

**A FOLLOW-UP STUDY OF THE RELEVANCE  
OF THE FORT CAMPBELL HIGH SCHOOL  
CURRICULUM TO ITS GRADUATES**

**BY**

**VICKI SPICELAND CELUSTA**

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OF THE FORT CAMPBELL HIGH SCHOOL  
CURRICULUM TO ITS GRADUATES

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A Research Paper  
Presented to  
the Graduate Council of  
Austin Peay State University

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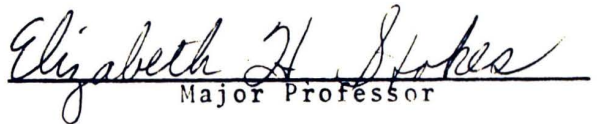
In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in Education

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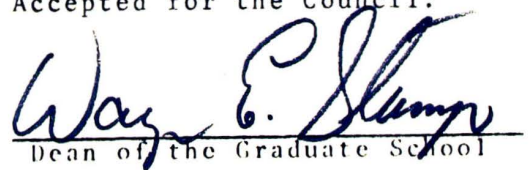
by  
Vicki Spiceland Celusta  
May 1974

To the Graduate Council:

I am submitting herewith a Research Paper written by Vicki Spiceland Celusta entitled "A Follow-up Study of the Relevance of the Fort Campbell High School Curriculum to Its Graduates." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts in Education, with a major in Guidance and Counseling.

  
Major Professor

Accepted for the Council:

  
Dean of the Graduate School

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## CHAPTER I

### INTRODUCTION

In our changing times it is essential for the high school administration and guidance departments to receive feedback from its graduates as to the relevance of their high school training compared to its usefulness both in the world of work and of higher learning. Much valuable information can be received on questionnaires sent to graduates. This material should be utilized in order to comply with the needs of students as seen by graduates. Improvement of education on every level is necessary and an evaluation by a school's graduates is an excellent beginning for initiating improvement. Many types of follow-up studies for improving education are conducted each year, but one type of follow-up that should be helpful is the individual questionnaire that is sent to each graduate.

#### Statement of the Problem

Research shows that schools which offer both vocational and academic curriculums opens the door to better opportunities for its students (Smith and McQuigs, 1963). Many graduates from high school report that they are not equipped to meet the demands of the adult world. There is a need for public high schools to determine if they are offering the vocational as well as academic experiences needed to survive in today's world. It, therefore, should be the responsibility

of each school to investigate its own program at regular intervals to determine if appropriate experiences are being provided. The individual needs to be educated in terms of his own need.

### Purpose of the Study

Often students graduate from high school with information that will be of no benefit to them in the world they are entering. When this occurs the student's dissatisfaction with his high school career is justified. It was the purpose of this study to determine how graduates perceive the usability of their education at Fort Campbell High School. In order to obtain the perceptions of the graduates, a questionnaire was devised and sent to three classes of graduates from Fort Campbell High School. It was hoped that the responses of the graduates to the items on the questionnaire would provide information which could enable the educators at Fort Campbell High School to work more effectively in their pursuit of providing a valuable education to each individual.

## CHAPTER II

### REVIEW OF THE LITERATURE

Until recently, social and behavioral scientists stressed that basic personality structure is laid down early in childhood. There is now growing emphasis on the view that there is potential for change, growth, and personality development at all stages of life and particularly in adolescence and early childhood (Trent and Medsker, 1968). Although schools, without the full power of society, lack authority to prevent the sag in moral values, they can present a view of life that will inspire a desire to emulate. Schools play an invaluable part in the early stages of life, in their function of initiating us into the habits and methods of learning. Schools are the launching-pad of educated society--take-off points toward civilization. Schools reflect the society in which they exist to a surprising degree (St. John, 1972).

Schoolmen believe in the individual. This carries with it the obligation of educating human beings in terms of their own natures (Keller, 1969). Widening of school programs means the addition of a vast amount of field work in all of the disciplines. The most compelling need confronting the high school curriculum is the urgency for establishing service-learning programs. In a service-learning program designed to meet the needs of youth as individuals, there

should be no hard and fast rules as to the type of service which a student performs. The activity should be highly individualized and the only restriction should be that the activity be of service in some observable way to an individual, agency, institution, or community (Brown, 1972).

A large part of the high school population has found itself enmeshed in an institution that has little relevance to present future needs (Smith and McQuigs, 1969). Academic programs in high schools have a simple goal when reduced to least common denominators: to prepare students to enter institutions of higher learning. The majority of students do not prepare for particular jobs requiring skills training. They are not truly and systematically preparing for higher education, though some may drift in that direction. They are the students in the courses which are customarily labeled "general education." Most severe failings can be found in the general education program. The general education fails because it has no real goals. It doesn't prepare students for a job, nor does it prepare them for higher education. It seems to be education for its own sake. Yet, teaching and learning has value only when it is conducted for a purpose on the part of the learners. The purpose of elementary and secondary education in the United States is to prepare all students as well-developed people to enter successfully either a job or some form of post-secondary education as soon as they leave the elementary-secondary educational system. The overall goal is to develop citizens

who function well in society. The goal must include those who, for whatever reason, choose to leave the formal system at any point--each student should be prepared to enter a job or advanced study successfully, regardless of when he leaves the school system (Marland, 1972). Approximately 10 per cent of boys and girls in high school can be and are being prepared effectively for both life and vocation. Our educational systems need educational environments that purpose to give freedom to young people. It is feasible to combine in one school adequate preparation for both entrance to an occupation and admission to college. Surveyed high schools which offer both vocational and academic curriculums reported that the combination training opens the door to the better jobs in private employment (Keller, 1969).

