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A Comparison of the High School Preparation of the 1956 and 1962 Freshmen at the University of Kansas with the High School Preparation of the 1956 and 1962 Freshmen at Eastern Illinois University

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A COMPARISON OF THE HIGH SCHOOL PREPARATION OF THE

1956 AND 1962 FRESHMEN AT THE UNIVERSITY OF KANSAS

WITH THE HIGH SCHOOL PREPARATION OF THE 1956 AND
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1962 FRESHMEN AT EASTERN ILLINOIS UNIVERSITY

BY

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I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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CHAPTER I

INTRODUCTION

In 1957, a furor arose in the United States over the fact that the Russians had been the first to place a satellite into orbit. Many critics placed the blame for the United States' failure to be first upon the educational system. Demands for a return to the strict traditional curriculum, similar to the present curriculum in Russia, were made.

A study was conducted at the University of Kansas to determine whether there had been a change in the American secondary school curriculum which could be attributed to the demands. A similar study was conducted at Eastern Illinois University to find if there might be a consistency of modification of the curriculum which could indicate that a non-local event initiated the change.

Each study involved a comparison of the units of credit in the four traditional subject areas--English, foreign languages, mathematics, and science--presented by the freshmen entering the respective universities in 1956 (pre-Sputnik graduates) and by those entering in 1962 (post-Sputnik graduates).

What is the meaning for the future of American education if both studies indicate a trend toward increased emphasis

upon the traditional subjects? This trend is the first of the three "roads before us"[1] described by Mathewson.

The first "road" emphasized the academic-intellectual aspect of education. The stated aim of the advocates of this approach was to develop the ability to think. However, this aim was too often subordinated to the "virtues of particular sorts of subject matter, such as mathematics, science, and history."[2] This was indicated by the fact that a mastery of the content of some of the great books of the past was considered, by some individuals, a complete education. This approach tended to be authoritarian and to rely upon the authorities of the past.

The second "road" that education might take would be toward emphasis upon the socioeconomic-utilitarian aspect of education. Those individuals who believe in this approach are often termed impractical dreamers. They stress the social utility of the individual. "Practical methods and programs for socially practical ends are the keynotes"[3] of this approach. To individuals who adhere to this philosophy, society depends upon technology and economic activity for existence. Trained personnel are required in order to compete successfully on the international scene. Education

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[1]Robert Hendry Mathewson, A STRATEGY FOR AMERICAN EDUCATION (New York, 1957), p. 227.

[2]Ibid., p. 227.

[3]Ibid., p. 228.

was the means advocated for training individuals in accordance with national need.

The third "road" was the personal-social-developmental one. Advocates of this approach believe both of the foregoing aspects must be considered but that social needs cannot be met until the personal-social-developmental needs are satisfied and vice versa. Adjustment, not utility, was emphasized.[4]

An example of the curriculum recommended by advocates of the first or academic-intellectual "road" may be found in the writings of either James B. Conant or H. G. Rickover. Conant recommended English, social studies, mathematics, and science for all seventh and eighth graders. Some or all should begin a foreign language in the seventh grade, and some should enroll in algebra in the eighth grade.[5]

In the ninth grade, a sequential program of electives and required courses for general education should be started. The program should include four years of English, three or four of social studies, one of mathematics, and one of science.[6] The academically talented students should have four years of English, four of social studies, four of mathematics, three of science, and four of foreign languages.

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[4]Ibid., p. 229.

[5]James B. Conant, RECOMMENDATIONS FOR EDUCATION IN THE JUNIOR HIGH SCHOOL YEARS (Princeton, New Jersey, 1960), p. 16.

[6]James B. Conant, THE AMERICAN HIGH SCHOOL TODAY (New York, 1959), p. 47.

Electives should be in a second foreign language and one additional year of social studies. The program of studies would be determined for the individual.[7]

Rickover recommended that education be standardized. He stated that children taking English and mathematics would not want to study those difficult subjects when the children next door were enrolled in easy courses such as family living and art.[8]

The socioeconomic-utilitarian approach would result in an equalization of the supply and the demand for labor in specific vocations. The youth would be taught to put the needs of society first and to conform to the demands and mores of it. Individualism and initiative would be discouraged.

The third approach—emphasis upon the personal-social-developmental—may at first seem to be a panacea for educational ills. However, discredit was brought upon the progressive education movement by those who did not understand the principles of it. They allowed laissez faire situations where democratic ones should have developed. The personal-social-developmental "road" would be as easy to misinterpret and misuse as was that of the progressive educationalists. What is needed is not a special curriculum for each pupil,

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[7]Ibid., p. 57-58.

[8]H. G. Rickover, AMERICAN EDUCATION—A NATIONAL FAILURE (New York, 1963), p. 306.

but one that is "sufficiently flexible to allow each pupil an opportunity to profit to the maximum...."[9]

However, the attitude that the personal-social-developmental "road" would be a panacea would be encouraged by the fact that either of the first two "roads" would direct a student into a curriculum that has no provision for the interests and desires of the individual. Any standardization of the educational requirements, whether toward the traditional or toward the utilitarian approach, would encourage conformity.

The schools would merely reflect the tendency of modern society to replace individualistic ideas with a collectivistic ideology[10] in encouraging conformity in the curriculum. The mobility of the people of the United States, the democratic values held by the majority, the urbanization of the country, and the emphasis upon secularism would necessitate a degree of uniformity in the educational system[11] in each of the three "roads." Also, education would need to continue as the one unifying force in the diversity of the American people. However, the diversity should be enjoyed. Education should teach the framework of democracy, but within that framework, individualism should be sustained, refined, and developed.[12]

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[9]Raymond Hatch and Buford Stefflre, ADMINISTRATION OF GUIDANCE SERVICES (Englewood Cliffs, New Jersey, 1958), p. 4.

[10]Thomas Molnar, THE FUTURE OF EDUCATION (New York, 1961), p. 25.

[11]John A. Bartky, SOCIAL ISSUES IN PUBLIC EDUCATION (Boston, 1963), p. 223.

[12]Mathewson, p. 249.

Why would educators allow the schools to be utilized
in the mass production of youth according to one pattern?
Education is an institution of society and is dominated by
it.[13] Any change on the public scene affects the educational
system.

Sputnik kindled the smoldering criticism into flame.
Other events could have had the same effect. Constructive
criticism and evaluation have always been necessary. How-
ever, blind demands for change should not be considered
constructive criticism. Most critics of American education
considered only the United States' educational system. Other
countries have studied the American system in an effort to
improve their own; therefore, other people were apparently
dissatisfied with education in their country, also.

The United States, due to its wealth, political
organization, and progressive outlook, has been the first
to experience innovations.[14] When the educational system
of the country was developing, educators imitated the methods
and procedures used in other countries. However, as the
country matured, so did the outlook of its people. The
educational system grew away from being an imitation to
being a model. The value of regressing to an earlier stage
of development and stamping youth from a pattern of another
country or from the past might be questionable. Youth
who adjust readily to the rapid transformations

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[13]Bartky, p. 223.

[14]V. T. Thayer, THE ROLE OF THE SCHOOL IN AMERICAN
SOCIETY (New York, 1960), p. 330.

occurring in the world of today rather than youth who rigidly adhere to tradition might be preferable.

The purpose of this paper was to investigate the possibility of a trend which would indicate which of the three "roads" of Mathewson education may presently be traversing. The investigation was through a comparison of two studies involving change in the secondary curriculum--"Let's Look at the Record Again!" by George B. Smith of the University of Kansas and "A Comparison of the High School Preparation of 1956 Freshmen and 1962 Freshmen at Eastern Illinois University" by Donn Hammer of Eastern Illinois University.

As indicated in Chapter II, the limitations in the sampling of these two studies prevented generalizing about a national trend.

CHAPTER II

BACKGROUND

Sampling

The students considered in the University of Kansas study[1] entered that institution in the fall of either 1956 or 1962 and had graduated from a Kansas high school the previous spring. The study was limited to Kansas high schools, as out-of-state enrollment would not yield a large enough representation to be significant and because the study was conducted specifically for the people of Kansas and for the staff of the University of Kansas.

High school graduates of 1956 and 1962 were selected because 1956 was immediately before Sputnik and by 1962 enough time had elapsed to allow any change related to Sputnik to be revealed.

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[1]All information for this study unless otherwise specified has been obtained from two studies:

George B. Smith, "Let's Look at the Record Again!--The High School Preparation of 1,124 University of Kansas Freshmen in September 1956 Compared with the High School Preparation of 1,384 University of Kansas Freshmen in September 1962" (Lawrence, Kansas, 1963).

Donn Hammer, "A Comparison of the High School Preparation of 1956 Freshmen and 1962 Freshmen at Eastern Illinois University" (Charleston, Illinois, 1964).

Eighty per cent of the students involved in the University of Kansas study had ranked in the upper fifty per cent of their graduating classes. George B. Smith stated that this was due to the size of the university which discouraged students ranking in the lower half of their classes from applying. It was not due to any university requirement.

The Eastern Illinois University sampling did not have as large a percentage from the upper fifty per cent of the graduating classes. However, in 1962, the sampling, due to university requirements,[2] was limited to students who had graduated in the upper two-thirds of their classes. All students involved in the study were graduates of Illinois high schools who entered Eastern Illinois University in the fall of 1956 or the fall of 1962 and who had graduated from high school the preceding spring.

The data for both studies were compiled from the high school transcripts as transferred to the records of the respective universities.

In 1956, the University of Kansas had 1,644 freshmen, 1,124 of whom fulfilled the requirements for the study. These requirements were: graduation from a Kansas high school in the spring preceding the fall that they entered-- 1956 or 1962. Of the 1,124 freshmen involved in the study, 711 were men and 413 were women.

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[2]EASTERN ILLINOIS UNIVERSITY BULLETIN--1962 Catalog (Charleston, Illinois, 1962).

Of the 761 freshmen who entered Eastern Illinois University in 1956, 487 met the following requirements: graduation from an Illinois high school in the spring preceding the fall--1956 or 1962--that they entered Eastern Illinois University. There were 291 men and 196 women in this group.

The University of Kansas had a 20% increase in the number of freshmen between the years of 1956 and 1962. Of the 1,973 freshmen in 1962, 1,384 were included in the study. This group was composed of 801 men and 583 women.

Eastern Illinois University had 1,145 freshmen in 1962, an increase of 50%. The study included 759 of the freshmen-- 393 men and 366 women.

There were 263 high schools represented in the University of Kansas study in 1956 and 250 represented in 1962. In the Eastern Illinois University study, 135 high schools were represented in 1956. In 1962, 187 were represented.

In each study the high schools were categorized by size. The University of Kansas study used five categories. Two of these involved enrollments of more than 250 students--one included high schools represented in the study by fewer than 10 students and the other category was limited to high schools represented by 10 or more students.

The study conducted at Eastern Illinois University listed six categories; three of which were directly comparable to three of those used in the University of Kansas study-- high schools with enrollments of less than 70 students, those high schools with enrollments of 70 to 150, and those

with enrollments of 150 to 250. The other three categories
in the Eastern Illinois University study involved high schools
with enrollments of more than 250 students. One included
high schools with enrollments of 250 to 500 students; one
category included those high schools having enrollments of
500 to 1,000; and the remaining category included high
schools with enrollments of over 1,000.

The difference in the selection of categories was due
to the fact that the percentage of Illinois high schools
with enrollments of over 250 was larger than the percentage
of Kansas high schools of that size. For purposes of
comparison, all categories in each study which involved
enrollments of greater than 250 were combined.

Tables 1 and 2, pages 13 and 14, show the distribution
by size of high school of the freshmen involved in the two
studies.

In 1956, the University of Kansas had 72 students or
6% of the total group from the 57 high schools in the
category of enrollments of less than 70 students. These
57 high schools were 22% of the 263 high schools represented
in 1956. Eastern Illinois University had only 1% of the
group--5 students--from the 4 high schools in the corresponding
category in 1956. These high schools constituted 3% of the
total.

In the same category in 1962, the University of Kansas
had 22 high schools, 9% of the total, represented. Thirty
freshmen or 2% of the total group had graduated from these

Distribution of Kansas High Schools Represented by 1,124 Graduates in 1956 and 1,384 Graduates
in 1962 Who Were Incoming Freshmen at The University of Kansas in September 1956 and September 1962.

High Schools Grouped By Size.		MEN				WOMEN				TOTAL	
		Number		% of groups		Number		% of groups		Number	
		1956	1962	1956	1962	1956	1962	1956	1962	1956	1962
GROUP I-High Schools sending more than 10 students. All over 250 students.	No.	337	423	60%	56%	226	339	40%	44%	563	762
(16 high schools 1956) (19 high schools 1962)	% GT	47%	53%			55%	50%			50%	55%
GROUP II-Over 250 students. (Less GROUP I)	No.	161	210	66%	61%	83	134	34%	39%	244	344
(62 high schools 1956) (78 high schools 1962)	% GT	23%	26%			20%	23%			22%	25%
GROUP III-150 through 249 students	No.	66	66	61%	57%	43	49	39%	43%	109	115
(45 high schools 1956) (52 high schools 1962)	% GT	9%	8%			10%	8%			10%	8%
GROUP IV-70 through 149 students.	No.	94	82	69%	62%	42	51	31%	38%	136	133
(83 high schools 1956) (79 high schools 1962)	% GT	13%	10%			10%	9%			12%	10%
GROUP V-Below 70 students.	No.	53	20	74%	67%	19	10	26%	33%	72	30
(57 high schools 1956) (22 high schools 1962)	% GT	8%	2%			5%	2%			6%	2%
GRAND TOTAL (263 high schools 1956) (250 high schools 1962)	No.	711	801	63%	58%	413	583	37%	42%	1,124	1,384

TABLE 1

Distribution of Incoming Freshmen in September 1956 and in September 1962
by Size of High School

HIGH SCHOOL		MEN				WOMEN				TOTAL	
		Number		% of Group		Number		% of Group		Number	
BY SIZE		1956	1962	1956	1962	1956	1962	1956	1962	1956	1962
1000+ 12 in 1956 40 in 1962	Number Per cent of Grand Total	50 17	101 26	72	44	19 10	131 36	28	56	69 14	232 30
500-999 23 in 1956 34 in 1962	Number % of GT	82 28	108 27	57	51	59 30	100 27	42	48	141 29	208 27
250-499 33 in 1956 37 in 1962	Number % of GT	61 21	75 19	58	57	45 23	56 16	42	43	106 22	131 17
150-249 28 in 1956 43 in 1962	Number % of GT	51 17	69 18	57	61	38 19	45 12	43	39	89 18	114 15
70-149 35 in 1956 32 in 1962	Number % of GT	43 15	39 10	56	55	34 17	33 9	44	45	77 16	72 10
-69 4 in 1956 1 in 1962	Number % of GT	4 0	1 0	83	50	1 0	1 0	17	50	5 1	2 0
GRAND TOTAL 135 in 1956 187 in 1962	Number	291	393	60	52	196	366	40	48	487	759

22 high schools, The one student from the one high school in the corresponding category in the Eastern Illinois University study in 1962 did not constitute a significant percentage. The one high school was less than one per cent of the total group of high schools.

