

South Dakota State University
**Open PRAIRIE: Open Public Research Access Institutional
Repository and Information Exchange**

Electronic Theses and Dissertations

1967

Planned Educational Progress in the Mitchell Public School System

Donald Jesse McLean

Follow this and additional works at: <https://openprairie.sdstate.edu/etd>

Recommended Citation

McLean, Donald Jesse, "Planned Educational Progress in the Mitchell Public School System" (1967). *Electronic Theses and Dissertations*. 3321.
<https://openprairie.sdstate.edu/etd/3321>

This Thesis - Open Access is brought to you for free and open access by Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. For more information, please contact michael.biondo@sdstate.edu.

PLANNED EDUCATIONAL PROGRESS
IN THE MITCHELL PUBLIC
SCHOOL SYSTEM

BY

DONALD JESSE MCLEAN

A research report submitted
in partial fulfillment of the requirements for the
degree Master of Education, Department of
Education, South Dakota State
University

1967

PLANNED EDUCATIONAL PROGRESS

IN THE MITCHELL PUBLIC

SCHOOL SYSTEM

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Education, and is acceptable as meeting the thesis requirements for this degree, but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Adviser

Date

Head, Education Department

Date

ACKNOWLEDGMENT

The author wishes to express his sincere gratitude to Dr. J. L. Foreman for his encouragement and assistance in preparing the work presented here.

Appreciation is also expressed for the cooperation of Dr. Robert McCardle and Mr. Orville Pederson of the Mitchell Public School System.

DJM

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
Purpose of this research report.	1
Method of study	2
Purpose of a follow-up study.	2
II. SURVEY OF MITCHELL HIGH SCHOOL IN 1962	5
Curriculum offering in 1962	5
Study of 1952 graduates.	7
Study of 1961-62 student body	15
Study of 1961-62 teaching staff.	22
Recommendations from 1962 survey	28
III. CHANGES MADE IN THE SCHOOL SYSTEM SINCE 1962	29
Guidance and Counseling improvements	32
Improved curriculum	39
Position of Director of Instruction established	43
Emphasis on Vocational Education	43
IV. A LOOK INTO THE FUTURE	47
New junior high school.	47
New area vocational-technical school	50
V. GENERAL CONCLUSIONS DRAWN FROM THIS STUDY	53
Conclusions	53
Recommendation	58

Chapter	Page
LITERATURE CITED	59
APPENDIX.	60
Letter sent to 1952 graduates	61
A Follow-Up of Former Students of Mitchell Senior High School	62
Questions Given to the 1961-62 Student Body Grades 10-11-12.	66
Questions Asked the Teachers	69

IV. MITCHELL INDEPENDENT SCHOOL DISTRICT AND THE
 OF DISTRICT COUNCIL, NORTH DAKOTA

VI. A PIONEER ORGANIZATIONAL LIGHT FOR THE
 MITCHELL PUBLIC SCHOOLS

VII. STATE ADMINISTRATION AS A FACTOR IN THE
 PROGRAM AT MITCHELL HIGH SCHOOL

LIST OF TABLES

Table	Page
I. RESPONSES MADE TO QUESTIONS OF A PERSONAL, VOCATIONAL, AND ACADEMIC NATURE IN THE FOLLOW-UP STUDY OF MITCHELL HIGH SCHOOL GRADUATES, 1952.	9
II. RESPONSES MADE TO QUESTIONS OF A PERSONAL, VOCATIONAL, AND ACADEMIC NATURE IN THE STUDY OF STUDENTS ENROLLED AT MITCHELL HIGH SCHOOL IN 1961-62 GRADES 10-11-12 .	16
III. RESPONSES TO THE QUESTIONNAIRE FOR TEACHERS	24
IV. MITCHELL INDEPENDENT SCHOOL DISTRICT No. 45 OF DAVISON COUNTY, SOUTH DAKOTA	30
V. A PROPOSED ORGANIZATIONAL CHART FOR THE MITCHELL PUBLIC SCHOOLS	33
VI. TESTS ADMINISTERED AS A PART OF THE GUIDANCE PROGRAM AT MITCHELL HIGH SCHOOL	35

CHAPTER I

INTRODUCTION

There is but one major purpose for the existence of the public schools in the American society. That purpose is to provide the best possible education for the nation's children. Several elements are required to make this successful program a reality within a given community. The school board and administration must provide for at least three important ingredients, the first being a system of well designed school buildings. The second is the employment of well-prepared teachers and the third is a well-planned curriculum. To accomplish a successful program it is necessary to continually evaluate all three areas. In doing so survey and follow-up studies have proven very valuable.

Purpose of this research report

The purpose of this report is to explain the nature of a recent survey conducted in the Mitchell Public School System and to evaluate the results of this survey. In this study an attempt will be made to answer these and other pertinent questions. 1. Was this survey of value to the Mitchell Public School System? 2. How are the recommendations working out? 3. What changes have been made as a result of this survey and what are still to be made?

Method of study

The data for this study was secured by means of a survey and follow-up studies conducted by the Bureau of Field Studies of the University of Minnesota. Copies of the questionnaires sent out by this agency are placed in the Appendix of this study. Tabulations of the responses are placed in Chapter II of this study. Interpretations and summarizations of these responses follow each table. The recommendations made by the Bureau are also placed in this chapter.

Chapter III in this study describes the changes made in the Mitchell School System since 1962 following the Bureau's recommendations. Chapter IV includes future plans and Chapter V contains conclusions and recommendations made from this study.

This first chapter includes in addition to the purposes and method of study, some background material concerning the follow-up as an instrument used for collecting data.

Follow-up study

For many years schools have been conducting follow-up studies of both graduates and drop-outs regarding their post-school activities. For example, in South Dakota, Joint Research Committees, representing the South Dakota College Public Relations Association, have conducted follow-up studies of senior classes of 1957 through 1960.¹

¹Dr. L. R. Palmerton and James D. Pederson, "The 4-Year Follow-Up Study of High School Seniors," S.D.E.A. Journal, Vol. 37, 47, March 1962.

The purposes and uses of follow-up studies have varied considerably. Survey results, for example, have been used for research only, for evaluating present school programs, for indicating the need for new policies, and for offering further assistance to graduates and drop-outs. Even though many reasons have been given for conducting follow-up studies, the main one seems to be an evaluation of the educational programs offered in the school. If this evaluation of school programs is based on community needs the study can be considered useful; otherwise, it is likely the study might fall short of expected goals.²

Follow-up studies usually use two techniques for gathering information--the interview and the questionnaire.

The personal interview has not been as popular a method as it probably should be because an interview is time-consuming and is difficult if not impossible to arrange for many graduates. However, an interview usually yields more information than can be gained from a questionnaire. When a study of drop-outs is made, better results are ordinarily obtained through the interview.

The follow-up questionnaire is used to obtain information about the post-school life of former students and to learn their opinions of the general value as well as the educational and vocational usefulness of their school experiences. The questionnaire method is a relatively easy way to get in touch with graduates and can be used reasonably well.

²Conant, James B., The American High School Today, McGraw-Hill Book Company, New York, 1959. p. xi.

Most authorities state that plans for a survey must be tailor-made for the school in which they are to be used. Factors to be considered however, are 1. type of school, 2. type of community, 3. main occupations of the community, and 4. social class of people.

... school ... 1952, the ... concerning the program in ... the Mitchell School Board hired the Bureau of Field Studies of the University of Minnesota to carry out a study of current practices ... and ... statements to the Mitchell School Board. The results of this study were then ... to ... the high school curriculum for the years ahead.

The Bureau of Field Studies provided a ... from ... questionnaire from former students, present students, teachers and administrators.

Distribution of ... in 1957

- In 1952 and following ...
- High Schools
- ... 1
- ... 2
- ... 3
- ... 4
- ... 5
- ... 6
- ... 7
- ... 8
- ... 9
- ... 10
- ... 11
- ... 12
- ... 13
- ... 14
- ... 15
- ... 16
- ... 17
- ... 18
- ... 19
- ... 20
- ... 21
- ... 22
- ... 23
- ... 24
- ... 25
- ... 26
- ... 27
- ... 28
- ... 29
- ... 30
- ... 31
- ... 32
- ... 33
- ... 34
- ... 35
- ... 36
- ... 37
- ... 38
- ... 39
- ... 40
- ... 41
- ... 42
- ... 43
- ... 44
- ... 45
- ... 46
- ... 47
- ... 48
- ... 49
- ... 50
- ... 51
- ... 52
- ... 53
- ... 54
- ... 55
- ... 56
- ... 57
- ... 58
- ... 59
- ... 60
- ... 61
- ... 62
- ... 63
- ... 64
- ... 65
- ... 66
- ... 67
- ... 68
- ... 69
- ... 70
- ... 71
- ... 72
- ... 73
- ... 74
- ... 75
- ... 76
- ... 77
- ... 78
- ... 79
- ... 80
- ... 81
- ... 82
- ... 83
- ... 84
- ... 85
- ... 86
- ... 87
- ... 88
- ... 89
- ... 90
- ... 91
- ... 92
- ... 93
- ... 94
- ... 95
- ... 96
- ... 97
- ... 98
- ... 99
- ... 100

CHAPTER II

SURVEY OF MITCHELL HIGH SCHOOL IN 1962

Because Mitchell, South Dakota, completed a new senior high school building in 1962, the administration had many questions concerning the program in senior high. To assist with these problems, the Mitchell School Board hired the Bureau of Field Studies of the University of Minnesota to carry out a study of current practices, present student body, and former students in the Mitchell schools. The results of this study were then combined with present knowledge to prepare recommendations to guide the schools of Mitchell in setting the high school curriculum for the years ahead.

The Bureau of Field Studies proceeded to accumulate information from several different sources. The information was secured by questionnaire from former students, present students, teachers and administration.

