most important intent of the entire research project, the graduates' evaluations of this area will be discussed later in this chapter, along with the investigator's recommendations.

However, several other areas were included in this project so that the total educational program could be viewed, along with the curriculum evaluation. As areas such as extra-curricular activities, preparation for further education, and the general helpfulness of the education received are important to the total school plan, an attempt was made to measure the degree of fulfillment found in these areas.

It was found that the participants of the study were involved in several occupational areas. Twenty-seven per cent of those that responded revealed that they were working for pay on a full-time basis, while 38 per cent were seeking further education on a full-time basis. Of the females who responded, 32 per cent were housewives, not employed in any other occupation. Since many of the male subjects were not of draft age or were in school full time (probably deferred) only 22 per cent of them were in the armed forces, some in each of the branches of service. A further 23

per cent of the subjects were working for pay on a part-time basis; of these, sixteen were also in school part time.

The question pertaining to the nature and extent of high school training elicited responses revealing that only 15 per cent of the subjects had not at some time pursued some type of post high school training. All others had already completed their advanced work or were continuing it. Approximately half of the participants had been enrolled, or were at the time of the study enrolled in either a junior college or a four-year institution. Ten per cent had completed courses in business schools, schools of cosmetology, or schools of nursing; or had completed other short courses. Since only one of the classes surveyed had had time to complete a four-year degree, only ten participants had reached this goal. Most of the participants who had continued their education beyond high school indicated that they were reasonably well prepared for college work or other training which they had chosen.

It is the feeling of the investigator that the participants' evaluation of the curriculum speaks very well for the courses that were available to the subjects of the study. Most evaluative indications were that the courses were extremely helpful or helpful. Very few graduates judged that courses were of little or no value. Some of the subjects did list courses that they would have liked to take in school, some of which had been available, but at a time which conflicted with other courses. This situation is not unusual in a small school, where several one-section courses are offered.

The investigator was well pleased with the extent to which participants praised the entire program made available to them at Farragut Community School. Some specific suggestions will be discussed in the final portion of the project.

As extra-curricular activities play an important role in the total educational opportunities of a high school student, an attempt was made to determine whether the present activity program met the former students' wants. One clear conclusion was drawn from this study in regard to an often considered proposal to limit the number of activities which any student would be allowed to undertake. This research indicates that 57 per cent of the participants would participate in more rather than fewer activities if they were to go through high school again. An additional 39 per cent indicated that they would not reduce their activities, but would engage in the same number as before. The conclusion is that most students set adequate limits to their own undertakings, without outside control.

In another area of concern, an effort was made to ascertain the extent to which the Farragut Community School is fulfilling its educational goals. Again, the responses were generally favorable, though some areas were consistently indicated as deficient: marriage and family education, wise use of money, and an appreciation of the fine arts and general culture. However, the subjects felt that they were well prepared to get along with other people, to speak their language well, and to continue with other education.

After tabulation of the results of the questionnaires, it is evident that some changes were needed to improve the total education opportunities of the students of the Farragut School. It is important to point out, however, that several of these changes have been made in the last year or two, since most of the students of the study graduated.

Findings and Recommendations

Though the opinions and recommendations of the subjects of this research should not be considered as the sole basis for curriculum changes, it is the feeling of the investigator that considerable attention should be directed to these reactions. It would be helpful to have the faculty, the administration, and the board of education study and evaluate the suggestions offered by the graduates, with especial attention directed to those areas where a large percentage of the group were in accord.

Graduates' Opinions Offer Help in Curriculum Revision

The author of this study feels that there is much merit in what the graduates of a school have to say about the program which limited or expanded their opportunities while they were in school. Their experiences after graduation helped to formulate their evaluation of their high school curriculum; and though some of these experiences may have been in no way related to their high school courses, the school still takes the brunt of the criticism if a student is a failure to any degree, in his own opinion.

Though most criticism was favorable, it is the opinion of the investigator that such a study offers enlightening, and therefore helpful, information to a faculty and an administration.

Guidance Program Should Be Improved

It was the feeling of many of the participants that the guidance program, as they experienced it, should be improved. On many questionnaires, the subjects implied or bluntly stated that this program was inadequate. Since the guidance program was for some years carried out by the principal, who also had many other duties, some of the participants never really had a counselor. The subjects who graduated in 1966 and 1967 did, however, have a full-time counselor available, a counselor who was required to service only about two hundred persons. Since a recent change has been made in this department, it is probably wise not to make further personnel changes at this time, though a vigorous program should be encouraged.

Sex Education, Health, and Marriage and Family Education Need to be Expanded

Many responses indicated that two areas of the school's educational goals were poorly handled: caring for one's health and preparing for marriage and family. Several subjects who participated in the study suggested that sex education should be added to the curriculum.

With some reorganization, the present staff should be able to handle these additional subject areas, with no serious burden

on anyone. The only expense incurred should be that for teaching materials, some of which have been purchased within the last few months. Sex education is developing and expanding as part of the home economics, physical education, and biology departments, with the help of the school nurse to correlate the programs. One more year should show a definite improvement in this program. Education for health and marriage and the family requires more decided change and greater advance preparation, since only a very limited program has been offered heretofore.