These figures were indicative of the previously mentioned difference in the size of the high schools located in Kansas and those located in Illinois.

The category of enrollments of 70 to 150 students included 83 of the high schools represented in the 1956 portion of the University of Kansas study. These 83 were 32% of the total number. Twelve per cent or 136 of the freshmen were from these schools. In the Eastern Illinois University study, 35 high schools or 26% of the total number were in this category in 1956. Seventy-seven students or 16% of the group were from these schools.

In 1962, 79 Kansas high schools or 32% of the total were in the corresponding category. One hundred thirty-three or 10% of the students involved in the study had graduated from these high schools. The Eastern Illinois University study showed that 32 schools, 17% of the 187 represented, were in this category. As in Kansas, 10% of the students were graduates of high schools in the category of 70 to 150 enrollment in 1962. The number of students in this category was 72. The percentage of students who had graduated from high schools in the category of 70 to 150 enrollment was

approximately the same in each study. However, the number of
high schools of this size represented in the Eastern Illinois
University study constituted 26% of the total number in 1956
and 17% in 1962, but in the University of Kansas study the
number of high schools in the corresponding category in each
year was 32% of the total number of high schools represented.

In the category of enrollments of 150 to 250, 17% or
45 of the represented Kansas high schools were included.
Ten per cent of the student group--109 students--had graduated
from these high schools. The Eastern Illinois University
study included 21% of the represented schools in this
category. Eighty-nine students, 18% of the total, were
from the 28 high schools with enrollments in this range.

The University of Kansas study had 52 schools, 21% of the
250 represented, of 150 to 250 enrollment in 1962. Eight
per cent or 115 of the 1,384 students were from these high
schools. Forty-three schools, 23% of the 187 represented
in the Eastern Illinois University study, were in the
corresponding range. Of the 759 students involved, 114 or
15% of the group had graduated from these 43 high schools.

In the category of 150 to 250 enrollment, the reverse
of the comparison of the two studies in the category of 70
to 150 is true. Instead of having approximately the same
percentage of students and a variation in the percentage of
high schools in the category, the high schools in each
study comprise about the same percentage of the totals. The
University of Kansas study had fewer students from the

schools in this category, however, than did the Eastern Illinois University study.

The combined categories yielding results for schools of over 250 enrollment indicate that 29% or 78 schools of the 1956 representation in the University of Kansas study were of this size. This 29% was represented by 72% or 807 of the students. As has been stated, most of the high schools which would be in this category were within a 50 mile radius of the University of Kansas. Even though no geographic factor influenced the enrollment at Eastern Illinois University, 65% of the freshmen involved in 1956 were from the 63 schools, 50% of the total, with enrollments of over 250. The number of freshmen from these schools was 316.

In 1962, 97 or 37% of the Kansas schools which were represented were in the corresponding category. Of the 1,384 students involved, 80% or 1,108 students were from these high schools. One hundred eleven Illinois High schools, 59% of the 187 represented in 1962, had enrollments of over 250 students. Seventy-five per cent of the total, 571 students, were graduates of these high schools.

Limitations

At first consideration, the limitations involved in using a comparison of the University of Kansas and the Eastern Illinois University studies for the purpose suggested in the introduction of the University of Kansas study--that of discovering a Sputnik-related change--seemed to be a severe handicap.

The first limitation was the sampling of the two studies which involved only two states, both located in the Middle West. Therefore, geographically, only one area of the United States was represented. However, it is believed that the studies had high validity for that area.

In the University of Kansas study, every Kansas county was represented. In 1956, only 47 of the 102 Illinois counties were represented in the Eastern Illinois University study. In 1962, students from 59 Illinois counties were enrolled at Eastern Illinois University as freshmen. This left 43 counties without representation but was over half the total number. A consideration of the geographic location of the counties represented, showed that the southern and the northwestern parts of Illinois had no representation in 1956. In 1962, only the southern tip of the state was not represented.

The sampling was further limited to graduates of state accredited high schools who entered either the University of Kansas or Eastern Illinois University. No data were collected for the early school-leaver, for the graduates who did not continue their education the fall following their graduation, or for those graduates who selected other universities. Also, the University of Kansas, due to its geographic location, drew between 70 and 80 per cent of its enrollment from the larger high schools, most of which were located within a 50 mile radius of Lawrence, Kansas. Because of the size of the university, the University of Kansas attracted as 80% of its freshmen, students who were in the upper 50% of their graduating classes.

Eastern Illinois University had neither of these obstacles to representative sampling. However, any state university draws a larger percentage of its enrollment from near-by high schools. Coles County, the county in which Eastern Illinois University is located, contributed 20% of the freshmen involved in the study in 1956, though only 11% in 1962.

In spite of the factors mentioned, students of these two universities were probably as representative as students of other colleges in the two states.

Another limitation of the studies was that only the four traditional subject areas of English, foreign languages, mathematics, and science were considered. The traditional areas would be the ones which would be expected to reflect a Sputnik-related trend. These areas were the core of the college preparatory programs; therefore, a study to detect this trend would involve students who had been enrolled in a college preparatory curriculum.

In spite of the limitations, useful information can be gained from a comparison of the two studies.

CHAPTER III

COMPARISON OF THE UNIVERSITY OF KANSAS AND
EASTERN ILLINOIS UNIVERSITY FINDINGS

The tables used in the University of Kansas and
Eastern Illinois University studies present the number
of high school units in each of the four traditional subject
areas (English, foreign languages, mathematics, and science)
credited the members of the sample group. In addition to
tables presenting a compilation of the data for the sample
group as a whole, tables in which the members of the sample
group were categorized according to the size of the high
school from which the students graduated (as described in
Chapter II) were presented.

The original numbers have been left on the tables, but
for ease of using them with this study, consecutive numbering
has been assigned the tables, also. The tables including
only data for men or for women were omitted for this study;
therefore, the original numbering was not consecutive.

English

Three types of tables were prepared which were relevant
to a comparison of the high school units of credit in English
obtained by 1956 graduates with the units obtained by 1962

graduates. Tables 3 and 4, pages 22 and 23, present the number of units of English in combination with the related subjects of debate, drama, journalism, and speech in relation to the size of the high school. Tables 5 and 6, pages 25 and 26, indicate the number of units in English only in relation to the size of high school. Tables 7 and 8, pages 28 and 29 present data concerning units of credit in specific English combinations.

An examination of Table 3, page 22, which presents the number of high school units in English combinations earned by the Kansas sample group, shows a definite increase in number of units earned by students in each of the categories. The percentage of students who received more than four units of credit increased as the size of the high school from which the students graduated increased. This could indicate that a greater selection of courses was available in the larger high schools. Table 4, page 23, reveals that the same was true of the Eastern Illinois University sample group.

Graduates of high schools of over 250 enrollment in Kansas who had earned less than 4 units of credit in English combinations decreased from 18% of the total group in 1956 to 4% in 1962. The percentage of graduates of Illinois high schools of over 250 enrollment who had received less than 4 units of credit decreased from 16% in 1956 to 4% in 1962.

In contrast to these figures, the percentage of students from the same group of high schools who earned more than

TABLE 8

Units of High School English Combinations Presented by 1,124 Incoming Freshmen in September 1956 and 1,384 in September 1962 from Kansas High Schools to The University of Kansas by Size of High School from Which Graduated

MEN AND WOMEN

	Group I					Group II						Group III						Group IV						Group V						TOTAL					
1956	16 special*					62 over 250*						45 150 - 249*						83 70 - 149*						57 below 70*						263 high schools*					
1962	19 special					78 over 250						52 150 - 249						79 70 - 149						22 below 70						250 high schools					
1956	563 students**					244 students**						109 students**						136 students**						72 students**						1,124 students**					
1962	762 students					344 students						115 students						133 students						30 students						1,384 students					
	1956			1962			1956			1962			1956			1962			1956			1962			1956			1962			1956			1962		
	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %

High School Units (English)	Group I 1956 No.	%	Cum %	1962 No.	%	Cum %	Group II 1956 No.	%	Cum %	1962 No.	%	Cum %	Group III 1956 No.	%	Cum %	1962 No.	%	Cum %	Group IV 1956 No.	%	Cum %	1962 No.	%	Cum %	Group V 1956 No.	%	Cum %	1962 No.	%	Cum %	TOTAL 1956 No.	%	Cum %	1962 No.	%	Cum %
2	1			0			0			0			0			0			0			0			0			0			1			0		
2½	0			1			0			0			0			0			0			0			0			0			0			1		
3	96	17%	100%	29	4%	100%	51	21%	100%	15	4%	100%	31	28%	100%	4	3%	100%	57	42%	100%	13	10%	100%	37	51%	100%	4	13%	100%	272	24%	100%	64	5%	100%
4																																					
4½	218	34%	77%	423	55%	94%	93	31%	73%	154	45%	94%	44	40%	69%	60	52%	96%	63	45%	54%	95	64%	89%	27	30%	49%	21	67%	87%	479	34%	67%	757	55%	94%
5	76	14%	23%	123	16%	25%	34	14%	26%	86	25%	38%	14	13%	21%	29	25%	36%	6	4%	6%	24	18%	22%	3	4%	6%	2	7%	7%	133	12%	20%	264	19%	28%
5½	16	3%	9%	22	3%	9%	7	3%	12%	14	4%	13%	0			2	2%	10%	1	1%	2%	1	1%	4%	0			0			24	2%	8%	39	3%	9%
6	23	4%	6%	27	4%	6%	14	6%	9%	23	7%	9%	8	7%	8%	9	8%	9%	1	1%		4	3%		1	1%		0			47	4%	6%	63	5%	6%
6½	6	1%		5	1%		4	2%		2	1%		1	1%		0			0			0			0			0			11	1%		7	1%	
7	6	1%		6	1%		4	2%		5	1%		0			0			0			0			0			0			10	1%		11	1%	
7½	1			3			0			0			0			0			0			0			0			0			1			3		
8	0			3			0			0			0			1	1%		0			0			0			0			0			4		
Total	563 (50% 1124)			762 (55% 1384)			244 (22% 1124)			344 (25% 1384)			109 (10% 1124)			115 (8% 1384)			136 (12% 1124)			133 (10% 1384)			72 (6% 1124)			30 (2% 1384)			1124			1384		

Note: English combinations include English solely or English plus debate, speech, dramatics and/or journalism.
 * Number of high schools in each size group in 1956 and 1962. Group I schools sent more than ten freshmen and are all over 250 students.
 ** Grand total of freshmen from each size group.

SIZE OF HIGH SCHOOL UNITS	--69				70--149				150--249				250--499				500--999			
	1956		1962		1956		1962		1956		1962		1956		1962		1956		1962	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			0
1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1		0
2.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3.0	0	0	0	0	12	16	1	1	6	7	4	4	14	13	6	5	23	16		
3.5	0	0	0	0	2	3	0	0	1	1	3	3	4	4	2	2	3	2		
4.0	5	100	2	100	62	81	65	90	78	88	96	84	73	69	94	72	91	65	139	
4.5	0	0	0	0	1	1	2	3	2	2	1	1	1	1	4	3	4	3	9	
5.0	0	0	0	0	0	0	4	6	2	2	9	8	13	12	24	18	16	11	45	22
5.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1
6.0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	2	2	4	2
6.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
7.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0
7.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	5		2		77		72		89		114		106		131		141		208	

TABLE TOTAL 1246

| | 150--249 | | | | 250--499 | | | | 500--999 | | | | 1000-- | | | |
| | 1956 | | 1962 | | 1956 | | 1962 | | 1956 | | 1962 | | 1956 | | 1962 | |
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	6	7	4	4	14	13	6	5	23	16	5	2	23	33	12	5
	1	1	3	3	4	4	2	2	3	2	3	1	10	14	4	2
	78	88	96	84	75	69	94	72	91	65	139	67	28	41	156	67
	2	2	1	1	1	1	4	3	4	3	9	4	1	1	16	7
	2	2	9	8	13	12	24	18	16	11	45	22	2	3	36	16
	0	0	0	0	0	0	0	0	0	0	2	1	1	1	1	0
	0	0	1	1	1	1	0	0	2	2	4	2	2	3	5	2
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
	0	0	0	0	0	0	1	1	1	1	1	0	2	3	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
	9		114		106		131		141		208		69		232	

4 units of credit in English combinations increased. The
University of Kansas study showed an increase from 21% in
1956 to 33% in 1962, and the Eastern Illinois University
study showed an increase from 9% to 19%. At first, one might
think that the University of Kansas study indicated a more
significant increase. However, the increase was 12% which
was slightly over half the original per cent (21%). In the
Eastern Illinois University study, the increase, though
arithmetically 2% less, doubled the original per cent (9%).

These figures indicated that there had been an increase
in interest in the area of English in the larger high schools.
The data for all categories indicated the same trend. An
over-all decrease in the percentage having less than 4 units
was from 31% in 1956 to 6% in 1962 in the Kansas sample group
and from 20% to 5% in the Illinois sample group. The
percentages of those students having more than 4 units were
28% in 1956 and 38% in 1962 in the Kansas group and 10% and
22%, respectively, in the Illinois group.

Tables 5 and 6, pages 25 and 26, present the data for
English only. Neither study indicated a large increase in
the percentage receiving more than 4 units of credit in
English alone. This could be due to the fact that most
schools that offer more than four courses in the English
department might assign other titles to the additional
courses (for example, drama or speech).

