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A FOLLOW-UP STUDY OF THE GRADUATES OF
BAINVILLE, MONTANA HIGH SCHOOL
FOR THE YEARS 1948-1953

by

EUGENE LAGERQUIST

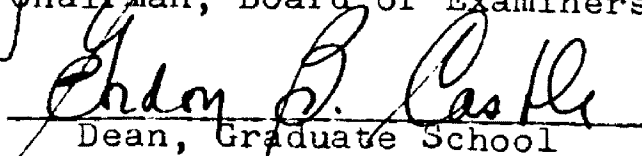
B.S., Minot State Teachers College, 1949
Minot, North Dakota

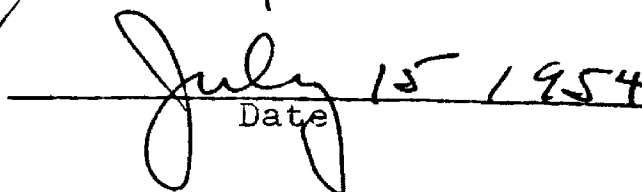
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requirements for the degree of
Master of Education

MONTANA STATE UNIVERSITY
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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Importance of study	1
The purposes	2
Background of study	2
The community	2
The school	3
Faculty	4
Curriculum	5
Procedure	6
II. REVIEW OF RELATED MATERIAL	8
Comparison to other studies	8
Limitations of this study	11
III. PRESENTATION OF FINDINGS	13
Number and per cent reporting	13
Occupations of the graduates	13
Colleges attended by the graduates	13
Opinions pertaining to the guidance program	16
Opinions pertaining to educational program	19
Opinions pertaining to extra-curricular activities	26
Opinions pertaining to social aspects	26

CHAPTER	PAGE
Volunteered suggestions by graduates	26
Comparison of findings	29
IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	32
Summary	32
Purposes	32
Procedure	32
Conclusions	32
Recommendations	33
BIBLIOGRAPHY	35
APPENDIX A Cover letter of Questionnaire	37
APPENDIX B Questionnaire	39

LIST OF TABLES

TABLE	PAGE
I. Number and Per Cent by Years of Graduates Answering Questionnaire	14
II. Occupations of High School Graduates of Bainville, Montana, 1948-1953	15
III. Institutions and Number of Years Attended by Graduates of Bainville High School, 1948-1953	17
IV. Replies of Graduates to Questions Pertaining to Guidance	18
V. Replies of Graduates to the Question, "What subjects did you take which have been of most value to you?"	20
VI. Replies of Graduates to the Question, "What subjects did you take which have been of least value to you?"	21
VII. Replies of the Graduates to the Questions, "What subjects do you think every boy should take?" and "What subjects do you think every girl should take?"	23
VIII. Replies of the Graduates to the Question, What subjects which were not offered do you think would have been of value to you?"	24

TABLE	PAGE
IX. Replies of the Graduates to the Question, "What subjects which were offered but which you did not take do you think would have been of value to you?"	25
X. Replies of the Graduates to the Questions, "What extra-curricular activity in which you participated do you think has been of most value to you?" and "What extra-curric- ular activity in which you participated do you think has been of least value to you?" .	27
XI. Opinions of the Graduates on Part High School Played in Developing Certain Traits and Social Aspects	28
XII. Frequency of Mention of Volunteered Sugges- tions for Improvement in Certain Areas . . .	30

CHAPTER I

INTRODUCTION

IMPORTANCE OF STUDY

In the past three years, several surveys dealing with opinions of graduates about the values of their high school education have been completed in Montana. The findings of these studies have been used in making suggestions for curriculum changes in the school with which each study was connected. That such studies are of value is an opinion substantiated by many in the field of education. Reeder says:

The very efficiency of a school system must be evaluated in terms of the effect upon the pupils.¹

The opinions of the graduates, as a basis for evaluation, is used in many states. That the opinion of the graduate is important is voiced by 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 to the students, who yet have a chance to learn those skills and attitudes which

¹Ward G. Reeder, The Fundamentals of Public School Administration (New York: The MacMillan Company, 1941), p. 578.

those who have gone before now find so important.²

The Superintendent of Schools in Bainville requested that opinions of the graduates of the Bainville High School be gathered as one means of evaluating the curriculum of that school. The feeling that a school must continually examine and evaluate its work motivated this request.

