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A FOLLOW-UP STUDY OF THE GRADUATES OF
CHINOOK, MONTANA HIGH SCHOOL
FOR THE YEARS 1950-1954

by

OSCAR B. PRESTBO

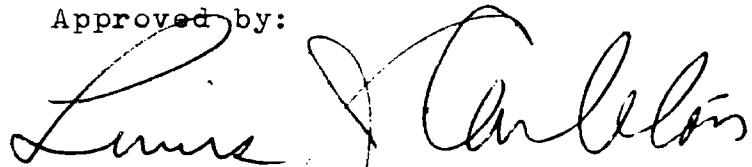
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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM	1
History of the problem	1
Statement of the problem	2
Importance of the study	2
Delimitation of the problem	2
Procedure	3
II. BACKGROUND OF STUDY	5
The community	5
The school plant	6
The faculty	7
The curriculum	7
III. REVIEW OF RELATED MATERIAL	9
IV. PRESENTATION OF FINDINGS	20
Number and per cent answering questionnaire	20
Marital status of the graduates	20
Colleges attended by the graduates	20
Occupations of the graduates	23
Opinions pertaining to the guidance program	23
Opinions pertaining to the cooperative education program	28
Opinions pertaining to educational program	28
Opinions pertaining to certain social aspects	36
Volunteered suggestions by graduates	36

CHAPTER	PAGE
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	40
Summary	40
Purposes	40
Procedure	40
Conclusions	40
Recommendations	41
BIBLIOGRAPHY	44
APPENDIX A	46
APPENDIX B	48

LIST OF TABLES

TABLE	PAGE
I. Number and Per Cent by Years of Graduates Answering Questionnaire	21
II. Marital Status of the Graduates	22
III. Institutions Attended by the Graduates of Chinook High School, 1950-1954	24
IV. Number of Years Attended by Graduates in Institutions of Higher Learning	25
V. Occupations of High School Graduates of Chinook, Montana, 1950-1954	26
VI. Replies of the Graduates to Questions Pertaining to Guidance	27
VII. Replies of the Graduates to Questions Pertaining to Cooperative Education	29
VIII. Replies of the Graduates to the Question: "What subjects did you take which have been of most value to you?"	31
IX. Replies of the Graduates to the Question: "What subjects did you take which have been of least value to you?"	32
X. Replies of the Graduates to the Questions: "What sub- jects do you think every boy should take?" "What sub- jects do you think every girl should take?"	33

TABLE	PAGE
XI. Replies of the Graduates to the Question: "What subjects do you now wish you had taken but did not?" .	34
XII. Replies of the Graduates to the Question: "What subjects which were not offered do you think would have been of value to you?"	35
XIII. Opinions of the Graduates on Part High School Played in Developing Certain Traits and Social Aspects . . .	37

CHAPTER I

THE PROBLEM

History of the problem. For the past several years differences of opinion had existed among a number of the patrons and faculty of the Chinook High School as to the adequacy of the curriculum offered. Many of these differences of opinion had caused questions such as these to be raised: Is our present program inadequate? Are our students adequately prepared for higher education? Does our program satisfy the needs of the community? Are our students being properly guided through the school's program? Are the offerings of the school useful to the students after graduation? In many cases because of the lack of concrete information, these questions had not been answered satisfactorily for the people concerned.

School administrators and teachers should be constantly seeking ways to improve the services offered to students so that schools may better meet the needs and demands of society. One method of doing this is to obtain opinions of graduates who are in the best position to evaluate the effectiveness of a school program. The opinions of graduates, as a basis for evaluation, is used in many states. The opinion of the graduate is important voiced J. H. Kramer, who said:

What graduates say certainly has important implications for those who select, plan and teach the courses the high school affords. The things that they know may be valuable to advise the students who yet have a chance to learn those skills and attitudes which those who have gone before now find so important.

Statement of the problem. The problem is to survey the graduates of the Chinook High School for a period of five years, 1950-1954 inclusive, in order to: (1) evaluate the instructional program of the Chinook High School, (2) evaluate the guidance program of the Chinook High School, (3) evaluate the cooperative education offering of the Chinook High School, and (4) suggest changes based on survey results.

Importance of the study. If inadequacies did exist in the school program at Chinook High School, this study would be one means of finding them and attempting to eliminate them.

Delimitation of the problem. The study of this problem has been limited to the opinions of the graduates of the Chinook High School from 1950-1954 inclusive. The reasons for selecting this period of years are as follows:

1. There is generally a marked decrease of returns from graduates who have been out of school longer than five years.
2. Similar studies indicate that one must go back at least five years to assure that some graduates have finished college and started careers.²

¹J. H. Kramer, "Now They Know," American School Board Journal, 110:26, March, 1945.

²Eugene Lagerquist, "A Follow-Up Study of the Graduates of Bainville, Montana, High School for the years 1948-1953," (unpublished professional paper, Montana State University, Missoula, 1954), p. 7.

3. A longer period than five years would not be too valuable because of changes effected within the local school during this period.

Procedure. The data treated in this study were obtained through the use of a questionnaire. A thorough study was made of the questionnaires used in previous studies of this type and from these a questionnaire was formulated which would serve the purposes of this study. Trial copies of the questionnaire were prepared and mailed to fifteen graduates of the years 1950-1954. These were chosen at random, three being chosen from the graduates of each year of the five-year study. The purpose of this trial questionnaire was to find out if it was understood by the graduates before it was sent out to all of them.

The results of this trial run were favorable, so the questionnaire was prepared and mailed on November 15, 1955, to 266 students who had graduated from Chinook High School during the five-year period, 1950-1954. The local Parent-Teacher Organization had prepared a mailing list of the graduates for the past twenty-three years. While this proved to be incomplete, it was very helpful in locating many of the graduates. Parents supplied many of the incomplete addresses.

By June, 1956, ninety responses had been received. In an effort to increase the number of returns, another copy of the questionnaire was mailed in July, 1957, to all graduates who had previously failed to respond. This brought in another sixty-four answered questionnaires.

