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A FOLLOW-UP STUDY OF THE GRADUATES OF
VICTOR, MONTANA HIGH SCHOOL FOR THE YEARS 1947-1953

by

John F. Munson

B. S., Montana State College, 1935

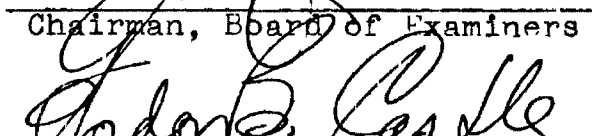
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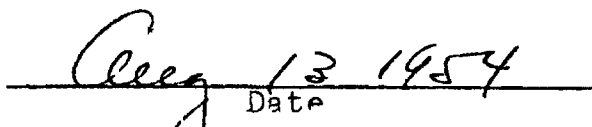
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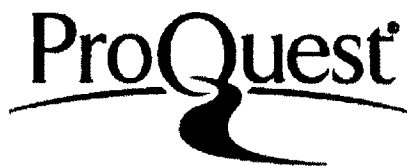


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CHAPTER I

INTRODUCTION, PURPOSE, DELIMITATION, AND PROCEDURE

I. INTRODUCTION

The effectiveness of the education of American youth is so vital to our nation that it should be measured as accurately as possible. Criticized from without as our educational institutions are, it is important that the schools themselves determine how efficient their teaching really is.

A master machinist can tool certain mechanical fittings to an accuracy of one-one hundred thousandth of an inch. But in secondary education, where the high school graduate is the finished product, no such degree of accuracy can be achieved. Instead, it is possible to determine only roughly the success of our schools by the way in which high school graduates fit into industry and society. Even here educators have been slow in adopting measures that might determine the usability of the graduates' training.

II. PURPOSE

The purpose of this study was to make a limited evaluation of the services offered to the students of the Victor High School. This was accomplished through a survey of the graduates of the Victor High School for a period of seven years, 1947 to 1953 inclusive. Information and suggestions for improvement were sought from these young people.

A very thoughtful and critical report from those closest to the educational program of the Victor High School should be very helpful. Such a report would obviously come from the graduates of the school. They would be the ones who would have profited by the school's teachings, or who would have suffered because of an inadequate background. A follow-up of this type is regarded by many educators as an important means of measuring an educational program.

It is hoped that the following purposes may be realized from this study:

1. To determine the practicality of courses offered by the Victor High School in helping a graduate earn a living.
2. To learn if the present high school curriculum is broad enough to meet the needs of present day society.
3. To obtain suggestions for the improvement of the present high school program.
4. To serve as a basis for an enlarged and broadened guidance program in the local school.
5. To find out the weaknesses of high school teachers as measured by the graduates.

III. DELIMITATION

There are certain weaknesses and limitations of this study which should be recognized. They are as follows:

1. Limited numbers. The Victor High School was

not a large school. Responses received might not have been as representative as would have been the opinions of a larger cross-section.

2. Years selected. The years 1947 to 1953 inclusive were taken for this study. Certainly no seven years during the past half-century could have been selected as 'representative'. It is possibly unfortunate that the period immediately following World War II should have been used. However, it was felt that graduates of this era would not be far enough removed from their high school to have lost sight of its effect upon their lives.

3. Questionnaires returned. As only a little over 75% of the queries were answered, this would tend to cut down the validity of the study.

4. Personal opinions. Personal likes or prejudices of the individual graduates would obviously tend to color the responses.

Despite these limitations, replies received should provide a valuable background for anticipated changes in the educational program of the Victor High School. Many of these suggestions might well be applicable to any high school.

IV. PROCEDURE

Before a survey of this type could be made, it was necessary to plan a course of action. This involved a decision as to the feasibility of such a study and whether or not any worth-while outcomes might result. It seemed

reasonable to believe that definite benefits would be derived from a follow-up study of the Victor High School graduates.

Following the decision to make such a study, the writer drew up a questionnaire which was mailed or personally delivered to graduates through the years 1947 to 1953 inclusive. Of the ninety-nine graduates, one could not be located. Once the data had been collected, the material was classified and a summarization made. From this the final report of the study was prepared.

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CHAPTER II

DESCRIPTION OF THE COUNTY, THE SCHOOL DISTRICT, AND THE SCHOOL SYSTEM

Ravalli County. Located in the extreme southwestern part of Montana, Ravalli County is almost identical with the Bitterroot Valley. It is bounded on the west by the famous Bitterroot range and on the east and southeast by the more gently rolling Sapphire Mountains. The county has an area of 2,391 square miles and is approximately eighty miles long and thirty-five miles wide. According to the 1950 census, the county population was 13,101. United States Highway 93 traverses the entire length of the county, running almost true north and south. The climate of the valley is moderate with a mean summer temperature of 63° Fahrenheit and a mean winter temperature of 23.4° Fahrenheit. The average altitude is about 3,500 feet. The area is semi-arid with an average rainfall of 10.71 inches.¹

The Bitterroot River divides the valley into the designated areas known as the "east side" and the "west side". The east side, possessing a large acreage of rich, gently-rolling land, is easily irrigated and is considered to be the richer part of the valley. The west side, rising

¹Walter H. Baumgartel, A Social Study of Ravalli County, Montana, Bulletin Number 160 (Bozeman, Montana, Agricultural Experiment Station, 1923), pp. -5.

more abruptly from the river, is cut by perennial streams flowing from glacial lakes high in the Bitterroots. The soil on the west side is considered to be of somewhat poorer quality, being underlaid by gravel beds that frequently crop out on the surface. Lumbering, farming, and stock-raising are the chief industries.

