THE EXTENT SOUTH HEART HIGH SCHOOL HAS BEEN MEETING THE NEEDS OF ITS STUDENTS

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ABSTRACT

Any school that does not study carefully the pursuits of its graduates in an effort to determine its program or consider modifications is probably not meeting the needs of its students. With the rapid changes that have become common-place in modern society, it makes sense that secondary schools continue to make a systematic follow-up of graduates for continuous curriculum evaluation. It was with this in mind that the writer conducted a follow-up study of South Heart High School graduates for the years 1958-1962.

The problem of the study was to determine the extent South Heart High School has been meeting the needs of its students through the instructional program, guidance services, and extra-curricular activities being offered.

Procedures of this study included a review of literature which revealed that follow-up studies are being used to obtain opinions from graduates and that these opinions are evaluated so that the total school program can be modified and improved. Questionnaires are generally used in conducting these studies.

This study had two limitations. The survey was restricted to graduates of South Heart High School, South Heart, North Dakota, for the years 1958-1962, and the information was limited to responses obtained through the use of the questionnaire.

Conclusions drawn as a result of this study were: (1) In general, the graduates of South Heart High School had received inadequate educational and vocational guidance. (2) The instructional program offered at South Heart High School should be reviewed periodically to determine whether the needs of the students are being met. (3) A wider range of extra-curricular activities, to accommodate a larger portion of the student body, should be available.

Recommendations made as a result of this study suggested that all schools use opinions of their graduates in determining the revision of the school program, curricular and extra-curricular, that all schools evaluate their program to make sure they are providing adequate educational and vocational guidance, and that with the increasing enrollment of South Heart High School, band and football be added to the list of activities.

TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION	1
	Statement of Problem	2
	Procedures	2
	Limitations	3
II.	REVIEW OF LITERATURE	4
	Purposes and Results of Follow-up Studies	4
	Procedures Used in Conducting Follow-up Studies	10
	Summary	11
III.	THE EXTENT SOUTH HEART HIGH SCHOOL HAS BEEN MEETING ITS STUDENTS NEEDS	12
	The Questionnaire Results	
	Occupations of Graduates	13
	Additional Education of Graduates	13
	Military Training of Graduates	15
	Opinions Pertaining to Guidance in High School	16
	Opinions Pertaining to the High School Curriculum	17
	Opinions Pertaining to Extra-Curricular Activities	23
	Opinions Pertaining to Personal and Social Aspects	25
	Summary	26
IV.	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	28
	Summary	29
	Conclusions	30
	Recommendations	30
	BIBLIOGRAPHY	31
	APPENDIX	34
	Appendix A: Introduction Letter to Graduates	35
	Appendix B: A Copy of the Questionnaire	37
	Appendix C: Follow-up Letter to Graduates	42
	Appendix D: Subjects of Most Value	44
	Appendix E: Subjects of Least Value	46
	Appendix F: Subjects Every Boy and Girl Should Take	48

LIST OF TABLES

Title		Page
1.	Classification of Occupations for Graduates of South Heart High School, 1958-1962, and Number in Each Occupation	14
2.	Additional Education of Graduates of South Heart High School, 1958-1962	15
3.	Subject Areas Considered to Have Been of Most Value to Graduates of South Heart High School, 1958-1962	18
4.	Subject Areas Considered to Have Been of Least Value to Graduates of South Heart High School, 1958-1962	18
5.	Subjects Every Boy and Girl Should Take, According to Graduates of South Heart High School, 1958-1962. Listed by Subject Areas	19
6.	Subjects Which were Offered but not Taken by Graduates of South Heart High School, 1958-1962, Thought to be of Value to Them	20
7.	Subjects Which were not Offered to Graduates of South Heart High School, 1958-1962, Thought to be of Value to Them	21
8.	Extra-Curricular Activities Rated by Graduates of South Heart High School, 1958-1962	24
9.	Rating of Personal and Social Aspects by Graduates of South Heart High School, 1958-1962	25

CHAPTER I

INTRODUCTION

Business and industrial firms are continually studying their products to determine how well those products meet demands. Schools too are coming to recognize the need to study their products - former students - in an effort to prepare present and future students to meet demands with which they will be confronted after they have completed their formal education.

Reeder[1] makes very clear the need for being concerned over former students. "The very efficiency of a school system," he says "must be evaluated in terms of the effect upon the pupils." How can the effect be known unless the school investigates its graduates?

