

University of Montana

ScholarWorks at University of Montana

Graduate Student Theses, Dissertations, &
Professional Papers

Graduate School

1958

A follow-up study of the graduates of the Lockwood Montana junior high school for the school years 1953-1957

Robert Joseph Leone
The University of Montana

Follow this and additional works at: <https://scholarworks.umt.edu/etd>

Let us know how access to this document benefits you.

Recommended Citation

Leone, Robert Joseph, "A follow-up study of the graduates of the Lockwood Montana junior high school for the school years 1953-1957" (1958). *Graduate Student Theses, Dissertations, & Professional Papers*. 9061.

<https://scholarworks.umt.edu/etd/9061>

This Thesis is brought to you for free and open access by the Graduate School at ScholarWorks at University of Montana. It has been accepted for inclusion in Graduate Student Theses, Dissertations, & Professional Papers by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

A FOLLOW-UP STUDY OF THE GRADUATES OF THE LOCKWOOD,
MONTANA, JUNIOR HIGH SCHOOL FOR THE SCHOOL YEARS 1953-1957

by

ROBERT J. LEONE

B.S. Eastern Montana College of Education, 1949

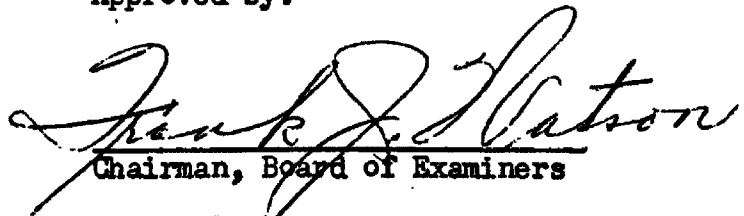
Presented in partial fulfillment of the requirements for the degree of

Master of Education

MONTANA STATE UNIVERSITY

1958

Approved by:


Chairman, Board of Examiners


Dean, Graduate School

AUG 21 1958

Date

UMI Number: EP39862

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI EP39862

Published by ProQuest LLC (2013). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code



ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

TABLE OF CONTENTS

CHAPTER	PAGE
I. SIGNIFICANCE OF THE PROBLEM	1
Background of the Problem	1
The Problem	2
II. THE PURPOSE OF THIS STUDY	4
III. ASSUMPTIONS, DELIMITATIONS, LIMITATIONS, DEFINITION OF TERMS	6
Assumptions	6
Delimitations	7
Limitations	7
Definition of Terms Used	8
IV. PROCEDURES	9
Use of Related Literature	9
Collection of the Data	11
Treatment of the Data	12
Response to the questionnaire	12
Present status of the Lockwood graduates	12
Subjects most helpful in preparing for high school	12
Subjects least helpful in preparing for senior high school	15
Teachers most helpful	19
More help in choosing high school courses	19
Extra-curricular participation in the junior high school	21
Extra-curricular participation in the senior high school	23
Possible additions that could aid students preparing for the senior high school	23

CHAPTER	PAGE
Suggested subject additions to aid students preparing for high school	24
Subjects upon which more time should be spent	26
Possible subjects one would drop from the Lockwood Junior High School curriculum	28
Suggested deletions in the Lockwood Junior High School program	28
Subjects upon which less time should be spent	30
Length of time taken to become a part of the group in the Billings Senior High School	32
Possible problems involved in entering the senior high school in Billings	32
Additional aid desired in making the change from the Lockwood Junior High School to the senior high school in Billings	35
Comparison with the students entering the senior high school from the junior high schools in Billings	37
Satisfaction with the background received in the Lockwood Junior High School	37
Reasons the Lockwood Junior High School graduates were or were not satisfied with the background they received	39
The occupation students were planning to prepare for while still in the Lockwood Junior High School	39

CHAPTER	PAGE
Changes of occupational choices after entering the senior high school	44
V. SUMMARY, REVIEW OF DATA, AND RECOMMENDATIONS	46
Review of the Purpose	46
Review of Procedure	46
Review of Data	46
Recommendations	49
BIBLIOGRAPHY	50
APPENDIX	52

LIST OF TABLES

TABLE	PAGE
<p>I. Number of Lockwood Junior High School Graduates 1953-1957 Returning Questionnaires</p>	13
<p>II. Status of the Lockwood Junior High School Graduates 1953-1957 Returning Questionnaires</p>	14
<p>III. Classified Results of the Question, "What Subject, or Subjects, Were Most Helpful to You in Preparing for Senior High School?" as Reported by the Graduates of the Lockwood Junior High School 1953-1957</p>	16
<p>IV. Classified Results of the Question, "What Subject, or Subjects, Were the Least Helpful to You in Preparing for Senior High School?" as Reported by the Graduates of the Lockwood Junior High School 1953-1957</p>	18
<p>V. Classified Results of the Question, "The Teachers Were Most Helpful in," as Reported by the Graduates of the Lockwood Junior High School 1953-1957</p>	20
<p>VI. Classified Results of the Ways in Which the Students Felt They Could Have Been Helped More in Choosing High School Courses as Reported by the Graduates of the Lockwood Junior High School 1953-1957</p>	22
<p>VII. Classified Results of Suggested Subject Additions to the Question, "Are There Any Subjects That You Would Add to the Lockwood Junior High School to Aid Students Preparing for High School?" as Reported by the Graduates of the Lockwood Junior High School 1953-1957</p>	25

TABLE	PAGE
VIII. Classified Results of the Question, "If You Think More Time Should Be Spent on Any Subject, or Parts of Subjects, in the Junior High School, Would You Please Name Them?" as Reported by the Graduates of the Lockwood Junior High School 1953-1957	27
IX. Classified Results of Suggested Subject Deletions to the Question, "Are There Any Subjects, or Parts of Subjects, You Would Drop from the Lockwood Junior High School?" as Reported by the Graduates of the Lockwood Junior High School 1953-1957	29
X. Classified Results of the Question, "If You Think That Less Time Should Be Spent on Any Subject, or Parts of Subjects, in the Lockwood Junior High School Would You Please Name Them?" as Reported by the Graduates of the Lockwood Junior High School 1953-1957	31
XI. Classified Results of the Question, "How Long Did It Take to Feel That You Were a Part of the Group in the Billings Senior High School?" as Reported by the Graduates of the Lockwood Junior High School 1953-1957	33
XII. Classified Results of the Question, "Was There Anything That Bothered You about Entering the Billings Senior High School?" as Reported by the Graduates of the Lockwood Junior High School 1953-1957	34

TABLE	PAGE
XIII. Classified Results of the Question, "In Your Opinion, How Did You Compare with the Students Entering the Senior High School from the Junior High Schools in Billings?" as Reported by the Graduates of the Lockwood Junior High School 1953-1957	38
XIV. Classified Results of the Reasons the Lockwood Junior High School Graduates Were or Were Not Satisfied with the Background Received in the Lockwood Junior High School 1953-1957	40
XV. Classified Results of the Question, "What occupation Were You Planning to Prepare for While You Were Still in the Junior High School?" as Reported by the Boys Who Have Graduated from the Lockwood Junior High School 1953-1957 .	41
XVI. Classified Results of the Question, "What Occupation Were You Planning to Prepare for While You Were Still in the Junior High School?" as Reported by the Girls Who Have Graduated from the Lockwood Junior High School 1953-1957 .	42
XVII. Classified Results of the Question, "What Occupation Were You Planning to Prepare for While You Were Still in the Junior High School?" as Reported by the Graduates of the Lockwood Junior High School 1953-1957	43

CHAPTER I

SIGNIFICANCE OF THE PROBLEM

I. BACKGROUND OF THE PROBLEM

The Lockwood Community is located on the outskirts of Billings in the southeastern part of Montana. In 1950, immediately after the completion of a new elementary school, the administration became increasingly aware of one of the problems confronting the Lockwood district. The school just completed consisted of the eight elementary grades. This compelled students to attend twelve years of school under an eight-one-three plan in which the students would attend the Lockwood School for eight years, the Lincoln Junior High School in Billings for one year, and finally the Billings Senior High School for the completion of the last three years of school. This situation was obviously unsatisfactory for the students involved. It was evident to the Lockwood administration that a junior high school unit was needed.