THE PURPOSES

The purposes of this study were: (1) to evaluate the guidance program of Bainville High School, (2) to evaluate the instructional program of Bainville High School, (3) to evaluate the extra-curricular activities of Bainville High School.

BACKGROUND OF STUDY

The Community. Bainville, Montana, is a town of about four hundred population, located in the northeastern part of the state. The town is served by the Great Northern Railway Company and by U. S. Highway #2.

The chief source of income in the area is agriculture. Beef and wheat are the two most important products. The area is usually quite dry and irrigation is not practical due to the terrain although the nearby Missouri River would furnish an adequate supply of water. Crop failures are not uncommon and the cattle raiser often must have feed shipped

²J. H. Kramer, "Now They Know," American School Board Journal, 110:20, March, 1945.

in to winter his stock. Agriculture is the only occupation which exercises any degree of holding power over the graduates of the high school.

Bainville has thirteen business establishments. Broken down into types they are: two grocery stores, two saloons, two grain elevators, three service stations, one implement dealer, one lumber yard, one hardware store and one hotel. These businesses cannot, and do not provide many jobs for the graduates. The service stations usually hire one or two boys for summer and after school work. One grocery store hires two girls for summers and after school work. Other summer jobs for students are: extra-gangs on railroad, farm labor and seasonal work at the elevators. Other than these, the students are forced to find employment elsewhere, usually in nearby Williston, North Dakota. Thus by graduation, most of the students are already partly separated from their home town.

Bainville is situated between two important oil discoveries, the Tioga or Beaver Lodge on the east and the rich Poplar discoveries on the west. One test well has been sunk in the Bainville area but oil was not found in paying quantities. Another well was scheduled for July, 1954. Discovery of oil would be a definite stimulant to the business of the town. However, neither the town nor the school could handle too large an influx of population without a building program.

The school. The Bainville school is the largest single employer in town with twenty-three persons on the payroll. The school is housed in a plant which was built in two different sections. The grade and high school classrooms are in the older section which was built in 1929. The new addition consists of vocational agriculture and home economics departments. This section was first used in the fall of 1950. At present the classroom space is adequate for the needs. The building is well cared for. New seating, new lighting, recent interior painting and other improvements have served to make the plant more pleasant as well as more functional.

The enrollment of the elementary school has been steadily increasing since 1948. Approximately one hundred and eighty children were enrolled for the school year 1953-1954. Most of the grade school pupils go on to high school. With the present elementary enrollment the high school should increase from the customary forty-five or fifty to at least eighty or eighty-five.

The Bainville Public School is fully accredited with the Northwest Accrediting Association and the Montana State Board of Education.

Faculty. The faculty of Bainville High School for the past five years has consisted of five teachers plus the superintendent. The departments are: vocational agriculture, home economics, English, mathematics-science and social

science. The superintendent and the home economics instructor have had charge of the commercial subjects taught in the last five years. Before the year 1949-1950, there were no vocational agriculture nor home economics department and only three teachers plus the superintendent were employed. One teacher taught on an emergency certificate during the two-year period, 1948-50. With that one exception, all the teachers have been fully qualified during the six year period.

Curriculum. The following courses have been offered each year for the years 1949-1953; four years of English, American history, world history, problems of American democracy, general science, general mathematics, algebra, three years of vocational agriculture, three years of home economics and two years of typing. Biology and chemistry have been offered in alternate years. Geometry and an advanced mathematics course have likewise been offered in alternate years. Bookkeeping and general business training have been taught once in the six year period.

The band was reactivated in 1948 and has been a part of the curriculum since then. High school chorus is offered each year as well as the usual sports offerings of basketball, six-man football and either baseball or track. Physical education is offered according to State Department regulations. Among the other organizations to which the student might belong are: Future Farmers of America, Future

Homemakers of America, pep club and the class and student government organizations.

