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A FOLLOW-UP STUDY OF 1942-1951 HIGH SCHOOL
GRADUATES OF RONAN, MONTANA

by

STUART E. FITSCHEN
B.A., Montana State University, 1948

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

MONTANA STATE UNIVERSITY

1952

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Date Aug 13 1952

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CHAPTER I

INTRODUCTION

The Problem

Statement of the problem. The problem is to survey the graduates of the Ronan High School for a period of ten years, 1942-51 inclusive. School administrators and teachers should be constantly seeking ways to improve the services offered to students so that schools may better meet the needs and the demands of society. An extensive study was made of how well the Ronan High School has been meeting these needs over a ten year period. Advice and information has been sought from those who should be in a position to know, the students who have graduated over a ten year period. In recent years the Montana State Department of Public Instruction has encouraged school personnel to make such studies. A follow-up study of this type has become regarded as one of the most effective ways for a school to test the quality of its educational program.

The purpose of the study.

It may be safely stated that the final test of educational services lies in the capacity of the graduates to meet the needs and demands of their work after leaving school.¹

¹Lester V. Hill, "A Follow-up Study of 251 Graduates," Industrial Arts and Vocational Education, XXXIV (October, 1945), p. 335.

To what extent is our present program inadequate?
To what extent does our school program satisfy the needs of the community? Questions of this type and many more have instigated a survey of the graduates of the Ronan High School. The purposes of this survey are:

1. To discover how effective the Ronan High School has been in guiding its graduates.
2. To find out directly the group's opinion regarding the values of their educational experiences while in high school, and
3. To obtain a basis for curriculum revision:
 - (a) By determining what changes in the high school curriculum the graduates advocate.
 - (b) By determining what per cent of the graduates sought further education.
 - (c) By determining the per cent of graduates now living in the local community.
 - (d) By determining the need for increased vocational guidance and counseling services.

In addition to receiving answers to the above stated questions and points, the school may receive valuable guidance. Better public relations could be fostered through the re-establishing of contacts with many former students. The study will also act as a "check up" on what the school has been doing and will possibly clear the way for improvement.

Limitations of the study. In arriving at any conclusions one must consider the various limitations of

this study. They are:

1. Sampling. The evaluation is based upon the opinions of a limited number of students and so the conclusions drawn are not based upon the opinions of all students who graduated during the ten year period.

2. Years covered. The years covered may have special significance and limitations. The students graduating during the war years may have been subjected to inferior standards; also, the more recent graduates have attended school during a period of war hysteria. The opinions of the more recent graduates might differ in outlook because it is so soon after graduation.

3. Student opinions. The fact that the conclusions are based upon student opinion is still a further limitation. Students may exhibit personal prejudice and be influenced by teacher personality.

4. Scope. Generalizations from this study may not be applicable to any other school. The conclusions being made on the basis of replies of Ronan High School students may differ from those of students who are graduated from other schools and in other types of communities.

5. Recommendations. The conclusions and recommendations drawn are based on the replies of students who have graduated. Therefore, they are not necessarily suitable reasons for making changes for students still in school,

and who are possibly attending school under different circumstances.

The study, however limited, has many valuable offerings. Basically the aims of education are pretty much the same everywhere. Boys and girls attend school, graduate, continue their studies or obtain work and ultimately settle down. Therefore, to a large degree the findings from this study will not only be of value to the Ronan High School and the Ronan community but to any similar school and community.

Procedure and sources of data. Much advance preparation and planning is necessary in conducting a follow-up study. A study of this nature is a long time process, and one that will require continuous effort on the part of the individual or individuals making such a study. A "Guide for Making a Follow-up Study of School Drop-Outs and Graduates," California Guidance Bulletin, No. 13, published by the California State Department of Education can be very helpful. Another outline of procedure, and one similar to that followed, is given in the "Michigan Handbook and Guide for Making Follow-up Studies of Graduates and Drop Outs."² The Michigan plan of procedure follows:

1. Determine the personnel and resource persons to be employed.
2. Estimate cost.

²Follow-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.

3. Develop the instruments and techniques to be used in securing data.
4. Give appropriate publicity to the study.
5. Collect the data.
6. Summarize and organize the data.
7. Interpret the data in terms of the objectives of the study.
8. Prepare a report on the study.

Results of this study are based upon the returns of printed questionnaires sent to the students who were graduated from the Ronan High School over a ten year period, 1942-51 inclusive. The questionnaire used was based on one prepared by Mr. Robert Heaton in a follow-up study of the graduates of the Auburn High School, Auburn, Washington. A copy of the questionnaire may be found in Appendix A. Questionnaires were sent to 350 graduates. The total number of students who were graduated during this period was 367. Two graduates were deceased and fifteen were not located.

Addresses were obtained from school records, friends, relatives and students still in school. Many townspeople offered their assistance in locating the former students. This project alone took several months.

Data obtained from the returns and presented in this paper were tabulated and cross tabulated to obtain the most complete results. Because the ultimate findings are

all that will be considered, it is unnecessary to show the many breakdowns by years and girl-boy classifications.

CHAPTER II

REVIEW OF PREVIOUS RELATED STUDIES

Follow-up studies are not entirely of recent origin. For many years some schools have endeavored to keep track of their former students. However, as previously indicated, the value of a follow-up as a means of testing the school's educational program has come into being during the past decade.

Twenty years ago a follow-up study was a distinct rarity. Today a steadily increasing number of secondary schools are using this means of evaluating their programs and of giving assistance to former students. Approximately ten times as many reports on follow-up studies appeared in the literature during the two year period 1940 to 1942 as were reported during the two full decades of 1910 to 1930.¹

The results of many follow-up studies have been published, and in most cases they have dealt with graduates of large city school systems. Frequently their objective has been for one specific purpose; therefore, their relationship to this study will be limited.

A study of the high school graduates of Hot Springs, Montana, conducted by Mr. Earl Fischer is the only similar study dealing with a Montana school believed to be available.

¹Follow-up of Secondary School Students, A Handbook and Guide for Making Follow-up Studies of Graduate and Drop-outs, Michigan Study of the Secondary School Curriculum. State Board of Education, Lansing, 1943.

Mr. Fischer's study is on a smaller scale since he surveyed the graduates of the Hot Springs High School, a smaller school, and only for five years.² This paper is dealing with a larger school and covering a ten year period so there will be differences. The number of students surveyed in Mr. Fischer's study was one hundred compared with 367 in this study. There are also variations in the questions asked and information sought.

From time to time reference will be made to studies conducted by schools in other states. Changes in the school curriculum concerning subject matter favored by the respondents follow the same trend as those expressed by similar studies in large metropolitan areas.

The number of graduates continuing their education is larger in certain cities, but the basic need of assisting the graduates to meet the demands of their work after leaving school is the same everywhere. Most studies indicate a need for more practical education, especially for those students terminating their education after high school. The need for more personal and vocational guidance appears to be evident from these studies.

Previous follow-up studies have resulted in positive

²Earl Fischer, "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).

action. Examples of the findings in certain communities and their applications are given in the Michigan study, "Follow-up of Secondary School Students." Some of these examples are as follows:³

Example I

Findings of Study. Kalamazoo, Michigan found that seventy-two per cent of the high school graduates for the past six years had not attended college.

Applications of Findings. Community organizations, including the chamber of commerce, set up a steering committee to work with the school authorities in developing adequate offerings and helpful relationships with the industries of the city. A training program in distributive occupations was established under the provisions of the Michigan State Plan for Vocational Education; an apprenticeship training program was introduced; a placement bureau was established for students; and a complete vocational survey was made to disclose the opportunities and demands of modern business.

Example II

Findings of Study. Burlington, Vermont, found that most students did not go to college and that those who sought jobs found it difficult to obtain them because they had no work experience. The transition from school to jobs was haphazard and resulted in disappointments, lost time, and wasted energies.

Applications of Findings. The high school juniors and seniors who were not planning to go to college were urged to select the type of work that they wanted after graduation. Then local business men were approached with the proposition that here were some students who were not going to college, were interested in working after graduation, desired opportunities to pick up knowledge of business by first hand contacts, and were willing to work an hour a day at any task assigned. Bob, who was

³Michigan Study, op. cit.

interested in photography, got a job in an art shop and made himself valuable. Charley liked machinery and was glad for a chance to work in a garage. Emogene wanted to learn about radios and today is working for the city airport. One student after another received real experience and, later, jobs instead of rebuffs.

Example III

Findings of Study. The survey of former high school students of Dowagiac, Michigan, showed the need for recreational centers, social dances, discussion forums and other opportunities for constructive recreation.

Applications of Findings. A community center was established, permitting the young adults of the community to engage in various phases of adult education and suitable recreation.

Example IV

Findings of Study. Monterey Union High School in California found that its graduates needed more education related to problems of getting along with people. Inability to meet various types of social situations was found to be a cause of failure in job adjustment more often than lack of necessary skills.

Applications of Findings. An integrated English-social science course was organized to help develop the students' initiative, poise, and sense of social responsibility through actual day by day experience in cooperating with other people.

CHAPTER III

DESCRIPTION OF THE COMMUNITY AND SCHOOL SYSTEM

The community. Ronan, Montana, a town of 1251 people is located in the center of Lake County, half way between the cities of Missoula and Kalispell on United States Highway No. 93. Located in the center of one of Montana's leading agriculture counties Ronan, the second largest town in Lake County, is a chief trading center for the ranchers of this area.

