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Curricular offerings in seventy-five independent schools in New England.

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Boston University

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CURRICULAR OFFERINGS IN SEVENTY-FIVE INDEPENDENT SCHOOLS IN NEW ENGLAND

Submitted by

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(B. S., Boston University, 1951)

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

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First Reader: James F. Baker, Associate Professor of Education

Second Reader: Roy O. Billett, Professor of Education
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CHAPTER I

THE PROBLEM

Statement of the Problem.-- The problem with which this study is concerned is the identification of the typical curriculum pattern or content of independent secondary-schools in New England. An attempt will be made to identify through analysis of catalog statements and correspondence those courses and offerings most frequently provided in the independent schools.

Subordinate problems will include the following:

(1) The grade levels at which the most frequently mentioned courses are presented; and (2) The required or elective status of each course.

Justification of the study.-- Up-to-date evidence is not now available concerning the curriculum status of independent secondary-school offerings. As evidenced by the response, New England independent secondary-school headmasters and principals are interested in improving and reorganizing their school programs, but at the moment have no norm or representative pattern by which to compare their own schools.

Graduation requirements could be standardized in independent schools so that all graduates would meet the requirements of all colleges and universities in New England,
and other areas of the country. Independent schools, having pupils with similar interests and needs, may need to adopt fairly uniform patterns of course offerings in order that they may achieve satisfactory results in schools of higher learning—college preparation being one of the chief aims.

A study of this type can be of value to parents in determining which school to send their children to. A comparison of various independent school catalogs with the tables in chapter four of this paper could assist parents in deciding whether a particular school conforms to the typical pattern. The money involved to attend an independent school would make such a check profitable.

Scope of the study.—This study is limited to independent schools. An independent school is a school which is privately endowed in most cases, and depends on tuition and other charges to maintain the school plant, pay salaries, and to pay for the various expenses which running a school entails. These schools are not state-supported, but many of the older academies are supported by the towns in which they are located; residents attend free of charge, once a satisfactory time minimum has been established. This type of school was selected, because the writer reaches in this field and his major interests are thus concerned.

The schools used for this study are located in all six New England states; twenty-five in Massachusetts, eighteen
in Connecticut, eleven in Maine, ten in New Hampshire, six in Vermont, and five in Rhode Island. Fifty of the schools are for boys exclusively (eight of which are parochial), and twenty-five of the schools are coeducational.
CHAPTER II
REPORTS ON INDEPENDENT SCHOOL CURRICULA

Literature in the field.-- A search for reasonably recent literature (within the last decade) concerning independent school curricula in the New England area was somewhat difficult. A major source was magazine articles. Another source of literature in this area was four unpublished theses at Boston University.

Cooperation between public and private schools.-- The first of these articles, "Co-operation between Public and Independent Schools",\(^1\) by H. C. Clish, describes how (in a critical review of his own college preparatory program) he sent for catalogs and programs of studies of many eastern independent schools as a means of comparison. In response to these results, and a study of various colleges' requirements, Mr. Clish feels that he is better able to advise parents and pupils about choosing a college.

Mr. Clish is of the opinion that:

"In the matter of development of courses of study, and course sequences the independent schools are much better able than the public schools to try out new ideas, and in the light of their experiences to help the public schools as they revise and develop their courses."1/

This is a very healthy attitude, and one which should be fostered by administrators of public and independent schools alike - cooperation will result in improved curricula for all schools.

Investigation of independent schools.-- J. J. Wocasek, in his article entitled, "What's Happening in Private Schools", in The American School Board Journal, 2/ has made a canvass of a large number of private secondary schools in the United States to determine the trends and similarities among the requirements for graduation and electives offered. His investigation can be summed up into the following main points:3/

1. Graduation customarily requires sixteen units of credit subjects. The most common program includes:
   four units of English; one to two units of science;
   one to two units of social studies; three to two units of mathematics; two, three or four units of foreign languages; and electives the remainder.

1/Ibid., p. 430


3/Ibid., p. 18
2. Private schools are flexible in regard to programming.

3. Private schools are teaching Christian Doctrine.

4. Private schools are de-emphasizing the classics.

5. Private schools are unique in their broad extracurricular activity.

In an article in the September 19, 1955 issue of *Newsweek* called, "The Prep School Now", independent schools are discussed in somewhat glowing terms: "sturdy, old traditions - and brand-new ideas"¹ and "...a solid bastion of Christian Education in America."²

A particularly significant point which the article mentions, and which is pertinent to this study is the statement the author makes about private schools:

"....they have modernized their curriculums along with their buildings, without losing the traditional backbone of a true liberal-arts education."²

It would appear that public-school advocates are gaining a greater insight into the function of the independent school and its place in the education of American children.

A curriculum experiment.-- Kiski School (Saltsburg, Pennsylvania) and The Fork Union Military Academy (Fork Union, 


²Ibid., p. 99.