Today is a time of great ferment and change in education. There is a tremendous amount of sound activity directed toward a great number of goals--universal literacy, raising levels of self-esteem, and compensatory programs of all sorts to overcome physical, social, emotional, and cultural handicaps of youngsters in schools. Career education is viewed as a new form of training for all young people in school. It can embrace within itself the special needs of nearly all educational objectives (Marland, 1972). Career education is the development of knowledge and of special and general abilities to help individuals interact with the economic sector. Learning in this context would occur in both formal and informal situations which motivate the

learner by causing him to experience work directly. Career education is not the total curriculum, but is a major part of most learnings (Miller, 1974).

Students have drifted into the ninth grade because it follows after the eighth. They are often required to study subjects they cannot grasp and to acquire skills they may never use. Only athletics, marching bands, and their own social life rescue them from total boredom (Smith and McQuigs, 1969). Too often in the past, young people have chosen vocations with no real knowledge of the sort of work involved. To eliminate this problem, a career education program should be set up in junior high school which includes field trips, talks with experts in various fields, and shop and laboratory experiences. From a selection of mini-courses, students can learn about business procedures, home economics, health services, industrial arts, and the many other areas included in the vocational aspects of study (Burns, 1973).

The history of education is the story of how people learned to live long before they heard of education as such. In the fairly recent past, any place where life or work was going on was "school." People learned through experience (Keller, 1969). The high school cannot endow its students with everything they ought to know. It can only equip them to get what they need as they come to recognize the need for it (Smith and McQuigs, 1969). Relevant schooling should be of a kind that prepares a person to cope with whatever comes-- that gives him leverage to manage the unpredictable by knowing

how to find/make relevance (Kleinjans, 1972).

Many have condemned much secondary-school work because it does not contribute immediately to life needs. The first duty of the schools is to teach children to do better the desirable things they will do anyway. Conviction of need and sound achievement are necessary before substantiated progress is made. Only if children now in schools are taught to do desirable things as well as the teacher and the best people of the community do them, will education be amply justified. Another duty of the school is to reveal higher activities and make them both desired and, to an extent, possible (Briggs, 1972).

Robert L. Ebel says he believes that schools are for learning, and that what ought to be learned mainly is useful knowledge (1972). The instructional programs of almost all schools are aimed directly at the cultivation of cognitive competence. The pupil's affective dispositions, feelings, attitudes, and interests constitute conditions that facilitate or inhibit cognitive achievement. They may be enhanced by success or impaired by failure. These are by-products of instructional effort.

Wisdom in action usually is dependent on relevant knowledge. Thus the best the schools can do to foster wisdom is to help students cultivate knowledge. The essential condition for learning is the purposeful activity, the willingness to work hard to learn, of the individual learner.

Schools should accept the responsibility for providing

a favorable learning environment. Such an environment is one in which the student's efforts to learn are: guided and assisted by a capable enthusiastic teacher; facilitated by an abundance of instructional materials; stimulated and rewarded by both formal and informal recognition of achievement; and reinforced by the example and help of other students (Ebel, 1972). Three principles regarding learning environment seem to receive strong consensus. These are: 1) institutions tend to perservere in the direction in which they started; 2) institutions tend to be operated in the interests of those who run them; and 3) institutions tend to be changed by forces outside themselves (Dale, 1972). If schools keep as their primary aim to cultivate cognitive competence, to foster the learning of useful knowledge, they are likely to give an excellent accounting of their effectiveness and worth (Ebel, 1972).

The three main objectives of a comprehensive high school are: first, to provide a general education for all the future citizens; second, to provide good elective programs for those who wish to use their acquired skills immediately on graduation; third, to provide satisfactory programs for those whose vocations will depend on their subsequent education in a college or university (Conant, 1959).

The following outline set up by J. Lloyd Trump and Delmas L. Miller (1972) characterizes the humane school which treats learners and teachers as individuals each with unique programs and responsibilities:

1. Focuses on options rather than on uniformity in developing and administering policies and practices.

2. Devises a program for each pupil in which he can move forward with success in terms of his own talents and interests no matter how diverse they may be.

3. Makes sure that every pupil is known as a total human being educationally, by a teacher-adviser, who helps him personally to diagnose his needs, plan his program, make and change his schedule, evaluate his results, and plan accordingly for the future.

4. Separates curriculum content so that each learner knows what is essential for everyone as distinct from the cognitive skill, and affective behaviors that are important for those learners with special goals in the areas of hobbies and careers. The goal here is to reduce greatly the required learnings so that each pupil at all ages has more time than now to develop and follow his special interest.

5. Systematically tries to interest each pupil in learning more than he thinks he wants to learn.

6. Provides a variety of places in the school and in the community where pupils may study and work under supervision so that each pupil may find learning strategies that suit him best instead of being required to learn in one classroom under one teacher.

7. Has continuous progress arrangements so that each pupil may progress at his own pace under competent supervision with a variety of self-directing, self-motivating,

and self-evaluating materials and locations.

8. Substitutes constructive reports of achievement for the threat of failure as the prime motivational device of the school.