Curriculum offering in 1962

In 1962 the following courses were offered at Mitchell Senior High School:

Art I
II
III
IV

Commercial
Bookkeeping
Secretarial Practice
Commercial Arithmetic
Economic Problems

Beginning Shorthand
Advanced Shorthand
Beginning Typing
General Business

Driver Education
Driver Education Theory
Behind the Wheel

Foreign Languages
Latin I
Latin II
Spanish I
Spanish II

Homemaking
I
II
III

Industrial Arts and Vocation Education
Woodwork
Mechanical Drawing I
Mechanical Drawing II
General Shop
Machine Shop I
Machine Shop II
Electronics

Language Arts
English I
English II
English III
English IV

Speech
Ninth Grade
Tenth Grade
Eleventh Grade
Advanced
Journalism

Mathematics
Algebra I
General Math
Geometry
Advanced Algebra
Senior Math

Science

- General Science
- Biology
- Chemistry
- Physics

Social Studies

- Social Studies
- World History
- American History
- American Government
- World Problems

Health

- Health

Non-solid subjects

- Football
- Basketball
- Track
- Physical Education (boys)
- Glee Club
- Band
- Declamation
- Debate

It should be mentioned that Mitchell Senior High School did not offer any type of course in vocational agriculture, and offerings in distributive education were limited. Because the main concern in South Dakota is agriculture and there are problems in relationship to marketing agricultural produce, it is reasonable to assume these courses should have been included in the curriculum. By doing this the school would have fulfilled the community school concept.

According to Dr. James B. Conant, the controlling purpose of vocational education programs at the high school level is to develop skills for useful employment. Vocational programs relate schoolwork to a specific occupational goal but involve more than training for specific job skills. Vocational education is not offered in lieu of general academic education, but grows out of it, supplementing and

enhancing it. Vocational education is an integral part of the total education program and requires aptitude that students at the lowest academic level do not have. According to Conant, "The policy of the school in regard to the vocational program should be such as to insure that these programs are not used as a dumping grounds for those of low academic ability."³

Through the application of its curricular offerings, how well has Mitchell Senior High School prepared its former students for their activities after leaving the school? Some may leave through graduation, others by the process of dropping-out of school. What do they do after leaving? Do they continue their schooling? If so, is it in trade schools, colleges or universities? The answers to these and other questions can reveal whether the school is providing the education and training necessary to equip the former students for continuing careers in school, in the home or at work.

Study of 1952 graduates

To assist the Mitchell Schools in finding the answers to their questions, the Bureau of Field Studies and Surveys made a follow-up study of 1952 graduates.

In December of 1961 a letter and questionnaire were sent to members of the graduating class of 1952. A copy of this letter is located on page 61 of the Appendix. Table I shows a tabulation of the results of this questionnaire.

³Conant, op. cit., p. 45

TABLE I

RESPONSES MADE TO QUESTIONS OF A PERSONAL, VOCATIONAL, AND ACADEMIC NATURE IN THE FOLLOW-UP STUDY OF MITCHELL HIGH SCHOOL GRADUATES, 1952

Personal Questions		Per Cent of Responses		
		Female	Male	Total
1. While attending Mitchell High School, where did you live?	Mitchell	100	100	100
	On a farm	--	--	--
	Other city/town	--	--	--
2. Where do you now live?	Mitchell	11	10	11
	On a farm	11	--	5
	Other city/town	78	90	84
3. Are you:	Single	11	20	16
	Married	89	80	84
	Other	--	--	--
4. Are you:	Renting a home	45	60	52
	Buying a home	33	30	32
	Neither	22	10	16
5. Are you dependent on your parents for support?	Entirely	--	--	--
	Partially	--	--	--
	Not at all	100	100	100
<u>Vocational Questions</u>				
6. Are you working at the present time?	Full time	11	80	47
	Part time	--	--	--
	Seeking work	--	--	--
	Housewife	89	--	42
	Armed Forces	--	10	5
	In school	--	20	11
7. How much are your weekly earnings?	\$30 or less	--	--	--
	\$31 - \$50	--	--	--
	\$51 - \$75	--	--	--
	\$76 - \$100	--	22	20
	Over \$100	100	78	80

TABLE I-- (Continued)

Vocational Questions		Per Cent of Responses		
		Female	Male	Total
8. How did you find your first job? Through--	Family or friend	11	33	22
	Employment agency	--	--	--
	School	--	11	6
	Newspaper	--	--	--
	Personal application	78	56	66
	Other	11	--	6
<u>Academic Questions</u>				
9. What school did you attend before entering Mitchell High School?	Mitchell Elementary	100	80	90
	Notre Dame	--	--	--
	Rural	--	10	5
	Other	--	10	5
10. Have you returned to high school for education or vocational planning?	Yes	--	--	--
	No	100	100	100
11. Did you receive help in school in preparing for a job?	Yes	56	--	26
	No	44	100	74
	No response	--	--	--
12. Did you receive help in planning further education?	Yes	11	30	21
	No	22	70	47
	No response	67	--	32
13. If you received help, did you receive help in:	Deciding which occupation to enter	22	30	26
	Learning about salaries, etc.	22	10	16
	Preparing for present job	22	--	11
	Learning to sell self to employer	22	--	11
	Deciding to attend college	22	--	11
	Deciding which school to attend	--	20	11
	Planning high school subjects	22	10	16
	Developing good work habits	44	--	21

TABLE I-- (Continued)

Academic Questions		Per Cent of Responses			
		Female	Male	Total	
14. Received help from:	Teacher	44	20	32	
	Principal	--	--	--	
	Counselor	--	--	--	
	Others	11	--	5	
15. Which subject or subjects were most helpful?	Mathematics	67	90	79	
	English	78	50	63	
	Commercial Subjects	67	30	47	
	Driver Education	33	10	21	
	Science	11	20	16	
	Physical Education	11	10	11	
	Music	11	--	5	
	Social Studies	11	--	5	
	Home Economics	67	--	--	
	Industrial Arts	--	30	--	
Art	--	--	--		
Foreign Language	--	--	--		
16. Which subject or subjects were least helpful?	Social Studies	44	40	42	
	Art	33	50	42	
	Foreign Language	44	20	32	
	Music	22	30	26	
	Physical Education	22	20	21	
	Science	22	20	21	
	Industrial Arts	--	30	--	
	Driver Education	11	20	16	
	English	11	10	11	
	Commercial Subjects	--	10	5	
	Home Economics	--	--	--	
	Mathematics	--	--	--	
17. What level of education beyond high school have you obtained?	Trade School	1 yr. 1	--	1	
		2 yr. 1	--	1	
		1 yr. 2	--	2	
		2 yr.--	--	--	
	Business School	3 yr.--	--	--	
		4 yr.--	--	--	
		College/Univ.	1 yr.--	1	1
		2 yr. 1	--	1	
	More than	3 yr.--	6	6	
		4 yr.--	1	1	
		4 yr.--	2	2	
		Actual Number- Not Per Cent			

TABLE I-- (Continued)

Academic Questions	Per Cent of Responses				
	Female	Male	Total		
	Armed Forces				
	School	1 yr.	--	1	1
		2 yr.	--	--	--
	Other	1 yr.	--	--	--
		2 yr.	--	--	--
18. The school helped in developing which of the following personal traits?	Good thrift habits		22	20	21
	How to prevent accidents		44	30	37
	Personal health care		33	40	37
	Drive an auto		89	50	68
	Use spare time well		11	30	21
	Best personal appearance		44	50	47
	Buy wisely		33	10	21
	Distinguish right from wrong		33	30	32
	Poise and self confidence		67	40	53
	Good manners		22	30	26
	Controlling emotions		56	40	47
	Getting along with people		78	60	68
	Understand myself		22	20	21
		Fre-	Some-	Never	
		quently	times		
19. In which activities do you take part?	Read newspaper	94	--	6	
	Read magazines and books	84	16	--	
	Listen to the radio	65	29	6	
	Outdoor hobby	56	31	13	
	Watch television	53	41	6	
	Church	47	47	6	
	Indoor hobby	41	41	18	
	Letter writing	39	56	5	
	Business organization	36	7	57	
	Attend athletic events	27	67	6	
	Educational groups	27	46	27	

TABLE I-- (Continued)

Personal Activities	Per Cent of Responses		
	Female	Male	Total
	Fre-	Some-	Never
	quently	times	
Attend plays, concerts, etc.	20	53	27
Youth group	18	45	37
Political activities	15	31	54
Veterans' organizations	15	15	70
Consumers' organizations	15	--	85
Fraternal organizations	14	29	57
Attend movies	12	65	23
Charitable organizations	7	40	53
Alumni association	6	25	69
Dramatic productions	--	38	62
Choral group	--	23	77
Service clubs	--	17	83
Labor unions	--	17	83
Public board	--	8	92
Instrumental music group	--	8	92
Farmers' organization	--	--	100 ⁴

⁴Moving Toward an Improved Curriculum, Bureau of Field Studies and Surveys: University of Minnesota, May, 1962.

The graduates of 1952 had been out of high school for ten years at the time of the survey and had had an opportunity to finish most of their formal training. A number of assumptions can be drawn for the responses of the 1952 graduates. For example, none of this group are dependent on the parental family for any financial support. Also, more than 80 per cent are married and are buying or renting homes.

It is fairly evident that the graduates of 1952 are a mobile group since only one in ten still lives in Mitchell. None of the boys and one in ten of the girls live on farms. Eighty-four per cent of the group live in towns and cities other than Mitchell.

In the area of vocational preparation the graduates gave little credit to the school for its assistance. When questioned concerning assistance received in preparing for a job, the male respondents gave a unanimous "no" reply. Slightly more than half the female respondents answered yes. The same situation is true for those planning further education. Only the teachers were given credit for giving any aid at all. The principal and counselor were not identified as a source of help.

It is interesting to note the selection of most helpful and least helpful subjects taken by the 1952 graduates while in school. Mathematics assumed the first place in importance with this group. When identifying subjects as least helpful, mathematics was the only subject not selected by anyone. Home economics rated high with the female group. English and commercial subjects were the other subjects

receiving high support as most helpful. The least valued subjects by both male and female respondents were social studies and art.

The two areas in which greatest assistance appeared to have been given were in driving an automobile and in getting along with people.

Study of 1961-62 student body

While it is obvious that children of any age cannot be expected to be able to make final judgement as the full requirements of their education, it is equally apparent that the child will learn more effectively and efficiently that which he sees as having value and being of interest. For this reason the members of the 1961-62 student body of Mitchell High School were asked certain questions of personal, vocational and academic nature.

During the fall semester of the 1961-62 school year, the students present on an unannounced date in grades 10 through 12 were presented with a questionnaire during the morning home room period. The students answered the questions and turned them in immediately. On the day that the questionnaires were used, 396 students were in attendance at Mitchell Senior High School. The following questions asked the 1961-62 student body by the Bureau of Field Studies of the University of Minnesota are found in the questionnaire on page 66 in the Appendix. The responses made by the students are tabulated in Table II.