Thus the total returns on the questionnaire were 154, or

58.1 per cent. Considering that many of the graduates had left the community and were scattered over the United States, that for many no addresses were available, and that for others there was no certainty that the available address was the correct one, the returns were probably better than would have been expected.

CHAPTER II

BACKGROUND OF STUDY

The community. Chinook, Montana, a town of about two thousand six hundred people, is the county seat and largest town of Blaine County. It is located on U. S. Highway No. 2, twenty-two miles east of Havre, Montana, and is served by the main line of the Great Northern Railroad.

The primary industry is agriculture. The Milk River runs across the county and on each side of its banks irrigation is practiced. The most extensive crop is sugar beets. Wheat and feed crops are also raised. The Utah and Idaho sugar factory was located here until 1952 when it was removed to Moses Lake, Washington, because the sugar beet acreage had decreased to the point that the operation of the plant was not warranted. The sugar acreage at present, however, has increased to the level where a factory here would be practical. Beyond the irrigation area to the north and south, dry land farming is practiced with grain crops chiefly raised. Beef cattle and sheep are raised in considerable numbers in this entire area.

The secondary industry is oil. A field was discovered in 1953 six miles south of Chinook. This field, at present, has about forty wells. This has led to the reopening of a small refinery which has increased to four times its original size and employs thirty to forty people.

The Milk River Breeders Association and Production Credit Association have their headquarters in Chinook. There are also the usual businesses found in a small town.

The fraternal and civic organizations of Chinook include the American Legion, Lions, Masons, Eagles, Odd Fellows, Veterans of Foreign Wars, and the Merchants' Association. The churches established in this community are the Lutheran, Methodist, Catholic, Presbyterian, Assembly of God, Church of the Latter Day Saints, and Jehovah's Witnesses.

The school plant. The Chinook School system is within School District No. 10. This is classified as a Second Class District with a board of trustees, composed of five members, overseeing its operation.

The entire school plant consists of four separate buildings. The high school, a modern building, constructed in 1932, consists of an auditorium-study hall combination, home economics and science laboratories, and twelve regular classrooms. It houses a student body of 273 ninth through twelfth graders.

The gymnasium, an old, two-story concrete structure, provides facilities for vocational agriculture and shop classes, besides shower rooms, on the ground floor. An auditorium, used for athletic contests and physical education classes is located on the second floor.

The Eastside School, also an old, two-story brick structure and a part of the original school, houses the elementary grades, four through eight. Due to crowded conditions, every possible space is

used, including rooms that are located in the basement.

The Meadowlark School, a new brick structure built in 1954, houses the elementary grades, one through three. Because of lack of sufficient area on the site of the other school buildings, this school was erected in another section of town. This building, besides having classrooms, storerooms and offices, has a large multipurpose room with a stage and kitchen facilities. Here the hot lunch is prepared and served to the entire school system. It also provides auditorium facilities for the elementary school. The entire enrollment of the elementary school is 479.

The faculty. The high school faculty consists of one superintendent-principal combination and fourteen classroom teachers. The school is fully accredited by the State Department of Public Instruction and the Northwest Accrediting Association.

The curriculum. The following courses have been offered each year for the years 1950-1954: four years of English, two years of Latin, American history, world history, civics, general mathematics, algebra, geometry, higher algebra, trigonometry, general science, biology, physics and chemistry (offered in alternate years), two years of typing, shorthand, bookkeeping, general business, commercial law and business arithmetic (offered in alternate years), three years of home economics, three years of vocational agriculture, driver training, band, chorus, glee club, and two years of physical education.

A full program of sports is offered each year for the boys. Organizations to which the student may belong are: Future Farmers

of America, Future Homemakers of America, Girls' Athletic Association, Student Voice staff (newspaper), Chinook Breeze staff (annual), Latin Club, Drama Club, Student Council, and National Honor Society.

CHAPTER III

REVIEW OF RELATED MATERIAL

No follow-up study of its graduates had previously been made at Chinook High School. This is the first of what is hoped will be a series of studies of the graduates and their evaluations of the high school.

In the last five years a number of school systems in the state of Montana have felt the need for evaluation of their schools by their graduates. This has resulted in a series of follow-up studies.

Three follow-up studies were completed in 1952 by Earl Fischer, Stuart Fitschen and Raymond Hokanson respectively.

Fischer,¹ in his study of the Hot Springs graduates, proposed to determine whether or not the young people who had graduated recently from the Hot Springs High School felt that the school had properly prepared them to meet the problems of everyday life; to learn where the high school fell short if it did not sufficiently train them to meet their needs; and to receive recommendations which these graduates felt were necessary for the improvement of the high school program at Hot Springs.

¹Earl Fischer, "A Survey of the Graduates from the Hot Springs, Montana High School for the Years 1946-1950 Inclusive," (unpublished professional paper, Montana State University, Missoula, 1952), p. 1.

The following conclusions were drawn from this study:

1. Revision of the English courses, including suggestions such as to require a course in grammar and composition, with emphasis on spelling.
2. Provide a public speaking course to develop self-confidence.
3. Provide courses in personal hygiene, adjustment and training for married life, and sex instruction.
4. Require a course in driver training.
5. For those students who were going to college, provide a better guidance program to equip them with courses required for college entrance.
6. Teach vocational agriculture.²

Fitschen³ in his survey of the Ronan High School had these purposes for his study: (1) to determine how well the guidance program had met the needs of the graduates, (2) to find out directly the group's opinion regarding the values of their educational experiences while in high school, and (3) to obtain a basis for curriculum revision.

The conclusions drawn from the graduates' opinions were:

1. Provision should be made for more personal and vocational guidance.
2. The English courses should be revised to include more practical training, remedial reading, theme writing and spelling.
3. Provision should be made whereby the students might receive more training in homemaking and parenthood.

²Ibid., pp. 32-33.