The United States Office of Education estimates that in the seventies the number of high school graduates from public and nonpublic schools will increase 44 per cent over the sixties. Because high schools are attempting to serve all their students, it is important to know how well they are succeeding. "Are graduates who want further education ready for it? Do they succeed in their work?" The answers to such questions as these will help a school to decide what it should do about the curriculum, the program of activities, and service offered to students (National Education Memo, 1963). Questions to consider when evaluating relevance of high school curriculums are: What attitudes, values, and goals do high school graduates bring to jobs, college, and society, as they assume adult roles? What effect does their education have on them, and to what use do they put education in handling life experiences?

A survey of a representative sample of high school graduates found that a large number had not been equipped by their education to meet the demands of the adult world (Trent and Medsker, 1968). They reported that there was a need for further training so that they could do a good job at something which would satisfy them.

Wrenn's recommendations to counselors in a changing

world is:

That primary emphasis in counseling students be placed on the developmental needs and decision points in the lives of the total range of the students rather than upon the remedial needs and the crisis points in the lives of a few students, with the major goal of counseling being that of increased self-responsibility and increased maturity in decision-making upon the part of the student (Trent and Medsker, 1968).

Public high schools should provide some direct or preparatory vocational experience in some of the following ways:

1. College-bound students need opportunities that provide initial preparation for their life's work.
2. Students who do not plan to continue their formal schooling beyond the secondary level should receive some direct vocational education before graduation.
3. Students among the disadvantaged or culturally deprived need school programs that stress basic skills, relate school experience to work experience and on-the-job training and help to make up for cultural deficiencies.
4. Students who are mentally or physically handicapped should have special opportunities for education.
5. Every secondary school in the United States with a population of more than 250 to 300 students should have at least one staff member who is competent in vocational guidance (National Education Association, 1963).

The Follow-Up Service is concerned with finding out what happens to students after they leave the school. Gathering facts from school leavers about their problems

and successes in adjusting to work or further educational experiences provides important information for improving the school's present and future program (Norris, Zeram, and Halch, 1967).

There are two fundamental purposes of follow-up activities. These are: 1) to find further opportunities for serving the student; and 2) to determine the reach, influence, and value of the school program toward the improvement of the school.

The following aims of a follow-up study may be listed:

1. To determine proportions of students going to college, work, military service or elsewhere.

2. To determine whether or not the college-going students are acquiring an adequate background in academic subjects.

3. To determine to what extent the school program meets the needs of the students according to their own evaluations.

4. To determine whether or not the student received, while in high school, an adequate amount of accurate information for his occupational or training choice.

5. To determine the reason for academic failure.

6. To determine the effectiveness of the placement service.

7. To determine whether or not counseling is being executed competently.

8. To determine whether or not there are available

ample educational and occupational materials.

9. To determine whether or not the curriculum should be changed:

a. what courses deleted?

b. what courses added?

10. To evaluate the over-all atmosphere of the school setting. A large part of the information sought through questionnaires has to do with the students' evaluations of the educational and guidance programs of the school from which they have graduated.

One of the chief advantages of follow-ups are in the research area. Administrators receive valid information to help guide improvement (Moser and Moser, 1963).

## CHAPTER III

### PRESENTATION AND INTERPRETATION OF DATA

#### Subjects

The subjects for this study were the graduates of Fort Campbell High School, Fort Campbell, Kentucky. Fort Campbell High School is made up of military dependent students and they therefore move from one community to another very often. Graduates of the 1971, 1972, and 1973 classes were sent questionnaires. A total of 214 questionnaires were sent to these graduates and a total of 101 questionnaires were returned, 58 boys and 43 girls. This resulted in a 45 per cent return of questionnaires. The 1971, 1972, and 1973 classes were chosen for the survey on the basis that they would have been out of high school long enough to evaluate the helpfulness of their high school education, but still have a closeness to the high school. The transit population also was involved in the decision to limit the study to the most recent graduates because of the difficulty inherent in locating students who had graduated prior to the dates mentioned.

#### Instrument

The data collected for this study were obtained from responses to a questionnaire. The instrument used was constructed by the researcher. A copy of the questionnaire,

cover letter and follow-up letter are included in the Appendix.

### Procedure

The subjects were all sent cover letters and questionnaires with return envelopes by the researcher with the request that the questionnaires be returned in a two week period. The cover letter encouraged graduates to complete the questionnaire promptly. At the end of the first two week span, the researcher sent follow-up letters with additional questionnaires and return envelopes to those graduates who had not responded.

### Analysis of Data

The majority of graduates, approximately 77 per cent, indicated they were single when responding to the question on their marital status. Approximately 19 per cent indicated they were married. Approximately 1 per cent indicated they were divorced, only two girls and no boys. Less than 1 per cent indicated they were widowed.

Table 1 indicates the graduates present occupational status.

Table 1

## Present Occupational Status

|                                        | Boys | Girls | Total |
|----------------------------------------|------|-------|-------|
| 1. Working full time                   | 18%  | 14%   | 16%   |
| 2. School full time                    | 40%  | 40%   | 40%   |
| 3. Working part-time                   | 13%  | 12%   | 12%   |
| 4. School part-time                    | 0    | 4%    | 2%    |
| 5. Not employed                        | 1%   | 4%    | 2%    |
| 6. Not employed, but looking for a job | 1%   | 12%   | 6%    |
| 7. Armed forces                        | 14%  | 0     | 7%    |
| 8. School full time, working full time | 1%   | 4%    | 3%    |
| 9. School full time, working part-time | 11%  | 10%   | 10%   |
| 10. School full time, armed forces     | 1%   | 0     | 1%    |

The results of this question showed that approximately 40 per cent were in school full time. Approximately 2 per cent were unemployed. Another 6 per cent indicated they were unemployed but looking for a job. Approximately 14 per cent of the boys were with the armed forces. Sixteen per cent of the given graduates indicated they were working full time. Approximately 12 per cent indicated they were working part-time. Ten per cent of the graduates indicated they were in school full time and also working part-time. Approximately 3 per

cent said they were in school full time while working full time. Only 1 per cent said they were in the armed forces and in school full time.

