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A STUDY BASED ON THE OPINIONS OF THE GRADUATING
CLASSES OF 1970-1972 FROM THE SPRINGFIELD
PUBLIC SCHOOL SYSTEM

by

Jo Ann Frank

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Specialist in Education Degree

Western Michigan University
Kalamazoo, Michigan
April 1977

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CHAPTER I

PURPOSE AND NEED FOR STUDY

The Purpose

The purpose of this study was to compare the opinions of the graduates of 1970, 1971, and 1972 from the Springfield Public Schools. Specifically, this study attempted to examine whether the Springfield Public Schools adequately prepared students, in their opinion, for postgraduate years.

The study concerned itself with the life experiences of the graduates, as reported by them, four, five, and six years after graduation. A questionnaire was developed for this specific purpose, and is included in the study as Appendix B.

The Need

A top quality educational system is achieved through evaluations from the school on its own program, and feedback from the graduates of the school system. These two aspects of education, feedback and evaluation, are closely monitored by organizations developed for this purpose and by the school systems themselves.

Evaluations done by the school in accordance with specific guidelines are necessary as an aid in determining goals and direction, and began as early as 1885 when groups of

colleges in various regions of the country began to organize.¹ The common problem of standardizing entrance requirements was solved by developing a process of evaluation which in turn led to the accreditation of secondary schools. To be accredited, a school had to pass a certain set of criteria, determined by the inspection of officers. The criteria were first formed by the College Entrance Board in 1901,² and were an effort to raise educational standards. The process of issuing standards and goals has continued for schools who wish to be recognized as meeting official standards, that is, accredited.

Standards are developed and monitored by the North Central Association of Colleges and Schools in the midwestern section of the country. Comprehensive evaluations of all aspects of the school's program must be conducted at least once every seven years. Published last in 1974-75, North Central Association of Colleges and Schools requires secondary schools to do continuous evaluations on achievement, student attitudes, faculty morale, and a follow-up study of the graduates.³

¹Carrothers, George E. (Chairman), Evaluative Criteria for the Evaluation of Secondary Schools. National Study of Secondary School Evaluation, Washington, D.C., 1969. P. 3.

²ibid.

³Leigh, W. H. (Chairman), Policies and Standards for the Approval of Secondary Schools, 1974-75. North Central Association of Colleges and Schools, Chicago, Illinois, 1974-75. P. 37.

North Central accreditation is desirable for a school system, and certainly justifies the time and money spent in formal evaluative techniques.

Perhaps equally as important as accreditation, however, is the school system's need for reassurance that its program is suitable and adequate in preparing students for adult life. Feedback from the graduates, then, becomes one measure of the adequacy of a curriculum.

The need for evaluation and feedback for the Springfield Public Schools has been fulfilled through the responses by the graduates to the questionnaire included in Appendix B.

CHAPTER II

HISTORY OF GROWTH

Springfield's original school building was rebuilt after a fire in 1925. In 1947, eight classrooms, a junior high school shop, home economics room, and a cafeteria were added to the rebuilt structure, making it possible to have grades kindergarten through 8. During this period, Springfield high school students were sent outside the district on a tuition agreement with neighboring high school districts.

Recommendations to select a site for a future high school for the district were made in June 1952, as a result of a school census analysis. In September 1952, a special election was held to provide extra millage to purchase a recommended high school site.

Voter approval for a \$1,200,000 bond issue plus extra tax millage to provide operating funds for a new elementary school building and a high school were passed on June 8, 1953.

The \$272,894 elementary school was completed as an addition to the original building in 1954.

Construction contracts were awarded in April 1955, after a long series of meetings by citizens, teachers, industrial representatives, consultants, board members, and an architect; and the first students attended the high school in September

of 1956, in grades 7 through 11. In September 1957, grade 12 was added, and Springfield held its first graduation exercise in June 1958. Due to increased pupil enrollment in the district, another elementary school was dedicated in 1961.

Additions were completed to the high school in 1964, and a new junior high school was built. This housed grades 6 through 8.

Springfield Junior High School was the first junior high to be accredited in the State of Michigan, after recommendations by a team of 15 consultants from secondary schools in the State of Michigan, colleges, and the State Department of Education. The North Central Association of Secondary Schools and Colleges accredited the junior high school and the high school in March 1968.

The enrollment in the Springfield schools began to decline in 1969 when the families centered around the Air Force Base were reassigned to other areas. This meant the loss of approximately 400 children.

