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A CURRICULUM EVALUATION BY SELECTED GRADUATES
OF THE RICHFIELD HIGH SCHOOL

by
Robert D. Rowley

A thesis submitted in partial fulfillment
of the requirements for the degree

of
MASTER OF SCIENCE
in
Education Administration

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

1961

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Dept. of Education

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No study of this type is possible without the help of many people. Appreciation is expressed to Superintendent LaMont Bennett of the South Sevier School District and Principal Douglas Loosle of the Richfield High School for permission to make the study, and their cooperation in developing it; to the many students who completed the questionnaire; and to all the members of my graduate committee for their help and guidance; and finally to my wife for her valuable suggestions as a practical consultant.

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INTRODUCTION

The problem

This study was undertaken to assist the principal and faculty of the Richfield High School in their more or less continuous evaluation of the effectiveness of the school. The writer graduated from this school in 1943 and is at present living in the community after having graduated from Utah State University and teaching one year in the junior high school of a neighboring district.

On many occasions I have been impressed with the sincerity and good judgment of former high school students as they raised questions about their high school experience. Accordingly, with the permission of the administrative authorities of the school and of my graduate committee at Utah State University, I decided to develop a Master's thesis by conducting a student evaluation of the curriculum of the school. As a general hypotheses, it was believed that graduates of the school, particularly those who went on to college, would recommend general improvement in the academic aspects of the curriculum.

Procedure

The writer interviewed the principal of the Richfield High School, and it was agreed that a follow-up study of high school graduates using the normative survey method could be very useful to the administrative officers of the school. It was decided that information should be

obtained from the high school graduates in the following four areas: (1) information pertaining to their present residence, occupation, and post high school educational experiences, (2) information as to the degree of usefulness the courses they had completed at the high school had been to them, (3) information as to how adequate they felt their high school preparation had been in ten subject areas, and (4) information concerning the type and number of courses they would add, if any, to the present high school curriculum.

Since at the time of the study the majority of the graduates were residing away from their home town, it was evident that it would be very difficult to interview each graduate personally, so the questionnaire method of obtaining the necessary information was used.

A questionnaire was therefore constructed to procure information in the four areas listed above. The check list type of questionnaire was used because it was believed that more of the students would respond to this type of questionnaire. It was then checked with a sampling of students for objectivity and clarity.

At the outset of the study it was decided to limit the study to individuals who had graduated from the high school. In order to get the most meaning from their responses, it was also decided to interpret the returns separately for individuals who went on to college and those who did not.

The problem of which graduating classes to include in the study was next considered. The data were gathered in 1959. Pupils graduating from the high school in 1955 would therefore have had opportunity to be

in college four years. But since many individuals interrupt their college attendance for various purposes, it was decided also to include the graduates of the classes of 1954 and 1953.

The list of individuals graduating in these three years was obtained from the principal. The total was 261. Questionnaires, along with a letter of introduction from the principal of the high school and a self addressed stamped envelope, were sent to each of the students. Of 261 questionnaires mailed, there were twelve that did not reach the intended person because of insufficient address.

There was a total of 151 graduates who returned questionnaires after the first mailing. A second group of 98 questionnaires was mailed to the graduates who did not return the first one, and of this group, twenty-seven graduates returned questionnaires, making a total of 178 questionnaires returned. Thus, of the 249 students who received them, 71.5 percent returned questionnaires. Of the total number (261) of students who graduated from the Richfield High School in the spring of 1953 to 1955 inclusive, 65.1 percent responded. Of the 178 questionnaires returned, two were disqualified for the following reasons: One girl graduate was deceased, the questionnaire being returned by her parents; one boy graduate had attended the Richfield High School for only one year and therefore was disqualified. Of the remaining 176 questionnaires, eighty-four were received from girls and ninety-two were from boy graduates.

The information and data collected from these students was analyzed and is reported in chapters three through six inclusive of this study.

Definition of terms

For a clear understanding of the discussion a knowledge of the following terms is essential.

1. The term "graduate" refers to those students who terminated their high school experience by receiving a high school diploma.

2. "Graduates who did not attend college" refers to the high school graduates who did not attend college. They may or may not have attended other schools -- such as business or vocational schools.

3. "Graduates who attended college" refers to high school graduates who attended college at least one quarter or more.

Delimitations

1. This study includes an evaluation of only the high school curriculum. It does not deal with extra curricular activities available to the pupils in the school.

2. Only the students who graduated from the Richfield High School in the years 1953, 1954, and 1955 were included in the study. No information was procured from individuals in these classes who dropped out before graduating.

3. A study of this nature is limited to the prejudices, willingness, and ability of the respondent to give honest opinions. There is also the possibility of different interpretations which different individuals may place upon the same questions. It may be also that the questionnaire was inadequate for the purpose of the study. Interviews were held with a few students, however. These tended to substantiate the findings reported on their questionnaires.

4. Some of the graduate students failed to evaluate some of the courses they completed while in high school. Perhaps a more precise evaluation could have been made if it had been possible to personally interview more of the students.

Need for study

H. A. Anderson in an article titled Study of Youth as a Basis for Curriculum Construction writes: "One of the basic principles now commonly accepted by students of curriculum is that youth themselves constitute a major source of information for determining the content of the curriculum." The survey further shows that follow-up studies of graduates provide a good source of ideas for curriculum improvement and help the school maintain closer contact with its former students.¹

There is a definite need for schools to keep in closer communication with their graduates. The school should find out how well its educational program has served students in their post high school experiences. One of the important ways this information can be obtained is by the use of the follow-up studies of graduates. Industry has become more concerned in recent years with public acceptance of its products. (The writer recently received a questionnaire from one of the leading automobile manufacturers asking him to list the things he liked and did not like about his new car). This information is helpful to them in making improvements in their products, which in return will mean greater sales and profits. Our schools have a product to offer also, and that product

¹ H. A. Anderson, Study of Youth as a Basis for Curriculum Construction, Summary of New York State Brochure, The School Review P.V. (September 1947). P. 382.

is an educational program for young men and women. In most cases in the past, too little time and money have been spent for the purpose of finding out how their education has contributed to the success of the students who have graduated from high school and must now compete with students of other schools in higher educational pursuits and vocational opportunities.

It is understood that follow-up studies are just one of the several ways to gain information about curriculum needs of high schools, but since it is concerned with the graduates and their opinion as to how well it has helped them to adjust to adult life, it is very important. It is the hope of the writer that this study will be an incentive in inaugurating a permanent follow-up program in the high school as an aid in learning what changes should be made from time to time in the curriculum to provide the kind of education pupils need.

REVIEW OF LITERATURE

According to Harry M. Adler, assistant principal of the Beverly Hills High School, one of the important areas of school operation which is often neglected is the follow-up study of graduates. He is of the opinion that there is a great deal to be learned in the way of curriculum improvement from the schools product, the graduates of our high schools.

In 1941, the Beverly Hills High School began their work on a study of graduates according to the following procedure: Every year, fifty to seventy-five graduates are interviewed. A personal visit and questionnaire combination is used so that definite suggestions can be obtained. Since approximately 90 percent of the graduates attend college, most of the students can be interviewed on the campus of the institution they attend. The interviews are arranged about two weeks ahead by appointment. The graduate is asked to fill out some replies to questions and give some quick evaluations on a check sheet. Afterwards a friendly visit is made and the graduate is encouraged to make comments of a general nature, which the interviewer records. Some of the typical questions asked are:

1. What do you like best about the college, university or junior college?
2. Do you feel you have chosen the school best for you?
3. What activities are you engaged in?
4. In general, do you feel satisfied with the training offered at Beverly Hills High School in preparing you for college work?
5. What do you suggest in order to improve the curriculum at Beverly Hills High School? Typical among the many answers are:

More composition in English
More note taking
More lecturing

Four years of English and history
 More essay tests
 Make work harder and more intense
 More "how to study" and "how to budget time"
 and less stress on grades
 Emphasize importance of homework and tests
 No one has said anything about too much work,
 too much homework, or not enough leisure time
 in high school

6. What do you consider your most valuable high school subject? English has always come first, with history, mathematics, science and languages following in order. Typing is high on the list and at times has come next to English. Almost every subject offered appears at some time.

7. What high school subject do you consider least valuable? When the study started over fifteen years ago, subjects were found that appeared too often as "least valuable". Some subjects obviously have less carry-over value than others. During subsequent years, the curriculum has been consolidated, and now no definite pattern of "least valuable" subjects can be found. Almost all subjects appear somewhere in the list but the word "none" is stated most frequently.

8. What high school subject do you wish you had taken? A general trend is noted through out these replies and they all point to more advanced work in languages, mathematics and science. The fourth year of English appears quite frequently. Ancient and modern history with cultural subjects, such as music appreciation and art, are found in the list. There is strong evidence here in favor of the standard college preparatory course with advanced work in academic areas.

9. What advice would you give to a high school sophomore? The sophomore year was selected because it is the transition year. It is when the university entrance requirements become quite real, and it is also the year of greatest confusion and of the students physical growth and development. The temptation to "go with the gang" and the "school isn't important anyway" attitudes are strongest at this time. A few of the many suggestions to the tenth grades include:

- Complete all requirements
- Learn how to take good notes
- Learn how to study
- Learn how to write compositions
- Keep with one foreign language
- Don't take things the easy way
- Learn to budget your time
- Take high school seriously
- Learn to outline
- Learn how to take examinations, etc.

In other words, work harder, at no point has the sophomore been advised to "take it easy" or "enjoy yourself" or

"work is unimportant." It is valuable for a teacher to have direct quotes from recent graduates. In many cases, a direct quote from these students is more effective than preaching by the teacher.

10. Do you feel that you have been adequately prepared to meet the competition with graduates from other schools? Of the last one hundred interviewed, ninety-nine said, yes, and one said, no. Ten years ago, there were many more exceptions.

11. Upon entering college had you received adequate training in (a) note taking, (b) public speaking, (c) writing term papers, (d) taking examinations, and (e) how to study? The affirmative answers to these questions have been tabulated on a percentage basis so that trends can be noted. For example, at one school, note-taking rated 57 percent in 1948. After establishing some instructions in note-taking in the social studies and English courses, it showed a score of 75 percent in 1955. By following the same general follow-up procedure of perfecting the class instructions, writing term papers has changed from 57 percent to a high of 91 percent and how to study from 36 percent to 60 percent. During the same time, public speaking showed little change. The reason can be explained by the fact that speech rated fairly high in the first survey and is not used as extensively as the other skills.

12. Courses and activity evaluation

One of the most important pages of the questionnaire is the check sheet which asks the student to check the list of thirty-five high school subjects and activities on a scale with 10 equaling no value and 100 equaling great value. English has consistently scored the highest and has a 1955 score of 86 percent. Typing scored 88 percent in 1955, but over the years has not scored quite as high as English. In 1954 driver education and driver training were added and the first scored 69 percent and the second 90 percent.