Table 2 indicates the response of the graduates as to the extent he felt his high school training helped him as it relates to his present occupational status.

Table 2

Extent of Helpfulness

|                   | Boys | Girls | Total |
|-------------------|------|-------|-------|
| 1. A great deal   | 43%  | 55%   | 48%   |
| 2. Some           | 48%  | 37%   | 44%   |
| 3. Little or none | 8%   | 8%    | 8%    |

The majority of graduates, approximately 48 per cent indicated that their high school education had been of great benefit to them in their present occupational status. Forty-four per cent stated that their high school education had been of some benefit to them, while approximately 8 per cent said their high school education had been of little value to them in their present occupational status.

Tables 3, 4, and 5 indicate the graduates evaluations of the school's helpfulness in the academic, social, and personal aspects of life. The researcher combined excellent and good responses and fair and poor responses in the explanation of these tables.

Table 3

## Academic Preparation

|                                    | Excellent |       |       | Good |       |       | Fair |       |       | Poor |       |       |
|------------------------------------|-----------|-------|-------|------|-------|-------|------|-------|-------|------|-------|-------|
|                                    | Boys      | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 1. Preparing for further education | 27%       | 36%   | 31%   | 45%  | 45%   | 45%   | 18%  | 19%   | 19%   | 10%  | 0     | 5%    |
| 2. Ability to read well            | 26%       | 40%   | 33%   | 43%  | 43%   | 43%   | 21%  | 17%   | 19%   | 10%  | 0     | 5%    |
| 3. Using correct English           | 27%       | 46%   | 36%   | 47%  | 40%   | 44%   | 18%  | 12%   | 15%   | 8%   | 2%    | 5%    |
| 4. Using Math Skills               | 37%       | 16%   | 27%   | 30%  | 54%   | 41%   | 30%  | 28%   | 29%   | 3%   | 2%    | 3%    |

Approximately three-fourths of the graduates felt they were being adequately prepared for further education, ability to read well, and use of English skills. Slightly less than one-fifth felt they were not prepared in these three academic areas. Approximately two-thirds of the graduates felt they were adequately prepared in their use of math skills, while one-third felt they were not prepared in use of math skills.

Some differences appeared in boys' and girls' responses to the questions of ability to read well, using correct English, and use of math skills. More girls felt better prepared in their abilities to read well and their use of correct English than did boys. The boys felt they were better prepared in their use of math skills than did girls.

Table 4 demonstrates the results of graduate responses concerning the school's preparation in social aspects of their lives.

Table 4

## Social Aspects

|                                               | Excellent |       |       | Good |       |       | Fair |       |       | Poor |       |       |
|-----------------------------------------------|-----------|-------|-------|------|-------|-------|------|-------|-------|------|-------|-------|
|                                               | Boys      | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 1. Using spare time                           | 27%       | 23%   | 25%   | 33%  | 37%   | 35%   | 31%  | 30%   | 30%   | 9%   | 10%   | 9%    |
| 2. Taking part in community and civic affairs | 16%       | 21%   | 19%   | 34%  | 29%   | 31%   | 31%  | 33%   | 32%   | 19%  | 17%   | 18%   |
| 3. Getting along with people                  | 53%       | 49%   | 51%   | 37%  | 46%   | 41%   | 5%   | 5%    | 5%    | 5%   | 0     | 3%    |

Slightly less than two-thirds of the graduates felt they were being adequately trained to use their spare time. One-half of the graduates felt they were adequately prepared to take part in community and civic affairs. Almost all of the graduates, approximately 92 per cent, felt they were adequately prepared to get along with people.

The results of graduate's responses to preparation in personal aspects of life are presented in Table 5.

Table 5

## Personal Aspects

|                                               | Excellent |       |       | Good |       |       | Fair |       |       | Poor |       |       |
|-----------------------------------------------|-----------|-------|-------|------|-------|-------|------|-------|-------|------|-------|-------|
|                                               | Boys      | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 1. Taking care of your health                 | 48%       | 23%   | 35%   | 28%  | 57%   | 42%   | 21%  | 18%   | 20%   | 3%   | 2%    | 3%    |
| 2. Marriage and family affairs                | 18%       | 16%   | 17%   | 36%  | 31%   | 33%   | 32%  | 29%   | 31%   | 14%  | 24%   | 19%   |
| 3. Securing a job                             | 19%       | 23%   | 21%   | 34%  | 42%   | 37%   | 34%  | 19%   | 27%   | 13%  | 16%   | 15%   |
| 4. Understanding your abilities and interests | 35%       | 32%   | 33%   | 33%  | 39%   | 36%   | 30%  | 23%   | 27%   | 2%   | 6%    | 4%    |
| 5. Using your money wisely                    | 19%       | 10%   | 14%   | 32%  | 48%   | 40%   | 28%  | 25%   | 26%   | 21%  | 17%   | 19%   |
| 6. Conducting your own business affairs       | 22%       | 22%   | 22%   | 28%  | 48%   | 38%   | 36%  | 20%   | 28%   | 14%  | 10%   | 12%   |
| 7. Thinking through problems                  | 30%       | 35%   | 33%   | 43%  | 35%   | 39%   | 22%  | 25%   | 23%   | 5%   | 5%    | 5%    |

Approximately three-fourths of the graduates felt they were being adequately prepared in taking care of their health, understanding their abilities and interest and thinking through their problems. Slightly less than one-third of the graduates felt they were adequately prepared to conduct their own business affairs. Approximately one-half of the graduates felt they were adequately prepared in marriage and family affairs, securing a job, and using their money wisely.

