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### A survey of the graduates from the Hot Springs Montana High School for the years 1946-1950 inclusive

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A SURVEY OF THE GRADUATES FROM THE HOT SPRINGS, MONTANA  
HIGH SCHOOL FOR THE YEARS 1946-1950 INCLUSIVE

by

EARL FISHER

B.A., Nebraska State College, 1940

Presented in partial fulfillment  
of the requirements for the degree of  
Master of Education

MONTANA STATE UNIVERSITY

1952

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Date May 21 1952

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## CHAPTER I

### INTRODUCTION

#### The Problem

In what ways are our secondary schools failing to meet the needs of the boys and girls? Each year, as they leave high school to go out into the world, how are they prepared to compete with other adults for jobs and to make places for themselves in the community?<sup>1</sup> These questions prompted the writer's decision to conduct a study of the people who should be best able to answer this question, the ones who have recently graduated from the high school.

#### The Purposes

The purposes of the study are: (1) to determine whether or not the young people who have graduated recently from the Hot Springs, Montana High School feel that the high school has properly prepared them to meet the problems of everyday life; (2) to learn where the high school fell short if it did not sufficiently train them to meet their needs; and (3) to receive recommendations which these graduates feel are necessary for improvement of the high school program at Hot Springs.

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<sup>1</sup>Smith, Harry P., Syracuse Youth Who Did Not Graduate (Board of Education, Syracuse, New York, 1950), p. 1.

If it is determined by the study that the high school at Hot Springs is meeting the needs of its graduates, obviously there will be no need to make any recommendations.

The author agrees with R. A. Gilmore that every school ought to follow its graduates for at least five years in order better to help the students who are in school. This may be done by sending a simple record card every year to each student, or by sending a more comprehensive form to each student on the third and fifth years after graduation.<sup>2</sup>

The following summary of purposes for making such studies is accepted by the author as being an excellent statement of the benefits to be derived from a continuous follow-up:

1. Service functions:

- a. To keep in touch with all school leavers for a period of years for the purpose of giving aid in making adjustments, in securing additional training, and in serving in other ways; to keep the school informed of the difficulties young workers encounter in starting on a job; to make a check-up on the unadjusted graduates, those who are out of work, those who dislike their work, those who find little or no chance for advancement, and those who have become discouraged.

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<sup>2</sup>R. A. Gilmore, A Five-Year Cumulative Anecdotal Personnel File of Negaunee High School Graduates, Negaunee, Michigan: Negaunee High School, 1941, pp. 1-15.

- b. To assist young workers to a more complete understanding of their relationships and responsibilities to other workers and to the community.
- c. To ensure better cooperation between the high schools and institutions of higher learning and thus reduce the gap and difficulties facing the novice in these fields.
- d. To obtain a list of the colleges attended by the graduates and knowledge of the educational opportunities offered to high school students.
- e. To obtain a list of occupational opportunities and the employers of student help; also to obtain files of the names and addresses of the employers of the graduates.
- f. To maintain contact with former students and thus bring about additional placements.
- g. To give assistance to firms in obtaining experienced people for responsible jobs.
- h. To keep the school in close touch with current salaries for different kinds of work; and to have a knowledge of the occupational supply and demand.

## 2. Guidance functions:

- a. To supply the counselor with information and direct contacts with the problems of school leavers, one of the most important uses of follow-up studies in group and individual counseling. The field of employment is vast, indefinite, and unexplored to the average student. Information on what recent graduates are doing and have done is something that is near and within their experiences.
- b. Follow-up studies frequently show that those who have developed certain skills are in demand and secure good positions, while others have learned skills and techniques that are of no market value. Pupils, teachers, advisers, and principals must know the local demand for

skills and training that may be obtained in high school. Too many schools are producing goods for which there is no market.

- c. To check individual achievement for the purpose of evaluation and improving the guidance program.

### 3. Curriculum research and revision:

- a. To evaluate the effectiveness of the school curriculum and to modify, extend, or expand the curriculum in light of the experiences of the school leavers, with the follow-up as a basis for such changes.
- b. To assist in adapting the school to the needs of the pupils and the community through the modification of the curriculum.
- c. To evaluate specific portions of the school program as the guidance services, the effectiveness of instruction, the success of a training program, in-service programs, etc.
- d. To gather information as to the causes of failure in education and employment.
- e. To make scientific studies of the information gathered for the benefit of students, the school, the employer, and the community at large.
- f. To give a fund of information for teachers, guidance people, principals, superintendents, and social interpretations.<sup>3</sup>

These purposes and uses of the follow-up are not ones which can be met by a spot survey. Instead they demand a continuous, follow-up study of students and graduates. Each year there are students who, after leaving school, have need for guidance services which are basic in follow-up work. Without these contacts by the school other students may encounter difficulties which would normally be cared for if

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<sup>3</sup>Gilmore, loc. cit.

follow-up and guidance services were available. Furthermore, through the follow-up the school is able to keep its program adequate to meet the demands made of students as they adjust to adult life.