The percentage of students who had less than four units
of English did, however, greatly decrease. The decrease in

Table 5

TABLE 14

Units of High School English Only (Not Including Related Courses) Presented by 1,124 Incoming Freshmen in September 1956 and 1,384 in September 1962 from Kansas High Schools to The University of Kansas by Size of High School from Which Graduated

MEN AND WOMEN

High School Units (Years) of English	Group I 1956 No.	%	Cum%	Group I 1962 No.	%	Cum%	Group II 1956 No.	%	Cum%	Group II 1962 No.	%	Cum%	Group III 1956 No.	%	Cum%	Group III 1962 No.	%	Cum%	Group IV 1956 No.	%	Cum%	Group IV 1962 No.	%	Cum%	Group V 1956 No.	%	Cum%	Group V 1962 No.	%	Cum%	TOTAL 1956 No.	%	Cum%	TOTAL 1962 No.	%	Cum%
	16 special*			19 special			62 over 250*			78 over 250			45 150-249*			52 150-249			83 70-149*			79 70-149			57 below 70*			22 below 70			263 high schools*			250 high schools		
	563 students**			762 students			244 students**			344 students			109 students**			115 students			136 students**			133 students			72 students**			30 students			1,124 students**			1,384 students		
2	1			0			0			0			0			0			0			0			0			0			1			0		
2½	0			1			0			0			0			0			0			0			0			0			0			1		
3	95	28%	100%	27	6%	100%	51	44%	100%	15	9%	100%	31	65%	100%	3	5%	100%	57	59%	100%	13	14%	100%	36	71%	100%	3	13%	100%	270	41%	100%	61	8%	100%
3½	26	8%	72%	7	2%	94%	13	11%	56%	4	2%	91%	1	2%	35%	0			2	2%	41%	1	1%	86%	2	4%	30%	0			44	7%	59%	12	2%	92%
4	219	64%	64%	396	90%	92%	51	44%	44%	141	87%	88%	16	33%	33%	57	92%	95%	38	39%	39%	76	84%	84%	13	26%	26%	20	87%	87%	337	51%	52%	690	88%	91%
4½	1			10	2%		0			3	2%		0			1			0			0			0			0			1			14	2%	
5	0			1			0			0			0			1			0			0			0			0			0			2		
5½	0			0			0			0			0			0			0			0			0			0			0			0		
6	0			0			0			0			0			0			0			0			0			0			0			0		
6½	0			0			0			0			0			0			0			0			0			0			0			0		
7	1			0			0			0			0			0			0			0			0			0			1			0		
Total	343 (53% 654)			442 (57% 780)			115 (18% 654)			163 (21% 780)			48 (7% 654)			62 (8% 780)			97 (15% 654)			90 (12% 780)			51 (8% 654)			23 (3% 780)			654			780		
% Total	61% 563			58% 762			47% 244			47% 344			44% 109			54% 115			71% 136			68% 133			71% 72			77% 30			58% 1124			56% 1384		

Note: No debate, speech, dramatics, journalism, etc., included in this table. "English" only is presented.

* Number of high schools in each size group in 1956 and 1962. Group I schools sent more than ten freshmen and are all over 250 students.

** Grand total freshmen from each size group.

SIZE OF HIGH SCHOOL UNITS	--69 1956		--69 1962		70--149 1956		70--149 1962		150--249 1956		150--249 1962		250--499 1956		250--499 1962		500- 1956	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.0	0	0	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0
1.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
2.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3.0	0	0	0	0	15	19	1	1	10	11	5	4	27	25	11	8	37	26
3.5	0	0	0	0	2	3	0	0	2	2	1	1	2	2	2	2	5	4
4.0	5	100	2	100	59	77	70	97	76	85	107	95	75	71	115	87	94	67
4.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0
5.0	0	0	0	0	0	0	1	1	0	0	0	0	1	1	1	1	4	3
5.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0
6.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	5		2		77		72		89		113		106		132		141	

TABLE TOTAL 1246

		70--149				150--249				250--499				500--999				1000--			
1962		1956		1962		1956		1962		1956		1962		1956		1962		1956		1962	
O.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
O	O	1	1	O	O	1	1	O	O	O	O	O	O	O	O	O	O	O	O	O	O
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
O	O	O	O	O	O	O	O	O	O	O	O	O	O	1	1	O	O	O	O	O	O
O	O	O	O	O	O	O	O	O	C	O	O	O	O	O	O	O	O	O	O	O	O
O	O	15	19	1	1	10	11	5	4	27	25	11	8	37	26	18	9	28	41	15	6
O	O	2	3	O	O	2	2	1	1	2	2	2	2	5	4	4	2	9	13	7	3
2	100	59	77	70	97	76	85	107	95	75	71	115	87	94	67	182	88	32	46	202	87
O	O	O	O	O	O	O	O	O	O	O	O	1	1	O	O	O	O	O	O	4	2
O	O	O	O	1	1	O	O	O	O	1	1	1	1	4	3	4	2	O	O	3	1
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
O	O	O	O	O	O	O	O	O	O	O	O	1	1	O	O	O	O	O	O	1	O
O	O	O	C	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
2		77		72		89		113		106		132		141		208		69		232	

the University of Kansas study was from 28% in 1956 to 5% in
1962 and that in the Eastern Illinois University study was
from 29% to 8%. In both studies, the largest numbers with
less than 4 units of credit were from the larger schools.
Again, this would indicate that other titles were being used
for some of the courses offered by the English department.
A comparison with Tables 3 and 4 would seem to support this
premise. In the 1962 part of the University of Kansas study,
4% had less than 4 units of English combinations as compared
to 5% who had less than 4 units of English only. The figures
from the Eastern Illinois University study were 4% and 8%,
respectively.

Tables 7 and 8, pages 28 and 29, which present data
for the number of units earned in specific English combina-
tions, also indicate the decrease in English only. Percentages
having credit in drama and debate in combination with English
had also decreased. These may have been taught in courses
entitled English.

In the University of Kansas study, the number of
students with English and speech combination increased from
20% in 1956 to 26% in 1962. The English and journalism
combination increased from 8% to 10%, and the English-
journalism-speech combination increased from 7% to 8%.

The Eastern Illinois University study showed the
greatest increse in the English-speech combination, also.
The percentage increase was from 15% to 20%. A slight
increase was indicated in the English-journalism-speech

Table 7

University of Kansas Study

Appendix   **53**

TABLE 20

*High School Subject Credit in English Combinations Presented by 1,124
Incoming Freshmen in September 1956 and 1,384 in September 1962
from Kansas High Schools to The University of Kansas by
Units of Credit and English Combinations*

MEN AND WOMEN

| | | Units (Years) of Credit in High School English Combinations. | | | | | | | | | | | | | | |
		2	2½	3	3½	4	4½	5	5½	6	6½	7	7½	8	Total	%
English Only	1956	1	0	270	44	337	1	0				1			654	58%
	1962	0	1	61	12	690	14	2				0			780	56%
English and Speech	1956			1	25	83	54	47	4	7	1	1		0	223	20%
	1962			3	10	35	111	166	13	14	1	1		1	355	26%
English and Journal-ism	1956				4	34	5	26	5	7	0	2	1		84	8%
	1962				1	14	29	73	6	9	3	2	0		137	10%
English, Speech and Journalism	1956				1	2	14	19	7	20	6	5	0	0	74	7%
	1962				0	7	5	23	20	40	2	8	3	3	111	8%
English and Drama	1956			1	3	3	5	19	1	1					33	3%
	1962			0	●	●	●	0	0	0					0	
English and Debate	1956				2	2	4	8		1					17	2%
	1962				0	0	0	0		0					0	
English, Speech and Debate	1956					1		3	4	4	2	1			15	1%
	1962					0		0	0	0	0	0			0	
English, Speech and Drama	1956						1	6		3					10	1%
	1962						0	0		0					0	
English, Journalism and Debate	1956							3		2					5	
	1962							0		0					0	
English, Journalism and Drama	1956							2	1	2					5	
	1962							0	0	0					0	
English, Journalism, Speech and Drama	1956								1		1				2	
	1962								0		0				0	
English, Journalism, Drama and Debate	1956								1		1				2	
	1962								0		0				0	
English, Journalism, Speech and Debate	1956										0				0	
	1962										1				1	
T O T A L	1956	1	0	272	79	462	84	133	24	47	11	10	1	0	1124	
	1962	0	1	64	23	746	159	264	39	63	7	11	3	4	1384	
Percent of grand total - men and women	1956			24%	7%	41%	7%	12%	2%	4%	1%	1%				
	1962			5%	2%	54%	11%	19%	3%	5%	1%	1%				

UNITS OF CREDIT IN HIGH SCHOOL ENGLISH COMBINATIONS

		2	2 1/2	3	3 1/2	4	4 1/2	5	5 1/2	6	6 1/2	7	7 1/2
ENGLISH ONLY	1956	1	0	79	15	293	0	2	0	0	0	0	0
	1962	0	0	31	7	531	3	6	0	0	0	0	0
ENGLISH AND SPEECH	1956	0	0	0	3	31	18	16	1	3	0	0	0
	1962	0	0	0	3	20	23	103	0	3	0	2	0
ENGLISH AND JOURNALISM	1956	0	0	0	2	2	3	3	1	0	0	0	0
	1962	0	0	0	0	0	2	7	0	2	0	0	0
ENGLISH, SPEECH,	1956	0	0	0	0	1	1	0	1	1	0	0	0
AND JOURNALISM	1962	0	0	0	0	1	0	1	3	2	0	0	0
ENGLISH AND DRAMA	1956	0	0	0	0	3	0	6	0	0	0	0	0
	1962	0	0	0	1	0	2	3	0	0	0	0	0
ENGLISH, SPEECH,	1956	0	0	0	0	0	0	0	0	0	0	0	0
AND DRAMA	1962	0	0	0	0	1	0	2	1	2	0	0	0
TOTAL	1956	1	0	79	20	330	22	27	3	4	0	2	0
	1962			31	11	553	30	122	4	9		2	
PER CENT OF GRAND	1956			16	4	68	5	6	1	1			
TOTAL MEN AND WOMEN	1962			4	2	73	4	16	1	1			

UNITS OF CREDIT IN HIGH SCHOOL ENGLISH COMBINATIONS

	2	2 1/2	3	3 1/2	4	4 1/2	5	5 1/2	6	6 1/2	7	7 1/2	8	TOTAL	Per cent
1956	1	0	79	15	293	0	2	0	0	0	0	0	0	389	85
1962	0	0	31	7	531	3	6	0	0	0	0	0	0	578	76
1956	0	0	0	3	31	18	16	1	3	0	0	0	0	71	15
1962	0	0	0	3	20	23	103	0	3	0	2	0	0	154	20
SM 1956	0	0	0	2	2	3	3	1	0	0	0	0	0	11	2
1962	0	0	0	0	0	2	7	0	2	0	0	0	0	11	1
1956	0	0	0	0	1	1	0	1	1	0	0	0	0	4	1
1962	0	0	0	0	1	0	1	3	2	0	0	0	0	7	2
1956	0	0	0	0	3	0	6	0	0	0	0	0	0	9	2
1962	0	0	0	1	0	2	3	0	0	0	0	0	0	6	1
1956	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1962	0	0	0	0	1	0	2	1	2	0	0	0	0	6	2
1956	1	0	79	20	330	22	27	3	4	0	2	0	0	487	
1962			31	11	553	30	122	4	9		2			759	
1956			16	4	68	5	6	1	1						
N 1962			4	2	73	4	16	1	1						

combination and in the English-speech-drama combination.
However, there was a slight decrease in the English-journalism
and the English-drama combinations.

These tables also support the idea that interest in the
area of English had increased. The traditional subject of
speech was more popular in 1962, also. The indicated trend
was toward more units of English and related subjects, though
there was not a significant increase in units of English alone.

Foreign Languages

Three types of tables were prepared for the subject
area of foreign languages. One type presented the number
of students in each category (discussed in Chapter II) who
received a specified number of units in foreign language.
A second type indicated the number of students in the entire
sample group who received a specified number of units in one
specific foreign language. The third type of table presented
the number of students receiving a specified number of units
in designated foreign language combinations.

The modal number of units (the number of units credited
to the largest number of students) increased from 0 in 1956
to 2 in 1962 in both studies as shown in Tables 9 and 10,
pages 31 and 32.

The percentage with no foreign language decreased from
46% in 1956 to 19% in 1962 in the University of Kansas study
and from 63% to 27% in the Eastern Illinois University study.
In both 1956 and 1962 in both studies, the smaller schools

TABLE 24

Units of High School Foreign Language Presented by 1,124 Incoming Freshmen in September 1956 and 1,384 in September 1962 from Kansas High Schools to The University of Kansas by Size of High School from Which Graduated

MEN AND WOMEN

High School Units (Years) of Foreign Language	Group I 1956 No.	%	Cum%	Group I 1962 No.	%	Cum%	Group II 1956 No.	%	Cum%	Group II 1962 No.	%	Cum%	Group III 1956 No.	%	Cum%	Group III 1962 No.	%	Cum%	Group IV 1956 No.	%	Cum%	Group IV 1962 No.	%	Cum%	Group V 1956 No.	%	Cum%	Group V 1962 No.	%	Cum%	TOTAL 1956 No.	%	Cum%	TOTAL 1962 No.	%	Cum%
	16 special* / 19 special			563 students** / 762 students			62 over 250* / 78 over 250			244 students** / 344 students			45 150-249* / 52 150-249			109 students** / 115 students			83 70-149* / 79 70-149			136 students** / 133 students			57 below 70* / 22 below 70			72 students** / 30 students			263 high schools* / 250 high schools			1,124 students** / 1,384 students		
0	194	35%		93	12%		80	33%		51	15%		75	69%		32	28%		110	81%		67	50%		59	82%		20	67%		518	46%		263	19%	
½	5	1%	66%	3		83%	0			3	1%	85%	0			1	1%	72%	0			0			0			1	3%	33%	5			8	1%	81%
1	127	23%	65%	122	16%	87%	52	21%	67%	67	19%	84%	21	19%	31%	35	30%	71%	19	14%	19%	38	29%	50%	7	10%	18%	5	17%	30%	226	20%	54%	267	19%	80%
1½	2		42%	8	1%	71%	1		46%	1		65%	0			2	2%	41%	0			0			0			0			3		33%	11	1%	61%
2	175	31%	42%	256	34%	70%	90	37%	46%	128	37%	65%	13	12%	12%	32	28%	39%	7	5%	5%	24	18%	21%	5	7%	8%	2	7%	13%	290	26%	33%	442	32%	60%
2½	3	1%	11%	1		37%	0			4	1%	27%	0			1	1%	11%	0			0			0			0			3		7%	6		23%
3	38	7%	10%	153	20%	37%	16	7%	9%	53	15%	26%	0			10	9%	10%	0			3	2%	3%	0			0			54	5%	7%	219	16%	28%
3½	0			1		17%	0			1		11%	0			0			0			0			0			0			0			2		12%
4	19	3%	3%	108	14%	16%	5	2%	2%	29	8%	10%	0			2	2%		0			1	1%		1	1%	1%	1	3%		25	2%	2%	141	10%	12%
4½	0			1			0			2			0			0			0			0			0			1	3%		0			4		
5	0			9	1%		0			3	1%		0			0			0			0			0			0			0			12	1%	
5½	0			2			0			0			0			0			0			0			0			0			0			2		
6	0			5	1%		0			2	•		0			0			0			0			0			0			0			7	1%	
Total	563 (50% 1124)			762 (55% 1384)			244 (22% 1124)			344 (25% 1384)			109 (10% 1124)			115 (9% 1384)			136 (12% 1124)			133 (10% 1384)			72 (6% 1124)			30 (2% 1384)			1124			1384		

* Number of high schools in each size group in 1956 and 1962. Group I schools sent more than 10 freshmen and are all over 250 students.
** Grand total of freshmen from each size group.