Some difference was shown by boys and girls on the question of taking care of your health. Boys felt better prepared in this area than did girls. Boys felt less prepared to get a job than did girls.

Table 6 demonstrates the percentage of graduate responses as to the value of each of the subjects taken at Fort Campbell High School. In this evaluation graduates were asked to think of the subject in relation to their social life as well as their school or occupational setting.

Approximately one-half of the graduates felt that English and Typing were of great value to them. Approximately three-fourths of the graduates felt that homemaking, speech and trigonometry were of great value to them. Approximately one-third of the graduates felt that algebra, history, shopwork, shorthand, bookkeeping and biology were of great help to them.

Over one-half of the graduates felt that physics was of little or no value to them. Approximately one-third of the graduates felt that geometry, chemistry, foreign

language, band, and chorus were of little or no value to them.

Some differences were recorded in boys' and girls' responses to various subjects. Girls felt they received greater help in English, typing, shorthand, bookkeeping, and biology than did boys. The boys felt they received greater help in algebra, geometry, history, shopwork, physics, band, chorus, and trigonometry.

| Course              | Great |    |       |    |       |    | Some |    |       |     |       |    | Little or None |    |       |    |       |    |
|---------------------|-------|----|-------|----|-------|----|------|----|-------|-----|-------|----|----------------|----|-------|----|-------|----|
|                     | Boys  |    | Girls |    | Total |    | Boys |    | Girls |     | Total |    | Boys           |    | Girls |    | Total |    |
|                     | no.   | %  | no.   | %  | no.   | %  | no.  | %  | no.   | %   | no.   | %  | no.            | %  | no.   | %  | no.   | %  |
| 1. English          | 28    | 49 | 31    | 74 | 59    | 59 | 22   | 39 | 11    | 26  | 33    | 33 | 7              | 12 | 0     | 0  | 7     | 7  |
| 2. Algebra          | 17    | 41 | 8     | 29 | 25    | 36 | 19   | 46 | 13    | 46  | 32    | 46 | 5              | 13 | 7     | 25 | 12    | 17 |
| 3. Geometry         | 10    | 40 | 4     | 19 | 14    | 30 | 13   | 52 | 6     | 29  | 19    | 41 | 2              | 8  | 11    | 52 | 13    | 28 |
| 4. Chemistry        | 6     | 20 | 4     | 19 | 10    | 19 | 13   | 40 | 10    | 48  | 23    | 43 | 13             | 40 | 7     | 33 | 20    | 38 |
| 5. History          | 25    | 50 | 8     | 21 | 33    | 38 | 18   | 37 | 18    | 46  | 36    | 41 | 6              | 13 | 13    | 33 | 19    | 21 |
| 6. Foreign Language | 6     | 27 | 6     | 23 | 12    | 25 | 11   | 50 | 9     | 35  | 20    | 42 | 5              | 23 | 11    | 42 | 16    | 33 |
| 7. Shopwork         | 10    | 34 | 0     | 0  | 10    | 32 | 16   | 55 | 2     | 100 | 18    | 58 | 3              | 11 | 0     | 0  | 3     | 10 |
| 8. Typing           | 17    | 44 | 19    | 65 | 36    | 53 | 19   | 49 | 7     | 27  | 26    | 38 | 3              | 7  | 3     | 11 | 6     | 9  |
| 9. Shorthand        | 0     | 0  | 7     | 58 | 7     | 44 | 3    | 75 | 3     | 25  | 6     | 38 | 1              | 25 | 2     | 17 | 3     | 18 |
| 10. Bookkeeping     | 3     | 23 | 7     | 58 | 10    | 40 | 7    | 54 | 4     | 33  | 11    | 44 | 3              | 23 | 1     | 8  | 4     | 16 |
| 11. Physics         | 4     | 24 | 1     | 11 | 5     | 20 | 6    | 38 | 1     | 11  | 7     | 28 | 6              | 38 | 7     | 78 | 13    | 52 |
| 12. Homemaking      | 6     | 60 | 47    | 65 | 53    | 78 | 3    | 30 | 10    | 32  | 13    | 19 | 1              | 10 | 1     | 3  | 2     | 3  |
| 13. Speech          | 6     | 67 | 5     | 63 | 11    | 65 | 1    | 11 | 3     | 37  | 4     | 24 | 2              | 22 | 0     | 0  | 2     | 11 |
| 14. Band            | 4     | 50 | 2     | 20 | 6     | 33 | 2    | 25 | 5     | 50  | 7     | 39 | 2              | 25 | 3     | 30 | 5     | 28 |
| 15. Chorus          | 3     | 30 | 2     | 22 | 5     | 26 | 5    | 50 | 3     | 33  | 8     | 42 | 2              | 20 | 4     | 44 | 6     | 32 |
| 16. Trig.           | 13    | 76 | 2     | 40 | 15    | 68 | 2    | 12 | 1     | 20  | 3     | 14 | 2              | 12 | 2     | 40 | 4     | 18 |
| 17. Biology         | 10    | 37 | 13    | 43 | 23    | 40 | 12   | 45 | 12    | 40  | 24    | 42 | 5              | 18 | 5     | 17 | 10    | 18 |

Graduates were asked for additional comments and also to name some area or subject in which the high school could have done a better job. The responses were categorized by the researcher as to the following: 1) Academic; 2) Extra-curricular; 3) Guidance Department; 4) Vocational; and 5) Administrative. The percentage of responses given in each area are presented in Table 7.

