

A FOLLOW-UP STUDY OF THE GRADUATES
OF THREE SELECTED RURAL HIGH SCHOOLS
OF SEDGWICK COUNTY, KANSAS
FOR THE YEARS 1944 TO 1948

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CHAPTER I

THE PROBLEM AND ITS SCOPE

Statement of the Problem

The purpose of this study is to determine to what extent the graduates of selected rural high schools of Sedgwick County, Kansas, for the years 1944-1948 have used the information and skills acquired in business courses that they studied and, in the light of the data obtained, to evaluate the business curriculum in these schools.

Scope and Limitations

This study is limited to three selected rural high schools, namely, Andale Rural High School, Garden Plain High School, and Maize High School. These schools are believed to be typical of rural high schools in western Kansas. The mobility of the graduates from rural to urban communities is given special consideration.

No attempt is made to compare the status of the graduates of one school with that of the graduates of the other schools, nor to consider the degree of skill attained in any business course by any graduate.

Justification of the Study

There are at present many conflicting viewpoints held by leaders in the field of business education regarding the business curriculum in rural secondary schools. This indicates that there is a need for more research in this field. Moreover, criticism is heard from both businessmen and parents, who state that the school does not teach subjects that are useful to the majority of pupils, or does not give the pupil the correct training for his future job.

This study should help to determine whether such criticisms are valid. The Association of Secondary School Principals has drawn the following conclusion with reference to studies of this type:

A study of out of school youth serves both these purposes: it provides an opportunity for the collecting of new curriculum materials and topics of study, and makes possible an evaluation of school practices in terms of behavior of former students. This procedure of evaluating the school in terms of its product is being increasingly recommended for individual schools, because of the opportunities it provides for improvement and vitalization of the school program, and because of the way it stimulates the professional development of those engaged in it.¹

Sources of Data

The data for this study were obtained from the graduates of the selected schools by means of a questionnaire. Some information was also obtained from the superintendents of the respective schools. Current professional magazines, bulletins, and books were read. A careful study was made of articles on follow-up studies and questionnaire construction written by authorities in the field of business education.

Definitions of Terms

The term "rural community," as used in this study, refers to a community that has a population of 2,500 or less; an "urban community" has a population of over 2,500.

The "home community" referred to in this study, is the community in which the graduate and his parents resided at the time the graduate left school.

¹ Bulletin of the Association of Secondary School Principals. Vol. 25, No. 101. (November, 1941), 7.

By "residence of graduates" is meant a place where the graduates have lived three months or longer.

A "full-time job" is one in which the employee works 30 or more hours a week for a fixed salary or wages.

A "part-time job" is one in which the employee works less than 30 hours a week for a fixed salary or wages.

"Full-time farm work" means that the graduate holds no other job of any kind or carries on no other business besides farming.

"Part-time farm work" means that the graduate holds another job or carries on some other business besides farming.

Method of Procedure

The normative survey method of research was selected as best suited for this study, as it is believed that the graduates themselves are best able to evaluate the curriculum of their school in the light of their needs after graduation. Since the graduates are so widely scattered that personal interviews were impossible, it was necessary to use the questionnaire as a means to collect the data.

After a number of similar studies had been reviewed and from them a list of desired data had been set up, a tentative outline for the study was prepared and a tentative questionnaire was constructed. The plan of the study and the proposed questionnaire were presented for criticism to the Seminar in Business Education, Oklahoma Agricultural and Mechanical College, during the 1948 Summer Session. A revision of the questionnaire was made according to suggestions received, and the revised instrument, together with the study plan, was finally submitted to the chairman of the thesis committee for approval.

To obtain a mailing list of the graduates of Garden Plain High School, a personal interview was held with the superintendent of that school. The superintendent of Maize High School prepared a mailing list upon request and sent it to the investigator. The mailing list of the graduates of Andale Rural High School was prepared from the files of the school. Addresses of graduates who were not living in the communities in which the schools were situated were secured from relatives and friends of the graduates.

The questionnaire, together with a letter of explanation, was mailed to ten graduates; and their replies were studied. Necessary changes were made before the questionnaire was mailed to another fifty graduates, early in September, 1948. As the responses came back slowly, it was considered advisable to wait until the busy season on the farm was over, and the remainder of the questionnaires were not mailed until December. Two weeks after the questionnaire was mailed, a follow-up letter, accompanied by a duplicate copy of the questionnaire, was sent to each graduate who had not responded to the first letter. As a final step, a postal card in handwriting was mailed as a reminder to each graduate who did not respond to the second letter.

Meanwhile a list of tables was drawn up to fit the needs of the study, and tabulation sheets were prepared. No data were tabulated until several weeks after the last response had been received.

CHAPTER II

THE SCHOOLS SELECTED FOR THE STUDY

Reasons for the Selection

Throughout the State of Kansas there are 497 Rural Public High Schools and Community High Schools with an enrollment of fewer than 200 students. The yearly attendance in these schools totals approximately 32,000.¹ Some of these schools serve several communities and many others serve only a single community. Hence the enrollment varies between 12 for the smallest school, and 200 for the largest. There are also a number of larger rural high schools, but these are not included in the number mentioned above as conditions in these schools are probably not the same as conditions in the smaller rural high school.

The rural high schools of Sedgwick County seem to be typical of the rural high schools of Kansas and three of the rural high schools in this county have been chosen for this study. All three schools are situated in an area of prosperous farms where income from the farm is adequate to allow the families to enjoy a fair standard of living. All three schools are near the city of Wichita, which offers occupational opportunities to students who do not wish to be farmers or who for some other reason must seek employment in a city to earn a living. The city of Wichita also offers excellent educational opportunities to high school graduates who desire to receive further training in colleges or vocational schools. A brief description of each of the selected high schools follows.

Andale Rural High School

This school is situated in the town of Andale, which has a population of about 250. It is located approximately 22 miles northwest of the city of

¹ Brooks, L. W. Kansas Educational Directory, 1947-1948.

Wichita, Kansas. The school is organized on the 8-4 plan and serves as a training center not only for the young people of the community of Andale, but also for those of four neighboring communities. It is not, however, a consolidated school. The yearly high school attendance averages 150 students, and nine teachers are regularly employed. The enrollment is large enough to allow for a variety of course offerings, and students are not required to take an elective course simply because the majority wish to study it.

This high school has a business department which gives the student the opportunity to become well trained in the three skills of typewriting, bookkeeping, and shorthand, and offers also such general courses as business English and economics. The boys in the industrial arts class receive training in practical carpentry and furniture making. This type of training is especially suited to those who remain on the farm, as simple carpentry and repair work are frequently needed on a farm. The girls in the home economics department are taught to cook, to sew, and to manage a home.

Andale Rural High School is attempting to train young men and women to become intelligent consumers, skilled wage earners and loyal citizens. Throughout this study the school will be designated as School A.

Garden Plain High School

Garden Plain is located about 25 miles southwest of Wichita, Kansas, and has a population of 350. The school is organized on the 8-4 plan and the high school draws its enrollment chiefly from the neighboring farms. The average yearly high school enrollment is 80 students, and four teachers are regularly employed.

Besides the academic courses, the school offers two years of both type-writing and shorthand. Such courses as business arithmetic, business English, and economics are also offered. Bookkeeping has usually not been taught because few of the teachers who have been employed have been qualified to teach it, according to the statement of the superintendent. The school is not equipped to offer either home economics or industrial arts. In this study the school will be known as School B.

Maize High School

Maize has a population of approximately 200 and is situated about 10 miles northwest of Wichita. Its school is organized on the 6-6 basis. In a school of this type, the pupils pass directly from the elementary grades to high school. Although the work of the seventh, eighth, and ninth grades is similar to that of a junior high school, these grades are not classified as a junior high school. The average yearly enrollment of the entire high school is 69.² Assuming that the enrollment of each of the six grades in high school is about equal in number, the enrollment of the high school, if the school were based on the 8-4 plan, would average 46.

On the basis of the number of graduates for the five-year period, the minimum possible enrollment for the upper four years may be assumed to be about 32. The actual average enrollment, then, may be assumed to be between 32 and 46, probably about 37.

The business department offers two years of typewriting, one year of bookkeeping, three semesters of shorthand, and one semester of business arithmetic. Agriculture is not offered, but the school offers two years of industrial arts. It also offers one year of sewing for girls.

Since classes are necessarily small, the students have a choice of only three subjects as electives. Data for this school are tabulated under School C throughout the study.

² Ibid., 54.

CHAPTER III

THE RESPONSES TO THE QUESTIONNAIRE

The Graduates

The first part of this chapter, including Tables I to IV, inclusive, presents data concerning the graduates of the three schools. The latter part of the chapter, including Tables V to VIII, inclusive, is concerned with the number and percentage of the men, women, and total graduates who actually responded to the questionnaire and who are, therefore, included in the study.

Table I shows the number and percentage of boys and girls who graduated from School A each year.

TABLE I
GRADUATES OF SCHOOL A FOR EACH YEAR

Year	Total graduates	Boys		Girls	
		No.	Per Cent	No.	Per Cent
1944	36	20	55.6	16	44.4
1945	17	14	82.4	3	17.6
1946	34	21	61.8	13	38.2
1947	37	8	21.6	29	78.4
1948	35	19	54.3	16	45.7
Total	159	82	51.6	77	48.4

This table should be read as follows: In 1944 there were 36 graduates.

As 82 of the 159 graduates of School A were boys, this number of boys is equal to 51.6 per cent of the total number of graduates. Seventy-seven, or 48.4 per cent, of the graduates were girls.

Table II shows the number and percentage of boys and girls who graduated from School B each year.

TABLE II
GRADUATES OF SCHOOL B FOR EACH YEAR

Year	Total graduates	Boys		Girls	
		No.	Per Cent	No.	Per Cent
1944	10	5	50.0	5	50.0
1945	22	10	45.5	12	54.5
1946	12	6	40.0	6	50.0
1947	21	8	38.1	13	61.9
1948	18	8	44.4	10	55.6
Total	83	37	45.6	46	54.4

This table should be read as follows: In 1944, there were 10 graduates.

Of a total of 83 graduates, 37, or 45.6 per cent, were boys. The 46 girl graduates constituted 54.4 per cent of the total number of graduates.

Table III shows the number and percentage of boys and girls who graduated from School C each year.

TABLE III
GRADUATES OF SCHOOL C FOR EACH YEAR

Year	Total graduates	Boys		Girls	
		No.	Per Cent	No.	Per Cent
1944	16	5	31.3	11	68.7
1945	5	4	80.0	1	20.0
1946	7	1	14.3	6	85.7
1947	6	1	16.7	5	83.3
1948	6	4	66.7	2	33.4
Total	40	15	37.5	25	62.5

There were 40 graduates of School C for the five-year period. Of this number, 15, or 37.5 per cent, were boys and 25, or 62.5 per cent, were girls.

Table IV shows the total number and percentage of graduates of both sexes included in the study.

TABLE IV

TOTAL GRADUATES OF THE THREE SCHOOLS INCLUDED IN THE STUDY

	Number	Per Cent
Boys	134	47.5
Girls	148	52.5
Total	282	100.0

The boys who graduated from the three schools during the five-year period totaled 134. This was 47.5 per cent of the 282 graduates. The number of girls who graduated during this period was 148, or 52.5 per cent of the total number of graduates.

Responses to the Questionnaire

The questionnaire was mailed to every graduate of the three schools for the period of 1944-1948, inclusive. The mailing list was prepared in August, 1948, but slightly more than three-fourths of the questionnaires were not sent out until December. All responses were received by the end of April 1949.

The following tables show the responses to the questionnaire received from each school. Table V deals with the responses to the questionnaire by graduates of School A.

TABLE V

RESPONSES TO QUESTIONNAIRE BY GRADUATES OF SCHOOL A

	Questionnaires sent		Possible responses			Responses received			Percentage* received		
	M	F	M	F	T	M	F	T	M	F	T
1944	20	16	20	16	36	15	13	28	75.0	81.3	77.8
1945	14	3	14	3	17	11	1	12	78.6	33.3	70.6
1946	21	13	21	13	34	17	8	25	80.5	61.5	73.5
1947	8	29	8	29	37	7	19	26	87.5	65.5	70.3
1948	19	16	19	16	35	15	12	26	78.9	75.0	74.3
Total	82	77	82	77	159	65	53	118	79.2	68.8	74.2

* All percentages in this table are based on possible responses.

From Table V it may be seen that 82 questionnaires were sent to men graduates, and 77 to women graduates of School A. As none of the questionnaires were returned unclaimed, the number sent out is the same as the number of possible responses. Sixty-five, or 79.2 per cent, of the 82 possible responses for men were received. Fifty-three women responded. This was 68.8 per cent of the possible responses for women. The total number of responses received from graduates of School A for the five-year period is 118, or 74.2 per cent of the total 150 possible responses.

The respondents for School A include 79.2 per cent of the men graduates, 68.8 per cent of the women graduates, and 74.2 per cent of the total graduates of School A during the five-year period included in the study.

The responses to the questionnaire by graduates of School B are shown in Table VI.

TABLE VI
RESPONSES TO QUESTIONNAIRE BY GRADUATES OF SCHOOL B

Year	Questionnaires sent		Returned unclaimed		Possible responses			Responses received			Percentage* received		
	M	W	M	W	M	W	T	M	W	T	M	W	T
1944	5	5	1	0	4	5	9	1	4	5	25.0	80.0	55.5
1945	10	12	0	0	10	12	22	6	12	18	60.0	100.0	81.8
1946	6	6	0	0	6	6	12	4	3	7	66.7	50.0	58.3
1947	8	13	0	0	8	13	21	6	11	17	75.0	84.6	81.0
1948	8	10	0	0	8	10	18	7	8	15	87.5	80.0	83.3
Totals	37	46	1	0	36	46	82	24	38	62	66.7	82.6	75.6

* All percentages in this table are based on possible responses.