SIZE OF HIGH SCHOOL UNITS	--69				70--149				150--249				250--499				500--999			
	1956		1962		1956		1962		1956		1962		1956		1962		1956		1962	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
0.0	4	80	2	100	56	73	32	44	63	71	45	39	62	58	33	25	80	57	50	24
0.5	0	0	0	0	1	1	0	0	0	0	2	2	0	0	1	1	3	2	0	0
1.0	1	20	0	0	14	18	11	15	12	13	23	20	15	14	23	18	21	15	26	13
1.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0
2.0	0	0	0	0	6	8	27	38	13	15	41	36	28	26	60	46	32	23	116	56
2.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3.0	0	0	0	0	0	0	2	3	1	1	2	2	1	1	8	6	3	2	5	2
3.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
4.0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	5	4	2	1	9	4
4.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	5		2		77		72		89		114		106		131		141		208	

TABLE TOTAL 1246

| 59 | | 70--149 | | | | 150--249 | | | | 250--499 | | | | 500--999 | | | | 1000-- | | | |
| 1962 | | 1956 | | 1962 | | 1956 | | 1962 | | 1956 | | 1962 | | 1956 | | 1962 | | 1956 | | 1962 | |
NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
2	100	56	73	32	44	63	71	45	39	62	58	33	25	80	57	50	24	44	64	40	17
0	0	1	1	0	0	0	0	2	2	0	0	1	1	3	2	0	0	0	0	2	1
0	0	14	18	11	15	12	13	23	20	15	14	23	18	21	15	26	13	9	13	34	15
0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	1	0
0	0	6	8	27	38	13	15	41	36	28	26	60	46	32	23	116	56	14	20	102	44
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	2	3	1	1	2	2	1	1	8	6	3	2	5	2	1	1	27	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
0	0	0	0	0	0	0	0	1	1	0	0	5	4	2	1	9	4	0	0	26	11
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2		77		72		89		114		106		131		141		208					

had a larger percentage of students with no foreign language.
Twenty-one per cent out of the 46% who had no foreign language
in 1956 were from the high schools with less than 250 enroll-
ment, and in 1962, 9% out of the 19% were from the small
schools. The corresponding figures for the Eastern Illinois
University study were 25% out of the 63% in 1956 and 10% out
of the 27% in 1962. These figures indicate slightly less than
half of the students with no foreign language were from the
smaller schools in both years and in both studies. However,
these schools contributed only 28% of the 1956 sample group,
20% of the 1962 Kansas group, 35% of the 1956 Illinois group,
and 25% of the 1962 Illinois group.

At the University of Kansas, the percentage having 2 or
more units of foreign language increased from 7% in 1956
to 28% in 1962. At Eastern Illinois University, the increase
was from 2% to 11%. The increase was three times the original
percentage for the University of Kansas study, and four and
one-half times the original percentage for the Eastern Illinois
University study.

Again, the largest number of students having 2 or more
units were from the larger high schools. Five per cent in
1956 and 15% in 1962 were from Kansas high schools of over
250 enrollment. In the Eastern Illinois University study,
all but one of the students having 2 or more units of foreign
language in 1956 were from Illinois high schools larger than
250, and in 1962, all but 5 of the students were from this
group of high schools. This was probably due to the broader
course offerings in the larger high schools.

Tables 11 and 12, pages 35 and 36, indicate the per cent of students receiving credit in a specified foreign language. The table totals for these two tables do not correspond to the total number of students in the sample groups, as some students received credit in more than one foreign language and are, therefore, represented in more than one number in the table.

In the University of Kansas study, Latin was the most popular language in both 1956 and 1962 as indicated in Table 11. However, the percentage of students receiving units in Latin decreased from 56% in 1956 to 42% in 1962. The percentages receiving credit in each of the other foreign languages increased slightly as follows: Spanish from 32% in 1956 to 33% in 1962; French from 9% to 19%; and German from 2% to 7%.

Table 12 presents the corresponding information for the Eastern Illinois University study. Latin was the most popular language in both years in Illinois, also. The percentage receiving credit in Latin increased from 47% in 1956 to 50% in 1962. Spanish ranked second in popularity but decreased from 34% in 1956 to 27% in 1962. French was third and German fourth in both years.

Tables 13 and 14, pages 37-38 and 39, present the foreign language combinations taken by students who earned credit in 2 or more foreign languages.

Few students took more than two years of the same language in either 1956 or 1962. There was no evidence to

UNIVERSITY OF KANSAS STUDY
(COMPILED FROM TABLES FOR MEN AND FOR WOMEN)
TABLE 11

HIGH SCHOOL SUBJECT CREDIT IN FOREIGN LANGUAGE PRESENTED BY
1,124 INCOMING FRESHMEN IN SEPTEMBER 1956 AND 1,384 IN SEPTEMBER 1962
FROM KANSAS HIGH SCHOOLS TO THE UNIVERSITY OF KANSAS
BY UNITS (YEARS) OF CREDIT IN EACH INDIVIDUAL LANGUAGE

MEN AND WOMEN

| | | \multicolumn{9}{c}{UNITS OF CREDIT IN HIGH SCHOOL FOREIGN LANGUAGE} | TOTAL | |
		0	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4	NO	%
LATIN	1956		3	198	1	191		3		0	396	56
	1962		3	233	5	285		36		27	589	42
SPANISH	1956		1	92	2	121	0	7		1	224	32
	1962		9	148	3	208	3	67		13	457	33
FRENCH	1956		1	31	0	28	1	3		1	65	9
	1962		3	80	6	123	1	39		11	266	19
GERMAN	1956		2	7	0	5		0		0	14	2
	1962		2	42	1	38		14		4	98	7
GENERAL LANGUAGE	1956			1							1	
	1962			1							1	
NO LANGUAGE	1956	(518)										
	1962	(263)										
TOTAL	1956	(518)	7	329	3	345	1	13		2	701	
	1962	(263)	17	504	15	645	4	156		55	1405	

PERCENTAGES ARE CALCULATED ON THE NUMBER RECEIVING CREDIT FOR FOREIGN LANGUAGES WITH THE EXCEPTION OF
THE PER CENT WITH NO FOREIGN LANGUAGE

University of Kansas Study

Table 11

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TABLE 17
HIGH SCHOOL SUBJECT CREDIT IN FOREIGN LANGUAGE PRESENTED BY THE INCOMING FRESHMEN IN SEPTEMBER 1956 AND IN SEPTEMBER 1962 FROM ILLINOIS HIGH SCHOOLS TO EASTERN ILLINOIS UNIVERSITY BY UNITS OF CREDIT

MEN AND WOMEN

UNITS OF CREDIT IN HIGH SCHOOL FOREIGN LANGUAGE											
		0	1/2	1	1 1/2	· 2	2 1/2	3	3 1/2	4	TOTAL No.	PER CENT %
FRENCH	1956	0	0	11	0	18	0	0	0	0	29	15
	1962	0	1	37	0	63	0	8	0	2	111	18
GERMAN	1956	0	0	3	0	5	0	0	0	0	8	4
	1962	0	0	12	2	16	0	2	0	3	35	6
LATIN	1956	0	1	41	0	46	0	0	0	1	89	47
	1962	0	1	76	1	233	0	6	0	2	309	50
SPANISH	1956	0	3	25	0	35	0	1	0	0	64	34
	1962	0	3	37	1	118	0	5	0	2	166	27
NONE	1956	(306)										(63)
	1962	(202)										(27)
TOTAL	1956	(306)	4	80	0	104	0	1	0	1	190	
	1962	(202)	5	162	4	420	0	21	0	9	621	
PER CENT OF TOTAL	1956	(63)	2	42		55						
	1962	(27)	1	26	2	68		3		1		

PERCENTAGES ARE CALCULATED ON THE NUMBER RECEIVING CREDIT FOR FOREIGN LANGUAGES WITH THE EXCEPTION OF THE PER CENT WITH NO FOREIGN LANGUAGE

Table 12

Table 13

University of Kansas Study

Appendix 63

TABLE 30

High School Subject Credit in Foreign Language Presented by 93 Incoming Freshmen in September 1956 and 276 in September 1962 from Kansas High Schools to The University of Kansas in Two or More Foreign Language Fields

	1956			1962		
	Men	Women	Total	Men	Women	Total
LATIN AND SPANISH						
½ unit of Latin and 2 units of Spanish				1		1
½ unit of Latin and 2½ units of Spanish				1		1
1 unit of Latin and ½ unit of Spanish					1	1
1 unit of Latin and 1 unit of Spanish	8	12	20	14	10	24
1 unit of Latin and 1½ units o Spanish		1	1			
1 unit of Latin and 2 units of Spanish	6	12	18	16	14	30
1 unit of Latin and 3 units of Spanish		3	3	3	1	4
2 units of Latin and 1 unit of Spanish	6	5	11	6	8	14
2 units of Latin and 2 units of Spanish	2	8	10	7	10	17
2 units of Latin and 4 units of Spanish					1	1
3 units of Latin and 1 unit of Spanish				2		2
3 units of Latin and 2 units of Spanish					1	1
4 units of Latin and ½ unit of Spanish				2		2
4 units of Latin and 1 unit of Spanish					1	1
Total	22	41	63	52	47	99
LATIN AND FRENCH						
½ unit of Latin and 2 units of French	1		1			
1 unit of Latin and 1 unit of French				5	9	14
1 unit of Latin and 1½ units of French				1		1
1 unit of Latin and 2 units o French		10	10	6	19	25
1 unit of Latin and 2½ units of French					1	1
1 unit of Latin and 3 units of French		2	2	4	7	11
2 units of Latin and ½ unit of French					2	2
2 units of Latin and 1 unit of French		1	1	4	10	14
2 units of Latin and 2 units of French		8	8	6	23	29
2 units of Latin and 3 units of French				1	2	3
2 units of Latin and 4 units of French					1	1
3 units of Latin and ½ unit of French					1	1
3 units of Latin and 1 unit of French				1	2	3
3 units of Latin and 2 units of French				1	2	3
4 units of Latin and 2 units of French					3	3
Total	1	21	22	29	82	111
LATIN AND GERMAN						
1 unit of Latin and 1 unit of German				4	3	7
1 unit of Latin and 2 units of German	1		1	4	5	9
1 unit of Latin and 3 units of German				3		3
2 units of Latin and 1 unit of German	2		2	5	1	6
2 units of Latin and 2 units of German				7	1	8
4 units of Latin and 2 units of German				1		1
Total	3		3	24	10	34

Table 13 (continued)

University of Kansas Study

TABLE 30 *(continued)*

High School Subject Credit in Foreign Language Presented by 93 Incoming Freshmen in September 1956 and 276 in September 1962 from Kansas High Schools to The University of Kansas in Two or More Foreign Language Fields

	1956			1962		
	Men	Women	Total	Men	Women	Total
SPANISH AND FRENCH						
1 unit of Spanish and 1 unit of French		1	1	1	1	2
1 unit of Spanish and 2 units of French				1		1
1 unit of Spanish and 3 units of French					1	1
2 units of Spanish and 1 unit of French	1		1	1		1
2 units of Spanish and 2 units of French					7	7
2½ units of Spanish and 2 units of French				1		1
3 units of Spanish and 1 unit of French					1	1
3 units of Spanish and 1½ units of French				1		1
Total	1	1	2	5	10	15
SPANISH AND GERMAN						
1 unit of Spanish and 1 unit of German	1		1			
1 unit of Spanish and 2 units of German				1	1	2
2 units of Spanish and ½ unit of German					1	1
2 units of Spanish and 1 unit of German	1		1		1	1
2 units of Spanish and 2 units of German				2	2	4
Total	2		2	3	5	8
GERMAN AND FRENCH						
1½ units of German and 4 units of French					1	1
3 units of German and 1 unit of French				1		1
Total				1	1	2
SPANISH AND GENERAL LANGUAGE						
2 units of Spanish and 1 unit of General Language		1	1			
Total		1	1			
LATIN AND GENERAL LANGUAGE						
1 unit of Latin and 1 unit of General Language					1	1
Total					1	1
TRIPLE COMBINATIONS						
1½ units French, ½ German, 1 Latin				1		1
1 unit French, 2 Latin, 2 Spanish				1		1
2 units French, 2 German, 1 Spanish				1		1
1½ units French, 2 Latin, 2 Spanish				1		1
2 units Latin, 2 Spanish, 1 German					1	1
2 units Latin, 1 Spanish, 1 German					1	1
Total				4	2	6
GRAND TOTAL COMBINATIONS	29	64	93	118	158	276

	UNITS	MEN	WOMEN	TOTAL	MEN
LATIN AND SPANISH	2	1	3	4	1
	3	0	2	2	1
	4	0	6	6	1
TOTAL		1	11	12	3
LATIN AND FRENCH	2	0	0	0	1
	3	0	0	0	6
	4	0	0	0	4
TOTAL		0	0	0	11
LATIN AND GERMAN	4	0	0	0	0
TOTAL		0	0	0	0
SPANISH AND FRENCH	1 1/2	0	1	1	0
	2	0	0	0	1
	3	0	0	0	2
	4	0	1	1	0
TOTAL		0	2	2	3
GERMAN AND FRENCH	3	0	0	0	0
	3 1/2	0	0	0	1
TOTAL		0	0	0	1
FRENCH, LATIN, AND SPANISH	4	0	0	0	1
TOTAL		0	0	0	1

WOMEN	TOTAL	MEN
3	4	1
2	2	1
6	6	1
11	12	3
0	0	1
0	0	6
0	0	4
0	0	11
		·
0	0	0
0	0	0
1	1	0
0	0	1
0	0	2
1	1	0
2	2	3
0	0	0
0	0	1
0	0	1
0	0	1
0	0	1

Latin was the most common first or second language in both 1956 and 1962 in the University of Kansas study. Ninety-five per cent of the students who had credit in two or more foreign languages had Latin in 1956 and 90% in 1962. This indicates slightly greater variety in the selection of a second language in 1962.