The school district. Victor, Montana is the social center for this school district. As agriculture is the primary industry, the town itself is quite small, being composed for the greater part of business men and retired farmers. School District Number 7 lies for the most part on the west side of the Bitterroot River, with a smaller area extending across the river to the east.

There are no industries in the town itself. Three general stores, two garages, a drug store, a bank, a hardware store, a blacksmith shop, two restaurants, and a beer parlor make up the business section of the town.

Dairying and beef cattle production constitutes most of the farming. However, it is supplemented with berry and truck farming, sheep, poultry, swine production, hay, grain, beets, and peas.

As of 1952-53, the complete valuation of the district was \$1,766,206, and the taxable valuation was \$507,475. The district itself is a second class district. The board of trustees therefore consists of five members.

The school. The school plant consists of a high

school and grade school all housed in one building. The system originally consisted of two buildings. In 1950 a new building program was begun resulting in the addition of four new classrooms, a school cafeteria and kitchen, and new quarters for the superintendent. The new construction joined the two older buildings into one structure that lies in the shape of a "U". The high school, plus the seventh and eighth grades, occupies both floors of the original school building.

When this study was made, the high school was fully accredited by the State Department of Public Instruction. The high school faculty consisted of five full time teachers. In addition, the music instructor devoted one hour daily to the high school music program, and the superintendent taught one or two classes in science. Besides the usual high school courses, a fairly complete commercial course was offered. Shop and agriculture were also taught to the junior and senior boys. The enrollment of the high school had averaged over sixty for the past ten years.

At the time of this writing, the high school curriculum included the following courses: four years of English, journalism, citizenship and occupations (each taught one semester), sociology and economics, general science, biology, typing, shorthand, bookkeeping, American and world history, general mathematics, algebra, and shop. Geometry and agriculture were offered every other year, and certain other courses, such as advanced shorthand, were

offered when the demand was great enough. Band and chorus provided a means of enriching the curriculum.

Chemistry, physics, and one year of home economics were offered in 1946 and 1947 but had not been taught since that time. Physical education was compulsory during the freshman and sophomore years for boys and girls alike and could be elected during the last two years.

Extra-curricular activities played an important part in high school life. For the boys, competitive teams in six-man football, basketball, track, tennis, and baseball were maintained. The girls' pep club composed the cheering section, and the girls also competed with teams from other schools in tennis. A school newspaper and an annual provided practical experience for those with journalistic interests. The school band and chorus took part in many programs during the year and participated in county and state festivals. Class officers and the student council gave students an opportunity to take part in directing school activities.

CHAPTER III

COMPARISON WITH PREVIOUS RELATED STUDIES

The importance of the follow-up study as a means of evaluating the high school program cannot be denied. Such studies are being encouraged by the Department of Public Instruction of Montana as well as the School of Education at the Montana State University, Missoula, Montana.

Three similar studies have been completed in Montana in recent years. One of these studies, that of Mr. Earl Fisher¹, who made a study of the high school graduates of Hot Springs, Montana, is like this one, a survey of a small High school. Mr. Fisher's study included one hundred graduates over a period of five years, whereas this study involved ninety-nine graduates over a seven year period. This study varies from that of Mr. Fisher's in that he sought information pertaining to the graduates' attitude toward economic gains resulting from high school training; this writer hoped to obtain graduates' opinion on such matters as worthwhile outcomes in relation to social adjustment.

¹Earl 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).

The other two studies were much larger in scope. Mr. Stuart E. Fitschen², in a survey made at Ronan High School, Ronan, Montana, mailed questionnaires to three hundred sixty-seven former students, while Mr. Raymond Hokanson³, making a similar study at Libby High School, Libby, Montana, contacted one hundred sixty-two graduates. Mr. Hokanson secured a return of one hundred two or 62.3 per cent, while Mr. Fitschen received a return of 61 per cent.

In Mr. Hokanson's study the graduates were requested to evaluate the courses then offered at Libby High School. He particularly stressed the importance of serving youth through the high school and inquired as to the practicality of school courses.

Mr. Stuart E. Fitschen broke down the courses offered at the Ronan High School into "most valuable", "least valuable", and "recommended" courses that every boy and girl should take. He also asked for ideas, suggestions, and criticisms of courses offered at that time.

It was the desire of this writer that some of the practical and useful information obtained from these three

²Raymond Hokanson, "A Follow-up Study of the Graduates of Libby, Montana High School for the Years 1946-1950" (Unpublished Professional Paper, Montana State University, Missoula, 1948).

³Stuart E. Fitschen, "A Follow-up Study of 1940-1951 High School Graduates of Ronan, Montana" (Unpublished Professional Paper, Montana State University, Missoula, 1948).

studies would be reflected on this paper. Also, he attempted to give additional information such as suggestions as to how teachers might better assist students, values derived from extra-curricular activities, and actual usefulness of subject matter in his or her particular position.

CHAPTER IV

PRESENTATION OF FINDINGS

Number returning questionnaires. Ninety-eight of the ninety-nine graduates from the Victor High School for the seven year period, 1947 to 1953 inclusive, were contacted and mailed or given questionnaires. A complete copy of the questionnaire appears in the appendix, pages 49 through 53. One graduate could not be located. The number returning questionnaires was seventy-six. The total per cent of questionnaires returned was 76.8.