The need for a junior high school was discussed in both school board meetings and in public meetings which the people in the community attended. The majority of the people in the community were in favor of fulfilling this need. As a result, the school board, following proper procedures, went ahead with plans for the establishment of a junior high school.

With the assurance of a building, the administration, teachers, and parents began discussions on the curriculum to be set up in the

junior high school. The meetings during 1952-1953 were divided into discussion groups and covered many phases necessary in curriculum planning. At many of these meetings, the students themselves were given the chance to view their own needs and the kind of program they would like to have developed in such a junior high school. From these discussions, the curriculum of the Lockwood Junior High School was determined. The decision was to have a departmentalized common learnings program. The prevailing thought indicated that the school would be a junior high school and not a high school for juniors.

The Lockwood Junior High School was established in 1953 in a second class district. The students upon graduation attended the Billings Senior High School, which was located in a first class district. The average enrollment of the graduating classes from the Lockwood ninth grade was twenty-eight. The enrollment in the sophomore class of which they became a part was between seven and eight hundred students. This kind of situation existed from the time of the establishment of the Lockwood Junior High School.

II. THE PROBLEM

Upon graduation, the students of the Lockwood Junior High School attended a much larger senior high school in Billings. A follow-up study was made of all the graduates of the Lockwood Junior High School from the time it was established in 1953 through the school year 1957, to determine whether the Lockwood Junior High School was meeting the needs and aiding in the transfer of these students to the Billings Senior

High School. "School administrators and teachers should be constantly seeking ways to improve the services offered students so that the schools may better meet the needs and demands of society."¹

¹Stuart E. Fitschen, "A Follow-up Study of 1942-1951 High School Graduates of Ronan, Montana" (unpublished Professional Paper, Montana State University, Missoula, 1954) p. 1.

CHAPTER II

THE PURPOSE OF THIS STUDY

From many informal discussions with the graduates of the Lockwood Junior High School, information was acquired revealing that many of these students felt that they could have been aided more fully in meeting the requirements of the senior high school through certain additions and deletions in the program of the junior high school. This led to the decision which provided for a survey to determine the ways aid could be given to the students in making more easily the transfer to the senior high school.

The present study of the Lockwood Junior High School graduates sets up the following purposes:

1. To obtain information, both constructive and critical, about the most helpful and least helpful aspects of the junior high school.
2. To find out if the students felt that certain subjects should be added or completely deleted from the curriculum.
3. To learn if there were parts of the curriculum upon which the teachers were spending too much or too little time.
4. To discover in what ways the teachers themselves were most helpful to students.
5. To compare the extra-curricular participation in the junior high school with that in the senior high school.

6. To secure data on ways by which the students could have been aided more effectively in making the change from the junior high school to the senior high school, particularly in choosing their high school subjects.

7. To find out the length of time it took for students to feel that they were a part of the senior high school.

8. To learn if there were any problems that particularly bothered them in entering the senior high school.

9. To discover how well the students felt they compared in scholastic achievement with the Billings Junior High School students entering the same senior high school.

10. To determine whether or not the students were satisfied with the background received in the Lockwood Junior High School.

11. To ascertain whether the occupational fields chosen while still in the junior high school were changed after entering the senior high school.

Through the results of this survey, possible recommendations will be made for changes in the program of the Lockwood Junior High School which may aid those students who enter the Billings Senior High School from Lockwood.

CHAPTER III

ASSUMPTIONS, DELIMITATIONS, LIMITATIONS, DEFINITION OF TERMS

In all surveys, there are certain boundaries, weaknesses, assumptions, and particular terms that have to be considered. This survey will explain these terms as completely as possible.

I. ASSUMPTIONS

1. The curriculum of the Lockwood Junior High School provided an adequate general background for the graduating students.

2. There were some portions of the Lockwood curriculum that could be changed to aid the students in more fully attaining their scholastic goals in the senior high school.

3. The Lockwood Junior High School graduates averaged the same scholastically with the Billings Junior High School graduates.

4. There were some problems of adjustment that confronted students who entered the senior high school.

5. The Lockwood graduates acquired a feeling of belongingness in the senior high school within a short period of time.

6. The Lockwood graduates could have received more aid in making the change from the junior high school to the senior high school.

7. The Lockwood students felt that they received a satisfactory school background.

8. The occupational field chosen in the junior high school changed considerably by the time of completion of the senior high school.

9. The number of responses to the questionnaire would be great enough to prove the results valid.

II. DELIMITATIONS

The study was limited to the Lockwood Junior High School graduates for the school years 1953-1954 through 1956-1957, the time that the Lockwood Junior High School had been in operation when the questionnaire was compiled and distributed.

III. LIMITATIONS

The weaknesses that have to be considered in this survey are:

1. The responses of the students will be biased because of their personal opinions regarding the school and the teachers.

2. The responses received are not the opinions of the total number of graduates from the Lockwood Junior High School.

3. With only 73 per-cent of the questionnaires returned, the validity of the study will be less satisfactory than desired.

4. The conclusions of this study may not apply to any other school since they were derived from the responses of one particular school.

5. The recommendations made by the students may not have suitable bases, but all of them will be considered.

IV. DEFINITION OF TERMS USED

1. Respondents--the term respondent refers to those students who returned answered questionnaires.

2. Graduates--the word graduates refers to the students who have graduated from a junior high school.

3. Curriculum--the word curriculum is used when referring to the total program of the school.

4. Junior high school--the term refers to schools consisting of only the seventh, eighth, and ninth grades.

5. Responses--the word is used when referring to the answers on the returned questionnaires.

6. Lockwood Community--this term is used when referring to the area that superimposes School District #26.

7. Eight-one-three plan-- this term refers to the situation in which a student attends the first eight grades in the same elementary school, attends the ninth grade in a different school, and for the remaining three years of high school moves on to still another school.

CHAPTER IV

PROCEDURES

I. USE OF RELATED LITERATURE

Many follow-up studies have been conducted as a means of evaluating school programs and compiling information about former students. In Montana, most of the follow-up studies in recent years have been the results of surveys dealing with high school graduates. Raymond Hokanson conducted a follow-up study of the graduates of the Libby High School.¹ John F. Munson did his work on the graduates of the Victor High School.² Stuart E. Fitschen completed a study on the graduates of the Ronan High School.³

The one exception available, more nearly corresponding to the study made in this paper, was the follow-up study of Ray L. Peck on the eighth grade graduates of the Bigfork High School District.⁴ There are

¹Raymond Hokanson, "A Follow-up Study of the Graduates of Libby, Montana High School for the Years 1946-1950" (unpublished Professional Paper, Montana State University, Missoula, 1952).