The follow-up can be made part of the continuous school program through the utilization of a few simple techniques. One basic practice is that of using follow-up studies in the orientation and guidance of the eleventh and twelfth grades. By explaining the results of studies made of previous graduates, students are prepared for supplying information about themselves later. One high school teacher in the New York City Schools has a course in which he uses follow-up materials as the subject matter of his teaching.<sup>4</sup>

#### The Procedure

Because of the nature and purpose of the study, the author felt that the best method of securing information would be by interviewing the students who had graduated from the Hot Springs High School. The first step in preparing for such interviews would be to prepare a group of questions or a questionnaire in order to get the information desired. Publications dealing with methods and techniques of research

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<sup>4</sup>Youth: The First Year Out of School, Albany, New York: The University of the State of New York, State Education Department, Albany, N. Y., 1941, p. 4.

were consulted so that each item could be formed as simply and directly as possible.

Sample follow-up questionnaires and interview check lists which had been used in the past, such as the "Maryland Youth Survey Schedule Number 1," "The New York Regent's Survey," and the one developed by the Association of Secondary School Principals, were reviewed. Using those as a basis, a questionnaire was formulated which the writer hoped would bring the desired information (see Appendix for questionnaire).

Several of the graduates were then interviewed personally to see if the questions would bring the desired responses. This showed up certain weaknesses in the questionnaire. The questionnaire was then revised and mimeographed so that it could be mailed to the people living outside of Hot Springs, who could not be interviewed personally.

The next step, after the questionnaire was ready for use, was to determine how far back in point of time the graduates should be selected for interview. A glance at the school records showed that they were incomplete for the classes before the year 1946, so the classes that were graduated in the years from 1946 to 1950 were selected as the source of data for this study. The total number who were graduated in those years was eighty-one (seventeen in the year 1946, nineteen in 1947, thirteen in 1948, seventeen in 1949 and fifteen in 1950).

## CHAPTER II

### DESCRIPTION OF THE COMMUNITY AND SCHOOL SYSTEM

#### The Community

Hot Springs, a town of about seven hundred people, is located in the western part of the state of Montana in Sanders County, about 84 miles west and north of Missoula. It was founded about 1900 and was called Pineville until 1930, when the name was changed to Hot Springs.

The Hot Springs High School district is actually composed of three communities: Camas Prairie, Lonepine, and Hot Springs. The Lonepine community lies north and east of Hot Springs about eight miles and is largely a farming and dairying area. There are a few large ranches along the foothills, but for the most part the farms average approximately eighty acres in size, about half of which land is under irrigation. The main crops are wheat, barley, and sufficient alfalfa to feed a few cows through the winter (see Figures number 1 and 1A).

Camas Prairie is east and south of Hot Springs and is non-irrigated. Here the ranches are much larger, being about a section or more in size. The main crops are hay and wheat, with cattle as the main source of income.

On the west side of the Camas Prairie valley are located two large saw mills which contribute much to the