The same change in popularity of the two combinations was indicated in the Eastern Illinois University study. Spanish and French closely followed Latin and French in popularity in 1962. Thirty-seven per cent of the students with two foreign languages presented the Spanish-French combination, and 43% presented the Latin-French combination in 1962. In 1956, no student presented the Latin-French combination and 14% presented the Spanish-French combination.

Spanish rivaled Latin in popularity in the Eastern Illinois University study. Eighty-nine per cent of the 14 students presenting credit in two foreign languages in 1956 had credit in Latin, and 100% had credit in Spanish. In 1962, 59% of the 51 students presenting credit in two or more foreign languages had credit in Latin, and 47% had credit in Spanish.

Increased interest in foreign languages paralleled the increased interest in English. Though students tended to take only two years in one foreign language, a larger number of students were taking two or more foreign languages in 1962 than in 1956.

Mathematics

The three types of tables relevant to the subject area
of mathematics corresponded to those compiled for foreign
languages.

Table 15, page 42, presents the units of credit received
by Kansas students from high schools of specified enrollment.
A relationship between the size of high school and the number
of courses of mathematics for which the students had received
credit similar to the relationship indicated for foreign
languages and English existed in 1956, though the percentages
for 1962 did not vary significantly with the category.

Table 16, page 43, the corresponding table from the
Eastern Illinois University study did not indicate a significant
variation in the percentages of students credited with four
units of mathematics from category to category in either 1956
or 1962. However, all categories showed an increase in the
per cent earning 4 units of mathematics. This increase
was indicated also in the University of Kansas study. The
increase in the percentage of the Kansas sample group who
earned 4 or more units of mathematics was from 20% in 1956 to
32% in 1962, and the increase in the Eastern Illinois University
study was from 10% to 22%. The increase for the University
of Kansas was approximately half the original percentage.
The increase for Eastern Illinois University was twice the
original percentage.

TABLE 34

Units of High School Mathematics Presented by 1,124 Incoming Freshmen in September 1956 and 1,384 in September 1962 from Kansas High Schools to The University of Kansas by Size of High School from Which Graduated

MEN AND WOMEN

	Group I						Group II						Group III						Group IV						Group V						TOTAL					
1956 / 1962	16 special* / 19 special						62 over 250* / 78 over 250						45 150-249* / 52 150-249						83 70-149* / 79 70-149						57 below 70* / 22 below 70						263 high schools* / 250 high schools					
1956 / 1962	563 students** / 762 students						244 students** / 344 students						109 students** / 115 students						136 students** / 133 students						72 students** / 30 students						1,124 students** / 1,384 students					
	1956			1962			1956			1962			1956			1962			1956			1962			1956			1962			1956			1962		
High School Units (Years) Mathematics	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %
0	3	1%		0			0			1			0			0			1	1%		0			0			0			4			1		
½	0			0			0			0			0			1	1%		0			0			0			0			0			1		
1	41	7%		22	3%		10	4%		15	4%		3	3%		7	6%	99%	13	13%		3	2%		6	11%		0			30	7%		47	3%	
1½																				1%		0			1	1%		1	3%					15		
2	175	31%	91%	143	19%	96%	73	30%	96%	60	20%	95%	45	41%	97%	22	19%	93%	41	30%	65%	26	20%	99%	20	20%	88%	7	23%	97%	354	32%	92%	271	20%	96%
2½																															42			50		
3	114	20%	57%	223	29%	72%	90	37%	63%	109	32%	74%	46	42%	51%	29	25%	71%	49	36%	49%	47	35%	74%	30	42%	54%	12	40%	73%	329	29%	57%	420	30%	73%
3½	48	9%	37%	92	12%	42%	27	11%	26%	26	8%	43%	5	5%	9%	12	10%	46%	3	2%	13%	14	11%	38%	2	3%	13%	2	7%	33%	85	8%	27%	146	11%	42%
4	139	25%	29%	202	27%	30%	32	13%	15%	106	31%	35%	4	4%	4%	41	36%	36%	15	11%	11%	31	23%	28%	6	8%	10%	8	27%	27%	196	17%	20%	388	28%	32%
4½	11	2%	4%	23	3%	4%	1		2%	7	2%	4%	0			0			0			3	2%	5%	•			0			12	1%	2%	33	2%	4%
5	11	2%		6			3	1%		6	2%		0			0			0			3	2%		1	1%	1%	0			15	1%	2%	15	1%	
5½	0			0			0			2			0			0			0			0			0			0			0			2		
Total	563 (50% 1124)			762 (55% 1384)			244 (22% 1124)			344 (25% 1384)			109 (10% 1124)			115 (8% 1384)			136 (12% 1124)			133 (10% 1384)			72 (6% 1124)			30 (2% 1384)			1124			1384		

* Number of high schools in each size group in 1956 and 1962. Group I schools sent more than 10 freshmen and all are over 250 students.
** Grand total of freshmen from each size group.

Table 15

42

SIZE OF
HIGH SCHOOL
UNITS

UNITS	--69 1956		--69 1962		70--149 1956		70--149 1962		150--249 1956		150--249 1962		250--499 1956		250--499 1962		500--999 1956		500--999 1962
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.
0.0	0	0	0	0	2	3	1	1	4	4	0	0	0	0	0	0	5	4	2
0.5	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0
1.0	0	0	1	50	23	30	8	11	21	24	11	10	26	25	13	10	47	33	30
1.5	0	0	0	0	0	0	1	1	1	1	0	0	3	3	2	2	2	1	3
2.0	2	40	0	0	23	30	26	36	37	42	37	32	50	47	43	33	42	30	67
2.5	0	0	0	0	1	1	1	1	1	1	3	3	3	3	0	0	4	3	1
3.0	3	60	0	0	17	22	19	26	18	20	24	21	10	9	38	29	23	16	61
3.5	0	0	0	0	4	5	4	6	2	2	5	4	3	3	1	1	0	0	6
4.0	0	0	1	50	6	8	12	17	5	6	30	26	11	10	33	25	18	13	38
4.5	0	0	0	0	1	1	0	0	0	0	1	1	0	0	1	1	0	0	0
5.0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0
5.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	5		2		77		72		89		114		106		131		141		208

TABLE TOTAL 1246

| -69 | 70--149 | | 150--249 | | 250--499 | | 500--999 | | | |
| 1962 | 1956 | 1962 | 1956 | 1962 | 1956 | 1962 | 1956 | 1962 | 1956 | 1962 |
NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
0	0	2	3	1	1	4	4	0	0	0	0	0	0	5	4	2	1	4	6	0	0
0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
1	50	23	30	8	11	21	24	11	10	26	25	13	10	47	33	30	14	25	36	11	5
0	0	0	0	1	1	1	1	0	0	3	3	2	2	2	1	3	1	1	1	3	1
0	0	23	30	26	36	37	42	37	32	50	47	43	33	42	30	67	32	19	28	88	38
0	0	1	1	1	1	1	1	3	3	3	3	0	0	4	3	1	0	2	3	10	4
0	0	17	22	19	26	18	20	24	21	10	9	38	29	23	16	61	29	11	16	60	26
0	0	4	5	4	6	2	2	5	4	3	3	1	1	0	0	6	3	0	0	9	4
1	50	6	8	12	17	5	6	30	26	11	10	33	25	18	13	38	18	7	10	49	21
0	0	1	1	0	0	0	0	1	1	0	0	1	1	0	0	0	0	0	0	2	1
0	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2		77		72		89		114		106		131		141		208		69		232	

The increase in the percentage of Kansas students presenting three or more units of credit in mathematics was from 57% in 1956 to 73% in 1962. The Illinois sample group showed an increase from 29% to 52%. The Kansas increase was approximately one-fifth the original percentage, but the Eastern Illinois University increase almost doubled the original percentage.

Tables 17 and 18, pages 45 and 46, indicate the number and per cent of students who received credit in specified subjects. The rank (by number of students receiving credit in the subject) was also indicated.

In the University of Kansas study, the subjects by rank in 1956 were: algebra, geometry, trigonometry, and general mathematics. In 1962, the ranking had changed as follows: algebra, geometry, trigonometry, advanced mathematics, and general mathematics.

As shown in Table 18, the ranking in the Eastern Illinois University study was somewhat different. In 1956, the subjects in order of rank were: algebra, geometry, general mathematics, trigonometry, and advanced mathematics. In 1962, the order was: algebra, geometry, trigonometry, general mathematics, and advanced mathematics.

The traditional mathematics program, though strong in 1956, was even stronger in 1962 as shown by the heavy increase in the percentage of students presenting the more traditional trigonometry and geometry and the decrease in the percentage taking the less traditional general mathematics. Algebra,

Table 17

TABLE 41

Number of 1,124 Incoming Freshmen in September 1956 and 1,384 in September 1962 from Kansas High Schools to The University of Kansas Who Presented Units of Credit in Various Mathematics Areas

	MEN		WOMEN		TOTAL	
1956 1962 1956 1962	.263 high schools 250 high schools 711 men students 801 men students		263 high schools 250 high schools 413 women students 583 women students		263 high schools 250 high schools 1,124 students 1,384 students	
	1956	1962	1956	1962	1956	1962
	No. Rank %	No. Rank %	No. Rank %	No. Rank %	No. Rank %	No. Rank %
Algebra	695 1 98%	794 1 99%	400 1 97%	569 1 98%	1095 1 97%	1363 1 98%
Geometry	646 2 91%	766 2 96%	343 2 83%	525 2 90%	989 2 88%	1291 2 93%
Trigonometry	252 3 35%	438 3 55%	27 4 7%	82 3 14%	279 3 25%	520 3 38%
General Mathematics	179 4 25%	81 5 .10%	79 3 19%	54 4 9%	258 4 23%	135 5 10%
Advanced Math		128 4 16%		10 5 2%		138 4 10%

Note: Percentages were obtained by dividing the number of enrollments in algebra, etc., by the number of men, women or men and women in the incoming freshmen classes.

Advanced mathematics listed in 1962 was not found on the 1956 transcripts. Such courses as calculus, analytic geometry, statistics, advanced mathematics, etc., were listed on the 1962 transcripts.

| | MEN | | | | | | WOMEN | | | | | | TOTAL | | | |
| | 1956 | | | 1962 | | | 1956 | | | 1962 | | | 1956 | | | |
	NO.	RANK	PER CENT	NO.	RANK	PER CENT	NO.	RANK	PER CENT	NO.	RANK	PER CENT	NO.	RANK	PER CENT	NO.
ALGEBRA	252	1	86	387	1	98	181	1	92	357	1	97	433	1	98	744
GEOMETRY	170	2	58	348	2	89	116	2	59	305	2	89	286	2	59	65
TRIGONOMETRY	61	4	21	140	3	36	5	4	3	39	3	11	66	4	14	17
GENERAL MATH	85	3	29	37	4	9	20	3	10	27	4	7	107	3	22	6
ADVANCED MATH	5	5	2	24	5	6	0	5	0	12	5	3	17	5	3	3

						WOMEN			TOTAL				
1962			1956			1962			1956			1962		
NO.	RANK	PER CENT	NO.	RANK	PER	NO.	RANK	PER CENT	NO.	RANK	PER CENT	NO.	RANK	PER CENT
387	1	98	181	1	92	357	1	97	433	1	98	744	1	98
348	2	89	116	2	59	305	2	89	286	2	59	653	2	86
1??	3	36	5	4	3	39	3	11	66	4	14	179	3	24
37	4	9	20	3	10	27	4	7	107	3	22	64	4	9
24	5	6	0	5	0	12	5	3	17	5	3	36	5	6

geometry, and advanced mathematics--all traditional mathematics--showed increases in both studies.

Trigonometry, which showed the greatest increase in the University of Kansas study, increased from 35% of the sample group presenting credit in it in 1956 to 55% in 1962. Advanced mathematics was second with an increase from 0% to 16%.

In the Eastern Illinois University study, geometry increased the most with an increase from 59% in 1956 to 86% in 1962. Trigonometry was second with an increase from 14% to 24%.

Tables 19a, 19b, and 20, pages 48, 49, and 50, indicate the combinations in which students had received credit. Table 19a includes the 1956 Kansas data, Table 19b includes the 1962 Kansas data, and Table 20 includes the Illinois data.

The popularity of the traditional algebra, geometry, and trigonometry was shown in these tables, also. Two per cent of the 1956 group of the University of Kansas study had taken only general mathematics, and less than 1% of the 1962 group presented credit in general mathematics only. The Eastern Illinois University study indicated a decrease from 13% who presented credit in only general mathematics in 1956 to 1% in 1962.

In both studies, algebra-geometry was the most common combination. The algebra-geometry-trigonometry combination was second.

