During 1970-71 partial or full semester systems were in operation at different secondary schools. Principals, teachers, students, and parents from schools in each of three categories: partial semester plan, full semester plan with a static timetable schedule, and full semester plan with a rotating timetable schedule, were sent separate questionnaires which elicited their attitudes toward the various systems. The questionnaires, their results (a majority of which were favorable), and list of advantages and disadvantages of semestering are included. (AG)
An Evaluation of Semestering in Vancouver Secondary Schools during the 1970-71 School Year

July, 1971
Allan G. Moodie
Research Report 71-19
AN EVALUATION OF SEMESTERING IN VANCOUVER SECONDARY SCHOOLS

DURING THE 1970-1971 SCHOOL YEAR

July 1971

Allan G. Moodie

Research Report 71-19

Department of Planning and Evaluation
Board of School Trustees
1595 West 10th Avenue
Vancouver 9, B.C.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Research Sample</td>
<td>1</td>
</tr>
<tr>
<td>Research Procedures</td>
<td>1</td>
</tr>
<tr>
<td>Findings of the Study</td>
<td>2</td>
</tr>
<tr>
<td>Summary of Principals' Questionnaire Responses</td>
<td>2</td>
</tr>
<tr>
<td>Summary of Teachers' Questionnaire Responses</td>
<td>3</td>
</tr>
<tr>
<td>Summary of Students' Questionnaire Responses</td>
<td>4</td>
</tr>
<tr>
<td>Summary of Parents' Questionnaire Responses</td>
<td>5</td>
</tr>
<tr>
<td>Conclusions</td>
<td>6</td>
</tr>
<tr>
<td>Limitations of the Study</td>
<td>6</td>
</tr>
<tr>
<td>Appendix A—Summary of Responses to the Principals' Questionnaires on Semestering</td>
<td>7</td>
</tr>
<tr>
<td>Appendix B—Summary of Responses to the Teachers' Questionnaires on Semestering</td>
<td>15</td>
</tr>
<tr>
<td>Appendix C—Summary of Responses to the Students' Questionnaires on Semestering</td>
<td>22</td>
</tr>
<tr>
<td>Appendix D—Summary of Responses to the Parents' Questionnaires on Semestering</td>
<td>28</td>
</tr>
</tbody>
</table>
Abstract

One of the most significant trends in secondary school organization is the semester system in which the regular ten-month school year is divided into two five-month terms or semesters.

To evaluate the effectiveness of semestering in Vancouver secondary schools, four types of questionnaires were developed and distributed to:

(1) principals of six arbitrarily selected schools where a partial or full semester plan was in operation during the 1970-71 school year,
(2) teachers who taught semestered courses at these six schools,
(3) a 10% sampling of students from four schools which had a full semester plan with a rotating or static timetable schedule, and
(4) parents whose children participated in the research survey.

The majority of principals, teachers, parents and students supported the various semester plans instituted in Vancouver schools. Although there was a very wide range of comments made about semestering by the respondents, the major advantages cited were:

(1) Students can graduate early.
(2) A greater variety of courses can be offered to broaden and enrich knowledge.
(3) Retention of material is easier when a subject is studied each school year.
(4) Failed courses can be repeated next semester.
(5) A change of subjects and classes in the middle of the school year maintains interest.

The major disadvantages listed were:

(1) Pace of instruction and learning is too rapid in semestered courses.
(2) Some courses have too much content for one semester.
(3) Semestering has increased the workload of administrators, counsellors and teachers.
(4) In semestering there is a lack of continuity when seven months elapse before another sequential course is studied in the same academic area.
(5) Semestering creates discrepancies in opportunities for students preparing for scholarship exams.
AN EVALUATION OF SEMESTERING IN VANCOUVER SECONDARY SCHOOLS
DURING THE 1970-1971 SCHOOL YEAR

Introduction

One of the most significant trends in secondary school organization is the semester system in which the regular ten-month school year is divided into two five-month terms or semesters. Students' yearly work load of seven or eight courses is distributed between the two semesters. One half of the year's work is taken in one semester and the remainder in the other semester. In Vancouver each semestered course usually retains the same content as it had in the ten-month program. The semetered approach thus provides both an increased frequency and concentration in instruction that is designed to contribute to more effective learning.

During 1970-71 partial or fully semestered plans in varying organizational patterns were in operation at the following Vancouver secondary schools:

(a) Partial semester plan - Byng, Killarney and Point Grey Secondary Schools

(b) Full semester plan with a static timetable schedule - Magee, Templeton and Thompson Secondary Schools

(c) Full semester plan with a rotating timetable schedule - Hamber, Kitsilano and Prince of Wales Secondary Schools

Research Sample

Two of the three schools from each of the above categories were arbitrarily selected to form the research sample and were assigned the following lettered designations:

(a) Partial semester plan - Schools "U" and "V"

(b) Full semester plan with a static timetable schedule - Schools "W" and "X"

(c) Full semester plan with a rotating timetable schedule - Schools "Y" and "Z"

Research Procedures

A committee of representatives whose schools had a semester plan in operation assisted the Planning and Evaluation Department in designing questionnaires for principals, teachers, students and parents. Copies of the questionnaires appear in the Appendices.

A questionnaire on semestering was given to principals of the six schools and their responses and comments appear in Appendix A. It should be noted that principals had the option of omitting any item in the questionnaire which they felt was not relevant to their school programs.
Teachers who taught semstered courses in the six selected schools were also given questionnaires. Questionnaire responses from teachers are noted in Appendix B.

In the four schools "W", "X", "Y" and "Z" which had a full semestered plan, questionnaires were distributed to a 10% sampling of students. Summarized responses from the students' questionnaires appear in Appendix C. Students in schools "U" and "V" with a partial semester plan did not participate in the questionnaire survey.

Parents of students who comprised the research sample were also requested to complete a questionnaire on semestering. Responses to the parents' questionnaires are summarized in Appendix D.

Findings of the Study

The questionnaire responses and comments from principals, teachers, students and parents appear in Appendices A, B, C and D, respectively. For multiple-choice questions the percentage of response is listed after each alternate response. Variations in the total percentage of responses for each question were caused by some respondents omitting the question or by the rounding off of percentages to the nearest whole number.

As teachers, students and parents provided a wide range of comments to the open-ended questions, sample comments have been selected to indicate the representativeness of their responses. An analysis of the questionnaire responses revealed that two major trends often existed among the responses to the multiple-choice questions. Whenever two major response trends existed for a question, the trend with the higher frequency was reported first in the following summarized comments.

