

A FOLLOW-UP STUDY OF GRADUATES
OF
LIBERAL HIGH SCHOOL
FOR THE YEARS 1950, 1951, and 1952

By

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A. R. H.

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CHAPTER I

INTRODUCTION

Liberal, Kansas is located in the southwest corner of the state, in an agricultural district. Liberal is the county seat of Seward county and has a population of 12,000. There are approximately 2,100 students enrolled in the public school system; of these, 385 are senior high school students attending Liberal High School, which is the only public senior high school in Liberal and includes grades nine through twelve.

Students who attend Liberal High School have an opportunity to take various subjects and to specialize in the fields in which they are interested. Business courses are offered at the beginning of the tenth grade. Business courses offered are first-year typewriting, second-year typewriting, first-year shorthand, second-year shorthand, first-year bookkeeping, business arithmetic, and general business.

Purpose of the Study

The purpose of this study is to investigate the educational and vocational activities of students who graduated from Liberal High School during the years 1950, 1951 and 1952 in order to determine how well the services and curriculum of the school have met the needs of these graduates.

Analysis of the Problem

General Questions:

1. To what extent has the curriculum of the Liberal High School provided a practical program that has aided students to obtain positions upon graduation?
2. Should the curriculum be revised to better serve the purpose of preparing students to earn a livelihood, and, if so, what changes should be made?

Specific Questions:

1. How many graduates have held full-time jobs?
2. What was the length of time between graduation from high school and initial full-time employment?
3. In which localities did the graduates obtain their initial full-time employment?
4. In what types of firms did the graduates obtain their first full-time employment?
5. Through what sources did the graduates obtain information leading to their initial full-time employment?
6. What are some of the major duties which graduates have performed on the jobs they have held?
7. What types of business machines have been used by the graduates on the jobs they have held?
8. How long did the graduates remain with their first full-time jobs?
9. In what types of businesses are the graduates employed, and what kinds of work are they doing?
10. How many graduates are employed full-time?
11. How many graduates are employed full-time in Liberal?

12. What percentage of the graduates are married?
13. How many women graduates who are married are gainfully employed on a full-time basis outside their homes?
14. How many graduates continued their education in a college? in a junior college? in a business college? in other types of training? How many months did they attend? Did they graduate?
15. What business subjects were studied in high school by the graduates who have held employment and what courses have helped them in the jobs they have held?
16. What subjects not studied in high school, or not offered in the Liberal High School, do the graduates believe would have been of value to them?
17. What comments or criticisms do the graduates offer in regard to the curriculum?

Need for the Study

A follow-up study of the graduates of Liberal High School has never been made; therefore, it was thought that a study of this nature would provide information that would be valuable in determining whether the curriculum is actually filling the needs of the students who attend high school and whether more or different courses should be offered to help prepare the graduates for employment. The school authorities may, if they wish, utilize the data in this study as a partial basis for revising the curriculum.

One of the questions educators need an answer to is whether the vocational offerings of the school are preparing boys and girls to earn a livelihood and when and where such training

should be offered. This knowledge is essential if the schools are to develop a practical program that will secure better adjustment of pupils to jobs available to them.¹

Scope and Delimitation

This study includes all graduates of the Liberal High School for the years 1950, 1951, and 1952.

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

Definitions

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

Follow-Up Study: A study of the experiences of graduates subsequent to leaving high school. Follow-up studies endeavor to test the efficacy of the training in order to make improvements for the benefit of present and future students.²

Full-time Job: A full-time job is one in which the employee works 30 or more hours a week for a fixed salary or wage.

Part-time Job: A part-time job is one in which the employee works less than 30 hours a week for a fixed salary or wage.

Business-Subjects: Business subjects are those subjects intended to provide general business education for all students

1 Frederick G. Nichols, Commercial Education in the High School, New York: D. Appelton-Century Company, 1933, p. 63.

2 Benjamin R. Hayes and Clyde W. Humphrey, Research Applied to Business Education, New York: The Gregg Publishing Company, 1939, p. 57.

and pre-vocational and vocational education for those students who wish to prepare for initial positions in business.

For the purposes of this study, business subjects include: first-year typewriting, second-year typewriting, first-year shorthand, second-year shorthand, general business, business arithmetic, business English, bookkeeping, and commercial law.

Procedure

It may be assumed that high school graduates are able to assist in evaluating the curriculum of their school in terms of how well it has prepared them to meet their needs after graduation. The normative survey method of research was used for this study. As the graduates are widely scattered, it was necessary to use a questionnaire to collect data.

A number of similar studies were reviewed and from them a list of the types of data usually sought in such studies was compiled. A tentative outline for the study was prepared and a tentative questionnaire was constructed. The outline of the proposed study and the tentative questionnaire were presented for criticism to the advisor during the 1952 Summer Session. A revision of the questionnaire was prepared in accordance with suggestions received, and the revised instrument was approved for mimeographing.

A complete list of graduates for the years 1950, 1951, and 1952 was obtained from the high school principal's office. As the present addresses of these graduates were not obtainable in the principal's office, the addresses had to be obtained by other means. Parents, relatives and friends of the graduates were asked for the latest addresses of the graduates.

The questionnaire, a letter of explanation, and a self-addressed envelope were mailed to each graduate. This mailing was made during April, 1953. A copy of the letter and a copy of the questionnaire are contained in the appendixes.

After a period of two weeks, a follow-up postal card was sent as a reminder to those graduates who had not returned the questionnaire.

Responses to the Questionnaire

During the period this study covers--1950, 1951, and 1952--Liberal High School graduated 220 students. The total number of graduates included 102 men and 118 women. Table I shows the number and percentage of men and women graduates in each graduating class.

It was possible to obtain the addresses of 184 of the graduates. Letters were sent to these 184 graduates, and 140 responses were received. Three letters were returned unclaimed.

Table II shows the number of questionnaires mailed, the number of graduates for whom addresses were not obtainable, the number of questionnaires returned unclaimed, the number of possible responses to the questionnaire, and the total responses of graduates included in the study. Appropriate percentages are presented in the final line of the tabulation.

TABLE I
GRADUATES OF LIBERAL HIGH SCHOOL FOR THE
YEARS 1950, 1951, AND 1952

Years	Men Graduates		Women Graduates		Total Graduates	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
1950	31	43.06	41	56.94	72	100.00
1951	40	51.95	37	48.05	77	100.00
1952	31	43.66	40	56.34	71	100.00
Total	102	46.36	118	53.63	220	100.00

This table should be read as follows: In the class of 1950, 31, or 43.06 per cent, of the graduates were men and 41, or 56.94 per cent, were women.

TABLE II
GRADUATES RESPONDING TO THE QUESTIONNAIRE

Year Graduated	Total Graduates	Addresses Unobtainable	Questionnaires Mailed	Questionnaires Unclaimed	Possible Responses	Total Responses from Graduates	
						No.	Per Cent
1950	72	22	50	0	50	38	76.0
1951	77	9	68	0	68	49	72.1
1952	71	5	66	3	63	53	84.1
Total	220	36	184	3	181	140	
Percentages		16.36 ^a	83.64 ^a	1.63 ^b	82.27 ^a		77.3 ^c

a based on total number of graduates, 1950, 1951, and 1952.

b based on number of questionnaires mailed.

c based on total number of possible responses.

This table should be read as follows: In the class of 1950 there were 72 graduates, for 22 of whom addresses were unobtainable. Questionnaires were mailed to 50. As no questionnaires were returned unclaimed, there were 50 possible respondents, 38, or 76.0 per cent, of whom returned questionnaires.

CHAPTER II

FULL-TIME WORK EXPERIENCE OF THE GRADUATES

The nature of business of firms employing the graduates, the kinds of work the graduates do, and the length of time graduates stay on the job are important factors in determining whether the high school curriculum is adequate.

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

How many graduates have held full-time jobs? Table III shows the number of graduates who have and have not held full-time jobs since graduation from high school. One hundred twenty-six of the one hundred forty graduates have held full-time jobs as defined in this study. Of these 126 graduates, fifty-five are men and seventy-one are women. In other words, of the sixty-one men graduates, fifty-five, or 90.16 per cent, have held a full-time job; and of the seventy-nine women, seventy-one, or 89.87 per cent, have held a full-time job.

