ACKNOWLEDGEMENT

We, my family and I, Bertram C.R. Williams, wish
to recognize the invaluable assistance given by
William Knitter to the completion of this project.
Many different topics were attempted before this
present work was devised. Through it all Professor
Knitter was very patient, consoling and helpful.
Throughout the many months involved he and his
family were very understanding, helpful and
hospitable.

Thank you Sir

Bertram C.R. Williams

I

TABLE OF CONTENTS

LIST OF TABLES

LIST OF TABLES IN APPENDIX

CHAPTER I

A. THE STUDY

INTRODUCTION

The educational field has not been lacking in philoso-
phies, ideas, directives, suggestions and reforms in the
curriculum. High school structures have been redesigned
and curricula modified, restructured and innovated. The
best buildings, equipment, teaching personnel and new ideas
have been tried. Educators, theorists, curriculum design-
ers and others may have disagreed on many areas, especially
those dealing with means and ends, but they all agree that
the growing child is the nucleus of the educational process.
The graduates from high school do not seem to have profited
in proportion to the effort and money spent on their educa-
tion. Is it possible that the educational system has over-
looked the obvious - the students - as a source of informa-
tion, ideas and cooperation, for alleviating the problems
confronting education?

If students can be made to feel that they are an inte-
gral part of what truly concerns them in their formative
years, that is, the planning and organizing of their futures;
then it is conceivable that they will accept the high school
curriculum as being legitimate. Is it likely then, that
students would be more receptive to the very education
which is vitally important to them? The Hall-Denis report
published in 1968 after an extensive research on Canadian
education, particularly that of Ontario, insisted that

> the child be an active participant in the
> planning and evaluation of his education
> and that his rights be respected. (Hall-
> Denis, 1968, p. 136)

Students always seem to be constantly moving from rebellion, to repentance, to submission, to a new rebellion. Could it be that they do not feel that they are a part of the high school, but apart from it and thus experience great frustrations? They may unconsciously find temporary solace in a temporary security through timely submission or domination, but in the long run they become quite unresponsive to the education doled out to them. They may not be fully aware of reasons why they are restless and unresponsive and sometimes even apathetic. However, they are not totally ignorant of the accusations which confront the educational system. They are informed through the media and have the opportunity of discussing crises in education in many courses in high school, such as: English, geography, history and especially the social sciences.

Each curriculum is inherently designed to create and sustain a specific set of beliefs, attitudes and values. In society, rewards and opportunities are not evenly distributed, but they are distributed on the basis of knowledge and skills which each person can contribute to the fulfillment of the needs of his society. As a result, it behooves the students to give very serious consideration to the sort of education they think they need. Their high

school course selections then take on additional importance.
This area, the curriculum, which affects them most directly
they complain about most vehemently.

The existing curriculum may have served its purpose
and may still continue to do so, but in the light of con-
tinued criticisms especially from the media accompanied
by seemingly constructive suggestions, it should be evident
that the curriculum needs to be regularly reassessed. Ever
so rapid changes in society's needs, demands, and value
systems make it imperative that any such reassessment
ought to consider all the possibilities of contributions
as input, if any view to planning for the future is to be
useful. It would be tantamount to solving a world problem
if, but once, education could be geared in advance instead
of in retrospect, to cope with the modern rapid changes.

In the past, many institutions had accepted some
definite responsibilities. There was a degree of over-
lapping but each knew its duties. For example, the church
taught children the moral values it deemed necessary for
the functioning of a full and good life. As such, when
the problem arose whether or not a new subject like bio-
ethics should or should not be a part of the high school
curriculum, the church decided directly or through its
school board members. The aims and objectives of high
school education did not show any marked differences be-
tween parents, teachers, churches and even western world
governments. Organizations which felt very strongly that

they had a different value system set up their own form of education, for example, the Quakers. Gradually, the government, the church and the family in North America seemed to have relinquished their prescribed responsibilities and delegated a large portion of them to the school, especially to the public secondary high school. Unwittingly and unknowingly, they redefined the role of the high school, and as a consequence, that of its participants, administrators, teachers and students.

The high school, therefore, has innumerable goals to achieve, not the least of which is the maintaining of unequivocal adherence to democratic practices. The high school should therefore lend an impartial ear to the views of its students. One aspect of the change in the students' role is that they have become more active participants in the functioning of their school.

Man's freedom is to be cherished because it figures in his ability to participate in the making of his world. He, therefore, has to be concerned about the quality of freedom and not merely the fact of it. Even though there is little argument with the Hall-Denis report that student participation is commendable, issues of primary concern and vital importance are: At what point is the child to be considered an active participant? And, at what stage is the student adequately mature in his views?

When faced with the freedom to select their optional subjects at the grade nine level for their grades ten and sometimes eleven school year, are students mature enough?

How lightly or seriously do they consider the consequences of their choices? Do they have adequate background information to enable them to base their selections on facts rather than opinions? If all subjects were to be made optional, would the students make some become compulsory? Would they choose the courses they need as prerequisites for their future vocations? Would there be a correlation between their abilities and the courses they would choose? These are but a few of the questions which arise as to whether or not we should honor students' views. It has to be borne in mind that, even though student involvement or participation in curriculum planning is desirable, the extent to which their views should influence changes will depend upon their degree of maturity, knowledge and awareness.

Even though some people are satisfied that students are mature enough (for example, the voting and drinking ages have been lowered), they are not assured that this is true in the field of the curriculum. Whatever the situation, it is unlikely that people learn how to think or how to make decisions if they are not given the opportunities to make decisions. Even though some hold the view that there will be more than enough opportunities after high school, where as adults, these former students will have to make definite decisions, and should be protected now from such burdens; others hold that it is a matter of

reality that they have the burden of choice in subject
selection, and it is only reasonable that they should also
be involved in the intricacies of what makes up the cur-
riculum and why.

In a survey conducted in Alberta in 1972 among authors,
parents, teachers, trustees, university educators and stu-
dents, concerning the ranking of educational goals for
Alberta Teachers Education, the highest ranked of thirty-
six goals was:

> Teacher education should prepare teachers
> who can foster in students the ability to
> inquire, to analyze, to generalize, i.e.,
> to think. (J.W. Friesen, 1976, p. 212)

Therefore, ample opportunity should be given to senior
students of high school to practise these abilities.

If their views are considered, it may help them to
feel not only that they are part of the machinery and that,
hopefully their interests and their cooperation will mate-
rialize, but that their felt needs are being met. This in
itself would be an invaluable consequence of this study.

If legitimacy and opportunity to make decisions are
important, then a careful consideration of this idea of
giving students more voice is in order. It is said that

> Nothing can be efficiently learned, or
> indeed learned at all . . . . unless
> it meets need, desire, curiosity, or
> fantasy. Unless there is a reaching
> from within, the learning cannot be-
> come 'second nature,' as Aristotle
> called true learning. (P. Goodman,
> 1968, pp. 73-75)

If this be so, it seems logical that students will learn
better if they are part of the consultative process; in
which case it is assumed they would present a curriculum
to satisfy their needs, desires, curiosities and
fantasies.

The school population is rapidly declining. The
amount of instructional minutes in high school is contin-
ually being reduced. Consequently, some subjects will
have to be eliminated and other curricular changes effected.
As a result of these two facts certain subjects will have
to be removed from the curriculum. Can students make any
meaningful contribution in this particular area which would
assist educators in determining the composition of an up
to date curriculum?

A particular reason for being interested in students'
views as a source for curriculum deliberation arises from
circumstances in the high school where I teach.

Chomedey Polyvalent High School (C.P.H.S.) in Laval,
was chosen as the site for this study. The problem as it
exists here is no different from other English speaking
high schools in Quebec, Canada. Students are faced with
a limited number of instructional minutes per day. At
C.P.H.S. the time is distributed into six periods of fifty
minutes duration. In grades ten and eleven, there is
barely enough time to do the minimum number of courses
demanded for entrance into CEGEP or universities. Students
therefore have to select with great care, ever mindful

about prerequisites plus what they think imperative for a good education. Since their first choice or options are not always available in the fall due to cancellation of courses, because of low student enrollment or conflicts in timetabling, they must have second and third choices. Students are not involved in timetabling. They see only the fact that they cannot attend the courses of their choice, and are forced to attend courses in which they have little if any interest. This creates student apathy which sometimes results in discipline problems. Other negative behaviours also emerge because of the psychological effects created; when students think they are not being fairly treated, or that their real needs are not truly considered by educators to be really worthwhile. Because of the premium on instructional time, subjects like French literature or ancient history no longer have holy rights in the curriculum. Teachers are no longer secure when they accept to teach courses of their second, third or fourth choice. As a result of this some courses have to be cancelled. Optional subjects are blamed for graduates' ineptitude in the core subjects. As a result, very strong arguments have to be produced for keeping certain non-compulsory courses in the curriculum.

These are the problems confronting the high school curriculum. Each subject has to be carefully investigated and screened. What knowledge is of most worth, and who determines what is worthy, are questions relating to the problems mentioned.

It is thus timely to consider student views about
curriculum as a source. And therefore any inquiry into
determining what factors may in any small way help solve
some of these problems seems to be worth the investigation.

B. APPROACH TO THE PROBLEM

Specifically speaking, there is grave concern about high school education in the English speaking sector in Quebec among students, teachers, parents, educators and the public. The curriculum is most directly affected by school board and governmental changes. The topic of this thesis was chosen because there is a lack of student participation in curriculum changes and I think that their views can possibly assist in alleviating the crisis in education. This crisis is brought about by many factors - a continual decrease in student enrollment - a continual decrease in instructional time - teacher surplus - governmental insistence on austerity in educational spending - public outcry that high school graduates are increasingly incapable of reading, writing and ciphering properly. The need to reevaluate, reassess and possibly redesign the curriculum has become inevitable. As a result of this situation, each subject within the curriculum has to be thoroughly scrutinized in order to justify its acceptance into the curriculum or its immediate rejection from same. Arguments are to be presented by those who see more worth in one subject compared to another or other subjects. What knowledge is of most worth? What subjects will provide the desired knowledge? These are but a few questions confronting the new curriculum. The assumption by some, that students are inept at the basic subjects because they have had to spend too much time doing the non core subjects like
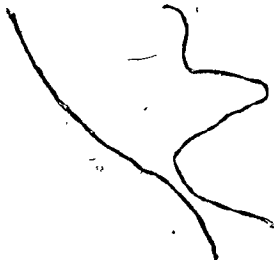
mass media and consumer education, has increased the onus

on the proponents of these optional subjects to justify

their maintenance in the curriculum.

a) PURPOSE OF INQUIRY

The purpose of this inquiry is to test what barriers there are, if any to honoring high school students' views on the high school curriculum.

There is general doubt concerning the purpose of the high school. For instance, some educators, like R.S. Peters, specify that certain academic subjects are much more valuable than some skill subjects. John Dewey stressed the value of vocational education and its place in the society. Hilda Taba stressed the value of including studies which deal with citizenship. The list of educators with their purposes seems endless. Educators give credence to the idea that there is general doubt. At local high schools specific issues arise concerning what to teach, what is to be taught, at what grade levels, and what are the rationales for teaching subject A instead of B. In the face of these doubts, students may also wish to express their views on the purpose of the high school curriculum.

Students' views are generally neglected sources of information. This study will consider both the desirability and defensibility of students' views in so far as they concern the plausibility of honoring those views.

b) METHOD OF INQUIRY

I have organized a study which involves two sections
in order to shed some light on the situation. One section
is theoretical and the other is empirical in nature. In
the former, the theoretical section, there are two parts.
Firstly, a review of presumptions or a rationale for honor-
ing students' views and a review of potential problems of
honoring students' views raised in the literature. Second-
ly, a review of the literature which will be used to pro-
vide a sort of 'model' high school curriculum, a frame of
reference, with a set of dimensions as objectives for the
high school student. The empirical study concerns itself
with what students think the curriculum should contain and
how it will best satisfy their personal needs and the needs
of other students. A comparison will then be made of what
they envisage as the means and end of education with the
set of educational dimensions compiled from educational
theorists and the inquirer. The comparison will determine
if what they have to say about the curriculum is worth
honoring.

In order to find out what they think about the curric-
ulum and what changes they would make, if any, a question-
naire was devised by using the philosophies of many writers.
To name but a few, John Dewey, Philip Phenix, R.S. Peters,
Paul Goodman, Will Durant, Jonathan Kozol, John Holt, Plato,
Aristotle and others, with major reliance on William Tyler
and Hilda Taba.

The open oral interview provided the respondents with
ample opportunities to express their views, interests,
present and future needs and their ideas on specialized
and general forms of education. Three basic sections
covered a wide spectrum. There were little prompting,
some prompting and non-prompting sections. The entire
research recognized that there would be student inade-
quacies, for instance, lack of curriculum experience. More
important though, the interview provided situations for
detecting if students also lacked abilities in terms of
adequacy of thought about the curriculum and comprehen-
siveness of viewpoint - pertinent factors for deciding
what barriers there are to honoring their views.

There is a crisis in education. The students are
most directly affected. They have opinions, ideas and
suggestions to contribute. This thesis looks into what
they have to say and the empirical study specifically
searches to determine what barriers there are, if any,
for not honoring their views on the high school curriculum.

CHAPTER II

THEORETICAL FRAMEWORK

The following includes both a review of presumptions or a rationale for honoring students' views on the curriculum and a review of potential problems of honoring students' views raised in the literature. After the discussions about students' views, the frame of reference will develop a sort of 'model' high school curriculum which will be an integral part of the empirical study.

A. HONORING OF STUDENTS' VIEWS

I. RATIONALE FOR HONORING STUDENTS' VIEWS

Nothing should be included in the curriculum merely
because it is of interest to the students; but, whatsoever
is included should be brought into closest possible rela-
tion with their interests. However, to begin the study
of anything at the point which is in accord with the
interests of the learners, is but common sense in making
learning more effective, no matter whether the content be
from fairy tales or textbooks. After all, a sound educa-
tion must build a bridge between the existing motivation
and concerns of the learners and the essentials of educa-
tion. This section of the paper discusses the laudable
reasons and positive effects of having students' views
involved in curriculum planning. It has been assumed that
their views will reflect their interests, needs, dislikes,
whims, fancies and so forth, in other words those things
which motivate them. Also, a solution as to how to teach
people to adjust to change and how to continue learning,
would be to have students participate earlier in the pro-
cess of our society rather than to exclude them from the
real activities of our culture until after they have com-
pleted school.

According to the Menninger Foundation of Topeka, Kansas
children are reaching pubescence as much as two years sooner
than children did only ten years ago. . . . the average

child has watched something like eight thousand hours of television before he or she even starts school. These facts are bound to influence, to some extent, their view of life. (The Royal Bank of Canada monthly letter, vol. 60, 5 May 1979, p. 2) If intellectual development has kept any pace with the physical development in the second half of the twentieth century, then there is so much more reason to explore the views of high school students.

According to Lee J. Cronbach (1954), whether a person adopts community standards or not depends on his attitude toward authority, peers and himself; the way the child comes to terms with authority is at the center of personality formation. (Lee J. Cronbach, 1954) The possibility of a positive attitude toward authority is enhanced in a school system, where curriculum decisions are made after due consideration has been given to the curriculum views of its high school students.

If this is the case, and if it is useful for students to get along with authority, what better reasons can there be for honoring their views on the curriculum? Consideration of their views may create the feeling that as persons they form an integral component of the teaching-learning process which feeling can, in turn, have only positive effects on students. There is little doubt that learning will be effective under the circumstances where the curriculum contains many aspects of student input. Some students are reflective enough to consider the curriculum as the total

environment which surrounds them for five or six hours per day, as N.H. Bossing stated:

> The conscious determination of the total
> environmental situation or situations,
> that provides the medium for the learning
> experience of the pupils, ... many
> interrelated forces contribute to the
> total learning environment of the pupil.
> (N.H. Bossing, 1968, p. 233)

This realization in itself makes students less handicapped when voting their views on the high school curriculum.

Harry S. Broudy awards students the honor of accepting things which are distasteful. He proposed that the three drives: self-determination, self-realization and self-integration, which though poorly defined, enable them to grasp, appreciate and accept the value of many aspects of the curriculum, which they would otherwise find distasteful. These inner drives, though not always at the conscious level, direct them to feel the need for acquiring skills and knowledge not necessarily at their present level of interests. (Harry S. Broudy, 1971) With students possibly maturing at an earlier age; being well informed through an active media; and inner drives motivating them in a praise-worthy direction, all point to the defensibility of honoring their views.

