Parent and student opinions of some aspects of the high school program at Frazer Montana

Orren William Kesler

The University of Montana
PARENT AND STUDENT OPINIONS OF SOME ASPECTS OF THE HIGH SCHOOL PROGRAM AT FRAZER, MONTANA

by

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Approved by:

[Signatures]

Chairman, Board of Examiners

Dean, Graduate School

Date
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CHAPTER I

INTRODUCTION

For many years differences of opinion had existed regarding the selection of subjects in the Frazer (Montana) High School and the methods of handling the extra-curricular activities. At the same time no one knew which opinions were most commonly held by citizens of the community.

Statement of the problem. The purpose of this study was to determine the opinions of parents and students on selected aspects of the high school program. Through such an examination, certain conclusions might be drawn that would aid in a small degree in reorganizing the high school program.

An opinionnaire was devised which gave the parents and students an opportunity to express their viewpoints and preferences. In order to get answers to most of the questions, the opinionnaire was constructed so that in most places a check mark was all that was needed. However, adequate space was provided for comments if the person so desired.

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Limitations of this study. This study did not attempt to evaluate or justify the present high school program. It attempted to get the parents' and the students' opinions regarding some of the phases of the program. These opinions indicated what the students and parents thought they wanted in a high school program.

The related literature and related studies revealed certain things that are characteristic of a good high school program. These sources indicated the manner in which some high schools were able to make desirable changes.

Many of the suggestions made in the literature which deals with changing a high school program will not work at Frazer because of the existing conditions. Some of the trends indicate possibilities for programming in the local situation.

Setting. Frazer High School is located in the southeastern portion of Valley County in eastern Montana. It is on the Fort Peck Indian Reservation and consequently, a large number of its students are of Indian blood.

According to the 1950 census, Frazer had a population of 378. The vocations of its inhabitants include the following: clerks, bookkeepers, bartenders, hardware dealers, farmers, farmhands, grocers, managers of grain elevators, partsmen, postmaster, pumping plant operator for the irrigation project, ranchers, section hands on the railroad, teachers, waitresses, cafe operator and car
salesmen.

Frazer, at the time of this study, was an unincorporated town; consequently, the town itself was not able to levy taxes, so the only improvements were those the individual home owner wished to make. Progress under these conditions was quite slow and very few people were willing to make Frazer their home.

The town did not have a doctor or a dentist. It had not as yet been able to get a water and sewer system. Churches, social gatherings and school functions were the main source of entertainment.

A number of people had beautiful homes and took pride in their homes and gardens. They kept the main part of town attractive.

Frazer had three active churches. The Lutherans had built an attractive, useable church and the Mormons had started construction on one. The Catholics intended to begin work on a new church in the near future.

Ad administrator in this school system was faced with having to deal with two races of people with completely different backgrounds and different philosophies of life. They differed in their occupational choices and religious beliefs. The administrator had the duty of organizing a program that would benefit most of the students most of the time.
Procedures for interpreting data. The main source of data was the opinionnaire which was returned by twenty-six high school students and nineteen parents. The opinionnaire comprised five pages and included ten areas in the high school program. Methods of interpreting data were based on:

1. The results of the opinionnaire.
2. Related literature found in the field.
3. Author's experience as teacher and superintendent in this system.

The opinionnaire did not cover every area in the high school program. It covered only those areas that concerned most of the students. Many more questions could have been asked in these various areas. The questions which were used were those that appeared to be of greatest interest to parents and students. Each of the ten areas called for a separate interpretation.

The related literature came from a number of sources. The Education Index provided current material from a number of recognized professional magazines where views of various educators and those interested in education were compared. Theses and professional papers indicated work done in certain areas in the state and served as a help in developing a high school program.

The writer spent seven years as teacher, coach and superintendent in the Frazer school system. Five of the
years were spent as a mathematics and science instructor and coach. As a teacher and coach, it was possible to know a number of the students personally and form various opinions based on the existing conditions. As a superintendent, it was possible to look into the actual operation of the school and to determine to some extent what type of program the school was able to support financially.

Possible Outcome. This paper should be of value to anyone entering the Frazer school system. Various possibilities in the high school program are indicated. This study should provide the prospective teacher or administrator with a "bird-eye" view of the situation and be of some help when he participates in organizing the high school program.
CHAPTER II

RECENT TRENDS AND PROBLEMS IN THE HIGH SCHOOL PROGRAM

Every high school has its own individual program which is continually changing. Programs that are functional and yet follow a sound, educational policy are in demand. If several administrations find a type of program that works, there is a trend for this type of program. Every school is searching for a type of program that will eliminate certain problems. This chapter is devoted to certain basic trends and problems that appear to be occurring at the present time.

Program reorganization. The educational program of the school is continually changing. New inventions, recent developments and competition stimulate these changes. When changes develop, a need for program reorganization in the school is inevitable. There are many factors under consideration when a high school program is reorganized. Prominent educators do not agree on the best type. This will depend on each individual school and community. In every change that is contemplated, it should be remembered that the wisest course to take is to keep the old ideas as long as they prove to be useful and change to

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the new ideas when it is proven that they are better than the old.¹

A reorganization program should be guided by the principle that the thinking behind it has gone through a great deal of consideration, that it uses a philosophy of education that is based on studies, and that consideration of school experiences and experimentation are given.²

According to Vredevoe, schools are giving the most difficult work to the freshman and sophomore.³ Out of 3,000 teachers questioned, 2,193 believed that high school seniors were not working up to capacity nor were they challenged as much as they should be. Many students try to get their requirements done the first two years and leave the last two years for an easy schedule. Vredevoe recommends that some courses should be required in the junior and senior years.