³Stuart Elmer Fitschen, "A Follow-up Study of the 1942-1951 High School Graduates of Ronan, Montana," (unpublished professional paper, Montana State University, Missoula, 1952), p. 2.

This might include a revision of the home economics classes as well as other classes to include more practical training.

4. A basic course in speech might be required of all students.
5. The history courses should provide more current material and include training in geography and political science.
6. A greater emphasis should be placed on practical mathematics. A basis for selecting students for algebra classes should be made instead of requiring all students to take algebra.
7. All students should be encouraged to take typing, and since so many wish they had taken more typing, a two-year course would be desirable.
8. A general business course including some bookkeeping would serve the need for the many students who wish they had taken some bookkeeping while in high school.
9. Since over one-fourth of the graduates had attended colleges or universities, the basic college preparatory courses should be continued.
10. Either vocational agriculture classes should be broadened to include some training in auto mechanics, welding and farm machinery repair, or a separate shop class should be offered.
11. Through orientation units in some freshman subject or through a separate social studies course, students could be helped to make a better adjustment to high school. Training in how to study, how to get along with others and⁴ what they expect from high school, could be given.

Hokanson's⁵ five-year study of the graduates of the Libby High School had as its purposes: to determine if the present

⁴Ibid., pp. 54-55.

⁵Raymond Hokanson, "A Follow-up Study of the Graduates of the Libby, Montana High School for the Years 1946-1950," (Unpublished professional paper, Montana State University, Missoula, 1952), p. 1.

curriculum was adequate; to discover if the high school had met the educational and vocational needs of the graduates; to learn if the post-high school experiences of the graduates indicated any shortcomings of the present curriculum; and to determine how efficiently educational procedures were fulfilling the present aims and objectives of the modern high school.

The conclusions derived from this study were:

1. Four years of English should be required for graduation by all students.
2. A more extended course in home economics should be offered.
3. A compulsory speech course to be offered to all students.
4. The need for more trade training for those who do not plan further education.
5. Several graduates expressed the desire of instituting a course in "Good Study Habits," particularly those who plan on attending institutions of higher learning.
6. An introduction, either by course content or through a study group, of everyday living and family life.
7. The graduates expressed a desire for more responsibility.
8. Require that certain business courses be taken by all students.

Two follow-up studies were completed in 1953 by Roger Christianson and George Gaynor.

Christianson's⁷ twelve-year study was of the graduates

⁶Ibid., pp. 37-38.

⁷Roger W. Christianson, "A Survey of the Graduates of the Fairfield, Montana High School for the Years 1940-1952," (unpublished professional paper, Montana State University, Missoula, 1953), p. 1.

of the Fairfield, Montana, High School. He questioned the graduates as to their present location, occupation pursued since graduation, education and training acquired since high school, and opinions concerning usefulness of high school training in present occupations. He also requested their suggestions for ways to improve educational offerings of Fairfield High School.

Christianson drew the following conclusions, based on the opinions gathered:

1. That the academic studies be emphasized to a much greater degree by the school personnel as being of the greatest importance to the students in their later life.
2. That the school should increase its guidance program.
3. That the possibility and practicability of offering trade school training in high school by the teachers be investigated further.
4. That the course of study in English be revised to include more time on practical English, including composition, letter writing, penmanship, spelling and public speaking.
5. That mathematics should receive greater emphasis in the school program, and provision be made to teach advanced mathematics to those who will need it for college.

Mr. Gaynor,⁹ in his Grass Range study, desired to ascertain how well the curriculum in the past had met the students' needs, to determine the opinions of the graduates as to the value of individual subjects and finally to make recommendations for program

⁸Ibid., pp. 48-49.

⁹George C. Gaynor, "A Follow-up Survey of the High School Graduates of Grass Range, Montana, 1920-1952," (unpublished professional paper, Montana State University, Missoula, 1953). p. 1.

changes.

Gaynor finds that the graduates' opinions substantiate the following conclusions:

1. College entrance courses should be kept as an integral part of the school curriculum.
2. The guidance program should be enlarged to include more complete testing and use of information to aid the student in his choice of subjects.
3. More teachers should be employed to increase the subject offering to the students.
4. More stress should be placed on grammar and its usage. Spelling, letter writing and vocabulary should be emphasized.
5. A course in public speaking should be required of all students.
6. More courses in mathematics should be offered, but algebra and geometry should not be required.
7. The course in American history should be broadened to include more of the world history leading up to the American history period. Current history should be part of this course also. This would become a two-year subject then. Some of the other history could be eliminated except for the student planning to attend college.
8. The home economics department should be enlarged to include the most complete program possible.
9. Vocational courses, including agriculture, should be added to the school program and offered in a sequence so that all students would have a chance to take several if desired.
10. The English offerings and those of the commercial field should be kept and added to if possible.
11. As many extra-curricular activities as possible should be offered and more importance given to those outside the field of sports.
12. More time and effort should be spent to impress upon the students the value of each subject and activity

in high school. People in the community, in addition to teachers, should participate in this program.¹⁰

In 1954, two studies were made by John Munson and Eugene Lagerquist.

Munson's¹¹ study of the Victor High School proposed to determine the practicability of courses offered by the high school in helping a graduate earn a living; to learn if the present curriculum is broad enough to meet the needs of the present day society; to obtain suggestions for the improvement of the present high school program; to serve as a basis for an enlarged and broadened guidance program; and to find out the weaknesses of the high school teachers as measured by the graduates.

The conclusions of this study were:

1. The following courses should be added to the curriculum: Home Economics, Public Speaking, Driver Training, and Marriage and Family Relationship.
2. More conservation should be taught in conjunction with other courses.
3. College preparatory courses should be maintained in the present curriculum.
4. More counselling and vocational guidance.
5. Proper study habits stressed.
6. Study of desirable and undesirable characteristics of the high school teacher should be seriously considered in detail by the members of the faculty.

¹⁰Ibid., pp. 38-39.