As indicated by Table I, page 13, highest percentage of returns were received from the classes of 1947 and 1949 with each group returning 88.2 per cent of the questionnaires. Lowest returns were from the class of 1952 in which only 66.7 per cent replied. The girls were slightly more cooperative in this regard, as thirty-seven of the forty-seven girl graduates returned questionnaires for a percentage of 78.7 compared to thirty-nine of the fifty-two boys who returned 75 per cent.

Marital status of graduates. Of the thirty-nine boys returning questionnaires, fifteen, or 38.5 per cent, were married (see Table II, page 14). Of the thirty-seven girls replying, thirty-one or 83.8 per cent, were married. All of the girls, with the exception of one, from the first

TABLE I
VICTOR HIGH SCHOOL GRADUATES
ANSWERING FOLLOW-UP QUESTIONNAIRES
1947-1953

Year	Class Total	Number Boys	Number Girls	Total Answers	Per cent of Class
1946-1947	17	11	6	14	82.35
1947-1948	16	9	7	11	68.8
1948-1949	17	9	8	15	88.2
1949-1950	14	6	8	12	85.7
1950-1951	10	6	4	7	70.0
1951-1952	12	5	7	8	66.7
1952-1953	13	6	7	9	69.2
Totals	99	52	47	76	76.8

TABLE II
MARITAL STATUS OF GRADUATES OF
VICTOR HIGH SCHOOL
1947-1953

Year	Married		Not Married		Total
	Boys	Girls	Boys	Girls	
1946-1947	5	5	4	0	14
1947-1948	4	4	3	0	11
1948-1949	2	7	5	1	15
1949-1950	1	3	6	2	12
1950-1951	1	3	3	0	7
1951-1952	1	6	1	0	8
1952-1953	1	2	2	4	9
Totals	15	30	24	7	76

three classes were married. Possibly the fact that twenty-one of the thirty-nine boys answering were in the military service or had been released recently accounted for the much lower incidence of marriage.

Location of graduates. Of the seventy-six graduates returning questionnaires, twenty-six, or 34.2 per cent, of the group were still located in Ravalli County. Eighteen of these listed Victor as their home. This figure could be misleading in that some of these graduates were in the Armed Forces or attending college but still claimed Victor as their home. This may be affirmed by reference to Table III, page 16. The same was also true of some of the former students living in other states. The eight graduates living abroad were all in the service or were wives of servicemen. Tabulations on this appear in Table IV, page 17.

Missoula, the largest city near Ravalli County, had become the home of eighteen graduates. The number of industries there made it possible for many of them to secure work, particularly in the sawmills and on the railroad. Ravalli County was principally a rural area offering little opportunity for year around work except in some of the sawmills and on a limited number of the farms. The fact that most of the work was seasonal in nature caused many of the graduates to migrate to larger towns.

Institutions of higher learning attended. Twenty-seven, or 35.5 per cent, of the graduates for the period

TABLE III

LOCATION OF GRADUATES OF VICTOR HIGH SCHOOL
NOW LIVING IN MONTANA
1947-1953

PAVALLI COUNTY

Location	Girls	Boys	Total
Victor	8	10	18
Hamilton	3	3	6
Corvallis	1	1	2
Total	12	14	26

ELSEWHERE IN MONTANA

Location	Girls	Boys	Total
Anaconda	0	1	1
Bozeman	1	1	2
Butte	0	1	1
Deer Lodge	1	0	1
Dillon	1	3	4
Drummond	1	0	1
Great Falls	1	0	1
Lolo	2	0	2
Missoula	12	6	18
Poplar	0	1	1
Total	19	13	32

TABLE IV

LOCATION OF GRADUATES OF VICTOR HIGH SCHOOL
NOW LIVING OUTSIDE OF MONTANA
1947-1953

CUT-OF-STATE

Location	Girls	Boys	Total
Arizona	0	1	1
California	0	1	1
Wash., D.C.	0	1	1
Florida	1	0	1
Georgia	0	1	1
Idaho	2	0	2
Texas	0	1	1
Washington	2	0	2
Total	5	5	10

FOREIGN COUNTRIES

Location	Girls	Boys	Total
Alaska	0	1	1
England	0	1	1
Germany	1	1	2
Guam	1	0	1
Japan	0	1	1
In transit	0	2	2
Total	2	6	8

1947 to 1953 attended colleges or vocational schools following graduation from Victor High School as shown in Table V, page 19. Of this group, four had received Bachelor's degrees from Montana State University or from Montana State College. Four boys had dropped from college to enter the Armed Forces. Three boys, upon completion of their college work, entered the Armed Forces as commissioned officers. It was also interesting to note that sixteen of the boys in the Armed Forces attended nineteen different military schools.

The field of education appeared to be of most interest to students attending college as sixteen majored in this course. Forestry, music, and agriculture were also popular fields with the Victor graduates. One graduate was majoring in journalism and one in business administration. All professional schools attended by former students were out-of-state schools. These favored business and mechanical trades.

Plans to continue education. Sixteen graduates not attending school planned to continue their education in the near future. Of this group, four were girls. They were either housewives living in cities in which a college was located or girls working and saving money to attend college later. Most of the twelve boys who planned to continue their education were in the Armed Forces.

