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A FOLLOW-UP STUDY OF THE GRADUATES OF
LIBBY, MONTANA HIGH SCHOOL FOR THE YEARS 1946-1950

by

RAYMOND HOKANSON
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

In the past, follow-up studies were not a common practice for evaluating high school curriculum. Today a steadily increasing number of secondary schools are using this means of evaluating their programs and of giving assistance to future students. A follow-up study was suggested as a practical approach for securing valuable information concerning high school graduates and the curriculum offered them. If a follow-up study is to prove useful in an individual school, its planning and execution must grow out of problems recognized and defined by that school. This was the case of Libby High School, Libby, Montana, as suggested by the Superintendent of Schools in Libby.

THE PURPOSES

The purposes of this study were: (1) to determine if the present curriculum is adequate, (2) to discover if the high school has met the educational and vocational needs of the graduate, (3) to learn if the post-high school experiences of the graduates indicate any shortcomings of the present curriculum, (4) to determine how efficiently

educational procedures are fulfilling the present aims and objectives of the modern high school.

PROCEDURE

The data treated in this study were obtained through the use of a questionnaire. Sample copies were prepared and information check lists used in the past such as the California State Department of Education, Sacramento, Calif. Guide For Making A Follow-up Study of School Drop-outs and Graduates, California Guidance Bulletin No. 13 January, 1950¹ and Michigan Study of the Secondary School Curriculum, State Board of Education 1943, Lansing, Michigan, Follow-up of Secondary School Students,² were used as a basis to gain information which would be necessary in the questionnaire. A questionnaire was then formulated which was thought would serve the purpose. Copies were prepared and mailed to former students who were graduated during the years 1946-1950 inclusive.

In the questionnaire, reactions of the graduates were sought along with certain factual information about

¹California State Department of Education, Guidance Bulletins No. 13 January 1950, Follow-up Study of School Drop-outs and Graduates.

²Michigan Study of the Secondary School Curriculum, State Board of Education 1943, Follow-up of Secondary School Students.

the individual. Attempts were made in the questionnaire to gain information from the graduate for improving the present curriculum. The questionnaire finally adopted was used in the personal interview of the graduates who were contacted during the year. Most of the graduates who lived in Libby, Montana, were personally interviewed.

The selection of the years to be used in this study was based upon school records and it was found that prior to 1946 another type of record was used. High school graduates who have been out of school for five years may have had an opportunity to complete either a four or five year college program and will be able to evaluate their high school program in terms of experience in college and in making an occupational and marriage adjustment after leaving college. Other young people who went to work immediately after graduation from high school will have started families. The total number of graduates during the years 1946 to 1950 was one hundred and sixty two (twenty three in 1946, thirty six in 1947, thirty seven in 1948, twenty five in 1949 and forty one in 1950).³ The results of the questionnaire were tabulated and summarized

³ Table III, page 15.

Definitions of Terms Used

Curriculum. Throughout this study, the word curriculum shall be interpreted to consist of the total controlled environment created under the direction of the school for the purpose of stimulating and influencing, and contributing to the wholesome growth and development of boys and girls.⁴

Graduates and Students. The words graduates and students shall be used interchangeably throughout this report to mean the people who have completed a four year high school program at Libby Public School, Libby, Montana, which includes grades nine through twelve and is fully accredited by the State Department of Public Instruction, Helena.

Survey and Studies. The terms survey and studies shall be used interchangeably in referring to this report.

Any exception to the above words shall be indicated by reference and proper explanation.

⁴ Harl R. Douglass, William T. Gruhn, The Modern Junior High School (New York: The Ronald Press Company, 1947).

CHAPTER II

REVIEW OF RELATED MATERIAL

Comparison to other study. Other follow-up studies of high school graduates of Montana are in process; but at the time of this study the follow-up study of Mr. Earl Fisher¹ on the graduates of Hot Springs, Montana, High School was the only one known to be completed. This study, and others similar to it were being undertaken in Montana at the suggestion of the State Department of Public Instruction in cooperation with the School of Education at Montana State University, located at Missoula, Montana.