³Ibid., p. 100.
Virginia) are using an unusual method of offering their academic program - the one subject plan. Having pupils spend six periods a day for eight weeks on one course, and then moving to another course was motivated by the success experienced by the armed forces and summer schools. Both E. H. Lacy, jr. in his article, "One Subject Plan of Teaching", 1/ and the Newsweek article, "Laboratory of Learning", 2/ admit the possible weakness of retention of subject matter after time intervals. Mr. Lacy doesn't feel that there would be any boredom at Fork Union, but the Newsweek editorial believes that:

"It is possible, however, that the increased monotony, plus lowered morale (in the case of a failing student) may have a completely opposite effect from what the plan's sponsors intend." 2/

These articles point out the opportunity which independent schools have for experimentation in their curricula. Deviation from the traditional pattern can be accomplished more readily than in the public school systems.

Guidance in independent schools. -- Guidance is an important part of an independent school program. James M. Ellis and John M. Parker expound on the necessity for integration


3/Ibid., p. 92.
of guidance with the traditional subject matter. Their major concern is that independent schools are not fulfilling their job of meeting the needs of pupils. Mr. Parker states:

"...the author found that guidance services were definitely not integrated into the curricula, but that guidance services were, to a very large degree, integrated into the daily programs of activities of all the schools."1/

In commenting on his thesis, "A Study Of The Student Needs For Guidance In A Private School",2/ Mr. Ellis discusses the need for some curriculum revision in his school:

"However, 22 of the boys did check the item, 'I would like to take courses that are not offered in my school', ...This would be an important consideration in curriculum planning."2/

It would seem from these comments that men in the private-school field, whose primary interest is in guidance, feel that independent schools could benefit from improved guidance counseling, and an integration of guidance into their curricula. A weakness of each study, however, is the limited scope of their data - Mr. Parker included only ten private college preparatory schools for boys, and Mr. Ellis investigated just one school.

Curricular research.-- Wallace S. Murray in his service


3/Ibid., p. 11.
paper, "An Academic Program For An American Military School", proposes the following required courses:

Grade nine: English, elementary algebra, and guidance
Grade ten: English, and algebra and plane geometry
Grade eleven: English and U. S. History
Grade twelve: English

As a result of his cataloging, Mr. Murray draws the following conclusions:

"Most schools appear to require English and American History of all graduates and a foreign language, elementary algebra, and plane geometry of the college preparatory students. The scientific student usually has to take all this and chemistry, physics, advanced algebra, solid geometry, and trigonometry as well. The commercial student, in addition to English and American History, commonly is required to take typewriting, bookkeeping, commercial arithmetic and commercial law."

A study of the typical military program, quoted above, reveals a strong similarity to the results of this paper as set forth in chapters four and five.

Another study in curricular research was done by Gregory C. Coffin with The Middlesex School (one of the independent schools involved in this study) English Program as his subject. Mr. Coffin discusses the similarity of his

2/Ibid., p. 102.
schools' English program to that of a typical public secondary school, and investigates the course content, and presents many suggestions for improvement. In commenting on the justification of his problem, Mr. Coffin says: "The need for such a study stems from the fact that the school now has no recorded English curriculum, nor are the objectives of the current program clearly defined".1/

Additional information for selecting the schools was obtained from Porter Sargent's *The Handbook of Private Schools*.2/ This handbook contains such information as school locations, administrators, enrollment, tuition, and a brief general summary of the various phases of school life.


CHAPTER III
PROCEDURES

Schools used in the study.-- The independent schools, which forwarded catalogs and information tabulated in this study (and their locations), are listed as follows:

1. Avon Old Farms - Avon, Connecticut
2. Belmont Hill School - Belmont, Massachusetts
3. Berkshire School - Sheffield, Massachusetts
4. Berwick Academy - South Berwick, Maine
5. Boston College High School - Boston, Massachusetts
7. Bridgton Academy - North Bridgton, Maine
8. Brooks School - North Andover, Massachusetts
9. Brunswick School - Greenwich, Connecticut
10. Burr and Burton Seminary - Manchester, Vermont
11. The Cheshire Academy - Cheshire, Connecticut
12. The Cranwell School - Lenox, Massachusetts
13. Cushing Academy - Ashburnham, Massachusetts
14. Daycroft - Stamford, Connecticut
15. The Edgewood School - Greenwich, Connecticut
16. Fryeburg Academy - Fryeburg, Maine
17. Gould Academy - Bethel, Maine
18. Governor Dummer Academy - South Byfield, Massachusetts