PROCEDURE

A study was made of the questionnaires used in similar studies in Montana and a questionnaire was formulated which would serve the purposes of this study. Copies of the questionnaire were prepared and mailed to the graduates of the Bainville High School for the years 1948-1953. An addressed post card was included with each questionnaire to enable the graduate to indicate that he had returned his questionnaire by signing his name and mailing the card. The name of the person replying was not required on the questionnaire in order to encourage better return and so that the answers might better reflect the true feelings of the graduate. The assumption was made that the graduates would be more critical if their replies remained anonymous. A check list of the names of the group was made and upon receipt of the signed post cards, names were checked off the list. Without signatures on the questionnaires, the check list was the only means of ascertaining who had returned questionnaires. After six weeks, a follow-up letter of a personal nature was sent to those who had not been checked off the list. Personal interviews were arranged with others who could be more easily reached. The help of the local Parent-Teachers organization was enlisted to encourage replies and stimulate interest.

The number of years to be used in this study was selected for the following reasons:

1. Similar studies showed a marked decrease of returns from graduates who had been out of school longer than six years.

2. Replies from graduates from a longer period than six years would not be too valuable because of changes effected within the local school during this period.

3. Similar studies indicated that one must go back at least five years to allow some to finish college and start careers. The total number of graduates for the six year period was fifty-four (nine in 1948, seven in 1949, eleven in 1950, eight in 1951, eight in 1952 and eleven in 1953). (See Table I.)

A deadline on returns was set and the opinions were compiled and tabulated.

CHAPTER II

REVIEW OF RELATED MATERIAL

Comparison to other studies. Five follow-up studies of Montana high schools had been completed when this study was started. Fisher¹ in his study of the Hot Springs graduates and Fitchen² in his Ronan survey listed as their purposes very similar aims. Both studies were made to discover graduates' opinions as to the value of their high schools. These surveys devoted considerable space to the economic and occupational status of the graduates. This study does not propose to go into the economic status and occupational histories to the extent to which the studies of Fitchen and Fisher did. Hokanson³ in his Libby study sought personal evaluation of the school curriculum, in which

¹Earl Fisher, "A Follow-up Study 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.

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

³Raymond 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, 1952), p. 1.

respect it is similar to this study. The location and difference in size of schools make these studies to some degree unrelated. Reviews of these three studies are given more comprehensive treatment in Christianson's study of the Fairfield graduates. Christianson questioned the graduates as to their present location, occupations 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 program of educational and vocational guidance.
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.⁵

These conclusions of Christianson and other previous studies are compared with the conclusions of this study in

⁴Roger W. Christianson, "A Survey of the Graduates of the Fairfield, Montana High School for the Years 1940-1951," (unpublished Professional paper, Montana State University, Missoula, 1953), p. 1.

⁵Ibid., pp. 48-49.

Chapter III.

The purposes of the fifth and last follow-up study which was surveyed were very similar to the purposes of this study. Mr. Gaynor,⁶ in his Grass Range study was working in a school more similar to Bainville school in size. Gaynor desired to ascertain how well the curriculum in the past had met the student's needs, to determine the opinions of the graduates as to the value of individual subjects and finally to make recommendations for program 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

⁶George C. Gaynor, "A Follow-up Survey of the High School Graduates of the Grass Range, Montana, 1920-1952," (unpublished Professional paper, Montana State University, Missoula, 1953), p. 1.

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.⁷

The conclusions of Gaynor are compared with the findings of the Bainville study and the four other studies in Chapter III. In his comparison with other studies, Christianson⁸ finds that there are two areas upon which graduates of all schools covered by these studies concentrate their criticism. These are dissatisfaction with the guidance programs, and need for revision of courses of study in English to emphasize the communication skills.

Limitations of this study. The recommendations and conclusions are based entirely upon the opinions of the graduates of the years, 1948-1953. Assuming that the needs of the students differ in different localities, the findings may not be applicable to other schools. The needs, as expressed by the graduates of the years, 1948-1953, may not coincide with the needs of the current students.

⁷Gaynor, op. cit., pp. 38-39.

⁸Christianson, op. cit., pp. 45-56

The opinions of the graduates may be influenced by discussions with graduates of other schools or with students presently enrolled in school. The strength or weakness indicated would not then be a true picture. Standards of the State Department of Education and entrance requirements of colleges and universities would make it impossible to eliminate courses solely on the basis of findings of this study.

