

A FOLLOW-UP STUDY OF SELECTED GRADUATES  
OF  
PRYOR HIGH SCHOOL  
FOR THE YEARS 1946 TO 1950, INCLUSIVE

By

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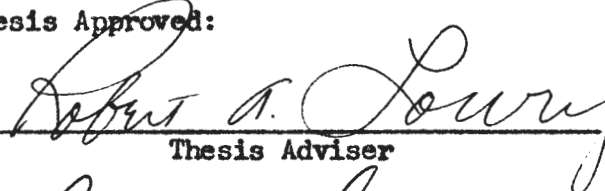
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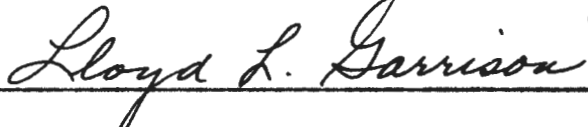
Submitted to the Faculty of the Graduate School of  
the Oklahoma Agricultural and Mechanical College  
in Partial Fulfillment of the Requirements  
for the Degree of  
MASTER OF SCIENCE  
July, 1952

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## ACKNOWLEDGMENT

The writer expresses her gratitude for the expert counseling of Mr. Robert A. Lowry, Professor of Business Education, under whose supervision this study was made.

E. P. R.

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## CHAPTER I

### INTRODUCTION

Pryor, Oklahoma is located in the northeastern corner of the state between the Osage Hills and Grand River. It is one of the most modern small cities in America. The churches, schools, and businessmen are ever busy building for the future of the city and its citizens.

Pryor, the county seat of Mayes county, has a population of 4,441. There are approximately 1,725 enrolled in school; of these, 512 are high school students.

High school students have the opportunity to take various subjects and to specialize in fields in which they are interested. Junior and senior students interested in part-time employment are guided by teachers and a counselor. Many of them enroll in Trades and Industry; and each year there are several in this group who are training to become office workers.

Business courses offered in high school are general business, typewriting I, typewriting II, shorthand I, bookkeeping I, business arithmetic, business law, and office practice.

Purpose of the Study. The purpose of this study is to make an investigation of the educational and vocational activities of selected graduates of Pryor High School for the years of 1946 to 1950, inclusive.

The study endeavors to furnish information to guide the planning of the curriculum so future business education students can:

1. Get the most from their formal schooling
2. Do business work more satisfactorily

3. Make better job adjustments
4. Fill the needs of the community
5. Live a happy, well rounded life

Need for the Study. It is believed a follow-up study of office workers, with an occupational survey of Pryor,<sup>1</sup> will be helpful to authorities in planning the business curriculum.

Educators today believe in follow-up studies: "It is the definite responsibility of schools to ascertain whether the trainees are making satisfactory adjustments and progress on the job."<sup>2</sup>

Present day educational philosophy is no longer traditional bound as it once was . . . few educators now contend that the responsibilities of a school or college are confined to teaching or that the school's responsibilities end abruptly with commencement. Among business educators in particular there is a great realization that the preparation for a job, placement on the job, and a "follow-up" of the student after he is on the job are all steps in one process.<sup>3</sup>

H. G. Shields<sup>4</sup> says other fields have had systematic research but basic business subjects "like Topsy, just grew." He says the lack of intensive research is a result of many school administrators regarding basic business as an orphan area. The fact that certain material is subject to "change and time" limits research along this line.

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<sup>1</sup> Zoe Davis, "A Survey of Selected Business Occupations in Pryor, Oklahoma." Unpublished Master's Thesis, Oklahoma Agricultural and Mechanical College, 1949.

<sup>2</sup> J. F. Dame, "There Is An Adequate Selection Guidance, Placement, and Follow-Up Plan," The National Business Education Quarterly, XVIII (Winter, 1949), p. 63.

<sup>3</sup> R. G. Walters, "Does Your School Maintain A Placement Service?," The Balance Sheet, XXIX, (February, 1948), p. 254.

<sup>4</sup> H. G. Shields, "Some Curriculum Techniques in the Basic Business Subjects," Improved Methods of Teaching The Business Subjects, Monograph 63, South-Western Publishing Company, pp. 83-85.

Muse<sup>5</sup> says a reason for the disagreement and uncertainty of business educators is a lack of sufficient research. He says also,

The future problems in basic business education are to develop programs widely and to develop through research and practice adequate measuring instruments to determine the successes and shortcomings of these programs. Only through constant study and revision can we hope to improve business education and basic business education for all.<sup>6</sup>

Bensen<sup>7</sup> says every curriculum, no matter how well it is planned, needs follow-up to show the effectiveness of the training. He thinks six months after the individual has been employed a follow-up study should be made by the curriculum committee. Deficiencies found in these employee-graduates can be used to modify the course so it will better fit the needs.

Scope and Delimitation. Graduates of Pryor High School for the years 1946 to 1950 inclusive, with two or more years of high school credit in business education were included in this survey.

No attempt was made to compare scholastic standing of students or their standing in the business world.

No attempt was made to compare the status of graduates of one year with those of another year.

No attempt was made to distinguish between graduates on the number of courses taken.

An attempt was made to determine if graduates were working and in what capacity. It is possible to check with school records to determine if the

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<sup>5</sup> Paul F. Muse, "Principles of Curriculum Construction in General Business Education," The American Business Education Yearbook, IV (1947), p. 57.

<sup>6</sup> Ibid., p. 60.

<sup>7</sup> Harold M. Benson, "Responsibility of the Businessman," The American Business Education Yearbook, IV (1947), p. 122.

graduates were using the skills in which they had received training in high school.

The business education subjects offered during the years 1946 to 1950, inclusive, were: general business, typewriting I, typewriting II, shorthand I, bookkeeping, office practice, business mathematics, and business English. Each of these is a one-year course.

Definitions. The following terms will be used in the study as defined below.

FULL-TIME JOB refers to a job in which a respondent has worked thirty or more hours a week for pay and which he has held for a period of not less than three consecutive months.

PART-TIME JOB refers to a job in which a respondent has worked less than thirty hours a week for pay.

BUSINESS SUBJECTS are those subjects that prepare students directly or indirectly for successful participation in business activities. Subjects include: general business, typewriting I, typewriting II, shorthand, bookkeeping, office practice, business mathematics, and business English.

Procedure. The normative-survey method, employing the questionnaire technique was used in making this study. After studying this type of survey,<sup>8</sup> the writer reviewed a number of theses. Among the theses review were studies

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<sup>8</sup> Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research, pp. 324-343.

made by Burris,<sup>9</sup> Coke,<sup>10</sup> Dickerson,<sup>11</sup> Morgan,<sup>12</sup> Orr,<sup>13</sup> and Rice.<sup>14</sup>

A tentative questionnaire was prepared. Criticism was obtained from graduate students attending the seminar class in business education at Oklahoma Agricultural and Mechanical College during September, 1951. The form was revised and sent to the Head of the Department of Business Education for approval.

The revised form was sent to all graduates of Pryor High School for the years 1946 to 1950, inclusive, who earned two or more years of high school credit in business education.

The names of these graduates were obtained from the high school principal's office. Some of the addresses were found there, some were taken from the city telephone directory, and others were obtained from friends or relatives.

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<sup>9</sup> Maude Lillian Burris, "A Follow-Up Study of the Graduates of Healdton High School for the Years 1935, 1936, 1937, 1938, 1939, 1940, and 1941." Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1942.

<sup>10</sup> Jack E. Coke, "A Follow-Up Study of Selected Business and Business Education Graduates of Northeastern State College for the Years 1944 to 1949, Inclusive." Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1950.

<sup>11</sup> Betty Irene Dickerson, "A Follow-Up Study of the Graduates of Shidler High School for the Years 1940 to 1948, Inclusive." Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1949.

<sup>12</sup> Corra Lucille Morgan, "A Follow-Up Study of the Graduates of Jay High School for the Years 1935, 1936, 1937, 1938, 1939, 1940, and 1941." Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1942.

<sup>13</sup> Betty Lou Orr, "A Follow-Up Study of the Arkadelphia High School Graduates for the Years 1946, 1947, 1948, 1949, and 1950." Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1951.

<sup>14</sup> Mary Emma Rice, "A Follow-Up Study of the Graduates of Jenks High School for the Years 1944 to 1949, Inclusive." Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1951.

The questionnaire, a letter of explanation, and a self-addressed envelope were mailed to each graduate. Approximately three weeks later, postal card reminders were sent the graduates who had not responded. Three and four days later, telephone calls were made to those individuals or parents (who were listed with the telephone company) who had not responded to the original mailing or the first follow-up. Three weeks from the date the postal cards were sent out another letter was sent, together with a copy of the questionnaire and a self-addressed envelope, to those not responding to any of the former communications.

Letters were sent to 162 graduates, and 100 responses were received. There were 30 letters returned unclaimed, so it is assumed 132 graduates received letters.

The 100 responses obtained represented 74 per cent of the possible responses and 61.72 per cent of the total selected graduates for the period.

Copies of the questionnaire, the first letter, the postal card, and the second letter are included in the appendixes.

Table I shows the number and percentage of graduates of Pryor High School for the years 1946 to 1950, inclusive, who responded to the questionnaire. Questionnaires were sent to the 162 graduates; 30, or 18.52 per cent, were returned unclaimed. Of the 132 possible respondents, 100, or 61.73 per cent of the 162 graduates, replied.

Table II shows the number of graduates and the number of respondents to the questionnaire for the five year period. This table shows that of the 162 graduates, 36, or 22.2 per cent, were men; 126, or 77.8 per cent, were women.

Of the total 100 respondents, 21, or 21 per cent, were men; and 79, or 79 per cent, were women.

The 100 respondents represent 58.3 per cent of the 36 men graduates, 62.7 per cent of the 79 women graduates, and 61.7 per cent of the total 162 graduates for the period.

The actual respondents included 21, or 72.4 per cent, of the 29 possible men respondents; 79, or 76.7 per cent, of the 103 possible women respondents, or 75.7 per cent of the 132 possible respondents.



TABLE I

NUMBER AND PERCENTAGE OF GRADUATES WHO RESPONDED TO QUESTIONNAIRES SENT TO GRADUATES OF PRYOR HIGH SCHOOL FOR THE YEARS 1946 TO 1950, INCLUSIVE

Year	Graduates		Questionnaires Sent Out		Questionnaires Unclaimed		Possible Responses		Responses Received	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1946	26	16.05	26	16.05	7	4.32	19	11.73	14	8.64
1947	29	17.90	29	17.90	8	4.94	21	12.96	18	11.11
1948	33	20.37	33	20.37	5	3.09	28	17.28½	17	10.49
1949	32	19.75	32	19.75	4	2.47	28	17.28½	20	12.35
1950	42	25.93	42	25.93	6	3.70	36	22.22	31	19.14
Percentage of Total Graduates			162	100.	30	18.52	132	81.48	100	61.73
Percentage of Possible Responses							132	100.	100	75.76

TABLE II

## GRADUATES AND RESPONDENTS CLASSIFIED ACCORDING TO YEAR OF GRADUATION AND SEX

Year	Graduates						Respondents						Percentage of Graduates Responding			Percentage Possible Responses Received		
	Men		Women		Total		Men		Women		Total		Men	Women	Total	Men	Women	Total
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
1946	3	11.54	23	88.46	26	100.	0	0.0	14	100	14	100	0.	60.9	53.8	0.	73.9	73.1
1947	4	13.79	25	86.21	29	100	3	16.7	15	83.3	18	100	75.	60.	62.1	75.	72.	72.4
1948	12	36.36	21	63.64	33	100	5	29.4	12	70.6	17	100	41.7	57.1	51.5	66.6	95.2	84.8
1949	11	34.37 $\frac{1}{2}$	21	65.62 $\frac{1}{2}$	32	100	8	40.	12	60.	20	100	72.7	57.1	62.5	90.9	85.7	87.5
1950	6	14.29	36	85.71	42	100	5	16.1	26	83.9	31	100	83.3	72.2	73.8	100.	83.3	85.7
Total	36	22.2	126	77.8	162	100	21	21.	79	79.	100	100	58.3	62.7	61.7	72.4	76.7	75.7

This table should be read as follows: Of the 26 persons who were graduated in 1946, 3, or 11.54 per cent, were men; 23, or 88.46 per cent, were women. Fourteen questionnaires were returned by this group, representing 60.9 per cent of the women graduates or 53.8 per cent of the total graduates. This is 73.9 per cent of the possible responses for the women or 73.1 per cent of the total possible responses.

## CHAPTER II

## FULL-TIME WORK EXPERIENCE OF THE GRADUATES

Today schools seem to be classified by the success of their graduates. If graduates seem happy and successful in their work, it is assumed the high school curriculum is adequate.

More should be taken into consideration. The types of firms employing the graduates, the types of work the graduates do, the length of time graduates stay on the job, and personalities are all important factors to be considered. Since personalities are so varied and individual, that phase will not be discussed in this writing.