²John F. Munson, "A Follow-up Study of the Graduates of Victor, Montana High School for the Years 1947-1953" (unpublished Professional Paper, Montana State University, Missoula, 1954).

³Stuart E. Fitschen, "A Follow-up Study of 1942-1951 High School Graduates of Ronan, Montana" (unpublished Professional Paper, Montana State University, Missoula, 1952).

⁴Ray L. Peck, "A Follow-up Study of Eighth Grade Graduates of the Bigfork High School District for the Years 1945, 1946, 1947, 1948, and 1949" (unpublished Professional Paper, Montana State University, Missoula, 1954).

many differences, however, between this study and that of Mr. Peck. The work of Mr. Peck contains information on drop-outs, withdrawals, marital status, location, educational levels attained and occupational status of the graduates.⁵ Also, the group that belonged to the last class to whom the questionnaires were sent would have graduated the year preceding the survey. In the current study, eighty-two per-cent of the students whom the survey included were still attending high school at the time, and the other eighteen per-cent would have graduated from high school the preceding year. The main purpose of the current study was to determine whether the Lockwood Junior High School could give greater aid to its students in making the change from junior high school to senior high school. Mr. Fitschen states follow-up studies have resulted in positive examples of such aid.⁶ He cites examples of the findings of certain communities and their applications given in the Michigan Study, "Follow-up of Secondary School Students."⁷

⁵Ray L. Peck, "A Follow-up Study of Eighth Grade Graduates of the Bigfork High School District for the Years 1945, 1946, 1947, 1948, and 1949" (unpublished Professional Paper, Montana State University, Missoula, 1954).

⁶Stuart E. Fitschen, "A Follow-up Study of 1942-1951 High School Graduates of Ronan, Montana" (unpublished Professional Paper, Montana State University, Missoula, 1954), p. 8.

⁷Ibid., pp. 9-10, citing Follow-up of Secondary School Students, A Handbook and Guide for Making Follow-up Studies of Graduates and Drop-outs, Michigan Study of the Secondary School Curriculum. State Board of Education, Lansing, 1943.

II. COLLECTION OF THE DATA

A questionnaire was needed to acquire the necessary data for this follow-up study and was formulated during the summer of 1957. Before the distribution, the decision was reached to first use a representative group of the Lockwood graduates as a sample. Using every fifth person, these Lockwood graduates were chosen from a list of the four graduating classes from the Lockwood Junior High School. From the completed questionnaires and the discussions that followed, the decision was made to use the questionnaire with no changes.

The questionnaire as adopted was personally submitted by the author to all of the Lockwood Junior High School graduates still living in the Lockwood Community. Each of these graduates was requested to answer all of the questions as fully as possible and return the questionnaire at his earliest convenience. Repeated personal contacts were made with the Lockwood graduates until the completed questionnaires were returned.

During the four years the Lockwood Junior High School had been in operation, 115 students had graduated from the ninth grade. Of this number, fifteen had moved and their addresses could not be obtained. The questionnaire was given to the remaining one hundred graduates who were available. The results of this follow-up study were based upon the responses to the questionnaire and were tabulated to obtain the most complete results.

III. TREATMENT OF THE DATA

Response to the questionnaire. Eighty-four, or 73 per-cent, of the Lockwood graduates returned completed questionnaires. The responses were evenly divided, with forty-two boys and forty-two girls answering the questionnaire. The greatest number of responses came from the class of 1957 with thirty, or 97 per-cent, of this class returning completed questionnaires (Table I, page 13). The class of 1955 returned the fewest number with only fifteen, or 45 per-cent, responding. Of the Lockwood Class of 1956, 83 per-cent returned completed questionnaires, and the class of 1954 returned 67 per-cent.

Present status of the Lockwood graduates. Table II, page 14, shows the status of the Lockwood Junior High School respondents at the time the questionnaire was distributed. Of the eighty-four Lockwood graduates, thirty were in the sophomore class, twenty-five were in the junior class, fifteen were in the senior class, and fourteen had graduated from high school.

In the succeeding portion of this study and in the tables, the Lockwood graduates will be referred to as sophomores, juniors, seniors, or high school graduates.

Subjects most helpful in preparing for high school. Five of the respondents considered all of the subjects in the Lockwood Junior High School beneficial, while the remaining respondents mentioned eleven specific subjects. English, leading consistently in all of the groups, was regarded as the most helpful subject by fifty-five of the Lockwood graduates. The remainder of the respondents listed science, social

TABLE I

NUMBER OF LOCKWOOD JUNIOR HIGH SCHOOL GRADUATES
1953-1957 RETURNING QUESTIONNAIRES

Year	Class Total	Boys	Girls	Total Answers	Per-cent
1956-1957	31	17	13	30	97
1955-1956	30	10	15	25	83
1954-1955	33	10	5	15	45
1953-1954	21	5	9	14	67
TOTAL	115	42	42	84	73

TABLE II

STATUS OF THE LOCKWOOD JUNIOR HIGH SCHOOL GRADUATES
1953-1957 RETURNING QUESTIONNAIRES

Year	Class Total	Boys	Girls	Total Answers	Per-cent
Sophomores	31	17	13	30	97
Juniors	30	10	15	25	83
Seniors	33	10	5	15	45
H.S. Graduates	21	5	9	14	67
TOTAL	115	42	42	84	73

studies, algebra, mathematics, general business, wood shop, mechanical drawing, band, chorus, and home-making (Table III, page 16). Some of the respondents indicated more than one subject in answering this question.

Many of the Lockwood graduates agreed that most of these subjects were necessary to form the background essential for high school entrance. Some of the subjects were helpful to the respondents as a preparation for the high school subjects. Other respondents used these subjects to fulfill requirements for graduation and also requirements in particular occupational fields.

The respondents in the sophomore class next indicated algebra as most helpful, while those in the junior and senior classes indicated social studies. The high school graduates indicated social studies and algebra. The respondents considered algebra helpful as the subject partially met the mathematics requirement for high school graduation. Social studies proved valuable as a background for the history and civics courses taken in high school.

Subjects least helpful in preparing for senior high school.

Twenty-seven of the respondents agreed that all of the subjects taken in the Lockwood Junior High School were needed to form the necessary background for senior high school. Home-making was considered the least helpful subject by the largest portion of the girls because this subject was not necessary for high school or none of the girls had planned to go into occupations in which home economics could be used. Wood shop was considered the least helpful to nine of the boys because the subject was: (1) not a requirement for entrance into high school, (2) not a part of the curriculum in which the boy was majoring, or (3) not complete enough.

TABLE III

CLASSIFIED RESULTS OF THE QUESTION, "WHAT SUBJECT, OR SUBJECTS, WERE MOST HELPFUL TO YOU IN PREPARING FOR SENIOR HIGH SCHOOL?" AS REPORTED BY THE GRADUATES OF THE LOCKWOOD JUNIOR HIGH SCHOOL 1953-1957

Subject	Sophomores	Juniors	Seniors	H.S. Graduates	Total
English	20	21	7	7	55
Algebra	14	4	4	3	25
Social Studies	4	10	6	3	23
Science	7	2	3	0	12
Mathematics	6	3	0	2	11
Mechanical Drawing	2	1	2	1	6
Wood Shop	2	2	1	0	5
All subjects	1	0	2	2	5
General Business	0	1	2	0	3
Band	0	1	0	0	1
Chorus	0	0	1	0	1
Home-Making	0	0	1	0	1

The boys listed the third reason because they felt that the boys from the junior high schools in Billings were entering the senior high school with greater knowledge in wood shop than were the boys from the Lockwood school.