However, the difference in this follow-up study and Mr. Fisher's is that this study was made to gain more of the graduates' opinion. Mr. Fisher's study considered the salary and job disadvantages. Also in Mr. Fisher's study the information regarding the economic point of view of the graduate was considered. In this study, the worth and personal evaluation of subjects in Libby High School were sought to gain information for the school.

¹ Earl Fisher, "A Survey of the Graduates From The Hot Springs, Montana, High School For the Years 1946-1950 Inclusive", (Unpublished Professional Paper, Montana State University, Missoula, 1952)

Limitations of this study: (1) No previous follow-up study in Libby High School was available for the purpose of comparison; (2) No previous follow-up study exists in Montana which has the same purpose in mind; (3) No studies were available with which a comparison can be made to Libby High School as to population and local industry; (4) This study is an evaluation of the findings of education and vocational offerings of Libby, Montana, High School and should not be interpreted as a final solution. If the needs of the students of the high school are to be taken care of in light of the further studies such as this then the aims and objectives of secondary schools can be more nearly attained.

In California² a state-wide program of follow-up has been adopted; these are so patterned that any local situation can be adjusted to the state program and the results obtained in separate fashion.

The Michigan Study of Secondary School Curriculum Development of 1950³ has a suggested pattern for follow-up studies in that state and suggestions for further improvements. In our present changing times there is great need for an elastic type program to follow young people after

² California State Board of Education Bulletin, Bulletin 13 op.cit p. 3.

³ Michigan Study of the Secondary School Curriculum op. cit. p. 4.

they leave school. Follow-up studies are worthwhile and necessary and through local support the position of follow-up studies will receive its proper place in the high school program.⁴

⁴ Ibid., p. 43

CHAPTER III

BACKGROUND OF STUDY

Libby, Montana, a community of four thousand people located on Highway No. 2, eighty nine miles west of Kalispell, has as its chief industry lumbering, which employs about one thousand people. The Zonolite Company, which employs about two hundred people, mines and processes a mineral called vermiculite. The major portion of the people of Libby depend upon these two industries for their livelihood.

The J. Neils Lumber Company is a family-operated company with main offices in Portland, Oregon. The Zonolite Company has its main offices in Libby, Montana. Young men must be eighteen before they can work in mining or lumbering industries because of state law. The natural assumption is that a high school graduate can do very well financially in seeking employment in the lumber industry. The rate of pay of the Zonolite Company and the lumber mill averages \$350.00 per month for common labor.

One hundred and two graduates¹ returned questionnaires. There were twelve boys and eight girls employed at that time by the J. Neils Lumber Company. Fifty four boys have entered

¹ Table III, p. 15.

the armed services since graduation, thirty two have worked at the lumber company and eighteen boys have worked at the Zonolite company

Both industrial concerns in Libby are anxious to have the high school graduates seek employment in their respective concerns. Because of the continual demand for labor on the part of the companies involved, the school system has not found it necessary to maintain a job placement service.

Many independent logging concerns who sell their logs to J. Neils Lumber Company hire a large number of people for their operations. The need for mill workers and lumberjacks has been great during the years following World War II.

From the latter part of September through mid-December a large number of young people are engaged in the Christmas-Tree Industry. High school youth find employment tying Christmas trees into bundles for shipment. For many people, the money earned from this employment is the first introduction to actual wage earning of any significance.

Libby High School is fully accredited by the State Department of Public Instruction as well as the Northwest Accrediting Association. Since the high school and the seventh and eighth grades share the same relatively small building, problems arising from this situation must be met and overcome through cooperation and consideration by both groups.

Libby High School does not have Vocational Agriculture because of the nature of the community. As prescribed by state law, three years of English and a course in American History are required for graduation. During the past five years, enrollment has increased steadily which has created a problem that the school has so far been able to meet successfully. The situation now has become so critical that new buildings must be provided in the near future if present standards are to be maintained.

A Part-Time-Cooperative course is offered to students who wish to obtain on-the-job-training. Within the past four years a number of new tools and equipment, such as metal lathe, joiner and others, have been purchased for the Industrial Arts department in order to provide a more complete training in this area.