13. Upon entering college, were you experienced in the following:

- a. Getting acquainted with new students
- b. Using good judgement in choosing clubs, fraternities and sororities
- c. Budgeting your time

A and B seemed to cause no trouble and show no special trends. C, budgeting your time, shows a fairly low score and not much improvement. This area has probably been given the least amount of attention in the class rooms at Beverly. Perhaps some definite plan can be evolved in order to train students in the art of "budgeting time". In general, the Beverly graduates are successful in their college and university program,

and are grateful to the high school that prepared them. Many felt they should have made better high school records, but blamed themselves rather than the high school for their shortcomings. Teachers who seemed severe at the time are now praised because they forced their students to achieve. In no case was there any complaint about the school program being too hard or too demanding or a word about too much homework. The attitude and cooperation of the students is excellent. They draw on their own experiences for an honest and sincere evaluation of their high school program and show a keen desire to aid in the study. The following are some of the direct quotes from the interviews:

High school tests are based on facts:
 University tests are based on thinking.
 Take chemistry and physics in high school
 More help on requirements of colleges
 within the university
 Require typing
 Four years of mathematics
 Feel that the student with low grades
 discouraged, should be encouraged
 Not enough emphasis given to the
 importance of having the student budget
 his time
 Personal problems interesting, but not
 valuable
 Reason more students do not take chemistry
 in high school is fear
 Not enough theme writing
 More two hour tests
 More reasoning in mathematics
 Pound in grammar in 9th and 10th grades
 and essays in 11th and 12th grades
 Instruct in increasing reading speed

Atler mentions two occasions when there was serious limitations found in the high school's program for college bound students. In one case, the high school wasn't offering enough mathematics to qualify their students for beginning physics in one of the major universities, and some of the Beverly students who were normally good students, were having difficulty. The high school took the necessary steps to improve their mathematics program by adding introductory courses in calculus, spherical trigonometry and analytical geometry. In the second

case, a lack of coordination in the requirements of a major school of a university and the high school was noted. This was corrected by representatives of the high school keeping in better touch with the institutions of higher learning.

Atler summarizes his article with a warning of the necessity for using the findings of the follow-up study:

A study of this type is of little value unless use is made of the findings. Formal presentations are made to the Board of Education and to the various departments of the high school. It is helpful to the Board in that it gives the members an idea as to how their policies have been working out in actual practice as well as giving them suggestions regarding future planning. In departmental meetings, individual teachers have opportunities to question and discuss the procedures and recommendations. Over the years, some excellent suggestions have been incorporated into the curriculum. A valuable by-product develops in the community. The local newspaper finds interesting new stories in the study. The students who have been interviewed return to report with further information. Teachers sometimes find quotations of value which can be used in guidance conferences, and various parts of the report give interesting and constructive information to parents of the community.

Moser sent questionnaires to 294 graduates. Of these graduates (members of the graduating classes of 1946, 44, and 42) one hundred and fourteen or almost 40 percent returned questionnaires. Of this number, thirty-eight were attending college, and seventy-six had attended college.

To the question, "what subjects which you took in school have been most useful to you", the subjects which received the greater percentages of mention were English, typing, mathematics, science, physics and chemistry. The four subjects receiving the smallest

¹H. M. Atler, Ask the Graduate, A method of curriculum improvement, California Journal of Secondary Education, 32:473-8 (December, 1957).

percentages were physical education, music, art and Spanish. Moser also found that, (1) subjects which directly prepared the students for their present positions as students, secretaries or industrialists were named, (2) the more difficult high school subjects ranked higher than the "snap courses", and (3) subjects which were closely related to community life at the time they were taken or subjects largely practical and functional had a relatively high rank.

To the question, "Are there any subjects, activities, or courses that should have had more high school emphasis", the subjects that received the largest percentages were functional English, spelling, science, chemistry, physics, typing and public speaking. The subjects that received the smallest percentage were physical education, literature, home nursing and handicraft.²

Krueger and Langon completed a follow-up study of graduates from a high school in Northern Illinois. Their main reason for making this study was to examine current curricular practices in high school to find out how well they met the post high school needs of the students. They used both the questionnaire and personal interviews to procure the information needed. They chose the graduating class of 1955 with a total of 155 graduates for the survey. Four mailings of the questionnaires were sent until every one of the graduates replied. Below is the message used in the initial mailing:

Although you are now an alumnus of the high school, your school is still interested in you and your activities. Will you please help us to determine the present activities of the 1955 class by

²W. E. Moser, Graduate Appraise Their High School Courses, California Journal of Secondary Education (March, 1948), p. 169-70.

answering the questions on the attached card and mailing it to us today? We are interested in finding out what each of you has decided to do. If at any time you need help, come in to see us. We will give you all the assistance we can.

Very truly yours,
Guidance Director

The reply card contained the following questions to be answered briefly by the graduate:

1. If you are working full time, what are you doing?
2. If working, where do you work? Name of company?
3. What do you actually do on the job?
4. If working or not, do you like what you are doing?
5. What would you like to be doing a year from now?
6. If attending school, what is your vocational goal?
7. Do you feel that school has helped you in what you are now doing?

Krueger and Langon found: (1) Nearly 50 percent of the graduates attended schools of higher learning. (2) Sixty-nine percent of those who ranked in the upper third of the class were continuing their education, where only 23 percent of those who ranked in the lower one third of the class had gone on to higher schools. (3) Forty-three percent of the graduates had taken full time jobs, and the majority of these graduated were employed in their own home town with office work constituting the greatest single source of employment. (4) Twenty-eight percent of the graduates who were in the top third of their class had taken jobs, while 60 percent of the lower third had taken employment. (5) Only 1 percent of the graduates was engaged in farming. This came as a shock to the school officials since the high school had a substantial number of students who came from rural areas, and to help these students, the high school had provided a four-year course in agriculture. (6) Of the 45 percent of the girl graduates seeking advanced education, 15 percent entered nurses training. This was important because outside of the sciences, there was nothing offered at the school to prepare

the students for this kind of work. (7) Five percent of the girls had married and were giving full time to being housewives. The school already had a comprehensive program set up for training prospective housewives.

Krueger and Langon made the following recommendations:

That in view of the rapid changing of modern society, American high schools adopt the practice of continuous and systematic follow-up of graduates and that the information obtained be used for continuous curriculum evaluation. Unless this is done, high school curricular practices may become quickly out-moded and without purpose or value to the graduate.

Between the years 1953 and 1956, the Utah State Department of Public Instruction completed a follow-up study of graduates and drop-outs. There were sixty-six high schools in the state that participated. The greatest number were smaller schools. Three of the larger high schools in Salt Lake City, South High, West High and East High, representing approximately 20 percent of the state's high school population did not participate.⁴

The three main purposes of the study were: (1) to collect data about the effectiveness of the curriculum, both curricular subjects and extra curricular activities, (2) to collect data that would be useful to counselors engaged in counseling work, and (3) to provide information to help in identifying the studying future drop-outs.

A total of 18,180 questionnaires were sent to graduates who were ninth graders in 1936, 1946 and 1948. Of this number, 11,787 graduates, 50.5 percent of the total ninth grade students enrollment for the three years

³ A. H. Kruger and G. Langon, Evaluating the Curriculum, Clearing House (April, 1958), 32: 480-4.

⁴ Follow-up Study of Former High School Students In Utah, Utah State Department of Public Instruction (May, 1958), p. 1-9

studied, returned questionnaires. A break down of the collected data was made according to the sex and the size of school participating.

With regards to where the graduates now reside, it was found that about 70 percent of the 1936 ninth grade enrollment were still living in Utah. Thirty percent were still living in the same town and approximately 93 percent of the graduates still resided in the western part of the United States of America.

The largest number, 60 percent, of the 1936 ninth grade boy graduates were found in three job classifications: (1) craftsman, foreman, and kindred worker (26.85 percent), (2) professional, technical and kindred worker (22.5 percent) and (3) managers, officials and proprietors, except farmers (11 percent). Approximately 79 percent of the 1936 girls were housewives and not otherwise employed. Of the girls who were employed, the largest number were engaged in clerical and kindred occupations.⁵

There was a much larger percent of the 1936 ninth grade girl graduates (53.7 percent) who did not attend college than boys (38.1 percent). Of those who did attend college, there was approximately the same number (17.7 percent of the boys and 17.9 percent of the girls) who completed one year or less. There were 10.2 percent of the boys and 9.5 percent of the girls who completed two years of college. By the close of the second year, approximately 50 percent of the boys and 75 percent of the girls entering college had dropped out.⁶

The graduates were asked to respond to the following question: "If you had full say as to what high school subjects or courses should be

⁵ Ibid, p. 16

⁶ Ibid, p. 30

added or given in larger amounts in today's high schools, what subjects would you add or strengthen?" The subjects that the largest percent of boy graduates wanted strengthened were: mathematics, science, language arts, and vocational training. The subjects they mentioned the least were: fine arts, physical education, health, and foreign language.

The girl graduates listed language arts, personal and family problems, and vocational training as the subjects that should be emphasized more. The fewest requests for greater emphasis were in the areas of physical education, fine arts, and foreign languages. To the question: "What subjects should be eliminated or reduced?"; the boy graduates listed the areas of social studies, physical education and health, and related activities and mathematics and science. But the percentage who requested elimination or reduction of classes was small (7 percent or less).

The subjects the girl graduates made requests to eliminate or reduce were social studies, mathematics and science, physical education, health, and related activities. As was the case with the boys, there was a very small percent, less than 7, of the girl graduates who requested the elimination or reduction of classes.

Both the boys and the girls indicated a need for more help in vocational training and language arts. The boys wanted to place greater emphasis on mathematics and science, while the girls wanted additional help with personal and family problems.⁷

L. C. Miles analyzed the data in the state of Utah follow-up study for the Richfield High School. He found that 32.4 percent of the graduates who were enrolled as ninth graders in the years of 1936, 1946 and 1948,

⁷ Ibid, p. 42.45

had continued to live in Richfield after graduating or discontinuing school. Forty-five percent moved away from Richfield but stayed in Utah, 5.4 percent moved to California, 13.1 percent were living in states other than Utah and California, and 4.1 percent were living outside the United States.

There were approximately 43 percent of the boys and 75 percent of the girls in the 1940 class who did not attend college. Twenty-nine and nine-tenths percent of the boys entered college but did not complete training, while 18.8 percent received a Bachelors or higher degree. Only 17.5 percent of the girls entered college with 3.5 percent receiving a degree.⁸

A different situation was found with the classes of 1950 and 1952. Three out of every four boys in the 1950 class entered college and received some training, but only 12.1 percent had time to finish. Forty-eight percent of the boys in the 1952 class entered college. The study was made before students in this class had time to graduate. Fifty-five and two-tenths percent of the girls in the 1950 class entered college and 37.5 percent of the girls in the 1952 class. Upon completion of this study there had not been any graduates in either of these two classes.

Miles found that 13.3 percent of the boy graduates of the class that graduated in 1940 were in the armed services or still in college; 13.3 percent were employed as craftsmen, foremen, and kindred workers; 6 percent became managers, officials, and proprietors; 6.1 percent were employed as service workers and private household workers; 10 percent

⁸L. C. Miles Jr., Former Students Evaluate the Program at Richfield High School, 1956, p. 18-28

were employed in clerical lines; and 16.6 percent were employed as farm managers, farm laborers, and farm foremen. A check of the names of the boys who were engaged in farming indicates that the majority of the graduates who went into farming inherited the farms or entered into partnership with relatives with the intent to take over the farm in the future. Miles further mentions that the follow-up material on file in connection with the F.F.A. program indicates that very few boys in the Richfield area have purchased a farm and made a success of it. In almost every case, the farms are divided and passed down within families. He also mentions that the price of land is high and that land is not readily available in the Richfield area, thus limiting the chances for boys to enter into farming in this area.