The first and foremost item to consider is the need of the student. This will vary with the locality. Several factors are considered in determining this need.


Many people have had a part in each student's education. These people include his parents, teachers, fellow students and community friends. These are the people who should be contacted for opinions.

After these opinions are received, the staff should carefully analyze them and begin work. Questions to consider could be similar to those suggested by Mildred A. Amend.¹

1. What experiences should high school offer to prepare children for adulthood?
2. What background of experience should schools provide a child by the time he graduates?
3. What knowledge, experience and skills will a graduate of our high school need? Which of these can we provide?
4. How can the students' interests be discovered and how should these influence curriculum planning?
5. What does society expect of our schools?

When the above questions are answered and it appears that a change is needed, then the staff should concern itself with another battery of questions. These questions will determine the desirability of the proposed change.²

1. Does it provide what other courses fail to provide?
2. Can this particular need be met somewhere else in the students' high school experience?
3. Does it further the following objectives of education: self-realization, civic responsibility, economic efficiency and human relationships?

²Ibid., p. 348.
When the program is to be changed, the duty of the administrators and teachers is to determine the course of action for the proposed change. This is done by first establishing it in the system, then providing for constant evaluation.

**Curriculum Development.** A sound curriculum that will withstand public criticism and give the students a feeling of accomplishment requires a great deal of planning. Again, one of the first things to remember is that changes need to be gradual.

The process of developing a curriculum cannot be left entirely to the school staff. Again the ideas and opinions of the public will need to be utilized. The success of the group working on instructional improvement will depend largely on how much respect each member in the working group has for the "other person"; how well each member is understood by the other members and the process of advancing good ideas, regardless of who suggests them. ⑥

Public participation is important in curriculum development, yet one of the important objectives to be sought through increased lay participation is a better understanding of those phases of curriculum development

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which require professional competence where the laymen lack knowledge and skill to provide satisfactory selections. Opinions and suggestions from the laymen are needed as they will point toward various items that should be included in the curriculum. The actual methods employed to translate these ideas into sound educational practices should be left up to the person with professional training.  

Some factors that need consideration when a high school program is being discussed include ideas which are summarized by Shoemaker and Bellack.

1. Society has a mandate and responsibility to provide education on the high school level for all youth.

2. The comprehensive high school program provides for optimum benefits to both youth and society.

3. The secondary school should provide general education for all youth that contributes to their lives as individuals, as citizens, as homemakers.

4. Provision should be made for each student to pursue individualized study for which he demonstrates capacity and interest.

5. If learning is to take place, students must recognize a definite relationship between their own strivings and concerns and what is expected of them in school.

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8 Shoemaker and Bellack, "Curriculum for Youth," *Teachers College Record*, 56:371-6, April, 1955.
6. A creative pattern of student participation in personal and community problems calls for close cooperation of school staff and other citizens.

Many phases of the curriculum can be developed without program reorganization. At times the framework is all set up and the real development comes by emphasizing certain items in the curriculum. A particular subject such as American Government could be taught from a textbook without outside information. On the other hand, it could be made to include more actual experiences in citizenship, community living and social problems. This would not require reorganization of the basic program.

Curriculum Improvements. Every school system should show curriculum improvement. This improvement can be approached as suggested by Harold Ferguson on the following bases:

1. Improvement must come through the teachers.
2. Teachers must be encouraged to experiment.
3. Provision should be made for general education.
4. Curriculum revision needs lay participation.
5. A more realistic approach must be made in the preparation of materials of instruction.

In general, the present curriculum is a vast improvement over that offered a generation or so ago, but it still is not what it should and could be. It is

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especially deficient in preparing our youth for living in a modern society. One of the reasons for this lies in the fact that we do not get enough of our lay people involved in curriculum planning. The public is intensely interested in the school. The best way to improve its curriculum is to foster a number of committees for curriculum planning. It is important for each member on these committees to realize that all subjects and activities in the curriculum should justify themselves.

There are, in general, three suggestions for curriculum improvement. These, as determined by Delmas F. Miller, includes the following:

1. Adding or removing a course.
2. Adjusting the direction of emphasis.
3. Emphasis placed on instruction.

Several factors improve the instructional program of the school according to Miller. A few mentioned include:

1. Teacher-pupil planning.
2. Pupil participation.
3. Individual instruction.
4. Instructional aids.
5. Adjustment of teaching personnel.
6. Realistic guidance program.

The method of improving the activity program is

similar to that used to improve the instructional program. Improvement will come when parents and patrons of the community work with the school officials. The public furnishes the opinions and the professional people of the school develop a program. This policy, after being criticized and changed by the public, is introduced into the school system and provision is made for constant evaluation.

Definite methods of improving high school programs have been outlined by the Montana High School Supervisor, W. I. King. He states that positive outlooks on curriculum improvement will include the following:

1. Development of aims and curriculum slant on the local level with the encouragement of county and state agencies.
2. General education and special preparation for participation in educational planning to be offered in teacher preparation institutions.
3. Cooperative preparation of study guides rather than detailed courses of study written by upper level experts.
4. Continued workshop meetings on a statewide basis to determine trends and detect weaknesses in current development. The meetings are divided into sub-divisions for the small high school, medium sized and for larger school systems in the state.
5. Continue to be on guard for over-emphasis of any phase of the curriculum whether it be Smith-Hughes, commercial subjects, physical education, mathematics or any other subject.