In Margaret Mead's "Culture and Commitment", she pointed out that society had changed so rapidly, that unlike a few years ago, the youth culture of today is much better prepared to contribute to its own destiny than are

parents and grandparents. She broke down the society into three models: post-figurative, co-figurative and pre-figurative, the latter being our current period. In the post figurative, there existed grandparents, parents and children all together. Then in the pre-1940 U.S., the co-figurative model, in which adults and children alike learned from their peers: a society of mobility and improvisation but yet one in which the older generation was quite informed and able to transmit its learnings to youth. In the prefigurative model, the role of parents was only to nurture the child, to be custodian of the world and the child until he was old enough to teach them. Parent-teacher interviews over the years have substantiated that parents are not well informed, nor capable of keeping up with all the curriculum changes at high school. It's as M. Mead related, "Until recently, our elders could say, 'I have been young and you have never been old.' Today the young can reply, 'You have never been young in the world I am young in.'" (M. Mead, 1970, p. 73)

The youth of the prefigurative model do need and desire the help of those more experienced, but their life situation is vastly different from the past. The volume of information has increased from doubling itself in ten-year periods to doing so in five-year periods. Therefore, students cannot entirely rely on their parents' and grandparents' knowledge and experiences to the same extent as before. Students now have to do their own research through the

media, their guidance departments and their graduate acquaintances. They have to rely more heavily on their own experience and all the knowledge they have collected, to make their own decisions and judgments. As a result of all these facts they cannot help but be better equipped than earlier high school students to provide valuable views on the curriculum.

Since we are faced with the possibility that no one knows for sure what is best for any individual, then the focal point in the curriculum ought to be the person. If it is the person, then any contribution to the curriculum by the person, no matter how small, must be acceptable. The problem incurred by having to deal with such rapidly changing situations may be balanced by the acceptance that people are maturing at an earlier age, and consequently are better able to make vital decisions and provide meaningful contributions in education.

Students can be as familiar with the works of Phenix, Schwab, Dewey, Plato, etc. as they are with Beethoven, Mozart, Einstein and others. It is simply a matter of what has been taught and stressed in the past at the high school level. With little prompting, students may be able to apply Deweyian philosophy in their own views about the curriculum. At present they may not be able to quote the source of their views, but do know the views and why they hold them.

As early as 1972, UNESCO'S twenty-one point program
for global strategy in education had numbered as its
eighth priority, that students and the public as a whole
should be given a greater say in decisions affecting educa-
tion. (UNESCO, 1972) Students have been considered even
at the World Council. It is conjectured that productivity
increases if employees are made to feel as though they are
part of the business in which they work, rather than being
apart from it. Students and the high school may be anal-
ogous to employees and their employers, respectively.
University students have suggested, requested and even phy-
sically demanded that they be involved in the operations
of the university and curriculum planning. High school
students are now possibly as much as two years ahead of
their predecessors, and since they tend to emulate their
university counterparts, they have become perturbed that
they have not been consulted in their curriculum planning.
If they are included, it is just possible that present high
school students' apathy may become simply a historical fact.

The learners' views expressed in this research regard-
ing their needs and interests within the curriculum will
indicate what they consider worthwhile. Curriculum planners
and designers will have concrete students' proposals avail-
able for consideration. The students being an integral
part of the teaching-learning process will facilitate the
effectiveness of this process as long as they know that
past students' ideas were directly involved in the curric-

ulum. The more interest and involvement experienced by learners, the smoother will the link become between teaching and learning. An increase in students' motivation, competency, and efficiency will become consequential rewards of such educational involvements. As the learning conditions improve in arithmetic progression the efficacy of learning will increase in geometric progression.

John Dewey emphasized the importance of the learner to the subject matter by saying that learning is active. It involves reaching out of the mind. It involves organic assimilations starting from within. Literally, we must take our stand with the child and our departure from him. It is he and the subject matter which determine both quantity and quality of learning. (J. Dewey, 1956) If this is the case, then the psychological state of the learner is ever so important. Students' views on the curriculum thus have to hold a degree of significance. An international workshop held in Germany in 1970 concluded that plans for the provision of greater opportunities for pupils to influence the curriculum should be made, not because militant students demanded more participation, but because it is desirable and welcome on educational grounds to allow students more say on education. (Ceri Workshop, 1970)

Notwithstanding the learners' experiences, positive purposes and interests, it would be naive of educators to cultivate only those purposes and interests as they are presented. If useful, they should be used as a point of

reference or even of departure and not as ends in themselves.

Students' motivation also has to be considered. It may be the most important criterion in the acquisition of knowledge and skills, according to some high school teachers. John Dewey stated quite forcefully that:

> An end, which is the child's own, carries
> him on to possess the means of its accom-
> plishment. But when material is directly
> supplied in the form of a lesson to be
> learned, as a lesson, the connecting links
> of need and aim are conspicuous by their
> absence. What we mean by the mechanical
> and dead in instruction is a result of
> this lack of motivation. (J. Dewey, 1956,
> p. 26)

Thus, if the learner is to attend school with a whole mind and a whole body, and leave with a fuller mind and an even healthier body, it is necessary that the school environment be conducive to learning. So learners are motivated because they believe that their needs, wants, desires and interests are being satisfied by the availability of adequate profiles, some of which they might have themselves suggested.

Educators hope that ideally the school can satisfy the present needs of its students and is not oblivious at the same time of the responsibility for preparing learners to cope with their future needs. When both present and future needs can be satisfied, learning which fulfills the set of six dimensions of development of education can be realized. The existence of either the present or the future need

would be beneficial. The absence of either need is detrimental to portions of the student body. The necessary connecting links of need and aim can then be seen as part of the motivation in the curriculum. Motivation can be a catalyst in learning and can so stimulate learners, that it may assist them in overcoming other conditions which are deterrents to their learning.

If learners cannot be forced to learn but merely directed and encouraged, if they can best learn in a conducive atmosphere, it seems expedient that the curriculum planners consult with them on factors which contribute to such conditions. According to John Dewey, a person learns best when he is interested in what he is learning. Dewey intimated that someone must have carefully studied the interests and experiences of students and meticulously omitted them from the curriculum.

Nomi Hall expressed the following in the Canadian Forum Journal:

> I think it is the time for a simple
> approach. I prefer simplicity to
> stupidity, and it is obvious that
> all our complex explanations and
> rationalizations and recommendations
> have gotten us nowhere. Children,
> simple though their ideas are, are
> humane, naturally and intuitively
> humane. If I were asked to reform
> our school system, I would ask the
> children for their recommendations,
> and I would do everything in my
> power to implement their programs.
> (N. Hall, 1968, p. 139)

Therefore, it can be concluded that the best planned curriculum would serve little purpose if students feel alienated from such a curriculum. According to P.H. Phenix in Realms of Meaning, if students have no interest in their curriculum, they will not readily make it their own. (P.H. Phenix, 1964)

In the light of the foregoing arguments, it should be concluded that student participation in curriculum endeavours is advisable if any meaningful educational activity can take place in the high school. The present lack of interest may be entirely due to the fact that this participation is totally lacking or of minimal occurrence. We have conceded to students rights and responsibilities, but in the one vital area which affects their present and future, there is an unwillingness to give them the right and means to participate and develop to their fullest potentials. This participation may not be the ultimate answer to the problems besetting the school systems, but at least it can be a commencement to developing a more positive approach and a more rewarding attitude in the secondary school.

II. POTENTIAL PROBLEMS OF HONORING STUDENTS' VIEWS

If the previous section was effectively presented, the question arises as to what barriers can there be for not honoring students' views. The point is that the very essence of what makes students' views worthwhile is also what can make it a barrier. For example, the element of students' interests and all the advantages so derived is also the element which may form a barrier because of students' overzealousness. In an effort to involve an area of their particular interest in the curriculum, they may exclude or overlook the inclusion of what is in their better interest.

There are at least six dimensions of education, later to be developed in the section frame of reference, which are involved in providing a good education for high school students. Each of these dimensions contains several aims and objectives of its own. It is expected that students will be unfamiliar or unaware of many of these areas and as such this will create a barrier to their views on the curriculum. According to Harry S. Broudy (1971), two sorts of constraints cannot be evaded in the formal schooling. One is the constraint implied in the formal schooling as a process; the other kind is the constraint imposed by the demands of the culture in which one intends to participate fully or, at the least, adequately. For coping with the latter, at least three kinds of demands are imposed on all of us: occupational adequacy, civic adequacy and

personal adequacy. The first is needed to earn a living; the second to plan one's role in a social order; and the third to live as a fully developed, authentic human individual. (Harry S. Broudy, 1971) Any education planned by students for themselves or others, which satisfies one of these adequacies to the exclusion of one or the others, will demonstrate a lack of comprehensiveness of thought on their part, thus a definite barrier to honoring their views on the curriculum.

R.S. Peters outlines very meticulously those things which are worthwhile activities and therefore to be part of education. Accordingly, those not adhering to these activities will be denying the learner of a valuable education. In Ethics and Education, Peters stated that such things as golf, cricket, dinners or games of bridge have a static quality about them, a sort of conventional objective which can be attained in a limited number of ways. Some of them become boring to those who have mastered them, whereas curriculum activities, such as science, history, literary appreciation and poetry are "serious" in that they illuminate other areas of life and contribute much to the quality of living. They have, secondly, a wide-ranging cognitive content which distinguishes them from games. Skills, for instance, do not have a wide-ranging cognitive content. Peters emphasized that:

> There is very little to know about riding
> bicycles, swimming or golf. It is large-
> ly a matter of "knowing how" rather than
> of "knowing that", of knack rather than
> of understanding. Furthermore, what there
> is to know throws very little light on much
> else. In history, science or literature,
> on the other hand, there is an immense
> amount to know, and if it is properly
> assimilated, it constantly throws light
> on, widens, and deepens one's view of
> countless other things. (R.S. Peters,
> 1966, pp. 84-85)

Needless to say, the generally held opinion is that students

are frivolous, and will therefore tend to overlook the

worthwhile activities for the more joyful activities like

games. If this opinion is held, it will be a barrier to

honoring students' views.

Students tend to opt for the areas within which they

hope to specialize and pursue their careers. As such, it

may be wise that they are directed to those subject areas

as early as possible in high school. Naturally, the earlier

they close the door to being exposed to many other fields

of interest, knowledge and endeavours, the earlier they be-

come closed to understanding life and society. If some-

thing like this proves to be the case, then that would

constitute a caution about honoring students' views.

In Democracy and Education, John Dewey (1916) stated

that such words as interest, affection, concern, motivation,

emphasize the bearing of what is foreseen upon the individ-

ual's fortunes, and his active desire to act to secure a

possible result. To be interested is to be absorbed in,

wrapped up in, carried away by, some object. To take an

interest is to be on the alert, to care about, to be attentive. We say of an interested person both that he has lost himself in some affair and that he has found himself in it. Both terms express the engrossment of the self in an object. What is intimated here is that the lack of knowledge and experience among students will mean that they will be wrapped up in what interests them, but unconcerned about the other necessary facets of high school education. If this is depicted then it presents another obvious barrier to honoring students' views.

As a consequence of some of the aforementioned opinions, honoring students' views may mean contributing to the whims and fancies and vested interests of the students who participated in the study. A curriculum based on their choices may have its reliance on fads, fancies and whims, instead of normative interests, needs and the like. The uncontrollable desire to 'have fun' at school may influence students in their course selections. They may compromise certain course selections which are vital to their future lives, in an effort to eliminate the hard work and drudgery sometimes inherent in some courses, selecting the more 'laissez-faire' life they expect to find in other less demanding courses.

Also, students may not be realistic or capable enough to be able to discern in perspective their abilities as compared to their hopes, desires and aspirations for the future. It is conceivable that the motivating force of wanting to become a physician may not be realistically

connected to the lack of ability of the aspirant to pass
the human biology courses. Students may also select exclu-
sively on the basis of what they think the requirements
are for their chosen vocations, and demonstrate little
consideration to those courses which develop the skills
and knowledge needed for compatible human relationships.
A high percentage of students may not choose history
because it is not a prerequisite for their chosen vocation,
and they will completely miss its intrinsic and incalcu-
lable value. They may also be quite unable to justify
their exclusion of high school courses about which they
are unfamiliar and uninformed. If they are totally unaware
of the usefulness that some courses will have in their
adult life, then again another barrier will be present.
If, for example, they do not choose history as a high school
course, it may be concluded that there will be a deep gap
in their education. An entire section dealing with such
relevant issues as cultural heritage; man's inhumanity to
man, the effects of his victories and his defeats, will
probably never become part of their experience. R.S.
Peters stated that:

> Freedom is to be justified on the grounds
> that it tends to promote people's interests;
> it maximizes their opportunities for doing
> what is worthwhile. (R.S. Peters, 1966,
> p. 86)

However, if freedom gives them the opportunity to de-
prive themselves of invaluable segments of their education,

it also erects a barrier to their freedom of choice.
This does not mean freedom is a synonym to not honoring
students' views, but it implies that if they disregard
cornerstones to the foundations of their education, then
their views cannot possibly be worth a great deal.

Generally speaking, the media, parents, and educators
tend to blame non-traditional methods in education as
being the main culprit for the decline in educational
standards. This is demonstrated by students' general lack
of knowledge in the basics of the three R's and/or the
increase in discipline problems in high schools. High
school students therefore may, as a form of rebellion,
choose more of those subjects which they think are un-
structured, e.g.: "man and society", rather than those
with more rigid structures as French or technical drawing.
According to R.S. Peters:

> They may be hostile toward certain school
> subjects precisely because their parents,
> against whom they are rebelling, set so
> much store by it. (R.S. Peters, 1966,
> p. 165)

They may tend to rely too heavily on opinions and notions
and too little on tested ideas. They may omit courses
which traditionally have the reputation of being too de-
manding, but which are crucial for whatever they wish to
pursue as higher education students or wage earners or
law abiding citizens.

If education is not merely the necessary preparation
of the individual to earn his keep in the world, but is
the transmission of his intellectual, moral, technical and
aesthetic heritage as fully as possible to as many as
possible for the control, embellishment, and enjoyment of
life, then there may be no alternative but to see to it
that students obtain this education, even against their
protests. Students, with their lack of knowledge, experi-
ence and wisdom, may disagree and claim that it is the aim
of education specifically to prepare the individual to earn
a living in his society and everything else will fall into
place. Such a form of education may produce highly quali-
fied, well off, mindless workers completely unsuited for
any but the lower rungs of Maslow's levels or Kohlberg's
stages. To avoid the possibility of this happening, it
may be necessary to impose some subjects on high school
students. According to R.S. Peters:

> . . . . there are some things in which people
> ought to be interested, and the job
> of the teacher is to make them inter-
> ested in them. There is a similar
> ambiguity about the concept of 'need';
> for roughly speaking a person's needs
> are for those things which it will be
> injurious for him to lack. (R.S. Peters,
> 1959, p. 100)

After they graduate they may then discover to their chagrin
that the very programme which they had discarded had unex-
pectedly become the one most highly demanded. A lack of

desire for challenge may influence their course selections and this may not be in their best interests.

According to Lessinger, any step toward developing a system of quality education will mean the formulation of an overall educational redevelopment plan involving:

> superintendents, teachers, principals
> and school boards, who must provide the
> leadership and understanding to carry
> out educational change. (I. Lessinger,
> 1975, p. 253)

High school students are not expected to be equipped with the knowledge which is necessary for developing long term plans of varying priorities in the curriculum. Will they be held accountable to students of the future for their decisions? Are they to be expected to weigh wisely the future consequences of their decisions today?

According to I. Scheffler, the aims of education are so unclearly defined, that only the most knowledgeable experts should be involved in decision-making on so important a topic as curriculum. Before any attempt is made in the formulation of means, the ends ought to be thoroughly discussed, argued, debated and agreed upon by those involved. Before this is done by the groups concerned, proposed plans are merely that - proposals without commitments.

> To recognize, on the other hand, that the
> responsibility of education is not only to
> serve but also to criticize, enlighten and
> create - that its job is not only to provide

persons with techniques, but more importantly,
to provide techniques with critical and informed
human persons - is to realize that education
has its own dignity and its own direction to
follow. Its primary task is not to be rele-
vant, but to help form a society in which its
ideals of free inquiry and rationality shall
themselves have become chief touchstones of
relevance. (I. Scheffler, 1971, pp. 119-120)

It seems to follow that a thorough knowledge about

conditions world-wide, the society-at-large and those of

the immediate school environment and a total awareness of

aims and means of education are necessary factors before

any attempt could be made to truly contribute to the cur-

riculum in any worthwhile manner. And it may be assumed

that high school students just do not possess such a

thorough knowledge as is rigidly demanded.