Employment record. Graduates were requested to classify themselves into ten categories as shown in Table VI,

TABLE V
EDUCATIONAL INSTITUTIONS ATTENDED BY
GRADUATES OF VICTOR HIGH SCHOOL,
1947-1953

Colleges and Universities	
Montana State University, Missoula, Montana	8
Montana State College, Bozeman, Montana	3
estern Montana College of Education, Dillon, Montana	10
Phoenix Junior College, Phoenix, Arizona	1
Total	22
Professional Schools	
Kinman Business University, Spokane, Washington	1
Manson Business School, San Francisco, California	1
Commercial Trades Institute, Chicago, Illinois	1
Portland Diesel School, Portland, Oregon	1
Utilities Engineering Institute, Chicago, Illinois	1
Total	5

TABLE VI
THE EMPLOYMENT RECORD OF
THE GRADUATES OF VICTOR HIGH SCHOOL
1947-1953

Present status	Girls	Boys
Attending college	4	8
Attending other schools	0	0
Employed part time	4	3
Employed full time	4	15
Temporarily unemployed	2	3
Housewives	27	0
Military	0	11
Self-employed	0	1
Unable to work	1	0
Other		

page 20. The total figure did not tally with the sum of those appearing under each heading as some were listed under two categories. For example, several boys were working part time and attending college, and several housewives were employed part time.

Five students were temporarily unemployed. Three were boys who were recently discharged from the military service.

A more complete break-down of graduates according to occupations is shown in Table VII, page 22. This is not necessarily an authentic occupational classification but merely the writer's tabulated interpretation of occupations. As in Table VI, there was some duplication in occupations, for some persons appeared under two classifications. For this reason, the total figure did not correspond with the number of returns received.

The number of persons engaged in professional work totaled only four of the entire seventy-six returns received. The fact that many graduates were still students or in the military service might suggest that this particular class would grow considerably in the next few years.

Managerial and self-employed also made up only a small part of the total grouping. A number of those entered in other classifications were planning to enter this category later on. "Being my own boss" was the ambition of many of the former graduates.

The large number of persons employed by the forest

TABLE VII
GRADUATES OF VICTOR HIGH SCHOOL
CLASSIFIED ACCORDING TO OCCUPATIONS
1947-1953

Classification		Boys	Girls	Total
I	Professional Teaching	3	1	4
II	Managerial Filling Station Operator	1	0	1
III	Self-employed Farming	1	0	1
IV	Business and Clerical			9
	Secretary	0	3	
	Bookkeeper	0	3	
	Sales Clerk	0	3	
	Cashier	0	1	
V	Agricultural and Forestry			8
	Forest Service	5	0	
	Farm Worker	1	0	
	Timber worker	2	0	
VI	Skilled Worker			5
	Electrical Technician	1	0	
	Telegraph Operator	1	0	
	Welder	1	0	
	Fireman (R.R.)	1	0	
	Diesel Mechanic	1	0	
VII	Semi-skilled worker			4
	Railroad Worker	3	0	
	Welder's Helper	1	0	
VIII	Unskilled Worker			5
	Sugar Factory worker	2	0	
	Laborer	1	0	
	Waitress	0	2	
IX	Housewife	0	23	23
X	Other			24
	Attending School, Military, Unemployed	19	5	

service and railroad could be explained by the fact that a desire for a better, more secure position was the ambition of many young men, particularly those more recently married or just returning from the service.

A "sampling" of the different types of work was indicated by the number of positions held by Victor High School graduates. The thirty-nine boys had held a total of one hundred ten jobs for two months or longer. This indicated an average of 2.82 jobs per person. The thirty-seven girls had held fifty-four jobs or an average of 1.6 jobs per person. No doubt the summer positions held by students and the fact that many of the potential military personnel were interested mainly in temporary jobs that were easy or paid high salaries accounted for some of this change.

Vocation as planned. In response to the question, 'To what extent is your present job like the type of work you thought you would follow when you left high school?', responses varied a great deal. Twelve girls and seven boys stated that it was as planned. Two girls and five boys stated that it was similar. Four girls and eleven boys said it was nothing like they had expected it to be. Two boys still had hopes of pursuing work as originally planned although at the time of this writing they were employed in a different type of work. Eighteen girls and fourteen boys did not answer question number eight.

Courses useful to those in the Armed Forces. Twenty graduates in the Armed Forces, or recent discharges, answered

question ten, In what way has your high school education been helpful to you?" Three found high school training of no use, and four replied that it was of some value. Four found that the commercial courses had enabled them to secure more desirable positions, while two found mathematics and English benefited them to a great extent. Seven replied that a high school education had permitted them to advance faster than their associates who lacked this preparation.

Why this type of work was selected. Sixty-nine graduates replied to that portion of chart eleven relating to the reason for job selection as presented on Table VIII, page 25. It was interesting to note that for the boys the reasons for the choice of the first job following graduation were high salary, availability, located near home, and interesting work; whereas, successive jobs reflected a more mature reason for selection. Educational work, steady employment, interesting work, and high salary were bases for later selection. Of those in the military service, three gave no choice as the reason for the present type of work. Two girls married immediately following graduation and had never held a position of any kind.