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Secondary program of subjects and activities.

Several schools have conducted surveys to determine the usefulness of certain subjects. One such study was conducted by Ed Ritte\(^\text{12}\) in the Corona, California School system. The results of the responses indicated what the graduates thought about some of the courses they had taken in high school. These opinions appeared to indicate the following:

1. English was the most valuable course and Latin and algebra were the least.
2. It was recommended that high schools teach more democracy, civic problems and sex education.
3. High school graduates should go out with more knowledge concerning investments, family budgeting, economic buying and taxation.
4. Practical courses had top rating. These include practical math, household mechanics, workings of a government, food and clothing and how to get a job.
5. Topics which graduates think high schools should not give instruction in include religion, relief and pensions, merit system, Communism, and radio appreciation.

In other studies there has been reported a steady demand for those subjects that have to do with the experience of living. One such study made by Paul R. Pierce\(^\text{13}\) indicated a broadening of the subject fields such as social science, languages, arts, biological and


physical sciences, physical education and the fine and practical arts.

Curriculum trends appear to be in the direction of a core curriculum. This type of curriculum is summarized by Harris Harvill¹⁴ who says, "the core is that part of the program which emphasizes the process of democratic living and learning." Other phases of the core curriculum he mentions include:

1. The core is a unified problem type course not limited to any one subject field, but drawing most heavily on social studies and the language arts.

2. All good teaching methods are to be used in the core, but the democratic method of group problem solving will assume central importance.

3. The daily time allotted to the core should consist of two or three periods in the junior high school and will decrease as the maturing student in senior high school increases his interest in and need for specialization.

4. Individual and group guidance of class members is a primary function of the core curriculum.

5. Skills basic to successful democratic living are learned in the core through meaningful use and practice.

6. Problems for study in the core will be chosen by students and teachers from a flexible framework of subject matter suggested by the faculty.

In many of the recent articles dealing with curriculum, a definite need arises for the secondary school to

educate for citizenship. This need is felt in varying degrees among educators. Some authors are recommending a year of history and a year of social studies for every year in school. Harl R. Douglass\(^\text{15}\) recommends this and he also states that "perhaps the most neglected of all in the present high school curriculum is education for home living." He also indicates a definite need to teach students to read more rapidly, comprehensively and critically. However, he is one of the few who feels there should be more emphasis on algebra and geometry.

**Secondary Education Expectations.** Many educators say that the secondary school curriculum will not make any drastic changes in the next few years. However, certain trends indicate a direction of movement. From many indications, it appears that the public will become more and more involved in curriculum construction. One author, Thomas H. Briggs\(^\text{16}\) goes so far as to state "all members of the public should be involved in curriculum making. This means there should be a hierarchy of committees headed by a national committee." In another article printed in the


Teachers College Record, he states

"I have proposed a hierarchy of committees of representative citizens extending from a central group of the highest ability down to those in the lowliest villages. These representative citizens will be informed of the need for a new curriculum, will agree on the objectives that should be sought and will approve the few fundamental directive principles. When this shall have been done or approximately done, it will become apparent that there is a need for a continuous curriculum research laboratory staffed by ablest people that can be employed for fulltime work, to prepare the raw materials desired to achieve the approved objectives."

Many problems encountered in present day curriculum will get increased emphasis. Educators believe that students who cannot read or read very poorly have a slim chance of progressing. Therefore, as Albert I. Oliver points out, "perhaps the greatest awakening educationally will come when the fundamentals of secondary education are brought to include such matters as how to study, reading critically, reading for comprehension, oral expression and effective use of reference material." He also points out that "high schools should give less attention to subjects and devote more time and thought to the analysis of the problems of youth and to the establishment of what is commonly known as "life adjustment" education."

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Curriculum programs at the present time are pointed in a definite direction. These trends will improve the present curriculum if competent teachers can be hired. One of the greatest dangers to the whole education program is the lack of competent, qualified teachers. Nevertheless, as Henry Harap\textsuperscript{19} mentions in the \textit{N.E.A. Journal}, "although the youth in our secondary schools have a more limited outlet for the expressive arts, the more adventurous teachers are at least making headway in creative writing and graphic expression such as maps, charts, illustrations and cartoons." He also indicates that the present trend is to turn to the needs of good living. The growing tendency is to push the schoolhouse walls further out into the community.

Educators appear to share a common idea that the more people a person can get involved in a program, the better the program will be. This fact, coupled with the idea that there is a growing need for education for citizenship, indicates how high school programs will be developed.

CHAPTER III

OPINIONNAIRE RESPONSES AND INTERPRETATIONS

The opinionnaire covered ten areas in the high school program. Five of these areas were in the curricular program and five were in the extra-curricular program. Each of the ten areas required a separate interpretation. The opinionnaire indicated that the trend of the parents' and students' responses were similar in all areas except one. Opinionnaire responses were considered in the recommendations for the high school program.