TABLE II

RESPONSES MADE TO QUESTIONS OF A PERSONAL, VOCATIONAL, AND ACADEMIC NATURE IN THE STUDY OF STUDENTS ENROLLED AT MITCHELL HIGH SCHOOL IN 1961-62 GRADES 10-11-12

Personal Questions		Per Cent of Responses
1. Where does your family live?	Mitchell	83
	On a farm	16
	Other	1
2. Does your family:	Own its home	69
	Rent	23
	Other or no response	8
3. Do you live with:	Both parents	88
	Mother or father only	6
	Stepparents or other	6
4. How many brothers and sisters do you have?	None	9
	One	20
	Two	22
	Three	23
	Four	12
5. Which of the following do you like to do in your spare time?	Five or more	4
	Watch T-V or listen to the radio	84
	Go to the movies	83
	Go to athletic events	74
	Go to dances or parties	65
	Go fishing or hunting	
	girls--	21
	boys--	88
	Read magazines	53
	Read books	50
	Go to church groups	40
	Write letters	
	girls--	60
	boys--	15
	Play ball	
girls--	26	
boys--	37	
Work on a hobby	32	
Play golf or tennis		
girls--	24	
boys--	24	

TABLE II-- (Continued)

Personal Questions		Per Cent of Responses			
	Go to 4-H or other farm groups			9	
	Work on cars boys--			2	
	Bowling both sexes			1	
	Work boys--			1	
	Boy Scouts boys--			1	
	Piano girls--			1	
Vocational Questions		Female	Male	Total	
6.	Are you now working after school?	Yes	29	50	40
		No	71	50	60
	Working by grade levels				
		10th-35%			
		11th-40%			
		12th-48%			
7.	If not working after school, would you like to?	No	46	30	39
		Yes	54	70	61
8.	If you work, what type of work do you do?	Babysitting	48	--	--
		Clerk, Cashier, Usher	17	26	
		Factory-manual	--	26	
		Restaurant	21	4	
		Farm help	3	25	
		Gas station	--	8	
		Hospital aid	6	--	
		Paper delivery	--	5	
		Office work	4	3	
		Janitor	--	3	
	Elevator operator	--	1		
	Organist	1	--		
9.	How many hours do you work each week?	1-5	22	11	15
		6-10	25	16	19
		11-15	26	14	18
		16-20	14	19	17
		Over 20	14	40	30
	(Maxima: girl - 45 boy - 48)				
10.	If you work, do you have to work to stay in school?	Yes	15	12	13
		No	85	88	87

TABLE II-- (Continued)

Vocational Questions	Actual Number--Not Per Cent			
	Female	Male	Total	
11. If working, what is the major part of your pay check used for?	Spending money	53		
	Save for school (college, etc.)	36	37	
	Save for car	5	46	
	Family support	2	8	
	Other reasons	25	27	
	<u>Per Cent of Responses</u>			
12. What do you plan to do after high school?	College	53	49	51
	Business	12	2	7
	Trade school	7	6	6
	Nursing school	7	--	--
	Armed forces	1	29	15
	Marriage	4	--	--
	Office job	7	1	4
	Factory job	--	1	--
	Farm work	--	5	--
Other	8	7	7	
13. What occupation would you like to enter for your life's work (Among 12th graders: 8% of girls and 24% of boys had no idea as to occupation desired)	College degree <u>required</u>	42	38	40
	Medicine	12	3	--
	Engineering	--	15	--
	Education	19	6	--
	Social work	4	--	--
	Science	5	8	--
	Business	--	3	--
	Trade or business <u>school required</u>	35	34	34
	Cosmetology	17	--	--
	Business-clerical	--	2	--
	Government	14	8	--
	Armed forces	--	5	--
	General trades	--	7	--
	Draftsman	--	11	--
	<u>Miscellaneous</u>	12	9	10
	Marriage	1	--	--
	Farm-ranch	1	6	--
Art-literature music		--	--	
Other	1	3	--	
No idea	11	20	16	

TABLE II-- (Continued)

Vocational Questions		Per Cent of Responses		
		Female	Male	Total
14. Do you think you will be able to enter the occupation of your choice?	Yes	97	94	95
	No	3	5	4
	Don't know	--	1	1
<u>Academic Questions</u>				
15. Should all people go to high school?	Yes	94	87	89
	If they want to	4	12	9
	No	2	1	2
16. What high school subject has been most interesting?	Science	23	26	25
	English	30	6	17
	Mathematics	11	21	16
	Art/Mech Drawing	8	21	15
	History	11	13	12
	Business	16	9	12
	Home Ec/Ind.Arts	9	12	11
	Speech	2	--	1
	Journalism	2	--	1
	Phy.Ed./Health	2	1	1
	Foreign Language	5	2	3
	Driver's Ed.	--	2	1
	Music	2	--	1
17. What high school subject has been least interesting?	English	20	44	33
	History	30	24	27
	Sciences	13	10	11
	Foreign Language	13	5	9
	Mathematics	10	8	9
	Business	5	6	5
	Speech	3	2	3
	Home Ec/Ind.Arts	3	--	1
	Journalism	1	--	--
	Driver Ed.	--	1	--
Art/Mech.Drawing	--	--	--	
<u>Actual Number--Not Per Cent</u>				
18. What subject not offered at Mitchell High School would you desire?	Add'l Foreign Langs.	77	28	105
	Ind.Arts-Electronics		60	60
	Phys. Ed.	35	16	51
	Add'l Sciences	18	16	34
	Psychology	21	12	33
	Add'l Bus. courses	6	8	14
	Sociology	7	3	10

TABLE II-- (Continued)

Academic Questions		Per Cent of Responses		
		Female	Male	Total
19. Are Mitchell High School students given equal treatment by the teachers?	All of them are	13	16	15
	Some of them are	71	66	68
	Few of them are	16	18	17
20. Is Mitchell High School strict enough regarding conduct?	Too strict	3	8	6
	About right	88	84	86
	Not strict enough	9	8	8
21. Are Mitchell teachers interested in the students?	All of them are	23	22	23
	Some of them are	71	67	68
	Few of them are	6	11	9
22. Do you think the Mitchell students have enough homework?	Too much	30	35	33
	About right	68	64	65
	Too little	2	1	2
23. Do the Mitchell students get as much out of high school as they should?	About all they should	37	41	39
	Less than they should	60	55	58
	Very little	3	4	3
24. Do students participate in as many school activities as they should?	Too many	12	5	8
	About right	51	29	39
	Too few	34	46	40
	Don't know	3	20	13
25. How well satisfied are you with the education given you at Mitchell High School?	Highly satisfied	11	9	10
	Reasonably satisfied	76	68	73
	Indifferent	4	8	6
	Somewhat satisfied	9	15	13 ⁵

Two types of personal questions were asked the student body--one to determine the general type of family stability and the other to determine outside school interests other than work. The answers to the first questions yielded a picture of students coming from generally stable families living in Mitchell. The out-of-school spare time interests of the students were shown in activities of an inactive nature--watching television and movies.

Questions of a vocational nature were concerned with the present employment status of students enrolled in school and the future vocational plans of these same students.

A considerable portion of the Mitchell Senior High School 1961-62 student body was employed after school hours. Nearly half of all the twelfth graders were working, and two out of five of the total student body were employed after school.

While work is desirable for the development of the well-rounded person, there may be negative aspects of the situation. The most serious such negative aspect is that hours spent in outside work are hours unavailable for study and rest. In Mitchell it should be noted that 40 per cent of the boys who held outside jobs were working over twenty hours per week. There is little question that these excessive work loads can be carried only at the expense of the academic endeavors of the student.

Questions termed "academic" probed aspects of the present school program. Students were asked opinions of subjects, teachers, discipline and over-all school program.

For the student body as a whole, the sciences were by far the most interesting subjects in the curriculum with English and mathematics competing for second spot. Among the girls, English was termed most interesting with science and business following in order. With the boys, science was first choice, and equal numbers chose mechanical drawing and mathematics for second place.

It is significant that more than 60 per cent of the students in Mitchell Senior High School during the 1961-62 term felt that Mitchell students got less than they should have out of high school. On the other hand, more than 80 per cent of the students were highly or reasonably satisfied with the education received at Mitchell Senior High School. It would seem inconsistent that they should be satisfied with an education which they have identified as being less than what it should be. This has presented a definite challenge to the Mitchell school staff--there can be no sense of satisfaction in preparing youngsters who are willing to accept as satisfactory less than they should. A challenge was thus presented to raise the aspiration levels and encourage greater efforts by the students.

Study of 1961-62 teaching staff

While it is important that school curricula contain proper content in suitable proportions, it is equally important that the curriculum of a given school to be entrusted to a competent and dedicated staff of teachers. When the Bureau of Field Studies

undertook the study of the Mitchell Senior High School program it was necessary that the teaching staff be examined and involved in the study.

The Mitchell teaching staff was examined on four general bases:

(1) preparation for teaching in the area in which they now perform, (2) attitudes of teachers toward pupils and pupil problems, (3) attitudes of teachers toward the subject matter of the curriculum, and (4) attitudes of teachers toward the administrative organization of the Mitchell schools. In the questionnaire, the teachers stated their philosophy for education in Mitchell, they defined and wrote goals and objectives for individual courses within the curriculum, and they made suggestions for changes in the educational program.

The questionnaire administered to the 1961-62 teaching staff at Mitchell Senior High School can be found on page 69 in the Appendix. Table III contains the tabulations of the results of that questionnaire.

From their survey the Bureau of Field Studies and Surveys found that the Mitchell teachers expressed many ideas on school improvement. The answers to questions concerning areas in which the school might be improved were categorized in terms of subjects to be taught, activities of an extra-curricular nature to be provided, student services needed, and supervisory and administrative practices requiring improvement.

