

A FOLLOW-UP STUDY OF THE GRADUATES OF AGRA, TRYON, AND
CARNEY HIGH SCHOOLS FOR THE YEARS 1944, 1945, 1946,
1947, AND 1948

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1947, AND 1948

By

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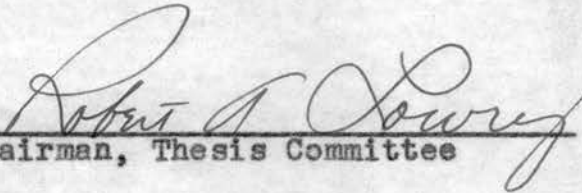
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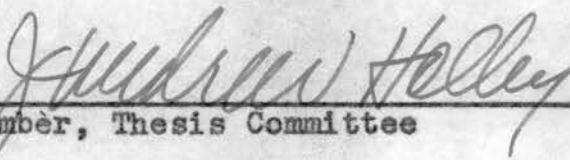
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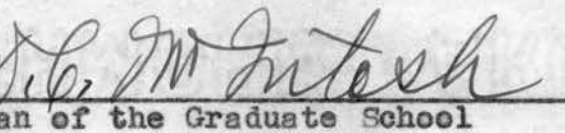
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APPROVED:


Chairman, Thesis Committee


Member, Thesis Committee


Head of the Department


Dean of the Graduate School

Dedicated

to

The Graduates of Agra, Tryon, and

Carney High Schools

Whose Cooperation made this Study possible

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Chapter I

INTRODUCTION

Agra high school, Tryon high school, and Carney high school are three small high schools located in Lincoln County in the middle portion of Oklahoma. Each of these three high schools has an enrollment of less than 100 pupils. The schools are within a fifteen mile radius of one another and may be considered as typical of the small high schools of Oklahoma.

The geographical section in which these schools are located is fairly heavily wooded. A great deal of the land is upland. Most of the farms located on this upland have been abandoned for farming and the eroded hillsides are again beginning to grow native grasses. There are still a few good farms in the section, most of which are located along the creek bottoms. Besides the farming that is carried on, other means of subsistence include dairying, truck farming, and raising of livestock and poultry. There are not any manufacturing or mining plants in the immediate area of these localities. The few people who work at occupations other than those named commute to Stillwater and other towns in the surrounding area that do have a demand for skilled and non-skilled workers.

Purpose of the Study

A question that has been raised and which this study will attempt to answer is whether the schools in these localities are offering business courses that are satisfying the needs of their graduates.

The specific questions to be asked the graduates of these

three high schools are:

1. What is your age, sex, and marital status?
2. What is your present occupation, and are you employed in this occupation at the present time?
3. Where did you live while attending high school?
Where are you living at the present time?
If you are living in a town or city, how large is it?
4. What business subjects did you study in high school?
5. Are you using on your job any of the skills obtained from studying business subjects in high school?
6. Are you using in your personal work any of the skills obtained from studying business subjects in high school?
7. What educational training have you had since leaving high school?
8. Were you in military service? If so, give information concerning that service.
9. What jobs have you held since leaving high school?
10. What business duties do you perform on your present job?
11. If you were going through high school again, would you study any additional or different courses? If your answer is yes, which courses would you include and which courses would you omit?

Scope of the Study

This follow-up study is confined to the graduates of three Oklahoma High Schools: Tryon High School, Agra High School, and Carney High School. The study includes only those who graduated during the years 1944, 1945, 1946, 1947, and 1948. Specifically, this study is concerned with the 118 graduates who answered the questionnaires mailed to their last known address. Of these 118 graduates, 52 were boys and 66 were girls.

Need for the Study

A desire has been expressed on the part of administrators

of Agra, Tryon, and Carney High Schools for some type of follow-up study to determine how well the graduates of their schools have been able to meet actual life situations out in the business world, with the knowledge, skills, and powers that have been acquired in the classrooms.