- CURRICULAR -

At the time of this study, Frazer High School was offering the following:

- English I, II, III and IV.
- American History alternated with American Government
- Biology alternated with General Science
- Physics alternated with Chemistry
- Algebra alternated with General Mathematics
- Geometry on demand
- Typing I and Typing II, Office Practise and Library, Bookkeeping
- Shop I and Shop II
- Band and chorus
- Girls Physical Education
- Boys Physical Education

The above subjects were taught by three teachers and the superintendent. The teaching load was approximately
five subjects per teacher; the superintendent taught three courses.

**Commercial.** Both parents and students wanted more commercial subjects, especially shorthand. Fourteen of the nineteen parents and eighteen of the twenty-seven students indicated that shorthand should be offered. Parents indicated a desire for shorthand, possibly because many of them had seen the usefulness of the subject and others had hopes their children would get jobs where they could make use of it. Only 11 per cent of the students and approximately 33 per cent of the parents indicated that business arithmetic and general business should be offered. Articles in related literature such as "The Right Curriculum for the Mid-Twentieth Century"^1 by Ed Ritte indicated that shorthand was not considered an important subject by high school graduates.

**Foreign Languages.** No foreign language had been offered in the past seven years. Seven of the nineteen parents and sixteen of the twenty-seven students indicated that an attempt should be made to offer a foreign language such as Spanish.

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English. The state department required four years of English and 84 per cent of the parents thought this was a good requirement (see Table I). Apparently, some of the students who did not have a liking for the subject and could remember when only three years were required, indicated it would be better to reduce the requirement. Approximately one half of the parent responses indicated that speech should be a requirement and six of the nineteen parents indicated that the school should offer more grammar. Sixty-seven per cent of the students were convinced that the present English program was about right.

History and Government. Many articles on curriculum have indicated a need for more emphasis in this field. Educators say the school should educate for citizenship and this concept should and could be incorporated in history and government. The Frazer High School had surpassed the state department requirements and both parents and students agreed that this was good. Ten of the nineteen parents and nineteen of the twenty-seven students indicated that a world history should be required. Eighteen of the nineteen parents indicated a desire for other courses in this area and seventeen of the twenty-six students responded in like manner.

Mathematics and Science. The high school programs in the United States are being reorganized so that they
TABLE I

OPINIONNAIRE RESPONSES INDICATING CURRICULUM DEMANDS

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th></th>
<th>Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>1. Offer more commercial subjects</td>
<td>18</td>
<td>1</td>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td>2. Four units of English a good requirement</td>
<td>16</td>
<td>2</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>3. Offer a foreign language</td>
<td>7</td>
<td>9</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>4. Require a course in World History</td>
<td>10</td>
<td>8</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>5. Require less math and science</td>
<td>2</td>
<td>13</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>6. Eliminate algebra</td>
<td>1</td>
<td>14</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>7. More emphasis on math and science</td>
<td>10</td>
<td>7</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>8. More shop courses</td>
<td>13</td>
<td>3</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>9. Drop shop and offer other courses</td>
<td>4</td>
<td>12</td>
<td>6</td>
<td>19</td>
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will benefit nearly all students of that age group; consequently, in order to take care of the differences in mental ages, the mathematics and science courses will have to be altered so they will hold the interests of the students. Every student should be required to know a few fundamentals of arithmetic, practical math, elementary science and biology. Students with an aptitude for courses in these fields should be given encouragement to take further work. The national interest depends to a great extent on the schools' progress in the technical fields which require a mathematics and science background.

Opinionnaires indicated that approximately 75 percent of the students and parents were satisfied with the present mathematics and science program. This program encouraged those who have an aptitude for mathematics to take algebra the first year and geometry the second year and an advanced course if it can be offered. It encouraged those with low arithmetic grades to take general mathematics the first year and algebra the second year.

Biology and general science were the required courses in science and an opportunity was given for the students to take physics and chemistry.

Shop. Of all the departments in the Frazer High School program, shop had caused the greatest amount of discussion. Nearly all the students have farming and
ranching interests or are connected with the railroad. With this background, there was a great interest in the shop program. The shop building was quite large and was fairly well equipped with the expensive machinery to run a shop program. The difficulty was in getting a competent teacher who could give his time to this department. The shop teacher was expected to teach two other courses so it was very difficult to give the students the shop courses they desired. At the time of this study, the shop courses included leatherwork, woodwork and a short course in auto mechanics. Nearly two thirds of the parents and students indicated they wanted more shop courses (see Table II).

To carry out the expanded shop program indicated on this opinionnaire, an additional teacher would be required. In order to do this, a special levy of approximately 10 mills would have to be voted. This would bring approximately $4,780. A program of this nature would require more study, but if the people were willing to pay the price, it would provide the students with practical knowledge and skills. Most of the courses suggested in the opinionnaire could be handled through such an expanded shop program.

EXTRA-CURRICULAR PROGRAM

Students appear to have certain behavior patterns which are congruous with the times. This means that a
TABLE II

MOST POPULAR SHOP COURSES INDICATED
BY OPINIONNAIRE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Student Responses</th>
<th>Parent Responses</th>
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<tbody>
<tr>
<td>Auto mechanics</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>Welding</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>Woodworking</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Leatherwork</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Handicrafts</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Lathe</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Mechanical drawing</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Upholstery</td>
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<td>1</td>
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large number of schools are faced with approximately the same problem. "Juvenile delinquency" is an oft expressed term which concerns many high school students. One of the purposes of the extra-curricular program in the high school is to promote social efficiency and responsibility. Parents and students were aware of this when they expressed their opinions in regard to the extra-curricular program. Their responses indicated ways of improving local situations.