-11-
19. Groton School - Groton, Massachusetts
20. Hebron Academy - Hebron, Maine
21. Higgins Classical Institute - Charleston, Maine
22. High Mowing School - Wilton, New Hampshire
23. Holderness School - Plymouth, New Hampshire
24. The Hotchkiss School - Lakeville, Connecticut
25. Kent School - Kent, Connecticut
26. Kimball Union Academy - Meriden, New Hampshire
27. Kingswood School - West Hartford, Connecticut
28. La Salle Academy - Providence, Rhode Island
29. Leavitt Institute - Turner Center, Maine
30. Lee Academy - Lee, Maine
31. Leland and Gray Seminary - Townshend, Vermont
32. The Loomis School - Windsor, Connecticut
33. Lyndon Institute - Lyndon Center, Vermont
34. Maine Central Institute - Pittsfield, Maine
35. Marianapolis Preparatory School - Thompson, Connecticut
36. Middlesex School - Concord, Massachusetts
37. The Milford School - Milford, Connecticut
38,39. Milton Academy a/ - Milton, Massachusetts
40. Monson Academy - Monson, Massachusetts
41. Moses Brown School - Providence, Rhode Island

a/Milton Academy has a separate girls' school, and is treated as two schools in the study.
42. Mount Herman School - Mount Hermon, Massachusetts
43. Mount Saint Charles Academy - Woonsockett, Rhode Island
44. New Hampton School - New Hampton, New Hampshire
45. Newman Preparatory School - Boston, Massachusetts
46. Noble and Greenough School - Dedham, Massachusetts
47. North Yarmouth Academy - Yarmouth, Maine
48. Phillips Academy - Andover, Massachusetts
49. Phillips Academy - Exeter, New Hampshire
50. Pinkerton Academy - Derry, New Hampshire
51. Pomfret School - Pomfret, Connecticut
52. Portsmouth Priory School - Portsmouth, Rhode Island
53. The Putney School - Putney, Vermont
54. Ricker Classical Institute - Houlton, Maine
56. The Roxbury Latin School - West Roxbury, Massachusetts
57. Saint George's School - Newport, Rhode Island
58. Saint John's Preparatory School - Danvers, Massachusetts
59. Saint Johnsbury Academy - St. Johnsbury, Vermont
60. Saint Mark's School - Southborough, Massachusetts
61. Saint Paul's School - Concord, New Hampshire
63. Salisbury School - Salisbury, Connecticut
64. Sanborn Seminary - Kingston, New Hampshire
65. South Kent School - South Kent, Connecticut
67. The Tabor Academy - Marion, Massachusetts
68. The Taft School - Watertown, Connecticut
69. Thayer Academy - Braintree, Massachusetts
70. Tilton School - Tilton, New Hampshire
71. Vermont Academy - Saxton's River, Vermont
72. Westminster School - Simsbury, Connecticut
73. Wilbraham Academy - Wilbraham, Massachusetts
74. Williston Academy - Easthampton, Massachusetts
75. Wooster School - Danbury, Connecticut

Map.-- The map on the following page shows the list numbers of the schools in their approximate locations.

Methods of selection.-- The schools which are listed in this study are all located within the six-state region which comprises New England. This specific area was chosen, because the writer's experience and knowledge are centered here. This region has the highest percentage of independent schools of any comparable area in the United States; which makes for a multiformity of curricular offerings.

Selection of the schools was accomplished by referring to the index of Sargent's Handbook of Private Schools. All of the New England schools were then checked in the "Descriptive Text" for: (1) offering courses at the four-year high-school

Locations of the 75 Independent Schools in the study

The numbers refer to the school list on the preceding pages
level; (2) whether the schools were boys' schools or coeducational (girls' schools were omitted); and (3) if the number of students was greater than fifty. A slight knowledge of a school by the writer caused it's selection in some cases.

An attempt was made to acquire a representative cross-section of New England - a check of the list will show twenty-five schools in Massachusetts; eighteen in Connecticut; eleven in Maine; ten in New Hampshire; six in Vermont; and five in Rhode Island. These numbers are fairly representative of the states' sizes, total populations, and total number of independent schools.

The schools which make up this tabulation include forty-two boys' schools, twenty-five coeducational schools, and eight parochial boys' schools. Boarding-schools very often take day students from nearby towns, and inversely most day-schools have accommodations for boarding pupils - the schools in this study follow this practice, with few exceptions.

Letters of inquiry.-- The following letter was sent by the writer to 115 independent schools in New England in early spring of 1955:

Dear Sir,

I am studying at the Boston University School of Education for a Masters Degree. As a part of my study I wish to find out which courses are required and elective, and at what grade level they are offered in independent schools in New England.
Your cooperation would be greatly appreciated if you would send me a copy of your school catalog and any other information pertaining to this matter.

I shall be pleased to send you a copy of the results of the tabulation.

Sincerely yours,

/s/ John N. Tuplin

When a headmaster forwarded a catalog which did not contain sufficient information, the following letter was sent in May, 1955:

Dear Sir,

Thank you very much for your school catalog and cooperation in my curriculum project.

I would appreciate it greatly if you would send me information about which courses are required and elective, and at what grade level they are offered. The length of the class period would be useful also.

Thank you very much for your interest.