TABLE III
 RESPONSES TO THE QUESTIONNAIRE FOR TEACHERS

Opinions on Program and Administration		No. of Responses
1. What degree or degrees do you hold?	B.A.	31
	B.A. plus	12
	M.A.	14
	M.A. plus	1
2. How often do teachers meet to discuss instructional problems?	Never	9
	Seldom	14
	Weekly	1
	Monthly	5
	Every grading period	6
	Each semester	3
Annually	2	
3. Kinds of activities participated in related to improvement of instruction in the schools:	None	10
	Most teachers are involved in state and subject matter groups.	
4. Do you find faculty meetings helpful?	Yes	8
	No	9
	Somewhat	23
	Special negative comments on workshops were frequent.	
5. Do you believe all young people should go to high school?	Yes	34
	If they want to	8
	No	14
6. Should parents insist that students attend high school daily?	Yes	55
	If they want to	--
	No	1
7. Is Mitchell High School strict enough regarding conduct?	Too strict	--
	About right	35
	Not strict enough	19
8. Are teachers at Mitchell High School interested in the students?	All of them are	8
	Most of them are	36
	Some of them are	11
	Few of them are	--

TABLE III-- (Continued)

<u>Opinions on Program and Administration</u>		<u>No. of Responses</u>
9. Do students at Mitchell High School have enough homework?	Too Much	5
	About right	33
	Too little	9
	?	5
10. Do students get as much out of high school as they should?	About all they should	10
	Less than they should	45
	Very little	--
11. Are students at Mitchell High School treated the same by the teachers?	All of them are	9
	Some of them are	33
	Few of them are	3
	?	6
12. Do pupils participate in as many school activities as they should?	More than they should	14
	About right	18
	Not as many as they should	11
	Don't know	6
	5 felt some too many and some too few	
13. How well satisfied are you with the education given to students at Mitchell High School?	Highly satisfied	2
	Reasonably well satisfied	44
	Indifferent	--
	Somewhat dissatisfied	8
	Very dissatisfied	1
<u>School Improvement</u>		
14. What courses should be added to the Mitchell High School program?	Physical Education	20
	Modern languages	19
	Start language early	3
	World geography	9
	Advanced speech and debate	6
	Psychology	8
	Advanced science and mathematics	7
	Vocational subjects	8
	Business subjects	15
	Typing in junior high	3
Orchestra	3	

TABLE III-- (Continued)

School Improvement	No. of Responses
15. What courses should be deleted from the Mitchell High School program?	Machine shop 1 Junior high speech 1
16. What extracurricular activities should be added?	Intra-murals 6 Wrestling 3 Debate 3 Special interest clubs (Home ec., math-science, and bridge) 3 Square dancing 1 Y-Teens 1
17. What extracurricular activities should be deleted?	Reduce sports 2 Eliminate junior high sports 2
18. What student services should be added or improved?	Add guidance services 18 Improve health services 4 Improve health instruction 2 Add hot-lunch program 2 Improve coordination 2 Improve discipline 2 Add health exams 2
19. Suggestions for changing administrative practices:	Satisfied 9 Extend retirement age 2 Hire experienced teachers 2 Contract and salary problems 3 Teach in major and reduce number of prep. 2 Assistant principal needed 1 Too much attention to the petty 4 Lack of discipline help 2 Uniform rule enforcement 1 Teachers' lounge needed 2

TABLE III-- (Continued)

School Improvement	No. of Responses
20. Suggestions for changing supervisory practices:	
Rest of system over-supervised	5
Relieve supervisors of teaching duties	2
Give more independence to teachers	2
Academic area supervisors needed to provide coordination	3
Supervision doesn't exist	4
Supervisors should teach more to relieve crowding	2
More conferences and discussions	3 ⁶

The subject matter areas most frequently identified by teachers as needing bolstering were physical education, modern languages and business subjects. There was also definite feeling that foreign languages and typing should be started earlier.

Overwhelming importance seemed to be attached to the improvement of the guidance program. Not only did the teachers make guidance the number one student service needing strengthening but past and present students also remarked about this need.

On the basis of teacher responses to questions concerning administration and supervision in the Mitchell secondary schools, it is obvious that there was considerable lack of understanding as to

⁶Ibid.

the role or function of the supervisors and administrators. There is need to clarify the roles and define the functions of the supervisors and administrators.

Recommendations from 1962 survey

The 1952 graduates, the present student body (at the time of the survey), and the teaching staff were three of the many areas of the Mitchell school system studied by the University of Minnesota Bureau of Field Studies. From their studies the Bureau made several recommendations:

Recommendation # 1-that the Board of Education and the superintendent analyze the roles of each member of the administrative and supervisory staff of the Mitchell Public Schools. They would then make necessary changes in definitions and titles of position.

Recommendation # 2-that the Mitchell Senior High School guidance and counseling service be strengthened and improved.

Recommendation # 3-that the administration and staff investigate the rigid time-block scheduling with the intent of making changes wherever advisable.

Recommendation # 4-that an expanded program of testing be provided to involve all senior high school students.

Recommendation # 5-that provisions be made for the exploration of new developments in curricular materials for each of the academic areas.

Recommendation # 6-that a detailed study be made of the new methods and techniques of instruction as they become known and available.

Recommendation # 7-that the earliest possible changes in several course areas be made to improve the immediate offering to the senior-high school students.

Recommendation # 8-that the study of the Mitchell Senior High School curriculum be made on a continuous basis.⁷

⁷Moving Toward an Improved Curriculum, Bureau of Field Studies and Surveys, University of Minnesota, May, 1962. pp. 131-139.

CHAPTER III

CHANGES MADE IN THE SCHOOL SYSTEM SINCE 1962

At the beginning of the 1963-64 school term Dr. Robert W. McCardle took over as the superintendent of the Mitchell Public Schools.

In the fall of 1963 the Board of Education employed the Iowa Center for Research in School Administration, University of Iowa, under the direction of Professor Willard R. Lane to evaluate the organization and administration of the Mitchell school system.

The organization chart in Table IV shows the administrative responsibilities effective in the Mitchell Public School System in 1963.⁸

This chart contains the organizational scheme of the Mitchell System as it has operated in the past. It should provide a situation whereby the various administrators, and supervisors and teachers do not have more than one person to whom they are responsible for performing a specific task.

Since the organizational chart did not provide these conditions a new system was set up and is now being used in Mitchell.

The following recommendations and specifications of the University of Iowa Center for Research in School Administration were considered.⁹

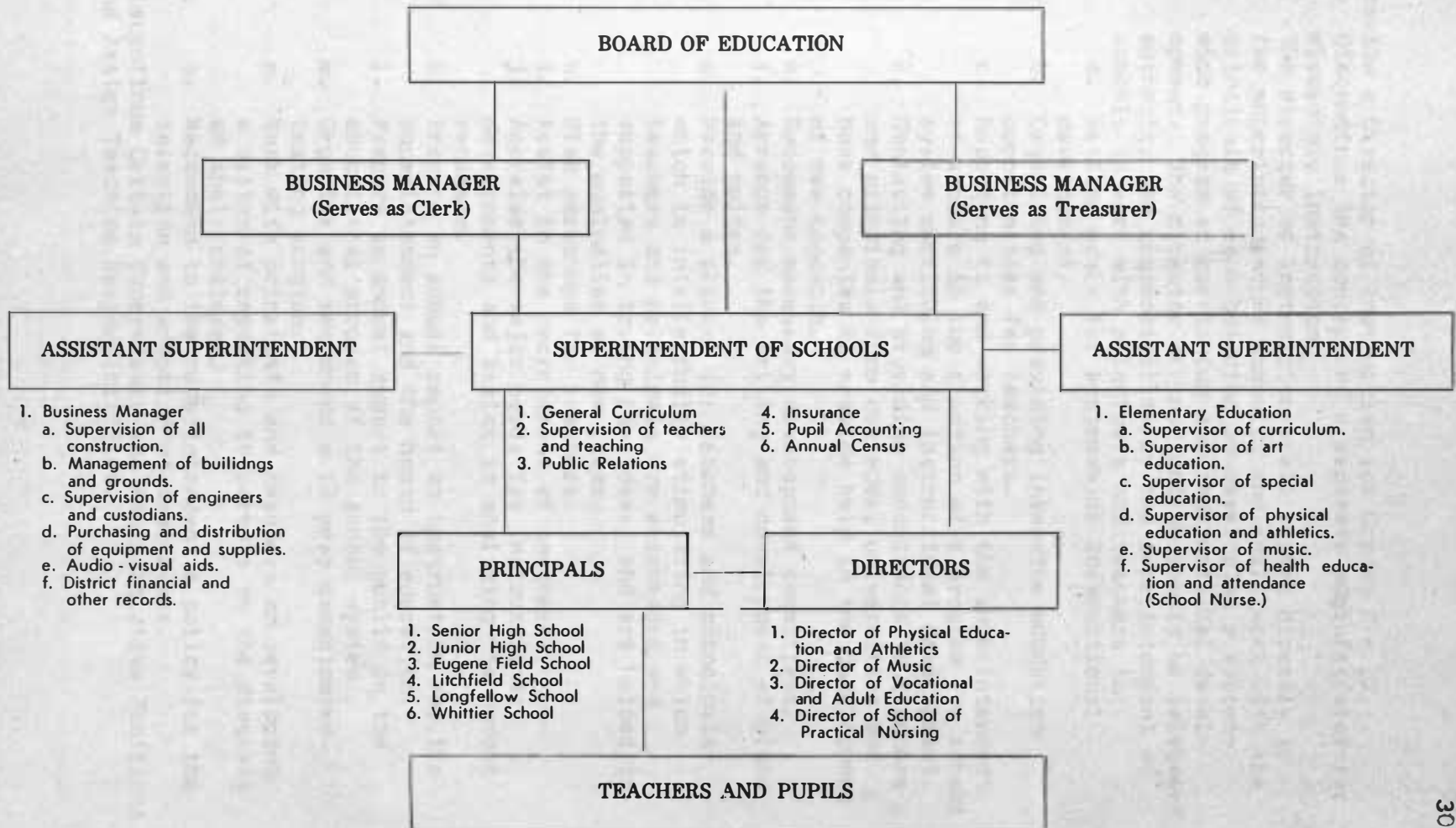
⁸Lloyd T. Uecker, "Mitchell Public Schools--General Information for School District Employees," September 1, 1960, p. 12-13.

⁹Lane, Willard R., An Administrative Organization Study. December, 1963, p. 45-49.