Table VI shows that 37 questionnaires were sent to men, and 46 to women graduates. Only one was returned unclaimed. Twenty-four, or 66.7 per cent, of the 36 possible responses for men were received; and 38, or 82.6 per cent, of the 46 possible responses for women were received. The total responses from graduates of School B was 62, or 75.6 per cent of the total possible responses.

The 24 responses received from men graduates of School B, are equal to 64.9 per cent of the total number of men graduates. The 38 responses received from women graduates equal 82.6 per cent of the total number of women graduates, and the total of 62 responses received from School B represents 74.7 per cent of the total number of graduates from that school for the five-year period included in the study.

The number of responses received from the graduates of School C are shown in Table VII.

TABLE VII
RESPONSES TO QUESTIONNAIRE BY GRADUATES OF SCHOOL C

Year	Questionnaires sent		Returned unclaimed		Possible responses			Responses received			Percentage* received		
	M	W	M	W	M	W	T	M	W	T	M	W	T
1944	5	11	1	2	4	9	13	0	5	5	0.0	55.6	38.4
1945	4	1	0	0	4	1	5	2	1	3	50.0	100.0	60.0
1946	1	6	0	2	1	4	5	1	2	3	100.0	50.0	60.0
1947	1	5	0	0	1	5	6	1	2	3	100.0	40.0	50.0
1948	4	2	0	0	4	2	6	2	0	2	50.0	0.0	66.7
Totals	15	25	1	4	14	21	35	6	10	16	42.9	47.6	45.7

* All percentages in this table are based on possible responses.

This table shows that of the 15 questionnaires sent to men, one was returned unclaimed. Twenty-five questionnaires were sent to women and 4 were returned unclaimed. There were 6 responses by men and 10 by women. These responses represent 42.9 per cent of the possible responses for men, and 47.6 per cent of the possible responses for women. The total number of responses received was 16, or 45.7 per cent of the total 35 possible responses.

The respondents for School C represent 40 per cent of men graduates, 40 per cent of women graduates, and 40 per cent of the total number of graduates.

Table VIII shows the total number of responses from all graduates of the three schools.

TABLE VIII
TOTAL RESPONSES RECEIVED FROM ALL GRADUATES

	Possible responses		Responses Received					
	M	W	Men		Women		Total	
			No.	Per Cent	No.	Per Cent	No.	Per Cent
School A	82	77	65	79.2	53	68.8	118	74.2
School B	36	46	24	66.7	38	82.6	62	75.6
School C	14	21	6	42.9	10	46.6	16	45.7
Total	132	144	95	71.2	101	70.1	196	71.0

All percentages in this table are based on possible responses.

This table should be read as follows: Of the 82 possible responses for men graduates of School A, 65, or 79.2 per cent, were received.

Table VIII shows that the total number of responses from men was 95, or 71.2 per cent of the 132 possible responses for men graduates. There were 101 responses received from women, and these represent 70.1 per cent of the total number of possible responses for women graduates. The 196 responses received from all graduates was 71.0 per cent of the total of 276 possible responses.

The total number of men who responded represents 70.8 per cent of the total number of men graduates. Sixty-seven and six-tenths per cent of the total number of women graduates responded. The total responses received represent 69.5 per cent of the total number of graduates.

Chapters IV, V, and VI treat the data received from these questionnaires dealing with marriage, residence and mobility, education, and employment of the graduates.

CHAPTER IV
MARITAL STATUS, RESIDENCE, AND MOBILITY

Marital Status

In a study of this nature it is important to consider the marital status of the graduates and the length of time between graduation and marriage. Many young people do not assume economic responsibilities, nor establish themselves as permanent residents in a community, before the time of their marriage.

It is especially true that girl graduates will seek employment in cities after graduation, but will later devote themselves entirely to housekeeping in their own homes after marriage. The following tables show the number and percentage of married graduates. As no students were married before graduation, the tables show the number of years from the time of graduation to marriage.

Table IX shows the number and percentage of graduates of School A who had married.

TABLE IX
GRADUATES OF SCHOOL A WHO MARRIED
AND LENGTH OF TIME BETWEEN GRADUATION AND MARRIAGE

Years after Graduation	Men		Women	
	No.	Per Cent	No.	Per Cent*
1	3	4.6	5	9.4
2	0	0.0	4	7.5
3	0	0.0	3	5.7
4	2	3.1	3	5.7
Total	5	7.7	15	28.3

* Percentages in this table are based on the total of 95 men graduates who responded, and the total of 101 women graduates who responded.

As shown in Table IX, only 5 or 7.7 per cent, of the men graduates of School A had married. Fifteen, or 28.3 per cent, of the women graduates had married. All marriages took place within 4 years after graduation.

The number and percentage of graduates of School B who had married are shown in Table X.

TABLE X
GRADUATES OF SCHOOL B WHO MARRIED
AND LENGTH OF TIME BETWEEN GRADUATION AND MARRIAGE

Years after Graduation	Men		Women	
	No.	Per Cent	No.	Per Cent*
1	0	0.0	3	7.8
2	2	8.3	5	13.2
3	0	0.0	5	13.2
4	0	0.0	0	0.0
Total	2	8.3	13	34.2

* Percentages in this table are based on the 24 men graduates and the 38 women graduates who responded.

Table X shows that of the 24 men graduates of School B who responded, only two, or 8.3 per cent, had married. Thirteen of the 38 women graduates who responded had married within 4 years after graduation. The percentage of women graduates who had married is 34.2 per cent of the number who responded.

The number of graduates of School C who had married is shown in Table XI.

TABLE XI
GRADUATES OF SCHOOL C WHO MARRIED
AND LENGTH OF TIME BETWEEN GRADUATION AND MARRIAGE

Years after Graduation	Men		Women	
	No.	Per Cent	No.	Per Cent*
1	0	0.0	1	10.0
2	1	16.7	3	30.0
3	0	0.0	2	20.0
4	0	0.0	1	10.0
Total	1	16.7	7	70.0

* Percentages in this table are based on the 6 men, and the 10 women graduates who responded.

Only one man graduate of School C had married at the time the questionnaires were received. There were 7 women who had married. Thus 16.7 per cent of the men graduates who responded, and 70 per cent of the women graduates who responded, had married within 4 years after they graduated from high school. The data are presented in detail in Table XI.

Table XII deals with the marital status of the total number of graduates of the three schools.

TABLE XII

NUMBER AND PERCENTAGE OF GRADUATES WHO HAVE MARRIED

	Number	Per Cent*
Men	8	4.1
Women	35	17.8
Total	43	21.9

* All percentages in this table are based on the total of 196 graduates who responded.

From table XII it may be seen that only 43 of the 196 graduates who responded had married. This is 21.9 per cent of the total number of graduates who had responded. All of these 43 graduates married within 4 years after graduation, as shown in Tables IX, X, and XI. No graduates had married before graduation from high school.

Residence and Mobility of the Graduates

In order to evaluate the curriculum of a rural high school, it is above all necessary to know whether the graduates establish residence in urban or rural areas, and to what extent students need to be trained for life in the community in which they receive their high school education. Present residence of the graduates, and mobility from and back to their community will be shown in the following tables.

Table XIII deals with the residence of all graduates of the three schools.

TABLE XIII

RESIDENCE OF GRADUATES AT THE QUESTIONNAIRES WERE RETURNED

	Urban				Rural				Army			
	M	W	T	Per Cent	M	W	T	Per Cent	M	W	T	Per Cent
School A	13	18	31	15.8	50	35	85	43.4	2	0	2	1.0
School B	8	18	26	13.3	16	20	36	18.3	0	0	0	0.0
School C	0	5	5	2.6	6	5	11	5.6	0	0	0	0.0
Total	21	41	62	31.7	72	60	132	67.3	2	0	2	1.0

* All percentages in this table are based on the total of 196 graduates who responded.

Of the 196 graduates of both sexes who responded, 132, or 67.3 per cent, lived in rural communities and 31.7 per cent lived in urban communities at the time the questionnaires were returned. Although 101 girls responded and only 95 boys responded, the number of boys who live in rural communities exceeds the number of girls by 12. Two men graduates of School A are at present in military service. All graduates lived in rural communities at the time of their graduation. Hence, the number who now live in urban communities represents the graduates who left their community after graduation.

Table XIV shows the number of graduates who have left their community and have not returned to establish residence.

TABLE XIV

GRADUATES WHO LEFT THEIR COMMUNITY AND HAVE NOT RETURNED TO ESTABLISH RESIDENCE

	School A			School B			School C		
	M	F	T	M	F	T	M	F	T
1944	6	9	15	1	3	4	-	3	3
1945	1	1	2	5	11	16	0	2	2
1946	7	6	13	0	2	2	0	1	1
1947	2	5	7	4	7	11	0	1	1
1948	4	4	8	2	6	8	0	-	0
Total	20	25	45	12	20	32	0	7	7
Percentage			22.9			16.3			3.6

* Percentages in this table are based on the total of 196 graduates who responded. The dashes indicate that no responses were received.

Table XIV shows that 45, or 22.9 per cent, of the total of 196 graduates who left their community and have not returned are from School A, 16.3 per cent from School B, and 3.6 per cent from School C. Thus, a total of 42.8 per cent of the 196 graduates have left their community and have either sought employment or established residence elsewhere.

By comparing this table with Table XIII, which shows that 31.7 per cent of all graduates who responded are living in cities, the conclusion is reached

that 10 per cent have moved to other rural districts. As explained previously, none of the graduates lived in urban communities at the time of their graduation. Since the total percentage of graduates who left their community is 42.8, and only two men, or 1 per cent, are in military service, it is clear that the remaining 10 per cent who are not now living in cities have moved to other rural communities.

From Table XV it may be seen that a number of graduates had left their community, but later returned to establish residence.

TABLE XV

GRADUATES WHO LEFT THEIR COMMUNITY, BUT WHO LATER RETURNED TO ESTABLISH RESIDENCE

	School A			School B			School C		
	M	W	T	M	W	T	M	W	T
1944	6	3	9	0	1	1	-	2	2
1945	6	0	6	0	0	0	1	0	1
1946	3	0	3	1	0	1	0	0	0
1947	1	5	6	0	2	2	0	1	1
1948	0	1	1	0	0	0	0	-	0
*Total	16	9	25	1	3	4	1	3	4
Percentage			17.8			2.0			2.0

* Percentages in this table are based on the total of 196 graduates who responded. The dashes indicate that no responses were received.

Besides the graduates who left their community and have not returned to establish residence, a small number left, but later returned. Table XV shows that twenty-five of these were from School A, four from School B, and four from School C. This is a total of 33, or 16.8 per cent of the 196 graduates who responded.

SUMMARY

Of a total of 196 graduates, forty-three had married. Of this number eight are men and thirty-five are women. The total percentage of graduates who had married is 21.9. Five of the eight men who had married are from School A, two are from School B, and one is from School C. Fifteen of the thirty-five women graduates who had married are from School A, thirteen are from School B, and seven are from School C. All graduates who had married, had married within four years after graduation. No graduates had married before they left high school.

According to data shown in Table XIII, thirteen men graduates of School A lived in urban communities, fifty in rural communities, and two were in military service. Eight men graduates of School B lived in cities, sixteen in rural communities, and none were in the army. All six men graduates of School C lived in rural communities.

The data for the three schools also show that a majority of women graduates of Schools A and B are living in rural communities. As regards women graduates of School C, the number living in cities is equal to the number living in rural areas. Eighteen women graduates of School A, eighteen of School B, and five of School C are living in cities, while thirty-five women graduates of school A, twenty of School B, and five of School C are living in rural communities.

Of the total for the three schools, only about one-half as many men as women graduates live in cities. The total of men graduates who live in cities is twenty-one, as compared with forty-one women. A total of seventy-two men graduates live in rural communities, but the total number of women graduates who live in rural communities is only sixty.

The data for each school show that a large majority of men graduates live

in rural communities. School A has 76.9 per cent in rural communities; School B, 62.5 per cent; and School C, 100 per cent.

The mobility of the graduates away from, and back to their community is shown in Tables XIV and XV. Forty-five, or 38.1 per cent, of the 118 graduates of School A left and have not returned to establish residence. Of the sixty-two graduates of School B, thirty-two have left and not returned. This is slightly more than 50 per cent. Seven of the sixteen graduates of School C, or 43.7 per cent, have left and not returned to their community. Of the total of 196 graduates included in the study, eight-four have not returned to their community after leaving it. The number of men is thirty-two, and the number of women is fifty-two. The percentage for the total number of graduates is 42.8.

A small number of graduates from each school had also left their community, but had later returned to establish residence. Table XV shows that twenty-five of these were from School A, four from School B, and four from School C. By adding this total of thirty-three to the total of eighty-four who left and did not return, it may be seen that 117, or 59.7 per cent, of the total number of graduates who responded, have not spent their entire time since graduation in their home community.

These data indicate that seventy-nine, or 40.3 per cent, of the 195 graduates have never left their community to seek employment or to establish residence elsewhere. Forty-eight of this number are from School A, twenty-six from School B, and five from School C.

The figures above indicate that 61.9 per cent of the graduates of School A, 48.4 per cent of the graduates of School B, and 56.3 per cent of the graduates of School C established residence in the community in which they lived at the time of their graduation.

CHAPTER V

HIGH SCHOOL AND POST-HIGH SCHOOL BUSINESS TRAINING

High School Business Education of Graduates

As stated in Chapter II, each of the schools included in the study has a business department. Chapter V shows how the graduates of these schools availed themselves of the opportunity to receive a business education, and how helpful in earning a living this training has been to them. The usefulness of the knowledges and abilities acquired in school, to the students after they leave school, determines whether the business curriculum of each school is helping to train the students for the positions they fill in life.