CHAPTER III

PRESENTATION OF FINDINGS

Number and per cent reporting. Questionnaires were sent to a total of fifty-four graduates. Returns were received from thirty-seven for a total of 68.5 per cent. The returns by years were: seven from 1948, four from 1949, eight from 1950, five from 1951, six from 1952 and seven from 1953. (See Table I.)

Occupations of the graduates. The replies show that twenty-seven of the graduates were in fourteen different occupations. Ten of the twenty-seven were housewives. Following in order of frequency were three farmers, two teachers, two clerk typists and others as shown in Table II. One boy and one girl listed themselves as being presently engaged in an occupation and also as present college students. The thirty-seven total was distributed in this manner: twenty-five in occupations (excluding the two students who worked part time), six were in college and six were in the armed forces.

Colleges attended by the graduates. Six graduates were in college and seven others had attended college

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

Year of Graduation	Number of Graduates	Number of Responses	Per cent of Responses
1948	9	7	77.7
1949	7	4	57.1
1950	11	8	72.7
1951	8	5	62.5
1952	8	6	75.
1953	11	7	63.6
Totals	54	37	68.5

TABLE II
OCCUPATIONS OF HIGH SCHOOL GRADUATES
OF BAINVILLE, MONTANA, 1948-1953

Occupation	Frequency
Housewife	10
Farmer	3
Clerk Typist	2
Teacher	2
Agriculture Economist	1
Receptionist	1
Bus driver	1
Waitress	1
Posting clerk-cashier	1
Electrical lineman	1
Telephone operator	1
Railroad brakeman	1
Elevator manager	1
Grocery clerk	1
Students	4
Armed Forces	6
Total	37

previous to reporting. The range in time spent in college was from two quarters to four years. Montana State College was attended by four. Others in order of frequency of attendance were: Northern Montana College by three, Minot State Teachers College by three, Concordia College of Moorhead, Minnesota, by two and Lutheran Bible Institute of Minneapolis, Minnesota, by one. Seven boys and six girls made up the total of thirteen who had furthered their education. The amount of time spent in institutions of higher learning is shown in Table III.

Opinions pertaining to the guidance program.¹

Twenty-seven graduates indicated, as has been noted, that they were engaged in some occupation. Eighteen reported that they had received no help from a faculty member in selecting that occupation, while nine reported receiving faculty help in their selections.

Thirteen graduates reported receiving additional education beyond the high school level. Of this number, six indicated that they had received guidance from a faculty member in their selection of courses, whereas seven said that no faculty help had been given.

Stating their opinions as to the need for more guidance, sixteen, who were in an occupation, thought that more vocational guidance would have been advisable and ten thought that the guidance offered was sufficient. In answer to the

¹Table IV, p. 18.

TABLE III
INSTITUTIONS AND NUMBER OF YEARS ATTENDED BY GRADUATES
OF BAINVILLE HIGH SCHOOL, 1948-1953

Institution	Years in College				
	Less than one	1	2	3	4
Montana State College		1		1	2
Minot State Teachers College		3			
Northern Montana College	1	2			
Concordia College		1			1
Lutheran Bible Institute		1			
Totals	1	8		1	3

TABLE IV
REPLIES OF GRADUATES TO QUESTIONS
PERTAINING TO GUIDANCE

Question	Number Reporting	Yes	No
Did any faculty member in high school help you to decide on your present occupation?	27	9	18
Do you feel that more guidance in selecting an occupation would have served you better?	26	16	10
Did any member of the high school faculty help you select this course? (college)	13	6	7
Do you feel that your high school could have given you more guidance in selecting your course? (college)	13	8	5

question regarding need for more guidance in selection of a college course, eight indicated that more guidance would have served them better and five felt that enough guidance was provided.

Opinions pertaining to educational program. Three choices were given for reporting the subjects which had proved to be of most value. English was mentioned most frequently in the returns. Eight selected English as being most important, sixteen as second in importance and one as third in importance for a total of twenty-five times mentioned. General mathematics was listed eleven times as being of most importance, five times as second choice and six times as third. Other subjects which were most frequently mentioned were typing, bookkeeping and home economics. Nine other subjects were cited as being important as shown in Table V.