Table 7

## Subject or Area Which Could Be Improved

| Percentage of Responses |     |
|-------------------------|-----|
| 1. Academic             | 37% |
| 2. Extra-Curricular     | 5%  |
| 3. Guidance Department  | 17% |
| 4. Vocational           | 22% |
| 5. Administrative       | 19% |

Graduates felt that the school could improve most in the academic area. Approximately one-fourth of the graduates felt that there needed to be offerings in the vocational area of education.

In addition to specific questions asked about Fort Campbell High School and its relevance to the graduates, graduates were asked for additional comments they felt would be helpful in improving the school. The following

information was taken from graduates' comments.

Even though approximately three-fourths of the graduates felt they were being adequately prepared for further education, they noted in the additional comments section of the questionnaire that they need to be made more aware of the necessary preparations for college. They reported that they were lacking in preparation for college life, study habits, test taking and using time wisely.

Graduates commented that class programs should be expanded to interest students more and to allow motivated students to do advanced and supervised individual work. Approximately one-third commented that they viewed the curriculum as being too narrow. They suggested it be expanded specifically into areas which would provide for individual differences. It was also suggested that the students have some input into the curriculum since they will be the ones to benefit from it.

Approximately one-fifth of the graduates commented that there was too much emphasis put on athletics at Fort Campbell High School. They viewed their academic courses more profitable than the benefits received from their athletic pursuits.

Approximately 10 per cent of the graduates commented that there should be more communication between the school board, administration and students. It was felt that there was an extensive gap among these three. Often ill-feelings by the students were the outcome of decisions made by the

school board and administration because students had no input into these decisions which affected them.

Some graduates emphasized in their comments the lack of field trips as being detrimental to their education as a whole. They felt that many topics in subject areas could be made more meaningful with the availability of field trips.

Approximately three-fourths of the graduates commented that there were too few social events at Fort Campbell High School. It was felt that the administration should encourage student initiative in social events and support good ideas. Graduates felt that the preparation of social events and the attendance at such affairs would help students to achieve some qualities in their pursuit of personal and social adjustments.

#### Interpretation of Data

Forty per cent of the graduates indicated they were in school full time. Approximately fourteen per cent were in school full time and either working full time, working part-time or in the Armed Forces. Fourteen per cent of the boys indicated they were in the Armed Forces full time. Approximately 8 per cent indicated they were either not employed or not employed, but looking for a job.

Slightly less than one-half of the graduates felt their high school education had been of great help to them in their present status. Only 8 per cent indicated that their high school career had been of little or no value to them.

Approximately one-half of the graduates felt that Fort Campbell High School was lacking in the areas of preparing students for marriage and family affairs, securing a job, taking part in the community and civic affairs and using money wisely. Less than one-third felt they were prepared to conduct business affairs properly and wisely.

Approximately 70 per cent of the graduates felt they were adequately prepared in the academic areas of being prepared for further education, ability to read well, use of English skills and using math skills. Girls reported they were better prepared in their ability to read well and their use of English skills than did boys. Boys reported they were better prepared in their use of math skills than did girls.

Approximately two-thirds of the graduates felt that improvement could be made in the academic areas of mathematics, history, shopwork, shorthand, bookkeeping, sciences, foreign languages, and music so that students would benefit more from taking these subjects. Over one-half of the graduates felt that physics was of little or no value to them.

Approximately one-fifth of the graduates felt the guidance department could be improved. They commented that the guidance department should provide more information to its students, under classmen included, on the availability of scholarships and financial aid possibilities. They also felt the guidance department made decisions which were not beneficial to the individual student. They felt there was

a need for more materials from colleges and trade schools. They commented that more explanation was needed on a particular school's offerings.

Approximately one-fourth of the graduates felt that Fort Campbell High School was lacking extensively in the vocational aspect of preparation. Many of the graduates commented that the school was preparing more for the college-bound student, with little or no consideration for the student who was not college-bound. It was suggested that the school offer subjects in skill-training. Graduates also commented that the school should broaden itself to provide for the individual, especially in vocational or technological areas.

Approximately three-fourths of the graduates felt they needed to be made more aware of the necessary preparation for college life, study habits, test taking, and using time wisely.

Graduates felt there needed to be more individualized instruction. They felt the curriculum was too narrow and that it should be expanded to provide for individual needs.

Some graduates felt that athletics has too much emphasis placed on it. They felt their academic subjects were of more benefit to them than the experiences gained in athletics.

They felt there should be more communication among the school board, administration, and students. They felt this communication would help students have a better atti-

tude toward rules and regulations.

There was some expression of the need for more field trips. Graduates felt field trips would be of great benefit to them in many subject areas.

Many graduates expressed that there should be more social events. They felt that these activities would help them acquire qualities that would be helpful in their personal and social adjustments.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The primary purpose of this study was to determine how the 1971, 1972, and 1973 graduating classes from Fort Campbell High School perceived the relevance of its curriculum.

