

Eastern Illinois University

The Keep

Plan B Papers

Student Theses & Publications

8-1-1959

A Curriculum Comparison of Parochial and Public Schools in the Area of Eastern Illinois University

Joseph Richard Whiston

Follow this and additional works at: https://thekeep.eiu.edu/plan_b

Recommended Citation

Whiston, Joseph Richard, "A Curriculum Comparison of Parochial and Public Schools in the Area of Eastern Illinois University" (1959). *Plan B Papers*. 4.
https://thekeep.eiu.edu/plan_b/4

This Dissertation/Thesis is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Plan B Papers by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

A CURRICULUM COMPARISON OF PAROCHIAL
AND PUBLIC SCHOOLS IN THE AREA
OF EASTERN ILLINOIS UNIVERSITY

A PAPER
Presented to
the Faculty of the School of Education
Eastern Illinois University
Plan B

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

by
Joseph Richard Whiston

August 1959

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM.....	1
Introduction.....	1
Statement of Problem.....	2
Definition of Terms.....	2
Review of Literature.....	4
Method of Procedure.....	4
II. THE FINDINGS.....	6
Enrollment for Different Schools.....	6
Number of Teachers Employed and Number of Pupils per Teacher.....	6
Curriculum Changes - Planned or Recently Made.....	7
Type of Guidance Offered.....	8
Type of Transportation Systems Used.....	8
Size of Campus in Acres.....	8
Percent of Graduates that go to College.....	9
Number of Periods in a School Day and Length of These Periods.....	10
Was there a School Cafeteria Available?.....	10
Sports Offered by Different Schools.....	10
English Courses Offered at the Various High Schools.....	12
Foreign Languages Offered at the Different High Schools.....	14
Mathematics Courses Offered at the Different High Schools.....	16
Social Science Courses Offered at the Different High Schools..	18
Science Courses Offered at the Different High Schools.....	20
Fine Arts Courses Offered at the Different High Schools.....	22

CHAPTER	PAGE
Home Arts Courses Offered at the Different High Schools.....	224
Business Courses Offered at the Different High Schools.....	26
Vocation Courses Offered at the Different High Schools.....	28
III. CONCLUSIONS AND GENERALIZATIONS.....	30
BIBLIOGRAPHY.....	33
APPENDIX.....	34

LIST OF TABLES

TABLE	PAGE
I. Number of Pupils Enrolled During the School Year 1957-1958.....	6
II. Number of Faculty Members Employed and Pupil Teacher Ratio for School Year 1957-1958.....	7
III. Size of School Campus in Acres.....	9
IV. Percent of Graduates that go to College.....	9
V. Sports Offered by the Different High Schools.....	11
VI. English Courses Offered by the Different High Schools.....	13
VII. Foreign Languages Offered at the Different High Schools.....	15
VIII. Mathematics Courses Offered at the Different High Schools.....	17
IX. Social Science Courses Offered at the Different High Schools...	19
X. Science Courses Offered at the Different High Schools.....	21
XI. Fine Arts Courses Offered at the Different High Schools.....	23
XII. Home Arts Courses Offered at the Different High Schools.....	25
XIII. Business Courses Offered at the Different High Schools.....	27
XIV. Vocational Courses Offered at the Different High Schools.....	29

CHAPTER I

THE PROBLEM

Introduction. In the very beginning, education of children was left up to the home. This education consisted not of academic type subjects but rather in those areas which meant survival. Gradually through the ages, man has leaned more and more upon outside agencies to do this job for him.

One of the early problems to be solved (and one related to the aims of education) is the relation of the individual to the units of government, to the religious forces of the nation, and to society as a whole. Depending upon the history and philosophy of a people, differing answers are given to the question of who shall control, administer, and pay for education. The relationships between parents and children, parents and the church, families and the local community, political parties and the state, local and central authorities - all of these determine in large measure the form of organization for education which will gradually evolve. In the beginning the churches were the ones to whom education was given, but in country after country the state has taken over from the church the control of its schools. This does not mean the elimination of religious ideas. In many countries sectarian schools exist side by side with nonsectarian state schools, sometimes with state subsidies and sometimes not.¹

A question might be raised as to why this change in responsibility.

