

STATEMENT OF PERMISSION TO COPY

In presenting this professional paper in partial fulfillment of the requirements for an advanced degree at Montana State University, I agree that the Library shall make it freely available for inspection. I further agree that permission for extensive copying of this professional paper for scholarly purposes may be granted by my major professor, or, in his absence, by the Director of Libraries. It is understood that any copying or publication of this professional paper for financial gain shall not be allowed without my written permission.

Signature James Lee Kinnert
Date July 14, 1971

A FOLLOW-UP STUDY OF GRADUATES OF CULBERTSON HIGH SCHOOL

by

JAMES LEE KIMMET

A professional paper submitted to the Graduate Faculty in
partial fulfillment of the requirements for the degree

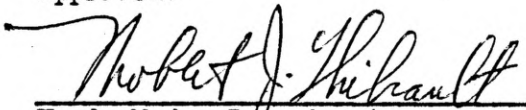
of

MASTER OF EDUCATION

with concentration in

School Administration

Approved:


Head, Major Department


Chairman, Examining Committee


Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

August, 1971

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
STATEMENT OF THE PROBLEM	2
THE NEED FOR THIS STUDY	3
GENERAL PROCEDURES	3
LIMITATIONS	4
SUMMARY	4
II. REVIEW OF LITERATURE	5
PURPOSES OF FOLLOW-UP STUDIES	5
METHODS USED IN FOLLOW-UP STUDIES	7
TYPES OF FOLLOW-UP STUDIES	9
RESULTS OF FOLLOW-UP STUDIES	10
Cooperative Follow-Ups	10
Individual Follow-Ups	12
Montana follow-ups	12
Other individual follow-ups	14
SUMMARY	15
III. PROCEDURES	17
DESCRIPTION OF THE POPULATION AND SAMPLE	17
METHOD OF COLLECTING AND ORGANIZING DATA	18
METHOD OF ANALYSIS OF DATA	19
SUMMARY	20

Chapter	Page
IV. ANALYSIS OF DATA	21
ANALYSIS OF THE RESPONDENTS	21
POST HIGH SCHOOL EDUCATION	22
PRESENT OCCUPATIONS	29
CURRICULUM OPINIONS	31
SCHOOL VALUE OPINIONS	34
READING, RECREATION, AND VOTING	38
REPRESENTATIVE COMMENT	41
SUMMARY	42
V. RECOMMENDATIONS	44
THE ACADEMIC CURRICULUM	44
EXTRA-CLASS ACTIVITIES	45
GUIDANCE SERVICES	46
SUMMARY	46
VI. SUMMARY	48
REVIEW OF LITERATURE	48
PROCEDURES	49
ANALYSIS OF DATA	49
RECOMMENDATIONS	50
IN PERSPECTIVE	51

	Page
APPENDIX	52
QUESTIONNAIRE	53
QUESTIONNAIRE COVER LETTER	58
SECOND LETTER	59
REFERENCES CITED	60

LIST OF TABLES

Title	Page
1. DISTRIBUTION AND MARITAL STATUS OF THE RESPONDENTS BY CLASS	22
2. AMOUNT OF POST HIGH SCHOOL EDUCATION RECEIVED BY THE RESPONDENTS	25
3. DEGREES AND DIPLOMAS AWARDED THE RESPONDENTS	26
4. TYPE OF POST HIGH SCHOOL INSTITUTIONS ATTENDED	27
5. MAJOR SUBJECTS STUDIED BY THE RESPONDENTS	28
6. THE NUMBER OF RESPONDENTS WHO CHANGED THEIR MAJOR FIELD OF STUDY	29
7. OCCUPATIONS OF THE RESPONDENTS	30
8. FACTORS THAT INFLUENCED RESPONDENT OCCUPATION SELECTION . .	31
9. COURSES OF MOST AND LEAST VALUE AS DESIGNATED BY EIGHT OR MORE RESPONDENTS	32
10. COURSES WANTED BUT NOT TAKEN BY SEVEN OR MORE RESPONDENTS	33
11. 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	36
12. ADEQUACY OF PREPARATION CLAIMED BY RESPONDENTS FOR VARIOUS LIFE REQUIREMENTS IN PERCENTAGE OF MAXIMUM POSSIBLE SCORE	37
13. FAVORITE RECREATION OF THE RESPONDENTS	39
14. READING AND VOTING HABITS OF THE RESPONDENTS	40

LIST OF FIGURES

Title	Page
1. DISTRIBUTION OF RESPONDENTS NOT LIVING IN MONTANA	23
2. DISTRIBUTION OF RESPONDENTS LIVING IN MONTANA	24

ABSTRACT

This study was an investigation to assess the effectiveness of Culbertson High School as determined by a follow-up of graduates for the years 1955, 1958, 1961, 1964, and 1967.

A review of the literature revealed that many schools used follow-ups to assess program effectiveness. General methods were quite similar in all follow-ups: (1) planning, (2) construction of the instrument, (3) collection of data, (4) tabulation of data, (5) interpreting and reporting the results, and (6) using the results. Most studies cited needs for better guidance programs, more course offerings, more emphasis on terminal students, and a more relevant curriculum.

The method of this investigation was to survey by means of a semi-structured mail questionnaire. A t-test was used to compare mean grade point averages for respondent and non-respondent groups to ensure the academic representativeness of the respondents. All data collected was tabulated and presented in direct form.

Seventy-five per cent of the population involved responded. Sixty-four per cent lived in Montana, and seventy-nine per cent were married. Eighty-one per cent went on to further schooling, but only sixty-four per cent completed a planned program of studies.

Nearly all graduates chose their occupations after high school or after college. Parents were said to be the major influence in the choice with high school teachers and counselors being an influence in very few cases.

English and mathematics were the most useful courses, with history the least useful to respondents. Desired course additions were shorthand, speech, and foreign languages. In general the preparation offered by the school was adequate, but the guidance services satisfied only about half the graduates, with some improvement being evident in 1964 and 1967.

Sports and music were the most useful extra-class activities. Fifty-seven per cent read a weekly news magazine, and eighty-five per cent read daily and weekly newspapers. Only sixty-one per cent voted in the last election.

Recommendations included wider course offerings, an orientation for new students, more course relevance, and better guidance programs, especially in the areas of career counseling and non-degree programs for future training. An advisor system was recommended to help in the selection of high school courses. De-emphasis of interscholastic team sports was recommended in favor of non-athletic personal growth activities (e.g. speech) and intramural coeducational individual sports.

Although limited, this study can be the basis of sound curriculum reform and a much needed continuous evaluation program.

CHAPTER I

INTRODUCTION

The continued success and effectiveness of any enterprise depends to a large extent on how well it meets its goals and objectives. Just as the farmer must evaluate his land to get the most from it, the school must also appraise itself so that it provides the best preparation for its students as they make ready to take their place in a dynamic society.

According to Smith and Tyler (1942:11) "an educational program is appraised by finding out how far the objectives of the program are actually being realized." Who is in a more favorable position to point out strengths and weaknesses of the school program than are its products? (Smith, 1957:10)

Follow-ups are recommended by Erickson and Smith (1947:9) who state that "schools are increasingly cognizant of the need for the follow-up study. Through no other means can the effectiveness of the school program be appraised."

Follow-up studies have frequently been made to obtain information from former students regarding possible improvements in the curriculum, but no amount of study is worthwhile unless the data and conclusions are used to recommend changes to improve the curriculum and the quality of instruction. (Brimm, 1954:269-70)

With the prospect of improved instruction as the primary motivation, this investigation was designed to produce a careful follow-up

study of the graduates of Culbertson High School and appropriate recommendations for the subsequent improvement of its program.