The girls who graduated in 1940 were at the time of the study, 1954, mostly housewives. Only 3.6 percent were employed as professional workers, 7.1 percent clerical and 3.6 percent in the sales field.⁹

The graduates who were enrolled in the ninth grade in 1936, 1946 and 1948 at the Richfield High School were asked to list the course or courses they would like to see added or strengthened. The courses the boy graduates listed the greater number of times were mathematics and science (31.6 percent), language arts (19.5 percent), and vocational training (12.3 percent). The subjects the girls listed were language arts (25.4 percent), personal and family problems (20.9 percent), and vocational training (9.3 percent). The graduates were asked to list the course or courses they would like eliminated or given less attention.

⁹ Ibid, p. 37-39

Seventy-two percent of the graduates reported none or gave no response which probably means they were satisfied, and that the subjects listed at the time of attendance were of major importance. The courses the boy graduates mentioned most often as the subjects they would eliminate or give less attention to were social studies (7.6 percent), language arts (5.7 percent), and physical education (4.7 percent). The courses the girls mentioned most frequently were physical education (10.0 percent), social studies (3.4 percent) and mathematics and science (2.6 percent). In regards to curriculum improvement at the Richfield High School, Miles makes the following statement: "It appears that further information would be desirable to determine whether classes are inadequate in curriculum content, or additional classes should be put into the schedule."¹⁰

¹⁰ Ibid, p. 36

PLACE OF RESIDENCE, JOB CLASSIFICATION, AND TYPES
OF POST HIGH SCHOOL EDUCATION OF 1953 - 1955
RICHFIELD HIGH SCHOOL GRADUATES

In items one through six in the questionnaire (see appendix) the Richfield High School graduates were asked to give information about their present place of residence, the type of work they were engaged in, and the types and amount of post high school education they had received since graduating from high school. The analysis of this information is presented in this chapter.

Table 1 shows that only 18.3 percent of all the graduates who returned questionnaires were still living in the Richfield High School area. Fifty-five and four-tenths percent had moved from the Richfield High School area, but were still living in other areas of the state of Utah. There were more of the boys (24.7 percent) living in Richfield than the girls (11.9 percent), but only 48.9 percent of the boys were living in other areas of Utah compared to 61.9 percent of the girls. Miles found that 32.4 percent of the graduates and drop-outs studied were still living in Richfield, while 45.0 percent were living in other areas of Utah.¹

California was included in the table as a specific area because the number of students (12.1 percent) who were living there is significant compared with the other areas listed. Nearly twice as many of the girls (15.5 percent) were located in California as boys (8.7 percent). Miles

¹ Ibid, p. 18

found in his study just the opposite, that 8.5 percent of the boys and 3.4 percent of the girls were living in California.²

Table 1. Place of residence of students at the time questionnaire was returned June, 1959, indicated by percent.

Location	Sex	Year graduated from high school			Combined years by sex	Combined
		1953	1954	1955		
Live in same high school area	M	14.8	24.2	34.4	24.7	18.3
	F	9.7	4.8	18.8	11.9	
Live in Utah but not in same high school area	M	51.8	54.5	40.5	48.9	55.4
	F	61.3	71.4	56.4	61.9	
Live in California	M	11.1	6.1	9.5	8.7	12.1
	F	19.3	9.6	15.5	15.5	
Live in states or countries other than Utah or California	M	22.3	8.6	12.5	14.4	11.8
	F	9.7	9.4	9.3	9.5	
Outside of United States	M		6.6	3.1	3.3	2.4
	F		4.8		1.2	
Total	M	100.0	100.0	100.0	100.0	100.0
	F	100.0	100.0	100.0	100.0	

All the other states are combined as places of residence because the figures were so small for anyone. Some of the states included in this group are Nevada, Arizona, Washington, Mississippi, Florida, Indiana, Illinois, New York, Virginia, Ohio, Wisconsin, Georgia and New Mexico. Of the students with residence in other states (11.8 percent) and outside the United States (2.4 percent), there are 10 percent who are either missionaries, in the armed service, or attending college.

² Ibid, p. 18

Table 2. Utah residence of students by counties (other than Richfield High School area) who returned questionnaires in June, 1959, indicated by percent.

Location	1953	1954	1955
Salt Lake County	46.8	54.5	51.6
Utah County	15.6	21.2	22.6
Other rural counties	12.5	9.1	9.7
Sevier County	6.3	6.1	9.7
Cache County	6.3	9.1	3.2
Iron County	12.5	0.0	3.2
Total	100.0	100.0	100.0

Table 2 shows that more than one half the graduates that moved from the Richfield High School area, now live in Salt Lake County, the metropolitan area of Utah. The fact that all these graduates are in their early and middle twenties gives them less opportunity to have established permanent homes. About 38 percent of those graduates now living in Salt Lake and Utah Counties are still attending college. Of the graduates that graduated from college (13 percent), none are living in the Richfield High School area. The figures in Tables 1 and 2 seem to support the wisdom of a sound equalization program with equal opportunities in curriculum offerings in all the high schools in the state of Utah.

Table 3. Types of post high school education received by graduates graduating in the three classes, indicated by percent.

Types of schooling	Boys	Girls
No additional schooling	16.3	36.9
Armed Forces-in service school	21.7	
Attended trade school-bus school-correspondence-apprenticeship	16.3	17.8
Attended college but received no degree	52.5	40.5
College degree	13.1	13.1

Table 3 lists the different types of educational experiences the Richfield High School graduates received after graduating from high school. Some of the students had received more than one kind of post high school education. An example of this is the boys who attended college and also received armed forces in-service schooling. Approximately 6 percent of the boys and 6 percent of the girls had received some college training and also some vocational schooling. There was almost an equal percentage of boys (32.6 percent) and girls (32.4 percent) whose only additional schooling had been college but did not hold degrees. But of these, approximately 65 percent of the boys were still attending college compared to only 10 percent of the girls.

Table 4. Amount of college work completed by Richfield graduates at time questionnaire was returned, June, 1959, indicated by percent.

Years of college work completed	Sex	Years graduated from high school			Combined years by sex
		1953	1954	1955	
No college work completed	M	40.7	21.2	37.5	32.6
	F	35.1	56.8	49.9	46.4
One year or less completed	M	18.6	21.2	12.5	17.4
	F	29.0	14.2	15.8	20.2
Two years completed	M	7.4	15.1	28.1	17.4
	F	9.7	4.8	21.9	13.1
Three years completed	M	11.1	15.1	3.1	9.8
	F		4.8	12.4	6.0
Four years completed	M		9.2	12.5	7.6
	F	3.2			1.2
B.A. or B.S. degree	M	11.1	12.1	6.3	9.8
	F	22.6	19.0		13.1
Five years completed	M	7.4	6.1		4.3
	F				
Masters degree	M	3.7			1.1
	F				
Total	M	100.0	100.0	100.0	100.0
	F	100.0	100.0	100.0	100.0

Table 4 shows that of the boys and girls who graduated from high school in the years 1953, 1954, and 1955, there was a much larger percent of girls (46.4 percent) than boys (32.6 percent) who did not enter college. Only 12.5 percent of the boys who completed one year or less of college were still attending, while 43.7 percent who had completed 2 years, and 66.7 percent of the boys who had completed three years were still in

attendance at college. Of the girls who had completed three years, 60 percent were still attending college. Of the boys who had completed four years of college, 88.9 percent were still attending, and of the boys who had received a B.S. or a B.A. degree, 22.2 percent were still attending college. An equal amount of boys (13.1 percent) and girls (13.1 percent) received college degrees.

Nine and two-tenths percent of the boys in the class of 1954 and 12.2 percent in the class of 1955 had completed four years of college at the time the questionnaire was sent, and more than likely would graduate in June.

There were two boys from the 1953 class and two boys from the 1954 class who had completed five years of college, and at the time the questionnaire was returned were still attending college. One of the 1953 boy graduates had already received his master's degree.

By the close of the second year, 37 percent of the boys and 63 percent of the girls from the three graduating classes had discontinued their college work. This would seem to indicate that follow-up work needs to be done by the high school to find out the reasons why the large number of students who enter college drop out during their first and second year.

Miles found in his follow-up study of the Richfield High School graduates that in the 1940 class, 29.9 percent of the boys and 17.5 percent of the girls entered college but did not graduate, while 18.8 percent of the boys and 3.5 percent of the girls received a degree. In the 1950 class, 75 percent of the boys and 55.2 percent of the girls entered college.³

³ Ibid, p. 38

In this study it was found that in the 1953, 1954, and 1955 classes combined, an average of 61 percent of the students had attended college.

A recent study shows "That about 50 percent of the youth of college age in Utah are attending college, while nation-wide, only about 30 percent are attending college."⁴

Table 5. Occupations of boy graduates at time questionnaire was mailed June, 1959, indicated by percent.

Occupations of boys	<u>Year graduated from high school</u>			Combined years
	1953	1954	1955	
Professional, Technical and kindred workers	25.9	21.2	6.3	17.4
Managers, proprietors, clerical, kindred workers	18.5	15.1	18.7	17.4
Craftsmen, skilled and kindred workers	25.9	3.1	18.7	15.2
Semi-skilled laborers kindred workers	3.7	15.1	9.4	9.8
Unclassified-students- missionaries-military students attending college	25.9	45.5	46.9	40.2
Total	100.0	100.0	100.0	100.0

For the occupational analysis of the boy graduates, the 1953, 1954, and 1955 classes are combined. It was found that 17.4 percent of the boy graduates are in professional and technical fields. This area

⁴ National Manpower Council, A Policy for Skilled Manpower, Columbia University Press, New York, 1954, p. 68.

includes teachers, engineers, accountants, technicians, etc. The same percent (17.4 percent) are employed as managers, proprietors, clerical and kindred workers. This group includes such occupations as office manager, motel manager, clerk, sales manager, and airlines operations agent etc. Although the Richfield High School is located in a rural area, there is only one graduate of the three classes studied who is engaged in the occupation of farming. Fifteen and two-tenths percent of the boys are employed as craftsmen, skilled operators, and kindred workers. This group includes such occupations as cook, mechanic, brick-mason, cable splicer, carpenter, sheet metal worker, steel rigger, welder, etc. Laborers and kindred workers accounted for 9.8 percent of the boys. This includes such jobs as general laborer, plant burner, milk delivery man, truck driver, etc. The unclassified graduates are listed in the last group. This group includes the 26 boys who were still attending college (70.3 percent), the 9 missionaries engaged in missionary work for the L.D.S. Church (24.3 percent), and the two boys serving in the U. S. Armed Forces (5.5 percent). The large number of boys listed in the unclassified group in the 1954 and 1955 classes includes mostly students who have not as yet had time to complete their college work.

Table 6. Occupations of girl graduates at time questionnaire was mailed, June, 1959, indicated by percent.

Occupations	Year graduated from high school			Combined years
	1953	1954	1955	
Working women only	29.0	23.9	31.2	28.7
Housewives and employed workers	12.9	14.4	12.5	13.0
Housewives	58.1	61.7	56.3	58.3
Total	100.0	100.0	100.0	100.0

The girl graduates are grouped in three occupational groups - housewives, working women only, and the woman who is both a housewife and employed worker.

Table 6 shows that approximately 30 percent of the girls are women with occupations. Some of the different occupations include teacher, nurse, secretary, beautician, interior designer, bookkeeper, bank teller, receptionist, teletype operator, clerk and waitress, etc. There are 13 percent of the housewives who are also employed. Approximately 60 percent of the girl graduates are housewives not otherwise employed.

There were 83 Richfield High School graduates (34.9 percent), who graduated in 1953, 1954, and 1955, who did not return a questionnaire. Tables 7 through 10 give information on the kinds and amounts of post high school education they have received, their present location and occupation. This information was obtained from parents and relatives of the graduates, and also from the Richfield High School counseling service.