With the rapid changes that have become common-place in modern society, it makes sense that secondary schools continue to make a systematic follow-up of graduates for continuous curriculum evaluation. The alternative is for the curriculum to become outdated or less valuable to the graduates.

This study was designed to show how a careful follow-up of high school graduates can be used in improving the school curriculum.

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[1]Reeder, Ward, The Fundamentals of Public School Administration, New York: The Macmillan Company, 1941, p. 578.

Statement of the Problem

The problem of the study was to determine the extent South Heart High School has been meeting the needs of its students. This investigation was concerned with the effectiveness of the following in determining the extent South Heart High School has been meeting its students needs:

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

Procedures

To determine the extent South Heart High School has been meeting the needs of its students, the following procedures were used: (1) A review of literature was conducted to determine purposes, results, and procedures of follow-up studies. (2) A questionnaire was constructed by using educational texts and periodicals. (3) The questionnaire was validated by referring it to members of the college staff at Montana State College. (4) Reliability of the questionnaire was checked by interviewing a sample of the graduates. (5) Addresses of the graduates were obtained by checking school records and by asking present students where these graduates would now be living. (6) The questionnaire was sent, along with an introduction letter, to graduates of South Heart High School for the years 1958-1962. (7) A second letter was sent several weeks after the first one to insure replies. (8) The results, obtained through the use of the questionnaire, were analyzed.

Limitations

There were two limitations to the study: (1) The survey was restricted to graduates of South Heart High School, South Heart, North Dakota, for the years 1958-1962. (2) The information was limited to responses obtained through the use of the questionnaire.

The next section deals with a review of literature on follow-up studies in various states.

CHAPTER II

REVIEW OF LITERATURE

The purpose of the review of literature was to gather information concerning follow-up studies. In order to relate this directly to the problem it was necessary to determine the purposes and results of follow-up studies and the procedures that have been used in conducting successful studies.

Purposes and Results of Follow-up Studies

According to Whipple[1] a study of high school graduates is made to find out how satisfactorily the high school experience of those graduates had been to them in their academic work and school interest and to follow-up the students as a periodic technique to discover how effective the high school had been in guiding these individuals.

Lorenzen in his study of opinion reactions in high school follow-up studies was concerned about the "feelings" of high school graduates as to their previous training when he asked:

1. How do school leavers "feel" about their school experiences?
2. To what degree do high school follow-up studies concern themselves with sampling the "feelings" of school leavers?[2]

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[1]Whipple, Carl E., "A Study of High School Graduates," National Association of Secondary School Principals, April, 1948, p. 165-171.

[2]Lorenzen, Stanley H., "Opinion Reactions in High School Follow-up Studies," National Association of Secondary School Principals, January, 1949, p. 119-126.

Answers to these questions should be of vital concern to those charged with the direction of educational programs. The way people feel about their own school experiences will determine to a degree the kind of support they render to public education.[3]

Weyland[4] reports a follow-up study of graduates of a Michigan high school for the classes of 1936, 1941, 1942, 1945, 1946, and 1947. He stated the purposes of these studies were:

1. To obtain a basis for curriculum revision by determining what changes in high school curriculum were advocated by graduates.
2. To determine what per cent of the graduates sought further education.
3. To determine need for increased vocational guidance and counseling services in high school.
4. To determine what per cent of the graduates are now following the vocations chosen in high school.
5. To determine the per cent of graduates now living in the local community.

This study was almost completely concerned with the opinions of youth as can be seen from the purposes stated.

The interest of our high schools in their graduates does not end with the granting of diplomas. Snepp[5] says that these young people are the products of our schools. We have furnished the academic atmosphere

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[3] Ibid., p. 126.

[4] Weyland, Henry A., "Follow-up Study of the Students in Six Graduating Classes," Journal of Educational Research, February, 1948, p. 478.

[5] Snepp, Daniel W., "These Things Happened to our 1953 Graduates," Clearing House, April, 1954, p. 494-497.

in which they have worked and have guided their courses through four years to graduation. Whether we like it or not, we must accept some responsibility for their failure as well as share in their success.

One of the big questions asked of educators today is: Do the high schools have a rigid curriculum that expects all students to bend to its scholastic requirements or do they have a flexible curriculum that bends to the needs, interests, and abilities of their students?[6]

Snepp further stated that his study contributed valuable information to the guidance staff, and to those who formulate the curriculum program in order to provide more adequately for individual differences among students and prepare them to fit into the rapidly developing industrial community.[7]

McLean,[8] in his study of Plentywood, Montana, graduates, questioned former students as to their present occupation, education and training acquired since high school, military service, and opinions concerning the usefulness of their high school training. McLean stated that Christianson, in his study at Fairfield, Lagerquist, in his Bainville survey, and Gayner, in his study at Grass Range, listed as their purposes very similar aims. The purposes of these four studies were to see 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.

