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A follow-up survey of the high school graduates of Grass Range Montana 1920-1952

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A FOLLOW-UP SURVEY OF THE HIGH SCHOOL GRADUATES OF GRASS RANGE, MONTANA, 1920-1952

by

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CHAPTER I

THE PROBLEM

The problem involved in this study is to learn the opinions of the graduates of the Grass Range, Montana, High School, on ways to improve the school program to better meet the needs of the students.

Statement of the problem. The purposes of this study were: (1) to ascertain how well the past program has met the needs of the graduates; (2) to determine the graduates' opinions as to the value of the individual subjects, and (3) to make recommendations regarding the program to be offered by Grass Range High School.

The general importance of the problem. In a high school as small as Grass Range High School, limited finances, equipment, space and teaching staff make it necessary to offer a very curtailed program for the students. By alternating subjects and enlarging some classes by including two-year groups, it is possible to increase the offerings to some extent. However, the fact remains that the principal must continually be weighing one subject against another in attempting to choose which subjects to offer and which to eliminate. College preparatory subjects must be weighed against terminal education subjects and general background courses against vocational courses, in choosing the courses and subjects considered

most valuable.

An administrator must be careful not to depend too much on his own experiences and also be wary of whose ideas he does follow in determining the school program to best meet the needs of the students.

The opinions of the graduates of a high school should be valuable for curriculum building, not as an end in themselves but as one source of information, to be used with the broader knowledge of trained curriculum experts.

No survey had ever been made oovering the graduates of the Grass Range, Montana High School. The number of subjects offered each year to the students has been small. The school board, teachers, and many members of the community agreed that a survey of the graduates should be made in an effort to determine how well the school program has met their needs and use this information as an aid for revision of the curriculum for Grass Range High School.

DEFINITION OF TERMS

Subjects. The term subjects shall generally mean the individual classes but shall also include the fields such as English, mathematics, science and history where the graduates have named them as subjects.

Curriculum. In this paper the term, curriculum, shall mean the school curriculum in the narrow sense and shall be synonomous with school program rather than the sum total of the school experiences.

Limitations of this study. This study is limited to the graduates of Grass Range High School from its first graduating class of 1920

to and including the graduates of 1952. The year of graduation or the sex of the graduate was not asked in the questionnaire. In such a small school it is very impractical to have many classes where boys or girls are separated.

Cognizance must be taken of the fact that, with a study of this type, the rating of a school by past graduates is not necessarily the same as it would be by future graduates. The facts must be recognized that eighteen of the graduates were not located and that seventy-nine others did not return their questionnaires. Their answers could possibly change the trends observed in the returned questionnaires.

Caution must be observed that not too much importance be attached to the results. However, the educational aims of the school must be generally similar now to those of the past and the near future. The opinions of the graduates may be used as one source of information for evaluation of the school program.

Procedure and sources of information. Published articles covering similar studies were reviewed before preparing the questionnaire. Prior to the writing of this paper unpublished professional papers of a similar nature were studied, three such similar Montana studies having been completed since this study was begun.

To make a survey of this type, one of the first big hurdles was to locate the past graduates of Grass Range High School. Many means were employed to do this. Some of the alumni were still local residents. From these local members of different graduating classes it was possible to obtain the addresses of many of their classmates and school-day friends. In some instances, graduates had married relatives or friends of people

still living in the community and from them were obtained leads which led to contact.

In one instance, information was received that a woman graduate was living in Billings but her married name or her address could not be found. Her Billings address was secured through her parents, who were then living in California. In another instance, knowledge was obtained that a male graduate was living in Denver, Colorado, but the street address was not known. A friend in Denver was asked to obtain his address from the telephone directory.

Some questionnaires were sent to the addresses of near relatives of graduates with the request that the letter be forwarded. Telephone directories of nearby towns and cities were employed as sources of addresses. Many people in the community became interested and contributed to the success of the project by contacting friends and relatives who provided either addresses or information that led to obtaining them.

One graduate was located at a lonely missionary post in North Nigeria, West Africa. The Aleutian Islands, Korea, the Philippine Islands, several European countries and towns and cities from coast to coast in the United States were represented as homes of past graduates.

During the thirty-three year period covered, 244 students were graduated. Ten of these were deceased and addresses could not be found for eighteen. A questionnaire containing the questions pertinent to this study was mimeographed and mailed in January, 1953, to each of the located graduates with a stamped addressed envelope included for the return. Of the 216 questionnaires mailed, answers were received from 137, or sixty-three per cent of the graduates located.

CHAPTER II

REVIEW OF RELATED MATERIAL

Follow-up studies seem to be becoming more popular in Montana than they have been previously. Three such studies have been completed in the last two years with purposes bordering on those of this study though none of these was done with the same stated purposes or covered the same type of a group.

