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Date July 10, 1975

AN EVALUATION OF THE EDUCATIONAL PROGRAM AT HOBSON HIGH SCHOOL THROUGH A FOLLOW-UP STUDY OF GRADUATES FROM 1970-1974

by

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ABSTRACT

The purpose of this study was to evaluate, through a follow-up of recent graduates, the educational program at Hobson High School. It was also used to determine whether the program offered from 1970 through 1974 was meeting the needs of the students.

The population sample included the eighty-five graduates of Hobson High School from 1970 through 1974. A cover letter and questionnaire was sent to each graduate seeking their opinion, suggestions, and comments. The data received from the responses to the twenty-five questions was analyzed on a percentage basis, and a series of seventeen tables were used to graphically illustrate the results.

The conclusions of the study were: (a) the graduates of Hobson High School are obtaining the encouragement, skills, and competencies to attend post-secondary institutions; (b) a large majority of the graduates remain in Montana upon completion of high school; (c) English, algebra, and typing were cited as being most valuable; (d) German, physical science, and English were listed most often as being of least value, with English cited as being particularly poor by graduates from 1970 through 1972 when the English teacher also acted as head athletic coach; (e) sports were the most valuable extracurricular activity for boys, Future Homemakers of America for the girls; (f) guidance services offered were inadequate for choosing a post-secondary institution and for selection of an occupation; (g) individual sports were cited as the favorite form of recreation; (h) a majority of those eligible to vote in the last election did so; and (i) the educational program at Hobson High School is meeting the needs of its students based upon the post-secondary schooling being sought and the occupations pursued by the graduates.

The recommendations of this study were: (a) the continuation of a well-balanced curriculum between college preparatory courses and vocational offerings; (b) vast course improvements in the English Department beginning with the hiring and retention of a qualified, interesting teacher; (c) vast improvements in the guidance services offered by hiring a competent, qualified, interested counselor and providing the counselor with the time necessary to concentrate on his duties of counseling and guidance; (d) place more emphasis on personal growth activities such as student government, music, speech and drama, and publications; (e) place less emphasis on interscholastic sports and more on intramural sports which would allow more students to participate; (f) enlarge the girls' sports program by adding basketball; and (g) a periodic study of the educational program of Hobson High School using the opinions and suggestions of recent graduates to determine if student needs are being met.

Chapter 1

INTRODUCTION

Our modern civilization is characterized by rapid and extensive technological development. The resulting increase in complexity of modern living has, likewise, increased our concern for the education and preparation of American youth for their place in this complex society. Throughout the nation in the last few years, educators have worked in an unprecedented manner to solve the problems of school desegregation, curricula expansion, federal involvement, and assessment and evaluation of the total school program.

Many attempts have been made to establish objective and sound evaluation techniques on which to base educational practices and revisions. In the past, much emphasis was given to the moral values of our society and educational practices were evaluated primarily in terms of acquisition of these moral goals. More recently, the aim of high school programs was to give students an understanding of the basic learned truths and to provide them with skills which would allow them to function properly in a rather static society. Today, however, with the breakdown of many traditional values and the realization that certain knowledge and skills become obsolete in a rapidly changing society, other criteria must be developed upon which effective educational programs may be evaluated.

Since the success of business and industry is primarily

determined by the product produced, much emphasis is placed on quality and marketability of that product. Likewise, public education has a product--the graduates. Schools, too, are beginning to realize the need for studying their "products" in an effort to determine how well they are prepared to meet the demands confronting them upon completion of high school (Weaver, 34:69).

Just how and where does one begin this process of evaluating existing programs for possible revision? Who is in a more favorable position to point out strengths and weaknesses of the school program than its products (Smith, 31:10)? The follow-up study of graduates is an accepted procedure for collecting the information necessary for program evaluation, since the study of the problems and experiences of former students provides pertinent data as to the success and relevance of the educational program (Brink, 4:1270). By studying and evaluating the graduates in the light of curriculum, instructional techniques, and guidance services, necessary revisions and modifications can be made in the educational program.

The fact that the opinions of the graduates can play an important part in this evaluation is evident in the following statement:

> 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 (Kramer, 20:26).

In a society which is as rapidly changing as ours, we must offer our students as realistic a course of study as we possibly can, based on available evidence.

> Evaluation has been called a finger which probes into our anxieties while still prodding us to higher achievement. A critical analysis of what is being done in education serves as a positive force toward better teaching, better learning, and better balanced curriculum. It is through this analysis that growth is stimulated (Kell, 18:71).

It was this need for evaluation and improvement that motivated this study.

Statement of the Problem

It was the purpose of this study to evaluate, through a follow-up study of its recent graduates, the educational program at Hobson High School. In order to reach conclusions and make recommendations, this investigation attempted to answer the following questions:

1. How many of the graduates of Hobson High School attended post-secondary educational institutions, and of what type?
2. What is the extent of the graduates' post-secondary education?
3. What is the present occupations of the graduates?
4. Did the educational program adequately prepare the graduates for their post-high school activity?
5. Are the guidance services offered adequate in terms of continued educational and vocational choices?

6. To what extent does the educational program prepare the graduates for daily living?

7. Which courses, in the opinions of the graduates, are most and least valuable?

8. Which courses, not currently offered, are desired by the graduates?

9. In the opinions of the graduates, which extracurricular activities are most and least useful?

10. Which extracurricular activities are desired but not currently available?

11. What are the opinions of the graduates concerning possible improvements in the educational program at Hobson High School?

Need for the Study

It is recognized that the influence of the school is second only to that of the home. Therefore, the appropriateness and usefulness of the learning opportunities provided at school should not be left to guess work or mere chance. "Factors as important as these should be the object of careful and intensive investigation," stated Fifield (8:53).

Krueger (21:483) recommended that, in view of the rapid changes of modern society, high schools adopt the practice of continuous and systematic follow-up of graduates and the information obtained be used for continuous curricular evaluation. "Unless this is done, high school curricular practices may quickly become outmoded and without purpose or

value to the graduates (Krueger, 21:483)."

The well-developed, information-seeking follow-up study is a reliable basis for:

> . . . improving and updating a school curriculum, a student teaching program, the content within a given subject, or the addition of necessary equipment to do an even more effective job of educating present and future students (Kaisershot, 17:249).

Although the follow-up study may be subject to some limitations, it may result in a "worthwhile, small-scale contribution" to education if carefully and systematically conducted (Iliff, 15:38). While "the conclusions drawn and the recommendations offered will, in many cases, be applicable only to a single school, the values realized may be of more practical worth than studies of wider scope (15:38)."

Examination of the Hobson High School files indicated that there was no evidence of any follow-up study of graduates for the purpose of program evaluation. With the growth and expansion of both curriculum offerings and extracurricular activities in the last five years, it was apparent that such a survey would be desirable in evaluating the current courses and determining their relevance to the graduates in light of their post-high school activities.

It was the intent of this study to aid the staff, administration, and the school board in keeping the educational program at Hobson High School abreast of consistent educational changes, and to assure that the program will be both relevant and adequate to meet the needs of the students.

General Procedures

The procedures which were used to conduct this study included the following stages:

1. A review of pertinent literature was made to study investigations, procedures, findings, and results of similar surveys.

2. A questionnaire was constructed to obtain relevant information from the graduates.

3. Graduates were selected to receive the questionnaire and their addresses were obtained from school files, friends, or parents.

4. The questionnaires were mailed with a letter of explanation.

5. A second questionnaire was mailed to graduates who did not respond within a two-week period.

6. A third questionnaire was mailed to graduates who failed to respond within an additional two weeks.

7. The responses were compiled in appropriate tables and graphs.

8. The data was analyzed.

9. Conclusions were drawn and appropriate recommendations were made based on the responses.

Limitations

There were three limitations in this study:

1. The population sample was limited to the graduates from Hobson High School from 1970 through 1974.

2. The data was limited to the questionnaire responses of the

graduates.

3. The conclusions drawn and recommendations would be restricted to the use of Hobson High School.

Definition of Terms

The following terms were used operationally throughout this study.

Curriculum. Curriculum refers to the general overall plan of the content of instruction that the school should offer the student by way of qualifying him for graduation (Good, 12:157).

Educational (school) program. This program means the entire offering of the school, including the out-of-class activities and the arrangement of subjects and activities (Good, 12:448).

Extracurricular activities. Refers to that part of the total school program which includes experiences in clubs, assemblies, drama, student publications, athletics, and other activities under the guidance of the school (Good, 12:9).

Follow-up. Follow-up means the gathering of information through the use of a questionnaire from former students.

Summary

Several educators have recommended the use of follow-up studies of graduates as a means of school evaluation. The primary purpose of this study was to determine the value and adequacy of the educational program at Hobson High School. It utilized a questionnaire to obtain information from the graduates from 1970 through 1974 concerning courses, extracurricular activities, guidance services, and general adequacy of Hobson High School. It also attempted to make relevant and useful suggestions and recommendations concerning the educational program at Hobson High School.