According to Harold Taylor:

> The philosophy of education on which
> the elective system rests is sound;
> it assumes that not every student is
> educable in the same terms and by the
> same courses, and it tries to take
> account of individual differences.
> Very little serious effort has been
> made during recent college reforms
> to make the elective system work as
> it was intended - as a system of
> planned choices in which the advice
> and guidance of the teaching faculty
> is as much a part of the educational
> programme as the subjects themselves.
> (Harold Taylor, 1954, p. 48)

A far greater lack of qualification must exist at the high

school level than at the college levels, as posed by Harold

Taylor, president of Sarah Lawrence College, New York. If

students are not even qualified to make their own course

selections, how can one expect that their views on the high school curriculum are worth honoring? According to R.S. Peters (1966), education involves the intentional transmission of what is worthwhile. Therefore, as long as high school students cannot provide adequate evidence that their proposals are worthwhile, then there will exist at least one barrier for not honoring their views on the high school curriculum.

B. FRAME OF REFERENCE

There is an abundance of literature and information on all aspects of student participation, riots and involvement in school life at the college and university levels, but a serious lack of any such studies at the high school level. Some of the available material may apply, but the high school as a culture has been neglected in these areas. As a result, emphasis was placed on the literature dealing specifically with the philosophies of education, on areas dealing primarily with the purpose of education, and on the means for successfully attaining such a purpose, rather than on literature about student involvement which can rarely be found.

The purpose of education, derived from many philosophies, agree that it is to produce a well rounded, knowledgeable - that is, a well educated person. A well educated person is expected to exhibit commendable behaviour and possess certain qualities. Unhesitatingly, any individual, group, educator or government involved in education will list these behaviours and qualities in detail. In order to help to develop or to produce educated persons, the high school must provide certain conducive conditions. The learners must have provided for them the activities, knowledges and skills which are of most worth.

The well rounded, educated person is described as being happy, well respected, helpful, independent, mature, sociable, hard working and self sufficient (not a burden

to others). According to R.S. Peters, it is not one who merely possesses specialized skills but knows the reason why of things as well as that certain things are the case. Education makes a difference to the level of life which he enjoys, for he has a backing for his beliefs and conduct and organizes his experience in terms of conceptual schemes. (R.S. Peters, 1973) In order for high schools to produce such persons there must be some agreement on the general lines or components of development of an educated person.

In the practice of provisioning schools to produce educated persons, there has emerged some general agreement or general standards about the components that constitute a complete education and about the considerations that are a necessary part of any curriculur thinking which is adequate and comprehensive. The purpose of this short review of thought about curricular aims and means is to establish a frame of reference for examining the student views about curriculum collected in this inquiry.

First, I will examine the questions and topics which are generally thought to be important in discussing curriculum. Ralph Tyler's book entitled <u>Basic Principles of Curriculum and Instruction</u> and Hilda Taba's <u>Curriculum Development: Theory and Practice</u>, are generally acknowledged sources in this area. Secondly, I will draw from my own thinking and from the literature a set of common components of the educated person. These questions, topics, and components of education constitute the general frame

of reference for the examination of the student views on
the curriculum collected in the empirical part of this
study.

To reiterate, these three aspects are:

> Tyler's topics of curriculum deliberation,
>
> Taba's topics of curriculum deliberation,
>
> . Researcher's topics of curriculum delibera-
> tion, namely, the dimensions of the
> spiritual, intellectual, occupational,
> physical, collegial and social.

The three major areas as proposed by R.W. Tyler (1949)
to be researched before any curriculum plan can be devised
are namely: One, four main questions have to be answered.
Two, the acquisition of a familiarity with the method of
operations of four main groups of theorists. Three, there
must be studies made of the main sources of information,
the learner, the environment, the subject matter and the
philosophic screen.

A set of dimensions, devised after thorough study of
these theories, should provide a broad spectrum. Adequate
comparisons can then be made between any views presented
in the empirical study and these dimensions.

The Four Main Questions are:

1. What educational purposes does the school seek
   to attain?

2. What educational experiences can be provided
   which are likely to attain these purposes?

3. How can the educational experiences be
   effectively organized?

4. How can we determine whether these purposes are
   being attained?

The third and fourth questions are not significant in this paper.

The four educational theorists are the progressives, the essentialists, the sociologists and the educational philosophers. The sources Tyler referred to are the learners themselves, contemporary life, subject special- ists, the use of philosophy and the psychology of learning.

The progressives emphasize studying the child, his interests, needs and problems and they see such informa- tion as providing the basic source for selecting objectives. The essentialists emphasize cultural heritage as the primary source for selecting objectives. To them, objectives are basically the essential learnings selected from the cultur- al heritage of the past. The sociologists consider the objectives of the school as providing the knowledge, skills and attitudes that will enable the learner to deal intel- ligently with contemporary problems. The educational phi- losophers see the transmission of the basic values as derived by comprehensive philosophic study to be the basic source from which objectives can be selected. Tyler (1949) considers that each of them is important in its own way to curriculum planning. Since this paper is concerned with public education with no bias to any particular group, then the best which each group proposes will be compiled.

Tyler also contends that:

> Studies of the learner suggest educational
> objectives only when the information about

the learner is compared with some desirable
standards, some conception of acceptable
norms, so that the difference between the
present condition of the learner and the
acceptable norm can be identified. This
difference or gap is generally referred
to as a need.

And Tyler's own rationale for using studies of students
is that:

> . . . education is an active process. It
> involves the active efforts of the learner
> himself. In general, the learner only
> learns those things which he does. If the
> school situations deal with matters of
> interest to the learner, he will actively
> participate in them and thus learn to deal
> effectively with these situations. (R.W.
> Tyler, 1949, pp. 1-5)

Some suggest that students would strive to introduce
into the curriculum only those subjects which deal with
matters of interest to the learners. If this is so, it
then becomes the responsibility of teachers and others to
help students to learn how to conduct their interest activ-
ities more effectively. Even those educators who state
that education should broaden and deepen the students'
interests so that students will continue their education
long after they have ended their formal school training,
recognize the value of using the students' present inter-
ests as a point of departure.

In the studies of contemporary life outside the school,
the idea is to focus educational efforts on what is happen-
ing around students in order that they spend time learning

what is relevant now and in the future and not only that
which concerns the past. The past is highly significant
but only in that it sheds light and solutions to current
problems.

The sources most commonly used in high schools as a
basis for objectives originate from the suggestions pro-
vided by subject specialists. Unfortunately, in the past,
each subject area specialist set up objectives as though
every student was being prepared for specialization - a
defect which is being gradually corrected, with more
emphasis being placed on general knowledge.

Hilda Taba (1962) outlines three possible objectives
of education: education as preserver and transmitter of
the cultural heritage, education as instrument for trans-
forming culture, and education for individual development.
In the first instance the culture of the society is con-
sidered to be worthwhile and therefore the function of
education is to transmit the truths about this culture,
as the essentialists do in their system. She also advises
that attention be directed to the element of modern, up-
to-date technology in a rapidly changing society. Educa-
tion for individual development more specifically refers
to the aims of selecting and nurturing ability that may be
stilted by the limitations imposed by social background.

In any case, the talents of each child should be
sought and developed, and weaknesses should be studied
and corrected. Consequently, studies of the child must

be thorough and the knowledge and information gathered are
to be considered before any curriculum is developed,
designed or redesigned. She commented that:

> No single scheme of formulation and classi-
> fication of objectives covers all the
> functions that seem important. (H. Taba,
> 1962, p. 209)

However, logic dictates that an awareness of the existing
schemes does better qualify the curriculum planner to pro-
duce a non self-defeating curriculum; one that would
satisfy most of the students' needs in most circumstances.

Taba's list of procedures differs mainly in phrase-
ology from R. W. Tyler's. She says that in order to plan
a curriculum, the following should take place: follow a
procedure of analysis of society, analysis of its culture,
studies of the learners, study of the learning process and
analysis of the nature of knowledge. With reference to stu-
dents as learners she added that in order to develop an
effective curriculum for learning experiences . . . . it is
necessary to know something about students' cultural back-
grounds, motivational patterns, and content of their social
learning, such as the particular approach to learning tasks
and the expectations they have of themselves and others.
With reference to subject matter or subject specialist, she
added that organized subject matter does not represent
perfection or infallible wisdom; but it is the best at
command to further new experiences which may, in some respects

at least, surpass the achievements embodied in the exist-
ing knowledge and works of art. It should be relevant.
It should be information stored by cultures to enhance
life situations and make drudgery already experienced,
unnecessary for the learner. The learners ought to be able
to use the information, knowledges as stepping stones or
building blocks for their own growth and development. Only
after all the various areas of information are thoroughly
studied can a workable plan be devised. (H. Taba, 1962)

After this due consideration is given to studies of
the learners, the society, subject matter, philosophical
screening, psychology of learning, awareness of the modus
operandi of the progressives, essentialists, sociologists
and educational philosophers, the question still remains
what educational purposes should the school seek to attain
and what experiences can be provided to attain those
purposes?

It is agreed that the high school ought to seek to
produce the well educated person. The experiences which
must be provided are those necessary for the learner to
achieve spiritual, collegial, occupational, physical,
intellectual and social development. This is the set of
six dimensions of development of education as compiled and
formulated from the literature and the inquirer. This is
the set which contains a commonality of all the sources
researched. If any one of these dimensions are overempha-
sized to the detriment of others, it will be evidence that

there is a lack of adequacy and comprehensiveness of curricular thinking.

The spiritual refers to that element of education which deals with developing in the learners an awareness of societal and Judaeo-Christian values along with exposure to the moral and ethical values of other world religions. The collegial refers to the acquisition of the prerequisite courses needed by the learners for the pursuit of chosen vocations in the region of higher learning. The occupational refers more specifically to the provision of skills which qualify the learners to be better equipped for immediate occupation of jobs as soon as they finish high school. The physical activities refer to those leisure type activities which are not involved directly with earning a living, the ones which usually take place after working hours. These activities contribute to the healthy functioning of the body and according to the ancient Athenians also that of the mind. Intellectual or mental development refers to the somewhat physically passive acquisition of knowledge for its own sake, the practice of activities for mental stimulation, and the encouragement of a desire for the pursuit of happiness as a life long process. Social development refers to such aspects as the ability to get along with people, and the acquisition of the knowledge and awareness of such areas as the physical, cultural, historical and economic aspects of all people.

This is the set of dimensions which makes up the frame of reference for this thesis. The components of this set produce the knowledgeable, well rounded, happy, well adjusted, that is, educated personalities expected and desired by the society. As such, graduates will be able to examine objectively existing conditions, to determine if and when situations are to be modified, remedied, changed or perpetuated for the betterment of society. This in itself must be an admirable function of education.

This frame of reference will be used for judging how well students think. The empirical study will collect data about their views on the purpose of education, the means of education and the idea of the educated person; and this data will provide a sort of philosophy of high school students. It will then be discerned what barriers there are, if any, to honoring students' views on the curriculum.

This section dealt with the purpose of high school education and the means necessary for its attainment. The following section describes the way things were and are in education in the English speaking section of Quebec. The specific school where the study took place is a typical high school.

BACKGROUND INFORMATION

Within the past fifteen years there are many subjects within the high school curriculum which are not well known by name to either the public, teachers, or students. For instance, I.P.S. is probably known only by a few students and science teachers (Introduction to Physical Sciences). Mass media is probably only known by those in the social sciences and its content not known by many other than the subject's teachers. As a result, respondents in the empirical study may advise the introduction of new concepts and new subjects into the curriculum unaware that they already exist under unfamiliar names. Then again, subjects like consumer education may not be offered in the next school year, but its content may become part of a social study course. Students have to be aware of these occurences, and along with the large number of optional courses, have to familiarize themselves with all available information from the guidance department. The complexity of timetabling makes it necessary not only for each student to choose two or three options at the grades ten and eleven levels, but as many as nine choices because first or second choices are not always available.

Students are not expected to know the names of every available subject nor the content of each subject. The study will take this into consideration in the interview section that students may need assistance to match a set of knowledge to a subject by its name.

Possibly because of the location of the business education department and the shops, the top floor left wing and the basement area, some academic students of C.P.H.S. tend to forget after their grade seven orientation programme, the subjects taught to them in those areas. There is an orientation programme conducted at the grades seven and eight levels. Students are exposed for six week periods to optional subjects like electronics, electricity, auto-shops, typing, etc. A small number of students are bussed to the C.P.H.S. because it provides certain autoshops and a cosmetology course not provided elsewhere within the jurisdiction of the school board.

At the senior level, approximately eighty percent pursue an academic programme. This is recorded in the guidance department under the number of students who obtain early CEGEP acceptance. This statistic substantiates the assumption that most students wish to pursue a higher education, in spite of the fact that students deny an interest in CEGEP during private, personal interviews and discussions.

The reputation of C.P.H.S. in the field of sports has waned over the years. In the sixties, especially in football, it produced provincial champions at both senior and intermediate levels. In the seventies, there was a decline in student enrollment, non voluntary teacher participation and school board financial cutbacks. Since sports were reintroduced, especially in the football area, a winning reputation has to be rebuilt.

Students readily profess that the main source of
their apathy, poor attitude, lack of success and behav-
ioural problems is due to the fact that they cannot obtain
the optional subjects of their choice. They advise that
classroom disturbances will be greatly reduced if that
problem were removed.

In summation, C.P.H.S., the venue of this study, is
a typical English speaking Quebec high school. Students
have the availability of a volume of information about
school courses, university courses and prerequisites
through their guidance counsellors and subject depart-
ments. The reduced instructional time, the lower student
enrollment, timetabling difficulties and teacher unrest
all contribute to the problem confronting students when
they have to give very serious thought to their curriculum.

CHAPTER III

EMPIRICAL STUDY

Given a presumption, supported by argument, about the benefit of honoring students' views, and given some cautions about potential problems of honoring students' views, the task set for the empirical part of this study is to examine students' views both to see what they are and to see what, if any, actual barriers there are to acting on this presumption. One section will explain the selection of the sample, the interview schedules and the interviews; it will also give a description of the sample and a description of the profiles. The other section will give a report on the findings of the study.

A. RESEARCH PROCEDURES

I. SELECTION OF THE SAMPLE

A list of all grade ten students at Chomedey Polyvalent High School (C.P.H.S.) was obtained. The names of every tenth student were placed in a container. The names of every fifth student on the original list were similarly chosen and placed in a second container in case they were needed. The criteria for the empirical study were: willingness to participate, equal numbers of students from each major subject profile, and equal numbers of boys and girls in the total number of respondents.

From the first container a name was randomly chosen, the student was approached and the survey was fully explained. As soon as written permission was received from a parent, the student was accepted as a respondent. All necessary information about the respondent was recorded. This procedure continued until the desired number of respondents was obtained from the three major subject profiles: Social Sciences (S), Math-Science (M), and Technical Vocational Studies (T).

Of the students approached only six were unwilling to participate. All the interviews were conducted in the respondents' homes after school hours. No use was made of the second container since thirty students were obtained from the first: ten students from each subject profile and a total of fifteen boys and fifteen girls.

Grade ten students were chosen because they were experiencing the effects of the choices they had made of courses while they were in grade nine. Also, they have one more year of high school and would probably take this type of interview more seriously, because any changes that such an interview may create on the curriculum would directly affect their lives in grade eleven.

II. DESCRIPTION OF THE SAMPLE

Chomedey Polyvalent High School was constructed as a result of the Parent Commission recommendations in the early sixties. This school provides a multiplicity of disciplines. It is polyvalent. In 1967-71 the school operated on a double shift and overlap shift during which time as many as four thousand students traversed its corridors on a given school day. The enrollment in 1978-79 was less than eighteen hundred and the projection for 1979-80 is less than sixteen hundred.

One third of the student population profess the Greek faith, one third profess the Jewish faith, and the remainder are basically White Anglo Saxon Protestants. The school is located on the island of Laval, northwest of Montreal, approximately two miles from the Cartierville Bridge, which links Laval to Ile de Montreal.

III. DESCRIPTION OF THE PROFILES

Profiles are referred to in high school as subject profiles or course profiles. In secondary four and five (grades ten and eleven) students choose an area in which they wish to specialize. These areas are called profiles. Students who wish to enter a technical occupation at the end of secondary five choose a long vocational profile or a business education profile before entering secondary four. These two profiles are referred to as Technical Vocational Profiles (T). Students who have not made a choice of career and students who plan to attend college or university choose either the Social Science Profile (S) or the Mathematics and Science Profile (M). Each profile contains compulsory courses and several available options as listed in the appendix.