SUMMARY OF PRINCIPALS' QUESTIONNAIRE RESPONSES (see Appendix A)

The majority of principals stated that in a semester system (as compared to the usual yearly program):

- Their schools have utilized more community resources. (Question 1)
- Semstering has helped or made no difference to the beneficial use of school time by students. (Question 2)
- School facilities have been utilized more. (Question 3)
- Students are permitted to audit courses. (Question 4)
- More courses are offered to students. (Question 7)
- Class size is the same or larger. (Question 9)
- Frequency of course failure is the same. (Question 12)
- Administrative and secretarial workload is greater. (Questions 16 and 17)
- The workload of counsellors and teachers is greater. (Questions 18 and 19)
SUMMARY OF TEACHERS' QUESTIONNAIRE RESPONSES (see Appendix B)

The majority of teachers stated that in a semester system (as compared to the usual yearly program):

- A greater amount of time is required for lesson preparation. (Question 8)
- The marking load is greater. (Question 9)
- Field trips, extra-curricular activities and other causes of student absence from scheduled classes have had no effect or a negative influence upon teaching. (Question 10)
- Students' efforts in school work are greater or the same. (Question 11)
- Learning of performance skills by students has been helped or is the same. (Question 12)
- Mastery of content has been helped or is the same. (Question 13)
- Students' understanding of their courses is the same or has been helped. (Question 14)
- Less opportunity is available for enriching students' programs. ("More" opportunity elicited the second largest response.) (Question 15)
- Teachers believe their pace of instruction is better and more intensive. (Questions 16 and 17)
- Teachers have modified their teaching methods. (Question 18)
- Teachers stated their teaching was either "more effective in some areas and less effective in others" or "more effective." (Question 19)
- Work and study habits of students are better or the same. (Question 20)
- Teachers stated it was either "an advantage" or "neither an advantage nor disadvantage" in meeting a new group of students half-way through the school year. (Question 21)
- Teachers know their students about the same or not as well. (Question 22)
- More or the same amount of emotional strain is placed upon students. (Question 23)
- More emotional strain is placed upon teachers. (The same amount is the second largest category.) (Question 24)
Teachers give the same amount of individual assistance to pupils. (Question 25)

Regular attendance of students is more important. (Question 26)

With the exception of one school, semestering has had no effect upon teacher sponsorship of extra-curricular activities. (The second largest response in varying degrees among schools is "hindered".) (Question 27)

Semestering has had no effect upon student participation in extra-curricular activities. (Question 28)

The amount of unassigned time in both first and second semesters varies generally from 0 to 20%. The median category is 11 to 15%. (Questions 29 and 30)

Unassigned time is generally used for lesson planning and preparation. (Question 31)

Fewer than half of the students could benefit from unassigned time. (Question 32)

Teachers prefer the present length of class periods but also like flexible-time periods (i.e. modules). (Question 33)

Teachers prefer the semester system. (Question 34)

**SUMMARY OF STUDENTS' QUESTIONNAIRE RESPONSES** (see Appendix C)

The majority of students stated that in a semester system (as compared to the usual yearly program):

- Their workload is greater or the same. (Question 4)
- Their effort in class is greater or the same. (Question 5)
- Their school work at home is greater or the same. (Question 6)
- The same amount or more school work is done in school outside of class. (Question 7)
- Generally it is easier to learn in a semester system. (Questions 8 - 18)
- It is easier to learn performance skills such as in Typing, Woodwork, Sewing, etc. (Question 19)
- Classroom teaching is more concentrated. (Question 20)
- Teaching methods have improved or remained the same. (Question 21)
- There is probably sufficient time to complete the courses. (Question 22)
- Courses are more interesting or the same. (Question 23)
- Work and study habits are better or the same. (Question 24)
- They have more or approximately the same success in school. (Question 25)
- They like meeting new groups of students and teachers in the second semester. (Questions 26 and 27)
- They know their peers about the same or better. (Question 28)
- They know their teachers about the same or better. (In one school "not as well" was the second largest response after "the same"). (Question 29)
- Teachers provide the same or less individual assistance. (In one school "more" was the second largest response after "the same"). (Question 30)
- Regular attendance is more important. (Question 31)
- They either participate in one or two extra-curricular activities or do not participate in any activities. (Question 32)
- Semstering has no effect or makes more difficult student participation in extra-curricular activities. (Question 33)
- They do not plan to graduate early. (Question 34)
- They plan to enrich their school programs. (Question 35)
- The majority of students prefer the semester system. (Question 36)

**Summary of Parents' Questionnaire Responses** (see Appendix D)

The majority of parents stated that in a semester system (as compared to the usual yearly program):

- Their children are either doing about the same amount of homework or doing more homework. (Question 1)
- Their children have about the same success or better success in school. (Question 2)
- Regular attendance is more important. (Question 3)
- Their children prefer the semester plan. (Question 4)
- They (parents) favour the semester plan. (Question 5)
- Additional courses in the semester system are considered beneficial for their children. (Question 6)
Conclusions

The majority of principals, teachers, parents and students appeared to support the various semester plans instituted in Vancouver schools. Although there was a very wide range of comments made about semestering by the respondents, the major advantages cited were:

(1) Students can graduate early.
(2) A greater variety of courses can be offered to broaden and enrich knowledge.
(3) Retention of material is easier when a subject is studied each school day.
(4) Failed courses can be repeated next semester.
(5) A change of subjects and classes in the middle of the school year maintains interest.

The major disadvantages listed were:

(1) Pace of instruction and learning is too rapid in semestered courses.
(2) Some courses have too much content for one semester.
(3) Semstering has increased the workload of administrators, counsellors and teachers.
(4) In semstering there is a lack of continuity when seven months elapse before another sequential course is studied in the same academic area.
(5) Semstering creates discrepancies in opportunities for students preparing for scholarship exams.

Limitations of the Study

In this study no comparisons were made between the different types of semester plans as the major trends in multiple-choice questionnaire responses were very similar for all schools in the study. The range of comments to the open-ended questions was too wide to include them in this study, and, therefore, they were condensed to a few major positive and negative comments.