Chances for advancement. Boys and girls who had entered more permanent employment such as teaching, work on the railroad and in the forest service, business and clerical work, and skilled and semi-skilled employment, felt that opportunities for advancement were 'good to excellent'. This group represented seventeen replies. In

TABLE VIII

CLASSIFIED ANSWERS TO THE QUESTION
"WHY DID YOU DECIDE ON THIS WORK?"
AS ANSWERED BY THE GRADUATES OF VICTOR HIGH SCHOOL
1947-1953

Reasons for Selection	Boys	Girls
Steady employment	5	2
Educational work	4	4
High salary	3	3
Interesting work	3	4
Outdoor work	2	0
Only job available	2	3
Qualified for this work	2	4
Like to meet people	0	2
Useful experience	3	2
Need to earn money	2	3
Need money for college	3	1
Like livestock and machinery	1	0
Like this type of work	2	3
Good preparation for future profession	2	0
Seasonal work	2	0
No choice	3	0
Close to home	0	1
Unmarked	0	4
Total	39	36

the Armed Forces opportunities for promotion ranged from "poor" to "good". None of the military personnel planned to make the army or navy a life-time career. Work of a temporary nature, such as a position in the sugar factory or certain types of summer work for the forest service offered little hope for future improvement.

Reason for leaving position. Entering the Armed Service and opportunity for a more advanced or permanent position were primary reasons for boys to change positions. In the case of the girls, marriage was the main reason for leaving a job. A further break-down of this material was made in tabular form, Table IX, page 27.

High school courses most useful. A number of the courses taken while in high school proved to be of some benefit to graduates in regard to their different positions. Some courses, such as commercial subjects, were completely responsible for all the training the graduates had in certain fields. Courses such as mathematics, shop, science, and English proved to be useful in helping the graduates to qualify for certain types of work. Several replied that all courses were useful either directly or indirectly, while two boys who entered the Armed Forces replied that physical education and sports were helpful during their recruit training period. A more complete coverage of the responses to this item will be found in Table XI, page 30.

High school courses taken. Table X, page 28, list the number of graduates who have taken the courses offered

TABLE IX
CLASSIFIED ANSWERS TO THE QUESTION
"WHY DID YOU LEAVE YOUR PLACE OF EMPLOYMENT?"
AS ANSWERED BY THE GRADUATES OF THE VICTOR HIGH SCHOOL
1947-1953

Reasons for Leaving Position	Boys	Girls
Drafted or enlisted in Armed Forces	15	0
Marriage	0	7
Work not steady	3	0
Returned to college	9	2
Poor salary	0	0
Opportunity for more desirable position	3	2
Joined husband in Armed Forces	0	5
Illness or injury	0	3
Seasonal employment	1	0
Poor working conditions	1	1
Unable to do work	2	1
Returned to Montana	0	1
Total Replying	34	21

TABLE X
CLASSIFIED RESULTS OF SUBJECTS TAKEN IN HIGH SCHOOL
AND DESIRABILITY OF OTHER SUBJECTS
AS REPORTED BY THE GRADUATES OF THE VICTOR HIGH SCHOOL
1947-1953

Course	Number Taking Course	No. 'ishing They Had Taken Course	No. 'ishing They Had 'orked Harder in Course
Agriculture	33	1	9
Algebra	75	0	25
American History	76	0	10
Band	23	6	8
Biology	68	1	12
Bookkeeping	27	24	11
Chemistry	15	22	6
Chorus	43	4	3
Citizenship	64	0	10
Economics	26	13	7
English	76	0	22
Gen'l Math.	33	6	12
Gen'l Science	74	0	12
Geometry	55	6	14
Home Ec.	14	15	2
Health	12	5	1
Journalism	52	4	7
Occupations	44	6	6
Office Pract.	15	12	2
Physical Ed	65	1	5
Physics	13	9	6
Shorthand	21	19	9
Sociology	16	8	4
Spanish	6	14	2
Typing	65	7	19
oodshop	30	4	6
World History	76	0	6
Civics	3	0	0
Library	3	0	0
Theology	1	0	0
Radio	3	0	0

at the Victor High School during the past seven years. In addition, several graduates who transferred from other high school or who took courses by correspondence have listed courses not available at the local school. Some of the courses which were mentioned had been taught only once or twice during the seven year period surveyed, making it available to only a limited number of graduates.

Some former students wished they had worked harder in every course mentioned, with algebra, English, typing, geometry, biology, general mathematics, general science, and bookkeeping classified in that order. Twenty-four graduates regretted not having taken bookkeeping, twenty-two wanted chemistry, and nineteen needed shorthand. Other courses listed in order of their desirability were home economics, Spanish, and economics.

Courses helpful since graduation. The question was asked of graduates as to which courses had been most useful in making a living, getting along with people, enjoying life, participation in community affairs, and in meeting their obligations as a citizen. In most cases, the variety of answers suggested that possibly additions to the curriculum might be of more value than some of the courses offered for the period studied in meeting certain demands of society. Evidence bearing this out will be found in Table XI, page 29.