The change from education at home and education provided by the church might be due to the fact that as man's civilization progressed, he realized that he was unable to give his children an education because of lack of time or lack of basic knowledge on his part. The church was the only institution to which he could turn because they were the ruling force at that time, and it was the church that everyone turned to for such problems.

As the powers of the church began to decline in the sixteenth century and the State increased its influence upon the people, this attitude that

¹John Francis Cramer and George Stephenson Browne, Contemporary Education, (New York: Harcourt, Brace & Co., 1956), p. 13.

the church was all powerful changed, and people began to look to the State for its leadership. This was the period in which the separation of church and State took place. Education being very important in this separation, the State assumed the responsibility for education. This did not mean that church schools were eliminated, but rather the church schools had to comply with the regulations set up by the State in coordination with the State schools in order to be recognized by the State.

Switching now from the overall scene to the one right here at home, it has been found:

The right of a parent to select educational facilities of his own choice and at his own expense has been well established in the United States, in both practice and law. The independent schools are licensed by the State or by the local school district, but are quite independent of any controls except those of minimum State standards and regulations. Some of the states require nonpublic schools to meet the curricular standards of the public school, and in some states they are required to employ teachers who hold a valid state certificate.²

Statement of Problem. Within seventy miles of Eastern Illinois University, there are four cities which contain both a parochial and a public high school. It was felt that, this being the case, a comparison of the curriculums of the parochial schools and the public schools could be made.

Since the main purpose of both types of high schools is to develop skills, knowledge, and abilities, it was felt that both curriculums might be similar. In order to compare these two curriculums, a survey would be needed. This survey could then bring out any similarities or differences between the parochial high school curriculum and the public high school curriculum.

In the past hundred years there has been a great deal of information

²Ibid., p. 23.

CHAPTER II

THE FINDINGS

After the survey had been completed, the answers to the questions asked were tabulated and in most cases were placed on tables so that they might be more easily read.

Enrollments for different schools. Table I shows the number of students enrolled during the school year 1957-1958. This table is broken down to compare parochial school enrollment with public school enrollment. Table I also shows the total parochial enrollment and the total public enrollment.

TABLE I
NUMBER OF PUPILS ENROLLED DURING SCHOOL YEAR 1957-1958

Public Schools	Enrollment	Parochial Schools	Enrollment
Danville High School	2000	Schlarman High School	560
MacArthur High School	1349	St. Teresa High School	350
Effingham High School	600	St. Anthony High School	167
Wiley High School	685	Schulte High School	460
	TOTAL		TOTAL
	4634		1537

As might be expected, it was found that the enrollment of the public high schools far outnumbered that of the parochial schools. This might be due to several factors. One, the limit of space or facilities might be a prohibitive factor. Two, the number of students desiring admittance might be small. Three, the lack of money available for salaries, supplies, etc. might be less than that found in the public schools.

Number of Teachers Employed and Number of Pupils per Teacher. Table II will show the number of teachers employed by each school and the average number of pupils per teacher. The total number of teachers for parochial schools and public schools is included as is the average number of pupils per teacher for parochial high schools and public high schools. The reason

this was included in this survey was because it is sometimes thought that the smaller the number of pupils per teacher the better is the quality of instruction.

TABLE II
NUMBER OF FACULTY MEMBERS EMPLOYED AND PUPIL
TEACHER RATIO FOR SCHOOL YEAR 1957-1958

Public Schools	Number of Teachers	Average Number Pupils per Teacher	Parochial Schools	Number of Teachers	Average Number Pupils per Teacher
Danville High	78	25.6	Schlarman High	27	20.7
MacArthur High	62	21.7	St. Teresa High	14	20.6
Effingham High	28	21.4	St. Anthony High	9	18.5
Wiley High	<u>34</u>	<u>20.1</u>	Schulte High	<u>22</u>	<u>20.9</u>
TOTAL	202	22.9	TOTAL	72	20.2
		AVERAGE			AVERAGE

It is commonly believed that the parochial schools are overcrowded, but the figures shown above clearly point out that the parochial schools are not as crowded as the public schools. There is only one public high school whose average number of pupils is less than the largest average number of pupils figure found in the parochial schools. The fact that the parochial high schools figure is lower might be due to the inaccurate figures received from the parochial high school administrators.