The Springfield Public School district, in 1976, consists of two elementary schools (K-5), one junior high school, and one high school. It has a total of 1,309 students, 70 faculty members, and 5 administrators. It is a class C school, with potential for growth as more and more apartment buildings and businesses are built in the former Fort Custer area.

The School Community

Springfield, Michigan, is basically an urban community bounded on the east and north by Battle Creek, on the south by the community of Lakeview, and on the west by Kellogg Airport and what was formerly known as Fort Custer.

Springfield contains several major industries because of the proximity to Battle Creek. Among these are the Eaton Valve Division, Clark Equipment Company Truck Division, manufacturers of food products, and manufacturers of packaging equipment.

The 1970 census for Springfield shows the average annual household income to be \$10,960 (\$3,125 per capita).¹ The area has a predominately white population with official 1970 census data showing 3,869 white, 107 black, 13 Indian, 1 Oriental, and 4 "other."²

The population of Springfield in 1970 was 3,994 people.³ The estimated population is currently over 5,000 people. (There will be a special count census before October 1977, because of the more than 25-percent increase in population since 1970.) The large population increase is explained by a migration of people from the Battle Creek area to

¹U.S. Bureau of Census, City of Springfield, Calhoun County, Michigan, 1970. Census of Population and Housing, Washington, D.C., 1970. P. 3.

²loc. cit., p. 5. ³loc. cit., p. 9.

Springfield.

The federal government, since 1973, has sold parcels of land in the former Fort Custer area to the city of Springfield. The city developed site plans to use the land for recreational and industrial purposes. As a result of these plans, two new apartment complexes have been built. The buildings used formerly to house military personnel were sold, creating a third apartment complex--approximately a total of 800 apartments available.

The Springfield school district enrollment has also increased as the Springfield area has expanded. As of February 9, 1976, 122 students have enrolled in the district from Custer Commons (an apartment complex on former Fort Custer land), and 9 students from another apartment complex. Thirty-five students live on the area still owned by the federal government (children of Armed Forces personnel), and 3 students are children whose parents are employed and live at the Veterans Administration Hospital.¹

School figures show an estimated increase in monies available for the school district. Actual tax funds for 1974 were \$1,414,566. Estimations of revenue from property taxes in 1975 were \$1,531,443. Other local and county tax funds and other receipts were \$165,463 for 1974. The

¹ _____, Summary of Assistance, P.L. 81-874 Impact Aid, 1975-76. Department of Health, Education, and Welfare, Office of Education, Washington, D.C., 1976. Pp. 1-15.

estimated dollar amount for local and county tax funds and other receipts was \$190,540 for 1975. Springfield received \$4,270 from tuition students in 1974, and estimated tuition was \$4,200 in 1975. State aid decreased from \$169,595 actual in 1974 to estimated state aid of \$144,155 in 1975. Federal payments also decreased from \$78,181 actual in 1974 to \$53,000 estimated federal funds in 1975.¹

¹ _____, 1974-75 Budget for School District of City of Springfield, Springfield, Michigan. P. 3.

CHAPTER III

METHODOLOGY

A study of this nature has been done by the Springfield Public Schools in past years. The instrument used for the current study was revised from a past questionnaire and was mailed to the graduates of 1970, 1971, and 1972, along with a cover letter and self-addressed envelope. (See Appendixes A and B.)

A total of 298 questionnaires were mailed, 97 to the class of 1970, 109 to the class of 1971, and 92 to the class of 1972. There were 47 replies, 35 questionnaires returned by the post office, and the remaining questionnaires unaccounted. Table I illustrates the breakdown of the 15.77 percent replies by year and sex.

Table I
Number of Questionnaires Returned by Sex
and Year

Sex	Year		
	1970	1971	1972
Male	3	4	9
Female	14	9	8
Total	17	13	17

The questionnaires were returned and this writer then compiled the information, examined the data for trends, and recorded the results. The remaining chapters review the data and present this writer's summary and recommendations.

CHAPTER IV

PRESENTATION OF THE DATA

Table II illustrates that 41.2 percent of the graduates in 1970 were married, 35.3 percent were unmarried, and 17.6 percent were divorced. In 1971, the statistics show 76.9 percent married, 23.1 percent unmarried, and none divorced. Statistics for 1972 show 47.1 percent married, 52.9 percent unmarried, and none divorced.

Table II
Marital Status of Graduates by Year

Marital Status	Year			
	1970	1971	1972	No Data
Married	41.2%	76.9%	47.1%	5.9%
Not married	35.3	23.1	52.9	. .
Divorced	17.6%	0.0%	0.0%	. .