Table 7. Post high school educational experiences of those students who did not return questionnaires, indicated by percent.

Schooling	Sex	Year graduated from high school			Combined years
		1953	1954	1955	
No additional schooling	M	44.4	31.4	54.5	42.2
	F	28.6	22.2	46.9	34.3
One year or less of college	M	11.1	18.8	27.3	17.8
	F	21.3	44.5	20.0	26.3
2 years college	M	16.7	6.2	9.1	11.1
	F	0	11.1	0	2.6
3 years college	M	11.1	6.2	9.1	9.0
	F	7.2	0	0	2.6
4 years college	M	0	6.2	0	2.2
	F	0	0	0	0
College degree	M	5.6	6.2	0	4.4
	F	7.2	0	0	2.6
Trade school-bus school	M	0	6.2	13.1	15.8
	F	0	0	0	0
Totals	M	100.0	100.0	100.0	100.0
	F	100.0	100.0	100.0	100.0

Table 7 shows that of the three combined classes, 1953, 1954, and 1955, 44.5 percent of the boys and 37.1 percent of the girls had entered college. Forty-five and five-tenths percent of the class of 1955 had entered college, and 9.1 percent had already completed their third year of college training.

In the class of 1954, information was obtained on every girl who did not return a questionnaire, and it was found that 55.6 percent had entered college, but none as yet had received a degree or completed more than

two years of college work. In the class of 1953 there was one boy and one girl who received a college degree; in the class of 1954 there was only one boy who had received a degree. Two girls from each of the graduating classes had received some type of vocational schooling, but only one boy in the 1954 class had received vocational training (graduated from beauty school).

Table 8. Location of Richfield High School graduates who did not return questionnaires, indicated by percent.

Location	Sex	Year graduated from high school			Combined years
		1953	1954	1955	
Living in Richfield High School area	M	22.2	12.5	36.4	22.2
	F	14.3	22.2	6.7	13.2
Living in Utah but not in Richfield High School area	M	27.8	37.5	18.2	28.9
	F	57.1	66.7	80.1	68.4
Living in California	M	11.1	6.2	0	6.7
	F	21.4	11.1	0	10.5
Living in states other than Utah and California	M	33.3	31.3	45.4	35.5
	F	0	0	0	0
Unable to locate any information	M	5.6	12.5	0	6.7
	F	7.2	0	13.2	7.9
Totals	M	100.0	100.0	100.0	100.0
	F	100.0	100.0	100.0	100.0

Table 8 shows that 22.2 percent of the boys and 13.2 percent of the girls of the three graduating classes are located in the Richfield High School area. Sixty-eight and nine-tenths percent of the girls and

28.9 percent of the boys are living in Utah but not in the Richfield Utah School area, and 10.5 percent of the girls and 6.7 percent of the boys are living in California. None of the girls are living in states other than Utah and California, but a large percent of the boys (35.5 percent) are located in other states. This number represents boys who are in the armed forces or on missions, and their residence in these states may be temporary.

Table 9. Occupations of the Richfield High School boy graduates who did not return questionnaires, indicated by percent.

Occupations	Year graduated from high school			Combined years
	1953	1954	1955	
Professional technical and kindred workers	11.1	18.7	0	11.1
Managers, Proprietors Clerical and kindred workers	22.2	0	18.2	13.3
Craftsmen, skilled and kindred workers	16.7	6.2	9.1	11.1
Laborers semi-skilled and kindred workers	0	6.2	27.2	9.0
Unclassified students missionaries-armed forces	33.3	25.0	45.5	33.3
Unable to locate any information	16.7	43.9	0	22.2
Totals	100.0	100.0	100.0	100.0

Table 9 and 10 gives the occupations of the boys and girls who did not return questionnaires. In the class of 1955 there was a large percent

(45.5 percent) of the boys in the unclassified group who were either students, missionaries, or in the armed forces; there will no doubt be a large number of these whose future occupation would be classified in the professional-technical group. At the present time, none of the 1955 boy graduates are listed in this occupational group. There was only one boy among the group who did not return a questionnaire who was engaged in the occupation of farming.

The largest percent of the girls are housewives. While approximately 30 percent of these had entered college, none was attending at the time this information was obtained.

Table 10. Occupations of the Richfield High School girl graduates who did not return questionnaires, indicated by percent.

Occupations	Year graduated from high school			Combined years
	1953	1954	1955	
Working women only	14.4	0	20.0	13.2
Employed workers and housewives	7.2	0	0	2.6
Housewives	71.2	88.1	60.1	71.0
Unable to locate any information	7.2	11.1	20.0	13.2
Totals	100.0	100.0	100.0	100.0

EVALUATION OF CURRICULUM BY RICHFIELD
HIGH SCHOOL GRADUATES

Item seven in the questionnaire gives a list of courses which were offered at the Richfield High School during the years 1953 through 1955. The graduates were asked to indicate how useful the courses they had completed had been by checking one of the following evaluation areas; "very useful", "useful", "of little use", and "no opinion." The graduates were asked to evaluate only the courses they completed. Tables 11 through 15 give the results of the evaluation of the Richfield High School curriculum by the graduates. The percentages given in the tables are the combined averages for the graduating classes of 1953, 1954, and 1955.

Table 11 shows how the 1953-55 graduates rated the courses they completed at the Richfield High School.

There were five courses, typing (64.6 percent), English composition (53.1 percent), bookkeeping (53.1 percent), physics (52.5 percent) and psychology (50.0 percent) which were checked by 50 percent or more of the graduates who completed the courses as being "very useful." There were four courses, home economics (69.0 percent), literature (53.3 percent), American problems (52.6 percent) and United States history (52.4 percent) which were checked by 50 percent or more as being "useful." There were only three courses, dramatics (48.6 percent), supervision accounting (38.5 percent) and German (13.0 percent) where less than 50 percent indicated either "very useful" or "useful" and there were six subjects,

typing (92.4 percent), English composition (90.0 percent), bookkeeping (89.7 percent), home economics (82.8 percent), psychology (82.6 percent), and physics (82.5 percent), that more than 80 percent of the graduates indicated as being either "very useful" or "useful."

Table 11. Ratings of classes by graduates, arranged according to combined scores of "very useful" and "useful", indicated by percent.

Subject	Very useful	Useful	Total	Of little use	No opinion
Typing	64.6	27.8	92.4	4.9	2.8
English composition	53.1	36.9	90.0	5.0	5.0
Bookkeeping	51.3	38.4	89.7	6.8	3.4
Home Economics	13.8	69.0	82.8	13.8	3.4
Psychology	50.0	32.6	82.6	9.2	8.1
Physics	52.5	30.0	82.5		17.5
Literature	24.0	53.5	77.5	16.3	6.2
Music	32.2	44.5	76.7	12.2	11.1
Farm mechanics	34.5	41.8	76.3	12.7	11.0
Industrial arts	38.7	35.5	74.2	16.1	9.7
U. S. History	21.7	52.3	74.1	21.8	4.1
Agriculture	20.0	43.3	73.3	23.3	13.4
Health & Phys. Ed.	31.2	42.0	73.2	21.0	5.8
American problems	19.3	52.6	72.0	18.4	9.6
Biology	23.2	48.5	71.7	17.2	11.1
Algebra	34.7	35.4	70.1	25.8	4.1
Public Speaking, Debate	42.3	26.9	69.2	7.7	23.1
Science	23.9	45.1	69.0	16.9	14.1
Geometry	25.0	42.9	67.9	19.6	12.5
Athletics	36.6	31.0	67.6	12.7	19.7
Chemistry	31.2	34.4	65.6	22.9	11.5
World History	15.4	48.2	63.6	23.8	5.6
Consumers Math	37.8	22.2	60.0	11.1	28.9
Shorthand	31.9	24.6	56.5	20.3	23.2
Art	16.6	33.3	50.9	23.1	25.9
Dramatics	16.2	32.4	48.6	18.9	32.5
Supervision Acct.	34.6	3.9	38.5		61.5
German	4.3	8.7	13.0	8.7	78.3

In general, the graduates seemed pleased with the courses they had completed in high school and they were of the opinion that these courses

had been beneficial to them. The percent of graduates who checked the "of little use" column is in most cases small in comparison to those who checked the "very useful" and "useful" column, with only one course, algebra (25.8 percent) receiving more than 25 percent. All the other courses were less than 25 percent. Two courses that none of the graduates checked as being "of little use" were physics and supervision accounting. The percent of graduates who checked the "no opinion" column was also small. There were only two courses, supervision accounting (61.5 percent) and German (78.3 percent) where more than 50 percent did not give an opinion.

Table 12. Opinions of the boy graduates as to how useful the courses they completed have been, indicated by percent.

Subject	Very useful	Useful	Total	Of little use	No Opinion
English Composition	50.1	40.8	93.9	4.9	1.2
Typing	60.3	32.5	92.8	4.8	2.4
Bookkeeping	48.1	36.5	84.6	9.6	5.8
Algebra	51.7	32.2	83.9	11.5	4.6
Physics	52.5	30.0	82.5		17.5
Biology	25.4	54.0	79.4	14.3	6.3
Geometry	44.8	32.8	77.6	12.1	10.3
Science	37.5	40.0	77.5	10.0	12.5
Literature	21.0	56.4	77.4	17.7	4.8
Consumers math	57.7	19.3	77.0	3.8	19.2
Farm mechanics	34.5	41.8	76.3	12.8	11.0
World history	14.5	60.5	75.0	21.1	3.9
U. S. history	18.1	56.6	74.7	21.7	3.6
Industrial arts	38.7	35.5	74.2	16.1	9.7
Chemistry	39.6	34.5	74.1	17.3	8.6
Health & Phys. Ed.	32.5	41.5	74.0	20.8	5.2
Public speaking, debate	51.7	20.7	72.4	3.5	24.1
Music	28.3	43.6	71.8	12.8	15.4
Athletics	25.0	42.9	67.9	19.6	12.5
American problems	15.4	50.0	65.4	23.1	11.5
Psychology	42.9	21.4	64.3	21.4	14.3
Agriculture	20.0	43.3	63.3	23.2	13.4
Art	25.0	32.1	57.1	10.7	32.2
Supervision Acct.	40.0		40.0		60.0
Dramatics	5.0	35.0	40.0	20.0	40.0
Shorthand	7.1	14.3	21.4	7.2	71.4
German		18.2	18.2		81.8

Table 12 shows how the 1953-55 boy graduates rated the courses they completed at the Richfield High School.

There were five courses, typing (60.3 percent), consumers math (57.7 percent), physics (52.5 percent), algebra (51.7 percent) and English composition (53.1 percent) that 50 percent or more of the boy graduates completed the courses checked as being "very useful." There were five courses, world history (60.5 percent), United States history (56.6 percent), literature (56.4 percent), biology (54.0 percent), and American problems (50.0 percent) that 50 percent or more checked as being "useful." There were only four courses, supervision accounting (40.0 percent), dramatics (40.0 percent), shorthand (21.4 percent), and German (18.2 percent) where less than 50 percent of the boy graduates indicated the course was either "very useful" or "useful", and there were five courses, English composition (93.9 percent), typing (92.8 percent), bookkeeping (84.6 percent), algebra (83.9 percent) and physics (82.5 percent) that more than 80 percent indicated as being "very useful" or "useful."

Again, the greatest number of the boy graduates were of the opinion that the high school courses they had completed had proven to be beneficial to them. None of the courses were checked in the "of little use" column by more than 25 percent of the students. Physics, supervision accounting and German were never indicated as being "of little use." In most cases the percent who checked the "no opinion" column was small. There were three courses, German (81.8 percent), shorthand (71.4 percent), and supervision accounting (60.0 percent) where more than 50 percent did not give an opinion.