STATEMENT OF THE PROBLEM

The purpose of this study was to help determine if program revision is necessary at Culbertson High School. In order to reach a conclusion and make recommendations this study attempted to answer the following questions:

1. What type of post high school training or jobs were pursued by the graduates?
2. Did the high school experience of the graduates adequately prepare them for their post high school activity?
3. Which courses were most and least valuable?
4. Which extra-class activities were most and least valuable?
5. What courses and extra-class activities should be added to the curriculum?
6. Which courses and extra-class activities should be deleted from the curriculum?
7. Did the school provide adequate guidance services?
8. How well has the school prepared its graduates for daily living?
9. What are the opinions of the graduates concerning possible improvements in the total school program?

10. Which parts of the school program require immediate study and improvement?

THE NEED FOR THIS STUDY

The justification for this study is found in the fact that in the fifteen year period which it surveyed there was little curriculum change at Culbertson High School. Examination of the files of the school indicates that there had been no follow-up of the graduates or curriculum evaluation during that time.

This study is important because it began to fill the void in evaluation. It also may be the starting point in curriculum change.

GENERAL PROCEDURES

The procedure used to conduct this study included the following phases:

1. Review of the pertinent literature to study other investigations, procedures, instruments, and results.
2. Construction of the instrument, a questionnaire, and its validation by referring it to Montana State University faculty members.
3. Selection of the sample to receive the questionnaire and obtaining their addresses.
4. Mailing of the questionnaire with an explanatory letter.
5. Mailing of a second questionnaire to those who did not respond within three weeks.

6. Compilation of the responses in appropriate tables and graphs.
7. Analysis of the data.
8. Drawing conclusions from the analysis and making appropriate recommendations.

LIMITATIONS

There were two limitations in this study: (1) The data came from the responses of the returned questionnaires. (2) The sample was graduates of Culbertson High School for the years 1955, 1958, 1961, 1964, and 1967.

SUMMARY

Several educators have recommended the use of follow-up studies as a means of school evaluation. This study was a follow-up of the graduates of Culbertson High School. It utilized a questionnaire to answer questions about the courses, extra-class activities, guidance services, and general needs of the school as perceived by the surveyed graduates. The sample was taken from the graduates of 1955, 1958, 1961, 1964, and 1967. The data collected from the returned questionnaires was used to make appropriate suggestions for the improvement of the school program.

CHAPTER II

REVIEW OF LITERATURE

There have been many high school graduate follow-up studies done in the past. These have been done in a variety of ways, although they all have certain elements in common. The results of the studies reviewed were used to determine major differences in studies already completed and for comparison with the results of this study.

The presentation of this chapter is in four sections: (1) the purposes of follow-up studies, (2) methods used in follow-up studies, (3) types of follow-up studies, and (4) results of previous follow-up studies.

PURPOSES OF FOLLOW-UP STUDIES

The primary purposes of the high school follow-up were stated by Project Talent researchers Orr and Neyman (1965:373) as a method to

determine educational and life experiences which contribute to the development of aptitudes and abilities, and to determine guidance procedures and educational policies and practices most effective in assisting each student to select a career which will assure him of the greatest satisfaction and success.

Other researchers have substantially agreed, but usually in more specific terms. A study in Rhode Island by Morrey (1960) aimed to determine whether or not the curriculum was sufficiently functional for the group going to higher education.

Ball (1955), McLean (1962), and the National Education Association Research Bulletin (1962) cited improvement of instruction and

guidance as major purposes. Feedback to the instructor was mentioned by all three of these investigations as an integral part of the project.

A majority of the recent studies have been concerned with the occupational status of the graduates. Moorman (1955) was interested in business education graduates' adequacy of preparation for initial employment and the service the school was rendering to businessmen in the community. Snapp (1959) desired to ascertain the ability of the locale of the school to supply employment for the graduates. Perrone (1969) followed-up graduates of thirty Wisconsin high school vocational education programs to predict job entry, satisfaction with the job, and performance on the job. A similar study was done in Connecticut (University Research Institute of Connecticut Inc., 1969) to determine if vocational-technical graduates were employed in their trained fields.

Other purposes of follow-ups include studies of post-high school mobility (Weaver and Bear, 1960) and how post-high school behavior relates to prior aspirations (Grant, 1968). Evaluation of special occupational counseling techniques was a purpose of Rothney (1958). Doll (1964:294) observed that nearly all studies ask graduates for their opinions of the quality and usefulness of their high school experience and other personal information such as marital status and number of children if married. This information is used to determine the basic characteristics of the graduating class after leaving school.

METHODS 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 in any important respect from study to study. Erickson and Smith (1947: 121-128) suggest the following procedures:

1. Preliminary planning (purpose, scope, estimation of cost, selection of instrument, etc.).
2. Construction of the instrument.
3. Collection of data.
4. Tabulating results.
5. Writing the interpretation and report.
6. Using the results.

These basic procedures were adhered to in nearly all the studies, and were specified by Sailer (1964:2) and the National Education Association Research Bulletin (1962:42-45).

Nearly all variations in the method of conducting the investigation occurred in the selection of the instrument and the collection of data. The pioneer study by Bell (1938) used an eight-page structured interview. Alter (1957), who was one of the first to institute a yearly follow-up in his school, interviewed fifty to seventy-five graduates each year with a non-structured schedule. Brimm (1954:267-70) advocated the use of opinionnaires, suggesting that the questions be specific, few in number, anonymous, and non-structured.

By far the most popular instrument in such studies was the questionnaire. Groups sampled have ranged in size from forty-two (Sailer, 1964) to eighty-eight thousand (Orr and Neyman, 1965). Moorman (1955) suggested sampling not only students, but their employers as well.

In a study comparing the use of personal cover letters instead of form cover letters (Mooren and Rothney, 1956) the speed and number of responses to the questionnaire were not significantly different for the two approaches. Scates (1949) achieved a return of ninety-nine per cent in a group of six hundred by using two follow-ups of the cover letter, a handwritten plea for response, and second and third mailing of the questionnaire, and two mailings of a short form of the instrument to non-respondents. Persistence, in this case, yielded high dividends. A study by Shannon (1948), however, showed the response percentage in the average study to be about seventy-two per cent.

The content of nearly all follow-up instruments was quite similar. Most wanted the respondent's name, marital status, occupation, occupational history after high school, and post-high school educational history. In addition to these items various studies asked what the respondent thought the most and least useful parts of the curriculum were, and one researcher (Alter, 1957:477) asked the respondent what advice he would give to a sophomore in the same school. Primarily, the content of the instrument was governed by the purpose of the investigation.

All of the studies reviewed used a tabular form of summarizing data, except one (Bell, 1938), which also used pictographs. Statistical analyses were not used beyond the usual sampling applications.

The scope of most of the studies did not allow for the implementation of recommendations, although nearly all the studies made them. Perhaps the degree of use of most of these studies in the improvement of instruction was summarized by Moorman (1955:21) who stated that "most follow-ups result in minimal program improvement and little raising of standards." The fact that there is no evidence in the reviewed literature to refute this statement is commentary enough on practice concerning the use of this type of investigation, although implementation is considered by several researchers to be an integral part of the procedure.

TYPES OF FOLLOW-UP STUDIES

There is no formal taxonomy of follow-up studies. The most convenient classification of the studies reviewed is according to scope (i.e. the number of schools in the population). The studies of Bell (1938) in Maryland, Henderson (1951) in Illinois, and Flanagan and Cooley (1966) in Project Talent were all conducted in a statewide or nationwide population. Studies of this scope are referred to as cooperative studies because they require the cooperation of many schools.

A sub-category of the large cooperative study is the type of study which surveys similar schools in a small geographic area.

Examples of this type are the Sacramento study of Delavan (1966) and the Pocatello, Idaho Falls study of Fifield and Watson (1967).

The other main scope classification is the individual follow-up which has a population from only one school. Examples of this type include studies done in Montana by McLean (1962) and Nelson (1961).

These categories will be used in the following section to classify the various studies reviewed.

RESULTS OF FOLLOW-UP STUDIES

Cooperative Follow-Ups

Thirteen cooperative studies were reviewed by the investigator. Of these only one, Project Talent (Flanagan and Cooley, 1966), had a nationwide population. Nine were conducted within a single state. States represented were Utah (three studies), Wisconsin (two studies), Illinois, Maryland, Washington, and Oregon. Three small scope cooperative studies were also reviewed.