¹¹John F. Munson, "A Follow-up Study of the Graduates of the Victor, Montana High School for the Years 1947-1953," (unpublished professional paper, Montana State University, Missoula, 1954), p. 2.

7. Citizenship and study of democracy should be emphasized.
8. More opportunities for leadership and self-expression should be provided.
9. Continuation of a well-balanced extra-curricular program as an integral part of the educational program.
10. Follow-up be read and examined by the high school authorities. Through careful appraisal and consideration of the graduates' reaction to their high school education, lasting benefits might be attained.¹²

The purposes of the study made by Lagerquist¹³ were to evaluate the guidance program, instructional program and the extra-curricular activities of the Bainville High School.

The following conclusions, based on the graduates' opinions, were made in this study:

1. More guidance should be offered to the students in selection of courses in high school.
2. More occupational guidance service should be made available. This should consist of a more intensive testing program and more frequent interviews during the four years of high school.
3. English courses should be revised to put more emphasis on speaking, penmanship and spelling.
4. All courses should stress good English habits in all class work.
5. A "How to Study" unit should be taught in the first part of the freshman year.
6. More commercial subjects should be taught even at the expense of adding another teacher.

¹²Ibid., pp. 44-45.

¹³Eugene Lagerquist, "A Follow-up Study of the Graduates of the Bainville, Montana High School for the Years 1948-1953," (unpublished professional paper, Montana State University, Missoula, 1954), p. 2.

7. Home economics and vocational agriculture should remain a continuous part of the curriculum.
8. The curriculum in general should be expanded by hiring a commercial teacher who would enable other teachers to offer more in their departments by relieving them of the commercial subjects.
9. A study should be made of the history courses toward the end of making them more meaningful and useful.
10. The high school should offer as many extra-curricular activities as possible to give all students choice in their field of interest.
11. This study should be followed by a survey of parents' opinions and discussion in the local organizations such as the Parents-Teachers Association.¹⁴

Most recent of these follow-up studies was completed by Fred Buchholz¹⁵ in 1955. This study proposed to determine the occupational status of the graduates of the Antelope High School after leaving school; to get an appraisal from them as to the effectiveness of their education as it applied to their present vocations; and to secure suggestions which might be drawn upon for any improvement that could be made in the program offered.

The conclusions of this study were:

1. English courses should be revised to include more practical training in reading, writing and speaking.
2. In the commercial department, typing, shorthand and bookkeeping should receive more emphasis.
3. Presentation of the history courses should be improved by increased emphasis on current affairs.

¹⁴Ibid., pp. 33-34.

¹⁵Fred Buchholz, "A Follow-up Study of the Graduates of the Antelope, Montana High School for the Years 1944-1953," (unpublished professional paper, Montana State University, Missoula, 1955), p. 2.

4. Provisions for training in homemaking should be made.
5. The possibility of making algebra and geometry elective courses should be considered.
6. Safety education and driver training should be offered.
7. A course in consumer education should be provided.
8. A course in conservation education should be offered.
9. The school should provide vocational guidance.
10. Adult classes should be provided by the school.
11. College preparatory course should be continued.
12. The school should offer on-the-job training.
13. Better guidance procedures should be provided so that students could make a better adjustment to high school in order to receive greater benefit from their school experiences.¹⁶

In the eight follow-up studies reviewed, the following purposes were common to at least half of them:

1. To secure suggestions or recommendations which the graduates felt were necessary for the improvement of the school program.
2. To determine if the particular high schools had prepared the graduates to meet the problem of everyday life.
3. To evaluate the guidance program in the high schools.

The conclusions which were found in the majority of these studies were:

1. The English courses should be revised to include more practical training: composition, letter writing, penmanship, and spelling.
2. Provisions should be made for more personal and vocational guidance.

¹⁶Ibid., pp. 62-63.

3. Speech and public speaking should be offered.

One-half of the studies also concluded that:

1. History courses should be improved by increasing the emphasis on current affairs.
2. College preparatory courses should be continued in the curriculum.
3. A "How to Study" course should be provided.

CHAPTER IV

PRESENTATION OF FINDINGS

Number and per cent answering questionnaire. Questionnaires were sent out to a total of 266 graduates. This is thirty-one less than the total number of graduates. Two of the graduates were found to be deceased and twenty-nine had addresses that were unattainable. Returns were received from 154 for a total of 58.1 per cent. The returns by years were: twenty-nine from 1950, thirty-three from 1951, thirty-one from 1952, thirty-two from 1953, and twenty-nine from 1954. The year 1951 had the greatest per cent of returns with 64.7 per cent responding. The year 1953 had the least per cent of returns with 50.0 per cent responding. (See Table I.)

Marital status of the graduates. Of the total number of responses (154), seventy-five were boys and seventy-nine were girls. Exactly 50.0 per cent or seventy-seven indicated they were married. Of this number twenty-nine were boys and forty-eight were girls. This status of the graduates has considerable bearing on the occupational and educational data of the graduates. (See Table II.)

Colleges attended by the graduates. A total of thirty-four colleges were attended by the graduates. The majority attended in-state institutions with Northern Montana College at Havre attracting the most graduates (33). Other institutions in order of frequency of attendance were: Montana State University (25), Montana State College (12), and Eastern Montana College of Education (4).

TABLE I
 NUMBER AND PER CENT BY YEARS OF GRADUATES
 ANSWERING QUESTIONNAIRE

Year of Graduation	1950	1951	1952	1953	1954	Totals
Number of Graduates	57	57	60	68	55	297
Boys	29	23	32	34	30	148
Girls	28	34	28	34	25	149
Total Number of Responses	29	33	31	32	29	154
Boys	12	12	17	16	18	75
Girls	17	21	14	16	11	79
Number of Deceased						
Boys	0	1	0	1	0	2
Girls	0	0	0	0	0	0
Number of Addresses Unattainable						
Boys	6	3	1	2	2	14
Girls	4	2	2	1	6	15
Per Cent of Responses						
Boys	52.1	60.0	54.8	51.6	64.2	56.5
Girls	70.8	67.7	53.8	48.4	57.9	59.7
*Total Per Cent of Responses	61.7	64.7	54.4	50.0	61.7	58.1

*Per cent of responses based on total less those deceased and those for whom no addresses could be found.