TABLE XI

CLASSIFIED ANSWERS TO THE QUESTION
 "WHICH COURSES HAVE HELPED YOU MOST?"
 AS REPORTED BY THE GRADUATES OF VICTOR HIGH SCHOOL
 1947-1953

Course	Making a Living	Getting Along with People	Enjoying Life	Community Affairs	Obligations as a citizen
Agriculture	10	0	0	0	0
Citizenship	3	19	2	25	30
Commercial	21	0	2	0	0
English	12	18	5	14	5
History	1	2	0	3	10
Mathematics	20	0	2	0	0
Music	0	1	6	5	0
Journalism	1	0	4	0	0
Occupations	2	1	0	0	0
Physical Ed.	0	15	23	4	0
Science	2	0	3	0	0
Sociology	1	6	2	4	3
Shop	3	0	4	0	0
All	4	0	0	1	4
None	2	4	4	3	1

TABLE XII

CLASSIFIED ANSWERS TO THE QUESTION
"DO YOU FEEL THAT YOUR TEACHERS COULD HAVE BEEN MORE HELPFUL?"
AS ANSWERED BY THE GRADUATES OF VICTOR HIGH SCHOOL
1947-1953

Ways in which More Helpful.	Yes	No
In teaching of their courses?	40	14
In offering more help in guidance?	36	15
In providing vocational guidance?	33	15
In recreational activities?	16	26
Other:		
Stimulate creative ability		1
Instruct in how to study		1

How teachers could have been more helpful. Four general ways in which teachers might have been more helpful were suggested and verifications of this will be found in Table XII, page 31. Forty graduates were of the opinion that the teachers could have been more helpful in teaching their courses. Fourteen failed to see how teachers could have given more aid. Approximately the same number of graduates felt that more help was needed in guidance and in vocational guidance. The recreational program as supervised by teachers was apparently sufficient as only sixteen felt that they could have benefited more from it.

Characteristics of teachers. Graduates were asked to list the characteristics of the best teacher they had while in high school. A total of over two hundred responses were received. Those responses having the same approximate meaning were classified under one general term. Twenty of the most frequently listed responses will be found in Table XIII, page 33. It was interesting to note that helpfulness and ability to maintain discipline were reported the greatest number of times.

In comparison to these qualities, no interest in subject or student and being unable to explain material were listed as the chief characteristics of the poorest teacher. For confirmation of this see Table XIV, page 34.

TABLE XIII
"CHARACTERISTICS OF BEST TEACHER
YOU HAD IN HIGH SCHOOL"
AS REPORTED BY THE GRADUATES OF VICTOR HIGH SCHOOL
1947-1953

Characteristics of Best Teacher	Number Reporting
Helpful	27
Maintained discipline	20
Understanding	15
Knowledge of subject matter	15
Sense of humor	15
Interested in students	15
Made subject interesting	12
Friendly	12
Able to put material across	10
Fair and impartial	8
Pleasing personality	7
Well-rounded character	5
Co-operative	4
Patient	4
Prompt	4
Inspired students to work	4
Interested in work	3
Practical	3
Considerate	3
Dependable	3

TABLE XIV
"CHARACTERISTICS OF POOREST TEACHER
YOU HAD IN HIGH SCHOOL"
1947-1953

Characteristics of Poorest Teacher	Number Reporting
No interest in subject or student	16
Unable to explain material	15
Poor discipline	8
Partial	8
Lack of understanding	8
Inadequate education	8
Not helpful	5
Unpleasant personality	5
Accused wrongfully	4
Could not hold interest of class	4
Too old	4
Inefficient	4
Impatient	4
Unfair	3
Disagreeable	3
Did not care	3
Sarcastic	3
Bull headed	3

New courses that might be taught. The titles of ten possible new courses that might be added to the curriculum of the Victor High School were suggested. Comments were invited as to reasons why these courses should be added.

Twenty-five students felt that conservation should be taught. Fourteen graduates felt that it was highly important that we conserve our dwindling resources in the United States. Seven said that students should be taught how to prevent waste, while five said conservation was everybody's job.

Only thirteen favored consumer economics as an additional course, while eleven thought mechanical drawing should be added to the curriculum.

Thirty-nine graduates expressed a desire to see a course in marriage and family relationship taught in high school. Fourteen said it would be valuable, while ten thought it would be important as a means of teaching the duties and obligations of married life.

All thirty-seven girls desired the addition of home economics to the curriculum. "Every girl needs this course," seventeen of them stated, "as all will be homemakers at some time". Methods and newest ideas in home living would help all girls, eight of them stated.

Metal shop would be a good addition according to seventeen boys. The same number stated they would like to

see a course in vocational agriculture taught in the Victor High School. There were 43.6 per cent of the boys who favored these two courses.

Fifty-two of the graduates favored a course in safety education and driver training. Thus 68.4 per cent of those answering felt it was needed. Fifteen stated that it was important that youth be impressed with the need for safe driving habits.

Public speaking was selected as a subject which all people need by forty-five former students. The importance of poise and confidence when expressing view points makes it vital, according to eighteen of those who answered. In addition, thirteen added that it was a subject which everyone needed.

Other courses suggested were advanced mathematics, chemistry, Spanish, office machines, Latin, auto mechanics, electronics, advanced bookkeeping, and aeronautics. Not more than two individuals suggested any one of these subjects, however.