Furthermore, this chapter presents data concerning business education received by the graduates after leaving high school, as well as skills acquired on their jobs without training in any school.

Table XVI shows the total number of men and women graduates of School A who completed each subject listed. The number who, in their opinion, received major help, minor help, or no help in earning a living, is also given together with the corresponding percentages. Tables XVII and XVIII give this same information for Schools B and C. The percentages for the different subjects vary greatly, not only for the three schools, but even for the men and women of the same school. The differences in numbers who studied each subject are largely responsible for the variation in percentages.

It is obvious that certain subjects were considered of little benefit by the men, regardless of the school in which they studied them. The same is true of subjects studied by the women. In general, a larger percentage of girls than of boys profited by the business subjects they studied, but a larger percentage of boys than of girls received major help from Bookkeeping I and II, business arithmetic, and business law. Table XIX shows the totals for the three schools.

TABLE XVI

BUSINESS SUBJECTS STUDIED IN HIGH SCHOOL BY GRADUATES OF SCHOOL A
AND VALUE OF THESE SUBJECTS IN EARNING A LIVING

Subject	Numbers who Completed subject		Major Help				Minor Help				No Help *			
			No.		Per Cent		No.		Per Cent		No.		Per Cent	
	N	W	M	W	M	W	M	W	M	W	M	W	M	W
Typewriting I	71	47	10	11	16.4	23.4	23	16	37.7	34.0	28	20	45.9	42.6
Typewriting II	16	8	2	1	12.5	12.5	4	4	25.0	50.0	10	3	62.5	37.5
Bookkeeping I	24	29	7	5	28.1	17.2	11	14	45.8	48.3	6	10	73.9	65.5
Bookkeeping II	6	2	2	1	33.3	50.0	1	0	16.7	0.0	3	1	50.0	50.0
Shorthand I	3	32	0	3	0.0	9.4	0	7	0.0	21.8	3	22	100.0	68.7
Shorthand II	3	4	0	1	0.0	33.3	0	0	0.0	0.0	3	2	100.0	66.7
Business English	29	15	12	6	41.4	40.0	15	5	51.7	33.3	2	4	6.9	26.7
Economics	7	7	2	5	28.6	71.4	3	1	42.9	14.3	2	1	28.6	14.3
Business Arithmetic	27	8	19	2	70.4	25.0	7	3	25.9	37.5	1	3	3.7	37.5
General Business	3	3	0	3	0.0	100.0	2	0	66.7	0.0	1	0	33.3	0.0
Commercial Geography	13	4	1	1	7.7	25.0	6	1	46.2	25.0	6	2	46.2	50.0
Business Law	3	1	0	1	0.0	100.0	2	0	66.7	0.0	1	0	33.3	0.0

* Percentages in this table are based on the number of men and the number of women who studied each subject.

This table should be read as follows: Typewriting I was studied by 61 men graduates and 47 women graduates. Ten men, or 16.4 per cent of the number of men who had studied it, considered typewriting of major help in earning a living. Eleven, or 23.4 per cent, of the number of women graduates who had studied Typewriting I considered it of major help in earning a living.

TABLE XVII

BUSINESS SUBJECTS STUDIED IN HIGH SCHOOL BY GRADUATES OF SCHOOL B
AND VALUE OF THESE SUBJECTS IN EARNING A LIVING

Subject	Number who completed subject		Major Help				Minor Help				No Help			
			No.		Per Cent		No.		Per Cent		No.		Per Cent	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Typing I	18	38	1	25	5.5	65.8	7	6	38.9	15.8	10	7	55.6	18.4
Typing II	15	37	0	26	0.0	72.7	6	5	40.0	13.5	9	6	60.0	13.8
Bookkeeping I	1	1	0	0	0.0	0.0	1	0	100.0	0.0	0	1	0.0	100.0
Bookkeeping II	0	1	0	0	0.0	0.0	0	0	0.0	0.0	0	1	0.0	100.0
Shorthand I	1	28	0	14	0.0	50.0	0	5	0.0	17.9	1	9	100.0	32.1
Shorthand II	0	24	0	15	0.0	62.5	0	5	0.0	20.8	0	4	0.0	16.7
Business English	12	21	4	14	33.3	66.7	6	4	50.0	19.0	2	3	16.7	14.3
Economics	13	16	2	4	15.4	25.0	9	3	69.2	18.8	2	9	15.4	56.2
Business arithmetic	17	26	10	5	55.6	17.0	6	14	35.3	50.0	1	9	9.1	32.1
General Business	4	4	2	1	50.0	25.0	2	2	50.0	50.0	0	1	0.0	25.0
Commercial Geography	4	5	1	0	25.0	0.0	3	1	75.0	20.0	0	4	0.0	80.0
Business Law	18	17	5	3	27.8	17.6	9	4	50.0	23.5	4	10	22.2	58.9

* Percentages in this table are based on the number of men and the number of women who completed each subject.

This table should be read as follows: Eighteen men and 38 women graduates studied Typewriting I. One, or 5.5 per cent of the 18 men who studied Typewriting I considered it of major help in earning a living. Twenty-five, or 65.8 per cent, of the 38 women graduates who studied Typewriting I considered of major help in earning a living.

TABLE XVIII

BUSINESS SUBJECTS STUDIED IN HIGH SCHOOL BY GRADUATES OF SCHOOL C
AND VALUE OF THESE SUBJECTS IN EARNING A LIVING

Subject	Number who		Major Help				Minor Help				No Help			
	completed subjects		No.		Per Cent		No.		Per Cent		No.		Per Cent	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Typewriting I	6	10	0	8	0.0	80.0	1	1	16.7	10.0	5	1	83.3	10.0
Typewriting II	3	4	0	4	0.0	100.0	1	0	33.3	100.0	2	0	66.7	0.0
Bookkeeping I	0	1	0	0	0.0	0.0	0	1	0.0	100.0	0	0	0.0	0.0
Bookkeeping II	0	1	0	0	0.0	0.0	0	1	0.0	100.0	0	0	0.0	0.0
Shorthand I	0	0	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0
Shorthand II	0	0	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0
Business English	2	5	0	4	0.0	80.0	0	1	0.0	20.0	2	0	100.0	0.0
Economics	1	1	0	1	0.0	100.0	0	0	0.0	0.0	1	0	100.0	0.0
Business Arithmetic	2	3	0	2	0.0	66.7	0	1	0.0	33.3	2	0	100.0	0.0
General Business	0	2	0	0	0.0	0.0	0	2	0.0	100.0	0	0	0.0	0.0
Commercial Geography	1	3	0	2	0.0	66.7	0	1	0.0	33.3	1	0	100.0	0.0
Business Law	1	9	1	1	100.0	11.1	0	6	0.0	66.7	0	2	0.0	22.2

* All percentages in this table are based on the number of men and the number of women who completed each subject.

This table should be read as follows: Six men and 10 women studied Typewriting I. None of the men who had studied it considered typewriting of major help in earning a living. Eight women, or 80 per cent of the number of women graduates who had studied Typewriting I considered it of major help in earning a living.

TABLE XIX

TOTAL NUMBER OF GRADUATES WHO STUDIED BUSINESS SUBJECTS IN HIGH SCHOOL
AND VALUE OF THESE SUBJECTS IN EARNING A LIVING

Subject	Number who completed subject		Major Help				Minor Help				No Help			
			No.		Per Cent		No.		Per Cent		No.		Per Cent	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Typewriting I	85	95	11	44	12.9	46.3	31	23	36.5	24.2	43	28	50.6	29.5
Typewriting II	34	49	2	31	5.9	63.3	11	9	32.4	18.6	21	9	61.7	18.1
Bookkeeping I	25	31	7	5	28.0	16.1	12	15	48.4	50.0	6	11	24.0	35.5
Bookkeeping II	6	4	2	1	33.3	25.0	1	0	16.7	0.0	3	3	50.0	75.0
Shorthand I	4	60	0	17	0.0	28.3	0	12	0.0	20.0	4	31	100.0	51.7
Shorthand II	3	27	0	16	0.0	59.3	0	5	0.0	18.5	3	6	100.0	22.2
Business English	43	41	16	24	37.2	58.5	21	10	48.8	24.4	6	7	14.0	17.1
Economics	21	24	4	10	19.0	41.7	12	4	57.1	16.7	5	10	23.0	41.6
Business Arithmetic	46	39	31	9	67.4	23.1	13	18	28.3	46.2	2	12	4.2	30.7
General Business	7	7	2	4	28.6	59.1	4	2	59.1	28.6	1	1	12.3	12.3
Commercial Geography	18	12	2	3	11.1	25.0	9	3	50.0	25.0	7	6	38.9	50.0
Business Law	22	27	6	5	27.3	18.5	11	10	50.0	47.0	5	12	22.7	44.5

* All percentages in this table are based on the number of men and the number of women who completed each subject.

This table should be read as follows: A total of 85 men and 95 women graduates studied Typewriting I. Eleven men and 44 women graduates considered it of major help in earning a living. Thus, 12.9 per cent of the number of men graduates, and 46.3 per cent of the number of women graduates who had studied the subject, considered Typewriting I of major help in earning a living.

Table XIX shows that at least 50 per cent of the men who had completed the following business subjects in high school expressed the opinion that the subjects had been of no value to them in earning a living: Typewriting I, Typewriting II, and Bookkeeping II. One hundred per cent of the men who had completed Shorthand I and II were of the opinion that these subjects had been of no value to them in earning a living. All the other subjects listed in the table were considered to have been of some value in earning a living by at least 50 per cent of the men who had completed them in high school.

It was the opinion of at least 50 per cent of the women graduates who had completed them in high school that the following subjects had been of no value in helping them to earn a living: Bookkeeping II, Shorthand I and Commercial Geography. At least 50 per cent of the women graduates who had studied the remaining subjects in the list, considered that they had been of some help to them in earning a living.

It should be observed that some of the graduates have not held a job and have not, therefore, had an opportunity to use any subject that they have studied in earning a living.

Possibly typewriting has been of little value to some graduates because they have not had the use of a typewriter since leaving school.

Table XX shows the number of graduates of School A who had the use of a typewriter and the place where they have had access to it. The frequency with which they have had access to a typewriter is also shown in this table.

TABLE XI

GRADUATES OF SCHOOL A WHO STUDIED TYPEWRITING IN HIGH SCHOOL
AND FREQUENCY WITH WHICH THEY HAVE HAD ACCESS TO A TYPEWRITER
SINCE LEAVING SCHOOL

Place Where	Frequently			Occasionally		
	M	W	T	M	W	T
At Home	4	5	9	9	11	20
At School	1	2	3	4	9	13
Other Place	2	0	2	6	1	7
On the Job	2	5	7	9	3	12
Total	9	12	21	28	24	52
Percentage	19.4			48.1		

Percentages in this table are based on the total of 108 graduates who studied typewriting.

From this table it may be seen that nine graduates of School A had access to a typewriter frequently at home, and 20 had access to it only occasionally at home. A total of 21, or 19.4 per cent, of the men and women who studied typewriting in high school have had the use of a typewriter frequently. Fifty-two, or 48.1 per cent, had one to use only occasionally. The remaining 35, or 32.4 per cent, have had access to a typewriter seldom or never since they left high school. Some graduates have had access to a typewriter both at home and on the job, but no single graduate was counted more than once in the above table.

Table XII shows the number of graduates of School B who had access to a typewriter since leaving high school.

TABLE XXI

GRADUATES OF SCHOOL B WHO STUDIED TYPEWRITING IN HIGH SCHOOL AND FREQUENCY WITH WHICH THEY HAVE HAD ACCESS TO A TYPEWRITER SINCE LEAVING SCHOOL.

Place Where	Frequently			Occasionally		
	N	H	T	N	H	T
At Home	5	1	6	5	2	7
At School	0	0	0	0	2	2
Other Place	0	0	0	1	3	4
On the Job	0	18	18	4	7	11
Total	5	19	24	10	14	24
Percentage			42.8			42.8

Percentages in this table are based on the 56 graduates who studied typewriting.

This table shows that six graduates of School B had access to a typewriter at home frequently, and seven had access to one at home occasionally. The total number who had the use of a typewriter frequently was 24, or 42.8 per cent, of the number who had studied typewriting. The total number who had access to one occasionally was also 24 or 42.8 per cent, of the number who had studied typewriting. No single graduate is counted more than once in Table XXI even though he may have had access to a typewriter in several places. Fourteen, or 24.4 per cent, of the graduates of School B who had studied typewriting had the use of a typewriter seldom or never.

Table XXII shows the number of graduates of School C who had the use of a typewriter and the place where they used it.

TABLE XXII

GRADUATES OF SCHOOL C WHO STUDIED TYPEWRITING IN HIGH SCHOOL
AND FREQUENCY WITH WHICH THEY HAVE HAD ACCESS TO A TYPEWRITER
SINCE LEAVING SCHOOL.

Place Where	Frequently			Occasionally		
	N	E	T	N	E	T
At Home	2	3	5	0	1	1
Other Place	0	0	0	0	1	1
On the Job	0	2	2	0	2	2
Total	2	5	7	0	4	4
Percentage	43.8			25.0		

Percentages in this table are based on the 16 graduates who studied typewriting.

According to this table seven graduates of School C had access to a typewriter frequently, and four occasionally. This is a percentage of 43.8 for the former, and 25 for the latter number. Five, or 31.2 per cent, seldom or never had the use of a typewriter since leaving school. Although some of the graduates may have had the use of a typewriter in several places, no graduate is recorded more than once in Table XXII.

Table XXIII shows the frequency with which the total number of graduates who studied typewriting in high school have had access to a typewriter, and the place where the typewriter was used by these graduates.