One hundred-one graduates, approximately 45 per cent, responded to a questionnaire composed of questions on marital status, present occupational status, the extent of help they received from their high school training, the value of subjects related to their present social life and school or occupational setting, the area or subject which could have done a better job, and additional comments. The percentage of graduates responding to each area was calculated. Graduates' comments were considered to determine their perceptions of the effectiveness of the curriculum at Fort Campbell High School.

The results of the study identified preparation for college life, vocational areas, marriage and family affairs, using money wisely, and social life as being insufficient. Slightly less than one-half of the graduates perceived their high school career as being helpful to them in their present occupational status.

### Conclusions

Due to the mobility of the subjects, the total population of the 1971, 1972, and 1973 classes of graduates could not be reached. However, certain conclusions can be drawn from the data obtained.

1. With the graduates who responded, there is felt a great need for more college preparation. This includes the adjustment from high school life to college life, study habits, test taking, use of leisure time, and general academic background.

2. According to the responses of many graduates, the curriculum should be broadened. This would include individualization in the academic as well as the vocational or technological areas.

3. The fact that some graduates viewed athletics as having too much emphasis implies that a re-evaluation of priorities is needed.

4. According to the responses of most graduates, they felt students were lacking in the social and personal aspects of life.

5. Greater communication among the school board, administration, and students was deemed necessary to promote better feelings by the students.

6. Field trips were viewed by the graduates as being needed to make school more meaningful to its students.

7. It was suggested that more social events be made available to students. These events would give students

experience in planning and carrying out certain responsibilities necessary for successful production as well as giving students the opportunity to exhibit appropriate social manners.

8. Many graduates felt the need for vocational education. This would give opportunities for students who were not college-bound to acquire some skill or trade which would prepare them for the field of work upon completion of their formal education.

9. Graduates felt that more information on schools, scholarships, and financial aid should be made known to all students. This information would make it possible for students to prepare for their lives after high school graduation before their senior year. It was also felt that more time should be spent in planning an individual's curriculum. This would eliminate possible mistakes and mis-guidance of a student during his high school career.

10. Graduates felt a need for the improvement of many of the academic subjects so that students would benefit more from them.

#### Recommendations for Utilization of Data

According to the results of this research, certain recommendations concerning the effectiveness of the curriculum can be made.

1. Graduating seniors should be made more cognizant of the adjustments they must make to life on the college campus. It is recommended that seniors be provided the

opportunity to visit several college campuses and that college students be invited to the high school campus for seminars with seniors.

2. Within the confines of Fort Campbell High School, the faculty should encourage each student to pursue and study his special interest allowing for different learning styles and abilities.

3. Being a unique and complete community, Fort Campbell has a great number of vocations and vocational opportunities which could be utilized by the students at Fort Campbell High School. Therefore, an off-campus cooperative-type program should be established with the cooperation of the Army, Dependent School System and the Kentucky State Education Department. Students would earn vocational credits leading to a high school diploma.

4. It is recommended that the Instructional Improvement Committee address itself to the problem of realigning the priorities of the school to insure a more equaled balance between the instructional program and the extra-curricular program, more specifically the athletic program.

5. With the implementation of the quarter elective program at Fort Campbell High School, it is recommended that greater emphasis be placed on each discipline in the selection of new courses designed to meet the students' needs in the social and personal areas of life.

6. The establishing and maintaining of effective lines of communication between the Board of Education, administra-

tion, students, and community is essential to the school's success. Therefore, it is recommended that efforts be made immediately to improve two-way communication between the Board of Education and its publics.

7. It is recommended that budget allocations for worth-while field trips be significantly increased and the machinery established that would bring administrative assistance to teachers in the planning of field trips.

8. To promote school spirit and interest by students, it is recommended that the social calendar be increased in number and include events other than athletic-oriented activities.

9. It is recommended that Fort Campbell High School work toward attaining a comprehensive rating as extended by the Kentucky Department of Education. This rating would require strengthening the vocational and fine arts programs.

10. It is recommended that during the months of July and August the guidance counselor meet with as many students as possible, especially incoming seniors, to inform, to guide, and to assist them in program selection. It is further recommended that the guidance counselor share her information concerning the new students with the other members of the faculty. She should work with the teachers in a follow-up activity to make and change a student's schedule, and plan accordingly for the future.

11. It is recommended that this study be taken into consideration by the Fort Campbell High School staff in

evaluating the present program and in the planning of future programs.

#### Recommendation for Further Study

1. It is recommended that the guidance department keep accurate records of the addresses of every graduating senior so that future studies of this type will be possible.
2. It is recommended that a study of this nature be replicated every five years.

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## REFERENCES

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## APPENDIX

Fort Campbell High School  
Fort Campbell, Kentucky 42223

Dear Graduate:

The Fort Campbell High School is doing a follow-up study to determine the effectiveness of its program in preparing students for college or the career which they enter after high school.

We are interested in obtaining information which we can use to make changes in our academic and guidance programs; changes which would make the high school experience more worthwhile for the student. Your assistance in this study will be greatly appreciated.

Enclosed you will find a questionnaire and a postage free return envelope. We hope you will complete the questionnaire and return it as soon as possible and no later than January 4, 1974. We would welcome any additional comments or suggestions you would care to offer.

