FLORIDA STATE UNIVERSITY

STUDENT OPINIONS OF CURRICULAR, AND EXTRACURRICULAR
ACTIVITIES IN WASHINGTON COUNTY
(CHIPLEY) HIGH SCHOOL

By
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# TABLE OF CONTENTS

**LIST OF TABLES** .................. iii

**Chapter**

I. INTRODUCTION .................. 1
   - Statement of the Problem
   - Delimitation
   - Need for Investigation
   - Technique of Investigation
   - Review of Previous Research
   - Definition of Terms

II. LOCATION—SETTING .......... 5

III. OPINIONS AND SUGGESTIONS OF SENIORS .... 7

IV. CONCLUSIONS AND RECOMMENDATIONS .... 34
   - Conclusions
   - Recommendations

BIBLIOGRAPHY .................. 38

APPENDIX .................. 39
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Age of Senior Class Members</td>
<td>8</td>
</tr>
<tr>
<td>2.</td>
<td>Number of Years Seniors Have Been in the Chipley School</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>Plans of Seniors After Completing High School</td>
<td>12</td>
</tr>
<tr>
<td>4.</td>
<td>Subject Areas Seniors Indicated They Enjoyed Most</td>
<td>13</td>
</tr>
<tr>
<td>5.</td>
<td>Subject Areas Seniors Indicated They Thought Would Benefit Them Most</td>
<td>15</td>
</tr>
<tr>
<td>6.</td>
<td>Number of Seniors Who Indicated Why They Would Have Taken English Had It Not Been Required</td>
<td>17</td>
</tr>
<tr>
<td>7.</td>
<td>Seniors Indicating They Would Have Taken Mathematics Had It Not Been a Required Course</td>
<td>18</td>
</tr>
<tr>
<td>8.</td>
<td>Number of Seniors Who Indicated Why They Would Have Taken Social Studies Had It Not Been Required</td>
<td>19</td>
</tr>
<tr>
<td>9.</td>
<td>Number of Seniors Who Indicated Why They Would Have Taken Science Had It Not Been Required</td>
<td>21</td>
</tr>
<tr>
<td>10.</td>
<td>Length of Time Spent by Seniors Each Day in Preparation for Classes the Next Day</td>
<td>22</td>
</tr>
<tr>
<td>11.</td>
<td>Reasons for Seniors Choosing a Particular Club</td>
<td>24</td>
</tr>
<tr>
<td>12.</td>
<td>Seniors Indicate Ways to Improve Clubs</td>
<td>26</td>
</tr>
<tr>
<td>13.</td>
<td>How Often to Have Assembly</td>
<td>27</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>14. Number of Seniors Who Indicated They Liked Certain Kinds of Assembly Programs Best</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>15. Number of Seniors Who Indicated Ways the School Paper Might Be Improved</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this study is to determine student likes and dislikes, as well as their suggestions for improving the school program of Chipley high school.

Delimitation

This particular study will be limited to the graduating seniors of Chipley high school for the school year 1957-58.

Need for Investigation

It has long been recognized by a number of the committees on various phases of our school program that certain aspects of our school have, perhaps, not kept pace with student interests. It is only logical that any group of workers is likely to get into a "rut" in their thinking if they are not constantly reminded of certain changes taking place in the thinking and general behavior of the individuals with whom they must work. A continuing appraisal of both procedure and practice should help teachers and administrators to meet more adequately the needs and desires of students.

Through an evaluation of the answers and comments of the seniors of Chipley high school, it is the aim of this
study to measure the value and functional quality of certain aspects of the school program.

The combined estimate of a group of students is of value in calling attention to certain weaknesses that may exist in a school program. Though there may be faults in a systematic attempt to get an adequate sampling of student opinion about the school program, this method is definitely superior to the traditional method of random rumors and gossip.¹

The results of this study should enable the Chipley high school officials to plan more wisely in all phases of the program covered by this study. The results should point out certain weaknesses and strong points of the school in the areas covered. Although the opinions may not be based on an adequate theory of teaching efficiency, they supplement the relatively infrequent classroom visits of the principal, or supervisor.²

After the results of this study have been tabulated, the school might need to make some additions, omissions, or adjustments in its program. The learner's attitude toward the school program is important, and the efforts made to measure it are commendable.³

Technique of Investigation

The data in this study will be collected by means of a questionnaire in order to ascertain existing problems in the

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²Ibid., p. 73.

³Ibid., p. 74.
school. It will be administered to the senior class of 1958 during the last month of the school year. This questionnaire is designed to obtain information regarding age, sex, bus or urban pupil, number of years in school, number of years in the Chipley school, plans after completing high school, program of studies within areas of this investigation, pupil activity programs, and guidance services. Parts of the questionnaire afford the students an opportunity to make suggestions for improvement.

Review of Previous Research

As far as can be ascertained by checking the Florida State University library, no study of this exact nature has been recorded. However, similar studies have been made on various phases of this study.

The assembly program committee of Barringer High School, Newark, New Jersey, administered a student opinion questionnaire to the student body of that school on the various aspects of the assembly programs. It resulted in many new ideas and criticisms that made a new life for "a slowly ebbing assembly schedule."

In 1950 Tompkins wrote an account of an opinion questionnaire which was compiled on the subject of school administration. This opinion poll was designed to point out ways

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for constructive leadership toward a more effective school.¹
The Purdue Rating Scale for Instructors has been used for
many years and has resulted in the self-improvement of its
staff members.²

Definition of Terms

In this study the following terms are used. They are
presented here in order to insure a clear understanding of
their meaning.