TABLE XXIII

FREQUENCY WITH WHICH THE TOTAL NUMBER OF GRADUATES WHO STUDIED TYPEWRITING IN HIGH SCHOOL HAD ACCESS TO A TYPEWRITER SINCE LEAVING HIGH SCHOOL AND PLACES WHERE THEY HAD ACCESS TO A TYPEWRITER

	Frequently				Occasionally			
	N	%	T	Per Cent	N	%	T	Per Cent
At Home	11	9	20	11.1	14	14	28	15.6
At School	1	2	3	1.7	4	11	15	8.3
Other Place	2	0	2	1.1	7	5	12	6.7
On the Job	2	25	27	15.0	13	12	25	13.8
Totals	16	36	52	28.9	38	42	80	44.4

Percentages in this table are based on the total of 180 graduates who studied typewriting.

As shown by Table XXIII, 11.1 per cent of the total number of graduates who had studied typewriting in high school had frequent use of a typewriter at home, 1.7 per cent had frequent access to it at the school, 1.1 per cent at other places, and 15 per cent had frequent access to it on the job. The percentages of graduates who had occasional use of a typewriter were 15.6 per cent for home, 8.3 per cent for school, 6.7 per cent for other places, and 13.8 per cent for the job. Of the total of the 180 graduates who studied typewriting in high school, 26.7 seldom or never had access to a typewriter after leaving school.

Table XXIV shows the total number of graduates of each of the three schools who had frequent or occasional access to a typewriter.

TABLE XXIV

TOTAL NUMBER OF GRADUATES WHO STUDIED TYPEWRITING IN HIGH SCHOOL AND FREQUENCY WITH WHICH THEY HAVE HAD ACCESS TO A TYPEWRITER SINCE LEAVING SCHOOL

	Frequently	Occasionally
School A	21	52
School B	24	24
School C	7	4
	52	80
Total		
Percentage	26.9	44.4

Percentages in this table are based on the total of 180 graduates who studied typewriting.

This table shows that 52, or 29.9 per cent, of the graduates who studied typewriting in high school, had access to a typewriter frequently. Eighty, or 44.4 per cent, had the use of a typewriter occasionally. Therefore, 26.7 per cent of the graduates seldom or never had access to a typewriter.

Post-High School Business Training of Graduates

The preceding table shows that a high percentage of graduates of the three schools received business training in high school, and that a wide variety of business subjects was offered during the five-year period covered by this study. The following table shows the number of graduates who received further business training after graduation from high school, and the types of educational institutions in which this training was received.

The number of graduates who received business training in college or business college is surprisingly small. Of the thirteen different business subjects which the graduates studied after graduation from high school, seven had not been offered in any of the three schools, and one, shorthand, had not been offered in School C. A total of four men graduates of School A

were enrolled in business subjects in college, and one man who graduated from School B was enrolled in a business subject in college. Two women graduates of School A, nine women graduates of School B, and two women graduates of School C were, likewise, enrolled in business subjects in college. A total of seventeen graduates studied business subjects in college. Only one man studied a business subject in business college. He was a graduate of School A. Three women graduates of School A, and three women graduates of School C were also enrolled in business subjects in business college. The total number of enrollments in business subjects by graduates after they completed high school was twenty-five.

Six men and eleven women studied one or more of the business subjects listed in Table XXV, therefore, the total number of graduates who received some post-high school business education was seventeen. This seems to indicate then that the graduates had either no need for further training to obtain a job in business, or pursued occupations in which business training was not essential.

Table XXV shows the number of business subjects studied by the graduates, in college or business college, and the number enrolled in each subject.

Data concerning business abilities acquired on the job without training in any school are shown in Table XXVI.

TABLE XIV
 BUSINESS SUBJECTS STUDIED BY SEVENTEEN GRADUATES AFTER THEY GRADUATED FROM HIGH SCHOOL
 AND TYPE OF INSTITUTION IN WHICH SUBJECTS WERE STUDIED

	Type of Institution								Total subject enrollment		
	College				Business College						
	School A	School B	School C	Total	School A	School B	School C	Total	M	W	T
	M W	M W	M W	M W	M W	M W	M W	M W	M W	M W T	
Economics	2	2	1	2 3					2	3	5
Shorthand		2		2	1		1	2	4	4	
Bookkeeping	1	1		1 1			1	1	1	2	3
Accounting		1 1		1 1					1	1	2
Business Law	1	1		1 1					1	1	2
Business Spelling					1			1	1	1	
Business Ethics	1			1					1	1	
Business Administration					1			1	1	1	
Business Filing	1			1					1	1	
Typewriting					1			1	1	1	
Secretarial Procedure		2		2					2	2	
Family Finance			1	1					1	1	
Business Arithmetic								1	1	1 1	
Total	4 2	1 9	2	5 13	1 3	3	1 6	19 25			

TABLE XVI

BUSINESS ABILITIES ACQUIRED ON THE JOB
WITHOUT TRAINING IN ANY SCHOOL

	School A		School B		School C		Total	
	M	F	M	F	M	F	M	F
Bookkeeping	8	2	3	7	1	1	12	10
Typewriting			1				1	
Shorthand						1		1
Total	8	2	4	7	1	2	13	11

This table shows that 10 graduates of School A, 11 graduates of School B, and three graduates of School C acquired some business ability on the job. Of this number, 12 men and 10 women acquired bookkeeping ability; one man acquired ability in typewriting, and one woman acquired ability in shorthand.

SUMMARY

The business subjects completed by the graduates of each high school are shown in Tables XVI, XVII, and XVIII. Business arithmetic, which was studied by 41.5 per cent of the men graduates of School A was rated by 70.4 per cent of those who had studied it as having been of major benefit to them in earning a living. Business English was studied by 44.6 per cent of the men graduates of School A and was considered of major help to 41.5 per cent of those who had studied it. Shorthand I and II were studied by only three men graduates of School A and all of them stated that it had been of no help to them in earning a living.

Although only seven women graduates of School A had studied economics, five believed that it had been of major help to them in earning a living. Business English had been studied by fifteen women graduates of School A. Forty per cent considered it of major help and 33.3 per cent considered it

of minor help in earning a living. Shorthand I, Shorthand II, and Bookkeeping I were considered as of no help by a large percentage of women graduates of School A who had studied these subjects, namely, 68.7 per cent, 66.7 per cent, and 65.5 per cent respectively.

Again business arithmetic was ranked first among the subjects that had been of major help to men graduates of School B in earning a living. The percentage who ranked it so is 55.6 per cent of the men graduates of School B who had studied business arithmetic. Business English was considered of major help by 33.3 per cent of the men who had studied it. Only one man of School B had studied Shorthand I, and he believed that it had been of no help to him in earning a living. Sixty per cent of the men graduates who had studied Typewriting II stated that it had been of no help to them in earning a living. Typewriting and shorthand were of benefit to the majority of women graduates of School B who had studied these courses. Bookkeeping I and II had been studied by only one girl graduate of School B and she had found no need of it since her graduation from high school.

Business law was studied by only one of the men graduates of School C, and he found it to be of major help. Typewriting I and II were considered as of minor help and all the other business subjects studied by the men graduates of School C were considered of no help in the earning of a living. Eighty per cent of the women graduates of School C who had studied Typewriting I, and 100 per cent of the women graduates who had studied Typewriting II believed that these subjects had been of major help to them in earning a living. Business English, economics, business arithmetic, and commercial geography were considered of major help in earning a living by 80 per cent, 100 per cent, 66.7 per cent, and 66.7 per cent, respectively of the women graduates of School C who had studied these subjects.

Shorthand had not been studied by any of the women graduates of School C, and only one woman had studied bookkeeping. This woman found bookkeeping of minor help in earning a living.

In considering all the graduates who responded to the questionnaires, it may be seen from Table XII that business arithmetic, business English, and bookkeeping were most useful to the men graduates in earning a living, but typewriting, shorthand, and economics helped women graduates more.

Whether or not the graduates who studied typewriting in school have had access to a typewriter after graduating has an important bearing on the usefulness of the subject. Tables XI to XXIV, inclusive, deal with this problem. Of the 100 graduates of School A who studied typewriting, 19.4 per cent have had access to a typewriter frequently, and 30.1 per cent occasionally. Thirty-two and five-tenths per cent have had access to a typewriter only rarely or never. Undoubtedly this accounts, in part at least, for the fact that 45.9 per cent of the men graduates and 42.6 per cent of the women graduates of School A stated that they had received no help in earning a living from the study of typewriting. On the other hand, it is to be doubted that graduates who really need a typewriter, and who find sufficient use for it to justify the cost, would not be able to obtain one.

Table XXI shows that 14.4 per cent of the fifty-six graduates of School B who studied typewriting in school have rarely or never had access to a typewriter. A total of 42.3 per cent have had access to one frequently and 46.9 per cent occasionally. Although fifteen of the eighteen men graduates who studied typewriting have had access to a typewriter, 55.6 per cent stated that it was not useful to them in earning a living. All but five women graduates of School B who had studied typewriting have had access to a typewriter.

All the graduates of School C who responded studied typewriting in high school. Only two of the six men have had access to a typewriter after leaving school. Nine of the ten women graduates who studied typewriting have

had access to a typewriter. Only one woman stated her typewriting ability had not helped her in earning a living.

Table XXIII indicates that more graduates had frequent access to a typewriter on the job than at any other place. Fifteen per cent had access to a typewriter frequently on the job, and 11.1 per cent had access to it frequently at home. Slightly more than one per cent had access to a typewriter frequently some other place, and 1.7 per cent had access to it frequently at school. The percentages of graduates who had access to a typewriter occasionally at the places indicated in Table XXIII are as follows: at home, 15.6 per cent; on the job, 13.8 per cent; at school, 8.9 per cent; some other place, 6.7 per cent.

To summarize, of a total of 180 graduates who studied typewriting in any of the three high schools, 48, or 26.7 per cent have had access to a typewriter only rarely or never; but 71, or 39.4 per cent reported that they had not received any help from typewriting in earning a living. Perhaps the 26.7 per cent of graduates who rarely or never had access to a typewriter, would be justified in ascribing the fact that typewriting had not helped them in earning a living to the lack of a typewriter. However, the remaining 33, or 32.4 per cent of the graduates who reported that they were not benefitted by their typewriting ability in earning a living have had access to a typewriter. They, therefore, must attribute the little benefit they derived from the study of typewriting to reasons other than lack of a typewriter.

A comparison concerning the number of men, women, and total number of graduates who have had access to a typewriter on a job, and the number that reported that they used typewriting in earning a living, is made in Table LI, Chapter VI of this study.

Table XXV shows that there were six enrollments in business subjects by men graduates of School A in college or business college after they graduated from high school. Table XXVI shows how many used the business

skills or abilities they acquired on the job. One woman graduate of School A who studied typewriting and shorthand in college, had not studied these subjects in high school. One man graduate of this same school had not studied economics in high school.

One woman graduate of School B who studied business English and bookkeeping in college had not studied these subjects in high school. One woman graduate of School C had not studied economics in high school, and another woman graduate of the same school had not studied shorthand, bookkeeping, and business arithmetic in high school. Accounting, business spelling, business ethics, business administration, business filing, secretarial procedure, and family finance had not been offered in any of the three high schools at the time the graduates who studied these subjects in college, attended high school. Hence very few of the subjects which were studied in college or business college, had also been studied in high school.

According to Table XVI, a number of graduates acquired some business abilities on the job. Some degree of bookkeeping ability was acquired by twenty-two graduates. Ten of this number were from School A, ten from School B, and two from School C. One woman graduate from School C learned shorthand on the job, and one man graduate from School B learned typewriting on the job. Since 70.3 per cent of the graduates who had studied bookkeeping in high school had found it helpful, and another 11.2 per cent of those who had never studied it learned it on the job, it may be assumed that bookkeeping is needed by many graduates of rural schools, especially the men graduates. The percentage of men graduates who had studied bookkeeping in high school and found it of help in earning a living, is 10.3 per cent greater than the percentage of women graduates.

CHAPTER VI

OCCUPATIONAL STATUS OF GRADUATES

Employment of Graduates

The test of adequacy of training received by graduates of the schools included in the study may be determined, in part, by analyzing the data pertaining to their employment and the business skills they use in their jobs.

Herbert A. Tonne states that many workers in business occupations in large communities obtained their training in small high schools. Thus, although opportunities for employment evidently were not found locally, these students were able to use their knowledge when they moved to larger communities. Nevertheless, it is questionable whether local communities should train workers for more prosperous urban centers, or whether migration from rural to urban areas should be encouraged.¹

Yet this does not mean that there should be no business training in the rural high schools. The same author states that Horace Greeley pointed out the need for business education among farmers shortly after the Civil War when he said:

The typical farmer is not a good business man. He is a man who has gone on for thirty years growing half a dozen, perhaps twenty, varieties of crops some of which yielded him a large profit, others a small profit, and others have been grown by him half a dozen years at a positive loss; yet at the end of that time he knew no more what crops had made him a profit, and what had sunk his money than the child unborn.

Now, those are defects in almost all our practical men's education, which a business college ought to help us to correct. I believe in business education not for one class, but for every class.²

Every business manager knows how important adequate records are to business. Certainly farm management is no exception.

¹ Herbert A. Tonne, Principles of Business Education, p. 267.

² Ibid., p. 53.

The first employment of graduates is important as it may be the index to their future life-work and permanent residences. It is given due consideration in this chapter. Data pertaining to present occupations, part-time jobs held while farming or attending college, full-time farming and part-time farming are treated.

To train high school students for their future job it is necessary to know whether they will most likely work on the farm, engage in business in a small town or city, or whether they will follow some other occupations. It is also important to know what business skills are used on the job by graduates of rural high schools. Tables XLVI to L, inclusive, show what business skills were used by graduates holding full-time jobs, and by those holding part-time jobs.