Chapter 2

REVIEW OF RELATED LITERATURE

A review of related literature was utilized to determine the purposes and necessity of follow-up studies and the methods used in conducting these studies. The studies were reviewed to compare their findings and conclusions with the results of this study.

This chapter is composed of seven sections: (a) the aims and objectives of secondary education; (b) the purpose and necessity of follow-up studies; (c) the procedures used in conducting follow-up studies; (d) state-wide follow-up studies; (e) individual school follow-up studies outside of Montana; (f) individual school follow-up studies within Montana; and (g) summary.

The Aims and Objectives of Secondary Education

American secondary education had its beginnings in the early English Latin grammar school which emphasized the learning of Latin, Greek, and arithmetic (Good, 13:532). In 1918 the Commission on the Reorganization of Secondary Education reformulated high school objectives and promulgated the famous Seven Cardinal Principles. Whereas the Committee of Ten, appointed by the National Education Association in 1892, had made college preparation primary, the Commission made preparation for life the primary purpose of the high school (Good, 13: 533).

The American high school is currently expected to provide a curriculum which will prepare youth for either the labor market and/or higher education. In addition, the high schools are expected to provide education for all youth, regardless of sex, race, or religion living in a specified district. Such a high school has become known as a "comprehensive" high school. Conant states:

> The three main objectives of a comprehensive high school are: first, to provide a good general education for all the future citizens; second, to provide a good elective program for those who wish to apply their acquired skills immediately upon graduation; and third, to provide satisfactory programs for those whose vocations will depend on their subsequent education in a college or university (6:17).

The American secondary schools have been seriously criticized for not adequately preparing youth for success in colleges and universities. At the same time, they have been criticized for not meeting the occupational needs of youth. As a result of this criticism and the pressures of various interest groups, secondary education appears to be in a conflicting situation where it is unable to provide appropriate programs in either area without incurring the wrath of the opposition. Bloom states, "At best all the high school can really do is help the student acquire generalized intellectual abilities and skills which will serve him well in many new situations (2:35)."

Purpose and Necessity of Follow-up Studies

Public education affects virtually every man, woman, and child in the United States. Recent studies indicated that approximately 93 per cent of all youth between the ages of fourteen and seventeen are enrolled in secondary schools. Furthermore, approximately 72 per cent of our young people graduate from high school (U. S. Department of Health, Education, and Welfare, 33:55). Just as enrollment has sharply increased, likewise, the financial cost of education has made a sharp incline. For example, per pupil expenditure in 1930 was $108.00. In 1966 that expenditure had risen to $934 (U. S. Department of Health, Education and Welfare, 33:65).

In addition, education has recently been looked upon as the most effective method to bring about social change and improve social equality. Education is a major and perhaps even the supreme constructive force in human investment and the healthy growth of the individual and society.

The task of the high school, then, is to:

> . . . provide solid foundations in language, mathematics, science and social understanding; to give effective vocational preparation and guidance; to establish the character and physical and mental health of the pupils; and to prepare them to deal effectively with questions of public policy and problems of democracy, including world democracy (Good, 13:542).

The central importance that secondary education thus occupies in our society dictates the necessity of continuous evaluation.

One of the most efficient and effective ways to evaluate a high school program and to discover whether or not that educational program has provided the students with the proper knowledge, skills, understandings, and competencies to meet their goals is to conduct a follow-up study. The follow-up study provides essential data which should be used to revise curricula and improve teaching methods (Policies Commission, 28:4). Follow-up studies often confirm existing practices and procedures, while other follow-up studies serve as a basis for redesigning or elimination of certain other practices, procedures, and content within these programs (Kaisershot, 17:249).

It is imperative that the education the students receive in the secondary school be relevant and useful after their graduation. Teachers should continually update their instruction methods in order to incorporate the newest innovations, techniques, and materials. As previously mentioned, an excellent method used to determine which modifications to make and which practices are valuable is to conduct a follow-up study of the graduates.

It is the belief of the writer that the purposes of the follow-up study are to determine which areas of the educational program are adequate and which areas need revision or modification, to keep the curriculum current, and to meet the varied needs of the students to the best of our ability. The follow-up study conducted here was done with these in mind.

Procedures Used in Follow-up Studies

A review of pertinent literature showed that the general steps used to initiate, conduct, and complete a follow-up study do not vary a great deal from study to study. Erickson and Smith suggest the following procedures to conduct such a study:

a. Preliminary planning--purpose, scope, estimation of cost, selection of instrument, etc.
b. Construction of the instrument.
c. Collection of data.
d. Tabulating the responses.
e. Writing the interpretation and results.
f. Using the results (Erickson and Smith 7:122-128).

These basic procedures were used in nearly all the studies surveyed and were specified by the National Education Association Research Bulletin (26:42-45).

Nearly all variations in conducting follow-up studies occurred in the instrument used and the collection of data. The pioneer study by Bell (1:7) used an eight-page structured personal interview. Brimm (3:267-70) advocated the use of an opinionnaire, suggesting that the questions be specific, few in number, anonymous, and non-structured. By far the most popular instrument used in conducting follow-up studies was the questionnaire.

The content of nearly all questionnaires was quite similar. Most asked for the graduate's marital status, current residence, post-high school educational history, current occupation, and occupational history. In addition to these items, various studies asked what the

former students considered to be the most and least valuable portions of the curriculum and suggestions for improvement.

State-wide Follow-up Studies

Providing relevant and adequate education for youth is a major responsibility of each state. To determine to what extent they have been successful, many states have conducted follow-up surveys of their high school graduates. The findings have then been used in an effort to better prepare present and future students to meet the demands with which they will be confronted after completion of high school.

One such state was Oregon. The follow-up survey was conducted by the Occupational Information and Guidance Service, State Division of Vocational Education, in cooperation with the Oregon Association of Secondary-School Principals (Weaver, 34:69). This survey, conducted in 1957, attempted to determine the occupations and locations of Oregon's 1954 high school graduates. The class of 1954 was selected because it was believed that a high percentage of returns could be obtained, yet the graduates would have been out of school a sufficient length of time to provide information as to the direction they were going. All Oregon high schools were provided with an educational, occupational, and personal information form for each of their 1954 graduates. These forms requested information which could be supplied by a member of the family, a friend of the graduate, or the graduate himself. No personal opinions were sought, but special emphasis was placed upon securing the highest

return possible. A total of 11,166 forms were returned by the 13,266 graduates, which was an 84 per cent return rate (Weaver, 34:69). Conclusions of Weaver's study were:

1. Approximately 37 per cent of Oregon's high school graduates enter degree granting institutions.
2. The fact that 51 per cent of Oregon's high school graduates were not entering degree or non-degree programs of advanced learning pointed to the need for strong secondary-school programs of a terminal nature including vocational.
3. The need for maintaining a balanced curriculum which will serve the needs of youth who are entering many different walks of life.
4. A need for emphasis upon preparation for vocational opportunities should be available generally as well as locally (34: 71-72).

A Wisconsin study of 34,151 graduating seniors was conducted to determine their plans for education beyond high school and circumstances which influenced those plans (Little, 23:123). During April and May, 1957, the high school seniors were asked to complete a questionnaire concerning the opinions of parents, friends, and teachers about the value of attending college. About 95 per cent of the seniors responded. Through the results of the findings, Little made the following conclusions:

1. The steadily increasing level of education of parents will bring many more youth to colleges and universities.
2. The attitude expressed by the parents of many top-ranked girls that a college education is not important for girls greatly restricted the development of this important resource potential.
3. The number of Wisconsin's top-ranking graduates who do not go to college primarily because of lack of financial means in about 10 per cent of the boys and 25 per cent of the girls.
4. Counseling programs need to reach parents as they have the most influence on the decision to attend college. In general,

teachers are not sought as counselors by noncollege-going youth (23:128).

The 1966 graduates in the state of Utah were surveyed to determine to what extent their plans, as stated in the spring prior to graduation, were similar to their actual activity the following autumn (Grant, 14:157). The data for the study was obtained from questionnaires sent to 14,000 high school graduates in Utah in the spring of 1966 to determine their plans. A second questionnaire was mailed in November that year to determine their actual activity. There were 7,300 of these questionnaires returned. The study reached the following conclusions:

1. Statements of plans for the following fall made by high school seniors during the spring prior to their graduation are relatively accurate indicators of what these seniors will be doing the fall following graduation.
2. Statements of college plans of high school seniors made in November prior to graduation tend to be quite unrealistic when compared to actual activities.
3. Primary reason given by first-quarter freshmen for attending their specific college tended to be the practical reasons of finance and closeness to home (Grant, 14:162).