The first major cooperative study was done by Bell (1938) in Maryland. This study of 13,528 youths pointed out the necessity of providing a more effective general education, better educational and vocational guidance, and more realistic training in citizenship.

Henderson (1951), in a study involving sixty-nine schools, discovered the need for more help in earning a living, training for the use of community educational facilities, and training in parenthood and home-making.

An Oregon study (Weaver and Bear, 1960) found that only fifty per cent of the graduates took further training, and that forty-eight per cent moved from the county in which they attended high school. This study recommended the institution of terminal vocational programs with emphasis on statewide job opportunities rather than the local employment market.

Grant (1968) found that the plans of Utah seniors concerning post high school plans were followed by eighty per cent of those surveyed after graduation.

Christianson (1962) evaluated thirty pilot vocational education programs in Wisconsin. The study showed job success is related to appearance (boys), mathematics-science achievement, and the educational level of the parents of the respondent.

Another Wisconsin study of 34,154 graduates (Little, 1959) discovered that forty-five per cent of all graduates took further training and that influence on those that did came primarily from parents and teachers. Money was found not to be a major factor.

A Washington Study (Washington Dept. of Employment Security, 1965) showed that forty-seven per cent of the graduates remained in post high school educational institutions for at least one year. Males were found to earn more than females, and unskilled laborers had the highest earnings of all those sampled after three years. The high

school course pattern was not a significant determinant of earning power for this group.

Delavan's (1966) study of the Sacramento, California graduates showed that twenty-eight per cent went on to further education, and that fifty per cent of those chose their vocation after high school. Only seven per cent attributed their selection of career goals to teacher or counselor guidance.

A two-city Idaho study (Fifield and Watson, 1967) found a need for further education in interpersonal relationships, sex education, occupational guidance, and vocational training. A complete evaluation of the programs of the schools involved was recommended.

Individual Follow-Ups

Twenty-one individual follow-ups were also reviewed by the researcher. Of these, eleven were of Montana schools with the remainder coming from six states and Alberta.

Montana follow-ups. The Montana follow-ups reviewed were all quite similar, both in design and findings.

Hokanson (1953) surveyed graduates of Libby High School. He found that former students felt that courses in consumer education, speech, family relationships, and study skills were needed. This study also recommended that a continuous follow-up be conducted on the graduates.

Johnson (1965) found that Hamilton High School graduates considered mathematics and English to be of the greatest value, but that English needed vast improvements. The study recommended curriculum revision for history and English and evaluation of the guidance program. Most of the graduates felt prepared for their post-high school activities, and over half continued their education after high school.

Similar findings were reported by McLean (1962) and Fitschen (1952) in their studies at Plentywood and Ronan, respectively. Other findings reported in these two studies included a need for more course offerings and more emphasis on practical communications skills.

Fisher (1952) at Hot Springs and Christianson (1953) at Fairfield found that in their schools the graduates tended to remain near the community with less than twenty-five per cent leaving the state. Less than thirty per cent of each group took further formal education. Better guidance in the selection of courses and more course offerings were recommended by these investigators.

Lagerquist (1954) at Bainville, Gaynor (1953) at Grass Range, and Prestbo (1958) at Chinook concluded that more offerings were needed in homemaking, business education, and vocational education. Respondents in all three studies said that the value of high school should be stressed to the students more. Lack of guidance was again cited as a major deficiency.

The foregoing examples give a representative sample of the major problems as perceived by Montana graduates. They are:

1. Inadequate course offerings, especially in the smaller schools.
2. Inadequate educational and occupational guidance.
3. Inadequate training for terminal students.
4. Irrelevance of much of the present curriculum to actual life situations.

Facts about the graduates also learned in these studies include the following:

1. At least seventy-five per cent of the graduates remain in Montana, and most remain in or near their home communities.
2. About forty per cent of the graduates receive some form of formal education beyond high school.
3. Most graduates felt adequately prepared in high school for their post-high school activities.

Other individual follow-ups. The results of individual follow-ups in other states are quite similar to those of the Montana studies reviewed. Moss (1949) in a Canandaigua, New York study found that forty per cent of his respondents became housewives and that about forty per cent went on to further education. Ellingson's (1955) survey of Elkton, Minnesota graduates discovered that only thirty-three per cent of those surveyed took further training beyond high school,

and that only forty per cent moved over twenty-five miles from Elkton.

Ritter (1952) in California, Herman (1965) in Alberta, and Ellingson (1955) all noted the necessity for better guidance programs, more vocational training, and improved relevance of the courses to academic situations. Subject matter areas requiring the most improvements were communications and interpersonal relationships.

SUMMARY

The purpose of the review of literature was to become aware of the various purposes, methods, and types of follow-ups as a basis for designing this study. Results of the previous studies were also reviewed for later comparison with the results of this investigation.

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

General methods used required six steps: (1) preliminary planning, (2) construction of the instrument, (3) collection of data, (4) tabulating the data, (5) making the interpretation and writing the report, and (6) using the results. Variations occurred most often in the type of instrument used. Questionnaires or interviews were used in all of the studies reviewed. Summarizing of data in all the studies was by tables. Statistical analyses of returns were not used by any of the

researchers. Content of the instrument was determined by the purpose of the study.

Studies were classified as cooperative or individual, as determined by the number of schools in the population.

Results of all studies were similar. Most showed the need for better guidance programs, course revisions in communications, and more emphasis on the terminal students. Graduates in Montana also felt the course offerings were too limited in the smaller schools and that academic courses had little relevance to later life situations. A recommendation common to nearly all the studies was that further program evaluation be initiated.

CHAPTER III

PROCEDURES

The problem of this study was primarily investigative. Information was gathered about the high school education of the people in the population sampled and their opinions of its usefulness and quality. This chapter will present the methods used in collecting and interpreting the required information.

The organization of this chapter is in three parts: (1) description of the population and sample, (2) method of collecting and organizing data, and (3) method of analysis of the data.

DESCRIPTION OF THE POPULATION AND SAMPLE

The population in this investigation was graduates of Culbertson High School for the years 1955, 1958, 1961, 1964, and 1967. The population was chosen on the following bases:

1. The group is composed of graduates who are established in their occupations and life styles, those who are just beginning to establish these patterns, and those still receiving further education.
2. All members of the population graduated long enough prior to this study to actually realize the values, strengths, and weaknesses of their high school experience.
3. The curriculum offered the students was essentially the same for all the graduates for the years selected.

4. The educational program for each of the specified years varied only slightly from that of each of the years preceding and following it (i.e. 1955 was similar to 1954 and 1956). This, in effect, extended the length of time studied and made possible an examination of trends not possible if five consecutive years were studied.

The sampling procedure used was to mail a questionnaire to each of the graduates of the specified years. Each person returning the questionnaire became part of the sample. The mean grade point average (G.P.A.) of the respondents was compared to the mean G.P.A. of the non-respondents in order to determine the representativeness of the sample. The t-test for two independent samples was used to determine if there was a significant difference between the means of the two groups at the .01 level. The respondents were then classified into two groups for study. The categories were: (1) the graduates for each year, and (2) the total group of all respondents.

METHOD OF COLLECTING AND ORGANIZING DATA

The data used in this study was taken from two sources: (1) the permanent records of Culbertson High School, and (2) a mailed questionnaire. (See Appendix.)

The permanent records were used to determine the cumulative grade point average of each graduate and to obtain information about the graduate's parents which was used in locating the graduates.

The questionnaire was used to collect the information required to answer the questions of this study. It was validated by referring it to faculty members at Montana State University and administering it to several former students. Comments and reactions of both groups were considered in determining the validity. Further proof of validity stems from the fact that nearly all of the questions on the instrument had been used successfully in other studies of this nature.