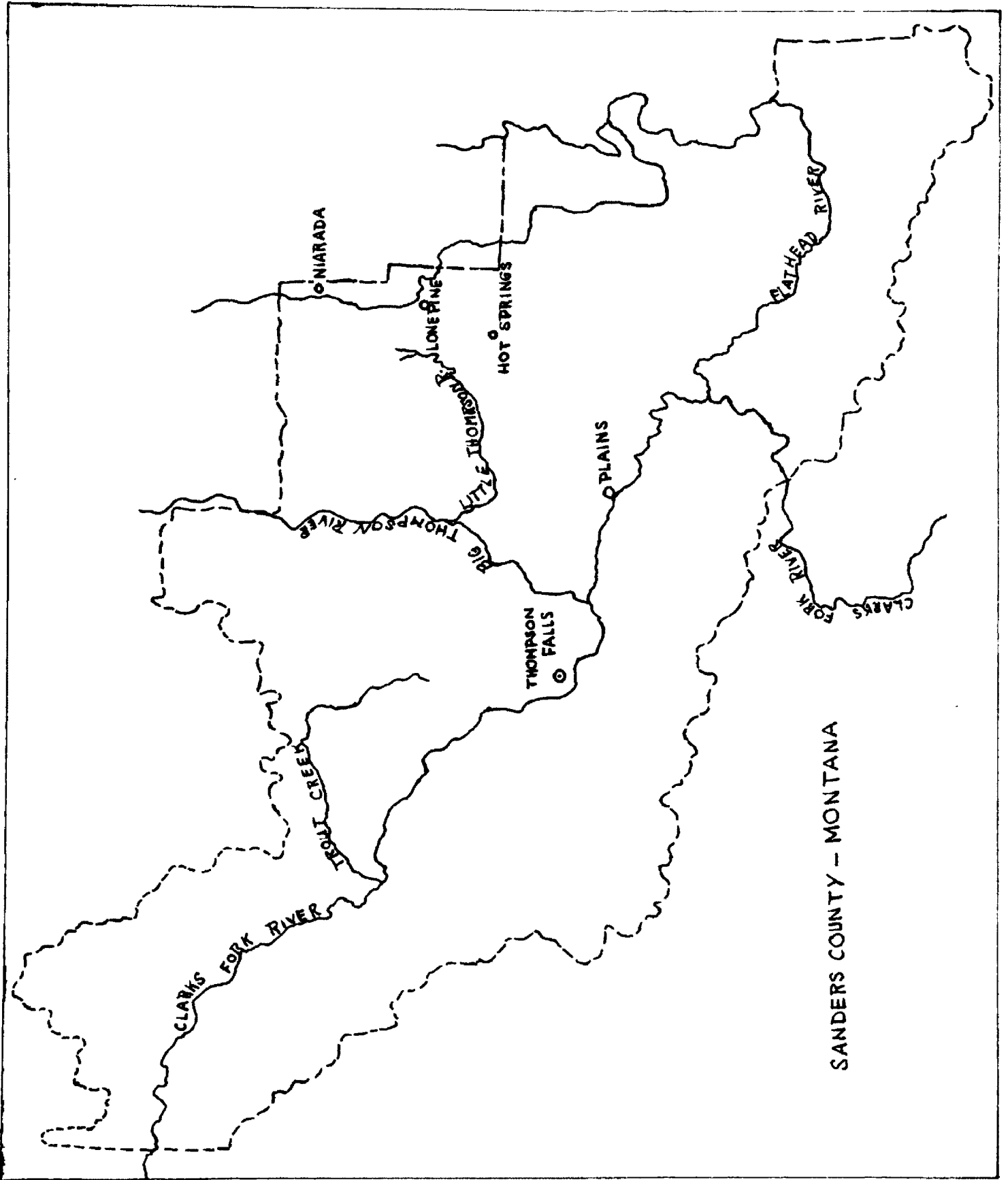


Figure 1A

income of the people of Hot Springs, most of whom live there and work at the mills. Hot Springs itself boasts no logging industry, as the large mill which was located there closed for the want of timber. Its main claim to distinction lies in its medicinal baths.

Two years ago the tribal council of the Flathead Indians built a \$420,000 bath house. People come from all over the United States and Canada to take the baths for their various ailments. As a result the town consists almost wholly of old and retired people who have no children.

For this reason over two-thirds of the high school children come in from the country on busses. The high school enrollment fluctuates between seventy and ninety during the year, with an A.N.B. of about eighty.

### The School Plant

The school plant consists of four buildings located on a five-acre tract on the east edge of town. One building, a two-story structure, houses the high school and the fourth through eighth grades.

The high school has for its use: one assembly room for junior and senior high; one home economics classroom; two commercial classrooms, with one used for typing and the other for classroom work; one music room; one laboratory; two other classrooms; a well-arranged library off the assembly; one small room used for counseling; and an office for

the superintendent. There is a separate building for the shop and another building used as a gymnasium. The fourth building and the remaining five rooms in the high school building are taken up by the grade school and junior high school

The library contains over four thousand volumes with all of the necessary charging desks, shelving, work tables, chairs, magazine and newspaper racks, and a desk for the teacher in charge of the library. The home economics room has two units; the shop has all the equipment needed for wood working. The commercial room is equipped with two mimeograph machines, twenty typewriters, a ditto machine, and two adding machines. In general, it could be said that the school is rather well equipped to carry on a school program.

#### The School Faculty

The four-year senior high school is supervised by a faculty of six teachers whose subject combinations are: Commercial, Home Economics-English, Mathematics-Science, Social Science-Music, Shop-Athletics, and English-Library-Speech. All members of the staff have Bachelor's degrees; four of the members have two quarters beyond the Bachelor's degree; and one member has his Master's degree. The staff members are all well qualified and teach only in those fields in which they have majors or minors. Two of the teachers

listed on the Hot Springs High School schedule of classes as shown on page 38 are junior high teachers.

### Curriculum

The present school curriculum consists of the standard courses in the various fields. In Table I, page 13, will be found a listing of the courses from which each student chose his program of studies for the year 1950. It may be noted that this is a rather large curriculum for a small school to offer to its students. In the Appendix, page 38, will be found the class schedule used in the school year 1950-51.

It is in this environment that the 1951 seniors secured their final training in the Hot Springs High School. Examination of the programs of previous years showed that driver training and journalism had been offered only one year in the last five. The other courses remain about the same except for agriculture which was offered in 1946-47 but hasn't been offered since.

The courses which were required of the different classes were: Freshmen-English; Sophomores-English; Juniors-English and American History; and Seniors-Government.