These state-wide studies seem to conclude that high school graduates enter all occupations and all walks of life. While one half of the graduates enter an institution of higher learning upon graduation, the other half finds immediate employment. In light of this conclusion, schools should offer a wide variety of courses, technical and vocational, as well as college preparatory. The guidance and counseling service offered should be current, relevant, and should also reach the parents

who have a great deal of influence upon post-high school activity.

Individual Follow-up Studies
Outside of Montana

The primary objective of the individual school is to provide each student with the broadest, most adequate education possible. At the same time, that education must be relevant to the needs of the individual student.

A follow-up study of the recent graduates of one northern Illinois four-year high school was conducted in 1958. The purpose of the study was to examine curricular and extracurricular practices in the school in the light of post-high school activities of a recent graduating class (Krueger, 21:480). The 155 members of the June, 1955 class were selected for the study. The study succeeded in obtaining 87 per cent response and found the following:

1. Almost half of the graduates were attending schools of higher learning. The analysis of the findings indicated:
   a. 78 per cent were attending colleges and universities.
   b. 15 per cent were in nurses training.
   c. 4 per cent were in business colleges.
   d. 1 per cent were in technical school.
2. Forty-three per cent of the graduates had taken a full-time job. Only 28 per cent of those graduates ranking in the top third of the class had taken jobs, whereas 41 per cent of those in the middle third were employed, and 60 per cent of the graduates in the lower third were working.
3. Only 1.29 per cent of the graduates were engaged in farming which was surprising since this area of Illinois does draw many rural students (Krueger, 21:481-482).

From those findings, Krueger made the following conclusions:

1. Since 45 per cent of the high school graduates were continuing

their education, and 43 per cent had taken jobs, neither vocational training nor college preparatory training should be neglected.
2. Since 58 per cent of those graduates entering the work force were engaged in sales work, a modern and well-rounded commercial department was advisable.
3. A group guidance course in occupations and employment problems might be of particular value.
4. Careful consideration should be given to the four-year agricultural course offered in view of the fact that only one per cent of the graduates entered that occupation.
5. In view of the rapid changes of modern society, American high schools should adopt the practice of continuous and systematic follow-up studies of graduates and the information obtained should be used for continuous curricular evaluation (21:482).

Daniel Snepp (32:204) conducted a follow-up study of the 1,407 students who graduated from the Evansville, Indiana high school in June, 1959. The study was made to determine the occupation and location of the 694 boys and 713 girls who graduated that June. From his study, he made the following conclusions:

1. More of the capable students probably should be encouraged to attend college since only 36 per cent of the respondents entered institutions of higher learning.
2. Special classes should be provided for "slow" learners.
3. Curricular offerings and guidance emphasis in the respective high schools should be carefully examined to determine if they meet the needs of the students served.
4. Evansville business and industry was unable to furnish job opportunities for the graduates. Only 31.4 per cent of this class was locally employed.
5. Of the 2,004 freshmen which entered the schools in 1955, 1,407 or 70.2 per cent of the original class graduated in 1959. This is a respectable figure when compared to the national "holding power" of 55 per cent (Snepp, 32:205-206).

The graduates of South Heart High School (North Dakota) from 1958-1962 were surveyed by Sailer (29:2) to determine the extent the school had been meeting the needs of its students. Questionnaires were

sent to all seventy-four graduates from 1958-1962 and forty-two were returned for a 56.7 per cent response. Sailer's findings were as follows:

1. Twenty-three of the forty-two respondents had continued their education.
2. The graduates listed English as having been of the most value to them.
3. Industrial arts and home economics departments were requested.
4. Band was mentioned most frequently as a course that should be added.
5. Subjects should be offered every year instead of every other year, as in the case for bookkeeping, shorthand, chemistry and physics (29:29).

From these findings and by analyzing the results obtained through the use of the questionnaires, Sailer made these conclusions:

1. In general, the graduates of South Heart High School had received inadequate educational and vocational guidance.
2. A wider range of extra-curricular activities, to involve a larger portion of the student body, should be made available.
3. The instructional program at South Heart High School should be reviewed periodically to determine if student needs are being met (29:30).

Individual School Follow-up Studies Within Montana

Many of the schools in Montana are small schools in terms of enrollment. Although each school may not have the responsibility for a great number of students, collectively these small schools educate a great many students.

It is extremely important, then, that these small schools provide adequate education which meets the particular needs of their students. To insure that this is being done, follow-up studies of the

graduates have been conducted. The purposes of the surveys were primarily the same. The researchers wanted to:

1. Ascertain each graduate's present location, occupation, and educational history.

2. Determine how well the curriculum had met the needs of the students.

3. Obtain opinions of the graduates as to the value of their entire high school education program.

4. Elicit suggestions from the graduates concerning improvements they believed would be beneficial.

In 1952 Earl Fisher conducted a follow-up study of the graduates of Hot Springs, Montana, High School from 1946 to 1950. The purposes of Fisher's study were to (1) "determine whether or not the young people who graduated from Hot Springs High School were prepared to meet the problems of everyday life," and (2) "to obtain recommendations the graduates felt were necessary to improve the high school (7:1)." Eighty-one questionnaires were sent to graduates, and fifty-three were returned, for a 65 per cent return rate.

Fisher concluded that the chief value of the high school is the development of skills in human relations such as the art of meeting people and the ability to cooperate with others. He found that the graduates believed that communication skills should receive more emphasis. Fisher (7:32) stated that the high school should provide the

students more opportunity to develop responsibility and should provide social and extracurricular activities to develop social poise and the ability to cooperate with others.

The following recommendations regarding the curriculum of Hot Spring High School were made by Fisher to improve the program:

1. Revision of the English courses, with an emphasis on grammar and spelling.
2. Provide a public speaking course to develop self-confidence.
3. Provide courses in personal hygiene; adjustment and training for married life and sex instruction.
4. Require a course in driver training.
5. For those students who are going to college, provide a better guidance program to equip them with courses required for college entrance.
6. Teach vocational agriculture (7:32-33).

A similar follow-up study was conducted by Gaynor in 1953. His study involved the graduates of Grass Range, Montana High School from 1920 to 1952. The three purposes of Gaynor's study were:

1. To determine how well the school programs of the past years have served the needs of the graduates.
2. To receive the opinions of the graduates regarding the value of subjects to them.
3. To make recommendations regarding changes in the high school program if there were any indicated by the study (11:36).

Of the 244 graduates, 216 were located and sent a questionnaire. One hundred and thirty-seven, or 63 per cent, of the questionnaires were completed and returned.

The pertinent findings of Gaynor's study were:

1. Sixty-six of the respondents attended college and twenty-eight enrolled in trade school.
2. Forty-six graduates had no further formal education after high school.

3. English and mathematics were named most often by respondents as the most valuable subjects.
4. History was named most often as the least valuable subject.
5. Home economics and commercial subjects were named most frequently as those which the respondents wish they had taken in high school.
6. Extracurricular activities in general are valuable for all.
7. Respondents believe a strong guidance program would aid the student.
8. The school curriculum should be broadened to include more vocational courses (11:37).

As the result of these findings, Gaynor made the following recommendations:

1. More teachers should be employed to increase subject offerings to the students.
2. The guidance program should be enlarged to include more complete testing and use of the information should be made to aid the student in his choice of subjects.
3. A course in public speaking should be required of all students.
4. More courses in mathematics should be offered; but algebra and geometry should not be required.
5. The home economics department should be enlarged to include the most complete program possible.
6. Vocational courses, including agriculture, should be added to the school program.
7. The English course offerings and those of the commercial field should be expanded if possible.
8. As many extra-curricular activities as possible should be offered and more importance given to those outside the field of sports.
9. More time and effort should be spent to impress upon the students the values of each subject and activity in high school, People in the community, in addition to the teachers, should participate in this endeavor (11:38).

An evaluation of the educational program of Victor, Montana High School was conducted by John Munson (25:42) in 1954. The purposes of this study were to determine if the courses offered at Victor High School were broad enough to meet the needs of present-day society, and

to obtain suggestions for the present high school curriculum. A questionnaire was sent to each of the ninety-eight graduates of Victor High School from 1947 to 1953. Replies were creceived from seventy-six graduates for a 76.8 per cent return.

The findings of Munson's study were:

1. Thirty-five per cent of the graduates attended colleges or trade schools following graduation.
2. Thirty-seven respondents were gainfully employed.
3. Commercial courses were instrumental in job placement.
4. Algebra, English and typing were the courses to which the graduates had applied themselves most diligently.
5. Citizenship was the course which the respondents felt was most useful to them in community affairs.
6. A majority of the respondents felt that the teachers could have been more helpful in teaching their courses and in guidance.
7. Dramatics and athletics were the most popular extracurricular activities (25:43).