The writer has noted that while the responses of teachers to the structured questions have supported the semester system, at least one-half of their supplementary comments have been critical of the scheme. This apparent ambivalence raises questions about the validity of the questionnaire data and hence constitutes a significant limitation of the study.
APPENDIX A

SUMMARY OF RESPONSES TO THE PRINCIPAL'S QUESTIONNAIRE ON SEMESTERING

From Six Schools: U, V, W, X, Y and Z

Directions: Please indicate your response to each question that has alternate choices by placing a check mark (✓) after the statement which corresponds to your opinion. For the remainder of the questions please complete the requested documentation. Supplementary comments are welcomed.

1. In a semester system (as compared to the usual yearly program) what use has been made of community resources, i.e., outside speakers, field trips and community agencies?
   
   (A) Greater 4
   (B) Less
   (C) No difference 2
   (D) No opinion

2. What effect does semestering have upon the beneficial use of school time by students?
   
   (A) Helped 2
   (B) Hindered
   (C) No difference 2
   (D) No opinion

   Please comment
   "The aim of the partial semester system is to blend alternatives and time demands into maximum use of teacher talents and facilities."
   "Allows a student to complete more than one program."

3. In a semester system (as compared to the usual yearly program) to what extent have school facilities been utilized?
   
   (A) Greater 5
   (B) Lesser
   (C) No difference
   (D) No opinion

   Please comment
   "Specialty areas (i.e. H.E., I.E., Music, Library) are used more extensively and satisfactorily."

4. Are students permitted to audit courses in your school?
   
   (A) Yes 3
   (B) No 1
5. If your answer to the preceding question is "yes", why do students audit courses?
   "Some students who failed during the first semester are auditing courses for writing exams in June."
   "Auditing courses for enrichment."

6. Please list the total number of students who are auditing courses in the following subject areas:

<table>
<thead>
<tr>
<th>Subject Areas</th>
<th>Number of Auditing Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art, Music, Drama</td>
<td>W 4</td>
</tr>
<tr>
<td>Commerce</td>
<td>Z 4</td>
</tr>
<tr>
<td>English</td>
<td>W 6 8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Z 4</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>W 1</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Z 6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>W 12</td>
</tr>
<tr>
<td>Science</td>
<td>Z 4</td>
</tr>
<tr>
<td>Industrial Education</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>Guidance</td>
<td></td>
</tr>
<tr>
<td>Others (specify subject)</td>
<td></td>
</tr>
</tbody>
</table>

7. How extensive is the offering of courses at your school in a semester system (as compared to the usual yearly program)?
   (A) Greater 6
   (B) Less _____
   (C) No difference ______
   (D) No opinion ______

8. Please provide documentation of the impact of semestering on attendance:
   See Table I on the next page.
   (a) Average Daily Attendance (as a percent) for each grade for October, 1968*, 1969 and 1970.

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>October, 1968</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>October, 1969</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>October, 1970</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

   (b) Comparison of Annual Average Attendance for appropriate years, if available.
   (c) Documentation of period attendance.
   (d) Other documentation of attendance.
TABLE I: AVERAGE DAILY ATTENDANCE OF SCHOOLS WITH SEMESTER PLANS

<table>
<thead>
<tr>
<th>Grade</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Average School Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>91.5%</td>
<td>91.1%</td>
<td>91.4%</td>
<td>91.4%</td>
<td>91.4%</td>
</tr>
<tr>
<td>October, 1968 Average School W</td>
<td>94.4%</td>
<td>92.4%</td>
<td>91.3%</td>
<td>90.8%</td>
<td>92.2%</td>
</tr>
<tr>
<td>School W</td>
<td>95.2</td>
<td>92.6</td>
<td>92.8</td>
<td>92.8</td>
<td>93.4</td>
</tr>
<tr>
<td>School X</td>
<td>96</td>
<td>94</td>
<td>91</td>
<td>89.3</td>
<td>93.3</td>
</tr>
<tr>
<td>School Y</td>
<td>95.3</td>
<td>93.3</td>
<td>91.7</td>
<td>89.0</td>
<td>92.4</td>
</tr>
<tr>
<td>School Z</td>
<td>91.0</td>
<td>89.6</td>
<td>89.7</td>
<td>89.0</td>
<td>89.8</td>
</tr>
<tr>
<td>October, 1969 Average School W</td>
<td>94.1%</td>
<td>93.4%</td>
<td>90.9%</td>
<td>89.3%</td>
<td>92.0%</td>
</tr>
<tr>
<td>School W</td>
<td>93.6</td>
<td>94.0</td>
<td>90.1</td>
<td>90.6</td>
<td>92.1</td>
</tr>
<tr>
<td>School X</td>
<td>95</td>
<td>95</td>
<td>93</td>
<td>90</td>
<td>93.3</td>
</tr>
<tr>
<td>School Y</td>
<td>94.2</td>
<td>93.2</td>
<td>89.2</td>
<td>87.2</td>
<td>91.0</td>
</tr>
<tr>
<td>School Z</td>
<td>93.5</td>
<td>91.4</td>
<td>91.4</td>
<td>89.2</td>
<td>91.4</td>
</tr>
</tbody>
</table>
9. How does class size in a semester system compare with that in the usual yearly program?

(A) Greater
(B) Less
(C) No difference
(D) No opinion

Please comment
"Academic classes contain more students as other areas (I.E. & H.E.) can take only limited enrollment and because the number of teaching staff is fixed."
"Balance is more difficult because there is a variety of courses but teachers still are assigned 6/7 blocks to teach as on a regular 7 x 5 timetable."
"One block of non-classroom time per teacher per day as compared to the former five-sevenths of a block daily."

10. What is the impact of semetering on staffing?
"Course loads for the second semester are difficult to predict in summer planning. In some cases transfer of staff at the end of the first semester may be necessary."
"More complex to balance loads but the staff are more prepared to have assignments varied if they consist of courses they want to teach."

11. (a) In the following programs how many students of these ages have graduated at the end of the first semester in January, 1971?

<table>
<thead>
<tr>
<th>Programs</th>
<th>16 yrs.</th>
<th>17 yrs.</th>
<th>18 yrs.</th>
<th>19 yrs. and over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic-Technical</td>
<td></td>
<td>14</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Commercial</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Industrial</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Community Services</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Trade Preparation</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Pre-Employment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many were accelerated</td>
<td>2</td>
<td>17</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>through Grades 9-12?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(b) In the following programs, how many students of these ages graduated in January, 1970? (Age at January 31, 1970.)