Prior to 1950, the Home Economics department proved to be inadequate to meet the needs of the students; therefore, modern facilities are replacing the out-moded equipment. Approximately three fifths of the girls who enrolled in this course during the years 1946-1950 did not feel that the course offered enough practical guidance pertaining to social adjustment and home living as shown by Table XI, p. 27.

The superintendent has taken steps to remedy this situation by pointing the objectives of the course toward the student's desire. The course offerings for the period covered by this study can be found in Table XII, page 31.

CHAPTER IV

PRESENTATION OF FINDINGS

Marital Status of Graduates. The questionnaire reveals that eighteen men and thirty eight women were married and twenty five men and twenty one women were not married. Forty one and nine tenths per cent of the men in this study were married and 64.4 per cent of the women were married. The study further shows the 80.8 per cent of the 1946 class, 71.4 per cent of the 1947, 52.6 per cent of 1948, 31.3 per cent of 1949, 19.6 per cent of the 1950 class have been married up to the time of this study.¹

Locations of Graduates. In locating the people for this study, one hundred and sixty two graduates were contacted either by mail or through a personal interview. The people included in this study seem to be widely distributed. Twelve of the forty eight states as well as three foreign countries are represented in this distribution of graduates. About 45.1 per cent of those returning questionnaires are residents of Libby, Montana. This study includes a large group of men who are eligible, if

¹ Table I, page 13.

TABLE I
MARITAL STATUS OF GRADUATES OF
LIBBY HIGH SCHOOL
1946-1950

Years	Married		Not Married		Total
	Boys	Girls	Boys	Girls	
1945-1946	6	11	3	1	21
1946-1947	6	14	3	5	28
1947-1948	3	7	5	4	19
1948-1949	1	5	7	3	16
1949-1950	2	1	7	8	18
Totals	18	38	25	21	102

TABLE II
DISTRIBUTION OF GRADUATES OF
LIBBY HIGH SCHOOL
1946-1950

<u>Montana:</u>	Girls	Boys
Bozeman.....	1	
Great Falls	2	
Harlowton.....	1	
Havre.....	1	
Kalispell.....		1
Libby.....	29	17
Missoula.....	9	1
Rexford.....	1	
<u>Other States:</u>		
Arizona.....	1	
California.....	1	
Colorado.....		1
Florida.....		1
Idaho.....	4	4
Illinois.....		1
Michigan.....		1
New York.....		1
Oregon.....	1	
Texas.....	1	2
Virginia.....		1
Washington.....	7	3
<u>Foreign Countries:</u>		
Australia.....	1	
Greenland.....		1
Korea.....		3
Totals	60	42

TABLE III

NUMBER AND PERCENT OF GRADUATES
ANSWERING QUESTIONNAIRE

	Class total	Total Answers	Percent of class	Percent of Total Questionnaire
1945-1946	23	21	91.3	20.7
1946-1947	36	25	69.4	24.5
1947-1948	37	17	46.4	16.6
1948-1949	25	16	64.0	15.7
1949-1950	41	23	56.1	22.5
Totals	162	102		100.0

Total Percent Questionnaire Returned - 62.3

not already in the armed forces. This fact could account for the number living in Libby.² Twenty one of the male graduates are serving in the army or navy. A larger number of girls answered the questionnaire because of the fifteen boys who were sent questionnaires to overseas stations and may not ever have received these questionnaires.

Schools or Colleges Attended. Forty nine Libby graduates have attended twenty three institutions of higher learning; of this total, eight have received Bachelor's Degrees while two have earned Master's Degrees.³ Twenty seven graduates have chosen schools within Montana for their higher education. An interesting fact to note is that twenty one graduates attended schools of higher learning in Washington. This along with the eight who attended Idaho University would indicate that the Libby graduates, as contacted by this study, favor schools in Washington and Idaho over those of Montana.⁴ This is probably due to distances of travel.

Only two women of the group took advanced work beyond the B. A. Degree and fulfilled the requirements for an M. A. Degree. Five women have completed a nurse's

² Table II, p. 14.

³ Table IV, p. 17.

⁴ Table IV, p. 17.