These findings are similar to those made in the studies of Grass Range High School and Hot Springs High School. In all three studies, the curriculum offered was not broad enough to meet the needs of the students.

In view of these findings, Munson made the following recommendations:

1. The following courses, if possible, should be added to the curriculum:
   a. Home Economics.
   b. public speaking.
   c. driver training.
   d. marriage and family relationships.
2. College preparatory courses should be retained in the curriculum.
3. Citizenship and studies of democracy should be emphasized.
4. More opportunities for leadership and self-expression should be provided.

5. Teachers could add immeasurably to the value of high school education by recognizing students as individuals having specific differences and problems. This would include provisions for more counseling and vocational guidance.
6. Continuation of a well-balanced extra-curricular program is an integral part of the educational program (25:44).

In 1954 Eugene Lagerquist also conducted a follow-up study of graduates, this one concerned the graduates of Bainville, Montana High School from 1948 to 1953. The three purposes of this study were:

1. To evaluate the instructional program of Bainville High School.
2. To evaluate the guidance program at Bainville High School.
3. To evaluate the extra-curricular activities at Bainville High School (22:32).

Based on thirty-seven responses of the fifty-four questionnaires which were sent to graduates of Bainville High School, Lagerquist drew the following conclusions:

1. Inadequate guidance services had been offered to high school students.
2. A weakness was reported in spelling and speech.
3. Lack of a commercial department had hindered several students in securing employment.
4. Subject offerings in general were too restrictive, and many students were unable to take many subjects they wanted.
5. More mathematics courses were desired.
6. 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 (Lagerquist, 22:32-33).

The following recommendations were made by Lagerquist from an analysis of his findings:

1. More guidance should be offered to students in selection of high school courses.
2. More occupational guidance should be made available.
3. English courses should be revised to place emphasis on spelling and speaking.

4. More commercial subjects should be offered even at the expense of adding another teacher.
5. Home economics and vocational agriculture should remain a continuous part of the curriculum.
6. The curriculum in general should be expanded.
7. The high school should offer as many extracurricular activites as possible to give all students a choice in their field of interest (22:34).

Fitschen and Christianson in their studies of Ronan and Fairfield, respectively, also concluded that more course offerings were needed, particularly in homemaking, business education, and vocational education. Respondents in both of these studies said that the value of the high school should be more highly emphasized. Lack of adequate guidance, both educational and vocational, were again cited as a major deficiency (Fitschen, 10:54; Christianson, 5:48).

The purpose of McLean's (24:2) study of Plentywood, Montana High School graduates was to seek their opinions as to the value of their high school training. Questionnaires were sent to the 161 students who had graduated from Plentywood High School from 1957 to 1961. Replies were received from ninety-eight of those graduates for a 61 per cent return. McLean stated that the following findings were evident:

1. Insufficient vocational and educational guidance was offered by Plentywood High School.
2. Expansion of the curriculum to include a wider range of subjects was desired, particularly a foreign language course.
3. There was a general dissatisfaction expressed regarding the English program.
4. English, mathematics, and typing were selected by the graduates as the subjects which have been of most value (24:26).

Based on the responses, McLean made the following recommendations:

1. An adequate educational and vocational guidance program should be provided for the students at 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 extracurricular activities, a wide range of such activities should be offered to accommodate all students (24:27).

In 1965 Johnson (16:4) conducted a follow-up study of the graduates of Hamilton High School to help determine if an evaluation of the high school curriculum was necessary. Questionnaires were sent to the 246 graduates from Hamilton High School from 1958 through 1963, and 80 questionnaires, or 33 per cent, were returned. Johnson's findings were as follows:

1. Sixty-nine of the eighty respondents had attended an institute of higher learning.
2. Fifty-two of the respondents felt that they were adequately prepared for post-high school activities, twenty-three said they were not, and five made no comment.
3. The respondents felt that mathematics and English were the subjects of most value, while American history was selected as being of least value.
4. Varsity sports were selected by the boys as the most valuable extracurricular activity, and choral music was chosen by the girls as most valuable.
5. The respondents felt that a class in psychology, sociology, or philosophy would have been helpful.
6. English was listed as the class which needed the most improvement, with suggestions requiring more writing of themes and term papers (16:27-28).

Based on the responses of the eighty graduates, Johnson made the following conclusions:

1. Most of the graduates felt that high school had adequately prepared them for post-high school endeavors.
2. A majority of the respondents continued their education after high school.
3. The English Curriculum Committee should consider the graduates' comments in evaluating courses.
4. The History Department should consider doing a curriculum study taking into account the comments of the graduates.
5. The administration should study the possibility of expanding the curriculum to include some courses suggested by the respondents.
6. The counseling and guidance services offered should be evaluated by the Guidance Committee (16:30).

A similar follow-up study of graduates was made by Kimmett in 1971. The purpose of this study was to help determine if program revision was necessary at Culbertson, Montana High School. Questionnaires were sent to the 108 graduates of Culbertson High School for the years 1955, 1958, 1961, 1964, and 1967 (Kimmett, 19:2).

Analysis of the data by Kimmett resulted in the following findings:

1. Eighty-nine questionnaires were returned which was 75 per cent. Seventy-nine per cent of the respondents were married, and sixty-four per cent live in Montana.
2. Eighty-one per cent of the respondents attended a post-high school educational institution.
3. Nearly all of the graduates' present occupations were chosen after completion of high school.
4. English and mathematics were the courses called most useful, and history was said to be least useful.
5. Course additions requested were shorthand, speech, and foreign language.
6. Individual sports were cited by respondents as being the favorite recreation (19:42-43).

Recommendations made by Kimmett on the basis of his collected data included:

1. Offering a wider range of courses with the following additions:
   a. a foreign language, preferably French, German, or Spanish.
   b. a social science course including psychology, sociology, and family relationships.
   c. a course in business machines.
   d. a course in shorthand.
   e. a course in personal finances and consumer education.
2. Providing for more course relevance particularly in the algebra, general science, and American history courses.
3. The placement of less emphasis on preparing students to attend college because only 37 per cent of those entering ever receive a degree.
4. The institution of an orientation program for new students.
5. Stressing the duties of citizenship, including voting, taxation, and other related rights and responsibilities.
6. The placement of more emphasis on the development of recreational skills by devaluing interscholastic sports in favor of intramural sports that would allow everyone to participate.
7. The placement of more emphasis on personal growth activities such as student government, music, speech and drama, and publications.
8. The initiation of a girls' sports program.
9. The institution of a career counseling program in which the students would be advised of their aptitudes and which would place more emphasis on non-degree granting post-secondary institutions.
10. The inclusion of the parents in the guidance and counseling program, because they have a larger influence than teachers and counselors do.
11. The implementation of a faculty advisor program to help students realistically select high school courses (Kimmett, 19:44-47).

The foregoing examples given a sample of the major problems of high schools as perceived by their recent graduates. They are:

1. Inadequate course offerings.

2. Inadequate educational and occupational guidance services.

3. Inadequate training, particularly vocational, for terminal students.

4. Irrelevance of much of the present curriculum to actual life situations.

Summary

A review of literature was made to enable the investigator to become aware of the various purposes, methods, and types of follow-up studies. Results of the previous studies were also reviewed for comparison with the results of this study.

Purposes of follow-up studies included an evaluation of the usefulness of the school program to the graduates, improvement of instructional and guidance programs, studies of employment patterns, as well as compiling factual information.

There were two methods used to collect the data. The method most often used was the questionnaire. A second method, that of personal interviews, was used by some researchers.

There were two types of follow-up surveys reviewed. The first type obtained opinions and factual information from the graduates. The second type requested only factual information from those surveyed.

The review of literature revealed a similarity in the findings and conclusions of the various studies. It was found that more adequate guidance services should be provided to students and parents. The studies pointed out the need for a better balance between vocational and college-preparatory courses, with greater emphasis on programs of a terminal nature since one-half of the graduates did not enter college.

A greater variety of extracurricular activities should be made available with less emphasis placed on interscholastic sports and more emphasis placed on programs to develop worthwhile recreational activities. Course revisions in English and history were recommended by many of the surveys, and course additions of psychology, sociology of family relationships were frequently suggested. A recommendation common to nearly all the studies was that further program evaluation be initiated.

Chapter 3

PROCEDURES

The purpose of conducting this study was to evaluate the educational program at Hobson High School. Information was gathered from the graduates of Hobson High School from 1970 through 1974, to obtain their opinions of the adequacy and quality of their high school education. It was intended that the conclusions drawn and the recommendations made will be of particular value in planning program revisions at Hobson High School. This chapter will present the methods which were used to collect and interpret the necessary information.

This chapter is organized in three sections: (a) the description of the population, (b) the method of collecting and organizing the data, and (c) the method of analysis of the data.

