

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

By

ILA LA VETTA ELLIS

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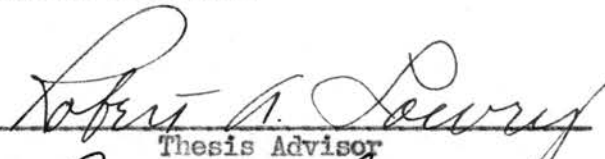
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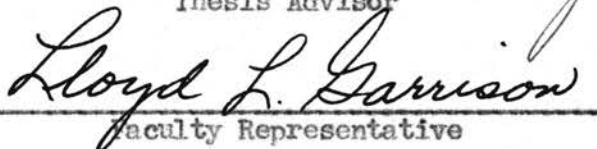
ILA LA VETTA ELLIS

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THESIS AND ABSTRACT APPROVED:


Thesis Advisor


Faculty Representative


Dean of the Graduate School

300353

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I. L. E.

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CHAPTER I

INTRODUCTION

Ponca City is located in Kay County in the northern section of Oklahoma. It is an industrial oil city and has a population of approximately 18,000. Each year approximately two hundred twenty students graduate from the Ponca City High School. The students upon entering high school must choose a major field of study and work toward requirements that lead to diplomas of the following types: College Preparatory, General, Vocational, and Commercial. The College Preparatory student may choose his major field of study from the liberal arts, engineering or technical curricula. The vocational student may choose his major field of study from agriculture, trades and industry. A student must have two majors and two minors or three major fields. A major is six credits in one department. A minor is four credits in one department. The minimum requirements for a student completing high school with a Commercial Diploma include the following:

1. Eight credits in English (4 years)
2. Six credits in social studies (3 years) including: freshman social studies, American history, and problems of democracy.
3. Four credits in Mathematics (2 years)
4. Two credits in science, (1 year) to be taken in senior high school.
5. Two years of health and physical education. (During the sophomore year the above program will alternate with the orientation program)
6. Eight credits in commercial subjects

7. Grade point average of 1.00
8. A "marketable skill" in typewriting, shorthand, and bookkeeping.
9. One hundred hours of commercial laboratory or actual office experience.¹

Over a period of five years, from 1946 to 1950, 1112 students graduated from the Ponca City High School. One hundred twenty-five, or 11.24 per cent, of these 1112 graduates received Commercial Diplomas.

Table I shows the total number of graduates for each of the five years, the number and percentage of graduates receiving the various types of diplomas each year, and the total number and percentage of graduates receiving each type of diploma during the five-year period.

As the administrators and faculty see these different groups take their places in society, such questions as the following present themselves:

- (1) What becomes of the students after they fulfill requirements for the various diplomas each year and take their places in our world today?
- (2) How well is the program of the Ponca City High School fitting the immediate needs of graduates in preparing them to take their places in a democratic society?
- (3) What curricular revisions, if any, are necessary to better prepare students for college or immediate employment after graduation.
- (4) Do graduates continue in the fields in which they received their high school training? Is this training sufficient to permit them to continue in the fields in which they prepared?

Purposes

The general purposes of this study are:

- (1) To determine, through investigation of vocational and educational status of the graduates, effectiveness of the training given; and

¹Manual for High School Teachers of the Ponca City Public Schools, 1950-1951, p. 42.

TABLE I

NUMBER AND PER CENT OF GRADUATES OF THE PONCA CITY HIGH SCHOOL
WHO RECEIVED COLLEGE PREPARATORY, GENERAL, COMMERCIAL, AND
VOCATIONAL DIPLOMAS DURING THE YEARS 1946 TO 1950, INCLUSIVE

Types of Diplomas	1946	Per Cent of Graduates	1947	Per Cent of Graduates	1948	Per Cent of Graduates	1949	Per Cent of Graduates	1950	Per Cent of Graduates	Total Graduates	Per Cent of Total Graduates
	College Preparatory Diplomas	65	32.66	66	31.73	85	36.48	75	30.75	87	38.49	378
General Diplomas	87	43.72	99	47.59	71	30.47	95	38.61	76	33.62	430	38.67
Commercial Diplomas	24	12.06	21	10.10	24	10.30	30	12.19	27	11.95	125	11.24
Vocational Diplomas	23	11.56	22	10.58	53	22.75	46	18.70	36	15.92	179	16.10
Total	199	100.00	208	100.00	233	100.00	246	100.00	226	100.00	1112	100.00

This table should be read as follows: College preparatory diplomas were received by 65, or 32.66 per cent, of the graduates in 1946.

- (2) To determine, from opinions and suggestions of the graduates, what specific revisions, if any, are needed in the Commercial curriculum.

Specifically, this study seeks to answer the following questions:

- (1) To what extent has the training they received in high school been utilized by the students in their post-high school occupational activities?
- (2) What occupations are the graduates that have obtained Commercial Diplomas following?
- (3) What is the lapse of time between high school graduation and the first full-time employment of the graduates?
- (4) In what types of business firms did the graduates obtain their initial full-time jobs?
- (5) What types of work were performed by the graduates on their initial full-time jobs?
- (6) How long did the graduates remain on their first full-time job?
- (7) In what types of firms are the graduates employed, and what types of work are they doing at the present time?
- (8) What percentage of the graduates of the school attended institutions of higher learning after graduating from high school?
- (9) Did the graduates receiving Commercial Diplomas receive additional training after graduating from high school before they were employed full time on a job?
- (10) What percentage of the graduates are married?
- (11) How many women graduates who are married are employed full time outside their homes?
- (12) What business subjects were studied by the graduates after they graduated from high school?
- (13) What business subjects studied in high school are beneficial to the graduates in their present jobs?
- (14) In the opinion of the graduates, is the Commercial Department meeting the needs of the students for employment in business occupations?
- (15) What curriculum revisions do the graduates consider necessary or desirable?

Need for the Study

The administrative authorities and faculty of the Ponca City High School believe that the post-school inventory study and the follow-up study made by Callarman² have been instrumental in the curriculum development for the past ten years, and they believe that a follow-up study of the graduates in each department of the high school would be useful in determining needed curriculum revisions and effectiveness of the training given.

It is desired by the administrative authorities that a survey be made of the graduates who received commercial diplomas during the years 1946 to 1950, inclusive, to determine the effectiveness of the program of the Commercial Department. Information is desired concerning the employment and educational activities of the graduates and the extent to which they have utilized the training they received in the Ponca City High School.

According to articles written in the National Business Teachers Association Eighth and Ninth Yearbooks, the justification of a follow-up study for possible curriculum revision is as follows:

Curricular material must be constantly revised and reorganized in the light of findings of occupational surveys, activity analyses, follow-up studies.³

Once each five years a further follow-up of the class should be made to discover lines of promotion and the changing points of view.⁴

² Cecil Clarence Callarman, A Study of the Post-High School Activities of the Graduates of Ponca City High School for the Years 1934, 1935, 1936, 1937, and 1938, Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1940.

³ National Business Teachers Association, Eighth Yearbook, 1942, p. 140.

⁴ Effective Business Education, National Business Teachers Association, Ninth Yearbook, 1943, p. 186.

Scope and Delimitation

This study includes the graduates who received Commercial Diplomas from the Ponca City High School, Ponca City, Oklahoma, for the years 1946 to 1950, inclusive.

Information concerning drop-outs is not considered in this survey.

No questions were asked concerning work experience of the graduates while attending high school.

No attempt was made to compare the scholastic standing of the graduates while in high school with their later success in the business world.

Definition of Terms

Follow-Up Study: "A study made to collect information about a student at some period after counseling contact in order to estimate the effect of that contact; used in evaluating counseling, group work, and placement efforts."⁵

Curriculum: "A general over-all plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or certification or for entrance into a professional or a vocational field."⁶

Graduate: One who has been awarded a diploma for having completed his high school training in the Ponca City High School with not fewer than thirty-two credits and with a grade point average of 1.00 or better.

Possible returns: The maximum number of returns that could have been received from respondents whose addresses it was possible to secure.

Full-Time Job: A full-time job, as used in this study, is a job

⁵Carter V. Good, Dictionary of Education, p. 393.

⁶Ibid., p. 106.

held three months or longer on which the graduates worked thirty or more hours a week for pay.

Part-Time Job: A part-time job, as used in this study, is a job on which the graduate worked less than thirty hours a week for pay.

Sources of Data

Both primary and secondary data were used in this study.

The primary source of data for this study was a questionnaire that was mailed to one hundred twenty-five graduates who received a Commercial Diploma from the Ponca City High School during the years 1946 to 1950, inclusive. The mailing list for the questionnaire was compiled from mimeographed lists of graduating seniors for the years 1946 to 1950, inclusive.

Other sources of data for this study include:

- (1) Personal conferences with Mr. Homer S. Anderson, principal of the Ponca City Senior High School;
- (2) Similar studies made in other localities.

