

FOLLOW UP STUDY OF THE GRADUATES
OF PLENTYWOOD HIGH SCHOOL

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CHAPTER I

INTRODUCTION

In recent years an outstanding concern of many educators and the general public has been the effectiveness with which the public schools have been meeting the needs of the students in these ever-changing times.

The findings of many surveys conducted throughout the United States have been used to make suggestions for curriculum changes in the school systems with which each study was connected. It has been held that one of the best ways to evaluate a school program is to get the opinions of its graduates. That the opinion of the graduate is important was voiced by 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 advice to the students, who yet have a chance to learn those skills and attitudes which those who have gone before now find so important.¹

An investigation of the files of Plentywood High School failed to reveal any record of surveys of the graduates in the period from 1953-1961. The desire to determine the extent to which the program offered at Plentywood High School has been appropriate to the demands placed on its graduates has been the motivation behind the study.

¹Kramer, J. Howard, "Now They Know", American School Board Journal March, 1945, p. 26.

The Problem

It was the purpose of this study to investigate through its graduates how well Plentywood High School has been meeting the needs of its graduates. The investigation was concerned with the effectiveness of the following:

1. Instructional program offered at Plentywood High School.
2. Guidance services offered at Plentywood High School.
3. Extra-curricular activities offered at Plentywood High School.

Procedures

Four procedures were used in this investigation. They were as follows:

1. A review of related literature was made to formulate a questionnaire and to ascertain findings of similar studies.
2. Questionnaires were mailed to all Plentywood High School graduates for the years of 1957-1961. The questionnaire sought opinions of the graduates as to the value of their high school training.
3. Personal interviews were arranged for those who could be easily reached to check on the validity of the responses to the questionnaire and to encourage replies and stimulate interest.
4. As a result of this investigation certain conclusions were drawn and recommendations were made for improvement of the curriculum at Plentywood High School.

Limitations

There were two limitations in the investigation. These were:

1. The review of literature was restricted to Montana State College Library.
2. The survey was restricted to students who had graduated from Plentywood High School in the years, 1957-1961.

In order to give an understanding of the aims and objectives of a follow-up study of high school graduates and the procedures to be used in this study, a review of literature was made. This review is presented in Chapter 2.

CHAPTER II

REVIEW OF LITERATURE

A review of literature was utilized to determine the purposes of follow-up studies and the procedures used in conducting such studies. The review of literature revealed other follow-up studies similar to the one reported in this study, and these are discussed later in this chapter.

Follow-up studies of graduates have served two purposes for the high schools conducting such studies. These purposes as stated by Wartens were:

1. To obtain information about post school life of former students.
2. For learning the opinions of the general value of education as well as the educational and vocational usefulness of their former school experiences.¹

In this study emphasis was placed on the latter purpose, as the investigation was primarily an attempt to evaluate the school program of Plentywood High School.

Business and industrial firms have been continually studying their products to determine how well those products have met demands. Schools too have been recognizing the need to study their products--former students--to meet demands with which they will be confronted after they have completed their formal education. The interest of school people in survey studies of graduates has been greatly stimulated by reports on youth survey studies made by people outside the schools.² These reports have brought to light

¹Wartens, Jane, Techniques of Counseling, McGraw-Hill Book Company, 1954, p. 182.

²Ibid., p. 183.

the many adjustment problems of American boys and girls and have made known youth's evaluation and appraisal of the adequacy of the school programs for helping them deal with their problems. According to Whipple,³ one way to assess the success of a high school is to get the opinions of its graduates. As a result, workers in many schools have undertaken survey studies of their schools and have made known the findings--both good and bad. These studies have not been conducted in attempts to disprove the unfavorable truths of youth studies, but have indicated a sincere desire to improve education by identifying and correcting weaknesses in the school program.

Co-operative Follow-up Studies

One of the first follow-up studies was conducted by Bell⁴ in 1938 for the American Youth Commission of the American Council of Education. By means of interviews with 13,528 young people of the state of Maryland between the ages of 16 and 24, information was collected concerning home life, schooling, work, play, and church activities. Findings of significance were related to the necessity of providing more effective general education for all youth, better educational and vocational guidance, and more realistic training in citizenship.

The follow-up study of the Illinois Secondary School Curriculum Program, reported by Henderson,⁵ issued questionnaires to students, parents,

³Whipple, Carl E., "Study of High School Graduates," National Association of Secondary School Principals Bulletin, April, 1948, p. 165.