TABLE IV
INSTITUTIONS OF HIGHER LEARNING ATTENDED BY
LIBBY HIGH SCHOOL GRADUATES
1946-1950

<u>Montana:</u>	
Montana State University	14
Montana State College	6
Northern Montana College	3
Deaconess School of Nursing, Great Falls	3
St. Patricks School of Nursing, Missoula	2
College of Education, Great Falls	1
 <u>Idaho:</u>	
University of Idaho	8
 <u>Washington:</u>	
University of Washington	2
Washington State College	3
Eastern Washington College of Education	8
Holy Names College	1
Kinman Business University	2
Deaconess School of Nursing, Spokane	3
Sacred Heart School of Nursing, Spokane	3
Dental Nurses Training School, Spokane	1
 <u>Illinois:</u>	
Northwestern University, Evanston	1
 <u>Missouri:</u>	
Stephens College	1
 <u>Michigan:</u>	
General Motors Institute, Flint	1
 <u>California:</u>	
Stanford University	1
 <u>North Dakota:</u>	
North Dakota State School of Science	1
 <u>Texas:</u>	
East Texas State Teachers College	1
 <u>Mexico:</u>	
University of Mexico	1
 <u>Wisconsin:</u>	
United States Armed Force Institute	2

TABLE V
EDUCATIONAL LEVELS ATTAINED BY
RESPONDENTS TO THE QUESTIONNAIRE

	<u>Men</u>	<u>Women</u>
Master of Arts Degree		2
Bachelor of Arts Degree	2	6
Still attending college	5	7
Drop out because of military	4	
Drop out because of other reasons	8	7
Still attending Nursing school		3
Two year diploma from Teacher college		1
Diploma from Dental Nurses Training School		1
Diploma from Business School		1

training course and three are still in training. Two of the graduates finished the course offered by Kinman Business University in Spokane. Four men went into military service in lieu of finishing their college work.

Job Placement. When the graduates were asked what single group or person helped them to get their first steady job after leaving school, sixty two graduates replied that it was through their own effort. Friends and parents were regarded as next of importance in aiding them to secure their first steady job.⁵ Private and public employment service were not listed as instrumental in getting steady jobs for the graduates. During the years 1946-1950, the employment situation was favorable to the high school graduates of the Libby area. It is possible that the graduates are giving more credit to their own efforts than that of the economic situation of the time because of this situation.

Preparing For An Occupation. In the question, "What occupation are you now preparing yourself for?", the classifications as used by the Dictionary of Occupational Titles⁶ were used and divided into five headings. Professional,

⁵ Table VI, p. 20.

⁶ U.S. Department of Labor, Bureau of Employment Security, Dictionary of Occupational Titles, Vol. I: United States Government Printing Office, 1949.

TABLE VI
SOURCE OF HELP USED MOST IN OBTAINING
FIRST REGULAR EMPLOYMENT AFTER LEAVING SCHOOL
AS REPORTED BY GRADUATES

My own efforts	62
Friends	19
Parents or other relatives	14
Newspaper advertisement	4
Private employment service	1
Public employment service	1
No choice	1
Total	102

Semi-professional, Clerical and Sales, Skilled and Unskilled types of occupations which will cover the cases referred to in this question.⁷ This question was left up to the graduates as to how it should be filled in; thirty graduates listed the occupations for which they were training or preparing themselves.

The eight people who listed teaching as a profession included some of the boys who have had their training interrupted by military service. Four boys replied they were in training for managerial positions either in a family business or with some other concern. Nine people stated the clerical and sales division were their fields of preparation. Industrial Engineers, Electrical Engineers, Welders and wood sawyer were listed by nine graduates as the occupations for which they were preparing. Even though the opportunities were present for good paying jobs in the lumber mill only two boys are training for a wood sawyer position within the mill. This position in the past has been a much sought-after type of work because of the high pay.

Practical Application of School Training On the Job.

Tabulation of the replies to this question seem to indicate that high school training was beneficial in relation to their present job. Of the eighty graduates who answered this question, seventy two graduates indicated at least some help. Ten graduates expressed uncertainty as to the amount of help received from their high school education.⁷

⁷ Table VIII, p. 23.