Of the 13,835 people who live in Lake County, 9,500 make up the rural population. Agriculture therefore is the primary industry. In the production of dairy products Lake County ranks first among Montana counties. The approximate land area of the county is 960,000 acres of which 435,589 acres are used as farm land, the rest is largely forest.

The County Extension office and the Production Marketing Association, county agriculture offices, are located in Ronan. Ronan has two large dairies, the Gold Medal Dairy and a farmers' co-operative, the Consolidated Dairies. The butter, cheese and ice cream products of these dairies are distributed largely outside Lake County. A large number of people are employed by each of these concerns. In addition to the dairies there are four grain and seed elevator

companies, five farm implement dealers, and four automobile agencies which are the principal employers. There are also the usual businesses found in a small town.

The fraternal and civic organizations of Ronan include American Legion, Lions, Masons, Moose, Veterans of Foreign Wars and the Women's Club. Six churches established in this community are the Assembly of God, Catholic, Christian, Christian Missionary Alliance, Lutheran, and Methodist.

The school. The Ronan School system is within School District No. 28, which includes the towns of Ronan, St. Ignatius, Charlo, and the communities of Moeise, Pablo, and Round Butte. As a second class district, her board of trustees consists of five members. At the present time two of these members reside in Ronan, one in St. Ignatius, one in Charlo, and one in Moeise. There is a separate superintendent of schools for each of the three towns. The superintendent of schools at Ronan is also in charge of the Round Butte school, ten miles west of Ronan; and the Pablo school, six miles north of Ronan.

For the school year 1951-52 there were 405 elementary students in Ronan, 109 in Round Butte and 108 in Pablo. The Ronan High School enrollment for the same year was 235. One hundred fifty of the 235 enrolled in the Ronan High School are transported by busses. This includes thirty-eight from Pablo and thirty-seven from Round Butte where there are no

high schools.

The high school is fully accredited by the State Department of Public Instruction and the Northwest Accrediting Association. The high school faculty consists of twelve teachers, eight men and four women. Four years of English, one year of American History and government, one year of Algebra and one year of World History are required for graduation. In addition to the regular high school subjects vocational agriculture and home economics are offered.

The high school and some of the grade school are located in the same building which under present conditions is undesirable considering the size of the building. Beginning in the fall of 1952 the high school will be in a separate building, a new modern one story structure just east of the present school. Estimated expenditures for the high school for the school year 1952-53 are \$62,400.00. The Ronan elementary budget is \$76,000.00 and the estimated transportation expenses for the three schools, Ronan, Pablo, and Round Butte for 1952-53 are \$39,853.17.

School District No. 28 in which Ronan is located has limited finances. Because Flathead Indian Reservation is located in Lake County and due to the abundance of federal timber, one half of the land is tax exempt and for this reason the source of school revenue is limited.

Despite the above facts three building programs are now in the process of completion.

CHAPTER IV

PRESENTATION OF FINDINGS

Distribution of graduates. In a period of ten years the graduates of the Ronan High School have migrated and settled in the far corners of the earth. Some have moved to foreign countries, some have established themselves in large cities and many have remained at home in Lake County.

Three hundred fifty former students were located. Their addresses represent five foreign countries or United States territories, twenty-two states and thirty-six towns, cities and municipalities in Montana.¹

More than forty per cent of the former students, 144, are still living in Lake County, most of them in and near Ronan. This indicates a relatively strong holding power for a rural community. Eighty-four others are living elsewhere in Montana making 228 the number who are still living in Montana.

Of the other states represented, Washington leads with forty-four former Ronan high school students as residents, and California second with twenty-seven. Spokane, Washington, leads the out-of-state cities with eighteen of Ronan's graduates.

¹Table I, Page 16.

TABLE I

LOCATION OF GRADUATES OF THE RONAN HIGH SCHOOL
1942-1951 INCLUSIVE, LIVING IN LAKE COUNTY AND
ELSEWHERE IN MONTANA

LAKE COUNTY				
LOCATION	NUMBER	LOCATION	NUMBER	
Ronan	99	Round Butte	18	
Polson	12	Pablo	6	
Charlo	4	St. Ignatius	4	
Arlee	1			
TOTAL			144	
ELSEWHERE IN MONTANA				
LOCATION	NUMBER	LOCATION	NUMBER	
Anaconda	1	Belgrade	2	
Billings	3	Big Sandy	1	
Bozeman	5	Browning	1	
Butte	6	Camas	2	
Corvallis	3	Creston	1	
Custer	1	Darby	1	
Elmo	1	Eureka	1	
Garrison	1	Great Falls	5	
Harlowtown	1	Hall	2	
Havre	5	Helena	3	
Kalispell	7	Libby	2	
Martin City	1	Missoula	23	
Ovando	1	Superior	1	
Savage	1	Virginia City	1	
Willow Creek	1			
TOTAL			84	

TABLE II

LOCATION OF GRADUATES OF THE RONAN HIGH SCHOOL
1942-1951 INCLUSIVE, LIVING OUT-OF-STATE

OUT-OF-STATE			
LOCATION	NUMBER	LOCATION	NUMBER
Arkansas	1	California	27
Colorado	1	Florida	2
Idaho	3	Illinois	1
Iowa	1	Michigan	1
Minnesota	3	Mississippi	1
Nevada	1	New Mexico	1
New York	2	No. Carolina	1
North Dakota	3	Oregon	10
Tennessee	2	Texas	4
Utah	2	Washington	44
Wisconsin	1		
TOTAL			112
OTHER COUNTRIES			
LOCATION	NUMBER	LOCATION	NUMBER
Alaska	2	Canada	3
Canal Zone	1	Hawaii	1
Germany	1	Service	2
TOTAL			10
RECAPITULATION			
LOCATION	NUMBER	LOCATION	NUMBER
Lake County	144	Other Mont.	84
Other States	112	Other Count.	8
Service APO	2		
TOTAL			350

Three former students are living in Canada, two in Alaska, one in Canal Zone, one in Hawaii, and one in Germany. Of these eight students only the one in Hawaii is in military service. A number of those in the service are listed by the state in which they are stationed.²

Number returning questionnaires. Three hundred sixty-seven students were graduated from the Ronan High School during the ten year period, 1942-51 inclusive. Of this number 350 were located. Two were deceased and fifteen were not located. The number returning questionnaires was 224.³ This accounts for a 61 per cent return on the total number of graduates. In comparison with other studies the per cent of return is quite high.

A study by Carl E. Whipple of the high school graduates of Warren, Pennsylvania for 1946, 1944, 1942, and those who left during 1945-1946 resulted in a 36 per cent return of 824 questionnaires sent.⁴ A follow-up study of 562 graduates of the Green Bay, Wisconsin Public High Schools for 1947 resulted in a 56.4 per cent return.⁵

²Table II, Page 17.

³Table III, Page 19.

⁴Carl E. Whipple, "Study of High School Graduates," National Association of Secondary School Principals Bulletin, April, 1948, pp. 165-171

⁵Amanda H. Schuette, "A Follow-up Study of the Graduates of 1947 in Green Bay, Wisconsin, Public High Schools," National Business Education Quarterly, XVIII, October, 1949, pp. 26-30.

TABLE III
GRADUATES OF THE RONAN HIGH SCHOOL
1942-1951 INCLUSIVE, RETURNING
QUESTIONNAIRES

YEAR	NUMBER IN CLASS	BOYS	GIRLS	TOTAL	PER CENT
1942	33	10	7	17	51%
1943	38	6	10	16	42%
1944	40	10	19	29	72%
1945	30	7	11	18	60%
1946	31	9	6	15	48%
1947	39	8	13	21	53%
1948	29	6	10	16	55%
1949	44	15	16	31	70%
1950	45	12	17	29	64%
1951	38	11	21	32	84%
TOTAL	367	94	130	224	61%

Table III indicates that the returns were highest for the last three years with the exceptions of 1944 and 1945. The most recent class, that of 1951, is high with an 84 per cent return. Lowest returns were for 1943 with 42 per cent replying. The return for 1944 was 72 per cent which appears unusually high for students who have been out of school eight years. The number of girls returning questionnaires was greater than the number of boys, however, the difference is not so great when one considers there were more girls graduating.

Marital status of graduates of Ronan High School.

Fifty-nine per cent of the total number of students returning questionnaires are married. Of the ninety-four boys returning questionnaires, fifty or 53 per cent are married, and of the 130 girls, eighty-four or 65 per cent are married. All of those returning questionnaires from the class of 1942 are married, and only one is not married from the class of 1943.⁶

In the most recent class, that of 1951, there are four married. The number of boys and girls from the classes of 1949 and 1950 who are married is quite high in relation to the over-all percentage since 55 per cent of the class of 1949 and 41 per cent of the class of 1950 are married compared with 59 per cent for the entire group.

⁶Table IV, Page 21.