Curriculum Changes - Planned or Recently Made. The next question asked what recent curriculum changes had been made or what changes were planned for the immediate future. Answers to this question ranged from "none" to a long list of additions on the part of MacArthur High School. MacArthur High School is almost a new school, and the curriculum is constantly undergoing change in order to meet the needs of the community.

Probably the most noteworthy change was being planned by Effingham High School. A new type of course in science was being offered at the high school and would be taught by members of the community whose interest happened to be in that particular area.

Another point of interest is the increasing number of preparatory English courses being offered at both parochial high schools and public high schools. This is probably due to the pressures placed upon high schools by colleges.

Type of Guidance Offered. Under the question of what type of guidance was offered, only two high schools reported the use of trained counselors. The two schools that offered trained counselors were MacArthur High School and Wiley High School. These counselors did not teach but rather were employed strictly as guidance counselors.

This question was asked because of the need in our schools today for counseling in the area of selection of course of study, of vocational guidance, and in the area of emotional disturbances. The two high schools which offered trained counselors were both public high schools.

Type of Transportation Systems Used. Transportation often presents a problem to school districts. Of all the schools interviewed only two systems offered school transportation to their students. These two schools were located in the same community, that being Effingham. This points out that the school systems located within a city or called city districts used the public transportation system rather than initiating a transportation system of their own.

Size of Campus in Acres. Table III gives the size of the various school campuses in acres. In order to have an adequate school plant, the National Council of Schoolhouse Construction recommends "that junior and senior high schools have ten acres plus one acre for each 100 pupils of predicted maximum enrollment."⁷ Although only two schools meet these standards it will be

⁷National Council on Schoolhouse Construction, Guide for planning School Plants, (Nashville, Tenn.: The Council, George Peabody College for Teachers, 1951), p. 19-21.

noticed that two of the parochial schools have a larger number of acres than all but one of the public schools.

TABLE III
SIZE OF SCHOOL CAMPUS IN ACRES

Public Schools	Number of Acres	Parochial Schools	Number of Acres
Danville High	9.9	Schlarman High	20.2
MacArthur High	31.0	St. Teresa High	7.0
Effingham High	10.0	St. Anthony High	3.0
Wiley High	7.1	Schulte High	12.0

This table does not tend to indicate that the high schools located in small communities have any larger campus than the high schools located in larger cities. MacArthur High School, which was just recently completed, has the largest campus. This tends to indicate that the School Board of Decatur is using foresight in its choice of building locations.

Percent of Graduates that go to College. The next question asked of the principals was the percent of graduates that go on to college. Although this question probably has very little to do with curriculums, it was thought that certain geographical areas might produce a higher percentage.

TABLE IV
PERCENT OF GRADUATES THAT GO TO COLLEGE

Public Schools	Percent that go to College	Parochial Schools	Percent that go to College
Danville High	35	Schlarman High	33
MacArthur High	40	St. Teresa High	35
Effingham High	40	St. Anthony High	35
Wiley High	70	Schulte High	60

These results indicate that, since Terre Haute has at least four colleges

or institutions of high learning, a higher percentage of high school graduates avail themselves of these educational facilities. Other than these two schools there seems to be little difference in the percentage of high school graduates going on to college.

Number of Periods in a School Day and Length of These Periods. The school principals were asked how many periods they had in a school day and how long these periods were. Only two schools reported that they had periods less than fifty-five minutes in length, those being St. Teresa and St. Anthony High Schools. These two schools, however, had more periods in the school day than any of the rest. After figuring the total number of minutes spent in school during a school day it was found that they varied only fifty-five minutes from the school with the longest day to the school with the shortest day. After comparing parochial schools with the public schools the difference was slightly favoring the public schools in total length of the school day.