Throughout this study the capital letters (M), (S) and (T) will be used to represent the profiles just described.

IV. INTERVIEW SCHEDULE

I decided to do the empirical study for reasons pointed out previously. I decided to set up the schedule in a structural but flexible manner. I wanted spontaneous answers and also thoughtful responses. That is the reason why there were three parts: the unprompted (Ideal High School); the slightly prompted (Oral Interview) and

the prompted (Educational Statements, Educational Prior-
ities and Educational Concerns).

In setting up the Ideal High School the only restric-
tion was number of grades from seven to eleven. In the
oral interview there was no pressure on the respondents to
answer rapidly. They were allowed to ramble on for a
while in order to get more of an idea about how and what
they think. The Educational Statements, Educational Pri-
orities and Educational Concerns directed them to definite
statements allowing little flexibility for each response.
Consequently, the schedule was to allow them to express
as many ideas, opinions, slogans and views as possible but,
specifically on the high school curriculum, in order to
get ideas of how they think as individuals, as members of
a profile and as high school students; and to determine
what barriers, if any, there are for not honoring their
views.

V. THE INTERVIEWS

The data was collected over a period of three months.
The interviews were designed for forty-five or more min-
utes. In most cases they lasted over an hour. Very few
students were reluctant to express themselves. After all,
they had volunteered and as expected, they had something.
to say about the curriculum. Some respondents were very
optimistic about what the results of such research could
mean to student involvement. One or two expressed that

such studies were only of academic importance but would have no effect on high school curriculum changes.

The students were asked to choose the interview time most convenient to them. They all selected the time of interview to follow as soon after school dismissal as possible. There was no interruption from electronic gadgets, siblings or parents during any interview.

B. REPORT ON THE FINDINGS

METHODS

To review, the interviews conducted at the homes of thirty grade ten students of C.P.H.S. had this format:

Section One:

- an open question to determine what the respondents' ideal high school would have as a curriculum.

Section Two:

- the oral interview was the actual question and answer section, designed to obtain students' views on what type of curriculum they would desire for themselves; how they would select their own profiles; what effect did jobs have on their choices; their use of leisure time and their awareness of the shortened school day. The questionnaire also concerned itself with students' views on the curriculum about what it should provide for the rest of the student body; and it examined the students' ideas of the 'educated person', especially.

Section Three was subdivided into three parts:

- The first part was designed to find out how students would rank 'Educational Statements' -

in other words, what do they value as being
important.

- The second part forced them to rank in descending order the set of dimensions, 'Educational Priorities', developed in the theoretical framework. The purpose here was to discover what they think the function of the high school should be.

- The third part, 'Educational Concerns', merely inquired what concern they had given to the cost of education, the structure of adequate buildings and so forth, relative to all the views they presented on education. This section was designed to determine if students are aware that there is a relationship between what is desirous in education and what is practical under existing circumstances.

COMPULSORY SUBJECTS IN
IDEAL HIGH SCHOOL

TABLE I

Total Profiles		Social Sciences (S)		Maths-Science (M)		Tech-Voc (T)	
English	147	English	50	English	47	English	50
French	129	French	38	Maths	43	French	50
Maths	120	Maths	31	French	41	Maths	46
History	50	Phys. Ed.	18	Phys. Ed.	18	History	26
Phys. Ed.	41	Geography	15	History	9	Geography	17
Geography	38	History	15	Geography	6	Languages	10
Languages	15	Sex Ed.	4	Soc. Studies	6	Phys. Ed.	5
Soc. Studies	12	Art	2	Chemistry	5	Civics	4
Gen. Science	10	Gen. Science	2	Gen. Science	5	Cons. Ed.	4
Chemistry	8	Soc. Studies	2	Languages	5	Shops	4
Physics	5	Music	1	Physics	5	Soc. Studies	4
Cons. Ed.	4			Tech. Draw.	3	Chemistry	3
Sex Ed.	4			Music	2	Gen. Science	3
Shops	4			Art	1		
Art	3						
Music	3						
Tech. Draw.	3						

SUBJECTS IN ORDER OF PREFERENCE FOR IDEAL HIGH SCHOOL

TABLE II

GRADES 7 & 8	GRADE 9	GRADES 10 & 11
Art	Art	Art
Geography	Geography	Geography
Music	Phys. Ed.	Phys. Ed.
Phys. Ed.	History	Chemistry
History	Music	History
Cooking	Chemistry	Music
Chemistry	Autobody	Physics
Autobody	Auto Mechanics	Auto Mechanics
Biology	Biology	Biology
Shops	Cooking	Woodwork
Physics	Physics	Autobody
Auto Mechanics	Woodwork	Cooking
Maths	Electricity	Maths
Electricity	Maths	Economics
Nursing	Science	Electricity
Bookkeeping	Mass Media	Science
Languages	Shops	Man & Society
Mass Media	Business Ed.	Nursing
Psychology	Bookkeeping	Shops
Man & Society	Cosmetology	Bookkeeping
Law	Languages	Languages
Religion	Nursing	Mass Media
Tech. Drawing	Psychology	Business Ed.
Typing	Religion	Cosmetology
Cosmetology	Typing	Business Math
Drama	Aircraft Mechanics	Drama
Special Maths	Economics	Law
	Drama	Psychology
	Law	Tech. Drawing
	Lithography	Typing
	Man & Society	Social Studies
	Special Maths	Economics
	Tech. Drawing	Lithography
		Religion
		Ancient History
		Civics
		Special Maths

SECTION I

IDEAL HIGH SCHOOL CURRICULUM

When asked to set up an ideal high school curriculum, the respondents chose well within traditional parameters, but they did interchange some options and compulsory courses. Table I provides a view of the subjects the respondents desired to be compulsory. The subjects are listed in descending order of how frequently they were chosen. The table gives the number of all the students interviewed and a further breakdown of their answers relative to the prerequisites of their area of study, whether it was Math-Science, Tech-Voc or Social Studies.

Table II shows the subjects which the respondents wished to have available at the various grade levels. English, maths and French were deemed necessary at all grade levels, according to most of the respondents. Table II concerns itself primarily with subjects and the grade level at which they are to be offered, not whether they are compulosry or optional courses. English, French, maths, art, geography and physical education were listed as top priorities, then the other subjects changed ranks consistently. The large number of options they offered to grade seven and eight (Secondary 1 and 2) may imply that there is a diversity of interest and much enthusiasm for increased individualization. The greater number of options at the senior levels suggests that there is an increased desire for greater variety as age increases.

PRIORITY OPTIONS AT ALL GRADE LEVELS

TABLE III

1st
- Art
- Geography
- Physical Education
- History
- Music
- Chemistry
- Cooking
- Biology
- Science
- Autobody
- Physics
- Woodwork
- Auto Mechanics
- Maths

15th
- Shops
- Electricity
- Nursing
- Bookkeeping
- Languages
- Mass Media

21st
- Law
- Man & Society
- Religion
- Technical Drawing
- Typing

26th
- Cosmetology
- Drama
- Special Math

Table III excludes grade levels and shows the prior-
ity positions of all the subjects recorded in descending
order. Art, geography and physical education, for example,
occurred more frequently at all grade levels than history
or music. Cosmetology, drama and special maths were least
mentioned, on the other hand. This would probably mean
that if only fifteen options were feasible in the school,
electricity, typing, etc. would not be included at each
level.

If everyone of the thirty respondents had listed a
subject such as art to be available at all five grade levels,
the total recorded for art in Table IV would have been 150.
If all ten members of a profile had listed art in all grade
levels then art would have received a total score of 50.
This means that social science received 34 out of 50 from
Social Science students; 31 out of 50 from Maths-Science
and 9 out of 50 from Tech-Voc students. The numbers do not
correspond in science and shops because physics, chemistry
and general science were recorded as science, and auto body,
carpentry, auto mechanics and electricity were recorded as
shops. Cosmetology was not listed singularly and not as
shops because it is taught in the closer atmosphere more
comparable to a laboratory than a shop. The figures re-
corded in Table IV show the ranking of optional subjects
which were mentioned by at least three respondents. The
options chosen were seemingly of the traditional type.
None of them seem to be of an esoteric nature. Either the

OPTION SUBJECTS OF IDEAL HIGH SCHOOL

TABLE IV

Social Science		Maths-Science		Tech-Vocational		(S) (M) & (T)	
1. Social Sc.	34	Science	78	Shops	60	Science	125
2. Science	26	Shops	50	Phys Ed	39	Shops	113
3. Geography	20	Art	40	Art	32	Art	89
4. History	20	Geography	32	Geography	24	Phys Ed	80
5. Art	17	Music	32	Science	21	Geography	76
6. Music	16	Social Sc.	31	History	16	Social Sc.	74
7. Phys Ed	15	Phys Ed	26	Music	13	History	61
8. Business Ed	13	History	25	Cooking	12	Music	61
9. Languages	9	Business Ed	25	Tech Draw.	11	Business Ed	49
10. Math	9	Electricity	19	Business Ed	11	Cooking	31
11. Cooking	7	Nursing	13	Social Sc.	9	Electricity	24
12. Cosmetology	7	Cooking	12	Math	6	Math	21
13. Drama	3	Languages	6	Electricity	5	Nursing	17
14. Shops	3	Math	6	Cosmetology	4	Languages	15
15. Electricity	0	Cosmetology	0	Nursing	4	Cosmetology	11
16. Nursing	0	Tech Draw.	0	Languages	0	Tech Draw.	11
17. Tech Draw.	0	Drama	0	Drama	0	Drama	3

respondents lacked imagination, were satisfied that the subjects they proposed would fulfill the requirements of a good education or they were ignorant of the intrinsic and extrinsic value of the esoteric subjects. Even though they seemed to place very high ranks on their preferred subjects, they did rank some subjects like art, music, phys ed, geography, as very high. This could mean that they accept these subjects as being the vitally important ones in their education second only to English, French and maths.

Among the three profiles, (M) respondents were the only ones who placed all three main profiles in the top six of the seventeen positions. (S) placed (M) second and (T) fourteenth and (T) had (M) fifth and (S) eleventh. It seems that when unprompted (S) and (T) respondents saw each other's profiles as being equally unimportant.

The (S) respondents listed non-credit courses very high in desirability, but did not attribute to the skill subjects the same prominence. It could be that the word Technical-Vocational probably brought to the respondents' minds scientific machinery, welding shops, building of engines, which are science-oriented endeavours. Consequently, the (M) and (T) respondents saw the importance of each other's profiles, but the (S) respondents align (T) profile with skill subjects.

There did not seem to be any significant deviation from the subjects the respondents listed with those which are presently available in high school. In other words, they

maintained the status quo in the curriculum when they were unprompted. It may be suggested that their views on the curriculum, from first impression, would neither set up barriers to honoring them no necessarily enhance the high school curriculum as it presently exists, except of course, the possible positive psychological effects their contributions may have.

SECTION II

ORAL INTERVIEW

The second part of the survey, the actual oral interview, was designed specifically to elicit opinions and/or ideas about the high school curriculum. The main thrusts of this section were to get students' opinions of how the curriculum appears to them; what they were doing within the present structure; and what modifications or drastic changes were envisaged for the future.

Those interviewed responded sharply, mainly without inhibition, but showed hesitancy whenever and wherever they encountered any sort of difficulties with the questions or uncertainties with the answers. This suggests that they were serious minded and were not answering questions for the sake of answering them nor merely uttering the answers they thought the researcher wished to hear.

After several interviews, lasting the better part of half an hour in this section, the feeling arose that the respondents would have answered certain questions in a similar manner to those of his or her peers who were presently enrolled in the same subject profile.

The initial questions in this section, though designed to put the respondents at ease, also searched to see how much or how little students knew about their high school courses relative to requisites and prerequisites for immediate occupations, entrance into CEGEPS and universities, and any other aspects of life.

As a group, they knew what courses were compulsory
and optional for their chosen vocations. Nearly half of
the college-directed students desired to drop from their
programmes one or more subjects, but less than one out of
three of the non-college directed students desired the same.
However, they were very adamant about the ones they did
think should be omitted.

That the inquirer was a teacher of the very high school
in which the study was conducted might be of some concern.
The social position of the observer and observed and the
relationships between them at the time must be taken into
account when the data are interpreted. The background of
information which the inquirer acquires in time makes him
familiar with the psychology of his respondents and their
social milieu. With this knowledge, he is able to impose
a broader perspective on his data, and hence to evaluate
its reliability on the basis of standards extraneous to
the immediate situation.

A great deal was interpreted by the tone of how stu-
dents answered some questions along with what they answered.
This element was very necessary to feel how and what they
think.

Given the opportunity to verbalize about what courses
they would have in their personal high school timetable,
students volunteered very little information, but they ex-
pressed a view about what should not be compulsory, namely
history.

The (S) students did mention psychology, family and foods as <u>options</u>, nothing particularly innovative. The (M) students had to delve deeply into their imaginations, to mention any subjects other than those of the sciences. This conclusion was arrived at because of the great length of time it took them to produce any responses to the pertinent question. They were more concerned with 'throwing out' history and possibly some of the social sciences than they were with introducing physical education, art and economics into their personal timetables. They seemed very dogmatic about the subjects they thought were of importance to themselves and to others. The (T) students, on the other hand, were prepared to introduce into the timetables some business maths, economics and those subjects closely related to their options.

Within this section there are two subsections. The first subsection:

(a) (Personal Curriculum) dealt with the respondent's personal views about what is good for him or her and what he or she sees as needs, likes and interests in the curriculum.

The second subsection:

(b) (General Curriculum) dealt with the respondent's opinions, ideas and feelings about the manner in which educators think, operate and implement the

curriculum and the changes, if any, which may
benefit the individual and/or the group. It
also dealt with the respondent's views on what
they think about other people and what they
think, not only about their needs, but about
needs of other students.

a. PERSONAL CURRICULUM

Most students were not certain whether they had chosen their vocations and then checked to see what subjects they had to do in high school to qualify for the particular vocations; or if they had chosen certain subjects and then ventured to discover the profession or trade for which such subject(s) would qualify them. The data did show, if anything, that the (S) oriented students knew they desired to work with and help people, whereas the (T) students wished to do things involving manual skills. The latter were not particularly certain if they preferred auto mechanics to autobody and woodwork, or woodwork to other manual skills. The (M) students were the ones most definite about what subjects they should take in high school: sciences and maths. They were quite happy to omit any of the social studies, especially history, from their timetables.

I. PROFILE SELECTION

All students mentioned that they were interested in the profile they had chosen and that interest was a primary motivation. To the question:

> "Would you explain what motivated you to choose your present high school profile?"

- "I like it" and "I am interested" were the two frequently occurring answers provided by the (S) students.

One answer given by the (M) students was:

> "It provides a wide base and I would be qualified to enter many other areas whereas (T) or (S) profiles would not provide me with the same base and opportunity to transfer into other profiles if I so desire because of interest or need in the future."

Some fifty percent of the (T) students said they loved working with their hands, were able to work with their hands and, therefore, liked it. Approximately one out of three stated that they were not able to cope with the academic subjects and thus redirected their hopes and expectations into the (T) area. Some chose this area because it best qualified them to work in their family businesses. One student pointed out that law was her main interest but that without the ability to become a lawyer, legal secretarial work was an area close to the original interest that was most rewarding and satisfying to her.

To the more specific question: "Why did you choose your particular profile?" sixteen percent placed interest

as the reason. Forty percent said interest primarily, with ability second. One out of three placed ability first and then the interest factor. Fourteen percent listed getting a job as the primary motive. The (S) students did not mention jobs at all, but stressed interest in the field of working with people as the only important factor. Then, (M) and (T) students agreed that interest and ability were very important motivators, with the hope of acquiring a job a natural expectation. In conclusion, it can be said that interest, ability and job expectations are important factors when students are considering their selections of profiles.

II. SUBJECT SELECTION

Some students claimed they were not significantly influenced by how difficult or how easy a subject was rumoured to be, but if anything, they did prefer to choose an easier one over a more difficult one. Some (M) respondents expressed the belief that success in a difficult science subject guaranteed success in those with reputations of being easy.

They stated that they would make their own judgments about what they did or did not choose, with reliance on their needs, likes, aptitudes, abilities and interests rather than students' rumours. It is awfully difficult to say how accurate they were in their estimation of their own abilities.