Table 13. Opinions of the girl graduates as to how useful the courses they completed have been, indicated by percent.

Subject	Very useful	Useful	Total	Of little use	No opinion
Typing	78.0	16.0	94.0	3.6	2.4
Bookkeeping	53.8	40.0	93.8	4.6	1.6
English Composition	56.8	35.1	91.9	5.4	2.7
Psychology	51.6	36.7	88.3	6.7	5.0
Home Economics	13.8	69.0	82.8	13.8	3.4
Music	35.3	45.1	80.4	11.8	7.8
Literature	26.9	50.7	77.6	14.9	7.5
American Problems	22.6	54.8	77.4	14.5	8.1
Health & Phys. Ed.	30.0	42.5	72.5	21.3	6.2
U. S. History	25.7	45.5	71.2	24.3	4.5
Shorthand	28.3	27.3	65.5	23.6	10.9
Public speaking, debate	30.4	34.8	65.2	13.1	21.7
World History	19.3	40.3	59.6	31.6	8.8
Biology	19.4	38.9	58.3	22.2	19.4
Science	6.5	51.6	58.1	25.8	16.1
Chemistry	18.4	34.2	52.6	31.6	15.8
Dramatics	26.3	26.3	52.6	15.8	31.6
Algebra	10.0	40.0	50.0	46.7	3.3
Art	7.7	34.6	42.3	38.5	19.2
Consumers math	11.1	27.7	38.9	22.2	38.9
Supervision Acct.	27.3	9.1	36.4		63.6
Geometry		23.1	23.1	15.4	61.5
German	8.3		8.3	16.7	75.0

Table 13 shows how the 1953-55 girl graduates rated the courses they completed at the Richfield High School.

There were four courses, typing (78.0 percent), English composition (56.8 percent), bookkeeping (53.8 percent), and psychology (51.6 percent) that more than 50 percent of the girl students who completed the course checked as being "very useful." There were three courses, home economics (69.0 percent), American problems (54.8 percent), and science (51.6 percent) that more than 50 percent indicated as being "useful." There were five courses, art (42.3 percent), consumers math (38.9 percent), supervision

accounting (36.4 percent), geometry (23.1 percent), and German (8.3 percent) that less than 50 percent of the girl graduates indicated as being either "useful" or "very useful" and there were three courses, typing (94.0 percent), bookkeeping (93.8 percent), and English composition (91.9 percent) that more than 90 percent indicated as being either "useful" or "very useful."

There was a greater percent of the girls who checked the "of little use" column than boys. Algebra (46.7 percent), art (38.5 percent), world history (31.6 percent), chemistry (31.6 percent), and science (25.8 percent) were checked as being "of little use" by more than 25 percent. The "no opinion" column was indicated by a very small percent, except in three courses, German (75.0 percent), supervision accounting (63.6 percent), and geometry (61.5 percent).

Table 14 shows how the 1953-55 graduates who did not attend college rated the courses they completed at the Richfield High School. There were four courses, bookkeeping (58.2 percent), typing (54.6 percent), home economics (53.8 percent), and psychology (52.8 percent) that more than 50 percent of the graduates who did not attend college indicated as being "very useful." There were only two courses, American problems (56.5 percent), and literature (56.5 percent) that more than 50 percent indicated as being "useful." There were only seven courses, physics (48.9 percent), supervision accounting (42.8 percent), shorthand (43.0 percent), art (35.7 percent), dramatics (25.0 percent), public speaking and debate (22.8 percent), and German (00.0 percent) that less than 50 percent indicated as being either "very useful" or "useful." Five courses, bookkeeping (92.7 percent), psychology (91.7 percent), typing (85.9 percent), home economics (84.6 percent), and English composition (81.8 percent), were indicated by more

Table 14. Opinions of the graduates who did not attend college as to how useful the courses they completed have been, indicated by percent.

Subject	Very useful	Useful	Total	Of little use	No opinion
Bookkeeping	58.2	34.5	92.7	3.7	3.6
Psychology	52.8	38.9	91.7	2.8	5.5
Typing	54.6	31.3	85.9	7.8	6.3
Home Economics	53.8	30.8	84.6	5.1	10.3
English Composition	36.3	45.5	81.8	12.7	5.5
Industrial arts	44.1	35.3	79.4	7.7	11.9
Athletics	36.0	40.0	76.0	16.0	8.0
Health & Phys. Ed.	33.3	42.0	75.3	21.7	3.0
American Problems	17.4	56.5	73.9	13.1	13.0
Literature	15.2	56.5	71.7	13.1	15.2
Music	29.4	41.2	70.6	17.6	11.8
Consumers math	52.6	15.8	68.4	15.8	15.8
U. S. History	20.6	46.0	66.6	30.2	3.2
Farm mechanics	38.5	27.0	65.5	11.5	23.0
Biology	17.4	47.8	65.2	19.6	15.2
Algebra	31.5	33.3	64.8	27.8	7.4
World history	18.6	42.4	61.0	32.2	67.8
Science	26.3	32.4	58.8	23.5	17.7
Agriculture	21.4	35.7	57.1	14.3	28.6
Chemistry	17.1	40.0	47.1	22.9	20.0
Geometry	29.2	20.8	50.0	8.3	41.7
Physics	17.6	31.3	48.9	12.5	37.6
Supervision accounting	35.7	7.1	42.8		57.2
Shorthand	20.0	23.0	43.0	28.5	28.5
Art	7.1	28.6	35.7	39.3	25.0
Dramatics		25.0	25.0	18.7	56.3
Public speaking, debate	11.4	11.4	22.8	5.7	71.5
German					

than 80 percent of the graduates who did not attend college as being "very useful" or "useful", with more than 90 percent checking bookkeeping and psychology as being either "useful" or "very useful."

In most cases the graduates who did not attend college checked the "of little use" column very little, except for the following five courses:

art (39.3 percent), world history (32.2 percent), United States history (30.0 percent), shorthand (28.5 percent), and algebra (27.8 percent).

There seemed to be a greater hesitancy to make an evaluation on the part of the non college graduates than with those who did attend college. There were four courses, public speaking and debate, world history, supervision accounting, and dramatics where more than one half of the graduates who did not attend college did not give an opinion.

Table 15. Opinions of the graduates who attended college as to how useful the courses they completed have been, indicated by percent.

Subject	Very useful	Useful	Total	Of little use	No opinion
English Composition	65.0	34.0	99.0	1.0	0.0
Typing	78.0	20.0	98.0	2.0	0.0
Bookkeeping	45.2	41.9	87.1	9.7	3.2
Science	26.3	57.9	84.2	10.5	5.3
Literature	29.9	51.2	81.0	17.9	1.1
Physics	51.4	28.6	80.0	2.8	17.2
Public speaking, debate	50.0	29.4	79.4	5.9	14.7
U. S. History	21.3	57.3	78.6	16.9	4.5
Music	32.2	46.4	78.5	10.7	10.7
Biology	28.1	49.1	77.2	15.8	7.0
Geometry	40.4	36.2	76.6	14.9	8.5
World History	15.1	60.3	75.4	17.8	6.8
Chemistry	34.8	39.4	74.2	22.7	3.1
Psychology	46.0	28.0	74.0	18.0	15.2
American Problems	20.6	52.9	73.5	19.2	7.3
Algebra	36.6	36.6	73.2	24.7	2.1
Health & Phys. Ed.	27.2	43.5	70.7	21.7	7.6
Farm mechanics	23.7	44.7	68.4	13.2	18.4
Shorthand	41.7	25.0	66.7	13.9	19.4
Art	41.7	25.0	66.7	13.9	19.4
Industrial arts	26.2	38.1	64.3	23.8	11.9
Dramatics	22.7	40.9	63.6	13.7	22.7
Athletics	19.5	43.8	63.3	17.2	19.5
Agriculture	15.0	42.5	57.5	25.0	17.5
Consumers math	26.9	26.9	53.8	7.7	38.5
Supervision accounting	36.4		36.4		63.3
German	9.1	18.2	27.3		72.7

Table 15 shows how the 1953-55 graduates who attended college rated the courses they completed at the Richfield High School. There were five subjects, typing (78.0 percent), English composition (65.0 percent), physics (51.4 percent), public speaking and debate (50.0 percent), and home economics (50.0 percent) that 50 percent or more of the 1953-55 graduates who attended college listed as being "very useful." There were also five subjects, world history (60.3 percent), science (57.9 percent), United States history (57.3 percent), American problems (52.9 percent), and literature (51.2 percent) that more than 50 percent indicated as being "useful." There were six subjects, English composition (99.0 percent), typing (98.0 percent), bookkeeping (87.1 percent), science (84.2 percent), literature (87.0 percent), and physics (80.0 percent) that 80 percent or more of the graduates who completed the courses indicated as being either "very useful" or "useful." Every graduate but one who evaluated English composition felt that it had proved to be "very useful" or "useful" to them.

The graduates who attended college for the most part felt the courses they had completed in high school had been beneficial to them, and the percent who checked the "of little use" column was in most cases small in comparison to the percent who indicated "very useful" or "useful." The four courses that the greatest percent of the graduates who attended college indicated as being "of little use" were agriculture (25.0 percent), algebra (24.7 percent), industrial arts (23.8 percent), and chemistry (22.7 percent).

There were two courses, supervision accounting (63.6 percent) and German (72.2 percent) where more than 50 percent of the graduates who

attended college checked the "no opinion" column, but in most cases the percent who indicated "no opinion" was small.

The graduates seemed to be pleased with courses they completed while attending high school and in every instance there was a larger percentage of the graduates who checked the "very useful" and "useful" columns than the "of little use" column.

The boys seemed to evaluate the courses as being "useful" or "very useful" more frequently than the girls, while the girls checked more courses in the "of little use" columns than the boys did.

The graduates in general rated business courses such as typing and bookkeeping along with English composition and psychology as being "very useful" or "useful." The boys rated courses such as algebra, physics, geometry and science, while the girls rated courses such as music, home economics and literature as being "very useful" or "useful."

The graduates who didn't go to college rated home economics, industrial arts, health and athletics, while the college group listed science, literature, physics, public speaking and United States history as being "very useful" or "useful."

ADEQUACY OF HIGH SCHOOL PREPARATION

Item 10 of the questionnaire lists ten subject areas; English composition, literature, social studies, mathematics, science, fine arts, speech, vocational arts, business education, and physical education." The graduates were asked to give their opinion as to how adequate they felt their preparation had been in each of these areas by checking one of the following: "Preparation was adequate", "little more preparation needed", "much more preparation needed", or "no opinion." Tables number 16 through 20 give the opinions of the graduates. The percentages given in the tables represent the combined averages of the graduating classes of 1953, 1954, and 1955.

The 1953-55 Richfield High School graduates ranked physical education and business education, (table 16), as the two most adequate subject areas. The greater percent of students who did indicate "more preparation" in these two subject areas placed the emphasis on "little more", rather than "much more" preparation. Only 6.3 percent of the graduates indicated "much more" preparation in physical education.

There was a smaller percent of graduates who indicated "preparation was adequate" in speech than in any of the other subject areas, however, a greater percent (45.0 percent) did not give an opinion. There was less than 50 percent (42.6 percent) of the graduates who would like to have received "more preparation" in this subject area, with the greatest percent indicating "little more" preparation.