⁴Brink, William G., "Follow-up Studies and Opinions," Encyclopedia of Educational Research, 3rd Edition, p. 1270.

⁵Ibid., p. 1270.

non-parents, teachers, and graduates. Sixty-nine secondary schools, ranging from large to small, were included. The study, using a selected list of problems, attempted to discover to what extent these problems had been encountered by graduates, the extent to which graduates felt able to deal with them, the opinions of various groups as to whether the school should help students with problems, and the amount of assistance the schools had given students. Evidence suggested the need for greater effort in helping youth deal with problems in such areas as earning a living, civic affairs, homemaking, parenthood, and use of educational opportunities.

A state-wide follow-up survey of 1954 high school graduates was conducted by Weaver⁶ for the Oregon State Division of Vocational Education, in co-operation with the Oregon Association of Secondary School Principals. This survey, conducted in 1957, attempted to find what had happened to students 3.5 years after graduation in regard to vocations or further educational training, and how effectively the Oregon schools had prepared those graduates for the directions they were going. All Oregon high schools were provided an educational, occupational, and personal information form for each of their 1954 graduates. These forms requested information that could be supplied by a member of the family, a friend of the graduate, or the graduate himself. No opinions were sought. Special emphasis was placed upon securing the highest return possible--81% returned the forms. Conclusions of this study were:

⁶Weaver, Glen, "A Follow-up Survey of High School Graduates," National Association of Secondary School Principals Bulletin, February, 1960, p. 69-72.

1. The findings confirmed results of other studies showing that approximately 37% of Oregon high school graduates enter degree granting institutions.
2. The fact that about one-half of Oregon high school graduates are not presently entering degree or non-degree programs of advanced learning vividly points up the need for strong secondary-school programs of terminal nature and a need to provide additional opportunities for non-professional or non-degree programs.
3. Results of the study point up the need for maintaining a balanced curriculum which will serve the needs of youth entering many different walks of life. Of the 37% who had entered college or university, more than half had dropped out.
4. The fact that 48% of the "job" group were located outside the county in which they had graduated raises a serious question concerning the often heard contention that curriculum should be keyed closely to local life and employment opportunities.⁷

Follow-up Studies in Montana

Literature revealed that three studies conducted in Montana high schools were very similar to this study.

Although co-operative types of follow-up studies were valuable in that they made it possible to compare findings, even more valuable are follow-up studies that are locally designed in relation to the philosophies of individual schools and the youth served by them.⁸

Christianson,⁹ in his study of Fairfield graduates, questioned former students as to their present location, occupations pursued since graduation,

⁷Ibid., p. 72.

⁸Brink, op. cit., p. 1270.

⁹Lagerquist, Eugene E., "A Follow-up Study of the Graduates of Bainville, Montana High School For the Years 1948-1953," Unpublished Professional Paper, p. 9.

education and training acquired since high school, and opinions concerning the usefulness of high school training in present occupations. Gaynor,¹⁰ in his study at Grass Range, and Lagerquist,¹¹ in his Bainville survey, listed as their purposes very similar aims. Both studies were made to ascertain how well the curriculum in the past had met the student's needs, and to determine the opinions of the graduates as to the values of individual subjects and finally to make recommendations for program changes.

The following similarities in opinions of graduates of Bainville High School and opinions of graduates of the other two Montana High Schools were noted by Lagerquist:

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.¹²

Other follow-up studies were reviewed and are listed in the bibliography. The discussion in Chapter 2 was limited to the more common types of follow-up studies and to some investigations that were similar in nature.

The findings of the follow-up study of Plentywood High School graduates, 1957-1961, are reported in Chapter 3.

¹⁰Ibid., p. 10.

¹¹Ibid., p. 10.

¹²Ibid., p. 31.

CHAPTER III

GRADUATES' EVALUATION OF THE PLENTYWOOD EDUCATIONAL PROGRAM

To determine the effectiveness of the educational program in the areas of curricular, extra-curricular, and guidance activities, questionnaires were sent to graduates of Plentywood High School. Section 1 of the instrument pertained to the evaluation of educational and vocational guidance received by the graduates. Section 2 aided in the evaluation of curricular and extra-curricular activities of the school, while Section 3 supplied information used to evaluate training received in the development of social traits. A copy of the questionnaire, shown in Appendix B, was sent to 161 students who graduated from Plentywood High School during the years from 1957 through 1961. A total of 98 questionnaires were completed and returned, a 61% response. Results obtained from the questionnaire follow.