**Physical Education.** Athletics have been incorporated in the physical education program. There is a growing tendency to separate the two, but in Frazer they comprised approximately the same thing.

A school that has a well coached team, displays a great deal of sportsmanship and has teamwork, adds immeasureably to the school spirit. The difficulty at Frazer was that in a number of cases too much school time was taken, consequently, the individual athlete suffered because of the time lost from the academic subjects. Table III indicates quite clearly the thinking of the community. The people had wholeheartedly supported baseball, basketball and track. Football had been emphasized, but many of the parents were not in favor of it. The other sports would have been given recognition if they had been given more time in the schedule. The parents and
TABLE III

MOST POPULAR BOYS' SPORTS INDICATED
BY OPINIONNAIRE

<table>
<thead>
<tr>
<th>Sport</th>
<th>Student Responses</th>
<th>Parent Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>Basketball</td>
<td>22</td>
<td>14</td>
</tr>
<tr>
<td>Track</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>Football</td>
<td>21</td>
<td>8</td>
</tr>
<tr>
<td>Volleyball</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Tumbling</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Softball</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Tennis</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Badminton</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
students indicated that training rules should be enforced (see Appendixes A and B) but they did not agree on the method of enforcement. The community recognized sportsmanship and teamwork as the leading factors in boys' athletics.

Eight out of nineteen parents indicated that the athlete who smokes and drinks should be dismissed from the team for the balance of the year. Six of the nineteen said that the athlete should be dismissed from the team until he had the proper attitude. Seven of the twenty-seven students said that the athlete should be dismissed from the team for the remainder of the year while twelve of the twenty-seven students indicated that the athlete should be suspended until the coach felt that the student had the proper attitude.

The girls did not take part in interscholastic athletic events. Fifty-two per cent of the parents and 62 per cent of the students indicated that interscholastic softball and volleyball games should be played. Very few schools in the state offer this type of competition for the girls.

The time allotted for physical education in the high school apparently met the approval of about 70 per cent of the students and the parents. Girls were allotted only one-half as much time as the boys.

Interscholastic competition of any kind for the girls was out due to state regulations and the inability to
schedule games. Sports that the girls had participated in during the year included volleyball, softball and archery. Parents and students indicated some desire for others such as tennis and tumbling (see Table IV).

Music Program. Parents and students indicated a desire for a better music program. Twenty-nine out of a possible forty-six or approximately 63 per cent of the responses indicated that a higher salary should be offered in order to get a good music teacher. Approximately 67 per cent wanted both band and chorus. If a competent music director could be hired, there would be very little difficulty in getting the instruments. The music program had been emphasized to the extent that the first period in the morning was devoted entirely to music. Time before and after the regular school hours could not be utilized because of the number of bus students.

Junior Prom. The social life of the students is important. One of the functions which had taken place the past four years was a junior prom. This consisted of a public dance where an orchestra was hired and everyone except the juniors and seniors paid admission. At times some people had caused disturbances and some factions in the community had suggested a private affair. About one half of the parents and two thirds of the students indicated that the public affair was the most popular. The public
### TABLE IV

NUMBER OF OPINIONNAIRE RESPONSES
FOR GIRLS' SPORTS

<table>
<thead>
<tr>
<th>Sport</th>
<th>Student Responses</th>
<th>Parent Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volleyball</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Archery</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>Softball</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Tennis</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Tumbling</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Badminton</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Shuffleboard</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
affair had provided for the expenses involved in the decorating and the hiring of the orchestra.

**Plays.** Dramatics play a major role in the social life of the student. Aesthetic values are connected with drama. High school programs are not complete unless they offer something in this area. Directors in a small school are faced with the problem of having to work with students who are not particularly interested in plays. Community tradition demands that the school do something in this area every year. The director was usually the English instructor. Some time was devoted to dramatics in the English program in order to stimulate interest in school plays.

**School parties.** Recreation facilities at Frazer were at a minimum. The only recreation outside the school was provided by the churches and a recreation parlor. A regular schedule of school parties did not exist. The parties were held on open dates, usually Friday evenings when nothing else was being held in the school. Responses indicated that one half of the students thought they would like to have a party every month while approximately one half of the parents thought three or four parties a year would be enough. Other responses for the frequency of parties showed a great deal of variation. (see Appendixes A and B).
The planning of a party was left up to the students. Teachers were invited to the parties, but most of the time they had chaperone duties to see that only school students were admitted and to see that once a person left, he was not readmitted. Responses from both parents and students indicated that more supervision was needed. Seventeen of the nineteen parents and twenty of the twenty-seven students indicated that more than dancing should be included in the evening's entertainment.
CHAPTER IV

SUMMARY AND RECOMMENDATIONS

Several opinions had been expressed by the public concerning the high school program at Frazer, Montana. Until this study was made, no one knew which opinions were most commonly held by parents and students in the community. The purpose of this study was to analyze the opinions of the parents and students to determine factors which caused the opinionnaires to be answered in the various ways and to make recommendations concerning the high school program.

In order to get the opinions of the students and parents, an opinionnaire was devised and given to the high school students during the school day. A copy of the opinionnaire was mailed to each family. The parent filled out the data and the opinionnaire was mailed back to school. The responses were tabulated. These responses together with related literature and a background of experiences in the local situation were used to interpret the findings and make recommendations.