Table 16. Opinions of graduates as to how adequate their high school preparation had been in the subject areas listed below, indicated by percent.

Subject Area	Preparation was Adequate	More preparation needed			No opinion
		Little More	Much More	Total More	
Phys. Ed.	65.3	14.2	6.3	20.5	14.2
Business Ed.	53.4	26.7	12.5	39.2	7.4
Social Studies	45.5	29.5	10.8	40.3	14.2
Voc. arts	37.5	18.2	13.6	31.8	30.7
Fine arts	30.7	24.4	12.5	36.9	32.4
Literature	30.1	30.1	12.5	42.6	27.3
English Comp.	27.3	38.1	20.4	58.5	14.2
Mathematics	24.4	30.1	34.1	64.2	11.4
Science	17.6	27.3	29.0	56.3	26.1
Speech	13.1	27.3	15.3	42.6	45.0

There were three subjects, mathematics (64.2 percent), English composition (58.5 percent), and science (55.3 percent) where more than 50 percent of the graduates indicated "more preparation." In mathematics and science the larger percent who wanted "more preparation" placed the greater emphasis on "much more preparation"; whereas, in all of the other subject areas where "more preparation" was indicated, the emphasis was placed on "little more preparation."

Table 17. Opinions of boy graduates as to how adequate their high school preparation had been in the subject areas listed below, indicated by percent.

Subject Area	Preparation was adequate	<u>More preparation needed</u>			No opinion
		Little more	Much more	Total more	
Phys. Ed.	69.6	13.1	3.2	16.3	14.1
Social studies	53.3	31.5	5.4	36.9	9.8
Voc. arts	47.8	17.4	9.8	25.2	25.0
Business Ed.	46.7	29.3	13.1	42.4	10.9
Fine arts	29.4	22.8	7.6	30.4	40.2
Literature	29.3	27.2	8.7	35.9	34.8
English comp.	26.0	41.3	20.7	62.0	12.0
Science	20.7	29.3	33.7	63.0	16.3
Mathematics	18.5	32.6	45.7	78.3	3.2
Speech	16.3	26.1	15.2	41.3	43.4

The 1953-55 boy graduates (table 17) ranked physical education (69.6 percent), social studies (53.3 percent), vocational arts (47.8 percent), and business education (46.7 percent) as the four most adequate subject areas. The boys who did indicate "more preparation" in these four areas placed the greater emphasis on "little more preparation." There was a smaller percent (16.3 percent) who indicated "more preparation" in physical education than in any other subject area, with only 3.2 percent indicating "much more preparation." In the area of business education, there was nearly the same percent who indicated "more preparation" as who felt

their "preparation was adequate."

A larger percent (78.29 percent) of the boy graduates indicated they would like to have received more preparation in mathematics than in any other subject area, with the greater percent (45.7 percent) of these placing the emphasis on "much more preparation." Approximately two thirds of the boy graduates would like to have received "more preparation" in science (63.0 percent) and English composition (62.0 percent). In the areas of science and mathematics, of those who indicated "more preparation", a greater percent wanted "much more", but in the area of English composition, a greater percent placed the emphasis on "little more preparation."

There was a greater percent of boy graduates who took part in the actual evaluation of mathematics than in any of the other subject areas-- there were only two graduates (3.2 percent) who did not give an opinion. In the subject area of speech (42.4 percent) of the boy graduates did not give an opinion.

The 1953-55 girl graduates (table 18) ranked physical education and business education as the most adequate subject areas (60.7 percent for each). Of those wanting "more preparation", the largest percentage indicated a "little more preparation." In their rank order, the next six subject areas indicated were social studies, fine arts, literature, mathematics, English composition, and vocational arts. In all six of these areas there was a larger percent of the girl graduates who indicated they would like to have received "more preparation" than who felt their preparation had been adequate, with most indicating a "little more" rather than "much

more" preparation.

Table 18. Opinions of girl graduates as to how adequate their high school preparation had been in the subject areas listed below, indicated by percent.

Subject Area	Preparation was adequate	More preparation needed			No opinion
		Little more	Much more	Total more	
Phys. Ed.	60.7	15.5	9.5	25.0	14.3
Business Ed.	60.7	23.8	11.9	35.7	3.6
Social studies	36.9	27.4	16.7	44.1	19.0
Fine arts	32.1	26.2	17.9	44.1	23.8
Literature	30.9	33.3	16.7	50.0	19.1
Mathematics	30.9	27.5	21.4	48.8	20.2
English Comp.	28.6	34.5	20.2	54.7	16.7
Vocational arts	26.2	19.0	17.8	36.8	37.0
Science	14.3	25.0	23.8	48.8	36.9
Speech	9.5	28.6	15.5	44.1	46.4

Approximately 50 percent of the girl graduates would like to have received "more preparation" in the following four subject areas: English composition (54.7 percent), literature (50.0 percent), science (48.8 percent), and mathematics (48.8 percent). Of those indicating "more preparation", the greatest percent indicated a "little more preparation."

The two subject areas which ranked as being least adequate in preparation were science (14.3 percent), and speech (9.5 percent), but again this seemed to be because such a large percent (36.9 percent in science and 46.4 percent in speech) gave no opinion.

The girl graduates in comparison with the boys varied a great deal in their opinion in some of the subject areas. They were not as satisfied with the preparation they received in vocational arts as were the boy graduates, and they would like to have received "more preparation" in the area of literature than their male counterparts. The girls seemed to be more satisfied with their high school education in general than did the boys. In every subject area there was a greater percent of the girl graduates who indicated a "little more preparation" than indicated "much more preparation."

Physical education was the only subject area where more than 50 percent of the 1953-55 graduates who did not attend college (table 19) indicated that "preparation was adequate."

In their rank order followed business education, social studies, mathematics, fine arts, vocational arts, and literature. All of these six subject areas were listed by 50 percent to 25 percent of the graduates who did not attend college as adequate in preparation. In these subject areas, there was a larger percent who wanted "more preparation" than felt their "preparation was adequate", however, in each subject area they placed more emphasis on "little more" rather than "much more preparation."

Following in their rank order was English composition, science, and speech as the three subject areas listed last in "preparation was adequate." Speech fell in number ten place again because of the large percentage (55.6 percent) giving no opinion. Science was the only subject area where as large a percent indicated "much more preparation" as indicated "little more preparation."

Table 19. Opinions of graduates who did not attend college as to how adequate their high school preparation had been in the subject areas listed below, indicated by percent.

Subject Area	Preparation was adequate	More preparation needed			No opinion
		Little more	Much more	Total more	
Phys. Ed.	65.3	12.5	9.7	22.2	12.5
Business Ed.	44.4	30.6	16.7	47.3	8.3
Social studies	41.7	29.2	5.5	34.7	23.6
Mathematics	34.7	23.6	25.0	48.6	16.7
Fine arts	33.3	25.0	8.4	33.4	33.3
Voc. arts	30.6	26.4	20.8	47.2	22.2
Literature	27.8	22.2	11.1	33.3	38.9
English Comp.	20.8	34.7	16.7	51.4	27.8
Science	15.3	20.8	20.8	41.6	43.1
Speech	12.5	20.8	11.1	31.9	55.6

The subject areas of physical education and business education were ranked the two most adequate in preparation by the 1953-55 graduates who attended college (table 20). In these two subject areas as well as the five that ranked after them, including social studies, vocational arts, literature, English composition, and fine arts, the indication was that of those college students who wanted "more preparation", the largest percentage wanted a "little more" rather than "much more."

The graduates who attended college ranked science, mathematics, and speech as being last in "preparation was adequate."

There were two subject areas, mathematics (75.0 percent), and science (66.4 percent) where more than 50 percent of the graduates who attended

college wanted more preparation. In both of these subject areas the largest percentage wanted "much more preparation" rather than a "little more."

Table 20. Opinions of graduates who attended college as to how adequate their high school preparation had been in the subject areas listed below, indicated by percent.

Subject Area	Preparation was adequate	More preparation needed			No opinion
		Little more	Much more	Total more	
Phys. Ed.	65.4	15.4	3.8	19.2	15.4
Business Ed.	59.6	24.1	9.6	33.7	6.7
Social studies	48.1	29.8	14.4	45.2	7.7
Voc. arts	42.3	12.5	8.7	21.2	36.5
Literature	32.7	35.6	13.4	49.0	18.3
English Comp.	31.7	40.4	23.1	63.5	4.8
Fine arts	28.9	24.0	15.4	39.4	31.7
Science	19.2	31.8	34.6	66.4	14.4
Mathematics	18.3	36.5	38.5	75.0	6.7
Speech	13.5	31.7	18.3	50.0	36.5

Opinions of the graduates who attended college in comparison to those who did not attend college were very similar in such subject areas as physical education and speech. In the subject areas of mathematics and science the students who attended college seemed to feel their preparation was not adequate enough. Those students who did not attend college seemed to feel their preparation was not adequate in science and English composition, but mathematics ranked as being more adequate.

Table 21. Opinions of boy graduates who attended college as to how adequate their high school preparation had been in the subject areas listed below, indicated by percent.

Subject Area	Preparation was adequate	More preparation needed			No opinion
		Little more	Much more	Total more	
Phys. Ed.	67.2	14.8	1.6	16.4	16.4
Social studies	59.0	27.8	6.6	34.4	6.6
Voc. arts	50.8	11.5	4.9	16.4	32.8
Business Ed.	47.5	29.5	11.5	41.0	11.5
Literature	31.2	34.4	8.2	42.6	26.2
English Comp.	29.5	40.8	26.3	67.1	3.3
Fine arts	29.5	16.4	11.5	27.9	42.6
Science	21.3	37.7	36.1	73.8	4.9
Speech	18.0	29.5	18.0	47.5	34.5
Mathematics	9.8	37.8	50.8	88.6	1.6

The 1953-55 boy graduates (table 21) who attended college ranked physical education (67.2 percent), social studies (59.0 percent), and vocational arts (50.8 percent) as the three most adequate subject areas, with the greater percent who did want more preparation in these subjects indicating a "little more preparation" rather than "much more preparation." There were three subject areas where more than two-thirds of the boy graduates who attended college wanted more preparation and these were: mathematics (88.6 percent), science (73.8 percent), and English composition (67.1 percent). In mathematics and science the greatest percent of students indicated "much more preparation", while the greater percent of students who indicated "more preparation" in English composition wanted a "little

more preparation." The percent of boy graduates who attended college who wanted "more preparation" in mathematics was the largest percent found in the chapter. There was only 1.6 percent who indicated "no opinion."

In general, the 1953-55 high school graduates felt that the preparation they received in physical education, business education, and social studies had been satisfactory. The boys were generally satisfied with their vocational arts preparation, but the girls were of the opinion that they could have benefited by a more thorough preparation in this similar area, home economics. As a rule, the girls seemed to be more satisfied with their high school education than did the boys, and in the subject areas where the girls did want more preparation they generally placed the greater emphasis on a "little more preparation" rather than on "much more preparation."

The subject areas where the graduates indicated more preparation was needed are science, mathematics, and English composition. Both the college and non college groups indicating "more preparation" in science, and English composition, but the graduates who didn't attend college were in general more satisfied with the preparation they had received in mathematics than those graduates who attended college. The college group felt that their preparation in mathematics as well as science and English composition could have been better, this is especially true with the boys who attended college where approximately 90 percent indicated more preparation in mathematics with more than 50 percent of this grouping indicating they would like to have received "much more preparation" in this subject area.