Curricular: A systematic group of courses or sequence of
subjects required for graduation in a field of study, for
example, a social studies curriculum, or a physical edu-
cation curriculum.³

Extracurricular: Programs and events, carrying no aca-
demic credit, sponsored and organized by pupils' or stu-
dents' organizations or by the educational institution,
designed to entertain, instruct, and/or provide exercise
of interests and abilities; subject to some measure of
control by the institution.⁴

¹E. E. Tompkins, "Student Opinion on School Adminis-
tration," National Association of Secondary School Principals
Bulletin, XXXIII (April, 1948), 155-164.

²Strang, op. cit., p. 74.

³C. V. Good, Dictionary of Education (New York:

⁴Tbid., p. 7.
CHAPTER II
LOCATION--SETTING

Chipley, the location of Washington County High School, is the county seat of Washington County. This county is located in the northwestern part of the state of Florida. The population of the county is approximately 12,000. The population of Chipley is about 3,000. Thus, about 25 percent of the county's population reside in Chipley.

The county is mostly agricultural. In this section of the state farming, dairying, pulp wood, and turpentine products are among the chief industries. Two state highways intersect at Chipley. Highway 77 runs north and south through the town. Highway 90 runs east and west. The latter is also known as the Old Spanish Trail which extends from St. Augustine, Florida, to the state of California.

State Highway 77 extends north of Chipley to the Alabama state line -- a distance of about 20 miles. To the south, it extends to Panama City -- a distance of about 47 miles. Pensacola is to the west about 122 miles. Tallahassee, the state capital, is to the east 87 miles.

There are the usual religious denominations represented in Chipley. The town has three civic organizations active at the present time: Kiwanis, Lions, and Jaycees.
branch office building of the State Road Department is located in Chipley. The Bell Telephone Company also has a large telephone terminal located in Chipley.

The School

Washington County (Chipley) High School is located about four blocks from the center of town. The school includes grades 7-12. There are 29 teachers, a principal, and an assistant principal serving the school.

In grades 7-12 there are 16 men teachers and 13 women teachers. The experience of these teachers ranges from 1-30 years. One teacher is serving his first year in the teaching field. Thus, the school has youth and new ideas, as well as age and experience, included in its teaching personnel.
CHAPTER III

OPINIONS AND SUGGESTIONS OF SENIORS

The first question on the questionnaire deals with the ages (as of September 1, 1957) of the Senior Class members. The distribution of age groups is given in Table 1. From the figures given it will be noted that most of the boys and girls were 16 or 17 years old at the beginning of the school year. This is normal for Seniors at the beginning of the school year. The table also reveals that there are 2 boys in the 19 and 20 year age classification. This is slightly over age for a high school Senior. It will be noted that about three-fourths of the students are 17 years of age or under. The mean age for all Seniors is 16.86 years. The mean age for boys is 17.14 years and for girls it is 16.77 years.

The sex of the students is ascertained in question two. There are 29 boys and 31 girls in the class.

Question 3 seeks information on the question of whether the students were bus pupils. Fifteen boys and 20 girls indicate they ride to school in a bus. Examination of these figures indicates that the boys are almost evenly divided on the question of riding busses. The figures show that approximately two-thirds of the girls ride busses to school.
It will be noted that a total of 35 students ride to school while 25 do not. Thus, 58 per cent of the class ride busses to school. Since approximately 60 per cent of the students (grades 7-12) come from rural areas, it is logical to conclude that the Senior class is a representative group. Little or no distinction exists between rural and town students as far as general appearance, basic intelligence, and other characteristics are concerned. This is probably due to modern transportation and the improved standard of living which now exists in the rural areas of Washington County.

### TABLE 1

**AGE OF SENIOR CLASS MEMBERS**  
(As of September 1, 1957)

<table>
<thead>
<tr>
<th>Age</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>6</td>
<td>10</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>17</td>
<td>16</td>
<td>18</td>
<td>34</td>
<td>56</td>
</tr>
<tr>
<td>18</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>19</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>20</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>29</strong></td>
<td><strong>31</strong></td>
<td><strong>60</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Question 4 seeks information concerning the number of years the various members of the Senior class have been in school. Three boys and 2 girls indicated that this was their thirteenth year in high school. These figures indicate that 5 Seniors were retained in a grade for more than 1 year because of illness, failure, or for some other reason. Twenty-six boys and 29 girls stated that they had been in school 12 years including the present year. Ninety-two percent of the class made normal progress in advancing from one grade to another each year.

The next question has to do with the number of years the student has been in the Chipley school. Table 2 gives a distribution of the pupils according to the number of years spent in the local school. Through an examination of this table it is noted that the length of time varies from 1 year for 1 boy to 13 years for 3 boys and 1 girl. Thirteen boys and 15 girls have been in the Chipley schools for 12 years. Three boys and 1 girl have been in the schools for 13 years. The 12 and 13 year groups represent 54 percent of the class who have been in Chipley for their entire high school careers. This points up the fact that there exists little fluctuation of enrollment in the school. Most of the change in enrollment is caused by students moving within the county.
### TABLE 2

NUMBER OF YEARS SENIORS HAVE BEEN IN THE CHIPLEY SCHOOL  
(Including this year)

<table>
<thead>
<tr>
<th>Years</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td>15</td>
<td>28</td>
<td>48</td>
</tr>
<tr>
<td>13</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