High school activities. Fifty-five of the seventy-six alumni answering the questionnaire participated in athletics. This embraced 72.4 per cent of the entire group. Only one other activity, dramatics, in which 73.7 per cent took part, exceeded athletics in popularity. Twenty-eight and nine-tenths per cent of the graduates listed band as an activity in which they participated. This low figure may be accounted for by the fact that band

TABLE XV
HIGH SCHOOL ACTIVITIES ENGAGED IN
BY GRADUATES OF VICTOR HIGH SCHOOL
1947-1953

Activity	Number Who Took Part	Number Who Wished They Had Taken Part	Activity as Worth While	
			Yes	No
Athletics	55	1	45	2
Band	22	8	14	2
Class office	38	8	33	0
Chorus	41	1	33	1
Dramatics	56	2	47	2
Pep club	37	1	24	2
Publications	32	3	29	0
Student council	30	10	27	1

TABLE XVI
LASTING BENEFITS
DERIVED FROM EXTRA-CURRICULAR ACTIVITIES
AS REPORTED BY GRADUATES OF VICTOR HIGH SCHOOL
1947-1953

Ways in Which Beneficial	Number Replying
Getting along with people	23
Cooperation	12
Broadened educational program	7
Helped to become a good sport	7
Better relationship with others	7
Means of gaining self-confidence	6
Made school life more interesting	6
Means of better social adaptation	3
Means of becoming more independent	3
Improved health	2
Felt more a part of the school	2
Kept up morale	2
Became more understanding	2

was dropped from the curriculum for a number of years. It was reactivated in 1947. Thus a poll at the time of this writing would find many more participants. The general consensus of opinion was that activities were worthwhile. Tabulations concerning activities may be found in Table XV, page 37.

Benefits from extra-curricular activities. When asked if any lasting benefits were derived from taking extra-curricular activities, only four graduates replied, "No", as compared to fifty-five who stated that values of life-long importance were derived from such activities. A more complete statement of reasons why these activities were useful is shown in Table XVI, page 38.

When asked if too much school time was devoted to extra-curricular activities, fifty-six said, "No", while seven said, "Yes". This attitude was in keeping with the national trend of thought that all activities are learning activities and might profitably become part of the curriculum.

Personal values derived from high school education. Answers on values derived from the graduates' high school education varied from wasted time to means of securing a job. Broadening of attitude toward life, becoming a better citizen and neighbor, more independent, and more appreciative of the blessings of democracy were a few of the

values mentioned. Evidence substantiating this is reported in Table XVII, page 41.

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TABLE XVII

GENERAL OPINION OF THE GRADUATES OF
VICTOR HIGH SCHOOL AS TO VALUES
DERIVED FROM THEIR HIGH SCHOOL EDUCATION
1947-1953

General Opinion	Number Replying
Made it possible for me to secure a position	17
Better able to get along with people	16
Made it possible for me to go to college	9
Profited by every part of it	9
Made me a better citizen	6
Made me more understanding	5
Better understanding of meaning of democracy	4
Helped me meet public obligations	4
Assisted me in selecting a job	3
Made me a better neighbor	3
Invaluable	3
Encouraged thinking	2
Broadened view point	2
Enjoy life more	2
Gained something from each course	2
Less dependent on others	2
Developed sportsmanship	2
Wasted time	1

CHAPTER V

SUMMARY, REVIEWS OF FINDINGS, AND RECOMMENDATIONS

Review of purpose. The purpose of this study was to make an evaluation of the program and services offered to the students of the Victor High School. From this study, it was hoped to determine the practicality of courses offered, to learn if the present high school curriculum is broad enough to meet the needs of present day society, to obtain suggestions for the improvement of the present high school program, to serve as a basis for an enlarged guidance program, and to appraise the desirable and undesirable characteristics of high school teachers as indicated by the graduates.

Review of procedure. A questionnaire was drawn up and mailed to the graduates of Victor High School through the years 1947 to 1953 inclusive. Ninety-eight questionnaires were sent out. Seventy-six were returned.

Review of findings.

1. 76.8 per cent of the graduates for the years 1947 to 1953, inclusive, returned questionnaires.
2. 57.9 per cent of the graduates were married.
Twenty-nine of the thirty-seven girls were married as compared to fifteen of the thirty-nine boys.

3. 35.5 per cent of the graduates attended colleges or trade schools following graduation.
4. Sixteen boys were in the Armed Forces.
5. Thirty-seven graduates were gainfully employed full time.
6. Twenty-seven graduates were housewives.
7. Commercial courses were instrumental in job placements.
8. Fifteen boys found their high school training useful to them while in the Armed Forces.
9. Of the courses they wished they had taken, graduates listed bookkeeping, chemistry, and shorthand as most frequently essential.
10. Algebra, English, and typing were the courses to which the graduates wished they had applied themselves more diligently.
11. Citizenship was the course which the graduates felt was most useful to them in community affairs and in meeting their obligations as citizens.
12. Physical education was the course that helped twenty-three graduates the most in the enjoyment of life.
13. A majority of the graduates felt that high school teachers could have been more helpful in teaching their courses and in the field of guidance.
14. Helpfulness and maintenance of discipline were most often listed as the most desirable

characteristics of a high school teacher.

15. Lack of interest in subject and student and inability to explain subject matter were the least desirable characteristics of a high school teacher.
16. The six general classes of extra-curricular activities offered at the Victor High School were all seemingly worth while.
17. Dramatics and athletics were the most popular activities.
18. Only seven graduates out of the seventy-six opined that too much time was devoted to extra-curricular activities.