Mr. Fisher's[1] study considered mainly the economic viewpoint of the graduate, together with satisfactory job placement and income. Because his study covered only the years from 1946 through 1950, the experiences of the group were limited. Mr. Fisher did ask the graduates which subjects had helped them the most and which subjects had helped them the least. These were the only questions in his work pertaining to subject matter which were the same as those asked for this study. Subjects named by the boys as having helped them the most were mathematics, shop and sciences in that order. In answer to the same question the girls named home economics, typing and bookkeeping in that order. Little or

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[1] Earl Fisher, "A Survey of the Graduates from the Hot Springs, Montana High School for the Years 1946-50 Inclusive." (Unpublished Professional Paper, Montana State University, Missoula, 1952).

no response was received when he asked for the subjects of little value.[2]

The study completed by Mr. Hokanson[3] covered a much larger school than this study. Only the more recent graduates were considered by him, those of 1946 through 1950. Mr. Hokanson did ask for a general rating on thirty-two subjects. Bookkeeping, typing, and trigonometry were the top three on the list of those reported as giving a great deal of help.[4] However, rating of certain areas of school training was sought more than specific subject designation. Using good English was designated most, ability to read well was second and using basic mathematical skills was third in frequency of mention as areas applied in post-high school experiences.[5]

Mr. Fitschen's[6] study of the graduates of Ronan High School had much more similarity to the present study than either of the other two studies, although Mr. Fitschen covered only a ten-year period, 1942 through 1951, as contrasted to the thirty-three years included in this study. Many of the questions asked in the survey by Mr. Fitschen were similar to those asked for this study.

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[2] Fisher, Ibid., p. 22.

[3] Raymond 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).

[4] Ibid., p. 34.

[5] Ibid., p. 46.

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

A summary of Mr. Fitschen's findings shows that the subjects named by the boys as having been of most value in making a living were English, agriculture and general mathematics. Of most value to the girls in making a living were typing, English, and bookkeeping. Boys named English, agriculture and speech as the subjects which had the most value to them in daily living contacts with others while the girls named English, home economics and sociology. Subjects thought of least value by boys were algebra, history, and biology. Girls considered algebra, geometry and history of least value to them. Subjects which all boys should take in high school named most often by boys were English, general mathematics and physical education. Girls named home economics, typing, and English first on the list of subjects which all girls should take in high school.[7]

Ronan has approximately six times the population of Grass Range and is located in a different section of the state. Ronan is also somewhat closer to an institution of higher learning than is Grass Range. These differences are cited to indicate the variation one might expect in the reactions of the graduates.

A study made in Iowa by Mr. Hetzel[8] included all the graduates of the Sumner, Iowa High School. He did not attempt to learn subject reactions but to determine the vocational status of the graduates. This study covered the graduates during the years 1892 to 1939 inclusive.

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[7] Fitschen, Ibid., pp. 65-69.

[8] Walter L. Hetzel, "Occupational Survey of All the Graduates of an Iowa High School." Journal of Educational Research, 37:193-6, November, 1943.

Many other studies were read by the author but no more were found which had a similar purpose.

CHAPTER III

BACKGROUND OF STUDY

Community. Grass Range is an incorporated town of approximately 210 population in Fergus County, Montana. The town is situated on U. S. Highway No. 87, thirty-one miles east of Lewistown, forty-six miles north of Roundup and twenty-four miles west of Winnett. The existence of Grass Range depends entirely on the surrounding agricultural territory as it has no industry. In order of importance the agricultural products are: (1) cattle, (2) wheat, (3) hay, and (4) sheep.

Grass Range is located on a branch line of the Chicago, Milwaukee, St. Paul, and Pacific Railroad which runs from Lewistown to Winnett. Two buses each way daily from Great Falls and Billings complete the public transportation system through the town.

The businesses of the town include: one general store with groceries, meat, clothing, dry goods, shoes and hardware; one grocery store with meat market, locker plant and wholesale liquor store; one modern hotel; two bars; one barber shop; one cafe; three garages with filling stations attached; one grain elevator; one insurance office; one railroad depot and the Post Office.

The town contains three churches; Catholic, Lutheran, and Community Protestant. There are a Masonic Lodge and a Chapter of the

Eastern Star.

The cemetery on the edge of town was started by the American Legion post in the town but has been taken over by the town since the Legion post was inactivated.

Grass Range does not have a city water system or a city sewage system. Many of the residents have drilled wells and put in their own water and sewage systems but this has been limited to the homes in which the owners are living and it has been impossible to rent a modern house.

During the years of, and after the first World War Grass Range grew in size to almost four hundred persons but the depression plus many fires, which reduced the business district by more than half, brought the town down to its present size. Increasing use of machinery on the farms and ranches with the vastly larger ranch units thinned out the population in the surrounding country. This, together with improved transportation facilities, has lessened the need of a large business district in the town.

People. The people of the Grass Range Community are of hard-working, pioneer stock with many of the families related in some manner by marriage. School records reveal that the educational level of the parents of the students is comparatively low. Few have completed high school and many have never attended high school.

In the early depression years, when Grass Range was still trying to pay off the bonds for the high school building, a school mill levy of ninety-nine mills was carried by the people, the highest levy in Montana. The present school levy is twenty-three mills. This shows the tremendous importance which people attached to education when farm incomes were low.