TABLE VII

CLASSIFICATION OF OCCUPATIONS OF THE GRADUATES
ACCORDING TO DICTIONARY OF OCCUPATIONAL TITLES

		Number of Graduates
I	Professional:	
	Teaching	6
	Elementary Teaching	2
	Industrial Engineer	2
	Electrical Engineer	1
	Wildlife Management	1
	Agricultural Extension Service	1
II	Semi-Professional: (Managerial)	
	Theater Manager	1
	Garage Manager	1
	Bowling Alley Manager	1
	Own business	1
III	Clerical and Sales:	
	Bookkeeping	2
	Clerk Typist	3
	Secretarial	4
IV	Skilled:	
	Welder	1
	Stationary Engineer	1
	Sawyer (Wood-lumber mill).	2
V	Unskilled:	
	Housewife	8

TABLE VIII
DEGREE TO WHICH HIGH SCHOOL TRAINING
HAS AIDED THE RESPONDENTS
IN THEIR PRESENT OCCUPATIONS

A great deal	42
Some	30
Little or none	6
I'm not certain about this	4

Basis of Occupational Selection. Some of the replies in answer to this question listed certain teachers' names and the amount of help received from each teacher. Several of the replies indicated parents as having greater influence than work experience. Since no counselor had been provided by the high school, some teacher may have acted in that capacity and was listed as a counselor by the graduates. Friends and relatives were instrumental in helping to make educational and vocational plans.⁸ Since one or more choices were allowed for this reply the matter of one hundred and thirty five answers or choices is thus explained.

Training Requirements. Twenty five people stated that through their high school careers they received information relative to training needed in their present occupation.⁹ In relation to the above, twenty two people replied they received their knowledge through work experience. When compared with the other types of training and experience this would make a majority of the replies in favor of work experience and related occupations.¹⁰

Since many young people between the ages of eighteen and twenty three change occupations quite often, this question may be considered somewhat unfair in asking that

⁸ Table IX, p. 25.

⁹ Table X, p. 26.

¹⁰ Table X, p. 26.

TABLE IX

RATINGS OF GRADUATES BY NUMBER OF THOSE WHO HELPED MOST
IN SELECTING AN OCCUPATION AND
IN MAKING EDUCATIONAL AND VOCATIONAL PLANS

	Number of Graduates
Parents	39
Work experience	29
Teacher	24
Friends	17
No help received	17
Other relatives	7
Principal	2

TABLE X

SOURCE FROM WHICH KNOWLEDGE OR TRAINING
FOR PRESENT OCCUPATION WAS OBTAINED

High School	25
Home Economics	2
Commercial courses	5
Part-time Cooperative Course	2
Mathematics	3
Science	2
Work Experience	22
On Job Training	4
Related Occupations	3
Apprenticeship	3
Navy School	9
Army School	8
College	6
Nursing School	4
Home	2

information. The specific school of training such as nursing schools and college did seem to gain for the graduates enough knowledge for their present occupation. This question did not have any choices for the graduates to make and because of the length of the questionnaire did not receive proper emphasis.

Practical Application of School Training in Every-Day Living. Sixty of the graduates stated that the school helped most in the everyday practice of using good English. Fifty nine indicated the ability to read well helped most; fifty six marked using basic mathematical skills was most helpful. Getting along with people ranks fifth in importance as to the help received from the high school in practical application of their school training.¹¹

Using your spare time, taking care of your health and getting along with other people were the order of importance indicated by the graduates. The high school was helpful as considered by the graduates in thinking through problems.

A large group of students indicated that no help was given by the high school in preparing for marriage and family life. About one third of the graduates stated that using your money wisely was another topic on which no help was received from the school. The other parts of the list in Table XI indicate that the graduates received about the same amount of help for each of these points.

¹¹ Table XI, p. 30.

Putting these phrases into classification of the purposes of American education as established by the Educational Policies Commission of 1938,¹² would show that Self Realization was best served by Libby Montana, High School. The matter of Civic Responsibility has not yet received the proper amount of emphasis. Economic Efficiency and Human Relationships are considered and taken care of through such items as securing a job, using your money wisely and conducting your own business affairs.

Serving Youth. This question was left to the graduates to answer on blank spaces provided. Many of the graduates used these blanks and wrote letters on the back side of the questionnaire. Some replies were those of disgruntled people and as such their replies reflected their type of thinking; however, the majority of the replies made appeared to be in good faith and with ideas of helpful suggestions in mind.