<table>
<thead>
<tr>
<th>Programs</th>
<th>16 yrs.</th>
<th>17 yrs.</th>
<th>18 yrs.</th>
<th>19 yrs. and over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic-Technical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade Preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Employment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many were accelerated</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>through Grades 9-12?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. In a semester system (as compared to the usual yearly program) what is the frequency of course failure among students?

(A) Greater 1
(B) Less ___
(C) No difference 3
(D) No opinion 1

Please Comment:
"I hope there is less frequency of failure but it is not due to the semester system."

13. Of the students who failed courses in the first semester, what percentage are repeating the same course in the second semester for the following subject areas? (Calculated by the following method)

\[
\text{Percentage} = \frac{\text{Number of students who are repeating courses in the second semester}}{\text{Number of students who failed the course in the first semester}} \times 100\%
\]

<table>
<thead>
<tr>
<th>Subject Areas</th>
<th>Schools: V</th>
<th>W</th>
<th>Y</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art, Music, Drama</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commerce</td>
<td>59</td>
<td>12</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>78</td>
<td>72</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>25</td>
<td>62</td>
<td>54</td>
<td>56</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>20</td>
<td>44</td>
<td>61</td>
<td>41</td>
</tr>
<tr>
<td>Home Economics</td>
<td>17</td>
<td>13</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>66</td>
<td>84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>79</td>
<td>56</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Industrial Education</td>
<td>59</td>
<td>13</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>78</td>
<td>53</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Others (specify subject)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. How many students are enrolled on a part-time basis in your school?

Schools: V W X Y Z
0.5 to 0.75 students (This represents 0.24 0.15 0.13 0.09 of the total enrollment.)
15. How many students presently in attendance at your school had previously withdrawn from a school? [311] students
Schools: W X Y Z
(This represents [1 - 7] % of the total enrollment.)
70 63122 48 students

16. In a semester system (as compared to the usual yearly program) what has been your administrative workload?

(A) Greater____
(B) Less_____ 
(C) No difference____
(D) No opinion____

Please comment
"More administrative decisions required (i.e. balancing teacher loads, more complexity in program offerings and more information to be disseminated)."

17. What has been the impact of semestering on the secretarial workload?

(A) Greater____
(B) Less_____ 
(C) No difference____
(D) No opinion____

Please comment
"Entering marks is more complex."
"More directives and notices required, two registrations."
"Dropping of cross-grade examinations, departmental examinations has eased load."

18. What has been the impact of semestering on the counselling workload?

(A) Greater____
(B) Less_____ 
(C) No difference____
(D) No opinion____

Please comment
"More complex because of wider choices and provision of alternative ways of selecting courses to complete programs."
"Pre-timetabling students who have not completed all courses on the first semester, and timetabling students for the first time for the second semester."
19. What has been the impact of semestering on the teacher's workload?

(A) Greater
(B) Less
(C) No difference
(D) No opinion

Please comment:
"Teachers meet fewer students each semester but may teach more students over two semesters than they taught on a yearly program."
"Daily timetable means more intensive instruction and marking of assignments."

20. What has been the impact of semestering on school morale?

"Increased interest in course variety."
"Course alternatives provide a means for avoiding restrictive situations."
"A minority of students are not capable of working under pressure."

21. What has been the impact of semestering on teaching methods?

"Most staff members have re-examined methodology and have developed a variety of teaching styles."
"More efficient treatment of semestered subjects."

22. How many students who were not in school last semester have re-enrolled in February, 1971?

Schools: W = 23 students
X = 27
Y = 101
Z = 15
Total = 166 students

23. What effect does semestering have on the proportion of time that teachers spend in "non-teaching" activities?

"Proportion of non-teaching activities is greater 14-20%.
"Teachers are spending as much time on extra-curricular activities with the exception of those that occur during the evening hours. This is due to increased marking pressure."

24. What effect does semestering have on the proportion of time that teachers spend working with individual students?

"More time is available to make appointments and help students in non-teaching periods."
25. What effect does semestering have upon the teacher's preparation of lessons?

"Preparation load is increased for the first semester. However, it may decrease during the second semester if the same subjects are taught."

"More difficult to obtain outside assistance from agencies other than those associated with education."

26. What is the effect of semestering on the level of achievement by students?

"Skills and achievement have improved."

"Course options may have provided more palatable choices for students."

"Achievement is the same."

"Too early to determine if the level of achievement has changed."
APPENDIX B

No. of Questionnaires Returned - Schools:  
U = 39  X = 81  
V = 31  Y = 70  
W = 78  Z = 56

### Instructions:
Please respond to the following questions by marking between the dotted parallel lines under the appropriate letter on the answer sheet. The response to the questionnaire is intended to be anonymous and you need not sign your name.

**Important:** Please use a medium (H) pencil to shade between the dotted parallel lines under the appropriate letters on the answer sheet.

1. Your teaching certification is:
   - (A) EB, Category 2 or lower
   - (B) EA or Category 3
   - (C) FC or Category 4
   - (D) FA or Category 5
   - (E) PA, Category 6 or higher

2. Your teaching experience at the secondary school level is:
   - (A) Less than 1 year
   - (B) 1 - 2 years
   - (C) 3 - 5 years
   - (D) 6 - 9 years
   - (E) more than 9 years

3/4/5. Your principal teaching area is: (Select only one response)

<table>
<thead>
<tr>
<th>Area</th>
<th>U</th>
<th>V</th>
<th>W</th>
<th>X</th>
<th>Y</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>8</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Commerce</td>
<td>8</td>
<td>7</td>
<td>9</td>
<td>6</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>15</td>
<td>13</td>
<td>12</td>
<td>10</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>10</td>
<td>15</td>
<td>11</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Modern Languages</td>
<td>13</td>
<td>13</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Home Economics</td>
<td>5</td>
<td>10</td>
<td>12</td>
<td>10</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Physical Education</td>
<td>10</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Science</td>
<td>13</td>
<td>13</td>
<td>9</td>
<td>11</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Industrial Education</td>
<td>5</td>
<td>16</td>
<td>9</td>
<td>11</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>15</td>
<td>16</td>
<td>10</td>
<td>10</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Guidance</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>7</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Music</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Drama</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Library</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>7</td>
</tr>
</tbody>
</table>