Was there a School Cafeteria Available? Only one school reported that they did not have a school cafeteria. Wiley High School's principal explained that due to the number of students living so close to the school there was no need for a school cafeteria.

Sports Offered by Different Schools. Table V gives the different sports offered by the different schools. This table lists a total of nine sports and those schools which have these different sports incorporated into their curriculum.

TABLE V

SPORTS OFFERED BY THE DIFFERENT HIGH SCHOOLS

	PUBLIC HIGH SCHOOLS				PAROCHIAL HIGH SCHOOLS			
	Danville High School	MacArthur High School	Effingham High School	Wiley High School	Schlarman High School	St. Teresa High School	St. Anthony High School	Schulte High School
Football	1	1	1	1	1	1	1	1
Basketball	1	1	1	1	1	1	1	1
Baseball	1	1		1		1	1	1
Track	1	1	1	1	1	1		
Golf	1	1	1	1				
Tennis	1	1		1				
Wrestling	1	1						
Cross Country	1	1		1				
Swimming	1	1						
TOTAL	9	9	4	7	3	4	2	3

The figures in Table V definitely show that public schools place a greater stress on competitive sports than do parochial schools. This is possibly due to the fact that enrollment is larger in the public schools and the cost of equipment is prohibitive for parochial schools.

English Courses Offered at the Various High Schools. In comparing the courses offered at the various high schools in English, Table VI is presented.

TABLE VI

ENGLISH COURSES OFFERED AT THE DIFFERENT HIGH SCHOOLS

	PUBLIC HIGH SCHOOLS				PAROCHIAL HIGH SCHOOLS			
	Danville High School	MacArthur High School	Effingham High School	Wiley High School	Schlarman High School	St. Teresa High School	St. Anthony High School	Schulte High School
American Lit.	1	1		1	1			
English I	1	1	1	1	1	1	1	1
English II	1	1	1	1	1	1	1	1
English III	1	1	1	1	1	1	1	1
English IV		1	1		1	1	1	
Sr. Grammer	1	1	1	1	1	1	1	1
English Lit.	1	1		1	1			
Drama		1						
Dramatics		1						
Speech		1						
Speech Workshop		1						
Business English		1						
Creative Writing		1						
Creative Reading		1						
TOTAL	6	14	5	6	7	5	5	4

It will be noticed in Table VI that, with the exception of MacArthur High School, the public schools are not offering a significantly larger number of courses in English than are the parochial schools.

Foreign Languages Offered at the Different High Schools. Table VII shows the courses offered in foreign languages. If the schools are compared according to their respective cities, the results show very little difference. The only differences between the public high schools and the parochial high schools is in the number of advanced courses in foreign languages offered. Each school offers at least two languages for two years with some schools offering as many as four years in three different languages.

TABLE VII

FOREIGN LANGUAGES OFFERED AT THE DIFFERENT HIGH SCHOOLS

	PUBLIC HIGH SCHOOLS				PAROCHIAL HIGH SCHOOLS			
	Danville High School	MacArthur High School	Effingham High School	Wiley High School	Schlarman High School	St. Teresa High School	St. Anthony High School	Schulte High School
Latin I	1	1	1	1	1	1	1	1
Latin II	1	1	1	1	1	1	1	1
Latin III	1	1		1	1	1		1
Latin IV	1	1		1	1	1		1
French I	1	1	1	1	1	1		1
French II	1	1	1	1	1	1		1
French III	1	1		1	1	1		1
French IV		1						
Spanish I	1	1		1	1	1	1	1
Spanish II	1	1		1	1	1	1	1
Spanish III	1			1		1		1
Spanish IV	1			1		1		1
German I	1	1			1	1		
German II	1	1			1	1		
German III		1						
German IV		1						
TOTAL	13	14	4	11	11	13	4	11

Mathematics Courses Offered at the Different High Schools. As shown in Table VIII all of the schools offered the same seven courses in mathematics. This might have some significance in that all school systems understand the need for a good mathematics program in their curriculum.