III. JOB MOTIVATION

When directly confronted with the relationship be-
tween job motivation and the profiles they selected, fifty
percent of respondents said they would change profiles if
it is predicted that in the next eight years there would
be no jobs in their fields of endeavour. Fifty percent
re-emphasized that jobs definitely influenced their profile
selections in the first place.

Interesting are the differences in answers between
the respondents from different profiles. In answer to the
question: "If Stastics Canada predicts that students,
graduating with the qualifications you hope to have, would
encounter extreme difficulty in finding jobs in the next
two to eight years, would you change your present course
of study?" The following responses were received:

(S)		(M)		(T)	
yes	no	yes	no	yes	no
3	7	1	9	10	0

To the next question, "Did the chance of obtaining
a job in your particular field of endeavour have any
influence on your choosing your particular profile?" the
responses were:

(S)		(M)		(T)	
yes	no	yes	no	yes	no
2	8	4	6	8	2

It would seem from these results that the (T) respondents are more concerned than the others with acquiring jobs. This could be explained by the fact that they are concerned with getting a job immediately on leaving high school or it could be conjectured that they are more practical minded and less romantic about life expectations than the (S) or (M) respondents. The (S) students, on the other hand, look both to the immediate future for jobs and post-university for jobs. Nevertheless, they seem more concerned about the welfare of people than they are about obtaining jobs. (M) students behaved as though they were convinced that they had chosen correctly and therefore had no real intention of changing. They consider the importance of an actual job as neither here nor there since they probably envisage the absence of particular jobs at particular times in history as mere temporary set-backs on their road to continued progress and success.

IV. LEISURE TIME ACTIVITIES

Even though physical education was listed very high in the Ideal High School, less than one out of five respondents are or were involved in any team, club or organized activities in or out of schools. The number of participants was reduced by more than thirty-five percent by the time they reached grade ten from grade eight. This could mean that physical education is seen as a "serious" school subject.

Sports, indoor or outdoor activities are not necessarily seen as the natural continuance of a physical education programme.

From the data received, there appears to be a marked distinction between the leisure time activities of the members from the different profiles.

ACTIVITIES ACCORDING TO PROFILES

	(S)	(M)	(T)
Reading and writing	9	5	2
Watching TV	0	4	8
Sports activities	3	3	6
Going out with friends	3	0	3

The (S) students claimed little interest in TV watching and high interest in reading and writing. The (M) ones were evenly spread, 'Going out with friends' was not even mentioned. (T) respondents were active in sports, great TV fans and had a low interest in reading and writing, or 'Going out with friends'.

It is reasonable that avid readers have very little time left for TV and avid TV viewers have little time for reading. The (M) respondents either have low interest in a wide array of leisure time activities or have very little leisure time after their school assignments. The activities may have reflected their interests in their own profiles or are contingent upon the profiles they had chosen. Other leisure time activities like stamp collecting,

swimming, playing and listening to music, dancing, sewing, cooking repairing of machines and hobbies were evenly spread among the profiles.

Only fifty percent agreed that their school subjects assisted them in their leisure time activities but a resounding hundred percent of (T) respondents said that they did assist them. This is probably due to the fact that they are involved in skill subjects which they think more readily lend themselves to pleasure activities than do academic subjects.

V. VALUE OF SPECIFIC SUBJECTS

In both sections of the interview, respondents had the opportunity to leave the same add to or delete any subject(s) from the curriculum either for the benefit of the individual or the group. Seven out of ten accepted the subjects within their particular profiles, with the remainder stating that either French, maths, geography or history should be omitted.

History was picked as a subject to be omitted eight times out of the eleven times mentioned. This could be due partly to the fact that history has only been declared as a compulsory credit within the last five years for students graduating from Quebec high schools.

On the other hand, there are other possible reasons. Research done in 1976 and 1977 by pollsters, McGill University Professor Gerry Kelebay and Lower Canada College

Instructor W. D. Brooks in the Montreal area, showed that history is the most disliked subject in high schools. The researchers thought that history was scorned because of the notions of 'future shock'. They said that history was being replaced at colleges and universities in the U.S.A. by social sciences and courses in the humanities. Also, students and teachers have been subjected to so much rhetoric about how dramatically things have changed in the last twenty years that they feel the lessons of the past are not useful or reliable guides to what will emerge in the future. The pollsters also suggested that the methods by which history is being taught in high schools contribute to its unattractiveness as a discipline. They were appalled that 17 out of 30 first year student-teachers had never heard of Martin Luther. (K. Whittingham, 1977) Be that as it may, students would probably not choose history if it were an option, and as a result would be deficient in those dimensions of development which history satisfies.

VI. LENGTHENED SCHOOL DAY

When offered an extra class period, the (S) respondents suggested taking a wide variety of subjects. Art and physical education were at the top of the list, then came the regular academic courses. The (M) respondents chose subjects related to the sciences but emphasized business ed courses like bookkeeping and typing. The (T) students chose the basic subjects and a study period. Here is a list of

subjects which were mostly mentioned by the thirty
respondents:

Study period	6
Business education	5
Art	4
Shops	3
Phys Ed	2
Math	4
Social Studies	2
History	1
Geography	1
Science	1
French	

In this case, because of the size of the sample, any
conclusion(s) as to why they made their choices for a
lengthened school day could be misleading.

VII. COURSE RELEVANCY

Five out of six students agreed that the courses being
done in high school had relevance to actual life outside of
high school. Over eighty percent did find some subjects
more relevant in this respect than other subjects. However,
besides English, French and maths, they disagreed as to
which subjects were highly relevant.

They may have decided that the curriculum is relevant
because it was organized by those in authority, the school,

society and the educators, whose duty it is to do so.
Students may not easily discern at their ages, because of
lack of maturity and experience, the usefulness of all they
are exposed to. But, they may have felt that they have to
be confident that those in authority are in a better posi-
tion to make life decisions for them based on projected
future needs instead of obvious present wants, likes and
interests. In any case, they saw the high school as being
legitimate. The question did not elicit an attack on the
high school as being irrelevant.

VIII. EXISTING CURRICULUM

Finally in this first subsection, the question posed
was:

> "Is there anything or are there things
> about the curriculum that really bug
> you and that you would like to see
> corrected immediately?"

Few answers were given and at that very hesitatingly. The
following are those most worthy of mention:

- "Less hustle in school; hurrying from
  class to class and then hurrying to
  the buses in the morning and again
  in the afternoon."

- "Contemporary language should be used
  in textbooks. Political education
  and advanced courses like philosophy
  and psychology should be introduced
  into high school."

Students were equally divided on the question whether
physical education should be compulosry or optional at all
grade levels.

The fact that some respondents were very hesitant to
respond to the question about what bugs them could be due
to one or more of several factors, among which may be: a
lack of knowledge about high school curriculum; a fear of
criticizing the establishment; a need to give the appear-
ance of accepting things the way they are, or true acceptance
of the existing curriculum.

Not too many years ago, the students might have vocif-
erously complained about the state of affairs. They prob-
ably would have had a consensus of opinions on specific
injustices, inequalities and treatment of minority groups,
to name but a few concerns. Today, they show a great
contentedness. This may be interpreted that a satisfying
curriculum exists, or that they cannot be bothered to
criticize the curriculum.

b. GENERAL CURRICULUM

This subsection investigated the students' views, whims, fancies, opinions and/or ideas about what they thought of the student body in the high school; what positive and negative effects were caused by the existing curriculum; how capable they thought other students were of choosing their own options at different grade levels; and the respondents' feelings concerning the relevancy of high school subjects as opposed to the individual's needs and the needs of the school population on the whole.

Generally speaking, students considered themselves quite capable in all areas mentioned, but were very concerned that the majority of students were not capable. However, they wanted the freedom of choice of subject selections maintained at whatever grade level the choices became available. In this dilemma, they probably should not have been overly concerned because according to Broudy, Smith and Burnett:

> Those schools which have followed up their
> graduates to inquire what course(s) have
> helped them most, have been disappointed
> that the number of courses mentioned was
> very small. Worse still, graduates impute
> to this or that inspiring teacher the
> reason for their success, although what
> he taught has no discernible, conceivable
> connection with what the graduate is now
> doing. (Harry S. Broudy, B. Othaniel Smith,
> Joe R. Burnett, 1969, p. 69)

I. JOB QUALIFICATION

Two out of every three students said that the student body was of the opinion that the best jobs were obtained by those who pursued (M) profile. Only half the number who answered voiced any opinion about the profile related to the worst jobs, and the ones who did reply nearly all agreed it was the (T) profile. None of the (S) respondents replied to that question. It was almost as though there was the feeling that the (S) respondents did not want to be involved in determining the implications of the worst jobs.

The question arose that if they knew what profile led to the best jobs, why were they not pursuing it? From the first subsection and from other areas of this research, it has been clearly pointed out that students knew how much importance the ability in doing the subject(s) relates to the interest in the subject(s) or the high motivation in doing the subject as a means of success in any area. They knew their limitations and related them realistically to their expectations and thus chose the profile where they thought they had the best chances of being successful.

II. TECHNICAL AND TRADE SCHOOLS

Interestingly enough, there was a split as to whether or not there should be more vocational studies at the high school level; but there was a strong two to one 'yes' to trade schools for students of high school age with the (T)

students being nine to one in favour. In those trade schools, there was a two to one in favour of the inclusion of subjects other than their trades.- The specific courses enumerated showed that the (S) and (M) wished primarily to have English, French and math, but (T) emphasized the inclusion of many other subjects. It was almost as if the latter were aware that they would miss an important part of their education in a highly specialized timetable. Students from the other profiles probably thought that academic subjects posed an unnecessary burden on (T) students; and/or the subjects were not valuable enough to include them in trade schools. Consequently, they wished to impose only the bare minimum of subjects on the students attending a trade school.

III. HIGHER EDUCATION

Similarly, over eighty percent of the (M) and (S) students advised that students who did have the ability but no intention of continuing a formal education should choose the (T) profiles. Fifty percent of the (T) gave the same advice, but overwhelmingly agreed that everything should be done to persuade such individuals to go on to higher education. The respondents wanted students to have the academic, especially credits in the Maths-Science field, as a background for their future. As one respondent put it:

> "Let him or her do the difficult
> subjects. Why waste a mind?"

SECTION III

A. EDUCATIONAL STATEMENTS

GENERAL OBJECTIVES

The third section of the questionnaire consisted of
three subsections:

> First: a preference ranking from one to
> ten had to be made for 'Educational State-
> ments' . . . . very undesirable to very
> desirable.

> Second: respondents had to list in order
> of priority a set of definite aims and
> objectives or the set of dimensions for
> high school education.

> Third: how much or how little concern
> there was among students for the cost
> factor of education, the practicality
> of implementing their ideas in their
> envisioned Ideal High School, and the
> usefulness of their choices to individ-
> uals and/or to other students.

The results of the first subsection recorded in Table V

indicated many more similarities than differences among the

respondents from the three profiles. The table was set up

so that the left side showed the average number chosen for

that statement by each profile and then the average of the

accumulated three profiles. Twenty-seven statements were

listed. On the right side a similar record was taken. The

individual profiles were taken at first, then the accumula-

ted profiles. The numbers recorded here were one to twenty-

seven. The number one was the first choice of that group

and the number twenty-seven was the last choice in degree

of desirability.

EDUCATIONAL STATEMENTS

TABLE V

SCALE									
1	2	3	4	5	6	7	8	9	10
Very Undesirable		Somewhat Undesirable		Desirable		Somewhat Desirable		Very Desirable	

On a scale of 1 to 10 please rate your preference for following high school courses which . . . . .

Average number chosen by profiles from above scale.

S	M	T	SMT		S	M	T	SMT
4	6	6	5	develop the attributes of good citizenship.	24	17	21	23
6	6	6	6	will acquaint students with Canada's cultural heritage.	18	21	17	21
3	3	3	3	develop an awareness of Judaeo-Christian religions.	25	27	26	27
5	4	6	5	develop an awareness of the religions of the world.	22	23	16	22
9	9	7	8	provide students with the entrance requirements necessary for CEGEP or university.	1	1	6	2
7	8	8	8	teach students how to think.	6	4	2	3
5	8	8	7	teach students how to study.	21	3	4	6
8	6	8	7	develop in students a social awareness.	4	11	5	4
7	6	6	6	provide students with the opportunity for maintaining their health through physical education.	13	16	11	16

RANK ORDER

S	M	T	SMT		S	M	T	SMT
4	4	5	4	teach students the elements of good housekeeping.	23	25	23	25
6	7	6	6	teach students the elements of practical economics.	14	8	20	17
2	4	4	3	teach students the elements of good eating habits.	26	24	25	26
5	6	6	6	provide mental stimulation but not necessarily as credit courses.	6	13	15	12
7	6	7	7	provide students with an awareness of the beauties of life in music, art, photography, reading, etc.	12	18	8	14
7	6	8	7	prepare students for becoming apprentices after high school.	5	20	3	7
8	9	9	9	prepare students specifically for careers.	3	2	1	1
7	5	5	6	prepare students for games, sports and recreational activities.	8	22	24	20
2	4	3	3	provide students with non-rigid physical activities eg. bridge, puzzles, bingo, chess, etc.	27	26	27	24
6	6	6	6	provide students with an awareness of human sexuality.	19	12	22	19

will provide students with the opportunity to have . . . .

S	M	T	SMT		S	M	T	SMT
7	6	7	7	stage shows	11	15	10	13
8	7	6	7	debates	2	10	13	5
7	7	6	7	field trips	8	6	19	10
6	7	6	6	outings	15	14	18	18
7	7	6	7	discussions on racial issues	10	9	12	8
6	7	7	7	discussions on governmental elections	20	5	7	9
6	7	7	7	discussions on labour issues	17	7	9	11
6	6	6	6	discussions on student government	15	9	14	15

The first nineteen statements could be related to the aims of specific subjects and the last eight statements as components of many subjects.

The (S) respondents ranked the first nine out of nineteen in this order:

1st "Provide students with the entrance requirements necessary for CEGEP or university."

2nd "Prepare students specifically for careers."

3rd "Develop in students a social awareness."

4th "Prepare students for becoming apprentices after high school."

5th "Teach students how to think."

6th "Provide mental stimulation but not necessarily as credit courses."

7th "Prepare students for games, sports and recreational activities."

8th "Provide students with an awareness of the beauties of life in music, art, photography, reading, etc."

9th "Provide students with the opportunity for maintaining their health through physical education."

The (M) respondents ranked the first nine as:

1st "Provide students with the entrance requirements necessary for CEGEP or university."

2nd "Prepare students specifically for careers."

3rd "Teach students how to study."

4th   "Teach students how to think."

5th   "Teach students the elements of practical economics."

6th   "Develop in students a social awareness."

7th   "Provide mental stimulation but not necessarily as credit courses."

8th   "Provide students with the opportunity for maintaining their health through physical education."

9th   "Develop the attributes of good citizenship."

The (T) students ranked the first nine as:

1st   "Prepare students specifically for careers."

2nd   "Teach students how to think."

3rd   "Prepare students for becoming apprentices after high school."

4th   "Teach students how to study."

5th   "Develop in students a social awareness."

6th   "Provide students with the entrance requirements necessary for CEGEP and university."

7th   "Provide students with an awareness of the beauties of life in music, art, photography, reading, etc."

8th   "Provide students with the opportunity for maintaining their health through physical education."

9th   "Develop the attributes of good citizenship."

As a whole group of respondents, the first nine were
ranked as:

1st   "Prepare students specifically for
      careers."

2nd   "Provide students with the entrance
      requirements necessary for CEGEP or
      university."

3rd   "Teach students how to think."

4th   "Develop in students a social awareness."

5th   "Teach students how to study."

6th   "Prepare students for becoming appren-
      tices after high school."

7th   "Provide students with an awareness of
      the beauties of life in music, art,
      photography, reading, etc."

8th   "Provide students with the opportunity
      for maintaining their health through
      physical education."

9th   "Teach students the elements of practical
      economics."

If careers and apprenticeship may be listed as being
occupational, and if how to study, how to think and the
aesthetics of art are considered as interests in the pursuit
of mental stimulation, then the rank of nine could be re-
duced to the following six:

1 - Occupational

2 - Collegial

3 - Mental

4 - Social

5 - Physical

6 - Practical

Generally speaking, career-preparation did not rank
very high in the oral question-answer section of the inter-
view. However, in the structured, prompted 'Educational
Statements' career-preparation ranked very high. A similar
result was found in the rankings of 'Educational Priorities'
as shown in Table VI.