Within the past few years however, with agricultural prosperity, the people of the community compare farm income with professional incomes and have less respect for the values of an education.

Schools. The school system of Grass Range is composed of two buildings located on approximately five acres of ground on the eastern edge of town. The school buildings are about three blocks from the center of the business district. One building is a frame building and houses the first six grades in two rooms at the front of the building. In the rear of the building the high school shop occupies one large room. This building was built in 1908. The high school building is of brick construction, built in 1918 and includes the two high school classrooms, typing room, office and gymnasium on the main floor, the science room, junior high school room, lunch room, lavatories, boiler room and locker rooms in the basement.

Three teachers are employed in the elementary school while two teachers plus the principal do the teaching in the high school. Both schools are fully accredited.

The program of the classes in Grass Range High School has held to the pattern of preparing for college entrance throughout its existence. In addition to this, commercial has been taught to the extent of two years typing, one year of shorthand, one year of bookkeeping, one year of general business training, one-half year each of business mathematics, business English and commercial law. One year of woodworking shop and one year of sewing has been offered. Other subjects, beyond the college entrance course, have been offered, depending on the qualifications of the teachers.

Band, glee club, piano, advanced shop, cooking, geology, occupations, higher mathematics, radio physics, and agriculture have been offered at various times when qualified personnel were present and students desired these subjects.

CHAPTER IV

PRESENTATION OF FINDINGS

Size of graduating classes. The size of the graduating classes has varied from one graduate in 1920 and one in 1922 to thirteen in 1936 and thirteen in 1939. The average size of graduating classes over the thirty-three years was between seven and eight graduates per year. No definite trend is shown as the numbers seem to vary from year to year though the numbers were generally smaller during the first ten years and generally larger during the second ten years of the school's existence.

Slightly more girls than boys have been graduated from Grass Range High School but the numbers are close with 126 girls and 118 boys comprising the 244 total number of graduates.

Occupations of graduates. As might be expected of the graduates of any high school, from one to thirty-three years after graduation, the largest single occupation represented was housewife, with fifty-one of the graduates naming that as their present occupation. Five of these named it as their first occupation after graduating but not one named it as the occupation they desired while in high school. It is possible that more women returned their questionnaires than men. This would explain the large number of housewives represented. For a ranching and farming

community it seems natural that the next largest group was farmers and ranchers but the number, thirteen for this group, seems smaller than one might expect. The next largest group included those in service with seven in the navy and four in the air force. Next in line were seven teachers, then six nurses. These were the only occupations represented by more than three of the graduates. The complete list of occupations of the graduates may be found in Table II on page 16.

Further education of graduates. For a small school in an agricultural community one hundred miles from the nearest college or trade school, a large number of the graduates pursued their education beyond high school. Of the 137 graduates who returned their questionnaires, forty-six did not attend any school after leaving high school.

Sixty-six of the respondents attended college and twenty-eight entered a trade school. The nurses' training was classed under trade schools for this study as much of it was done in hospitals without college connections. Schools attended in the armed services were not included in this study. From Table III on page 17 the fact may be observed that the college training varied from seventeen students who went less than one year to three who attended for eight years. Those who attended trade schools varied from eleven who stayed less than one year to ten who completed their three-year course. These ten were all nurses. Three graduates attended both college and a trade school.

Subject considered of most value. For the purpose of this study the subjects considered of most value and of next most value shall be totaled. The fact that they are mentioned in one, two order by the

TABLE I

TOTAL NUMBER OF HIGH SCHOOL GRADUATES OF GRASS RANGE, MONTANA, BY YEAR AND SEX, 1920-1952

Year	Male	Female	Total
1920		1	1
1921	1	1	2
1922	1		1
1923	2	2	4
1924	4	3	7
1925	3	2	5
1926	3	4	7
1927	3	4	7
1928	4	2	6
1929	3	6	9
1930	4	2	6
1931	5	3	8
1932	1	7	8
1933	3	6	9
1934	5	6	11
1935	10	2	12
1936	5	8	13
1937	1	4	5
1938	4	2	6
1939	8	5	13
1940	2	4	6
1941	3	7	10
1942	5	5	10
1943	2	4	6
1944	6	4	10
1945		4	4
1946	4	7	11
1947	5	4	9
1948	6		6
1949	5	3	8
1950	3	6	9
1951	2	3	5
1952	5	5	10
Totals	118	126	244

TABLE II

PRESENT OCCUPATIONS OF HIGH SCHOOL GRADUATES
OF GRASS RANGE, MONTANA, 1920-1952

Occupation	Total
Housewife	51
Ranching and farming	13
Navy	7
Teacher	7
Nurse	6
Air force	4
Bookkeeper	3
Service station operator	3
College student	3
Retail merchant	2
Salesman	2
Construction equipment operator	2
Physician	2
Real estate dealer	2
Bank employee	2
Department store cashier	2
PBX operator	1
Logger	1
Apartment house landlady	1
Auto service manager	1
School superintendent	1
Truck driver	1
Sanitary engineer	1
Account service representative	1
Aircraft metal fabricator	1
Highway patrolman	1
Auto mechanic	1
Telephone repairman	1
Elevator operator	1
Cook	1
Waitress	1
Carpenter	1
Dairy plant superintendent	1
Desk clerk	1
Mechanical facilities engineer	1
X-ray technician	1
Office manager	1
Civil engineer	1
Store clerk	1
Vocational counselor	1
Artist	1
Stenographer	1