TABLE IV
MITCHELL INDEPENDENT SCHOOL DISTRICT No. 45
OF DAVISON COUNTY, SOUTH DAKOTA

ORGANIZATION CHART OF ADMINISTRATIVE RESPONSIBILITIES

Effective July 1, 1960



- A. Provide a Director of Instruction for Grades K - 12.
1. Discontinue the concept of a separate administrator for elementary instruction.
 2. The director of instruction shall report directly to the superintendent of schools, and shall work with the principals of each building in developing a system-wide program of curriculum and instructional development. The director of instruction should be delegated authority and responsibility by the superintendent of schools to work with principals and teachers in:
 - a. Setting goals for system-wide instructional development.
 - b. Organizing and providing inservice education opportunities for teachers.
 - c. Reporting to and working with the superintendent of schools in the creation of a program for school system curriculum and instructional development.
 - d. Contacting and providing consultants to teachers and principals from colleges, universities and book companies to provide help in the development of new concepts.
 - e. Recommend necessary development committees.
 - f. Arrange for the writing and development of plans and guides.
 - g. Provide a climate for teachers and principals which is intellectually stimulating in which teachers and principals are encouraged and supported in trying new ideas, and are helped in the evaluation of new ideas.
 - h. Plan workshops for teachers.
 - i. Assist in the recruitment of teachers.
 - j. Appraise the major needs for instructional developments and assist in analyzing the budget requests.
 - k. Prepare an annual report on instruction for the superintendent and the board of education.
 - l. Prepare an annual report to the public on the educational program of the school system.
 - m. Organize and recommend a 12 year coordinated testing program.
 - n. Work with principals and teachers on developing a system of reporting to parents on the progress of their children.
 - o. Recommend to the superintendent a policy for the selection and adoption of text books.
- B. Discontinue Certain Supervisory and Administrative Positions and Assign Teaching Responsibilities.

1. Art and physical education supervisors.
2. Director of Music and Supervisor of Music.
- C. Retain Three Existing Positions
 1. Director of Special Education
 2. Director of Vocational and Adult Education
 3. Director of School of Practical Nursing
- D. Upgrade the Responsibilities and Authority of the Elementary School Principalship.

The chart in Table V shows the organization of the Mitchell Public Schools beginning in 1965.¹⁰

Guidance and Counseling improvements

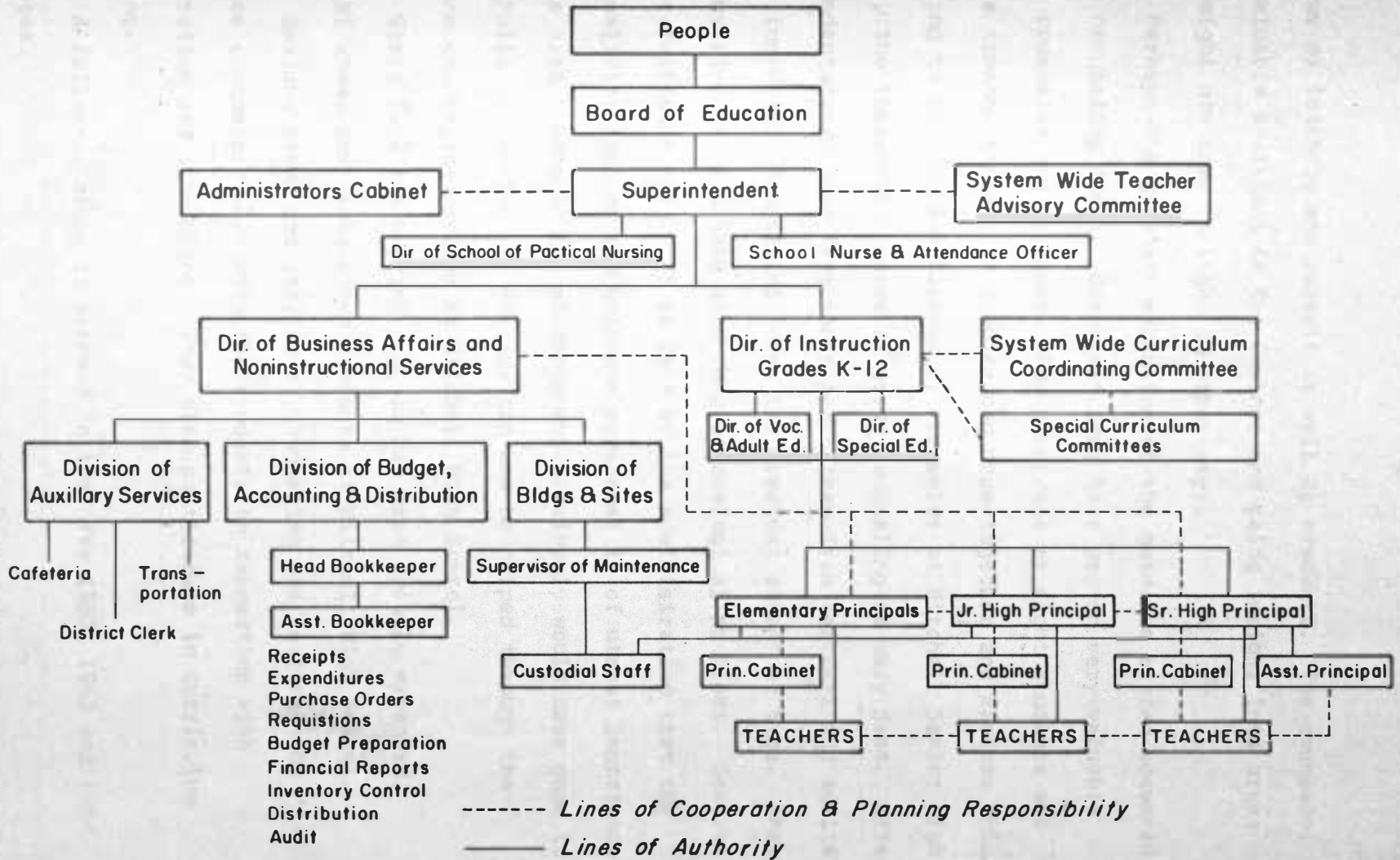
Recommendation Number 2 stated that the guidance and counseling service be strengthened and improved.

Since 1962, great strides have been made in this area. At the time of the 1962 survey there was one guidance counselor at Mitchell High School. The only area of guidance of importance at that time was the testing program. There was very little counseling. At the present time, 1966, there is one full time counselor who has thirty hours beyond a Masters Degree. He also possesses a psychologist's certificate. Two other full time counselors, one with a psychologist's certificate, also work with the students.

In 1962 there was a guidance committee which worked with the counselor. This committee was found to have little value so has been dropped. In place of this committee the counselor works with the Principal's Cabinet, made up of teachers. The Cabinet deals with

¹⁰Ibid, p. 43a.

TABLE V
**A PROPOSED ORGANIZATIONAL CHART FOR
 THE MITCHELL PUBLIC SCHOOLS**



problems of teachers and parents as well as students. The counselor is a valuable assistant to the Cabinet and gains insight into areas which might now come to light in other ways.

Perhaps the greatest expansion of the guidance system occurred in the counseling field. Group sessions have proven very valuable to the counselor and students. Groups of six or eight students who share a common interest or problem can come together and discuss them. According to Mr. Richard Lassegard, counselor at Mitchell Senior High School, the therapeutic value of group counseling is very good. Often the students gain more from their peers than from teachers and adults.

Individual counseling takes the greatest amount of time. There are many students who have very deep psychological problems. Several need professional help. It is felt by the administration that the high qualifications of the guidance personnel is of utmost importance in this area. Many of the students who previously would have gone to Sioux Falls or Yankton for therapy can now be helped through the guidance counseling program at Mitchell High School.

Since 1962 the testing program has been greatly expanded. Table VI shows the tests given students at Mitchell High School.

Besides group and individual counseling and testing, the guidance counselors work with the students in connection with registration and scheduling. They also participate in curriculum planning.

A follow-up study is planned in 1967 for 1962, 1963 and 1964 graduates.

TABLE VI

TESTS ADMINISTERED AS A PART OF THE GUIDANCE PROGRAM AT MITCHELL HIGH SCHOOL

Name of Test	Type of Test	Uses Made Of	Grade Given	When Given	How Scored
California Test of Mental Maturity, From SDSC, Brookings	Intelligence (Group)	Educational, vocational counseling, teacher information, student identification. (Recommended that it be given to 11th grade)	9th and 11th	November	Machine
Iowa Test of Educational Development	Measures Achievement (Group)	To point out to student his educational development. Educational and Vocational Counseling	9th and 11th	September	Sent in
College Entrance Examination Board	College Entrance (Group)	Required by certain colleges	10th 11th and 12th	3 times a year	Sent in
American College Testing	Information about students (Group)	Counseling college-bound and give college information about prospective student. Required by all colleges in South Dakota. (Given at Dakota Wesleyan.)	12th	5 times a year	Sent in

TABLE VI-- (Continued)

Name of Test	Type of Test	Uses Made Of	Grade Given	When Given	How Scored
Naval Reserve Officers Training Corps	Academic and Physical (Group)	Opportunity for Officer Training	12th Grade Boys	December	Sent in
General Aptitude Test Battery	Aptitude Measurement (Group)	Employment Services use to aid in placing for employment. Designed for Vocational Counseling	11th or 12th	January	Employment Service
Kuder Preference Record	Vocational Interest (Group or Individual)	Educational and Vocational counseling. Surveys the student's interest in 10 occupational areas.	9th 10th 11th	Anytime	Senior High Counselor
National Merit Scholarship Qualifying	Scholastic (Group)	Corporation sponsoring identifies able students, and may help to obtain college education	11th	March	Sent in
Preliminary Scholastic Aptitude Test	Scholastic (Group)	Required for entrance into 400 colleges. Similar to SAT of CEEB. Recommended for those working for scholarships.	11th and 12th	October	Sent in

TABLE VI-- (Continued)

Name of Test	Type of Test	Uses Made Of	Grade Given	When Given	How Scored
Henmon-Nelson Test of Mental Maturity	Intelligence (Group or Individual)	For those questioned by teachers or those who enter who have no test recorded.	Anyone 9th 12th	Anytime	Senior High Counselor
Wechsler Adult Intelligence Scale	Intelligence (Individual)	Given to students suspected of being mentally deficient, academically handicapped, mentally superior and emotionally disturbed.	Anyone	Anytime	Senior High Counselor
Strong Vocational Interest Blank	Vocational Interest (Group or Individual)	Educational and vocational career planning for college-bound students	12th	Anytime	Sent in
Minnesota Counseling Inventory	Personality Measurement (Group or Individual)	Measures the extent to which the pupil is adjusting to the problems and conditions which confront him.	10th 11th 12th	Anytime	Senior High Counselor

TABLE VI-- (Continued)

Name of Test	Type of Test	Uses Made Of	Grade Given	When Given	How Scored
Airman Qualifying Examination	Aptitude Test (Group)	Measures future potential ability in several occupational areas. These aptitudes can be related to Air Force Training Courses and Job Specialities. These in turn are related to the civilian job structure. This test is administered to interested students by Air Force Personnel	12th Boys and Girls	Fall	Sent in

Of great interest to the community of Mitchell as a whole is the improved public relations dealing with guidance and counseling. The guidance counselor made over a dozen speeches during the 1965-66 school year. It is hoped that an informed public will help to strengthen the program even more in the years ahead.