. There were many similarities between the different
profiles in this section of the questionnaire. However,
there are some differences which are worthy of mention.
The (M) respondents differed significantly from the other
two on social awareness, practical economics, aesthetics,
apprenticeship and human sexuality. They rated them much
lower than (T) or (S) students in terms of desirability.
Probably, (M) respondents thought that many of those things
can be learned outside of the classroom. The implication
from the dialogue section was that the more difficult sub-
jects, the ones which cannot readily be learned from every
day life, were the ones to be presented in the classroom.
The sciences were seen by (M) respondents as the subjects
which ought to be taught in school.

The (S) respondents disagreed with the others mainly
on such statements as:

> 'to teach students how to study',
>
> 'to provide mental stimulation but not
> necessarily as credit courses',
>
> 'to prepare students for games, sports,
> and recreational activities'.

'To teach students how to study' was the only statement to which a lower priority was given than the (M) and (T) respondents gave. The (S) respondents were concerned with helping, understanding and working primarily with people. Consequently, any activity involving many people was understandably rated higher than studying in a room or working on an engine.

The (T) respondents did not rate CEGEP or university preparations as highly as the others did. This was probably due to the fact that (T) students usually try to prepare themselves for obtaining jobs immediately following graduation instead of preparing themselves for the remote future.

EDUCATIONAL PRIORITIES

TABLE VI

LIST THE FOLLOWING IN DESCENDING ORDER OF PREFERENCE.

eg. #1 - most important
#7 - least important

S	M	T	SMT		
7	7	5	7	courses which will expose students to the moral and ethical values held by societies, the Christian churches and other religions of the world.	SPIRITUAL
1	1	3	1	courses which will expose students to prerequisites which they need to qualify for higher education at CEGEP and university.	COLLEGIAL
2	3	2	2	courses which will expose students to the specific skills they need to be able to go directly into a job after high school graduation.	OCCUPATIONAL
6	5	6	5	courses which will expose students to physical activities of play and recreation not directly connected to any job or higher education.	PHYSICAL
4	2	4	4	courses which will expose students to various domains of knowledge which may whet their appetites to pursue knowledge for its own sake as a life-long endeavour.	MENTAL
3	4	1	3	courses which will expose students to activities concerned with getting along with people through a knowledge of the physical, cultural, historical and economic aspects of life.	SOCIAL
5	6	7	6	courses which will expose students to other aspects not covered in those listed above.	OTHER

B. EDUCATIONAL PRIORITIES

From Table VI on 'Educational Priorities' seven aspects are listed here in descending order of priority:

ORDER OF 'EDUCATIONAL PRIORITIES'

	(S)	(M)	(T)	(S-M-T)
1.	Collegial	Collegial	Social	Collegial
2.	Occupational	Mental	Occupational	Occupational
3.	Social	Occupational	Collegial	Social
4.	Mental	Social	Mental	Mental
5.	Other aims	Physical	Spiritual	Physical
6.	Physical	Other aims	Physical	Other aims
7.	Spiritual	Spiritual	Other aims	Spiritual

The ranking from Table VI showed that the spiritual and physical dimensions ranked quite low. The objectives of the high school were recorded here as primarily preparation for higher education, for jobs, and for social acceptance. It could be deduced that the development of the mental or intellectual, physical and spiritual are not as important to students as those of the collegial, occupational and social. If students have to make priority choices when setting up a curriculum, it seems as though they will place some form of job preparation as the first priority. An occupation is of much greater concern and thus more value to them than other aspects of education which do not assist directly in obtaining a job.

EDUCATIONAL CONCERNS

TABLE VII

WHEN YOU SET UP THE COURSE OF STUDY IN A HIGH
SCHOOL (GRADES SEVEN THROUGH ELEVEN) DID YOU
GIVE ANY CONSIDERATION TO THE FOLLOWING?

	Very Great Concern	Some Concern	Concern	Little Concern	Very Little Concern	Totals
a) Cost of such a program ($).	2	9	5	3	11	30
b) Acceptability to the community.	4	7	7	6	6	30
c) Within the possibility of the present school structure (building).	3	10	4	8	5	30
d) Usefulness to you as an individual.	17	5	4	2	2	30
e) Usefulness to other students.	19	5	4	2	–	30
f) More compulsory courses than presently exist.	6	7	4	8	5	30

C. EDUCATIONAL CONCERNS

Table VII indicated that the respondents were highly concerned with the usefulness of courses to themselves and other students. Little concern was shown for cost factor of education, the adequacy of the school building itself or whether programmes offered were acceptable or not to the community at large.

. At the grade ten level, students may know what they want to get out of high school and how their needs should be fulfilled, but they have little concern about the economics involved in providing those needs. This can be considered as sort of a barrier to honoring their views on these aspects of the curriculum. On the other hand, it could be posed that these areas are not directly pedagogical and as such should not be dealt with, other than by those most qualified in financial matters.

CHAPTER IV

DISCUSSION AND SUMMARY

A. DISCUSSION

The evidence obtained from this study indicates that students have many views to express about the curriculum. If they are given the opportunity to modify or make changes they would do so quite readily with those aspects which concern them, but somewhat reluctantly and with obvious temerity with areas which affect the rest of the student body.

The research questionnaire for empirical study, formulated from the literature which dealt with the purpose of education and its attainment, was designed basically to find out how and what students think about the curriculum. A central question was:

> "Do students think the curriculum
> satisfies their needs and the
> needs of other students?"

The respondents had to develop without any prompting the curriculum of the Ideal High School.

Section Two, the oral interview, sought their views on all aspects of education, and the final written section was to divulge their priorities on definite educational statements, priorities and concerns.

The entire effort was to examine the students' philosophies, their opinions and priorities on education, in the light of the frame of reference formulated from the litera-

ture of educational theorists, and the views of the inquirer. This comparison was to be used for deliberating and determining what barriers there were; and if any, why students' views on the high school curriculum should not be honored.

If E.B. Castle is correct, students have no common purpose, therefore their views should not be honored. How can graduates of our modern schools be expected to govern themselves or to have a social conscience . . . .

> When one realizes that they have no
> common culture, is it astounding that
> they have no common purpose? That
> they worship gods, that only in war
> do they unite? (E.B. Castle, 1961, p. 199)

The research was conducted in three major sections:

A) A written unprompted curriculum for an ideal high school grades seven through eleven.

B) An oral question and answer in depth interview about students' views on education.

C) Written responses to specific educational statements, priorities and concerns.

As the interview section progressed, it became clear that the inquirer could predict the gist of what was going to be said as long as he knew what profile wherein the respondent was enrolled. It is as if (S) students behave in a certain manner and/or believe the same precepts, while (T) students do so in a different manner and (M) students in yet a different way. However, the enthusiasm they showed

in the actual interviews, and the zeal and interest showed
by them many months later in an effort to find out what
conclusions were drawn from the interviews in which they
had participated more than made up for any inadequacy
brought about by the element of possibly predicting what
answers some respondents were about to produce.

It is true at both the theoretical and method levels
of this type of research that one cannot study all aspects
of what students think is and is not valuable, and this
makes it somewhat difficult to determine which ideas are
worth honoring. A 'homunculus' (G.H. Bantock, 1965)
as the set of criteria in the theoretical framework
assisted in setting up a certain definite set of expecta-
tions to which any form of public education should adhere.
The six dimensions did lend some assistance as standards'
for judging worthwhileness in the face of impending
difficulties.

SECTION I

IDEAL HIGH SCHOOL

From the students' list of subjects to be included
in this kind of school, under compulsory and optional,
from grades seven through eleven, several tables were
devised. Their lists of compulsory subjects showed little
differences between profiles, except where (T) respondents
placed physical education after the first six subjects.
The sample listed subjects like history, geography and
physical education, which are not now compulsory. It has
to be concluded that they think those subjects form an inte-
gral part of any curriculum. The other subjects which they
made compulsory are those which deal with job preparation,
general education, the sciences and languages. Strangely
enough, history was listed very high, but in other areas of
the research, it was suggested that it should be taken out
of the curriculum. When students were not specifically think-
ing of studying the subjects for exam purposes, they visual-
ized them differently. Even though cultural inheritance,
per se, and physical fitness were very desirable commodities,
they lost their appeal to students when exams were involved.
Many educators including Hilda Taba (1962) listed these sub-
jects just mentioned, cultural inheritance, physical fitness,
as being important aims of education.

Table II contains twenty-seven to thirty-seven subjects
ranked by grade level. This list does raise the question
of what subjects should be avoided. But it is more meaning-

ful to note that art, geography, history and physical education repeatedly head the list of priorities at all grade levels.

Table III combines all the grade levels to show a perspective of subjects in descending order. This data demonstrated that the subjects which have high priority on the students' list are the very subjects which have high priority in the existing curriculum. The status quo remains, but students now seek greater individualization than exists at the lower grade levels. They show a desire to have available many more options at the higher grade levels than presently exist.

Table IV 'Option Subjects' confirmed that science students value science, while language students value languages. This list was very prototypical, but it also demonstrated that regardless of profiles, the students do rank art, phys ed, geography, history and music very high in importance. Part of Table IV is presented here to demonstrate this ranking.

OPTION SUBJECTS OF IDEAL HIGH SCHOOL

	Social Science		Maths-Science		Tech-Vocational		(S) (M) & (T)	
1.	Social Sc.	34	Science	78	Shops	60	Science	125
2.	Science	26	Shops	50	Phys Ed	39	Shops	113
3.	Geography	20	Art	40	Art	32	Art	89
4.	History	20	Geography	32	Geography	24	Phys Ed	80
5.	Art	17	Music	32	Science	21	Geography	76
6.	Music	16	Social Sc.	31	History	16	Social Sc.	74
7.	Phys Ed	15	Phys Ed	26	Music	13	History	61
8.	Business Ed	13	History	25	Cooking	12	Music	61

To summarize, the following seemed to be the respondents' idea of an ideal high school. They would like a school with more compulsory subjects than presently exist; a school where the juniors would have more options but not as many as the seniors. A school where freedom of choice is maintained but expert advice is readily available. This school must somehow allow the students to be able to transfer from one subject to the other whenever the challenge is too high. The courses should all be relevant, and the language of communication within subjects should be beyond misinterpretation. A school where subjects dealing with communication (languages), the knowledge of the world, (history, geography), the beauty of body (phys ed) and soul (art, music) will have priority over the subjects of skill, e.g. typing, nursing and autobody.

SECTION II

The taped interview showed the respondents to be relaxed, generally talkative and very informative. This part of the interview lasted from thirty to forty-five minutes. Their views were given unhesitatingly, honestly, but sometimes only after due deliberation.

a. PERSONAL CURRICULUM

I. PROFILE SELECTIONS

The three different profiles had varied reasons for their profile selections. The (S) students gave the very idealistic answer:

'we like working with people';

the (M) students said it gave them:

'a very wide base from which they could branch off to many options in the future';

the (T) students stated that:

'they had the manual dexterity, and the ability for skill subjects'.

In some cases, the latter admitted:

'they could not cope with the academic profiles'.

Some of them chose the skill subjects:

'in order to work in family businesses'.

In all answers, interest, ability and job expectations were the main factors for the respondents' decisions. They knew

what they wanted and they knew why.

The idea of wanting to have choices and the realization that choice in itself is a problem did create a dilemma neither completely resolved in their minds nor the inquirer's. Students wished to have choice as an aspect of growing up in a democratic society. It offered them an opportunity to suffer or enjoy the consequences of such decisions. However, they realized the freedom of choice in grade nine was especially wonderful for those who knew exactly what they desired, but a heavy burden for those who did not know. They concluded that the opportunity to choose their non-compulsory courses for grades ten and eleven, especially the former, while they were in grade nine, should be maintained in spite of the problems mentioned.

II. SUBJECT SELECTIONS

When the time came for choosing subjects within the profiles, students' choices confirmed in principle with R.S. Peters* (1966) 'worthwhile activities'. Students were ever mindful that their choices were personal and demanded additional knowledge if they had to choose for other students. They felt that the doors to their minds were not closed on leaving high school. On the contrary, they felt that they opened wider to contemporary ideas and happenings. They knew they could not physically take all the courses they should take in order to be called educated, and therefore they had to develop a priority list. They visualized

that they could fill that gap after high school. They were fully cognizant that ability in and interest for a subject were very important, but conceded that ability takes precedence. These two factors they thought were much more important when they had to choose their optional subjects than the reputation of a subject, subjects or profile. Their answers seemed to show a high degree of the respondents' maturity.

III. JOB MOTIVATION

It seemed as though students came to school with ideas about what jobs were important, how they related to those jobs and what subjects they would pursue to qualify for those jobs. Among the respondents, the (S) students showed the least concern for jobs whereas the (T) students showed the greatest concern. The latter were prepared to change vocations in order to get a job.

It is only fair to mention that students with manual skills do have a greater variety of job options available to them. For example, radio technology, TV technology, auto body, auto mechanics, auto maintenance are some of the options which are opened to them. As such they can change vocations say from auto mechanics to auto body and stay within the manual skill subjects. In other words, they may change from wood to machines but still stay within manual skills. It is not the same with a transfer from Social studies to biology.

IV. LEISURE TIME ACTIVITIES

Only the (T) students observed a great degree of use-
fulness between the subjects they did in school and their
leisure time activities. There were marked differences
between the respondents from the three profiles - The (S)
students claimed to like reading, writing, sports and
friends. This seemed natural for those interested in peo-
ple from a socialization point of view. The (T) students
claimed to be interested in TV, sports and friends. These
students will tend to be more physically tired after school
and thus take on a passive form of relaxation like TV.
The (M) students, who claimed to be overburdened with school-
work and to whom time was a premium, tended to look at some
TV and did a little reading. Leisure time activities
seemed related to the profile each student had chosen in
school.

V. VALUE OF SPECIFIC SUBJECTS

Students wished to maintain the status quo but some
requested that history be dropped from the curriculum. At
the same time some students wished that history be main-
tained. Where this subject was concerned there was def-
inite uncertainty among the respondents. They were con-
fused about the content of a history course and how
valuable it is to them compared to other subjects.

VI. LENGTHENED SCHOOL DAY

Differences shown here seemed prototypical. The (M)
respondents desired to have subjects related to their
sciences and those which would assist them academically,
for example, typing. The (T) respondents desired to have
available the academic subjects which they were not able
to do in their profile. Finally, the (S) respondents
desired a variety of subjects without any inclination to
a specific area. The respondents' answers were typical of
the profile they were pursuing. Nevertheless, their choices
demonstrated that the respondents were responsible, had
foresight and were aware of missing gaps in their education.

VII. COURSE RELEVANCY

The entire group reacted in a similar manner. They
accepted the curriculum as being relevant. They were def-
inite about some subjects being more relevant than others
but were hesitant to produce a list of such subjects. They
were not narrow in their consideration of what was relevant
to their education.

VIII. EXISTING CURRICULUM

Pursuant to relevancy, their views seemed to confirm
that the curriculum was acceptable and they had little
complaint to make during this study. They suggested that
a less hectic pace at school and the use of contemporary

language in textbooks would provide welcome improvements
in the curriculum.

SUMMARY

This part of the interview elicited from the respondents their own choice of curriculum for the Ideal High School. The respondents were pleased with the existing curriculum but they proposed some modifications. They were somewhat confused about the relevancy or irrelevancy of history.

Whether or not they selected their profiles because of job expectations depended on what profile they had selected. The (S) students were not concerned. The (M) students were concerned about the distant future, and the (T) students were definitely concerned. Generally speaking, each student had in mind some sort of job when he chose his profile.

It was difficult to conclude whether the profile selection determined the leisure time activities or vice versa. The personal curriculum was certainly dependent upon the orientation of the students, vis-a-vis, science, manual skills or humanities.

b. GENERAL CURRICULUM

The respondents were very meticulous and careful in their answers concerning elements which would affect the entire student body.

I. JOB QUALIFICATION

They concluded as a group that (M) graduates would probably secure the best jobs while (T) graduates would obtain the worst ones. They were very hesitant to talk about those qualified for the worst jobs and the (S) respondents did not give any response. The underlying tone was that those who excelled in any job would be highly financially rewarded. They did not think that there was enough time to clarify the 'best' and 'worst' jobs.