TABLE II
MARITAL STATUS OF THE GRADUATES

Year of Graduation	1950	1951	1952	1953	1954	Totals
Number of Responses	29	33	31	32	29	154
Boys	12	12	17	16	18	75
Girls	17	21	14	16	11	79
Number Married	18	18	20	10	11	77
Boys	7	3	10	4	5	29
Girls	11	15	10	6	6	48
Number Single	11	15	11	22	18	77
Boys	5	9	7	12	13	46
Girls	6	6	4	10	5	31

(See Table III.) The range in time spent in college was from less than one year to six years. The median number of years for the boys attending was between zero and one; for the girls attending one. The amount of time spent in institutions of higher learning is shown in Table IV.

Occupations of the graduates. The replies show that 103 of the graduates were in twenty-eight different occupations. Thirty-seven who listed themselves as students, ten who indicated they were in the armed forces, and one who listed himself as unemployed were excluded from the total of 151 reporting. Thirty-six of the 103 were housewives. Following in order of frequency were eleven farmers, nine teachers, five secretaries, and others as shown in Table V.

Opinions pertaining to the guidance program.¹ One hundred three graduates indicated that they were engaged in some occupation. With a total of seventy-five reporting, sixty-three, or 84 per cent, indicated they had received no help in deciding on their occupation. Fifty-seven out of eighty-two reporting felt that more help in selecting an occupation would have served them better.

In the matter of help in selecting their high school courses, 73.8 per cent reporting indicated that more guidance in this respect should have been offered.

Sixty-three out of sixty-four graduates, or 98.4 per cent, reporting on this item indicated that more and closer guidance should be offered on personal and vocational problems.

¹Table VI, p. 27.

TABLE III

INSTITUTIONS ATTENDED BY THE GRADUATES OF
CHINOOK HIGH SCHOOL, 1950-1954

Institution	Number Attending
Northern Montana College	33
Montana State University	25
Montana State College	12
Kinman's Business College	4
Eastern Montana College	4
Sacred Heart School of Nursing	3
Concordia College	2
University of Oregon	2
Northwest Nazarene College, Nampa, Idaho	2
Washington University, St. Louis, Missouri	1
University of Washington	1
Wehen College, Ogden, Utah	1
Hamline College	1
College of Education, Great Falls	1
Brigham Young University	1
Monticello Junior College	1
Stanford University	1
Washington State College	1
Margaret Hood Beauty School	1
University of North Dakota	1
Macalester	1
Rocky Mountain College	1
University of Minnesota	1
Montana School of Mines	1
Colorado Woman's College	1
College of Puget Sound, Tacoma	1
North Dakota State College	1
Harvard	1
Massachusetts Institute of Technology	1
University of Colorado, Boulder	1
Immaculate Heart College, Hollywood	1
Billings Business College	1
Holy Names College, Spokane	1
Electronics Material School, Southern California	1

TABLE IV
NUMBER OF YEARS ATTENDED BY GRADUATES IN
INSTITUTIONS OF HIGHER LEARNING

Year		Years in College						
		0	1	2	3	4	5	6
1950	Boys	3	5	1			1	2
	Girls	2	3	4	1	5		
1951	Boys	8	1	1		2		
	Girls	8	3	4	3	2	1	
1952	Boys	10	2		1	1		
	Girls	6	1	3	2	1		
1953	Boys	9	4		1	2		
	Girls	8	2	2	3	1		
1954	Boys	5	5	3	4			
	Girls	7	2	1				

TABLE V
OCCUPATIONS OF HIGH SCHOOL GRADUATES
OF CHINOOK, MONTANA, 1950-1954

Occupation	Frequency
Housewife	36
Farmer	11
Teacher	9
Secretary	5
Nurse	5
Carpenter	3
Bank Clerk	1
Journalist	1
Stenographer	3
Pharmacist	1
Beauty Operator	1
Sales Clerk	4
Power Service Man	1
Mechanic	3
Civil Engineer	1
Car Dealer	1
Waitress	1
Bookkeeper	5
Brakeman	1
Ranch Cook	2
Parts Man	2
Manager Trainee	1
Plumber	1
Display and Advertising Agent	1
Bacteriological Aid	1
Forest Service	1
Heavy Equipment Operator	1
Students	37
Armed Forces	36
Unemployed	1
	<u>151</u>

TABLE VI
REPLIES OF GRADUATES TO QUESTIONS
PERTAINING TO GUIDANCE

Question	Total	<u>Reporting Yes</u>		<u>Reporting No</u>	
		No.	Per Cent	No.	Per Cent
Did guidance from a high school faculty member help you decide on your present occupation?	75	12	16.0	63	84.0
Do you feel that more guidance in selecting an occupation would have served you better?	82	57	69.5	25	30.5
Do you feel that your high school should have given you more guidance in selecting your high school courses?	65	48	73.8	17	26.2
Do you think that high schools should offer students more and closer guidance on personal and vocational problems?	64	63	98.4	1	1.6

Opinions pertaining to the cooperative education program.²

As stated in the questionnaire, the cooperative education program is "on-the-job training" to acquaint the student with every phase of work in the job in which he is employed. Not all students participated in this program. Only those who felt they could afford the time and needed financial assistance took part in it.

Of the 106 reporting, sixty-nine indicated that they did not feel that the cooperative education program helped them select their present job. Twenty-six felt that it had helped and eleven did not know.

Regarding the value of the program to the individual graduate, with only thirty-six reporting, twenty-six or 72.2 per cent, indicated it was of value to them. Eight felt that it was not of value and two did not know.