In this age of income tax it seems that most graduates, regardless of the occupations they may follow, have need for some knowledge of bookkeeping. Special tables were drawn up to show how many graduates are doing bookkeeping and what kinds of books are most frequently used.

TABLE XXVII

INITIAL EMPLOYMENT OF GRADUATES OF SCHOOL A
ACCORDING TO URBAN OR RURAL COMMUNITIES

	1944		1945		1946		1947		1948		Total		Total Graduates	
	M	W	M	W	M	W	M	W	M	W	M	W	No.	Per Cent
	Urban	2	10	1	1	2	3	0	7	0	5	5	26	31
Rural	7	1	6	0	12	3	7	11	15	6	47	21	68	57.6
Military Camp	6		4		3							13	13	11.0
Never Employed														
Housewives														
Urban	2											2	2	1.6
Rural					1							1	1	1.0
Others					1		1		1			3	3	2.6

Percentages in this table are based on the total of 118 graduates.

Table XXVII shows that of the graduates who responded from School A, five men and 26 women received their first employment in cities. Forty-seven men and 21 women were first employed in rural communities. Thirteen men were given their first regular jobs in military camps. Six women graduates were never employed. Two were housewives in urban communities, and one was a housewife in a rural community. Three other women graduates were never employed because they are either attending college or are in nurses' training schools. More than one-half of the graduates, or 57.7 per cent, remained in rural communities to receive their first employment.

Table XXVIII shows the initial employment of the graduates of School B.

TABLE XXVIII

INITIAL EMPLOYMENT OF GRADUATES OF SCHOOL B
ACCORDING TO URBAN OR RURAL COMMUNITIES

	1944		1945		1946		1947		1948		Total		Total Graduates	
	M	W	M	W	M	W	M	W	M	W	M	W	No.	Per Cent
	Urban	0	4	3	10	0	2	2	8	1	5	6	29	35
Rural	0	0	3	1	4	1	4	2	6	0	17	4	21	33.9
Military Camp	1												1	1.6
Never Employed			1				1		3		5		5	8.1

Percentages in this table are based on the 62 graduates who responded.

The percentage of graduates of School B who were first employed in urban communities is much larger than that of the graduates who received their first job in a rural community. Of the 35 graduates who received their initial employment in a city, 29 were women and only 6 were men. Only one of the men graduates of this school received his first employment in military service. Five women have never been employed. They are either attending college or have never been employed for some other reason. No housewives are included in the number of women that have never been employed. This table seems to point to the necessity of training the boys of School B for work in rural communities, and the girls for work in a city.

Table XXIX shows the place of initial employment for graduates of School C.

TABLE XXIX

INITIAL EMPLOYMENT OF GRADUATES OF SCHOOL C
ACCORDING TO URBAN OR RURAL COMMUNITIES

	1944		1945		1946		1947		1948		Total		*	
	M	F	M	F	M	F	M	F	M	F	No.	Per Cent		
Urban	-	5	0	1	0	2	0	2	0	-	0	10	10	62.5
Rural	-	0	2	0	1	0	1	0	2	-	6	0	6	37.5

* Percentages in this table are based on the 16 graduates who responded.

None of the men graduates of School C received their first employment in an urban community, but all of the women graduates were initially employed in cities. As no men graduates were in military service, all of them hold their first job in a rural community.

Table XXX shows the initial employment of all graduates according to urban or rural communities.

TABLE XXI

INITIAL EMPLOYMENT OF ALL GRADUATES
ACCORDING TO URBAN OR RURAL COMMUNITIES

	Men		Women		Total	
	No.	Per Cent*	No.	Per Cent*	No.	Per Cent**
Urban	11	11.6	65	64.4	76	30.8
Rural	70	73.7	25	24.8	95	42.5
Military Camp	14	14.7			14	7.1
Never Employed						
Housewives						
Urban			2	1.9	2	1.0
Rural			1	1.0	1	.5
Others			8	7.9	8	4.1

* These percentages are based on the 95 men graduates, and the 101 women graduates who responded.

** These percentages are based on the total of 196 graduates who responded.

By studying Table XXI the conclusion is reached that there is a great difference between the percentage of men and women graduates who received their first employment in urban or rural areas. Only 11.6 per cent of the men, but 64.4 per cent of the women graduates received their first jobs in cities. On the other hand, 73.7 per cent of the men, and only 24.8 per cent of the women graduates received their first jobs in rural communities. Fourteen and seven-tenths per cent of the men were in military service before receiving any employment as civilians. The percentage of women who were never employed is 1.9 for housewives in urban communities, 1 per cent for housewives in rural communities, and 7.9 per cent for other women graduates who have never been employed.

To answer the questions, whether the graduates continued work in the area of their first employment, it is necessary to study their present employment situation. Only then can it be ascertained whether the mobility of the graduates back to the rural areas from which they came is important enough to consider.

Table XXI shows the location of the present employment of the graduates of School A.

TABLE XXXI

PRESENT EMPLOYMENT OF GRADUATES OF SCHOOL A
ACCORDING TO URBAN OR RURAL COMMUNITIES

	Men		Women		Total	
	No.	Per Cent ^a	No.	Per Cent ^a	No.	Per Cent ^a
Urban	13	20.0	15	28.3	28	23.7
Rural	46	70.8	19	35.8	65	55.1
Military Camp	2	3.1			2	1.7
Housewives						
Urban			3	5.7	3	2.5
Rural			10	18.9	10	8.5
Not Employed	4	6.1	5	9.4	9	7.6
Invalid			1	1.9	1	0.0

^a These percentages are based on the total of 65 men, and 53 women graduates

^a These percentages are based on the total of 118 graduates of School A who responded.

Table XXXI shows that 20 per cent of the men graduates and 28.3 per cent of the women graduates have jobs in urban communities at present. This is a total percentage of 23.7 for the graduates of both sexes. The 70.8 per cent of men graduates who work in rural communities at present and the 35.8 per cent of the women graduates who work in rural communities account for a total of 55.1 per cent of the 118 graduates.

Another 10 women graduates are occupied as housewives in rural communities. Since this is 8.5 per cent of the total number of graduates, the total percentage of all graduates, including housewives, who are working in rural communities is really 63.6. Three and one-tenth per cent of the men graduates are at present in military service, and 6.1 per cent are not employed as they are attending college. Of the women graduates, 9.4 per cent are at present not employed and one woman graduate was an invalid at the time the questionnaires were returned.

By comparing the total number of graduates of School A who are now working in rural areas with those working in urban areas on their first employment as shown in Table XXVII, it may be seen that the percentage of graduates, including the housewives, who are working in rural communities at present, is 5 per cent larger than in the case of their first employment. There are at present seven more women working in rural communities than at the time of their first employment, including housewives.

Table XXIII shows the present employment of the graduates of School B according to location in urban or rural communities.

TABLE XXIII

PRESENT EMPLOYMENT OF GRADUATES OF SCHOOL B
ACCORDING TO URBAN OR RURAL COMMUNITIES

	Men		Women		Total	
	No.	Per Cent*	No.	Per Cent*	No.	Per Cent**
Urban	10	41.7	22	57.9	32	51.6
Rural	14	58.3	4	10.5	18	29.0
Housewives						
Urban			3	7.9	3	4.8
Rural			4	10.5	4	6.5
Not Employed			5	13.2	5	8.1

* These percentages are based on the total of 24 men graduates, and the total 38 women graduates who responded.

** These percentages are based on the total of 62 graduates who responded.

The percentage of women graduates of School B who are at present employed in urban communities is 57.9. Including the housewives who live in cities, the total percentage of women graduates working in urban communities is 65.8. This percentage is considerably larger than that of men graduates living in urban communities. Only 41.7 per cent of men graduates work in urban communities.

Since no men of this school are at present in military service or attending college, all not employed in cities, are employed in rural communities. The percentage of men employed in rural areas is 58.3. Of a total of 62 graduates who responded, 31.6 per cent are employed in cities, 29 per cent in rural communities, 3.8 per cent are housewives in cities, 6.5 per cent are housewives in rural communities, and 8.1 per cent are not employed. By comparing Table XXVII with Table XXVIII, it may be seen that the number of men graduates employed in urban communities increased by four, and the number of graduates employed in rural communities decreased by three. The number of women graduates, including housewives, in urban communities is now four less than it was at the time of first employment.

The location of the present employment of the graduates of School C is shown in Table XXVIII.

TABLE XXVIII

PRESENT EMPLOYMENT OF GRADUATES OF SCHOOL C
ACCORDING TO URBAN OR RURAL COMMUNITIES

	Men		Women		Total	
	No.	Per Cent*	No.	Per Cent*	No.	Per Cent**
Urban	1	16.7	2	20.0	3	18.8
Rural	5	83.3	0	0.0	5	31.2
Housewives						
Urban			4	40.0	4	25.0
Rural			3	30.0	3	18.8
Not Employed			1	10.0	1	6.2

* These percentages are based on the total of 6 men graduates, and the 10 women graduates who responded.

** These percentages are based on the total of 16 graduates who responded.

As indicated by this table, the number of men graduates working in urban areas at present is 16.7 per cent and the number of women graduates is 20 per cent. Eighty-three and three-tenths per cent of the men graduates are employed in rural communities, but there are no women graduates employed in rural communities. However, three housewives are engaged in housekeeping in rural areas.

The total number of graduates of School C, working in cities is 18.8 per cent, and the total number working in rural communities is 31.2 per cent. Twenty-five per cent of the total number of graduates are housewives in urban communities, 18.8 per cent in rural communities, and 6.2 per cent of the women graduates are at present not employed.

Table XXIV shows the location of the present employment of all graduates of the three schools.

TABLE XXIV

PRESENT EMPLOYMENT OF ALL GRADUATES
ACCORDING TO URBAN AND RURAL COMMUNITIES

	Men		Women		Total	
	No.	Per Cent*	No.	Per Cent*	No.	Per Cent**
Urban	24	25.3	39	38.6	63	32.2
Rural	65	68.4	23	22.8	88	44.9
Military Camp	2	2.1			2	1.0
Housewives						
Urban			10	9.9	10	5.1
Rural			17	16.9	17	8.7
Not Employed	4	4.2	11	10.9	11	5.6
Invalid			1	.9	1	.5

* These percentages are based on the total of 95 men and 101 women graduates

** These percentages are based on the total of 196 graduates.

At the time the questionnaires were returned a total of 32.2 per cent of all graduates included in the study were employed in urban communities. Another 5.1 per cent were housewives in urban communities. By comparing this percentage with the initial employment of all graduates, only 2.5 per cent difference can be discovered between the number initially employed or occupied as housewives in urban communities and the number employed there, and occupied as housewives there, at present. As regards rural communities, there is a gain of 4.6 per cent in favor of the present situation over the initial employment situation. The return of men graduates from military camps to their local rural communities is responsible for this change.

On the whole the mobility of graduates after their first employment is relatively slight, and it may be assumed that approximately 37 per cent will find work in urban communities, and approximately 54 per cent will be occupied in rural communities.

Table XXXV shows the present occupations of all men graduates of the three schools.

TABLE XXXV
OCCUPATIONAL DISTRIBUTION OF MEN GRADUATES
AT TIME QUESTIONNAIRES WERE RETURNED

Occupation	School A		School B		School C		Total	
	No.	Per Cent*	No.	Per Cent*	No.	Per Cent*	No.	Per Cent**
Farmer	37	56.7	9	37.5	2	33.3	48	50.5
College Student	7	10.7					7	7.4
Salesman	3	4.6	1	4.2	1	16.7	5	5.3
Clerk	2	3.0	3	12.5			5	5.3
Storekeeper	2	3.0	2	8.2			4	4.2
Gas Service	2	3.0	2	8.2			4	4.2
Bookkeeper	2	3.0	1	4.2			3	3.1
Truck Driver	1	1.5	1	4.2	1	16.7	3	3.1
Laborer	1	1.5			2	33.3	3	3.1
Military Service	2	3.0					2	2.1
Odd Jobs	2	3.0					2	2.1
Grain Elevator Service	2	3.0					2	2.1
Cafeteria Service			1	4.2			1	1.1
Carpenter			1	4.2			1	1.1
Telegraph Operator	1	1.5					1	1.1
Mechanic	1	1.5						
Insulator			1	4.2			1	1.1
Telephone Operator			1	4.2			1	1.1
Expediting			1	4.2			1	1.1
Total	65		24		6		95	
		100		100		100		100

* These percentages are based on the total number of men graduates of each school

** These percentages are based on the total number of all men graduates.

The occupations of all men graduates are shown in Table XXX. The number and percentage of men graduates engaged in each job are shown for each school, and the combined number and total percentage for all schools, and for each job, are also shown. The occupation of highest frequency for men of each school is farming. College student ranks next in frequency for men of School A, and clerk for men of School B. Nineteen different occupations are followed by the ninety-five men graduates.

Table XXXVI shows the present occupation of women graduates of the three schools.

TABLE XXXVI

OCCUPATIONAL DISTRIBUTION OF WOMEN GRADUATES
AT TIME QUESTIONNAIRES WERE RETURNED

Occupation	School A		School B		School C *		Total	
	No.	Per Cent*	No.	Per Cent*	No.	Per Cent	No.	Per Cent**
Housewife	13	24.5	7	18.4	7	70.0	27	26.7
Domestic Servant	18	34.0	6	15.8			24	23.6
Office Clerk	2	3.8	6	15.8	1	10.0	9	8.9
College Student	3	5.6	4	10.6	1	10.0	8	7.9
Secretary			6	15.8			6	5.9
Waitress	3	5.6	2	5.3			5	5.0
Nurse Training	3	5.6					3	3.0
Stenographer			2	5.3	1	10.0	3	3.0
Store Clerk	2	3.8	1	2.6			3	3.0
Nurse	2	3.8					2	2.0
Cashier	1	1.9					1	1.0
School Lunch Cook	1	1.9					1	1.0
Hospital Laboratory	1	1.9					1	1.0
Telephone Operator	1	1.9					1	1.0
Children's Home Nurse			1	2.6			1	1.0
Medical Assistant			1	2.6			1	1.0
Beauty Shop Operator			1	2.6			1	1.0
Veteran's Administration	1	1.9					1	1.0
Receptionist	1	1.9					1	1.0
Unemployed			1	2.6			1	1.0
Invalid	1	1.9					1	1.0
Total	53		38		10		101	
		100		100		100		100

* These percentages are based on the total number of women graduates of each school.