TABLE IV
 MARITAL STATUS OF GRADUATES OF
 RONAN HIGH SCHOOL
 1942-1951

YEARS	MARRIED		NOT MARRIED		TOTAL
	BOYS	GIRLS	BOYS	GIRLS	
1941-1942	10	7	0	0	17
1942-1943	6	9	0	1	16
1943-1944	8	17	2	2	29
1944-1945	4	10	3	1	18
1945-1946	9	5	0	1	15
1946-1947	4	9	4	4	21
1947-1948	0	3	6	7	16
1948-1949	6	11	9	5	31
1949-1950	2	10	10	7	29
1950-1951	1	3	10	18	32
TOTALS	50	84	44	46	224

Present status of graduates. The present educational and vocational status of former students is given in Table V.⁷ They are classified into nine categories: attending college, attending other schools, gainfully employed part time, gainfully employed full time, housewife, military, self-employed, unable to work, and temporarily unemployed. The total figure will not correspond with the total number of returns since some respondents come under two classifications. For example, a few housewives are also working part time or full time. The same is true for those attending school.

Those students attending school number thirty-eight or 17 per cent of the total return. Most of these students were graduated during the past five years. Only six graduates are temporarily unemployed or unable to work. Since the survey was made these figures have changed as two boys who were temporarily unemployed are now in the military service.

Table VI⁸ gives a more complete classification. Here the nine categories have been further divided according to the occupation classification of the United States Bureau of Census.⁹ By this classification, clerical, sales

⁷Table V, Page 23.

⁸Table VI, Page 25.

⁹Carroll L. Shartle, Occupational Information. (New York, Prentice-Hall, Inc., 1946), pp. 104-5.

TABLE V
PRESENT EDUCATIONAL AND VOCATIONAL
STATUS OF GRADUATES OF THE RONAN HIGH SCHOOL
1942-1951 INCLUSIVE

STATUS	BOYS	GIRLS	TOTAL
Attending College or University	19	9	28
Attending Other Schools	3	7	10
Gainfully Employed Part Time	14	7	21
Gainfully Employed Full Time	40	44	84
Housewife		84	84
Military	16	1	17
Self Employed	16	4	20
Unable to Work		3	3
Temporarily Unemployed:	1	2	3

and kindred occupations lead with thirty-seven representatives. Thirty-two girls or 48 per cent of those girls working come under this heading, while only five boys are engaged in occupations of this type.

Twenty boys and girls are engaged in the professions. School-teaching has attracted the largest number with eight, four boys and four girls. Other professions mentioned are law, pharmacy, nursing, and accounting. The percentage of those engaged in professional or semi-professional work is 8.9 per cent.

Twenty boys are either farmers, farm managers or farm laborers. Of the 367 graduates, ninety had taken vocational agriculture one or more years, fifty-two of these returned questionnaires or 57.7 per cent. In addition to the twenty boys actively engaged in farming, there are two high school vocational agriculture instructors and one range management specialist. Two of the boys now engaged in farming did not take vocational agriculture.

Only three boys are laborers including one farm laborer. The difference in the number of students shown attending school in Table V and Table VI is due to the fact that several students are engaged in a full time occupation and are therefore classified under the heading of their occupation.

Seventeen former students are in military service,

TABLE VI

OCCUPATIONS OF GRADUATES OF RONAN HIGH SCHOOL
CLASSIFIED ACCORDING TO THE BUREAU OF
CENSUS CLASSIFICATION

CLASSIFICATION	BOYS	GIRLS	HOUSEWIFE AND WORKING
V Professional and Semi- Professional Workers	10	6	4
0 Farmers and Farm Managers	19		
1 Prop., Managers and offi- cials except Farm	4	1	2
2 Clerical, Sales & Kindred Workers			
(a) Clerical & Kindred	2	22	10
(b) Salesmen & Saleswom- en	3		
3 Craftsmen, Foremen and Kindred	8		
4 Operatives and Kindred Workers	5		1
5 Domestic Service Workers		3	
6 Protective Service Workers			
7 Service Workers except Domestic & Protective	5		1
8 Farm Laborers and Foremen	1		
9 Laborers, except Farm	2		
Others:			
Attending School	18	12	3
Military	16	1	
Housewife		84	
Temporarily unemployed	1	1	
TOTAL	94	130	21

sixteen boys and one girl. This figure has undoubtedly increased since these tabulations were made.

Twenty-one housewives are actively engaged in other work. All four who are listed under the heading of professional and semi-professional workers are trained nurses.

The students temporarily unemployed also differ in the two tables. Two housewives who usually worked outside the home considered themselves temporarily unemployed in Table V, however, in Table VI they are classified only as housewives. The same is true of the three girls who said they were unable to work. Actually, only one boy and one girl are temporarily unemployed.

The stability of vocational plans. In relation to employment history, the graduates were asked if their present occupation was what they had planned to do when they were in high school. Table VII¹⁰ gives their responses, "yes", "no", "undecided", and "unmarked". Eighty-three students or 37 per cent said that they were doing what they had planned in high school, sixty-four or 29 per cent said they were not doing what they had planned, sixty-nine or 31 per cent left the question unmarked and eight or 3 per cent said they were undecided as to what they wanted to do when they were in high school.

A larger percentage of boys than girls for the years

¹⁰Table VII, Page 28.

1942, 1943, 1945, 1949, and 1951 said they were doing what they had planned in high school. The number of boys answering the question, "no", stating that they were not doing what they had planned in high school was by far greater than the girls who were not doing what they had planned. Only for the year 1949 were there more girls than boys not doing what they had planned.

The percentage of boys who were doing what they had planned was greater than the percentage of girls except for two years, 1946 and 1951. The percentage answering the question "yes" was the same as the percentage answering "no" for 1948 and 1949. For every year with the exception of 1949 more girls were following their high school vocational plans than were not.

Higher educational record. Ninety-seven graduates of the Ronan High School for this ten year period went to college.¹¹ This is 26 per cent of the 367 students graduating, and forty-three per cent of those students returning questionnaires. A survey of high school graduates of the Woodrow Wilson High School, Washington, D. C., for 1942 showed that 63 per cent of those returning questionnaires went to college.¹² Their return was larger, however,

¹¹Table VIII, Page 30.

¹²Jane Elizabeth Crawford, "A Survey of High School Graduates of 1942," School Review, LIII, January, 1945. pp. 44-49.

TABLE VII

TABULAR RESULTS OF THE QUESTION, "WAS THIS WHAT YOU PLANNED
IN HIGH SCHOOL?" AS REPORTED BY THE GRADUATES OF RONAN HIGH
SCHOOL, 1942-1951 INCLUSIVE

YEAR	GRADUATES	NUMBER	YES	NO	UNMARKED	UNDECIDED
1942	Boys	10	4	5	1	
	Girls	7	1		6	
1943	Boys	6	2	3		1
	Girls	10	3	2	5	
1944	Boys	10	2	4	2	2
	Girls	19	6	2	9	2
1945	Boys	7	2	4	1	
	Girls	11	2	2	7	
1946	Boys	9	4	1	4	
	Girls	6	3		3	
1947	Boys	8	3	4	1	
	Girls	13	5	4	4	
1948	Boys	6	2	2	1	1
	Girls	10	6	1	3	
1949	Boys	15	7	7	1	
	Girls	16	6	8	2	
1950	Boys	12	3	4	5	
	Girls	17	5	3	8	1
1951	Boys	11	7	3	1	
	Girls	21	10	5	5	1
TOTAL		224	83	64	69	8

83 per cent compared with 63 per cent for this study.

The percentage of graduates of the Seattle Public High Schools for 1947 who attended college was 54.8 per cent.¹³ This figure was based on a survey having a 67.9 per cent return. In comparison with these studies the number of Ronan High School students pursuing a college education is quite high considering the difference in economy and the fact that Ronan is a rural community.

Table VIII also shows the number of years graduates attended college. Twenty-eight of those who are listed as attending less than four years are still in school.

Colleges attended. A listing of the colleges attended by the graduates of the Ronan High School is given in Table IX.¹⁴ The number of students represented by these colleges is larger than the actual number going to college since several attended more than one college. Thirty colleges and fourteen states are represented. More students attended Montana colleges than the entire number going out of state. Montana State University at Missoula leads with thirty-six former Ronan students. Montana State College ranks second with twenty-one. Seventy-four of the 100 attending college went to colleges in Montana.

¹³"After Graduation What?", Seattle Public Schools Look at Their Graduates, Research Study IX, No. 1 Seattle, Washington, 1947.

¹⁴Table IX, Page 32.

TABLE VIII

GRADUATES OF RONAN HIGH SCHOOL
PURSUING HIGHER EDUCATION
(COLLEGE)

YEAR	NUMBER IN CLASS	NUMBER OF RETURNS	NUMBER TO COLLEGE	PER CENT OF CLASS GOING TO COLLEGE
1942	33	17	11	33
1943	38	16	11	29
1944	40	29	13	32
1945	30	18	7	23
1946	31	15	5	16
1947	39	21	9	23
1948	29	16	4	14
1949	44	31	16	36
1950	45	29	13	29
1951	38	32	8	21
TOTAL	367	224	97	26

Less than one year	30
One year	20
Two years	13
Three years	18
Four years	12
Five years	3
Six years	1

Twenty-three out-of-state colleges are represented. They are located in thirteen states, namely: Alabama, California, Colorado, Idaho, Minnesota, Missouri, New York, Oregon, South Dakota, Texas, Utah, Washington, and Wisconsin.

Other schools exclusive of military schools. In addition to those students going to colleges and universities, forty-nine graduates attended other schools of various types. Table X¹⁵ lists the twenty-eight different schools attended. These schools are located in twelve states and one foreign country, namely: California, Canada, Florida, Idaho, Illinois, Iowa, Minnesota, Montana, North Dakota, Oregon, Texas, Utah, and Washington. Of the forty-nine students attending these schools thirty-nine went out of state, only ten going to schools of this type in Montana. The girls attending these schools far out number the boys, forty-one girls and eight boys.