What is the length of time between high school graduation and the first full-time employment of the graduates? Table IV shows the lapse of time between high school graduation and the first full-time employment of men graduates. Forty-nine, or

TABLE III

NUMBER AND PERCENTAGE OF GRADUATES WHO HAVE AND WHO HAVE NOT HELD 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
1950	14	82.35	19	90.48	33	86.84	3	17.65	2	9.52	5	13.16
1951	21	95.45	25	92.59	46	93.88	1	4.55	2	7.41	3	6.12
1952	20	90.91	27	87.09	47	88.68	2	9.09	4	12.91	6	11.32
Total	55	90.16	71	89.87	126	90.00	6	9.84	8	10.13	14	10.00

This table should be read as follows: In 1950 there were 38 graduates; 17 were men and 21 were women. This table shows that 14, or 82.35 per cent, of the men and 19, or 90.48 per cent, of the women who graduated during that year have held one or more full-time jobs at some time since they graduated from high school.

89.09 per cent, of the 55 men graduates who have held full-time jobs were employed in such jobs within three weeks after graduation.

Table V shows the lapse of time between high school graduation and the first full-time employment of women graduates. Forty-nine, or 69.01 per cent, of the 71 women graduates who have held a full-time job since they graduated received their first full-time employment within three weeks after graduation. One woman who graduated in 1951 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. Ninety-eight, or 77.78 per cent, of the 126 graduates who have held a full-time job received their first full-time employment within three weeks after graduation. Of the one hundred forty graduates, only fourteen have not held a full-time job since graduation from high school. These consist of six men and eight women graduates, all of whom were attending college at the time of the study.

In which cities and states did the graduates obtain their initial full-time employment? Table VII gives the cities and states in which the fifty-five men graduates obtained their initial full-time employment. This table shows that of the fifty-five men graduates who obtained initial full-time jobs, forty-two, or 76.36 per cent, were initially employed in Liberal.

TABLE IV

LAPSE OF TIME BETWEEN HIGH SCHOOL GRADUATION AND THE FIRST FULL-TIME EMPLOYMENT OF 55 MEN GRADUATES

Weeks between Graduation and First Full-Time Employment	Number of men graduates by Years			Total	
	1950	1951	1952	No.	Per Cent
0-3	13	17	19	49	89.09
4-7	1	2		3	5.45
8-11			1	1	1.82
Time not Indicated		2		2	3.64
Total	14	21	20	55	100.00

This table should be read as follows: Thirteen men who graduated in 1950 received initial full-time employment within three weeks after they graduated from high school.



TABLE V

LAPSE OF TIME BETWEEN HIGH SCHOOL GRADUATION AND THE
FIRST FULL-TIME EMPLOYMENT OF 71 WOMEN GRADUATES

Weeks between Graduation and First Full-Time Employment	Number of women graduates by years			Total	
	1950	1951	1952	No.	Per Cent
0-3	11	15	23	49	69.01
4-7	2	2		4	5.62
8-11	2	1		3	4.23
12-18	2	2	1	5	7.04
19-24		1	2	3	4.23
25-30	1		1	2	2.82
31-36		1		1	1.41
37-48	1	2		3	4.23
Time not Indicated		1		1	1.41
Total	19	25	27	71	100.00

This table should be read as follows: Eleven women who graduated in 1950 received initial full-time employment within three weeks after they graduated from high school.

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

Weeks between Graduation and First Full-Time Employment	Number of graduates by years			Total	
	1950	1951	1952	No.	Per Cent
0-3	24	32	42	98	77.78
4-7	3	4		7	5.56
8-11	2	1	1	4	3.17
12-18	2	2	1	5	3.97
19-24		1	2	3	2.38
25-30	1		1	2	1.59
31-36		1		1	.79
37-48	1	2		3	2.38
Time not indicated		3		3	2.38
Total	33	46	47	126	100.00

This table should be read as follows: Twenty-four graduates for the year 1950 received full-time employment within three weeks after they graduated from high school.

TABLE VII

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

Cities and States	Number of Men Graduates By Year of Graduation			Total	
	1950	1951	1952	No.	Per Cent
Garden City, Kansas		1	1	2	3.63
Great Bend, Kansas		1		1	1.82
Hugoton, Kansas		1		1	1.82
Hutchinson, Kansas	1			1	1.82
Lawrence, Kansas		1		1	1.82
Liberal, Kansas	11	13	18	42	76.36
Ritchfield, Kansas			1	1	1.82
Topeka, Kansas		1		1	1.82
Fort Sill, Okla.	1			1	1.82
Turpin, Oklahoma		1		1	1.82
San Diego, Calif.	1	1		2	3.63
Long Beach, Calif.		1		1	1.82
Total	14	21	20	55	100.00

This table should be read as follows: One 1951 man graduate obtained his initial full-time employment in Garden City, Kansas.

The data in Table VIII show the cities and states in which seventy-one women graduates obtained their initial full-time employment. Of these seventy-one women graduates, sixty-seven, or 94.36 per cent, obtained their initial full-time employment in Liberal.

Table IX shows that of the one hundred twenty-six graduates who obtained initial full-time jobs, one hundred nine, or 86.51 per cent, secured their first full-time employment in Liberal.

In what types of business firms did the graduates obtain their initial jobs? Table X shows the nature of the business firms from which graduates secured initial full-time jobs. Office and selling jobs are classified separately. Of the fifty-five men graduates who have held a full-time job, only seven, or 5.56 per cent, started with office jobs. Thirteen, or 10.32 per cent, started in selling jobs.

Thirty-five, or 22.78 per cent, of the seventy-one women graduates who have held a full-time job did office work in their initial jobs. Twenty-four, or 19.05 per cent, started in selling jobs.

How did the graduates obtain their first full-time jobs? Data in Table XI pertain to the sources through which fifty-five men graduates obtained information that led to employment in their first full-time jobs. Twenty-two, or 40 per cent, of the fifty-five men graduates who have held full-time jobs obtained them through personal application.

The sources through which seventy-one women graduates obtained information that led to employment in their first

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

Cities and States	Number of Women Graduates By Year of Graduation			Total	
	1950	1951	1952	No.	Per Cent
Liberal, Kansas	19	22	26	67	94.36
Ottumwa, Iowa			1	1	1.41
Kansas City, Mo.		2		2	2.82
Washington D. C.		1		1	1.41
Total	19	25	27	71	100.00

This table should be read as follows: Nineteen 1950 women graduates obtained their initial full-time employment in Liberal, Kansas

TABLE IX

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

Cities and States	Number of Graduates By Year of Graduation			Total	
	1950	1951	1952	No.	Per Cent
Garden City, Kansas		1	1	2	1.60
Great Bend, Kansas		1		1	.79
Hugoton, Kansas		1		1	.79
Hutchinson, Kansas	1			1	.79
Lawrence, Kansas		1		1	.79
Liberal, Kansas	30	35	44	109	86.51
Ritchfield, Kansas			1	1	.79
Topeka, Kansas		1		1	.79
Kansas City, Mo.		2		2	1.60
Ottumwa, Iowa			1	1	.79
Turpin, Oklahoma		1		1	.79
Fort Sill, Okla.	1			1	.79
San Diego, Calif.	1	1		2	1.60
Long Beach, Calif.		1		1	.79
Washington D. C.		1		1	.79
Total	33	46	47	126	100.00

This table should be read as follows: One 1951 graduate received initial full-time employment in Garden City, Kansas.

TABLE X

NATURE OF BUSINESS OF FIRMS THAT EMPLOYED 126 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		
Appliance Store			4				4	3.17
Bank		2					2	1.60
Barber Shop					1		1	.80
Beauty Shop						1	1	.80
Bottling Co.			1		3		4	3.17
Cafe		2			1	1	4	3.17
Chamber of Commerce		1					1	.80
Cleaning Shop						3	3	2.38
Clothing Store			1				1	.80
Construction Co.					5		5	3.95
Department Store		2	2	4			8	6.35
Drug Store		2		7			9	7.14
Electric Co.					1		1	.80
Farming					11		11	8.72
Florist						1	1	.80
Government Work	2				2		4	3.17
Grain Co.	1	2					3	2.38
Grocery			3	1			4	3.17
Hardware				1			1	.80
Hospital	1	1				2	4	3.17
Insurance		4					4	3.17
Investment Co.		1					1	.80
Jewelry Store				1			1	.80
Lumber Co.		1					1	.80
Music Store				3			3	2.38
Newspaper		3	1	1	1		6	4.76
Oil Production	1				2		3	2.38
Photography		2				1	3	2.38
Pipeline Co.		3			2		5	3.96
Radio Station		1					1	.80
Railroad	2				2		4	3.17
Registrar		1					1	.80
Service Station			1				1	.80
Telegraph		1				1	2	1.60
Telephone Co.		1			3	2	6	4.76
Variety Store				6			6	4.76
Water Department		1					1	.80
Wholesale Grocery		4			1		5	3.96
Total	7	35	13	24	35	12	126	100.00

This table should be read as follows: Four men graduates obtained their first full-time jobs after graduation as salesmen in appliance stores.