In view of the fact that the offerings in commercial were quite limited and the fact that nearly all responses indicated a desire for more course work in this field, it would appear desirable to try to offer more courses in
commercial, especially shorthand. However, the inability to hire competent, qualified teachers is a constant threat to providing a good high school program in all these areas.

Parents and students alike agreed that the four years of English required by the state department were valuable. The state department minimum requirements in English are recommended.

Education for citizenship should be emphasized in history and government. Although the present requirements of the school exceed those of the state department, a course in world history is recommended.

The present requirement of two courses in mathematics and two courses in science is recommended. Students with an aptitude for mathematics and science should be given a chance to take more courses in these fields. Subjects such as physics, chemistry, geometry and trigonometry should be emphasized and offered to those with this aptitude.

In order to provide the shop program indicated by the opinionnaire, it would be necessary to vote a levy to get the required revenue. A shop operated on the current budget would have to continue to be limited to the offering of two high school courses.

The physical education program should be carried on approximately the way it has been set up with various boys' sports being played in their respective seasons. A set of
training rules should be made by the coach and the athletes. These rules should be strictly enforced. Sports such as tennis should be worked in if the coach can teach them. No interscholastic competition for the girls is recommended.

A qualified, competent music instructor should be hired. This instructor should be paid a high enough salary to encourage him to stay and plan a long range program. No additional time is recommended for the program which has included band and chorus.

Additional subjects recommended for the high school program at Frazer include the following:

1. Shorthand
2. World History
3. Additional shop courses

If teachers qualified in commercial and social studies could be employed, shorthand and world history could be added by increasing the teacher load. In order to offer more shop courses, it would be necessary to employ an additional full time shop teacher. This would require a voted levy of approximately 10 mills. If this levy carried, it would provide a number of students with practical knowledge and skill. An additional teacher for shop would make it possible for the other teachers to maintain their present loads even with the addition of shorthand and world history.
PERIODICAL ARTICLES


-37-


Shoemaker, Francis and Bellack, Arno, "Curriculum for Youth," Teachers College Record, 56:371-376, April, 1955.

This opinionnaire is divided into several parts. It consists of both curricular and extra-curricular courses. Its purpose is to get your opinion in regard to some phases of our high school curriculum.

**-CURRICULAR-**

A. Commercial

1. The State Department does not require any units in this field. We do not require any, but at the present time we are offering typing and bookkeeping. Should an attempt be made to offer more subjects in this field?

   Yes 18  
   No 1

2. If answer is "yes" to No. 1, which of the following should be offered?

   14 a. Shorthand  
   6 c. General Business

   7 b. Business Arithmetic  
   d. ______________

B. Languages

1. At the present time our State Department requires four units of English. Is this a good requirement?

   Yes 16  
   No 2

2. At the present time we teach a semester of grammar and a semester of literature in each of our English courses. Should we

   6 a. teach more grammar

   3 b. teach more literature

   4 c. leave it as it is

   9 d. include speech

3. Should an attempt be made to teach a foreign language such as Spanish?

   Yes 7  
   No 9

C. History and Government

1. At the present time the state department requires a unit in American History and Government. We require a unit of American History and a unit of American Government. Should we continue with the above requirement?

   Yes 17  
   No 1
2. In the above courses about 1/5 of the time is devoted to current events. Is this
\[ \begin{array}{ccc}
1 & \text{a. too much time} \\
3 & \text{b. not enough time} \\
15 & \text{c. about right} \\
\end{array} \]

3. Should we require a course in World History?
\[ \begin{array}{ccc}
\text{Yes} & 10 & \text{No} & 8 \\
\end{array} \]

4. What other courses in this field should be offered?
\[ \begin{array}{ccc}
\frac{4}{9} & \text{a. Ancient History} \\
\frac{4}{9} & \text{b. Civics} \\
\frac{1}{9} & \text{c. Sociology} \\
\frac{1}{9} & \text{d. Human Relations} \\
\end{array} \]

D. Mathematics and Science

1. At the present time we require a student to have two units of mathematics and two units of science. The state department does not require any units in math or science. Should we require less in this field?
\[ \begin{array}{ccc}
\text{Yes} & 2 & \text{No} & 13 \\
\end{array} \]

2. Should algebra be eliminated from the curriculum?
\[ \begin{array}{ccc}
\text{Yes} & 1 & \text{No} & 14 \\
\end{array} \]

3. Should more emphasis be placed on math and science?
\[ \begin{array}{ccc}
\text{Yes} & 10 & \text{No} & 7 \\
\end{array} \]

E. Shop

1. The State Department does not require shop courses and we do not require shop. There has been a demand for shop courses and at the present time a large majority of the students are enrolled in a shop course. Should more shop courses be offered?
\[ \begin{array}{ccc}
\text{Yes} & 13 & \text{No} & 3 \\
\end{array} \]

2. What courses should be offered in shop?
\[ \begin{array}{ccc}
\frac{13}{8} & \text{a. auto mechanics} \\
\frac{1}{4} & \text{b. handicrafts} \\
\frac{7}{4} & \text{c. lathe} \\
\frac{4}{7} & \text{d. leatherwork} \\
\frac{11}{4} & \text{e. mechanical drawing} \\
\frac{9}{4} & \text{f. welding} \\
\frac{4}{1} & \text{g. woodworking} \\
\frac{2}{1} & \text{h. upholstery} \\
\end{array} \]