Comments regarding the value of the program varied. Those who valued it stated that it gave them financial assistance and developed a sense of responsibility. Those who did not value it stated that it was a waste of school time and provided cheap labor for the employers.

Opinions pertaining to educational program. Three choices were given for reporting the subjects which had proved to be of most value. Typing was mentioned most frequently in the returns. Twenty-nine selected typing as most important, twenty-one as second choice and sixteen as third choice for a total of sixty-six times

²Table VII, p. 29.

TABLE VII
REPLIES OF GRADUATES TO QUESTIONS
PERTAINING TO COOPERATIVE EDUCATION

Question	Total	Reporting Yes		Reporting No		Reporting Don't Know	
		No.	Per Cent	No.	Per Cent	No.	Per Cent
Do you feel that the cooperative education program helped you select your present job?	106	26	24.5	69	65.1	11	10.4
If you participated in the cooperative education program, do you think it was of value to you?	36	26	72.2	8	22.2	2	5.6

mentioned. English was listed fifteen times as most important, sixteen times as second in importance and twelve times as third in importance for a total of forty-three times mentioned. Other subjects most frequently mentioned were algebra, home economics, biology and general business. Twenty-six other subjects were listed as important as shown in Table VIII.

Geometry, mentioned forty-one times, headed the list of choices as the subject of least value. Algebra was second choice, and history third choice, and literature fourth choice. Twenty-six other subjects were listed as courses of least value as shown in Table IX.

Table X shows that the three subjects most frequently mentioned as ones every boy should take were English, vocational agriculture and algebra. Home economics headed the list of subjects respondents felt every girl should take; typing was given as second choice; and English, third choice. Other choices of both boys and girls are shown in Table X.

Courses which students wished they had taken but did not as shown in Table XI may not have been offered that year. Whenever a certain percentage of students did not list subjects in pre-registration, they were not offered. Bookkeeping headed the list of subjects they wished they had taken but did not. Trigonometry was second in frequency of mention and chemistry was third. Other subjects listed are shown in Table XI.

As shown by Table XII, a course in psychology was first choice of the graduates as a subject which was not offered that

TABLE VIII

REPLIES OF GRADUATES TO THE QUESTION: "WHAT
SUBJECTS DID YOU TAKE WHICH HAVE BEEN
OF MOST VALUE TO YOU?"

Subjects	Most Value	2nd	3rd	Total
Typing	29	21	16	66
English	15	16	12	43
Algebra	18	7	14	39
Home Economics	14	10	9	33
Biology	11	9	4	24
General Business	6	7	7	20
Shorthand	4	10	4	18
General Mathematics	3	3	11	17
History	5	6	5	16
Vocational Agriculture	12	1	3	16
Driver Training	3	6	6	15
Physics	5	7	3	15
Chemistry	5	6	2	13
Cooperative Education	5	4	4	13
Civics		3	9	12
Shop	3	5	2	10
Bookkeeping	3	3	4	10
Geometry	1	6	2	9
Trigonometry	2	2	5	9
Literature	1	1	7	9
Sociology	2	2	4	8
Latin	1	2	3	6
Economics	2	3	1	6
Band	1	3	1	5
Physical Education	1	1	1	3
Office Practice		1	2	3
Health Education	1	1	1	3
General Science		3		3
Chorus		1	2	3
Journalism	1		1	2
Mechanical Drawing		1	1	2
Drama		2		2

TABLE IX

REPLIES OF THE GRADUATES TO THE QUESTION: "WHAT
SUBJECTS DID YOU TAKE WHICH HAVE BEEN
OF LEAST VALUE TO YOU?"

Subjects	Least Value	2nd	3rd	Total
Geometry	16	14	11	41
Algebra	18	16	6	40
History	13	12	6	31
Literature	8	8	9	25
Physical Education	10	6	6	22
Biology	6	10	4	20
Driver Training	6	9	1	16
Shorthand	3	2	6	16
Latin	10	4	1	15
Agriculture	10	2	3	15
Civics	1	4	7	12
Typing	5	5	2	12
Economics	3	7	1	11
Chemistry	7	3		10
Chorus	2	3	5	10
English	3	3	4	10
Band	3	1	4	8
Home Economics	2	3	2	7
General Mathematics	2	2	2	6
Sociology	2	2	2	6
Shop	1	1	3	5
Health Education		1	3	4
Trigonometry	1	1	1	3
Cooperative Education	1		1	2
Physics		1	1	2
General Science		1	1	2
Bookkeeping		1		1
Journalism		1		1
Office Practice		1		1
Drama	1			1

TABLE X

REPLIES OF THE GRADUATES TO THE QUESTIONS:
 "WHAT SUBJECTS DO YOU THINK EVERY BOY SHOULD TAKE?"
 "WHAT SUBJECTS DO YOU THINK EVERY GIRL SHOULD TAKE?"

Subjects	Boys	Girls
English	51	51
Vocational Agriculture	40	
Algebra	36	13
General Business	28	17
General Mathematics	28	11
Typing	28	75
Shop	28	
Biology	19	14
Driver Training	15	10
Speech	15	8
History	14	12
Home Economics		97
Physics	13	2
Chemistry	12	3
Cooperative Education	11	3
Physical Education	10	10
Geometry	9	
Trigonometry	9	
Economics	9	6
Bookkeeping	8	28
Civics	8	2
Literature	8	4
Mechanical Drawing	6	
General Science	5	1
Health Education	4	23
Latin	3	3
Commercial Law	3	
Psychology	2	5
Office Practice	2	6
Shorthand	1	31
Sociology	1	
Chorus		1

TABLE XI

REPLIES OF THE GRADUATES TO THE QUESTION:
"WHAT SUBJECTS DO YOU NOW WISH YOU HAD
TAKEN BUT DID NOT?"