History and social science headed the list of choices as the subject of least value. Four persons listed social science as a subject so history and social science are shown together. Science, also a field rather than a subject, was listed in second place according to frequency of mention. Algebra was third on the list of subjects of least value and geometry was fourth. Fourteen other subjects were singled out as courses of least value by from one to three graduates as shown in Table VI.

Table VII shows that four subjects were much more

TABLE V
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
English	8	16	1	25
General Mathematics	11	5	6	22
Typing	6	3	4	13
Bookkeeping	3	4	2	9
Home economics	5	2	2	9
Vocational agriculture	2	1	1	4
American history		1	1	2
Science	1			1
Biology		1		1
Algebra			1	1
Shorthand		1		1
Shop		1		1
Commercial Law			1	1

TABLE VI
 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
History and social science	8	5	1	14
Science	6	4	3	13
Algebra	3	3		6
Geometry	4	1		5
Mechanical drawing	2	1		3
Vocational agriculture	2	1		3
Typing	1	1	1	3
Economic geography		1	2	3
English	1	1		2
General Business	2			2
Trigonometry		1	1	2
Journalism	1		1	2
Shorthand	1			1
Bookkeeping			1	1
Chemistry	1			1
Aviation	1			1
Home economics	1			1
Commercial law		1		1

frequently indicated than all others as subjects which every girl should take. General mathematics and home economics were mentioned by twenty of the twenty-one girls reporting. English and typing completed the list of the top four choices for girls. Mathematics also ranked high on the list of subjects which every boy should take as indicated by fourteen of sixteen boys reporting. Following in order of importance to boys were English, vocational agriculture, typing and problems of American democracy. Other choices of both boys and girls are shown in Table VII.

Twenty-seven subjects which either have never been offered or offered infrequently were selected as subjects which would have been of value. Commercial subjects are high on the list. Ten graduates found that shorthand would have been useful in their post-graduate years, while eight expressed need for bookkeeping. Speech, physics, home economics and mechanical drawing complete the list of subjects mentioned more than twice.² In the only class which had no opportunity to take home economics, all four girls of the class mentioned that subject as first on the list of subjects they wished they had taken.

Table IX shows that the group questioned, either took most of the available subjects of value to them, or that they were unwilling to report that subjects were available of which they did not take advantage.

²Table VIII, p. 24.

TABLE VII

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
General mathematics	14	20
English	10	12
Typing	4	10
Home economics		20
Vocational agriculture	6	
Bookkeeping	2	4
Problems of democracy	3	3
Shorthand		4
Speech		1
Shop	1	
Physics	1	
Chemistry	1	
History	1	

TABLE VIII

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 of mention
Shorthand	10
Bookkeeping, speech	8
Physics, home economics, mechanical drawing	4
Chemistry, vocational agriculture, psychology, art	2
Library, aviation, trigonometry, advanced algebra, solid geometry, bacteriology, botany, foreign language, driver training, typing	1

TABLE IX

REPLIES OF THE GRADUATES TO THE QUESTION:

"What subjects which were offered but which you did not take do you think would have been of value to you?"

Subjects	Frequency of mention
Chemistry	5
Bookkeeping	4
Typing, geometry	3
Algebra, trigonometry, general mathematics, biology	2
Physics, government, home economics, journalism	1

Opinions pertaining to extra-curricular activities.

Opinions were divided as to the value of certain extra-curricular activities. Table X shows that many of the activities found worthwhile by some were judged of little value by others. Athletics ranked first as an activity with merit, followed in order of preference by chorus, dramatics, Future Homemakers of America and publications. The activities are listed in Table X according to the weight of the "most value" choices over the "least value" choices. Library, which was taken to refer to the librarian's assistant's job, was listed by three persons as extra-curricular presumably because no credit was given.

Opinions pertaining to certain social aspects. Re-

spondents indicated that the ability to read, write and speak well, and the ability to get along with others were traits best developed by the high school. Teaching students to use time and money wisely were labeled the weakest points of the high school program. (See Table XI.)