3. Would it be feasible to drop shop and offer more academic courses?
\[ \begin{array}{ccc}
\text{Yes} & 4 & \text{No} & 12 \\
\end{array} \]

4. What are your suggestions for improving our shop program?
EXTRA-CURRICULAR ACTIVITIES

A. Physical Education Program

1. With our present facilities, which of the following should we include in our P.E. program?

<table>
<thead>
<tr>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Football</td>
</tr>
<tr>
<td>14</td>
<td>Basketball</td>
</tr>
<tr>
<td>4</td>
<td>Tennis</td>
</tr>
<tr>
<td>6</td>
<td>Volleyball</td>
</tr>
<tr>
<td>3</td>
<td>Tumbling</td>
</tr>
</tbody>
</table>

2. Girls P.E. meets from 2:30-3:00 and boys P.E. meets from 3:00 to 4:00.
   a. Do you feel that the girls should be allotted
      (1) more time
      (2) less time
      (3) as scheduled

3. The Montana High School Association has ruled out girls' basketball. Should schools attempt to schedule girls' softball and volleyball games with neighboring schools?
   Yes ___10___ No ___8___

4. Is the present procedure of letting the girls decide what sport they want to play during P.E. a good idea?
   Yes ___16___ No ___2___

Suggestions:

5. In the last seven years we have had difficulty in fielding a 6-man football team. Should we
   (1) cancel football
   (2) put more emphasis on football
   (3) have it only when 12 men are willing to play
   (4) play when a 6-man team can be fielded
6. Should an athlete who has been drinking or smoking be
   a. dismissed from the team for the remainder of the year
   b. dismissed from the team for balance of semester
   c. dismissed from the team until the coach feels the player has the proper attitude
   d. be severely reprimanded by the coach but kept on the team
   e. be kept on the team with nothing said or done

7. Rate the following objectives of boys' athletics according to importance, No. 1 being the most important and so on.
   a. win games
   b. teach teamwork
   c. teach sportsmanship
   d. develop physical prowess
   e. teach the fundamentals of the major sports

B. Music Program
   1. At the present time it is very difficult to get a music teacher. Should we
      a. Offer more money in order to get a teacher
      b. Forget about music in the high school
      c. Get a man from a neighboring school to meet with the band in the evening

   2. What should be included in our music program?
      a. band only
      b. chorus only
      c. both band and chorus
      d. rhythm band
      e. dance band

   3. More and better instruments are needed in the band. Should an attempt be made to
      a. interest more students in buying their own
      b. have the school district buy instruments for the school
      c. initiate drives to build up our music fund so some of the instruments could be purchased

   4. Should music be emphasized more than it has been during the past two years?
      Yes 15       No 4
C. **Junior Prom**
1. Do you feel that proms have an educational value?
   Yes 9  No 8
2. Should we have a prom every year?
   Yes 9  No 7
3. Which of the following types of proms is the best?
   9 a. a public affair where everyone is invited and admission is charged
   7 b. a private affair where the juniors and seniors invite guests and no one else is allowed to come

D. **Plays**
1. Should an attempt be made to have at least one play each year?
   Yes 16  No 1

E. **School Parties**
1. How often should a school party be held?
   1 a. no school parties
   9 b. three or four a year
   6 c. one a month
   2 d. twice a month
2. Should there be more supervision at our school parties?
   Yes 16  No 0
3. Should we include other activities besides dancing at our school parties?
   Yes 17  No 1
4. If answer is "yes" to No. 3, what should be included?
   2 a. volleyball games
   7 b. card games
   5 c. party games such as "Three in a Boat"
   8 d. question and answer games
5. Should parents be invited to our school parties?
   Yes 12  No 6
6. Would you be willing to help serve the lunch, organize games etc., if you were invited to our school parties?
   Yes 15  No 2

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APPENDIX B

RESPONSES OF STUDENTS OF FRAZER HIGH SCHOOL TO OPINIONNAIRE ON HIGH SCHOOL CURRICULUM

This opinionnaire is divided into several parts. It consists of both curricular and extra-curricular courses. Its purpose is to get your opinion in regard to some phases of our high school curriculum.

-CURRICULAR-

A. Commercial
1. The State Department does not require any units in this field. We do not require any, but at the present time we are offering typing and bookkeeping. Should an attempt be made to offer more subjects in this field?
   Yes  21  No  6

2. If answer is "yes" to No. 1, which of the following should be offered?
   18  a. Shorthand  3  c. General Business
   3  b. Business Arithmetic  1  d. Business Law

B. Languages
1. At the present time our State Department requires four units of English. Is this a good requirement?
   Yes  19  No  8

2. At the present time we teach a semester of grammar and a semester of literature in each of our English courses. Should we
   1  a. teach more grammar
   3  b. teach more literature
   18  c. leave it as it is
   6  d. include speech

3. Should an attempt be made to teach a foreign language such as Spanish?
   Yes  16  No  10

C. History and Government
1. At the present time the state department requires a unit in American History and Government. We require a unit of American History and a unit of American Government. Should we continue with the above requirement?
   Yes  23  No  4
2. In the above courses about 1/5 of the time is devoted to current events. Is this
   \[ \frac{1}{5} \]
   a. too much time
   \[ \frac{3}{5} \]
   b. not enough time
   \[ \frac{2}{5} \]
   c. about right