Method of Research

The normative-survey method of research was used in this study.

Authorities in the field of education consider the questionnaire-inquiry form a useful instrument for obtaining desired data for this type of investigation. According to Good, Barr, and Scates:

Normative-Survey research is directed toward ascertaining the prevailing conditions. It seeks to answer the question, "what are the real facts with regard to the existing conditions."⁷

They may enter the field of attitudes, opinions, and judgments. One must be careful in preparing his questionnaire and in

⁷Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research, p. 287.

interpreting his returns, to recognize opinion as such. There is a legitimate field for the questionnaire in getting a cross-section of thought.⁸

The normative-survey method was chosen because ascertaining prevailing conditions is important and because real facts about existing conditions need to be known. Also, it is believed that in a research problem of this type a variety of attitudes, opinions, and judgments is likely to appear and should be dealt with as such. According to Haynes and Graham:

Although there is much criticism of the questionnaire method, some problems seem to present no other means for solution.⁹

Haynes and Graham continue with a quotation from Leonard V. Koos in

The Questionnaire in Education:

"... questionnaire studies may be of value if the questionnaires are sent to persons whose opinions and knowledge of facts are worth recording and if the questions are intelligently made and answers correctly interpreted."¹⁰

Procedure

Before attempting to formulate a questionnaire for this study, the investigator examined selected follow-up studies. Literature pertaining to follow-up studies and the survey method of research was studied.

A tentative questionnaire was constructed and presented to the head of the commercial department of the Ponca City High School for criticism and suggested revision. After revision the questionnaire was presented to the Chairman of the Thesis Committee for further revision and criticism. Consideration was given to the suggestions received and a final revised

⁸ Ibid., p. 330.

⁹ Benjamin R. Haynes and Jessie Graham, Research in Business Education, p. 60

¹⁰ Ibid., p. 61.

form¹¹ was then prepared and mimeographed for use in the study.

A mailing list was obtained from class cards and records from the office of the Registrar of the Ponca City Senior High School. A total of one hundred twenty-five persons received Commercial Diplomas from 1946 to 1950, inclusive. Addresses of the graduates were checked for accuracy by calling those parents that could be reached by telephone and by checking with postal authorities.

An explanatory letter¹² written to accompany each questionnaire was signed by the principal of Ponca City High School. The questionnaire, along with the letter of explanation and a stamped, self-addressed envelope, was mailed to one hundred twenty-five persons who had graduated from the Ponca City High School and who had received Commercial Diplomas during the years 1946 to 1950, inclusive.

A follow-up postal card¹³ was sent as a reminder two weeks after the questionnaire was sent.

Table II shows the number and percentage of the graduates of Ponca City High School who responded to the questionnaire. There were 125 graduates for the five-year period from 1946 to 1950, inclusive. A questionnaire was sent to each of these graduates. In the case of the 125 graduates to whom questionnaires were sent, 20, or 16.0 per cent, of the questionnaires were returned unclaimed. This left a total of 105 possible respondents, and of this number 19, or 16.2 per cent, did not respond. A total of 86 graduates, or 81.9 per cent of the 105 possible respondents,

¹¹ See Appendix A.

¹² See Appendix B.

¹³ See Appendix C.

returned useable questionnaires, and these questionnaires were used as the basis of this study.

Table III shows the number of graduates and the number of respondents to the questionnaire for the years 1946 to 1950, inclusive. These data show that there were 125 graduates for this five-year period. Of this number 2, or 1.6 per cent, were men, and 123, or 98.4 per cent, were women.

The 86 respondents include no men graduates and 69.9 per cent of the 123 women graduates, or 68.8 per cent of the total 125 graduates for the five-year period.

The possible respondents included 2 men and 103 women, a total of 105 graduates. The actual respondents included no men graduates; 86, or 83.4 per cent, of the possible women respondents; and 86, or 81.9 per cent, of the total 105 possible respondents.

Review of Related Studies

Prior to developing plans for making this study, an examination of related master's theses involving follow-up studies of high school graduates of educational institutions in Oklahoma was made. Those reviewed were the following: Callarman,¹⁴ Sittel,¹⁵ Dickerson,¹⁶ Rice,¹⁷

¹⁴ Op. cit., p. 5.

¹⁵ Helen Catherine Sittel, A Follow-Up Study of Selected Graduates of Classen High School, Oklahoma City, Oklahoma for the Years 1939-1941, Inclusive, Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1943.

¹⁶ Betty Irene Dickerson, A Follow-Up Study of the Graduates of Shidler High School for the Years 1940-1949, Inclusive, Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1949.

¹⁷ Mary Emma Rice, A Follow-Up Study of the Graduates of Jenks High School for the Years 1944-1949, Inclusive, Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1951.

TABLE II

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

Year	<u>Graduates</u>		<u>Graduates to Whom Questionnaires Were Sent</u>		<u>Questionnaires Returned Unclaimed</u>		<u>Possible Responses</u>		<u>Responses Not Received</u>		<u>Responses Received</u>	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1946	24	19.2	24	19.2	3	2.4	21	16.8	6	4.8	15	12.0
1947	21	16.8	21	16.8	6	4.8	15	12.0	4	3.2	11	8.8
1948	24	19.2	24	19.2	3	2.4	21	16.8	4	3.2	17	13.6
1949	29	23.2	29	23.2	4	3.2	25	20.0	2	1.6	23	18.4
1950	27	21.6	27	21.6	4	3.2	23	18.4	3	2.4	20	16.0
Percentage of Total Graduates	125	100.0	125	100.0	20	16.0	105	84.0	19	15.2	86	68.8
Percentage of Possible Responses							105	100.0	19	18.1	86	81.9

TABLE III

GRADUATES AND RESPONDENTS CLASSIFIED ACCORDING TO YEAR OF GRADUATION AND SEX

Year	Graduates						Respondents						Percentage of Graduates Responding		Percentage of Possible Responses Received	
	Men		Women		Total		Men		Women		Total		Women	Total	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
1946			24	100	24	100			15	100	15	100	62.5	62.5	71.4	71.4
1947			21	100	21	100			11	100	11	100	52.4	52.4	73.3	73.3
1948			24	100	24	100			17	100	17	100	70.8	70.8	80.9	80.9
1949	1	3.5	28	96.5	29	100	0	0	23	100	23	100	82.1	82.1	95.8	95.8
1950	1	3.5	26	96.3	27	100	0	0	20	100	20	100	76.9	76.9	90.9	90.9
TOTAL	2	1.6	123	98.4	125	100	0	0	86	100	86	100	69.9	68.8	83.4	81.9

Morgan,¹⁸ Orr,¹⁹ and Burris.²⁰

The studies reviewed were used as a basis for evaluating the work of the various commercial departments for which the studies were made. The survey method of research, with questionnaires as the instrument for obtaining data, was used in each study. Results of responses received in answer to the questionnaires sent to students varied from 22.5 per cent to 95 per cent. These follow-up studies followed a more or less fixed pattern. The questionnaires were built around similar questions relating to the number of graduates employed, capacity of employment, salaries of graduates employed, educational continuation, means by which jobs were secured, and suggestions for improvement of the commercial curricula of schools from which the respondents had graduated.

These studies agreed in certain findings, viz., that for the larger number of pupils commercial training in high school should be both preparatory and vocational in nature; that a better vocational guidance program should be established; that more emphasis should be given the commercial curriculum; that greater attention should be given to spelling; that follow-up studies should become a part of the work of the commercial

¹⁸ Corra Lucille Morgan, A Follow-Up Study of the Graduates of the Jay High School for the Years 1935, 1936, 1937, 1938, 1939, 1940, and 1941, Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1940.

¹⁹ Betty Lou Orr, A Follow-Up Study of the Arkadelphia High School Graduates for the Years of 1946, 1947, 1948, 1949, 1950, Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1951.

²⁰ 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.

departments, and that more emphasis should be placed on a wide variety of initial job preparations instead of training for individual jobs.