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[6]Snepp, op. cit., p. 494.

[7]Ibid., p. 497.

[8]McLean, Clifton C., Follow-up Study of the Graduates of Plentywood High School, Unpublished Professional Paper, 1962, p. 7.

A state-wide follow-up survey was conducted in Illinois by Henderson.[9] This study, using a selected list of problems, attempted to discover to what extent the problems have 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 the 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.

Bell[10] conducted one of the earlier follow-up studies, in 1938, for the American Youth Commission of the American Council on Education. Information was collected concerning home life, schooling, work, play, and church activities. Findings of continued significance relate to the necessity of providing more effective general education for all youth, better educational and vocational guidance, and more realistic training in citizenship.

A study was conducted, in 1957 by Weaver and Bear,[11] for the Oregon State Division of Vocational Education in connection with the Oregon Association of Secondary School Principals. This survey attempted

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[9]Henderson, Kenneth B., "Principal Findings of the Follow-up Study," Illinois Secondary School Curriculum Program Bulletin No. 17, 1951, 88 pp.

[10]Brink, William G., "Follow-up Studies and Opinions," Encyclopedia of Educational Research, 3rd Edition, Macmillan Company, 1960, p. 1270.

[11]Weaver, Glen and Bear, Willard, "A Follow-up Survey of High School Graduates," National Association of Secondary School Principals Bulletin, February, 1960, p. 69-72.

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 direction in which they were going. Conclusions reached in this study were:

1. A need for strong secondary school programs of a terminal nature, including vocational.
2. A need to provide additional opportunities for non-professional or non-degree programs.
3. A need for maintaining balanced curriculum which will serve the needs of youth entering many different walks of life.
4. A need for emphasis upon preparation for vocational opportunities available generally as well as locally.

Alter,[12] of Beverly Hills High School, feels very strongly that one of the most neglected and probably one of the most important areas of school operation is the follow-up of graduates. They began a study in 1941 and have continuously carried it on almost every year. The main purpose of this study is to obtain a basis for curriculum revision by determining what changes in the high school curriculum is advocated by the graduates.

According to Troyer and Pace,[13] the main functions of follow-up studies are to find out the activities, behavior, or practices of the group being studied, and to find out directly the group's opinion

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[12]Alter, Harry M., "Ask the Graduates," California Journal of Secondary Education, December, 1957, p. 473-478.

[13]Troyer, Maurice E., and Pace, C. R., "Evaluation in Teacher Education," Washington, D. C.: American Council on Education, 1944, p. 369.

regarding the values of previous educational experiences.

Although cooperative types of follow-up studies are valuable in that they make it possible for various schools to compare findings, even more valuable are follow-up studies that are locally designed in relation to the philosophies and objectives of individual schools and the youth served by them.[14]

A number of writers have listed the following purposes of follow-up studies: to obtain the opinions of youth, in regard to their previous high school training, as to whether it had prepared them sufficiently to cope with problems they may encounter in everyday life; to determine what per cent of the graduates sought further education; to find out how the graduates felt about the educational program they had been offered, both curricular and extra-curricular, so that it might be altered if evidence suggests that it should; and to ascertain if the amount of guidance available was sufficient to meet the needs of all students.

The following results were obtained through the use of follow-up studies: curriculum committees and guidance personnel used the information collected to provide more adequately for individual differences among students; greater effort was made in helping youth deal with problems in such areas as earning a living, civic affairs, homemaking, parenthood, and use of educational opportunities; and additional opportunities for non-professional or non-degree programs were provided.

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[14]Brink, op. cit., p. 1270.

Procedures Used in Conducting Follow-up Studies

Some procedures used in conducting follow-up studies are found in the following studies.

Henderson[15] issued questionnaires to students, parents, non-parents, teachers, and graduates in his Illinois survey.

Information was collected by interviewing a representative sampling of 13,528 young people of the State of Maryland between the ages of 16 and 24. Bell[16] conducted this study.