OPINIONS OF THE 1953-55 GRADUATES AS TO THE TYPE AND NUMBER
OF NEW SUBJECTS THEY WOULD ADD TO THE RICHFIELD
HIGH SCHOOL CURRICULUM

Item 9 in the questionnaire presents a list of subjects, which at the time the questionnaire was sent were not included in the regular curriculum at the Richfield High School. The courses that make up the subject list were obtained from the following sources: (1) the five new subjects added to the high school curriculum for the school year of 1959-60: preparation for adult life, French, electricity, photography, and trigonometry, (2) subjects already being offered to students in the larger high schools in Utah, (3) selected subjects offered by Utah State University, which are also found in some high schools in more elementary form.

The graduates were asked to check only the subject or subjects they felt should definitely be added to the present curriculum. The percentages given in tables 22 through 28 represent the combined averages of the graduating classes of 1953, 1954, and 1955 respectively.

The one-hundred and seventy-six graduates checked the subject list a total of one-thousand-four-hundred and five times, for an average of 8.09 subject additions for each graduate participating. There was one girl graduate who checked none of the subjects, and one girl graduate who checked all of them. Table 22 shows the order in which the graduates ranked the subject list. The graduates listed reading and study habits (57.4 percent), preparation for adult life (56.8 percent), advanced chemistry (47.2 percent), trigonometry (46 percent), and business English (40.3 percent) as being the first five subjects that should definitely be added to the present high

school curriculum. The five subjects least checked on the subject list were fundamentals of sports (97.4 percent), photography (12.5 percent), eugenics (12.5 percent), journalism (19.9 percent), and heredity (23.3 percent).

Table 22. Opinions of the graduates as to the subjects they would definitely add to the high school curriculum, indicated by percent.

Subject	Frequency	Percent
Reading and study habits	101	57.39
Preparation for adult life	100	56.76
Chemistry	83	47.16
Trigonometry	81	46.02
Business English	72	40.34
German	71	39.77
Personality Development	67	38.07
French	63	35.76
Principles of economics	58	32.96
Electricity	55	31.24
Office practice	54	30.67
Russian	53	30.11
Creative writing	49	27.84
Music appreciation	49	27.84
Radio and television	47	26.70
Marketing	44	25.00
Cost accounting	43	24.43
Heredity	41	23.29
Journalism	35	19.87
Eugenics	22	12.49
Photography	22	12.49
Fundamentals of sports	13	7.36

Table 23 shows the order in which the girl graduates ranked the subject list. They checked the list a total of eight hundred and eight times, an average of 9.5 subjects for each girl participating. There was only one girl who checked none of the subjects, and one who checked all of

them. Over one half of the girl graduates thought that two subjects, preparation for adult life (69.17 percent), and reading and study habits (57.14 percent) should definitely be added to the present high school curriculum. The next three most wanted subjects were: business English (44.05 percent), personality development (42.86 percent), and advanced chemistry (42.86 percent), the last two classes receiving the same percent. The five least wanted classes were: fundamentals of sports (7.14 percent), photography (11.9 percent), eugenics (14.28 percent), cost accounting (21.23 percent), and journalism (21.43 percent).

Table 23. Opinions of the girl graduates as to the subjects they would definitely add to the high school curriculum, indicated by percent.

Subject	Frequency	Percent
Preparation for adult life	58	69.17
Reading and study habits	48	57.14
Business English	37	44.05
Personality development	36	42.86
Advanced chemistry	36	42.86
Office practice	35	41.62
French	32	38.09
German	29	34.52
Principles of economics	29	34.52
Creative writing	28	33.33
Music appreciation	28	33.33
Trigonometry	27	32.43
Marketing	27	32.43
Russian	23	27.38
Heredity	23	27.38
Radio and television	21	25.00
Electricity	20	23.18
Journalism	19	22.62
Cost accounting	18	21.43
Eugenics	12	14.28
Photography	10	11.09
Fundamentals of sports	6	7.14

Table 24. Opinions of the girl graduates classified according to occupations as to the subjects they would definitely add to the high school curriculum, indicated by percent.

<u>Housewives only</u>			
Prep. for adult life	71.4	Fundamentals of sports	4.1
Reading & study habits	69.3	Photography	14.4
Personality development	42.9	Eugenics	18.8
Advanced chemistry	42.9	Electricity	20.4
Business English	40.8	Principles of econ.	22.4
<u>Housewives who are employed workers</u>			
Principles of econ.	72.5	Eugenics	1.0
Prep. for adult life	54.5	Photography	1.0
Reading & study habits	54.5	Fundamentals of sports	1.0
Business English	54.54	Radio and T.V.	1.0
Advanced chemistry	54.54	Cost accounting	2.0
<u>Working women only</u>			
Prep. for adult life	70.8	Eugenics	8.3
Reading & study habits	62.1	Photography	8.3
Personality development	45.8	Cost accounting	8.3
Business English	45.8	Fundamentals of sports	12.50
Principles of econ.	38.6	Marketing	16.7

In table 24 the 1953-55 girl graduates are categorized according to the following occupations: Housewives only, the woman who is both a

housewife and employed worker, and working women only. The five subjects with the largest percentages, and the five subjects with the smallest, are listed in each of the three occupation groups. There are three subjects that appear in all three groups. These are: Preparation for adult life, reading and study habits, and business education. The other subjects listed in the three groups appear in two of the three subject lists. In comparing the subjects that received the smallest percentages, there are three subjects that appear in all three groups. These are: Fundamentals of sports, photography, and eugenics. There are four subjects that appear only once in each occupational group. Two of these, electricity and radio and television, are subjects which would come under mens' vocational training programs and would be expected to rank low on the girl graduates subject list choice. The other two subjects are principles of economics and marketing.

The subjects not mentioned in any of the three occupational groups and, therefore, are the in-between classes are: Trigonometry, heredity, music appreciation, journalism, creative writing, and all of the languages.

The average number of classes the girl graduates would add to the present curriculum are as follows: Housewives only (7.33 percent), housewives who are employed workers (7.34 percent), and working women only (6.58 percent).

In table 25 the 1953-55 boy graduates are categorized according to the following occupational groups: professional technical, managerial sales clerical, skilled workers, unskilled workers, and students still attending college. The five subjects that received the largest and the five subjects

that received the smallest percentages are listed under each of the five occupational groups.

Table 25. Opinions of the boy graduates, classified according to occupations, as to the subjects they would definitely add to the high school curriculum, indicated by percent.

Subject with largest percent		Subject with smallest percent	
<u>Professional technical</u>			
Trigonometry	75.0	Photography	18.7
Advanced chemistry	75.0	Eugenics	12.5
Reading and study habits	68.7	Marketing	12.5
French	43.7	Heredity	12.5
Electricity	43.7	Fundamentals of sports	6.2
<u>Students still attending college</u>			
German	73.1	Office practice	19.2
Trigonometry	65.4	Photography	11.4
Advanced chemistry	46.1	Eugenics	7.7
Reading and study habits	46.1	Journalism	3.8
Russian	38.5	Fundamentals of sports	0.0
<u>Managerial sales clerical</u>			
Prep. for adult life	75.0	Heredity	12.5
Reading and study habits	62.5	Creative writing	6.2
Advanced chemistry	50.0	Radio & television	6.2
Principles of Econ.	43.7	Fundamentals of sports	6.2
Personality development	43.7	Eugenics	0.0
<u>Skilled workers</u>			
Prep. for adult life	64.3	Photography	21.4
Trigonometry	57.1	Eugenics	21.4
Reading and study habits	57.1	Fundamentals of sports	14.5
Radio & television	57.1	Creative writing	7.1
Electricity	57.1	Journalism	7.1
<u>Unskilled workers</u>			
Personality development	55.6	Journalism	11.1
Trigonometry	55.6	Music appreciation	11.1
Prep. for adult life	44.4	Marketing	11.1
Reading and study habits	44.4	Cost accounting	11.1
Radio & television	44.4	Office practice	0.0

Everyone of the five occupational groups listed reading and study habits among the five subjects they would definitely add to the present high school curriculum. Four of the five occupational groups listed trigonometry among the first five subjects, with only managerial sales and clerical ranking it in tenth position (31.25 percent). The "professional technical" group ranked trigonometry in first place with twelve of the sixteen (75 percent) men in the group of the opinion it should definitely be added to the curriculum. This was the largest percent received by any of the subjects in any of the five occupational groups. There were three of the five occupational groups that included preparation for adult life and advanced chemistry among the first five classes they would definitely add to the present curriculum.

In comparing the five subjects that received the smallest percentages, fundamentals of sports was included in four out of the five occupational groups. Photography, eugenics, and journalism were included in three of the five occupational groups.

The 1953-55 girl graduates who attended college checked the subject list three hundred thirty-four times for an average of 7.8 subjects per student. There were three subjects that more than half of the students would definitely add to the present high school curriculum. These were: advanced chemistry (60.46 percent), preparation for adult life (60.47 percent), and reading and study habits (58.14 percent). In general, they ranked first, the subjects which are related to the developmental needs of youth, and second, subjects which would prepare them for college higher than the subjects which were related to labor and the vocations. The two subjects which received the smallest percentages were: fundamentals of sports (11.63 percent), and photography (4.56 percent).

Table 26. Opinions of the girl graduates who attended college and who did not attend college as to the subjects they would definitely add to the high school curriculum, indicated by percent.

Subject	<u>College</u>		Subject	<u>Non college</u>	
	Freq.	Percent		Freq.	Percent
Advanced chemistry	26	60.46	Prep. for adult life	32	78.05
Prep. for adult life	26	60.46	Reading & study habits	23	56.10
Reading & study habits	25	58.14	Office practice	18	43.90
Trigonometry	21	48.83	Business English	17	41.46
Principles of Econ.	21	48.83	Personality Dev.	15	36.59
Personality Dev.	20	44.51	Marketing	15	36.59
Business English	19	44.18	French	13	31.71
French	19	44.18	Heredity	13	31.71
German	18	41.86	German	11	26.83
Creative writing	18	41.86	Russian	11	26.83
Music appreciation	18	41.86	Electricity	11	26.45
Office practice	17	39.53	Advanced chemistry	10	25.00
Russian	12	27.90	Creative writing	10	24.39
Marketing	12	27.90	Music appreciation	10	24.39
Radio & T.V.	11	25.50	Radio & T.V.	10	24.39
Journalism	10	23.25	Cost accounting	9	21.95
Heredity	9	20.93	Journalism	9	21.95
Cost accounting	9	20.93	Principles of Econ.	8	19.51
Electricity	9	20.93	Photography	8	19.51
Eugenics	7	16.28	Trigonometry	6	14.63
Fundamentals of sports	5	11.63	Eugenics	5	12.19
Photography	2	4.65	Fundamentals of sports	1	2.44

The girl graduates who didn't attend college checked the subject list a total of two-hundred sixty-five times for an average of 6.4 subjects per student. There were two subjects that more than 50 percent of the girl graduates thought should be added to the present curriculum. These were: preparation for adult life, and reading and study habits. The subjects which were related to the developmental needs of the student and the vocations ranked higher than the academic courses, such as advanced chemistry, and trigonometry; and vocational courses, such as creative writing, music appreciation, and fundamental sports.

Table 27 shows the order in which the 1953-55 boy graduates ranked the twenty-two subjects listed on the questionnaire under item nine. One boy checked three subjects, the smallest number checked, and one boy checked nine subjects, the largest number checked. The boy graduates checked the list of subjects a total of five-hundred ninety-seven times for an average of 6.7 subjects per boy graduate. There were three subjects that more than 50 percent of the boy graduates would like to see added to the high schools present curriculum. These were: trigonometry, reading and study habits, and advanced chemistry.