** These percentages are based on the total number of all women graduates.

The percentage of women graduates of School A who were occupied as housewives at the time the questionnaires were returned was 24.5. This number includes one widow. Thirty-four per cent were performing domestic duties, and one woman was an invalid. The remaining 40.5 per cent were engaged in ten different kinds of occupations. Eighteen and four-tenths per cent of the women graduates of School B were housewives and 15.8 per cent were performing domestic duties. The remaining 64.8 per cent had nine different kinds of occupations. One woman was unemployed. Seventy per cent of the women graduates of School C were housewives. Of the total of 101 women graduates of the three schools, 51.3 per cent did housework and the remaining number were engaged in fourteen different occupations.

Table XXVII shows the number and percentages of graduates of School A who were engaged in full-time farming during each of the years studied.

TABLE XXVII

NUMBER AND PERCENTAGE OF GRADUATES OF SCHOOL A
ENGAGED IN FULL-TIME FARMING DURING EACH OF THE YEARS STUDIED

	Men				Women			
	Responses		Full-Time		Responses		Full-Time	
	Yearly	Cumulative	No.	Per Cent	Yearly	Cumulative	No.	Per Cent
1944	15		2	13.3	13		1	7.7
1945	11	26	5	19.2	1	14	2	14.3
1946	17	43	19	30.2	8	22	3	13.6
1947	7	50	14	28.0	19	41	9	21.9
1948	15	65	26	40.0	12	53	11	20.8
Average				26.1				15.7
Per Cent								

Percentages in this table are based on the cumulative number of responses.

This table shows that an average of 26.1 per cent of the 65 men graduates, and 15.7 per cent of the 53 women graduates of School A were engaged in full-time farming during each of the five years covered by this study.

Table XXVIII shows the number and percentage of graduates of School B who were engaged in full-time farming during each of the years studied.

TABLE XXVIII

NUMBER AND PERCENTAGE OF GRADUATES OF SCHOOL B
ENGAGED IN FULL-TIME FARMING DURING EACH OF THE YEARS STUDIED

	Men				Women			
	Responses		Full-Time		Responses		Full-Time	
	Yearly	Cumulative	No.	Per Cent	Yearly	Cumulative	No.	Per Cent
1944	1		0	0.0	4		0	0.0
1945	6	7	2	28.6	12	16	0	0.0
1946	4	11	3	27.3	3	19	1	5.3
1947	6	17	5	29.4	11	30	3	10.0
1948	7	24	4	16.7	8	38	4	10.5
Average				20.4				5.2
Per Cent				20.4				5.2

Percentages in this table are based on the cumulative number of responses.

From this table it may be seen that an average of 20.4 per cent of the 24 men graduates of School B who responded were engaged in full-time farming each year. Of the 38 women graduates, an average of 5.2 per cent were engaged in full-time farm work each year since the time of their graduation.

Table XXIX shows the number and percentage of graduates of School C who were engaged in full-time farm work during each of the years studied.

TABLE XXIX

NUMBER AND PERCENTAGE OF GRADUATES OF SCHOOL C
ENGAGED IN FULL-TIME FARMING DURING EACH OF THE YEARS STUDIED

	Men				Women			
	Responses		Full-Time		Responses		Full-Time	
	Yearly	Cumulative	No.	Per Cent	Yearly	Cumulative	No.	Per Cent
1944	-		-	-	5		0	0.0
1945	2	2	0	0.0	1	6	0	0.0
1946	1	3	0	0.0	2	8	1	12.5
1947	1	4	1	25.0	2	10	2	20.0
1948	2	6	1	16.7	-	10	4	40.0
Average				10.4				14.5
Per Cent				10.4				14.5

Percentages in this table are based on the cumulative number of responses. Dashes indicate that no responses were received.

An average of 10.4 per cent of the men graduates of School C did full-time farming each year. An average of 14.5 per cent of the 10 women graduates were engaged in full-time farm work each of the years studied.

Table XL shows the number and percentage of all graduates who were engaged in full-time farming during the five-year period covered by this study.

TABLE XL
NUMBER AND PERCENTAGE OF ALL GRADUATES
ENGAGED IN FULL-TIME FARMING DURING EACH OF THE YEARS STUDIED

	Responses		Full-Time		Responses		Full-Time	
	Yearly	Cumulative	No.	Per Cent	Yearly	Cumulative	No.	Per Cent
1944	16		2	12.5	22		1	4.5
1945	19	35	7	20.0	14	36	2	5.6
1946	22	57	16	28.2	13	49	5	10.2
1947	14	71	20	28.2	32	81	14	17.3
1948	24	95	31	32.6	20	101	19	18.8
Average								
Per Cent				24.3				11.3

Percentages in this table are based on the total cumulative responses of all graduates.

This table shows the total number of responses for each year and the total cumulative responses for each year. The number engaged in full-time farming is also shown. An average of 24.3 per cent of all men graduates, and 11.3 per cent of all women graduates were engaged in full-time farming each year of the five-year period.

The number and percentage of graduates of School A, who were engaged in part-time farming during each of the years studied, are shown in Table XLI.

TABLE XII

NUMBER AND PERCENTAGE OF GRADUATES OF SCHOOL A
ENGAGED IN PART-TIME FARMING DURING EACH OF THE YEARS STUDIED

	Men				Women			
	Responses		Part-Time		Responses		Part-Time	
	Yearly	Cumulative	No.	Per Cent	Yearly	Cumulative	No.	Per Cent
1944	15		7	46.7	13		0	0.0
1945	11	26	3	11.5	1	14	1	7.1
1946	17	43	7	16.3	8	22	3	13.6
1947	7	50	17	34.0	19	41	10	24.4
1948	15	65	12	18.5	12	53	10	18.9
Average				25.4				12.8
Per Cent								

Percentages in this table are based on the cumulative number of responses.

The average percentage of men graduates of School A who were engaged in part-time farming, as may be seen from Table XII, was 25.4 per cent each year. The average number of women engaged in part-time farm work was 12.8.

The number and percentage of graduates of School B, who were engaged in part-time farming during each of the years studied, are shown in Table XIII.

TABLE XIII

NUMBER AND PERCENTAGE OF GRADUATES OF SCHOOL B
ENGAGED IN PART-TIME FARMING DURING EACH OF THE YEARS STUDIED

	Men				Women			
	Responses		Part-Time		Responses		Part-Time	
	Yearly	Cumulative	No.	Per Cent	Yearly	Cumulative	No.	Per Cent
1944	1		0	0.0	4		0	0.0
1945	6	7	3	42.0	12	16	2	12.5
1946	4	11	2	18.2	3	19	2	10.5
1947	6	17	3	17.6	11	30	9	30.0
1948	7	24	4	16.7	8	38	6	15.8
Average				19.1				13.8
Per Cent								

Percentages in this table are based on the number of cumulative responses.

Table XLII shows that the average percentage of men graduates of School B engaged in part-time farming during each of the years studied was 19.1, and the average percentage of women was 13.8.

Table XLIII shows the number and percentage of graduates of School C who were engaged in part-time farming during each of the years studied.

TABLE XLIII

NUMBER AND PERCENTAGE OF GRADUATES OF SCHOOL C
ENGAGED IN PART-TIME FARMING DURING EACH OF THE YEARS STUDIED

	Men				Women			
	Responses		Part-Time		Responses		Part-Time	
	Yearly	Cumulative	No.	Per Cent	Yearly	Cumulative	No.	Per Cent
1944	-	-	-	-	5	-	1	20.0
1945	2	2	0	0.0	1	6	3	50.0
1946	1	3	1	33.3	2	8	3	37.5
1947	1	4	0	0.0	2	10	2	20.0
1948	2	6	1	16.7	-	10	1	10.0
Average Percent				12.5				27.5

Percentages in this table are based on the cumulative number of responses.

The average percentage of men graduates of School C, who were engaged in part-time farming, was 12.5, and the average percentage of women graduates was 27.5. The dashes show that no responses were received from this school for the years indicated.

Table XLIV shows the number and percentage of all graduates who were engaged in part-time farming during each of the years studied.

TABLE XLIV
 NUMBER AND PERCENTAGE OF ALL GRADUATES
 ENGAGED IN PART-TIME FARMING DURING EACH OF THE YEARS STUDIED

	Men				Women			
	Responses		Part-Time		Responses		Part-Time	
	Yearly	Cumulative	No.	Per Cent	Yearly	Cumulative	No.	Per Cent
1944	16	35	7	43.7	22	36	1	45.5
1945	19	35	6	17.2	14	36	6	16.7
1946	22	57	10	17.5	13	49	8	16.3
1947	14	71	20	28.2	32	81	21	25.9
1948	24	95	17	17.9	20	101	17	16.8
Average				24.9				24.2
Per Cent								

Percentages in this table are based on the cumulative number of responses.

The average percentage of all men graduates who engaged in part-time farming each year was 24.9, and the average percentage of all women graduates was 24.2. By adding the average percentage of all men graduates engaged in full-time farming to the average percentage engaged in part-time farming, the sum obtained indicates that on average of 49.2 per cent of the 95 men graduates did some farming. The percentage of all women graduates who did either full-time farm work or part-time farm work, figured on a similar basis, totals 35.5.

Table XLV shows the number and percentage of graduates who held part-time jobs while engaged in farming or while attending college.

TABLE XLV

NUMBER AND PERCENTAGE OF GRADUATES WHO HELD PART-TIME JOBS
WHILE ENGAGED IN FARMING OR WHILE ATTENDING COLLEGE

	While Farming			While Attending College			Total graduates who held part- time jobs.
	M	W	T	M	W	T	
School A	7	0	7	8	0	8	15
School B	1	5	6	2	7	9	15
School C	1	0	1	0	2	2	3
Percentage	7.1			9.7			16.8

Percentages in this table are based on the total of 196 graduates.

Data in this table reveal that 7.1 per cent of the graduates who responded held part-time jobs while engaged in farming, and 9.7 per cent held part-time jobs while attending college. A total of 16.8 per cent held part-time jobs after their graduation from high school.

Business Skills and Abilities Used By Graduates

The tables which follow show how many graduates who studied typewriting, shorthand, and bookkeeping used these skills on the job. Table LIII shows the number of graduates who used bookkeeping either on the farm or on the job.

The number of graduates of School A who held full-time jobs which required the use of certain business skills is shown in Table XLVI.

TABLE XLVI

GRADUATES OF SCHOOL A WHO HELD FULL-TIME JOBS
WHICH REQUIRED THE USE OF CERTAIN BUSINESS SKILLS

	1944		1945		1946		1947		1948		Total	
	M	W	M	W	M	W	M	W	M	W	No.	Per Cent
Typewriting	2	4	1	0	1	1	0	2	0	0	11	10.1
Shorthand	0	0	0	0	0	0	0	0	0	0	0	0.0
Bookkeeping	3	3	1	0	2	0	0	1	1	0	11	20.1

Percentages in this table are based on the total of 109 graduates who studied typewriting, the total of 36 graduates who studied shorthand, and the total of 54 graduates who studied bookkeeping in high school, college, or business college.

Table XLVI shows that 11, or 10.1 per cent of the graduates of School A who had studied typewriting, held full-time jobs which required the use of typewriting. Four of these graduates were men and seven were women. Shorthand was not used on the job by any of the 36 graduates of School A who had studied that subject. Bookkeeping was used on a full-time job by 11, or 20.1 per cent of the graduates who had studied it either in high school or after graduation from high school. Of the subjects mentioned in this table, typewriting had been studied by one woman in business college, one woman had studied shorthand in business college, and one man had studied bookkeeping in college. The remainder of the graduates studied these subjects in high school.

Table XLVII shows the number of graduates of School B who held full-time jobs which required the use of certain business skills.

TABLE XLVII

GRADUATES OF SCHOOL B WHO HELD FULL-TIME JOBS
WHICH REQUIRED THE USE OF CERTAIN BUSINESS SKILLS

	1944		1945		1946		1947		1948		Total	
	M	W	M	W	M	W	M	W	M	W	No.	Per Cent
Typewriting	1	4	1	7	1	1	1	4	0	2	22	39.3
Shorthand	0	1	0	5	0	1	0	5	0	0	12	38.7
Bookkeeping	0	0	0	3	1	0	1	0	0	1	6	150.0

Percentages in this table are based on the total of 56 graduates who had studied typewriting, and the total of 31 who had studied shorthand, and on the total of 4 graduates who had studied bookkeeping or accounting.

Of the 56 graduates of School B who studied typewriting, 39.3 per cent used it on the job. Thirty-one graduates studied shorthand, and 38.7 per cent of these used it on the job. Only 4 graduates studied bookkeeping, but 6, or 150 per cent, used it on the job. Evidently two acquired a knowledge of it on the job. Two women had studied shorthand in college, one woman had studied bookkeeping in college, and one man and one woman had studied accounting in college. All other graduates studied the three subjects in high school.

The number of graduates of School C who held full-time jobs which required the use of certain business skills is shown in Table XLVIII.

TABLE XLVIII

GRADUATES OF SCHOOL C WHO HELD FULL-TIME JOBS
WHICH REQUIRED THE USE OF CERTAIN BUSINESS SKILLS

	1944		1945		1946		1947		1948		Total	
	M	W	M	W	M	W	M	W	M	W	No.	Per Cent
Typewriting	0	6	0	0	0	2	0	1	0	0	9	56.3
Shorthand	0	1	0	0	0	0	0	0	0	0	1	100.0
Bookkeeping	0	0	1	0	0	0	0	2	0	0	3	66.7%

Percentages in this table are based on the total number of graduates who had studied each subject. Sixteen had studied typewriting, one had studied shorthand, and three had studied bookkeeping.

* This 66.7 per cent is based on the three women who had studied bookkeeping. Only two women used bookkeeping on the job. The other graduate recorded in the totals column represents one man who used bookkeeping on the job, but had not studied it in any school.

Sixteen graduates of School C studied typewriting. None of the men graduates used it on the job, but 9 of the 10 women who studied it made use of it on the job. This number of women represents 56.3 per cent of the total number of graduates who studied it. Only one woman studied shorthand in business college and she made use of it on the job. Two women had studied bookkeeping in high school and one woman studied it in business college. Two had used it on the job. Typewriting and bookkeeping were studied in high school by the other graduates.

Table XLIX shows the total number of graduates who hold full-time jobs which required the use of certain business skills.

TABLE XLIX

TOTAL NUMBER OF GRADUATES WHO HELD FULL-TIME JOBS
WHICH REQUIRED THE USE OF CERTAIN BUSINESS SKILLS

	1944		1945		1946		1947		1948		Total	
	M	F	M	F	M	F	M	F	M	F	No.	Per Cent
Typewriting	3	14	2	7	2	4	1	7	0	2	42	23.2
Shorthand	0	2	0	5	0	1	0	5	0	0	13	19.1
Bookkeeping	3	4	2	3	3	0	1	1	1	1	19	31.1

Percentages in this table are based on the total of 181 graduates who studied typewriting, the total of 68 graduates who studied shorthand, and the total of 61 graduates who studied bookkeeping.

From Table XLIX it may be seen that 42, or 23.2 per cent, of the 181 graduates who studied typewriting in high school and after graduation from high school, made use of their typewriting ability on a full-time job.

Sixty-eight graduates studied shorthand and 19.1 per cent of this number used it on a full-time job. This percentage represents women graduates only, as none of the four men who had studied shorthand used it on the job. Bookkeeping was studied by 61 graduates. It was used on a full-time job by 31.1 per cent of this number. Typewriting was studied after high school graduation by one woman, shorthand by four women, bookkeeping by one man and two women, and accounting by one man and one woman. These two graduates who studied accounting are included in the total of 61 graduates who studied bookkeeping and in the percentage of the graduates who used bookkeeping on a full-time job.

Table I shows the number of graduates who held part-time jobs which required the use of certain business skills.

TABLE I
GRADUATES WHO HELD PART-TIME JOBS
WHICH REQUIRED THE USE OF CERTAIN BUSINESS SKILLS

	School A		School B		School C		Total	
	M	F	M	F	M	F	No.	Per Cent
Typewriting	0	0	1	3	0	0	4	7.1
Shorthand	0	0	1	2	0	0	3	9.8
Bookkeeping	1	0	0	0	0	0	1	1.9

Percentages in this table are based on the number of graduates who studied each subject in that particular school.

According to this table a small number of graduates used business skills on part-time jobs. Four graduates of School B used typewriting, three graduates of the same school used shorthand, and one graduate of School A used bookkeeping. Table XLVII shows how many graduates of School B had studied each subject, and Table XLVI shows how many graduates of School A had studied bookkeeping.

A comparison of the number of graduates who had access to a typewriter on the job, the number who used typewriting on a job, and the number who considered the study of typewriting of value in earning a living, is shown in Table LI.

TABLE LI

COMPARISON OF GRADUATES WHO HAVE HAD ACCESS TO A TYPEWRITER ON THE JOB WITH THE NUMBER WHO USED TYPEWRITING ON THE JOB, AND THE NUMBER WHO CONSIDERED TYPEWRITING OF VALUE IN EARNING A LIVING

	Men		Women		Total	
	No.	Per Cent*	No.	Per Cent*	No.	Per Cent**
Access to typewriter on job	15	17.6	37	38.9	52	28.9
Use of typewriting on job	9	10.6	36	37.9	45	25.0
Value of typewriting in earning a living	42	49.4	67	70.5	109	69.6

* These percentages are based on the total of 85 men, and 95 women graduates who studied typewriting in high school.

** These percentages are based on the total of 180 graduates who studied typewriting.

Table LI shows that 15, or 17.6 per cent, of the 85 men graduates who studied typewriting in high school had access to a typewriter on the job either frequently or occasionally. Nine, or 10.6 per cent of these 85 men who had studied typewriting used it either on a full-time job, or part-time job. Of the number of men graduates who studied typewriting in high school 42, or 49.4 per cent reported that typewriting had been either of major help, or of minor help to them in earning a living.

One woman graduate studied bookkeeping in business college. She is not included in Table LI although she made use of typewriting on the job. This

woman is not included in Table XIX where the number who studied typewriting in high school, and the value it was to them in earning a living are recorded. Hence, she could not be included in Table LI.

Of the 95 women graduates who studied typewriting in high school 36, or 38.9 per cent had access to a typewriter on a job, either frequently, or occasionally. Thirty-six, or 37.9 per cent of these 95 women who had studied typewriting, used it on a job. Some used it on a full-time job, and some used it on a part-time job. Sixty-seven, or 70.5 per cent of the women graduates who had studied typewriting reported that it had been of help to them in earning a living. To some, in their opinion, it was of major help, and to some of minor help.

The variations of the percentages in Table LI indicate that the graduates must have been thinking of "personal use values" rather than of "value in earning a living", when they made the report concerning the value they had derived from the study of typewriting. Evidently some of these graduates used typewriting in college, and others may have used it on the farm. The number who used typewriting on a full-time job or a part-time job does not include those graduates who used it while engaged in farming.

Table LII shows the number and percentage of graduates who, in their present position, are making practical use of bookkeeping.

TABLE LIII

NUMBER AND PERCENTAGE OF GRADUATES WHO IN THEIR PRESENT POSITION
ARE MAKING PRACTICAL USE OF BOOKKEEPING

	Men		Women	
	No.	Per Cent	No.	Per Cent
School A	28	29.5	10	9.9
School B	8	8.4	7	6.9
School C	3	3.2	1	1.0
	39	41.1	18	17.8

Percentages in this table are based on the total of 95 men, and 101 women graduates who responded.

Of the total number of men graduates who responded, 41.1 per cent kept books of some kind in their present position. Of the total number of women graduates, 17.8 per cent did some bookkeeping. The next table shows the kinds of books these graduates kept.

TABLE LIIII

TYPES OF BOOKS USED BY GRADUATES WHO ARE USING BOOKKEEPING

	Men		Women	
	No.	Per Cent	No.	Per Cent
Farm Record	26	66.7	11	61.1
General Ledger	8	20.5	2	11.1
Combined Journal and Ledger	2	5.1	4	22.2
General Journal	2	5.1	2	11.1
R. R. Cash Book	1	2.6	0	0.0
Farm Accounting	1	2.6	0	0.0

Percentages in this table are based upon the total of 39 men graduates, and the total of 18 women graduates who are using bookkeeping in their present position.

Six different books are used in bookkeeping by the graduates. Farm record books are used by 66.7 per cent of the men, and 61.1 per cent of the

women graduates who are keeping books. The general ledger is used by the next highest percentage of men, and the combined journal and ledger by the next highest percentage of women. Four other books are used, namely the general journal, railroad cash book, and a farm accounting book.

The Farm Account Book developed at Kansas State College of Agriculture and Applied Science, Manhattan, Kansas, is an excellent illustration of better class farm records which have been developed by agricultural management experts with the cooperation of the state income tax department.¹ This, or similar farm account books could be used to supplement the bookkeeping course in use throughout the state, if the latter is not practical for use in rural schools.

SUMMARY

Of the graduates of School A, 57.6 per cent received their first employment in rural communities, and on women, or 1 per cent, was a housewife there without having held any job previous to her marriage. At present 55.1 per cent are employed in rural communities and 2.5 per cent are housewives in rural communities. This brings the total percentage of graduates who are at present working in rural communities up to 63.6. The difference between percentages for first and present employment in rural communities is a result of the return of men graduates from military service to rural communities, and the return to rural communities by women graduates at the time of their marriage.

Twenty-six and two-tenths per cent of the graduates of School A received their first employment in urban communities. One and six-tenths per cent were housewives in urban communities without having held any jobs between

¹ Lloyd V. Douglas, "Adapting the Teaching of Bookkeeping to Rural Communities", Review of Commercial Education, 1939 Series, No. 2, 15.

graduation and marriage. The present employment of all graduates of School A in urban communities is 23.7 per cent. Another 2.5 per cent are housewives in urban communities. The total percentage now working in urban communities is 26.2 per cent. This is only 1.6 per cent less than the percentage of initial employment of graduates in urban communities.

School B showed an initial employment of graduates in rural communities of 33.9 per cent. The present employment in rural communities is 29 per cent, and besides this number, 6.5 per cent are housewives. Therefore, 35.5 per cent of all graduates of School B are now working in rural communities. This is an increase of 1.6 per cent of present employment as compared with initial employment in rural communities. The reasons for this return to rural communities are the same as those for School A; namely, the return from military service of one man, and the return of women graduates at the time of their marriage.

The number of graduates of School B who received initial employment in urban communities is equal to 56.4 per cent. No women graduates of this school became housewives before they had held other jobs. At present 51.6 per cent are employed in urban communities, and 4.8 per cent are housewives in urban communities, and the percentage employed, or occupied as housewives in urban communities at present is exactly the same.

School C had 62.5 per cent of its graduates initially employed in urban communities. None of the women graduates were occupied as housewives before they had obtained other employment. At present 18.8 per cent are employed in, and 25 per cent are housewives in urban communities. The fact that three women graduates are now housewives in rural communities, and one woman graduate is unemployed, accounts for the present lower percentage of graduates in urban communities. The percentage for those employed in rural communities has consequently increased from 37.5 for initial employment to 31.2 per cent for

present employment, plus 18.8 per cent of housewives, or a total of 50 per cent of graduates of School C now working in rural communities.

The total of all graduates in urban communities equals 38.3 per cent for initial employment besides one per cent of housewives; and 32.2 per cent for present employment besides 5.1 per cent of housewives. Thus, it is apparent that only a small number of graduates have left their jobs in cities since their first employment.

Employment in rural communities has increased from 48.5 per cent for first employment besides five-tenths per cent (one woman), of housewives; to 44.9 per cent employed, and 8.7 per cent of housewives, or a total of 53.6 per cent of all graduates now working in rural communities.

It may be said that the mobility of all graduates after the time of their first employment is relatively slight, with only a small percentage of return to rural communities.

Slightly more than 50 per cent of all men graduates are now farming. Twenty-six and seven-tenths per cent of the women graduates are housewives, and 23.6 per cent are engaged in housekeeping as domestic servants.

An average of approximately 24 per cent of all men graduates, and 11 per cent of all women graduates are engaged in full-time farming each year. On the average, 25 per cent of all men, and 24 per cent of all women graduates are part-time farmers each year. Only 7.1 per cent of all graduates held part-time jobs while farming, and 9.7 per cent of all graduates held part-time jobs while in college.

The number who used business skills on the full-time job represents 23.2 per cent of all graduates who had studied typewriting, 19.1 per cent of all graduates who had studied shorthand, and 31.1 per cent of all graduates who studied bookkeeping. Seven per cent of the graduates of School B who

had studied each subject, also used typewriting on part-time jobs, and 9.7 per cent used shorthand on part-time jobs.

Data as shown in Table I reveal that 41.1 per cent of all men graduates, and 17.8 per cent of all women graduates use bookkeeping in their present occupation. This includes a majority of farmers, as can be seen from the fact that 66.7 per cent of the men, and 61.1 per cent of the women graduates who are at present using bookkeeping are using farm record books.

CHAPTER VII

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

Data presented in this study deal with the business education and post-high school activities of the graduates of three selected schools of Sedgwick County, Kansas, for the years 1944 to 1948, inclusive. The purpose of this follow-up study is to determine to what extent these graduates have used the information and skills they acquired in the business subjects they studied while in high school, and in the light of the data obtained to evaluate the business curriculum of the schools selected.

Findings

The three schools selected for this study had a total of 282 graduates for the five-year period. For the sake of uniformity the schools are referred to as School A, School B, and School C throughout the study. A questionnaire was sent to each of the 282 graduates mentioned above. School A had 159 graduates to whom questionnaires were sent. A total of 118, or 74.2 per cent of the graduates of School A responded. Sixty-two responses were received from School B. This number represents 74.7 per cent of the total of 83 graduates of School B. The forty graduates of School C returned sixteen, or 40 per cent of responses. As six questionnaires were returned unclaimed, the total of 196 responses that were received represents 71 per cent of the total number of possible responses, or 69.5 per cent of the total number of graduates.

Data dealing with marital status of the graduates show that only 4.1 per cent of all men graduates have married. A total of 17.8 per cent of all women graduates have married. A majority of women graduates who were employed in urban communities before marriage, returned to rural communities at the

time of their marriage. Only seven married women graduates of the total of thirty-five, held jobs after their marriage.

At the time the questionnaires were returned, 63.5 per cent of the graduates of School A, 50 per cent of School B, and 68.8 per cent of School C lived in rural communities; this is 67.3 per cent of the graduates of the three schools who lived in rural communities. Two men were in military service, and 31.7 per cent of all graduates of the three schools lived in cities. At the same time, however, 44.9 per cent of all graduates were employed in rural communities and 8.7 per cent of all women graduates were housewives in rural communities. This shows that more than 13 per cent are living in rural communities but are employed in urban communities. At the time of their first employment 38.8 per cent of all graduates left the rural community in which they lived at the time of their graduation, and obtained jobs in cities. It is to be remembered that all graduates lived in rural communities at the time of their graduation. The mobility of the graduates after their initial employment was fairly slight with only a small percentage of return to rural communities by women graduates at the time of their marriage.