All Oregon high schools were provided an educational, occupational, and personal information form for each of their 1954 graduates. No opinions were sought, but these forms requested information that could be supplied by a member of the family, a friend of the graduate, or the graduate himself. This 1957 study was conducted by Weaver and Bear.[17]

The plan used by Alter[18] of Beverly Hills High School is simple. It consists of personally interviewing some fifty to seventy-five graduates per year, and using a questionnaire so that definite information and suggestions may be obtained.

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[15]Henderson, Kenneth B., "Principal Findings of the Follow-up Study," Illinois Secondary School Curriculum Program Bulletin No. 17, 1951, 88 pp.

[16]Brink, William G., "Follow-up Studies and Opinions," Encyclopedia of Educational Research, 3rd Edition, Macmillan Co., 1960, p. 1270.

[17]Weaver, Glen, and Bear, Willard, "A Follow-up Survey of High School Graduates," National Association of Secondary School Principals Bulletin, February, 1960, p. 69-72.

[18]Alter, Harry M., "Ask the Graduates," California Journal of Secondary Education, December, 1957, p. 473-478.

There has been a marked similarity as to the procedures used, by various people, in conducting follow-up studies. Most of the authors used a questionnaire, while others relied on personal interviews as their method of obtaining information. One writer used a combination of both of these methods.

Summary

Writers in the field tend to agree that most follow-up studies are conducted with the aid of a questionnaire. They also tend to agree that the basic purpose of the follow-up study is to obtain a basis for curriculum revision by determining what changes in high school curriculum are advocated by graduates and that the primary results of follow-up studies are a more effective general education for all youth, better educational and vocational guidance, and more realistic training in citizenship.

The findings of the follow-up study of South Heart High School, for the years 1958-1962, are reported in the following section.

CHAPTER III

THE EXTENT SOUTH HEART HIGH SCHOOL HAS BEEN MEETING ITS STUDENTS NEEDS

In order to determine the extent South Heart High School has been meeting its students needs, a questionnaire[1] was utilized in conducting this follow-up study. The questionnaire was constructed by using educational texts and periodicals and validated by referring it to members of the college staff at Montana State College. Reliability of the questionnaire was checked by interviewing a sample of the graduates. The author contacted some of the graduates and asked them a number of questions found on the questionnaire. Replies received from these people confirmed that the questionnaire could be used in conducting the study.

Addresses of the graduates were obtained by checking school records and by asking present students where these graduates would now be living. The questionnaire then was sent, along with an introduction letter,[2] to the graduates for the years 1958-1962. These people had been out of school for several years and had some time to formulate opinions as to the value of their educational training received at South Heart High School.

A second letter[3] was sent several weeks after the first one to insure replies. Forty-two of the seventy-four graduates responded for

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[1]See Appendix B.

[2]See Appendix A.

[3]See Appendix C.

a return of 56.7%. Twenty-five of the respondants were women and seventeen were men.

The first part of the questionnaire is broken into three sections--occupational, educational, and military. Questions pertaining to guidance are found in each of these sections. Part two deals with curriculum offerings, extra-curricular activities, and suggestions the graduates might have for the improvement of South Heart High School. The last part pertains to personal and social aspects and how the graduates would rate them.

Occupations of Graduates

Graduates were found to be in 19 areas of occupation. Tweleve of these occupations would be classified as skilled and 7 as semi-skilled. Table 1, on the following page, classifies the occupations of the graduates and shows the number in each occupation.

Additional Education of Graduates

Thirteen graduates are presently attending college. Four graduates have attended college and 6 graduates are attending or have attended a trade school. This is a percentage of 54.8% of the graduates responding, 23 out of 42, as compared to less than 50% of the national average of 1960 graduates attending colleges or trade schools.

Table 2 shows the types of institutions attended by graduates and the number of years they have attended.

TABLE 1. CLASSIFICATION OF OCCUPATIONS FOR GRADUATES OF SOUTH HEART HIGH SCHOOL, 1958-1962, AND NUMBER IN EACH OCCUPATION.*

Skilled Occupation	Number	Semi-skilled Occupation	Number
Beautician	2	Army	2
Bookkeeper	2	Construction Work	1
Farming	3	Crane Operator	1
Housewife	6	Motel Maid	1
Key Punch Operator	1	Rodman	1
Model	1	Student	13
Office Manager	1	Well Driller	1
Receptionist	1		
Registered Nurse	1		
Stenographer	2		
Telephone Operator	1		
Telephone Solicator	1		
Totals	22		20

*Classified according to the United States Employment Service classification system.