6. Most of your pupils are registered in grade: (Select only one response)

<table>
<thead>
<tr>
<th>Grade</th>
<th>U</th>
<th>V</th>
<th>W</th>
<th>X</th>
<th>Y</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>10</td>
<td>29</td>
<td>26</td>
<td>24</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>9</td>
<td>21</td>
<td>23</td>
<td>22</td>
<td>21</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>10</td>
<td>15</td>
<td>23</td>
<td>19</td>
<td>19</td>
<td>23</td>
<td>16</td>
</tr>
<tr>
<td>11</td>
<td>28</td>
<td>23</td>
<td>13</td>
<td>17</td>
<td>24</td>
<td>23</td>
</tr>
<tr>
<td>12</td>
<td>23</td>
<td>3</td>
<td>15</td>
<td>17</td>
<td>14</td>
<td>23</td>
</tr>
</tbody>
</table>

7. Most of your pupils are on the program called:

- (A) Academic
- (B) Non-Academic
- (C) Pre-Employment or Special Education

<table>
<thead>
<tr>
<th>Program</th>
<th>U</th>
<th>V</th>
<th>W</th>
<th>X</th>
<th>Y</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>80</td>
<td>87</td>
<td>64</td>
<td>64</td>
<td>81</td>
<td>77</td>
</tr>
<tr>
<td>Non-Academic</td>
<td>21</td>
<td>13</td>
<td>37</td>
<td>27</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>Pre-Employment or Special Education</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>4</td>
<td>6</td>
<td>9</td>
</tr>
</tbody>
</table>
8. In a semester system (as compared to the usual yearly program) what has been the amount of time required for lesson preparation? (If you have not taught in a secondary school with a yearly program, you may assess the semester system in terms of previous educational experience.)

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

- **A** Greater
- **B** Less
- **C** The same
- **D** No opinion

9. In a semester system (as compared to the usual yearly program) what has been your marking load?

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

- **A** Greater
- **B** Less
- **C** The same
- **D** No opinion

10. How have field trips, extra-curricular activities and other sources of student absence from scheduled classes affected your teaching in the semester program as compared to teaching in the usual yearly program?

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>10</td>
<td>3</td>
<td>9</td>
<td>7</td>
</tr>
</tbody>
</table>

- **A** A positive influence
- **B** A negative influence
- **C** No change
- **D** No opinion

11. In a semester system (as compared to the usual yearly program) what is your students' effort in school work?

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>36</td>
<td>58</td>
<td>48</td>
<td>41</td>
</tr>
</tbody>
</table>

- **A** Greater
- **B** Less
- **C** The same
- **D** No opinion

12. What effect has semestering upon students' learning of performance skills such as in typing, shops and home economics?

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>26</td>
<td>19</td>
<td>30</td>
<td>37</td>
</tr>
</tbody>
</table>

- **A** Helped
- **B** Hindered
- **C** The same
- **D** No opinion

13. What effect has semestering upon students' mastery of content material?

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>33</td>
<td>23</td>
<td>40</td>
<td>47</td>
</tr>
</tbody>
</table>

- **A** Helped
- **B** Hindered
- **C** The same
- **D** No opinion
14. What effect has semestering upon students' understanding of their course?

<table>
<thead>
<tr>
<th>Option</th>
<th>Y</th>
<th>W</th>
<th>X</th>
<th>Y</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) Helped</td>
<td>23</td>
<td>23</td>
<td>36</td>
<td>51</td>
<td>40</td>
</tr>
<tr>
<td>(B) Hindered</td>
<td>23</td>
<td>19</td>
<td>15</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>(C) The same</td>
<td>49</td>
<td>48</td>
<td>35</td>
<td>27</td>
<td>37</td>
</tr>
<tr>
<td>(D) No opinion</td>
<td>5</td>
<td>10</td>
<td>13</td>
<td>12</td>
<td>7</td>
</tr>
</tbody>
</table>

15. In a semester system (as compared to the usual yearly program) how great is the opportunity for enriching the students' programs?

<table>
<thead>
<tr>
<th>Option</th>
<th>Y</th>
<th>W</th>
<th>X</th>
<th>Y</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) More</td>
<td>33</td>
<td>23</td>
<td>32</td>
<td>22</td>
<td>33</td>
</tr>
<tr>
<td>(B) Less</td>
<td>41</td>
<td>58</td>
<td>54</td>
<td>57</td>
<td>34</td>
</tr>
<tr>
<td>(C) The same</td>
<td>23</td>
<td>19</td>
<td>12</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>(D) No opinion</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

16. How does the pace of your instruction in a semester system compare with that in the usual yearly program?

<table>
<thead>
<tr>
<th>Option</th>
<th>Y</th>
<th>W</th>
<th>X</th>
<th>Y</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) More intensive</td>
<td>77</td>
<td>94</td>
<td>69</td>
<td>78</td>
<td>84</td>
</tr>
<tr>
<td>(B) Less intensive</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>(C) The same</td>
<td>18</td>
<td>7</td>
<td>5</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>(D) No opinion</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

17. What is your evaluation of your present pace of instruction as compared to that in the usual yearly program?

<table>
<thead>
<tr>
<th>Option</th>
<th>Y</th>
<th>W</th>
<th>X</th>
<th>Y</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) Better</td>
<td>49</td>
<td>45</td>
<td>44</td>
<td>47</td>
<td>53</td>
</tr>
<tr>
<td>(B) Worse</td>
<td>18</td>
<td>16</td>
<td>15</td>
<td>25</td>
<td>11</td>
</tr>
<tr>
<td>(C) Of equal value</td>
<td>28</td>
<td>29</td>
<td>28</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>(D) No opinion</td>
<td>5</td>
<td>10</td>
<td>13</td>
<td>10</td>
<td>9</td>
</tr>
</tbody>
</table>

18. Has semestering caused you to modify your teaching methods?

<table>
<thead>
<tr>
<th>Option</th>
<th>Y</th>
<th>W</th>
<th>X</th>
<th>Y</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) Yes</td>
<td>69</td>
<td>87</td>
<td>76</td>
<td>73</td>
<td>56</td>
</tr>
<tr>
<td>(B) No</td>
<td>26</td>
<td>13</td>
<td>18</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>(C) No opinion</td>
<td>5</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>11</td>
</tr>
</tbody>
</table>

19. In a semester system (as compared to the usual yearly program) what has been the effectiveness of your teaching?

<table>
<thead>
<tr>
<th>Option</th>
<th>Y</th>
<th>W</th>
<th>X</th>
<th>Y</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) More effective</td>
<td>41</td>
<td>36</td>
<td>28</td>
<td>25</td>
<td>31</td>
</tr>
<tr>
<td>(B) Less effective</td>
<td>15</td>
<td>7</td>
<td>9</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>(C) The same</td>
<td>15</td>
<td>13</td>
<td>19</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>(D) More effective in some areas, less effective in others.</td>
<td>26</td>
<td>36</td>
<td>35</td>
<td>44</td>
<td>31</td>
</tr>
<tr>
<td>(E) No opinion</td>
<td>2</td>
<td>10</td>
<td>9</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

20. In a semester system (as compared to the usual yearly program) what effect is there upon the work and study habits of your students?