TABLE 40a

High School Subject Credit in Mathematics Presented by 1,124 Incoming Freshmen from Kansas High Schools to The University of Kansas in September 1956 by Units of Credit and Mathematics Combinations

MEN AND WOMEN

	\multicolumn{10}{c}{Units of High School Mathematics}	\multicolumn{2}{c}{Total}
	0	1	1½	2	2½	3	3½	4	4½	5	No.	%
Algebra and Geometry			5	307	29	184	16	2			543	48%
Algebra, Geometry and Trigonometry					1	33	57	150	4		245	22%
Algebra, Geometry and General Mathematics					10	105	11	34	2		162	14%
Algebra, Only		62		8							70	6%
Algebra and General Mathematics			3	32		6					41	4%
Algebra, Geometry, Trigonometry and Gen. Math							1	10	6	15	32	3%
General Mathematics Only		16		2							18	2%
Geometry and General Mathematics				4		1					5	
Algebra and Trigonometry				1	1						2	
Geometry Only		2									2	
No Mathematics of any kind	4										4	
Total	4	80	8	354	41	329	85	196	12	15	1124	
Percentages		7%	1%	32%	4%	29%	8%	17%	1%	1%		

Course	Year	0	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4	4 1/2	5	5 1/2	6
ALGEBRA AND GEOMETRY	1956	0	0	1	2	116	10	46	14	3	0	0	0	0
	1962	0	0	0	81	235	18	100	20	2	0	0	0	0
ALGEBRA, GEOMETRY, AND TRIGONOMETRY	1956	0	0	0	0	2	2	15	10	33	0	0	0	0
	1962	0	0	0	0	0	3	43	23	99	2	2	0	0
ALGEBRA, GEOMETRY, AND GENERAL MATH	1956	0	0	0	0	0	2	2	3	8	1	0	0	0
	1962	0	0	0	0	0	1	21	1	11	0	0	0	0
ALGEBRA ONLY	1956	0	0	54	1	1	0	0	0	0	0	0	0	0
	1962	0	1	62	2	9	0	0	0	0	0	0	0	0
ALGEBRA, GEOMETRY, TRIG., AND GENERAL MATH	1956	0	0	0	0	0	0	0	1	4	1	0	0	0
	1962	0	0	0	0	0	0	0	0	1	0	0	0	0
ALGEBRA AND GENERAL MATH	1956	0	0	1	3	94	3	2	0	0	0	0	0	0
	1962	0	0	0	2	6	0	0	0	0	0	0	0	0
GENERAL MATH ONLY	1956	0	3	57	1	0	0	1	0	0	0	0	0	0
	1962	0	0	9	1	1	0	0	0	0	0	0	0	0
GEOMETRY AND GENERAL MATH	1956	0	0	0	0	2	0	0	0	0	0	0	0	0
	1962	0	0	0	0	0	0	0	0	0	0	0	0	0
ALGEBRA AND TRIGONOMETRY	1956	0	0	1	7	18	4	0	0	0	0	0	0	0
	1962	0	0	1	1	1	1	1	0	0	0	0	0	0
TOTAL	1956	0	3	114	14	183	21	74	28	48	2	0	0	0
	1962	0	1	71	87	252	22	168	44	113	2	1	0	0
PER CENT OF GRAND TOTAL	1956		1	23	3	38	4	15	6	10				
	1962			9	11	33	3	22	6	15				

	1	1 1/2	2	2 1/2	3	3 1/2	4	4 1/2	5	5	6	TOTAL	PER CENT
	1	2	116	10	46	14	3	0	0	0	0		192	39
	0	81	235	18	100	20	2	0	0	0	0		456	60
	0	0	2	2	12	10	33	0	0	0	0		62	13
	0	0	0	3	43	23	99	2	2	0	0		168	23
	0	0	0	2	9	3	8	1	0	0	0		23	5
	0	0	0	1	21	1	11	0	0	0	0		34	4
54	1	1	0	0	0	0	0	0	0	0		56	11
62	2	9	0	0	0	0	0	0	0	0		74	10
0	0	0	0	0	1	4	1	0	0	0		6	1
0	0	0	0	0	0	1	0	0	0	0		1	0
1	3	94	3	2	0	0	0	0	0	0		54	11
0	2	6	0	0	0	0	0	0	0	0		8	1
57	1	0	0	1	0	0	0	0	0	0		62	13
0	1	1	0	0	0	0	0	0	0	0		11	1
0	0	2	0	0	0	0	0	0	0	0		2	0
0	0	0	0	0	0	0	0	0	0	0		0	0
1	7	19	4	0	0	0	0	0	0	0		30	6
1	1	1	1	1	0	0	0	0	0	0		5	1
114	14	183	21	72	48	2	0	0	0		487	
71	87	252	22	160	44	113	2	1	0	0		758	
23	3	38	4	15	6	10							
9	11	33	3	22	6	15							

The percentage of students receiving credit in combinations of three or more subjects increased in both studies. The University of Kansas study showed an increase from 39% in 1956 to 48% in 1962. The Eastern Illinois University study indicated an increase from 19% to 27%. The Kansas increase was approximately one-fourth the original percentage, and the Illinois increase was approximately one-half the original percentage.

As in the two fields of English and foreign languages, mathematics was receiving more emphasis in 1962.

Science

Tables 21 and 22, pages 52 and 53, indicate that there was no significant difference between the categories in the percentage receiving three or four units of credit in science in either year. George B. Smith stated that this indicated that small schools had supplemented their science offerings.

The over-all increase in science indicated in these tables reflects the same significant increases which characterized the other three areas--English, foreign languages, and mathematics. The increase in the percentage of students receiving 3 or more units of credit in science in the University of Kansas study was from 39% in 1956 to 57% in 1962. The increase for 4 or more units of credit was from 11% to 23%. The corresponding figures for 3 or more units in the Eastern Illinois University study were 34% to 46% and for 4 or more units, 7% to 17%. The increase in

Table 21

TABLE 44

Units of High School Science Presented by 1,124 Incoming Freshmen in September 1956 and 1,384 in September 1962 from Kansas High Schools to The University of Kansas by Size of High School from Which Graduated

MEN AND WOMEN

	Group I						Group II						Group III						Group IV						Group V						TOTAL				
1956	16 special*						62 over 250*						45 150 - 249*						83 70 - 149*						57 below 70*						263 high schools*				
1962	19 special						78 over 250						52 150 - 249						79 70 - 149						22 below 70						250 high schools				
1956 / 1962	563 students** / 762 students						244 students** / 344 students						109 students** / 115 students						136 students** / 133 students						72 students** / 30 students						1,124 students** / 1,384 students				
	1956		1962				1956		1962				1956		1962				1956		1962				1956		1962				1956		1962		
High School Units (Years) of Science	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	Cum %	No.	%	No.	%
0	10	2%		8	1%		3			3	1%		2	2%		2	2%		2	1%		2	2%		0			0			17	2%	15	1%
½	4	1%	98%	0			0			0			0			0			2	1%	99%	0			0			0			6	1%	99%	0	
1	110	20%	98%	102	13%	99%	46	19%	92%	37	11%	99%	24	22%	98%	8	7%	98%	17	13%	97%	6	5%	98%	5	7%		3	10%		202	18%	99%	156	11%	99%
1½	55	10%	78%	13	2%	86%	4	2%	80%	9	3%	88%	1	1%	76%	0			3	2%	85%	0			0			0			63	6%	80%	27	2%	88%
2	149	26%	68%	223	29%	83%	76	31%	78%	81	24%	86%	38	35%	75%	25	22%	91%	45	33%	82%	25	19%	94%	39	55%	93%	5	17%	90%	347	31%	74%	359	26%	86%
2½	33	6%	42%	13	2%	54%	6	2%	47%	12	3%	62%	3	3%	40%	2	2%	70%	6	4%	49%	0			1	1%	39%	0			49	4%	44%	32	2%	60%
3	123	23%	36%	214	28%	52%	83	34%	45%	119	35%	59%	26	24%	39%	36	31%	68%	43	32%	45%	55	41%	75%	21	29%	38%	15	50%	73%	301	27%	39%	439	32%	57%
3½	8	1%	13%	21	3%	23%	3	1%	11%	13	4%	24%	1	1%	14%	1		37%	4	3%	13%	6	5%	34%	1	1%	8%	0			17	2%	12%	41	3%	24%
4	65	12%	12%	148	19%	21%	21	9%	9%	66	19%	20%	13	12%	13%	37	32%	36%	14	10%	10%	39	29%	29%	5	7%	7%	7	23%	23%	118	11%	11%	297	21%	23%
4½	1			2			2	1%	1%	1			0			2	2%		0			0			0			0			3			5		
5	0			7	1%		0			2			1	1%	1%	2	2%		0			0			0			0			1			11	1%	
5½	0			1			0			0			0			0			0			0			0			0			0			1		
6	0			0			0			1			0			0			0			0			0			0			0			1		
Total	563 (50% 1124)			762 (55% 1384)			244 (22% 1124)			344 (25% 1384)			109 (10% 1124)			115 (8% 1384)			136 (12% 1124)			133 (10% 1384)			72 (6% 1124)			30 (2% 1384)			1124		1384	

* Number of high schools in each size group in 1956 and 1962. Group I schools sent more than 10 freshmen and all are over 250 students.
** Grand total of freshmen from each group.

HIGH SCHOOL UNITS	--69 1956 NO.	%	--69 1962 NO.	%	70--149 1956 NO.	%	70--149 1962 NO.	%	150--249 1956 NO.	%	150--249 1962 NO.	%	1956 NO.	%	1962 NO.	%	1956 NO.	%	NO.
0.0	0	0	0	0	2	3	2	3	2	2	2	2	1	1	1	1	4	3	2
0.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	3	1
1.0	0	0	1	50	8	10	5	7	9	10	7	6	28	26	15	11	34	24	33
1.5	0	0	0	0	2	3	0	0	1	1	0	0	1	1	0	0	6	4	6
2.0	3	60	0	0	33	43	20	28	34	38	30	26	41	39	45	34	43	30	69
2.5	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	5	4	7
3.0	1	20	1	50	26	34	26	36	36	40	39	34	28	26	46	35	30	21	56
3.5	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	0	0	3
4.0	1	20	0	0	6	8	18	25	5	6	35	31	5	5	22	17	15	11	30
4.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
5.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	5		2		77		72		89		114		106		131		141		20

TABLE TOTAL 1246

--69 1956 %	--69 1962 NO.	--69 1962 %	70--149 1956 NO.	70--149 1956 %	70--149 1962 NO.	70--149 1962 %	150--249 1956 NO.	150--249 1956 %	150--249 1962 NO.	150--249 1962 %	250--499 1956 NO.	250--499 1956 %	250--499 1962 NO.	250--499 1962 %	500--999 1956 NO.	500--999 1956 %	500--999 1962 NO.	500--999 1962 %	1000-- 1956 NO.	1000-- 1956 %	1000-- 1962 NO.	1000-- 1962 %
O	0	O	2	3	2	3	2	2	2	2	1	1	1	1	4	3	2	1	4	6	3	1
O	0	O	O	O	O	O	O	O	O	O	O	O	O	O	4	3	1	0	1	1	1	0
O	1	50	8	10	5	7	9	10	7	6	28	26	15	11	34	24	33	16	28	41	52	23
O	0	O	2	3	O	O	1	1	O	O	1	1	O	O	6	4	6	3	2	3	3	1
60	0	O	33	43	20	28	34	38	30	26	41	39	45	34	43	30	69	33	17	25	86	37
O	0	O	O	O	1	1	1	1	1	1	1	1	1	1	5	4	7	3	3	4	5	2
20	1	50	26	34	26	36	36	40	39	34	28	26	46	35	30	21	56	27	9	13	56	24
O	0	O	O	O	O	O	1	1	O	O	1	1	1	1	O	O	3	1	1	1	3	1
20	0	O	6	8	18	25	5	6	35	31	5	5	22	17	15	11	30	14	4	6	21	9
O	0	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
O	0	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	1	0	O	O	1	0
O	0	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
O	0	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
O	0	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
O	0	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
O	0	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
	2		77		72		89		114		106		131		141		208		69		231	

the University of Kansas study was approximately one-half the
original percentage, and the increase in the Eastern Illinois
University study was about one-third the original percentage.

Tables 23 and 24, pages 55 and 56, indicate the number
and per cent of students receiving credit in specific science
subjects.

The percentage of students presenting credit in general
science increased slightly--from 56% in 1956 to 59% in 1962
in the University of Kansas study. In the Eastern Illinois
University study the percentage decreased from 82% to 67%.

The greatest increase in the University of Kansas study
was in chemistry. The percentage receiving credit in it
increased from 55% in 1956 to 73% in 1962. The second
largest increase was in the percentage of students receiving
credit in biology. The increase was from 71% in 1956 to
86% in 1962.

The subject showing the greatest increase in the
Eastern Illinois University study was biology which showed
an increase in percentage of students receiving credit from
71% of the 1956 sample group to 86% in the 1962 group.
Chemistry was second in increase with a change from 37% to
59%. The increase in chemistry was 2% for each 7% in the
University of Kansas study. In the Eastern Illinois University
study, the increase was 3% for each 5%.

The general ranking of subjects by popularity in 1956
differed in the two studies. The University of Kansas study
indicated the following ranking: biology, general science,

TABLE 50

Number of 1,124 Incoming Freshmen in September 1956 and 1,384 in September 1962 from Kansas High Schools to The University of Kansas Who Presented Units of Credit in Various Science Areas

	MEN				WOMEN				TOTAL			
1956 1962	263 high schools 250 high schools				263 high schools 250 high schools				263 high schools 250 high schools			
1956 1962	711 men students 801 men students				413 women students 583 women students				1,124 students 1,384 students			
	Course	1956 No. %	1962 No. %		Course	1956 No. %	1962 No. %		Course	1956 No. %	1962 No. %	
	Biology	469 66%	670 84%		Biology	331 80%	524 90%		Biology	800 71%	1194 86%	
	Physics	455 64%	549 68%		General Science	202 49%	286 49%		General Science	628 56%	812 59%	
	Chemistry	434 61%	639 80%		Chemistry	181 44%	368 63%		Chemistry	615 55%	1007 73%	
	General Science	426 60%	526 66%		Physics	45 11%	118 20%		Physics	500 45%	667 48%	
	Physiology	27 4%	2		Physiology	31 8%	3		Physiology	58 5%	5	
	Botany	11 2%	0		Botany	10 2%	0		Botany	21 2%	0	
	Zoology	1	0		Astronomy	1	0		Astronomy	1	0	
	Astronomy	0	0		Geology	1	0		Geology	1	0	
	Geology	0	0		Zoology	0	0		Zoology	1	0	
	Senior Science	0	1		Senior Science	0	0		Senior Science	0	1	
	No Science	8 1%	7 1%		No Science	9 2%	8 1%		No Science	17 2%	15 1%	

Table 23

University of Kansas Study

Kansas Studies in Education

55

NUMBER OF INCOMING FRESHMEN IN SEPTEMBER 1956 AND IN SEPTEMBER 1962

TO EASTERN ILLINOIS UNIVERSITY WHO PRESENTED UNITS OF CREDIT IN

VARIOUS SCIENCE AREAS

| | MEN | | | | WOMEN | | | | TOTAL | | | |
| | 1956 | | 1962 | | 1956 | | 1962 | | 1956 | | 1962 | |
	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO.	PERCENT	NO.	PER CENT
BIOLOGY	207	71	328	83	139	71	327	89	346	91	655	86
PHYSICS	93	32	186	47	12	6	39	11	105	22	225	30
CHEMISTRY	120	41	273	70	62	32	176	49	182	37	449	59
GENERAL												
SCIENCE	246	85	279	71	151	77	232	63	397	82	511	67
PHYSIOLOGY	6	3	4	1	8	4	13	4	17	3	17	2%
OTHER	2	1	12	3	1	1	2	1	3	1	14	2

Percentages are figured on the number of men or women or

the total number involved in the study

		WOMEN			TOTAL		
1962		1956		1962		1956	1962
NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	NO. PERCENT	NO. PER CENT
328	83	139	71	327	89	346 91	655 86
186	47	12	6	39	11	105 22	225 30
273	70	62	32	176	49	182 37	449 59
279	71	151	77	232	63	397 82	511 67
4	1	8	4	13	4	17 3	17 2
12	3	1	1	2	1	3 1	14 2

the number of men or women or

in the study

chemistry, physics, and physiology. The Eastern Illinois University study ranking was as follows: general science, biology, chemistry, physics, and physiology.