Business Machines, Office Practice, Psychology, and Auto Mechanics Should Be Taught

The courses most often suggested for addition to the curriculum were business machines, office practice, psychology, and auto mechanics. Since all of these courses except psychology had been added to the curriculum by the opening of the fall semester of 1966, the 1967 graduates had a chance to elect them. Almost all of those who took these courses evaluated them as "extremely helpful" or "helpful," giving a good indication that these were sound additions to the curriculum.

Psychology has not been added because of the lack of a qualified teacher and because of scheduling restrictions.

Encourage Students to Participate in More Extra-Curricular Activities

Since 57 per cent of the graduates that responded indicated that they wished that they had participated in more activities, the

educational value of these activities is strongly indicated. With only one exception, all responses indicated that every student should participate in some activities. Thus it seems that more of the students presently in school should be urged to undertake such participation. When properly organized and supervised, these activities can be an invaluable part of a student's total education.

Help Student Develop an Appreciation of Culture and the Fine Arts

The overwhelming response of the graduates who took part in the study was that their high school education was inadequate in general culture, especially in the field of appreciation of fine arts. The investigator also feels that too little attention has been given to helping the students to develop finer tastes and esthetic values. However, the problem arises of what can be added to the curriculum to correct this inadequacy, and whether such courses should be required or offered as electives. As in the past, elective courses of this nature might well attract too few students to bring about any permanent, or even perceptible, improvement.

An experimental class in music theory is being offered this year, and a course in humanities is being considered. However, the need in these areas is so great that further additions must be considered.

Teach Students to Make Wise Use of Their Money

It was surprising that so many students held the opinion

that the school was contributing very little to their training in how to use their money wisely. The subject of handling personal funds is taught as an independent unit in several courses in the curriculum. Girls have various studies of budgeting in their home economics courses, and both boys and girls have the opportunity to study this subject in business mathematics and economics. Boys are offered further opportunity in vocational agriculture courses. More emphasis should be placed on this subject in the courses where it is already found, and a special study should be available in the senior year, so that it will be fresh in the minds of the graduates at the time when they will have greater opportunity to practice what they have learned.

Conclusion

For the three years that this investigator has been employed at Farragut Community School, he has been interested in improving the curriculum and has made some changes toward that end. This follow-up study, an attempt to evaluate the total school program as it has been in the recent past, has probably been the most beneficial step that has been taken to reveal weaknesses that should be attacked. Though every suggestion made by the participants cannot be implemented, all opinions can be carefully weighed in the consideration of improvements to be made.

The final question on the questionnaire asked the subjects whether their high school education had helped them to fulfill their aspirations and ambitions after leaving high school. Table XXXIV

TABLE XXXIV

EXTENT TO WHICH FARRAGUT COMMUNITY SCHOOL FULFILLED
THE AMBITIONS AND ASPIRATIONS AFTER HIGH SCHOOL OF
68 FEMALES AND 69 MALES THAT
GRADUATED 1963 TO 1967

Classes	Yes	No	Reasonably Well	Could Have Been Much Better
1963				
Females	7	1	3	0
Males	5	0	2	0
Total	<u>12</u>	<u>1</u>	<u>5</u>	<u>0</u>
1964				
Females	5	0	3	1
Males	3	1	8	1
Total	<u>8</u>	<u>1</u>	<u>11</u>	<u>2</u>
1965				
Females	9	2	10	1
Males	7	1	8	1
Total	<u>16</u>	<u>3</u>	<u>18</u>	<u>2</u>
1966				
Females	4	0	9	1
Males	3	0	10	1
Total	<u>7</u>	<u>0</u>	<u>19</u>	<u>2</u>
1967				
Females	7	0	4	1
Males	4	0	13	1
Total	<u>11</u>	<u>0</u>	<u>17</u>	<u>2</u>
Total				
Females	32	3	29	4
Males	22	2	41	4
Total	<u>54</u>	<u>5</u>	<u>70</u>	<u>8</u>

shows that 39 per cent of the 137 graduates responded that their high school experience had been beneficial, and a further 51 per cent reported that it had served them reasonably well. Thus a total of 124, or 90 per cent, responded favorably, a very gratifying total. Six per cent stated that their secondary education could have been much better, and 4 per cent felt that it had not served them well at all.

Males and females were almost exactly evenly divided in these negative responses, as they were in the affirmative ones. However, more females than males gave the "yes" answer, 59 per cent to 41 per cent. In the "reasonably well" classification, males predominated, again 59 per cent to 41 per cent. The responses to this question more closely approach unanimity than those found on any other portion of the questionnaire.

The investigator has found both the study and the results of the study to be very rewarding. He feels that busy young people who take the time to help their school reflect credit on that school, regardless of any adverse criticism. Perhaps it would have been well to add another educational goal for the subjects to evaluate: willingness to assume responsibility in civic affairs. The questionnaires that were returned very eloquently answered, "a great deal," the most gratifying response of all.