Callarman in his study shows results from two questionnaires. The first questionnaire was sent to all graduates for the five-year period to obtain data on the activities of each graduate. A second questionnaire was devised and sent to all graduates found to be commercially employed. Results of the first questionnaire showed 107 students commercially employed and 46 still in school but commercially employed part-time. Results of the second questionnaire are as follows:

- (1) Seventy graduates responded to the second questionnaire.
- (2) Of the twenty-five graduates who had received commercial diplomas, 64.0 per cent were employed full time;
- (3) Oil companies afforded employment for the largest group commercially employed;
- (4) Law firms afforded employment for the next largest group of commercially employed;
- (5) One-fifth of the group were employed initially in retail work;
- (6) More than three-fourths of the girls and almost one-half of the boys were employed in offices on their first job;
- (7) Sixteen different kinds of office equipment were reported as being used on first jobs;
- (8) Standard typewriters, adding machines, and vertical filing equipment were reported used the greatest number of times;
- (9) The initial weekly salary ranged from \$5.01 to \$10.00;
- (10) Thirteen out of twenty-five students entered business college for additional training, which would seem to indicate that the high school commercial training is preparatory as well as terminal;
- (11) One-third of the group reported typewriting to be of job-obtaining assistance while in college;
- (12) One-fifth of the group listed shorthand to be of job-obtaining assistance while in college;

- (13) Commercial courses taken after high school graduation by the thirteen students that entered business college for additional training were typewriting, bookkeeping and accounting, and shorthand.
- (14) Conclusions and recommendations were as follows:
 - a. That some consideration be given for initial work in offices of oil companies and law firms;
 - b. That slight emphasis be placed on individual jobs and that a wide variety of initial job preparation be given;
 - c. That retail job preparation be given both girls and boys;
 - d. That training in the commercial department is preparatory for approximately one-half of the graduates receiving commercial diplomas;
 - e. And that the commercial department of the Ponca City High School is serving reasonably well the purpose for which it is intended, to provide training for gainful employment for students.

The Ponca City High School faculty has made an attempt to follow up the graduating groups of 1948 and 1949. The Post-School Inventory compiled by the National Association of Secondary School Principals is the instrument that was used in the study. The graduates for both 1948 and 1949 were included in one study, which was made in the summer of 1950. The results were tabulated and charted according to the different diplomas issued as well as according to the questions asked in the questionnaire.

The study of the graduates of 1948 and 1949 sought to answer the following questions:

- (1) Is the curriculum meeting the needs of graduating students?
- (2) Are students following vocations in which they received high school training?
- (3) What curricular revisions are necessary according to the suggestions made by graduates?
- (4) How many graduates are attending colleges?

- (5) Where did they receive vocational guidance, while in high school or after entering college?
- (6) How many graduates have full-time employment?
- (7) What is the average weekly wage of those employed?
- (8) What is the marital status of the graduates?

Table IV is a summary of findings for these two years. It shows the total number of graduates for 1948 and 1949; the number and percentage of graduates receiving the various types of diplomas each year; the number and percentage of each group receiving vocational advice or guidance in high school; the number and percentage of each group receiving vocational advice or guidance after graduation; the number and percentage of each group going to college; the number and percentage of each group employed; the average weekly wage of employed graduates in each group; and the number and percentage of married graduates in each group.

The following suggestions were made by graduates:

- (1) That an advisory board for students be set up for all three years while they are in senior high school.
- (2) That the school provide more individual counseling on choosing schools and vocations.
- (3) That some provisions be made for aiding students in their study habits.
- (4) That a trained occupations counselor be employed.

On the basis of the findings of this study, the following conclusions were believed to be justified:

- (1) That such a study is worth-while; however too limited in scope to draw definite conclusions.
- (2) That graduates appear to be satisfied with preparation the school has given them both for college and vocations.
- (3) That the student may not fully realize the efforts teachers

TABLE IV

NUMBER AND PERCENTAGE OF RESPONSES ACCORDING TO THE TYPES OF DIPLOMAS RECEIVED,
AND QUESTIONS ASKED IN THE FOLLOW-UP STUDY FOR 1948 TO 1949, INCLUSIVE

	Number of graduates from each group	Number of questionnaires sent in each group	Number of questionnaires returned for each group	Percent returned	Number receiving advice while in high school on vocational problems	Percent receiving vocational advice	Number receiving advice on vocational problems since leaving school	Percent receiving advice on vocational problems since leaving school	Number going to college	Percentage of students going to college	Number employed	Percentage of students employed	Average weekly wage	Number married	Percentage of graduates married
College Preparatory Diplomas	160	160	102	63.8	24	23.5	63	62.7	78	77.2	9	8.8	\$38.12	10	9.8
General Diplomas	166	166	60	36.7	18	30.0	40	66.6	33	55.0	21	35.0	37.44	7	11.6
Commercial Diplomas	54	54	32	59.3	14	43.7	21	65.6	6	18.7	24	75.0	34.44	6	17.2
Vocational Diplomas	99	99	38	36.3	12	31.6	26	68.4	5	13.2	31	81.6	49.68	7	18.4
Total	479	479	232	48.4	48	20.7	150	64.2	121	52.2	85	36.6		30	12.9

This table should be read as follows: College preparatory diplomas were received by 160 graduates; 160 questionnaires were mailed to these graduates; 102, or 63.8 per cent, of the 160 graduates who received college preparatory diplomas returned questionnaires; etc.

are making to counsel them and to encourage study habits.²¹

Some of the changes made as a result of this post-inventory study are:

- (1) An expansion of the Guidance Program
- (2) Home living courses provided
- (3) Sophomore orientation program
- (4) College career night established for seniors and parents.

²¹ Summary compiled from Critical Study of the Post-School Inventory of the 1948 and 1949 Seniors of the Ponca City Senior High School.

CHAPTER II

FULL-TIME WORK EXPERIENCES OF THE GRADUATES

The value of classroom teaching is often evaluated by research projects which indicate avenues for improvement of the school program and services through community occupational surveys and follow-up studies of graduates. The types of firms employing the graduates, the types of work the graduates do on their jobs, and the length of time the graduates remain on their jobs are all important factors to consider when analysing the work experiences of the graduates.

The educational value of what is taught in the classroom is really determined, in the final analysis, by how well the students can use, in worth-while life situations, the knowledge, skills, and powers that are learned in the classroom.¹

It is believed that an analysis of the data found in the questionnaires returned by the graduates will prove helpful in evaluating the effectiveness of the training program of the Ponca City High School in terms of the achievements of graduates.

Table V shows the number of graduates who have held one or more full-time jobs since they graduated from high school. Seventy-nine, or 91.9 per cent, of the eighty-six women graduates who responded have held a full-time job since they graduated from high school.

What is the lapse of time between high school graduation and the first full-time employment of the graduates? Table VI shows the lapse of time between high school graduation and the first full-time employment

¹ Paul S. Lomax, Commercial Teaching Problems, p. 6.

TABLE V

NUMBER AND PERCENTAGE OF 86 WOMEN GRADUATES WHO HAVE HELD ONE OR MORE FULL-TIME JOBS SINCE THEY GRADUATED FROM HIGH SCHOOL, CLASSIFIED BY YEAR OF GRADUATION

Year Graduated	<u>Have Held Full-Time Job</u>		<u>Have Not Held Full-Time Job</u>	
	Number	Per Cent	Number	Per Cent
1946	15	100.0		
1947	10	90.9	1	9.1
1948	16	94.1	1	5.9
1949	21	91.3	2	8.7
1950	17	85.0	3	15.0
TOTAL	79	91.9	7	8.1

This table should be read as follows: In 1946 there were 15 women graduates; all of the 15 women graduates have held a full-time job.

TABLE VI

LAPSE OF TIME BETWEEN HIGH SCHOOL GRADUATION AND
THE FIRST FULL-TIME EMPLOYMENT OF 79 WOMEN GRADUATES

Months Between Graduation and First Full-Time Employment	Number of Women Graduates, By Years					Total	
	1946	1947	1948	1949	1950	Number	Per Cent
0-3 Months	12	8	12	14	10	56	70.9
4-7 Months	2	1	3	5	5	16	20.2
8-11 Months			0	0	0	0	0.0
12-18 Months			0	1	2	3	3.9
19-24 Months	1	0	0	1	0	2	2.5
25-30 Months	0	1	1	0	0	2	2.5
TOTAL	15	10	16	21	17	79	100.0

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

of seventy-nine women graduates. Fifty-six, or 70.0 per cent, of the 79 women graduates who have held a full-time job since they graduated received their first full-time employment within three months after their graduation; sixteen, or 20.2 per cent, were employed within four to seven months after graduation; no graduates were listed as having been employed within eight to eleven months after graduation; three, or 3.9 per cent, were employed within twelve to eighteen months after graduation; two, or 2.5 per cent, were employed within nineteen to twenty-five months after graduation; and two, or 2.5 per cent, were employed within twenty-five to thirty months after graduation from high school. Of the seven graduates who have not held a full-time job since graduation from high school, two are attending college and five are housewives.

How did the graduates obtain information which led to their first full-time job? Table VII shows the source through which seventy-nine women graduates obtained information that led to employment in their first full-time job. Personal application was the source through which forty-five, or 59.9 per cent, of the seventy-nine graduates received information which led to their first full-time job; fifteen, or 19.0 per cent, of the 79 obtained information which led to their first full-time job through a relative or friend; and nine, or 11.4 per cent, obtained information which led to their first full-time job through a high school official or teacher. Each of the other sources listed in Table VII was used by less than 10 per cent of the 79 graduates. It is evident from these data that the majority of the graduates obtained information which led to their first full-time job through personal applications due to their own efforts. It is believed that a placement service for the graduates of the commercial department

TABLE VII

SOURCES THROUGH WHICH 79 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	Number	Per Cent
Personal Application	8	8	10	9	10	45	56.9
Friend or Relative	2	1	4	5	3	15	19.0
High School Official or Teacher	3		2	3	1	9	11.4
Newspaper Advertisement	1	1			1	3	3.8
U. S. Employment Office	1			2		3	3.8
State Employment				2		2	2.5
Civil Service Test					1	1	1.3
D. O. Department					1	1	1.3
Commercial Agency						0	0.0
Total	15	10	16	21	17	79	100.0

This table should be read as follows: Personal Application was the source through which 8 graduates received information that led to employment in their first full-time jobs.

would be useful since the second highest source of information for locating first full-time jobs was high school officials or teachers.

Cities and states in which the graduates obtained initial full-time employment. Data in Table VIII reveal that of the seventy-nine women graduates who obtained initial full-time jobs, seventy-three, or 92.4 per cent, secured their first full-time employment in Ponca City. These data show that the majority of graduates apparently secure full-time employment in their own industrial community.

In what types of business firms did the graduates obtain their initial jobs? The nature of the business firms in which the graduates who have held at least one full-time job since they graduated from high school have been employed as shown in Table IX. Of the seventy-nine women who have held a full-time job, 69, or 87.3 per cent, started with office jobs. Seven, or 8.9 per cent, of the seventy-nine women obtained their first full-time employment in selling jobs. The remaining three, or 3.8 per cent, obtained their initial employment in telephone companies as telephone operators.

What types of work were performed by the graduates on their initial full-time jobs? The types of work performed by the women graduates on their initial full-time jobs are shown in Table X. Fourteen, or 17.8 per cent, of the seventy-nine women who have had a full-time job, listed stenographic work as the type of work they did on their initial full-time job; nine, or 11.4 per cent, were retail clerks; eight, or 10.1 per cent, were secretaries; five, or 6.3 per cent, were bookkeepers; five, or 6.3 per cent, were Ediphone operators; and five, or 6.3 per cent, were typists.

How long did the graduates remain on their first full-time job?

Table XI shows the number of months seventy-nine women graduates remained

TABLE VIII
CITIES AND STATES IN WHICH 79 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	Number	Per Cent
Ponca City, Oklahoma	12	10	16	20	15	73	92.4
Enid, Oklahoma					1	1	1.3
Camp Polk, Louisiana					1	1	1.3
Arkansas City, Kansas				1	0	1	1.3
Philadelphia, Pennsylvania	1					1	1.3
Houston, Texas	1					1	1.3
Joplin, Missouri	1					1	1.3
TOTAL	15	10	16	21	17	79	100.0

This table should be read as follows: Of the graduates of 1946, 12 received their initial full-time employment in Ponca City, Oklahoma.

TABLE IX

NATURE OF BUSINESS FIRMS THAT EMPLOYED 79 WOMEN GRADUATES
ON THEIR FIRST FULL-TIME JOB AFTER GRADUATION

Nature of Business	Type of Position			Total	
	Office	Selling	Other	No.	Per Cent
Accountant and Attorney	1			1	1.3
Air Base	2			2	2.5
Aircraft Company	2			2	2.5
Bank	1			1	1.3
Board of Education	2			2	2.5
Boy Scout Office	2			2	2.5
Clothing Store	2	1		3	3.8
Corporation	1			1	1.3
Creamery	3			3	3.8
Doctor's Office	3			3	3.8
Drug Store	2	2		4	5.1
Employment Agency	1			1	1.3
Food Market	2			2	2.5
Furniture Store	3			3	3.8
Grocery Store	3			3	3.8
High School	2			2	2.5
Hospital	2			2	2.5
Implement Store	2			2	2.5
Insurance Company	4			4	5.1
Jewelry Store	2			2	2.5
Lumber Company	1			1	1.3
Newspaper	2			2	2.5
Office Supplies	2			2	2.5
Oil Company	9			9	11.4
Printers	1			1	1.3
Real Estate	2			2	2.5
Retailer's Credit Association	2			2	2.5
Retailer's Merchant Association	1			1	1.3
Savings and Loan Association	1			1	1.3
Telephone Company	2		3	5	6.3
U. S. Army	2			2	2.5
Variety Store	2	4		6	7.6
TOTAL	69	7	3	79	100.0

This table should be read as follows: One graduate, representing 1.3 per cent of the 79 graduates who have held a full-time job since graduation from high school, obtained her first job as an office employee in an Accountant and Attorney firm.

TABLE X
 TYPES OF WORK PERFORMED BY 79 WOMEN GRADUATES
 ON INITIAL FULL-TIME JOBS

Types of Jobs	Number	Per Cent
Billing Clerk	1	1.3
Bookkeeper	5	6.3
Bookkeeper-Secretary	2	2.5
Cashier	2	2.5
Cashier-Typist	2	2.5
Clerk	9	11.4
Comptometer Operator	3	3.8
Dental Assistant	2	2.5
Ediphone Operator	5	6.3
File Clerk	4	5.1
General Office	3	3.8
I.B.M. Cutter	1	1.3
Laboratory Assistant	1	1.3
Office Clerk-Receptionist	3	3.8
Registrar	1	1.3
Run Ticket Machine Operator	2	2.5
Stenographer	14	17.8
Typist	5	6.3
Secretary	8	10.1
Telephone Operator	2	2.5
Telephone Supervisor	1	1.3
Posting Machine Operator	2	2.5
Waitress	1	1.3
TOTAL	79	100.0

Note: All percentages in this table are based on the number of graduates who have held one or more full-time jobs since they graduated from high school.

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

TABLE XI
 NUMBER OF MONTHS 79 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	Number	Per Cent
3-5 Months	3	2	4	7	7	23	29.1
6-11 Months	6		1	3	10	20	25.3
12-23 Months	3	5	3	6		17	21.5
24-35 Months	1	1	3	5		10	12.7
36-47 Months	1	2	5			8	10.1
48 or over	1					1	1.3
TOTAL	15	10	16	21	17	79	100.0

This table should be read as follows: Three women graduates of 1946 remained on their initial full-time jobs for from 3 to 5 months.

on their initial full-time job. Twenty-three, or 29.1 per cent, of the seventy-nine women who have held a full-time job remained on this initial job from three to five months; twenty, or 25.3 per cent, from six to eleven months. It is apparent from the data in Table XI that only one-half of the graduates remained in their initial jobs for one year or longer. The factors which account for the brief tenure of the half who remained in their first jobs for less than a year were not studied.

What percentage of the graduates are employed full-time at present?
What percentage of graduates are unemployed? What percentage of the graduates who are unemployed are seeking employment? Table XII 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. Of the seventy-nine women graduates, fifty-one, or 59.3 per cent, were employed at the time of the study; and thirty-five, or 40.7 per cent, were not employed. Of these thirty-five women graduates not employed, only five were seeking employment. The remaining thirty graduates not employed were married women engaged in household duties.

In what types of firms were the graduates employed, and what types of work were they doing at the time the questionnaires were returned? Table XIII shows the types of work performed by the graduates on their present full-time jobs and classifies the jobs into office, selling, and other types of jobs.

Forty-four, or 86.3 per cent, of the fifty-one women graduates who were employed full-time at the time of the study were employed as office workers; five, or 9.8 per cent, were employed in selling jobs; and two, or 3.9 per cent, were employed in other types of jobs.

TABLE XII

NUMBER AND PERCENTAGE OF WOMEN GRADUATES WHO WERE EMPLOYED FULL-TIME 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	15	9	10.5	6	7.0	0	0.0
1947	11	7	8.1	4	4.6	0	0.0
1948	17	8	9.3	9	10.5	1	2.9
1949	23	15	17.4	8	9.3	1	2.9
1950	20	12	14.0	8	9.3	3	8.6
TOTAL	86	51	59.3	35	40.7	5	14.4

*Percentages in this column are based on total number of women graduates not employed, 35.

This table should be read as follows: Of a total of 15 women who graduated in 1946, 9, comprising 10.5 per cent of the 86 women graduates included in this study, were employed full-time. Of the 6 women graduates who were not employed, none reported that they were seeking employment.

TABLE XIII
 TYPES OF WORK PERFORMED BY 51 WOMEN GRADUATES
 ON PRESENT FULL-TIME JOBS

Types of Work	Type of Position			Total	
	Office	Selling	Other	No.	Per Cent
Assembler	1			1	2.0
Bookkeeper	5			5	9.8
Cashier		1	1	2	3.9
Clerk	1	4		5	9.8
Billing Operator	1			1	2.0
Machine Operator	2			2	3.9
I.B.M. Cutter	1			1	2.0
Office Clerk	2			2	3.9
Laboratory Assistant			1	1	2.0
Posting Machine Operator	2			2	3.9
Receptionists	1			1	2.0
Secretary	10			10	19.6
Stenographer	12			12	23.5
Registrar	1			1	2.0
Typist	5			5	9.8
TOTAL	44	5	2	51	100.0

This table should be read as follows: One woman, representing 2.0 per cent of the total employed graduates, was employed as an assembler.

Among the forty-four women who were employed in office jobs at the time of the study, twelve were stenographers, ten were secretaries, five were bookkeepers, and five were typists.

Table XIV shows the nature of business of the firms in which fifty-one women graduates are now employed full-time. Of the fifty-one women graduates who were working full-time at the time the questionnaires were returned, fourteen were working for oil companies; and three were working for the board of education.

Of the fifty-one women graduates who were working full-time at the time of the study, forty-three, representing 84.3 per cent of the total fifty-one graduates, were employed in office jobs; three, or 5.9 per cent, were employed in selling jobs; and five, or 9.8 per cent, were employed in other types of jobs.

What types of jobs have been held by the graduates in all full-time employment? Table XV shows the types of work performed by graduates on all full-time jobs they have held since they graduated. There were 117 jobs held by the women graduates who have held one or more full-time jobs since they graduated from high school.

Ninety-two, or 78.6 per cent, of the 117 full-time jobs that the women graduates have held were office jobs; eighteen, or 15.4 per cent, were selling jobs; and seven, or 6.0 per cent, were other types of jobs.

Twenty-four women have, at some time since they graduated, held jobs as secretaries; fifteen have been stenographers; twelve have been retail clerks; ten have been bookkeepers; eight have been general office workers; seven have been typists; and seven have been typists and receptionists.

What is the average number of months the graduates have remained on all full-time jobs held since graduation? Table XVI shows the average

TABLE XIV

NATURE OF BUSINESS FIRMS IN WHICH 51 WOMEN GRADUATES ARE NOW EMPLOYED IN FULL-TIME JOBS

Nature of Business	Office		Selling		Others		Totals	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Accountant and Attorney	2	4.7					2	3.9
Air Base	1	2.3					1	2.0
Bank	1	2.3					1	2.0
Board of Education	3	7.0					3	5.8
Boy Scout Office	1	2.3					1	2.0
Chain Store			1	33.3			1	2.0
Creamery	2	4.7					2	3.9
Doctor's Office	2	4.7					2	3.9
Drug Store			1	33.3			1	2.0
Geophysical Office	1	2.3					1	2.0
Grocery Store	1	2.3					1	2.0
Hospital	2	4.7			1	20.0	3	5.8
Insurance	1	2.3					1	2.0
Jewelry Store	2	4.7					2	3.9
Lumber Company	1	2.3					1	2.0
Motor Company	1	2.3					1	2.0
Oil Company	14	32.8					14	27.2
Orphanage	1	2.3					1	2.0
Plumbing Supplies	1	2.3					1	2.0
Railroad					1	20.0	1	2.0
Savings and Loan	2	4.7					2	3.9
State Department	1	2.3					1	2.0
Steel Company	1	2.3					1	2.0
Telephone	1	2.3			2	40.0	3	5.8
Theatre					1	20.0	1	2.0
Variety Store			1	33.3			1	2.0
Wholesale Service	1	2.3					1	2.0
TOTAL	43	100.2	3	99.9	5	100.0	51	100.1

This table should be read as follows: Two women graduates, representing 3.9 per cent of the total employed women graduates, worked for an accountant and attorney.

TABLE XV
 TYPES OF JOBS HELD BY 79 WOMEN GRADUATES
 IN ALL FULL-TIME EMPLOYMENT

Types of Jobs	Type of Job			Total	
	Office	Selling	Other	Number ^a	Per Cent ^b
Assembler	1			1	0.9
Billing Clerk	3			3	2.6
Bookkeeper	10			10	8.5✓
Cashier		3		3	2.6
Cashier-Typists		1		1	0.9
Clerk		12		12	10.3✓
Clerk-Typists	3			3	2.6
Comptometer Operator	2			2	1.7
Elevator Operator			1	1	0.9
File Clerk	2			2	1.7
Fountain Service		2		2	1.7
I.B.M. Cutter	1			1	0.9
Laboratory Assistant			1	1	0.9
Office Work (General)	8			8	6.8
P.B.X. Operator			1	1	0.9
Pipe Line Accounting	2			2	1.7
Posting Machine	2			2	1.7
Proofreader	1			1	0.9
Registrar	1			1	0.9
Run Ticket Machine Operator	3			3	2.6
Secretary	24			24	20.5✓
Stenographer	15			15	12.4✓
Telephone Operator			4	4	3.4
Typist	7			7	6.0
Typist and Receptionist	7			7	6.0
TOTAL	92	18	7	117	100.0

^a A person who has held several jobs of the same kind is counted only once.

^b Based on 117 jobs held by 79 graduates.

This table should be read as follows: One woman has, at some time since she graduated, been employed as an assembler. Her job represents 0.9 per cent of the 117 jobs that have been held by all 79 graduates.

TABLE XVI

AVERAGE NUMBER OF MONTHS 79 WOMEN GRADUATES HAVE REMAINED ON
ALL FULL-TIME JOBS HELD, INCLUDING THE PRESENT JOB

Length of Time in Months	1946	1947	1948	1949	1950	Total	
						Number	Per Cent
1-5 Months	1	0	3	4	6	14	17.7
6-11 Months	2	4	3	10	7	26	32.9
12-23 Months	4	3	7	3	2	19	24.1
24-35 Months	3	2	0	4	2	11	13.9
36-47 Months	1	1	3	0	0	5	6.3
48 Months or Over	4	0	0	0	0	4	5.1
TOTAL	15	10	16	21	17	79	100.0

This table should be read as follows: One 1946 woman graduate remained on her full-time jobs for an average of one to five months.

number of months seventy-nine women graduates have remained on their full-time jobs, including their present jobs. Fourteen women graduates, or 17.7 per cent of the seventy-nine women graduates who have held a full-time job, remained on their full-time jobs for an average of from one to five months; twenty-six, or 32.9 per cent, remained on their full-time jobs an average of six to eleven months. At the time of the study, 50.6 per cent of the women graduates had remained on their full-time jobs for an average of less than one year.

What percentage of the graduates were married? Table XVII shows the marital status of the eighty-six women graduates. Forty, or 46.5 per cent, were married and forty-six, or 53.5 per cent, were unmarried.

How many women graduates who are married are employed full-time outside their homes? Table XVIII shows the number and percentage of married women graduates who were employed full-time outside their homes at the time the questionnaires were returned. Eighteen, or 45.0 per cent of the forty women who are married, were employed full-time outside their homes.

TABLE XVII
 MARITAL STATUS OF THE 86 WOMEN GRADUATES

Year of Graduation	Total Number of Women Graduates	Married		Unmarried	
		Number	Per Cent	Number	Per Cent
1946	15	8	9.3	7	8.1
1947	11	7	8.1	4	4.7
1948	17	9	10.5	8	9.3
1949	23	10	11.6	13	15.1
1950	20	6	7.0	14	16.3
TOTAL	86	40	46.5	46	53.5

This table should be read as follows: Of the fifteen women graduates for 1946, eight, comprising 9.3 per cent of the total of 86 women graduates, are married and seven, or 8.1 per cent of the total women graduates, are unmarried.

TABLE XVIII
PRESENT EMPLOYMENT STATUS OF MARRIED WOMEN GRADUATES

Year of Graduation	Number of Married Women Graduates	Employed		Not Employed	
		Number	Per Cent*	Number	Per Cent*
1946	8	5	12.5	3	7.5
1947	7	3	7.5	4	10.0
1948	9	2	5.0	7	17.5
1949	10	4	10.0	6	15.0
1950	6	4	10.0	2	5.0
TOTAL	40	18	45.0	22	55.0

*Percentages are based on total number of married women graduates, 40.

This table should be read as follows: Of the eight women graduates of 1946 who are married, five, representing 12.5 per cent of the total of 40 married women graduates, are employed. Three, representing 7.5 per cent of the total of 40, are not employed.

CHAPTER III

AN ANALYSIS OF POST-HIGH SCHOOL EDUCATIONAL TRAINING OF
THE PONCA CITY HIGH SCHOOL GRADUATES FOR THE YEARS 1946
TO 1950, INCLUSIVE, AND SUGGESTED CURRICULAR REVISIONS

In order that the Ponca City High School may organize its curriculum to meet the needs of its students, it is desirable to know how many students continue their education after they graduate and how many students enter employment immediately after they graduate. The employment experiences of the Ponca City High School graduates were analyzed in Chapter II. This section of the study is an analysis of the post-high school educational experiences of the graduates. Also included in this section of the study are the graduates' criticisms concerning the courses and activities of Ponca City High School.