Social studies was also indicated as a subject not too helpful by seven of the respondents. Physical education, mechanical drawing, chorus, English, science, algebra, general business, arts and crafts, and music were considered in that order (Table IV, page 18).

Other various reasons for the Lockwood graduates indicating these subjects as least valuable were: (1) not a required subject for high school, (2) not difficult, (3) not complete, (4) sufficient time not given for the completion of the subject, and (5) not a preparation for any particular high school course.

The respondents in the sophomore class mentioned home-making, social studies, and wood shop the greatest number of times; most of the respondents in the junior class mentioned home-making, chorus, and wood shop the least helpful; the seniors who responded mentioned English, science, general business, and physical education; while the responses from the high school graduates indicated English, wood shop, chorus, and home-making as the least helpful subjects.

Sophomore respondents considered social studies as least helpful since they had not taken the required history and civics courses in high school yet, and many of the respondents in the junior and senior classes and the responding high school graduates mentioned that the social studies taken in the junior high school was of great value for the history courses taken in the senior high school.

TABLE IV

CLASSIFIED RESULTS OF THE QUESTION, "WHAT SUBJECT, OR SUBJECTS, WERE THE LEAST HELPFUL TO YOU IN PREPARING FOR SENIOR HIGH SCHOOL?" AS REPORTED BY THE GRADUATES OF THE LOCKWOOD JUNIOR HIGH SCHOOL 1953-1957

Subject	Sophomores	Juniors	Seniors	H.S. Graduates	Total
None	10	6	3	8	27
Home-Making	6	7	0	1	14
Wood Shop	5	3	0	1	9
No answer	3	3	1	1	8
Social Studies	6	0	1	0	7
Physical Education	1	2	2	0	5
Mechanical Drawing	3	1	0	0	4
Chorus	0	3	0	1	4
English	0	0	2	1	3
Science	0	1	2	0	3
Algebra	1	1	1	0	3
General Business	0	1	2	0	3
Arts and Crafts	0	2	1	0	3
Music	0	2	1	0	3

Teachers most helpful. According to fifty-four of the respondents, the teachers were most helpful in teaching their courses. Some guidance was given by the teachers as thirty-three of the respondents indicated that the teachers were most helpful in offering assistance with problems inside and outside of school. Eight of the respondents stated that the teachers were most helpful with recreational activities (Table V, page 20). These were the boys who took part in all of the after-school recreation offered at the Lockwood Junior High School. Many of the Lockwood graduates received aid from the Lockwood teachers with their school problems but were reluctant to seek aid for those problems that arose outside of school.

More help in choosing high school courses. The responses provided by the question, "Could you have been helped more in choosing your high school courses?" were closely divided as shown by the following results:

	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>	<u>H.S. Graduates</u>	<u>Total</u>
Yes	8	18	7	4	37
No	22	6	7	10	45
No answer	0	1	1	0	2

The Lockwood graduates indicated that the faculty members of the Lockwood Junior High School should have: (1) encouraged the students to take certain subjects in the junior high school instead of postponing these until the senior high school, (2) had more information about all the required and elective subjects in the senior high school, (3) given more aid in the choosing of high school subjects and major fields,

TABLE V

CLASSIFIED RESULTS OF THE QUESTION, "THE TEACHERS WERE MOST HELPFUL IN,"
AS REPORTED BY THE GRADUATES OF THE LOCKWOOD JUNIOR HIGH SCHOOL 1953-1957

	Sophomores	Juniors	Seniors	H.S. Graduates	Total
Teaching their courses	15	20	8	11	54
Offering help with problems in school	14	7	6	3	30
Offering help with problems outside of school	2	0	0	1	3
Recreational activities	2	1	1	1	5
No answer	1	0	1	0	2

(4) completely reviewed college requirements, and (5) allotted more time to the students for discussing and choosing high school subjects. Complete tabulation of the results are shown in Table VI, page 22.

Extra-curricular participation in the junior high school. The amount of participation in extra-curricular activities while in the junior high school did not differ much between the respondents that participated a great deal and those who participated little. Thirty-nine of the Lockwood graduates participated much in the extra-curricular activities while thirty-five of the respondents participated little. Ten of the respondents did not take part in any of the school functions as shown by the following results:

	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>	<u>H.S. Graduates</u>	<u>Total</u>
Much	18	8	6	7	39
Little	12	13	6	4	35
None	0	4	3	3	10

The division within the groups was fairly even, with eighteen sophomore respondents entering much in the extra-curricular activities while twelve participated little. Of the respondents in the junior class, eight participated much, and thirteen participated little. Six of the respondents in the senior class took part a great deal, and six participated some. Of the high school graduates, seven participated much, while four participated little. The school was small; consequently, the greatest portion of the students were able to take part in most of the extra-curricular activities.

TABLE VI

CLASSIFIED RESULTS OF THE WAYS IN WHICH THE STUDENTS FELT THEY COULD HAVE BEEN HELPED MORE IN CHOOSING HIGH SCHOOL COURSES AS REPORTED BY THE GRADUATES OF THE LOCKWOOD JUNIOR HIGH SCHOOL 1953-1957

	Sophomores	Juniors	Seniors	H.S. Graduates	Total
Encourage students to take certain subjects in the junior high school that are the requirements for senior high school graduation.	3	0	0	1	4
More information should be available to the students about the senior high school subjects.	2	8	2	2	14
More aid should be given to the students in choosing the high school subjects and major fields.	2	8	3	1	14
College requirements should be reviewed.	0	2	0	0	2
More time should be allotted to the students to discuss and choose high school subjects.	1	0	2	0	3

Extra-curricular participation in the senior high school. The responses to this portion differed greatly in comparison with the results of the preceding section. The respondents participated less in the extra-curricular activities in the senior high school than in the junior high school. Very few of the respondents participated a great deal in the senior high school. The total was six of the eighty-four Lockwood graduates, of which two were in the junior class, two in the senior class, and two were high school graduates, as shown by the following results:

	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>	<u>H.S. Graduates</u>	<u>Total</u>
Much	0	2	2	2	6
Little	20	17	7	7	51
None	10	6	6	5	27

The per-cent of respondents participating much in the extra-curricular activities decreased from 46 per-cent in the junior high school to 7 per-cent in the senior high school, and the per-cent of respondents participating little increased from 42 per-cent to 61 per-cent, while the per-cent of those not participating increased from 12 per-cent to 32 per-cent. Because of the increased competition in the senior high school, many of the respondents did not attempt to take part in the school functions.

Possible additions that could aid students preparing for the senior high school. The greatest number, fifty-three respondents, or 63 per-cent, indicated that some subjects could be added to the curriculum of the Lockwood Junior High School. Twenty-seven, or 32 per-cent,

of the respondents indicated that no additions would have helped them, as shown by the following results:

	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>	<u>H.S. Graduates</u>	<u>Total</u>
Yes	18	21	8	6	53
No	10	4	5	8	27
No answer	2	0	2	0	4

All of the groups indicated some subjects could be added to the Lockwood Junior High School to aid the students in preparing for high school.

Suggested subject additions to aid students preparing for high school. Speech was indicated by thirty respondents as an addition, and foreign language, shorthand, typing, business courses, spelling, and history were indicated in that order (Table VII, page 25).