Totals 29 31 60 100

In question 6 the pupil is requested to indicate what his plans are after completing high school. A list of possible plans were presented in the questionnaire from which he might choose. Space was provided to suggest other possible plans. The answers to this particular question are summarized in Table 3. Items receiving the greatest response were
TABLE 3
PLANS OF SENIORS AFTER COMPLETING HIGH SCHOOL

<table>
<thead>
<tr>
<th>Plans</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend a 4-year college or university</td>
<td>6</td>
<td>7</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>Attend Junior college</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Attend business school</td>
<td>2</td>
<td>6</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Attend trade school</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Continue my education, but undecided on type of school</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Undecided about continuing school</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Study Nursing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Go to work</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Get married</td>
<td>0</td>
<td>8</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Stay at home</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Military Service</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Other plans</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Do not have any plans</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>29</td>
<td>31</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Education, Agriculture, and Music. As third choice it will be seen that Business Education, English, and Mathematics lead all others in that classification. A closer examination of these figures reveals that Business Education received 35
TABLE 4
SUBJECT AREAS SENIORS INDICATED THEY ENJOYED MOST

<table>
<thead>
<tr>
<th>Subjects</th>
<th>1st Choice</th>
<th>2nd Choice</th>
<th>3rd Choice</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys-Girls</td>
<td>Boys-Girls</td>
<td>Boys-Girls</td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Business Education</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Home Economics</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>Music</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Other Areas</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>29</td>
<td>31</td>
<td>29</td>
<td>31</td>
</tr>
</tbody>
</table>

total preferences, Mathematics was second with 30, and English was third with a total of 29 choices. It is also noted that Home Economics, Science, Physical Education, and Social Studies received approximately half the total checks that the three subjects above received. Thus, the choices given by the Seniors indicates that the subjects they most enjoyed are: Business Education, English, and Mathematics. This conclusion
is based on total preferences in each subject area.

An attempt was also made to determine which subject area the Seniors thought would benefit them most after leaving high school. Their answers were tabulated and are given in Table 5. An examination of the table reveals that Business Education, Mathematics, and English were the leaders in first choice position. These subject areas received virtually all the first choice votes in the order that they are listed. In examining the second choice column one will see that English and Mathematics are in first and second place respectively. Business Education occupies third place followed closely by Science. In the third choice column we find English and Home Economics in first and second place positions. Following in third place is a tie among Business Education, Mathematics, and Music. A further examination of these figures shows that English received 43 total votes, Business Education received 39 total votes, and Mathematics received 35 total votes. It will be noted that Business Education and Mathematics received more than twice the first choice preferences as English, but more preferred English as their second and third choices. The answers as given by the Seniors indicate that they think the subject areas of English, Business Education, and Mathematics (in that order) will be of most benefit to them after they leave high school.

The next question seeks to ascertain whether the Seniors would have taken English if it were not required. Four years of English are required for graduation in the high
### Table 5

**SUBJECT AREAS SENIORS INDICATED THEY THOUGHT WOULD BENEFIT THEM MOST AFTER GRADUATION**

<table>
<thead>
<tr>
<th>Subject</th>
<th>1st Choice</th>
<th>2nd Choice</th>
<th>3rd Choice</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys-Girls</td>
<td>Boys-Girls</td>
<td>Boys-Girls</td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Business Education</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>39</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
<td>5</td>
<td>9</td>
<td>43</td>
</tr>
<tr>
<td>Home Economics</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics</td>
<td>12</td>
<td>8</td>
<td>2</td>
<td>35</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Other Areas</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

| Totals             | 29         | 29         | 29         | 31     |

School. Twenty-five boys and 31 girls stated they would have taken English even if it had not been required. This total figure (56) represents 94 per cent of the class. From these figures it is concluded that virtually all students would have taken English even though it was not required of them. Only 4 boys stated they would not have taken it if it had not
been required. It is not clear from their answer of "no" whether they meant they would not have taken any English or whether they meant that they would not have taken as much as is now required.

In connection with this same question, an answer was sought as to why these students would have taken English even though it might not have been required. Four years of English is required of these students. The answer to this question is found in Table 6. Nineteen boys and 18 girls indicated they would have taken this subject because they "feel a need for it in everyday life." This total represents 62 per cent of the entire class. Four boys and 4 girls said they felt it would help them in college. Two boys and 5 girls indicated they thought it would help them to better appreciate the worthwhile things in life. Only 3 girls stated they enjoyed the classes. One girl stated that she felt a need for Business English because she plans to be a secretary. Four boys gave no answer to this question.

Question 4 pertains to Mathematics. The Seniors were asked if they would have taken Mathematics had it not been required. Three units are required for graduation from high school. Fifty-three students answered "yes" to this question, 5 answered "no" to this question, and 2 had "no opinion." Thus, 88 percent of the class preferred to take Mathematics even though it was not required of them.

In order to study the subject of Mathematics further,
TABLE 6
NUMBER OF SENIORS WHO INDICATED WHY THEY WOULD HAVE TAKEN ENGLISH HAD IT NOT BEEN REQUIRED

<table>
<thead>
<tr>
<th>Reason</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feel a need for it in everyday life</td>
<td>19</td>
<td>18</td>
<td>37</td>
<td>62</td>
</tr>
<tr>
<td>Enjoy the classes</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Feel that it will help me in college</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Feel that it will help me to appreciate the worthwhile things in life</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Other reasons (state)</td>
<td>0</td>
<td>*1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>No opinion</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Totals</td>
<td>29</td>
<td>31</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

*Feel a need for Business English in secretarial work.