They felt that being highly qualified to do any job was more important than being lowly qualified to do a highly paid job. They repeatedly noted that interest and ability to do a subject were inseparable complements of each other. If ever they experienced a lack of ability in an area, they claimed they would have redirected themselves to other areas and/or profiles. Even though their points of view on education might be influenced or clouded by their personal interests and desires, respondents showed maturity and evidence of the reality principle. They realized that some subjects, though they were disliked by students, had to be endured, because they were prerequisites for other subjects or vocations. And that there were stu-

dents who had to choose less desirable subjects because
they lacked the ability to do the ones they liked best.

II. TECHNICAL AND TRADE SCHOOLS

There were marked differences in the answers produced
from the different profiles as to whether or not these
schools should be available and if so what non-trade sub-
jects ought to be in the curriculum. Of the entire group,
twice as many said yes to the trade schools and the (T)
respondents were ninety percent in favour.

Very important was the fact that the (T) respondents,
those who would probably attend such schools, wanted to
include in the curriculum those academic subjects which
they would not normally do in high school. Whereas the (M)
and (S) respondents felt that they should concentrate on
their technical and trade subjects instead of French,
English or maths. There was a definite difference of opin-
ion here. The range of factors they considered was not
very comprehensive, nor their conceptions of the problems
involved adequate.

III. HIGHER EDUCATION

There were mixed answers to the question about what
profile a person with the academic ability should pursue,
but one who was not interested in higher education.
Eighty percent of both the (M) and (S) students advised
that such a student should acquire as much as possible,

certain skill subjects in high school in preparation for obtaining a job on graduation. Interestingly enough, the (T) students were not as ready to advise such a person to pursue a Tech-Voc profile. Over fifty percent of the (T) respondents were adamant in their opinion that such a person ought to be advised, encouraged or ordered to follow a non-technical vocational profile.

'Why waste a mind?'

was one comment given by the (T) respondents. Again the (T) respondents seemed very happy to be in their chosen profile, and accepted other students' interests in the (T) profile. They advised that students should not choose a Tech-Voc profile unless they did not qualify for the other profiles. The (T) students thought they were missing an integral part of their general education in the Tech-Voc profile because they cannot fit in any other important subjects but maths, French and English.

IV. GRADE LEVEL SUBJECT SELECTIONS

This was dealt with more thoroughly under Personal Curriculum. Concerning other students' problems, when faced with making choices at grade nine level, the respondents felt that strong advice should be given to the candidates. The main advice being that they should consider these factors:

Am I interested in the profile?

If I am interested, do I have the
ability to do the required courses?

Is my interest a temporary affair
or would it be maintained under
difficult circumstances in the future?

Is it the glamour of the job after
high school which motivates me or is
it that I will be truly happy in
that vocation?

In spite of the fact that they thought that fourteen
and fifteen year old students were not matured and experi-
enced enough for the onus of choice, respondents felt that
if their advice was followed, that the participants would
be better able to cope with decisions which would affect
their futures.

V. PREPARATION FOR LIFE

Respondents advised that more courses should be intro-
duced but were unable to provide the names of these courses.
They did mention the well-known ones like electricity for
repairing household appliances, homemaking for assisting
graduates in wise consumer buying, and the indulgence in
healthy inexpensive menus. They showed little enthusiasm
to introduce any more subjects whether they be of the prac-
tical, skill or mental stimulation type. Respondents felt
therefore that the curriculum was satisfying the objective
of preparing students for life activities.

VI. SUBJECT CONTENT

Respondents ventured that there was one area where
students may advise. This is the area concerning what
could be added to the subject or what section(s) could
be eliminated. However, they stated that students could
only do so after they had finished a course. They ac-
cepted that the content of subjects was a matter for
educators and those with expertise.

VII. STUDENTS' VIEWS OF EDUCATORS' VIEWS

Respondents felt that they knew what the educators'
views were because they had heard about them from the rest
of society, from older peers and siblings and they were
living through the actual situation set up by educators.
The need to keep as many parents as possible happy by not
rejecting their demands about what courses 'Johnny must
be able to do', and by mass producing graduates with little
concern for individuals were the realities of what they
thought most concerned educators. They agreed with most
of the educators' curriculum. They expressed deep anger
because educators proposed mass production which was
poisonous to the educational system and which caused crises
for students. Respondents blamed educators for any inade-
quacies in the education system.

VIII. STUDENT INVOLVEMENT

It is noteworthy that the majority of respondents agreed that both graduate and pre-graduate students should be involved as a committee in any curriculum planning although their points of view about courses which they had not experienced in the classroom should be held suspect. Graduates of two or no more than three years post high school education would have experienced what they were told that they should have done in high school. They would even know what they ought to have done. This type of experience would be invaluable to non-graduate students and school planners. Respondents agreed that students' views ought to be considered in curriculum planning.

IX. EDUCATED PERSON

Throughout the empirical study the respondents were developing a picture of the 'educated person'. Here, the question was direct and located between the unprompted Ideal High School and the prompted Educational Statements; in this manner the seed of the 'educated person' was planted in the respondents' mind. It was then allowed to grow throughout the inquiry.

The following is an analysis of the respondents' views:

from the (S) students - a person with a
general education;

```
            from the (M) students - a person with a
                                     general but highly
                                     specialized educa-
                                     tion;

            from the (T) students - Voila! a successful
                                     employer or employee.
```

As a group, they envisaged the educated person as one who is compassionate, knowledgeable, inquiring, is well off, has a high IQ and can communicate and make fast but wise decisions. The holder of a university degree or degrees is only important if the person is in a highly specialized job.

There was great emphasis by everyone on general knowledge and the ability to communicate. It could be said in conclusion that according to the respondents, 'an educated person' would have been exposed to a curriculum containing subjects which would have provided them development in the areas of the social, spiritual, mental, occupational and collegial.

SUMMARY

In summation of the General Curriculum, the respondents stated that:

- students should choose profiles not mainly because of interest but because they have ability in the courses composing the profile.
- trade schools should be a part of the educational system but the curriculum must be open to further study.
- higher education should be the aspiration of all students. Those students who are incapable ought to follow a different avenue of studies.
- subject selections, although difficult for young students, should be maintained, but expert adult advice must be utilized by these students.
- all courses are directly or indirectly related to every day life. Whenever possible, those directly related such as homemaking and electronics should be included in the curriculum.
- subject matter should be the concern of curriculum experts not that of students.
- school officials should emphasize individualization to the detriment of mass graduate production.
- students, including those now attending and also the graduates, should be involved in curriculum planning.

- the educated person must be compassionate, sociable,
  easy to understand, healthy, wealthy and wise, to
  name but a few, qualities.

The respondents' desired educational system ought to
provide the conditions necessary for making the aforemen-
tioned realities.

SECTION III

EDUCATIONAL VIEWS

EDUCATIONAL STATEMENTS

This section allowed the respondents to rank state-
ments from one to ten, very undesirable all the way to
very desirable. The first nineteen statements could each
be the main objective of a subject. For example:

- 'high school courses which teach students
  how to study' could be a subject called
  Study Methods.

The last eight statements were mere interest activities to
be included within the parameters of specific subjects.
For example:

- 'field trips' could be a part of any
  subject.

The results showed that there was similarity between the
three profile groups, but still there was evidence of them
being prototypical. The top priorities selected by all the
respondents were: 'for high school courses which

- prepare students for careers',

- prepare students for CEGEP and/or
  university',

- develop in students social awareness',

- teach students how to think',

- teach students how to study',

- provide mental stimulation
  (non-credit course)'.

Of the nineteen statements, five of them were ranked quite low in priority by the respondents. Of the five, some form integral parts of major educational objectives, proposed by curriculum theorists.

The five statements were:

'high school courses which

- develop the attributes of good
  citizenship',

- acquaint students with Canada's
  cultural heritage',

- develop an awareness of Judaeo-
  Christian religion',

- teach students the elements of
  home economics',

- prepare students for games, sports
  and recreational activities'.

The respondents' main priorities were consistent with their priorities in other sections of this study, but strangely enough, the statements they rated very low were some of the very aims they had termed necessary for becoming an 'educated person'. It must be pointed out that the respondents were forced, in this section, to make preference values within a severe ranking system.

To students, job preparation and personal development superceded all other aspects of the curriculum. It may be

concluded that they did not look thoroughly at the whole
picture of education. As such, they may have overrated
job motivation at the expense of other important aspects
of education. This is evidence that the students lacked
a comprehensive orientation or perspective.

EDUCATIONAL PRIORITIES

In this section, the respondents were compelled to
choose aims and objectives of high school education in
degree of importance, and the results showed that even when
the spiritual was listed, respondents placed it last in
their list of preferences. In the section immediately pre-
ceding it was also ranked very low. Being well equipped
to obtain a job or go on to further higher education was
of primary concern to them. The other aspects of general
education were more like icing on a good cake. It was nice
to have, but only after the number one priority, that of
a career.

EDUCATIONAL CONCERNS

Respondents showed little concern for the cost factor
of education and the feasibility of certain activities with-
in the school buildings. They honestly and readily acknow-
ledged that they knew little about those aspects about edu-
cation, did not care very much, but were willing to consider
them in a philosophy of education if they could learn more
about administrative and operational activities.

B. SUMMARY

Inadequate perception of reality contributes to students' apathy during their high school career. Because student perspective is usually confined to that which is immediate rather than to impending future responsibilities, the degree of remoteness is usually excessive. As a result, educators are forever attempting to justify the relevancy of subjects and activities by consistently producing evidence.

In this research, the respondents provided their own evidence about the relevancy of the curriculum. Even though their answers seemed prototypical to their specific options, they were very aware of the significance of their own and other students' needs, abilities, interests and dislikes. They knew the desired prerequisites for jobs, higher education, and a general education. They discussed what product they thought the society expected the school to produce and what they thought it should produce. They were almost dogmatic about what qualities the educated person should possess. However, their main interest about the importance of a general knowledge about many topics seemed easily lost whenever they had to produce priority lists. A similar problem was their concern and interest in history on the one hand and the insistence, on the other hand, that this subject should be eliminated from the curriculum. Granted it was mainly the (M) respondents who desired dropping history, yet as curriculum planners students would have to face up to this kind of dilemma.

The (M) students did view the high school as a place
for the sciences. They grudgingly stated that they would
allow the basic subjects and the social sciences in the
curriculum. They showed less concern for students' inter-
est subjects than they did for subjects per se. The (T)
students viewed high school as a place for as many occupa-
tional courses as possible, to be followed by English,
French, maths and social sciences. The (S) students viewed
high school as a place where all students ought to be
exposed to as many subjects as possible. They abhorred any
specialization taking place in the early grades where stu-
dents have to choose from among subjects about which they
know very little, if anything. This was their main com-
plaint about a somewhat adequate curriculum. These were
the views of the respondents from each profile, views which
seemed predictable because they were prototypical.

As a group, students stated that the school was there
to equip them for jobs, for higher or alternate education,
for personal development and for the socialization process.
Their curriculum differed from the existing one in its
concern for individualization and an utter distaste for
the means and methods to mass produce graduates. They
wanted the school to equip them to deal with the world by
providing them with worthwhile information and marketable
skills. To reiterate, students emphasized general educa-
tion, but when confronted with other aims of education,

they readily relegated it to the background. Dealing with the world meant to them to be able to provide, primarily for their own upkeep.

R.W. Tyler pointed out that interests are of concern in education both as ends and means; that is, as objectives and as motivating forces in connection with experiences to attain objectives. For whatever complications there are, interests are emphasized as important educational objectives, because what one is interested in largely determines what he attends to, and frequently what he does. (R.W. Tyler, 1949)

As such interest plays an invaluable part in education, and as long as the learner takes into consideration the purpose of education and does not overzealously charge only after what interests him to the detriment of what he needs, then interest displays a positive effect. The respondents coupled interest with the value of ability and their relationships to job motivation and as such placed interest in its proper perspective.

The respondents saw the school's demands as being legitimate. They felt their needs were being met even though they differed among themselves in their ranking of educational priorities (Table VI). Concerns for others were more in evidence among the (S) students than the (M) students, who were more structured in their course selections. The (T) students were intent on obtaining and developing the skills necessary for obtaining jobs.

Respondents' views were very clear as can be seen in Sections I, II and III of this paper, and when assessed, their set of qualities of good education compared very favourably with that of the theoretical framework. That their spiritual or religion criterion was of little significance in all areas of the study was a cause for concern, for some maybe even alarm. Their priority list might be job oriented, but quite practical, since they could not obtain all the subjects to be called educated and since they had to obtain those they missed after high school, it was reasonable to say that they could best do so if they were accepted into another school of education and/or if they could provide for themselves financially. At first glance, it might seem as though they were overlooking important ingredients of a good education, but only in so far as the timetable forced them to omit a great number of subjects.

They might need a more involved pedagogical staff to advise, quiz and question them before they were aware enough to make decisions about their own courses or the school courses, but this study showed that they desired involvement or direct participation in the curriculum.

All aspects of evaluating the worthiness of what students thought, how they thought and what they had to say, presented great difficulty. But two very important aspects - adequacy and comprehensiveness - were borne in mind Students could have demonstrated a great deal more adequacy

of conception of educational problems. They seemed to
have a good idea of the overall picture of what a good
education should involve, though they did not always
honor that comprehensive view. Naturally, their lack of
experience and knowledge in curriculum development were
evidenced and thus the comprehensiveness of their reflec-
tions is subject to improvement.

If this group could be accepted as representative of
the English speaking high school scene, its views should
be held as being more worthy of consideration than of
rejection. Its views, included in curriculum planning,
would be more a part of than apart from the high school.

Perhaps more effective publicity of high school activ-
ities would make students more aware and as such their
knowledge of what was going on would effect positive stu-
dent interest in education, and even though they might
not as yet share in the decision making, at least they
could then be consulted. Any form of dialogue between
students, curriculum planners and educators could only
result in alleviating any crisis in education. And ac-
cording to Burton R. Clark:

> When the adolescent looks ahead to being
> a member of the adult world, the research-
> ers inferred, he drops his close affinity
> to his current peer group and his values
> come close to those of his parents.
> (Burton R. Clark, 1962, p. 259)

This study did not disclose enough barriers, at this
time, for not honoring, in some form, high school students'

views on the high school curriculum. Of course, the
limitations in their views suggest appropriate caution.

FOR FURTHER STUDY

It would seem advisable to do a study to find out what positive effects there are, if any, when students' views were honored and when they are not honored. Another study would be one which delved deeply to discover if students in skill subjects felt inadequate because they were not pursuing an academic programme. This study would determine if (T) students had a low esteem of themselves.

The area which continued to bother the inquirer was that of religion, of spiritual studies, of moral and social development, call it what you may. Why did a subject which seemingly touched every individual cause a recoil by respondents when brought up for discussion? Was it in the same doldrums where the words 'sex' or 'women's lib' used to be only quite recently? According to Joly (1965) the absence of religion might be the cause of the crisis in education. He stated that it was the practice of a Deweyian education in schools, instead of a Thomistic education, which was the cause of the crisis and the chaos in education. Our schools were probably in this state because they were built upon a bankrupt philosophy of education. Joly said:

> If any philosophy of education is to be
> successful, certain psychological fun-
> damentals are prerequisites. These
> fundamentals can serve as the basics
> of a comparison of two educational phi-
> losophies. Among them there may be
> listed: a well defined conception
> of human nature, a view that regards

> human intelligence as really something
> other than a purely organic process, a
> true appreciation of the exalted value
> of human personality, a realization
> that man can control his own actions
> by deliberate effort, and a reasoned
> awareness that a person can more
> effectively improve by acting one way
> rather than in another. It is incon-
> ceivable that a philosophy lacking in
> all these can be used as a sound basis
> for educational theory. Yet this is
> precisely the case in point. Dewey's
> experimentalism is deficient in every
> one of these ways. It is a psycho-
> logically bankrupt theory, wholly
> unsuitable as a philosophy of education.
> In contrast, Thomistic philosophy offers
> a fully adequate theory of man as a solid
> basis for educational philosophy.
> (R.P. Joly, 1965, p. 129)

How a study could be done to illuminate this situation is

still vague, but probably quite obvious to students of

religion.