One semester of sophomore English in the senior high school was devoted to speech. The students from the junior high schools in Billings had speech in their English courses while in the junior high school, and the students from Lockwood had very little speech training. Many of the respondents indicated that more time was necessary to acquire the confidence which the students from the Billings Junior High Schools had in the speech classes in high school. Consequently, speech was listed the most number of times as a subject that should be added to aid the students for high school preparation.

Foreign language was the subject next listed by the greatest number of students as a possible addition. No foreign language was

TABLE VII

CLASSIFIED RESULTS OF SUGGESTED SUBJECT ADDITIONS TO THE QUESTION, "ARE THERE ANY SUBJECTS THAT YOU WOULD ADD TO THE LOCKWOOD JUNIOR HIGH SCHOOL TO AID STUDENTS PREPARING FOR HIGH SCHOOL?" AS REPORTED BY THE GRADUATES OF THE LOCKWOOD JUNIOR HIGH SCHOOL 1953-1957

Subject	Sophomores	Juniors	Seniors	H.S. Graduates	Total
Speech	14	10	2	4	30
Foreign Language	4	4	4	1	13
Shorthand	1	6	2	0	9
Typing	4	2	2	0	8
Business Courses	1	1	1	1	4
Spelling	1	1	0	0	2
Literature	1	1	0	0	2
History	0	0	1	0	1

offered in the Lockwood Junior High School, while foreign languages were a part of the curriculum at the junior high schools in Billings. As the Lockwood students had to take the freshman language courses in their sophomore year in high school, the students from the Billings Junior High Schools were one year ahead in this respect. Also, if foreign language had been offered in the junior high school, the respondents indicated that they would have been able to choose one more of the necessary electives in the junior year in high school.

Shorthand, typing, and business courses were suggested as additions to meet the requirements needed in the field of business. Spelling and literature were given as a help in making the work in high school English easier. History was needed for the students majoring in social studies in high school.

Subjects upon which more time should be spent. Twenty-seven, or 32 per-cent, of the respondents indicated sufficient time had been spent on subjects taken in the junior high school, while eleven of the respondents did not answer this question (Table VIII, page 27).

English, in some form, was listed by forty-one, or 49 per-cent, of the respondents as one of the subjects upon which the teachers should spend more time. Of these, thirty-two indicated a better background in English was needed to more fully meet the requirements in the high school, five respondents indicated English was required in high school so more time should be spent upon this subject, two respondents indicated that English should be more difficult in the junior high school so the subject would be easier in high school, and two respondents indicated English was not complete enough in the junior high school.

TABLE VIII

CLASSIFIED RESULTS OF THE QUESTION, "IF YOU THINK MORE TIME SHOULD BE SPENT ON ANY SUBJECT, OR PARTS OF SUBJECTS, IN THE JUNIOR HIGH SCHOOL, WOULD YOU PLEASE NAME THEM?" AS REPORTED BY THE GRADUATES OF THE LOCKWOOD JUNIOR HIGH SCHOOL 1953-1957

Subject	Sophomores	Juniors	Seniors	H.S. Graduates	Total
All satisfactory	9	5	5	8	27
English	5	9	7	4	25
No answer	9	1	1	0	11
English-speech	3	3	4	0	10
Social Studies	1	8	0	0	9
Mathematics	1	5	1	0	7
English-literature	2	1	2	1	6
Science	1	2	0	0	3
Algebra	3	0	0	0	3
General Business	0	1	0	0	1
Art	0	0	0	1	1

Social studies was listed next by respondents as a subject upon which the teachers could spend more time. The reason, again, was the necessity of a better background for the high school. Science, algebra, general business, mathematics, and art were considered for the same reasons.

Possible subjects one would drop from the Lockwood Junior High School curriculum. Only six of the respondents indicated there were subjects that should be dropped from the program of the Lockwood Junior High School. Eight of the respondents did not answer the question, while the remaining seventy respondents, 83 per-cent, indicated they were satisfied with the program and no subjects should be dropped from the school, as shown by the following results:

	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>	<u>H.S. Graduates</u>	<u>Total</u>
Yes	1	4	0	1	6
No	24	20	13	13	70
No answer	5	1	2	0	8

Suggested deletions in the Lockwood Junior High School program.

As shown by the results in the figures above, only six of the Lockwood graduates indicated subjects should be dropped from the Lockwood program. These subjects were social studies, algebra, mathematics, English, literature, typing, and chorus (Table IX, page 29). One of the sophomore respondents indicated English literature, and four of the respondents in the junior class indicated social studies, algebra, mathematics, and typing as possible deletions. The remaining respondent was a high school graduate who indicated chorus.

TABLE IX

CLASSIFIED RESULTS OF SUGGESTED SUBJECT DELETIONS TO THE QUESTION, "ARE THERE ANY SUBJECTS, OR PARTS OF SUBJECTS, YOU WOULD DROP FROM THE LOCKWOOD JUNIOR HIGH SCHOOL?" AS REPORTED BY THE GRADUATES OF THE LOCKWOOD JUNIOR HIGH SCHOOL 1953-1957

Subject	Sophomores	Juniors	Seniors	H.S. Graduates	Total
Social Studies	0	1	0	0	1
Algebra	0	1	0	0	1
Mathematics	0	1	0	0	1
English-literature	1	0	0	0	1
Typing	0	1	0	0	1
Chorus	0	0	0	1	1

Civics was required in the twelfth grade, so the respondent in the junior class who suggested dropping social studies had not yet taken the subject in high school. Another respondent in the junior class suggested that mathematics should be dropped as the subject was of no value for algebra, a required subject in the senior high school. Still another respondent in the junior class suggested dropping algebra from the Lockwood program but gave no reason for so doing. The remaining respondent in the junior class suggested that typing be dropped as the typing course in the high school was sufficient, and this subject offered in the junior high was of no value to the students. The sophomore respondent suggested the deletion of the literature section of English as it was not useful in the senior high school, while the responding high school graduate indicated chorus was of little value as very few students continued with music in high school, and chorus was not a required subject.

Subjects upon which less time should be spent. Of the eighty-four respondents to the questionnaire, forty-two, or 50 per-cent, were satisfied with the time apportionment of the subjects. As thirty-five omitted this portion of the questionnaire, results could not be clearly determined as to whether the time allotment was or was not satisfactory. Seven graduates desired more time in social studies, English, algebra, band, and chorus (Table X, page 31). A respondent in the senior class suggested less time for social studies as the subject was not needed for high school, while another suggested less time for English as enough of this subject was offered in the high school. The reason indicated by the four respondents in the junior class who listed social studies,

TABLE X

CLASSIFIED RESULTS OF THE QUESTION, "IF YOU THINK THAT LESS TIME SHOULD BE SPENT ON ANY SUBJECT, OR PARTS OF SUBJECTS, IN THE LOCKWOOD JUNIOR HIGH SCHOOL WOULD YOU PLEASE NAME THEM?" AS REPORTED BY THE GRADUATES OF THE LOCKWOOD JUNIOR HIGH SCHOOL 1953-1957

Subject	Sophomores	Juniors	Seniors	H.S. Graduates	Total
All satisfactory	9	13	8	12	42
No answer	20	8	5	2	35
Social Studies	0	1	1	0	2
English	0	1	1	0	2
Algebra	1	0	0	0	1
Band	0	1	0	0	1
Chorus	0	1	0	0	1

English, band, and chorus, was that these particular subjects were of no value for the senior high school. The sophomore respondent stated that less time should be spent on algebra since the mathematics requirements could be fulfilled in the senior high school.