How many Ponca City High School graduates continued their education in a college? in a junior college? in a business college? in nurses training? How many months did they attend? Did they graduate? Table XIX shows the amount of post-high school training received by the graduates, where this training was received, and the number of months the graduates spent in attendance. Nineteen women attended a four-year college, ten attended a junior college, two attended a business college, and one took nurses' training.

Table XX shows the cumulative totals and the percentage of graduates who attended a four-year college and the length of time they attended. Nineteen, or 22.09 per cent, of the eighty-six women graduates have attended a four-year college. Of these nineteen, one, or 1.16 per cent, had attended

TABLE XIX
 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	Nurses Training	Total
3-6 Months	1	1	1		3
7-12 Months	7	4	1	1	13
13-18 Months	2	1			3
19-24 Months	0	0			0
25-36 Months	2	1			3
Attending ^a	3	3			6
Graduated	4				4
TOTAL	19	10	2	1	32

^aThe length of time and attendance for those who were still attending a four-year college at the time of the study is as follows: One graduate, from 7-12 months; one graduates, from 13-18; one graduate, from 25-36. Those who were still attending a junior college at the time of the study is as follows: One graduate, from 3-6 months; two, from 7-12 months.

This table should be read as follows: At the time of the study, one woman graduate had attended a four-year college for a period of from 3 to 6 months; one had attended a junior college from 3 to 6 months, and one had attended a business college from 3 to 6 months, making a total of 3 graduates who had attended post-high school educational institutions from 3 to 6 months.

TABLE XX
GRADUATES WHO ATTENDED A FOUR-YEAR COLLEGE AND
THE LENGTH OF TIME ATTENDED

Number of Months Attended	Number	Cumulative Number	Per Cent of Total Respondents
3-6 Months	1		1.16
7-12 Months	7	8	8.13
13-18 Months	2	10	2.33
19-24 Months	0	10	0.00
25-36 Months	2	12	2.33
Attending Four-Year College	3	15	3.49
Graduated	4	19	4.65
TOTAL	19	19	22.09

This table should be read as follows: One woman, or 1.16 per cent of the 86 women graduates responding to the questionnaire, attended a four-year college from three to six months.

from three to six months; seven, or 8.13 per cent, had attended from three to twelve months; two, or 2.33 per cent, had attended from three to eighteen months; and two, or 2.33 per cent, had attended from three to thirty-six months. Three, or 3.49 per cent, of the women responding to the complete questionnaire were attending college at the time of the study. Four, or 4.65 per cent, had graduated from a four-year college.

The data in Table XXI shows the major fields of study of the graduates who have attended a four-year college or a junior college. Twelve, or 41.4 per cent, had business education as their major. Twenty-one, or 72.5 per cent, had chosen to continue studying in some business field of study. Additional details are shown in Table XXI.

What business subjects were studied by the graduates after their graduation from high school? Table XXII shows the business subjects studied by the graduates who took advanced training after graduation from high school. Of the total sixty-eight subject enrollments in business subjects for graduates who took advanced training in business subjects, sixteen were in shorthand; sixteen were in typewriting; eight were in bookkeeping or accounting; seven were in office practice; six were in English; four were in salesmanship; three were in business math; three were in business machines; two were in business law; two were in retail selling; one was in modern business; and one was creative selling.

How many of the graduates who attended college or other schools after graduation received part-time employment while in school? What types of work did they do? Table XXIII shows the number of graduates who attended a four-year college, a junior college, or a business college and the number who worked part-time while attending college. Of a total of nineteen women graduates who attended a four-year college, only one worked part-time

TABLE XXI

MAJOR FIELDS OF STUDY OF 29 GRADUATES WHO HAVE ATTENDED
A FOUR-YEAR COLLEGE OR A JUNIOR COLLEGE

Major Fields of Study	Number Attending	Per Cent
Business Education	12	41.4
General Business	4	13.8
Bookkeeping	4	13.8
Business Administration	1	3.5
Elementary Education	3	10.3
Music	3	10.3
Religious Education	2	6.9
TOTAL	29	100.0

This table should read as follows: Business Education was the major field of study for 12, or 41.4 per cent, of the women who have attended a four-year college or a junior college.

TABLE XXII

BUSINESS SUBJECTS STUDIED BY GRADUATES WHO STUDIED ONE OR MORE BUSINESS SUBJECTS AFTER THEY GRADUATED FROM HIGH SCHOOL

Business Subjects Studied	1946	1947	1948	1949	1950	Total Subject Enrollments
Accounting or Bookkeeping	3	2	2	1		8
Business English		1	2	2	1	6
Business Law		1	1			2
Business Machines		2	1			3
Business Math				1	1	2
Creative Selling	1					1
Modern Business					1	1
Office Practice	1	1	1	2	2	7
Retail Selling		1			1	2
Salesmanship	1	1			2	4
Typing	2	2	2	4	6	16
Shorthand	2	3	2	3	6	16
TOTAL	10	14	11	13	20	68

This table should be read as follows: In 1946 three of the graduates who continued their education after graduation from high school studied accounting or bookkeeping.

TABLE XXIII

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

Type of Institution Attended	Number of Graduates Who Attended	Number of Graduates Who Worked Part-Time
Four-Year College	19	1
Junior College	10	4
Business College	2	1
TOTAL	31	6

This table should be read as follows: Of 19 graduates who attended a four-year college, one worked part-time while attending.

while attending. Of a total of ten women graduates who attended a junior college, four worked part-time while attending. Of the two women graduates who attended a business college, one worked part-time while attending. Of a total of thirty-one graduates who attended a four-year college, junior college, or business college, six, or 19.3 per cent, worked part-time.

Table XXIV shows the types of work performed by graduates on part-time jobs held while attending a four-year college, a junior college or a business college. Three women were employed in clerical work. One woman was employed as a dean's assistant and one woman was employed as a registrar's assistant. One woman worked as a librarian.

What business subjects studied in high school are beneficial to the graduates on their present jobs? Table XXV shows the business courses studied in high school which the fifty-one graduates believe are of major, minor, or no value to them on their present jobs. More graduates had studied typewriting than any of the other business subjects. Of the fifty-one employed graduates who had studied first-year typewriting, 33, or 64.7 per cent, thought it was of major value to them on their present jobs; six, or 11.8 per cent, thought it was of minor value. The remainder either said the course was of no value or omitted any mention of its value.

The graduates who studied business courses while in high school and who were employed full-time at the time of this study listed 320 business course enrollments. Their evaluation of these courses in terms of value on present jobs may be summarized as follows: Major value, 163, or 50.9 per cent; minor value, 56, or 17.5 per cent; no value, 69, or 21.6 per cent; no mention, 32, or 10.0 per cent. In interpreting these data, it should be kept in mind that some graduates have held jobs in which they found all of the business subjects that they studied in high school to be of

TABLE XXIV

TYPES OF WORK PERFORMED BY 6 GRADUATES ON PART-TIME JOBS
HELD WHILE ATTENDING A FOUR-YEAR COLLEGE, A JUNIOR COLLEGE,
OR A BUSINESS COLLEGE

Type of Work	Number
Clerical	3
Dean's Assistant	1
Librarian	1
Registrar's Assistant	1
TOTAL	6

This table should be read as follows: Three graduates held part-time jobs as clerical workers while attending college.

TABLE XXV

BUSINESS COURSES STUDIED IN HIGH SCHOOL WHICH 51 EMPLOYED GRADUATES BELIEVE ARE OF MAJOR, MINOR, OR NO VALUE TO THEM ON THEIR PRESENT JOBS

Courses Studied in High School	Total Number Of Times The Course Was Mentioned	Value of Course in Present Jobs							
		Major		Minor		None		No Mention	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Bookkeeping	30	10	33.3	8	26.7	9	30.0	3	10.0
Business English	47	26	55.3	9	19.2	6	12.7	6	12.7
Commercial Laboratory	51	14	27.5	10	19.6	9	17.6	18	35.3
Consumers Education	9	2	22.2	5	55.6	2	22.2		
Office Practice	29	16	55.2	6	20.7	7	24.1		
Retail Selling	3			1	33.3	2	66.7		
Salesmanship	2			1	50.0	1	50.0		
Shorthand I	37	20	54.1	3	8.1	14	37.8		
Shorthand II & Transcription	22	14	63.6	2	9.1	6	27.3		
Typing I	51	33	64.7	6	11.8	7	13.7	5	9.8
Typing II	39	28	71.8	5	12.8	6	15.4		
TOTAL	320	163	50.9	56	17.5	69	21.6	32	10.0

This table should be read as follows: Thirty graduates said that they had studied bookkeeping; it was ranked as of major value on the present job by 10, or 33.3 per cent.

major value to them, while, at the other extreme, some graduates were employed in jobs in which they found none of the business subjects that they had studied to be of any value.

What comments or criticisms did the graduates make regarding the training they received in business subjects at Ponca City High School?

Favorable comments:

"I think the course I took in high school was about as complete as it could be made. I think the typing, office practice and business math were the three most valuable subjects. From them I could handle most any general office job."