TABLE 2. ADDITIONAL EDUCATION OF GRADUATES OF SOUTH HEART HIGH SCHOOL, 1958-1962.

Type of Institution	Years in College			
	Less Than One	1	2	3
Teachers College	3	2	3	2
State University				1
Beautician School	2			
Business School	2	3		
Trade School	2			
Junior College		2		
Religious School			1	
Totals	9	7	4	3

Military Training of Graduates

Two graduates stated that they had been in the armed services and two stated they are at present in the service.

On the question asked, "Do you feel that your high school was of any value in training or promotion," two felt that it had been of value and two felt that it had not been of value.

Opinions Pertaining to Guidance in High School

The questions pertaining to guidance were concerned with occupations and education. Twenty-seven graduates stated that no faculty member helped them to decide on their present occupation, while 7 of those reporting said they did have assistance. Of the 33 graduates reporting on whether more guidance in selecting a occupation would have served them better, 9 felt it would and 24 felt it would not.

In the area of educational guidance and college, 8 graduates felt that more high school counseling could have helped them in their vocational choice at college and 8 graduates felt that additional counseling would not have helped. Eight graduates felt that more high school guidance would have helped them in their problems encountered in college and 6 did not think so.

The following opinion is representative of what the graduates had to say about guidance:

> A guidance director who would talk over any problems that one might have on a variety of subjects would be very beneficial in the guiding of students in their choices of subjects, future plans, etc. This would be very good for those who do not know whether they should go to college or not. These students could be oriented on such matters as financial help, and work on a part-time basis while they are going to school.

The majority of the graduates stated that no faculty member had helped them to decide on their present occupation. Half of the graduates responding felt that more high school counseling could have aided them in their vocational choice at college, and most graduates thought that guidance would have been of assistance in solving problems encountered in college.

Opinions Pertaining to the High School Curriculum

The following questions, pertaining to the curriculum, are listed on the questionnaire.

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?

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

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

Space was provided to allow the graduates three choices in answering the questions if they wished.

On the question, "What subjects did you take which have been of most value to you," 24 selected English and 17 typing. Algebra was selected by 9 graduates as was bookkeeping.

Latin and social studies, with 10 each, were thought of as having been of least value to the graduates. Six graduates stated that geometry, shorthand, and Spanish had been of least value to them.

Tables 3 and 4, on the following page, show the subject areas of most and least value taken by graduates of South Heart High School.

TABLE 3. SUBJECT AREAS CONSIDERED TO HAVE BEEN OF MOST VALUE TO GRADUATES OF SOUTH HEART HIGH SCHOOL, 1958-1962.[4]

Subject Areas	Most Value
Commerce	36
English	25
Mathematics	22
Science	6
Social Studies	6

TABLE 4. SUBJECT AREAS CONSIDERED TO HAVE BEEN OF LEAST VALUE TO GRADUATES OF SOUTH HEART HIGH SCHOOL, 1958-1962.[5]

Subject Areas	Least Value
Foreign Languages	16
Commerce	13
Mathematics	11
Social Studies	11
Science	7
English	6

[4]See Appendix D for detailed listing.

[5]See Appendix E for detailed listing.

Seventeen selected English as the subject they thought every boy should take. Algebra was chosen by 15 and typing by 13 graduates. English was also thought to be the most important subject that girls should take, as 17 graduates chose it. Home economics was chosen by 16 graduates and typing by 15. Table 5 shows the subject areas selected by graduates of South Heart High School as the ones that every boy and girl should take.

TABLE 5. SUBJECTS EVERY BOY AND GIRL SHOULD TAKE, ACCORDING TO GRADUATES OF SOUTH HEART HIGH SCHOOL, 1958-1962. LISTED BY SUBJECT AREAS.[6]

Subject Areas	For Boys	For Girls
Commerce	26	42
Mathematics	32	8
English	20	19
Science	15	8

[6]See Appendix F for detailed listing.

TABLE 6. SUBJECTS WHICH WERE OFFERED BUT NOT TAKEN BY GRADUATES OF SOUTH HEART HIGH SCHOOL, 1958-1962, THOUGHT TO BE OF VALUE TO THEM.

Subject	Frequency of Mention
Chemistry	8
Geometry	4
Latin	4
Spanish	4
Physics	3
Shorthand	3
Trigonometry	3
Algebra	2
Bookkeeping	2
Speech	2
Algebra II	1
Business English	1
Business Law	1
Geography	1
Latin II	1

Of the subjects which were offered but which the graduates did not take and now felt would have been of value to them, chemistry ranked first with geometry, Latin and Spanish next. The above table gives a detailed listing of the subjects.