Business colleges lead the list with sixteen of the forty-nine students, and nursing schools followed with twelve. Five different business colleges are listed and six different nursing schools. Bible schools are next in attendance with nine students attending five different Bible schools. A complete breakdown is as follows:

¹⁵Table X, Page 33.

TABLE IX
COLLEGES ATTENDED BY
GRADUATES OF RONAN HIGH SCHOOL
1942 - 1951

INSTITUTION	: GIRLS :	: BOYS :	: TOTAL :
Montana State University	: 17 :	: 19 :	: 36 :
Mont. State College, Bozeman	: 6 :	: 15 :	: 21 :
Northern Montana College	: 5 :	: 1 :	: 6 :
Western Montana College	: 4 :	: :	: 4 :
Carroll College	: 2 :	: 1 :	: 3 :
Brigham Young University	: 1 :	: 1 :	: 2 :
Gonzaga University	: 1 :	: 2 :	: 3 :
Washington State College	: 2 :	: :	: 2 :
University of Idaho	: :	: 2 :	: 2 :
Gt. Falls College of Education	: :	: 1 :	: 1 :
Mont. State School of Mines	: :	: 1 :	: 1 :
College of St. Thomas, Minn.	: :	: 1 :	: 1 :
Mo. State Teachers, Kirksville	: 1 :	: :	: 1 :
Pacific Lutheran	: 1 :	: :	: 1 :
Ricks College, Rexburg, Idaho	: :	: 1 :	: 1 :
University of Wisconsin	: :	: 1 :	: 1 :
College of The Puget Sound	: 1 :	: :	: 1 :
University of Colorado	: :	: 1 :	: 1 :
Whitworth College, Spokane	: 1 :	: :	: 1 :
Graduate School, Columbia	: 1 :	: :	: 1 :
St. Helens Hall, Portland	: 1 :	: :	: 1 :
Texas Tech., Lubbock, Texas	: :	: 1 :	: 1 :
So. Dakota School of Mines	: :	: 1 :	: 1 :
University of Alabama	: :	: 1 :	: 1 :
St. Olaf of Minnesota	: :	: 1 :	: 1 :
Trinity Univ., San Antonio	: :	: 1 :	: 1 :
St. Mary's, San Antonio, Texas	: :	: 1 :	: 1 :
Columbia University, N. Y.	: :	: 1 :	: 1 :
University of So. California	: :	: 1 :	: 1 :
Los Angeles City College	: :	: 1 :	: 1 :
TOTAL	: 44 :	: 56 :	: 100 :

TABLE X

OTHER SCHOOLS EXCLUSIVE OF MILITARY SCHOOLS
ATTENDED BY GRADUATES OF RONAN HIGH SCHOOL
1942 - 1951

INSTITUTION	: GIRLS :	: BOYS :	: TOTAL :
Kinman Bus. Univ., Spokane	7	1	8
St. Luke's School of Nursing, Spokane	4	:	4
Modern Business College, Missoula	3	1	4
St. Patrick's School of Nursing	3	:	3
Western Canadian Bible Sch., Regina	3	:	3
St. Paul's Bible Inst., Minn.	2	1	3
Kelsey-Baird Bus. Col., Spokane	2	:	2
Sacred Heart Sch. of Nursing, Spokane	2	:	2
Modern Beauty School, Missoula	1	:	1
Western School of Auctioneering	:	1	1
Deaconess Sch. of Nursing, Gt. Falls	1	:	1
Spokane Telegraph School	:	1	1
L.D.S. Nurses School, Idaho Falls	1	:	1
Western Union Tel. Sch., Portland	1	:	1
N. P. Telegraph School, Spokane	1	:	1
Los Angeles Trade School	:	1	1
Palmer Chiropractic School	:	1	1
Thomas Beauty Col., Glendale, Calif.	1	:	1
L.D.S. Business College	1	:	1
Lakewood Park Bible Sch., N.D.	1	:	1
Mary Karl Voc. Sch., Florida	1	:	1
Rasmussen Bus. Col., St. Paul, Minn.	1	:	1
Hotel Dieu Sch. of N. El Paso, T.	1	:	1
West Coast Trade School, Portland	1	:	1
Bell Telephone School, Spokane	1	:	1
Multinomah Bible School, Portland	1	:	1
Simpson Bible Inst., Seattle	1	:	1
Coyne Radio & Elec. Sch., Chicago	:	1	1
	:	:	:
TOTAL	41	8	49

	<u>STUDENTS</u>	<u>SCHOOLS</u>
Business Colleges	16	5
Nursing Schools	12	6
Bible Schools	9	5
Trade and Vocational	5	5
Telegraph Schools	3	3
Beauty Schools	2	2
Auctioneering	1	1
Chiropractic	<u>1</u>	<u>1</u>
TOTAL	49	28

Including these students with those who attended college, the total number continuing their education is 146 or 65 per cent of those returning questionnaires. In addition, many attended service schools while in military service.

Evaluation of high school subjects. On Page Three of the questionnaire are listed the various subjects taught in the Ronan High School, as well as several subjects that have been taught and a few that have never been offered.¹⁶ Nine questions dealing with the curriculum were asked and the respondents were provided with three columns at the right of each question in which they were to place the number of the subject signifying their first, second, and third choice. Complete tabulations of the results are given in the Appendix and reference is made from time to time to these tabulations.

Subjects considered the most valuable in making a living. Twenty-four different subjects were listed by

¹⁶Questionnaire in Appendix A.

boys for their first, second and third choices as to the subjects they considered most valuable to them in making a living. Girls listed twenty-seven subjects. Thirteen different subjects were listed by boys for their first choice and nineteen for girls.

Of the thirteen different subjects selected by boys, agriculture led by far for their first choice with twenty-seven boys making it their choice. The next high was English with twelve. Typing was considered by girls the most valuable subject in making a living. Thirty-three girls considered it as such. Eighteen girls selected English as their first choice.

Grouping the totals of the three choices together boys considered English their most valuable subject and girls selected typing. Agriculture, general mathematics, general science and algebra were next high for boys. For girls, next to typing their choices were English, bookkeeping, home economics, and shorthand.

Those subjects which ranked high on the first choice usually ranked in about the same position for the total of the three choices.¹⁷

The 1942 graduates of the Woodrow Wilson High School, Washington, D. C., considered English the most valuable of all subjects, mathematics running a close second.¹⁸ English

¹⁷Question "A", Appendix B.

¹⁸Crawford, op. cit., p. 49.

holds a similar position for the graduates of the Ronan High School.

Subjects considered most valuable in daily living contacts with others. In their daily living contacts with others English was considered the most valuable subject by both boys and girls.¹⁹ Boys ranked it highest in all three choices and girls in their first and second choices. Forty-five boys considered it as such for their first choice and speech was next with only ten. Fifty-eight girls made English their first choice and again speech was second high with fourteen. The totals of the three choices gave English seventy-seven boys and eighty-four girls. Speech and agriculture were next high for boys each having twenty. Home economics and sociology were next high for girls having thirty-seven and twenty-four respectively.

The top five choices for boys were English, agriculture, speech, history, and sociology; for girls, English, home economics, sociology, speech, and history.

Subjects considered of least value. Both boys and girls considered algebra to have been of least value to them. This was especially true for girls as forty-four marked it as their first choice of the subject of least value to them. Geometry was next, being marked by sixteen

¹⁹Question "B", Appendix B.

girls. Seventeen boys chose algebra first, history and biology were second with nine boys each. Algebra led on the total tabulations in both cases by thirty-one boys and sixty-seven girls.

The five subjects considered of least value by boys and in order of rank were algebra, history, biology, geometry, and chorus. Girls ranked algebra, geometry, history, general science, and biology as their least valuable subjects.²⁰

Algebra consistently led each year in the graduates choice of subjects of least value, whereas some of the subjects had periodic variations.

Subjects every boy should take in high school. Boys and girls both selected English as their first choice for subjects they thought every boy should take, In addition to English, boys highly recommended general mathematics, physical education, speech, bookkeeping, and agriculture. Girls considered drivers' training to be next in importance to English. They also ranked woodshop, general mathematics, and agriculture in their five top selections. Boys listed twenty-seven different subjects boys should take and girls listed twenty-nine.²¹

Subjects every girl should take in high school. Boys and girls agreed on their first choice of the subject they

²⁰Question "C", Appendix B.

²¹Question "D", Appendix B.

thought every girl should take which was home economics. Cooking, English, bookkeeping, drivers' training, and typing were highest among the twenty-five different subjects listed by the boys. The girls also listed twenty-five different subjects. Home economics, typing, English, bookkeeping, and cooking led their list.²²

Subjects graduates wish they had taken but did not.

Bookkeeping leads the thirty-one different subjects boys wish they had taken. Twenty-nine boys wish they had taken bookkeeping, eighteen for their first choice. Thirty-eight girls wish they had taken speech; however, bookkeeping leads for their first choice with fourteen. The girls listed thirty-four different subjects they wish they had taken. Only thirty-six subjects were listed in the questionnaire.