the Seniors were asked to give their reason for taking the subject. A tabulation of the answers to this question is given in Table 7. Sixteen boys and 15 girls indicated they "feel a need for it in everyday life." This total represents 56 per cent of the class. Seven boys and 5 girls felt it would help them in college, and 2 boys and 2 girls felt it would help them to appreciate the worthwhile things in life. Four boys and 2 girls enjoyed the classes. Two girls did not express an opinion. Five girls stated that they would not have taken
TABLE 7

SENIORS INDICATING THEY WOULD HAVE TAKEN MATHEMATICS
HAD IT NOT BEEN A REQUIRED COURSE

<table>
<thead>
<tr>
<th>Reason</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feel a need for it in everyday life</td>
<td>16</td>
<td>15</td>
<td>31</td>
<td>56</td>
</tr>
<tr>
<td>Enjoy the classes</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Feel that it will help me in college</td>
<td>7</td>
<td>5</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>Feel that it will help me to appreciate the worthwhile things in life</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Other reasons (state)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No opinion</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Totals</td>
<td>29</td>
<td>*26</td>
<td>*55</td>
<td>100</td>
</tr>
</tbody>
</table>

*Five girls stated they would not have taken Mathematics had it not been required.

Three units in Social Studies are required of all graduating Seniors. The next question seeks to determine whether the students would have taken these subjects had they not been required. Forty-two Seniors stated they would have taken these subjects, 12 indicated they would not, and 6 had no opinion on the matter. Thus, 66 per cent of the students would have taken Social Studies. Twenty-three per cent indicated they would not have taken the subjects. It will be
TABLE 8
NUMBER OF SENIORS WHO INDICATED WHY THEY WOULD HAVE TAKEN SOCIAL STUDIES HAD IT NOT BEEN REQUIRED

<table>
<thead>
<tr>
<th>Reason</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feel a need for it in everyday life</td>
<td>13</td>
<td>5</td>
<td>18</td>
<td>38</td>
</tr>
<tr>
<td>Enjoy the classes</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Feel that it will help me in college</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>Feel that it will help me to appreciate the worthwhile things in life</td>
<td>4</td>
<td>3</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>Other reasons (state)</td>
<td>*1</td>
<td>*1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>No opinion</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Totals</td>
<td><strong>26</strong></td>
<td><strong>22</strong></td>
<td><strong>48</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

*The class discussion is very valuable.
*American Problems is the most valuable course in high school.

**Three boys and 9 girls stated they would not have taken Social Studies if it had not been required of them.

noted that more students stated they would not have taken Social Studies than any other required subject area.

In order to gain further information on Social Studies, the Seniors were asked why they would have taken the courses. This information is compiled in Table 8. Thirteen boys and 5 girls indicated they "felt a need for it in everyday life." These figures represent 38 per cent of the total number
answering these questions. Three boys and 5 girls felt it would help them in college and 4 boys and 8 girls thought the course would help them to better appreciate the worthwhile things in life. Six students had "no opinion" on the subject. One girl stated that she thought American Problems was the most valuable course in high school. It is good to know that students like and appreciate Social Studies. It is the writer's opinion that it is a very valuable and worthwhile subject.

Question 8 pertains to Science. The class was asked if they would have taken Science had it not been required. Each student is required to complete 3 units in order to graduate from high school. Forty-nine Seniors stated they would have taken the courses, 4 stated they would not have taken them, and 7 did not express an opinion. These figures reveal that 82 per cent would have taken Science, 10 per cent would not and 8 per cent had no opinion concerning the matter.

In connection with the same question, an answer was sought as to why these students would have taken Science even though it might not have been required. This material is compiled in Table 9. Eight boys and 10 girls stated they thought it would benefit them in their every-day lives. Nine boys and 4 girls felt Science would help them in their college work, and 5 boys and 7 girls indicated it would help them to appreciate the better things in life. Only one girl stated that she enjoyed the classes. One boy and 1 girl made statements that they felt Science would help them to know
TABLE 9
NUMBER OF SENIORS WHO INDICATED WHY THEY WOULD HAVE TAKEN SCIENCE HAD IT NOT BEEN REQUIRED

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feel a need for it in everyday life</td>
<td>8</td>
<td>10</td>
<td>18</td>
<td>34</td>
</tr>
<tr>
<td>Enjoy the classes</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Feel that it will help me in college</td>
<td>9</td>
<td>4</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>Feel that it will help me to appreciate the worthwhile things in life</td>
<td>5</td>
<td>7</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>Other reasons (state)</td>
<td>*1</td>
<td>*1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>No opinion</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>25</strong></td>
<td><strong>28</strong></td>
<td><strong>53</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

*I feel that it will help me to know more about the world in which we live.
*I feel it will help me to better understand the future.

**Four boys and 3 girls stated they would not have taken Science if it had not been required.

more about things happening now, and to better understand things to come.

In order to study the matter of required subjects further, the Seniors were asked if they thought there were too many required subjects in high school. Four students answered "yes," 55 answered "no," and one had no opinion on the
subject. Thus, 92 per cent of the class did not think there were too many required subjects. Seven per cent stated there were too many required subjects, and one declined to answer the question.

In question 11, the students were asked how much time (on an average) they spend each day in preparation for classes the following day. They were instructed to include time spent in the library before school, at noon, and after school. Their answers to this question are given in tabulated form in Table 10.