Description of the Population

To evaluate the educational program at Hobson High School, the years 1970 through 1974 were selected for the study due to the fact that several program revisions were made during those years, both in the number and types of courses offered and the number of extracurricular activities provided for the students. Therefore, the graduates from Hobson High School during those years were selected as the population.

Since the entire population of eighty-five Hobson High School graduates from 1970 through 1974 were sent a questionnaire, no sampling procedures were utilized.

Method of Collecting Data

A questionnaire was used to collect the information necessary to answer the questions of this study. It was referred to several faculty members at Montana State University for a check of validity. Further proof of validity stems from the fact that nearly all of the questions on the instrument have been used successfully in other studies of this nature.

On September 1, 1974, a cover letter and questionnaire (Appendix A, page 66, and Appendix D, page 69, respectively) was sent to each of the eighty-five Hobson High School graduates from 1970 through 1974. The questionnaire requested information concerning permanent address, marital status, educational history, occupational history, and opinions of the graduates concerning the value and adequacy of their high school education in light of their post-high school activities. Of the eighty-five questionnaires sent to the graduates, thirty-six responded. On October 1, 1974, a second mailing was made to the forty-nine graduates not responding to the first mailing (Appendix B, page 67, and Appendix D); nineteen responded. On November 1, 1974, a third mailing was sent to those thirty graduates not responding to the first two mailings (Appendix C, page 68, and Appendix D).

In answer to the three mailings, sixty-four of the eighty-five graduates responded. This was a 75.3 per cent return. Table 1, page 33, indicates the breakdown of the number of questionnaires sent and

the number and percentage correlation of those returned by the graduates from 1970 through 1974.

Table 1

Number and Percentage of Returns of Questionnaires

	1970	1971	1972	1973	1974
Questionnaires sent	14	18	16	20	17
Returned	8	14	15	14	13
Percentage returned	57.1	77.8	93.8	70.0	76.5

Method of Organizing Data

Data received from the returned questionnaires was organized into seventeen tables with the type and number of each response indicated. Responses were grouped according to the year the respondent graduated. Precautions for accuracy included hand scoring and tabulating of all questionnaires.

Method of Analysis of Data

The purpose of this study was to evaluate the educational program at Hobson High School in terms of the effect it has had on the lives of its recent graduates. A follow-up study of the graduates from Hobson High School from 1970 through 1974 was the method of evaluation. A questionnaire and cover letter was sent to each graduate during those years requesting their opinions and suggestions.

The number and percentage responding to the individual items on the questionnaire was the system of analyzing the data. The twenty-five questions were analyzed, and a series of seventeen tables were used to graphically illustrate the responses.

The tables used to analyze the data were:

1. Number and percentage of returns of questionnaires
2. Distribution of the marital status of respondents by class
3. Occupations of the respondents
4. Factors that influenced respondent occupation selection
5. Amount of post-secondary education received by respondents
6. Type of post-high school institution attended by respondents
7. Subjects expressed by the respondents as being of most value
8. Subjects expressed by the respondents as being of least value
9. Subjects desired by respondents but not offered
10. Extracurricular activities rated by respondents as being of most value
11. Extracurricular activities rated by respondents as being of least value
12. Extracurricular activities desired by respondents but not offered
13. Percentage of respondents claiming that the guidance services offered were adequate for selection of post-high school

institutions and occupations

14. Major deficiencies of Hobson High School

15. Adequacy of preparation claimed by respondents for various life requirements

16. Favorite recreational activity of the respondents

17. Reading and voting habits of the respondents

From these tables percentages of responses were calculated and reported directly. Conclusions were subjectively drawn from the data for the years under study. The tables mentioned above are constructed and described in Chapter 4, Presentation, Analysis, and Interpretation of Data Concerning the Evaluation of the Educational Program at Hobson High School.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA CONCERNING THE EVALUATION OF THE EDUCATIONAL PROGRAM AT HOBSON HIGH SCHOOL

The purpose of this chapter is to present and interpret the findings of this study by analyzing the information gathered from the questionnaires returned by the graduates of Hobson High School from 1970 through 1974. Tables 2 through 17 are included in this chapter indicating the statistical information gathered by the investigator. The information is arranged into the following sections:

1. Analysis of the respondents
2. Present occupations
3. Post-secondary school attendance
4. Curriculum opinions
5. School value opinions
6. Recreation, reading, and voting
7. Representative comments

Analysis of Respondents

To evaluate the educational program of Hobson High School, an introduction letter and questionnaire illustrated in the Appendices were sent to the eighty-five students who graduated from Hobson High School from 1970 through 1974. There were sixty-four respondents to the questionnaire, which represented a 75.3 per cent return.

Of the sixty-four graduates who responded to the questionnaire, thirty-two were men and thirty-two were women. Eighteen of the sixty-four respondents, representing 28 per cent, were married. Twelve of the eighteen respondents who were married were women. There was also one respondent who was divorced. Table 2 illustrates the marriage rates for the individual classes and the entire group.

Table 2

Distribution and Marital Status of Respondents by Class

	Class					
	1970	1971	1972	1973	1974	Total
Number in the class	14	18	16	20	17	85
Number of respondents	8	14	15	14	13	64
Per cent responding	57	78	94	70	76	75
Number of respondents married	3	7	5	3	0	18
Per cent respondents married	38	50	33	21	0	38

Six of the respondents live outside of Montana, two in California, and one each in Idaho, Illinois, Louisiana, and Washington. Twenty-seven of the fifty-eight Montana respondents, or 47 per cent, stated that Hobson was their permanent address. Eighteen of the respondents living in Montana listed their permanent address was within twenty miles of Hobson, seven in Mocassin, six in Utica, and five in Buffalo, Montana.

Table 3

Occupations of Sixty-Four Graduates of Hobson High School, 1970-1974

Occupation	1970	1971	1972	1973	1974	Total
Agriculture Research Aide	-	-	-	1	-	1
Bookkeeper	-	-	-	1	-	1
Contractor	-	1	1	-	-	2
County Worker	1	-	-	-	1	2
Dude Ranch Operator	-	-	1	-	-	1
Farmer	1	-	1	-	2	4
Floral Designer	-	-	1	-	-	1
Housewife	1	2	2	1	-	6
Key Punch Operator	-	-	1	-	-	1
Motorcycle Mechanic	-	-	-	1	-	1
Painter	-	-	-	1	-	1
Pizza Parlor Manager	1	-	-	-	-	1
Police Woman	1	-	-	-	-	1
Rancher	1	4	-	2	-	7
Services (Armed)	-	-	1	-	-	1
Student	-	5	6	5	9	25
Television Technician	1	-	-	-	-	1
Unemployed	-	-	-	-	1	1
Waitress	-	-	-	1	-	1
Warehouse Personnel	-	1	-	1	-	2

Present Occupations

The survey revealed that twenty-five of the respondents, or 39 per cent, were still attending an institution of higher education. Other occupations, in order of frequency, were seven ranchers, six housewives, and four farmers. A total listing of the twenty occupations cited by the respondents is shown in Table 3, page 38. Most of the respondents indicated that their occupation was chosen directly after completion of high school or while working in another occupation.

The major influence cited in choosing the present occupation was either the graduate himself, or the nonavailability of other jobs. As summarized in Table 4, only nine respondents, or 14 per cent, said that high school personnel had any influence on their choice of occupations, while parents influenced twenty-four of the total.

Table 4

Factors That Influenced Respondent Occupation Selection

Influencing Factor	Number	Per cent
High School Teachers	8	13
High School Counselors	1	2
Parents	24	39
College Professors	1	2
Personal Choice	25	40
Other	2	3
Total	61	

Post-Secondary School Attendance

Of the sixty-four graduates who returned the questionnaire, forty-seven indicated that they had obtained some type of post-high school education. This represents 73 per cent. The amount of schooling obtained after completion of high school ranged from less than one year to four years. At the time this survey was taken, the fall of 1974,

Table 5

Amount of Post-High School Education Received by Respondents

Years Attended	Class						Per cent of Those Who Attended
	1970	1971	1972	1973	1974	Total	
Less than 1 year	0	1	3	2	9	15	32
1 year	2	2	4	8	0	16	34
2 years	1	2	5	0	0	8	17
3 years	1	5	0	0	0	6	13
4 years	2	0	0	0	0	2	4
Total	6	10	12	10	9	47	
Per cent attending	75	71	80	71	70	73	

only two graduates, or 4 per cent of those obtaining further education, had graduated from a four-year institution. Table 5 illustrates the amount of post-high school education.

The type of institution attended varied with a small number of respondents choosing to attend private degree granting institutions and

the largest group attending state colleges and universities, most notably Montana State University in Bozeman. Eleven respondents, or 17 per cent, attended out of state schools, with six of these attending business or vocational schools. Of the thirty-two respondents who attended major colleges and universities, twenty of these graduates utilized the Montana University System. Eight of the respondents attended business schools and four attended vocational technical centers. Table 6, page 42, summarizes these attendance figures.