Most graduates want more guidance and counselling and urged that the use of a full time counselor in the high school be considered.¹³ The graduates also indicated that information regarding family-living, sex education and

¹² National Education Association of U. S., Educational Policies Commission, Washington D. C., 1940.

¹³ Table XII, p. 31.

adjusting to the community as a high school graduate be included in the curriculum. Ten of the graduates expressed the desire for four years of English as a requirement for graduation. Twelve of the graduates assumed the blame for not getting more out of school, while thirteen wished that the requirements be modified for graduation. Ten girls stated they would like Algebra and Geometry excluded from the curriculum, in contrast, seven boys stated they should be required. The comments listed below are examples of the types of criticism offered by the graduates.¹⁴

It has been my experience to find that the ability to comprehend various forms of scientific procedure is lacking. In too many subjects the mechanical methods or formulas are given without a knowledge of their origin or derivation by the time a student finishes high school he has the mechanical working of various fields well in mind, but is only doing it in a mechanical way; thus, it is of very little value to him when he reaches college unless he can readily forget his habit of working mechanically without thinking.

Along the line of business courses and public relations, twenty four graduates indicated that this phase of world living should be made an integral part of the high school curriculum.

¹⁴ As answered by graduates to question #15 in the appendix.

TABLE XI

THE APPLICATIONS OF CERTAIN AREAS OF SCHOOL TRAINING
IN POST-HIGH SCHOOL EXPERIENCES IN ORDER OF
FREQUENCY OF MENTION BY RESPONDENTS

	A great deal	Some
Using good English	60	30
Ability to read well	59	38
Using basic mathematic skills	56	45
Preparing for further education	52	41
Getting along with other people	51	47
Thinking through problems	45	44
Understanding your abilities and interests	42	35
Conducting your own business affairs	30	39
Taking part in community and civic affairs	30	37
Securing a job	28	45
Using your spare time	24	35
Taking care of your health	24	40
Using your money wisely	19	40
Marriage and family life	11	47

TABLE XII

VOLUNTEERED SUGGESTIONS OF HOW HIGH SCHOOL COULD HAVE SERVED THEM MORE ACCORDING TO FREQUENCY OF MENTION BY THE GRADUATES

	Frequency
By requiring students to take more business courses	19
By providing more background for understanding of:	
Social Adjustments	15
Family Living	13
Sex Education	9
By easing the requirements for graduation	13
By getting more out of high school by my own efforts	12
By requiring four years of English	10
By not offering courses in Algebra and Geometry	10
By providing a full time counselor	10
By having more extra-curricular activities	8
By improving Home Economics course	8
By offering more vocational information	5
By having a more unified testing program	5
By offering more mechanical training	5
By offering a course in Public Relations	5
By requiring three years of Mathematics	5
By having less extra-curricular activities	4

The matter of specialization was treated by one graduate in the following way.¹⁵

In my opinion the trend in schools today is for more and more specialization in courses. This may suit a majority of students who are mature to a point where they may have a definite goal in mind, but the majority none-the-less require a rounded education which would prepare them for college, trade-school or would be sufficient if their education ceased with just high school.

Extra curricular activities were advocated by eight graduates while four indicated an unfavorable attitude toward their being included in the school program.

Extent of Help From Courses Taken in High School.

The results of this study are not intended to be used as a "one-shot-catch all" method but merely an attempt to scratch the surface. Discovering something new or startling was not considered but rather that some organized facts regarding the post-high school period of certain young people of Libby, Montana, would be brought to light. With these points in view, the offerings of the school and the evaluation, as given by the graduates, indicates the way of thinking of these young people.

Oddly enough the English courses were upheld by the graduates, showing the need for communication and the written word. Typing was listed as one of the subjects which helped the student in post-high school situations.

¹⁵ Table XII, p. 31.

All of the business courses offered by Libby High School were rated as helping a great deal. The suggestion made by graduates in Table XIII stressing the requirement of business courses indicates the use made of the commercial courses by graduates of high school.