The ranking of subjects for 1962 in the University of Kansas study was: biology, chemistry, physics, general science, and physiology. In the Eastern Illinois University study, the 1962 ranking was: biology, general science, chemistry, physics, and physiology.

There was no table of science combinations taken by students available for the total sample group of the University of Kansas study, but the following information was derived from the tables of science combinations for men and the table for women.

In 1956, general science and biology was the most popular combination. Biology alone ranked next. The combination which was second in popularity was physics-chemistry-general science.

Table 25, page 58, indicates that in the Eastern Illinois University study, general science and biology was also the most popular combination in Illinois in 1956. General science-biology-chemistry was the most popular three-course combination.

In 1962, the combination elected by the largest percentage of the Kansas group was general science, biology, and chemistry. Biology-chemistry and biology-chemistry-physics were close together in second place.

UNITS OF CREDIT IN HIGH SCHOOL SCIENCE

		0	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4	4 1/2	5	5 1/2	6
GENERAL SCIENCE/BIOLOGY	1956	0	0	0	0	0	0	0	1	35	0	0	0	0
CHEMISTRY, AND PHYSICS	1962	0	0	0	0	0	0	0	3	114	0	0	0	0
BIOLOGY, CHEMISTRY	1956	0	0	0	0	0	0	9	0	0	0	0	0	0
AND PHYSICS	1962	0	0	0	0	0	1	40	2	4	0	1	0	0
GENERAL SCIENCE,	1956	0	0	0	0	0	1	80	0	0	0	0	0	0
BIOLOGY, AND CHEMISTRY	1962	0	0	0	0	4	0	36	1	4	0	0	0	0
GENERAL SCIENCE,	1956	0	0	0	0	0	0	19	0	0	0	0	0	0
CHEMISTRY, AND PHYSICS	1962	0	0	0	0	0	0	20	0	1	0	0	0	0
GENERAL SCIENCE AND	1956	0	0	0	2	97	3	1	0	0	0	0	0	0
BIOLOGY	1962	0	0	0	10	71	2	4	0	0	0	0	0	0
BIOLOGY AND CHEMISTRY	1956	0	0	0	1	18	0	1	0	0	0	0	0	0
	1962	0	0	0	3	44	2	8	0	0	0	0	0	0
GENERAL SCIENCE,	1956	0	0	0	0	0	4	23	1	0	0	0	0	0
BIOLOGY, AND PHYSICS	1962	0	0	0	6	79	3	0	0	0	0	0	0	0
BIOLOGY ONLY	1956	0	0	32	0	1	1	0	0	0	0	0	0	0
	1962	0	0	125	0	6	0	0	0	0	0	0	0	0
CHEMISTRY AND PHYSICS	1956	0	0	0	0	8	0	0	0	0	0	0	0	0
	1962	0	0	0	3	28	0	1	0	0	0	0	0	0
BIOLOGY AND PHYSICS	1956	0	0	0	0	10	0	0	0	0	0	0	0	0
	1962	0	0	0	3	1	0	1	4	0	0	0	0	0
GENERAL SCIENCE AND	1956	0	0	0	4	25	0	0	0	0	0	0	0	0
CHEMISTRY	1962	0	0	1	12	26	0	4	0	1	0	0	0	0
PHYSICS ONLY	1956	0	0	3	0	0	0	0	0	0	0	0	0	0
	1962	0	0	3	0	0	0	0	0	0	0	0	0	0
GENERAL SCIENCE AND	1956	0	0	0	0	21	0	0	0	0	0	0	0	0
PHYSICS	1962	0	0	0	0	23	0	0	0	0	0	0	0	0
SCIENCE	1956	15	0	0	0	0	0	0	0	0	0	0	0	0
	1962	9	0	0	0	0	0	0	0	0	0	0	0	0
CHEMISTRY ONLY	1956	0	0	3	0	0	0	0	0	0	0	0	0	0
	1962	0	0	5	0	0	0	0	0	0	0	0	0	0
GENERAL SCIENCE ONLY	1956	0	1	66	0	0	0	0	0	0	0	0	0	0
	1962	0	1	31	0	1	0	0	0	0	0	0	0	0
BIOLOGY, CHEMISTRY,	1956	0	0	0	0	0	0	0	0	0	0	0	0	0
AND PHYSIOLOGY	1962	0	0	0	0	0	0	1	1	1	0	0	0	0
TOTAL	1956	15	1	104	7	180	9	1??	?	35	0	0	0	0
	1962	9	1	165	37	283	8	11?	??	125	0	1	0	0
PER CENT	1956	3		21	2	37	2	27		7				
OF GRAND TOTAL	1962	1		22	5	37	1	16	1	16				

UNITS OF CREDIT IN HIGH SCHOOL SCIENCE

		0	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4	4 1/2	5	5 1/2	6	TOTA
GENERAL SCIENCE/BIOLOGY	1956	O	O	O	O	O	O	O	1	35	O	O	O	O	3
CHEMISTRY, AND PHYSICS	1962	O	O	O	O	O	O	O	3	114	O	O	O	O	11
BIOLOGY, CHEMISTRY	1956	O	O	O	O	O	O	9	O	O	O	O	O	O	
AND PHYSICS	1962	O	O	O	O	O	1	40	2	4	O	1	O	O	5
GENERAL SCIENCE,	1956	O	O	O	O	O	1	80	O	O	O	O	O	O	8
BIOLOGY, AND CHEMISTRY	1962	O	O	O	O	4	O	26	1	4	O	O	O	O	3
GENERAL SCIENCE,	1956	O	O	O	O	O	O	19	O	O	O	O	O	O	1
CHEMISTRY, AND PHYSICS	1962	O	O	O	O	O	O	20	O	1	O	O	O	O	2
GENERAL SCIENCE AND	1956	O	O	O	2	97	3	1	O	O	O	O	O	O	10
BIOLOGY	1962	O	O	O	10	71	2	4	O	O	O	O	O	O	8
BIOLOGY AND CHEMISTRY	1956	O	O	O	1	18	O	1	O	O	O	O	O	O	2
	1962	O	O	O	3	44	2	8	O	O	O	O	O	O	5
GENERAL SCIENCE,	1956	O	O	O	O	O	4	23	1	O	O	O	O	O	2
BIOLOGY, AND PHYSICS	1962	O	O	O	6	79	3		O	O	O	O	O	O	9
BIOLOGY ONLY	1956	O	O	32	O	1	1	O	O	O	O	O	O	O	3
	1962	O	O	125	O	6	O		O	O	O	O	O	O	13
CHEMISTRY AND PHYSICS	1956	O	O	O	O	8	O	O	O	O	O	O	O	O	
	1962	O	O	O	3	28	O	1	O	O	O	O	O	O	3
BIOLOGY AND PHYSICS	1956	O	O	O	O	10	O	O	O	O	O	O	O	O	1
	1962	O	O	O	3	1	O	1	4	O	O	O	O	O	
GENERAL SCIENCE AND	1956	O	O	O	4	25	O	O	O	O	O	O	O	O	2
CHEMISTRY	1962	O	O	1	12	26	O	4	O	1	O	O	O	O	4
PHYSICS ONLU	1956	O	O	3	O	O	O	O	O	O	O	O	O	O	
	1962	O	O	3	O	O	O	O	O	O	O	O	O	O	
GENERAL SCIENCE AND	1956	O	O	O	O	21	O	O	O	O	O	O	O	O	2
PHYSICS	1962	O	O	O	O	23	O	O	O	O	O	O	O	O	2
NO SCIENCE	1956	15	O	O	O	O	O	O	O	O	O	O	O	O	1
	1962	9	O	O	O	O	O	O	O	O	O	O	O	O	
CHEMISTRY ONLY	1956	O	O	3	O	O	O	O	O	O	O	O	O	O	
	1962	O	O	5	O	O	O	O	O	O	O	O	O	Q	
GENERAL SCIENCE ONLY	1956	O	1	66	O	O	O	O	O	O	O	O	O	O	6
	1962	O	1	31	O	1	O	O	O	O	O	O	O	O	3
BIOLOGY, CHEMISTRY,	1956	O	O	O	O	O	O	O	O	O	O	O	O	O	
PHYSICS, AND PHYSIOLOGY	1962	O	O	O	O	O	O	1	1	1	O	O	O	O	
TOTAL	1956	15	1	104	7	180	9	13	2	35	O	O	O	O	48
	1962	9	1	165	37	283	8	119	11	125	O	1	O	O	75
PER CENT	1956	3		21	2	37	2	27		7					
OF GRAND TOTAL	1962	1		22	5	37	1	16	1	16					

UNITS OF CREDIT IN HIGH SCHOOL SCIENCE

0	1	1 1/2	2	2 1/2	3	3 1/2	4	4 1/2	5	5 1/2	6	TOTAL	PER CENT
0	0	0	0	0	0	1	35	0	0	0	0	36	7
0	0	0	0	0	0	3	114	0	0	0	0	117	15
0	0	0	0	0	9	0	0	0	0	0	0	9	2
0	0	0	0	1	49	2	4	0	1	0	0	57	8
0	0	0	0	1	80	0	0	0	0	0	0	81	17
0	0	0	4	0	26	1	4	0	0	0	0	35	5
0	0	0	0	0	19	0	0	0	0	0	0	19	4
0	0	0	0	0	20	0	1	0	0	0	0	21	3
0	0	2	97	3	1	0	0	0	0	0	0	103	21
0	0	10	71	2	4	0	0	0	0	0	0	87	11
0	0	1	18	0	1	0	0	0	0	0	0	20	4
0	0	3	44	2	8	0	0	0	0	0	0	57	8
0	0	0	0	4	23	1	0	0	0	0	0	28	6
0	0	6	79	3	5	0	0	0	0	0	0	93	12
0	32	0	1	1	0	0	0	0	0	0	0	34	7
0	125	0	6	0	0	0	0	0	0	0	0	131	17
0	0	0	8	0	0	0	0	0	0	0	0	8	2
0	0	3	28	0	1	0	0	0	0	0	0	32	4
0	0	0	10	0	0	0	0	0	0	0	0	10	2
0	0	3	1	0	1	4	0	0	0	0	0	9	1
0	0	4	25	0	0	0	0	0	0	0	0	29	6
0	1	12	26	0	4	0	1	0	0	0	0	44	6
0	3	0	0	0	0	0	0	0	0	0	0	3	1
0	3	0	0	0	0	0	0	0	0	0	0	3	0
0	0	0	21	0	0	0	0	0	0	0	0	21	4
0	0	0	23	0	0	0	0	0	0	0	0	23	3
15	0	0	0	0	0	0	0	0	0	0	0	15	3
9	0	0	0	0	0	0	0	0	0	0	0	9	1
0	3	0	0	0	0	0	0	0	0	0	0	3	1
0	5	0	0	0	0	0	0	0	0	0	0	5	1
0	1	66	0	0	0	0	0	0	0	0	0	67	14
0	1	31	0	1	0	0	0	0	0	0	0	33	4
0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	1	1	1	0	0	0	0	3	0
15	1	104	7	180	9	114	2	35	0	0	0	0	486	
9	1	165	37	283	8	119	11	125	0	1	0	0	759	
3		21	2	37	2	27		7						
1		22	5	37	1	16	1	16						

The 1962 part of the Eastern Illinois University study indicated that physics was included in all combinations which ranked high in popularity. The general science-biology-chemistry-physics combination was the most popular. All courses but general science and physiology showed an increase.

The trend in science seems to be toward the traditional four-year sequence in Illinois. A definite trend toward taking more science was indicated in both studies.

CHAPTER IV

SUMMARY AND CONCLUSIONS

This study was a comparison of "Let's Look at the Record Again!"[1] and "A Comparison of the High School Preparation of 1956 Freshmen and 1962 Freshmen at Eastern Illinois University."[2]

The purpose of the study was to investigate the possibility of a non-local trend toward one of the three "roads" of Mathewson in the secondary school curriculum of the United States. The sampling used in the two studies which were compared was limited so caution must be used in attributing any indicated trend to the nation as a whole.

English

A definite increase in the units of English and related courses presented by incoming freshmen between the years of 1956 and 1962 was indicated. The increase was approximately the same at both universities. An almost equal decrease in the number of students presenting units in English alone in both studies seemed to reflect a tendency in high schools to assign titles

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[1]George B. Smith, "Let's Look at the Record Again!--The High School Preparation of 1,124 University of Kansas Freshmen in September 1956 Compared with the High School Preparation of 1,384 University of Kansas Freshmen in September 1962" (Lawrence, Kansas, 1963).

[2]Donn Hammer, "A Comparison of the High School Preparation of 1956 Freshmen and 1962 Freshmen at Eastern Illinois University" (Charleston, Illinois, 1964).

other than English to some of the courses offered in that
department. There was a slight increase in the number of
students with more than four units of English only, but it
was not as great as the increase--approximately the same at
both institutions--in the number of students having more than
four units of English and related subjects.

The percentage of students with four or more units of
English combinations increased in both studies in relation
to the size of high school. This would seem to indicate that
the larger schools had more course offerings.

In all categories, regardless of the size of the high
school, increased interest in English was indicated.