**TABLE 10**

LENGTH OF TIME SPENT BY SENIORS EACH DAY IN PREPARATION FOR CLASSES THE NEXT DAY

<table>
<thead>
<tr>
<th>Time</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 hour</td>
<td>14</td>
<td>5</td>
<td>19</td>
<td>32</td>
</tr>
<tr>
<td>1-2 hours</td>
<td>12</td>
<td>17</td>
<td>29</td>
<td>48</td>
</tr>
<tr>
<td>2-3 hours</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>More than 3 hours</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Totals</td>
<td>29</td>
<td>31</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Examination of these figures indicates that 14 boys and 5 girls spend less than 1 hour each day in preparation for classes the next day. These figures represent 32 per cent of the Seniors. Twelve boys and 17 girls stated that
they spend from 1-2 hours each day on preparations. This represents 48 per cent of all the students. Seven students (2 boys, 5 girls) indicated that they spend from 2-3 hours on studies for the following day. Only 1 boy and 4 girls stated they studied more than 3 hours each day. It is noted that 80 per cent of all the Seniors spend 2 hours or less each day on assignments, while only 20 per cent spend more than 2 hours each day. The average seems to center around 1-2 hours since 48 per cent indicated they spend that amount of time on the next day's lessons.

Section III of the Questionnaire is devoted to the Pupil Activity Program. It deals with such subjects as clubs, assembly, and school paper.

The first question asks if the pupil is a member of a club. There are a variety of clubs in the school and each student is encouraged to be a member of some club. The clubs are scheduled to meet every 3 weeks. Those functioning in the school are: Sports Club, Dramatics Club, Future Teachers, Mathematics Club, Future Business Leaders of America, Glee Club, Band Club, "C" Club, Key Club, Tri-Hi-Y Club, Beta Club, Future Homemakers of America, Pep Club, and Future Farmers of America. All Seniors indicated they were members of at least one club. They are permitted to be a member of two clubs provided one is an "honor" club such as the Beta Club, Key Club, and "C" Club.
Eleven boys and 17 girls have plans for furthering their education in a university, junior college, business school, or trade school. These figures represent 53 per cent of the students. The largest single item checked by the girls was "get married." Eight girls indicated their plans for marriage. Five boys chose "military service," and the same number plan to "go to work." Each student responded to the question and none indicated that they had no plans whatever. As competition stiffens in almost every field of endeavor, it becomes increasingly important for seniors to make plans for the future.

In Section II, Program of Studies, an attempt is made to determine which subject areas the pupils enjoyed most and which subject they thought would benefit them most after graduation. It is hoped that the answers given reflect the logical thinking of a group about to be graduated since this questionnaire was not administered until the last month of their senior year (1957-58). A tabulation of answers (subject areas enjoyed most) is given in Table 4. It will be noted that Business Education, English, and Music (in that order) received the greatest number of answers as the first choice subject areas. They are followed closely by Mathematics, and Physical Education. As a second choice for subjects enjoyed most by students it is determined that Mathematics, English, and Home Economics received the greatest number of checks. These were followed closely by Business
The selection of club membership is left to the pupil. The next questionnaire asks the students why they chose a certain club. Various reasons were given and the students were asked to check one of these or to state his reason for choosing a certain club. The results of this question are given in Table 11. The reason chosen by most of the Seniors (14 boys, 19 girls) was "interested in it." These figures represent approximately 55 per cent of the students. The reason chosen by the next largest group of students was "feel that it adds something to my education." This reason was selected by

**TABLE 11**

**REASONS FOR SENIORS CHOOSING A PARTICULAR CLUB**

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interested in it</td>
<td>14</td>
<td>19</td>
<td>33</td>
<td>55</td>
</tr>
<tr>
<td>Wanted to be a member because of someone else</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Felt I had to be a member of some club</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Feel that it adds something to my education</td>
<td>10</td>
<td>9</td>
<td>19</td>
<td>32</td>
</tr>
<tr>
<td>Joined to stay out of study hall</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Other reasons (state)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>29</td>
<td>31</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>
10 boys and 9 girls. This represents 32 per cent of the members of the class. Three students stated they felt they were expected to belong to some club, and 3 other students said they joined because of someone else in the club. Two boys stated they joined a club to avoid study hall. A study hall is provided for those who do not belong to any club.

The next question seeks information on how clubs could be improved in the school. Various suggestions were given them and they were asked to write-in any other suggestions they might have for the improvement of clubs. Their answers, in tabulated form, are given in Table 12. The greatest number (12 boys, 18 girls) chose "more active participation of members" as one way of improving clubs. These figures indicate that 50 per cent of the students favor more active participation of members in order to improve the clubs. Five boys and 4 girls favor "meeting more often" as a solution. Six students favored more clubs from which to choose, 5 indicated they wanted a larger number in the clubs, and 4 favored better planned meetings.

Honor clubs function to a certain extent in the high school. At the time this survey was conducted, there were 3 honor clubs: "C" Club, Key Club, and Beta Club. The first two are for boys and the latter is for boys and girls. The Seniors were asked, "Are you a member of an honor club?" Fourteen students answered "yes" and 46 answered "no." Thus, 23 per cent of all Seniors belong to an honor club.
TABLE 12

SENIORS INDICATE WAYS TO IMPROVE CLUBS

<table>
<thead>
<tr>
<th>Ways</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>More clubs to choose from</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Have outside meetings occasionally</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Meet more often</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>More active participation of members</td>
<td>12</td>
<td>18</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>Less teacher domination</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Smaller number in clubs</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Larger number in club</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Better planned meetings</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Other reasons (state)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>29</td>
<td>31</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

The next question asks, "Do you like to go to assembly?" All students in the senior class stated that they did like to attend assembly.