The importance of high school classes was ranked according to the number of times mentioned by the graduates, and showed:

<u>Courses</u>	<u>Times Mentioned</u>
Business courses (typing, office machines, bookkeeping)	32
Mathematics	15
Language arts	13

<u>Courses (continued)</u>	<u>Times Mentioned</u>
Shop courses	7
Science	6
Physical education	5
Social science (history, civics)	4
Speech and communication	3
Vocational education and home economics	2
Family living, music, Spanish	1
No comment	1

The data for the year 1970 show 76.5 percent of the graduates thought their high school training matched the requirements for the job currently held, 17.6 percent thought it did not, and 5.9 percent did not reply. Data from 1971 show 83.5 percent of the graduates thought their high school training matched the requirements for the job currently held, 53.8 percent thought it did not, and 7.7 percent did not reply. Data for the year 1972 show 41.2 percent of the graduates thought their high school training matched the requirements for the job currently held, 52.9 percent thought it did not, and 5.9 percent did not reply (Table III).

The data for the year 1970 show that 64.7 percent of the graduates participated in extracurricular activities and 35.3 percent did not. In 1971, 61.5 percent of the graduates participated in extracurricular activities and 38.5 percent did not. In 1972, 82.4 percent of the graduates participated in extracurricular activities while 17.6 percent did not

(see Table IV).

Table III

Opinion on High School Training Matching Requirement
for Job Currently Held by Year

Reply	Year		
	1970	1971	1972
Yes	76.5%	38.5%	41.2%
No	17.6	53.8	52.9
No reply	5.9%	7.7%	5.9%

Table IV

Participation in Extracurricular Activities
by Year

Reply	Year		
	1970	1971	1972
Yes	64.7%	61.5%	82.4%
No	35.3%	38.5%	17.6%

Question 6 on the questionnaire asks whether, in the respondent's opinion, extracurricular activities are a worthwhile part of the school. The affirmative replies were high: 1970 = 88.2 percent yes; 1971 = 100 percent yes; and 1972 = 91.1 percent yes. The total of negative replies for the three years was 5.9 percent, and 11.8 percent did not reply (Table V).

The data for the year 1970 show that 64.7 percent of the respondents replied yes when asked whether a single

Table V
Importance of Extracurricular Activities
in High School by Year

Reply	Year		
	1970	1971	1972
Yes	88.2%	100.0%	94.1%
No	5.9	0.0	0.0
No reply	5.9%	0.0%	5.9%

school factor influenced the choice of classes or occupation and 35.3 percent replied no when asked whether a single school factor influenced the choice of classes or occupation. In 1971, 30.8 percent of the graduates were influenced while 69.2 percent were not. Data from 1972 show that 29.4 percent were influenced and 70.6 percent were not (Table VI).

Table VI
School Factor Influence in Choice of Classes
or Occupation by Year

Reply	Year		
	1970	1971	1972
Yes	64.7%	30.8%	29.4%
No	35.5%	69.2%	70.6%

The data in Table VII show that, when given three choices of major influence in planning their future, 52.9 percent of the respondents in 1970 replied parents, 23.5 percent replied teacher, 11.8 percent replied counselor,

and 11.8 percent replied none of these. In 1971, 76.9 percent of the respondents mentioned their parents, 7.7 percent mentioned their teachers, no one mentioned their counselor, and 7.7 percent said none of these. There were no data for 7.7 percent of the respondents in 1971. In 1972, the respondents mentioned their parents 64.7 percent of the time, their teachers 5.9 percent, their counselors 5.9 percent, and 5.9 percent said none of these people were very helpful. There were no data for 17.6 percent of the respondents in 1972.

Table VII

Major Help Received from Parents, Teacher, or
Counselor in Planning Future by Year

Source	Year		
	1970	1971	1972
Parents	52.9%	76.9%	64.7%
Teacher	23.5	7.7	5.9
Counselor	11.8	0.0	5.9
None of these	11.8	7.7	5.9
No data	0.0%	7.7%	17.6%

The respondents in 1970 were most favorable in rating the Springfield Public School system. As shown in Table VIII, 17.6 percent felt their education was excellent, 47.1 percent felt it was good, 29.4 percent satisfactory, and 5.9 percent felt it was poor. In 1971, 7.7 percent rated their education at Springfield excellent, 53.8 percent rated it good, 38.5 percent satisfactory, and no one thought it poor. In 1972,

no one rated his education as excellent, 64.7 percent felt it was good, 23.5 percent felt it was satisfactory, and 11.8 percent thought it was poor.