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	
	1950	1951	1952	No.	Per Cent
Friend or Relative	1	9	7	17	30.92
High School Office			1	1	1.82
Governmental Employment Agency	5	3		8	14.54
Personal Application	5	8	9	22	40.00
Newspaper Advertisement			1	1	1.82
Offered job without applying	1	1	1	3	5.45
Self-employed	2		1	3	5.45
Total	14	21	20	55	100.00

This table should be read as follows: A friend or relative was the source through which one 1950 man graduate received information that led to employment in his first full-time job.

full-time jobs are shown in Table XII. Forty-seven of these women, or 66.2 per cent, received information concerning their initial jobs as a result of personal applications.

Table XIII shows the sources through which both men and women graduates obtained information that led to employment in their initial full-time jobs. Over half, or 54.76 per cent, of these graduates received their jobs through personal application.

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. Eleven men were farming on their initial full-time jobs; seven were clerk-typists, thirteen were in sales clerk jobs. Twenty-two men graduates did work in which their business training was of help to them.

Of the seventy-one women graduates who have held a first full-time job; twelve, or 16.9 per cent, were bookkeepers; three, or 4.23 per cent, were cashiers; four, or 5.63 per cent, were receptionists; twenty-three, or 32.39 per cent, were sales clerks; eight, or 11.25 per cent, were secretaries; five, or 7.04 per cent, were stenographers. Fifty-five of the seventy-one women graduates did work in which their business training was of help to them.

Table XV reveals that of the one hundred twenty-six respondents who have held one or more full-time jobs, ninety, or 71.42 per cent, used the typewriter. Eighty-seven, or 69.05

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	
	1950	1951	1952	No.	Per Cent
Friend or Relative	4	6	6	16	22.53
Personal Application	13	18	16	47	66.20
Newspaper Advertisement	1	1		2	2.82
Offered job without applying	1		5	6	8.45
Total	19	25	27	71	100.00

This table should be read as follows: A friend or relative was the source through which four 1950 women graduates received information that led to employment in their first full-time jobs.

TABLE XIII

SOURCES 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	
	1950	1951	1952	No.	Per Cent
Friend or Relative	5	15	13	33	26.19
High School Office			1	1	.79
Governmental Employment Agency	5	3		8	6.35
Personal Application	18	26	25	69	54.76
Offered job without applying	2	1	6	9	7.15
Newspaper Advertisement	1	1	1	3	2.38
Self-employed	2		1	3	2.38
Total	33	46	47	126	100.00

This table should be read as follows: Friends or relatives were the source through which five graduates of 1950 received information that led to employment in their first full-time jobs.

TABLE XIV

TYPES OF JOBS HELD BY GRADUATES IN INITIAL FULL-TIME EMPLOYMENT

Types of Work	Men		Women		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Barber	1	1.82			1	.80
Beautician			1	1.41	1	.80
Bookkeeper			12	16.90	12	9.51
Brakeman	1	1.82			1	.80
Cashier			3	4.23	3	2.38
Carpenter	1	1.82			1	.80
Continuity Director (Radio)			1	1.41	1	.80
Clerk-Typist	7	12.72			7	5.46
Farming	11	20.00			11	8.72
Geologist Helper	1	1.82			1	.80
Hospital Aide			2	2.82	2	1.60
Laborer	4	7.27			4	3.17
Lineman (Telephone)	3	5.45			3	2.38
Mechanic	3	5.45			3	2.38
Night Foreman	1	1.82			1	.80
Painter	2	3.64			2	1.60
Printer (Photography)			1	1.41	1	.80
Proofreader			1	1.41	1	.80
Receptionist			4	5.63	4	3.17
Roustabout	1	1.82			1	.80
Sales Clerk	13	23.63	23	32.39	36	28.57
Secretary			8	11.25	8	6.35
Stenographer			5	7.04	5	3.95
Stereotyper	1	1.82			1	.80
Surveyor	1	1.82			1	.80
Tag Marker			3	4.23	3	2.38
Telegraphy			2	2.82	2	1.60
Telephone Operator			2	2.82	2	1.60
Timekeeper	1	1.82			1	.80
Truck Driver	1	1.82			1	.80
Waitress			3	4.23	3	2.38
Welder	2	3.64			2	1.60
Total	55	100.00	71	100.00	126	100.00

This table should be read as follows: One man graduate, or 1.82 per cent of the men graduates who have held a full-time job, was employed as a barber in his initial full-time job. This is .80 per cent of the total number of graduates who have held a full-time job.

per cent, used the adding machine; seventy-one, or 56.35 per cent used the cash register; and fifty-one, or 40.47 per cent, used filing equipment.

What length of time did the graduates remain on their first full-time jobs? The number of months fifty-five men graduates remained on their initial full-time jobs is shown in Table XVI. Twenty-seven, or 49.09 per cent, remained on their jobs for not longer than three months; eleven, or 20 per cent, remained from 4 to 7 months; and eight, or 14.54 per cent, remained from 8 to 11 months. Only 9 remained on their initial jobs for a year or longer.

Table XVII reveals the number of months seventy-one women graduates remained on their first full-time jobs. Twenty, or 28.17 per cent, remained on their initial full-time jobs for not longer than three months; twenty-one, or 29.58 per cent, remained from 4 to 7 months; seventeen, or 23.94 per cent, remained from 8 to 11 months. Thirteen, or 18.31 per cent, remained on their first full-time jobs for a year or longer.

Table XVIII shows the number of months one hundred twenty-six graduates remained on their initial full-time jobs. Forty-seven, or 37.3 per cent, remained on their initial full-time jobs for not longer than three months; thirty-two, or 25.39 per cent, remained from 4 to 7 months; twenty-five, or 19.84 per cent, remained from 8 to 11 months. The remaining twenty-two, or 17.47 per cent, held their first jobs for a year or longer.

TABLE XV

OFFICE MACHINES AND EQUIPMENT USED ON ALL FULL-TIME JOBS
THAT 126 GRADUATES HELD AFTER THEY GRADUATED FROM HIGH SCHOOL

Machines and Equipment	1950		1951		1952		Total	
	M	W	M	W	M	W	No.	Per Cent
Adding Machine	11	15	11	23	8	19	87	69.05
Addressing Machine		3		6	2	1	12	9.52
Billing Machine	1	1		3	1	1	7	5.56
Blue Print Machine				2			2	1.58
Bookkeeping Machine	1	2	1	6		1	11	8.73
Calculator	4	5	3	9	3	6	30	23.80
Cash Register	9	13	7	18	7	17	71	56.35
Check Protector	2	3	1	5		2	13	10.32
Comptometer	4	2		3		1	10	7.94
Dictaphone	2	3	1	3		3	12	9.52
Ediphone	2						2	1.58
Filing Equipment	6	8	4	17	5	11	51	40.47
Gelatin Duplicator	2	3		1	1		7	5.56
Liquid-Type Duplicator	3	5	1	2	3		14	11.11
Mimeograph	6	4	4	10	3	5	32	25.39
Mimeoscope						1	1	.80
Multilith & Multigraph				2			2	1.58
Perforator						1	1	.80
Photostatic Equipment				2			2	1.58
Postage Machine Meter						1	1	.80
Posting Machine				1		1	2	1.58
Punchcard Machine	1	2	1	4	1	1	10	7.94
Router Press	1						1	.80
Teletype		1		3		2	6	4.76
Typewriter	10	15	11	24	7	23	90	71.42
Wire or Tape Recorder	5	2	3	1		2	13	10.32
Total	70	88	48	143	41	99	489	

This table should be read as follows: Eleven 1950 men graduates indicated that they had used an adding machine in their full-time jobs.

TABLE XVI

NUMBER OF MONTHS 55 MEN GRADUATES REMAINED ON THEIR
INITIAL FULL-TIME JOBS

Length of Time In Months	Number of men graduates by year of graduation			Total	
	1950	1951	1952	No.	Per Cent
0-3	6	11	10	27	49.09
4-7	1	7	3	11	20.00
8-11		1	7	8	14.54
12-18	3			3	5.46
19-24		2		2	3.64
25-30	1			1	1.82
31-36	3			3	5.46
Total	14	21	20	55	100.00

This table should be read as follows: Six 1950 men graduates remained on their initial full-time job for not longer than three months.