"I think shorthand should be a required subject for students taking a commercial course. Other than that I've always felt the Ponca City High School has the best commercial course."

"Ponca City High School has a very good commercial department. Training received there is as good as that received by students taking work in college."

"I feel that the commercial department is excellent and it sends its students into the business world well prepared."

"I think the office practice class I had when I was a senior has helped me more in working than any other class I've had in high school or college."

"Everything I learned in commerce in high school has helped me a great deal in college."

"I think that all the training I received in the Ponca City High School Commercial Department was very valuable."

"I think the Ponca City High School has the best Commercial Department anywhere."

"The training received in the Ponca City Commercial Department has truly helped me to be an efficient person in the office work I am doing."

What suggestions do the graduates have to offer regarding additional types of training or improvements in the business department at Ponca City High School?

Comments on bookkeeping:

"For students not planning to enter college, I think another year of bookkeeping would help."

"I think that a two-year course in bookkeeping might be a great aid."

"I suggest that bookkeeping be a required subject to all who plan to achieve a commercial diploma."

"I believe a course in advanced bookkeeping would be helpful to students in the Ponca City High School."

Comments on office practice:

"I think office practice and commercial laboratory should be required subjects."

"The machine training in office practice and the filing should be a very thorough training."

"I would suggest more emphasis on learning the skills of the various office machines."

Comments on business English:

"I think more emphasis should be placed on business English, grammar, and composition."

"I think that business English should be compulsory for students receiving commercial diplomas."

"I think that a more thorough course should be offered in business English."

Comments on shorthand:

"I think shorthand should be a required subject in the Commercial Department because it is essential for most office jobs."

"It really should be compulsory for a shorthand student to take both years if they take shorthand at all."

"I would suggest more emphasis be placed on the learning of shorthand."

CHAPTER IV
FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Findings

How many graduates have held full-time employment since graduation from high school? Seventy-nine, or 91.9 per cent, of the eighty-six women graduates included in the study have held a full-time job at some time since they graduated from high school.

What is the lapse of time between high school graduation and the first full-time employment of the graduates? Fifty-six, or 70.9 per cent, of the 79 women graduates who have held a full-time job since they graduated received their first full-time employment within three months after their graduation; sixteen, or 20.2 per cent, were employed within four to seven months after graduation. For the remainder of the 79 the lapse was twelve months or longer.

How did the graduates obtain information which led to their first full-time job? Personal application was the source through which forty-five, or 56.9 per cent, of the seventy-nine graduates received information which led to their first full-time job; fifteen, or 19.0 per cent, of the 79 obtained this information through a relative or friend; nine, or 11.4 per cent, through a high school official or teacher; three, or 3.8 per cent, through the U. S. Employment Office; three, or 3.8 per cent, through newspaper advertisement; two, or 2.5 per cent, through the State Employment Office. No other source was mentioned by more than one graduate.

Cities and states in which the graduates obtained their initial full-time employment. Of the seventy-nine women graduates who obtained initial full-time jobs, seventy-three, or 92.4 per cent, secured their first full-time employment in Ponca City. These data show that the majority of the graduates apparently secure full-time employment in their own industrial community.

In what types of business firms did the graduates obtain their initial jobs? Of the seventy-nine women who have held a full-time job, sixty-nine, or 87.3 per cent, started with office jobs. Seven, or 8.9 per cent, obtained their first full-time employment in selling jobs. The remaining three, or 3.8 per cent, obtained their first full-time employment with telephone companies as telephone operators.

What types of work were performed by the graduates on their initial full-time jobs? Fourteen, or 17.8 per cent, of the seventy-nine women who have held a full-time job, listed stenographic work as the type of work they did on their initial full-time job; nine, or 11.4 per cent, were retail clerks; eight, or 10.1 per cent, were secretaries; five, or 6.3 per cent, were bookkeepers; five, or 6.3 per cent, were Ediphone operators; and five, or 6.3 per cent, were typists.

How long did the graduates remain on their first full-time jobs? Twenty-three, or 29.1 per cent, of the seventy-nine women who have held a full-time job remained on their initial job from three to five months; twenty, or 25.3 per cent, from six to eleven months. The rest of the 79 had remained on their first job for twelve months or longer.

What percentage of the graduates are employed full-time at present?
What percentage of graduates are unemployed? What percentage of the

graduates who are unemployed are seeking employment? Of the seventy-nine women graduates, fifty-one, or 59.3 per cent, were employed at the time of the study. Of the thirty-five women graduates not employed, five were seeking employment. The thirty graduates not employed and not seeking employment were married women engaged in household duties.

In what types of firms were the graduates employed, and what types of work were they doing at the time the questionnaires were returned? Forty-four, or 86.3 per cent, of the fifty-one women graduates who were employed full-time at the time of the study, were employed as office workers; five, or 9.8 per cent, were employed in selling jobs; and two, or 3.9 per cent, were employed in other types of jobs.

Among the forty-four women who were employed in office jobs at the time of the study, twelve were stenographers; ten were secretaries; five were bookkeepers; and five were typists.

Of the fifty-one women graduates who were working full-time at the time the questionnaires were returned, fourteen were working for oil companies, and three were working for the board of education.

Of the fifty-one women graduates who were working full-time at the time of the study, forty-three, or 84.3 per cent, were employed in office jobs; three, or 5.9 per cent, were employed in selling jobs; and five, or 9.8 per cent, were employed in other types of jobs.

What types of jobs have been held by the graduates in all full-time employment? Ninety-two, or 78.6 per cent, of the 117 full-time jobs that the women graduates have held were office jobs; eighteen, or 15.4 per cent, were selling jobs; and seven, or 6.0 per cent, were other types of jobs.

Twenty-four women have, at some time since they graduated, held jobs as secretaries; fifteen have been stenographers; twelve have been retail

clerks; ten have been bookkeepers; eight have been general office workers; seven have been typists; and seven have been typists and receptionists.

What is the average number of months the graduates have remained on all full-time jobs held since graduation? Fourteen women graduates, or 17.7 per cent of the seventy-nine women graduates who have held a full-time job, remained on their full-time jobs for an average of from one to five months; twenty-six, or 32.9 per cent, remained on their full-time jobs an average of six to eleven months. Fifty and six-tenths per cent of the women graduates remained on their full-time jobs for an average of less than one year. The rest of the seventy-nine remained on their full-time jobs an average of twelve months or longer.

What percentage of the graduates are married? Forty, or 46.5 per cent, are married and forty-six, or 53.5 per cent, are unmarried. Thus, approximately one-half of the women graduates are married.

How many women graduates who are married were employed full-time outside their homes? Eighteen, or 45.0 per cent, of the forty women who are married are employed full-time outside their homes.

How many Ponca City High School graduates continued their education in a college? in a junior college? in a business college? in nurses training? How many months did they attend? Did they graduate? Nineteen women graduates attended a four-year college, ten women attended a junior college, two women attended a business college, and one woman took nurses' training.

Nineteen, or 22.09 per cent, of the eighty-six women graduates had attended a four-year college. Of these nineteen, one had attended from three to six months; seven had attended from three to twelve months; two had attended from three to eighteen months; and two had attended from three

to thirty-six months. Three of the respondents were attending college at the time of the study. Four had graduated from a four-year college. Twelve had business education as their major. A total of twenty-one, or 72.5 per cent, had chosen to continue studying in some business field of study.

What business subjects were studied by the graduates after they graduated from high school? Of the total sixty-eight subject enrollments in business subjects for graduates who took advanced training in business subjects, sixteen were in shorthand; sixteen were in typewriting; eight were in bookkeeping or accounting; seven were in office practice; six were in English; four were in salesmanship; three were in business math; three were in business law; three were in business machines; two were in retail selling; one was in modern business; and one was creative selling.

How many of the graduates who attended college or other schools after graduation received part-time employment while in school? What types of work did they do? Of a total of nineteen women graduates who attended a four-year college, only one worked part time while attending college. Of a total of ten women graduates who attended a junior college, four worked part time while attending. Of the two women graduates who attended a business college, one worked part time while attending. Of a total of thirty-one graduates who attended a four-year college, junior college or business college, six, or 19.3 per cent, worked part time while attending.

Three women were employed in clerical work. One woman was employed as a dean's assistant and one was employed as a registrar's assistant. One woman worked as a librarian.

What business subjects studied in high school are beneficial to the graduates on their present jobs? More graduates had studied typewriting

(first-year) than any other business course. Of the fifty-one employed graduates who had studied this course, thirty-three, or 64.7 per cent, thought it was of major value to them on their present job; six, or 11.8 per cent, thought it was of minor value; and twelve, or 23.5 per cent, either said it was of no value or did not mention its value.