Sincerely yours,

/s/ John N. Tuplin

The additional class-time information revealed that forty minutes was the most frequently used time period; with extremes of thirty minutes and seventy-five minutes.

Procedures for analyzing catalogs.-- The catalogs displayed various degrees of difficulty of interpretation. The easiest ones to interpret were the catalogs which contained a one-page condensation of each grade or "form's."1/

1/Form is the English term for grade level.
required and elective courses - all that had to be done was to place symbols on a previously-prepared master chart, which listed the various courses under their major categories (these courses were listed during a preliminary check of the catalogs).

A difficult type of catalog to analyze was one in which the courses were listed on several pages entitled "Courses of Study" (the majority of schools used this means of explanation) - much time was spent in carefully reading the accompanying data to determine each course's grade level and whether the subject was required or elective. Some catalogs of this type gave a general statement of a major area's required status, which preceded the individual subject data.

Many of the coeducational schools sent a supplementary sheet which charted their major programs, such as college preparatory, general, commercial, industrial arts, home economics and agriculture. Obviously home economics courses are required for girls in that specific program; agriculture for boys in that program, etc. These courses were charted with this fact in mind, so that Table 7 in chapter four mentions this divergency. Many of the schools of this type allowed a great deal of course-intermingling to meet the demand for more electives.

Some of the catalogs were mainly pictorial in composition and offered little information - the previously mentioned
follow-up letter was sent to these schools. Some schools sent reprints from *Private Independent Schools*\(^1\) which only lists condensed names of courses - additional information was required about these schools. Approximately one-third of the schools involved owe their inclusion to supplementary information sent by their administrators.

**Response to the inquiry.**-- The response to the writer's request for information about curricula was very good. Seventy-six per cent of the schools contacted forwarded material in the form of catalogs or letters. As a result of the 115 letters mailed, seventy-five replies became the basis for this paper, eight replies came too late to be used; one school was discontinued in 1951; one school could not be used; and two schools did not fit the requirements of offering, (1) four years of high school, and (2) being a boys' school or a coeducational institution.

**Treatment of Data.**-- The data was examined and analyzed with reference to the following: (1) grade level; (2) frequency; (3) required; and (4) elective. A composite chart was compiled, from which the final results were tabulated. This information appears in chapter four.

\(^1\)James E. Bunting, Publisher, *Private Independent Schools*, Wallingford, Connecticut
CHAPTER IV

INTERPRETATION OF DATA

Introduction.-- The following tables of course offerings in seventy-five private independent schools are grouped under the major headings: (1) English; (2) social studies; (3) mathematics; (4) science; (5) foreign languages; (6) commercial courses; (7) industrial arts, agriculture and home economics; (8) music and art; and (9) miscellaneous courses.

Courses listed under each category are offered in sufficient schools to be significant in this study. These subjects are tabled under columns entitled: (1) course; (2) number; (3) per cent; and (4) grade level.

Under each table there is a brief summary of which of the courses are generally required; which ones are elective; and those which are partly elective and required.
Table 1. Summary of English Offerings in 75 Private Secondary Schools

<table>
<thead>
<tr>
<th>Course</th>
<th>Offered Number</th>
<th>Per Cent</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I........</td>
<td>74</td>
<td>99</td>
<td>9</td>
</tr>
<tr>
<td>English II.............</td>
<td>75</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>English III............</td>
<td>75</td>
<td>100</td>
<td>11</td>
</tr>
<tr>
<td>English IV.............</td>
<td>75</td>
<td>100</td>
<td>12</td>
</tr>
<tr>
<td>Speech.................</td>
<td>21</td>
<td>28</td>
<td>11,12</td>
</tr>
<tr>
<td>Remedial Reading</td>
<td>10</td>
<td>13</td>
<td>9-12</td>
</tr>
<tr>
<td>English V.............</td>
<td>4</td>
<td>5</td>
<td>12</td>
</tr>
</tbody>
</table>

Of the courses listed above, speech and English V are usually scheduled as elective courses. All other courses are frequently scheduled as required (English I, English II, English III and English IV are required of every student) with the exception of remedial reading which is required in specific cases (no graduation credit) and as an elective subject in other schools.
Table 2. Summary of Social Studies Offerings in 75 Private Secondary Schools