TABLE III

FURTHER EDUCATION OF RESPONDENTS AFTER GRADUATION FROM GRASS RANGE, MONTANA, HIGH SCHOOL, 1920-1952

Extent and Type of Education		Total
Number attending college		66
Less than one year	17	
One year	10	
Two years	13	
Three years	6	
Four years	8	
Five years	9	
Six years	0	
Seven years	0	
Eight years	3	
Number attending trade school		28
Less than one year	11	
One year	3	
Two years	4	
Three years	10	
Number with no further education		46

graduates should establish importance to the graduate. Because some graduates named subjects such as geometry and Latin while others named fields such as mathematics and English, both are given as subjects in Table IV on page 19 and will be discussed as such. Grouping into fields might present a more accurate picture but the intention of the graduates is not known so no liberty has been taken to change any of the answers from the wording which was used by the graduates.

English leads the list with seventy-three naming that subject as most valuable or next most valuable. A close second was mathematics with sixty-three. Actually on the most valuable list, mathematics was first, leading English thirty-six to thirty-two. Next, but farther down the list, twenty-three supported typing as of great value. Science with fifteen, physics with eleven and chemistry with seven complete the first six on the list. The last three named could very conveniently be grouped as science but this has not been done. Each is considered as named.

Subject considered of least value. Named most frequently on the list of subjects of least value was history named by twenty-three respondents as of least value or of next least value. Next was chemistry with ten votes, followed by typing and physics with nine each, then algebra, shorthand and world history, each mentioned eight times. Geometry and Latin with seven tallies, biology with six and science with five completes the eleven named first on the list of least valuable subjects. As has been previously noted, some graduates named fields while others named subjects.

Table V on page 20 shows that more subjects were named on the list of least value than on the list of most value when compared with

TABLE IV

FREQUENCY OF RESPONSE TO THE QUESTION, "WHAT SUBJECT THAT YOU TOOK IN HIGH SCHOOL DO YOU FEEL HAS BEEN OF MOST VALUE TO YOU?" ASKED OF THE HIGH SCHOOL GRADUATES OF GRASS RANGE, MONTANA, 1920-1952

Subject	Most Value	Next	Total
English	32	41	73
Mathematics	36	27	63
Typing	16	7	23
Science	8	7	15
Physics	6	5	11
Chemistry	4	3	7
Psychology	5	1	6
Woodworking	5	1	6
Algebra	4	2	6
Music	2	3	5
General science	2	2	4
Shorthand	1	3	4
Bookkeeping	1	3	4
History		4	4
Biology	3		3
Latin	1	2	3
Spelling		3	3
Home economics	2		2
Geometry	1	1	2
American history		2	2
Commercial		2	2
Reading	1		1
Business arithmetic	1		1
Art	1		1
Piano	1		1
Social science		1	1
Journalism		1	1
Aerodynamics		1	1
Mechanical drawing		1	1
Law		1	1
Business training		1	1
Music appreciation		1	1

TABLE V

FREQUENCY OF RESPONSE TO THE QUESTION, "WHAT SUBJECT DID YOU TAKE IN HIGH SCHOOL THAT YOU FEEL HAS BEEN OF LEAST VALUE TO YOU?" ASKED OF THE HIGH SCHOOL GRADUATES OF GRASS RANGE, MONTANA, 1920-1952

Subject	Least value	Next	Total
History	17	6	23
Chemistry	5	5	10
Typing	6	3	9
Physics	3	6	9
Algebra	6	2	8
Shorthand	3	5	8
World history	3	5	8
Geometry	6	1	7
Latin	5	2	7
Biology	3	3	6
Science	3	2	5
Foreign language	4		4
Social science	3	1	4
Literature	2	2	4
English	1	3	4
Band	3		3
Bookkeeping	3		3
Dramatics	3		3
Mathematics	2	1	3
Economics	2	1	3
Occupations	2	1	3
Geology	2	1	3
Geography	2	1	3
Mechanical drawing	1	2	3
Sociology	1	2	3
Psychology	2		2
Physical education	2		2
Glee club	1	1	2
Business mathematics	1	1	2
Music	1	1	2
Commercial law	1	1	2
Art	1	1	2
Public speaking	1		1
Home economics		1	1
Business training		1	1
Vocational guidance		1	1
Piano		1	1
Etiquette		1	1
Radio repair		1	1
All are of value	21		21

Table IV on page 19. Also of interest is that twenty-one graduates refused to name any of least value but commented that all are of value.