TABLE I  
COURSES OFFERED  
STUDENTS OF HOT SPRINGS HIGH SCHOOL  
1950-1951

Freshman	Sophomore
English* Algebra Home Economics General Science Social Science Shop Athletics Chorus Band	English* Geometry General Arithmetic Home Economics World History Biology Driver Training Shop Athletics Chorus Band
Junior	Senior
English* American History* Physics Typing I Bookkeeping I Shorthand I Speech Journalism Driver Training Athletics Chorus Band	Physics Government* English Typing II Bookkeeping II Shorthand II Speech Journalism Driver Training Athletics Chorus Band

\*Required courses

## CHAPTER III

### THE RESULTS AND FINDINGS OF THE SURVEY

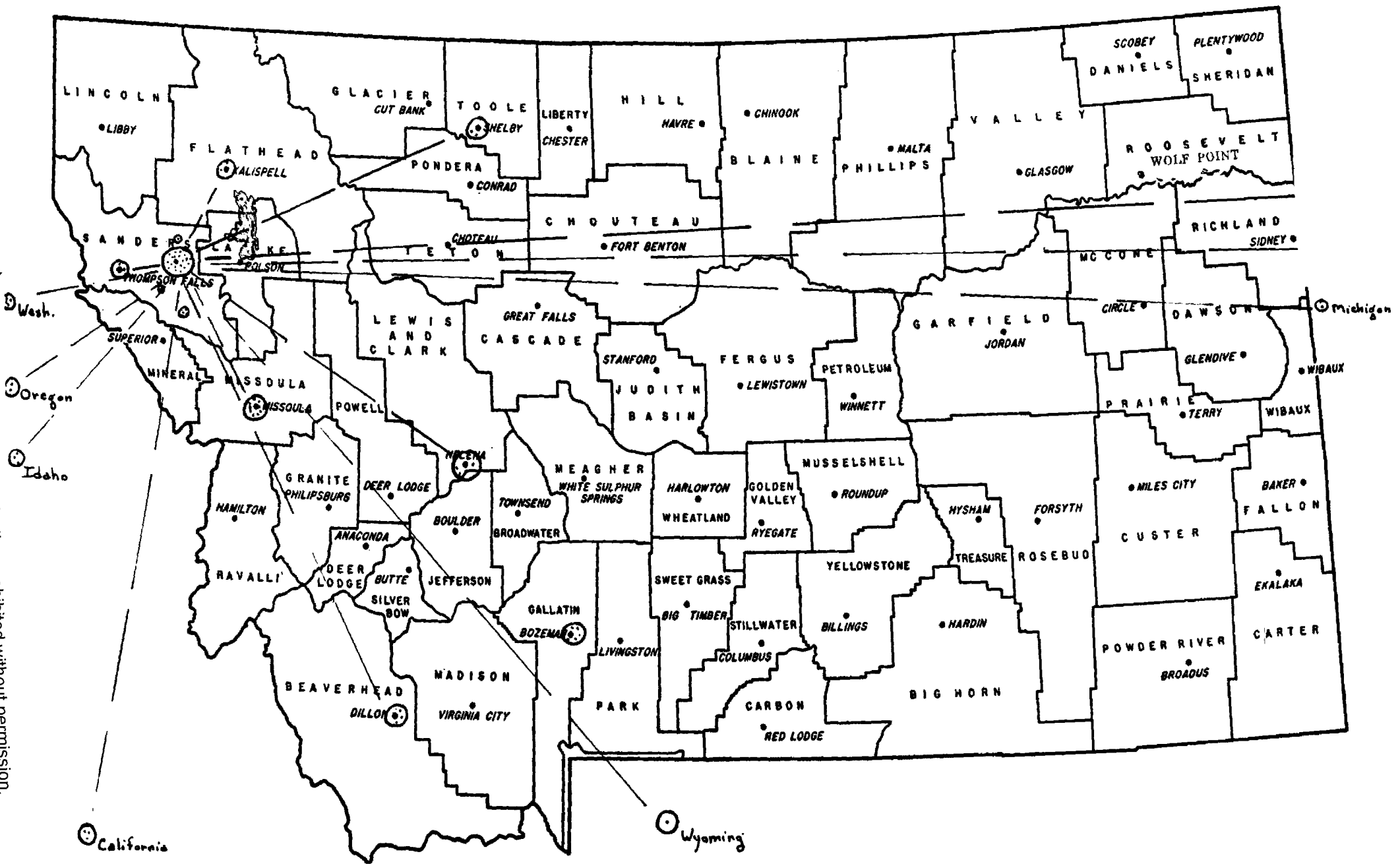
#### Distribution of the Graduates

In the geographical distribution of the graduates as shown in Figure 2, page 15, it is interesting to note that twenty-five graduates, or almost a third, have settled around Hot Springs. Five girls married and moved out of the state while six boys found jobs out of the state. Eleven graduates are in the service in different parts of the United States and overseas. The remaining thirty-one have settled in the larger cities of this state. It appears that Montana has a high holding power for Hot Springs young people, as only thirteen per cent left the state (excluding those who were in the armed services).