Table VIII
Education Rating of Springfield Public
Schools by Year

Reply	Year		
	1970	1971	1972
Excellent	17.6%	7.7%	0.0%
Good	47.1	53.8	64.7
Satisfactory	29.4	38.5	23.5
Poor	5.9%	0.0%	11.8%

As illustrated in Table IX, the data show that 76.5 percent of the 1970 graduates felt the size of the school to be a help, and 23.5 percent felt it to be a problem. In 1971, 69.2 percent of the graduates felt a small school to be a help, 15.4 percent felt it to be a problem, and 15.4 percent were uncommitted. In 1972, statistics show 58.8 percent of the graduates were of the opinion that the school size was a help and 41.2 percent felt it was a problem.

Explanations for positive opinions on question 10 ranged from "classes were not crowded," "knew most of the kids in school," "there was more individual help," "social status is less of a problem," to "each person was an individual." Negative responses ranged from "not a large class selection" (mentioned most often) to "not enough academic knowledge for

Table IX
Opinion on School Size Being a Help or
Problem by Year

Reply	Year		
	1970	1971	1972
Help	76.5%	69.2%	58.8%
Problem	23.5	15.4	41.2
No reply	0.0%	15.4%	0.0%

college."

Question 11 requests suggestions for improving the school. Below are given answers to that question:

<u>Suggestion</u>	<u>Times Mentioned</u>
Better discipline of students	3
More counseling	3
More required:	
Reading	19 for total group
Writing	
Grammar	
English	
Mathematics	
Spelling	
Advanced:	
Drafting	1
Auto mechanics	1
Vocational skills	3
Add to the curriculum:	
Career education	10 for total group
Environmental education	
Values clarification classes	
Health education	
Swimming	
Variety of physical education	
Up-to-date college classes	

<u>Suggestion (continued)</u>	<u>Times Mentioned</u>
Separate emotionally disturbed students from others	1
History, physical education, and communications electives	1
Hire more interested teachers	3
Foster better teacher-student relationships	4
Teachers should be harder in class	2

An examination of the work record since graduation shows 23.4 percent of the total number of graduates are unemployed, 23.4 percent are earning under \$10,000, and 19.1 percent are earning above \$10,000 annually. There are no data on 34.1 percent of the questionnaires (Table X).

Table X
Work Record of Total Respondents
Since Graduation

Work Record	Percent
Unemployed	23.4%
Under \$10,000	23.4
Over \$10,000	19.1
No data	34.1%

An examination of the school record since graduation shows that 38.3 percent of the total number of graduates have attended some form of college, that is, business, university, or community college (27.7 percent of the students who have attended college have attended Kellogg Community

<u>Suggestion (continued)</u>	<u>Times Mentioned</u>
Separate emotionally disturbed students from others	1
History, physical education, and communications electives	1
Hire more interested teachers	3
Foster better teacher-student relationships	4
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An examination of the school record since graduation shows that 38.3 percent of the total number of graduates have attended some form of college, that is, business, university, or community college (27.7 percent of the students who have attended college have attended Kellogg Community

College); 55.3 percent of the respondents have not attended college; and there is no reply on 6.4 percent of the questionnaires (Table XI).

Table XI
School Record of Total Respondents
Since Graduation

School Record	Percent
Attended school after graduation	38.3%
Did not attend school after graduation	55.3
No reply	6.4%

The percentages of those graduates attending college, those who did not, and no data received are listed in Table XII. Examining these figures shows that the highest percentage attended college in 1970. This group also had the highest percentage feeling their education at Springfield was excellent (17.6 percent), and more felt benefit from a

Table XII
Post-Graduation Schooling by Year

Schooling	Year		
	1970	1971	1972
Attended college	35.3%	30.8%	29.4%
Did not attend college	52.9	53.8	64.7
No data	11.8%	15.4%	5.9%

counselor than any other year (11.8 percent). In 1970, graduates also felt, with 64.7 percent responding yes and 35.3 percent responding no, that the school was an influencing factor in their choice of classes or occupation. This group also felt their high school training best matched the requirements for their job now held, with 76.5 percent responding yes and 17.6 percent responding no.

CHAPTER V

SUMMARY OF TRENDS AND RECOMMENDATIONS

A summary of the noticeable trends opens this chapter. Following the summary of trends are recommendations based on the data gathered.