Other subjects the respondents wish they had taken are: foreign languages, shorthand, chemistry, psychology, physics, economics, sociology, and typing.²³

Subjects graduates wish they had taken more of.

Typing leads the list of those subjects the graduates wish they had taken more of. The boys chose English for their first choice while the girls listed typing first in all three choices. For the combined totals typing led for both boys and girls. Forty-six girls considered typing

²²Question "E", Appendix B.

²³Question "F", Appendix B.

either their first, second or third choice compared with twenty-six for home economics which was the next highest. Boys also wish they had taken more agriculture, general mathematics, algebra, bookkeeping, and history. Girls wish they had taken more bookkeeping, shorthand, English, journalism, and history.²⁴

Subjects liked most by graduates. Agriculture and physical education were liked most by the boys on their first choice while girls preferred typing, bookkeeping, and biology. Girls mentioned typing, bookkeeping, English, home economics, and journalism more often than any other subjects. Consistency of choice is shown from year to year by both groups.²⁵

Subjects liked least by graduates. For their first choice boys disliked English more than any other subject. English led however in the subjects they considered of most value in their daily living contacts with others. They also considered English their first choice for the subjects they wish they had taken more of. Algebra was liked least by girls as well as being considered the subject of least value to them.

Twenty-four boys selected English as their first choice, ten history, seven algebra, six biology, and four

²⁴Question "G", Appendix B.

²⁵Question "H", Appendix B.

general science. For the combined total, English was high with forty-one, history next with twenty-eight, followed by algebra twenty-four, biology fifteen, and general science twelve.

Thirty-seven girls marked algebra for their first choice and eighteen marked history, the next highest. In combining the three choices, algebra led with fifty-five, history forty-six, general science twenty-six, geometry twenty-three, and English twenty-one.²⁶

Certain limitations must be considered regarding these figures and tabulations. First, many subjects ranking either high or low were not taken by all the students. Secondly, some subjects which are requirements are likely to be more often marked due to the greater number of individuals who have experienced them. This is indicated by the large number of respondents giving reference to such subjects as English and algebra, both being required of all students.

Do you think that high schools should offer more training in home-making and parenthood? An apparent need for additional training in homemaking and parenthood is exhibited by Table XI.²⁷ Close to 80 per cent of the graduates agreed that there was a need for such training.

²⁶Question "I", Appendix B.

²⁷Table XI, Page 42.

Only 9.8 per cent answered "no" to the question, and 10 per cent said they "didn't know." More of the recent graduates indicated they didn't know or answered "no" to the question than early graduates.

Do you think that High Schools should offer students more and closer guidance on personal and vocational problems?

Eighty-four per cent of the graduates answered this question "yes", six per cent "no" and 9 per cent "didn't know."²⁸

Concluding evidence would indicate an apparent agreement that there is need for more and closer guidance. The many written suggestions by the students included with the questionnaires also indicate this need. In fact forty-one graduates made written responses to the need for more personal and vocational guidance. Only a few did not consider it necessary and indicated why they did not in their suggestions. One written comment was as follows:

Are we going to eliminate the possibilities of family education? Has high school education done so well with what it has been trying to teach in these other years that it may now take on all sorts of responsibilities like this? I wonder if the schools are capable. If they do no better with this than with their plans of cultural guidance, will we have a bunch of moral Philistines who had better have stood at home? I shudder to think of some teachers trying to sell a bargain package of personal guidance to a group of students in the same apologetic way they speak of English.

It is not what I think is wrong with Ronan High that gets me a little excited with it, it's what I think is wrong with too much of our educational system.²⁹

²⁸Table XII, Page 43.

²⁹From returns filed in Ronan High School Office.

TABLE XI

TABULAR RESULTS OF THE QUESTION, "DO YOU THINK HIGH SCHOOLS SHOULD OFFER MORE TRAINING IN HOME-MAKING AND PARENTHOOD?" AS REPORTED BY THE GRADUATES OF RONAN HIGH SCHOOL-1942-1951

YEAR	YES	NO	DON'T KNOW
1942	15	2	0
1943	14	2	0
1944	25	1	3
1945	15	2	1
1946	11	1	3
1947	18	1	2
1948	12	3	1
1949	27	2	2
1950	22	3	4
1951	20	5	7
TOTAL	179	22	23

TABLE XII

TABULAR RESULTS OF THE QUESTION, "DO YOU THINK THAT HIGH SCHOOLS SHOULD OFFER MORE AND CLOSER GUIDANCE ON PERSONAL AND VOCATIONAL PROBLEMS?" AS REPORTED BY THE GRADUATES OF THE RONAN HIGH SCHOOL, 1942 - 1951 INCLUSIVE

YEAR	YES	NO	DON'T KNOW
1942	16	1	0
1943	14	0	2
1944	24	2	3
1945	17	0	1
1946	11	1	3
1947	19	0	2
1948	14	2	0
1949	28	2	1
1950	25	2	2
1951	22	4	6
TOTAL	190	14	20

This same individual answered "yes" to the question of whether she thought more of such guidance was necessary.

High School activities. Slightly more than 50 per cent of the graduates had outside employment for pay during the school year while attending high school and more boys than girls had employment. Sixty per cent of the boys worked part time and 43 per cent of the girls. The number participating in school activities and the variety of activities participated in would indicate that their work experience did not interfere with their co-curricular and extra curricular activities.

Table XIII³⁰ gives the number of boys and girls participating in the various activities. As indicated by Table XIII, dramatics leads the list for the number taking part. This is understandable in a small high school where many class plays and all school productions are given. The number taking part in school publications can probably be accounted for since Ronan High School offers a complete course in journalism. The high school paper has held top state honors for several years. The high school year book is printed and published in the local community through the assistance of the students and the local newspaper publisher.

Seventy-eight or 35 per cent of the graduates held

³⁰Table XIII, Page 46.

class offices while attending school, and seventy-six more were members of the student council, a good percentage therefore had this experience.

Athletics also held an important position among the activities engaged in by the graduates. Girls especially took an active part in athletics. The number taking part in debate is smaller than in most activities probably since it has not been offered for the past four years.

If our educational systems are to train boys and girls to be well-rounded citizens and to make worthy use of their leisure time, it would appear that these boys and girls were getting a wide variety of worthwhile experience.

Ideas, suggestions, and criticisms. Page Four of the Questionnaire was devoted to any suggestions and criticisms the graduates had to offer for the improvement of the school. Not all respondents offered their comments although many did and some even wrote additional pages with worthwhile suggestions and comments. Their suggestions were tabulated under thirty-two different headings and by the number of respondents mentioning each.

Table XIV³¹ gives a statistical account of the written responses. The need for more personal and vocational guidance was mentioned more than anything else. Next in order of suggestion was the desire by the graduates for

³¹Table XIV, Page 48.

TABLE XIII

HIGH SCHOOL ACTIVITIES PARTICIPATED IN
BY GRADUATES OF THE RONAN HIGH SCHOOL
1942 - 1951 INCLUSIVE

ACTIVITIES	BOYS	GIRLS	TOTAL
1. Dramatics	45	66	111
2. Publications	25	71	96
3. Athletics Class	57	48	105
4. Officer	37	41	78
5. Debate	17	21	38
6. Clubs Assoc.	59	85	144
7. Student Off. Student	7	8	15
8. Council	34	42	76
9. Others	16	29	45

more practical training in English classes, less emphasis on the classics, the need for remedial reading and more theme writing and practice in spelling. A study of high school graduates by J. H. Kramer showed a similar need.³² As he put it, different English was wanted, "Teach the students to write, spell, read and talk."

A course in speech, in addition to being mentioned in the objective part of the questionnaire, was also frequently discussed in the written replies. The graduates indicated the need for a required course in speech.

More practical courses, or courses in vocational training were desired. The graduates thought a required course in practical or general mathematics would be better than requiring a year of algebra. They also believed the vocational agriculture course should be expanded to include auto mechanics, welding, and farm machinery repair. A course in drivers' training should be required and in addition to more training in home-making and parenthood more practical training should be given in home economics. Eight graduates thought there should be more emphasis on training in governmental affairs, politics, and democracy. One graduate even suggested offering a course in politics.

Eight graduates felt there should be a course or some training in how to study. They thought they could

³²J. H. Kramer, "Now They Know," American School Board Journal, CX, March, 1945. p. 26.

TABLE XIV

TABULATION OF IDEAS, SUGGESTIONS, AND CRITICISMS FROM WRITTEN RESPONSES BY GRADUATES OF THE RONAN HIGH SCHOOL - 1942 - 1951 INCLUSIVE

IDEAS, SUGGESTIONS, AND CRITICISMS	NUMBER
1. More personal and vocational guidance.	41
More practical training in English classes, less emphasis on classics, have remedial reading, theme writing and spelling.	17
2. Have a required speech course.	15
3. Offer more practical courses or courses in vocational training.	14
4. More training in home-making and parenthood.	10
5. Make English and history appear as important as they really are.	9
6. More emphasis on training in governmental affairs, politics, and democracy.	8
7. Offer a course in how to study.	8
8. Expand vocational agriculture course to include auto mechanics, welding, farm machinery repair.	8
9. More practical training in home economics.	7
10. Require a course in drivers' training.	7
11. Do not make algebra compulsory.	5
12. There is an over emphasis of athletics.	5
13. More emphasis on practical mathematics.	5
14. Offer a course in geography.	4
15. Improve discipline.	4
16. Athletics should not be confined to a limited number.	3
17. Provide for a Christian fellowship club.	3
18. Give student council and students a greater voice in school government.	3
19. Offer two years of typing.	3
20.	