APPENDICES

Appendix A

FARRAGUT COMMUNITY SCHOOL
Graduate Follow-up Questionnaire

We urge your cooperation with this study. Your answers will be considered confidential. They will be used only for statistical purposes and for the improvement of Farragut Community School.

Mr. _____ Date _____
 Mrs. _____
 Miss _____
 _____ (circle correct one) _____ (if Mrs., give maiden name here)

Present Address _____

Type of courses taken in high school _____
 (general, college prep, vocational)

Year graduated _____

1. Are you (please check one) _____ single _____ married _____ divorced

If married, how many children do you have? _____

2. What are you doing now?

_____ working for pay, full time

_____ in school, full time

_____ housewife

_____ in armed forces

_____ not working and looking for a job

_____ working for pay, part time

_____ in school, part time

_____ in business for self

_____ not working, but looking for job

_____ other (please explain) _____

3. Please list any additional education you have had since leaving high school. Include postgraduate work, correspondence courses, private lessons, trade or business school, apprenticeship, junior college, college, university and any other type of education.

Name of School	Course You Took	Date Entered	Months Spent	Diploma, Degree, etc.

4. Please indicate the extent to which you were prepared for college or your vocational choice by your high school experience. _____ very well prepared _____ reasonably well prepared _____ poorly prepared

5. Please evaluate the subjects you studied at Farragut Community School. In the space provided to the left of the course, please place a check mark if you participated in the particular course. To the right please indicate the extent to which you now feel this course helped you.

Subjects You Studied	Subjects Offered by Farragut High School	Extremely Helpful	Helpful	Of Little Value	No Value
	English 9				
	Algebra 9				
	Earth Science 9				
	General Math				
✓	Home Ec 9				
	Vocational Ag. 9				
	Ind.Arts I(woodworking)				
	English 10				
	World History				
	Business Math				
	Typing I				
	Vocational Ag. 10				
	Home Ec 10				
	Ind. Arts II(metalworking)				
✓	Art I				
	Biology				
	Geometry				
	Drivers Education				
—	French I				
	American History				
	American Literature				
	Physics				
	Vocational Ag. 11				
	Home Ec 11				
	Shorthand				
—	Art II				
—	French II				
	Adv. Algebra & Trig.				
	Beginning Drafting				
	English 12				
	Vocational Ag. 12				
	Home Ec 12				
	Economics				
	American Government				
	Ind.Arts III(auto mechanics)				
	World Geography				
	Chemistry				
	Math 12				
	Office Practice				
	Business Machines				
	Typing II				
	Bookkeeping				
	Physical Education				
	Special English				

6. Do you wish that you could have taken subjects that were not offered when you were in school? If so, please name them in order of preference: _____

7. Please evaluate the extra-curricular program at Farragut Community School.

- (a) Do you feel that it is beneficial for all students to participate in some extra-curricular activities while in high school? yes no
- (b) In the blank to the left of each activity please indicate the number of years you participated in the activity. In one of the spaces to the right of the activity indicate how valuable the activity in which you participated has been to you.

Number of Years	Activity	Very Valuable	Valuable	Little Value	No Value
	FFA				
	Foreign Language Club				
	Band				
	Choir				
	Athletics				
	Dramatics				
	Future Teachers				
	Cheerleading				
	Librarians Club				
	Student Council				
	Yearbook				
	School Dances				

8. If you were to do it again would you participate in more activities less activities the same number of activities

Remarks: _____

9. Please indicate by checking the appropriate column the degree of assistance Farragut Community School gave you in regard to the following:

	A Great Deal	Some	Little or None	Uncertain
Using your spare time				
Taking care of your health				
Living in a democracy				
Marriage and family life				
Getting along with other people				
Preparing for other education				
Understanding your abilities and interests				
Developing ability to read well				
Using good English				
Using basic Mathematical skills				
Using your money wisely				
Becoming a self-reliant person				
Developing an appreciation of culture				
Developing an appreciation for the fine arts				
Developing high ethical standards of conduct				

Farragut Community School

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FARRAGUT, IOWA

TELEPHONE 385-3381

WENDELL TEACHOUT, President
ARRY NEAL, Secretary

FINDLEY M. HERRING, Superintendent
LEO HUMPHREY, Principal

Appendix B

Dear Graduate:

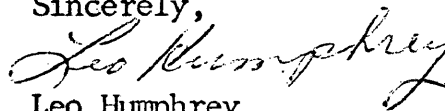
Your being a graduate of Farragut Community School makes you a valuable source of information to us who are striving to improve the school. There are probably some suggestions you can offer that will help the present staff improve the school program so that it will satisfy the needs of more of the students when they graduate.

Enclosed with this letter is a questionnaire which we hope you will complete and return to us. If at all possible we would request that you complete this form as soon as you receive it. We would like to have all forms returned by December 6, 1968. The more questionnaires that are returned the easier it will be for us to analyze the total situation and make desirable changes in the school program.

The students and faculty are very appreciative of your assistance with this project. May your future years be pleasant and prosperous.

Thank you.

Sincerely,



Leo Humphrey
High School Principal

LH:km

Enclosures