In the next question, an attempt is made to ascertain how often it is best to have assembly. When this survey was made, the students attended assembly every two weeks. This information is compiled in Table 13. Fifteen boys and 15 girls thought it best to have assembly every week. These figures make up 50 per cent of the class. Thirteen boys and
16 girls favored every two weeks. This total represents 48 per cent of the class. One boy indicated that he liked assembly once a month.

After questioning them on whether they liked to go to assembly and how often they thought it best to have an assembly, the Seniors were asked to rate the programs. They were to consider them from the viewpoint of entertainment, education, variety, etc. The rating scale to be used was: 1—Very Good, 2—Good, 3—Fair, 4—Poor, and 5—No Opinion. Twenty-one Seniors rated the assembly programs as "Very Good." Twenty-two rated them as "Good" and 5 rated them as "Fair." Twelve students did not answer this question. It would seem from the answers given that the class has a very good opinion of their assembly programs. Almost all the students gave them either a "very good" or a "good" rating. I think these
ratings speak well for the Assembly Program Committee.

The Seniors were requested to indicate the kind of assembly program they liked best. The results will be found in Table 14. A study of the contents will reveal that "variety" (combination of various kinds) received the largest number of answers -- 14 boys, and 13 girls. This total represents 45 per cent of the class. Assembly programs made up of homerooms, clubs, etc., was their second choice. It will also be noted that dramatics and musical type programs received a number of checks. No suggestions were written by any of the students.

TABLE 14

NUMBER OF SENIORS WHO INDICATED THEY LIKED CERTAIN KINDS OF ASSEMBLY PROGRAMS BEST

<table>
<thead>
<tr>
<th>Kinds</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musical</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Dramatics</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Speaker</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Movie</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Homerooms, clubs, etc.</td>
<td>8</td>
<td>5</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>Variety (combination of various kinds)</td>
<td>14</td>
<td>13</td>
<td>27</td>
<td>45</td>
</tr>
<tr>
<td>Other kinds (state)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>29</td>
<td>31</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>
"How would you rate your school paper?" This was the next question, and the students were to use the same rating scale used on page 27. The Seniors gave the following ratings: 32—Very Good, 22—Good, 4—Fair, 1—Poor, 1—No Opinion. Judging from the ratings given above, the students think well of their school paper. The responsibility of gathering and assembling the news is in the hands of the Journalism class. The printing of the paper is done by a local printing press.

Seniors were asked how they thought the school paper could best be improved. A number of suggestions were given to them with space provided to write in any they might suggest. Information concerning this question is given in Table 15. "More news about more people" received the greatest number of answers—12 boys, and 17 girls. "Better support of the paper by student body" was their second choice—5 boys, and 8 girls. Eight boys suggested "Issue more often" as their third choice. Only 2 girls made this particular choice for the improvement of the school paper. Two boys wrote in the following suggestions: Stop gossip; Have more action photographs. Two girls gave these suggestions: Issue news, not history; Less news about the same people. It would seem from the answers given that more news about a greater number of students, and better support of the paper by the student body would make the paper acceptable to almost everyone.

Section IV is devoted to Guidance Service with the
TABLE 15
NUMBER OF SENIORS WHO INDICATED WAYS THE SCHOOL PAPER MIGHT BE IMPROVED

<table>
<thead>
<tr>
<th>Ways</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issued more often</td>
<td>8</td>
<td>2</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>More news about more people</td>
<td>12</td>
<td>17</td>
<td>29</td>
<td>48</td>
</tr>
<tr>
<td>More students to participate in its pub-</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>lication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Better support of paper by student body</td>
<td>5</td>
<td>8</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>{more sales, etc.}</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower price</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Enlarged paper</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Other ways (state)</td>
<td>*2</td>
<td>*2</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>29</td>
<td>31</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

*Boys: 1. Stop gossip
2. More action photographs

*Girls: 1. Issue news, not history
2. Less news about the same people

hope that student opinions and suggestions may result in the improvement of this service.

The first question concerns the opinions of the students on the existing Guidance Service in the high school. The school does not employ a full-time guidance person. The guidance work is carried on by 5 different teachers who have
one period set aside each day for guidance counseling. The student may get permission to visit the guidance room any one of the 5 periods he may choose. Students are allowed to schedule visits with the counselor of their choice. There is a Guidance Committee headed by the assistant Principal and composed of members of the faculty which decides upon certain policies in connection with the Guidance Service of the school. The first question asks, "Do you feel that guidance in this school has been helpful to you?" Forty-eight Seniors gave an affirmative answer. Seven gave a negative answer and 5 had no opinion on the matter. It would thus seem from these answers that the boys and girls of the Senior class do have a good opinion of the Guidance Service in their school. It is difficult to attempt to explain why 7 students gave a negative answer and 5 had no opinion concerning guidance. It could very well be that Guidance Service is not being explained to the extent that the students fully understand the purpose of it.

The Seniors were asked if they thought the school was doing a thorough job of explaining the Guidance Services being offered to the students. Thirty-one students answered "yes," 22 answered "no," and 7 did not express an opinion. These figures seem to point-up the fact that the school should take measures to do a more thorough job of explaining to the students the overall purpose of our Guidance Services.

The Seniors were asked for their opinion on the ques-
tion of whether they thought the Guidance Service in the school should be expanded (more teachers for counseling, more time provided for counseling, etc.). Forty-six students stated they thought it should be expanded. Seven indicated they thought it should not be expanded, and 7 Seniors stated they had no opinion on the subject. It would seem from these figures that the majority of the class do not think the program should be expanded.