The follow-up study was made with the hope that the data would prove helpful in determining to what extent training in the business subjects in Pryor High School is helping graduates. The following data are given for study and analysis.

Table III shows the number of graduates who have and have not held full-time jobs since graduation from high school. Seventy-eight of the one hundred graduates have held full-time jobs. Of these 78 graduates, twenty are men and fifty-eight are women. In other words, of the twenty-one men graduates, twenty, or 95.2 per cent, have held a full-time job; and of the seventy-nine women graduates, fifty-eight, or 73.4 per cent, have held a full-time job.

What is the lapse of time between high school graduation and the first full-time employment of the graduate? Table IV shows the lapse of time between high school graduation and the first full-time employment of men graduates. Nine, or 45 per cent of the 20 men graduates who held full-time jobs, were

TABLE III

NUMBER AND PERCENTAGE OF GRADUATES WHO HAVE AND WHO HAVE NOT HAD ONE OR MORE FULL-TIME JOBS SINCE THEY GRADUATED FROM HIGH SCHOOL, CLASSIFIED BY YEAR OF GRADUATION AND SEX

Year Graduated	Have Held a Full-Time Job						Have Not Held a Full-Time Job					
	Men		Women		Total		Men		Women		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1946			11	78.6	11	78.6			3	21.4	3	21.4
1947	3	100.0	12	80.0	15	83.3			3	20.0	3	20.0
1948	5	100.0	11	91.7	16	94.1			1	8.3	1	5.9
1949	8	100.0	9	75.0	17	85.0			3	25.0	3	15.0
1950	4	80.0	15	57.7	19	61.3	1	20.0	11	42.3	12	38.7
Total	20	95.2	58	73.4	78	78.0	1	4.8	21	26.6	22	22.0

This table should be read as follows: In 1946 there were 14 graduates; all graduates for this year were women. Eleven have held at least one full-time job since they graduated from high school.

employed within one year after graduation. Ten more, or 50 per cent of the 20 men graduates, were employed within the second year after graduation. That means that 19, or 95 per cent, of the men graduates were employed full-time within two years after graduation.

Table V shows the lapse of time between high school graduation and the first full-time employment of women graduates. Thirty-two, or 55.17 per cent, of the 58 women graduates who have held a full-time job since they graduated received their first full-time employment within three months after graduation. One woman who graduated in 1946 did not indicate the lapse of time between graduation and her first full-time employment.

Table VI shows the lapse of time between high school graduation and the first full-time employment of all graduates who have held a full-time job since they graduated. Thirty-eight, or 48.9 per cent, of the 78 graduates who have held a full-time job received their first full-time employment within three months after graduation, while forty-eight, or 61.5 per cent of the total graduates, received their first full-time job within one year after they graduated. Of the one hundred graduates, 22 have not held a full-time job since graduation from high school. These consist of one man and twenty-one women graduates. The one man is attending college; seventeen of the women graduates are doing housework; three of the women graduates are attending college, and one is seeking employment. The one woman graduate seeking employment is a 1950 graduate who studied typing I, typing II, bookkeeping I, and general business while attending high school; she has not pursued her studies since attending high school.

In which cities and states did the graduates obtain their initial full-time employment? Table VII gives the cities and states in which the twenty men graduates obtained their initial full-time employment. This table shows that of the twenty men graduates who obtained initial full-time jobs, nine, or

TABLE IV  
LAPSE OF TIME BETWEEN HIGH SCHOOL GRADUATION AND THE  
FIRST FULL-TIME EMPLOYMENT OF 20 MEN GRADUATES

Months between Graduation and First Full-Time Employment	Number of men graduates by years					Total	
	1946	1947	1948	1949	1950	No.	Per Cent
0-3		1	3	1	1	6	30.
4-7			1			1	5.
8-11				1	1	2	10.
12-18		1	1	5	2	9	45.
19-24				1		1	5.
25-30							
31-36							
37-48		1				1	5.
Total		3	5	8	4	20	100.

This table should be read as follows: There were no men graduates in 1946. One man who graduated in 1947 received initial full-time employment within three months after he graduated from high school.

TABLE V  
LAPSE OF TIME BETWEEN HIGH SCHOOL GRADUATION AND THE  
FIRST FULL-TIME EMPLOYMENT OF 58 WOMEN GRADUATES

Months between Graduation and First Full-Time Employment	Number of women graduates, by years					Total	
	1946	1947	1948	1949	1950	No.	Per Cent
0-3	6	6	7	4	9	32	55.17
4-7	1	1	1		2	5	8.62
8-11		1			1	2	3.45
12-18	2	2		4	2	10	17.41
19-24		1	1	1	1	4	7.07
25-30			2			2	3.45
31-36	1	1				2	3.45
Time not Indicated	1					1	1.74
Total	11	12	11	9	15	58	100.

This table should be read as follows: Six 1946 women graduates received initial full-time employment within 3 months after they graduated from high school.

TABLE VI

LAPSE OF TIME BETWEEN HIGH SCHOOL GRADUATION AND THE FIRST  
FULL-TIME EMPLOYMENT OF GRADUATES

Months between Graduation and First Full-Time Employment	Number of graduates, by years					Total	
	1946	1947	1948	1949	1950	No.	Per Cent
0-3	6	7	10	5	10	38	48.9
4-7	1	1	2		2	6	7.6
8-11		1		1	2	4	5.1
12-18	2	3	1	9	4	19	24.4
19-24		1	1	2	1	5	6.4
25-30			2			2	2.5
31-36	1	1				2	2.5
37 up		1				1	1.3
Time not Indicated	1					1	1.3
Total	11	15	16	17	19	78	100.

This table should be read as follows: Six 1946 graduates received full-time employment within three months after they graduated from high school.



45 per cent, were employed in Pryor; six, or 30 per cent, were employed in Tulsa. This means 15, or 75 per cent, of the men graduates obtained their initial full-time employment in two cities--Pryor and Tulsa. In each of the other towns listed one of the twenty men graduates secured employment.

Data in Table VIII gives the cities and states in which fifty-eight women graduates obtained their initial full-time employment. Of the fifty-eight women graduates, twenty-seven, or 46.6 per cent, obtained their initial full-time employment in Pryor; thirteen, or 22.4 per cent, obtained their initial full-time employment in Tulsa. Forty, or 69 per cent, obtained their initial full-time employment in the cities of Pryor and Tulsa.

Table IX reveals that of the seventy-eight graduates who obtained initial full-time jobs, thirty-six, or 46.2 per cent, secured their first full-time employment in Pryor; nineteen, or 24.4 per cent, secured their first full-time employment in Tulsa. Fifty-five, or 70.5 per cent, obtained their initial full-time employment in these two cities.

In what types of business firms did the graduates obtain their initial jobs? Table X gives the nature of the business firms in which the graduates were employed in their first full-time jobs. Of the twenty men graduates who have held a full-time job, only three, or 15 per cent, started with office jobs.

Twenty-eight, of the fifty-eight women graduates who have held a full-time job, did office work in their initial jobs. A total of 31, or 39.8 per cent, were employed to do office work in their first full-time jobs.

How did the graduates obtain their first full-time jobs? Data in Table XI pertain to the sources through which twenty men graduates obtained information that led to employment in their first full-time jobs. Almost half, or 45 per cent, of the 20 men graduates who held full-time jobs obtained them through friends or relatives.

TABLE VII  
CITIES AND STATES IN WHICH THE MEN GRADUATES OBTAINED THEIR  
INITIAL FULL-TIME EMPLOYMENT

Cities and States	Number of Men Graduates, By Year of Graduation					Total	
	1946	1947	1948	1949	1950	No.	Per Cent
Miami, Oklahoma			1			1	5.
Pryor, Oklahoma		3	1	3	2	9	45.
Stillwater, Oklahoma			1			1	5.
Tulsa, Oklahoma			2	3	1	6	30.
Ft. Riley, Kansas				1		1	5.
Camp Polk, Louisiana				1		1	5.
Anacostia, D. C.					1	1	5.
<b>Total</b>		3	5	8	4	20	100.

This table should be read as follows: One 1948 graduate obtained his initial full-time employment in Miami, Oklahoma.

TABLE VIII

CITIES AND STATES IN WHICH THE WOMEN GRADUATES OBTAINED THEIR  
INITIAL FULL-TIME EMPLOYMENT

Cities and States	Number of Women Graduates, By Year of Graduation					Total	
	1946	1947	1948	1949	1950	No.	Per Cent
Bartlesville, Oklahoma					1	1	1.7
Guymon, Oklahoma	1					1	1.7
Miami, Oklahoma		1				1	1.7
Muskogee, Oklahoma	1					1	1.7
Pryor, Oklahoma	2	7	7	4	7	27	46.6
Tahlequah, Oklahoma					2	2	3.5
Tulsa, Oklahoma	4	3	3	2	1	13	22.4
Vinita, Oklahoma					1	1	1.7
Mayes County, Oklahoma	1					1	1.7
Sacramento, California	1					1	1.7
Anderson, Indiana				1	1	2	3.5
Springfield, Illinois					1	1	1.7
Kansas City, Kansas	1				1	2	3.5
Springfield, Missouri				1		1	1.7
Sweet Home, Oregon		1				1	1.7
Richland, Washington			1	1		2	3.5
Total	11	12	11	9	15	58	100.

This table should be read as follows: One 1950 woman graduate received her initial full-time employment in Bartlesville.

TABLE IX

CITIES AND STATES IN WHICH THE PRYOR HIGH SCHOOL GRADUATES OBTAINED  
THEIR INITIAL FULL-TIME EMPLOYMENT

Cities and States	Number of Total Graduates, By Year of Graduation					Total	
	1946	1947	1948	1949	1950	No.	Per Cent
Bartlesville, Oklahoma					1	1	1.3
Guymon, Oklahoma	1					1	1.3
Miami, Oklahoma		1	1			2	2.5
Muskogee, Oklahoma	1					1	1.3
Pryor, Oklahoma	2	10	8	7	9	36	46.2
Stillwater, Oklahoma			1			1	1.3
Tahlequah, Oklahoma					2	2	2.5
Tulsa, Oklahoma	4	3	5	5	2	19	24.4
Vinita, Oklahoma					1	1	1.3
Mayes County, Oklahoma	1					1	1.3
Sacramento, California	1					1	1.3
Anderson, Indiana				1	1	2	2.5
Springfield, Illinois					1	1	1.3
Ft. Riley, Kansas				1		1	1.3
Kansas City, Kansas	1				1	2	2.5
Camp Polk, Louisiana				1		1	1.3
Springfield, Missouri				1		1	1.3
Sweet Home, Oregon		1				1	1.3
Richland, Washington			1	1		2	2.5
Anacostia, D. C.					1	1	1.3
<b>Total</b>	<b>11</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>19</b>	<b>78</b>	<b>100.</b>

This table should be read as follows: One 1950 graduate received her initial full-time employment in Bartlesville, Oklahoma.

TABLE X

NATURE OF BUSINESS FIRMS THAT EMPLOYED 78 GRADUATES ON THEIR FIRST  
FULL-TIME JOBS AFTER GRADUATION

Nature of Business	Types of Positions						Total	
	Office		Selling		Other		No.	Per Cent
	Men	Women	Men	Women	Men	Women		
Airline Company	1						1	1.28
Bank	1	1					2	2.56
Beauty Shop						1	1	1.28
Brass Company		1					1	1.28
Cafe				4		1	5	6.41
Car Agencies			1		1	1	3	3.84
Clothing Store			1				1	1.28
Church		1					1	1.28
College		2					2	2.56
Creamery						1	1	1.28
Department Store				4			4	5.13
Drug Store		1		4			5	6.41
Farming						2	2	2.56
Glass Company		1					1	1.28
Government Work		2				4	6	7.69
Grocery				1		1	2	2.56
Electric Company		1					1	1.28
Insurance		1					1	1.28
Laundry		1					1	1.28
Law Firm		2					2	2.56
Librarian						1	1	1.28
Lumber Company		1					1	1.28
Machine Factory		1					1	1.28
Machine Shop						1	1	1.28
Manufacturing Company						1	1	2.56
Newspaper		2					2	2.56
Oil Company		3				1	4	5.13
Oil Refinery						1	1	1.28
Paper Company	1	1					2	2.56
Piano Teacher						1	1	1.28
Plumbing Company		1					1	1.28
Production and Marketing								
Administration		1					1	1.28
Production Plant						1	1	1.28
Public Service		1					1	1.28
Radio Station		1					1	1.28
Refinery Company						1	1	1.28
Service Station						1	1	1.28
Steel Corporation		1					1	1.28
Teacher						1	1	1.28
Telephone Company		1				2	3	3.84
Theater						1	1	2.56
Variety Store				5			5	6.41
<b>Total</b>	<b>3</b>	<b>28</b>	<b>2</b>	<b>18</b>	<b>15</b>	<b>12</b>	<b>78</b>	<b>100.</b>

This table should be read as follows: One man graduate obtained his first full-time job after graduation as an office employee with an airline company.