<table>
<thead>
<tr>
<th>Course</th>
<th>Offered</th>
<th>Per Cent</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>U. S. History</td>
<td>74</td>
<td>99</td>
<td>11,12</td>
</tr>
<tr>
<td>World History</td>
<td>41</td>
<td>55</td>
<td>9,10</td>
</tr>
<tr>
<td>Ancient and Medieval History</td>
<td>40</td>
<td>53</td>
<td>9</td>
</tr>
<tr>
<td>European History</td>
<td>38</td>
<td>51</td>
<td>10,11</td>
</tr>
<tr>
<td>Problems of Democracy</td>
<td>27</td>
<td>36</td>
<td>12</td>
</tr>
<tr>
<td>Geography</td>
<td>23</td>
<td>31</td>
<td>9-12</td>
</tr>
<tr>
<td>Civics</td>
<td>21</td>
<td>28</td>
<td>9</td>
</tr>
<tr>
<td>Modern History</td>
<td>18</td>
<td>24</td>
<td>10</td>
</tr>
<tr>
<td>Economics</td>
<td>16</td>
<td>21</td>
<td>11,12</td>
</tr>
<tr>
<td>Contemporary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U. S. History</td>
<td>11</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>English History</td>
<td>11</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Physical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>10</td>
<td>13</td>
<td>9-12</td>
</tr>
<tr>
<td>Sociology</td>
<td>6</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

Of the courses listed above, U. S. History and civics are usually scheduled as required courses. All other courses are frequently scheduled as elective with the exception of world history which appears to be required in approximately one half of the schools and elective in the others.
Table 3. Summary of Mathematics Offerings in 75 Private Secondary Schools

<table>
<thead>
<tr>
<th>Course</th>
<th>Number</th>
<th>Per Cent</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>73</td>
<td>97</td>
<td>9</td>
</tr>
<tr>
<td>Algebra II</td>
<td>68</td>
<td>91</td>
<td>10,11</td>
</tr>
<tr>
<td>Plane Geometry</td>
<td>68</td>
<td>91</td>
<td>10,11</td>
</tr>
<tr>
<td>Advanced Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trigonometry</td>
<td>41</td>
<td>55</td>
<td>12</td>
</tr>
<tr>
<td>Solid Geometry and Trigonometry</td>
<td>20</td>
<td>27</td>
<td>12</td>
</tr>
<tr>
<td>Solid Geometry</td>
<td>18</td>
<td>24</td>
<td>11,12</td>
</tr>
<tr>
<td>Advanced Algebra</td>
<td>16</td>
<td>21</td>
<td>11,12</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>14</td>
<td>19</td>
<td>9</td>
</tr>
<tr>
<td>Business Arithmetic</td>
<td>14</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>Review Mathematics</td>
<td>12</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>Algebra and Geometry</td>
<td>11</td>
<td>15</td>
<td>10,11</td>
</tr>
</tbody>
</table>

Of the courses listed above, algebra I, algebra II, plane geometry, algebra and geometry, and business arithmetic are usually required. All other courses are offered as elective with the exception of general mathematics which is required in approximately one half of the schools.
Table 4. Summary of Science Offerings in 75 Private Secondary Schools

<table>
<thead>
<tr>
<th>Course</th>
<th>Offered Number</th>
<th>Per Cent</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry...........</td>
<td>73</td>
<td>97</td>
<td>11,12</td>
</tr>
<tr>
<td>Physics.............</td>
<td>72</td>
<td>96</td>
<td>11,12</td>
</tr>
<tr>
<td>Biology.............</td>
<td>67</td>
<td>89</td>
<td>10</td>
</tr>
<tr>
<td>General Science.....</td>
<td>57</td>
<td>63</td>
<td>9</td>
</tr>
<tr>
<td>Earth Science.......</td>
<td>13</td>
<td>17</td>
<td>9-12</td>
</tr>
</tbody>
</table>

Of the courses listed above, earth science is usually scheduled as an elective. The four major science subjects (chemistry, physics, biology, and general science) are generally offered as elective more often than required, but most of the schools encourage or strongly suggest that students include either biology or general science and either physics or chemistry in their programs.

Competition with foreign language courses is a major reason for the predominantly elective basis of science courses.
<table>
<thead>
<tr>
<th>Course</th>
<th>Offered</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>French I</td>
<td>74</td>
<td>99</td>
</tr>
<tr>
<td>French II</td>
<td>74</td>
<td>99</td>
</tr>
<tr>
<td>French III</td>
<td>63</td>
<td>84</td>
</tr>
<tr>
<td>French IV</td>
<td>36</td>
<td>48</td>
</tr>
<tr>
<td>French V</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Latin I</td>
<td>73</td>
<td>97</td>
</tr>
<tr>
<td>Latin II</td>
<td>73</td>
<td>97</td>
</tr>
<tr>
<td>Latin III</td>
<td>61</td>
<td>81</td>
</tr>
<tr>
<td>Latin IV</td>
<td>55</td>
<td>73</td>
</tr>
<tr>
<td>Advanced Latin</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Spanish I</td>
<td>50</td>
<td>67</td>
</tr>
<tr>
<td>Spanish II</td>
<td>50</td>
<td>67</td>
</tr>
<tr>
<td>Spanish III</td>
<td>35</td>
<td>47</td>
</tr>
<tr>
<td>Spanish IV</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>German I</td>
<td>35</td>
<td>47</td>
</tr>
<tr>
<td>German II</td>
<td>35</td>
<td>47</td>
</tr>
<tr>
<td>German III</td>
<td>24</td>
<td>32</td>
</tr>
<tr>
<td>German IV</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Greek I</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>Greek II</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>Greek III</td>
<td>14</td>
<td>19</td>
</tr>
</tbody>
</table>

The romance languages (French and Spanish), and German are usually offered as electives in their first year, required in the second year, and electives thereafter - because many schools require two years of a language for graduation.