For a number of years it has been a policy of the Guidance Service to counsel all students who fail a course during any six-weeks period. The students were asked if they approved of this policy. Fifty gave an affirmative answer, while 2 gave a negative answer to this question. Eight Seniors gave no opinion on this matter. Thus, only 2 students were actually not in favor of counseling failures.

The members of the Senior class were questioned concerning the possibility of setting aside a homeroom period once each month for guidance purposes. Thirty-seven pupils indicated they were in favor of such a plan. Sixteen stated they were not in favor of this plan and 7 did not express an opinion. It will be noted that 61 per cent of the Seniors were in favor of a homeroom period each month for guidance.

Some schools have an exploratory course in business during the 8th or 9th year covering interesting projects in selling, bookkeeping, and elementary shorthand (6 weeks in each). Students actually try these out in a very elementary
way for one-half year. The students were asked if they would have liked to have had such a course. Forty Seniors indicated that they would like to have had this course. This number represents 67 per cent of the class. Eleven gave a negative answer to this question. Nine pupils did not express an opinion. From the figures given above, it will be noted that 67 per cent of the Seniors favored this course without having knowledge of the far-reaching advantages derived from a course of this kind. It is the writer's opinion that even more would have favored this type course had they been fully aware of the importance of a course of this nature.

Seniors were asked if they had suggestions for the improvement of "Guidance" in the school. The following suggestions were given:

"Have a full-time guidance person to co-ordinate the guidance program." (This suggestion was given by 5 different students.)

"Provide a larger guidance room." (This suggestion was given by 3 students.)
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

As a result of the findings of this study certain conclusions may be drawn:

1. That most Seniors are of normal age for students beginning their senior year. (The mean age for all Seniors is 16.77 years)

2. That the girls slightly outnumber the boys. (Twenty-nine boys and 31 girls)

3. That 58 per cent of the class rode to school in a bus.

4. That most of the Seniors have made normal progress through the grades from year to year. (Only 5 students have been in school 13 years)

5. That more than one-half of the Seniors have been in the Chipley schools for their entire school careers.

6. That all Seniors have made plans for their future after graduation from high school.

7. That all Seniors enjoy some subject areas more than others. (Business Education received the most total preferences, followed closely by Mathematics and English)

8. That most Seniors have some idea as to which
subject areas will benefit them most after leaving high school.

9. That certain required subjects would have been taken by most Seniors even though they might not have been required in high school. (Most Seniors felt a need for them in everyday life)

10. That 92 per cent of the class did not think there were too many required subjects in high school.

11. That the majority of Seniors spend less than two hours each day in preparation for the next day's classes.

12. That all of the Seniors are members of a club.

13. That most Seniors choose a particular club because they were interested in that club.

14. That most Seniors felt the best way to improve school clubs would be to have more active participation on the part of its members.

15. That 23 per cent of all Seniors belong to an honor club.

16. That all Seniors enjoy going to assembly.

17. That the Seniors were almost evenly divided on the subject of having assembly either every week or every two weeks.

18. That the Seniors like variety type assembly programs.

19. That most Seniors have a good impression of their high school paper. (32—Very Good, 22—Good, 4—Fair)
20. That most Seniors favor having more news about a greater number of students in order to improve the school paper.

21. That most Seniors feel that Guidance Service was helpful to them in school.

22. That only 50 per cent of the students feel the school is doing a thorough job of explaining Guidance Service.

23. That most of the Seniors favor expanding the Guidance Services.

24. That slightly more than half the Seniors favor a homeroom guidance period to be scheduled to meet once each month.

25. That 67 per cent of the Seniors favor an exploratory course in business in the 8th or 9th grades.

26. That a number of the Seniors feel that a full-time guidance person in charge of the Guidance Service, plus enlarged facilities to house the materials would greatly improve the effectiveness of the school guidance program.

Recommendations

A study of this nature should reveal the true thoughts of the Seniors in regard to certain parts of the school and its program. The following recommendations are based on the findings of this study:

1. That the guidance personnel and teachers continue to encourage students (especially seniors) to plan for their future after graduation from high school.
2. That clubs continue to be improved and the door always be open for additions and deletions.

3. That the sponsors of the clubs attempt to stimulate more participation on the part of the individual members, in order to improve effectiveness of the club.

4. That additional consideration be given to the type of assembly programs presented (especially from the standpoint of variety).

5. That additional consideration be given to the question of how often to have assembly.

6. That those in charge of the school paper publication consider the possibility of incorporating more students into the news which it publishes.

7. That the committee on guidance give special consideration to a more thorough program for publicizing the aims and objectives of this service.

8. That the possibility of securing a full-time guidance person be considered by the proper authorities.

9. That the administration give thoughtful consideration to the possibility of introducing an exploratory course in business in the 8th or 9th grades.
BIBLIOGRAPHY


STUDENT OPINION QUESTIONNAIRE

I. PERSONAL

1. Age (as of September 1, 1957)
2. Male____ Female____
3. Bus Pupil----Yes____ No____
4. Number of years in school (including this year) ____
5. Number of years in Chipley school (including this year) ____
6. After completing high school, I plan to:
   (Check only one)
   a. Attend a 4-year college or university
   b. Attend junior college
   c. Attend business school
   d. Attend trade school
   e. Continue my education, but undecided on type of school
   f. Undecided about continuing school
   g. Study nursing
   h. Go to work
   i. Get married
   j. Stay at home
   k. Military service
   l. Other plans
   m. Do not have any plans

   (NOTE: The remainder of this questionnaire deals with the following four items.)