Volunteered suggestions by graduates. Suggestions

for improving the high school were offered by twenty-one of the graduates. The replies to this section of the questionnaire varied in length from the brief comment, "New Ag teacher," to a full page of suggestions for improvement and commendations for good work done. Several of the replies which are representative of the group are quoted here:

TABLE X

REPLIES OF THE GRADUATES TO THE QUESTIONS:

"What extra-curricular activity in which you participated do you think has been of most value to you?"

"What extra-curricular activity in which you participated do you think has been of least value to you?"

Activities	Most value	Least value
Athletics	14	1
Dramatics	7	
Future Homemakers of America	6	
Publications	5	
Chorus	9	4
Student government	2	
Future Farmers of America	3	2
Pep club	4	5
Library	1	2
Band	4	6

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

Ability	Degree that High School Helped			
	Great deal	Some	Little or None	Uncertain
Using spare time	8	19	6	2
Care of your health	12	19	4	
Participation in community and civic affairs	17	8	6	4
Marriage and family life	12	12	5	6
Getting along with others	26	8	1	
Ability to read, write, and speak well	25	8	1	
Using basic math skills	16	14	3	2
Using money wisely	9	17	7	2
Thinking through problems	11	18	5	1

"Somehow I wish the teachers could get it through the kids' heads how important school is. Just about everyone I know says, 'Oh, how I wish I would have studied harder in school.'"

"How I wish I'd really known how to study."

"Personal counsel and guidance for students continuing through all four years to help select courses and prepare for possible post graduation endeavor. Increase emphasis on developing a command of the English language and ability for self-expression. Require all students to take mathematics."

"Upon or shortly before graduation, I think that an aptitude and preference test should be given to each student, especially to the student that is undecided as to what kind of work they are best suited. Also in the classroom more open discussion should be promoted."

"I think you should have more speaking classes. Along with the speaking you must have penmanship and if you don't have good spelling your penmanship isn't going to do you any good. I have found these to be three of my biggest weaknesses as a civilian and as an airman. It may sound childish to the kids in high school, I know it did to me, but it is very important to do all of these very good. Take it from a guy who had to find out the hard way."

"I think they should teach shorthand and book-keeping as I find when looking for an office job you are wanted only if you know shorthand."

"Increase curriculum--if possible. In view of its restricted size, Bainville High School does very well in teaching secondary subjects. I believe it is one of the finest small high schools in the country."

Further suggestions and tabulation of frequency of mention of improvements in certain areas are shown in Table XII.

Comparison of findings to other Montana studies. The following similarities in opinions of graduates of Bainville High School and opinions of graduates of other Montana High

TABLE XII
FREQUENCY OF MENTION OF VOLUNTEERED SUGGESTIONS
FOR IMPROVEMENT IN CERTAIN AREAS

Areas	Frequency
More commercial offerings	4
More emphasis on communication skills	4
More guidance	3
More mathematics courses	3
Offer more subjects	3
Teach students how to study	3
Create greater interest in activities	1
Teach more government	1
Eliminate showing of favoritism	1
Change of staff member	1

Schools were noted:

1. Insufficient vocational and educational guidance being offered.
2. Expansion of the curriculum to include wider range of subjects was desired.
3. More emphasis should be placed on the communication skills in English courses.
4. A need for revision of the social science program.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

Purposes. The purposes of this study were: (1) to evaluate the guidance program of Bainville High School, (2) to evaluate the instructional program of Bainville High School, (3) to evaluate the extra-curricular activities of Bainville High School.

Procedure. Questionnaires were prepared and sent to the Bainville High School graduates for the years 1948-1953. The questionnaire sought opinions of the graduates as to the value of their high school training. Results were tabulated to form a basis for a curriculum study. Returns were received from thirty-seven of a total of fifty-four graduates for a percentage return of 68.5.

CONCLUSIONS

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

1. Inadequate guidance service had been offered to high school students.
2. A weakness was reported in teaching of spelling,

speech and penmanship.

3. Lack of commercial department in the high school had hindered several in securing employment.

4. Importance of high school was not realized by many while they were in school.

5. More mathematics courses were desired.

6. The home economics course was thought to be of great value to the girls.

7. Subject offering in general too restrictive, and students were unable to take many subjects they wanted.

8. Although a difference of opinion existed as to the value of certain extra-curricular activities, a wide range of activities should be offered to accommodate all students.