Sincerely yours,

## QUESTIONNAIRE

1. Name \_\_\_\_\_  
                     Last                      First                      Initial                      Maiden
2. Address \_\_\_\_\_  
                     Street                      City                      State                      Zip
3. Sex \_\_\_\_\_ Age \_\_\_\_\_
4. Date of graduation from high school \_\_\_\_\_
5. Are you \_\_\_\_\_ Single \_\_\_\_\_ Married \_\_\_\_\_ Divorced \_\_\_\_\_ Widowed
6. Check one or more of the blanks below:
- A. \_\_\_\_\_ Working-full time      E. \_\_\_\_\_ Not employed
- B. \_\_\_\_\_ Working-part-time      F. \_\_\_\_\_ Not employed, but  
                                                                                                  looking for a job
- C. \_\_\_\_\_ School-full time      G. \_\_\_\_\_ Armed forces
- D. \_\_\_\_\_ School-part-time      H. \_\_\_\_\_ Other
7. If you are now attending school or college of any kind or if you have attended college since leaving our high school, please list details below:
- | <u>Name of School</u> | <u>Dates attended</u> | <u>Course taken</u> |
|-----------------------|-----------------------|---------------------|
| _____                 | _____                 | _____               |
| _____                 | _____                 | _____               |
| _____                 | _____                 | _____               |
8. Please describe the jobs you have held since leaving high school, indicating full or part-time.
- | <u>Employer</u> | <u>Kind of work</u> | <u>Full time</u> | <u>Part-time</u> | <u>Months on job</u> |
|-----------------|---------------------|------------------|------------------|----------------------|
| _____           | _____               | _____            | _____            | _____                |
| _____           | _____               | _____            | _____            | _____                |
| _____           | _____               | _____            | _____            | _____                |
| _____           | _____               | _____            | _____            | _____                |
| _____           | _____               | _____            | _____            | _____                |

9. To what extent has your high school training helped you as related to your present status as a student or worker?
- A. \_\_\_\_\_ A great deal
- B. \_\_\_\_\_ Some
- C. \_\_\_\_\_ Little or none
10. Please indicate by checking in the proper column how much this school helped you in regard to each of the following:

- |                                              | <u>Excellent</u> | <u>Good</u> | <u>Fair</u> | <u>Poor</u> |
|----------------------------------------------|------------------|-------------|-------------|-------------|
| 1. Preparing for further education           | _____            | _____       | _____       | _____       |
| 2. Ability to read well                      | _____            | _____       | _____       | _____       |
| 3. Using correct English                     | _____            | _____       | _____       | _____       |
| 4. Using basic math skills                   | _____            | _____       | _____       | _____       |
| 5. Using your spare time                     | _____            | _____       | _____       | _____       |
| 6. Taking part in community & civic affairs  | _____            | _____       | _____       | _____       |
| 7. Getting along with other people           | _____            | _____       | _____       | _____       |
| 8. Taking care of your health                | _____            | _____       | _____       | _____       |
| 9. Marriage and family affairs               | _____            | _____       | _____       | _____       |
| 10. Securing a job                           | _____            | _____       | _____       | _____       |
| 11. Understanding your abilities & interests | _____            | _____       | _____       | _____       |
| 12. Using your money wisely                  | _____            | _____       | _____       | _____       |
| 13. Conducting your own business affairs     | _____            | _____       | _____       | _____       |
| 14. Thinking through problems                | _____            | _____       | _____       | _____       |

11. List extracurricular activities you engaged in and evaluate as to their value to you:

| <u>Activities</u> | <u>Value</u> |             |                       |
|-------------------|--------------|-------------|-----------------------|
|                   | <u>Great</u> | <u>Some</u> | <u>Little or none</u> |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

12. Indicate the value of each of the following subjects taken at our school. Think of this in relation to your social life as well as your school or occupational setting.

| <u>Subject</u> | <u>Check if taken</u> | <u>Value</u> |             |                       |
|----------------|-----------------------|--------------|-------------|-----------------------|
|                |                       | <u>Great</u> | <u>Some</u> | <u>Little or none</u> |

|                     |  |  |  |  |
|---------------------|--|--|--|--|
| 1. English          |  |  |  |  |
| 2. Algebra          |  |  |  |  |
| 3. Geometry         |  |  |  |  |
| 4. Chemistry        |  |  |  |  |
| 5. History          |  |  |  |  |
| 6. Foreign Language |  |  |  |  |
| 7. Shopwork         |  |  |  |  |
| 8. Typing           |  |  |  |  |
| 9. Shorthand        |  |  |  |  |
| 10. Bookkeeping     |  |  |  |  |
| 11. Physics         |  |  |  |  |
| 12. Homemaking      |  |  |  |  |
| 13. Speech          |  |  |  |  |
| 14. Band            |  |  |  |  |
| 15. Chorus          |  |  |  |  |
| 16. Trigonometry    |  |  |  |  |
| 17. Biology         |  |  |  |  |

14. Name some subject or area in which the high school could have done a better job.
15. Additional comments.

Fort Campbell High School  
Fort Campbell, Kentucky 42223

January 11, 1974

Dear Graduate:

In an effort to evaluate the effectiveness of our educational program, we recently conducted a survey of our last three graduating classes. You were sent a questionnaire and a postage free envelope and yet, we have not received your completed questionnaire.

Your response would be of great value to our school and would help us improve our total school program for those who have not graduated. We are enclosing another questionnaire and stamped envelope in case you have misplaced the original one. Please return this no later than January 25, 1974.

We will appreciate your time and efforts to aid us in our study. If you are in the area, please feel free to visit the school and offer additional comments and suggestions.

Yours truly,