TABLE XVII
 NUMBER OF MONTHS 71 WOMEN GRADUATES REMAINED ON THEIR
 INITIAL FULL-TIME JOBS

Length of Time In Months	Number of Women graduates, by year of graduation			Total	
	1950	1951	1952	No.	Per Cent
0-3	2	6	12	20	28.17
4-7	6	7	8	21	29.58
8-11	5	5	7	17	23.94
12-18	4	4		8	11.27
19-24	1	3		4	5.63
25-30					
31-36	1			1	1.41
Total	19	25	27	71	100.00

This table should be read as follows: Two women graduates of 1950 remained on their initial full-time jobs for not longer than three months.

TABLE XVIII
 NUMBER OF MONTHS 126 GRADUATES REMAINED ON THEIR
 INITIAL FULL-TIME JOBS

Length of Time in Months	Number of graduates, by year of graduation			Total	
	1950	1951	1952	No.	Per Cent
0-3	8	17	22	47	37.30
4-7	7	14	11	32	25.39
8-11	5	6	14	25	19.84
12-18	7	4		11	8.73
19-24	1	5		6	4.76
25-30	1			1	.80
31-36	4			4	3.18
Total	33	46	47	126	100.00

This table should be read as follows: Eight 1950 graduates remained on their initial full-time jobs for not longer than three months.

The data summarized in the preceding three paragraphs indicate that average tenure in first full-time jobs was low, only one graduate in six having remained on the job for a year or longer. The definition of a full-time job used in this study may have been inadequate in that it provided only that the employee must have worked 30 or more hours a week for pay. The definition did not specify any particular length of time that the worker should hold a job before considering it as full-time. It is probable, therefore, that jobs which were considered as temporary and in which the employee had no intention of continuing for more than a few weeks have been classified as full-time jobs. Such situations would, of course, tend to decrease average tenure on initial full-time jobs. Also, average tenure is affected by the fact that some graduates have only recently obtained their initial full-time jobs.

What are some of the major duties which graduates have performed on jobs they have held since graduation from high school? Graduates were asked to check duties which they have performed on the jobs they have held since graduation from high school. This check list included duties which the investigator believed were typical of most jobs which graduates might have held. Table XIX lists these duties and gives the number of times these duties were mentioned as being performed by graduates on the jobs they have held. The total number of mentions of duties performed was 603. The 603 mentions may be divided as follows; answered telephone, 89, or 14.76 per

cent of the total mentions; did filing, 73, or 12.11 per cent; handled mail, 70, or 11.61 per cent; typed straight copy, 69, or 11.44 per cent; sold goods, 65, or 10.78 per cent; filled in forms, 63, or 10.45 per cent; received business callers, 57, or 9.45 per cent; kept books, 48, or 7.96 per cent, prepared payrolls, 29, or 4.81 per cent; typed legal papers, 26, or 4.31 per cent; and typed from shorthand notes, 14, or 2.32 per cent. Since it is believed that these duties are typical, it is desirable for the graduates who intend to enter the business world to be prepared to handle those that are characteristic of the types of jobs in which they are interested.

What percentage of the graduates are employed full-time at present? What percentage of the graduates are unemployed? Data in Table XX show the number and percentage of men graduates who were employed full-time or not employed at the time of the study. Of the total sixty-one men graduates, thirty-four, or 55.73 per cent, stated they were employed at the time of the study; twenty-seven, or 44.27 per cent, stated they were not employed, but were attending college.

Table XXI shows the number and percentage of women graduates who were employed full-time or not employed at the time of the study. There were seventy-nine women graduates included in this study. Thirty-nine, or 49.37 per cent, stated they were employed and forty, or 50.63 per cent, stated they were not employed.

Table XXII shows the number and percentage of the one hundred forty graduates who were employed full-time or not

TABLE XIX
DUTIES PERFORMED BY GRADUATES ON ALL JOBS

Duties	Men Graduates		Women Graduates		Total Graduates	
	No. Mentions	Per Cent of	No. Mentions	Per Cent of	No. Mentions	Per Cent of
Answered Telephone	25	15.15	64	14.62	89	14.76
Did Filing	19	11.51	54	12.33	73	12.11
Handled Mail	18	10.91	52	11.88	70	11.61
Typed Straight Copy	19	11.51	50	11.41	69	11.44
Sold Goods	24	14.55	41	9.36	65	10.78
Filled in Forms	16	9.70	47	10.73	63	10.45
Received Business Callers	17	10.30	40	9.13	57	9.45
Kept Books	11	6.67	37	8.44	48	7.96
Prepared Payrolls	9	5.46	20	4.57	29	4.81
Typed Legal Papers	7	4.24	19	4.34	26	4.31
Typed from Shorthand Notes			14	3.19	14	2.32
Total	165	100.00	438	100.00	603	100.00

This table should be read as follows: Answered Telephone received 25, or 15.15 per cent, of the total mentions of duties by men graduates.

TABLE XX

NUMBER AND PERCENTAGE OF 61 MEN GRADUATES WHO WERE EMPLOYED
FULL-TIME OR NOT EMPLOYED AT THE TIME OF THE STUDY

Year of Graduation	Total Number of Men Graduates	Employed Men Graduates		Men Graduates Not Employed	
		No.	Per Cent	No.	Per Cent
1950	17	10	58.83	7	41.18
1951	22	12	54.55	10	45.45
1952	22	12	54.55	10	45.45
Total	61	34	55.73	27	44.27

This table should be read as follows: Of a total of seventeen men who graduated in 1950, ten, or 58.83 per cent, were employed at the time of the study; and seven, or 41.18 per cent, were not employed.

TABLE XXI

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

Year of Graduation	Total Number of Women Graduates	Employed Women Graduates		Women Graduates Not Employed	
		No.	Per Cent	No.	Per Cent
1950	21	11	52.38	10	47.62
1951	27	16	59.26	11	40.74
1952	31	12	38.71	19	61.29
Total	79	39	49.37	40	50.63

This table should be read as follows: Of a total of twenty-one women who graduated in 1950, eleven, or 52.38 per cent, were employed full-time at the time of the study. Ten, or 47.62 per cent, were not employed.

employed at the time of the study. Seventy-three, or 52.14 per cent, were employed, and sixty-seven, or 47.86 per cent, were not employed.

How many graduates were employed full-time in Liberal at the time of the study? Table XXIII shows, by class, the number of graduates who were employed full-time in Liberal at the time they returned the questionnaire. Twenty-one graduates of the class of 1950 were employed at the time of the study; 11, or 52.38 per cent, were working in Liberal. Twenty-eight graduates of the class of 1951 were employed at the time of the study; 20, or 71.43 per cent, were working in Liberal. Twenty-four graduates of the class of 1952 were employed at the time of the study; 21, or 87.50 per cent, were working in Liberal. Of the 73 graduates who were employed at the time of the study, 52, or 71.23 per cent, were working in Liberal.

In what types of firms were the graduates employed, and what types of work were they doing at the time of the study? Data presented in Table XXIV show the types of work performed by the graduates on their present full-time jobs. Of the one hundred forty respondents, one hundred twenty-six have held full-time jobs; of these one hundred twenty-six, seventy-three were employed at the time they answered the questionnaire.

At the time of the study thirty-four men were employed full-time. Eight, or 23.53 per cent, were employed as mechanics; six, or 17.65 per cent, were sales clerks; four, or 11.78 per cent were farming; two, or 5.88 per cent, were employed as clerk-typists. Eight men graduates, or 23.53

TABLE XXII

NUMBER AND PERCENTAGE OF 140 GRADUATES WHO WERE EMPLOYED
FULL-TIME OR NOT EMPLOYED AT THE TIME OF THE STUDY

Year of Graduation	Total Number of Graduates	Total Employed Graduates		Total Graduates Not Employed	
		No.	Per Cent	No.	Per Cent
1950	38	21	55.26	17	44.74
1951	49	28	57.14	21	42.86
1952	53	24	45.28	29	54.72
Total	140	73	52.14	67	47.86

This table should be read as follows: Of the 38 graduates of 1950, 21, or 55.26 per cent, were employed full-time at the time of the study; and 17, or 44.74 per cent were not employed.