The sources through which fifty-eight women graduates obtained information that led to employment in their first full-time jobs are shown in Table XIII. Thirty-six of these women, or 62.1 per cent, received information for their initial jobs through personal applications. This is almost twice the number the men had in the same category.

Table XIII presents the sources through which both men and women graduates obtained information that led to employment in their initial full-time jobs. Over half, or 55.1 per cent, of these graduates received their jobs through personal applications. This is interesting to note as so many people think the majority of the jobs are obtained through friends or relatives; a little less than one-fourth of the jobs in this study were obtained in that manner.

What types of work were performed by the graduates on their initial full-time jobs? What office machines and equipment did the graduates use on all full-time jobs held after they graduated from high school? The types of work performed by graduates on their initial full-time jobs are shown in Table XIV. Two men listed bookkeeping as the type of work they did on their initial full-time job; two were farming on their initial full-time job; two were laborers; two were mechanics; and two were secretaries. Of the twenty men graduates, six, or 30 per cent, did work on their initial full-time job which required the use of skills required in business training.

Of the fifty-eight women graduates who have held a first full-time job; three, or 5.3 per cent, were cashiers; seven, or 12.1 per cent, were clerk typists; fourteen, or 24.1 per cent, were retail clerks; ten, or 17.2 per cent, were secretaries; five, or 8.7 per cent, were stenographers; and five were waitresses. Twenty-nine, or 50 per cent, of the fifty-eight women graduates used the skills acquired in high school on their initial full-time jobs.

Table XV reveals that of the total seventy-eight respondents who have held a first full-time job, sixty-four, or 82.05 per cent, used the typewriter.

TABLE XI

SOURCES THROUGH WHICH MEN GRADUATES OBTAINED INFORMATION THAT LED TO  
EMPLOYMENT IN THEIR FIRST FULL-TIME JOBS

Source of Information	Number of men graduates, by year of graduation					Total	
	1946	1947	1948	1949	1950	No.	Per Cent
Federal or State Employment Services				2	1	3	15.
Private Employment Services							
Personal Application			3	3	1	7	35.
Friend or Relative		3	2	3	1	9	45.
Newspaper Advertisement							
Offered Job without applying					1	1	5.
Total		3	5	8	4	20	100.

This table should be read as follows: Federal or State Employment Services were the source through which two 1949 graduates received information that led to employment of their first full-time jobs.

TABLE XII

SOURCES THROUGH WHICH WOMEN GRADUATES OBTAINED INFORMATION THAT LED TO  
EMPLOYMENT IN THEIR FIRST FULL-TIME JOBS

Source of Information	Number of women graduates by year of graduation					Total	
	1946	1947	1948	1949	1950	No.	Per Cent
Federal or State Employment Services		2	1	1	3	7	12.1
Private Employment Services	2	2	1			5	8.6
Personal Application	6	6	6	8	10	36	62.1
Friend or Relative	3	2	2		2	9	15.5
Newspaper Advertisement							
Self-employed			1			1	1.7
Total	11	12	11	9	15	58	100.

This table should be read as follows: Federal or State Employment Services were the source through which two 1947 women graduates received information that led to employment of their first full-time jobs.



TABLE XIII

SOURCE THROUGH WHICH GRADUATES OBTAINED INFORMATION THAT LED TO  
EMPLOYMENT IN THEIR FIRST FULL-TIME JOBS

Source of Information	Number of graduates, by years of graduation					Total	
	1946	1947	1948	1949	1950	No.	Per Cent
Federal or State Employment Services		2	1	3	4	10	12.8
Private Employment Services	2	2	1			5	6.4
Personal Application	6	6	9	11	11	43	55.1
Friend or Relative	3	5	4	3	3	18	23.1
Newspaper Advertisement							
Self-employed			1			1	1.3
Offered job without applying					1	1	1.3
Total	11	15	16	17	19	78	100.

This table should be read as follows: Federal or State Employment Services were the source through which two 1947 graduates received information that led to employment in their first full-time jobs.

TABLE XIV

## TYPES OF WORK PERFORMED BY GRADUATES ON INITIAL FULL-TIME JOBS

Types of Work	Men		Women		Total	
	Graduates		Graduates		Graduates	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Beauty Operator			1	1.7	1	1.3
Bookkeeper	1	10.			2	2.5
Billing Clerk			1	1.7	1	1.3
Cashier			3	5.3	3	3.8
Clerk Typist			7	12.1	7	9.0
Creamery Helper	1	5.			1	1.3
Farmer	2	10.			2	2.5
General Office Worker	1	5.	1	1.7	2	2.5
Laborer	2	10.			2	2.5
Librarian			1	1.7	1	1.3
Machine Operator			1	1.7	1	1.3
Machine Shop Helper	1	5.			1	1.3
Metal Smith	1	5.			1	1.3
Mechanic	2	10.			2	2.5
Piano Teacher			1	1.7	1	1.3
Projectionist	1	5.			1	1.3
Purchasing Agent			1	1.7	1	1.3
Receptionist			1	1.7	1	1.3
Retail Clerk	1	5.	14	24.1	15	19.3
Salesman	1	5.			1	1.3
Seamstress			1	1.7	1	1.3
Secretary	2	10.	10	17.2	12	15.4
Service Station Attendent	1	5.			1	1.3
Shipping Clerk	1	5.			1	1.3
Society Editor			2	3.5	2	2.5
Stenographer			5	8.7	5	6.4
Switchboard Operator			2	3.5	2	2.5
Teacher			1	1.7	1	1.3
Tube Builder	1	5.			1	1.3
Waitress			5	8.7	5	6.4
Total	20	100.	58	100.	78	100.

This table should be read as follows: One woman graduate, or 1.7 per cent of the total women graduates who have held a full-time job, was employed as a beauty operator in her initial full-time job. This is 1.3 per cent of the total number of graduates who have held a full-time job.

TABLE XV

OFFICE MACHINES AND EQUIPMENT THAT WERE USED ON ALL FULL-TIME JOBS  
THAT 78 GRADUATES HELD AFTER THEY GRADUATED FROM HIGH SCHOOL

Machines and Equipment	1946		1947		1948		1949		1950		Total	
	M	W	M	W	M	W	M	W	M	W	No.	Per Cent
Typewriter	11		3	12	4	7	5	7	3	12	64	82.05
Adding Machine	10		3	11	3	9	3	7	1	10	57	73.08
Filing Equipment	9		3	9	2	6	4	5	1	9	48	61.54
Cash Register	6		1	7	2	7	2	8	1	10	44	56.41
Mimeograph	8		1	7	1	2	2	3	2	5	31	39.74
Calculator	7		3	5	1	2	1	1	1	2	23	29.48
Electric Typewriter	6		2	5		2		2	1	3	21	26.92
Addressograph	3		1	2		2		3	1	2	14	17.95
Punch Card Machine	4		2		2	4				2	14	17.95
Liquid Type Duplicator	2			3		1	1	1	1	3	12	15.38
Dictaphone	5			2		1				3	11	14.10
Wire or Tape Recorder	3			2	1	1	1		1	1	10	12.82
Billing Machine	2					2		2		1	7	8.97
Gelatin Duplicator				1		1	1			1	4	5.13
Switchboard				2		1				1	4	5.13
Comptometer			2					1			3	3.84
Posting Machine	1						1	1			3	3.84
Check Writing			1					1			2	2.56
Photostat Machine				1						1	2	2.56
Teletype				1			1				2	2.56
Welding Machine							2				2	2.56
Ediphone										1	1	1.28
E. T. Playback				1							1	1.28
Piano						1					1	1.28
Power Saw									1		1	1.28
Projector							1				1	1.28
Stamp and Sealing Machine	1										1	1.28
<b>Total</b>	<b>78</b>	<b>22</b>	<b>71</b>	<b>16</b>	<b>49</b>	<b>25</b>	<b>42</b>	<b>14</b>	<b>67</b>	<b>384</b>		

This table should be read as follows: Eleven 1946 graduates indicated they used a typewriter in their full-time jobs.

One-half to three-fourths of the graduates used the adding machine, filing equipment, and the cash register.

Although one might ordinarily think the mimeograph would rank second, it appears in this study to be fifth, with 39.74 per cent of the graduates using it. The dictaphone is used by 11, or 14.10 per cent, of the graduates, while the ediphone is further down the chart with only one user.

What length of time did the graduates remain on their first full-time jobs? The number of months twenty men graduates remained on their initial full-time jobs is shown in Table XVI. Five, or 25 per cent, remained on their jobs for three months; four, or 20 per cent, remained from 4 to 7 months; four, or 20 per cent, remained from 8 to 11 months; five, or 25 per cent, remained from 12 to 18 months; and two, or 10 per cent, remained from 19 to 24 months. Perhaps their being of draft age is one reason why most of the men graduates have remained on their first jobs for less than one year.

Table XVII displays the number of months fifty-eight women graduates remained on their first full-time jobs. Seven, or 12.1 per cent, remained on their initial full-time jobs for three months or less; twelve, or 20.7 per cent, remained from 4 to 7 months; thirteen, or 22.4 per cent, remained from 8 to 11 months. The remaining 26, or 44.8 per cent, remained on their first jobs for a year or longer.

Table XVIII reveals the number of months seventy-eight graduates remained on their initial full-time jobs. Twelve, or 15.4 per cent, of the seventy-eight graduates remained on their first full-time jobs for a period of three months or less; sixteen, or 20.5 per cent, remained on their first full-time jobs from 4 to 7 months; seventeen, or 21.8 per cent, remained from 8 to 11 months. The remaining 33, or 42.3 per cent, held their first jobs for a year or longer.

TABLE XVI

NUMBER OF MONTHS 20 MEN GRADUATES REMAINED ON THEIR INITIAL FULL-TIME JOBS

Length of Time In Months	Number of men graduates, by year of graduation					Total	
	1946	1947	1948	1949	1950	No.	Per Cent
0-3		1	3	1		5	25.
4-7		1	1	2		4	20.
8-11				2	2	4	20.
12-18			1	2	2	5	25.
19-24		1		1		2	10.
25-30							
31-36							
Total		3	5	8	4	20	100.

This table should be read as follows: One 1947 man graduate remained on his initial full-time job for not longer than three months.

TABLE XVII

NUMBER OF MONTHS 58 WOMEN GRADUATES REMAINED ON THEIR INITIAL FULL-TIME JOBS

Length of Time In Months	Number of women graduates, by year of graduation					Total	
	1946	1947	1948	1949	1950	No.	Per Cent
0-3	1	2	3		1	7	12.1
4-7	1	3	1	4	3	12	20.7
8-11	4	1	2	1	5	13	22.4
12-18	3	2	2	3	6	16	27.6
19-24		4	3			7	12.1
25-30	1			1		2	3.4
31-36							
37-48							
49 up	1					1	1.7
<b>Total</b>	<b>11</b>	<b>12</b>	<b>11</b>	<b>9</b>	<b>15</b>	<b>58</b>	<b>100.</b>

This table should be read as follows: One woman graduate of 1946 remained on her initial full-time job for not longer than three months.

TABLE XVIII

NUMBER OF MONTHS 78 GRADUATES REMAINED ON THEIR INITIAL FULL-TIME JOBS

Length of Time In Months	Number of graduates, by year of graduation					Total	
	1946	1947	1948	1949	1950	No.	Per Cent
0-3	1	3	6	1	1	12	15.4
4-7	1	4	2	6	3	16	20.5
8-11	4	1	2	3	7	17	21.8
12-18	3	2	3	5	8	21	26.9
19-24		5	3	1		9	11.5
25-30	1			1		2	2.6
31-36							
37-48							
49 up	1					1	1.3
Total	11	15	16	17	19	78	100.

This table should be read as follows: One 1946 graduate remained on his initial full-time job for not longer than three months.

What is the average number of months the graduates have remained on full-time jobs since graduation? Data in Table XIX show the average number of months twenty men graduates have remained on their full-time jobs, including their present jobs. Three men graduates, or 15 per cent of the twenty men graduates who have held full-time jobs, remained on their full-time jobs three months or less; three, or 15 per cent, remained on their jobs from 4 to 7 months; six, or 30 per cent, remained on their jobs from 8 to 11 months; four, or 20 per cent, remained on their jobs from 19 to 24 months.

In Table XX the average number of months fifty-eight women graduates remained on all full-time jobs, including their present jobs, is shown. One woman graduate, or 1.7 per cent of the women graduates who have held full-time jobs, remained on her full-time job for an average of three months or less; fifteen, or 25.9 per cent, remained on their jobs from 4 to 7 months; sixteen, or 27.6 per cent remained on their jobs from 8 to 11 months. The remaining 26, or 44.8 per cent, remained on their full-time jobs for an average of one year or longer.