The guidance program at Mitchell High School is increasing in importance. The program should continue to be of assistance to an improved school system.

Improved curriculum

Since 1962 the curriculum at Senior High School has been studied and revised in order to more nearly fit the needs of the students. Following are the subjects being offered for the 1966-67 school year at Mitchell High School.

Present curriculum

Art I - IV

Business Education

- Bookkeeping
- Secretarial Practice
- Commercial Arithmetic
- Beginning Shorthand
- Advanced Shorthand
- Beginning Typing
- Advanced Typing
- General Business
- ~~Commercial Arithmetic~~ ^{RS.}
- Consumer Problems

Sam Peters .7.

Driver Education

- Theory
- Behind the Wheel

English

I
 II
 III
 IV

Foreign Languages**Latin I**

II

Spanish I

II

III

French

I

Homemaking I

II

III

Health*See Ed***Industrial Arts****General Shop****Machine Shop I**

II

Mechanical Drawing I

II

Electronics I

II

Auto Mechanics**Journalism****Mathematics****General Math****Elementary Algebra****Modern Geometry****Advanced Algebra****Senior Mathematics***Trigon.***Science****General Science****General Biology****Advanced Biology****Chemistry****Physics**

Social Science

Ninth Grade Social Studies
 World History
 American History
 American Government
 Sociology-^{psych}
 Economics
 World Problems

Music

Instrumental
 Vocal

Physical Education

Boys
 Girls

Speech I

Advanced Speech

Also

Football
 Basketball
 Track
 Wrestling
 Golf
 Declamation
 Debate

Perhaps one of the greatest changes in the curriculum of the Mitchell School System is the Modern Math Program K-6 at the beginning of the 1965-66 school term.

The scope and quality of the curriculum of the Mitchell Independent School District, as evidenced by the Iowa Tests of Basic Skills on the elementary level, and the Iowa Test of Educational Development on the secondary level, rates consistently good.¹¹

¹¹Orville J. Pederson, Annual Report to the Superintendent and Board of Education, Mitchell Independent School District # 45, Mitchell S. Dak. June 1965, p. 10.

While arithmetic skills rated reasonably good, they were low in comparison to other achievement areas up through grade eight and are therefore singled out as an area for more concentrated effort. It is felt by the administration that the adoption of modern math and the extra emphasis in its implementation will result in greater achievement over a period of time.

At the secondary level the math skills show improvement but language skills indicate a need for attention.

A speech therapist was added to the teaching staff in 1964. In a survey taken the fall of 1964 it was discovered that the number of children in Mitchell grade schools that have some type of speech defect was more than double the national average.

According to the national average reported by the American Speech and Hearing Association, the official organization for certified speech and hearing therapists, four out of every 100 school age children will require speech therapy.¹² In the survey taken in Mitchell, 152 elementary students proved eligible for therapy of whom 127 were accepted for the program, in contrast to the 60 which might have been accepted according to the national average. The Mitchell Board of Education approved hiring a second therapist for the 1965-66 school term.

¹²The Daily Republic, Mitchell, S. Dak. June 17, 1965, p. 3.

Position of Director of Instruction established

Upon the recommendation of the administrative organization study by the University of Iowa the position of Director of Instruction was established in September of 1964. In line with recommendations made in the Administrative Organization Study by Dr. Lane a curriculum coordinating committee was formed.

One of the areas considered urgent by Mr. Orville J. Pederson, Director of Instruction, was the matter of reporting to the parents. A committee of parents (from Parent-Teachers Associations), teachers, and principals revised report cards for grades one through six. Perhaps the major change requested and adopted was the use of letter grades (A, B, C, D and F) for the 4th, 5th and 6th grades, while S and U were retained in the 1st, 2nd and 3rd. A review of the change was planned for not later than early fall 1965. The review showed the changes were well accepted.

Under the direction of the Director of Instruction, the K - 12 testing program was re-evaluated and revised with the assistance and recommendations of guidance and personnel and principals.

Emphasis on Vocational Education

Because of the recent emphasis on Vocational Education and the philosophy of the school to provide for the needs of the youth of the community, a broadened vocational program has been introduced in Mitchell High School and provision for a Manpower Development Program has been made.

At the present time plans are being formulated to develop an Area Vocational School at Mitchell, operating under the administration of the Mitchell Independent School District, which will make available vocational training programs to the Mitchell Independent School System and school systems of the surrounding area.

It is proposed that the conventional two year post-high school training program will be offered at the 11th and 12th grade level in high school and students will also take one year of post-high school training. Graduates from high school and adults will be able to complete the training program in the conventional two year period.

It is anticipated that the two years of high school training will provide the participants with job entry skills.

Some high schools in the area do not have sufficient enrollment to support vocational education classes. This proposal would allow students in the 11th and 12th grades from small schools and 13th-14th year post-high students in the area to participate in an area vocational program. It is proposed that students be transported from their home school where they will take all of their academic classes to the area vocational school for their vocational training.

The culmination of this proposal will allow students, who at this time have no opportunity of participation in any type of vocational training, to train in a vocational area. The pooling of the students into one area facility will make possible the offering of a wider variety of training programs. It is a solution to the problem of training people where they are for the jobs which exist in our economy.

The need for more vocational education is recognized at Mitchell High School. The students completing the machine shop course do not possess enough training to successfully compete in the labor market. Electronic students are confronted by similar situations; although they have been provided with the basic skills, they have not had sufficient training to successfully qualify them for the technical positions existing in the area.

The present Practical Nurse Program, which ranked 2nd in the nation in state test scores, cannot supply enough graduates to fill the requests for practical nurses in this area. It is felt that if this program could be offered to students at the 12th grade level, sufficient interest would develop to create a larger enrollment and thereby help solve the area shortage.

The one year of post-high school training is to be sequential specialized training. Eleventh and twelfth grade students will be granted credit for vocational training courses by the Area School which will be transferred to his "home" high school for application toward high school graduation. It is anticipated that most training programs will be three hours in length during the high school years and six hours per day at the post-high school and adult level.

The following curricula are proposed as a result of a brief survey conducted in the area. The curricula to be operated will be determined through a close working relationship with the local and state offices of the South Dakota Employment Security Department.

1. Auto and Diesel Technology
2. Electronic, Radio, Television, and Communication Technology

3. Architectural Drafting and Building Trades Technology
4. Office Education
5. Cosmetology
6. Practical Nursing Program
7. General Metals and Machine Technology
8. Operating Engineers--Heavy Equipment
9. Vocational Home-Making
10. Career Education

CHAPTER IV

A LOOK INTO THE FUTURE

The progress that has been made since the 1962 survey was taken has depended to a great extent on the day by day, long range planning of the administration. Because of this progress and planning the future looks good for the Mitchell Public School System. An expansion plan is now in the planning stage for new and enlarged buildings.

New junior high school

In August of 1966 a study on "Educational Needs at Mitchell" showing a definite need for a new junior high school and other facilities was accepted by the Mitchell Board of Education. The report conducted by the Bureau of Field Studies and Surveys, University of Minnesota, proposed a bond issue to help finance the educational needs in Mitchell for the next several years.

The report outlined a suggested expansion program which includes not only a new junior high for 750 students but a federally-aided vocational-technical school; also included were plans to convert the present Whittier Junior High School into an elementary site and to purchase school sites.

The total estimated cost of the program was \$2,950,000 of which approximately \$800,000 would be needed from a public bond issue. The rest could be paid from funds on hand and from future normal school district revenues.

Costs of the building program to the district were estimated at \$475,000 for the vocational-technical school (including purchase of equipment), \$1,875,000 for building the junior high, \$150,000 for converting Whittier-Junior High to elementary status and \$450,000 for site purchases. Site purchases will be needed for future replacement of the now cramped Eugene Field and Litchfield elementary schools, which were constructed in 1922. Because of the age of the buildings and the nature of their construction, additions are not recommended.

On September 27, 1966, the Mitchell Board of Education passed a resolution calling for a bond issue election Tuesday, October 25, to determine whether Mitchellites wanted to purchase a site for and construct a new junior high school. The decision to hold a bond issue election at this time followed the University of Minnesota report recommending the construction of a new junior high.

At this time a very comprehensive plan of public relations was set in motion. Newspaper coverage was excellent, beginning in September and ending with the most emphasis the week before election. A speakers' bureau was of utmost value. The school administrators, selected teachers, and interested civic leaders were busy the three weeks prior to election presenting the proposal throughout the community. The Saturday before election a brochure outlining the proposal was delivered to every home in Mitchell.

Final campaign procedures were completed on October 24. The president of the Mitchell Board of Education, along with four Mitchell citizens, appeared on local television explaining the proposal as well

as answering questions that had been asked concerning the bond issue. The local newspaper carried a final article explaining the need and relating facts.

On October 25, 1966, Mitchell voters approved a \$950,000 bond issue to provide a new junior high school by 74.4 per cent, a margin of almost 3-1. While this election did not set a record for approval, it was one of the strongest approvals in recent years. Passing the junior high proposal on the first vote contrasts with the situation in 1959 when the senior high proposal needed to be presented to the voters four times before it was approved. It is apparent that the way in which the proposal was presented--facts, timing and complete community co-operation--had much to do with the overwhelming success of the bond issue.

Present plans call for getting the school under construction in 1967. Officials hope to see the facility ready for occupation by the fall of 1968, following two summers and one winter of construction.

The facility will house 18 academic classrooms, eight special rooms (for art, language lab, typing, business education and shop), two music areas (vocal and instrumental), four physical education areas, three remedial rooms, a cafetorium to seat 400 (it will be used for dining and as an auditorium), a library, administrative offices, janitorial space, rest rooms and related facilities. It will be located on the northwest side of Mitchell on a site of about 60 acres. The initial enrollment will be about 750 but the facility will be expandable to 1100 students.

The bond issue monies will be supplemented by funds on hand. Plans call for razing the 1895 section of the junior high building and remodeling the north section for elementary use.