TABLE XXIII

NUMBER OF GRADUATES WHO ARE PRESENTLY EMPLOYED FULL-TIME IN LIBERAL

Graduated	Men Graduates		Women Graduates		Total Graduates		Per Cent
	Presently Employed	Presently Employed in Liberal	Presently Employed	Presently Employed in Liberal	Presently Employed	Presently Employed in Liberal	
1950	10	4	11	7	21	11	52.38
1951	12	6	16	14	28	20	71.43
1952	12	11	12	10	24	21	87.50
Total	34	21	39	31	73	52	71.23

This table should be read as follows: In the class of 1950 there were ten men employed full-time at the time of the study. Of these, four are employed in Liberal. There were eleven women employed full-time at the time of the study. Of these, seven are employed in Liberal. In all, there are twenty-one graduates presently employed and of these, eleven, or 52.38 per cent, are employed in Liberal.

per cent of those employed, did work in which their business training was of help to them.

Of the thirty-nine women graduates who were presently employed in full-time jobs; twelve, or 30.78 per cent, were employed as bookkeepers; twelve, or 30.78 per cent, were employed as secretaries; three, or 7.69 per cent, were sales clerks; three, or 7.69 per cent, were stenographers; two, or 5.12 per cent were waitresses. Thirty-two women graduates, or 82.05 per cent of those employed, did work in which their business training was of help to them.

What percentage of the graduates are married? Table XXV reveals the marital status of the sixty-one men graduates. Fourteen, or 22.96 per cent, were married, and forty-seven, or 77.04 per cent, were unmarried.

Table XXVI reveals the marital status of the seventy-nine women graduates. Twenty-nine, or 36.71 per cent, were married; fifty, or 63.29 per cent, were unmarried.

What percentage of married women graduates are otherwise employed? As shown in Table XXVIII, there are twenty-nine married women graduates. Twelve of the twenty-nine, or 41.37 per cent, were gainfully employed in full-time jobs; seventeen, or 58.63 per cent, were not so employed.

TABLE XXIV

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

Types of Work	Men Graduates		Women Graduates		Total Graduates	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Barber	1	2.94			1	1.37
Beautician			1	2.56	1	1.37
Bookkeeper			12	30.78	12	16.44
Carpenter	1	2.94			1	1.37
Clerk-Typist	2	5.88			2	2.74
Cook	1	2.94			1	1.37
Farming	4	11.78			4	5.48
Lineman	2	5.88			2	2.74
Mechanic	8	23.53			8	10.96
Mechanical Technician	1	2.94			1	1.37
Nurse			1	2.56	1	1.37
Policeman	1	2.94			1	1.37
Recapper (Tires)	1	2.94			1	1.37
Receptionist			1	2.56	1	1.37
Reservationist			1	2.56	1	1.37
Sales Clerk	6	17.65	3	7.69	9	12.32
Secretary			12	30.78	12	16.44
Sheetmetal Work	2	5.88			2	2.74
Stenographer			3	7.69	3	4.11
Stereotyper	1	2.94			1	1.37
Tag Marker			1	2.56	1	1.37
Telegraphy	1	2.94			1	1.37
Telephone Operator			2	5.12	2	2.74
Truck Driver	1	2.94			1	1.37
Waitress			2	5.12	2	2.74
Welder	1	2.94			1	1.37
Total	34	100.00	39	100.00	73	100.00

This table should be read as follows: One man graduate or 2.94 per cent of the total men graduates employed at the present time, indicated he is employed as a barber.

TABLE XXV
MARITAL STATUS OF THE 61 MEN GRADUATES

Year of Graduation	Total Number of Men Graduates	Married		Unmarried	
		No.	Per Cent	No.	Per Cent
1950	17	6	35.29	11	64.71
1951	22	5	22.73	17	77.27
1952	22	3	13.64	19	86.36
Total	61	14	22.96	47	77.04

This table should be read as follows: Of the seventeen men graduates for 1950, 6, or 35.29 per cent, were married; eleven, or 64.71 per cent, were not married.

TABLE XXVI
 MARITAL STATUS OF 79 WOMEN GRADUATES

Year of Graduation	Total Number of Women Graduates	Married		Unmarried	
		No.	Per Cent	No.	Per Cent
1950	21	10	47.62	11	52.38
1951	27	13	48.15	14	51.85
1952	31	6	19.35	25	80.65
Total	79	29	36.71	50	63.29

This table should be read as follows: Of the twenty-one women graduates for 1950, 10, or 47.62 per cent, were married; 11, or 52.38 per cent were not married.

TABLE XXVII
MARITAL STATUS OF THE 140 GRADUATES

Year of Graduation	Total Number of Graduates	Married		Unmarried	
		No.	Per Cent	No.	Per Cent
1950	38	16	42.11	22	57.89
1951	49	18	36.73	31	63.27
1952	53	9	16.98	44	83.02
Total	140	43	30.72	97	69.28

This table should be read as follows: Of the 38 graduates for the year 1950, 16, or 42.11 per cent, were married. Twenty-two, or 57.89 per cent, were not married.

TABLE XXVIII

PRESENT EMPLOYMENT STATUS OF 29 MARRIED WOMEN GRADUATES
(FULL-TIME EMPLOYMENT)

Year of Graduation	Total Number of Married Women Graduates	Gainfully Employed		Not Gainfully Employed	
		No.	Per Cent	No.	Per Cent
1950	10	3	30.00	7	70.00
1951	13	8	61.54	5	38.46
1952	6	1	16.67	5	83.33
Total	29	12	41.37	17	58.63

This table should be read as follows: Of ten married women graduates of 1950, 3 or 30 per cent, were gainfully employed on a full-time basis; and 7, or 70 per cent, were not gainfully employed.

CHAPTER III

POST HIGH SCHOOL EDUCATIONAL EXPERIENCES OF THE GRADUATES

To assist in setting up a curriculum to meet the needs of students, it is desirable to know how many graduates continue their education after they leave high school and how many enter employment immediately after they graduate. The employment experiences of the Liberal High School graduates were analyzed in Chapter II. The present 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 Liberal High School.

How many graduates and what percentage of them attended a post high school educational institution? Table XXIX 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 thirty-eight, or 62.29 per cent, of the sixty-one men graduates attended post high school educational institutions.

Table XXX reveals the number and percentage of women graduates who have and have not attended post high school educational institutions. Thirty-five, or 44.3 per cent, of the seventy-nine women graduates attended some post high school educational institution.

TABLE XXIX

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
1950	17	13	76.47	4	23.53
1951	22	14	63.64	8	36.36
1952	22	11	50.00	11	50.00
Total	61	38	62.29	23	37.71

This table should be read as follows: Of the seventeen 1950 men graduates, thirteen, or 76.47 per cent, attended post high school educational institutions; four, or 23.53 per cent, did not attend.

TABLE XXX

NUMBER AND PERCENTAGE OF WOMEN 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
1950	21	9	42.86	12	57.14
1951	27	10	37.04	17	62.96
1952	31	16	51.61	15	48.39
Total	79	35	44.30	44	55.70

This table should be read as follows: Of the twenty-one 1950 women graduates, nine, or 42.86 per cent, attended post high school educational institutions; twelve, or 57.14 per cent, did not attend.

Table XXXI shows the total number and percentage of graduates who have and who have not continued their education by attending post high school educational institutions. Seventy-three, or 52.14 per cent, of the one hundred forty 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 did they attend? What were the major fields studied? Data in Table XXXII give the length of time graduates have spent in attending post high school educational institutions and the types of schools they attended.

A total of thirty-four men and twenty-three women graduates attended a four-year college. Three men attended a junior college; two women attended a business college; one man and two women attended trade schools. Nurses training was taken by seven women.

Twenty-seven men graduates and twenty-three women graduates were attending post high school educational institutions at the time the questionnaires were returned.

Table XXXIII shows the major fields of study of the graduates who attended a four-year college or a junior college. The men graduates have chosen from a variety of fields with nine, or 24.32 per cent, in business administration; five, or 13.51 per cent, in engineering; three, or 8.12 per cent, in pre-medical; and three, or 8.12 per cent, in history. Women graduates have chosen major fields as follows: six, or 26.07

TABLE XXXI

NUMBER AND PERCENTAGE OF 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
1950	38	22	57.89	16	42.11
1951	49	24	48.98	25	51.02
1952	53	27	50.94	26	49.06
Total	140	73	52.14	67	47.86

This table should be read as follows: Of the thirty-eight 1950 graduates, 22, or 57.89 per cent, attended post high school education institutions; sixteen, or 42.11 per cent, did not attend.

TABLE XXXII

LENGTH OF TIME GRADUATES HAVE ATTENDED POST HIGH SCHOOL EDUCATIONAL INSTITUTIONS AND TYPES OF INSTITUTIONS THEY HAVE 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			1	3	4
4-7		4	2				1	1			3	5	8
8-11	11	13			1					3	11	17	28
12-18	11	3	1							1	12	4	16
19-24	2									3	2	3	5
25-30	9	3									9	3	12
Total	34	23	3		2		1	3		7	38	35	73

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

per cent, music education; four, or 17.38 per cent, education; two, or 8.7 per cent, English; two, or 8.7 per cent, home economics; and two, or 8.7 per cent, occupational therapy.