Curriculum Opinions

In the questionnaire, the graduates were asked to evaluate the curriculum of Hobson 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 which were not offered do you think would have been of value to you?

4. What subject did you take which needed the most improvement? The respondents were limited to three choices for each question.

In the opinion of the graduates, English and algebra were the courses which had proved to be of greatest value. Others of value, in order of times mentioned, were typing, problems of American democracy,

Table 6

Type of Post-High School Institution Attended

School	1970	1971	1972	1973	1974	Total
Bell and Howell School	-	-	-	1	-	1
Billings Business College	-	1	-	-	-	1
Billings Vo Tech Center	-	-	-	1	-	1
College of Great Falls	-	1	-	-	1	2
Dawson County Junior College	1	-	-	-	-	1
Eastern Montana College	1	-	-	-	1	2
Great Falls Commercial College	1	-	-	-	-	1
Great Falls Vo-Tech	-	-	1	-	-	1
Helena Vo-Tech	-	-	-	1	-	1
Kinman Business University	-	-	-	3	-	3
Links School of Business	-	-	2	-	-	2
Montana State University	2	6	6	4	5	23
Northern Montana College	1	-	1	-	-	2
Northwest Community College	-	-	-	-	1	1
Ricks College	-	-	-	1	1	2
Stanford University	1	-	-	-	-	1
University of Montana	-	1	1	-	-	2
Washington State University	-	1	-	-	-	1

bookkeeping, vocational agriculture, and American history. Nearly every course was mentioned at least once. All subjects which were cited are listed with their frequency of mention in Table 7, page 44

Although English was chosen by respondents as being of greatest value, it was also the subject cited most frequently as being of least value, particularly by graduates from 1970 through 1972. This is explained in part by the fact that during those years the teachers, in the opinion of the respondents, were quite poor, due to the fact that they were athletic coaches first and teachers second. The high turnover rate of English teachers, four in five years, and the consequential repetition in some areas, also helps to explain the low rating of English by some students. German was listed next lowest, followed by physical science, biology, and American history. Fifteen other subjects were singled out by the respondents as courses of least value, as shown in Table 8, page 45.

Twenty-four respondents, or 37 per cent, cited English as the course needing the most improvement. Chemistry was indicated eight times and a number of other courses once each. Suggestions for improvement in the area of English were to stabilize the department by retaining a teacher and placing less emphasis on the repetition of grammar and more emphasis on writing and literature. Modernization of equipment, more laboratory work, and improved teaching techniques were recommended for the chemistry course.

Table 7

SUBJECTS OF MOST VALUE AS EXPRESSED BY GRADUATES OF HOBSON HIGH SCHOOL, 1970-1974, LISTED BY FREQUENCY OF MENTION

Subjects	Most Value	2nd	3rd	Total
English*	9	11	8	28
Algebra	16	10	1	27
Typing	7	7	5	19
Problems of American Democracy*	4	6	6	16
Bookkeeping	4	6	4	14
Vocational Agriculture	11	1	2	14
American History*	1	5	5	11
Home Economics	3	4	2	9
Biology*	1	3	3	7
Physical Education*	1	2	2	5
Business Math	1	2	1	4
Chemistry	1	3	0	4
Marriage-Family Life	1	0	3	4
Clerical Office Practice	1	1	1	3
Physics	0	3	0	3
Sociology	0	3	0	3
Drivers Training	0	0	1	1
German	0	0	1	1
Speech	1	0	0	1
Teacher's Aide	1	0	0	1

* Required subjects

Table 8

SUBJECTS OF LEAST VALUE AS EXPRESSED BY GRADUATES OF HOBSON HIGH SCHOOL, 1970-1974, LISTED BY FREQUENCY OF MENTION

Subjects	Least Value	2nd	3rd	Total
English*	9	5	4	18
German	8	5	3	16
Physical Science*	6	6	4	16
American History*	3	8	1	12
Biology*	5	6	1	12
Algebra	4	2	3	9
Geometry	2	3	3	8
Home Economics	4	1	3	8
Physical Education*	3	2	3	8
Typing	4	1	1	6
Chemistry	2	2	1	5
Chorus	1	2	2	5
Physics	1	1	0	2
Sociology	2	0	0	2
Speech	1	1	0	2
Band	0	1	0	1
Drivers Training	0	1	0	1
Problems of American Democracy*	0	1	0	1
World History	0	0	1	1

* Required subjects

Eleven subjects which either have never been offered or offered infrequently were selected by respondents as courses which would have been of value. Many of these courses have already been included in the

Table 9

Requested Additions to the Curriculum by Graduates of Hobson High School, 1970-1974, Listed by Frequency of Mention

	Frequency of Mention
Art*	17
Philosophy, psychology or sociology*	12
Marriage and Family Life	5
Montana History*	4
Auto Mechanics	3
Economics	3
Electronics	3
Mechanical Drawing	3
Shorthand	2
Speech and Drama*	2
Office Machines**	1

* Added to curriculum 1974-75
** Added to curriculum 1973-74

present offerings at Hobson High School. Seventeen graduates felt a course in art would have been beneficial to them, while twelve respondents thought a course in psychology, sociology, or philosophy should be available. Table 9 illustrates the courses that the graduates felt

would have been valuable.

Opinions of Extracurricular Activities

The graduates were asked to list three activities they felt were of value to them. Male respondents cited basketball and football as being the most valuable. Future Homemakers of America was mentioned by the women as being most valuable. Band and dramatics were also considered by the graduates to be important activities. Every activity offered by Hobson High School was mentioned as valuable one or more times. Table 10, page 48, gives a complete listing.

When asked to identify activities which were of least value, German Club was mentioned fifteen times, as was Pep Club. Future Farmers of America was cited by six graduates, boys' track by five graduates, and newspaper staff and student council four times each. A complete listing of activities is shown in Table 11, page 49.

The graduates were also asked to specify extracurricular activities they felt would have been valuable to them but were not available. Fourteen of the respondents thought there should be some special interest clubs such as art club, science club, ski club, and photography club. Seven expressed a desire for girls' basketball. Wrestling and intramural sports such as tennis and softball would be desirable in the opinion of some graduates. The entire list of desired extracurricular activities is shown in Table 12, page 50.

Table 10

ACTIVITIES OF MOST VALUE AS EXPRESSED BY GRADUATES OF HOBSON HIGH SCHOOL, 1970-1974, LISTED BY FREQUENCY OF MENTION

Activity	Most Value	2nd	3rd	Total
Basketball	11	5	1	17
Football	12	3	1	16
Band	9	2	3	14
Future Homemakers of America	10	2	1	13
Dramatics	3	7	2	12
Future Farmers of America	7	1	1	9
Annual Club	3	4	1	8
Girls' Track	1	3	3	7
Cheerleading	3	1	2	6
Drill Team	3	1	1	5
Newspaper Staff	1	1	2	4
Pep Club	1	0	2	3
Student Council	2	1	0	3
Boys' State	0	1	1	2
German Club	1	1	0	2
Boys' Track	0	0	1	1

Table 11

ACTIVITIES OF LEAST VALUE AS EXPRESSED BY GRADUATES OF HOBSON HIGH SCHOOL, 1970-1974, LISTED BY FREQUENCY OF MENTION

Activity	Least Value	2nd	3rd	Total
German Club	12	1	2	15
Pep Club	8	5	2	15
Future Farmers of America	3	3	0	6
Boys' Track	2	2	1	5
Newspaper Staff	1	3	0	4
Student Council	3	1	0	4
Basketball	2	1	0	3
Drill Team	0	1	2	3
Cheerleading	1	1	0	2
Class Activities	0	1	1	2
Dramatics	0	0	2	2
Football	1	1	0	2
Future Homemakers of America	1	0	1	2
H-Club	0	1	1	2
Annual Club	0	1	0	1
Band	1	0	0	1
Girls' State	0	0	1	1
Girls' Track	0	1	0	1

Table 12

Activities Desired by Graduates of Hobson High School, 1970-1974, Listed by Frequency of Mention

Activity	Frequency of Mention
Girls' Basketball	7
Intramural Sports	6
Art Club	4
Science Club	3
Ski Club	3
Wrestling	3
Nature Club (Ecology)	2
Debate Team	1
Gymnastics	1
Math Club	1
Photography Club	1

School Value Opinions

All of the respondents had opinions as to the value of the education they received at Hobson High School. Eight of the fourteen respondents to the question of whether they were prepared adequately for military service answered affirmatively. Thirty-one of the forty-five graduates, or 70 per cent, felt they were adequately prepared for further education, and twenty-one of forty-three felt they left high

school prepared for their present occupation. These items are summarized in Table 13.