Length of time taken to become a part of the group in the Billings Senior High School. The time varied greatly with the respondents in acquiring this feeling of belonging to the group in the Billings Senior High School. Some of the Lockwood graduates, eleven or 13 percent, indicated that they felt they were a part of the group almost immediately, two indicated that two years had elapsed, and nine others indicated they never had acquired this feeling. These nine were grouped among the respondents who were still attending senior high school at the time the survey was conducted. The greatest percentage, 64 percent, indicated that they had acquired this feeling within a month (Table XI, page 33). Of the respondents in the sophomore class, eight indicated that more than a month was needed to acquire the feeling of belonging. Also in this group were nine respondents from the junior class, eleven from the senior class and two were high school graduates.

The one exception in the findings was in the responses from those Lockwood graduates in the senior class. Only four of the fifteen indicated that they had a feeling of belonging within the first month.

Possible problems involved in entering the senior high school in Billings. The greatest number of respondents were worried about the transition from a small school to a large one, with nineteen of the eighty-four mentioning this problem (Table XII, page 34). The problem next listed was the large number of students with whom the graduates

TABLE XI

CLASSIFIED RESULTS OF THE QUESTION, "HOW LONG DID IT TAKE TO FEEL THAT YOU WERE A PART OF THE GROUP IN THE BILLINGS SENIOR HIGH SCHOOL?" AS REPORTED BY THE GRADUATES OF THE LOCKWOOD JUNIOR HIGH SCHOOL 1953-1957

	Sophomores	Juniors	Seniors	H.S. Graduates	Total
Immediately	6	2	1	2	11
First Week	4	6	0	2	12
Second Week	9	4	2	4	19
Month	3	4	1	4	12
Six Weeks	3	1	1	0	5
Three Months	1	1	1	1	4
Six Months	1	2	3	1	7
One Year	0	1	2	0	3
Two Years	0	0	2	0	2
Never Have	3	4	2	0	9

TABLE XII

CLASSIFIED RESULTS OF THE QUESTION, "WAS THERE ANYTHING THAT BOTHERED YOU ABOUT ENTERING THE BILLINGS SENIOR HIGH SCHOOL?" AS REPORTED BY THE GRADUATES OF THE LOCKWOOD JUNIOR HIGH SCHOOL 1953-1957

	Sophomores	Juniors	Seniors	H.S. Graduates	Total
No	10	7	3	5	25
The large school	5	4	5	5	19
Number of students	2	4	5	2	13
Initiations	4	5	1	0	10
Difficult work	4	1	2	0	7
Acceptance	0	2	1	1	4
No answer	4	0	0	0	4
Impression of school	1	1	0	1	3
Inferiority	1	1	0	0	2
Schedule	1	0	1	0	2

would be associated. In the Lockwood school everyone was known, while in the Billings Senior High School, with over fifteen hundred students, the students from Lockwood formed a very small group. Ten, or 12 per-cent, feared the initiations that were given to the sophomores entering the senior high school. Three of the respondents were worried because of impressions received from other students about the teachers in the senior high school and the school itself. Seven of the respondents were worried by fear that the work in the senior high school would be more difficult than in the junior high school. Four feared the problem of acceptance by other students in the senior high school, while two indicated they might feel inferior to the students who came from the junior high schools in Billings, and two indicated the fear of different types of schedules that would confront them in the senior high school. Of the total number of responses, twenty-five, or 30 per-cent, indicated that nothing bothered them in making the change from the Lockwood Junior High School to the Billings Senior High School. The three problems that were considered the most troublesome by 50 per-cent of the respondents were: (1) the transition to a larger school, (2) the large number of students with whom there would be associations, and (3) the initiations.

Additional aid desired in making the change from the Lockwood Junior High School to the senior high school in Billings. Fifty-one, or 61 per-cent, of the Lockwood respondents were satisfied that nothing more could have been done to aid them in making the change from the junior high school to the senior high school, while twenty-nine, or 35 per-cent, of the respondents indicated that there were ways in which the

graduates could have been given more help as indicated by the following results:

	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>	<u>H.S. Graduates</u>	<u>Total</u>
No	17	12	10	12	51
Yes	9	13	5	2	29
No answer	4	0	0	0	4

The greatest number of respondents indicating more aid could have been given was in the junior class, while the least were in the group of high school graduates. More information about the senior high school was desired by fifteen respondents. These respondents indicated that the only information received was at the time the high school principal and one of the counselors discussed and explained, very briefly, the high school curriculum, very little about high school initiations, and nothing about the school itself. Ten respondents indicated that the Lockwood Junior High School staff should have been more strict as the lack of discipline in the junior high school caused difficulties in high school. Two respondents indicated more work should have been covered in English, one desired more speech in the junior high school, one stated that the students should have had more responsibility, and one stated that if more information had been available, science would have been taken in the junior high school instead of the senior high school.

The tendency was that the greater number of years the respondents had been away from the junior high school, the more they seemed to feel sufficient help had been given to them in making the change to the senior high school. Of the respondents in the sophomore and junior classes,

30 per-cent of them indicated that more aid could have been given, while 24 per-cent of the respondents among the senior class and the high school graduates gave such an indication.

Comparison with the students entering the senior high school from the junior high schools in Billings. Fifty-five, or 65 per-cent, of the respondents indicated they were equal scholastically with the students from the junior high schools in Billings (Table XIII, page 38). Ten of the respondents, 12 per-cent, indicated they were better scholastically. Six indicated they were equal scholastically but very far behind socially and suggested that the Lockwood faculty incorporate in the program activities which would give the students more social maturity. Of the eighty-four respondents, only 12 per-cent indicated they were not advanced as far scholastically as the students from the junior high schools in Billings. Of these respondents, eight of them stated that the students from the Billings schools had a better background in speech and the Lockwood students could not attain the same goals in sophomore English as these students.

Satisfaction with the background received in the Lockwood Junior High School. The background received in the Lockwood Junior High School proved satisfactory as was indicated by seventy-seven, or 92 per-cent, of the respondents which the following results show:

	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>	<u>H.S. Graduates</u>	<u>Total</u>
Yes	29	23	13	12	77
No	0	2	2	2	6
No answer	1	0	0	0	1

TABLE XIII

CLASSIFIED RESULTS OF THE QUESTION, "IN YOUR OPINION, HOW DID YOU COMPARE WITH THE STUDENTS ENTERING THE SENIOR HIGH SCHOOL FROM THE JUNIOR HIGH SCHOOLS IN BILLINGS?" AS REPORTED BY THE GRADUATES OF THE LOCKWOOD JUNIOR HIGH SCHOOL 1953-1957

	Sophomores	Juniors	Seniors	H.S. Graduates	Total
Equal	18	20	8	9	55
Better	6	2	1	1	10
Lower	4	1	3	2	10
Behind socially	0	1	3	2	6
Did not know	0	1	0	0	1
No answer	2	0	0	0	2

All of the respondents in the sophomore class who answered the question were satisfied with the background received, while two respondents in each of the other three groups were dissatisfied.