RECOMMENDATIONS

The following recommendations were made from an analysis of the findings of this study:

1. More guidance should be offered to students in selection of courses in high school.

2. More occupational guidance service should be made available. This should consist of a more extensive 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. "How to study" unit should be taught in the first part of freshman year.

6. More commercial subjects should be taught even at the expense of adding another teacher.

7. Home economics and vocational agriculture should remain a continuous part of the curriculum.

8. 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 local organizations such as the Parent-Teachers Association.

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APPENDIX A

MARTIN, CLERK

Bainville Public Schools

A. E. LUND, SUPT.

District No. 64

BAINVILLE, MONTANA

February 8, 1954

Dear Graduate of Bainville High School:

How would you like to be of service to your high school? We feel that a high school's only purpose is to meet the needs of its students. Are we doing the job at Bainville? You are the best judge of that so won't you please take a few minutes and fill in the enclosed questionnaire? Let your answers reflect your true feelings in order that this study might have meaning. It is important that every one return a questionnaire for the best possible results.

Your opinions will be used in guiding us to improve the courses we now offer and to add or eliminate courses which you feel are valuable or not worthwhile.

I am enclosing a card for your name and address. You may mail these separately. We don't want your names on the questionnaire and no attempt will be made to connect you with your questionnaire. We are interested in group opinion only. The cards are to enable you to show that you have returned your questionnaire and so that we can compile an accurate mailing list of graduates.

I would like to have all returns in as soon as possible. How about filling it in today?

Best wishes and sincere thanks from the faculty and students of B.H.S.

Sincerely,

Gene Lagerquist
Gene Lagerquist
High School Principal

GL:AS

APPENDIX B

Year of graduation _____

Male ___ Female ___

Q E S T I O N N A I R E

I Below are three sections -- occupational, educational and military. All three will not apply to every one. Select only the section or sections which apply to you and fill in the blanks.

OCCUPATIONAL

Present occupation _____.

Duties _____.

What other types of work have you done since graduation from high school? _____.

Did any faculty member in high school help you to decide on your present occupation? Yes ___ No ___.

Do you feel that more guidance in selecting an occupation would have served you better? Yes ___ No ___.

EDUCATIONAL

(Check one) Am attending college ____. Have attended college ____.
Am attending or have attended trade school ____.

Name of college or trade school _____.
Course _____. Dates of attendance _____.
Number of quarters attended _____.

In which subject or field did you experience the most difficulty at college level? 1. _____ 2. _____ 3. _____.

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

Did any member of the high school faculty help you select this course? Yes ___ No ___.

Do you feel that your high school could have given you more guidance in selecting your course? Yes ___ No ___.

MILITARY

(Check one) Am now in service ____. Have been in service ____.

Branch _____. Duties _____.

Do you feel that your high school was of any value in training or promotion? Yes ___ No ___.

What work did you do before entering service? _____
_____.

Did any high school faculty member help you in selection of an occupation? Yes ___ No ___.

II The remainder of the questions should apply to everyone. Please try to answer all questions or fill in all blanks.

Space is provided to make three choices in this first part if you wish.

What subjects did you take which have been of most value to you?
1. _____ 2. _____ 3. _____.

What subjects did you take which have been of least value to you?
1. _____ 2. _____ 3. _____.

What subjects do you think every boy should take?
1. _____ 2. _____ 3. _____.

What subjects do you think every girl should take?
1. _____ 2. _____ 3. _____.

What subjects which were not offered do you think would have been of value to you? 1. _____ 2. _____ 3. _____.

What subjects which were offered but which you did not take do you think would have been of value to you? 1. _____ 2. _____
3. _____.

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

What extra curricular activities in which you participated do you think has been of least value to you? 1. _____ 2. _____
3. _____.

Please put down any suggestions you might have for the improvement of Bainville High School.

Please indicate by checking in the proper column how much high school has helped you in 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	_____	_____	_____	_____
Ability to read, write, and speak well	_____	_____	_____	_____
Using basic math skills	_____	_____	_____	_____
Using money wisely	_____	_____	_____	_____
Thinking through problems	_____	_____	_____	_____