TABLE 7. SUBJECTS WHICH WERE NOT OFFERED TO GRADUATES OF SOUTH HEART HIGH SCHOOL, 1958-1962, THOUGHT TO BE OF VALUE TO THEM.

Subject	Frequency of Mention
Speech*	12
Advanced Mathematics	11
Home Economics	5
Psychology	5
Foreign Languages	4
Shop**	4
Chemistry***	2
Journalism*	2
Mechanical Drawing*	2
More Commerce	2
Art	1
Dramatics	1
More Social Studies	1
Penmanship	1
Spelling	1

*Included in curriculum in 1962-1963.
**Included in curriculum in 1964-1965.
***Offered every other year.

The graduates were asked to list three subjects which were not offered but which they thought would have been of value to them. Speech was the choice of 12 graduates. Eleven graduates chose advanced mathematics while 5 chose home economics and psychology. The above table gives a detailed listing of the subjects.

The following are typical suggestions, in respect to curriculum offerings, given by graduates of South Heart High School.

> Teach all of the courses every year instead of every other year as is the case for bookkeeping, chemistry, etc.
>
> Offer a wider choice of subjects. Don't make the students take subjects they don't wish to take.
>
> The English department should stress theme writing and not so much emphasis on literature.
>
> Add shop to the curriculum.
>
> There is a great need for social improvement and teaching of etiquette.
>
> Let the students, in the last two years, be on their own as much as possible. It's a great adjustment to make when beginning college. Make them work hard!
>
> I wish speech would have been offered when I was in high school. If I would have had some experience in speaking in front of a group, it would have been much easier in college.
>
> South Heart should have a home economics department. The majority of the girls would at least have some basic training in this area which they may not receive at home. Since the majority of girls do get married - they should have some basic knowledge of home life and family relations.
>
> The library should have a greater selection of books and reading material.
>
> I think every man who plans on entering the service should have an opportunity to take a foreign language, especially Spanish. A mechanics course would also be helpful.

The graduates felt that a wider selection of courses should be offered including speech, shop, and home economics. Subjects should be offered every year. There is an interesting situation in regard to foreign languages. Some graduates felt that the foreign language they took was of little value to them and others stated they wished they

had had an opportunity to take a foreign language. English was selected as the subject every boy and girl should take. Many graduates stated that theme writing should be stressed to a much greater degree. Of the subjects which were offered but which the graduates did not take and now felt would have been of value to them, chemistry was first, with geometry, Latin and Spanish following. Latin and social studies were selected as having been of least value of the subjects taken. Here another interesting situation presents itself. Latin was thought of as having been of least value and at the same time a number of graduates stated they wish they would have had an opportunity to take it.

Opinions Pertaining to Extra-Curricular Activities

The study disclosed that 23 graduates thought athletics was the extra-curricular activity that had been of most value to them. Five graduates thought chorus had been of least value to them. Table 8 lists extra-curricular activities and divides them into the categories of most value and least value.

The following are representative of the suggestions the graduates had in regard to extra-curricular activities.

> A school annual, which would include activities of the school plus pictures of the students and faculty, should be added.
>
> A good chorus and band so the students have an opportunity to participate in the chorus and band festivals with other schools.
>
> Some type of girls athletic association should be organized and the high school should have a qualified womens physical education teacher.

> There should be clubs in school. Clubs are very important because they give the teen-ager a place to spend his spare time and to associate with others.
>
> Some major activities, such as football and band, should be added since South Heart is now a Class B school.

The graduates stated that South Heart High School should have an expanded and more varied selection of extra-curricular activities. They suggested clubs, band, football, and a school annual. Athletics was selected the activity of most value and chorus the activity of least value.

TABLE 8. EXTRA-CURRICULAR ACTIVITIES RATED BY GRADUATES OF SOUTH HEART HIGH SCHOOL, 1958-1962.

Activities	Most Value	Least Value
Athletics	23	2
Chorus	11	5
Plays	4	1
Cheerleading	2	
School Paper	1	1
Pep Club		1
Talent Show		1

Opinions Pertaining to Personal and Social Aspects

The graduates were asked to check certain items in relation to personal and social aspects. Thirty one felt their high school training had helped them a great deal in getting along with others, while only 5 felt their high school had helped them a great deal in marriage and family life. Ten graduates stated that their high school had been of little or no help in learning how to use money wisely.