Subjects which graduates wish they had taken. This list was long and varied with forty subjects named, but as with the other lists, the top few subjects received a large portion of the designations. The top twelve in order were home economics with thirty-one, bookkeeping with twenty-two, typing with nineteen, shorthand with sixteen, industrial arts with eleven, more mathematics with nine, physics with eight, chemistry with eight, Latin with eight, modern languages, public speaking and music with seven each.

Answers to this question reveal a feeling of need for more varied industrial courses as much of the length of the list in Table VI on page 22 is due to the naming of trade courses, many of them mentioned only once. This need for vocational subjects has been felt in Grass Range for some time now.

Subject liked most in high school. A few of the graduates named two subjects in answer to this question so Table VII on page 23 lists 145 answers from 137 graduates. In order, the first three were English with twenty-eight, mathematics with twenty-four and typing with twenty. Next were history and science named by ten each, followed by shorthand mentioned by seven, and physics, chemistry, and algebra with five each. Table VII on page 23 gives the complete list.

Subject liked least in high school. Many of the graduates did not answer this question making Table VIII on page 24 show only 107 answers contrasted with 145 subjects listed as those liked most. Heading

TABLE VI

FREQUENCY OF RESPONSE TO THE QUESTION, "WHAT SUBJECT, WHICH WAS NOT OFFERED OR WHICH YOU DID NOT TAKE, DO YOU WISH YOU HAD TAKEN?" ASKED OF THE HIGH SCHOOL GRADUATES OF GRASS RANGE, MONTANA, 1920-1952

Subject	Total
Home economics	31
Bookkeeping	22
Typing	19
Shorthand	16
Industrial arts	11
More mathematics	9
Physics	8
Chemistry	8
Latin	8
Modern language	7
Public speaking	7
Music	7
Trigonometry	6
Geometry	6
Biology	5
Civil law	5
Algebra	4
Advanced algebra	4
Band	4
More English	4
Agriculture	3
Business arithmetic	2
Science	2
Psychology	2
Spanish	2
Art	2
Commercial	2
More history	1
Solid geometry	1
Construction engineering	1
Journalism	1
Physical education	1
Auto repair	1
Diesel maintenance	1
Electrical training	1
Drafting	1
More American government	1
Debate	1
Mechanical drawing	1
Crafts	1

TABLE VII

FREQUENCY OF RESPONSE TO THE QUESTION,
"IN HIGH SCHOOL WHAT SUBJECT DID YOU LIKE MOST?"
ASKED OF THE HIGH SCHOOL GRADUATES OF
GRASS RANGE, MONTANA, 1920-1952

Subject	Total
English	28
Mathematics	24
Typing	20
History	10
Science	10
Shorthand	7
Physics	5
Chemistry	5
Algebra	5
Art	4
Geometry	3
Woodworking	3
Home economics	2
Music	2
Bookkeeping	2
Foreign language	2
Botany	2
World history	2
Physical education	1
Dramatics	1
Economics	1
Biology	1
Psychology	1
American history	1
Piano	1
Public speaking	1
Occupations	1

TABLE VIII

FREQUENCY OF RESPONSE TO THE QUESTION,
"IN HIGH SCHOOL WHAT SUBJECT DID YOU LIKE LEAST?"
ASKED OF THE HIGH SCHOOL GRADUATES OF
GRASS RANGE, MONTANA, 1920-1952

Subject	Total
History	24
English	19
Mathematics	10
Chemistry	6
Geometry	6
Algebra	6
Latin	4
Bookkeeping	4
Social science	3
Shorthand	3
Government	3
Science	3
Physics	2
Biology	2
World history	2
Literature	2
Typing	2
Economics	1
Guidance	1
Dramatics	1
General science	1
Physical education	1
Woodworking	1

this list was history named twenty-four times, English nineteen and mathematics ten. These three subjects, first on this list, were also in the first four on the list of subjects liked most. This seems to indicate that liking one of these subjects was followed by disliking one of the others as these three subjects accounted for one-half of all subjects named as those liked least. One reason why these subjects might be expected to be high on both lists is that they are fields which have been compulsory for all students so all graduates have taken them and thus have opinions regarding them. Chemistry, geometry, and algebra with six designations and Latin and bookkeeping named four times each complete the first eight on the list. All others on the list were named three times or less each.

Subjects which all boys should take. Some of the graduates named many subjects here, others named only one, while a few did not answer so Table IX on page 26 does not indicate the number of graduates answering.

Mathematics is first, being named forty-eight times, followed in order by English, named thirty times, shop twenty-eight times, science twenty-two, bookkeeping fifteen, history thirteen, public speaking and typing twelve times each. These eight subjects were the ones named more than seven times each, with thirty-two other subjects being named. Of interest is the fact that home economics was included here by one graduate, while on this list appears many new subjects such as sex education named by three graduates, salesmanship by two, first aid by one, public relations by one and commercial art by one.