Building of the school will mean that ninth grade students at the senior high will be transferred back to the new junior high, thus alleviating the overcrowded situation at senior high. It is estimated 220 students will be transferred, thus reducing the total number of students at senior high to approximately 670.

New area vocational-technical school

Plans for the new area vocational-technical school to be constructed in Mitchell in 1967 have been approved by the Mitchell Board of Education.

The facility, estimated to cost about \$600,000, not including equipment cost of about \$175,000, is projected for completion by January 1 of 1968.

The building will be approximately 260 feet long and 170 feet wide. It will include 21 teaching stations, plus offices for instructors, rest rooms and a cafeteria.

While there are more than a dozen descriptive terms used for the various labs and teaching stations, many will be integrated into programs designed to give the graduate a special skill that is immediately usable on the market.

At the Mitchell school, there will be a complete course in the culinary arts, another in the business field, a third in the building business, a fourth in the field of electricity and

electronics and also in the fields of welding and automobile repair. In addition, a distributive education course is also planned to train personnel for work in many types of stores.

Many of the present programs for vocational education sponsored by the local school district, by the state and the federal government will be integrated into the vocational school program.

The vocational school is planned for juniors and seniors and two years beyond high school--grades 10-14. The school will be operated year-round.

The Mitchell school district is providing \$300,000 for construction of the facility--an amount which equally matches a \$300,000 grant from the federal government for the structure.

Instructors will be the heart of the new Area Vocational-Technical School. Starting the first year, the school will have about 11 instructors, plus a director, secretarial staff and--hopefully--a vocational counselor. The instructional staff will be increased the second year as the program builds. All instructors in the school must meet qualifications outlined in the state plan for vocational education.

Instructors must be proficient in their special skills. They must have 2-5 years of training or background experience in their special field.

In the trades and industrial area it is not necessary for the instructor to have a four-year degree, although he must have 2-5 years

of experience and be proficient in his field. The business and office training instructors must have a four-year degree and must have 2-3 years experience in their occupation.

Besides the regular teachers, industrial technicians will be employed in special areas. The regular instructors will be expected to guide the curriculum for each course and recommend outside instruction when it is needed for certain students.

Besides teaching, the instructor will be expected to recommend students for particular jobs in trades, industry and business. His influence with employers will be a key to successful employment of students.

According to Dr. Otto E. Domian, Director of the Bureau of Field Studies and Surveys of the University of Minnesota, with the completion of present plans the school district will have excellent facilities at every school level. The children and young people of the area will have the opportunity of quality education beginning at kindergarten and extending through the elementary school, junior high school, senior high school and the adult programs of the vocational-technical school. Dr. Domian stated that without a doubt, the implementation of this program will place Mitchell in a position of educational leadership within the state.

CHAPTER V

GENERAL CONCLUSIONS DRAWN FROM THIS STUDY

This research report had for its purpose the evaluation of the results of a survey conducted in the Mitchell Public School System in 1962. From this research report the following question was to be answered: Was this survey of value to the Mitchell Public School System?

Data for this report was secured from surveys, school records and reports, and from personal interviews with administration and teaching staff.

Conclusions

At this point it is again necessary to review the question asked in the purpose of this report and to draw conclusions on it.

Was the survey conducted by the University of Minnesota in 1962 of value to the Mitchell Public School System?

In 1962, the administration of the Mitchell School System felt a need for assistance in problems facing them in setting the high school curriculum for the years ahead. A question asked by the administration at this time was whether or not the school was providing the education and training necessary to equip students for continuing in school, in the home, or at work.

From the study made by the University of Minnesota certain personal, vocational and educational facts were made available for a better understanding of some of the problems and needs of the students.

Former students were seen to have:

1. Perceived a lack of preparation for employment and inadequate planning for further education.
2. Held a high regard for the worth of academic subjects, English and mathematics.
3. Given evidence that the business curriculum provided the most nearly vocational courses available in the school.
4. Felt a need for improved guidance and counseling services and for development of a greater interest in the individual student.
5. Developed habits of indulging in activities of an inactive nature.

From the views held by former students it can be concluded that even though high regard was held for the academic subjects, they felt unprepared for both employment and further education.

There was a definite need in each of the following areas:

1. Guidance and Counseling service.
2. Vocational Training Program.
3. Curricular offerings.

In order to determine the value of these findings it is necessary to look at the changes that have been made since 1962 in each of these areas.

1. An improved and strengthened guidance and counseling service.
 - A. The guidance and counseling staff has been increased from one part-time counselor in 1962 to two full time

counselors at the present time--one with a psychologist's certificate. Another counselor who possesses a psychologist's certificate works full time in the elementary schools.

- B. The Principal's Cabinet which deals with problems of teachers and parents as well as students, has been established.
- C. The counseling system has been expanded.
- D. The guidance counselor now works with the students in connection with registration and scheduling.
- E. The testing program has been greatly expanded.
- F. The counselor is now participating in curriculum planning.

From the evidence stated above one can conclude that since the 1962 University of Minnesota Survey much progress has been made in the guidance and counseling service in Mitchell High School.

2. A broadened vocational training program.

Because of the recent emphasis on vocational education and in keeping with the philosophy of the school to provide for the needs of the youth of the community, a broadened vocational program is being introduced.

- A. An Area Vocational School is under construction in Mitchell.
- B. Distributive education program has been established in the school and city.

- C. Vocational training is available for juniors and seniors and soon will be available two years beyond high school.

Since much of the broadened vocational training program depends on completion of the new vocational school, a great deal of this program is still in the future. However, the need was pointed out to the administration and a great deal has been accomplished to meet the needs of students even though this program is not yet completed.

3. Improved curricular offerings.

Since 1962 ten new courses have been offered at Mitchell High School as well as the broadened vocational program.

New courses offered are:

1. Sociology
2. Economics
3. Spanish III
4. French
5. Electronics II
6. Advanced Biology
7. Girls' Physical Education
8. Auto Mechanics
9. Wrestling
10. Golf

One of the greatest changes in the curriculum of the Mitchell School System since 1962 is the introduction of the Modern Math Program K-6 in 1965-66.

This program, having been in effect for one full school year, has many pros and cons. It is apparent that the most trouble with the new program has come in the two upper grades, five and six. There is material used under the assumption that previous material had been covered, which of course, means that when the change was made there were areas in mathematics that were skipped. These problems are being

remedied, however, and as time passes more confidence is revealed in the program. It is apparent that those students who were in kindergarten or first grade when the program began have definitely benefitted from it.

For the 1966-67 school year the Modern Science Program is being offered in K-6.

From the new course offerings at Mitchell High School and the continued study of the curriculum on an on-going basis one can conclude that the needs of the students are better met now than they were in 1962 when the University of Minnesota Survey was conducted.

Although data gathered by a follow-up study soon become obsolete, facts from that study can later be compared with similar facts from a subsequent study. Through a succession of such studies, it is possible to discover changing or stable conditions in the occupations of former students. A follow-up study is not complete until the experience in conducting it has been evaluated. This evaluation covers both the strengths and weaknesses in the procedures used, together with recommendations for new and better school programs. This is the case with the follow-up study of the 1952 graduates of Mitchell High School. The value of this study will be proven by the new and better school programs offered to the students of Mitchell High School in the years to come.

Moreover, at the writing of this report it is apparent that improvements have been made in the Mitchell Public School System since 1962, which would indicate that the University of Minnesota Survey, under the direction of Dr. Otto E. Domian, has been of value.

Recommendation

It is recommended that a survey be conducted in 1972--ten years after the first survey. At this time there should be an indication of the value of the changes made within the last ten years. Also, by 1972 the vocational educational program should have been in full operation for four years. Interesting facts should be revealed as to how former students feel their needs have been met in preparing them for life occupations. The needs of 1975 graduates might be determined.

LITERATURE CITED

- Bell, H. M., Matching Youth and Jobs, American Youth Commission: 1940, pp. 79-87.
- Conant, James B., The American High School Today, McGraw Hill Book Company: New York, 1959.
- Lane, Willard R., An Administrative Organization Study, pp. 45-49, December, 1963.
- McDaniel, H. B., Guidance in the Modern School, pp. 406-430, Halt-Dryden Company: New York, 1956.
- Mortensen, D. A. and Schmuller, A. M., Guidance in Today's Schools, pp. 144-196, John Wiley and Sons, New York, 1959.
- Myers, A. E., Principals and Techniques of Vocational Guidance, pp. 314-337, McGraw-Hill Book Company: New York, 1941.
- Palmerton, L. R. and Federson, J. D., "The 4-Year Follow-Up Study of High School Seniors", S. D. E. A. Journal, Vol. 37, 47, March, 1962.
- Pederson, Orville J., "Annual Report to the Superintendent and Board of Education, Mitchell Independent School District # 45, Mitchell, S. Dak.", p. 10, June, 1965.
- Rathney, W. M., Guidance Practice and Results, pp. 144-242, Harper and Brothers, New York, 1958.
- Smith, A. E., Counseling in the Secondary School, pp. 210-220, MacMillan Company: New York, 1955.
- Tonne, H. A., Principles of Business Education, pp. 141-156, McGraw-Hill Book Company, 1961.
- Uecker, Lloyd T., "Mitchell Public Schools--General Information for School District Employees", pp. 12-13, September 1, 1960.
- Movino Toward an Improved Curriculum, pp. 131-139, Bureau of Field Studies and Surveys, University of Minnesota, May, 1962.

ROXBURY COLLEGE HIGH SCHOOL

The Board of Trustees and Faculty of the University of Massachusetts have been asked to study the various schools of Roxbury County... (faded text)

It is suggested that the Board... (faded text)

APPENDIX

1. List of Schools
2. List of Faculty
3. List of Trustees
4. List of Parents
5. List of Students

Dear Former Student of
Mitchell Senior High School:

The Bureau of Field Studies and Surveys of the University of Minnesota has been asked to assist the public schools of Mitchell, South Dakota plan the program of studies for the new high school. To be effective in this task, the Bureau must have some knowledge of the students who have graduated from the Mitchell High School in the past. To secure information on past graduates, selecting graduating classes have been sampled in an effort to get a cross section of the former students.

It is important that we receive a reply from you to make this survey worth while. Your cooperation will help build a better program for present and future Mitchell High School students. A stamped return envelope is enclosed for your convenience. Won't you take a break and complete the questionnaire now?