<table>
<thead>
<tr>
<th>Option</th>
<th>Y</th>
<th>W</th>
<th>X</th>
<th>Y</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) Better</td>
<td>39</td>
<td>43</td>
<td>54</td>
<td>48</td>
<td>44</td>
</tr>
<tr>
<td>(B) Worse</td>
<td>18</td>
<td>42</td>
<td>8</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>(C) The same</td>
<td>31</td>
<td>7</td>
<td>32</td>
<td>28</td>
<td>31</td>
</tr>
<tr>
<td>(D) No opinion</td>
<td>31</td>
<td>7</td>
<td>32</td>
<td>28</td>
<td>31</td>
</tr>
</tbody>
</table>
21. How do you regard the meeting of a new group of students half-way through the school year?

(A) An advantage
(B) A disadvantage
(C) Neither an advantage, nor a disadvantage
(D) No opinion

22. In a semester system (as compared to the usual yearly program) how well do you know your students?

(A) Better
(B) Not as well
(C) About the same
(D) No opinion

23. What emotional strain does semestering (as compared to the usual yearly program) place upon your students?

(A) More
(B) Less
(C) The same
(D) No opinion

24. How much emotional strain does semestering (as compared to the usual yearly program) place upon you?

(A) More
(B) Less
(C) The same
(D) No opinion

25. In a semester system (as compared to the usual yearly program) what amount of individual assistance do you give to students?

(A) More
(B) Less
(C) The same
(D) No opinion

26. In a semester system (as compared to the usual yearly program) how important is regular attendance of students?

(A) More important
(B) Less important
(C) No difference
(D) No opinion
27. What effect does semestering (as compared to the usual yearly program) have upon your sponsorship of extra-curricular activities (clubs, teams, and student events)?

(A) Helped  
(B) Hindered  
(C) No effect  
(D) Not applicable

28. What effect does semestering (as compared to the usual yearly program) have upon student participation in extra-curricular activities?

(A) Helped  
(B) Hindered  
(C) No effect  
(D) No opinion

29. In the first semester during the 1970-71 school year what percentage of unassigned time did you have?

(A) 0-10%  
(B) 11-15%  
(C) 16-20%  
(D) 21-25%  
(E) more than 25%

30. In the second semester during the 1970-71 school year what percentage of unassigned time do you have?

(A) 0-10%  
(B) 11-15%  
(C) 16-20%  
(D) 21-25%  
(E) more than 25%

31. What best describes what you usually do during periods of unassigned time, (if any)?

(A) Marking  
(B) Lesson planning and preparation  
(C) Working with students  
(D) None of these (includes time for personal relaxation)  
(E) I have no unassigned time

32. What proportion of students generally can benefit from unassigned time?

(A) All students  
(B) More than half of the students  
(C) Fewer than half of the students  
(D) None of the students  
(E) No opinion
33. With regard to the present length of class periods, would you prefer:

(A) Longer periods
(B) Shorter periods
(C) The same length
(D) Flexible-time periods (i.e. modules)
(E) No opinion

34. Which system do you prefer?

(A) The semester system
(B) The traditional yearly program
(C) No preference
(D) No opinion
(E) Not applicable (I have not experienced both systems)

35. Please record your comments on any aspect of semstering.

Sample Positive Comments:

Retention of knowledge is better for students in semestered courses.

Semstering allows teachers to evaluate their methods in the middle of the school year.

Semstering allows New Canadians to enter regular classes twice in the school year.

Students can repeat failed courses in the next semester.

Semstering allows a student a greater choice of courses and greater flexibility in timekeeping.

Sample Negative Comments:

More classes are taught on a yearly basis in a semester system than in a traditional system.

Semstering has increased clerical duties for administrators, counsellors and teachers.

Classes are too large for teachers to give individual assistance which is often required in semestered courses where intensive instruction occurs.

No time is available in semester courses for creative thinking and enrichment.

Reorganization of course content and methodology are needed to meet the rapid pace of the semester system.

Some courses require two semesters instead of one semester.
Flexible time periods are needed to allow students more time for difficult courses.

Rotating timetable blocks (in some semester plans) are needed to relieve one course from being interrupted during the latter part of the school day.

Students who are absent for a few days or who transfer from non-semestered schools have considerable difficulty in learning material that was missed.

In semestering there is a disconcerting lack of continuity when seven months elapse before another sequential course is studied in the same academic area.

Semestering creates discrepancies in opportunities for students preparing for scholarship exams.
APPENDIX C

No. of Questionnaires Returned - Schools:  
W = 201
X = 119
Y = 65
Z = 181

SUMMARY OF RESPONSES TO THE
STUDENTS' QUESTIONNAIRES ON SEMESTERING

Instructions: Please respond to the following questions by marking between the dotted parallel lines under the appropriate letter on the answer sheet. As the response to the questionnaire is intended to be anonymous, you need not sign your name.

Important: Please use a medium (HB) pencil to shade between the dotted parallel lines under the appropriate letters on the answer sheet.

1. Sex:

(A) Male
(B) Female

2. In what grade are you registered?

(A) Grade 9
(B) Grade 10
(C) Grade 11
(D) Grade 12

3. What program are you taking at school?

(A) Academic
(B) Non-Academic

4. In a semester system (as compared to the usual yearly program) what has been your workload? (If you have not previously attended a secondary school with a yearly program, you may assess the semester system in terms of your previous experience.)