Foreign Languages

Increased interest in foreign languages was indicated
by the sharp decrease, which was proportionately the same in
both studies, in the percentage of students having no foreign
language as well as by an over-all increase in students having
two or more units in it. The increase in the percentage of
students with two or more units in foreign language was
greater in the Eastern Illinois University study.

The same relationship between the percentage of students
with more foreign language and the size of high school existed
as that found with English. This, again, would indicate that
the larger schools probably offered a wider selection of
courses.

Only a small percentage of students in either study
received credit for more than two years of one foreign

language. The trend was more toward taking two or more
foreign languages rather than toward a longer period with
one language.

Latin, the traditional language, was shown to retain
its popularity at both institutions. Spanish was a close
rival.

Mathematics

The percentage of students taking three or more courses
in mathematics increased significantly at both universities
though the Eastern Illinois University increase was
proportionately greater. There was an increase, also, in
the percentage of students with four or more units in
mathematics. The proportionate increase at Eastern Illinois
University was twice the original percentage, and the
increase at the University of Kansas was half the original
percentage.

No definite relationship between the percentage of students
with three or more units and the size of high school was
indicated in either study in 1962, though the University of
Kansas study indicated a relationship in 1956.

Trigonometry, geometry, and the other traditional
mathematics courses gained in popularity, and the less
traditional general mathematics declined in popularity in
both studies.

In mathematics as well as in English and foreign
languages, a decided increase in interest was indicated.

Science

An increase in the percentage of students with three
or more and four or more units in science was shown. The
proportionate increases were about the same at both universities.
Physics showed the greatest increase. Both studies indicated
a decrease in the percentage of students presenting credit in
physiology and general science.

No relationship with the size of high school was indicated
in either year or in either study.

The trend was definitely toward taking more courses
in science. A slight trend toward the traditional four-year
sequence of general-science-biology-chemistry-physics was
indicated in both studies.

Recommendations

With the increased emphasis upon the four traditional
subject areas of English, foreign languages, mathematics,
and science, a trend toward the academic-intellectual "road"
described by Mathewson (discussed in Chapter I) would seem
to be indicated. This would be supported by the fact that
the specific subjects that showed the greatest increases in
percentage of students receiving credit are the more
traditional subjects--trigonometry, geometry, and physics.
The less traditional subjects of general mathematics and
general science showed a decrease in popularity.

To determine whether the trend toward the traditional
curriculum can be attributed to the nation as a whole, more

studies are needed. The writer recommends that:

1) studies be conducted in other geographic areas of the United States.

2) studies involving high school graduates who did not enter college be conducted and used for a comparison of the trends in college preparatory and in general curricula.

3) studies be conducted to determine trends in subject areas other than the four traditional ones of English, foreign languages, mathematics, and science.

4) studies of 1964 freshmen be conducted in order to determine whether the trend is still the same and its relative strength.

This study is but one answer to George B. Smith's expressed hope that "other studies of a comparable nature may soon be completed in other states,"[1] but it is not a complete answer. More and varied studies, as indicated previously, are needed before the full value of this study and of the two studies compared in this one may be gained.

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[1]George B. Smith, "Let's Look at the Record Again!--The High School Preparation of 1,124 University of Kansas Freshmen in September 1956 Compared with the High School Preparation of 1,384 University of Kansas Freshmen in September 1962" (Lawrence, Kansas, 1963), p. 31.

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APPENDIX

SUMMARY TABLE A

Comparison of Units (Years) of High School Subject Credit Presented by 1,124 Incoming Freshmen in September 1956 and 1,384 in September 1962 from Kansas High Schools to The University of Kansas by Size of High School

	Size	Over 250 students						150 - 249 students						70 - 149 students						Below 70 students						GRAND TOTAL					
	Sex	MEN		WOMEN		TOTAL		MEN		WOMEN		TOTAL		MEN		WOMEN		TOTAL		MEN		WOMEN		TOTAL		MEN		WOMEN		TOTAL	
	Year	1956	1962	1956	1962	1956	1962	1956	1962	1956	1962	1956	1962	1956	1962	1956	1962	1956	1962	1956	1962	1956	1962	1956	1962	1956	1962	1956	1962	1956	1962
	Students	599	633	350	473	907	1106	46	66	43	49	109	115	94	82	42	51	136	133	53	20	19	10	72	30	711	801	413	583	1124	1384
English** Combinations	4 or more*	68%	93%	81%	96%	73%	94%	59%	95%	81%	96%	68%	96%	52%	85%	60%	94%	54%	89%	40%	80%	100%	100%	46%	87%	63%	92%	78%	96%	69%	94%
	5 or more	19%	23%	30%	36%	24%	29%	14%	39%	33%	31%	21%	36%	4%	17%	10%	29%	6%	22%	8%	5%	--	10%	6%	7%	16%	24%	27%	35%	20%	28%
Foreign Languages	None	43%	16%	19%	9%	34%	13%	77%	38%	56%	14%	69%	28%	83%	55%	76%	43%	81%	50%	83%	70%	79%	60%	82%	67%	55%	23%	31%	13%	46%	19%
	1 or more	56%	83%	81%	91%	65%	86%	23%	62%	44%	84%	31%	71%	17%	45%	24%	57%	19%	50%	17%	25%	21%	40%	18%	30%	45%	76%	69%	86%	54%	80%
	2 or more	35%	63%	55%	76%	43%	69%	9%	29%	16%	53%	12%	39%	6%	18%	2%	25%	5%	21%	8%	15%	11%	1%	8%	13%	27%	54%	44%	69%	33%	60%
	3 or more	4%	25%	18%	44%	10%	33%	--	3%	--	20%	--	10%	--	1%	--	4%	--	3%	--	--	--	--	1%	--	3%	21%	14%	38%	7%	28%
	4 or more	.4%	10%	7%	21%	3%	15%	--	--	--	--	--	4%	--	1%	--	--	--	1%	2%	5%	--	--	1%	3%	.4%	8%	5%	17%	2%	12%
Mathematics	2 or more	96%	97%	87%	94%	93%	96%	100%	92%	93%	94%	97%	93%	84%	100%	88%	94%	85%	98%	93%	100%	74%	90%	88%	97%	94%	97%	87%	94%	92%	96%
	3 or more	77%	86%	30%	54%	59%	73%	70%	80%	21%	59%	51%	71%	56%	83%	33%	59%	49%	74%	66%	85%	21%	50%	94%	73%	73%	85%	29%	55%	57%	73%
	4 or more	36%	46%	6%	12%	24%	32%	3%	47%	--	20%	4%	36%	15%	40%	2%	8%	11%	28%	11%	40%	5%	--	10%	27%	29%	46%	5%	12%	20%	32%
Sciences	2 or more	80%	91%	57%	75%	71%	84%	83%	95%	63%	86%	75%	91%	85%	96%	76%	90%	82%	94%	94%	90%	89%	90%	93%	90%	82%	92%	61%	77%	74%	86%
	3 or more	50%	69%	20%	33%	39%	54%	53%	82%	14%	49%	38%	68%	50%	83%	33%	63%	45%	75%	49%	75%	5%	60%	38%	73%	50%	72%	20%	38%	39%	57%
	4 or more	16%	30%	3%	8%	11%	21%	18%	53%	7%	12%	13%	36%	14%	36%	2%	16%	10%	29%	9%	30%	--	10%	7%	23%	15%	32%	3%	9%	11%	23%

*Four or more units (years) of high school credit.
**English combinations include English solely or English plus Debate, Speech, Dramatics and/or Journalism.

Table 26

Comparison of Units (Years) of High School Subject Credit Presented by Incoming Freshmen in September 1956 and September 1962 from Illinois High Schools to Eastern Illinois University by Size of High School

	Size	Over 1000 students						500-999 students						250-499 students					
	Sex	MEN		WOMEN		TOTAL		MEN		WOMEN		TOTAL		MEN		WOMEN		TOTAL	
	Year	1956	1962	1956	1962	1956	1962	1956	1962	1956	1962	1956	1962	1956	1962	1956	1962	1956	1962
	Students	50	101	19	131	69	232	82	108	59	100	41	208	61	75	45	56	106	131
English Combinations	3 or more	100%	100%	100%	100%	100%	100%	98%	100%	100%	100%	99%	100%	100%	100%	99%	99%	100%	100%
	4 or more	44%	94%	74%	93%	52%	92%	73%	96%	92%	96%	82%	96%	83%	93%	84%	94%	83%	94%
	5 or more	4%	4%	27%	25%	10%	18%	9%	21%	19%	29%	14%	25%	5%	16%	22%	23%	13%	19%
Foreign Languages	None	78%	28%	26%	9%	64%	17%	65%	35%	46%	12%	57%	24%	69%	32%	44%	16%	58%	25%
	1 or more	32%	61%	73%	90%	34%	82%	34%	64%	54%	88%	41%	75%	42%	57%	55%	83%	41%	74%
	2 or more	12%	51%	47%	79%	21%	67%	16%	48%	40%	80%	26%	62%	21%	49%	35%	68%	27%	56%
	3 or more	2%	13%	10%	30%	1%	23%	1%	6%	6%	9%	3%	6%	0%	4%	2%	18%	1%	10%
	4 or more	0%	6%	0%	15%	0%	11%	0%	2%	3%	7%	1%	4%	0%	4%	0%	4%	0%	4%
Mathematics	1 or more	92%	100%	100%	100%	94%	100%	95%	100%	98%	98%	96%	97%	100%	98%	98%	100%	99%	99%
	2 or more	60%	96%	48%	93%	57%	94%	63%	89%	61%	78%	62%	82%	71%	91%	74%	84%	72%	89%
	3 or more	32%	67%	11%	40%	26%	52%	28%	69%	17%	31%	29%	50%	35%	58%	6%	52%	22%	56%
	4 or more	14%	38%	0%	9%	10%	22%	21%	31%	2%	5%	13%	18%	18%	34%	0%	14%	10%	26%
Science	1 or more	92%	97%	96%	99%	93%	97%	96%	97%	91%	99%	94%	97%	99%	98%	99%	100%	99%	99%
	2 or more	56%	84%	32%	67%	49%	73%	77%	85%	50%	75%	66%	78%	61%	91%	86%	82%	72%	88%
	3 or more	26%	46%	5%	27%	20%	34%	46%	59%	11%	27%	32%	42%	38%	62%	24%	39%	32%	53%
	4 or more	8%	24%	0%	7%	5%	17%	6%	46%	5%	7%	6%	31%	8%	14%	0%	6%	6%	9%

Table 27

SUMMARY TABLE
(continued)

Comparison of Units (Years) of High School Subject Credit Presented by Incoming Freshmen in September 1956
and September 1962 from Illinois High Schools to Eastern Illinois University
by Size of High School

	Size	150-249 students						70-149 students						Less than 69 students					
	Sex	MEN		WOMEN		TOTAL		MEN		WOMEN		TOTAL		MEN		WOMEN		TOTAL	
	Year	1956	1962	1956	1962	1956	1962	1956	1962	1956	1962	1956	1962	1956	1962	1956	1962	1956	1962
	Students	51	69	38	45	89	114	43	39	34	33	77	72	4	1	1	1	5	2
English Combinations	3 or more	100%	99%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	4 or more	90%	92%	95%	95%	92%	94%	79%	98%	85%	100%	82%	99%	100%	100%	100%	100%	100%	100%
	5 or more	4%	10%	0%	6%	2%	9%	9%	5%	0%	6%	0%	6%	0%	0%	0%	0%	0%	0%
Foreign Languages	None	82%	55%	55%	16%	71%	39%	79%	46%	65%	42%	73%	44%	100%	100%	0%	100%	80%	100%
	1 or more	26%	34%	45%	84%	29%	59%	12%	59%	36%	57%	26%	56%	0%	0%	100%	0%	20%	0%
	2 or more	10%	26%	24%	57%	16%	39%	2%	43%	15%	36%	8%	41%	0%	0%	0%	0%	0%	0%
	3 or more	0%	1%	3%	4%	1%	3%	0%	5%	0%	0%	0%	3%	0%	0%	0%	0%	0%	0%
	4 or more	0%	0%	0%	2%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics	1 or more	98%	99%	92%	100%	96%	99%	97%	100%	97%	97%	96%	98%	100%	100%	0%	100%	100%	100%
	2 or more	74%	96%	65%	80%	71%	89%	74%	87%	59%	85%	66%	86%	100%	100%	100%	0%	100%	50%
	3 or more	36%	67%	18%	36%	28%	54%	46%	69%	24%	24%	35%	49%	75%	100%	0%	0%	60%	50%
	4 or more	10%	39%	0%	13%	6%	29%	11%	28%	6%	3%	8%	17%	0%	100%	0%	0%	0%	50%
Science	1 or more	100%	96%	95%	100%	97%	98%	98%	97%	97%	96%	98%	97%	100%	100%	100%	100%	100%	100%
	2 or more	92%	90%	79%	94%	86%	92%	91%	92%	77%	87%	85%	90%	100%	100%	100%	0%	100%	50%
	3 or more	55%	76%	37%	47%	47%	65%	61%	76%	18%	42%	42%	61%	50%	100%	0%	0%	40%	50%
	4 or more	6%	46%	5%	7%	6%	31%	14%	38%	0%	9%	8%	25%	25%	0%	0%	0%	20%	0%

Table 27
(continued)

85

| | | GRAND TOTAL | | | | | |
| | | MEN | | WOMEN | | TOTAL | |
		1956	1962	1956	1962	1956	1962
English	3 or more	98%	100%	100%	100%	99%	100%
Combinations	4 or more	74%	95%	88%	100%	80%	95%
	5 or more	6%	14%	13%	21%	9%	18%
	None	74%	37%	49%	15%	64%	26%
Foreign	1 or more	25%	61%	52%	84%	35%	72%
Languages	2 or more	13%	44%	32%	71%	21%	57%
	3 or more	1%	6%	3%	16%	2%	11%
	4 or more	0%	3%	1%	8%	0%	5%
	1 or more	92%	100%	96%	99%	96%	98%
Mathematics	2 or more	67%	92%	63%	85%	66%	88%
	3 or more	37%	66%	14%	37%	28%	52%
	4 or more	15%	35%	2%	9%	10%	22%
	1 or more	96%	97%	95%	72%	96%	85%
Science	2 or more	76%	62%	62%	50%	74%	54%
	3 or more	45%	36%	20%	33%	35%	21%
	4 or more	11%	27%	2%	6%	8%	17%
TOTAL STUDENTS		291	393	196	366	487	759

Table 27
(continued)