Each questionnaire was accompanied by an explanatory cover letter. (See Appendix.) A second copy of the questionnaire and a follow-up letter were mailed to non-respondents three weeks after the original mailing. (See Appendix.)

Data was organized into 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 tabulations of all questionnaires.

METHOD OF ANALYSIS OF DATA

The data was summarized in tables. From these tables the percentages of the responses were calculated and reported directly. The conclusions were subjectively drawn from the data for the various years. The researcher then described certain trends which are reported in Chapter IV.

SUMMARY

The procedures of this study were investigative. Data about the high school education of Culbertson High School graduates for the years 1955, 1958, 1961, 1964, and 1967 was gathered from permanent records and responses to a mailed questionnaire. Non-respondents were compared to respondents using a t-test of the means of the grade point averages of each group to assure representativeness of the respondent group.

Analysis of data included direct reporting of percentages of the responses and a subjective observation of trends and characteristics which are reported in Chapter IV.

CHAPTER IV

ANALYSIS OF DATA

This chapter presents the data collected by this study. The information is arranged into the following sections: (1) Analysis of the Respondents, (2) Post High School Education, (3) Present Occupations, (4) Curriculum Opinions, (5) School Value Opinions, (6) Reading, Recreation, and Voting, and (7) Representative Comment.

ANALYSIS OF THE RESPONDENTS

The total sample of the study originally included 118 persons. Four of these are now deceased. Of the remaining 114, it was possible to locate 108. There were eighty-nine respondents to the questionnaire; forty-five were women, and forty-four were men. Comparisons of the various classes as exhibited in Table 1 showed returns of from sixty-five per cent to eighty-four per cent with a total group return of seventy-six per cent.

A t-test comparing mean grade point averages showed no significant difference in the means for respondents and non-respondents at the .01 confidence level. This was true for each separate class and the group as a whole.

Table 1 also shows marriage rates for the individual classes and the whole group. Seventy-nine per cent were married with class percentages ranging from thirty-three to one hundred per cent.

Thirty-two of the respondents live outside of Montana. The largest group of these live in the Seattle, Washington vicinity. (See Figure 1.) Ten of the fifty-seven Montana respondents live in Culbertson. The only other major concentration is in Billings. (See Figure 2.)

TABLE 1. DISTRIBUTION AND MARITAL STATUS OF THE RESPONDENTS BY CLASS

	Class					Total
	1955	1958	1961	1964	1967	
No. in the Class	28	22	26	17	25	118
No. of Respondents	18	16	19	14	21	89
Per cent Responding	65	73	73	82	84	76
No. of Married Resp.	18	15	16	10	7	67
Per cent Married Resp.	100	94	84	72	33	79

POST HIGH SCHOOL EDUCATION

Seventy-two of the respondents indicated that they had obtained some type of post high school training with the largest percentage being in the class of 1967. Table 2 illustrates the trend toward a decrease in terminal students from 1955 to 1967.

The amount of schooling obtained after high school ranged from less than a year to more than four years. The largest percentage

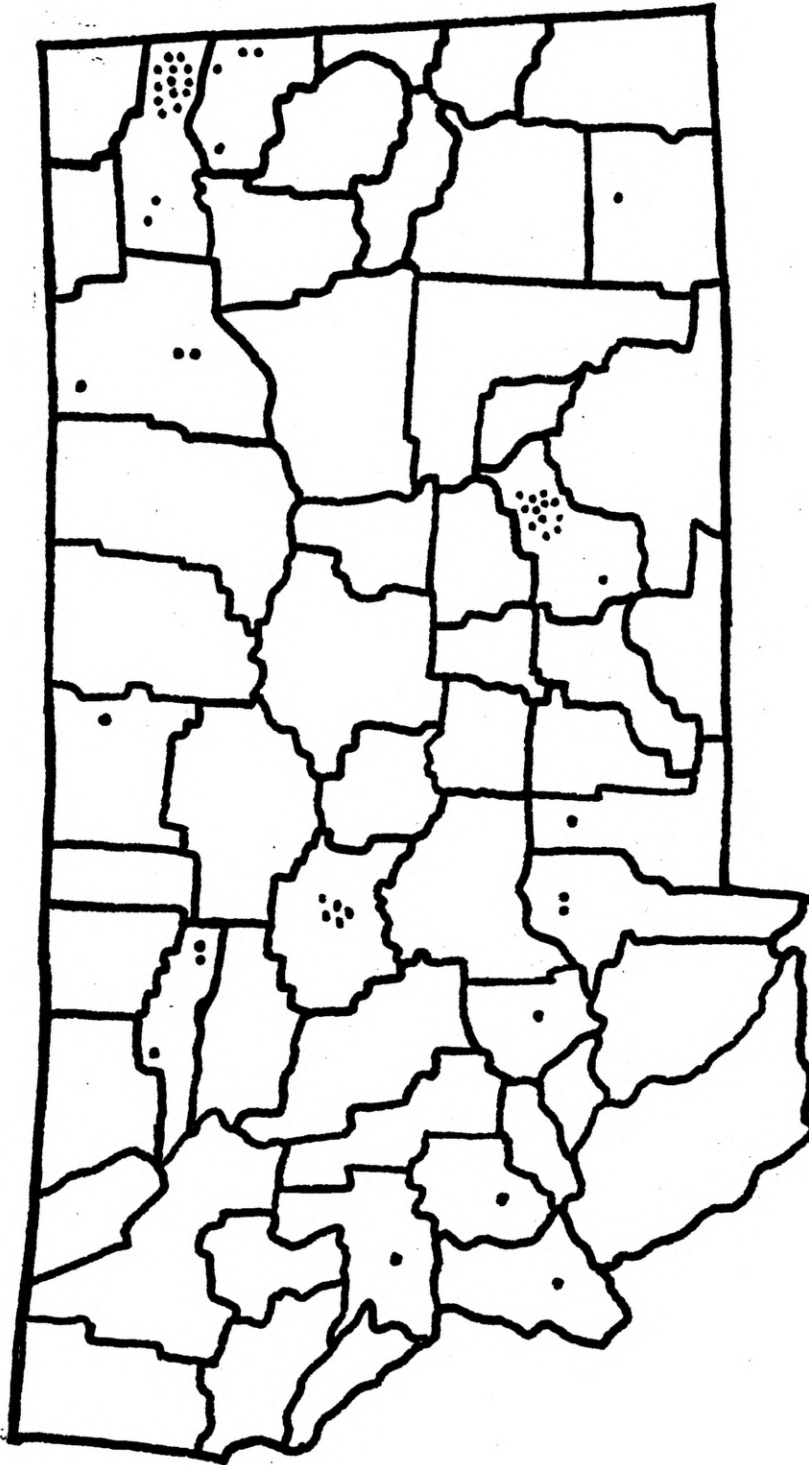


FIGURE 2. DISTRIBUTION OF RESPONDENTS LIVING IN MONTANA

completed only one year (excluding the class of 1967, most of whom are still in school).

TABLE 2. AMOUNT OF POST HIGH SCHOOL EDUCATION RECEIVED BY RESPONDENTS

Years Attended	Class					Total	Per cent of those who attended
	1955	1958	1961	1964	1967		
Less Than 1 Year	1	3	2	1	4	11	15
1 Year	3	1	5	3	5	17	25
2 Years	2	2	2	2	0	8	11
3 Years	1	1	1	1	10	14	19
4 Years	1	0	5	6	0	12	16
More Than 4 Years	2	4	3	1	0	10	14
Total	10	11	18	14	19	72	100
Per cent Attending	56	69	95	100	91	81	

Persons following a planned program to completion (as evidenced by earning a certificate or degree) comprised about sixty-four per cent of those furthering their education. This does not include nine members of the class of 1967 who expect to complete bachelors degrees in June, 1971. The group with bachelors degrees or expecting them is larger than the group earning certificates of completion in programs of less than four years duration. Of fifty-nine students entering degree granting schools only thirty-seven per cent have either completed

or expect to complete a degree. This information is summarized in Table 3.