II. PROGRAM OF STUDIES

1. Indicate which of the following subject areas you enjoy most: (Place the figure 1 in the blank opposite your first choice; the figure 2 opposite your second choice; the figure 3 opposite your third choice.)

   a. Agriculture
   b. Business education

   39
c. English
---
d. Home Economics
---
e. Mathematics
---
f. Music
---
g. Physical education
---
h. Science
---
i. Social Studies
---
j. Other subject area (List)
---

1. Indicate which of the following subject areas you think will benefit you most after leaving high school: (give first, second, and third choices as in question II.)

a. Agriculture
---
b. Business Education
---
c. English
---
d. Home Economics
---
e. Mathematics
---
f. Music
---
g. Physical education
---
h. Science
---
i. Social Studies
---
j. Other subject area (List)
---

2. English is a required subject. Would you take it if it were not required?
   Yes____ No____ No Opinion____

3. If your answer to Question 2 is yes, why would you take it? (Check only one)
   a. Feel a need for it in everyday life
   b. Enjoy the classes
   c. Feel that it will help me in college
   d. Feel that it will help me to appreciate the worthwhile things in life
   e. Other reasons (state)

4. Three units in Mathematics are required in this school. Would you have taken these subjects had they not been required?
   Yes____ No____ No Opinion

5. If your answer to Question 4 is yes, why would you take it? (Check only one)
   a. Feel a need for it in everyday life
b. Enjoy the classes

c. Feel that it will help me in college

d. Feel that it will help me to appreciate the worthwhile things in life

e. Other reasons (state)

6. Three units in Social Studies are required in this school. Would you have taken these subjects had they not been required?

   Yes  No  No Opinion

7. If your answer to Question 6 is yes, why would you take it? (Check only one)

   a. Feel a need for it in everyday life
   b. Enjoy the classes
   c. Feel that it will help me in college
   d. Feel that it will help me to appreciate the worthwhile things in life
   e. Other reasons (state)

8. Two units in Science are required in this school. (Biology and one other—Phy. Sci., Chem., etc.) Would you have taken these subjects had they not been required?

   Yes  No  No Opinion

9. If your answer to Question 8 is yes, why would you have taken them? (Check only one)

   a. Feel a need for them in everyday life
   b. Enjoy them
   c. Feel that they will help me to appreciate the worthwhile things in life
   d. Feel that they will help me in college
   e. Other reasons (state)

10. Do you think there are too many required subjects in high school?

    Yes  No  No Opinion

11. How much time do you spend each day (on an average) in preparation for your classes next day? Include time spent in study halls and in the library before
school, at noon, and after school.

a. Less than 1 hour
b. 1-2 hours
c. 2-3 hours
d. More than three hours

III. PUPIL ACTIVITY PROGRAM

NOTE: Use the following rating scale in those parts of this section in which you are asked to rate certain items. Use the figure only for rating—you do not need to write the words.

1. Very good
2. Good
3. Fair
4. Poor
5. No Opinion

1. Are you a member of a club: Yes____ No____

2. Why did you choose this particular club? (Check one)
   a. Interested in it
   b. Wanted to be a member because of someone else
   c. Felt I had to be a member of some club
   d. Felt that it adds something to my education
   e. Joined to stay out of study hall
   f. Other reasons (state)

3. How do you feel that they could be improved in your school? (Check only one)
   a. More clubs to choose from
   b. Have outside meetings occasionally
   c. Meet more often
   d. More active participation of members
   e. Less teacher domination
   f. Smaller number in club
   g. Larger number in club
   h. Better planned meetings
   i. Other reason (state)
4. Are you a member of an Honor Club? (Beta, Key, etc.)
   Yes____No____

5. Do you like to go to assembly? Yes____No____

6. How often do you think it best to have assembly? (Check one)
   a. Every week 
   b. Every two weeks 
   c. Every three weeks 
   d. Once a month 

7. What is your general reaction to this year's assembly programs? (Consider from the viewpoint of entertainment, education, variety, etc.) (See rating scale at beginning of section III and mark as 1, 2, 3, 4, 5.)

8. What kind of assembly programs do you like best? (Check one)
   a. Musical 
   b. Dramatics 
   c. Speaker 
   d. Movie 
   e. Homerooms, Clubs, etc. 
   f. Variety (combination of various kinds) 
   g. Other kind (state)

9. How would you rate our school paper? (the Tiger Scratch) (See rating scale at beginning of Section III and mark as 1, 2, 3, 4, 5.)

10. How could it best be improved? (Check only one)
    a. Issued more often 
    b. More news about more people in school 
    c. More students to participate in its publication 
    d. Better support of paper by student body (increased sales, more praise, etc.) 
    e. Lower price 
    f. Enlarged paper 
    g. Other way (state)
IV. GUIDANCE SERVICE

1. Do you feel that guidance service in this school has been helpful to you?
   Yes____No____No Opinion____

2. Do you feel that the school is doing a thorough job of explaining the guidance services being offered to the students?
   Yes____No____No Opinion____

3. Do you think the Guidance service in our school should be expanded (more teachers for counseling, more time provided for counseling, etc.)?
   Yes____No____No Opinion____

4. Do you think the failures should be counseled?
   Yes____No____No Opinion____

5. Do you consider it advisable to have a homeroom period set aside once a month for guidance purposes?
   Yes____No____No Opinion____

6. Some schools have an exploratory course in business during the 8th or 9th year covering interesting projects in selling, bookkeeping, and elementary shorthand (6 weeks in each). Students actually try these out in a very elementary way for ½ year. Would you like to have had such a course?
   Yes____No____No Opinion____

7. If you have suggestions for the improvement of Guidance in our school, please list.