#### Number Returning Questionnaires

Of the eighty-one who graduated during the interval covered by this study, fifty-three returned the questionnaires, a return of sixty-five per cent. Ten of these were interviewed personally; the other forty-three were interviewed through a questionnaire mailed to them. There were three graduates for whom addresses could not be found. Because the author knew the graduates personally and because the community was small, it was possible to keep in close contact with the graduates

# MONTANA



LOCATION OF GRADUATES OF HOT SPRINGS HIGH SCHOOL, June, 1951

Figure 2

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over a period of years, and thus to assemble information about those who did not return the questionnaires. This is noted in Table II, page 17.

Most frequently mentioned by the seventy per cent who listed disadvantages in their work was the lack of a chance for advancement.

#### Marital Status of Graduates of Hot Springs High School

The classes were about equally divided as to the number married and single. The most noteworthy thing seemed to be that, of the twenty-eight graduates who were married, only four were boys. This might be misleading as there were more girls than boys who were graduated; however, in percentages, fifty per cent of the girls were married while only twelve per cent of the boys were married. (See Table II, page 17.)

#### Working Experience and Salary Range

The occupations entered into most by girls, outside of housekeeping, were: clerical and sales, twenty-five per cent; eleven per cent in the service occupations; and seven per cent in the professional and managerial vocations.

Since Hot Springs is an agricultural community, it is surprising that only nineteen per cent of the boys went into that field. Thirty-three per cent entered the field of manuals and crafts; thirty-three per cent were in the armed



TABLE II  
 MARITAL STATUS OF GRADUATES OF  
 HOT SPRINGS HIGH SCHOOL  
 1946-1950

Years	Married		Not Married		Total
	Boys	Girls	Boys	Girls	
1945 - 1946	0	8	6	1	15
1946 - 1947	2	5	6	4	17
1947 - 1948	1	4	9	5	19
1948 - 1949	0	2	3	8	13
1949 - 1950	1	5	4	7	17
<b>Totals</b>	<b>4</b>	<b>24</b>	<b>29</b>	<b>25</b>	<b>81</b>

forces; eight per cent were not working; and only seven per cent went into clerical and sales occupations. (See Table III, page 19.)

The salary range of the graduates was a little higher for the boys than for the girls. The upper range for girls and the lower range for boys were about the same for those in the same occupations.

The salary range for the girls in the sales and clerical field was \$.50 to \$1.10 per hour, while the two boys in this occupation received \$1.10 to \$1.20 per hour. These figures are far from conclusive, since so few cases were reported.

The highest salary was received by the boys in manuals and crafts, particularly in the lumber mills, and varied between \$1.37½ to \$1.87½ per hour. (See Table III, page 19.)

#### Evaluation of Their Training for Their Job

In answer to "What is it that you like about the work that you are doing?" the most frequent answer by those who liked their work was that there was an opportunity to work with other people. Almost without exception they liked variety in their work. There seemed, however, to be considerable lack of any real enthusiasm for their work among the group surveyed.

The disadvantage most frequently mentioned by the seventy-one per cent who mentioned any disadvantages was that

TABLE III  
 SALARY RANGE OF GRADUATES OF  
 HOT SPRINGS HIGH SCHOOL  
 1946-1950

Type of Job	Girls	Salary Range (per Hr.)	Boys	Salary Range (per Hr.)
Clerical and Sales	12	\$.50 - \$.85	2	\$1.10-1.20
Service Occupations	5	.60 - .90		*
Agriculture			6	*
Manuals and Crafts			11	1.37½-1.87½
Armed Forces			11	\$102-\$154 (per mo.)
Housewife and not working	16	*		*
In College	11	*	1	*
Professional and Managerial	3	*		
At home not working	2		1	
<b>Total</b>	<b>49</b>		<b>32</b>	

\*Not reported

there was no chance for advancement in the job they held. Other disadvantages mentioned were not enough money and long hours. Eighteen per cent stated that there were no disadvantages, and eleven per cent did not answer this question at all. (See Table IV, page 21.)

In response to the question, "Could the same job be done by a person with less schooling than you have?", twenty-six per cent of the graduates who returned the questionnaires stated that they could not do their present work with less than a high school education, and that, if they had more schooling, they could command a higher salary. This twenty-six per cent does not include the graduates who entered college but includes only those who didn't go beyond high school. Sixteen youths stated that, if they had taken the proper courses in high school, they would be getting more money on their present jobs. Three said that they would have been eligible for a higher rank in the armed forces if they had taken more commercial work in high school.

#### School or College Attended Since Graduation

Of the twenty-six graduates who started college, three had dropped out, six had graduated, and seventeen were still in school. The school which was most commonly attended by girls was Montana State University at Missoula; the boys

TABLE IV  
JOB DISADVANTAGES OF  
HOT SPRINGS HIGH SCHOOL GRADUATES  
1946-1950

Reason	Percentage
Not enough money	21%
Long hours	19%
No chance for advancement	31%
No disadvantage	18%
No answer	11%
Total	100%

seemed to prefer Bozeman. A few left the state to go to such schools as Harvard, St. Olaf of Minnesota, or the University of Idaho. One girl left the state to attend the Oklahoma Normal at Enid for one year. All but four of the graduates who took further schooling entered some regular college. Of those four, two took nurse's training in Missoula, one entered a beauty school in Spokane, and the other youth started to Great Falls Commercial College but attended for only one month. (See Table V, page 23.)