TABLE 3. DEGREES AND DIPLOMAS AWARDED THE RESPONDENTS

Award	Class					Total
	1955	1958	1961	1964	1967	
Diploma	3	4	6	3	4	20
Associate Degree			1	1		2
Bachelor Degree	3	4	7	5		19
Master Degree	1	2	2			5
Total	7	10	16	9	4	46

The type of institution attended varied with a small number electing to attend private degree granting schools and the largest group attending state colleges and universities, most notably Eastern Montana College in Billings. Twenty-eight or thirty-nine per cent of the group attended out of state schools, with a majority of these attending business or vocational-technical schools. Most of those attending Montana schools made use of the Montana University System. The group attending non-degree granting schools was also thirty-nine per cent of the total. Table 4 summarizes these attendance figures.

Major areas of study were not too varied, with business related and education studies occupying forty-five per cent of the group.

Other fields of study included engineering, sciences, mathematics, technical specialties, nursing, and liberal arts. They were all nearly equally represented, with no trend toward a specific field evident.

TABLE 4. TYPE OF POST HIGH SCHOOL INSTITUTIONS ATTENDED

Institution Attended	Class					Total	Per cent
	1955	1958	1961	1964	1967		
State College	2	3	5	4	9	23	31
State University	5	7	7	6	3	28	38
Private College	1	1	3	1	2	8	11
Private University					1	1	1
Junior College			2	3	2	7	10
Vocational		1		5	4	10	14
Business College	4	2	3	1	1	11	15
Out of State	3	4	9	6	6	28	38

It is interesting to note that all fields studied, with the exception of pure science and mathematics are represented by people in Culbertson. No other specialties (e.g. computer programming) were selected. A full listing of major fields of study and number of respondents engaged in them is to be found in Table 5.

TABLE 5. MAJOR SUBJECTS OF THE RESPONDENTS

Major Subject	Class					Total
	1955	1958	1961	1964	1967	
Business	3	2	4	5	4	18
Education	4	2	1	1	6	14
Agriculture	2	1	2			5
Engineering	1	1	1			3
Nursing		1	3	1		5
Math-Science		2		2	1	4
Technical		2	1		1	4
Social Science			2	3		5
Cosmetology				1	2	3
Liberal Arts					3	3

Responses indicated that thirty-one per cent of those taking further training changed their major after entering schools. Reasons given for the switch were lack of qualifications, change in goals, the original major was too limiting or too hard, or the graduate felt general dissatisfaction with his studies. (See Table 6.)

TABLE 6. THE NUMBER OF RESPONDENTS WHO CHANGED THEIR MAJOR FIELD OF STUDY

	Class					Total
	1955	1958	1961	1964	1967	
Number Who Responded	11	10	15	13	19	68
Number Who Changed	4	3	3	7	4	21
Per cent That Changed	36	30	20	54	21	31

PRESENT OCCUPATIONS

Present occupations pursued by the graduates are much more varied than the major fields of study of those attending post high school institutions. Table 7 shows that the largest groups included housewives, business or clerical workers, students, skilled tradesmen, and educators. Most graduates indicated their occupation was chosen neither in high school nor in college, but most often directly after high school or while working in another occupation.

TABLE 7. OCCUPATIONS OF THE RESPONDENTS

Occupation	Class					Total
	1955	1958	1961	1964	1967	
Housewife	7	5	6	2	3	23
Business	3	1	4	2	3	13
Student	1	1		4	8	14
Educator	2	2	1	2	1	8
Farmer-Rancher	3	1	2	1		7
Civil Servant	2	2				4
Skilled Laborer	2	2	1	1	3	9
Military	1				2	3
Engineer-Tech.	2		1			3
Nurse			1			1
Social Worker			2		2	4
Unskilled Laborer			1			1

The major influence cited in choosing the job was either the graduate, himself, or the circumstances of unemployment or the non-availability of other jobs. As summarized in Table 8, only eleven of the graduates said high school counselors had any influence, while parents influenced sixteen of the total.

TABLE 8. FACTORS THAT INFLUENCED RESPONDENT OCCUPATION SELECTION

Influencing Factor	Number	Per cent
High School Teachers	8	10
High School Counselors	3	4
Parents	16	20
College Teachers	6	8
Other	45	58
Total	78	100

CURRICULUM OPINIONS

The respondents to the questionnaire had varying opinions concerning the curriculum at Culbertson High School. The course they thought was of most value was English which was mentioned forty-eight times. Others in order of times mentioned were mathematics, typing, and bookkeeping. Nearly every course was mentioned at least once.

History was cited by twenty-four graduates as being least useful. Algebra, general science, and vocational agriculture were also

mentioned in that order of frequency. This information is shown in Table 9.

TABLE 9. COURSES OF MOST AND LEAST VALUE AS DESIGNATED BY EIGHT OR MORE RESPONDENTS

Course	Opinion	
	Most Valuable	Least Valuable
Mathematics	47	26
Typing	25	
Home Economics	15	10
Bookkeeping	22	
English	48	10
General Science	8	11
Physics	10	
Biology	9	9
Business Law	9	
American History		24
Vocational Agriculture		15
American Government		10

Foreign language, advanced mathematics, and shorthand were courses most often mentioned as ones the graduates wished they had taken. Bookkeeping, business law, and chemistry were also desired.

The primary reason for not taking a course was scheduling conflicts. Other often cited reasons were the course was not offered, the student was not advised of its value, and fear of failure.

The complete list of courses not offered but wanted was thirty-four items long. Speech was mentioned thirteen times; foreign language, shorthand, psychology, and art were mentioned with the frequencies shown in Table 10. Sex education and health were also mentioned by three graduates. All others on the list were mentioned only one or two times.

TABLE 10. COURSES WANTED BUT NOT TAKEN BY SEVEN OR MORE RESPONDENTS

Course	Number Wanting an Offered Course	Number Wanting a Course Not Offered
Shorthand	14	8
Advanced Mathematics	18	
Chemistry	12	
Speech	11	13
Foreign Language	8	12
Psychology	19	8
Art		8

English was the course the graduates thought needed the most improvement. This was mentioned most often by the graduates of 1961, 1964, and 1967. Mathematics and science were also mentioned more than five times.

Suggestions for improvement were to replace the teacher or make the course relevant to the students' needs. Modernization and improved laboratory practices were also recommended.

Music and sports were the most popular extra-class activities of the graduates. Future Homemakers of America, Future Farmers of America, and the school paper were also mentioned. Nearly all of the activities offered were mentioned one or more times.

Eight graduates expressed a desire for girls' athletics. Five thought there should be some special interest clubs such as science club and photography club. Wrestling, boxing, intramural sports, and a more developed student government would be desirable in the opinion of some graduates.

SCHOOL VALUE OPINIONS

All of the respondents had opinions of the value of the education they obtained at Culbertson High School. Twenty-five indicated that they had difficulty in high school with the most cited reasons being poor study habits, failure to spend enough time at studies, and poor use of the time spent. The year of graduation showed little difference in per cent of those who had difficulty.

Twenty of twenty-six respondents said they were prepared adequately for military service; forty of forty-seven felt they were prepared adequately for further schooling, and forty-two of fifty-eight felt prepared for their present job. These items are summarized in Table 11. Major failings of the school included an inadequate curriculum, poor guidance, and other factors such as not enough stress on the importance of high school in later life. Poor teaching was also cited eleven times.

About half of the respondents were dissatisfied with the guidance services offered by the school. Forty of seventy-eight said guidance in selecting courses was adequate; forty-one of seventy-seven said aid in choosing further schooling was inadequate; and forty-five of seventy-six said guidance in choosing an occupation was inadequate. The ratios changed, however, in 1964 and 1967 with both classes agreeing that guidance services were adequate in all three categories. These items are also summarized in Table 11.