Table 13

Per Cent of the Respondents Claiming Their Preparation and Guidance for Choosing High School Courses, Selecting a Post High School Institution, Military Service, and Occupation was Adequate

	Class					Total Per Cent
	1970	1971	1972	1973	1974	
Adequate Preparation for:						
Military Service	67	40	40	50	--	57
College	83	64	60	60	82	70
Present Occupation	29	40	60	50	67	49
Adequate Guidance for:						
Choosing High School courses	50	36	64	77	31	51
Choosing a College	50	31	61	62	38	48
Choosing an Occupation	13	38	29	25	31	28

Nearly 60 per cent of the respondents were dissatisfied with the guidance services offered by the school. Thirty of fifty-nine respondents said that guidance in selecting high school courses was adequate; thirty-one of sixty said assistance in selecting further schooling was inadequate; and forty-three of sixty said guidance in choosing an occupation was inadequate. These items are also summarized in Table 13.

Major failings of the school in the opinion of the graduates included inadequate curriculum, poor guidance services, poor library facilities, and poor teacher-student relationships. Poor teaching was also mentioned eight times. Table 14 illustrates what the graduates considered to be major deficiencies within the school program.

Table 14

Major Deficiencies of Hobson High School as Expressed by Graduates, 1970-1974, Listed by Frequency of Mention

Deficiency	Frequency of Mention
Poor Guidance Services	24
Inadequate Curriculum	20
Poor Teaching	8
Poor Library Facilities	7
No help for slow learners	1
Poor Teacher-Student relationship	1

The graduates were asked to check certain items concerning the value of high school education in personal and social aspects of life (e.g., family life, using money wisely, getting along with others, etc.). Given the three choices--(1) helped a great deal, (2) helped some, and (3) helped little or none--the graduates were asked to rate nine life requirements. The first choice was valued at three points, the second valued two points, and the third one point.

Table 15 shows the various categories evaluated, how the graduates rated each of them, and the weighted average. The weighted average indicates the responses of the graduates as to the adequacy of their preparation concerning the life requirements. For example, the weighted

Table 15

Adequacy of Preparation Claimed by Respondents, Listed by Frequency of Mention and Weighted Average

Life Requirement	Great Deal (3)	Some (2)	Little or None (1)	Total Points	Weighted Average
Basic Math Skills	28	29	5	147	2.4
Communicative Skills	30	29	3	151	2.4
Getting Along with Others	26	28	7	141	2.3
Civic Participation	18	30	13	127	2.1
Solving Problems	14	29	19	119	1.9
Care of Health	10	30	20	110	1.8
Marriage-Family Life	10	21	29	101	1.7
Using Spare Time	7	27	27	102	1.7
Spending Money Wisely	6	24	29	95	1.6

average of 2.4 for basic math skills indicates that respondents felt that high school had helped them between a "great deal" and "somewhat" in their preparation of basic math skills. It is significant to note the low score for using spare time, spending money wisely, care of health, and marriage and family life. The low score in the last area

is probably due to the large number of respondents marking the third choice, because they are not yet married and are unsure of the value of high school education in this category. The other three low scores, however, are not so easily explained.

Recreation, Reading and Voting

The recreational activities of the graduates were quite varied. Individual sports were the most popular forms of recreation, with thirty-one participants. Outdoor activities such as hiking, camping, fishing,

Table 16

Favorite Recreation of the Respondents, Listed by Frequency of Mention

Recreation	Class					Total
	1970	1971	1972	1973	1974	
Skiing	1	2	2	3	3	11
Hunting-Fishing	1	4	1	2	2	10
Hiking-Camping	1	2	3	2	1	9
Swimming	2	0	1	1	5	9
Reading	1	1	2	1	3	8
Bowling	1	1	4	1	0	7
Basketball	2	0	0	0	3	5
Football	1	1	1	0	0	3
Horseback Riding	0	0	1	2	0	3
Tennis	0	1	1	1	0	3
Motorcycle Riding	0	1	0	1	0	2
Art	1	0	0	0	0	1
Rifle Club	0	0	1	0	0	1

etc. were also popular being mentioned by twenty-four graduates. Team sports ranked third in popularity and reading fourth. Table 16, page 54, gives a complete listing of activities.

Responses from the graduates revealed that 64 per cent had read a book in the last month. Fifty-six per cent read weekly news magazines and monthly magazines are read by 73 per cent of the graduates. Daily newspapers were the most widely read with 75 per cent, while 52 per cent read weekly newspapers. The reading habits of the respondents are summarized in Table 17.

Table 17

Reading and Voting Habits of Respondents

	Class					Total	Per Cent
	1970	1971	1972	1973	1974		
Respondent Reads:							
Book in past month	6	7	12	8	8	41	64
Weekly News Magazine	5	9	9	7	5	35	55
Monthly Magazine	5	7	13	10	12	47	73
Daily Newspaper	6	9	11	10	12	48	75
Weekly Newspaper	5	4	9	5	10	33	52
Eligible to Vote	8	14	15	9	7	53	83
Voted in Last Election	7	7	12	2	3	31	59
Per cent that voted in last election	88	50	80	22	23	58	

Of those fifty-three respondents eligible to vote in the last election, thirty-one of them, or 58 per cent, did so. The percentage of those voting drops sharply for graduates of 1973 and 1974. Table 17, page 55, also summarizes voting data.

Representative Comments

The graduates were asked to make comments and suggestions concerning the educational program at Hobson High School. Nearly every respondent made some comment and several are presented below.

"I think English, literature, and writing should be emphasized."

" . . . . While high school is supposed to teach self-reliance and self-judgment, the administration and teachers object when a student acts as an individual."

" . . . . There seem to be no emphasis on keeping students in high school to learn for the great asset and beauty of knowledge alone."

" . . . . Put the economics in home economics. The money part should be emphasized more."

" . . . . The extra-curricular activities helped me to get along with people."

" . . . every class has helped me in some way."

" . . . . I think students require more freedom to explore their own interests."

" . . . . I think more time should be given to teaching some practical skills, such as electronics or something."

" . . . . Each student has to learn to think on his own--make mistakes and learn from them."

" . . . . Sports build a strong person, body and mind. They give a person a feeling of self-pride which spreads and makes a good school spirit."

" . . . . More sports for girls would be a good idea."

" . . . this interest factor should definitely not be focused on the extra-curricular activities, but should be focused on the educational program."

"I wish they would have had more of a guidance program."

"I feel that Hobson High School prepared me well to enter college. The classes were generally well taught."

"I feel that Hobson High is probably one of the best schools for its size in the state."

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

In order to determine the effectiveness of the educational program of a high school, it is necessary to evaluate it in terms of how well it is preparing the graduates to meet the changing needs of society. With the rapid changes that have become commonplace in modern society, it makes sense that secondary schools make systematic follow-up studies to see that the knowledge, skills, abilities, and competencies of the graduates are relevant and useful. With these factors in mind, the investigator conducted a follow-up study of the educational program of Hobson High School. A questionnaire was used to obtain the opinions of the graduates of Hobson High School from 1970 through 1974. From the data received from these graduates, an effort was made to evaluate the effectiveness of the present educational program.

In conducting the review of literature, six areas were covered:

1. The aims and objectives of secondary education
2. The purpose and necessity of follow-up studies
3. The procedures used in conducting follow-up studies
4. State-wide follow-up studies
5. Individual school follow-up studies outside of Montana
6. Individual school follow-up studies within Montana

The review of related literature was employed to determine the

purposes, procedures, and findings of other follow-up studies of a comparable nature. The research found the following conclusions to be fairly consistent within the studies reviewed:

1. A large percentage of high school graduates do not graduate from college.

2. A balanced curriculum should be provided because of the variety of post-secondary schools attended and the variety of occupations entered by the graduates.

3. Improved vocational and educational guidance should be provided.

4. A greater variety of extracurricular activities should be made available to accommodate the interest of all students.

5. Opinions of graduates should be considered when curriculum evaluations are being made.

6. Periodic follow-up studies and curriculum evaluations should be conducted.

Conclusions

The questionnaire sent to the eighty-five students who graduated from Hobson High School from 1970 through 1974 to evaluate the educational program of Hobson High School received sixty-four responses, or a 75 per cent return. The following conclusions are based upon those responses:

1. Nineteen respondents, or 30 per cent, are married.

2. Ninety-one per cent of the respondents, fifty-eight graduates, are presently residing in Montana.

3. A large number of the respondents, forty-seven, or 73 per cent, continued their education after high school.

4. About three-fourths of those receiving additional schooling went to Montana schools.

5. At the time of the survey, 85 per cent of those entering an institution of higher learning were still enrolled in such an institution.

6. Eleven of the forty-seven respondents, or 23 per cent, who continued their education entered vocational schools.

7. There were twenty different occupations listed by the respondents.

8. The respondents stated that teachers and counselors had little influence on their choice of current occupation, but named themselves and their parents as having the greatest influence.