Thank you,

Dr. Otto E. Domian
Director
Bureau of Field Studies
and Surveys
University of Minnesota
Minneapolis 14, Minnesota

A FOLLOW-UP OF FORMER STUDENTS OF MITCHELL SENIOR HIGH SCHOOL

NAME _____ AGE _____

ADDRESS _____ DATE _____

1. Where do you now live? in Mitchell _____ on a farm _____
in a city or town other than Mitchell _____
2. While attending Mitchell High School, where did you live? within
city of Mitchell _____ on a farm _____ in a neighboring community _____
3. What elementary school did you attend before entering Mitchell High
School? Mitchell city elementary _____ Notre Dame Parochial _____
rural school _____ other (specify) _____
4. Are you: single _____ married _____ divorced or separated _____
widowed _____
5. At present are you: renting _____ buying a home _____ neither _____
6. Are you financially dependent on your parents or relatives?
entirely _____ partially _____ not at all _____
7. What is your present employment status? working full time _____
part time _____ seeking work _____ housewife _____ armed forces _____
in school _____
8. If working full time, is your present weekly wage or income: \$30
or less _____ \$31-50 _____ \$51-75 _____ \$76-100 _____ over \$100 _____
9. How did you obtain your first position after leaving school? through
family or friend _____ employment agency _____ through school _____
newspaper ad _____ personal application _____ other (specify) _____
10. Have you ever gone back to your high school for assistance with
vocational or educational plans? yes _____ no _____

If yes, whom did you see for help? principal ___ counselor ___
teacher ___ other (specify) ___

11. While in school, did you receive help in preparing for a job?

yes ___ no ___ or in planning further education? yes ___ no ___

If either question is answered "yes," check the statements which apply to you.

I received help in:

- (a) deciding which occupation to enter ___
- (b) learning about salaries, job requirements, etc. ___
- (c) preparing for my present job ___
- (d) learning how to sell myself to an employer ___
- (e) deciding whether to attend college or trade school ___
- (f) deciding which school to attend ___
- (g) planning what high school subjects to take ___
- (h) developing good habits for school or job ___

I received help from: teacher ___ principal ___ counselor ___
other (specify) _____

12. Which high school subjects have been most helpful to you? Which have been least helpful? Check one or two in each category.

<u>Subject</u>	<u>Least Helpful</u>	<u>Subject</u>	<u>Most Helpful</u>	<u>Least Helpful</u>
English (Composition, etc)	_____	Industrial Arts	_____	_____
Social Studies (History, etc)	_____	Home Economics	_____	_____
Mathematics	_____	Commercial (Typing etc)	_____	_____
Sciences	_____	Foreign Languages	_____	_____
Art	_____	Physical Education	_____	_____
Music	_____	Driver's Training	_____	_____

13. What subjects do you think would have been helpful to you that were not offered in your high school?

14. Indicate the education you have received beyond your high school. Encircle the number showing the number of years you have attended such schools.

Trade school	1	2	3	4	5	6	7
Business school	1	2	3	4	5	6	7
College or university	1	2	3	4	5	6	7
Armed Forces school	1	2	3	4	5	6	7
Other (specify)	<hr/>						

15. Check in the proper column the activities listed below in which you participate.

<u>Activities</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Never or Seldom</u>
Church activities	<hr/>	<hr/>	<hr/>
Service clubs (Lions, etc.)	<hr/>	<hr/>	<hr/>
Labor union	<hr/>	<hr/>	<hr/>
Fraternal organization	<hr/>	<hr/>	<hr/>
Alumni association	<hr/>	<hr/>	<hr/>
Business organization	<hr/>	<hr/>	<hr/>
Farmers' organization	<hr/>	<hr/>	<hr/>
Consumers' organization	<hr/>	<hr/>	<hr/>
Youth groups	<hr/>	<hr/>	<hr/>
Public boards and commissions	<hr/>	<hr/>	<hr/>
Veterans' organizations	<hr/>	<hr/>	<hr/>
Charitable organization	<hr/>	<hr/>	<hr/>
Engage in an indoor hobby	<hr/>	<hr/>	<hr/>
Educational groups	<hr/>	<hr/>	<hr/>
Attend movies	<hr/>	<hr/>	<hr/>
Attend plays, lectures, concerts	<hr/>	<hr/>	<hr/>
Attend athletic events	<hr/>	<hr/>	<hr/>
Dramatic productions	<hr/>	<hr/>	<hr/>
Instrumental musical group	<hr/>	<hr/>	<hr/>
Choral or vocal group	<hr/>	<hr/>	<hr/>
Read newspaper	<hr/>	<hr/>	<hr/>
Watch television	<hr/>	<hr/>	<hr/>

Listen to the radio	_____	_____	_____
Letter writing	_____	_____	_____
Political activities	_____	_____	_____
Read magazines or books	_____	_____	_____
Engage in an outdoor hobby	_____	_____	_____

16. Listed below are several statements about personal problems.

Check those statements in which you believe you were given help by your high school.

developing good thrift habits	_____	learning how to distinguish right from wrong	_____
learning how to prevent accidents	_____	acquiring poise and self confidence	_____
learning how to care for my health	_____	controlling my emotions	_____
learning how to drive an auto properly	_____	learning how to get along with people	_____
learning how to use my spare time to the best advantage	_____	learning to understand myself	_____
developing and maintaining my best personal appearance	_____	acquiring good manners	_____
learning how to buy things wisely	_____		_____

17. If there are any suggestions that you care to make which you feel would help you or the young persons now in school, please write them below:

QUESTIONS GIVEN TO THE 1961-62 STUDENT BODY
GRADES 10--11--12

NAME _____

GRADE _____

ADDRESS _____

DATE _____

1. Where does your family live? in Mitchell _____ on a farm _____
other _____
2. Does your family: own its home _____ rent _____ other _____
3. Do you live with: both parents _____ Mother _____ Father _____
Stepparents _____ other _____
4. How many brothers and sisters do you have? none _____ one _____ two _____
three _____ four _____ five or more _____
5. Which of the following do you like to do in your spare time?

Watch T-V or listen to the radio	_____
Go to the movies	_____
Go to athletic	_____
Go to dances or parties	_____
Go fishing or hunting	_____
Read magazines	_____
Read books	_____
Go to church groups	_____
Write letters	_____
Play ball	_____
Work on a hobby	_____
Play golf or tennis	_____
Go to 4-H or other farm groups	_____
Work on cars	_____
Bowling	_____
Work	_____
Boy Scouts	_____
Piano	_____
6. Are you now working after school? Yes _____ No _____
7. If, not working after school, would you like to? Yes _____ No _____
8. If you work, what type of work do you do? _____
9. How many hours do you work each week? 1-5 _____ 6-10 _____ 11-15 _____
16-20 _____ over 20 _____

10. If working, what is the major part of your pay check used for?

Spending money ____ Save for school ____ Save for car ____

Family support ____ Other ____

11. If you work, do you have to work to stay in school? Yes ____ No ____

12. What do you plan to do after high school? college ____ business

school ____ trade school ____ nursing school ____ armed forces ____

marriage ____ office job ____ factory job ____ farm work ____ other ____

13. What occupation would you like to enter for your life's work?

14. Do you think you will be able to enter the occupation of your

choice? yes -- ____ no ____

15. Should all people go the high school? yes ____ no ____

16. What high school subject has been most interesting?

Sciences ____ English ____ Mathematics ____

Art/Mech. Drawing ____ History ____ Business ____

Home Ec. ____ Ind. Arts ____ Speech ____

Journalism ____ Phy. Ed. ____ Health ____

Foreign Language ____ Driver's Ed. ____ Music ____

17. What high school subject has been least interesting?

English ____ History ____ Sciences ____

Foreign Language ____ Mathematics ____ Business ____

Speech ____ Home Ec. ____ Ind. Arts ____

Journalism ____ Driver Ed. ____ Art/Mech. Drawing ____

18. What subject not offered at Mitchell High School would you desire?

19. Are Mitchell High School students given equal treatment by the teachers? All of them are ___ Some of them are ___ Few of them are ___
20. Is Mitchell High School strict enough regarding conduct? too strict ___ about right ___ Not strict enough ___
21. Are Mitchell teachers interested in the students? all of them are ___ some of them are ___ few of them are ___
22. Do you think the Mitchell students have enough homework? too much ___ about right ___ too little ___
23. Do the Mitchell students get as much out of high school as they should? about all they should ___ Less than they should ___ very little ___
24. Do students participate in as many school activities as they should? too many ___ about right ___ too few ___ don't know - ___
25. How well satisfied are you with the education given you at Mitchell High School? highly satisfied ___ reasonably satisfied ___ indifferent ___ some what satisfied ___

QUESTIONS ASKED THE TEACHERS

NAME _____ TEACHING AREA _____

ADDRESS _____ DATE _____

1. What degree or degrees do you hold? B.A. _____ B.A. plus _____
M.A. _____ M.A. plus _____
2. How often do teachers meet to discuss instructional problems?
Never _____ Seldom _____ Weekly _____ Monthly _____ Every grading
period _____ Each semester _____ Annually _____
3. Kinds of activities participated in related to improvement of
instruction in the schools: _____

4. Do you find faculty meetings helpful? Yes _____ No _____ Somewhat _____
Comments _____
5. Do you believe all young people should go to high school? Yes _____
No _____ If they want to _____
6. Should parents insist that students attend high school daily?
Yes _____ No _____ If they want to _____
7. Is Mitchell High School strict enough regarding conduct? Too
strict _____ About right _____ Not strict enough _____
8. Are teachers at Mitchell High School interested in the students?
All of them are _____ Most of them are _____ Some of them are _____
Few of them are _____
9. Do students at Mitchell High School have enough homework? Too
much _____ About right _____ Too little _____ ? _____

10. Do students get as much out of high school as they should?
About all the should ___ Less than they should ___ Very little ___
11. Are students at Mitchell High School treated the same by the teachers? All of them ___ Some of them are ___ Few of them are ___
? ___
12. Do pupils participate in as many school activities as they should?
More than they should ___ About right ___ Not as many as they should ___ Don't know ___
13. How well satisfied are you with the education given to students at Mitchell High School? Highly satisfied ___ Reasonably well satisfied ___ Indifferent ___ Somewhat dissatisfied ___ Very dissatisfied ___
14. What courses should be added to the Mitchell High School program?

15. What courses should be deleted from the Mitchell High School program? _____
16. What extracurricular activities should be added?

17. What extracurricular activities should be deleted?

18. What student services should be added or improved?

19. Suggestions for changing administrative practices:
20. Suggestions for changing supervisory practices: