

6-1-1950

A follow-up study of the Montezuma High School graduates from 1930-1949

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A FOLLOW-UP STUDY OF THE MONTEZUMA HIGH SCHOOL GRADUATES
FROM 1930 TO 1949

A Thesis

Presented to

the Faculty of the Department of Education

Indiana State Teachers College

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

by

John Charles Hill

June, 1950

The thesis of John Charles Hill,
Contribution of the Graduate School, Indiana State
Teachers College, Number 667, under the title --
A FOLLOW-UP STUDY OF THE MONTEZUMA HIGH
SCHOOL GRADUATES FROM 1930 TO 1949

is hereby approved as counting toward the completion
of the Master's degree in the amount of 8 hours'
credit.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

One of the aims of our educational program is to provide an efficient and useful curriculum that can be adjusted to the needs of each individual. A need for this is shown by the alarming number of students that drop out of school each year. If we are to keep these students in school, we must be able to provide for the needs they have in their present school life.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to determine how well the Montezuma High School has met the needs of its graduates. Recommendations for curriculum changes and revisions are to be made.

Three questions are presented which the author will attempt to answer. (1) What are the occupations and present locations of the graduates? (2) What formal training and experiences received in school have been helpful in the post-school life of the graduates? (3) What other formal training and experiences should be offered in the school program which were not available to these graduates?

The method of study. The method of study was the normative-survey.

There were 424 graduates of the Montezuma High School from the year 1930 through 1949. Two hundred ninety-one of these graduates were located by use of the graduate files and various other means. A questionnaire, accompanied by a letter and a self addressed stamped envelope, was sent to each of these graduates. One hundred fifty-three questionnaires were returned for 53 per cent of the total number contacted and 36 per cent of the total number of graduates. This questionnaire and the letter which accompanied it may be seen in the appendix.

The importance of the study. It is hoped that this study may aid in the formulation of the Montezuma High School curriculum and guidance program. In order to come nearer to fulfilling the objectives of the school, it is the opinion of the author that a follow-up study will give some information as to the needs of the students of the school.

II. DEFINITIONS OF TERMS USED

Graduate. A graduate is considered to be any individual who has completed four years of secondary school, as recognized in the files of the office of the Parke County superintendent of schools.

High school. A high school is to be considered a school consisting of four years work, grades nine through

twelve.

Formal training. Formal training is any training a student receives in a school classroom.

Extra-curricular activities. Those activities that are not a part of the basic curriculum, such as sports, clubs, the school paper, etc., are to be considered the extra-curricular activities of the school.

Curriculum. Those school subjects offered by the school as organized bodies of subject matter plus all the activities involved in the school are to be interpreted as the curriculum.

School subject. Any one of the organized bodies of subject matter for instruction is a school subject; for example, history, typing, English and mathematics are school subjects.

III. LIMITATIONS OF THE STUDY

There are several limitations to any study of this sort. The questionnaire as a device for obtaining data is the most significant limitation. The readers should remember that the answers to the questionnaires are sometimes apt to be biased or hastily made, since they are opinions of the graduates. Thus, the reliability and validity of a question-

naire study could be challenged. The number of graduates contacted and the percentage of returns is a limitation. A third limitation is the fact that many of the questionnaires were not completed. There were several limitations to the individual tables which the author has pointed out in the text.

IV. ORGANIZATION OF THE REMAINDER OF THE STUDY

The study is divided into four chapters. So that the reader may make comparisons with this study, Chapter II deals with related studies that have been written in the past few years. The data is presented in written and tabular form in Chapter III. A summary, with conclusions and recommendations, is included in the last chapter.

Since a Smith, W. Study of Education in the State of the Virginia College, Indiana, in the year 1900. (University of Chicago Press, Chicago, 1900).
College, Terre Haute, Indiana, 1900.

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CHAPTER II

REVIEW OF RELATED STUDIES

A growing need for follow-up studies has been indicated in the past few years. Educators are interested in the post-school life of the student as well as the progress of the student in the school. There have been many similar studies compiled in the past few years, but only those studies most closely related to this one will be reviewed.

In 1929, Silas A. Smith made a study to determine the values of the various subjects in the high school curriculum.¹ English literature and English composition were those school subjects that were rated of highest value. Mathematics, home economics, and public speaking were of general value.

A study of the graduates of the La Porte County, Indiana, high schools relative to educational needs was made by Lynn Cleopas Fisher in 1933.² English, music, art, science, and social science were reported as valuable school subjects for character building. Domestic science, art, and

¹ Silas A. Smith, "A Study to Determine the Values of the Various Subjects Included in the High School Curriculum," (unpublished Master's thesis, Indiana State Teachers College, Terre Haute, Indiana, 1929).

² Lynn Cleopas Fisher, "A Study of the La Porte County High School Graduates Relative to their Educational Needs," (unpublished Master's thesis, Indiana State Teachers College, Terre Haute, Indiana, 1933).

music were reported as most valuable in perfecting the home. Best for vocational efficiency were subjects such as English, general mathematics, and bookkeeping.

The most helpful extra-curricular activities were class plays, assemblies, athletics, opening exercises, oratoricals, debating, and student council.

Fay Ward Little³, in reporting the results of the survey of a Mecklenburg County, North Carolina, rural school, found that 83.5 per cent of the graduates of the years 1927 and 1928 were married.

In the order listed, the most helpful school subjects were: (1) English; (2) mathematics; (3) social science; and (4) general science.

The follow-up program of the Spearfish, South Dakota, High School in 1945 reported these findings on the basis of the opinions of 250 graduates.⁴

1. High school work was too easy--they never learned to study.
2. A better English program that would teach students to write, spell, read, and talk was needed.
3. The need for more and better science and mathematics instruction was indicated.

³ Fay Ward Little, "A Socio-Economic Curriculum Study," School Review, 51:485-91, October, 1943.

⁴ J. Howard Kramer, "Now They Know," American School Board Journal, 110:26, March, 1945.

4. Extra-curricular activities were very helpful in post-school life. Listed most frequently were speech activities, dramatics, journalism, and sports.

William Fox made a follow-up study of the graduates of the Indiana State Teachers College Laboratory High School in 1949 relative to curriculum needs.⁵ Several conclusions of this study are listed as follows:

1. The occupations of the graduates were many and varied, but the majority were listed as students and housewives.

2. Three-fourths of the graduates stayed in Indiana, while the rest reported from all over the world. Most of those who stayed in Indiana remained in Terre Haute.

3. English seemed to be the graduates' choice as the most helpful school subject. This was followed by mathematics, home economics, science, and typing.

4. The extra-curricular activities named most helpful were Girl Reserve, athletics, school plays, music, and Hi-Y.

5. Graduates desired additional training in areas already offered; others failed to recognize the values of subjects taken while in school.

⁵ William D. Fox, "A Follow-up Study of the Indiana State Teachers College Laboratory School from 1935-1948," (unpublished Master's thesis, Indiana State Teachers College, Terre Haute, Indiana, 1949).

CHAPTER III

PRESENTATION OF THE DATA

For the purpose of presenting the data of this study and helping the reader to understand the relationships between this and other studies, the results of the questionnaire were broken down into sections dealing with the various individual questions of related sections.

I. PRESENT AGES AND DATES OF GRADUATION

There were 424 graduates of the Montezuma High School during the twenty year period from 1930 through 1949. Addresses were obtained for 291 of these graduates. A questionnaire accompanied by a letter was sent to each graduate. A copy of this letter and questionnaire may be found in the appendix.

One hundred fifty-three questionnaires were returned. This is an average return of 53 per cent for those contacted and 36 per cent of the total number of graduates.

Table I, page 9, shows the number of graduates, the number contacted, the number of returns, and the percentage of returns for each graduating class.

The ages of the graduates varied from eighteen to thirty-eight years. This shows an age span of twenty-one years, which is in line with the twenty year span of the

TABLE I
DATE OF GRADUATION

Year of graduation	Number in class	Number contacted	Number returned	Per cent of questionnaires returned
1949	17	17	14	82*
1948	18	17	15	88
1947	12	12	6	50
1946	19	19	11	58
1945	15	13	5	38
1944	27	18	8	44
1943	21	12	8	75
1942	17	13	7	54
1941	35	23	14	61
1940	15	12	4	33
1939	37	21	6	30
1938	24	17	8	47
1937	26	20	9	45
1936	12	8	6	75
1935	22	14	4	29
1934	24	16	11	69
1933	21	13	5	38
1932	25	12	5	42
1931	15	5	3	60
1930	22	9	4	44
Totals	424	291	153	53

*Percentages are reported to the nearest one per cent.

survey. The median age is twenty-seven years. This indicates that the average graduate reporting has been graduated from high school for ten years. The number of graduates reporting for each age group may be seen in Table II, page 11.

II. MARITAL STATUS OF THE GRADUATES

One hundred eight or 71 per cent of the graduates reporting were married. Forty-five or 29 per cent were single. No provisions were made in the questionnaire for the divorced.

In the ten year period between 1930 and 1940, only five graduates reported as being single. Within five years of graduation, 60 per cent of the graduates were reported married. This indicates a need for marital preparation in the school.

Table III, page 12, shows the number single, married, and the per cent married for each graduating class.

III. PRESENT ADDRESSES OF THE GRADUATES

One of the purposes of this study was to determine the geographical locations of the graduates. Table IV, page 13, shows the present addresses of the graduates according to states.

One hundred thirty reported that they were living in Indiana; this is a percentage of eighty-five. This figure

TABLE II
PRESENT AGES OF THE GRADUATES

Age	Number reporting
18	5
19	17
20	11
21	6
22	9
23	9
24	10
25	6
26	13
27	5
28	6
29	6
30	10
31	6
32	5
33	7
34	5
35	5
36	5
37	3
38	4
Totals	153
Median	27 yr.

TABLE III
MARITAL STATUS OF THE GRADUATES

Year of graduation	Single	Married	Per cent married
1949	12	2	14*
1948	10	5	33
1947	2	4	67
1946	5	6	55
1945	2	3	60
1944	1	7	88
1943	2	6	75
1942	3	4	57
1941	2	12	86
1940	1	3	75
1939	0	6	100
1938	1	7	88
1937	0	9	100
1936	1	5	84
1935	3	1	25
1934	0	11	100
1933	0	5	100
1932	0	5	100
1931	0	3	100
1930	0	4	100
Totals	45	108	71

*Percentages are reported to the nearest one per cent.

TABLE IV
PRESENT ADDRESS BY STATES

State	Number reporting	Per cent
Indiana	130	85*
Illinois	9	6
Ohio	3	2
Kentucky	2	1
Michigan	2	1
Missouri	2	1
California	1	1
Florida	1	1
Oregon	1	1
Pennsylvania	1	1
Virginia	1	1
Totals	153	101

*Percentages are reported to the nearest one per cent.

is high and may not be a true picture of the situation due to the highly publicized campaign carried on by the author to increase returns in the local area. A check of the author's address list shows approximately 70 per cent were Indiana residents. The second highest number of returns came from Illinois. Eleven states were represented by the graduates contacted.

Twenty-one cities and towns in Indiana were named by the graduates as their present addresses. Montezuma led the list with ninety-two graduates or 71 per cent. This shows a definite tendency for the graduates to remain at home. Indianapolis, with eight; Rockville, with six; and Terre Haute and Tangier, each with three reports led all other cities and towns. This data may be seen in Table V, page 15.

IV. OCCUPATIONS OF THE GRADUATES

Occupations of the graduates represented many fields of work. Forty occupations were listed in all. Table VI, page 16, shows the occupations according to groups as classified in The Dictionary Of Occupational Titles And Codes.

There are ten groups listed by the graduates as their occupations. They are: professional, semi-professional, managerial, service, clerical and sales, agricultural, skilled, semi-skilled, unskilled, and miscellaneous. Housewives, which are classified with the service occupations,

TABLE V

CITIES AND TOWNS IN INDIANA
WHICH THE GRADUATES REPORTED AS
PRESENT ADDRESSES

City or town	Number reporting	Per cent
Montezuma	92	71*
Indianapolis	8	6
Rockville	6	5
Terre Haute	3	2
Tangier	3	2
Bloomington	2	2
Perrysville	2	2
Others**	14	11
Totals	130	101

*Percentages are reported to the nearest one per cent.

**Fourteen other cities and towns were listed by the graduates.

TABLE VI
OCCUPATIONS OF THE GRADUATES

Occupation	Number reporting	Per cent of graduates reporting
I. Professional		
Teacher	6	
Nurse	1	
Total	<u>7</u>	5
II. Semi-professional		
Undertaker	1	
Radio announcer	1	
Medical technician	1	
Total	<u>3</u>	2
III. Managerial		
Contractor	1	
Store manager	2	
Total	<u>3</u>	2
IV. Service occupations		
Beauty operator	1	
Cosmotologist	1	
Maid	1	
Waitress	1	
Milk hauler	1	
Housewives	54	
Total	<u>59</u>	39
V. Clerical and sales		
Clerk	10	
Salesman	1	
Telephone operator	1	
Bookkeeper	2	
Doctor's assistant	1	
Typist	2	
Mail clerk	2	
Stenographer	2	
Comptometer operator	1	
Total	<u>22</u>	14

TABLE VI (continued)
OCCUPATIONS OF THE GRADUATES

Occupation	Number reporting	Per cent of graduates reporting
VI. Agricultural		
Farmer	9	
Seed analyst	1	
Groundskeeper	1	
Total	<u>11</u>	7
VII. Skilled		
Mechanic	7	
Operating engineer	2	
Radio repairman	1	
Watchmaker	1	
Locomotive engineer	1	
Motion picture operator	1	
Millwright	1	
Total	<u>14</u>	10
VIII. Semi-skilled		
Machine oiler	9	
Railroad brakeman	3	
Gas utility repairman	2	
Millhand	1	
Total	<u>15</u>	10
IX. Un-skilled		
Laborers	3	2
X. Miscellaneous		
U. S. Service	3	
Unemployed	3	
Students	10	
Total	<u>16</u>	10
Totals	153	101*

*Percentages are reported to the nearest one per cent.

was the largest single group with fifty-four graduates reporting. Clerical and sales, with twenty-two; miscellaneous, with sixteen; semi-skilled, with fifteen; and skilled, with fourteen are the occupational groups that follow the service occupations.

The author established the miscellaneous group in order to include the occupations that were not listed in the dictionary.

The large number of graduates representing the clerical and sales group shows a need for commercial subjects, whereas the number of housewives shows a need for home economics and related subjects in the curriculum. The heavy reply in the skilled and semi-skilled groups could show a need for more emphasis being placed in the industrial arts field.

A definite lack of unskilled labor is seen in the table which indicates to some degree the success of the Montezuma High School graduate in occupational preparation.

V. EDUCATION OF THE GRADUATES

Thirty-four or 22 per cent of the graduates reporting attended college for one or more years. Eleven of those reporting graduated from a four year college curriculum. This data may be seen in Table VII, page 19.

English, history, and mathematics were mentioned most

TABLE VII

COLLEGE EDUCATION OF THE GRADUATES

Amount	Number reporting	Per cent
1 year	14	41*
2 years	7	21
3 years	2	6
4 years	7	21
5 years	3	9
6 years	1	3
7 years	0	0
Totals	34	101

*The percentages are reported to the nearest one per cent.

often as high school majors of the graduates. These subjects were followed by home economics, industrial arts, and commerce. Fifteen subjects were reported as majors. Table VIII, page 21, shows the high school majors, the number reporting each major subject, and the per cent for each.

Table IX, page 22, shows the majors of those graduates attending college. Physical education was named most often. Music, industrial arts, English, social studies, and mathematics followed in that order. Twenty-six college majors were mentioned by the graduates.

VI. SUBJECTS CONSIDERED HELPFUL

Another purpose of this study was to find what formal training and experiences received in school were believed to be helpful in the post-school life of the graduate. Table X, page 23, shows the subjects considered most helpful by the graduates.

English, commerce, and mathematics were the subjects named most often as helpful. A check was made by asking the graduates to indicate the subjects that were least helpful. A careful study of Table X and Table XI, page 24, will show some degree of reliability and validity in the answers. For example, seventy-four graduates or 23 per cent said English was the subject considered to be most helpful, while only five or 3 per cent of the graduates listed this subject as

TABLE VIII

HIGH SCHOOL MAJORS OF THE GRADUATES

Subject	Number reporting	Per cent
English	78	27*
History	57	20
Mathematics	34	12
Home economics	24	8
Industrial arts	22	8
Commerce	22	8
Science	10	3
Music	3	1
Others**	10	3
No reply	27	9
Totals	287	99

*Percentages are reported to the nearest one per cent.

**Ten other high school majors were listed by the graduates.

TABLE IX

COLLEGE MAJORS OF THE GRADUATES

Major	Number reporting	Per cent
Physical education	8	16*
Music	4	8
Industrial arts	3	6
English	3	6
Social studies	3	6
Mathematics	3	6
Elementary teaching	2	4
Science	2	4
Home economics	2	4
Nursing	2	4
Business	2	4
Bookkeeping	2	4
Others**	11	21
No reply	4	8
Totals	51	101

*Percentages are reported to the nearest one per cent.

**Eleven other subjects were listed by the graduates as college majors.

TABLE X
SUBJECTS CONSIDERED MOST HELPFUL

Subject	Number reporting	Per cent of graduates reporting
English	68	
Speech	3	
Writing	3	
Total	<u>74</u>	23
Commerce	14	
Typing	28	
Bookkeeping	18	
Shorthand	3	
Total	<u>63</u>	20
Mathematics	57	16
Home economics	30	9
Social studies	18	
Government	5	
Economics	4	
Total	<u>27</u>	8
Industrial arts	22	7
Science	2	
Physics	6	
Chemistry	5	
Biology	3	
Total	<u>16</u>	6
Latin	12	4
Music	5	2
Health	4	1
Psychology	3	1
Others*	4	1
No reply	6	2
Totals	323	100

*Four other graduates listed subjects as most helpful.

TABLE XI

SUBJECTS CONSIDERED LEAST HELPFUL

Subject	Number reporting	Per cent
Social studies	47	26*
Latin	26	14
Science	22	12
Mathematics	19	11
Commerce	12	7
Industrial arts	9	5
English	5	3
Home economics	5	3
Art	5	3
Others**	8	4
No reply	22	12
Totals	180	100

*Percentages are reported to the nearest one per cent.

**Eight other subjects were listed by the graduates.

least helpful.

Table XI lists social studies, Latin, science, and mathematics as subjects considered least helpful.

The graduates were also asked to indicate the subjects that they would like to have taken. A need for shorthand, bookkeeping, speech, and advanced mathematics is shown in Table XII, page 26. Of the first eight subjects listed in this table, seven are commercial or related subjects. A close examination will show a trend to six subject matter groups. They are, in order of their appearance in the table, commerce, industrial arts (including agriculture), language, science, home economics, and a more advanced English consisting of composition, speech, and journalism.

Many additional comments and suggestions were made on the back of the questionnaires. Most of these comments were confined to criticism of the curriculum offered when the graduates were in school. For example, one graduate said:

I have found the need for shorthand and typing, neither of which were given when I went to school. If I were to enter high school now, I would want a complete business course, so I could get ahead in an office.

Another graduate also indicated the need for commercial type subjects with the following:

I think that typing and bookkeeping should be compulsory subjects in high school. The reason for this is that these subjects would benefit more students by preparing them for a job. Had I taken bookkeeping, I would have had a much better job with more pay. I have had several chances for better jobs which I have had to turn down.

TABLE XII

SUBJECTS THE GRADUATES WOULD LIKE TO HAVE
TAKEN

Subject	Number reporting
Shorthand	29
Bookkeeping	13
Speech	12
Advanced mathematics	9
Commerce	8
Typing I	8
Mechanical trades	8
Typing II	6
Agriculture	6
Foreign language	6
Chemistry	6
Drafting	4
Home nursing	4
Bible	3
Business course	3
Music	3
Economics	2
Physics	2
Biology	2
English composition	2
General business	2
Guidance	2
Journalism	2
Others*	19
No reply	24

*Nineteen other subjects were listed by
the graduates.

The need for English has already been indicated in Table X. Here, again the graduates have shown this need in Table XII. One graduate said:

It has been my observation that at least half of the college freshmen here have a very inadequate background in English grammar and composition. As a result of this situation, our freshmen English class is still studying punctuation, the voice, mood, tense of verbs, reference and agreement of pronouns, etc.

Reading is something else which has been neglected to the detriment of most college students' progress. Perhaps, the timed reading test or concentrated practice in grasping the main point of a paragraph could be incorporated into the English program with beneficial results.

As a summation, my only suggestion is that you organize the English department more efficiently and, if possible, extend that portion of it which deals with speech.

Many graduates indicated this need for speech and dramatics by such statements as these:

I think if the students were to talk in front of a group of people it would be of great help later on in life.

I think all schools should offer speech or some sort of dramatics club to present plays and speeches to the student body. This accustoms pupils to speak to large groups as well as making it easier to mix with people and express themselves.

Dramatics was beneficial in that it helped to overcome crowd shyness.

This may show a decided need for a better organized extra-curricular activities program. Apparently, in the past, some activities were offered, but possibly were not fully utilized by the school. The graduates, the author said, indicated the amount of training necessary beyond high school preparation for their occupation.

VII. EXTRA-CURRICULAR ACTIVITIES

Thirty-four extra-curricular activities were listed by the graduates which were of general benefit. Sports, chorus, dramatics club, class plays, and the student council were listed most frequently. The English type activities are also noticeable in this group. They are class plays, dramatics club, journalism, oratorical contests, and speech club. These data may be viewed in Table XIII, page 29.

Table XIV, page 30, shows the extra-curricular activities the graduates would have chosen if they had been offered when they were in school. Here, too, the emphasis is on the English type activities. A dramatics club was indicated most often as the activity that they would have preferred. Football, (showing the sports influence), speech club, and a school newspaper followed in that order. Seventy-four graduates did not answer this question, which may indicate two things: (1) the graduates do not understand the term extra-curricular activity, or (2) there were no extra-curricular activities available when they were in school.

VIII. PREPARATION FOR OCCUPATIONS

In order to find how well the Montezuma High School has met the needs of its graduates, the author asked the graduates to indicate the amount of training necessary beyond high school as preparation for their occupations.

TABLE XIII

EXTRA-CURRICULAR ACTIVITIES WHICH WERE
HELPFUL TO THE GRADUATES

Activity	Number reporting
Sports	33
Chorus	13
Dramatics club	11
Class plays	8
Student council	8
Music	7
Journalism	5
Office work	5
Oratorical contests	4
Speech club	3
Dancing club	3
Others*	23
No reply	53

*Twenty-three other activities were
named by the graduates.

TABLE XIV

EXTRA-CURRICULAR
ACTIVITIES THE GRADUATES PREFERRED

Activity	Number reporting
Dramatics club	8
Football	7
Speech club	6
School newspaper	4
Music club	4
Dancing club	4
Debating club	3
Mechanical club	2
Hi-Y	2
Girls athletics club	2
Chorus	2
Others*	14
No reply	74

*Fourteen other activities were listed
by the graduates.

The results are shown in Table XV, page 32.

Forty-seven per cent said no additional training was necessary beyond high school; 48 per cent said some, much, or all additional training was needed as preparation for their occupation. Five per cent did not report. This could indicate that approximately one-half of the graduates receive their occupational training in high school.

The graduates were also asked to indicate if they contemplated a change in their occupation. One hundred fifteen replied no; twenty-eight said yes; and ten graduates did not reply. This could indicate a fair degree of occupational stability.

Along with contemplated changes in occupation, the graduates were asked to indicate the field which they intended to enter. Engineering and secretarial work were most frequently mentioned. This also may show a need for commerce and industrial arts. Fourteen fields were mentioned as those to which the graduates desired to change. This information may be seen in Table XVI, page 33.

XI. GUIDANCE INSTRUCTION

Guidance criticism was also pointed out in this survey. One graduate went so far as to outline a course of study for all those students who planned to enter college. Another suggested strong counseling and guidance instruction

TABLE XV

ADDITIONAL TRAINING NECESSARY BEYOND
HIGH SCHOOL FOR OCCUPATIONAL PREPARATION

Amount	Number reporting	Per cent
None	72	47*
Some	34	22
Much	21	14
All	18	12
No reply	8	5
Totals	153	100

*Percentages are reported to the nearest one per cent.

TABLE XVI

OCCUPATIONS TO WHICH
THE GRADUATES WISH TO CHANGE

Occupation	Number reporting	Per cent
Engineering	5	18*
Secretarial work	5	18
Mechanical field	4	14
Teaching	2	7
Don't know	2	7
Others**	10	36
Totals	28	100

*Percentages are reported to the nearest one per cent.

**Ten other fields were named by the graduates.

to all students entering high school. Most graduates were of the opinion that the school should train students for a definite occupation. They thought the training should be in mechanical and trade subjects that would be applicable immediately upon graduation.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

There were 424 graduates of the Montezuma High School from the year 1930 through 1949; 291 of these were located. A questionnaire accompanied by a self addressed stamped envelope was sent to each of these graduates. Fifty-three per cent of the number contacted returned questionnaires.

Several related studies were consulted in order to have some basis for comparison. Most studies seemed to indicate that English, mathematics, and home economics are the school subjects that are rated as most helpful by the graduates.

The ages of the graduates varied from eighteen to thirty-eight years. The median age was twenty-seven years for those graduates returning the questionnaires. Seventy-one per cent of the graduates were married. One hundred thirty reported that they lived in Indiana, and ninety-two of these reported Montezuma as their present address.

The occupations were classified according to The Dictionary of Occupational Titles and Codes. Forty occupations were reported. Fifty-four graduates reporting were housewives. This was the largest group. The clerical and sales group, with twenty-two graduates reporting, was next.

Semi-skilled and skilled occupational groups followed. Thirty-four or 22 per cent of the graduates reported one or more years of college training.

English, history, and mathematics were the high school subjects named most often as majors of the graduates. Physical education was indicated as the college major for eight of the graduates.

English, commerce, and mathematics were the high school subjects named most often as helpful. Social studies, Latin, and science were the school subjects that were indicated as least helpful. Shorthand, bookkeeping, and speech were selected as the subjects the graduates would like to have taken.

Sports, chorus, dramatics club, class plays, and the student council were listed most often as the extra-curricular activities that were of general benefit to the graduates. The other activities that the graduates would like to have had were a dramatics club, football, a speech club, and a school newspaper.

Forty-seven per cent of the graduates indicated no additional training was needed beyond high school as preparation for their occupations. Only 18 per cent indicated that they contemplated a change in their occupation. Engineering, secretarial work, and the mechanical field were the occupations to which the graduates wished to change. Sports, chorus, dramatics club, and the student council were listed as the extra-curricular

II. CONCLUSIONS

Since the purpose of this study is to determine how well the Montezuma High School has met the needs of its graduates, the author will attempt to answer the questions set up at the beginning of this study. They are: (1) What are the occupations and present locations of the graduates? (2) What formal training and experiences received in school have been helpful in the post-school life of the graduates? (3) What other formal training and experiences should be offered in the school program which were not available to these graduates?

1. Forty occupations were listed by the graduates. The majority were classified as housewives or in the clerical and sales group. The semi-skilled and skilled groups were also well represented. This may show a need for home economics, commerce, and industrial arts instruction in the school.

Eighty-five per cent of the graduates remained in Indiana; 71 per cent remained in their home town of Montezuma.

2. English, commerce, mathematics, and home economics seemed to be the most helpful school subjects. Social studies and Latin were the subjects mentioned most often as least helpful. Sports, chorus, dramatics club, class plays, and the student council were listed as the extra-curricular

activities of greatest benefit to the graduates.

3. Other formal training and experiences listed by the graduates that should be offered by the school are shorthand, bookkeeping, speech, and advanced mathematics. Dramatics club, speech club, and football were the activities the graduates would like to have had.

Several other conclusions may be drawn from this study. They are as follows:

1. The majority of graduates remain in the community.
2. The findings of this study relative to helpfulness of the high school subjects were consistent with those of other studies in that English was considered by the graduates to be of most benefit to them. Also, the extra-curricular activities listed in this study were the same as those listed in other studies.
3. Taken as a whole, the training received at the Montezuma High School was considered adequate in terms of occupations of the graduates (see Table XV).
4. Probably, one of the most significant facts established by this study was the wide range of interests and needs of the graduates such as adequate vocational training and guidance which are not at present entirely met by the program of the Montezuma School.
5. The need for better occupational training was established by the fact that forty-two subjects that would

have helped them were not available at the time the graduates were in school (see Table XII).

III. RECOMMENDATIONS

On the basis of this study, the author would like to make several suggested curriculum changes and recommendations.

1. Training should meet the needs of the community as well as other areas.
2. Training should be more practical.
3. Better educational and vocational guidance should be offered so that the students' needs and general interests can be met more satisfactorily.

Four basic curricula are pointed out by the occupations of the graduates. These are: (1) a college preparatory curriculum; (2) a commerce curriculum; (3) an industrial arts curriculum; and (4) a home economics curriculum. The survey has shown that the graduates represent these three groups: Housewives, clerical and sales, and skilled and semi-skilled. Also, 22 per cent of the graduates reported attending college.

Several school subjects should be added to the present curriculum. Shorthand, speech, and advanced mathematics have been indicated by the graduates as those subjects that are needed. At the present, three years of English are offered by the school. It is recommended that a fourth year of Eng-

lish be offered, consisting of speech, journalism, and, if possible, more composition.

A more complete industrial arts curriculum is recommended to consist of mechanical drawing, machine shop, mechanics, woodwork, metalwork, and the various related school subjects.

Shorthand should be added to the present commerce curriculum. Music should be encouraged as a definite school subject in the form of chorus, band, and orchestra.

Finally, an extra-curricular activities program is also recommended to include the various clubs and, possibly, a school newspaper.

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QUESTIONNAIRE

Please answer the following questions and return as soon as possible.

Name _____ Age _____

Year of graduation _____ Single _____ Married _____

Encircle last year completed H.S. 1 2 3 4 College 1 2 3 4 5 6 7

High School Majors

College Majors

What high school subjects helped you the most?

What high school subjects helped you the least?

What subjects do you think you should have taken that were not offered? _____

What extra-curricular activities in school were of general benefit to you? _____

What experiences of this type would you have liked if they had been offered? _____

How much additional training was necessary beyond high school as preparation for your occupation? (encircle one)

None

Some

Much

All

Do you contemplate a change from your present occupation? _____

If so, into what field? _____

Please make any additional comments or suggestions on the other side of this form.

Montezuma High School
March 1, 1950

Dear Alumnus:

As a graduate of the Montezuma High School, you will be interested in what we are doing. The high school administration is planning to revise the present school curriculum. We need your help!

A survey of the graduates is being made in order to find the needs of the students as far as the grads are concerned. You may help by completing the enclosed form.

Please do this as soon as possible.

Your cooperation will be gratefully appreciated.

Very truly yours,

John C. Hill

Assistant Principal.

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