Subjects	Frequency
Bookkeeping	47
Trigonometry	35
Chemistry	31
General Business	26
Physics	22
Mechanical Drawing	18
Shorthand	17
General Mathematics	12
Office Practice	9
Band	8
General Science	7
Driver Training	7
Vocational Agriculture	2
Shop	2
Cooperative Education	2

TABLE XII

REPLIES OF THE GRADUATES TO THE QUESTION: "WHAT
SUBJECTS WHICH WERE NOT OFFERED DO YOU THINK
WOULD HAVE BEEN OF VALUE TO YOU?"

Subjects	Frequency
Psychology	71
Speech	67
Art	33
Commercial Law	29
Bookkeeping	21
Orchestra	5

they thought would have been of value to them; speech was their second choice. Comments by the graduates showed that they definitely felt a need for a speech course to be added to the curriculum; art was their third choice. Other subjects listed were: commercial law, bookkeeping and orchestra.

Opinions pertaining to certain social aspects. Getting along with others and the ability to read, write and speak well were the two traits best developed by the high school, as indicated by the students' reporting. Teaching students to use money wisely and about marriage and family life were the weakest points of the high school program. (See Table XIII).

Volunteered suggestions by graduates. Suggestions for making a high school curriculum more useful to students were offered by 104 of the graduates. A number of the replies which are representative of the group are quoted as follows:

"Offer as varied a curriculum as possible and use the influence of the faculty to guide the student into a broad educational background."

"A planned program of guidance could be very helpful to the easily influenced person of high school age."

"Some teachers who would take the same interest in all students."

"I think a course of creative writing should be included in the curriculum."

"Study halls should be abolished as they do not serve their purpose."

"Too much emphasis is placed upon vocational education at the expense of furthering liberal education and preparation for college."

"I believe the curriculum should definitely include speech and be required for graduation."

TABLE XIII

OPINIONS OF THE GRADUATES ON PART HIGH SCHOOL
PLAYED IN DEVELOPING CERTAIN TRAITS
AND SOCIAL ASPECTS

Ability	<u>Degree that High School Helped</u>			
	Great Deal	Some	Little or None	Uncertain
Using spare time	27	74	43	6
Care of your health	26	72	48	8
Participation in community and civic affairs	49	63	34	4
Marriage and family life	20	36	70	11
Getting along with others	81	64	6	1
Ability to read, write, and speak well	79	60	11	2
Using basic mathematics skills	61	67	20	3
Using money wisely	17	65	62	9
Thinking through problems	40	90	15	3

"The main thing is to get all you can out of every course. This is usually not realized until you are out of school on your own. I believe this should be stressed upon students entering high school."

"There should be a more integrated program of the arts to enable the truly interested and gifted students to have a better preparation for college."

"A more ambitious program of providing scholarships is needed. Every year thousands of them go unanswered."

"For students definitely planning on attending college, a course in writing themes should be offered."

"Offer a course in word usage, the breakdown and meaning of words."

"In working out vocational problems, would suggest to have visiting speakers in to represent their field--giving requirements--the courses best preparing them, mentioning the advantages as well as disadvantages."

"I think several foreign languages should be provided besides Latin."

"I cannot see any good coming from cooperative education. To me it has come to mean a way of "sluff-off" or getting out of school."

"Assign each student a teacher as advisor upon entering high school."

"In some cases improve the quality of instruction and content of the courses."

"A good course in outlining and how to study would be a great addition to the high school curriculum."

"In Chinook High School there is a tendency to acclaim sports too much and not put enough emphasis on scholastic abilities which I feel are the most important in future life."

"A course preparing students for marriage and family life should be added to the curriculum."

"I feel that students of CHS should be given aptitude tests, and that the results of these tests should be explained to them individually. I took an aptitude test in high school, but no one ever told me the result."

"The commercial department could be improved by adding up-to-date business machines to learn to operate."

"Guidance would do wonders for Chinook High School students."

"Maybe some of the teachers should attend summer school to catch up on some of the new ideas and methods of teaching their courses."

"Offer refresher courses in English and mathematics to seniors who plan to attend college."

"Psychology should be added to the curriculum."

"An experienced guidance counselor would enrich your curriculum a great deal"

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

Purposes. The purposes of this study were to: (1) evaluate the instructional program of the Chinook High School, (2) evaluate the guidance program of the Chinook High School, (3) evaluate the cooperative education offering of the Chinook High School, and (4) suggest changes based on survey results.

Procedure. Questionnaires were prepared and sent to the Chinook High School graduates for the years 1950-1954. The questionnaire sought to obtain opinions of the graduates as to the value of their high school training. Results were tabulated. Returns were received from 154 of a total of 266 graduates for a percentage return of 58.1.

CONCLUSIONS

The following conclusions were drawn, based on the responses of the graduates of Chinook High School:

1. Inadequate guidance service had been offered to the high school students.
2. The cooperative education program did not fulfill its purpose even in extreme cases where financial assistance was needed.
3. A course in psychology should be added to the curriculum.
4. Typing proved to be the subject of most value taken by students and geometry and algebra of least value.

5. English and vocational agriculture were subjects every boy should take while home economics and typing were subjects every girl should take.
6. The English department does not give enough instruction in writing term papers, essays, and in creative writing.
7. There exists a great need for expression in speech.
8. The importance of high school was not realized by many while they were in school.
9. Greater recognition is necessary for scholastic achievements.
10. College entrance necessitates that more foreign languages be offered at Chinook High School.
11. Students lack knowledge regarding marriage and family life and using money wisely.
12. Students have a greater need for up-to-date commercial instruction.

RECOMMENDATIONS

The following recommendations are based upon findings of this study:

1. More guidance should be offered to the students in selecting courses in Chinook High School and stressing the importance of high school while they are in school.
2. More occupational guidance service should be made available. More interviews with students and more extensive testing program should be provided for, with the results made known and explained to the students.
3. The cooperative education program should probably be discontinued, or more carefully controlled by the administration.
4. Courses in psychology and speech should be added to the curriculum.
5. English courses should be revised to put more emphasis on creative writing, essays and term paper instruction.
6. Two or more foreign languages should be offered.