TABLE VIII

MATHEMATICS COURSES OFFERED AT THE DIFFERENT HIGH SCHOOLS

	PUBLIC HIGH SCHOOLS				PAROCHIAL HIGH SCHOOLS			
	Danville High School	MacArthur High School	Effingham High School	Wiley High School	Schlarman High School	St. Teresa High School	St. Anthony High School	Schulte High School
General Math	1	1	1	1	1	1	1	1
Algebra I	1	1	1	1	1	1	1	1
Algebra II	1	1	1	1	1	1	1	1
Geometry I	1	1	1	1	1	1	1	1
Geometry II	1	1	1	1	1	1	1	1
Trigonometry	1	1	1	1	1	1	1	1
Adv. Algebra	1	1	1	1	1	1	1	1
TOTAL	7	7	7	7	7	7	7	7

Social Science Courses Offered at the Different High Schools. Social Science courses, as shown in Table IX, are offered almost equally in the public high schools and in the parochial schools. If, however, religion is considered under social science, the parochial schools offer more courses in this area.

TABLE IX

SOCIAL SCIENCE COURSES OFFERED AT THE DIFFERENT HIGH SCHOOLS

	PUBLIC HIGH SCHOOLS				PAROCHIAL HIGH SCHOOLS			
	Danville High School	MacArthur High School	Effingham High School	Wiley High School	Schlarman High School	St. Teresa High School	St. Anthony High School	Schulte High School
Social Science I	1	1			1	1		
World History	1	1	1	1	1	1	1	1
Modern History	1	1		1	1			1
American Hist.	1	1	1	1	1	1	1	1
Government	1	1	1		1		1	1
Modern Problems	1	1		1	1			1
Psychology	1				1	1		1
Sociology	1			1	1	1		1
Geography	1	1		1	1			
TOTAL	9	7	3	6	9	5	3	7

Science Courses Offered at the Different High Schools. Table X shows the different science courses that are offered at the different high schools. This table indicates that the public high schools offer a somewhat greater variety of courses in science than do the parochial schools. If, however, MacArthur High School were not considered, the parochial schools would compare favorably with the public schools.

TABLE X

SCIENCE COURSES OFFERED AT THE DIFFERENT HIGH SCHOOLS

	PUBLIC HIGH SCHOOLS				PAROCHIAL HIGH SCHOOLS			
	Danville High School	MacArthur High School	Effingham High School	Wiley High School	Schlarman High School	St. Teresa High School	St. Anthony High School	Schulte High School
General Science	1	1	1	1	1	1	1	1
Biology	1	1	1		1	1	1	1
Physics	1	1	1	1	1	1		1
Chemistry	1	1	1	1	1	1	1	1
Zoology		1						
Botany		1						
Physiology		1						
Health Sci.		1						
Air Science		1						
Earth Science		1						
TOTAL	4	10	4	3	4	4	3	3

Fine Arts Courses Offered at the Different High Schools. MacArthur High School, as noted on Table XI, offered fourteen courses in fine arts. St. Anthony High School offered but one course in this area. If the parochial high schools are compared with the public high schools, it becomes apparent that the public high schools offer a more varied curriculum in the area of fine arts. The reason for this might be that cost of supplies, special teachers, and the initial investment proves to be too great for the parochial high schools.

TABLE XI

FINE ARTS COURSES OFFERED AT THE DIFFERENT HIGH SCHOOLS

	PUBLIC HIGH SCHOOLS				PAROCHIAL HIGH SCHOOLS			
	Danville High School	MacArthur High School	Effingham High School	Wiley High School	Schlarman High School	St. Teresa High School	St. Anthony High School	Schulte High School
Art I	1	1	1	1	1			1
Art II	1	1	1	1	1			1
Art III	1	1	1	1				1
Art IV	1	1	1	1				1
Drawing & Paint.		1						
Comm. Art		1						
Costume Art		1						
Crafts		1						
Chorus	1	1	1	1	1	1		1
Choir	1	1		1	1	1		1
Band	1	1	1	1	1	1	1	1
Orchestra'	1	1	1	1	1	1		1
Music Apprec. Harmony		1						
		1						
TOTAL	8	14	7	8	6	4	1	7

Home Arts Courses Offered at the Different High Schools. In the area of home arts, the public high schools offer almost twice as many as do the parochial high schools. Financial reasons might be the cause, or the lack of teachers in this area might limit the parochial high schools' offerings in this area. Table XII shows MacArthur High School offering all six courses while St. Anthony High School offers none.