The classical languages, when offered together, follow the same pattern as the romance languages. Treated separately, Latin is mostly required for the first two years, and elective in specific cases afterward; while Greek is offered in relatively few schools it usually appears as an elective.
Table 6. Summary of Commercial Course Offerings in 75 Private Secondary Schools

<table>
<thead>
<tr>
<th>Course</th>
<th>Offered Number</th>
<th>Per Cent</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typing I...........</td>
<td>25</td>
<td>33</td>
<td>10-12</td>
</tr>
<tr>
<td>Typing II...........</td>
<td>16</td>
<td>21</td>
<td>11,12</td>
</tr>
<tr>
<td>Book-Keeping I.....</td>
<td>22</td>
<td>29</td>
<td>11,12</td>
</tr>
<tr>
<td>Book-Keeping II....</td>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Shorthand I........</td>
<td>13</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>Shorthand II......</td>
<td>11</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Commercial Law.....</td>
<td>8</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Office Practice....</td>
<td>8</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Business Law.......</td>
<td>7</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Business Training</td>
<td>5</td>
<td>7</td>
<td>9,10</td>
</tr>
</tbody>
</table>

Of the courses listed above, typing I is offered in approximately one half of the schools and elective in the others. All other courses are frequently offered as being required in specific programs - the commercial course in particular.

Commercial courses are usually offered in co-educational schools. A general typing course is part of the curriculum of a few boys' schools.
Table 7. Summary of Industrial Arts, Agriculture, and Home Economics Offerings in 75 Private Secondary Schools

<table>
<thead>
<tr>
<th>Course</th>
<th>Offered Number (2)</th>
<th>Per Cent (3)</th>
<th>Grade Level (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics I.</td>
<td>16</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>Home Economics II.</td>
<td>13</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>Home Economics III.</td>
<td>13</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>Home Economics IV.</td>
<td>11</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Shop</td>
<td>7</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Agriculture I.</td>
<td>5</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Agriculture II.</td>
<td>5</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Agriculture III.</td>
<td>5</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Agriculture IV.</td>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Industrial Arts I.</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Industrial Arts II.</td>
<td>4</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Industrial Arts III</td>
<td>4</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Industrial Arts IV.</td>
<td>3</td>
<td>5</td>
<td>12</td>
</tr>
</tbody>
</table>

Of the courses listed above, shop is offered as an elective in most cases. All other courses are required of all in a particular program (example: all girls take home economics who are enrolled in the home economics course of study, but other course candidates seldom take this subject).
Table 8. Summary of Music and Art Offerings in 75 Private Secondary Schools

<table>
<thead>
<tr>
<th>Course</th>
<th>Offered Number</th>
<th>Per Cent</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical Drawing I.</td>
<td>37</td>
<td>49</td>
<td>11,12</td>
</tr>
<tr>
<td>Mechanical Drawing II</td>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Music I.</td>
<td>32</td>
<td>43</td>
<td>9</td>
</tr>
<tr>
<td>Music II.</td>
<td>8</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Music III.</td>
<td>7</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Music IV.</td>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Art.</td>
<td>24</td>
<td>32</td>
<td>9-12</td>
</tr>
<tr>
<td>Music Appreciation.</td>
<td>11</td>
<td>17</td>
<td>9-12</td>
</tr>
<tr>
<td>Instrumental Music...</td>
<td>10</td>
<td>13</td>
<td>9-12</td>
</tr>
<tr>
<td>Studio Art.</td>
<td>9</td>
<td>12</td>
<td>9-12</td>
</tr>
<tr>
<td>History of Art.</td>
<td>6</td>
<td>8</td>
<td>11,12</td>
</tr>
<tr>
<td>Painting.</td>
<td>5</td>
<td>7</td>
<td>9-12</td>
</tr>
<tr>
<td>Drawing.</td>
<td>5</td>
<td>7</td>
<td>9-12</td>
</tr>
</tbody>
</table>

Of the courses listed above, history of art is offered as an elective in approximately one half of the schools and required in the others. All other courses are frequently offered as electives.
Table 9. Summary of Miscellaneous Offerings in 75 Private Secondary Schools

<table>
<thead>
<tr>
<th>Course</th>
<th>Offered</th>
<th>Number</th>
<th>Per Cent</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sacred Studies I........</td>
<td>30</td>
<td>40</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Sacred Studies II.......</td>
<td>24</td>
<td>32</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Sacred Studies III......</td>
<td>19</td>
<td>25</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Sacred Studies IV.......</td>
<td>20</td>
<td>27</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Physical Education I....</td>
<td>10</td>
<td>13</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Physical Education II...</td>
<td>9</td>
<td>12</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Physical Education III..</td>
<td>7</td>
<td>9</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Physical Education IV...</td>
<td>7</td>
<td>9</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Driver Training.........</td>
<td>9</td>
<td>12</td>
<td>10-12</td>
<td></td>
</tr>
<tr>
<td>Navigation...............</td>
<td>5</td>
<td>7</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Psychology...............</td>
<td>4</td>
<td>5</td>
<td>11,12</td>
<td></td>
</tr>
</tbody>
</table>

Of the courses listed above, driver training, navigation, and psychology are usually scheduled as elective. All other courses are required of all in most cases.

Most independent schools have athletic programs every afternoon which every boy must participate in - no graduation credit is given for this exercise.
Infrequent courses.-- Courses offered in insignificant numbers appeared in four or less schools, many being given in only one school. Many of the following list are included as major or minor parts of more frequently given courses (example: poetry appreciation is an important part of English), but they are listed separately here as they were in the catalogs as being entities themselves.

List of Courses Offered Infrequently in 75 Private Secondary Schools

I. English
   Business English
   English Composition
   Humanities
   Journalism
   Mythology
   Philosophy
   Poetry Appreciation
   Supplementary English

II. Social Studies
   Commercial History
   Elementary U. S. History
   History of the Far East
Human Relations
Ideas in History
Latin American History
Sociology and Economics

III. Mathematics
Analytic Geometry and Calculus
Applied Geometry
Arithmetic
Arithmetic and Introduction to Algebra
Calculus
Calculus and Introduction to Mathematical Analysis
Differential Calculus
Elementary Algebra and Introduction to Intermediate Algebra
Intermediate Algebra and Introductory Analysis
Plane Geometry and Introduction to Number Systems
Shop Mathematics
Statistics

IV. Science
Advanced Biology
Advanced Chemistry
Advanced Physics
Advanced Science
Anatomy
Applied Science
Astronomy
Bio-Chemistry
Biology II
Botany
College Prep Chemistry
College Prep Physics
Conservation
Electricity
Electronics and Radio
Health and Hygiene
Hygiene
Introduction to Theoretical Physics
Math-Physics
Meteorology
Physiology
Senior Science
Special Physics and Solid Geometry
Survey of Science
Zoology

V. Foreign Languages
Conversational French
Italian
Scientific French
Russian
VI. Commercial Courses

Consumer Education
Elementary Business
Introduction to Business
Junior Business Training
Merchandising
Office Practice and Stenography
Office Practice and Typing
Office Skills
Personal Typing
Salesmanship
Secretarial Practice
Stenography I
Stenography II
Stenographic Typing
Transcription
Typing and Shorthand

VII. Industrial Arts and Home Economics

Auto Mechanics I
Auto Mechanics II
Carpentry
Engines
Foods and Nutrition
Manual Arts
Manual Training
Metal Working
The Family
The Home
Trades
Woodworking

VIII. Art and Music
Advanced Art
Architectural Design
Architecture
Art Appreciation
Art Fundamentals
Art Major I
Art Major II
Cartooning
Ceramics
Choral Music
Commercial Art
Fine Arts
Fundamentals of Music
Harmonic Training
Harmony
History of Music
History through Art II
Introduction to Art
Introduction to Music
Music V
Music Major
Music Theory I
Music Theory II
Musical Activity
Printing
Sculpture
Voice

IX. Miscellaneous Courses
Acting I
Acting II
Apologetics
Biblical History
Civics and Driver Education
Drama
Dramatics
History of the Drama
Microphone Technique
Navigation II
Orientation
Piloting
Physical Education and Hygiene
Play Direction
Radio
Religion and Ethics
Combining course titles. -- Due to the similarities of name and course content of various subjects, they have been grouped together as one title in a number of cases; for example - European History, as listed in Table 2, includes courses entitled: (1) European History; (2) modern European History; and (3) early European History. The very large number of courses offered in this cross-section of New England independent schools has necessitated some condensation for the sake of clarity - the titles selected seemed to be the most descriptive of the course content.