The boy graduates ranked subjects which prepare them for college, and subjects which are related to the developmental needs of youth, higher than vocational subjects, such as, music appreciation, creative writing, and fundamentals of sports. There was one subject, fundamentals of sports, that fewer than 10 percent of the boy graduates checked.

The boy graduates who attended college checked the subject list three-hundred ninety-eight times for an average of 6.5 subjects per graduate. There were four subjects that more than one half of the graduates would

Table 27. Opinions of boy graduates as to subjects they would definitely add to the present high school curriculum, indicated by percent.

Subject	Frequency	Percent
Trigonometry	54	58.69
Reading & study habits	53	57.61
Advanced chemistry	47	51.07
Preparation for adult life	42	45.65
German	42	45.65
Business English	35	38.04
Electricity	35	38.04
Personality development	31	33.69
French	31	33.69
Russian	30	32.61
Principles of economics	29	31.52
Radio & television	26	28.26
Cost accounting	25	27.17
Creative writing	21	22.83
Music appreciation	21	22.83
Office practice	19	20.65
Heredity	18	19.56
Marketing	17	18.48
Journalism	16	17.39
Photography	12	13.04
Eugenics	10	10.87
Fundamentals of sports	7	7.61

Table 28. Opinions of boy graduates who attended college and who did not attend college as to the subjects they would definitely add to the high school curriculum, indicated by percent.

<u>College</u>			<u>Non college</u>		
Subject	Freq.	Percent	Subject	Freq.	Percent
Trigonometry	40	65.58	Prep. for adult life	25	80.64
Reading & study habits	39	63.94	Electricity	18	58.06
Advanced chemistry	36	59.02	Business English	18	58.06
German	35	57.38	Reading & study habits	16	51.61
French	23	37.71	Trigonometry	14	45.16
Russian	22	36.07	Personality dev.	14	45.16
Principles of Econ.	19	31.15	Cost accounting	12	38.71
Personality Dev.	17	27.87	Radio & T. V.	11	35.48
Prep. for adult life	17	27.87	Advanced chemistry	11	35.48
Business English	17	27.87	Principles of Econ.	10	32.26
Electricity	17	27.87	Office practice	10	32.26
Music appreciation	16	26.23	Journalism	8	25.81
Creative writing	15	24.59	French	8	25.81
Radio & T. V.	15	24.59	Russian	8	25.81
Marketing	13	21.31	German	7	22.55
Cost accounting	13	21.31	Creative writing	6	19.35
Heredity	13	21.31	Photography	6	19.35
Office practice	9	14.75	Fundamentals of sports	6	19.35
Journalism	8	13.12	Music appreciation	5	16.13
Eugenics	7	11.58	Marketing	5	16.13
Photography	6	9.84	Heredity	4	12.90
Fundamentals of sports	1	1.64	Eugenics	3	9.68

definitely add to the present high school curriculum. These were: trigonometry (65.58 percent), advanced chemistry (59.02 percent), and German (57.38 percent). All four are subjects which would directly prepare them for academic work in college. The middle subjects were mainly composed of the subjects which are directly related to the developmental needs of youth, preparation for adult life, personality development, and the practical courses which prepare one for a vocation such as electricity, radio and T.V., marketing, etc. There were two subjects that less than 10 percent of the college group would add to the present curriculum. These were: photography (9.84 percent), and fundamentals of sports (1.6 percent).

The boy graduates who didn't attend college checked the subject list a total of two-hundred twenty-five times for an average of 7.25 subjects per graduate. There were four subjects that more than 50 percent of the graduates would definitely add to the high school curriculum. These are: preparation for adult life (8.64 percent), electricity (58.06 percent), business English (58.6 percent), and reading and study habits (51.61 percent). The subjects related to the developmental needs of youth, and to labor and the vocations ranked higher than the subjects related to the avocational or cultural aspects of life, such as languages, music appreciation, creative writing, and fundamentals of sports. The two subjects that received the smallest percentage were heredity (12.90 percent), and eugenics (.68 percent).

The majority of the 1953-55 graduates were of the opinion that a larger selection of subjects should be made available to the students who attend the high school. The following two quotations summarize their

opinion:

"I do realize that it is quite a small school, but the more classes that are taught the better off the student is, no matter what his occupation is after graduation."

"I think a wider choice of subjects would allow better preparation for high school students to meet life after graduation."

The graduates who attended college favored the addition of subjects which would better prepare them for college, while the non college graduates favored the addition of subjects which would better prepare them for a vocation. But generally speaking most of the graduates are in agreement that there is first, a need for additional subjects to be offered that are related to the developmental needs of youth, and second, there is a need for greater school assistance in helping students to develop greater competence in reading and good study techniques.

In answer to the question, "Should the high school concentrate on teaching basic skills such as reading, composition, mathematics, and the study of history; or should the high school concentrate on helping its students make a good adjustment to their environment?" the graduates in this study are evidently of the opinion that it is the obligation of the school to give the student instruction in both of these areas.

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Findings and conclusions

1. The greater majority of the 1953-55 graduates from the Richfield High School do not make their permanent residences in the area. Approximately one-fifth remain, while the other four-fifths move to the large cities, the main one being Salt Lake City. Since none of the graduates, who graduated from college, are residing in the Richfield area, it is not likely that a very great percent of the students now attending college will make this their permanent residence. It can be concluded that most of the students who graduate from the Richfield High School will live in the larger centers of the state and in other states.

2. Approximately 60 percent of all the Richfield High School graduates attend college, but by the end of the second year, more than one-third of the boys and nearly two-thirds of the girls have dropped out for some reason. Of those who completed three years of college, two-thirds are still enrolled in college. There is nearly the same percent of boys who receive degrees as girls, and of the boys who completed four years of college, the largest percent are continuing their college studies.

3. At the time the questionnaires were mailed, approximately 60 percent of the boy graduates were employed with the majority engaged in professional, technical, managerial, proprietor and clerical occupations. Although one of the major occupations in the Richfield High School area is farming, only one boy of the 92, who returned questionnaires, was engaged in farming. The number one occupation of the girls was that of

being housewives. Approximately one-third of the girl graduates were employed workers.

4. The graduates, for the most part, were reasonably satisfied with the courses they had completed at the high school. Very seldom did more than one-fourth indicate that a subject had been of little use to them. The courses that generally received the highest ratings were those that dealt with helping the students prepare for college or an occupation. Some of these courses were: typing, English composition, physics, and bookkeeping. Courses which rated high as being "useful" were the histories and literature. The students who attended college rated the subjects that prepared them for academic work as being "very useful", and the students who didn't attend college indicated as "very useful" those subjects which prepared them for an occupation or homemaking.

5. The graduates rated physical education, business education, vocational arts, and social studies most frequently as the subject areas where they had received adequate preparation; and mathematics, science, English composition, and speech as the subject areas in which they would like to have received more preparation. In the case of mathematics and science, the graduates placed the greater emphasis on "much more preparation." Approximately 90 percent of the boy graduates who attended college wanted more preparation in mathematics.

6. Nearly all the graduates wanted the high school to increase its course offerings, with the average number of courses to be added being approximately nine. The subjects that usually received the largest percentages were those that prepared the student for higher learning such as reading and study habits, trigonometry, and advanced chemistry. Also high on the

list were the subjects that deal with the developmental needs of youth such as personality development, and preparation for adult life. Subjects that prepare the students for a vocation ranked higher with the non-college students than the college group. The subjects that are related to hobbies and avocations of the students generally received the lowest ratings.

7. It seems significant that the students in their general recommendations reflect so well the needs of education as emphasized in the current so-called great debate on education. Dr. Conant's report on The High School For Today had not appeared at the time this study was made. It would appear that the graduates of Richfield High School had almost anticipated Dr. Conant's recommendations for strengthening the comprehensive high school.

Recommendations

1. The large number of graduates who attend college suggests the advisability of considering the following recommendations: (a) Offer senior classes in high school on a strictly college preparatory level in English composition, mathematics, and science. The quality of work required of the students taking these courses should be at a higher level than that required in other high school courses. (b) Arrange for personal interviews or send questionnaires to the students who discontinue college after attending two years or less. This would be for the purpose of finding out if the high school had failed to prepare them to be successful in their college work.

2. Careful consideration should be given to the agriculture program offered by the school. With only 1.06 percent of the graduates engaged in farming, it might be to the students' advantage to encourage more participation in college preparatory or business courses. Perhaps

the courses now offered in agriculture can be reorganized to provide maximum general education benefits to the students taking them.

3. Since approximately three-fourths of the girl graduates are already housewives, the school should continue to place emphasis on the courses now offered in home economics and when possible add other courses designed to prepare individual for home and family living. A course which pertains to the developmental needs of youth such as preparation for adult life should be added to the high school curriculum.

4. With two-thirds of all the graduates and three-fourths of all who attended college wanting more preparation in mathematics, the following recommendations might be given some consideration: (a) Assign only teachers who are qualified in the field of mathematics to teach the subject in the high school. (b) Coordinate the high school mathematics program very closely with that of the major universities in the area so that students graduating from high school will have the necessary background in mathematics to qualify for any of the various schools or courses offered at the universities. (c) Courses in trigonometry, analytical geometry, and introductory calculus should be made available in the high school.

5. Since approximately two-thirds of the graduates who attended college and 60 percent of all the graduates wanted more preparation in English composition, it might be advisable to recommend that the first two years of English place greater emphasis on grammar, spelling, and reading and study habits. In the last two years, place greater emphasis on theme writing with school time allowed the teachers for reading and correcting the written work.

6. Since approximately two-thirds of the graduate students wanted more preparation in science, chemistry and physics, it might be advisable to offer a college level course in the senior year in physics or chemistry designed for students who are interested in majoring in some phase of exact science when entering college. The quality and quantity of work required in this course would be greater than that required for a regular high school course.

7. With only 13 percent of the graduates indicating they had received adequate preparation in speech, more opportunity should be offered students to give oral reports and to participate in individual and group research and discussion projects.

8. Since approximately 60 percent of the graduates were of the opinion that a course in reading and study habits should be offered at the high school it might be advisable to include it in one of the social science or English courses, preferably in the ninth or tenth grades. This could be a short course designed to help the student increase his reading speed, comprehension of subject material, and ability to budget time.

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APPENDIX

Richfield, Utah
June 2, 1959

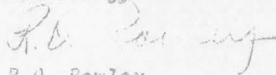
Dear Former Student:

The response to this study has been excellent. Already more than half of the questionnaires have been returned. But in order to make this study as accurate and effective as possible, your help is greatly needed.

Enclosed is another questionnaire in case you have misplaced the first one. Please fill it out and return it in the self addressed, stamped envelope provided for your convenience.

Please accept our sincere thanks for your help in answering and promptly returning this questionnaire.

Sincerely,



R. D. Rowley

P.S. If you have already returned the first questionnaire, please disregard this one.

RICHFIELD HIGH SCHOOL

D. W. LOOSLE, *Principal*

TW 6-4640

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RICHFIELD, UTAH

May 14, 1959

Dear Former Student:

The present emphasis on education has aroused the interest of people all over the world as we face the cold reality of the space age. It is, therefore, imperative that we advance with the changing world to prepare our students to the challenge of the future.

I am very pleased with the curriculum study Mr. Rowley is undertaking and feel certain that the results will be of great value in developing new trends in our curriculum.

I sincerely encourage you to complete the questionnaire and return it as soon as possible.

Respectfully,



D. W. Loosle
Principal

DWLgp