The need of improvement for the Home Economics course is noted in that only 30 per cent stated they received a great deal of help from the course.¹⁶ Social Science and General Science share the same low position relative to the amount of help received from taking these two courses.¹⁷

¹⁶ Table XIII, p. 34.

¹⁷ Table XIII, p. 34.

TABLE XIII
PERCENTAGE OF STUDENTS REPORTING CONSIDERABLE
HELP RECEIVED FROM CERTAIN HIGH SCHOOL SUBJECTS

	Number taking course	Percentage reporting great deal of help
Bookkeeping	24	75
Typing	77	72
Trigonometry	11	72
Shorthand II	24	67
Speech	15	63
English	100	63
Mechanical Drawing	27	55
Driver Training	13	53
Physics	27	52
Shorthand I	38	46
Consumer Economics	46	45
Dramatics	21	43
Chemistry	31	41
Band	26	37
Industrial Arts	30	33
Psychology	46	33
Current Events	47	32
World History	80	30
Home Economics	49	30
Latin	25	28
Chorus	36	27
Biology	71	22
General Science	63	20
Social Science	58	20

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Statement of the Problem. A follow-up study of Libby, Montana, High School for the past five years, 1946-1950 inclusive, be conducted as a practical approach for securing valuable information concerning high school graduates. The follow-up study will be used as a means of evaluating the curriculum offered the graduates and will give assistance to future students.

Purpose. To determine if the present curriculum is adequate, to discover if the high school has met the educational and vocational needs of the graduate by comparing what resources they had and what uses were made of these by the student, to learn if the post high school experiences of graduates indicate any shortcomings of the present curriculum, and to determine how efficiently are present educational procedures fulfilling the present aims and objectives of the modern high school.

Procedure. A questionnaire was used to seek information which would be necessary for this study. Questionnaires were sent to all graduates for the years 1946-1950 inclusive of Libby, Montana, High School. Of the one hundred and sixty

two graduates, 62.3 per cent, or one hundred and two questionnaires were returned.¹ A copy of this questionnaire is in the appendix.

Because of the human element certain factors, such as conflicting attitudes and different social and mental maturities on the part of some graduates, make it difficult to formulate results. Yet, the implication is that these young people can and will do their utmost to see that their former school does receive the praise as well as the criticism that it deserves. These young people want improvements and changes brought into their schools. The answers to the long questionnaire which they filled out indicated their feelings. Naturally, it should follow that the group covered by this study, as well as others, should be again included in a follow-up. Some of the same type of questions for further evaluation and these questions coupled with those of later classes should keep the administration, staff and interested lay people in the community aware of the many things that can be further expected from the school. In consideration of the above limitations the following recommendations are made.

¹ Table III, p. 15.

1. That a continuous program of follow-up studies be carried on in years to come so that the school and community will always be aware of the changes and needs of students and community.
2. That a Consumer Education course involving income tax, installment buying, and household bookkeeping be established. (This was suggested by several graduates on the questionnaire they returned.)
3. That follow-up studies in the future be used in the orientation and guidance of the upper grades (11th and 12th) so these students will be supplied with information about themselves based on the observations and remarks of previous students.
4. That the follow-up be used as a basis in evaluating the effectiveness of the school curriculum and to modify and expand the curriculum in light of the experiences of its graduates.

The following suggestions were made by the graduates as specific recommendations regarding the curriculum of Libby, Montana, High School.

1. Four years of English be required for graduation by all students.
2. A more extended course in Home Economics be offered.
3. A compulsory speech course to be offered to all students.
4. The need for more trade training for those who do not plan further education.
5. Several graduates expressed the desire of instituting a course in "Good Study Habits", particularly those who plan on attending institutions of higher learning.
6. An introduction either by course content or through a study group of everyday living and family life.
7. The graduates expressed the desire for more responsibility.
8. Require that certain business courses be taken by all students.

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APPEND IX

The Public Schools

Libby,

Montana

January 28, 1952

Dear Student:

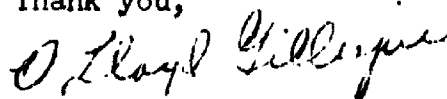
Your high school is interested in knowing what you have been doing since you left school. We feel that through your experience we may be able to improve our program so as to better serve the needs of the boys and girls still in school.