TABLE IX

SUBJECTS WHICH ALL BOYS SHOULD TAKE IN HIGH SCHOOL AS NAMED BY GRASS RANGE, MONTANA, HIGH SCHOOL GRADUATES, 1920-1952

Subject	Frequency
Mathematics	48
English	30
Shop	28
Science	22
Bookkeeping	15
History	13
Public speaking	12
Typing	12
Business training	7
Algebra	6
Physical education	5
Chemistry	5
Socio-economics	4
Business mathematics	4
Physics	4
Biology	4
Government	4
Foreign language	3
Agriculture	3
Mechanics	3
Sex education	3
American history	3
Trade subjects	3
Trigonometry	2
Spelling	2
Psychology	2
Salesmanship	2
Social science	2
Driver training	2
Music	2
Home economics	1
Shorthand	1
Geometry	1
First aid	1
Guidance	1
Public relations	1
Social hygiene	1
Reading	1
Latin	1
Commercial art	1

Subjects which all girls should take. Heading this list and mentioned almost three times as often as the next subject named was home economics, named seventy-five times. English and typing were next, being named twenty-nine times each, followed by mathematics with sixteen, shorthand fourteen, bookkeeping thirteen and history with nine. The remainder listed were named six times or less each and included such things as sex education, mentioned four times, shop three times, home mechanics twice, leathercraft once, and law and commercial hair styling once each. These are mentioned from the list because they are new to the listing or are subjects once thought of as only for boys. Table X on page 28 gives the complete list.

Extra-curricular activities considered most valuable. Basketball and sports were each named nineteen times to lead this list which is given in Table XI on page 29. Music and dramatics were next, each designated fifteen times. Glee club was fifth, named thirteen times and school paper sixth, mentioned eleven times. The seventh specified activity was student government which is an interesting fact. Too often this is not thought of as an activity and consequently is neglected.

Extra-curricular activities considered least valuable. Comparatively few of the graduates answered this question as may be seen in Table XII on page 30. This fact might indicate that students generally do not participate in activities which they do not like and are hesitant about naming some activity they liked as having little value. The activities are usually more fun than the school subjects.

TABLE X

SUBJECTS WHICH ALL GIRLS SHOULD TAKE IN HIGH SCHOOL AS NAMED BY GRASS RANGE, MONTANA, HIGH SCHOOL GRADUATES, 1920-1952

Subject	Frequency
Home economics	75
English	29
Typing	29
Mathematics	16
Shorthand	14
Bookkeeping	13
History	9
Science	6
Public speaking	6
First aid	6
Socio-economics	4
Biology	4
Sex education	4
Latin	3
Government	3
Music	3
Shop	3
Home mechanics	2
American history	2
Physical education	2
Human relations	2
Psychology	2
Art	2
Driver training	2
Algebra	2
General business	2
General science	1
Leathercraft	1
Debate	1
Commercial hair styling	1
Nursing	1
Office practice	1
Business mathematics	1
Social hygiene	1
Chemistry	1
Public relations	1
Law	1
Foreign language	1
Geography	1

TABLE XI

FREQUENCY OF RESPONSE TO THE QUESTION, "WHAT EXTRA-CURRICULAR ACTIVITY DO YOU FEEL HAS BEEN MOST VALUABLE TO YOU?" ASKED OF THE HIGH SCHOOL GRADUATES OF GRASS RANGE, MONTANA, 1920-1952

Activity	Most valuable	Next	Total
Basketball	16	3	19
Sports	11	8	19
Music	13	2	15
Dramatics	11	4	15
Glee club	6	7	13
School paper	6	5	11
Student government	2	4	6
Woodworking	3	1	4
Track	1	2	3
Physical education	1	2	3
School parties	1	1	2
Football	1	1	2
Dancing	1	1	2
School annual		2	2
Office work		2	2
Band	1		1
Piano	1		1
Clubs	1		1
Auto mechanics	1		1
Debate	1		1
4H work	1		1
After school work	1		1
Girl Scouts		1	1
Prom		1	1
Carnival		1	1
Baseball		1	1
All helped	1		1

TABLE XII

FREQUENCY OF RESPONSE TO THE QUESTION, "WHAT EXTRA-CURRICULAR ACTIVITY DO YOU FEEL HAS BEEN LEAST VALUABLE TO YOU?" ASKED OF THE HIGH SCHOOL GRADUATES OF GRASS RANGE, MONTANA, 1920-1952

Activity	Least valuable	Next	Total
Glee club	6	4	10
Basketball	8		8
Dramatics	4	1	5
Band	2	1	3
Physical education	1	2	3
Music	2		2
Debate	1		1
Declamatory	1		1
Pep club	1		1
Football	1		1
School paper	1		1
Clubs		1	1

Glee club was named most, by ten graduates, basketball by eight, dramatics by five, band and physical education by three each. Others were named only once or twice each. This list was short with only twelve activities being named, in contrast to twenty-six activities being included on the list of most valuable activities.

Extra-curricular activities, not participated in, which would have been of value. Only forty-eight graduates answered this question and named eighteen different activities with no one activity receiving many designations. Most mentioned were band and dramatics with seven each, followed by school paper and public speaking with six each, orchestra with five, music with four and shop with two. Each of the others mentioned were named once each. Table XIII on page 32 gives the complete list of activities which respondents thought would have been of value to them.