Summary of Trends

An examination of the 1971 data showed that 53.8 percent of the graduates felt their high school training did not match requirements for the job now held. The 1971 graduates also received major future planning help from parents (76.9 percent), least help from the counselor (0 percent), and felt strongly (69.2 percent, no; and 30.8 percent, yes) that the school was not a major influence on the choice of classes or occupation.

There seems to be a relationship between school influence and feelings of success after graduation. According to the data, 1970 was the most positive in terms of school input, guidance for the future, and the graduates' feelings of a good school experience. There is a steady decline in college attendance from 1970, a minimizing of counselor influence in all three years, and an increase in parental influence in planning the future. Graduates of 1971 and 1972 are 1.4 percent apart in agreement that the school was

not a major influence in choice of classes or occupation (Table VI, p. 14), and both are very high in parental guidance (Table VII, p. 15).

This could be viewed as positive in the respect that the students sought guidance from their parents. However, it appears that the parental guidance, although perhaps positive, was not college-directed, as shown by the decline in college attendance. More influence from the school could help those students and parents who have not considered college as an alternative. Therefore, a critical examination of the existing guidance program would seem to be indicated.

An enlarged guidance program could possibly introduce more alternatives to the students and provide positive direction for the students when planning their future. A more comprehensive guidance program might not only alter the high percentage of students not attending college (53.3 percent; see Table XI, p. 19), but also have positive impact on those unemployed and earning under \$10,000 annually (46.8 percent; see Table X, p. 18).

A second trend can be made from an examination of the graduates' responses to questions 2 and 3.

A majority of responding graduates felt the lack of language arts skills, specifically, English and grammar. The majority of responding graduates also suggested more academic subjects, that is, reading, writing, grammar, English, mathematics, spelling, and science. The most

helpful courses for the graduates were those in the business area.

It is statistically difficult to correlate poor academic skills with poor college attendance. However, an examination of the Springfield school's curriculum seems indicated. A curriculum based on comprehensive language skills could give students more motivation and confidence when considering future schooling after graduation.

Recommendations

Based on the available statistics given, this writer has made two recommendations for the Springfield school district: (1) that the entire guidance and counseling program be reevaluated and examined for ways to reach and influence more students in the district, and (2) that the curriculum in all schools be reevaluated and examined for ways of making academic subjects more relevant to future needs of the students.

CHAPTER VI

ANALYSIS

Introduction

This chapter deals with the problem of identifying trends and making recommendations based on a return of 15.77 percent of the questionnaires used in this study. The method used for explaining the small percentage of returns is described and the results are presented. A summary of the reasons why the questionnaires were not returned, and the recommendations for future studies based on these findings, follow.

The Non-Return Problem

A total of 298 questionnaires were mailed: 97 to the class of 1970, 109 to the class of 1971, and 92 to the class of 1972. There were 47 replies for a return of 15.77 percent. A total of 38 questionnaires (12.75 percent) were returned by the Post Office, "address unknown." Therefore, 71.68 percent of the questionnaires were unanswered and not returned, too many to assure the validity of any conclusions.

The recommendations in Chapter V are based on these 47 responses. The low response level does not assure that they are representative of the total research sample.

The remaining portion of this chapter will explore the reasons for the low number of returns.

Method

The method for ascertaining the low percentage of returns involved interviews with two administrators--the superintendent from the school district and the building principal of an elementary school in the district. The administrators were chosen for the interview based on the length of their involvement with the Springfield school community. The interviews were based on two questions:

1. How many years have you been involved with the Springfield school district?
2. How would you explain a low return of 15.77 percent from the graduates of 1970, 1971, and 1972?

Telephone interviews were conducted also with non-responding graduates in the classes of 1970, 1971, and 1972. The telephone interviews had four facets:

1. Introduction of caller.
2. Reason for the call.
3. Question 1: "To the best of your knowledge, why wasn't the questionnaire sent to you in June, 1976, filled out and returned?"
4. Question 2: "What are you doing now?"
 - a. Housewife
 - b. Working
 - c. College student

Presentation of information

The first administrator interviewed, Mr. Bruce Sellers, has been superintendent of Springfield Public Schools for 20 years. According to Mr. Sellers, 15.77 percent is not an unrealistic response for the community of Springfield.