Table 9 shows the various categories pertaining to personal and social aspects, and how the graduates rated each of them.

TABLE 9. RATING OF PERSONAL AND SOCIAL ASPECTS BY GRADUATES OF SOUTH HEART HIGH SCHOOL, 1958-1962.

Personal and Social Aspects	How Much High School Helped			
	Great Deal	Some	Little or None	Uncertain
Using your spare time	12	20	4	2
Care of your health	11	18	8	
Participation in community and civic affairs	13	19	5	1
Marriage and family life	5	15	7	9
Getting along with others	31	7		1
Ability to read, write, and speak well	26	9		1
Using basic math skills	16	14	5	2
Using money wisely	7	20	10	1
Thinking through problems	17	19	1	1

Summary

The questionnaires received from the graduates were very informative. In general, the findings were:

1. Twenty-five of the respondants were women and seventeen were men. These forty-two returns represented a percentage of 56.7.

2. Graduates were found to be in 19 areas of occupation, ranging from army to well drilling.

3. Twenty-three of the graduates furthered their education. There are 13 presently attending college, 4 graduates have attended college, and 6 are attending or have attended a trade school.

4. Of the 4 graduates that were or are in the service, 2 felt that their high school training had been of value in training or promotion.

5. In general, the graduates of South Heart High School had received inadequate educational and vocational guidance.

6. The graduates listed English as having been of most value to them, with typing, algebra, and bookkeeping listed next.

7. Latin and social studies were thought of as having been of least value to the graduates.

8. The graduates selected English, algebra, and typing as subjects every boy should take. English, home economics, and typing were the top three subjects that girls should take.

9. Of the subjects which were offered but which the graduates did not take and now felt would have been of value to them, chemistry ranked first, with geometry, Latin and Spanish following.

10. Speech, advanced mathematics, and home economics were the choices of the graduates as the subjects that were not offered but which they thought would have been of value to them.

11. Twenty-three graduates picked athletics as the extra-curricular activity that had been of most value to them.

12. The extra-curricular activity rated as having been of least value was chorus.

13. In the area of personal and social aspects, 31 graduates rated getting along with others as the most important. Ability to read, write, and speak well was chosen by 26 graduates.

The summary, conclusions, and recommendations of this study are given in the next section.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Any school that does not study carefully the pursuits of its graduates in an effort to determine its program or consider modifications is probably not meeting the needs of its students. With the rapid changes that have become common-place in modern society, it makes sense that secondary schools continue to make a systematic follow-up of graduates for continuous curriculum evaluation. It was with this in mind that the writer conducted a follow-up study of South Heart High School graduates for the years 1958-1962.

This investigation was concerned with the effectiveness of the instructional program, guidance services, and extra-curricular activities offered at South Heart High School in determining the extent the school had been meeting its students needs.

A questionnaire was used to obtain the opinions of the graduates. The results, obtained through the use of the questionnaire, were analyzed.

This study had two limitations. The survey was restricted to graduates of South Heart High School, South Heart, North Dakota, for the years 1958-1962, and the information was limited to responses obtained through the use of the questionnaire.

Summary

The review of literature revealed the following:

1. A number of follow-up studies similar to this study have been conducted.

2. The main purpose of a follow-up study is to obtain a basis for curriculum revision by determining what changes in high school curriculum are advocated by graduates.

3. Writers in the field tend to agree that most follow-up studies are conducted with the aid of a questionnaire.

The questionnaire returns were very informative as they revealed the following:

1. Graduates were found to be in 19 areas of occupation.

2. Twenty-three of the 42 graduates responding continued their education.

3. The graduates listed English as having been of most value to them but suggested that the course stress the writing of themes to a greater extent.

4. Speech, advanced mathematics, and home economics were the choices of the graduates as the subjects that were not offered but which they thought would have been of value to them.

5. A shop and a home economics department was requested.

6. Band and football were mentioned most frequently as the extra-curricular activities that should be added to the program.

7. Subjects should be offered every year instead of every other year, as is the case for bookkeeping, shorthand, chemistry and physics.

Conclusions

The following conclusions were arrived at by reviewing literature and by analyzing the results obtained through the use of the questionnaire:

1. The review of literature revealed that follow-up studies of graduates are conducted to obtain a basis for curriculum revision by determining what changes in high school curriculum are advocated by graduates.