Recommendations. From questionnaires received from seventy-six graduates of the Victor High School, the following recommendations are made:

1. After careful consideration, it was felt that, if possible, the following courses should be added to the high school curriculum:
 - a. Home economics
 - b. Public speaking
 - c. Safety education and driver training
 - d. Marriage and family relationship
2. More conservation should be taught in conjunction with other courses.
3. College preparatory courses should be maintained in the present curriculum.

4. Teachers could add immeasurably to the value of high school education by recognizing students as individuals having specific differences and problems. This would likewise entail provisions for more counseling and vocational guidance.
5. Proper study habits should be stressed.
6. The study on desirable and undesirable characteristics of the high school teacher should be seriously considered in detail by members of the faculty.
7. Citizenship and studies of democracy should be emphasized.
8. More opportunities for leadership and self-expression should be provided.
9. Continuation of a well-balanced extra-curricular program is an integral part of the educational program.
10. That the follow-up study be read and examined by Victor High School authorities. Through careful appraisal and consideration of the graduates' reaction to their high school education, lasting benefits might be attained.

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APPENDIX

Victor High School
Victor, Montana
December 2, 1953

Dear Graduate:

In our modern world the school, like most other institutions, must do all possible to keep abreast of the times. The demands of society and the needs of our students must be met. We are, therefore, turning to you Victor High School Alumni for advice and suggestions on how this might be done. It is felt that your experiences should be a helpful agent in making recommendations for curriculum improvement.

You may help us greatly by completing and returning the enclosed questionnaire. A self-addressed, stamped envelop is enclosed for this purpose. Many items may be answered by a simple check mark. However, feel free to turn the page over and add any suggestions you wish. All replies will be held in the strictest confidence. Your name will not be used in connection with the answers.

Should you return to Victor please "drop in" and visit us. Many new additions and improvements have been made in our school plant. We shall be glad to see you.

Very truly yours,

John J. Munson

QUESTIONNAIRE

IDENTIFYING DATA

1. Name: _____
2. Address: _____
3. Marital Status:

_____ Single	_____ Widowed	_____ Separated
_____ Married	_____ Divorced	_____ Other

RECORD OF EDUCATION BEYOND HIGH SCHOOL

4. Colleges, trade schools, vocational schools, or other schools (including military schools) attended or being attended after graduation from high school:

Name and Location of School	Time Attended	Course Taken	Reason for Leaving	Diploma Degree, ect.

5. For what position or kind of work are you now preparing yourself?
6. If you are not going to school now, are you planning to continue your education beyond high school? _____

EMPLOYMENT RECORD:

7. Check the statement or statements that best describe your present status:

Attending college _____	Housewife _____
Attending other school _____	Military _____
Gainfully employed part time _____	Self-employed _____
Gainfully employed full time _____	Unable to work _____
Temporarily unemployed _____	Other _____
8. To what extent is your present job like the type of work you thought you would follow when you left high school? _____

9. In what way could your high school training have been more helpful in preparing you for your present job? _____

10. For those who were (or are) in the Armed Forces:
 In what way has your high school education been helpful to you?

11. List, in order, the jobs you have held for two months or longer since graduation from high school (Include also kinds of work while in military service):

Name and Address of Employer	Type of Work	Why Did You Decide on This Work?	What Are Chances of Advancement?	Why Did You Leave?	What High School Courses Were Helpful?

HIGH SCHOOL COURSES

12. Name of Course	Check if You Took Course	Check if You Wish You Had Taken Course	Check if You Wish You Had Worked Harder in the Course
Agriculture			
Algebra			
Am. History			
Band			
Biology			
Bookkeeping			
Chemistry			
Chorus			
Citizenship			
Economics			
English			
Gen'l Math.			
Gen'l Science			
Geometry			
Home Ec.			
Health			
Journalism			
Occupations			
Office Pract.			
Physical Ed.			
Physics			
Shorthand			
Sociology			
Spanish			
Typing			
Woodshop			
Other (Name):			

13. Which of the above courses have helped you most since graduation:

- a. In making a living? _____
- b. In getting along with people? _____
- c. In enjoying life? _____
- d. In community affairs? _____
- e. In meeting your obligations as a citizen? _____

14. Do you feel that your high school teachers could have been more helpful:

- a. In the teaching of their courses? _____
- b. In offering more help in personal guidance? _____
- c. In providing vocational guidance? _____
- d. In recreational activities? _____
- e. Other _____

15. Without mentioning the name or sex of the teachers involved, list the characteristics:

- a. Of the best teacher you had in high school _____

b. Of the poorest teacher you had in high school _____

16. If it were possible to add new courses to the high school curriculum, indicate whether it should be any of those indicated below, and why:

a. Conservation _____

b. Consumer Education _____

c. Art _____

d. Home Economics _____

e. Marriage and Family Relationship _____

f. Metal Shop _____

g. Mechanical Drawing _____

h. Public Speaking _____

i. Safety Education and Driver Training _____

j. Vocational Agriculture _____

k. Other (Name): _____

HIGH SCHOOL ACTIVITIES

17. Type of Activity	Check if you Participated	Check if You Wished You Had Participated	Was it Worthwhile?
Athletics			
Band			
Class Office			
Chorus			
Dramatics			
Pep Club			
Publications			
Student Council			
Others (Name)			

18. Do you feel that you gained any lasting benefits from taking part in extra-curricular activities? If the answer is "yes", in what way? _____

19. Do you feel that too much school time is devoted to extracurricular activities? _____

20. Please state your general opinion of the value derived by you personally from your high school education. _____