TABLE XII

HOME ARTS COURSES OFFERED AT THE DIFFERENT HIGH SCHOOLS

	PUBLIC HIGH SCHOOLS				PAROCHIAL HIGH SCHOOL			
	Danville High School	MacArthur High School	Effingham High School	Wiley High School	Schlarman High School	St. Teresa High School	St. Anthony High School	Schulte High School
Homemaking	1	1	1	1	1			1
Clothing	1	1	1	1	1	1		1
Foods	1	1	1	1	1			1
Home Living	1	1	1	1	1			1
Home Management	1	1		1	1			1
Home Care of Sick		1						
TOTAL	5	6	4	5	5	1	0	5

25

Business Courses Offered at the Different High Schools. Table XIII shows the business courses offered at the different high schools. Adding the totals for the public high schools and the totals for the parochial high schools, it is evident that the public high schools offer a more varied selection than do the parochial schools.

TABLE XIII

BUSINESS COURSES OFFERED AT THE DIFFERENT HIGH SCHOOLS

	PUBLIC HIGH SCHOOLS				PAROCHIAL HIGH SCHOOLS			
	Danville High School	MacArthur High School	Effingham High School	Wiley High School	Schlarman High School	St. Teresa High School	St. Anthony High School	Schulte High School
Gen. Bus. Training	1	1	1	1	1		1	
Bookkeeping I	1	1	1	1	1	1	1	1
Bookkeeping II	1	1	1	1	1	1	1	1
Shorthand I	1	1	1	1	1	1	1	1
Shorthand II	1	1	1	1	1	1	1	1
Personal Typing	1	1	1	1	1	1	1	1
Business Law	1	1	1	1	1			1
Sales Admin.	1	1		1				
Record Keeping	1	1		1				
Office Practice	1	1		1		1		1
Distributive Ed.	1	1			1			
Intro. to Teach.	1							
Econ. Math.		1						
TOTAL	12	12	7	10	8	6	6	7

Vocational Courses Offered at the Different High Schools. The results of Table XIV are very similar to the results gained from Table XIII. The public high schools offered exactly twice as many courses in this area as did the parochial schools. Again in this area the lack of funds or the lack of teacher personnel might be the reason.

TABLE XIV

VOCATIONAL COURSES OFFERED AT THE DIFFERENT HIGH SCHOOLS

	PUBLIC HIGH SCHOOLS				PAROCHIAL HIGH SCHOOLS			
	Danville High School	MacArthur High School	Effingham High School	Wiley High School	Schlarman High School	St. Teresa High School	St. Anthony High School	Schulte High School
Exploratory Shop	1	1	1	1	1			1
Mech. Drawing I	1	1	1	1	1	1	1	1
Mech. Drawing II	1	1	1	1	1	1	1	1
Drafting I	1	1		1	1			1
Wood Shop	1	1	1	1	1		1	1
Metal Shop	1	1	1	1	1			1
Welding	1	1		1	1			1
Graphic Arts	1	1		1	1			1
Voc. Sheet Metal	1	1		1	1			1
Voc. Machine Shop	1	1		1	1			1
Voc. Build.Trades	1	1		1	1			1
Div. Occupations	1	1	1		1			
Auto Mech. I		1		1				
Auto Mech. II		1						
Cabinet Making I		1						
Cabinet Making II		1						
Electricity I		1						
Electricity II		1						
Agriculture I			1					
Agriculture II			1					
Agriculture III			1					
Agriculture IV			1					
Foundry				1				
Pattern Making				1				
Printing				1				
Radio				1				
TOTAL	12	18	10	16	12	2	3	11

CHAPTER III

CONCLUSIONS AND GENERALIZATIONS

Since the main purpose of this paper, as stated, was to compare the curriculums of the public high schools with the curriculums of the parochial high schools, this summary will be concerned with general comparisons.