Among reasons he suggested for the low response were:

1. The graduates have a general lack of confidence in any type of questionnaire.
2. The high school graduate has not been exposed to many types of survey.
3. The members of the age group have not formulated their own opinions--they are still under the influence of their parents. The lack of response is a reflection of parental attitude.
4. The feeling of privacy is prevalent among the graduates--the attitudes they have are not willingly shared.

The second interview was with Mr. James McNutt, who was a junior high school teacher in Springfield for six years, and has been a principal of Springfield Elementary School for the past seven years.

The low number of responses is typical of the Springfield community, according to Mr. McNutt. A community survey undertaken three years earlier had a similar low response--300 returns from 2,000 questionnaires mailed.

The possible reasons for the poor response, in the case of the current survey, include:

1. It is typical of attitudes held by people in general toward questionnaires.

2. The initiative to fill out and mail a questionnaire is gone after the emotional tie with a school system is broken.
3. The physical involvement with the school community ends with graduation; the longer the time gap, the less likely the graduate will respond.
4. The more successful the graduate has been after graduation, the more likely the questionnaire will be returned--there is a reluctance to admit defeat.

The telephone interviews that were conducted with 10 percent of the graduates for 1970, 1971, and 1972 included the following:

1. Introduction of the caller.
2. Stated reason for the call.
3. Asking the questions listed on page 25.

The reasons stated for not returning the questionnaire from the class of 1970 were:

1. Didn't receive it (6)
2. Didn't take time to fill it out (3)
3. Had sent it back (1)

The majority of the people contacted were working (7), housewives/students (2), and housewife (1).

The reasons stated for not returning the questionnaire from the class of 1971 were:

1. Didn't receive it (7)
2. Didn't mail it back (3)
3. Sent it back (1)

The majority of the people contacted were working (8),

housewives (2), and unemployed (1).

The reasons stated for not returning the questionnaire from the class of 1972 were:

1. Didn't receive it (5)
2. Didn't mail it back (4)

The majority of the people contacted from that year were working (4), attending the University of Michigan (1), unemployed (2), and housewives (2).

The comparison in life styles for the three years showed the majority of those who returned and those who did not return the questionnaire were working; the lesser number from the groups were either unemployed, housewives, or attending college.

Summary

The reason stated most often for not returning the questionnaire was not having received it. The majority of the addresses and telephone numbers for the three years were not the same as the original class list. A comparison of life styles for the returning and the nonreturning participants failed to reveal a difference.

Recommendation

The recommendation for the next survey in the Springfield Public Schools is to update the mailing lists before the questionnaires are mailed. The number of participants

receiving the questionnaire will increase, thereby increasing the probability of a higher number of returns.

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APPENDIX A

June 21, 1976

Dear Springfield Graduate:

One of the most important tasks we have at Springfield Public Schools is to provide our students with a curriculum that prepares them for their life after graduation.

We feel it necessary to improve our curriculum based on what experiences our graduates have had. Therefore, we need your ideas, feelings, and thoughts concerning your Springfield school years.

Please take a few moments to fill out the questionnaire and return it to us. You will be doing a great service to the school and to our future students.

We at Springfield are still very interested in all of our graduates. If the school can be of any assistance to you in any way, please call on us.

Thanks and best wishes.

Respectfully,

B. Sellers
Superintendent

J. Frank
Project Director

APPENDIX B

NAME _____ ADDRESS _____

MARRIED _____ TELEPHONE _____

yes no divorced

SCHOOL, ARMED SERVICE, WORK RECORD SINCE GRADUATION

DATE	COLLEGE/ EMPLOYER	COURSE OF STUDY/ JOB EXPERIENCE	YEARLY OR HOURLY RATE	REASON FOR LEAVING
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1. What year did you graduate from Springfield? June 19__

2. What high school classes have been most valuable to you?

3. What classes would have been more useful to you? _____

4. Did your high school training match the requirement for the job you now hold?

_____ yes _____ no

5. Were you active in extracurricular activities, athletics?

_____ yes _____ no

6. Do you feel that extracurricular activities are a worthwhile part of the school?

_____ yes _____ no

7. Was there a single school factor (class, teacher) that influenced you most in your choice of classes or occupation?

_____ yes _____ no

If yes, explain: _____

8. Did you receive more help from your parents [____], teacher [____], or counselor [____] in planning your future?

9. How would you rate your education at Springfield?

_____ Excellent _____ Good _____ Satisfactory _____ Poor

10. In your opinion, was the size of your school a help or a problem for you? Please explain:

11. What suggestions do you have for improvement of our school?