2. In general, the graduates of South Heart High School had received inadequate educational and vocational guidance.

3. The instructional program offered at South Heart High School should be reviewed periodically to determine whether the needs of the students are being met.

4. A wider range of extra-curricular activities, to accommodate a larger portion of the student body, should be available.

Recommendations

The following items are recommended as a result of this study:

1. That all schools use opinions of their graduates in determining the revision of the school program, curricular and extra-curricular.

2. That all schools evaluate their program to make sure they are providing adequate educational and vocational guidance.

3. That with the increasing enrollment of South Heart High School, band and football should be added to the list of activities.

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APPENDIX

Appendix A

Introduction Letter to Graduates

S O U T H H E A R T H I G H S C H O O L

SOUTH HEART, N. DAK.

March 27, 1964

Dear Graduate of South Heart 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 South Heart? 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 everyone 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 SHHS.

Sincerely,

Calvin L. Sailer
High School Principal

CLS

Enclosure

Appendix B

A Copy of the Questionnaire

A COPY OF THE QUESTIONNAIRE

Graduation Year_____ Male_____ Female_____

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_____.

When did you decide on Education for a Major?_____

What caused you to want to choose Education for a Major?_____

_____

Have you chosen your major?_____minor_____?

When did you choose your major?_____minor_____?

What caused you to choose this major?_____

QUESTIONNAIRE (Continued)

EDUCATIONAL (Continued)

What caused you to choose this minor?_____

_____

What other professions did you consider in high school?_____

_____

What changed your mind from some other profession?_____

_____

What do you list as problems you have had in your freshman year?

_____

Do you believe that more high school counseling could have helped you in your vocational choice at college?_____ In your problems this year?_____

Have there been any changes in your major or minor since you enrolled in college?_____

If so, what brought about these changes?_____

Did you take a battery of tests at college to help you in your decisions? Yes_____ No_____

If you had the ability and opportunity to become anything in this world what would you choose to be?_____

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_____

QUESTIONNAIRE (Continued)

MILITARY (Continued)

What work did you do before entering the service?_____

_____

Did any high school faculty member help you in the 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. _____

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. _____

QUESTIONNAIRE (Continued)

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 South Heart 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	_____	_____	_____	_____

Appendix C

Follow-up Letter to Graduates

S O U T H H E A R T H I G H S C H O O L

SOUTH HEART, N. DAK.

April 17, 1964

Dear SHHS Graduate:

Several weeks ago you received a letter and questionnaire requesting opinions for the improvement of the educational offerings of South Heart High School. To date about thirty graduates have returned their questionnaires.

If for any reason you did not receive one, or yours was lost, please let me know and I will be more than happy to send you another.

Again let me emphasize the importance of hearing from each of you. The greater the response the greater the merit of this study!

Best wishes and sincere thanks from the faculty and students of SHHS.

Sincerely,

Calvin L. Sailer
High School Principal

CLS

Appendix D

Subjects of Most Value

SUBJECTS OF MOST VALUE

Subjects	Most Value
English*	24
Typing	17
Algebra*	9
Bookkeeping	9
Geometry	6
Social Studies*	6
General Science*	4
Physics	4
Shorthand	4
Business English	3
Trigonometry	3
Chemistry	2
General Business*	2
Home Economics**	2
Office Practice	1
Speech	1

*Required Subjects
**Correspondance

Appendix E

Subjects of Least Value

SUBJECTS OF LEAST VALUE

Subjects	Least Value
Latin	10
Social Studies*	10
Geometry	6
Shorthand	6
Spanish	6
General Science*	4
Literature*	4
Typing	4
Algebra*	3
Biology*	2
Business Law	2
English*	2
Home Economics**	2
Physics	2
Chemistry	1
General Business*	1
Geography	1
Chorus	1

*Required Subjects
**Correspondance

Appendix F

Subjects Every Boy and Girl Should Take

SUBJECTS EVERY BOY AND GIRL SHOULD TAKE

Subjects	For Boys	For Girls
English	17	17
Algebra	15	6
Typing	13	15
General Science	11	4
Bookkeeping	9	9
Geometry	7	
Physics	5	2
Chemistry	4	2
Shop	4	
Trigonometry	4	
Business Law	2	2
General Business	2	
Speech	2	1
Social Studies	2	2
Latin	1	1
Literature	1	1
Mechanical Drawing	1	
Physical Education	1	
Biology		2
Business Arithmetic		2
Business English		2
Home Economics		16
Shorthand		12