Of the men graduates living in rural communities, 56.7 per cent of School A, 37.5 per cent of School B, and 33.3 per cent of School C are at present engaged in farming. Of all women graduates, 26.7 per cent are housewives, and 23.6 per cent are engaged in housekeeping as domestic servants. An average of approximately 34 per cent of all men graduates were full-time farmers, and 25 per cent were part-time farmers each year. Of the women graduates an average of 11.3 per cent did full-time farm work, and an average of 24.2 per cent did part-time farm work during each of the five years of the study. Thus, approximately 50 per cent of all men, and 35 per

per cent of all women graduates are working either full-time or part-time on the farm each year.

Seven per cent of the men graduates, and 8 per cent of the women graduates are attending college at present. Forty per cent of all men graduates, and 39.8 per cent of all women graduates are employed in various full-time jobs at present. This 39.8 per cent of women graduates does not include the domestic servants referred to above. One woman graduate is at present unemployed and one woman is an invalid.

Along with the study of the occupational status of the graduates, a comparison of their educational qualifications is essential to evaluate the business curriculum of each school. All three schools offered a variety of business subjects at the time the graduates included in this study attended high school.

Besides typewriting, bookkeeping, and shorthand, six other business subjects were studied in high school by graduates of School A. Business arithmetic and business English were studied by a large percentage of these graduates, but the four other subjects were studied by smaller percentages of graduates of School A. Typewriting was studied in high school by 108 of the 118 graduates who responded from this school. One graduate studied it in business college. Only 10 per cent of the graduates of School A used typewriting on the job, although 73 per cent had access to a typewriter frequently or occasionally since they graduated from high school. Fifty-three graduates of School A studied bookkeeping in high school, and one studied it in college. Twenty per cent of this number used bookkeeping on a full-time job, and one graduate used it on a part-time job. Shorthand was studied by thirty-five graduates of School A while in high school, and by one graduate in business college. None used shorthand on the job, according to data received.

Of the sixty-two graduates of School B, fifty-six studied typewriting in high school. Slightly more than thirty-nine per cent used it on a full-time job and 7 per cent on a part-time job. This percentage included only four of the eighteen men graduates who studied typewriting. About 15 per cent of the graduates of School B did not have access to a typewriter either frequently or occasionally after graduation. Bookkeeping was studied by one graduate in high school, and by one in college. Two graduates also studied accounting in college. Six, or 150 per cent of the graduates who had studied bookkeeping or accounting used bookkeeping on the job. This indicates that two graduates must have acquired it on the job. One man and twenty-eight women graduates of School B studied shorthand in high school. Two women studied it in college. The percentage of women who had used it was 38.7 on full-time jobs, and 9.7 on part-time jobs. This is a total of 48.4 per cent of the thirty-one graduates who had studied shorthand.

All graduates of School C who responded had studied typewriting in high school. None of the men graduates had used it on a job, but 90 per cent of the women had used it on full-time jobs. Bookkeeping was not studied in high school by any of the men graduates. Only two women studied it in high school and one woman studied it in business college. Two women had used it on the job. Also one man had used bookkeeping on a job, but he had not studied it in any school. Graduates of School C had not studied shorthand in high school as it was not offered when they attended.

A total of 181 graduates of the three schools studied typewriting either in high school or after graduation from high school. Twenty-three and two-tenths per cent of this number had used typewriting on a full-time job. Sixty-eight graduates had studied shorthand either before or after high school graduation and 19.1 per cent had used it on a full-time job. Bookkeeping was

studied by a total of sixty-one graduates and had been used on a full-time job by 31.1 per cent. A small percentage of graduates had also used typewriting, shorthand and bookkeeping on a part-time job. Approximately 41 per cent of all men graduates and 17.6 per cent of all women graduates had made practical use of bookkeeping. Nearly two-thirds of those that made use of bookkeeping used firm record books. A large percentage reported that the skill subjects they studied were of value to them in earning a living, in spite of the fact that many who made this report did not use their abilities on a job. This is especially true of typewriting. Twenty-five per cent used it on either a full-time job or a part-time job, but 69.6 per cent reported that it had been of value to them in earning a living. Undoubtedly they had "personal use values" in mind when they made this report.

Business arithmetic and business English were each studied by a majority of graduates of each of the three high schools. Business arithmetic was considered of major help in earning a living by 67.4 per cent of all men graduates. Only 23.1 per cent of all women graduates considered it of major help. Business English received the next highest rating by 58.5 per cent of all women, and 37.2 per cent of all men graduates. Economics, general business, commercial geography, and business law were studied in each school, but by a smaller percentage of graduates than business arithmetic and business English.

Twenty-two graduates reported that they had acquired some bookkeeping ability on the job. One graduate learned typewriting on the job, and another graduate learned shorthand on the job.

Conclusions:

With the findings listed above as a basis, the following conclusions may be drawn:

At the time of their first employment more than one-third of the graduates left the rural communities in which all graduates resided at the time of their graduation, and found employment in cities. At present slightly more than one-half are residing in rural communities. Therefore, it may be concluded that there is little mobility after the graduates have obtained their initial employment. What mobility there is represents almost entirely those women graduates who hold jobs in cities, but who at the time of their marriage return to rural communities.

Approximately one-half of the men and one-third of the women graduates engage in full-time or part-time farming each year. This indicates that their business training should be more general in nature rather than vocational.

The data show that nearly 41 per cent of the men graduates, and 18 per cent of the women graduates are making practical use of bookkeeping in their present occupation; sixty-one per cent of these graduates are using form record books. Eleven per cent of the total number of graduates who responded had not studied bookkeeping in school but are using it through force of necessity. These facts make it clear that bookkeeping is needed by many graduates of rural high schools. If the course in use throughout the state is not practical in rural schools, it could possibly be supplemented by materials which may be obtained from county agents or some state agricultural colleges.

Although a large percentage of the graduates who had studied typewriting reported that it had been of value to them in earning a living, not even one-half of that percentage had used typewriting on the job. Also a larger percentage had access to a typewriter on the job than the percentage that

actually used it on the job. From this fact the conclusion is reached that many graduates must be deriving personal use values from typewriting. Consequently, typewriting in rural schools should be taught to a majority of the graduates who study this subject for personal use purposes.

As only one of the four men graduates who had studied shorthand in high school reported that he had used it on the job, it does not seem practical that shorthand be taught to boys in rural schools. It appears that their time could, certainly, be used to better advantage if subjects suited to their future occupations were taught.

It seems doubtful whether shorthand should be taught to girls attending School A. Although more than one-half of the women graduates of School A who had studied shorthand stated that it had been of major help to them in earning a living, none reported that they had used it on the job. It is difficult to understand how shorthand can be helpful in earning a living if it is not used on the job.

Almost 50 per cent of the women graduates of School B reported that they had made practical use of shorthand on the job. Therefore, shorthand deserves a place on the program of that school. During the five-year period of this study shorthand was not taught in School C. Consequently, its place on the business program of that school can not be determined.

It appears that too many graduates of each of the three schools have spent much time in studying business subjects for which they have found no practical use after graduation. Business skill subjects should not be studied by every student in a rural school, but should be limited to a select group who are capable of reaching a high standard of achievement. The fact that so many graduates studied business skill subjects, but have held no jobs in which they could make use of these skills, seems to indicate that they are

either not interested in that type of work, or that they cannot compete successfully with graduates of urban communities for the jobs that are available in those communities.

Recommendations:

The findings of this study and conclusions that have been reached seem to warrant the following recommendations:

1. The suggestion is made that business arithmetic be taught as a separate subject for one semester, or that it be taught in correlation with bookkeeping for two semesters.
2. The bookkeeping course adopted by the state should be supplemented with materials that make it practical for use on the farm or in other rural occupations.
3. The study of shorthand is recommended to only those students who are capable of reaching a high standard of achievement and who are planning to use shorthand on a job.
4. Business English should either be taught as a separate subject, or in correlation with typewriting.
5. Typewriting has personal use value to graduates of rural schools and should be taught with that purpose in mind. A second course in typewriting should be taught to a select group of students only, who are interested in studying it for vocational purposes and who show special ability in attaining a high degree of skill.
6. In rural areas where more than 50 per cent of the high school graduates remain on a farm, it seems logical that more attention should

be given to training of students in their occupational field than to training them in business. For this reason a better guidance program should be set up in each of the three schools studied, to direct students along occupational, rather than along vocational lines in choosing their subjects.

Letter No. 1

Dear Friend:

Your experience since you left high school has, no doubt, been important and helpful to you.

Your experience can also, with your cooperation, be helpful to the high school from which you graduated and to other rural high schools. Facts concerning your experience will make it possible to determine how well the commercial instruction you received in high school have met your needs. Your answers will help us to discover what changes, if any, should be made in rural high schools in order that the instruction in commercial subjects may adequately meet the needs of others who will attend these high schools in the future.

Will you kindly answer the enclosed questionnaire and return it to me? The information you give will be confidential and your name will not be mentioned in the report that is to be prepared from the replies received from you. You need not even sign your name and no one but I will know who has answered the questionnaire.

You are the only one who can furnish the information I need concerning your experiences, and your answers are as important as those of any other high school graduate to whom this questionnaire is sent. Your failure to respond will make this study valueless. You may not be able to answer all the questions but answer carefully those that concern you. If it should be the case that you are not using the skills you learned in school, please do not hesitate to admit this. You may be sure that you are not the only one who is not using them. Please return the questionnaire to me very soon.

Sincerely yours,

Sister M. Benigna

Letter No. 2

Dear Friend:

Some time ago I sent you a questionnaire to be filled out. I have not as yet had any response from you. Undoubtedly you were very busy at the time the questionnaire reached you and laid it aside.

Your response means much to me as I need this information for the research work I am doing. Only with your cooperation can I finish this work.

I tried to make the questions as easy to answer as possible, and arranged most of them so that they can be answered by a mere check.

I sincerely thank you for any cooperation you may give me. I would like to see you personally, but as you know, that is impossible.

Yours truly,

Sister M. Benigna

Address _____ Sex: Male _____
(Street or R.F.D.) (City) (State) Female _____
Name of high school from which you graduated _____

Date of graduation _____ If you are married, give date _____
(month, year) (month, year)

Are you living on a farm? Yes ___ No ___

If you are living in a city or town, give approximate population. _____

Which of the following years have you devoted to full-time farm work or housework on a farm? (Please check) 1944___, 1945___, 1946___ 1947___, 1948___.

Which of the following years have you devoted to part-time farm work or housework on a farm? (Please check) 1944___, 1945___, 1946___, 1947___, 1948___.

Name other types of employment or business engaged in by yourself or in partnership while you were engaged in part-time farming. _____
(Storekeeping, Selling Insurance, etc.)

Below is a list of high school commercial courses. Indicate with a check (✓) whether each course that you took while in high school has been of major, minor, or no direct help to you in earning a living since you left high school.

EXAMPLE: If Typing I has been of major direct help to you in earning a living since you left high school, place a check (✓) under "Major Help;" if it has been of minor direct help, check under "Minor Help;" if it has been of no direct help, check under "No Help." Check only the courses that you took. If you took other commercial courses not in the list, write them in the blanks for "Others."

Major	Minor	No		Major	Minor	No	
Help	Help	Help		Help	Help	Help	
---	---	---	Typing I	---	---	---	Business Arithmetic
---	---	---	Typing II	---	---	---	General Business
---	---	---	Bookkeeping I	---	---	---	Commercial Geography
---	---	---	Bookkeeping II	---	---	---	Business Law
---	---	---	Shorthand I	---	---	---	Economics (Business)
---	---	---	Shorthand II	---	---	---	Others: _____
---	---	---	Business English	---	---	---	_____

If since the time of your graduation from high school you have studied any commercial courses that have helped you directly in making a living, please list those courses below and check the type of institution in which you studied them. Also indicate whether the courses have been of major or of minor help to you.

Courses:	Where studied? (Please check)			How much direct help in earning a living?	
	College	Business College	Correspondence	Major	Minor
_____	---	---	---	---	---
_____	---	---	---	---	---
_____	---	---	---	---	---

Which, if any, of the following business abilities have you acquired on the job without training in school? (Please Check)

Typing ___ Bookkeeping ___ Shorthand ___

List commercial courses which you have not studied in school but for which you have had need since you left school.

Have any of the commercial courses that you studied in high school been of little or no use to you in both your employment and your every day living? If so, please list them?

Have you had access to a typewriter since you left school? Often___ Occasionally___ Never or Rarely___

If you have had access to one, check the place. At home___ On the job___ At school___ Some other place___
(name the place)

If you are doing any bookkeeping in your present position, which, if any, of the following records do you use?

General Journal___ General Ledger___ Combined Journal and Ledger___ Farm Record Book___

Others___
(Name them)

List below all jobs you have held since your graduation from high school. Begin with your present job and, if you attended college or were engaged in part-time farming, include any employment you held during that time. Include your first regular job (one held three months or longer). Use the back of this sheet if necessary.

Job	Name of Firm	Location City, State	Date of Employment Month, Year	Type of duty that required major part of your time on job (bookkeeping, waiting tables, selling, etc.)	Was Job Full-Time (30 or more hours a week)?		If Job was Part-Time (less than 30 hrs. a week), was it held:	
					Yes	No	While in College	While Farming
Present			From _____ To _____		Yes	No	Yes	No
2			From _____ To _____					
3			From _____ To _____					
4			From _____ To _____					
5			From _____ To _____					

With your experience since your graduation from high school as a guide, state briefly what advice you would give to pupils of your local high school with reference to choice of commercial courses.

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