#### Evaluation of High School Subjects

Which of the high school courses do you wish that you had taken? The answers to this question were inadequate. Many checked all the courses that they had not taken. Some indicated that they wished they had taken a course but did not indicate why they had not taken it. Several said they had conflicts, or thought the course too hard, or did not think that they would need it.

Which of your high school subjects helped you most since graduation? Most of the girls stated that home economics had helped them most in everyday life, though thirty-four per cent stated that typing and bookkeeping had helped them more toward making a living than any other subjects. The boys listed mathematics, shop, and the sciences as helping them most in making a living. Three boys stated that they

TABLE V  
 INSTITUTIONS OF HIGHER LEARNING ATTENDED BY  
 GRADUATES OF HOT SPRINGS HIGH SCHOOL  
 1946-1950

Institution	Girls	Boys	Total
School of Nursing, Missoula	2	0	2
Montana State University	6	0	6
Carroll College, Helena	0	2	2
Western College of Education	3	0	3
Northern College of Education	2	0	2
Montana State College, Bozeman	1	4	5
Beauty School, Spokane, Washington	1	0	1
Harvard University	0	1	1
St. Olaf of Minnesota	0	1	1
University of Idaho	0	1	1
Oklahoma Normal at Enid	1	0	1
Great Falls Commercial College	1	0	1
<b>Total</b>	<b>17</b>	<b>9</b>	<b>26</b>
Number graduated	6		
Number dropped out	3		
Number still in school	17		
<b>Total</b>	<b>26</b>		

had to attend an extra quarter of college as a result of not taking enough mathematics in high school. Specifically, advanced algebra, solid geometry, and trigonometry were mentioned. It should be noted, however, that these courses had been offered on demand. The reason they did not take such courses may have been that, at that time, there was no formal guidance offered at Hot Springs.

Which subjects were of little value? This question brought little or no response which might lead one to believe that most of the graduates thought that all high school subjects they took were of some value. It is probable that this question was not easily answered and as a result was left blank.

Which courses do you feel should have been emphasized more or added to the high school curriculum? This question received a good response. Of the fifty-three who responded, twenty-one, or thirty-seven per cent, thought that safety and driver training should be added; eighteen, or thirty-one per cent, would add a course in marriage; fifteen, or twenty-five per cent, consumer education; fourteen, or twenty-three per cent, on-the-job training; and thirteen, or eighteen per cent, would like to see conservation added to the curriculum. It may be noted here that, since these people have graduated, driver training, the subject which most of them thought should be added, has been made a part of the Hot Springs High School curriculum (see Appendix, page 38).



The course which thirty-seven per cent of the graduates making returns thought that the high school should have emphasized more was English and grammar. Fourteen per cent would put more emphasis on the social studies, and ten per cent would like to see mathematics emphasized more in the high school. (See Table VI, page 26.)

In terms of your own experience since leaving school, what were the chief values you obtained while you were in school from your classes, teachers, and extra-curricular activities? One of the reasons for the study was to give the graduates an opportunity to evaluate their secondary school experience. To provide this opportunity they were asked to indicate what they thought were the chief values of the educational processes through which they had come. Eighty-nine per cent of the group responded to this question by listing one or more values. The failure of eleven per cent to respond suggests that curriculum changes and provision for the participation of more pupils in school activities might be needed if all youth are to derive maximum profit from secondary education.

An evaluation of the secondary school should be made by all who are concerned--teachers, administrators, students, and laymen. Since young people are the ones concerned with curriculum evaluation, the values listed by these former pupils are important and should be considered in an appraisal

TABLE VI  
SUGGESTED ADDITIONS TO CURRICULUM AS REPORTED  
BY GRADUATES OF HOT SPRINGS HIGH SCHOOL

Courses	Add Course or Activity	Increased Emphasis
Safety and driver training	21	
Course in marriage	18	
Consumer education	15	
On-the-job training	14	
Guidance	13	
Conservation	12	2
Adult classes	8	
Night classes	3	
Summer school	3	
English grammar	1	21
Spelling	1	14
Mathematics	0	6
Social studies	0	8
Physics	0	4
Commercial	0	4
Penmanship	0	2

of the school program. The frankness of their comments is indicated by the following quotations from their replies:

"From my classes I received a well-rounded education."

"My classes helped me to cooperate and get along with other people."

"I got a wider and deeper understanding of the subjects and the world about."

"Many times the classes were informal and I learned more from the discussion than the actual classes. These discussions taught us how to think which is as beneficial to us as anything I know."

All the replies were classified as to type, that is, general, self-realization, economic efficiency, and human relationship. Then each type was subdivided into simpler divisions.