The graduates had varying opinions of the value of high school in varying facets of life (e.g. family life, personal, getting along with others, etc.). Given the four choices, (1) helped a great deal, (2) helped some, (3) helped little or none, (4) not sure of its value, the graduate was asked to rate nine life requirements. The first choice was valued four points, the third valued three points, the second two points, and the fourth one point. Table 12 shows the

TABLE 11. 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
	1955	1958	1961	1964	1967	
Adequate Preparation for						
Present Occupation	83	77	69	67	64	72
Military Service	83	83	83	75	50	77
College	44	60	71	57	59	60
Adequate Guidance for						
Choosing High School Courses	53	46	39	46	68	51
Choosing a College	50	25	37	50	67	47
Choosing an Occupation	31	33	28	54	59	41

maximum possible score given each part of the question by the graduates. It is significant to note the low score for using spare time, thinking through problems, and marriage and family life. The last is due to a large number of graduates marking the fourth category because they are not yet married and unsure of the value of high school education in this case. The other two are not so easily explained, however.

TABLE 12. ADEQUACY OF PREPARATION CLAIMED BY RESPONDENTS FOR VARIOUS LIFE REQUIREMENTS IN PERCENTAGE OF MAXIMUM POSSIBLE SCORE

Life Requirement	Class					Total
	1955	1958	1961	1964	1967	
Using Spare Time	64	53	70	63	48	60
Care of Health	78	67	75	75	75	74
Civic Participation	75	68	74	75	69	72
Marriage-Family Life	70	65	66	50	53	61
Getting Along with Others	93	85	76	80	79	83
Ability to Communicate	83	82	82	79	86	83
Using Mathematics	82	78	84	88	82	84
Spending Money Wisely	67	60	70	61	60	74
Thinking Through Problems	75	87	74	70	75	61

READING, RECREATION, AND VOTING

The recreational pursuits of the graduates were quite varied. Most popular are the individual sports with forty-one participants. The most often mentioned of these was bowling. Team sports and outdoor activities (camping, hunting, fishing, etc.) were also popular. Very few have hobbies or crafts as pastimes. Only one person considered television viewing as his major recreation; reading was mentioned as fourth in popularity. (See Table 13.)

Most of the respondents began their particular recreation either in elementary school (forty-five per cent) or as an adult (twenty-eight per cent). Only sixteen per cent said they started in high school, and eleven per cent started in college.

Graduate responses revealed that seventy per cent had read a book in the last month. Weekly news magazines were read by fifty-eight per cent, and fifty-seven per cent read weekly newspapers. Monthly magazines and daily newspapers were read by eighty-five per cent of the graduates.

TABLE 13. FAVORITE RECREATION OF THE RESPONDENTS

Recreation	Class					Total
	1955	1958	1961	1964	1967	
Hunting-Fishing	3	2	7	1	1	14
Reading	3	2	4	1	2	12
Team Sports	3	5	3	5	5	21
Individual Sports	8	10	7	6	10	41
Music			2	1		3
Crafts-Hobbies		1	2	1		4
Television	1					1

Of those old enough to do so, forty-five or sixty-one per cent voted in the last election. The percentage drops to forty-nine per cent for graduates of 1961, 1964, and 1967. Table 14 summarizes graduate reading and voting data.

TABLE 14. READING AND VOTING HABITS OF THE RESPONDENTS

	Class					Total	Per cent
	1955	1958	1961	1964	1967		
Respondent Reads							
Book in Past Month	10	10	15	8	15	58	75
Weekly News Magazine	11	7	16	8	8	50	58
Other Magazines	15	12	16	13	17	73	57
Daily Newspaper	12	12	14	12	17	73	85
Weekly Newspaper	10	9	11	7	12	49	85
Voted in Last Election							
	11	12	10	5	7	45	61
Did Not Vote in Last Election							
	2	2	7	9	9	29	39
Per cent That Voted in Last Election							
	85	86	59	36	44	61	

REPRESENTATIVE COMMENT

About one-fourth of the respondents made comments concerning the improvement of Culbertson High School. The most helpful and original are presented here:

" . . . students should be made aware of community problems, the need to care for our environment and drug abuse and helped to learn ways to deal with these problems . . ."

" . . . offer students a wider variety of courses . . ."

" . . . the teachers weren't hard enough on us, and the classes were too easy."

"I think there should be some course in budgeting . . . and insurance."

"At the beginning of the year each teacher should give a summary of his course and explain its value."

"The school should encourage independent study."

"Individualize teaching and . . . stress career guidance."

"Put more emphasis on academics, less on athletics."

"The basic weakness . . . was in English composition."

" . . . discipline was not adequate. . ."

"There should be more challenge in everything."

" . . . needs to prepare for students for the world outside Montana."

"Sequential courses should not be taught by the same teacher . . . they should be rotated."

"Student interests should be considered more."

SUMMARY

The respondents included seventy-five per cent of the population. Of the respondents, seventy-nine per cent were married, and sixty-four per cent live in Montana.

Eighty-one per cent of the respondents attended a school after high school, but only sixty-four per cent completed a planned program. About one-third of those receiving further training went to out-of-state schools.

Present occupations were nearly all chosen in college or after high school with graduates conceding little or no influence in the choice to teachers or counselors, but to themselves and to their parents.

English and mathematics were said to be the most useful, while mathematics and history were called least useful. Needed courses included speech, shorthand, and foreign languages.

The school did an adequate job of preparation for military service for seventy-seven per cent, for the present occupation for seventy-two per cent, and for college for sixty per cent. Guidance was adequate for about fifty per cent or less of the respondents in the same

categories. Adequacy of preparation for everyday living was also between sixty and eighty per cent.

Individual sports were cited by the largest number as being the favorite recreation; most respondents started this activity in elementary school. Reading habits ranged from fifty-seven per cent for a weekly new magazine to eighty-five per cent for daily and weekly newspapers. About sixty-one per cent of the respondents voted in the last election, with the bulk of those not voting coming from the classes of 1964 and 1967.

Recommendations stemming from the findings of this investigation will be found in Chapter V.

CHAPTER V

RECOMMENDATIONS

The data collected and analyzed in this study has prompted the recommendations made in this chapter. These recommendations will be concerned with (1) the academic curriculum, (2) extra-class activities, and (3) guidance services.

THE ACADEMIC CURRICULUM

1. Place less emphasis on preparing student to attend a degree granting college or university, because only thirty-seven per cent of those entering ever finish a degree.

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

3. Vocational agriculture should place less emphasis on the agricultural aspects and become more of a general shop course, providing the graduates with salable job skills.

4. Algebra and general science need to be made more relevant to the needs of the students involved, especially terminal students in mathematics and science.

5. Schedule conflicts of the more popular courses should be avoided. Perhaps a rotational or modular schedule will increase the availability of the more popular courses.

6. The following course offerings are recommended:

- A. A foreign language, preferably French, German or Spanish.
- B. A social science course including topics in 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.

7. Institute an orientation program for new students. Include lessons on budgeting of time and skills. Stress the importance of high school in later life.

8. Stress the duties of a citizen, including voting, taxation, and other related rights and responsibilities.

EXTRA-CLASS ACTIVITIES

- 1. Place more emphasis on personal growth activities such as student government, music, speech and drama, and publications.
- 2. Place more emphasis on sports for all, including girls, with the individual sports receiving the bulk of the emphasis.
- 3. Devalue interscholastic sports in favor of intramural sports that allow everyone to participate.
- 4. Place more emphasis on the development of recreational skills in the high school.

5. Institute a girls' sports program, especially intramural activities, and perhaps coeducational activities as well.

GUIDANCE SERVICES

1. The students need more guidance and information concerning non-degree granting institutions and programs.

2. Institute a program of career counseling beginning early in the student's high school career to acquaint students with a broader spectrum of occupations than what they observe in their home community.

3. Students should be early advised of their aptitude and urged to adopt realistic career goals as indicated by their potential and interests.

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

5. A faculty advisor program should be implemented to provide realistic individual counseling concerning the selection of high school courses. The faculty members involved should be volunteers, however.