Vocational value of a high school education. Ninety-five of the respondents stated that a high school education had helped them get a job while nine said that it had not helped them get any job. Thirty-three did not answer the question pertaining to this. Ninety-four stated that a high school education had helped them in a job. One replied that his high school education had never helped him in a job and forty-two refrained from answering.

Guidance in planning program. Of the 109 respondents who answered this question, forty-two stated that a teacher had helped them plan their choice of subjects while in high school and sixty-seven said that they had not received any aid from a teacher in planning their program. Twenty-nine said that some person, other than a teacher, had

TABLE XIII

FREQUENCY OF RESPONSE TO THE STATEMENT, "LIST EXTRA-CURRICULAR ACTIVITIES IN WHICH YOU DID NOT PARTICIPATE BUT WHICH YOU FEEL WOULD HAVE BEEN OF VALUE TO YOU." BY THE GRASS RANGE, MONTANA, HIGH SCHOOL GRADUATES, 1920-1952

Activity	Total
Band	7
Dramatics	7
School paper	6
Public speaking	6
Orchestra	5
Music	4
Shop	2
Glee club	1
Basketball	1
Football	1
Track	1
Debate	1
Art	1
F. F. A.	1
Agriculture	1
Photography	1
Conducting meetings	1
Dancing	1

helped them choose their subjects. Forty-seven said no other person had helped them make a choice. In almost every case where the graduate stated that someone else had helped him, the parent was named as the one giving such aid. Sixty-one omitted answering this question.

Ways to increase the value of high school to the student. These statements were extremely varied in their wordings but the meanings expressed follow quite definite patterns. Several respondents wrote nothing while many named several different ways of improving the service of the high school to the student.

First in frequency of mention was the need for a strong guidance program, including testing. Necessity for guidance was stressed by thirty-one respondents. Second in number of times mentioned was the importance of stressing the value of education to the students, named by twenty-eight graduates. More practical courses of the vocational type were thought a necessity by twenty-five graduates while eighteen said that the school curriculum should be broadened. Nine graduates stated that the basic classical subjects should be stressed more, while eight wanted the basic subjects made more practical, and eight believed that a small school should make an extreme effort to obtain only superior teachers. High school standards should be raised and students should be taught to respect others were suggestions offered by seven respondents each.

Contradictions were frequent in suggestions made to increase the value of the school to the student. Three respondents wanted more self-government while five desired to see stricter discipline in high school. Six would like to see extra-curricular activities stressed more

TABLE XIV

FREQUENCY OF VOLUNTEER SUGGESTIONS FOR IMPROVING THE VALUE OF HIGH SCHOOL TO THE STUDENT, EXPRESSED BY THE GRADUATES OF THE GRASS RANGE, MONTANA, HIGH SCHOOL, 1920-1952

Suggestions	Frequency
Build strong guidance and testing program	31
Impress students with value of high school	28
Increase training in vocational subjects	25
Broaden the high school curriculum	18
Stress basic classical subjects	9
Make basic subjects more practical	8
Hire only superior teachers	8
Raise standards of class work	7
Teach students to respect others	7
Teach more on social relations	6
Stress extra-curricular activities more	6
Instill stricter discipline	5
Build more community interest in school	5
Require public speaking of all students	5
De-emphasize athletics	4
Give more individual attention	4
Have more self-government in school	3
Hire more teachers	2
Have less memorization	2
Give boys more mathematics and science	2
Require commercial subjects of girls	1
Get a better plant and equipment	1
Increase the interest of the students	1

and four would de-emphasize athletics. Some graduates believed that the high school is doing a better job now than earlier and others feel that much is lacking in secondary education today.

Recognized by many graduates was the need for more training in social adjustment through courses in social relations, marriage, and sex as well as training in methods of expression, such as public speaking, writing, and spelling.

One graduate said, "A high school diploma does not necessarily mean that the holder can spell or write a complete paragraph."

Another stated, "I think Grass Range has gone a long way toward bringing more concrete subjects within the grasp of the student and eliminating abstract subjects."

Another offered, "I believe that the curriculum that a student takes should definitely be geared to his ability and his wants."

One wrote, "Impress upon the student the value of a high school education as a basis for higher education and everyday good living."

A list of the ideas expressed, in brief, together with the frequency of mention of each, is shown in Table XIV on page 34.

CHAPTER V

SUMMARY, FINDINGS AND RECOMMENDATIONS

Summary. In summarizing this study, the purposes stated in Chapter One shall be briefly reviewed.

The first purpose was to determine how well the school programs of the past years have served the needs of the graduates. The second purpose was to receive the opinions of the graduates regarding the value of subjects to them. The third purpose was to make recommendations regarding changes in the high school program if any were indicated by this study.

To achieve these purposes this study was made by drafting and sending a questionnaire to each of the located graduates to obtain the desired information. Of 244 graduates, 216 were located and sent a questionnaire. One hundred and thirty-seven or sixty-three per cent of these questionnaires were completed and returned. This seems a rather good return when consideration is given to the fact that the study covers graduates over a thirty-three year period.