The public high schools enrolled about three times as many students as did the parochial high schools, while they had only about two and one-half times as many teachers. When the average number of pupils per teacher figures are computed, the parochial high schools had fewer pupils per teacher than did the public high schools.

Changes in the curriculum, either recent changes or planned changes, were more prevalent in the public high schools than in the parochial high schools, but they were not extensive in either group.

In the area of guidance within the school, only two public high schools employed trained guidance counselors. Possibly the reason that the other two public high schools and the parochial high schools did not have trained counselors was because of the lack of funds, or that the total enrollment did not exceed the number of students that the principal could help, or the need for trained guidance counselors was not felt at this time.

In one public high school and one parochial high school, school transportation was offered. In the other schools, the students used the city transportation system, thus showing no difference between public high schools and parochial high schools in methods of transportation.

One public high school and one parochial high school had enough acres in their sites to meet the standards set up by the National Council on Schoolhouse Construction for size of school campus.

Wiley High School and Schulte High School, both located in Terre Haute, Indiana, sent more high school graduates to college than any of the other schools. This was probably due to the fact that Terre Haute has more institutions of higher learning than any other city involved in this survey.

The number of periods in a school day and the length of these periods did not vary greatly from public high school to parochial high school. The greatest difference was between two public high schools, MacArthur High School and Effingham High School.

Wiley High School was the only school that reported that it did not have a school cafeteria. This was due to the fact that the majority of the students lived close enough to go home for lunch.

Two high schools, both of them public high schools, offered nine competitive sports. St. Teresa High School, a parochial high school, offered more than any other parochial high school with a total of four. These figures clearly point out that the public high schools place a greater stress on competitive sports than do parochial high schools.

In the areas of vocational or avocational courses the public high schools were far above the parochial high schools in both actual number and in variety of courses offered. Possibly the only course in this area that was more or less uniform throughout was driver education.

In the academic areas there seems to be very little difference between the parochial high schools and the public high schools. The programs of the public high school and the parochial high school in the same city were essentially the same and the differences found were among the schools in different towns rather than between public and parochial schools.

While these differences are more apparent, there were of course

differences in parochial high schools and public high schools. While these differences in the two are apparent and substantial, who is to say they are not intended? Do the parochial high school administrators feel the need for emphasis in vocational areas? If so, is the money the prohibitive factor? These questions must go unanswered because the purpose of this paper was to compare curriculums, not the reasons for the establishment and development of these curriculums.

BIBLIOGRAPHY

- Conant, James Bryant, The American High School Today, (New York: McGraw-Hill, 1959).
- Cramer, John Francis, and Browne, George Stephenson, Contemporary Education, (New York: Harcourt, Brace & Co., 1956).
- Crowley, Francis M., "The Catholic Approach to Religion in Education," Crucial Issues in Education, (New York: Henry Holt & Co., 1955).
- Fichter, Joseph H., "Are Parochial Schools Worthwhile?", The Catholic World, CLXXXVIII, (February, 1959).
- John Dewey Society, Seventh Yearbook, The Public Schools and Spiritual Values, (Harper & Bros., 1944).
- Leonard, John Paul, Developing the Secondary School Curriculum, (New York: Rinehart, 1953).
- Romine, Stephen, Building the High School Curriculum, (New York: Ronald Press Co., 1954).
- Smith, B. Othanel, Stanley, William O., and Shores, J. Harlan, Fundamentals of Curriculum Development, (New York: World Book Co., 1950).

APPENDIX A
QUESTIONS ASKED EACH PRINCIPAL OF EACH
SCHOOL

1. How many students were enrolled during school year 1957-1958?
2. How many faculty members were employed during school year 1957-1958?
3. What recent curriculum changes have been made or what are planned for the future?
4. What type of guidance is offered?
5. What type of transportation system was used?
6. What was the size of the campus in acres?
7. What percent of graduates went on to college during the fall of 1958?
8. How many periods are there in a school day and how long are these periods?
9. Did the school contain a cafeteria?
10. What sports were offered?
11. What courses were offered?