Data in Table XXI show in detail the average number of months seventy-eight graduates have remained on all full-time jobs held since graduation, including the present one. Four, or 5.2 per cent, of the seventy-eight graduates who have held a full-time job, remained on their full-time jobs for an average of three months; eighteen, or 23.1 per cent, remained on their full-time jobs from 4 to 7 months; twenty-two, or 28.2 per cent, remained on their full-time jobs from 8 to 11 months. The remaining 34, or 43.6 per cent, remained on their full-time jobs for an average of one year or longer.

Forty-four graduates, or 56.4 per cent of the seventy-eight graduates, remained on full-time jobs for an average of less than a year. Thirty-two, or 41 per cent of the graduates remained on full-time jobs for an average of between one and two years. Two, or 2.5 per cent of the graduates, remained on



TABLE XIX

AVERAGE NUMBER OF MONTHS 20 MEN GRADUATES HAVE REMAINED ON ALL  
FULL-TIME JOBS HELD, INCLUDING THE PRESENT JOB

Length of Time In Months	Number of graduates, by year of graduation					Total	
	1946	1947	1948	1949	1950	No.	Per Cent
0-3			3			3	15.
4-7			1	1	1	3	15.
8-11		1		3	2	6	30.
12-18			1	2	1	4	20.
19-24		2		2		4	20.
25-30							
31-36							
Total		3	5	8	4	20	100.

This table should be read as follows: Three 1948 men graduates remained on their full-time jobs for an average of three months or less.

TABLE XX

AVERAGE NUMBER OF MONTHS 58 WOMEN GRADUATES HAVE REMAINED ON ALL  
FULL-TIME JOBS HELD, INCLUDING THE PRESENT JOB

Length of Time In Months	Number of graduates, by year of graduation					Total	
	1946	1947	1948	1949	1950	No.	Per Cent
0-3		1				1	1.7
4-7	2	1	3	4	5	15	25.9
8-11	2	4	3	2	5	16	27.6
12-18	3	5	3	3	5	19	32.8
19-24	2	1	2			5	8.6
25-30							
31-36	1					1	1.7
37-48							
49 up	1					1	1.7
Total	11	12	11	9	15	58	100.

This table should be read as follows: One 1947 woman graduate remained on her full-time job for an average of three months or less.

TABLE XXI

AVERAGE NUMBER OF MONTHS 78 GRADUATES HAVE REMAINED ON ALL FULL-TIME JOBS HELD, INCLUDING THE PRESENT JOB

Length of Time In Months	Number of graduates, by year of graduation					Total	
	1946	1947	1948	1949	1950	No.	Per Cent
0-3		1	3			4	5.2
4-7	2	1	4	5	6	18	23.1
8-11	2	5	3	5	7	22	28.2
12-18	3	5	4	5	6	23	29.5
19-24	2	3	2	2		9	11.4
25-30							
31-36	1					1	1.3
37-48							
49 up	1					1	1.3
Total	11	15	16	17	19	78	100.

This table should be read as follows: One 1947 graduate remained on his full-time job for an average of three months or less.

their jobs over two and a half years. Attention should be called to the fact that, as shown in Table XXIII, twenty-three graduates are at present still working on their initial full-time jobs.

In what types of firms were the graduates employed, and what types of work were they doing at the time the questionnaires were returned? Data presented in Table XXII show the types of work performed by the graduates on their present full-time jobs, with men and women graduates separated according to year of graduation. Of the one hundred respondents, seventy-eight have held full-time jobs; of these seventy-eight, forty-three were employed at the time they answered the questionnaire. Three, or 6.9 per cent of the total forty-three present full-time employees, work as bookkeepers; three, or 6.9 per cent, are clerks; three, or 6.9 per cent, are clerk typists; two, or 4.7 per cent, are garage mechanics; four, or 9.3 per cent, are general office workers; seven, or 16.3 per cent, are secretaries; three, or 6.9 per cent, are stenographers; two, or 4.7 per cent, are typists; two, or 4.7 per cent, are waitresses. Only one individual is employed in each of the remaining types of work listed in Table XXII.

How many graduates are still employed on their initial full-time jobs at the present time? Table XXIII shows the number of men and women graduates, by years, who are at the present time still working on their initial full-time jobs. Of these 23 graduates, four, or 17.4 per cent, have worked between 4 and 7 months; four, or 17.4 per cent, have worked between 8 and 11 months; ten, or 43.5 per cent, have worked between 12 and 18 months; four, or 17.4 per cent, have worked between 19 and 24 months; and one, or 4.3 per cent, has worked over 49 months.

Eight, or 35 per cent, of the graduates who are still working in their initial full-time jobs are men; fifteen, or 65 per cent, are women. This does not necessarily mean that women graduates are more stable in their work than

TABLE XXII

TYPES OF WORK PERFORMED BY 43 GRADUATES ON PRESENT FULL-TIME JOBS

Types of Work	Number of Graduates, by Year of Graduation					Total						
	1946		1947		1948		1949		1950		No.	Per Cent*
	M	W	M	W	M	W	M	W	M	W		
Air patrol					1						1	2.3
Billing clerk				1							1	2.3
Bookkeeper			1				1		1		3	6.9
Cashier	1										1	2.3
Clerk	1	1			1						3	6.9
Clerk typist			3								3	6.9
Filing clerk	1										1	2.3
Garage mechanic					1		1				2	4.7
General office							3		1		4	9.3
Machine operator										1	1	2.3
Laborer							1				1	2.3
Switchboard operator										1	1	2.3
Payroll clerk								1			1	2.3
Seamstress										1	1	2.3
Secretary	3		1		1					2	7	16.3
Stenographer							1		2		3	6.9
Switchtender									1		1	2.3
Teacher	1										1	2.3
Tin shop grinder							1				1	2.3
Typist	2										2	4.7
Waitress								2			2	4.7
Welder							1				1	2.3
Verifier	1										1	2.3
<b>Total</b>	<b>10</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>8</b>	<b>43</b>	<b>100.</b>	

This table should be read as follows: One 1948 man graduate indicated he is employed in Air Patrol at the present time.

\* Percentages are based on the total number of full-time employees at the present time.

TABLE XXIII

LENGTH OF TIME 23 GRADUATES WHO ARE STILL EMPLOYED IN THEIR INITIAL  
FULL-TIME JOBS HAVE HELD THEIR JOBS

Length of Time In Months	Number of Graduates, by Year of Graduation					Total							
	1946		1947		1948		1949		1950		No.	Per Cent	
	M	W	M	W	M	W	M	W	M	W			
0-3													
4-7				1			1	1		1	4	17.4	
8-11					1			1	1	1	4	17.4	
12-18		1				1	2	1		1	4	10	43.5
19-24				1	1			1			4	17.4	
25-30													
31-36													
37-48													
49 up		1									1	4.3	
Total		2	1	1	1	3	4	3	2	6	23	100.	

This table should be read as follows: One 1948 man graduate is working at the present time on his initial full-time job.

men graduates. Consideration must be given to the fact that being subject to military call, men graduates may change jobs more readily or enlist in the armed services.

What percentage of the graduates are employed full-time at the present?  
What percentage of the graduates are unemployed? What percentage of the graduates who are not employed are seeking employment? Data in Table XXIV show the number and percentage of men graduates who were employed full-time or not employed at the time of the study, and the number and percentage of men graduates not employed who were seeking employment. Of the total twenty-one men graduates, thirteen, or 61.9 per cent, stated they were employed at the time of the study; eight, or 38.1 per cent, stated they were not employed. Of the eight not employed, only one was seeking employment.

Table XXV shows the number and percentage of women graduates who were employed full-time or not employed at the time of the study, and the number and percentage of women graduates not employed who were seeking employment. There were seventy-nine women graduates included in this study. Thirty-one, or 39.2 per cent, were employed at the time of the study; forty-eight, or 60.8 per cent, were not employed. Of the forty-eight women graduates, only two who were not employed stated they were seeking employment.

Table XXVI shows the number and percentage of the total graduates who were employed full-time or not employed at the time of the study, and the number and percentage of graduates not employed who were seeking employment. Of the one hundred graduates included in this study, forty-four, or 44 per cent, were employed, and fifty-six, or 56 per cent, were not employed. Of the fifty-six graduates not employed, only three expressed the desire to be employed.

What percentage of the graduates are married? Table XXVII reveals the marital status of the twenty-one men graduates. Five, or 23.8 per cent, were married, and sixteen, or 76.2 per cent, were unmarried.

TABLE XXIV

NUMBER AND PERCENTAGE OF 21 MEN GRADUATES WHO WERE EMPLOYED FULL-TIME OR NOT EMPLOYED AT THE TIME OF THE STUDY, AND NUMBER AND PERCENTAGE OF MEN GRADUATES NOT EMPLOYED WHO WERE SEEKING EMPLOYMENT

Year of Graduation	Total Number of Men Graduates	Employed men Graduates		Men Graduates Not Employed		Unemployed Men Graduates Seeking Employment	
		No.	Per Cent	No.	Per Cent	No.	Per Cent*
1946							
1947	3	2	9.5	1	4.8		
1948	5	2	9.5	3	14.3		
1949	8	7	33.3	1	4.8		
1950	5	2	9.5	3	14.3	1	12.5
Total	21	13	61.9	8	38.1	1	12.5

\* Percentages in this column are based on the total number of men graduates not employed, 8

This table should be read as follows: Of a total of three men who graduated in 1947, two, or 9.5 per cent of the 21 graduates included in this study, were employed at the time of the study and one, or 4.8 per cent of the men graduates, was not employed.



TABLE XXV

NUMBER AND PERCENTAGE OF 79 WOMEN GRADUATES WHO WERE EMPLOYED FULL-TIME OR NOT EMPLOYED AT THE TIME OF THE STUDY, AND NUMBER AND PERCENTAGE OF WOMEN GRADUATES NOT EMPLOYED WHO WERE SEEKING EMPLOYMENT

Year of Graduation	Total Number of Women Graduates	Employed Women Graduates		Women Graduates Not Employed		Unemployed Women Graduates Seeking Employment	
		No.	Per Cent	No.	Per Cent	No.	Per Cent*
1946	14	10	12.7	4	5.1		
1947	15	5	6.3	10	12.7		
1948	12	2	2.5	10	12.7	1	2.1
1949	12	5	6.3	7	8.9		
1950	26	9	11.4	17	21.5	1	2.1
Total	79	31	39.2	48	60.8	2	4.2

This table should be read as follows: Of a total of 14 women who graduated in 1946, ten, comprising 12.7 per cent of the 79 women graduates included in this study, were employed full-time. Four, comprising 5.1 per cent of the 79 women graduates, were not employed and were not seeking employment.

\* Percentages in this column are based on total number of women graduates not employed.

TABLE XXVI

NUMBER AND PERCENTAGE OF 100 GRADUATES WHO WERE EMPLOYED FULL-TIME OR NOT EMPLOYED AT THE TIME OF THE STUDY, AND NUMBER AND PERCENTAGE OF GRADUATES NOT EMPLOYED WHO WERE SEEKING EMPLOYMENT

Year of Graduation	Total Number of Graduates	Total Employed Graduates		Total Graduates Not Employed		Unemployed Graduates Seeking Employment	
		No.	Per Cent	No.	Per Cent	No.	Per Cent*
1946	14	10	10.	4	4.		
1947	18	7	7.	11	11.		
1948	17	4	4.	13	13.	1	1.8
1949	20	12	12.	8	8.		
1950	31	11	11.	20	20.	2	4.5
Total	100	44	44.	56	56.	3	5.4

This table should be read as follows: Of the 14 graduates of 1946, ten, comprising 10 per cent of the total 100 graduates, were employed; and 4, comprising 4 per cent of the total 100 graduates, were not employed.

\* Percentages in this column are based on total number of graduates not employed.

TABLE XXVII  
MARITAL STATUS OF THE 21 MEN GRADUATES

Year of Graduation	Total Number of Men Graduates	Married		Unmarried	
		No.	Per Cent	No.	Per Cent
1946					
1947	3			3	14.3
1948	5	1	4.8	4	19.1
1949	8	3	14.3	5	23.8
1950	5	1	4.8	4	19.
Total	21	5	23.8	16	76.2

This table should be read as follows: Of the three men graduates for 1947, 3, comprising 14.3 per cent of the total of 21 men graduates, are unmarried.

Table XXVIII reveals the marital status of the seventy-nine women graduates. Fifty-five, or 69.6 per cent, were married; twenty-four, or 30.4 per cent, were unmarried. These data show a larger percentage of married women graduates than of married men graduates for this period of time.

Table XXIX shows the marital status of one hundred graduates. Sixty, or 60 per cent of the total graduates, were married, and forty, or 40 per cent of the total graduates, were unmarried.

What percentage of married women graduates are otherwise employed? In Table XXX there are fifty-five married women graduates. Sixteen of the fifty-five, or 29.1 per cent, were otherwise employed; thirty-nine, or 70.9 per cent, were not otherwise employed.