3. Should we require a course in World History?
   Yes \[ 19 \]  No \[ 8 \]

4. What other courses in this field should be offered?
   \[ \frac{6}{9} \]
   a. Ancient History
   \[ \frac{5}{9} \]
   b. Civics
   \[ \frac{6}{9} \]
   c. Sociology

D. Mathematics and Science

1. At the present time we require a student to have two units of mathematics and two units of science. The State Department does not require any units in math or science. Should we require less in this field?
   Yes \[ 8 \]  No \[ 19 \]

2. Should algebra be eliminated from the curriculum?
   Yes \[ 4 \]  No \[ 23 \]

3. Should more emphasis be placed on math and science?
   Yes \[ 14 \]  No \[ 12 \]

E. Shop

1. The State Department does not require shop courses and we do not require any. There has been a demand for shop courses and at the present time a large majority of the students are enrolled in a shop course. Should more shop courses be offered?
   Yes \[ 18 \]  No \[ 9 \]

2. What courses should be offered in shop?
   \[ \frac{18}{12} \]
   a. auto mechanics
   \[ \frac{12}{5} \]
   b. handicrafts
   \[ \frac{5}{15} \]
   c. lathe
   \[ \frac{15}{12} \]
   d. leatherwork
   \[ \frac{3}{12} \]
   e. mechanical drawing
   \[ \frac{12}{13} \]
   f. welding
   \[ \frac{13}{g} \]
   g. woodworking

3. Would it be feasible to drop shop and offer more academic courses?
   Yes \[ 6 \]  No \[ 19 \]

4. What are your suggestions for improving our shop program?
EXTRA-CURRICULAR ACTIVITIES

A. Physical Education Program

1. With our present facilities, which of the following should we include in our P.E. program?

<table>
<thead>
<tr>
<th>BOYS</th>
<th>GIRLS</th>
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</thead>
<tbody>
<tr>
<td>21 Football</td>
<td>12 Tennis</td>
</tr>
<tr>
<td>22 Basketball</td>
<td>19 Track</td>
</tr>
<tr>
<td>3 Tennis</td>
<td>15 Archery</td>
</tr>
<tr>
<td>7 Volleyball</td>
<td>12 Tumbling</td>
</tr>
<tr>
<td>7 Tumbling</td>
<td>6 Badminton</td>
</tr>
<tr>
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</tbody>
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2. Girls P.E. meets from 2:30-3:00 and boys P.E. meets from 3:00 to 4:00.
   a. Do you feel that the girls should be allotted
      (1) more time
      (2) less time
      (3) as scheduled

   b. Do you feel that the boys should be allotted
      (1) more time
      (2) less time
      (3) as scheduled

3. The Montana High School Association has ruled out girls' basketball. Should schools attempt to schedule girls' softball and volleyball games with neighboring schools?
   Yes 16   No 11

4. Is the present procedure of letting the girls decide what sport they want to play during P.E. a good idea?
   Yes 18   No 8

Suggestions:

5. In the last seven years we have had difficulty in fielding a 6-man football team. Should we
   (1) cancel football
   (2) put more emphasis on football
   (3) have it only when 12 men are willing to play
   (4) play when a 6-man team can be fielded
6. Should an athlete who has been drinking or smoking be

   a. dismissed from the team for the remainder of the year
   b. dismissed from the team until the coach feels the player has the proper attitude
   c. dismissed from the team for balance of semester
   d. be severely reprimanded by the coach but kept on the team
   e. be kept on the team with nothing said or done

7. Rate the following objectives of boys' athletics according to importance, No. 1 being the most important and so on.

   a. win games
   b. teach teamwork
   c. teach sportsmanship
   d. develop physical prowess
   e. teach the fundamentals of the major sports

B. Music Program

1. At the present time it is very difficult to get a music teacher. Should we

   a. Offer more money in order to get a teacher
   b. Forget about music in the high school
   c. Get a man from a neighboring school to meet with the band in the evening

2. What should be included in our music program?

   a. band only
   b. chorus only
   c. both band and chorus
   d. rhythm band
   e. dance band

3. More and better instruments are needed in the band. Should an attempt be made to:

   a. interest more students in buying their own
   b. have the school district buy instruments for the school
   c. initiate drives to build up our music fund so some of the instruments could be purchased

4. Should music be emphasized more than it has been during the past two years?

   Yes 21  No 5
C. Junior Prom
1. Do you feel that proms have an educational value?
   Yes 16  No 5
2. Should we have a prom every year?
   Yes 16  No 10
3. Which of the following type of proms is the best?
   a. a public affair where everyone is invited and admission is charged
   b. a private affair where the juniors and seniors invite guests and no one else is allowed to come
   C. Plays
1. Should an attempt be made to have at least one play each year?
   Yes 26  No 1

E. School Parties
1. How often should a school party be held?
   a. no school parties
   b. three or four a year
   c. one a month
   d. twice a month
   1 6  1 3
2. Should there be more supervision at our school parties?
   Yes 18  No 8
3. Should there be other activities besides dancing at our school parties?
   Yes 20  No 7
4. If answer is "yes" to No. 3, what should be included?
   a. volleyball games
   b. card games
   c. party games such as "Three in a Boat"
   d. question and answer games
   3 1 2  7
5. Should parents be invited to our school parties?
   Yes 5  No 18