One of the most significant characteristics of the list of values is its scope and variety. These values reflect a philosophy which stresses education as a process of change affecting the whole individual, and places an emphasis upon behavior as well as upon factual knowledge. The study of these values should help both teacher and layman to raise his educational sights to those broader purposes which the school should accept as its responsibility. (See Table VII, page 28.)

It is evident from the following list that these pupils value highly those human-relationship skills which help man to live and work amiably with his fellow man. Among the six values mentioned most frequently in the whole list,

TABLE VII  
 VALUE RECEIVED FROM SCHOOL AS EXPRESSED BY  
 GRADUATES OF HOT SPRINGS HIGH SCHOOL  
 1946-1950

Value Received	Frequency
<u>General</u>	
Knowledge gained from subjects	10
A good basic education	13
Experience in extracurricular activities	20
Friendship and help of teachers	12
<u>Self-Realization</u>	
Responsibility	8
Ability to concentrate	7
<u>Economic Efficiency</u>	
Promptness	4
Accuracy	3
<u>Human Relationships</u>	
Ability to cooperate and work with others	27
Friendship and the ability to make friends	20
Discipline and respect for authority	5
Consideration and respect for others	7
Sportsmanship	9

three are directly concerned with the area of human relations-- the ability to meet and get along with others, cooperation in working with others, and other school activities are an essential part of a youth's education for vocational life. To the extent that the teaching methods in the classroom develop the ability to get along with others and to work with colleagues, any school subject can likewise make a real contribution to the vocational education of youth.

The number of youth who mentioned information from subjects as the chief value of school indicates that these students learned factual knowledge as well as skillful adjustment in human relationships. Although graduates feel that the amount of useful knowledge would be increased if certain subjects were added, or were stressed in the high school, the responses in the survey show that many youth have found that the information gained in school has been one of the chief values of their high school education.

The values upon which these pupils have placed highest worth are clearly those which have been of most help in adjusting to college, to employment, or to some branch of the armed services. It cannot be assumed that the order of values based upon the frequency of mention is either a measure of their permanent comparative importance or an accurate measure of the effectiveness of the school program. The evidence does disclose that many youth have gained some

important skills in human relationships which are as important as subject matter. Failure to achieve these skills might be a greater tragedy for the individual than failure in any branch of subject matter.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND INTERPRETATIONS

In summarizing this paper it might be pointed out that the graduates do place a definite value on all phases of their high school training and do have ideas concerning what courses should be included in the high school curriculum. Many of the graduates use their high school training to get a job after they graduate, if a monetary value must be placed on high school training. If not, then the fact that many of the youth received great social value from the extra-curricular activities and other high school contacts should be reason enough for the continued effort of all concerned for the betterment of the high school program at Hot Springs, Montana.

The most conspicuous conclusion to be drawn from this study is that it is difficult to obtain data from youth who have left school. Nevertheless, if the school intends to develop courses of study adequately adjusted to the needs of youth, it must obtain more exact knowledge than is now available concerning the problems with which the youth are faced, the limitations of their preparation for meeting those problems, and the types of educational experience and guidance that will fit them more effectively to take their places in society.

The following are general suggestions for the improvement of Hot Springs High School made by students who have graduated during the years 1946-1950:

1. Youth have found that, in addition to the factual knowledge learned, the chief values of school are the development of skills in human relations such as the art of meeting people and the ability to cooperate with others. Schools should encourage methods and activities which develop these skills.

2. Pupils in high schools should be given more opportunity to develop responsibility.

3. Many graduates felt that the high school should emphasize the communication skills more. The school at Hot Springs should plan a program in which these subjects are given more weight in the curriculum.

4. School social and extra-curricular activities provide opportunities to develop social poise and the ability to cooperate with others. The high school should provide more of these activities and encourage the active participation of all pupils.

The following specific recommendations regarding the curriculum of Hot Springs High School were suggested by the graduates for making the school more helpful to youth:

1. Revision of the English courses, including suggestions such as to require a course in grammar and composition, with an emphasis on spelling.



2. Provide a public speaking course to develop self-confidence.
3. Provide courses in personal hygiene; adjustment and training for married life and sex instruction.
4. Require a course in driver training.
5. For those students who are going to college, provide a better guidance program to equip them with courses required for college entrance.
6. Teach vocational agriculture.