TABLE XXVIII  
MARITAL STATUS OF THE 79 WOMEN GRADUATES

Year of Graduation	Total Number of Women Graduates	Married		Unmarried	
		No.	Per Cent	No.	Per Cent
1946	14	12	15.2	2	2.5
1947	15	12	15.2	3	3.8
1948	12	12	15.2		
1949	12	6	7.6	6	7.6
1950	26	13	16.4	13	16.4
<b>Total</b>	<b>79</b>	<b>55</b>	<b>69.6</b>	<b>24</b>	<b>30.4</b>

This table should be read as follows: Of the 14 women graduates for 1946, 12, comprising 15.2 per cent of the total 79 women graduates, are married, and 2, comprising 2.5 per cent of the total women graduates, are unmarried.

TABLE XXIX  
MARITAL STATUS OF THE 100 GRADUATES

Year of Graduation	Total Number of Graduates	Married		Unmarried	
		No.	Per Cent	No.	Per Cent
1946	14	12	12.	2	2.
1947	18	12	12.	6	6.
1948	17	13	13.	4	4.
1949	20	9	9.	11	11.
1950	31	14	14.	17	17.
Total	100	60	60.	40	40.

This table should be read as follows: Of the 14 graduates for the year 1946, 12, comprising 12 per cent of the total 100 graduates, are married. Two, comprising 2 per cent of the 100 graduates, are not married.

TABLE XXX  
PRESENT EMPLOYMENT STATUS OF 55 MARRIED WOMEN GRADUATES

Year of Graduation	Total Number of Married Women Graduates	Employed		Not Otherwise Employed	
		No.	Per Cent	No.	Per Cent
1946	12	8	14.5	4	7.3
1947	12	3	5.4	9	16.4
1948	12	2	3.6	10	18.2
1949	6	1	1.8	5	9.1
1950	13	2	3.6	11	20.
Total	55	16	29.1	39	70.9

This table should be read as follows: Of twelve married women graduates of 1946, 8, comprising 14.5 per cent of the total 55 married women, are employed; and 4, comprising 7.3 per cent of the total 55 married women graduates, are not otherwise employed.

## CHAPTER III

### POST HIGH SCHOOL EDUCATIONAL EXPERIENCES OF THE GRADUATES

To make a true evaluation of the educational experiences of the graduates, one must see what use is being made of these experiences. It is interesting to note the number and percentage of students who attend schools of higher learning and to see if the students believe time spent in such schools was worthwhile.

Some students for various reasons cannot or do not go to post high school educational institutions. In this case, it is the privilege and duty of the officials, or the curriculum committee of the high school, to see that their students get the kind of an education that will be most beneficial to them. What better way is there than asking the students themselves, now that they are older and have time to retrospect?

This chapter deals with the post high school training, part-time work experiences while getting this training, and the opinions of Pryor High School graduates.

How many graduates and what percentage of them attended or did not attend a post high school educational institution? Table XXXI shows the number and percentage of the men graduates who attended or did not attend a post high school educational institution. This table shows that fourteen, or 66.7 per cent, of the total number of men graduates for the years 1946 to 1950, inclusive, attended post high school educational institutions.

Table XXXII reveals the number and percentage of women graduates who have and have not attended post high school educational institutions.



TABLE XXXI

NUMBER AND PERCENTAGE OF MEN GRADUATES WHO ATTENDED AND  
WHO DID NOT ATTEND POST HIGH SCHOOL EDUCATIONAL INSTITUTIONS

Year of Graduation	Number of Graduates	Attended		Did Not Attend	
		No.	Per Cent	No.	Per Cent
1946					
1947	3	3	14.3		
1948	5	4	19.	1	4.8
1949	8	5	23.8	3	14.3
1950	5	2	9.5	3	14.3
Total	21	14	66.7	7	33.3

\* This table should be read as follows: Of the three 1947 men graduates, three, or 14.3 per cent of the twenty-one men graduates, attended post high school educational institutions.

TABLE XXXII

NUMBER AND PERCENTAGE OF WOMEN GRADUATES WHO ATTENDED AND WHO DID NOT ATTEND POST HIGH SCHOOL EDUCATIONAL INSTITUTIONS

Year of Graduation	Number of Graduates	Attending		Not Attending	
		No.	Per Cent	No.	Per Cent
1946	14	10	12.7	4	5.1
1947	15	8	10.1	7	8.9
1948	12	4	5.1	8	10.1
1949	12	5	6.2	7	8.9
1950	26	9	11.4	17	21.5
Total	79	36	45.6	43	54.4

This table should be read as follows: Of the fourteen 1946 women graduates, ten, or 12.7 per cent of the seventy-nine women graduates, attended post high school educational institutions; four, or 5.1 per cent, did not attend.

Thirty-six, or 45.6 per cent, of the total seventy-nine women graduates attended some educational institution.

Table XXXIII shows the total number and percentage of graduates who have and have not attended educational institutions. Fifty, or fifty per cent, of the total one hundred graduates have attended post high school educational institutions.

For what period of time did the graduates attend post high school educational institutions, and what types of institutions were they? What were the major fields studied? Data in Table XXXIV display the length of time graduates spent in post high school educational institutions and the types of schools they attended.

A total of ten men and twenty-four women graduates attended a four-year college. Three men and four women attended a junior college; six women attended a business college; one man and one woman attended trade schools. (The man went to a welding school, and the woman went to a school of beauty.) Nurses training was taken by one woman graduate.

Table XXXV shows the cumulative totals and percentages of graduates who attended a four-year college and the number of months they attended. Ten, or 47.6 per cent, of the total twenty-one men graduates have attended a four-year college.

Twenty-four, or 30.4 per cent, of the women graduates attended a four-year college up to 36 months.

Thirty-four, or 34 per cent, of the total one hundred graduates have attended a four-year college.

The major fields of study of the graduates who attended a four-year college or a junior college are shown in Table XXXVI. The men graduates have chosen from a variety of subjects with agriculture, business administration, and education being the top ranking fields. Women graduates have chosen as

TABLE XXXIII

NUMBER AND PERCENTAGE OF GRADUATES WHO ATTENDED AND  
WHO DID NOT ATTEND POST HIGH SCHOOL EDUCATIONAL INSTITUTIONS

Year of Graduation	Number of Graduates	<u>Attending</u>		<u>Not Attending</u>	
		No.	Per Cent	No.	Per Cent
1946	14	10	10.	4	4.
1947	18	11	11.	7	7.
1948	17	8	8.	9	9.
1949	20	10	10.	10	10.
1950	31	11	11.	20	20.
Total	100	50	50.	50	50.

This table should be read as follows: Of the fourteen graduates, 10, or 10 per cent of the total graduates, attended post high school educational institutions; four, or 4 per cent of the total number of graduates, did not attend.

TABLE XXXIV

LENGTH OF TIME GRADUATES ATTENDED POST HIGH SCHOOL EDUCATIONAL INSTITUTIONS AND  
TYPES OF INSTITUTIONS THEY ATTENDED

Number of Months Attended	Four-Year College		Junior College		Business College		Trade School		Nurses Training		Total			
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Total	
3		1				1						2	2	
4-7	1	3	1			2	1	1				3	6	9
8-11	2	5		2		2						2	9	11
12-18	1	7	2	2		1						3	10	13
19-24		4								1			5	5
25-30														
31-36	5	4										5	4	9
37-48														
49 up	1											1		1
Total	10	24	3	4		6	1	1		1		14	36	50

This table should be read as follows: One woman graduate had attended a four-year college for three months at the time of the study and one woman graduate had attended a business school for three months.

TABLE XXXV

CUMULATIVE TOTALS AND PERCENTAGES OF GRADUATES WHO ATTENDED  
A FOUR-YEAR COLLEGE AND THE LENGTH OF TIME ATTENDED

Number of Months Attended	Men			Women			Total		
	No.	Cumu- lative Number	Cum. Per Cent	No.	Cumu- lative Number	Cum. Per Cent	No.	Cumu- lative Number	Cum. Per Cent
3				1		1.4	1		
4-7	1		4.8	3	4	5.6	4	5	5.
8-11	2	3	14.3	5	9	11.4	7	12	12.
12-18	1	4	19.	7	16	20.3	8	20	20.
19-24				4	20	25.3	4	24	24.
25-30									
31-36	5	9	42.9	4	24	30.4	9	33	33.
37-48									
49 up	1	10	47.6				1	34	34.

This table should be read as follows: One woman, or 1.4 per cent of the seventy-nine women graduates, has attended a four-year college for a period of three months.

TABLE XXXVI

MAJOR FIELDS OF STUDY OF THE GRADUATES WHO HAVE ATTENDED  
A FOUR-YEAR COLLEGE OR A JUNIOR COLLEGE

Major Fields of Study	Men		Women		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Accounting	1	7.7			1	2.4
Art			1	3.6	1	2.4
Agriculture	2	15.4			2	4.9
Business Administration	2	15.4	3	10.7	5	12.2
Chemistry	1	7.7			1	2.4
Commerce			11	39.3	11	26.8
Communications			1	3.6	1	2.4
Education	2	15.4	4	14.3	6	14.6
Engineering	1	7.7			1	2.4
English			1	3.6	1	2.4
History			1	3.6	1	2.4
Home Economics			1	3.6	1	2.4
Industrial Arts	1	7.7			1	2.4
Liberal Arts			1	3.6	1	2.4
Ministry	1	7.7			1	2.4
Music	1	7.7	2	7.1	3	7.3
Physical Education	1	7.7			1	2.4
Speech			2	7.1	2	4.9
Total	13	100.	28	100.	41	100.

This table should be read as follows: Accounting was the major field of study for one, or 7.7 per cent, of the men graduates who have attended a four-year college or a junior college.

their major fields commerce. Eleven, or 39.3 per cent, of the women graduates selected commerce. They chose education in second place with 14.3 per cent. The percentage between these fields is very noticeable.

The top three fields chosen by all graduates were commerce with eleven, or 26.8 per cent; education with six, or 14.6 per cent, and business administration with five, or 12.2 per cent.

If accounting, business administration, and commerce are grouped together, it is found that a total of 17, or 41.4 per cent, chose these major fields.

What percentage of the graduates who attended college received part-time jobs while in school? What types of work did they do? Data given in Table XXXVII show the number of graduates who attended a four-year college or a junior college and the number and percentage who worked part-time while attending the institution.

Of the fourteen men graduates who attended a college or junior college, eleven, or 78.6 per cent, worked part-time while attending college. Of the thirty-six women graduates, twenty, or 55.5 per cent, worked part-time. This makes a total of 50 graduates, thirty-one, or 62 per cent, worked part-time while attending college.

Table XXXVIII gives the types of work the graduates did while attending a four-year college or a junior college. Eleven graduates were doing clerical work in which they had been trained. Six of these graduates were working as secretaries, one was a typist; one, a bookkeeper; one, a clerk typist, and two did general office work.

Three did work associated with their training; one worked on a newspaper, one was a postal clerk, and one was a retail clerk. The other graduates doing part-time work had jobs that were not related to their business training.

The eleven doing clerical work and the three doing work closely related make a total of fourteen, or 45.1 per cent, working part-time in areas related



TABLE XXXVII

NUMBER AND PERCENTAGE OF GRADUATES WHO ATTENDED A FOUR-YEAR COLLEGE OR JUNIOR COLLEGE AND NUMBER AND PERCENTAGE WHO WORKED PART-TIME WHILE ATTENDING COLLEGE

Graduates	Number of Graduates Who Attended a Four- Year College or Junior College	Number and Percentage of Graduates Who Worked Part- Time While Attending College	
		No.	Per Cent
Men	14	11	78.6
Women	36	20	55.5
Total	50	31	62.

This table should be read as follows: Of the fourteen men graduates who attended a four-year college or junior college, eleven, or 78.6 per cent, worked part time while attending college.

TABLE XXXVIII

TYPES OF WORK PERFORMED BY GRADUATES ON PART-TIME JOBS HELD WHILE  
ATTENDING A FOUR-YEAR COLLEGE OR A JUNIOR COLLEGE

Types of Work	Men	Women	Total
Assistant English Teacher		1	1
Bookkeeper	1		1
Cashier		1	1
Clerk Typist		1	1
Chemistry Researcher	1		1
Cafeteria		1	1
General Office Work	1	1	2
Housework		2	2
Janitor	1		1
Laboratory Instructor	1		1
Library		2	2
Miscellaneous	2		2
Newspaper		1	1
Painting	1		1
Post Office Clerk	2		2
Public Relations		1	1
Radio		1	1
Retail Clerk	1	1	2
Secretary		6	6
Typist		1	1
<b>Total</b>	<b>11</b>	<b>20</b>	<b>31</b>

This table should be read as follows: One woman held a part-time job as Assistant English Teacher.

to their commercial training.

What business subjects did the graduates study while attending high school? Table XXXIX reveals the business subjects graduates studied in high school. Business subjects offering during the years 1946 - 1950, inclusive were: typing I, typing II, shorthand, bookkeeping, general business, business English, business mathematics, and office practice. The first five subjects mentioned above were offered each school year; business English and business mathematics were offered at least every other year; office practice was offered for the first time in the Pryor High School in the school year of 1949-1950.

Twenty of the twenty-one men graduates, or 95.2 per cent, studied typing I. Seventy-nine, or 100 per cent, of the women graduates studied typing I. One man graduate took as his business subjects only business English and general business, thus making a total of ninety-nine graduates instead of one hundred who enrolled in typing I.

Of the 100 graduates only 25 enrolled in general business. Probably the small number taking this subject was due to the students not realizing how helpful it could be to them.

What business subjects studied in high school have been beneficial to the graduates in their first full-time jobs? Table XL displays the number of men graduates who have held a first full-time job since they left high school and the number who reported that various business subjects studied in high school have been beneficial in their initial full-time jobs.

There were twenty men graduates who have held a first full-time job. Nineteen of them took typing while they were in high school. Of these nineteen men graduates, fifteen, or 78.9 per cent, indicated that the course had been beneficial to them in their initial full-time jobs.

TABLE XXXIX

## BUSINESS SUBJECTS 100 GRADUATES STUDIED IN HIGH SCHOOL

Year of Graduation	Typing I			Typing II			Shorthand			Bookkeeping			Business English			General Business			Office Practice*			Business Math								
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T			
1946	14	14		10	10		8	8		3	3		7	7		1	1													
1947	3	15	18	2	14	16	9	9		1	4	5				2	2													
1948	5	12	17	11	11		10	10		3	3	6				2	2	4							2		2			
1949	7	12	19	8	8		1	4	5	1	6	7	1		1	7	3	10							2		2			
1950	5	26	31	1	21	22	1	19	20	1	14	15				4	4	8	11	11										
Total	20	79	99	3	64	67	2	50	52	6	30	36	1	7	8	13	12	25	11	11		4		4						
Percentage of Graduates Responding (100)	99.			67.			52.			36.			8.			25.			11.			4.								
Percentage of Men (21) Graduates	95.2			13.8			9.5			28.6			4.8			61.9						19.								
Percentage of Women (79) Graduates	100			82.3			63.3			38.			8.9			15.2			13.9											

\* Office Practice was first offered in Pryor High School in the year 1949-1950.

TABLE XL

NUMBER OF MEN GRADUATES WHO HAVE HELD A FIRST FULL-TIME JOB SINCE THEY GRADUATED FROM HIGH SCHOOL  
AND THE NUMBER WHO REPORTED THAT VARIOUS BUSINESS SUBJECTS THAT THEY STUDIED IN HIGH SCHOOL  
HAVE BEEN BENEFICIAL TO THEM IN THEIR INITIAL FULL-TIME JOBS

Year of Graduation	Number who have held a first full-time job	Typing I		Typing II		Short- hand		Book- keeping		Business English		General Business		Office Practice		Business Math.	
		E <sup>1</sup>	B <sup>2</sup>	E	B	E	B	E	B	E	B	E	B	E	B	E	B
1946																	
1947	3	3	2	2	1			1	1								
1948	5	5	4					3	1			2	1			2	2
1949	8	7	6			1	1	1	1	1	1	7	4			2	1
1950	4	4	3	1	1	1	1	1				4					
Total	20	19	15	3	2	2	2	6	3	1	1	13	5			4	3
Per Cent <sup>3</sup>			78.9		66.6	100.		50.		100.		38.5					75.

This table should be read as follows: Of the three men graduates for the year of 1947, three had credit in Typing I and two of them believed the course to be beneficial to them. Of the nineteen who had enrolled in the course, fifteen, or 78.9 per cent, thought typing I was beneficial to them in their initial full-time jobs.

<sup>1</sup> E is for the number enrolled.

<sup>2</sup> B is for the number that thought the course was beneficial to them.

<sup>3</sup> The percentage represents the number who enrolled divided into the number who thought the course was beneficial.

A look at the table shows that the majority of the men graduates believe their business training was beneficial to them. Of the thirteen who had general business, only five, or 38.5 per cent, thought it beneficial to them. Could it be that there was actually little benefit derived from the course in connection with the jobs, or was this course more difficult for the graduates to evaluate in connection with their jobs?

In Table XLI information on the women graduates is given in regard to whether the courses they had taken were beneficial to them in their initial full-time jobs.

Although office practice was left off of the information blank, four graduates wrote in the comments column that it was one of the most informational courses they had taken in high school.

Data in Table XLII reveal the number of total graduates who have held a first full-time job since they left high school and the number who reported that the business subjects studied in high school were beneficial to them in their initial full-time jobs. This table indicates that most of the graduates have a favorable opinion concerning the value of their training and on-the-job application of that training.

What business subjects studied in high school were beneficial to the graduates who have held full-time jobs? Data given in Table XLIII show the business courses studied in high school by the men graduates who have held full-time jobs and the ones these men believed to have been a great help, some help, and no help.

Fifteen, or 78.9 per cent, of the 19 enrolled in Typing I believe they derived great help from the course; four, which is 21.1 per cent, believe the course to be of no help. It is interesting to note that of the thirteen enrolled in general business, three, or 23.1 per cent, thought the course to be

TABLE XLI

NUMBER OF WOMEN GRADUATES WHO HAVE HELD A FIRST FULL-TIME JOB SINCE THEY GRADUATED FROM HIGH SCHOOL  
AND THE NUMBER WHO REPORTED THAT VARIOUS BUSINESS SUBJECTS THAT THEY STUDIED IN HIGH SCHOOL  
HAVE BEEN BENEFICIAL TO THEM IN THEIR INITIAL FULL-TIME JOBS

Year of Graduation	Number who have held a first full-time job	Typing I		Typing II		Short- hand		Book- keeping		Business English		General Business		Office Practice		Business Math.	
		E <sup>1</sup>	B <sup>2</sup>	E	B	E	B	E	B	E	B	E	B	E	B	E	B
1946	11	11	11	8	8	6	6	3	3	6	4						
1947	12	12	12	12	10	8	7	1	1			2	2				
1948	11	11	10	11	10	9	5	3	3			2	2				
1949	9	9	7	5	5	4		3				2	2				
1950	15	15	14	12	10	12	10	9	9			4	4	7			
Total	58	58	54	48	43	39	28	19	16	6	4	10	10	7			
Per Cent <sup>3</sup>			93.1		89.6		72.		88.8		66.6		100.				

This table should be read as follows: Of the eleven women graduates for the year 1946, eleven had high school credit for Typing I and eleven thought the course to be beneficial to them. Fifty-four, or 93.1 per cent, of the total fifty-eight who had enrolled in the course, thought the course to be beneficial to them in their initial full-time jobs.

<sup>1</sup> E is the number of students enrolled.

<sup>2</sup> B is the number that thought the course was beneficial.

<sup>3</sup> The percentage represents the number who enrolled divided into the number who thought the course was beneficial.

TABLE XLII

NUMBER OF GRADUATES WHO HAVE HELD A FIRST FULL-TIME JOB SINCE THEY GRADUATED FROM HIGH SCHOOL AND THE NUMBER WHO REPORTED THAT VARIOUS BUSINESS SUBJECTS THAT THEY STUDIED IN HIGH SCHOOL HAVE BEEN BENEFICIAL TO THEM IN THEIR INITIAL FULL-TIME JOBS

Year of Graduation	Number who have held a full-time job	Typing I		Typing II		Short-hand		Book-keeping		Business English		General Business		Office Practice		Business Math.	
		E <sup>1</sup>	B <sup>2</sup>	E	B	E	B	E	B	E	B	E	B	E	B	E	B
1946	11	11	11	8	8	6	6	3	3	6	4						
1947	15	15	14	14	11	8	7	2	2			2	2				
1948	16	16	14	11	10	9	5	6	4			4	3			2	2
1949	17	16	13	5	5	5	1	4	1	1	1	9	6			2	1
1950	19	19	17	13	11	13	11	10	9			8	4	7			
Total	78	77	69	51	45	41	30	25	19	7	5	23	15	7		4	3
Per Cent <sup>3</sup>			89.6		81.9		73.1		76.		71.4		65.2				75.

This table should be read as follows: Of the eleven graduates for the year of 1946, eleven had high school credit for Typing I and eleven thought the course was beneficial to them. Sixty-nine, or 89.6 per cent, of the total seventy-seven who had enrolled in the course, thought the course was beneficial to them in their initial full-time jobs.

<sup>1</sup> E is the number of students enrolled.

<sup>2</sup> B is the number of students who thought the course was beneficial.

<sup>3</sup> The percentage represents the number of students who enrolled in the course divided into the number who thought the course was beneficial.



TABLE XLIII

BUSINESS COURSES STUDIED IN HIGH SCHOOL BY MEN GRADUATES WHO HAVE HELD ONE OR MORE FULL-TIME JOBS  
AND THEIR OPINIONS CONCERNING THE VALUE THESE COURSES HAVE HAD TO THEM IN THEIR JOBS

Courses Studied in High School	Number of Enrollments	Great Help		Some Help		No Help	
		No.	Per Cent of Total Enrolled	No.	Per Cent of Total Enrolled	No.	Per Cent of Total Enrolled
Typing I	19	15	78.9			4	21.1
Typing II	3	2	66.6			1	33.3
Shorthand	2	1	50.	1	50.		
Bookkeeping	6	3	50.			3	50.
Business English	1			1	100.		
General Business	13	3	23.1	2	15.4	8	61.5
Business Mathematics	4	2	50.	1	25.	1	25.
Total	48	25	52.1	6	12.5	17	35.4

This table should be read as follows: Of the nineteen men graduates who studied typing I, fifteen, comprising 78.9 per cent, received great help; and four, comprising 21.1 per cent, received no help from the course in performing their job.

of great help; two, or 15.4 per cent, thought the course of some help; and eight, or 61.5 per cent, thought the course was of no help.

Table XLIV reveals those subjects the women graduates believe have been helpful to them. There were 58 who took typing I; 54, or 93.1 per cent, thought the course helped them to some extent on their full-time jobs, while 4, comprising 6.9 per cent, said the course was of no help. Forty-three of the 48 who had enrolled in Typing II, or 89.6 per cent, said the course helped them; four, or 10.9 per cent, said it was of no help. All the women who took general business thought the course was of help to them.

Table XLV shows that of the 228 mentions of course values by all graduates who have been employed, 142, or 62.3 per cent, were "Great Help"; 44, or 19.3 per cent, were "Some Help"; and 42, or 18.4 per cent, were "No Help."

What courses not taken in high school do the graduates believe would have been of value to them in the jobs they have held since they graduated from high school? Data given in Table XLVI show the business courses not studied in high school that graduates who have held full-time jobs believe would have been valuable to them. Bookkeeping was mentioned by over one-fourth, or 26.9 per cent, shorthand I was mentioned by 16, or 20.5 per cent, shorthand II was in third place with 12, or 15.4 per cent. In the courses named by two or more students, there are only two that have not been offered, shorthand II and bookkeeping II.

How many of the graduates who have had full-time jobs have or have not had post high school education? Table XLVII shows the men graduates who have and have not had post high school education. Seven, comprising 35 per cent, have had some training; thirteen, or 65 per cent, have had no further formal education since graduating from high school.

Table XLVIII displays the number of women graduates who have held full-time jobs who have and have not had post high school education. One-half

TABLE XLIV

BUSINESS COURSES STUDIED IN HIGH SCHOOL BY WOMEN GRADUATES WHO HAVE HELD ONE OR MORE FULL-TIME JOBS  
AND THEIR OPINIONS CONCERNING THE VALUE THESE COURSES HAVE HAD TO THEM IN THEIR JOBS

Courses Studied in High School	Number of Enrollments	Great Help		Some Help		No Help	
		No.	Per Cent of Total Enrolled	No.	Per Cent of Total Enrolled	No.	Per Cent of Total Enrolled
Typing I	58	44	75.9	10	17.2	4	6.9
Typing II	48	40	83.3	3	6.3	5	10.4
Shorthand	39	15	38.5	13	33.3	11	28.2
Bookkeeping	19	9	47.4	7	36.8	3	15.8
Business English	6	4	66.6			2	33.3
General Business	10	4	40.	6	60.		
Total	180	116	64.4	39	21.7	25	13.9

This table should be read as follows: Of the fifty-eight women graduates who studied typing I, forty-four, or 75.9 per cent, received great help; ten, or 17.2 per cent, received some help; and four, or 6.9 per cent, received no help from the course in performing their jobs.