9. English, algebra, and typing were listed as being the most useful subjects.

10. English, German, and physical science were cited as being least useful.

11. English and chemistry were the subjects indicated as needing most improvement.

12. Courses which the respondents felt should be added to the

curriculum were art, sociology, and marriage and family life.

13. Sports were selected by boys as being the most valuable extracurricular activity, while girls named Future Homemakers of America and dramatics as most valuable.

14. German Club and Pep Club were indicated as being the extracurricular activities of least value.

15. Girls' basketball and special interest clubs such as science and photography club were listed as extracurricular activities which should be added.

16. The school did an adequate job of preparation for military service for 57 per cent, for college 70 per cent, and for present occupations 49 per cent.

17. Guidance was adequate for 51 per cent for choosing high school courses, 48 per cent for choosing a college, and adequate for only 28 per cent for choosing an occupation.

18. Poor guidance services and inadequate curriculum were cited as being the major deficiencies of the educational program.

19. Seventy-seven per cent of the respondents felt that their high school education had prepared them for getting along with others, while 33 per cent felt prepared to solve their problems.

20. Individual sports such as skiing, swimming, and bowling were cited by the largest number as being their favorite recreation.

21. Reading habits ranged from 52 per cent for weekly

newspapers to 75 per cent for daily newspapers.

22. Fifty-eight per cent of those eligible to vote in the last election did so, with the bulk of those not voting coming from the classes of 1973 and 1974.

23. The educational program at Hobson High School is meeting the needs of its students based upon the post-secondary schooling being sought and the occupations being pursued by the graduates.

Recommendations

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

1. The continuation of a well-balanced curriculum between college preparatory courses and vocational offerings is substantiated by the number of graduates attending colleges and vocational-technical centers.

2. English needs vast course improvements. Start by hiring and retaining a qualified, interesting teacher and rewriting the curriculum to be more relevant and less repetitious of elementary grammar.

3. Add the following courses to the curriculum:

   a. A course in art

   b. A social science course in sociology, psychology or philosophy

   c. A course in Montana history

d. A course in marriage and family relationships

4. The guidance services offered need vast improvement. The following are recommended:

a. Begin by hiring and retaining a competent, qualified counselor.

b. Provide the counselor with time to associate with students, not to teach a variety of classes.

c. Institute a program of career counseling, beginning early in the student's high school years to acquaint students with a broad spectrum of occupations.

d. Students should be advised early in their high school career of their aptitudes and abilities and urged to adopt realistic career goals as indicated by their potential and interest.

e. The parents should be included as an integral part of the career counseling program, because they have a greater influence than teachers and counselors.

5. Place more emphasis on personal growth activities, such as student government, music, speech and drama, and publications.

6. Place less emphasis on interscholastic sports in favor of intramural sports that allow everyone to participate.

7. Enlarge the girls' sports program with the addition of basketball and gymnastics.

8. The educational program at Hobson High School should be reviewed periodically to determine if student needs are being met.

APPENDICES

APPENDIX A

Cover Letter to Graduates

September 1, 1974

Dear

Our records at Hobson High School indicate that you have graduated in recent years. We feel that the main purpose of the high school's entire educational program is to meet the needs of its students. Are we doing that job at Hobson High School? You are the best judge of that, so won't you please take a few minutes and complete the enclosed questionnaire?

Let your answers reflect your honest feelings so that this study can be meaningful. All responses will be confidential. It is important that everyone return this questionnaire for the best possible results.

I would appreciate it if you would answer and return the questionnaire by September 15, 1974. A stamped, self-addressed envelope is enclosed for your convenience.

Your assistance will be greately appreciated.

Sincerely yours,

J. Larry Denton

Enclosures

APPENDIX B

Follow-Up Letter to Graduates

October 1, 1974

Dear

Our records at Hobson High School indicate that you have graduated in recent years. We feel that the main purpose of the high school's entire educational program is to meet the needs of its students. Are we doing that job at Hobson High School? You are the best judge of that, so won't you please take a few minutes and complete the enclosed questionnaire?

Let your answers reflect your honest feelings so that this study can be meaningful. All responses will be confidential. It is important that everyone return this questionnaire for the best possible results.

In the event that you may have misplaced the previously mailed questionnaire, another is enclosed. I would appreciate it if you would answer and return this questionnaire by October 15, 1974. A stamped, self-addressed envelope is enclosed for your convenience.

Your assistance will be greatly appreciated.

Sincerely yours,

J. Larry Denton

Enclosures

APPENDIX C

Second Follow-Up Letter to Graduates

November 1, 1974

Dear

Our records at Hobson High School indicate that you have graduated in recent years. We feel that the main purpose of the high school's entire educational program is to meet the needs of its students. Are we doing that job at Hobson High School? You are the best judge of that, so won't you please take a few minutes and complete the enclosed questionnaire?

Let your answers reflect your honest feelings so that this study can be meaningful. All responses will be confidential. It is important that everyone return this questionnaire for the best possible results.

In the event that you may have misplaced the previously mailed questionnaire, another is enclosed. I would appreciate it if you would answer and return this questionnaire by November 15, 1974. A stamped, self-addressed envelope is enclosed for your convenience.

Your assistance will be greatly appreciated.

Sincerely yours,

J. Larry Denton

Enclosures

APPENDIX D

HOBSON HIGH SCHOOL
Follow-Up Questionnaire

Please complete the following questionnaire.

1. Permanent Residence _____

2. Marital Status:

   Single _____ Divorced _____
   Married _____ Widowed _____

3. Sex:

   Male _____
   Female _____

4. What is your present occupation? (example: housewife, farmer, student, armed services, etc.) _____
   _____

5. Year graduated from Hobson High School. 197_____

6. What most influenced you to enter your present occupation?

   _____a. High School Teachers _____d. College Teachers
   _____b. High School Counselors _____e. Other (please specify)
   _____c. Parents _____

7. Did you attend an institution for further education or training after graduation from high school? Please check the appropriate blank:

   Yes _____
   No _____

8. If you checked yes on question number 7, check the number of years completed:

   less than 1 year _____ 3 years _____
   1 year _____ 4 years _____
   2 years _____ more than 4 years _____

9. If you checked yes on question number 7, please name the school or college which you attended _____

10. Which subjects that you took in high school have been of most value to you? (Please list the most valuable first, second most valuable second, etc.)

    1._____; 2. _____; 3. _____

11. Which subjects that you took in high school have been of least value to you? (Please list the least valuable first, etc.)

    1. _____; 2. _____; 3. _____

12. Which subjects, which were not offered, do you feel would have been of value to you?

    1. _____; 2. _____; 3. _____

13. Which subject(s) that you took in high school needed the most improvement? _____

14. What suggestions do you have for improvement?_____
    _____

15. Which extracurricular activities were of the most value to you? (Please list the most valuable first)

    1. _____; 2. _____; 3. _____

16. Which extracurricular activities were of least value to you? (Please list the least valuable first)

    1. _____; 2. _____; 3. _____

17. What extracurricular activities were not offered that you think would have been of value to you?

    1. _____; 2. _____; 3. _____

18. Did high school prepare you adequately for:

    a. Military service (if any) _____ yes _____ no
    b. College or other schooling (if any) _____ yes _____ no
    c. Your present job (if any) _____ yes _____ no

19. If you answered no to any part of question number 18, please check the appropriate blank or blanks where you feel the high school was deficient:

_____ Inadequate courses offered
_____ Poor teaching
_____ Poor guidance services
_____ Poor library facilities
_____ Other (specify) _____

20. Did the high school provide adequate guidance services:

a. For choosing high school courses	_____ yes	_____ no
b. For choosing a college or other school	_____ yes	_____ no
c. For choosing an occupation	_____ yes	_____ no

21. What is your favorite form of recreation? _____

_____

22. Which of the following do you read? (Check as many as are appropriate)

_____ a. A book in the past month
_____ b. A weekly news magazine
_____ c. Monthly magazines
_____ d. Daily newspapers
_____ e. Weekly newspapers

23. Did you vote in the last general election if you were old enough?

_____ yes
_____ no
_____ don't remember
_____ not old enough

24. How much has high school helped you in the following? Please check the appropriate blank for each item.

	Great Deal	Some	Little or None
Using spare time	_____	_____	_____
Care of your health	_____	_____	_____
Participation in civic and community affairs	_____	_____	_____
Marriage and family life	_____	_____	_____
Getting along with others	_____	_____	_____
Reading, writing and speaking ability	_____	_____	_____
Basic math skills	_____	_____	_____
Spending money wisely	_____	_____	_____
Solving problems	_____	_____	_____

25. Please state any suggestions or comments you have concerning the educational program at Hobson High School below, and on the back if necessary.

Thank you for your time and effort.

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