7. Courses preparing students for marriage and family life should be offered.
8. The commercial department should be enlarged to include instruction in office machines.

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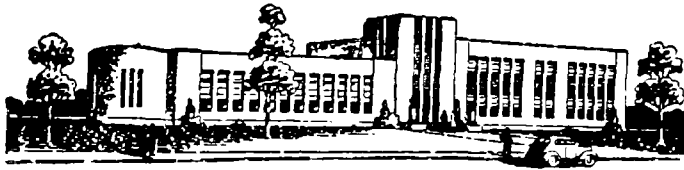
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APPENDIX A



SCHOOL DISTRICT NO. 10
CHINOOK, MONTANA

December 1, 1955

Dear Graduate:

Quite often the question is asked, "Is our school doing the job in preparing our boys and girls for an occupation and higher education?" This question can best be answered by securing advice and information from those who should be in the best position to know--you who have attended this high school.

Your response to the attached questionnaire will be of great assistance in guiding us to improve the courses we now offer, in the addition of courses which you feel are valuable, and in the elimination of courses which you consider not worthwhile. Please let your answers reflect your true opinions in order that this study might have meaning.

This survey will include the graduates of our high school from the year 1950 to 1954 inclusive. Your replies will be given the utmost attention and consideration, and will be held in the strictest confidence.

Enclosed is a self-addressed, stamped envelope, for your use in reply. Your promptness in returning the questionnaire will be greatly appreciated.

Sincerely,

OSCAR B. PRESTBO

APPENDIX B

QUESTIONNAIRE

IDENTIFYING DATA

- 1. Name of Graduate _____
 - 2. Year of Graduation _____
 - 3. Present name _____
 - 4. Martial status _____
 - 5. Present address _____
 - 6. Sex _____
- Course taken in high school _____
 (College Prep., Business, General)

OCCUPATIONAL DATA:

- 1. Present occupation _____
- 2. Duties of present position:
 - 1. _____
 - 2. _____
 - 3. _____
 - 4. _____
- 3. What other types of work have you done since graduation from high school?

- 4. Did guidance from a high school faculty member help you decide on your present occupation? Yes _____ No _____
- 5. Do you feel that more guidance in selecting an occupation would have served you better? Yes _____ No _____
- 6. To what extent has your school training helped you on your present job?
 (Check one)

(1) _____ A great deal	(3) _____ Little or none
(2) _____ Some	(4) _____ I'm not certain
- 7. Do you feel that the * co-operative education program helped you select your present job? Yes _____ No _____ Don't know _____

EDUCATIONAL DATA:

- 1. Please encircle number of years of college completed: 0 1 2 3 4 5 6 More
- 2. List schools beyond high school attended: (College, trade schools, etc.)
 (Name and location) (Dates attended)
 - 1. _____
 - 2. _____
 - 3. _____
- 3. Name the course you are taking (or have completed) _____

*Co-operative Education Program is "on the job training" to acquaint the student with job in which he is employed.

4. in which subject did you experience the most difficulty at college level?

5. Do you feel that this difficulty was due to a fault in your high school training? Yes _____ No _____ Uncertain _____

6. Do you feel that your high school should have given you more guidance in selecting your high school courses? Yes _____ No _____ Uncertain _____

7. Which of the following helped you most in making your educational plans? (Check one or more)

- A. Parents
- B. Other relatives
- C. Friends
- D. A teacher
- E. Principal
- F. School guidance man or woman
- G. Little or no help received.

GENERAL DATA:

1. Do you think that high schools should offer students more and closer guidance on personal and vocational problems? Yes _____ No _____ No Opinion _____

2. What extra-curricular activities in which you participated do you think have been of most value to you? (1) _____ (2) _____ (3) _____

3. If you participated in the co-operative education program, do you think it was of value to you? Yes _____ No _____ Uncertain _____ Explain your answer. _____

4. Please indicate by checking the proper column how much the Chinook High School training has helped you in each of the following:	Great Deal	Some	Little or None	Uncertain
---	------------	------	----------------	-----------

Using your spare time _____

Care of your health _____

Participation in community and civic affairs _____

Marriage and family life _____

Getting along with others _____

Great Deal Some Little or None Uncertain

Using money wisely _____

Thinking through problems _____

Using the numbers of the high school subjects listed at the left, please answer the questions below. You will note that three columns are provided to enable you to make a first, second and third choice in each case.

Example:

Which subjects did you find to be the most difficult while in high school?

(1)	(2)	(3)
2	10	11

- (1) Agriculture
- (2) Algebra
- (3) Band
- (4) Biology
- (5) Bookkeeping
- (6) Chemistry
- (7) Chorus
- (8) Driver training
- (9) Economics
- (10) English
- (11) Latin
- (12) General Mathematics
- (13) General Business
- (14) Commercial Law
- (15) General Science
- (16) Geometry
- (17) History
- (18) Home Economics
- (19) Health Education
- (20) Journalism
- (21) Office Practice
- (22) Physical Education
- (23) Physics
- (24) Civics
- (25) Shorthand
- (26) Sociology
- (27) Typing
- (28) Shop
- (29) Co-operative Education
- (30) Speech
- (31) Trigonometry
- (32) Mechanical Drawing
- (33) Orchestra
- (34) Drama
- (35) World Geography
- (36) Psychology
- (37) Art
- (38) Literature

- A. What subjects did you take which have been of most value to you?

--	--	--
- B. What subjects did you take which have been of least value to you?

--	--	--
- C. What subjects do you think every boy should take?

--	--	--
- D. What subjects do you think every girl should take?

--	--	--
- E. What subjects do you now wish you had taken but did not?

--	--	--
- F. What subjects did you take and like most while you were in high school?

--	--	--
- G. What subjects did you take and like least while you were in high school?

--	--	--
- H. What subjects which were not offered do you think would have been of value to you?

--	--	--

Please comment on what you feel the Chinook school could do to make the high school curriculum more useful to students.