Occupations. The question which asked about the present occupations of the graduate revealed that 98 of the graduates were in 15 different occupations. Forty of 98 were students. Following in the order of frequency were 15 housewives, 13 servicemen, 5 secretaries, 4 service-station attendants, and others as shown in Table 1.

Colleges Attended by Graduates. Forty graduates were in college, and 21 others had attended college previous to reporting. The range in time spent in college was from one quarter to four years. Montana State College was attended by 13. Others in order of frequency of attendance were: Business Colleges by 13, Eastern Montana College by 9, Concordia College by 8, Dickinson State Teachers College by 5, and others shown as in Table 2. Thirty-three girls and 28 boys made up the total of 61 who

TABLE 1. NUMBER OF GRADUATES OF PLENTYWOOD HIGH SCHOOL, 1957-1961, IN
VARIOUS OCCUPATIONS

Occupations	Frequency
Student	40
Housewife	15
Armed Forces	13
Secretary	5
Service Station Attendant	4
Sales Clerk	3
Shipping Clerk	3
Laborer	3
Farmer	3
Teacher	3
Beautician	2
Bookkeeper	1
Nurse	1
Elevator Manager	1
Receptionist	1
TOTAL	98

had furthered their education. The amount of time spent in institutions of higher learning is shown in Table 2.

Opinions Pertaining to the Guidance Program. A need for more educational and vocational guidance was revealed by the replies of the respondents. Of the 58 graduates who indicated that they were engaged in some occupation, 50 reported that they had received no help from a faculty member in selecting that occupation, while eight reported receiving faculty help in their selection. The responses are listed in Table 3.

Sixty five graduates reported receiving additional education beyond the high school level. Of this number, 53 indicated that they had received no guidance from a faculty member in their selection of courses, whereas 12 said that faculty help had been given to them.

In stating their opinions as to the need for more guidance, 27 who were employed thought that more vocational guidance would have been advisable, and 30 thought that the guidance offered was sufficient. In answer to the question regarding the need for more guidance in selection of college courses, 34 indicated that more guidance would have served them better and 31 felt that enough guidance was provided.

Opinions Pertaining to the Educational Program. In the questionnaire the graduates were asked to evaluate the curriculum of Plentywood High School. The questions were restricted to the following areas:

1. What subjects did you take which have been of most value to you?
2. What subjects did you take which have been of least value to you?
3. What subjects do you think every boy should take?
4. What subjects do you think every girl should take?

TABLE 2. NUMBER OF YEARS OF POST HIGH SCHOOL TRAINING COMPLETED IN COLLEGES, BUSINESS, AND TRADE SCHOOLS BY GRADUATES OF PLENTYWOOD HIGH SCHOOL, 1957-1961.

Institutions	Less Than One	Years in College			
		1	2	3	4
Montana State College	2	3	3	3	2
Eastern Montana College of Education	2	3	4		
Concordia		2	1	2	3
Minot State Teachers College		2			
Northern Montana College	1		2		
Dickinson State Teachers College	2	2	1		
Montana State University		1	1		
University of Washington				1	
University of Oregon		1			
U. C. L. A.		1			
Rocky Mountain College		1			
North Central Bible College				1	
St. Teresa		1			
Iowa Lutheran School of Nursing				1	
Business Colleges	5	8			
Beautician Schools		5			
Wahpeton School of Science		2			
Totals	12	32	12	8	5

TABLE 3. REPLIES PERTAINING TO GUIDANCE BY THE GRADUATES OF PLENTYWOOD HIGH SCHOOL, 1957-1961.

	Number Reporting	Yes	No
Did any faculty member in high school help you to decide on your present occupation?	57	7	50
Do you feel that more guidance in selecting an occupation would have served you better?	57	27	30
Did any member of the high school faculty help you select this course? (college)	65	12	53
Do you feel that your high school could have given you more guidance in selecting your course? (college)	65	34	31

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

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

The respondents were limited to 3 choices for each question.

The opinion of the graduates disclosed that mathematics and English were mentioned most often as the subjects which had proved to be of greatest value.

Mathematics was listed as most important 30 times, 20 times as second choice, and 13 times as third choice. Twenty selected English as being most important, 21 as second in importance and 20 as third in importance. Typing was rated third as it was listed 13 times as most important,

12 times as second choice and 17 times as third. These and other subjects are listed with their frequency of mention in Table 4.