TABLE XLV

BUSINESS COURSES STUDIED IN HIGH SCHOOL BY ALL GRADUATES WHO HAVE HELD ONE OR MORE FULL-TIME JOBS  
AND THEIR OPINIONS CONCERNING THE VALUE THESE COURSES HAVE HAD TO THEM IN THEIR JOBS

Courses Studied in High School	Number of Enrollments	Great Help		Some Help		No Help	
		No.	Per Cent of Total Enrolled	No.	Per Cent of Total Enrolled	No.	Per Cent of Total Enrolled
Typing I	77	59	76.6	10	13.	8	10.4
Typing II	51	42	82.3	3	5.9	6	11.8
Shorthand	41	16	39.	14	34.	11	27.
Bookkeeping	25	12	48.	7	28.	6	24.
Business English	7	4	57.1	1	14.3	2	28.6
General Business	23	7	30.	8	35.	8	35.
Business Mathematics	4	2	50.	1	25.	1	25.
Total	228	142	62.3	44	19.3	42	18.4

This table should be read as follows: Of the seventy-seven graduates who studied typing I, fifty-nine, or 76.6 per cent, received great help; ten, or 13 per cent, received some help; and eight, or 10.4 per cent, received no help from the course in performing their jobs.

TABLE XLVI

COURSES NOT TAKEN IN HIGH SCHOOL THAT GRADUATES BELIEVE WOULD HAVE BEEN  
OF VALUE TO THEM IN THE JOBS THEY HAVE HELD SINCE THEY  
GRADUATED FROM HIGH SCHOOL

Course	Graduates Who Mentioned Each Subject			Total	
	Men	Women	No.	Per Cent	
Bookkeeping I	6	15	21	26.9	
Shorthand I	3	13	16	20.5	
Shorthand II	1	11	12	15.4	
Business Mathematics	2	5	7	9.0	
Office Machines	1	5	6	7.7	
Home Economics		5	5	6.4	
Business English		5	5	6.4	
Typing II	1	3	4	5.1	
Business Law	1	3	4	5.1	
Speech	1	2	3	3.8	
Foreign Language	2	2	4	5.1	
Chemistry	2		2	2.6	
Bookkeeping II		2	2	2.6	
Creative Writing		1	1	1.3	
Vocational Guidance		1	1	1.3	
Art		1	1	1.3	
Spelling		1	1	1.3	
Dramatics		1	1	1.3	
Office Practice		1	1	1.3	
General Business		1	1	1.3	
Filing		1	1	1.3	

This table should be read as follows: Bookkeeping I is a subject six men and fifteen women believe would have been of value to them in the jobs they have held since graduation.

TABLE XLVII

NUMBER OF MEN GRADUATES WHO HAVE HELD FULL-TIME JOBS WHO HAVE  
AND HAVE NOT HAD POST HIGH SCHOOL EDUCATION

Year of Graduation	Number of men who have held full-time jobs	<u>No post high school education</u>		<u>Some post high school education</u>	
		No.	Per Cent	No.	Per Cent
1946					
1947	3			3	100.
1948	5	1	20.	4	80.
1949	8	3	37.5	5	62.5
1950	4	3	75.	1	25.
Total	20	7	35.	13	65.

This table should be read as follows: The three men graduates of 1947 who have held full-time jobs have attended post high school educational institutions.

TABLE XLVIII

NUMBER OF WOMEN GRADUATES WHO HAVE HELD FULL-TIME JOBS WHO HAVE  
AND HAVE NOT HAD POST HIGH SCHOOL EDUCATION

Year of Graduation	Number of women who have held full-time jobs	<u>No post high school education</u>		<u>Some post high school education</u>	
		No.	Per Cent	No.	Per Cent
1946	11	3	27.3	8	72.7
1947	12	4	66.6	8	33.3
1948	11	8	72.7	3	27.3
1949	9	5	55.6	4	44.4
1950	15	9	60.	6	40.
Total	58	29	50.	29	50.

This table should be read as follows: Three, or 27.3 per cent, of the eleven women graduates of 1946 who have held full-time jobs have had no post high school education.

the women have continued their education since they graduated from high school.

Table XLIX reveals the total graduates who have held full-time jobs who have and have not had post high school education. Thirty-six, or 46.2 per cent, have had no post high school education; 42, or 53.8 per cent have had some post high school education. With almost half the graduates filling full-time jobs without further education, the curriculum should be studied carefully to be sure it meets the vocational needs of the graduates.



TABLE XLIX

NUMBER OF GRADUATES WHO HAVE HELD FULL-TIME JOBS WHO HAVE AND  
HAVE NOT HAD POST HIGH SCHOOL EDUCATION

Year of Graduation	Number of graduates who have held full-time jobs	<u>No post high school education</u>		<u>Some post high school education</u>	
		No.	Per Cent	No.	Per Cent
1946	11	3	27.3	8	72.7
1947	15	4	26.7	11	73.3
1948	16	9	56.2	7	43.7
1949	17	8	47.	9	53.
1950	19	12	63.2	7	36.8
Total	78	36	46.2	42	53.8

This table should be read as follows: Three, or 27.3 per cent, of the eleven graduates of 1946 who have held full-time jobs have had no post high school education.

CHAPTER IV  
FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Findings

What is the lapse of time between high school graduation and the first full-time employment of the graduate? Of the one hundred graduates responding to the information blank, 78 have held full-time jobs at some time since they graduated from high school. Nine, or 45 per cent, of the twenty men graduates who had held a full-time job were employed within one year after graduation. Thirty-two, or 55.17 per cent, of the 58 women graduates who had held a full-time job were employed within three months after graduation. Forty-eight, or 61.5 per cent, of the total graduates who had been employed had received their first full-time job within one year after they graduated.

In which cities and states did the graduates obtain their initial full-time employment? Thirty-six, or 46.2 per cent, of the 78 graduates who have held full-time jobs secured their first full-time employment in Pryor; nineteen, or 24.4 per cent, secured their first full-time employment in Tulsa. Fifty-five, or 70.5 per cent, obtained their initial full-time employment in these two cities.

In what types of business did the graduates obtain their initial jobs? The 78 graduates found employment in 42 different kinds of business. Three of the twenty men graduates who have held a full-time job started doing office work; twenty-eight of the fifty-eight women graduates did office work in their initial jobs. This makes a total of 30, or 39.8 per cent, who were employed to do office work in their first full-time jobs. Twenty, or 25.6 per cent,

did work pertaining to selling, and the other types of jobs had fewer than five per cent each.

How did the graduates obtain their first full-time jobs? Of the 20 men graduates, 45 per cent obtained information that led to their employment through friends and relatives; 35 per cent obtained information through a personal application. Thirty-six, or 62.1 per cent, of the women graduates received information leading to their employment through personal applications; only nine, or 15.5 per cent, were employed through a friend or relative.

Over half, or 55.1 per cent, of the graduates received their initial jobs through personal applications; 23.1 per cent received their job through a friend or relative.

What types of work were performed by the graduates on their initial full-time jobs? What office machines and equipment did the graduates use on all full-time jobs held after they graduated from high school? Two, or 10 per cent, of the men graduates who had been employed listed bookkeeping as the type of work they did on their initial full-time jobs; two were farmers; two were laborers; two were mechanics; and two were secretaries. Three of the women graduates, or 5.3 per cent, were cashiers; seven, or 12.1 per cent, were clerk typists; fourteen, or 24.1 per cent, were retail clerks, ten, or 17.2 per cent, were secretaries; five each were stenographers and waitresses.

Six, or 30 per cent, of the men graduates did work on their initial full-time jobs which required the use of skills required in business training; twenty-nine, or 50 per cent, of the women graduates used the skills they acquired in their high school training for their initial full-time jobs.

Sixty-four, or 82.05 per cent, of the graduates who had been employed used the typewriter in one or more full-time jobs held since graduation; one-half to three-fourths used the adding machine, filing equipment, and the cash

register; 39.74 per cent used the mimeograph. The calculator was used by 23, or 29.48 per cent; and the electric typewriter was used by 21, or 26.92 per cent.

What is the average number of months the graduates have remained on full-time jobs since graduation? Three men graduates, or 15 per cent of the twenty graduates who have held full-time jobs, remained on their full-time jobs an average of three months or less; three, or 15 per cent, remained from 4 to 7 months; six, or 30 per cent, remained from 8 to 11 months; four, or 20 per cent, remained from 19 to 24 months. One woman graduate, or 1.7 per cent of the women graduates who have held a full-time job, remained on her jobs for an average of three months or less; fifteen, or 25.9 per cent, remained from 4 to 7 months; sixteen, or 27.6 per cent, remained from 8 to 11 months. The remaining 26, or 44.8 per cent, remained on their full-time jobs for an average of one year or longer.

Forty-four graduates, or 56.4 per cent of the seventy-eight graduates, who had held employment remained on full-time jobs for an average of less than a year. Thirty-two, or 41 per cent, remained on full-time jobs for an average between one and two years. Two, or 2.5 per cent, of the graduates remained on their jobs an average of over two and a half years.

In considering these data it must be remembered that present jobs were included in the tabulations.

What types of work were the graduates doing at the time the questionnaires were returned? Forty-three of the seventy-eight who have held full-time jobs, were employed at the time they answered the questionnaire. Three, or 61.9 per cent, of the 43 presently employed, work as bookkeepers; three are clerks; three are clerk typists; two, or 4.7 per cent, are garage mechanics; four, or 9.3 per cent, are general office workers; seven, or 16.3 per cent, are secretaries; three, or 6.9 per cent, are stenographers; two, or

4.7 per cent, are typists; two are waitresses. Only one graduate was employed in each of the remaining types of work listed.

How many graduates are still employed on their initial full-time jobs at the present time? There are 23 graduates who are employed at the present time on their initial full-time jobs. Four, or 17.4 per cent, have worked between 4 and 7 months; four, or 17.4 per cent, have worked between 8 and 11 months; ten, or 43.5 per cent, have worked between 12 and 18 months; four, or 17.4 per cent, have worked between 19 and 24 months; and one, or 4.3 per cent, has worked over 49 months.

Eight, or 35 per cent, of the graduates who are still working in their initial full-time jobs are men; fifteen, or 65 per cent, are women.

What percentage of the graduates are employed full-time at the present? What percentage of the graduates are unemployed? What percentage of the graduates who are not employed are seeking employment? Of the twenty-one men graduates, thirteen, or 61.9 per cent, stated they were employed at the time of the study; eight, or 38.1 per cent, stated they were not employed. Of the eight not employed, only one was seeking employment.

Thirty-one, or 39.2 per cent, of the seventy-nine women graduates were employed at the time of the study; forty-eight, or 60.8 per cent, were not employed. Only two women who were not employed stated they were seeking employment.

What percentage of the graduates are married? The marital status of the twenty-one men graduates shows five, or 23.8 per cent, were married, and sixteen, or 76.2 per cent, were unmarried.

Fifty-five, or 69.6 per cent, of the seventy-nine women graduates were married; twenty-four, or 30.4 per cent, were unmarried.

What percentage of married women graduates are otherwise employed? Of the seventy-nine women graduates, there are fifty-five married. Sixteen of

the fifty-five, or 29.1 per cent, were otherwise employed, and thirty-nine, or 70.9 per cent, were not otherwise employed.

How many graduates and what percentage of them attended or did not attend a post high school educational institution? Fourteen, or 66.7 per cent, of the men graduates went to schools of higher learning. Thirty-six, or 45.6 per cent, of the women graduates went to educational institutions after graduating from high school.

Fifty, or fifty per cent, of the total one hundred graduates have attended post high school educational institutions of one type or another.

For what period of time did the graduates attend post high school educational institutions, and what types of institutions were they? What were the major fields studied? A total of ten men and twenty-four women graduates attended a four-year college. Three men and four women attended a junior college; six women attended a business college; one man and one woman attended a trade school. Nurses training was taken by one woman graduate.

Four, or 40 per cent, of the men students who attended a four-year college went a year and a half; five, or 50 per cent, went from 31 to 36 months. Sixteen, or 66.6 per cent, of the women who attended a four-year college went a year and a half; four went from 19 to 24 months, and four went from 31 to 36 months.

The major fields of study of the graduates who attended a four-year college or a junior college show the men chose a variety of subjects with agriculture, business administration, and education ranking as the top courses. The women graduates selected commerce as their top field with eleven, or 39.3 per cent; education was in second place with 14.3 per cent choosing it.

The top three fields chosen by all graduates were commerce with eleven, or 26.8 per cent; education with six, or 14.6 per cent, and business administration with five, or 12.3 per cent.

If accounting, business administration, and commerce are grouped together, it is found that a total of 17, or 41.4 per cent, chose these major fields.

What percentage of the graduates who attended college received part-time jobs while in school? What types of work did they do? Of the fourteen men graduates who attended a college or junior college, eleven, or 78.6 per cent, worked part-time while attending college. Of the thirty-six women graduates, twenty, or 55.5 per cent, worked part-time. This makes a total of 50 graduates; thirty-one, or 62 per cent, worked part-time while attending college.

Eleven graduates did clerical work in their part-time jobs; six of these graduates worked as secretaries, one was a typist; one, a bookkeeper; one, a clerk typist; and two did general office work. Three did work associated with their training; one worked on a newspaper, one was a postal clerk, and one was a retail clerk. The other graduates doing part-time work had jobs that were not related to their commercial training.