The graduates who studied business courses while in high school and who were employed full time at the time of the study listed 320 business course enrollments. Their evaluation of these courses in terms of usefulness in present jobs may be summarized as follows: Major value, 163, or 50.9 per cent; minor value, 56, or 17.5 per cent; no value or did not mention its value, 101, or 31.6 per cent.

Conclusions

Many graduates accept employment immediately after they graduate from high school. A majority of the graduates obtain initial employment within three months after they graduated.

Ninety-two and five-tenths per cent of the Ponca City High School graduates who have been employed in a full-time job found initial employment in Ponca City.

Approximately one-half of the graduates had remained in their initial job for less than one year.

More than one-half of the graduates were employed full-time at the time of the study. It may be assumed that most of those who were unemployed were unemployed because they so desired. Only a small number were seeking employment at the time of the study.

Approximately one-half of the women graduates were married and forty-five per cent of the married graduates continued to work or obtained employment after their marriage.

High school business training has been of "major" value to over one-half of the graduates on their present jobs.

There were more graduates initially employed as stenographers than in any other type of job. The same holds true of their present jobs.

The data presented in this study provide evidence that the business department of Ponca City High School is helping women graduates to prepare for immediate employment. Over four-fifths of the seventy-nine women graduates who had held a full-time job reported that they had held office positions while employed in their initial job, which would indicate that they had used their business training.

It appears to be the responsibility of the high school to provide learning situations for graduates that will equip them to meet the requirements of the business world. It may be concluded that a majority of the graduates obtain employment with little or no additional training after graduation from the Ponca City High School.

A little over one-third of the eighty-six women graduates attended post-high school educational institutions. Eighteen and eight-tenths per cent of those graduates attending colleges worked part time to defray part of their expenses. All of the graduates working part time on college campuses made some use of business training received in the business department of the Ponca City High School.

Because of the number of graduates who attend college after graduation from high school, the curriculum of Ponca City High School must be college preparatory as well as vocational in nature.

Recommendations

The curricular revisions which are necessary or desirable seem to be few. On the basis of the comments of the graduates and in consideration

of their employment experiences, it is recommended that the commercial department of the Ponca City High School continue to provide training for gainful employment, giving specific emphasis to the requirements in all business subjects that will better equip students to meet the requirements of the business world.

It is recommended that further investigation be made concerning the advisability of adding a course in advanced bookkeeping to the curriculum and that consideration be given to the personality development of the students enrolled in commercial courses of the Ponca City High School.

It is recommended that a follow-up study be made again in a few years to determine if any changes should be made in the curriculum, and to see how the findings compare with the findings of the present study.

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BIBLIOGRAPHY

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VITA

Ila La Vetta Ellis
candidate for the degree of
Master of Science

Thesis: A FOLLOW-UP STUDY OF THE GRADUATES OF THE PONCA
CITY HIGH SCHOOL FOR THE YEARS 1946 TO 1950,
INCLUSIVE

Major: Business Education

Other Items:

Undergraduate Study: Northeastern State College,
Tahlequah, Oklahoma, B.S. 1943.

Graduate Study: O.A.M.C., 1948-52.

Experiences: Teaching in the Commerce Departments
in the senior high schools of Miami, Oklahoma
and Ponca City, Oklahoma.

Member of Beta Sigma Phi.

Date of Final Examination: July 18, 1952.

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APPENDIX

APPENDIX

APPENDIX

APPENDIX

INQUIRY FORM TO GRADUATES OF THE PONCA CITY HIGH SCHOOL
 PONCA CITY HIGH SCHOOL, PONCA CITY, OKLAHOMA

Appendix A

WRITE PLAINLY AND ANSWER ALL QUESTIONS CAREFULLY. SOME QUESTIONS MAY BE ANSWERED WITH A CHECK () ONLY.

Sex: Male _____, Female _____

Did you attend any school or college since you graduated from the Ponca City High School? Yes _____, No _____.

If your answer to the above question is YES, please fill in the spaces below. If your answer is NO, cross out this section and go on to question 4.

Kind of School Attended	Number of Months Attended	Major Field Studied	Did you graduate?	Date of graduation	Degree Received
College					
Business College					

Are you enrolled in College at present? Yes _____, No _____.

List below all full-time jobs you have held since you graduated from high school, (full-time jobs are jobs on which you worked 30 or more hours a week for pay.) List the jobs in the order in which you held them, beginning with you first job. List your Present job last, regardless of the length of time you have held it.

Name of Firm or Business	Location	Name of job or kind of work	Date of Employment
Shell Petroleum Oil Company	Ponca City Oklahoma	File clerk	From: September 1945 To: March 1950

(If more space is needed, use other side.)

Are you employed at present? Yes _____, No _____. If you are employed, are you working 30 hours or more a week for pay? Yes _____, No _____. If you are not employed, are you seeking employment. _____

Are you married? Yes _____, No _____.

Through which of the following agencies, if any, did you obtain your FIRST POSITION after you left Ponca City High School.

- | | |
|---------------------------------------|-------------------------------|
| _____ U. S. Employment Office | _____ Friend or relative |
| _____ State Employment Office | _____ Personal application |
| _____ Commercial Agency | _____ Newspaper advertisement |
| _____ High School official or teacher | _____ Others (Please specify) |

Did your high school business training aid you in securing part-time employment while attending college? Yes _____, No _____. If yes, in what way did it aid you? _____

a) Please indicate the number of semesters you studied each of the following subjects while in high school. (b) Use a check mark to indicate whether each subject you studied is of major value, minor value, or no value to you on the job which you are now holding.

Subject	Number of Semesters Subject was studied in High School	Value to you on your PRESENT job, (If you are not employed, omit this section.)		
		Major Value	Minor Value	No Value
Bookkeeping I				
Business English				
Commercial Laboratory				
Consumer Education				
Office Practice				
Retail Selling				
Salesmanship				
Shorthand I				
Shorthand II and				
Transcription				
Typing I				
Typing II				

Check any of the following business subjects that you have studied since you graduated from high school. Add any other business subjects you have studied since you graduated.

- | | | |
|--|---|---------------|
| <input type="checkbox"/> Accounting | <input type="checkbox"/> Retail Selling | Others: _____ |
| <input type="checkbox"/> Shorthand | <input type="checkbox"/> Salesmanship | _____ |
| <input type="checkbox"/> Typing | <input type="checkbox"/> Business English | _____ |
| <input type="checkbox"/> Office Practice | <input type="checkbox"/> Consumer Education | _____ |

Check every item in the following list to indicate how often you performed the activity in the first position you obtained after you graduated from Ponca City High School. If you have not held a job since you graduated, cross out this section and go on to question 13.

Activity	Often	Occasionally	Never
Bookkeeping			
Typing			
Transcribing from shorthand notes			
Serving as a receptionist			
Working at information desk			
Composing letters			
Adding Machine (full Keyboard)			
Adding Machine (Ten-Key)			
Calculator			
Comptometer			
Cash Register			
Fluid-type Duplicator			
Diphone or Dictaphone			
Timeograph			
Telephone in office			
Typing			

What specific suggestions do you have that might help the Commercial Department of the Ponca City High School to better prepare students for employment? (Please answer on back.)

PONCA CITY SENIOR HIGH SCHOOL

PONCA CITY, OKLAHOMA

OFFICE OF
MER S. ANDERSON
PRINCIPAL

July 5, 1951

Dear Graduate:

A follow-up study of the graduates, obtaining Commercial Diplomas from your alma mater, Ponca City Senior High School, is being conducted to find out what educational and vocational experiences you have had since graduating from high school. This type survey is conducted to try to improve the Commercial program of our school.

WE NEED YOUR HELP in this endeavor. We need to know some facts about you and some of your judgments. Because we are confident of your interest in the schools, we believe that you will count as well spent the few minutes it will take you to check your answers. After completing the questionnaire, place it in the envelope, seal it, and drop it in the mail.

Since it is necessary that this data be compiled as quickly as possible, we shall appreciate it if you will check these questions and return this questionnaire by return mail. A stamped envelope is enclosed for your convenience in returning the requested data.

Thank you in advance for your cooperation. It is my hope that your work is progressing as you have anticipated since your graduation from our school. Best wishes for success in all your undertakings.

Sincerely yours,

Homer S. Anderson
Principal

POSTCARD

July 19, 1951

Dear Mary:

We have not received the questionnaire mailed you on July 5th. If you have forgotten to check and return it, please take a few minutes now and put it in the mail as the data requested on the questionnaire is important to complete our follow-up study of the commercial department.

If you have posted the questionnaire, please disregard this reminder.

Sincerely yours,

Homer S. Anderson
Principal

THESIS TITLE: A FOLLOW-UP STUDY OF THE GRADUATES OF THE PONCA CITY
HIGH SCHOOL FOR THE YEARS 1946 TO 1950, INCLUSIVE

NAME OF AUTHOR: ILA LA VETTA ELLIS

THESIS ADVISOR: ROBERT A LOWRY

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