Reasons the Lockwood Junior High School graduates were or were not satisfied with the background they received. With the respondents who were satisfied with the background received in the Lockwood Junior High School, the reason indicated the most number of times was that this background was sufficient to meet the requirements for high school with forty-two, or 50 per-cent, of the respondents giving this reason (Table XIV, page 40). Sixteen of the respondents were satisfied because of the amount of individual help given by the teachers, and one respondent indicated enough credits were received to enter the senior high school as the reason for satisfaction with the background.

Of the Lockwood graduates who were dissatisfied, one indicated that the work was not difficult enough, two indicated that not enough wood shop and no agricultural courses were offered, and two others indicated that if the discipline had been more strict, the work in the senior high school would have been much easier.

The occupation students were planning to prepare for while still in the Lockwood Junior High School. Table XV, page 41, shows the occupational choices of the boys who returned completed questionnaires. Table XVI, page 42, shows the results of the occupational choices of the girls who returned completed questionnaires. Table XVII, page 43, has the results of the combined groups. Nine occupational fields were indicated by the boys with engineering heading the list. The distribution in this field was fairly even in all the groups. The girls chose eleven

TABLE XIV

CLASSIFIED RESULTS OF THE REASONS THE LOCKWOOD JUNIOR HIGH SCHOOL GRADUATES WERE OR WERE NOT SATISFIED WITH THE BACKGROUND RECEIVED IN THE LOCKWOOD JUNIOR HIGH SCHOOL 1953-1957

	Sophomores	Juniors	Seniors	H.S. Graduates	Total
Good background	14	18	8	2	42
No reason	7	2	3	6	18
Individual help	7	2	3	4	16
Lack of background	0	1	1	0	2
Lack of discipline	0	0	0	2	2
Enough credits	1	0	0	0	1
Did not know	0	1	0	0	1
Work not difficult	0	1	0	0	1

TABLE XV

CLASSIFIED RESULTS OF THE QUESTION, "WHAT OCCUPATIONS WERE YOU PLANNING TO PREPARE FOR WHILE YOU WERE STILL IN THE JUNIOR HIGH SCHOOL?" AS REPORTED BY THE BOYS WHO HAVE GRADUATED FROM THE LOCKWOOD JUNIOR HIGH SCHOOL 1953-1957

	Sophomores	Juniors	Seniors	H.S. Graduates	Total
Engineering	2	2	3	3	10
Farming	3	1	1	0	5
Radio	0	2	2	0	4
Teaching	1	2	0	0	3
Ranching	1	2	0	0	3
Mechanics	1	0	1	1	3
Forestry	3	0	0	0	3
Did not know	1	0	1	0	2
Aviation	2	0	0	0	2
Medicine	2	0	0	0	2
College	0	0	0	1	1
None	1	0	0	0	1
No answer	0	0	1	0	1

TABLE XVI

CLASSIFIED RESULTS OF THE QUESTION, "WHAT OCCUPATION WERE YOU PLANNING TO PREPARE FOR WHILE YOU WERE STILL IN THE JUNIOR HIGH SCHOOL? AS REPORTED BY THE GIRLS WHO HAVE GRADUATED FROM THE LOCKWOOD JUNIOR HIGH SCHOOL 1953-1957

	Sophomores	Juniors	Seniors	H.S. Graduates	Total
Secretary	9	2	1	6	18
Nursing	1	4	2	1	8
Teaching	1	4	1	0	6
Did not know	0	1	0	1	2
Dietetics	0	1	0	1	2
Farming	0	1	0	0	1
Ranching	0	1	0	0	1
Aviation	0	0	0	1	1
Medicine	1	0	0	0	1
Dentistry	1	0	0	0	1
Salvation Army	0	1	0	0	1
Police Work	0	0	1	0	1
None	0	1	0	0	1

TABLE XVII

CLASSIFIED RESULTS OF THE QUESTION, "WHAT OCCUPATION WERE YOU PLANNING TO PREPARE FOR WHILE YOU WERE STILL IN THE JUNIOR HIGH SCHOOL?" AS REPORTED BY THE GRADUATES OF THE LOCKWOOD JUNIOR HIGH SCHOOL 1953-1957

	Sophomores	Juniors	Seniors	H.S. Graduates	Total
Secretary	9	2	1	6	18
Engineering	2	2	3	3	10
Teaching	2	6	1	0	9
Nursing	1	4	2	1	8
Farming	3	2	1	0	6
Radio	0	2	2	0	4
Ranching	1	3	0	0	4
Did not know	1	1	1	1	4
Aviation	2	0	0	1	3
Mechanics	1	0	1	1	1
Forestry	3	0	0	0	3
Medicine	3	0	0	0	3
Dietetics	0	1	0	1	2
None	1	1	0	0	2
Dentistry	1	0	0	0	1
College	0	0	0	1	1
Salvation Army	0	1	0	0	1
Police Work	0	0	1	0	1
No answer	0	0	1	0	1

different occupational fields with secretarial work leading the list. Ninteen of the girls expressed the desire to do some kind of secretarial work upon graduation from high school. Some of these occupational fields were limited to either girls or boys. Teaching, farming, aviation, and medicine, however, were chosen by both girls and boys.

Changes of occupational choices after entering the senior high school. The occupational preferences chosen by the respondents while still in the junior high school changed considerably during the years in the senior high school. Thirty, or 36 per-cent, of the respondents had changed choices at the time of the survey, while fifty-two were still considering the same occupations as shown by the following results:

	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>	<u>H.S. Graduates</u>	<u>Total</u>
Yes	5	8	6	11	30
No	24	17	8	3	52
No answer	1	0	1	0	2

Of the boys responding from the sophomore class, three of them made changes from mechanics to engineering, ranching to the marines, and engineering to chemical engineering. One girl in the sophomore class expressed the desire to join the Woman's Air Force rather than entering the field of medicine, and the other indicated the desire of doing secretarial work instead of being a nurse. With the respondents in the junior class, two girls changed from nursing to teaching, one from secretarial work to marriage or aviation, one from dietetics to music, and one from nursing to secretarial work, while the girl who indicated no choice to the previous question expressed the desire to do secretarial

work. Of the two boys in the junior class who indicated changes, one preferred mechanics to ranching and the other wanted to run heavy equipment rather than being a rancher. The percentage of changes for the respondents in the senior class was greater than that of either the sophomore or junior class, with six of the fifteen respondents changing their occupational choices. Of the two girls making changes, one changed from teaching to social work, and the other indicated the desire to join the navy rather than doing police work. Four boys made changes. The one who had made no choice previously wanted to go to college; one who was not sure at the time of the survey chose engineering; one who had chosen farming was later undecided; and the last indicated that engineering was the preference rather than mechanics. The greatest number of changes was in the high school graduate group. Six of the girls had been married, and of the two remaining girls, one wanted to become a teacher and the other joined the Woman's Air Force. Three boys had changed their occupational choices, one from college to selling insurance, another from engineering to music, and the last from farming to teaching industrial arts.

CHAPTER V

SUMMARY, REVIEW OF DATA, AND RECOMMENDATIONS

Review of the purpose. The purpose of this study was to obtain, by means of a questionnaire, information, opinions, and suggestions from the former students of the Lockwood Junior High School resulting from the change from the Lockwood Junior High School to the Billings Senior High School. As a result of this study, it was hoped that the Lockwood Junior High School could more fully aid future graduates in making the change from the junior high school to the senior high school.

Review of procedure. The results of this study are based upon the returns of the questionnaire personally submitted to the graduates of The Lockwood Junior High School. One hundred and fifteen students had graduated from the school during the period that it had been in operation. One hundred graduates were given the questionnaires and requested to return the completed form at their earliest convenience.