B I B L I O G R A P H Y

Bantock, G.H.   Education and Values.   London: Faber and Faber, 1965

Bossing, Nelson L.   Construction of Educational Guides - Contemporary Thought on Public School Curriculum.   Dubuque: Wm. D. Brown Co., 1968

Broudy, H.S.   The Real World Of The Public Schools.   New York: Harcourt Brace, Inc., 1972

Broudy, Harry S. et al   Concepts and Principles: Structure and Selection as Curriculum Content, Curriculum.   Urbana: University of Illinois Press, 1971

Broudy, Harry S., Smith, Othaniel O., Burnett, Joe R.   "Education and the Use of Knowledge", Theory of Knowledge and Problems of Education. ed by D. Vanderberg.   Urbana: University of Illinois Press, 1969

Clark, Burton R.   Educating the Expert Society.   San Francisco: C. Handler Publishing Co., 1962

Cronbach, Lee J.   Educational Psychology. University of Illinois.   Harcourt, Brace and World, Inc. New York. Burlingame. 1954

Dewey, John   The Child and the Curriculum.   Chicago: University of Chicago Press, 1956

Dewey, John   Democracy and Education.   New York: The Free Press, 1916

Dewey, John   Schools of Tomorrow.   New York: E.P. Dutton, 1915

Friesen, John W.   "Some Thoughts About Critical Thinking as an Objective for Public Schools." McGill Journal of Education.   Vol. IX, No. 2, Fall 1974

Gillet, M.   A History of Educational Thought and Practice. Toronto: McGraw-Hill, 1966

Goodell, C., ed.   The Changing Classroom.   New York:
Ballantine Books, 1973

Goodman, P.   Compulsory Mis-education and the Community
of Scholars.   New York: Random House, 1962

Goodman, Paul   "Freedom and Learning: The Need for
Choice", Saturday Review.   (May 18, 1968)
(abridged) Copyright 1968 Saturday Review,
Inc.

Hall, Nomi (1968)   "I Would Ask the Children", The
Canadian Forum XLVIII.

Hall-Dennis Report, Living and Learning, The Report of the
Provincial Committee on Aims and Ob-
jectives of Education in the Schools
of Ontario (Ontario Department of
Education, 1968)

Illich, Ivan   Deschooling Society.   New York: Harper &
Row, 1970

Joly, R.P.   The Human Person in a Philosophy of Education.
London: Mouton & Co., 1965

Lessinger, Leon M. (1975)   "Accountability for Results:
A Basic Challenge for America's
Schools".   Boston: Allyn and
Bacon, Inc.

Levit, M., ed.   Curriculum.   Chicago: University of
Illinois Press, 1971

Malik, A., ed.   Social Foundations of Canadian Education.
Scarborough: Prentice-Hall, 1969

Maritain, Jacques   Education at the Crossroads.   New Haven
and London: Yale University Press, 1943

Mead, Margaret   Culture and Committment – A Study of the
Generation Gap.   Natural History Press;
Doubleday and Co.; Inc. New York: 1970

Neill, A.S.   Summerhill.   New York: Hart Publishing, 1960.

Peters, R.S.   Authority, Responsibility and Education.
New York: Paul S. Eriksson, Inc. 1959

Peters, R.S.   Ethics and Education.   Atlanta: Scott,
Foresman, 1966

Phenix, P.H.   Realms of Meaning.   New York: McGraw-Hill, 1964

Raths, J., ed.   Society and Education.   Englewood Cliffs: Prentice-Hall, 1965

Rich, J.M., ed.   Innovations in Education: Reformers and Their Critics.   Boston: Allyn and Bacon, 1975

Shimahara, N.   Educational Reconstruction.   Columbus: Charles E. Merrill, 1973

Steinberg, I.   Educational Myths and Realities.   Reading: Addison-Wesley, 1968

Taba, Hilda   Curriculum Development: Theory and Practice. New York: Harcourt Brace & World, 1962

Taylor, Harold   On Education and Freedom.   London and Amsterdam: Southern Illinois University Press, 1954

Tyler, R.W.   Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press, 1949

Ulich, R.   History of Educational Thought.   New York: American Book Co., 1945

Vandenberg, D., ed.   Teaching and Learning.   Urbana: University of Illinois Press, 1969

Vandenberg, D., ed.   Theory of Knowledge and Problems of Education.   University of Illinois Press, 1969

Van Til, William   Curriculum: Quest for Relevance.   2nd Edition.,   Boston: Houghton Miffin Co., 1971

Venn, Grant and Super, E. Donald   "Relevant to Careers or Jobs", Crucial Issues in Education.   ed. by Henry Ehlers (New York;   Holt, Reinhart and Winston, Inc.; 1973)

Whittingham, Ken   "History the Most Disliked Subject in High Schools", Montreal Star.   (August 6, 1977)

UNESCO, "A 21 Point Program for a Global Strategy in
Education", <u>The UNESCO Courier</u>, November, 1972

Ceri Workshop, The Nature of the Curriculum for the
80's and Onwards.
At Kassel, Germany 29/6/70 - 4/7/70

APPENDIX

The following are two sections of the interview questionnaire:

SECTION ONE

Unprompted section for the Ideal High School

SECTION TWO

Questions used in taped oral interview

1) Personal Curriculum

2) General Curriculum

SECTION ONE

SUPPOSE YOU HAD THE OPPORTUNITY TO ORGANIZE AN ENTIRE
CURRICULUM FOR A HIGH SCHOOL FROM GRADES SEVEN THROUGH
ELEVEN, WHAT COURSE OF STUDY WOULD YOU CHOOSE FOR YOURSELF
IN THAT HIGH SCHOOL?

(This school will be referred to throughout the survey as
the Ideal High School.)

General Hints:

Which courses, not presently available, would you feel
are important enough to add to the curriculum? Are there
any subjects now optional you would list as compulsory or
are there any compulsory subjects you would list as optional?

GRADES	7	8	9	10	11
COMPULSORY SUBJECT					
OPTIONAL SUBJECT					

COMPOSITES

In the minds of high school students, either because of tradition or association, the following sub-sets make up some major subject areas. This chart complements an explanation of high school subject profiles.

(S) SOCIAL SCIENCES

(Civics
(Mass media
(Psychology
(Religion
(Social Studies
(Spanish
(Languages   German
(Greek

(M) MATH - SCIENCE

(Maths
(
(
(
(
(Science

(Algebra
(Geometry
(Functions
(Vectors

(Chemistry
(Biology
(Physics

(T) TECH - VOC

(Shops
(
(
(
(
(
(
(
(
(
(
(
(Business
(Education

(Technical drawing
(Auto servicing
(Auto mechanics
(Auto body
(Cooking
(Electronics
(Wood working
(Cosmetology
(Special maths
(Shops

(Bookkeeping
(Business maths
(Data processing
(Economics
(Law
(Lithography
(Office practice
(Shorthand
(Typing

Table 3'B'

COURSES AVAILABLE AT
CHOMEDEY POLYVALENT HIGH SCHOOL

English	Auto Body	Chem Study
French	Canadian Studies	P.S.S.C. Physics
Mathematics	Auto Mechanics	Ecology
Geography	Technical Drawing	Computer Math
Art	Electricity	Chemistry
Music	General Science	Physics
Physical Education	Nursing	Journalism
Biology	Business Mathematics	German
History	Bookkeeping	Hebrew
Drama	Data Processing	Vectors
Consumer Education	Stenography	Greek
Religious Education	Business Machines	Business Communications
Woodworking	Cosmetology	Electronic Music
Home Economics	Mass Media	Machines
Typing	Economic Geography	
Auto Servicing	B.S.C.S. Biology	

SOCIAL SCIENCE PROFILE

SECONDARY III	SECONDARY IV	SECONDARY V
Apex English OR English 320*	Apex English OR English 422*	Apex English OR English 522* OR Anglais 522(R,C)
AND	AND	AND
French 320* OR French 330 or French 432 OR Francais 320(R)	French 422 OR French 432 or French 532 OR Francais 422(R)	French 522* OR French 542 or French 532 OR Francais 522(R,C) or French 592N(R,C) *OR 512
AND	AND	AND
Mathematics 320 OR Mathematics 340 OR Mathematics 352 OR Mathematiques 320(L,C) *OR 310	Mathematics 422 OR Mathematics 440 OR Mathematics 452 OR Mathematiques 422(L) *OR 412	Two or more of: World History(C,W)512 Ancient History(W)522 Economic Geography 512 Physical Geography 522 (C)
	AND	AND
	History 412	Options
AND	AND	
Physical Education 320 AND Canadian Studies 310 AND Etudes Canadiennes 310 OR Etudes Quebecoises(C)300	Geography 412	
AND	AND	
Option(s)	Option	

MATHEMATICS AND SCIENCE PROFILE

SECONDARY III	SECONDARY IV	SECONDARY V
Apex English OR English 320*	Apex English OR English 422*	Apex English OR English 522* OR Anglais 522(R,C)
AND	AND	AND
French 320* OR French 330 or French 432 OR Francais 320(R)	French 422* OR French 432 or French 532 OR Francais 422(R)	French 522* OR French 542 or French 532 OR Francais 522(R,C) or French 592N(R,C)
AND	AND	AND
Mathematics 320 OR Mathematics 352 OR Mathematiques 320(L,C)	Mathematics 422 OR Mathematics 452 OR Mathematiques 422(L)	*OR 512 AND Mathematics 522 OR Mathematics 522(C,W,R)
*OR 310	*OR 412	AND
AND	AND	Two or more of: Chem Study 562(C,W,R,L) PSSC Physics 552(C,W,R)
Physical Education 320 AND Canadian Studies 310 OR Etudes Canadiennes 310(W,R,L) OR Etudes Quebecoises 300(C)	One or more of: Biology 422 Human Biology 412(C,J) BSCS Biology 532(W,R,L) Chem Study 462(C,W,R,L) PSSC Physics 452(C,W,R) Chemistry 442 Computer Math 422(L)	Chemistry 442 Physics 512 Ecology 522 Biology 422 Human Biology 412(C,J) Computer Math 422(L) Geometry 422(W,R,J,C)
AND	AND	AND
Option(s)	Option(s)	Option

NOTE THAT HISTORY 412 COMPULSORY FOR GRADUATION

TECHNICAL VOCATIONAL PROFILES

ALL STUDENTS MUST TAKE:

SECONDARY IV	SECONDARY V
Apex English	Apex English
and	or
French 422	Anglais 522
or	and
French 412	French 522
or	or
Francais 422	French 512
	or
	Francais 522

STUDENTS WILL CHOOSE ONE OF THE FOLLOWING BLOCKS

Grade III	Grade IV	Grade V
Auto	Beauty Care 406 and option	Auto Mechanics 505
Technical Drawing	Professional Cooking and option	General Draftsman 505
Wood		Wood Construction 505
	Nursing and option	
Machine Shop	Auto 406 and option	Machinest 505
Welding	Technical Drawing 406 and option	General Welder 505
Beauty Care	Wood 406 and option	Hairdressing 505
Professional Cooking	Machine Shop 406 and option	Professional Cooking 505
Nursing Assistant	Welding 406 and option	Nursing 515

BUSINESS EDUCATION PROFILES

ALL STUDENTS MUST TAKE:

SECONDARY IV	SECONDARY V
English 422, 412 or Apex	English 522 or 512 or Apex
and	or
French 422 or 412	Anglais 522
or	or
Francais 422	Business communication
and	and
Typing 412 or Dactylo 412	French 522 or 512
	Francais 522

Bookkeeping/Law 422

Grade III	Grade IV	Grade V

STUDENTS WILL CHOOSE ONE OF THE FOLLOWING BLOCKS

Grade III	Grade IV	Grade V
Accounting clerk	Business maths 422 and Canadian history or option	Office practice/ Business machines and 512
Computer clerk		Bookkeeping 512 and
	Business maths 422 and Canadian history or option	Bookkeeping 542 and option
Office clerk		
General secretary		Office practice/ Business machines 512
	Business maths 422 and Canadian history 412 or option	and Bookkeeping 512 and Data 542 and Data 552
Steno-typist		
	Stenography 512 and Canadian history 412 or option	Office practice/ Business machines 512 and Bookkeeping 512 and Typing 532 and Stenography 532 and option
	Stenography 512 and Canadian history 412 or option	
		Office practice/ Business machines 512 and Typing 532 and Stenography 532 and option

SECTION TWO

Questions used in taped oral interview.
(Simplified for students)

PERSONAL CURRICULUM

1. When you finish high school, are you planning to get
a job immediately or go directly to CEGEP or to
university?

A. Collegial	B. Occupational
i. Do you know all the courses which are the prerequisites for your particular option or vocation?	i. Do you need any special high school course which will assist you in getting the job of your choice?
ii. This year were you able to get into the course you desired?	ii. Are you taking these courses this school year?
iii. Would you now like to drop any courses you are doing?	iii. Would you now like to drop any courses you are doing?

2. Did the high school curriculum course of study guide
influence your decision to take a particular course
or courses?

3. If you were not obliged to begin your area of special-
ization in high school, what courses would you intro-
duce, if any, into your grade ten and eleven timetable?

4. Now, suppose Statistics Canada predicted that anyone
graduating with the qualifications you hope to have,
would encounter great difficulty finding jobs in the
next two to eight years; would you change your present
course of study?

4a. Did the chance of getting a job in your particular field of endeavour have any influence on your choosing your particular subject profile?

4b. What motivated you to choose your particular profile?

4c. From among the many factors which motivated you to choose your profile, could you select for me THE most important factor?

5. Do you think you first made your subject selections and then tried to figure out if they led to any particular vocation?

5a. What specific vocations, if any, do these courses lead to in the future?

5b. Did you choose your vocation first and then check to see what subjects were demanded as prerequisites?

5c. Were there any prerequisites which came as a surprise to you?

6. Some courses have the reputation of being quite easy. Do you think you have chosen any of these courses because of their reputation?

6a. In the course of study you wrote up for your "Ideal High School" do you think you included some of these courses because of their reputations?

6b. Some courses have the reputation of being quite difficult. Do you think you have chosen any of these courses because of their reputation?

6c. In the course of study you wrote up for your "Ideal High School" do you think you included some of these courses because of their reputation of being difficult?

7. At the present time, how do you spend your leisure time?

   (a) Are you a member of any team, club or organization now?

(1) in high school?   (2) outside of high school?

8. Have you been a member of any team, club or organi-
zation in the past?   (1) in high school   (2) out-
side of high school?

9. Do any of the courses you are presently taking assist
you directly in any of your leisure time activities?
    (a) In your "Ideal High School" did you give any
        particular attention to including courses which
        would develop students' abilities to cope with
        leisure time activities?

10. In the subject profile you are presently following,
are there any prerequisite courses which you believe ,
should not really be compulsory?

11. Suppose one extra class period became available, how
would you like to spend the extra time?

12. The things you are learning in your courses now, will
they ever be useful to you in the future?

12a. Are there some courses you find more relevant to every-
day life than others?

13. Is there anything or are there things about the cur-
riculum that really "bugs" you and that you would
like to see changed immediately?

GENERAL CURRICULUM

1. Can you name any programmes in high school which are generally regarded by students as leading to the best jobs?

    (a) Can you name any programmes in high school which are generally regarded by students as leading to the worst jobs?

2. Are there any courses presently offered in this high school that you think should not be offered in the high school?

3. Should there be more vocational studies introduced to the students at the high school level?

4. Should there be separate trade schools for students of high school age?

    (a) Should these trade schools provide any courses besides those directly connected with their particular trade?

    (b) What courses would you say should be offered?

5. There are some high school courses which do not directly prepare students to enter any specific occupation after successful graduation. Should these be offered in high school?

    (a) Would you name some of these courses?

6. Some students have the academic ability to fulfill the requirement for CEGEP and university but they have no desire to follow that route. What advice, if any, would you give them about the profile they should pursue in high school?

7. At what grade level do you think students have sufficient knowledge about their own interests, desires and abilities to be able to choose their course of study in high school?

(a) Presently, students go into their chosen pro-
files at the grade ten level. The choices are
made in grade nine usually during the third
term of a four term year. Do you think this
system should be left as it is or changed?

(b) How should it be changed?

(c) Do you think there should be this freedom of
choice?

(d) If yes, should it be for every single student
at the particular level?

(e) Do you think that a large number of students
lack the ability to successfully complete the
options they have chosen?

(f) What percentage of students do you think lack
the ability to do the options they have chosen?

8. When students are faced with having to make their
course selections, what factors do you think they should
consider as being most important and useful?

9. Should there be more time, the same, or less emphasis
on the academic subjects in high school?

10. Do you think it is the role of the high school to pro-
vide students with the skills and knowledge which will
assist them after graduation in aspects of life outside
their daily occupation?

(a) Are there existing courses which will equip
students for this task?

(b) Do you think that specific courses should be
designed for this purpose?

(c) Would you name some courses which would satisfy
these needs?

11. Let us assume that curriculum planners have decided to
use students' views on the curriculum. Do you think
that these students should advise on the content of
high school subjects?