Safe driving was ranked as the subject of least value. This course has been included in the present curriculum as it has been taught during the summer months. Orientation was listed next lowest and world history third lowest in value according to the frequency of mention. Orientation is no longer included in the curriculum, and world history is now an elective rather than a required course. Seventeen other subjects were singled out as courses of least value by the graduates, as shown in Table 5.

The graduates were asked to list three subjects they thought every boy should take and three subjects every girl should take. Mathematics, English, and science were much more frequently indicated than others as subjects which every boy should take, as shown in Table 6. English, home economics, typing, and mathematics were the top four choices for the girls. Other choices of both boys and girls are shown in Table 6.

Nineteen subjects which either have never been offered or offered infrequently were selected as subjects which would have been of value. These subjects, according to frequency of mention, are listed in Table 7. Forty-seven graduates mentioned a foreign language, preferably Spanish, French, or German. Both speech and advanced mathematics were selected by 19 graduates.

The study disclosed that 32 graduates selected advanced mathematics as a scheduled subject that would have been of value, but was not taken. Other subjects that were mentioned most frequently were chemistry, book-keeping, typing, and physics. Table 8 shows the remaining 7 subjects that also received mention.

TABLE 4. SUBJECTS OF MOST VALUE AS EXPRESSED BY GRADUATES OF PLENTYWOOD HIGH SCHOOL, 1957-1961, LISTED BY FREQUENCY OF MENTION.

Subjects	Most Value	2nd	3rd	Total
English*	22	21	20	63
Mathematics*	30	20	13	63
Typing	13	12	17	42
History*	3	6	9	18
Chemistry	4	7	7	18
Biology*	5	3	6	14
Home Economics	6	2	5	13
Vocational Agriculture	6	2	4	12
Shorthand	1	7	3	11
Bookkeeping	4	3	3	10
Physics	1	6	3	10
Problems of American Democracy*	2	2	2	6
General Science*		1	2	3
Drafting	1	2		3
Shop	2			2
Journalism		2		2

*Required Subjects.

TABLE 5. SUBJECTS OF LEAST VALUE AS EXPRESSED BY GRADUATES OF PLENTYWOOD HIGH SCHOOL, 1957-1961, LISTED BY FREQUENCY OF MENTION.

Subjects	Least Value	2nd	3rd	Total
Safe Driving	12	5	5	22
Orientation	4	6	3	13
World History	7	4	1	12
Biology*	3	5	2	10
Mathematics*	5	4	1	10
Shop	5	4	1	10
Home Economics	5	5		10
Shorthand	6	2	1	9
Vocational Agriculture	8		1	9
Civics	3	3	2	8
Physics	3	4		7
U. S. History*	3	3		6
Bookkeeping	3	1	1	5
Chemistry	5			5
Drafting	3	1	1	5
Typing	3	1		4
Journalism		1	2	3
English*	1	1		2
Problems of American Democracy*	1	1		2
General Science*			1	1

*Required Subjects.

TABLE 6. SUBJECTS REPORTED AS NECESSARY FOR BOYS AND GIRLS BY GRADUATES OF PLENTYWOOD HIGH SCHOOL, 1957-1961.

Subjects	Necessary for Boys*	Necessary for Girls*
Mathematics	66	36
English	56	49
U. S. History	15	13
Science	50	19
Vocational Agriculture	10	
Typing	21	45
Foreign Language	3	3
Drivers Training	1	
Speech	1	
Home Economics		48
Shorthand		8
Bookkeeping		6
Family Relations		1
Secretarial Training		1

*Number indicates frequency of mention.

TABLE 7. REQUESTED ADDITIONS TO THE CURRICULUM BY GRADUATES OF PLENTY-
WOOD HIGH SCHOOL, 1957-1961, LISTED BY FREQUENCY OF MENTION.

Subjects	Frequency of Mention
Foreign Language*	47
Speech	19
Psychology	11
Drafting II	8
Trigonometry*	7
Solid Geometry*	7
Art*	6
Geography	6
Advanced Algebra*	5
Office Machines	3
Personal Typing	3
Economics	3
General Business	2
Business Arithmetic*	2
Remedial Reading	2
Commercial Law	1
Bookkeeping	1
Mechanics	1
Family Relations	1

*Included in curriculum in 1961-1962.

TABLE 8. AVAILABLE HIGH SCHOOL SUBJECTS NOT TAKEN BUT THOUGHT TO BE OF VALUE BY PLENTYWOOD HIGH SCHOOL GRADUATES, 1957-1961, LISTED BY FREQUENCY OF MENTION.