TABLE XIV (continued)

TABULATION OF IDEAS, SUGGESTIONS, AND CRITICISMS FROM WRITTEN
RESPONSES BY GRADUATES OF THE RONAN HIGH SCHOOL - 1942 - 1951
INCLUSIVE

IDEAS, SUGGESTIONS, AND CRITICISMS	NUMBER
21. Offer a course in hygiene.	3
22. More interest shown by teachers in students.	3
23. Have an eight period day instead of six.	3
24. Encourage students to take part in activities.	2
25. Offer a course in psychology.	2
26. Offer a course in sex education.	2
27. Do not offer a course in sex education.	2
28. Have higher grade standards.	1
29. High school education has been of little or no value.	1
30. Have a course in first aide.	1
31. Chemistry classes should be longer.	1
32. Provide a girls shop course.	1

have obtained a great deal more from their education if they had had some training of this type.

Only five students believed athletics were over-emphasized and three students said that athletics should not be confined to a limited number of individuals. Other suggestions were to lengthen class periods or have an eight period day, offer more subjects, give students a greater voice in school government, and to encourage students to take part in activities. Four graduates thought discipline should be improved and one suggested higher grade standards.

Some suggestions dealt with the manner in which subjects were taught. Three graduates felt teachers should show more interest in their students, and eight more said English and history should be made to appear as important as they really are. Two suggested a course in sex education and two said not to start such a course.

CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

Re-statement of the problem. The problem of this study has been to survey the graduates of the Ronan High School for a period of ten years, 1942-51 inclusive, in order to seek ways to improve the services offered to the students so that the school may better meet the needs and the demands of society. The purpose has been to discover how effective the Ronan High School has been guiding its graduates, to find out directly the group's opinion regarding the values of their educational experiences while in high school and to obtain a basis for curriculum revision. Advice and information has been sought from those who should be in a position to know, the students who have graduated over a ten year period.

Procedure. Results of this study are based upon the returns of printed questionnaires sent to the students graduating from the Ronan High School over a ten year period, 1942-51, inclusive. A copy of the questionnaire may be found in Appendix A. Questionnaires were sent to three hundred and fifty graduates out of a total of 367. Two graduates were deceased and fifteen were not located. The number returning questionnaires was 224.

FINDINGS

1. Better than 40 per cent of the graduates are still living in Lake County and 65 per cent are still living in Montana.
2. Sixty-four per cent of the graduates located returned questionnaires.
3. Fifty-nine per cent of the total number returning questionnaires are married.
4. Twenty-eight graduates are now attending college or university.
5. Ten graduates are now attending other schools.
6. Twenty-one graduates are employed part time.
7. Eighty-four graduates are gainfully employed full time.
8. Eighty girls are housewives.
9. Seventeen graduates are in military service.
10. Twenty-one graduates are self-employed.
11. Three graduates are unable to work.
12. Three graduates are temporarily unemployed.
13. Thirty-seven per cent of the graduates are doing what they had planned in high school.
14. Twenty-nine per cent of the graduates are not doing what they had planned in high school.
15. Forty-three per cent of those returning questionnaires went to college.
16. Graduates of Ronan High School attended thirty different colleges in fourteen different states.
17. In addition to those attending colleges and universities forty-nine other graduates attended other schools of various types.

18. English, agriculture, and typing were considered the most valuable subjects in making a living by the graduates.
19. Both boys and girls considered English as the most valuable subject in their daily living contacts with others.
20. Boys considered algebra, history, and biology the subjects of least value to them and girls, algebra, geometry, and history.
21. Boys and girls selected English as their first choice of subjects they thought every boy should take in high school.
22. Home economics was the first choice the graduates thought every girl should take in high school.
23. Boys wish they had taken bookkeeping and girls speech and bookkeeping.
24. Typing leads the list of those subjects the graduates wish they had taken more of.
25. Agriculture and physical education were liked most by the boys and girls selected typing, bookkeeping, and English.
26. For their first choice boys disliked English more than any other subject and girls algebra.
27. Eighty per cent of the graduates agreed that there was a need for more training in home-making and parenthood.
28. Eighty-four per cent of the graduates felt a need for more and closer guidance on personal and vocational problems.
29. Slightly more than 50 per cent of the graduates had outside employment for pay during the school year while attending high school.
30. A large percentage of the graduates took part in school activities and held class offices.
31. The graduates listed many constructive ideas, suggestions, and criticisms in regard to the school, the administration, and the curriculum.

32. The graduates welcomed the opportunity to appraise their high school training, and in most cases they felt that the school was doing a good job in preparing its students for the work ahead. As one girl put it, "As the years go by I realize more and more that the basic training I received in R.H.S. was a grand foundation for my present life and occupation."

RECOMMENDATIONS

On the basis of the returns from the questionnaires and the preceding findings drawn from their tabulation, the following recommendations are in order.

1. Provision should be made for more personal and vocational guidance.
2. The English courses should be revised to include more practical training--remedial reading, theme writing and spelling.
3. Provision should be made whereby the students might receive more training in home-making and parenthood. This might include a revision of the home economics classes as well as other classes to include more practical training.
4. A basic course in speech might be required of all students.
5. The history courses should provide more current material and include training in geography and political science.
6. A greater emphasis should be placed on practical mathematics. A basis for selecting students for algebra classes should be made instead of requiring all students to take algebra.
7. All students should be encouraged to take typing and since so many graduates wish they had taken more typing a two year course would be desirable.
8. A general business course including some bookkeeping would serve the need for the many students

who wish they had taken some bookkeeping while in high school.

9. Since over one fourth of the graduates attended colleges or universities, the basic college preparatory courses should be continued.
10. Either vocational agriculture classes should be broadened to include some training in auto mechanics, welding, and farm machinery repair, or a separate shop class should be offered. A separate course in wood shop or machine shop would benefit those students who are unable to take vocational agriculture.
11. Through orientation units in some freshman subject or through a separate social studies course students could be helped to make a better adjustment to high school. Training in how to study, how to get along with others and what they might expect from high school could be given.

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APPENDIX A

Ronan High School

Ronan, Montana

Dear Former Student:

We, at Ronan High School, are seeking ways to improve the services offered to our students so that our school may better meet their needs and the demands of society. With this thought in mind we are asking advice and information from those who should be in a position to know—our graduates.

Your responses to the attached questionnaire will be of great assistance to us in planning our new school curriculum. We should like you to give this questionnaire careful thought and serious consideration. Do not feel confined to the questions asked—after you have completed the questionnaire, you may turn to page 4 and write down any ideas or suggestions you may have to offer. You may rest assured that they will all be given the utmost attention and consideration.

Of course, all replies will be held in the strictest confidence.

You may be interested to know that this survey is to include the graduates of the Ronan High School for the past 10 years, beginning with the Class of 1942. This will entail locating close to 400 former students. It is a big job, and its value will be determined by your cooperation.

You may also be interested to know that our new high school building is expected to be completed early next spring. Work is progressing rapidly. It will be an ultra-modern one-story structure of Roman and glass brick. It is located southeast of the old building, and facing west.

We have enclosed a self-addressed, postage paid envelope for your use in reply. Your promptness in returning the questionnaire will be appreciated.

Very truly yours,

P. C. CRUMP
Superintendent of Schools

STUART E. FITSCHEN,
Director, Graduate Survey

QUESTIONNAIRE TO GRADUATES OF RONAN HIGH SCHOOL

IDENTIFYING DATA

Name at Graduation Year of Graduation

Present Name Married? Yes..... No.....

Present Address Sex: M..... F.....

PRESENT STATUS

Please check in the right hand margin the numbers of all statements below that best describe your present status.

- (1) Attending College or University, 1..... 6.....
- (2) Attending other school 2..... 7.....
- (3) Gainfully employed part time 3..... 8.....
- (4) Gainfully employed full time, (5) Housewife, (6) Military 4..... 9.....
- (7) Self-employed, (8) Unable to work, (9) Temporarily unemployed. 5.....

EMPLOYMENT HISTORY

Please answer the following questions about your present occupation.

1 Nature of work (clerical, mechanical, etc.)
2 Specific duties (wrap packages, etc.)
3 Type of employer (baker, etc.)
4 How long at this job? (5 years)
5 How was job obtained? (Employment Agency)
6 Was this what you planned in high school (No, Teaching)

HIGHER EDUCATIONAL RECORD

- 1 Circle the number of years of college completed: 0, less than 1, 1, 2, 3, 4, 5, 6, 7, more
- 2 List colleges and Universities attended (Name and Location)
- 3 List other schools attended since high school graduation (Name and Location)

HIGH SCHOOL

Using the numbers of the High School subjects listed at the left, please answer the questions below. You will notice that three columns are provided to enable you to make a first, second and third choice in each case.