What business subjects did the graduates study while attending high school? Table XXXIV reveals the business subjects graduates studied in high school. Business subjects offered during the years these graduates were in high school were first-year typing, second-year typing, first-year shorthand, second-year shorthand, business arithmetic, and bookkeeping.

Forty-eight of the 61 men graduates, or 78.69 per cent, studied first-year typing while in high school; four, or 6.56 per cent, studied second-year typing; twenty-four, or 40.98 per cent, studied business arithmetic; and eleven, or 18.03 per cent, studied bookkeeping.

Seventy-six of the 79 women graduates, or 96.21 per cent, studied first-year typing while in high school; thirty-five, or 44.31 per cent, studied second-year typing; thirty, or 37.98 per cent, studied first-year shorthand; eighteen, or 22.76 per cent, studied second-year shorthand; thirty-three, or 41.77 per cent, studied business arithmetic; and thirty-four, or 43.04 per cent, studied bookkeeping.

What business courses studied in high school have been useful to the graduates in their jobs? Table XXXV shows the business courses studied in high school by men graduates who have held full-time jobs and the courses these graduates believe have been of help to them in their employment.

There were fifty-five men graduates who have held a full-time job. Forty-four of them studied typing I while they were

TABLE XXXIII

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	2.70			1	1.67
Agriculture	2	5.41			2	3.33
Architecture	1	2.70			1	1.67
Bible			1	4.35	1	1.67
Bus. Administration	9	24.32	1	4.35	10	16.67
Education	3	8.12	4	17.38	7	11.67
English	1	2.70	2	8.70	3	5.00
Engineering	5	13.51			5	8.33
History	3	8.12			3	5.00
Home Economics			2	8.70	2	3.33
Interior Design			1	4.35	1	1.67
Music Education			6	26.07	6	10.00
Math	1	2.70			1	1.67
Occupational Therapy			2	8.70	2	3.33
Optometry	1	2.70			1	1.67
Pharmacy	1	2.70			1	1.67
Physical Education			1	4.35	1	1.67
Pre-Dental	1	2.70			1	1.67
Pre-Medical	3	8.12			3	5.00
Pre-Osteopathic	1	2.70			1	1.67
Pre-Veterinary	1	2.70			1	1.67
Psychology	1	2.70	1	4.35	2	3.33
Science	1	2.70			1	1.67
Social Science			1	4.35	1	1.67
Sociology	1	2.70			1	1.67
Speech			1	4.35	1	1.67
Total	37	100.00	23	100.00	60	100.00

This table should be read as follows: Accounting was the major field of study for one, or 2.7 per cent, of the men graduates who attended a four-year college or a junior college.

TABLE XXXIV

BUSINESS SUBJECTS 140 GRADUATES STUDIED IN HIGH SCHOOL

Year of Graduation	Typing I			Typing II			Shorthand I			Shorthand II			Business Arithmetic			Bookkeeping		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
1950	16	21	37	2	13	15	11	11		7	7		5	6	11	2	15	17
1951	16	27	43	2	10	12	10	10		6	6		11	14	25	5	10	15
1952	16	28	44		12	12	9	9		5	5		9	13	22	4	9	13
Total	48	76	124	4	35	39	30	30		18	18		24	33	58	11	34	45
Percentages of 140 Graduates																		
	88.57			27.86			21.43			12.85			41.43			32.14		
Percentages of 61 Men Graduates																		
	78.69			6.56									40.98			18.03		
Percentages of 79 Women Graduates																		
	96.21			44.31			37.98			22.76			41.77			43.04		

in high school. Of these forty-four men graduates, seventeen, or 38.63 per cent, indicated that the course had been beneficial to them in their full-time employment. Thirteen men graduates had studied bookkeeping while in high school, and seven, or 53.85 per cent, indicated that the course had been beneficial to them. Eight, or 33.33 per cent, of the twenty-four men who had studied business arithmetic indicated that it had been a help to them.

Table XXXVI gives information concerning whether the business courses studied by the women graduates were beneficial to them in their full-time jobs.

Sixty-eight women had studied first-year typing in high school; 50, or 73.53 per cent, indicated that the course had been helpful to them. Thirty-four women had studied second-year typing; 30, or 88.24 per cent, indicated that the course had been beneficial to them. First-year shorthand had been studied by 29 women; and 14, or 48.28 per cent, indicated that the course had been of help. Fifteen women had studied second-year shorthand; and eleven, or 73.33 per cent, of these indicated that it had been beneficial to them on jobs. Twenty-seven women had studied business arithmetic, and 19, or 70.37 per cent, indicated it had been of help. Bookkeeping had been studied by thirty-three women; and 21, or 63.63 per cent, indicated that the course had been helpful to them on their jobs.

Table XXXVII reveals the total number of graduates who have held one or more full-time jobs since they left high school

TABLE XXXV

NUMBER OF MEN GRADUATES WHO HAVE HELD A 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 FULL-TIME JOBS

Year of Graduation	Number who have held a Full-time job	Typing I		Typing II		Shorthand I		Shorthand II		Business Arithmetic		Bookkeeping	
		E ¹	B ²	E	B	E	B	E	B	E	B	E	B
1950	14	13	6	2	2					4	1	2	1
1951	21	15	6	2	1					10	4	6	4
1952	20	16	5							10	3	5	2
Total	55	44	17	4	3					24	8	13	7
Per Cent ³			38.63		75.						33.33		53.85

¹ E is for the number enrolled.

² B is for the number who reported that the course was beneficial to them.

³ The percentage represents the number who think the course was beneficial divided by the number who enrolled.

This table should be read as follows: Of the fourteen men graduates for the year of 1950, thirteen had credit in typing I and six of these believe the course has been beneficial to them. Of the forty-four men who enrolled in the course, seventeen, or 38.63 per cent, think typing I has been beneficial to them in their full-time jobs.

TABLE XXXVI

NUMBER OF WOMEN GRADUATES WHO HAVE HELD A 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 FULL-TIME JOBS

Year of Graduation	Number who have held a full-time job	Typing I		Typing II		Shorthand I		Shorthand II		Business Arithmetic		Bookkeeping	
		E ¹	B ²	E	B	E	B	E	B	E	B	E	B
1950	19	18	13	12	11	10	3	5	3	5	3	14	5
1951	25	24	21	10	10	10	7	5	4	13	10	11	9
1952	27	26	16	12	9	9	4	5	4	9	6	8	7
Total	71	68	50	34	30	29	14	15	11	27	19	33	21
Per. Cent ³			73.53	88.24		48.28		73.33		70.37		63.63	

¹ E is for the number enrolled.

² B is for the number that thought the course was beneficial to them.

³ The percentage represents the number who thought the course was beneficial divided by the number who enrolled.

This table should be read as follows: Of the thirteen women graduates for the year of 1950, eighteen had credit in Typing I and thirteen of them believed the course had been beneficial to them. Of the sixty-eight women who had enrolled in the course, fifty, or 73.53 per cent, thought typing I had been beneficial to them in their full-time jobs.

and the number who reported that the business subjects studied in high school were beneficial to them in their jobs. This table indicates that a majority of the graduates have a favorable opinion concerning the value of their training and on-the-job applications of that training. Only in the case of first-year shorthand did more than half of the graduates who had enrolled in the course believe it had been of no help to them in their employment.

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 XXXVIII show the business courses not studied in high school that graduates who have held full-time jobs believe would have been valuable to them. Shorthand was mentioned by fifty, or 35.71 per cent, of the 140 graduates included in this study; bookkeeping was mentioned by 38, or 27.14 per cent; second-year typing was mentioned by 20, or 14.28 per cent. Evidently there are many graduates who wish they had studied more business subjects while in high school.

TABLE XXXVII

NUMBER OF GRADUATES WHO HAVE HELD A 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 FULL-TIME JOBS

Year of Graduation	Number who have held a full-time job	Typing I		Typing II		Shorthand I		Shorthand II		Business Arithmetic		Bookkeeping	
		E ¹	B ²	E	B	E	B	E	B	E	B	E	B
1950	33	31	19	14	13	10	3	5	3	9	4	16	6
1951	46	39	27	12	11	10	7	5	4	23	14	17	13
1952	47	42	21	12	9	9	4	5	4	19	9	13	9
Total	126	122	67	38	33	29	14	15	11	51	27	46	28
Per Cent ³		54.92		86.84		48.28		73.33		52.94		60.87	

¹E is for the number enrolled.