Subject	Frequency of Mention
Advanced Mathematics	32
Chemistry	24
Bookkeeping	17
Typing	12
Physics	11
Foreign Language	10
Shorthand	10
General Science	4
Journalism	3
Business Law	3
Home Economics	2
Drafting	1

Opinions Pertaining to the Extra-curricular Activities. Opinions were divided as to the value of certain extra-curricular activities. The graduates ranked athletics first as an activity with merit, followed in order of preference by chorus, band, Future Farmers of America and student council. The activities are listed in Table 9 according to the weight of the "most valued" choices over the "least valued" choices.

TABLE 9. EXTRA-CURRICULAR ACTIVITIES RATED ACCORDING TO VALUE BY THE GRADUATES OF PLENTYWOOD HIGH SCHOOL, 1957-1961.

Activities	Most Value	Least Value
Athletics	40	4
Chorus	36	9
Band	24	5
Dramatics	14	5
Future Farmers of America	12	
Student Council	10	
Future Homemakers of America	9	12
School Annual	7	
School Paper	5	
Pep Club	4	12

Opinions Pertaining to the Social Aspects. The graduates indicated that the ability to read, write, and speak well, the using of basic math skills, and the ability to get along with others were the traits best developed by the high school. Teaching students to use time and money wisely was labeled the weakest of the high school program. Development of the other traits by the high school are reported in Table 10.

Suggestions by the graduates. Suggestions for improving Plentywood High School were offered by 49 of the graduates. The replies to this section of the questionnaire varied in length from a brief comment to a full page of suggestions for improvement and commendations for good work done.

TABLE 10. INFLUENCE OF CERTAIN TRAITS AND SOCIAL ASPECTS, AS RATED BY
PLENTYWOOD HIGH SCHOOL GRADUATES, 1957-1961.

Traits and Social Aspects	Degree High School Helped			
	Great deal	Some	Little or none	Uncertain
Using Spare Time	21	41	25	4
Care of Your Health	19	55	16	3
Participation in Community and Civic Affairs	26	47	20	3
Marriage and Family Life	21	33	23	10
Getting Along With Others	57	32	5	3
Ability to Read, Write, and Speak Well	64	29	4	1
Using Basic Math Skills	61	29	8	1
Using Money Wisely	12	47	31	7
Thinking Through Problems	36	52	7	2

The areas for improvement that were mentioned most frequently were
as follows:

1. Additional subjects should be offered, especially foreign languages. Other subjects mentioned were speech, advanced mathematics, and economics.
2. The need of a full-time counselor to give proper vocational and educational guidance.
3. There should be greater emphasis on the communication skills in all classes.
4. Teachers should stress the importance of study skills and habits.

5. More students should be allowed a heavier subject load-- five subjects.

Several of the replies which were representative are listed here:

Students in high school don't realize the importance of their work there. I can think of nothing so discouraging as to be shut out for keeps from a good college because I didn't realize the importance of studying in high school. Impress the importance of study skills and habits upon the students.

The school should encourage more individual study and library research.

A course in which most learning is accomplished through note-taking and reference work.

We spent half of each term reviewing grammar we should have learned in junior high. This was nothing but a free ride through one semester. In college I learned the need to write any time and on any subject.

I found our English courses to be very unrelated to college English courses.

Remedial classes for those students who can't read at their grade level. More emphasis should be placed on proper written expression and spelling in all classes.

The English department should emphasize more public speaking and theme writing.

The school could offer a modern foreign language.

I found high school to be too "spoon fed", you aren't giving students enough self responsibility.

Student courts can be effective in handling some discipline problems.

I think a more adult relationship between teachers and students would help the students accept responsibilities that are needed for higher education or a vocation.

All teachers should show equality to all students in all school functions.

Encourage freshmen and sophomores to select an occupation or field that interests them. Planning and thinking on this may in turn direct them towards something more in their interest or line.

I think that Plentywood High School should give more attention to the individual guidance of their students.

I believe that a high school education program should be divided into three fields--academic, commercial, and general. Under this arrangement there should be a guidance counselor who will take a vivid interest in each student as to his desires and capabilities. Dividing the education into three categories tends to influence the student to choose a major field in which to study before he starts high school rather than in his junior or senior year.

There should be more emphasis placed on girls' physical education.