Review of data. The most important data obtained from the questionnaires are listed below:

1. Eighty-four of the graduates during the period 1953-1957 returned completed questionnaires.
2. The respondents in the sophomore class returned the greatest number of questionnaires--97 per-cent.
3. Of the eighty-four respondents, thirty were in the sophomore class, twenty-five were in the junior class, fifteen were in the senior class, and fourteen had graduated from high school.

4. English was considered by 65 per-cent of the respondents as the subject most helpful to the students in preparing for high school.
5. Some of the students also indicated science, social studies, algebra, mathematics, general business, wood shop, mechanical drawing, band, chorus, and home-making as most helpful subjects.
6. The necessity of an adequate scholastic background for the senior high school was given as the main reason for these subjects being helpful.
7. All of the subjects had been necessary for the background needed for senior high school, according to 32 per-cent of the respondents.
8. Home-making, wood shop, social studies, physical education, mechanical drawing, chorus, English, science, algebra, general business, arts and crafts, and music were listed as least helpful subjects.
9. Certain subjects were listed by some students as the most helpful while other students listed the same subjects as least helpful. The difference in their choices was dependent upon the type of curriculum the respondents had taken in high school.
10. The teachers themselves were most helpful in teaching their courses.
11. The teachers gave aid to 40 per-cent of the students through guidance.
12. More aid could have been given to the Lockwood graduates in choosing high school courses.
13. The percentage of extra-curricular participation decreased in the senior high school.
14. Respondents indicated certain subjects should be added to the curriculum in the Lockwood Junior High School to aid students preparing for high school.
15. The greatest number of respondents suggested speech as an additional subject in the Lockwood curriculum.
16. The main reason 83 per-cent of the respondents indicated no subject deletions was that all of the subjects in the Lockwood Junior High School were necessary to form an adequate scholastic background.

17. A few of the respondents suggested dropping social studies, algebra, mathematics, English literature, typing, and chorus from the Lockwood Junior High School program.
18. Fifty per-cent of the respondents indicated the time spent on the subjects was satisfactory.
19. Within a month in the senior high school, 64 per-cent of the respondents felt they were a part of the school.
20. The change from a small school to a large school, the large number of students, and initiations were the problems which bothered 50 per-cent of the respondents.
21. No problems arose for 30 per-cent of the respondents.
22. Sixty-one per-cent of the respondents were satisfied that nothing more could have been done to help the students in making the change from the junior high school to the senior high school.
23. More information about the high school, more discipline, more work in English, more speech, more responsibility were indicated as ways in which aid could have been given to prepare students for senior high school.
24. Sixty-five per-cent of the respondents felt that they were equal scholastically to the students from the Billings Junior High Schools.
25. Seven of the respondents felt they were equal scholastically but behind socially when compared with the graduates from the junior high schools in Billings.
26. The broad scholastic background and the amount of individual attention were the main reasons the respondents were satisfied with the background received in the Lockwood Junior High School.
27. The girls chose eleven different occupational fields, with secretarial work as the main preference.
28. The boys chose nine occupational fields, with engineering as the main preference.
29. Occupational choices made in the junior high school were changed in the senior high school by 36 per-cent of the respondents.

Recommendations. From the results of the questionnaire, the following recommendations were made:

1. The orientation of the students should include an organized program of guidance in the Lockwood Junior High School. In addition, students should be aware of the fact that the entire faculty is available for the possible solution to any student problem that might arise.
2. Complete information of the courses in the senior high school curriculum should be available to the students and ample time given for the discussion and choice of the subjects within the curriculum fields.
3. For a better program of articulation and orientation, members of the faculty and students of the Billings Senior High School should be available to discuss such things as initiations, school functions and extra-curricular activities, methods of joining clubs, qualifications for the clubs, class schedules, and information about the senior high school itself.
4. Speech should be incorporated within the English program in the ninth grade of the Lockwood Junior High School to give the students a basic foundation in speech.
5. The unit in occupations in ninth grade social studies at the Lockwood Junior High School should be more comprehensive, so that the students might do more effective thinking in terms of those occupations for which they are most adequately suited.

BIBLIOGRAPHY

BIBLIOGRAPHY

UNPUBLISHED MATERIALS

Fitschen, Stuart E. "A Follow-up Study of 1942-1951 High School Graduates of Ronan, Montana." Unpublished Professional Paper, Montana State University, Missoula, 1954.

Hokanson, Raymond. "A Follow-up Study of the Graduates of Libby, Montana High School for the Years 1946-1950." Unpublished Professional Paper, Montana State University, Missoula, 1952.

Munson, John F. "A Follow-up Study of the Graduates of Victor, Montana High School for the Years 1947-1953." Unpublished Professional Paper, Montana State University, Missoula, 1954.

Peck, Ray L. "A Follow-up Study of Eighth Grade Graduates of the Bigfork High School District for the Years 1945, 1946, 1947, 1948, and 1949." Unpublished Professional Paper, Montana State University, Missoula, 1954.

APPENDIX

QUESTIONNAIRE

- I. Name (if you wish to give it) _____
- II. Present address _____
- III. Check the item that best describes your status
- _____ A. Sophomore
 - _____ B. Junior
 - _____ C. Senior
 - _____ D. High School Graduate
 - _____ E. Did not finish high school
- IV. In the Lockwood Junior High School
- A. What subject, or subjects, were most helpful to you in preparing for senior high school? _____
- In what ways? _____
- _____
- B. What subject, or subjects, were the least helpful to you in preparing for senior high school? _____
- Why? _____
- _____
- _____
- C. The teachers were most helpful in (Check one)
- _____ 1. Teaching their courses
 - _____ 2. Offering help with problems in school
 - _____ 3. Offering help with problems outside of school
 - _____ 4. Recreational activities
 - _____ 5. Other ways (Please state)

D. Could you have been helped more in choosing your high school courses? _____

In what ways? _____

V. How much did you take part in extra-curricular activities and school functions in the junior high school? (Check one)

Much _____ Little _____ None _____

VI. How much did you take part in extra-curricular activities and school functions in the senior high school? (Check one)

Much _____ Little _____ None _____

VII. Are there any subjects that you would add to the Lockwood Junior High School to aid students preparing for high school?

If so, name them and give your reasons for adding these subjects.

VIII. If you think more time should be spent on any subject, or parts of subjects, in the junior high school, would you please name them?

What are your reasons? _____

IX. Are there any subjects, or parts of subjects, you would drop from the Lockwood Junior High School?

If so, please name them and give your reasons for dropping these subjects.

X. If you think that less time should be spent on any subjects, or parts of subjects, in the Lockwood Junior High School, would you please name them?

What are your reasons for this? _____

XI. How long did it take to feel that you were a part of the group in the Billings Senior High School?

XII. Was there anything that bothered you about entering the Billings Senior High School?

XIII. Could you have been helped in making the change from the junior high school to the senior high school? _____

Would you please mention the ways that you could have been helped? _____

XIV. In your opinion, how did you compare with the students entering the senior high school from the junior high schools in Billings?

XV. In general, are you satisfied with the background you received in the Lockwood Junior High School? _____

Why? _____

XVI. What occupation were you planning to prepare for while you were still in the junior high school? _____

XVII. Have these plans changed since then? _____

If so, in what ways? _____