The following list consists of the combined course titles (under their major headings) with the subjects which were included:

**Table 1 - English**

Speech. -- (a) speech; (b) choral speech; (c) debating; (d) public speaking

**Table 2 - Social Studies**

U. S. History. -- (a) U. S. History; (b) American
Civics.-- (a) civics, and (b) elementary community civics

English History.-- (a) English History; (b) English and colonial American History; and (c) England and the British empire

Sociology.-- (a) sociology; and (b) anthropology

Economics.-- (a) economics; (b) economics and government; (c) elementary economics; and (d) economic history

Geography.-- (a) geography; (b) political geography; (c) economic geography; (d) commercial geography; and (e) world geography

Table 3 - Mathematics

Algebra I.-- algebra I, (b) elementary algebra; and (c) first year algebra

Algebra II.-- (a) algebra II; (b) intermediate algebra; and (c) second-year algebra

Advanced Algebra.-- (a) advanced algebra; and (b) advanced algebra and analysis

Advanced Mathematics.-- (a) advanced mathematics; (b) senior mathematics; and (c) trigonometry-solid geometry; and advanced algebra

Algebra and Geometry.-- (a) algebra and geometry; (b) plane geometry and algebra review; and (c) second-year algebra and plane geometry review

General Mathematics.-- (a) general mathematics; (b)
applied mathematics; and (c) consumer mathematics

Business Arithmetic.-- (a) business arithmetic; (b) commercial arithmetic; (c) practical arithmetic; and (d) calculation

Table 4 - Science

General Science.-- (a) general science; (b) elementary science; (c) consumer science; (d) science of living; and (e) introductory science

Chemistry.-- (a) chemistry; and (b) general chemistry

Earth Science.-- (a) geology; (b) physiography; (c) physical science; (d) mineralogy; and (e) earth science

Table 5 - Foreign Languages

Advanced Latin.-- (a) Advanced Latin; and (b) Latin Special

Table 6 - Commercial Courses

Book-Keeping I.-- (a) book-keeping; (b) general book-keeping; and (c) accounting

Business Training.-- (a) business training; and (b) general business

Commercial Law.-- (a) commercial law; (b) commercial law and filing; (c) commercial law and salesmanship; and (d) commercial law and economics

Table 7 - Industrial Arts, Agriculture and Home Economics

Industrial Arts I - IV.-- (a) industrial arts I-IV; and (b) industrial arts and drafting I-IV
Home Economics I - IV.-- (a) home economics I-IV; and (b) home-making I-IV

Table 8 - Music and Art

Instrumental Music.-- (a) instrumental music; (b) organ; (c) piano

Mechanical Drawing I.-- (a) mechanical drawing; (b) technical drawing; (c) engineering drawing; and (d) geometric drawing

History of Art.-- (a) history of art; and (b) history through art

Studio Art.-- (a) studio art; (b) studio and art; (c) woodwork and crafts; and (d) arts and crafts

Drawing.-- (a) drawing; and (b) free-hand drawing

Table 9 - Miscellaneous Courses

Physical Education.-- (a) physical education; and (b) physical training

Sacred Studies.-- (a) Christian Doctrine; (b) religion; (c) Bible; (d) sacred studies; (e) the New Testament; (f) Christian Church History; (g) the Old and New Testaments; and (h) Christian Belief and Conduct

Driver Training.-- (a) driver training; (b) driver education; and (c) safe driving
CHAPTER V
SUMMARY AND CONCLUSIONS

Summary.-- Investigation of the curricular offerings of the seventy-five independent schools reveals that U. S. History, English, two years of Latin are generally required of all students. Biology, chemistry, physics, and general science are strongly suggested, but not generally listed as required in most schools.

A typical schedule of courses would include: Grade nine -- required: algebra I, English, and Latin -- most commonly elective: general science and ancient history; Grade ten -- required: English, algebra II, and Latin -- most commonly elective: biology, European or world history, and French or Spanish; Grade eleven -- required: English and plane geometry -- most commonly elective: U. S. History or problems of democracy, chemistry or physics, and French or Spanish; Grade twelve -- required: English and U. S. History (if not already elected in the eleventh grade) -- most commonly elective: physics or chemistry, solid geometry and trigonometry or advanced mathematics, and problems of democracy.

Conclusions.-- New England independent schools are basically similar in course content. Of the major study
areas the social studies offer the greatest variety of elective subjects. As one might expect, the size of a school determines the number of electives offered. In general, it appears that the schools included in this study are offering a sufficient variety of courses to provide for individual differences of their pupils.

Latin remains an important part of private independent secondary-schools which are basically college preparatory and limited to boys. French and Spanish hold a large lead over other foreign languages in these schools - two years are usually required. Although some schools strongly suggest two years of another language, indications are that few graduates fulfill this suggestion. Of the seventeen schools which offer Greek, the majority of the parochial schools continue to include it in their programs.

Most all of the coeducational schools are very similar in pattern to the public schools - Maine and Massachusetts have a large number of this type of school (mainly called 'academies'). Approximately twenty-five per cent of the schools investigated can be grouped in this category. These schools would not necessarily fit the typical independent school pattern; and more often would fit public school characteristics.

Extra-curricular activities are often obligatory, especially athletic participation, in independent schools;
as opposed to public schools - therefore a late afternoon activity period makes for late dismissal.

The study shows that most of the schools allow for any conflicts which a newly-entered sophomore or junior might encounter, and that their programs are quite flexible.

Use of this tabulation will help determine what most independent schools are offering their students.
BIBLIOGRAPHY