The findings, as listed next in this chapter, discuss achievement of the first two purposes. The last section of this chapter is given to the fulfillment of the third purpose. In the interest of clarity

and simplicity, both the findings and the recommendations are listed.

FINDINGS

From this study the following findings were ascertained:

1. The high school has generally met the needs of the graduates. Only one respondent said that his high school education had been of no value to him in his work.

2. The average size of graduating classes was between seven and eight members.

3. Slightly more girls than boys have been graduated.

4. Respondents were engaged in forty-two different occupations.

5. Sixty-six of the respondents attended college and twenty-eight enrolled in trade schools.

6. Forty-six graduates had no further formal education after high school.

7. English and mathematics were named most often by the graduates as the most valuable subjects.

8. History was considered the least valuable subject.

9. Home economics and commercial subjects were named most frequently as those which graduates wish they had taken in high school.

10. Respondents liked English, mathematics, and typing the best while in high school.

11. History, English, and mathematics were the subjects named most frequently as least liked.

12. Mathematics should be studied by boys.

13. Home economics should be a required subject for all girls.

14. Extra-curricular activities in general are valuable for all.

15. A high school education is definitely of value in obtaining a job and in doing the work.

16. Not enough time was spent by teachers or parents in helping the students plan their school programs.

17. Graduates think a strong guidance and testing program would aid the students.

18. The school has not spent enough time stressing the value of school to the student.

19. The school curriculum should be broadened to include more vocational courses.

20. Basic classical subjects should be taught to all, but more practical applications should be included.

RECOMMENDATIONS

Evaluation of the findings of this study seems to substantiate the following recommendations for Grass Range High School.

1. College entrance courses should be kept as an integral part of the school curriculum.

2. More teachers should be employed to increase the subject offerings to the students.

3. The guidance program should be enlarged to include more complete testing and use of the information to aid the student in his choice of subjects.

4. More stress should be placed on grammar and its usage. Spelling, letter writing, and vocabulary should be emphasized.

5. A course in public speaking should be required of all students.

6. More courses in mathematics should be offered, but algebra and geometry should not be required.

7. The course in American history should be broadened to include more of the world history leading up to the American history period. Current history should be part of this course also. This would become a two-year subject then. Some of the other history could be eliminated except for the student planning to attend college.

8. The home economics department should be enlarged to include the most complete program possible.

9. Vocational courses, including agriculture, should be added to the school program and offered in a sequence so that all students would have a chance to take several if desired.

10. The English offerings and those of the commercial field should be kept and added to if possible.

11. As many extra-curricular activities as possible should be offered and more importance given to those outside the field of sports.

12. More time and effort should be spent to impress upon the students the values of each subject and activity in high school. People in the community, in addition to teachers, should participate in this program.

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APPENDIX

QUESTIONNAIRE

This questionnaire is being sent to you in hopes that you will answer it and send it back to me in the enclosed, self-addressed, stamped envelope. The purpose of the questionnaire is to collect the opinions of all the graduates of Grass Range High School and use those opinions in an attempt to provide an educational curriculum for the students that will be of more value to them and at the same time eliminate the subjects least valuable. It is felt that the graduates of a school, as a group, should have some excellent ideas based on experience and we would like to make use of those ideas.

It is not necessary to put your name on the questionnaire unless you so desire.

A professional paper for a Masters degree will be written, based on the results. The results will be available to all graduates upon request.

Supt. George C. Gaynor

Present occupation _____

Duties _____

First occupation after graduation _____

Main occupation since graduation _____

While in school what occupation did you desire? _____

After graduating from high school did you:

Attend college? _____ How long? _____ School?_____

Attend trade school? _____ How long? _____ School? _____

Other school? _____ How long? _____ School? _____

Have you served in the armed forces? _____ How long? _____

Type of work in the armed forces _____

What subject that you took in high school do you feel has been of most value to you? _____ Next? _____

What subject did you take in high school that you feel has been of least value to you? _____ Next? _____

What subject, which was not offered or which you did not take, do you wish you had taken? _____

Another? _____

In high school what subject did you like most? _____

In high school what subject did you like least? _____

If you feel that there are any subjects which all boys should take in high school, please name them _____

_____

If you feel that there are any subjects which all girls should take in high school, please name them _____

_____

What extra-curricular activity do you feel has been most valuable to you? _____Next? _____

What extra-curricular activity do you feel has been least valuable to you? _____Next? _____

List extra-curricular activities in which you did not participate but which you feel would have been of value to you _____

_____

Do you feel that a high school education has ever helped you get a job? _____ Type of work? _____

Do you feel that a high school education has helped you in any job? _____

Type of work? _____

Did any teacher help you plan your choice of subjects while in high school? _____Another person? _____

How do you feel that the value of the high school to the student could be increased? _____

Thank you. We feel that your cooperation will be of great assistance in improving the selection of subjects to be offered the students.