SUMMARY

Recommendations were made on the basis of data collected. In the area of curriculum wider course offerings, more course relevance, and a program to orient new students was suggested. Foreign language, shorthand, family relationships, and social science topics were

recommended courses to be added to the curriculum. Extra-class activities recommendations suggested more stress on non-sport activities and more emphasis on individual recreational activities for all, including girls, rather than interscholastic team competition. Recommendations for the improvement of guidance services suggested more emphasis on the non-degree institution, career counseling which is broader and includes the parents, and an advisor system to help in the selection of high school courses.

CHAPTER VI

SUMMARY

This investigation was a follow-up of the graduates of Culbertson High School for the years 1955, 1958, 1961, 1964, and 1967. The purpose was to evaluate the effectiveness of the school curriculum, extra-class activities, and guidance services.

REVIEW OF LITERATURE

A review of the literature showed that most follow-ups were planned to aid in the evaluation of the usefulness of the school program to the graduates and improvement of instructional and guidance programs, as well as studies of employment patterns.

General methods used in follow-ups included (1) planning, (2) construction of the instrument, (3) collection of data, (4) tabulating the data, (5) making the interpretation and writing the report, and (6) using the results. Questionnaires or interviews were used in all the reviewed studies. Statistical analyses of the returns were not used by any of the researchers whose studies were reviewed.

Studies were classified as cooperative or individual depending on the number of schools involved in the population.

All studies yielded similar results. Needs cited were for better guidance programs, course revisions in communications, and more emphasis on the terminal students. Montana graduates also recommended broader course offerings and more relevance to life situations.

PROCEDURES

Data about the high school education of Culbertson High School graduates for the years 1955, 1958, 1961, 1964, and 1967 was taken from permanent records and responses to a mailed questionnaire. Non-respondents were compared to respondents using a t-test to assure comparable means of grade point averages for the two groups.

Analysis of the data included direct reporting of the responses and percentages and a subjective observation of trends and characteristics.

ANALYSIS OF DATA

The respondents included seventy-five per cent of the population. Seventy-nine per cent of the respondents were married, and sixty-four per cent live in Montana.

Eighty-one per cent of the respondents attended a post high school institution, but only sixty-four per cent completed planned programs.

Nearly all of the graduates' present occupations were chosen after high school or in college. Respondents attributed minor influence in the choice to high school teachers and counselors, with parents being deemed quite influential.

English and mathematics were called most useful, and history was said to be least useful to the respondents. Course additions desired were shorthand, speech, and foreign languages. Most

respondents felt the school did an adequate job of preparing them for military service (seventy-seven per cent), for their present occupations (seventy-two per cent), and for college (sixty per cent). Guidance was only adequate for less than fifty per cent of the respondents for the same categories.

Individual sports were cited by the respondents as being the favorite recreation. Fifty-seven per cent read weekly news magazines, and eighty-five per cent read daily and weekly newspapers. About sixty-one per cent of those old enough voted in the last election with the lower percentages occurring in the classes of 1964 and 1967.

RECOMMENDATIONS

Recommendations made on the basis of collected data included wider course offerings, more course relevance, and an orientation program for new students. Foreign language, shorthand, and family relationships were the most important suggested additions. Extra-class activity recommendations suggested more stress on non-sport activities and a shift from interscholastic team competition to coeducational intramural individual sports. Suggestions for the improvement of guidance services included broader career counseling which gives the parents a large role to plan, an advisor system to provide guidance in the selection of high school courses, and a wider emphasis being placed on non-degree programs offered by post high school institutions.

IN PERSPECTIVE

The scope and results of this study were necessarily limited, as were the recommendations. This investigation can be the initial step in a continuous follow-up of all Culbertson High School graduates, however. It can also be the beginning of a program of evaluation and improvement of all facets of the school's offerings and services.

APPENDIX

FOLLOW-UP QUESTIONNAIRE

1. Name _____
2. Address _____
3. Marital Status: (Check the appropriate blank)
a. _____ Married b. _____ Single
4. Did you attend a college or some other type of school after high school graduation: (Check appropriate blank)
a. _____ Yes b. _____ No
5. If you checked 4a (Yes), check the number of years completed.
a. _____ Less than 1 year d. _____ 3 years
b. _____ 1 year e. _____ 4 years
c. _____ 2 years f. _____ More than 4 years.
6. If you checked 4a (Yes), name the school or college:

7. What was your major field of study? _____
8. Did you ever change your major? a. _____ Yes b. _____ No
Why? _____
9. What degree or diploma (if any) did you receive? _____

10. What is your present occupation? _____
11. When did you choose your present occupation?
a. _____ In high school c. _____ Other (Specify)
b. _____ In college _____

12. Who most influenced you to enter your present occupation?

- a. _____ High School Teachers d. _____ College Teachers
b. _____ High School Counselors e. _____ Other (Specify)
c. _____ Parents _____

13. What subjects did you take in high school which have been of most value to you? (List in order of value from high to low.)

1. _____ 2. _____ 3. _____

14. Which subjects did you take in high school which have been of least value to you? (In order with the one of least value first.)

1. _____ 2. _____ 3. _____

15. Which subjects do you wish you had taken, but didn't.

1. _____ 2. _____ 3. _____

16. Why didn't you take them? _____

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

1. _____ 2. _____ 3. _____

18. Which course that you took needed the most improvement? _____

_____. What suggestions do you have? _____

19. What extra-curricular activities were of most value to you? (List the most valuable first.)

1. _____ 2. _____ 3. _____

20. What extra-curricular activities should be added to the ones available when you were in school?

1. _____ 2. _____ 3. _____

21. Did you have any major difficulty in high school? a. ☐ Yes
b. ☐ No. If you answered yes, check all the reasons why that apply:
- | | |
|--|---|
| a. ☐ Poor use of time | e. ☐ Poor study habits |
| b. ☐ Didn't spend enough time | f. ☐ Didn't like school |
| c. ☐ Too many activities | g. ☐ Didn't like teachers |
| d. ☐ Had difficulty reading | h. ☐ Other (Specify) _____ |
22. Did high school prepare you adequately for:
- | | | |
|-------------------------------------|---------------------------------|--------------------------------|
| a. Military service (if any)? | a. ☐ Yes | b. ☐ No |
| b. College or other school (if any) | a. ☐ Yes | b. ☐ No |
| c. Your present job (if any) | a. ☐ Yes | b. ☐ No |
23. If you answered no to any part of 22, check the appropriate blanks telling how the high school failed:
- | |
|---|
| a. ☐ Inadequate courses offered |
| b. ☐ Poor guidance |
| c. ☐ Parents let you take easy courses |
| d. ☐ Poor teaching |
| e. ☐ Other (Specify) _____ |
24. Did the high school provide adequate guidance in
- | | | |
|---------------------------------------|---------------------------------|--------------------------------|
| a. Choosing high school courses | a. ☐ Yes | b. ☐ No |
| b. Choosing a college or other school | a. ☐ Yes | b. ☐ No |
| c. Choosing an occupation | a. ☐ Yes | b. ☐ No |
25. What is your favorite form of recreation? _____
26. When did you start doing this regularly? _____

27. Which of the following do you read?

- a. _____ A book in the past month d. _____ Daily newspaper
b. _____ A weekly news magazine e. _____ Weekly newspaper
c. _____ Other monthly magazines

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

- a. _____ Yes b. _____ No c. _____ Don't remember

29. How much has high school helped you in the following? (Check the appropriate blank for each item.)

	<u>Great</u> <u>Deal</u>	<u>Some</u>	<u>Little or</u> <u>None</u>	<u>Uncertain</u>
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	_____	_____	_____	_____
Thinking through problems	_____	_____	_____	_____

30. Please put any suggestions or comments you have for the improvement of Culbertson High School on the last page of this questionnaire.

31. _____ Check here if you wish to receive a copy of the results of this study, and write your current address in full on the back of this page. Thank you for your cooperation.