Will you please assist us by filling out and returning the enclosed questionnaire. Your name will not be used in connection with your answer. The information furnished by you and members of your graduating class will be used for statistical purposes only.

You can answer most of the questions very quickly by means of a check mark or few words. However, if you have any further comments or suggestions, we would be glad to have you write them in the spaces provided or on the back of the page.

An immediate reply would be greatly appreciated.

Thank you,



O. Lloyd Gillespie
Superintendent of Schools
Libby, Montana

Your Name _____ Present _____ Date.....
 Mr. _____ Address _____
 Mrs.....
 Miss _____ (cross out two)
 If Mrs., give maiden name here.....
 Course taken _____
 in High School.....
 (College prep., business, general)

1- Are you (please check one)

- (1).....Single
- (2).....Married (If married, how many children do you have?...
- (3).....Divorced or separated
- (4).....Widowed

2- What are you now doing? (please check one or more)

- (1).....Working for pay, full time
- (2).....Working for pay, part time
- (3).....In school, full time
- (4).....In school, part time
- (5).....Housewife
- (6).....In business for self
- (7).....In armed forces
- (8).....Not working but looking for job
- (9).....Not working and not looking for job
- (10).....other (please describe).....
-
-

3- Please list below any additional education you have had since leaving this school. Include postgraduate work, correspondence courses, private lessons, trade or business school, apprenticeship, junior college, college, university, and any other types of education.

NAME OF SCHOOL	Courses You Took	Date Entered	Months Spent	Diploma degree, etc.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(If more space is needed, write 'over' and use the back of this page)

4- For what occupation are you now preparing yourself?.....

.....

5- Which of the following helped you most in selecting an occupation and in making your educational and vocational plans? (Check one or more)

- | | |
|-------------------------|--------------------------|
| (1).....Parents | (6).....Counselor |
| (2).....Other relatives | (7).....Work Experience |
| (3).....Friends | (8).....School subjects |
| (4).....A teacher | (name)..... |
| (5).....Principal | |
| | (9).....No help received |

6- Please describe below the jobs you have held since leaving school:

EMPLOYER OR FIRM	: TITLE OF JOB OR : KIND OF WORK	: Date you: : started	Months on Job
.....
.....
.....
.....
.....

7- To what extent has your school training helped you on your present job? (Check appropriate blank below)

- | | |
|----------------------|-------------------------------------|
| (1).....A great deal | (3).....Little or none |
| (2).....Some | (4).....I'm not certain about this. |

8- In what ways could your experience in this school have been more helpful to you?

.....

.....

.....

.....

.....

9- Do (did) you like your present (or most recent) job?

- | | |
|-------------|------------|
| (1).....Yes | (2).....No |
|-------------|------------|

Why?.....

.....

10- Which of the following helped you most in getting your first steady job after leaving school? (Please check one or more)

- | | |
|--|-------------------------------------|
| (1).....Parents or other relatives | (6).....Public employment service |
| (2).....Friends | (7).....Private employment agency |
| (3).....School (Teacher, counselor or other school person) | (8).....Other (Please explain)..... |
| (4).....My own efforts | |
| (5).....Newspaper advertisement | |

11- Where was the knowledge or training needed in your present occupation gained?.....

12- What clubs, organizations, and activities did you take part in while in high school?.....
.....
.....

13- What community clubs, organizations, and activities do you now take part in?.....
.....
.....

14- Please indicate by checking in the proper column how much this school helped you in regard to each of the following:

	(1)	(2)	(3)	(4)
	A great deal	:Some:	Little	:Uncertain
(1) Using your spare time.....				
(2) Taking care of your health.....				
(3) Taking part in community and civic affairs				
(4) Marriage and family life.....				
(5) Securing a job				
(6) Getting along with other people.....				
(7) Preparing for further education.....				
(8) Understanding your abilities and interests.....				
(9) Ability to read well.....				
(10) Using good English.....				

	Check in this column if you took the course	A great deal	Some	Little or None	Not Certain
Trigonometry					
Band					
Chorus					
Physical Education					
Football					
Basketball					
Track					