²B is for the number that thought the course was beneficial to them.

³The percentage represents the number who thought the course was beneficial divided by the number who enrolled.

This table should be read as follows: Of the thirty-three graduates for the year of 1950, thirty-one had credit in Typing I and nineteen of these believed the course had been beneficial to them. Of the one hundred twenty-two graduates who had enrolled in the course sixty-seven, or 54.92 per cent, thought typing had been beneficial to them in their full-time jobs.

TABLE XXXVIII

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			
	Men	Women	Total No.	Per Cent*
Shorthand	12	38	50	35.71
Bookkeeping	14	24	38	27.14
Typing II	3	17	20	14.28
Business English	5	13	18	12.86
Commercial Law	10	6	16	11.43
Business Arithmetic	7	4	11	7.86
General Business	5	6	11	7.86
Typing I	4	2	6	4.28
Business Machines	1	5	6	4.28
Economics	3		3	2.14
Accounting	2		2	1.43
Salesmanship	1		1	.71
Speech	1		1	.71

This table should be read as follows: Shorthand is a subject twelve men and thirty-eight women believe would have been of value to them in the jobs they have held since graduation.

* Based on the 140 graduates included in the study.

What comments or criticisms do the graduates offer in regard to the curriculum? Graduates were invited to offer criticisms and comments in regard to the curriculum of Liberal High School. The following are typical examples of comments and criticism offered in regard to the business curriculum:

"Offer a shorthand course for boys only; few boys will take a course which is attended by 99 per cent girls."

"Make first-year typing compulsory."

"Stress business English and business arithmetic more; too many high school students can't add."

"If possible, obtain more types of business machines on which the students would be able to receive instruction."

"Program is fine in my opinion."

"I believe that all girls, especially, should be required to take shorthand and typing."

"More emphasis on English--business and otherwise."

"I believe there should be more requirements for students to take some typing, bookkeeping and shorthand. You don't realize until you are out of school, how important those courses are to you in obtaining a job."

"I think it is very good now, but I do think more emphasis should be placed on commerce work. I deeply regret not having taken more."

"An L. H. S. student should have the different subjects explained to him. He also should be told just how the knowledge of the offered subjects will benefit him, no matter what he may decide to do after graduation."

CHAPTER IV

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Findings

How many graduates have held full-time jobs? One hundred twenty-six of the one hundred forty graduates have held full-time jobs at some time since they graduated from Liberal High School. Of these 126 graduates, fifty-five are men and seventy-one are women.

What is the length of time between high school graduation and the first full-time employment of the graduates? Of the 126 graduates who have held full-time jobs at some time since they graduated from high school, ninety-eight, or 77.78 per cent, received their first full-time employment within three weeks after graduation.

In which cities and states did the graduates obtain their initial full-time employment? Of the one hundred twenty-six graduates who obtained initial full-time jobs, one hundred nine, or 86.51 per cent, secured their first full-time employment in Liberal.

In what types of business firms did the graduates obtain their initial jobs? The 126 graduates found employment in 38 different kinds of business. Of the 55 men graduates, seven started with office jobs. Of the 71 women graduates who have held a full-time job, 35 did office work in their initial jobs.

How did the graduates obtain their first full-time jobs?

Twenty-two, or 40 per cent, of the 55 men who have held a full-time job, obtained their first full-time jobs through personal applications. Of the 71 women graduates who have held a full time job, forty-seven, or 66.2 per cent, received information leading to their employment through personal applications.

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 full-time jobs held after they graduated from high school?

Eleven, or 20 per cent, of the 55 men who have held a full-time job, were farming on their initial full-time jobs; thirteen were in sales clerk jobs; seven were clerk-typists. Twenty-two men graduates did work in which their business training was of help to them.

Twenty-three, or 32.39 per cent, of the 71 women who have held a full-time job, were sales clerks, twelve were bookkeepers, eight were secretaries, five were stenographers, four were receptionists, and three were cashiers in their initial full-time jobs. Fifty-five women did work that required business skills that they had acquired while in high school.

Ninety, or 71.42 per cent, of the 126 graduates who had been employed full-time used the typewriter in one or more full-time jobs held since graduation, 87, or 69.05 per cent, used the adding machine, and 71, or 56.35 per cent, used the cash register.

What length of time did the graduates remain on their first full-time jobs? Forty-seven, or 37.3 per cent, of the 126 graduates who have held a full-time job, remained on their initial full-time jobs for not longer than three months; thirty-two or 25.39 per cent, remained from 4 to 7 months; twenty-five, or 19.84 per cent, remained from 8 to 11 months. The remaining twenty-two, or 17.47 per cent, held their first jobs for a year or longer.

What are some of the major duties which graduates have performed on jobs they have held since graduation from high school? The 126 graduates who have held a full-time job were asked to check duties which they have performed on jobs they have held since graduation from high school. There were 603 individual mentions of duties performed. These mentions were divided as follows: answered telephone, 89; did filing, 73; handled mail, 70; typed straight copy, 69; sold goods, 65; filled in forms, 63; received business callers, 57; kept books, 48; prepared payrolls, 29; typed legal papers, 26; and typed from shorthand notes, 14.

What percentage of the graduates are employed full-time at present? What percentage of the graduates are unemployed? Of the total sixty-one men graduates, thirty-four, or 55.73 per cent, stated they were employed at the time of the study; twenty-seven, or 44.27 per cent, stated they were not employed. Of 79 women graduates, 39, or 49.37 per cent, stated they were employed and 40, or 50.63 per cent, stated they were not employed.

Of the one hundred forty graduates included in this study, 73, or 52.14 per cent, were employed, and 67, or 47.86 per cent, were not employed.

How many graduates were employed full-time in Liberal at the time of the study? Of the 73 graduates who were employed full-time at the time of the study, 47, or 64.38 per cent, were employed in Liberal.

In what types of firms were the graduates employed, and what types of work were they doing at the time of the study? At the time the graduates answered the questionnaire, seventy-three were employed full-time. Twelve, or 16.44 per cent, work as bookkeepers; twelve, or 16.44 per cent, are secretaries; nine, or 12.32 per cent, are sales clerks; eight, or 10.98 per cent, are mechanics; four, or 5.48 per cent, are farming; and three, or 4.11 per cent, are stenographers.

What percentage of married women graduates are gainfully employed in full-time jobs? There are twenty-nine married women graduates. Twelve of the twenty-nine, or 41.37 per cent, were employed full-time at the time of the study. Seventeen, or 58.63 per cent, were not employed.

How many graduates and what percentage of them attended a post high school educational institution? Thirty-eight, or 62.29 per cent, of the sixty-one men graduates attended post high school educational institutions. Thirty-five, or 44.3 per cent, of the seventy-nine women graduates attended some post high school educational institution.

Seventy-three, or 52.14 per cent, of the total one hundred forty 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 did they attend? What were the major fields studied? A total of thirty-four men and twenty-three women graduates attended a four year college. Three men attended a junior college; two women attended a business college; one man and two women attended trade schools. Nurses training was taken by seven women.

Twenty-seven men graduates and twenty-three women graduates were attending post high school educational institutions at the time the questionnaires were returned.

The major fields studied by graduates in college were varied. Nine men graduates studied business administration; five, engineering; three, pre-medical; and three, history. Women graduates have chosen as their major fields; six, music education; four, education; two, English; two, home economics; and two, occupational therapy.

What business subjects did the graduates study while attending high school? Of the 140 graduates, 124, or 88.57 per cent, had studied first-year typing in high school. Thirty-nine had studied second-year typing, thirty had studied first-year shorthand, eighteen had studied second-year shorthand, fifty-eight had studied business arithmetic, and forty-five had studied bookkeeping.

What business courses studied in high school have been useful to the graduates in their jobs? Of one hundred twenty-six graduates who have held full-time jobs, one hundred twenty-two studied first-year typing. Sixty-seven of these believe that what they learned has helped them on their jobs. Of the 38 students who had studied second-year typing, 33 reported that it was helpful to them on their jobs. Of twenty-nine who had studied first-year shorthand, fourteen had found it helpful on jobs. Fifteen had studied second-year shorthand, and eleven of these had received benefits from it on full-time jobs. Fifty-one graduates had studied business arithmetic, and twenty-seven had found it helpful. Forty-six had studied bookkeeping, and twenty-eight of these had received benefits from it on jobs.