		1	2	3
(1) Agriculture	A—What subjects did you take which you think have been of most value to you in making a living?			
(2) Algebra				
(3) Art	B—What subjects did you take which you think have been of most value to you in your daily living contacts with others			
(4) Band				
(5) Biology	C—What subjects did you take which you think have been of least value to you?			
(6) Bookkeeping				
(7) Chemistry	D—What subjects do you think every boy should take in High School?.....			
(8) Chorus				
(9) Cooking	E—What subjects do you think every girl should take in High School?			
(10) Drivers Training				
(11) Economics	F—What subjects do you now wish you had taken but did not?			
(12) Electric Shop				
(13) English	G—What subjects did you take that you now wish you had taken more of?			
(14) Foreign Language				
(15) General Math	H—What subjects did you take and like most while you were in High School?.....			
(16) General Science				
(17) Geography	I—What subjects did you take and like least while you were in High School?			
(18) Geometry				
(19) History	Please answer these further questions:			
(20) Home Economics				
(21) Hygiene (Health)	J—Do you think that High Schools should offer more training in home-making and parenthood? Yes..... No..... Don't Know.....			
(22) Journalism	K—Do you think that High Schools should offer students more and closer guidance on personal and vocational problems? Yes..... No..... Don't Know.....			
(23) Office Practice				
(24) Orchestra	L—Please turn the page and write any suggestions and criticism you may have to offer for improvement of the school.			
(25) Physical Education				
(26) Physics				
(27) Physiology				
(28) Psychology				
(29) Radio				
(30) Sewing				
(31) Shorthand				
(32) Sociology				
(33) Speech				
(34) Trigonometry				
(35) Typing				
(36) Woodshop				

HIGH SCHOOL ACTIVITIES

1—Did you have any outside employment for pay during the school year while you were in High school? Yes..... No.....

2—What High School activities did you take part in? Please check in the right hand margin.

- | | | | | | | |
|--------------------------|----------------------------------|----------------------|--------------------|---------------|--------|--------|
| (1) Dramatics, | (2) Publications, | (3) Athletics, | (4) Class Officer, | (5) Debating, | 1..... | 6..... |
| (6) Clubs, | (7) Associated Students Officer, | (8) Student Council, | | | 2..... | 7..... |
| (9) Other, Specify | | | | | 3..... | 8..... |
| | | | | | 4..... | 9..... |
| | | | | | 5..... | |

IDEAS, SUGGESTIONS, CRITICISMS

APPENDIX B

QUESTION "A"

"WHAT SUBJECTS DID YOU TAKE WHICH YOU THINK HAVE BEEN OF MOST VALUE TO YOU IN MAKING A LIVING?"

SUBJECT	BOYS				SUBJECT	GIRLS			
	1st	2nd	3rd	Total		1st	2nd	3rd	Total
English	12	17	9	38	Typing	33	17	16	66
Agriculture	27	7	2	36	English	18	19	15	52
Gen. Math.	8	15	10	33	Bookkeeping	18	12	8	38
Gen. Sci.		6	9	15	Home Ec.	16	9	7	32
Algebra	9	2	3	14	Shorthand	6	13	5	24
Bookkeeping	5	4	5	14	Cooking	8	6	1	15
Typing	3	4	7	14	Sewing	1	4	10	15
Speech	5	6		11	Gen. Math.	1	5	6	12
Physical Educa- tion					Chemistry	3	3	1	7
Chemistry	2	2	4	8	Speech	1	4	2	7
Geography	3	3	1	7	Algebra	1	3	2	6
Geometry	3	2	1	6	Biology	4	1	1	6
Woodshop		3	2	5	Economics	1	3	1	5
Economics	1		4	5	Gen. Sci.	1	2	2	5
Trigonometry		2	2	4	Journalism		1	4	5
Biology	1	2	1	4	Sociology	1	2	2	5
History	2	1		3	Foreign Lang.	1	1	2	4
Physics		1	2	3	History		2	2	4
Sociology			3	3	Hygiene (Health)	1	1	2	4
Elec. Shop		2	1	3	Office Practice			3	3
Chorus			2	2	Physics	1	1	1	3
Hygiene (Health)			1	1	Chorus			2	2
Journalism		1		1	Dr. Training		1	1	2
Psychology			1	1	Art	1			1
					Band		1		1
					Physical Ed.		1		1
					Woodshop			1	1

QUESTION "B"

"WHAT SUBJECTS DID YOU TAKE WHICH YOU THINK HAVE BEEN OF MOST VALUE TO YOU IN YOUR DAILY LIVING CONTACTS WITH OTHERS?"

SUBJECT	BOYS				SUBJECT	GIRLS			
	1st	2nd	3rd	Total		1st	2nd	3rd	Total
English	45	18	14	77	English	58	18	8	84
Agriculture	8	7	5	20	Home Econ.	10	16	11	37
Speech	10	6	4	20	Sociology	8	12	4	24
History		3	14	17	Speech	14	4	5	23
Sociology	5	6	5	16	History	1	9	10	20
Physical Ed.	3	5	4	12	Journalism	2	3	7	13
General					Economics	4	4	4	12
Mathematics	3	3	5	11	Hygiene(Health)	2	3	4	9
Economics	2	3	4	9	General Sci.		5	3	8
General Sci.	1	3	4	8	Art	3	3	1	7
Geography		5	1	6	Cooking	5	2		7
Biology	1	2		3	Bookkeeping	2	2	1	5
Chorus		2	1	3	Chorus	1		4	5
Hygiene (Health)	1	1	1	3	Physical Ed.	2	3		5
Psychology	2		1	3	Typing	1	2	2	5
Typing		1	2	3	Dr. Training	1	1	2	4
Band			2	2	Psychology	1	1	2	4
Journalism		1	1	2	Sewing	1	2	1	4
Algebra		1		1	General Math.	1	1	1	3
Bookkeeping		1		1	Biology	1	1		2
Chemistry			1	1	Algebra		1		1
Cooking			1	1	Band			1	1
Physics		1		1	Chemistry	1			1
Trigonometry			1	1	Geometry		1		1
Woodshop		1		1	Physics		1		1

QUESTION "C"

"WHAT SUBJECTS DID YOU TAKE WHICH YOU THINK HAVE
 BEEN OF LEAST VALUE TO YOU?"

SUBJECT	BOYS				SUBJECT	GIRLS			
	1st	2nd	3rd	Total		1st	2nd	3rd	Total
Algebra	17	9	5	31	Algebra	44	17	6	67
History	9	10	6	25	Geometry	16	22	5	43
Biology	9	6	4	19	History	6	6	7	19
Geometry	4	5	5	14	Gen. Sci.	2	12	4	18
Chorus	6	4	3	13	Biology	8	6	2	16
Band	4	2	3	9	Chemistry	10	3	1	14
Foreign					Physical Ed.	3	6	5	14
Language	5	3		8	Foreign Lang.	8	3	2	13
Gen. Sci.	4	1	2	7	Home Econ.	3	4	2	9
Physical Ed.	2	5		7	Journalism	2	3	4	9
Physics		5	1	6	Shorthand	2	3	4	9
Typing	1	3	2	6	Chorus	1	3	2	6
Agriculture	4	1		5	Band			4	4
Chemistry	2	3		5	Bookkeeping	3		1	4
Bookkeeping	3	1		4	Economics	2	1	1	4
Trigonometry	3	1		4	Art		2	1	3
Art	2		1	3	Physics	1	1	1	3
Economics	1		2	3	Sociology	1		2	3
English	1	1	1	3	Trigonometry	1	1	1	3
Geography	1		1	2	Typing		1	2	3
Journalism	1		1	2	Cooking		1	1	2
Shorthand	1	1		2	English		1	1	2
Sociology	1	1		2	Speech	1	1		2
General Math.		1		1	Dr. Training			1	1
Hygiene (Health)		1		1	Gen. Math.	1			1
Orchestra		1		1	Geography	1			1
Radio		1		1	Sewing			1	1
Woodshop			1	1	Woodshop	1			1

QUESTION "D"

"WHAT SUBJECTS DO YOU THINK EVERY BOY SHOULD TAKE IN HIGH SCHOOL?"

SUBJECT	BOYS				SUBJECT	GIRLS			
	1st	2nd	3rd	Total		1st	2nd	3rd	Total
English	23	15	10	48	English	33	12	7	52
General Math.	13	6	11	30	Dr. Training	16	6	6	28
Physical Ed.	8	5	10	23	Woodshop	6	8	12	26
Speech	5	10	5	20	General Math.	9	11	5	25
Bookkeeping	4	9	5	18	Agriculture	14	5	4	23
Agriculture	9	2	3	14	Electric Shop	5	8	7	20
Typing	2	3	8	13	Bookkeeping	7	7	3	17
Algebra	7	3	2	12	Speech	4	5	7	16
Economics	2	2	7	11	Typing	4	7	5	16
General Sci.	2	3	5	10	Physical Ed.	2	6	6	14
Woodshop	1	3	3	7	History	1	7	3	11
Hygiene (Health)	2	4		6	General Sci.	1	3	5	9
Sociology	2	3	1	6	Algebra	2	2	3	7
History		3	2	5	Chemistry		4	2	6
Chemistry		2	2	4	Economics	4	1	1	6
Dr. Training	1	2	1	4	Sociology		4	2	6
Radio	1	2	1	4	Biology	2		2	4
Biology	1	2		3	Office Prac.	1	2	1	4
Electric Shop		3		3	Geometry			3	3
Geometry	1	2		3	Hygiene (Health)	1	2		3
Physics		1	2	3	Physics		1	2	3
Psychology			2	2	Psychology	1	1	1	3
Trigonometry	2			2	Cooking		2		2
Cooking		1		1	Foreign Lang.			2	2
Geography	1			1	Art			1	1
Home Econ.			1	1	Geography		1		1
Office Prac.		1		1	Journalism		1		1
					Radio			1	1
					Sewing	1			1