(A) Greater
(B) Less
(C) The same
(D) No opinion

5. In a semester system (as compared to the usual yearly program) what amount of effort do you put forth in class?

(A) More effort in a semester system
(B) Less effort in a semester system
(C) The same
(D) No opinion

6. What effect has semestering on the number of hours of school work done at home?

(A) More school work at home.
(B) Less school work at home.
(C) The same
(D) No opinion
7. What effect has semestering on the number of hours of school work done in school outside of class?  
<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>x</td>
<td>y</td>
<td>z</td>
<td>W</td>
</tr>
<tr>
<td>(A) More school work.</td>
<td>35</td>
<td>38</td>
<td>45</td>
<td>50</td>
</tr>
</tbody>
</table>

8. What effect does semestering have upon learning? By selecting one of the following responses for each subject area, 8-18, describe what effect a semester system (as compared to the usual yearly program) has upon learning.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art, Music, Drama</td>
<td>26 19 49 22</td>
<td>8 9 5 9</td>
<td>10 10 19 20</td>
<td>9 11 2 4</td>
<td>45 47 26 44</td>
</tr>
<tr>
<td>Commerce</td>
<td>26 16 25 18</td>
<td>10 10 2 9</td>
<td>12 8 0 7</td>
<td>10 9 5 4</td>
<td>41 51 68 61</td>
</tr>
<tr>
<td>English</td>
<td>44 35 48 31</td>
<td>20 25 14 26</td>
<td>29 31 34 40</td>
<td>3 3 3 1</td>
<td>2 2 0 1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>36 39 48 35</td>
<td>36 25 32 30</td>
<td>17 15 17 20</td>
<td>5 3 0 1</td>
<td>5 15 2 13</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>37 26 48 25</td>
<td>11 19 20 22</td>
<td>17 16 12 19</td>
<td>8 7 6 3</td>
<td>26 29 12 30</td>
</tr>
<tr>
<td>Home Economics</td>
<td>24 20 32 18</td>
<td>2 3 3 8</td>
<td>14 15 14 18</td>
<td>8 8 5 5</td>
<td>53 47 45 50</td>
</tr>
<tr>
<td>Physical Education</td>
<td>30 25 28 17</td>
<td>5 6 3 6</td>
<td>53 31 59 61</td>
<td>5 5 3 2</td>
<td>8 29 6 13</td>
</tr>
<tr>
<td>Science</td>
<td>37 39 43 24</td>
<td>23 16 32 31</td>
<td>23 19 20 28</td>
<td>4 4 0 3</td>
<td>12 19 3 13</td>
</tr>
<tr>
<td>Industrial Education</td>
<td>23 20 17 13</td>
<td>7 3 0 8</td>
<td>10 16 6 16</td>
<td>11 7 8 4</td>
<td>58 48 68 58</td>
</tr>
<tr>
<td>Social Studies</td>
<td>38 35 43 24</td>
<td>19 19 14 23</td>
<td>32 28 28 40</td>
<td>3 3 8 2</td>
<td>7 13 6 11</td>
</tr>
<tr>
<td>Guidance</td>
<td>19 19 14 9</td>
<td>5 5 3 4</td>
<td>50 39 59 59</td>
<td>19 8 15 8</td>
<td>6 27 8 19</td>
</tr>
</tbody>
</table>

19. What effect has semestering (as compared to the usual yearly program) upon learning of performance skills, such as in Typing, Woodwork, Sewing, etc.?  

(A) Easier to learn in a semester system  
(B) Harder to learn in a semester system  
(C) The same  
(D) No opinion  

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art, Music, Drama</td>
<td>57 45 62 40</td>
<td>(B) Classroom teaching is less concentrated in a semester system</td>
<td>10 10 2 20</td>
<td>(C) The same</td>
</tr>
</tbody>
</table>

20. What effect does a semester system (as compared to the usual yearly program) have upon classroom instruction?  

(A) Classroom teaching is more concentrated in a semester system  
(B) Classroom teaching is less concentrated in a semester system  
(C) The same  
(D) No opinion  

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art, Music, Drama</td>
<td>75 71 80 78</td>
<td>(B) Classroom teaching is less concentrated in a semester system</td>
<td>10 8 5 9</td>
<td>(C) The same</td>
</tr>
</tbody>
</table>
21. What effect does a semester system have upon the teaching methods in the classroom?

(A) Improved
(B) Worsened
(C) The same
(D) No opinion

22. In a semester system is there sufficient time to complete the courses you are taking?

(A) Definitely, yes
(B) Probably, yes
(C) No
(D) No opinion

23. In a semester system (as compared to the usual yearly program) what is the interest level of your courses?

(A) Courses are more interesting in a semester system
(B) Courses are less interesting in a semester system
(C) The same
(D) No opinion

24. What effect does semestering have upon your work and study habits as compared to the usual yearly program?

(A) Better
(B) Worse
(C) The same
(D) No opinion

25. How does your success on the semester system compare with that on the usual yearly program?

(A) More success in a semester system
(B) Less success in a semester system
(C) Approximately the same
(D) No opinion

26. Do you like meeting new groups of students in the second semester?

(A) Yes
(B) No
(C) No opinion
27. **Do you like the possibility of meeting different teachers in the second semester?**

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
<th>No opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td>32</td>
<td>29</td>
<td>25</td>
</tr>
<tr>
<td>Numbers</td>
<td>75</td>
<td>69</td>
<td>66</td>
</tr>
</tbody>
</table>

28. **In a semester system (as compared to the usual yearly program) how well do you know your fellow students?**

<table>
<thead>
<tr>
<th>Option</th>
<th>Better</th>
<th>Not as well</th>
<th>The same</th>
<th>No opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td>33 29 25</td>
<td>15 15 29 32</td>
<td>48 51 39 40</td>
<td>5 4 3 1</td>
</tr>
<tr>
<td>Numbers</td>
<td>75 69 66</td>
<td>14 13 6 19</td>
<td>10 17 12 16</td>
<td></td>
</tr>
</tbody>
</table>

29. **In a semester system (as compared to the usual yearly program) how well do you know your teachers?**

<table>
<thead>
<tr>
<th>Option</th>
<th>Better</th>
<th>Not as well</th>
<th>The same</th>
<th>No opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td>33 35 34 22</td>
<td>15 14 19 28</td>
<td>42 43 42 43</td>
<td>5 6 5 4</td>
</tr>
<tr>
<td>Numbers</td>
<td>75 78 76 74</td>
<td>14 14 14 14</td>
<td>14 14 14 14</td>
<td>5 6 5 4</td>
</tr>
</tbody>
</table>

30. **In a semester system (as compared to the usual yearly program) what amount of individual assistance do teachers give students?**