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? The graduates were asked to indicate courses that they believe would have been beneficial to them on jobs if they had taken the courses in high school. Shorthand was mentioned by fifty, or 35.71 per cent, of the 140 graduates included in this study; bookkeeping was mentioned by 38, or 27.14 per cent; second-year typing was mentioned by 20, or 14.28 per cent. Numerous other courses were mentioned by smaller percentages of the graduates.

What comments or criticisms do the graduates offer in regard to the curriculum? Several comments received from the graduates suggested that first-year typing be made a

required course. Other comments suggested putting more emphasis on the use of business machines. Several graduates volunteered the information that they think the program is fine as it now is.

Conclusions

Nearly all (90 per cent) of the graduates have held one or more full-time jobs as defined in this study, since they graduated from high school.

A large majority of the graduates accept employment immediately after they graduate from high school.

Approximately nine out of every ten Liberal High School graduates who have been employed in a full-time job found initial employment in Liberal. Nearly three-fourths of the graduates who were employed at the time of the study were working in Liberal.

In general, graduates have held their initial full-time jobs for fairly short periods of time, only one in six having remained in this initial job for as much as a year or longer. It appears that in many cases the initial job has been only a temporary one.

Graduates have obtained their initial jobs in many different businesses rather than in 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 office duties that graduates have performed in jobs they have held appear to be typical. Many have performed such general and clerical duties as answering the telephone, filing, handling mail, filling in forms, etc., while very few--only 14--have held a job in which they transcribed from shorthand notes. It is only fair to point out, however, that fewer women had studied shorthand in high school than had studied any of the other business subjects offered.

Of women graduates who have held full-time jobs, nearly half (48.28 per cent) who have had first-year shorthand have used it vocationally, while approximately three-fourths (73.33 per cent) of those who have had second-year shorthand have used it vocationally. It is clear that shorthand, especially second-year shorthand, has been functioning as vocational training.

Office machines have been important to many of the graduates in the performance of their duties. It may be concluded that instruction in the use of office machines should be included in the business curriculum.

Because of the large number of men and women who are at one time or another employed in sales work, it appears that a distributive education program would be beneficial to the graduates.

Slightly over one-half of the graduates were employed full-time at the time of the study.

Approximately one-fourth of the men graduates and one-third of the women graduates were married at the time of the study. A large percentage (41.37 per cent) of the married women graduates continued to work or obtained employment after their marriage.

As nearly one-half of the graduates have attended colleges or junior colleges after graduation from high school, the curriculum must be college preparatory as well as vocational in nature.

The major fields of study chosen by the graduates in post high school education were widely varied.

First-year typing is the only business subject taken by a majority of the graduates of Liberal High School.

The majority of the graduates believe the business subjects they studied in high school were beneficial to them in their first full-time jobs. The majority of the subjects that the graduates believe would have been beneficial to them were offered while they were in high school.

Comments and suggestions given by some graduates indicate their belief that the business curriculum should include a course in business machines.

Recommendations

It is recommended that an occupational survey be made in order that the administration of the Liberal High School may gain an insight into the needs of local businessmen.

It is recommended that the business curriculum be enlarged to include instruction in office machines.

With so many graduates working as retail clerks, a course in retail selling should be considered for students desiring it.

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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APPENDIXES

INFORMATION BLANK

Your Name _____ Sex: Male _____ Female _____
 (Last) (First) (Middle)

What is your present address? _____
 (Street) (City) (State)

In which year did you graduate from Liberal High School? 19__.

Are you married? Yes ___ No ___. Are you living in a town? ___ On a farm? ___

If you are a married woman, what was your maiden name? _____

Are you employed at present? Yes ___ No ___. If yes, by whom are you employed?

 (Name of firm) (Nature of firm's business) (City) (State)

What position do you hold? _____ Are you employed for 30

or more hours per week? Yes ___ No ___.

- Will you please 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 your first job.

Kind of Business	Location City & State	Nature of Your Work	Date
Example: Retail Grocery	Liberal, Kansas	Sales Clerk	From: March 1951 To: Jan. 1952

- How long was it (in weeks) from the time you graduated from high school until you obtained your first job, either temporary or permanent? ___ weeks.

- Show by a checkmark (✓) whether you obtained your first work through:

___ A Friend or relative	___ Personal application
___ The High School Office	___ Newspaper advertisement
___ A commercial agency	___ Other means (Please explain):
___ A government employment agency	_____

- Place a checkmark (✓) before any of the following courses that you took while in high school:

- | | |
|---------------------------------|----------------------------|
| 1. ___ Typewriting, First year | 6. ___ Business Arithmetic |
| 2. ___ Typewriting, Second year | 7. ___ Business English |
| 3. ___ Shorthand, First year | 8. ___ Bookkeeping |
| 4. ___ Shorthand, Second year | 9. ___ Commercial Law |
| 5. ___ General Business | |

- Please circle the number of any of the above courses that have helped you in jobs you have held since you graduated from high school.

6. Have you continued your education since you graduated from high school? If so, give the following information:

Name of school or college	Number of Months attended	Major field studied	Did You Graduate?	Date of Graduation	Degree Received
Example: Kansas University	9	English	No		

7. Please check (✓) duties which you have performed in the jobs you have held since you graduated from high school.

- | | |
|---|---|
| <input type="checkbox"/> Typed from shorthand notes | <input type="checkbox"/> Kept books |
| <input type="checkbox"/> Typed straight copy | <input type="checkbox"/> Filled in forms |
| <input type="checkbox"/> Typed legal papers | <input type="checkbox"/> Handled mail |
| <input type="checkbox"/> Received business callers | <input type="checkbox"/> Answered telephone |
| <input type="checkbox"/> Did filing | <input type="checkbox"/> Sold goods |
| <input type="checkbox"/> Prepared payrolls | |

8. Were there any business courses that you did not take that you think would have been of value to you? (Please list in order of importance.)

1. _____
2. _____
3. _____
4. _____

9. Please place a check mark (✓) before any of the following business machines that you have used in jobs you have held since you graduated from high school.

- | | | |
|--|---|---|
| <input type="checkbox"/> Adding machine | <input type="checkbox"/> Check protector | <input type="checkbox"/> Liquid-type duplicator |
| <input type="checkbox"/> Addressing machine | <input type="checkbox"/> Comptometer | <input type="checkbox"/> Mimeograph |
| <input type="checkbox"/> Billing machine | <input type="checkbox"/> Dictaphone | <input type="checkbox"/> Typewriter |
| <input type="checkbox"/> Bookkeeping machine | <input type="checkbox"/> Ediphone | <input type="checkbox"/> Punchcard machine |
| <input type="checkbox"/> Calculator | <input type="checkbox"/> Filing equipment | <input type="checkbox"/> Wire or tape recorder |
| <input type="checkbox"/> Cash Register | <input type="checkbox"/> Gelatin Duplicator | <input type="checkbox"/> Others: (Please list) |

0. What suggestions do you have for improving the business program in Liberal High School?

April 23, 1953

Dear

A follow-up study of the graduates of Liberal High School is being conducted to find out what educational and vocational experiences they have had since they left high school. Because you are the only person who can supply the needed information about yourself, the enclosed blank is being sent to you.

This information blank calls for some facts about what you have been doing since you left high school. Your assistance in providing complete and accurate answers will be of great value and will be sincerely appreciated. The answers you give will be treated confidentially, and your name will not be mentioned in the report.

Won't you please answer the questions and return the blank in the enclosed stamped and addressed envelope at your very first opportunity? Please do it right now, if at all possible.

Yours very truly,

Ava Ruth Humphrey
Business Teacher

Enclosures 2

VITA

Ava Ruth Humphrey
candidate for the degree of
Master of Science

Thesis: A FOLLOW-UP STUDY OF GRADUATES OF LIBERAL HIGH
SCHOOL FOR THE YEARS 1950, 1951, AND 1952

Major: Business Education

Biographical and Other Items:

Born: January 26, 1922 at Balko, Oklahoma

Undergraduate Study: Panhandle Agricultural and
Mechanical College, Goodwell, Oklahoma, 1940-1944.

Graduate Study: O. A. M. C., 1947-1953.

Experiences: Teaching, 1944-1953.

Member of Delta Pi Epsilon Fraternity, National Honorary
Graduate Fraternity in Business Education.

Date of Final Examination: July, 1953.

THESIS TITLE: A Follow-Up Study of Graduates of
Liberal High School for the Years
1950, 1951, and 1952.

NAME OF AUTHOR: Ava Ruth Humphrey

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: Ava Ruth Humphrey