QUESTION "E"

"WHAT SUBJECTS DO YOU THINK EVERY GIRL SHOULD TAKE IN HIGH SCHOOL"

SUBJECT	BOYS				SUBJECT	GIRLS			
	1st	2nd	3rd	Total		1st	2nd	3rd	Total
Home Econ.	36	18	8	62	Home Econ.	48	22	12	82
Cooking	19	5	8	32	Typing	17	11	26	54
English	15	5	8	28	English	28	12	7	47
Bookkeeping	5	10	8	23	Bookkeeping	9	14	8	31
Dr. Training	1	4	7	12	Cooking	9	7	6	22
Typing	3	6	3	12	Shorthand	1	10	6	17
Sewing		7	3	10	Sewing	4	4	4	12
Hygiene (Health)		2	6	8	Speech	1	4	7	12
Economics	2	3	2	7	Dr. Training	3	5	3	11
General Math.	1	1	5	7	Sociology	1	1	8	10
Sociology	1	2	4	7	Journalism		8		8
Office Practice	3	3		6	Physical Ed.		3	4	7
General Science	2	1	2	5	Economics	1	2	3	6
Speech		3	2	6	Hygiene(Health)			5	5
Algebra	2		2	4	History		5	1	6
Physical Ed.	1	2	1	4	Office Practice	1	1	3	5
Shorthand	1	2	1	4	Art		1	2	3
Biology		2	1	3	Foreign Lang.	1		2	3
Chorus		2		2	General Math.		2	1	3
Electric Shop		1		1	Psychology		3		3
Geometry			1	1	Algebra	1	1		2
History			1	1	General Science		1	1	2
Journalism			1	1	Geography		1	1	2
Psychology		1		1	Physics		1	1	2
Woodshop			1	1	Chemistry		1		1

QUESTION "F"

"WHAT SUBJECTS DO YOU NOW WISH YOU HAD TAKEN BUT DID NOT?"

SUBJECT	BOYS				SUBJECT	GIRLS			
	1st	2nd	3rd	Total		1st	2nd	3rd	Total
Bookkeeping	18	5	6	29	Speech	7	9	9	38
Speech	7	9	9	25	Bookkeeping	14	8	6	28
Foreign Lang.	6	5	6	17	Shorthand	13	11	4	28
Chemistry	10	5	1	16	Psychology	6	7	10	23
Physics	2	7	5	14	Foreign Lang.	6	10	3	19
Economics	5	8		13	Sociology	7	4	5	16
Typing	8	2	3	13	Chemistry	11	1	3	15
Electric Shop	3	2	4	9	Dr. Training	6	6	3	15
Psychology	3	3	3	9	Band	2	4	7	13
Shorthand	1	5	3	9	Economics	3	7	3	13
Trigonometry	2	3	4	9	Home Econ.	4	5	4	13
Journalism	1	3	3	7	Art	3	4	4	11
Office Practice	1	3	3	7	Office Practice	4	5	2	11
English			5	5	Typing	5		4	9
Radio	1	2	2	5	Journalism	3	2	3	8
Sociology		4	1	5	Chorus	3	1	2	6
Agriculture	2		2	4	Orchestra	1	3	2	6
Algebra	2	1	1	4	Hygiene(Health)	2	1	2	5
Band	4			4	Gen. Math.	1	2	1	4
Orchestra		2	2	4	Sewing	3		1	4
Physical Ed.	2	1		3	Agriculture	3			3
Woodshop	2		1	3	Algebra	2	1		3
Art	1		1	2	Cooking	1	1	1	3
Dr. Training		1	1	2	English		3		3
Gen. Math.	2			2	Physics		1	2	3
Geometry	1	1		2	Woodshop	1	1	1	3
Home Ec.			2	2	Physiology		1	1	2
Biology	1			1	Trigonometry			2	2
Cooking		1		1	Biology	1			1
Geography		1		1	Electric Shop			1	1
Hygiene(Health)		1		1	Gen. Science		1		1
					Geography		1		1
					Geometry		1		1
					Radio			1	1

QUESTION "G"

"WHAT SUBJECTS DID YOU TAKE THAT YOU NOW WISH YOU HAD TAKEN MORE OF?"

SUBJECT	BOYS				SUBJECT	GIRLS			
	1st	2nd	3rd	Total		1st	2nd	3rd	Total
Typing	10	7	6	23	Typing	22	11	13	46
English	15	2	1	18	Home Ec.	8	11	7	26
Agriculture	7	2	5	14	Bookkeeping	13	8	2	23
Gen. Math.	6	4	3	13	Shorthand	7	11	3	21
Algebra	7	5		12	English	10	2	4	16
Bookkeeping	6	3	1	10	Journalism	3	5	6	14
History	4	2	4	10	History	3	9	2	14
Woodshop	2	6	2	10	Foreign Lang.	6	5	2	13
Chemistry	3	3	3	9	Sewing	5	1	5	11
Speech		6	3	9	Cooking	4	4	2	10
Economics	3	3	1	7	Speech	2	2	6	10
Geometry		5	2	7	Art	7		2	9
Foreign Lang.	3	1	2	6	Sociology	2	3	1	6
Physics	2	2	2	6	Band	2		2	4
Sociology	1	4	1	6	Chemistry	2	2		4
Biology	2	3		5	Chorus		2	2	4
Electric Shop	1	1	3	5	Gen. Math.	2		2	4
Physical Ed.	3		1	4	Physical Ed.	2	2		4
Gen. Science			3	3	Biology	3			3
Trigonometry	1	2		3	Economics		2	1	3
Band	1	1		2	Gen. Science	2	1		3
Chorus	1	1		2	Geography		1	2	3
Geography		1	1	2	Hygiene(Health)	1	1	1	3
Journalism	1		1	2	Office Prac.	2			2
Psychology			2	2	Woodshop		1	1	2
Hygiene(Health)			1	1	Algebra		1		1
Physiology			1	1	Electric Shop	1			1
Shorthand		1		1	Geometry		1		1
					Psychology			1	1

QUESTION "H"

"WHAT SUBJECTS DID YOU TAKE AND LIKE MOST WHILE YOU WERE IN HIGH SCHOOL?"

SUBJECT	BOYS				SUBJECT	GIRLS			
	1st	2nd	3rd	Total		1st	2nd	3rd	Total
Typing	3	17	8	28	Typing	22	23	16	61
Agriculture	20	3	4	27	Bookkeeping	13	14	8	35
Physical Ed.	11	7	7	25	English	13	9	9	31
Bookkeeping	8	3	7	18	Home Ec.	11	10	9	30
Biology	7	4	6	17	Journalism	7	13	9	29
English	3	6	7	16	Shorthand	9	9	5	23
History	2	11	3	16	Chorus	7	6	7	20
Woodshop	4	2	6	12	History	9	4	6	19
Speech	4	3	4	11	Algebra	4	2	8	14
Algebra	7	1	2	10	Art	9		1	10
Gen. Science	2	5	3	10	Foreign Lang.	3	3	4	10
Geometry	2	5	3	10	Speech	2	4	4	10
Chemistry	3	2	2	7	Biology	3	3	3	9
Sociology	1	2	3	6	Sociology	1	4	3	8
Band	2	2	1	5	Economics	2	2	3	7
Chorus		3	2	5	Dr. Training	3	3		6
Gen. Math.		2	3	5	Geometry	1	3	2	6
Journalism	1	1	3	5	Sewing		3	3	6
Geography	2		2	4	Chemistry	1	1	3	5
Physics		2	2	4	Band	3	1		4
Economics	3			3	Physical Ed.		2	2	4
Electric Shop	1	2		3	Gen. Math.			3	3
Trigonometry	1		2	3	Trigonometry		1	1	2
Foreign Lang.		2		2	Cooking			1	1
Art			1	1	Gen. Science			1	1
Dr. Training		1		1	Hygiene(Health)	1			1
Hygiene(Health)	1			1	Woodshop			1	1

QUESTION "I"

"WHAT SUBJECTS DID YOU TAKE AND LIKE LEAST WHILE YOU WERE IN HIGH SCHOOL?"

SUBJECT	BOYS			GIRLS			Total
	1st	2nd	3rd	1st	2nd	3rd	
English	24	9	8	37	15	3	55
History	10	16	2	18	18	10	46
Algebra	7	10	7	4	10	12	26
Biology	6	2	7	8	15		23
Gen. Sci.	4	5	3	10	8	3	21
Physics	3	5	3	7	5	7	19
Chemistry	2	4	3	8	3	4	15
Bookkeeping	4	1	3	3	3	6	12
Geometry		6	1	5	1	5	11
Band	5		1	4	5	2	11
Gen. Math.		1	3	6	1	2	9
Economics	1	1	2	1	4	2	7
Agriculture	2		1	1	3	2	6
Geography		2	1	4	1	1	6
Chorus	1	1		1		3	4
Hygiene	1		2	1		3	4
Journalism		1	1	1		4	4
P. E.		1	1			2	4
Trig.		1	1		1	2	3
Typing	1	1	1	1	2	1	3
Shorthand	1	1		1	1		3
Soc.		1			1	2	2
Speech	1			1	1		2
							1
							1