The eleven doing clerical work and the three doing work closely related make a total of fourteen, or 45.1 per cent of the graduates, working part-time in areas related to their business training.

What business subjects did the graduates study while attending high school? Ninety-nine of the total one hundred graduates who had earned two or more units of credit in the commercial department had studied typing I, 67 had studied typing II, 52 had studied shorthand, 36 had studied bookkeeping, 8 had studied business English, 25 had studied general business, and 11 had studied office practice. Office practice was not offered until the school year of 1949-1950.

What business subjects studied in high school were beneficial to the graduates in their first full-time jobs? Of the 20 men graduates who have held a first full-time job, 19 took typing while they were in high school.

Of these 19 men graduates, 15, or 78.9 per cent, thought the course was beneficial to them in their initial full-time jobs. The majority of the men graduates believed their business training was beneficial to them.

The women graduates regard all the courses they took as highly beneficial. Although office practice was left off of the information blank, four of the seven who took the course and have held a full-time job wrote in the comments column that office practice was one of the most informational courses they had taken in high school.

What business subjects studied in high school were beneficial to the graduates who have held full-time jobs? Fifteen, or 78.9 per cent, of the nineteen men graduates enrolled in typing I believe they derived great help from the course. It is interesting to note that of the thirteen enrolled in general business, five, or 38.5 per cent, thought the course was helpful to them, while eight, or 61.5 per cent, thought the course was of no help.

Of the 58 women graduates who took typing I, 54, or 93.1 per cent, thought the course helped them to some extent in their full-time jobs and 4, or 6.9 per cent, said the course was of no help.

Of the 228 mentions of course values, 142, or 62.3 per cent, were "Great Help"; 44, or 19.3 per cent, were "Some Help"; and 42, or 18.4 per cent, were "No Help."

What courses were not taken in high school that the graduates believe would have been of value to them in the jobs they have held since they graduated from high school? Twenty-one, or 26.9 per cent, of the graduates who have had a full-time job believe bookkeeping I would have been beneficial to them. Sixteen, or 20.5 per cent, believe shorthand I would have been beneficial to them. Twelve, or 15.4 per cent, believe shorthand II would have been beneficial to them.



How many of the graduates who have had full-time jobs have and have not had post high school education? Seven, or 35 per cent, of the twenty men graduates have had no post high school education; thirteen, or 65 per cent, have had some post high school education.

Of the fifty-eight women graduates who have held full-time jobs, twenty-nine, or 50 per cent, have had no post high school education, while twenty-nine, or 50 per cent, had had post high school education.

This makes a total of thirty-six, or 46.2 per cent, of the seventy-eight graduates who have held full-time jobs who have had no post high school education; and forty-two, or 53.8 per cent, who have had some post high school education.

#### Conclusions

Although one-half of the high school graduates attended some post high school educational institution, nearly one-half of those who have held a full-time job obtained work without having any further schooling. This being true, it appears to be the duty of the school to provide adequate business training during the high school years.

Approximately one-half of the 100 graduates included in the study had entered full-time employment within one year after they left Pryor High School. Of the 78 who had held jobs, nearly two-thirds had entered employment within the first year following graduation. It seems clear that preparing young men and women for employment must be an important objective of the curriculum of Pryor High School.

Approximately one-half of the graduates have obtained their initial jobs in Pryor, an additional one-fourth in Tulsa. These two cities are the two most important employment markets for graduates of Pryor High School.

Graduates have obtained their initial jobs in many different businesses rather than a few large plants or industries. Preparation for office and store work should provide basic skills and information that can be adapted to the needs of offices and stores in many lines of business.

As initial employment is most often obtained through personal application, students should receive information and experiences that will help them to make effective personal applications for employment.

The number of graduates who obtain their initial employment in office jobs and as salespeople appears to justify a thorough program of training for office and store employment in the Pryor High School.

Nearly all graduates who wish employment are employed, for only 3 reported that they are not employed but seeking employment.

Approximately one married woman in every three was gainfully employed at the time of the study. As 13 of the 16 married women who were employed were working in office jobs, it is apparent that some women graduates have continued to make use of their training.

The major fields of study in post high school work were varied for the men. In the business department, one man studied accounting, and two studied business administration. Eleven women studied commerce, and three studied business administration.

Thirty-one of the fifty graduates who attended college worked part-time while attending college. Fourteen, or 45.1 per cent, did work related to their high school business training. Evidently their high school preparation has helped them to continue their formal education in post high school institutions.

The majority of the graduates believe the business subjects they studied in high school were beneficial to them in their first full-time jobs as well as in their post high school full-time employment as a whole.

A majority of the subjects that the graduates believe would have been beneficial to them were offered while they were in high school. Office machines, spelling, and filing are offered in a limited way in general business and office practice. Creative writing is offered in an English course. That leaves shorthand II and bookkeeping II the only subjects that were mentioned by these graduates that are not offered in the curriculum.

The comments of the graduates included in this study indicate that the curriculum in Pryor High School has met the needs of the majority of its graduates for the years 1946 through 1950.

Since the graduates are so evenly divided in working and going to college, it seems necessary to continue the college preparatory as well as the commercial and vocational curricula.

#### Recommendations

It is recommended that the office practice course be offered each year and concentration be placed on those phases most beneficial to the students.

With so many graduates working as retail clerks, the course in retail selling should be considered for students desiring it, not just for those students enrolled in Trades and Industry.

Some of the graduates believe shorthand II should be offered for those wishing to concentrate on secretarial and stenographic work. As shorthand I is offered the senior year, it would be necessary to make a thorough study to see how and whether an additional year of shorthand should be offered.

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APPENDIXES

# PRYOR CITY SCHOOLS

GARLAND A. GODFREY, Superintendent

HOWARD HUNSAKER  
High School Principal

RUTH STANFORD  
Pryor Grade Principal

MATILDA WELLS  
Whitaker Grade Principal

PRYOR, OKLAHOMA  
February 1, 1952

Dear Graduate:

The enclosed blank is sent to you as a part of an important study of the graduates of the Business Education Department of Pryor High School.

The blank asks for information concerning your experiences since you graduated from Pryor High School-- information that only you can give. Some of the questions may not seem important to you, but we assure you that they are of real importance in making this study.

Won't you please help by answering the questions frankly and completely. Your name will not be used in preparing the report of this study.

Please fill in the blank and use the enclosed self-addressed stamped envelope to return it today. We are depending on you.

Sincerely,

Name: (Mr., Mrs., Miss) \_\_\_\_\_ In which year did you graduate from Pryor High School? \_\_\_\_\_ If you are a married woman, please give maiden name: \_\_\_\_\_

What is your present address? \_\_\_\_\_  
 (Street or R. F. D.) (City) (State)

1. Are you married? Yes \_\_, No \_\_. Date of marriage: Month \_\_\_\_\_ Year \_\_\_\_\_.
2. If you are not employed at the present time, are you (Please check):
  - \_\_\_\_\_ Going to school full time?
  - \_\_\_\_\_ Doing housework at home?
  - \_\_\_\_\_ Seeking full-time employment?
  - \_\_\_\_\_ Seeking part-time employment?
  - \_\_\_\_\_ Other (Please explain on back)
3. If you are employed at the present time, are you (Please check):
  - \_\_\_\_\_ Employed full-time (30 or more hours per week)
  - \_\_\_\_\_ Employed part-time only (Less than 30 hours per week)
4. Have you continued your education since you graduated from Pryor High School? Yes \_\_\_\_, No \_\_\_\_. If you have attended a business college, junior college, college or university, or other educational institution, please give the following information;

Name and Location of Institution	Dates Attended		Total Months Attended	Major Field Studied	Did you Graduate?	Degree Received
	From	To				

If you have received any other educational training not listed above, please explain: \_\_\_\_\_

5. Did you work part time while attending any of the schools listed under No. 4 above? Yes \_\_, No \_\_. If "yes," what kind or kinds of work did you do? \_\_\_\_\_



6. Please give below information concerning all the jobs you have held after graduating from high school from the first job up to and including the present one.

Nature of business	Nature of your job	Place of employment (City and State)	Number of hours worked each week	Dates of employment		Total months you held job
				From	To	
EXAMPLE: Law firm	Secretary	Pryor, Okla.	40	Jan 48	Dec 49	24
1						
2						
3						
4						

If your first job is also your present job, please check here .

7. Check any of the following means or agencies that you used in obtaining your first regular full-time job (The first job you held three months or longer on which you worked at least 30 hours a week for pay.) after you graduated from high school:

- |   |  |
|---|--|
| <input type="checkbox"/> Federal or state employment services | <input type="checkbox"/> Friend or relative            |
| <input type="checkbox"/> Private employment services          | <input type="checkbox"/> Newspaper advertisement       |
| <input type="checkbox"/> Personal application                 | <input type="checkbox"/> Other (Please explain): _____ |

8. How many months was it from the time you graduated from high school to the time you started work in your first regular full-time job? \_\_\_\_\_ months.

9. Check any of the following equipment that you have used or machines that you have operated in any and all jobs you have held since you graduated from high school.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Typewriter          | <input type="checkbox"/> Filing equipment       | <input type="checkbox"/> Gelatin-type duplicator     |
| <input type="checkbox"/> Electric typewriter | <input type="checkbox"/> Addressograph          | <input type="checkbox"/> Dictaphone                  |
| <input type="checkbox"/> Adding machine      | <input type="checkbox"/> Billing machine        | <input type="checkbox"/> Ediphone                    |
| <input type="checkbox"/> Calculator          | <input type="checkbox"/> Punch-card machine     | <input type="checkbox"/> Wire or tape recorder       |
| <input type="checkbox"/> Comptometer         | <input type="checkbox"/> Mimeograph             | <input type="checkbox"/> Others (Please list): _____ |
| <input type="checkbox"/> Cash register       | <input type="checkbox"/> Liquid-type duplicator | _____  |
|  |   | _____  |

10. Below is a list of high school courses. For those courses that you took while in high school, indicate with a check-mark how helpful each has been to you in earning a living since you graduated. Check only the courses that you took; leave the others blank.

Great Help	Some Help	No Help		Great Help	Some Help	No Help	
___	___	___	Typing I	___	___	___	Business Arithmetic
___	___	___	Typing II	___	___	___	General Business
___	___	___	Bookkeeping I	___	___	___	Business Law
___	___	___	Shorthand I	___	___	___	Economics
___	___	___	Business English	___	___	___	Consumer Education

11. Are there any courses that you did not take while in high school, including courses that were not offered, that you believe would have been of value to you? Why do you believe these courses would have helped you?

Courses I wish I had taken	Reasons

12. Please write below any comment, criticism, or suggestions that you have concerning the courses and activities of Pryor High School.

February 22, 1952

Dear Graduate:

A few days ago we mailed you a request for some information concerning what you have been doing since graduating from Pryor High School. Perhaps you have been busy, or maybe you thought it was of little value to fill in the blanks.

A reply from you is very important in getting sufficient and accurate data for this study.

Won't you help by filling in and returning the information blank.

Sincerely,

# PRYOR CITY SCHOOLS

GARLAND A. GODFREY, Superintendent

HOWARD HUNSAKER  
High School Principal  
RUTH STANFORD  
Pryor Grade Principal  
MATILDA WELLS  
Whitaker Grade Principal

PRYOR, OKLAHOMA

March 14, 1952

Dear Graduate:

Several days ago we mailed you a request for some information concerning what you have been doing since graduating from Pryor High School. Have you been looking for time to do this, or have you misplaced this request? Another questionnaire and self-addressed envelope are enclosed for your convenience. Why not sit down now and fill in the blanks.

You, no doubt, want to help in the effort to improve the Business Education Department in our school. Remember the material will be treated as confidential matter and names will not be used in making the study.

We would like to secure information from all graduates selected for this study. May we count on you?

Sincerely,

VITA

Edna Pearl Rodgers  
candidate for the degree of  
Master of Science

**Thesis:** A FOLLOW-UP STUDY OF SELECTED GRADUATES OF PRYOR HIGH SCHOOL  
FOR THE YEARS 1946 TO 1950, INCLUSIVE

**Major:** Business Education

**Undergraduate Study:** Northeastern State College, Tahlequah, Oklahoma,  
1938-1943.

**Graduate Study:** O. A. M. C., 1950-1952.

**Experiences:** E. I. du Pont 1942-1945; teaching 1939-1942.

**Date of Final Examination:** July 15, 1952.

THESIS TITLE: A Follow-Up Study of Selected Graduates  
of Pryor High School for the Years 1946  
to 1950, Inclusive.

NAME OF AUTHOR: Edna Pearl Rodgers

THESIS ADVISER: Robert A. Lowry

The content and form have been checked and approved by the author and thesis adviser. "Instructions for Typing and Arranging the Thesis" are available in the Graduate School office. Changes or corrections in the thesis are not made by the Graduate School office or by any committee. The copies are sent to the bindery just as they are approved by the author and faculty adviser.

NAME OF TYPIST: Victor L. Van Hook