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## APPENDIX

HOT SPRINGS HIGH SCHOOL  
Schedule of Classes, 1951

Period	Mr. Barlow	Mr. Fisher	Mrs. Patten	Mr. Donaldson	Mr. Warnes	Mr. Hall	Mrs. Hauptman	Mrs. Warnes
I 9-10	8th Arith- metic R. 8	Driver Ed.	Library	Biology R. 6	Typing I Comm.	American Govt. R. 2	Study Hall	7th Reading & Spelling R. 5
II 10-10:45	7th Science R. 6	8th Science R. 5	English III R. 1	Study Hall	Typing II Comm.	World History R. 2	English I R. 8	English IV R. 7
III 10:45- 11:30	7th-8th Boys P.E. MW Shop TTh S.Hall F	Algebra R. 1	Public Speaking R. 5	Mechanic- al Draw- ing Shop	Shorthand I Comm.	Study Hall 7-8 Music Friday	7th-8th Girls H.Ec. MW P.E. TTh	English II R. 8
IV 11:30- 12:15	8th History R. 8	Safety & Driver Ed. R. 6	Journa- lism R. 1	Shop II 11:30-12:30 Shop	Bookkeep- ing Comm.	Freshman Social Science R. 2	Home Ec. II 11:30-12:30 R. 7	7th History R. 5
12:15-1:00								
V 1-2:00	Advanced Arith- metic R. 8	Plane Geometry R. 1	7th English R. 5	Shop I Shop	Study Hall	American History R. 2	Home Ec. I R. 7	8th Read- ing & Spelling Comm.
VI 2-3:00	7th Arith- metic R. 8	Physics R. 7	Study Hall	Shop III	Comm.	Chorus Girls MWF Boys TTh	H.S. Girls P.E. TTh Gym	8th English R. 5
VII 3-4:00	Athletics Gym	Safety & Driver Ed. R. 6	Library	Athletics Gym	Typing I Comm.	Band	Home Ec. III R. 7	Study Hall

## THE QUESTIONNAIRE

A FOLLOW-UP OF THE GRADUATES OF THE HOT SPRINGS HIGH SCHOOL  
FOR THE PAST FIVE YEARS

1. Your Name \_\_\_\_\_ Date \_\_\_\_\_
2. Address \_\_\_\_\_ Telephone \_\_\_\_\_
3. Are you married? Yes \_\_\_\_\_. No \_\_\_\_\_.
4. Year graduated \_\_\_\_\_. Age when you graduated from H.S. \_\_\_\_\_
5. Working experience since graduation: List chronologically starting with your present or last job.

Name of firm or person for whom you worked	Address	Date Entered	Date Left	Salary
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6. Evaluation of your job and your training for it.
  - a. What is it that you like about the work that you are doing?
  - b. What are its disadvantages?
  - c. Could the same job be done by a person with less schooling than you have? Yes \_\_\_\_\_. No \_\_\_\_\_. Explain your answer.
  - d. How would more training benefit you in your present or last job?

7. School or college attended since graduation:

Name of school	Course	Date Entered	Date Left	Reason for leaving
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## 8. High School Courses

	Check here if you took the course	Check here if you wish you had taken the course	If you didn't take the course, indicate why you didn't
Speech	_____	_____	_____
English	_____	_____	_____
a. Literature	_____	_____	_____
b. Grammar	_____	_____	_____
Geometry	_____	_____	_____
Algebra	_____	_____	_____
General Math	_____	_____	_____
Chemistry	_____	_____	_____
Physics	_____	_____	_____
General Science	_____	_____	_____
World History	_____	_____	_____
Ancient History	_____	_____	_____
Government	_____	_____	_____
Social Science	_____	_____	_____
Economics	_____	_____	_____
Sociology	_____	_____	_____
Languages	_____	_____	_____
a. Spanish	_____	_____	_____
b.	_____	_____	_____
Shop	_____	_____	_____
Home Ec.	_____	_____	_____
Typing	_____	_____	_____



Shorthand	_____	_____	_____
Art	_____	_____	_____
Band	_____	_____	_____
Chorus	_____	_____	_____
Physical Educ.	_____	_____	_____
Driver Training	_____	_____	_____
Agriculture	_____	_____	_____
Bookkeeping I	_____	_____	_____
Bookkeeping II	_____	_____	_____
Football	_____	_____	_____
Basketball	_____	_____	_____
Track	_____	_____	_____

9. Which of the above subjects have helped you most since graduation?
- In making a living?
  - In getting along with people?
  - In enjoying life?
  - In fulfilling your obligation to the community and as a citizen?
10. Which if any were of little value?
- In making a living?
  - In getting along with people?
  - In enjoying life?
  - In fulfilling your obligation to the community and as a citizen?
11. On what subjects, activities, or courses do you feel there should have been more emphasis in high school?
- - 
  -

12. It has been suggested that certain new subjects or topics be added to the high school offering. Which of the following do you think would be the most useful? Why?
- a. Conservation:
  - b. Consumer Education:
  - c. Safety and Driver Training:
  - d. Course in Marriage:
  - e. List others you would like to see added:
13. Recognizing the fact that the high school program is crowded and the staff is heavily loaded, it might still be worthwhile to provide certain other services for students. In terms of your own thinking, which of the following do you think the high school should provide to help students?
- a. Job Placement\_\_\_\_\_
  - b. On-the-job Training\_\_\_\_\_
  - c. Guidance\_\_\_\_\_
  - d. Summer Camps\_\_\_\_\_
  - e. Adult Classes\_\_\_\_\_
  - f. Night School\_\_\_\_\_
  - g. Suggest others if you wish\_\_\_\_\_
14. In terms of your own experience since leaving school, what were the chief values you obtained while you were in school from your:
- a. Classes
  - b. Teachers
  - c. Extra-curricular activities