ADDITIONAL COMMENTS

QUESTIONNAIRE COVER LETTER

Culbertson High School
District 17, Roosevelt County
Culbertson, Montana
January 5, 1971

Dear

:

Culbertson High School is conducting a survey of its former students so that it can evaluate how well it is preparing its students for later life. You, as a graduate, are very important, for you alone are qualified to tell how well Culbertson High School prepared you.

I would appreciate it if you would take about 15 minutes and complete the enclosed form. All information you supply will remain strictly confidential.

Because of the time required to analyze the answers, I would appreciate your return of the form in the envelope supplied by January 30, 1971. If you desire a copy of the results of this study, please indicate so by checking Item 31 on the last page of the questionnaire.

Thank you in advance for your help in improving Culbertson High School.

Sincerely,

James L. Kimmet

SECOND LETTER

Culbertson High School
District 17, Roosevelt County
Culbertson, Montana
February 18, 1971

Dear

:

A few weeks ago I sent you a questionnaire requesting a few responses concerning the effectiveness of your high school education at Culbertson High School.

Because I have not yet received your reply I am sending you a second copy of the questionnaire and original letter in case you misplaced them. Please return the questionnaire by March 5, for your reply is very important and extremely necessary for the success of the survey.

Thank you for your help and cooperation.

Sincerely,

James L. Kimmet

REFERENCES CITED

REFERENCES CITED

- Alter, H. M. (1957). Ask the graduates, a method of curriculum improvement. California Journal of Secondary Education 32, 473-78.
- Ball, W. M. (1955). What is an effective follow-up program for high school leavers? National Association of Secondary School Principals Bulletin 39, 335-37.
- Bell, H. M. (1938). Youth Tell Their Story. American Council on Education, Washington, D.C. 273 p.
- Brimm, R. P. (1954). Opinionnaires canvass parents, pupils, and teachers. Clearinghouse 28, 269-70.
- Christianson, J. R. et al. (1962). Educational and Occupational Progress of Rural Youth in Utah--A Follow-Up Study. Brigham Young University, Provo, Utah. 14 p.
- Christianson, R. W. (1953). Survey of the Graduates of Fairfield High School for the Years 1940-1951. (Unpublished M.Ed. professional paper, Montana State University, Missoula.)
- Delavan, F. E. (1966). Second Annual Follow-Up Study of Former High School Pupils. Sacramento City Unified School Dist., California. 24 p.
- Doll, R. C. (1964). Curriculum Improvement: Decision Making and Process. Allyn and Bacon Inc., Boston. 337 p.
- Ellingson, V. L. (1955). Survey of the Graduates of Elkton, Minnesota High School. (Unpublished M.Ed. professional paper, Montana State University, Missoula.)
- Erickson, C. E. and Smith, G. (1947). Organization and Administration of Guidance Services. McGraw-Hill Book Co., New York.
- Fifield, M. and Watson, L. E. (1967). A Follow-Up Study of Pocatello and Idaho Falls High School Graduates (1954-63). State Occupational Research Unit, Idaho University, Moscow. 158 p.
- Fisher, E. (1952). Survey of Graduates from Hot Springs, Montana High School. (Unpublished M.Ed. professional paper, Montana State University, Missoula.)
- Fitschen, S. (1952). A Follow-Up of the 1942-1951 High School Graduates of Ronan, Montana. (Unpublished M.Ed. professional paper, Montana State University, Missoula.)

- Flanagan, J. C. and Cooley, W. W. (1966). Project Talent One Year Follow-Up Studies. School of Education, University of Pittsburgh. 387 p.
- Gaynor, G. C. (1953). A Follow-Up Survey of the Graduates of Grass Range, Montana 1920-1952. (Unpublished M.Ed. professional paper, Montana State University, Missoula.)
- Grant, C. W. (1968). A follow-up study of spring 1966 high school graduates in the state of Utah. Personnel and Guidance Journal 47, 157-62.
- Henderson, K. B. (1951). Illinois Secondary School Curriculum Program. Illinois Board of Education, Springfield. 88 p.
- Herman, A. B. M. (1965). A Survey of the Graduates of Bentley, Alberta High School for the Years 1954-63. (Unpublished M.A. thesis, Montana State University, Missoula.)
- Hokanson, R. (1952). A Follow-Up Study of the Graduates of Libby, Montana High School for the years 1946-50. (Unpublished M.Ed. professional paper, Montana State University, Missoula.)
- Johnson, L. E. (1965). A Follow-Up Study of Graduates of Hamilton High School 1958-63. (Unpublished M.Ed. professional paper, Montana State College, Bozeman.)
- Lagerquist, E. (1954). A Follow-Up Study of the Graduates of Bainville, Montana. (Unpublished M.Ed. professional paper, Montana State University, Missoula.)
- Little, J. K. (1959). The Wisconsin study of high school graduates. Educational Record 40, 123-28.
- McLean, C. C. (1962). Follow-Up Study of the Graduates of Plentywood High School. (Unpublished M.Ed. professional paper, Montana State College, Bozeman.)
- Moss, A. R. (1962). Ten Years After. Operational Studies in Guidance. Professional Development and Research Committee of the New York State Association of Deans and Guidance Personnel, Great Neck Public Schools, Great Neck, New York.
- Mooren, R. L. and Rothney, J. W. M. (1956). Personalizing the follow-up study. Personnel and Guidance Journal 34, 409-12.

- Moorman, J. H. (1955). Follow-up studies can improve instruction. U. S. Business Education Forum 9, 20-21.
- National Education Association Research Bulletin (1962). Studies of high school graduates. 40, 42-45.
- Nelson, R. M. (1961). A Follow-Up Survey of 1950-59 Graduates of Flathead County High School Who Were Enrolled in the School's Math-Science Curriculum. (Unpublished M.Ed. professional paper, Montana State University, Missoula.)
- Orr, D. B. and Neyman, C. A. (1965). Considerations, costs and returns in a large scale follow-up study. Journal of Educational Research 58, 373-78.
- Perrone, P. A. (1969). Predicting Job Entry, Job Satisfaction, and Job Performance of Graduates from Wisconsin Secondary School Programs. Wisconsin University, Madison. 47 p.
- Prestbo, O. B. (1958). A Follow-Up Study of the Graduates of Chinook, Montana High School for the Years 1950-54. (Unpublished M. Ed. professional paper, Montana State University, Missoula.)
- Ritter, E. (1952). The right curriculum. Nations Schools 50, 48-52.
- Rothney, J. W. M. (1958). Guidance Practices and Results. Harper and Row, New York.
- Sailer, C. L. (1964). The Extent South Heart High School Has Been Meeting the Need of its Students. (Unpublished M.Ed. professional paper, Montana State College, Bozeman.)
- Scates, D. E. (1949). Analysis of a professional organization: The American Educational Research Association in 1948. Growing Points in Educational Research. 1949 Official Report of the A.E.R.A. The Association, Washington, D.C. 111-42.
- Shannon, J. R. (1948). Percentages of returns of questionnaires in reputable educational research. Journal of Educational Research 42, 138-41.
- Smith, E. R. and Tyler, R. W. (1942). Appraising and Recording Student Progress. Harper and Bros., New York.

Smith, G. E. (1957). Principles and Practices of the Guidance Program. Macmillan, New York.

Snepp, D. W. (1960). Follow-up of the graduates of '59. Clearing-house 35, 204-6.

University Research Institute of Connecticut Inc. (1969). Five and Ten Year Follow-Up Study of Connecticut State Vocational-Technical Graduates of the Classes of 1958 and 1963. Wallingford, Conn. 71 p.

Washington Dept. of Employment Security (1965). Youth in the Labor Market: A Report on the Characteristics of High School Graduates of the Class of '62 in Washington. Olympia, Washington. 75 p.

Weaver, G. and Bear, W. (1960). A follow-up survey of high school graduates. National Association of Secondary School Principals Bulletin 44, 69.