A modern approach to mathematics could be taken. I mean a postulate-theorem type approach to algebra and trigonometry.

Summary

The responses by the graduates to the questionnaire were quite revealing. In general, the findings were:

1. A total of 98 questionnaires were completed and returned. (61% response).
2. Forty graduates were in college, and 21 others had attended college previous to reporting. The majority attended colleges in Montana.
3. In general, the graduates of Plentywood High School had received inadequate educational and vocational guidance.
4. English and mathematics were selected by the graduates as the course of most value.
5. Safe driving was ranked as the course of least value.
6. The graduates listed English, mathematics, and science more frequently as the three subjects that every boy should take. English, home economics, and typing were the top three choices of the girls.

7. Foreign language and speech were the two courses that received the greatest frequency of mention as requested additions to the curriculum.

8. Advanced mathematics was selected by the graduates as the subject that was offered that would have been of value, but was not taken.

9. The graduates ranked athletics first as an activity with merit, followed in order of preference by chorus and band.

10. The graduates indicated that the ability to read, write, and speak well, the using of basic math skills, and the ability to get along with others were the traits and social aspects best developed by the high school.

The summary, conclusions, and implications of this study are given in Chapter 4.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

With the rapid changes that have become common-place in modern society, high schools should make a systematic follow-up of graduates for curriculum evaluation. It was with this in mind that the writer conducted a follow-up study of the Plentywood High School graduates for the years 1957 through 1961. A questionnaire was used to obtain the opinions of the graduates.

Summary

The review of literature revealed the following:

1. Many follow-up studies of graduates have been conducted by schools to evaluate their curriculum.
2. The two main procedures used in follow-up studies were questionnaires and interviews. The questionnaire was selected as the procedure to be used in this study.
3. The majority of authorities cited in the review of literature agreed that follow-up studies have value for helping school people evaluate the school program through a check on the reactions of former recipients of the services.
4. There are two common types of follow-up studies used in evaluating school services. The "co-operative" follow-up study involves many schools and makes it possible to compare findings, and the "individual" follow-up study is locally designed in relation to the philosophies of individual schools and the youth served by them.

The following findings were evident as a result of a survey conducted through the use of a questionnaire of the Plentywood High School graduates from 1957-1961:

1. The following similarities in opinions of graduates of Plentywood High School and opinions of the other three Montana High Schools were noted:

- A. Insufficient vocational and educational guidance was offered.
- B. Expansion of the curriculum to include wider range of subjects was desired.
- C. More emphasis should be placed on the communication skills.

2. There was much dissatisfaction expressed by the graduates regarding the English program. Interest should be stimulated within the English department of the school to conduct a study for possible revision of the program to meet better the needs of the student upon graduation.

3. A desire to have a foreign language and speech added to the curriculum was expressed frequently.

4. English, mathematics, and typing were selected by the graduates as the subjects which have been of most value to them in their post high school activities.

Conclusions

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

1. An adequate educational and vocational guidance program should be provided for the students of Plentywood High School.

2. The curriculum of Plentywood High School should be subject to continuing study in which the opinions of the graduates are used as one method of evaluation.

3. 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.

Implications

The following implication was evident in an analysis of the findings of this study:

The Plentywood High School should adopt the practice of periodic and systematic follow-up of the graduates, and that the information obtained be used for continuous curriculum evaluation. Unless this is done, high school curricular practices may become quickly out-moded and without purpose or value to the graduates.

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APPENDIX

Appendix A

Introduction Letter to Graduates

March 19, 1962

Dear Graduate of Plentywood 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 Plentywood? 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 returns 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 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
P. H. S.

Sincerely,

Clifton C. McLean
High School Principal

CCM

Enclosure

Appendix B
Questionnaire to Graduates

Male _____ Female _____

QUESTIONNAIRE

- I. Below are three sections--occupational, educational and military. Not all three will apply to everyone. 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 _____

QUESTIONNAIRE (Continued)

Do you feel that your 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 word did you do before entering the service? _____

Did any high school faculty member help you in selection of any 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 offered but which you did not take do you think would have been of value to you?

1. _____ 2. _____ 3. _____

QUESTIONNAIRE (Continued)

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

1. _____ 2. _____ 3. _____

What extra-curricular activities in which you participated do you think have been of most value to you?

1. _____ 2. _____ 3. _____

What extra-curricular activities in which you participated do you think have been of least value to you?

1. _____ 2. _____ 3. _____

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

III. 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	_____	_____	_____	_____