<table>
<thead>
<tr>
<th>Option</th>
<th>More</th>
<th>Less</th>
<th>The same</th>
<th>No opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td>25 16 29 11</td>
<td>27 34 22 46</td>
<td>39 40 40 37</td>
<td>9 8 8 5</td>
</tr>
<tr>
<td>Numbers</td>
<td>14 14 14 14</td>
<td>14 14 14 14</td>
<td>14 14 14 14</td>
<td>5 6 5 4</td>
</tr>
</tbody>
</table>

31. **In a semester system (as compared to the usual yearly program) how important is regular attendance for students?**

<table>
<thead>
<tr>
<th>Option</th>
<th>More important</th>
<th>Less important</th>
<th>The same</th>
<th>No opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td>79 86 82 96</td>
<td>11 0 8 1</td>
<td>9 10 9 3</td>
<td>2 3 2 0</td>
</tr>
<tr>
<td>Numbers</td>
<td>44 44 44 44</td>
<td>14 14 14 14</td>
<td>14 14 14 14</td>
<td>14 14 14 14</td>
</tr>
</tbody>
</table>

32. **Do you participate in extra-curricular activities (clubs, teams and student events)?**

<table>
<thead>
<tr>
<th>Option</th>
<th>Not at all</th>
<th>One or two extra-curricular activities</th>
<th>Three or more extra-curricular activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td>44 44 31 27</td>
<td>46 45 43 44</td>
<td>52 52 52 52</td>
</tr>
</tbody>
</table>
33. What effect does semetering (as compared to the usual yearly program) have upon your participation in extra-curricular activities (clubs, teams, and student events)?

(A) Makes easier
(B) Makes more difficult
(C) No effect
(D) Not involved

34. Do you plan to graduate early?

(A) Yes
(B) No
(C) No opinion

35. Do you plan to enrich your program?

(A) Yes
(B) No
(C) No opinion

36. Which system do you prefer?

(A) The semester system
(B) The usual yearly program
(C) No preference
(D) No opinion
(E) Not applicable (I have not experienced both systems)

In the space below, please give reasons for your answer to question 36.
37. Please comment on any aspect of semestering.

Sample Comments from Questions 36 and 37

Positive Comments:

In a semester system many courses can be completed in five months.

As compared to a yearly program the information in semestered courses can be more easily retained as fewer subjects are studied.

A course which is failed during the first semester can be repeated in the second semester.

The change of subjects and classes in the middle of the school year maintains student interest in school.

The semester system permits students to graduate early or study a greater variety of courses.

Negative Comments:

Some courses have too much content to be covered in one semester.

Homework assignments must be completed rapidly in a semester plan.
APPENDIX D

No. of Questionnaires Returned - Schools: W = 46
X = 79
Y = 60
Z = 102

SUMMARY OF RESPONSES TO THE PARENTS' QUESTIONNAIRES ON SEMESTERING

Instructions: Please indicate your responses to the following questions by placing a check mark (✓) after the statements which correspond to your opinions. The response to the questionnaire is intended to be anonymous and you need not sign your name.

1. In a semester system (as compared to the usual yearly program) what amount of school work does your child do at home?

   (A) More_____  
   (B) Less_____  
   (C) About the same_____  
   (D) No opinion_____  

<table>
<thead>
<tr>
<th></th>
<th>W</th>
<th>X</th>
<th>Y</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>41</td>
<td>25</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>27</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>37</td>
<td>47</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

2. What has been your child's success on the semester system (as compared to the usual yearly program)?

   (A) Better_____  
   (B) Less_____  
   (C) About the same_____  
   (D) No opinion_____  

<table>
<thead>
<tr>
<th></th>
<th>W</th>
<th>X</th>
<th>Y</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>52</td>
<td>39</td>
<td>43</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>18</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>43</td>
<td>42</td>
<td>35</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

3. On a semester system (as compared to the usual yearly program) how important is the regular attendance of your child?

   (A) More important_____  
   (B) Less important_____  
   (C) The same importance_____  
   (D) No opinion_____  

<table>
<thead>
<tr>
<th></th>
<th>W</th>
<th>X</th>
<th>Y</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>74</td>
<td>77</td>
<td>77</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>15</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>5</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

4. Which plan does your child prefer?

   (A) The semester plan_____  
   (B) The traditional yearly plan_____  
   (C) No preference_____  
   (D) No opinion_____  

<table>
<thead>
<tr>
<th></th>
<th>W</th>
<th>X</th>
<th>Y</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>83</td>
<td>76</td>
<td>73</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>10</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>11</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

Why? (Please comment)

Positive Sample Comments:

A greater variety of subjects is available to students in the semester program.

Failed subjects can be more easily repeated in the semester system.

Students can concentrate on a few subjects at one time in a semester plan.
Negative Sample Comment:

Pace of instruction is too rapid in semestered courses.

5. Which plan do you favour?
   (A) The semester plan
   (B) The traditional yearly plan
   (C) No preference
   (D) No opinion

<table>
<thead>
<tr>
<th></th>
<th>W %</th>
<th>X %</th>
<th>Y %</th>
<th>Z %</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>72</td>
<td>53</td>
<td>62</td>
<td>52</td>
</tr>
<tr>
<td>(B)</td>
<td>13</td>
<td>13</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>(C)</td>
<td>7</td>
<td>16</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>(D)</td>
<td>8</td>
<td>18</td>
<td>13</td>
<td>10</td>
</tr>
</tbody>
</table>

Why? (Please comment)

Sample Positive Comment:

Concentrated study on a few subjects in each semester improves retention and creates more interest among students.

Sample Negative Comments:

The pace of learning is too rapid for the average student in the semester system.

Students forget content when there is a gap of 7 months between semestered courses in the same subject area.

6. Do you think that additional courses in the semestering system are beneficial for your child?

(A) Yes
   (B) No
   (C) No opinion

<table>
<thead>
<tr>
<th></th>
<th>W</th>
<th>X</th>
<th>Y</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>76</td>
<td>65</td>
<td>70</td>
<td>74</td>
</tr>
<tr>
<td>(B)</td>
<td>11</td>
<td>13</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>(C)</td>
<td>13</td>
<td>22</td>
<td>17</td>
<td>16</td>
</tr>
</tbody>
</table>

Why? (Please comment)

Sample Positive Comments:

Additional courses broaden and enrich knowledge for students.
Additional courses create more student interest in school.

Sample Negative Comment:

More time should be spent on the basic subjects.