Several authorities have expressed the need for worthwhile follow-up studies. One committee, composed largely of leading business administrators, has declared: "All graduates and drop-outs, whether placed by the school placement service or not, should be followed up to determine the degree of their success and whether their training has been adequate for business requirements."¹

Ann Pavan says:

"too little recognition has been given to the importance of studying former graduates against the background of their educational training and guidance, to the need of evaluating the results of this training and guidance so as to chart procedures that should contribute to better educational and occupational adjustment."²

A part of one of the "Principles of Business Education" reads: "Curricular material must be constantly revised and reorganized in the light of findings of occupational surveys, analyses, and follow-up studies."³

It is assumed that graduates who have had experience on the job are in a position to offer suggestions for improving the offerings in the high school.

¹National Business Teachers Association, Eighth Yearbook, The Principles of Business Education, 1942, p. 125.

²Ann Pavan, "What Can Follow-Up Studies Contribute to Business Education?" The Journal of Business Education, 15:10-12, October, 1939.

³National Business Teachers Association, Eighth Yearbook, The Principles of Business Education, 1942, p. 140.

Definition of Terms

Small High School--Any high school with a total enrollment of less than one hundred students.

Occupation--Refers to any type of work for which monetary compensation is received, except that, for the purpose of this study, housewives and students are regarded as being in occupations.

Procedure

Several questionnaires used in other follow-up studies were reviewed in compiling a list of questions to be used in obtaining the desired data.

A tentative questionnaire was presented to graduate students in a seminar in business education at Oklahoma Agricultural and Mechanical College for suggestions and criticism. The questionnaire was then revised and again submitted to members of the seminar group. A second revision was then made according to suggestions. After final approval was given by the Chairman of the Thesis Committee, the questionnaire was mailed to a sample of ten of the graduates. Seven of the ten questionnaires were received back within two weeks. These seven questionnaires were analyzed to see if they contained the desired data. The questionnaires that had been received were found to contain the desired data. A copy of the questionnaire was then sent to each of the other graduates included in the study. A copy of this questionnaire appears in the appendix. An explanatory letter was written to accompany the questionnaire at the time of distribution. A copy of this letter also appears in the appendix.

The mailing lists for the graduates of the three schools were obtained from the superintendents of the schools, who, for the most part, obtained the addresses from friends and relatives of the graduates.

The questionnaire was mailed to all graduates for the years 1944, 1945, 1946, 1947, and 1948 whose present addresses were obtainable. A stamped self-addressed envelope was mailed with the questionnaire and letter. Personal interview of graduates in this group was pursued by the researcher in the form of having questionnaire forms available at all times to be used in interviewing non-responding graduates on the street, in their homes, or in their places of business, as the occasion presented itself.

Each questionnaire mailed contained the name of the person to whom the questionnaire was addressed. The purpose of this information was to make possible a check on the graduates who answered so that the follow-up letters would be sent only to those who had not previously responded to the questionnaire.

Two weeks after the date of the first mailing of the questionnaire, a follow-up card was sent to those who had not yet answered, urging them to return the questionnaire. A copy of the follow-up card is included in the appendix.

After a period of approximately three weeks from the date of the mailing of the follow-up card, those who had not yet answered either the original questionnaire or the follow-up card were sent a duplicate questionnaire and a follow-up letter. A copy of this follow-up letter appears in the appendix.

The information secured by the questionnaire was tabulated on sheets prepared for each school. To simplify the tabulation of the data received from the three schools, the data were grouped under the following headings: sex of the graduates;

marital status of graduates; occupation of graduates and number employed at present in their occupation; where graduates lived while in high school and where they now live; size of town for those living in towns; business subjects studied in high school; vocational and personal use made of skills acquired in business courses studied in high school; post-high school education of graduates; military service of graduates; business duties of graduates in present job; and graduates' suggestions for improvement of the business curriculum of the high school. From the data on the tabulation sheets, tables were prepared for each school. Summary tables condensing the information on these individual tables were prepared from the information obtained on the questionnaires returned by the graduates of the three schools included in this study.

Response to Questionnaire

Response from Agra graduates. A total of 58 questionnaires were sent to graduates of Agra for the years 1944, 1945, 1946, 1947, and 1948.

Table I shows, by years, the number of Agra graduates, the number and percentage of addresses that were unobtainable, the number and percentage of possible responses, the number and percentage of responses, and the percentage of possible responses received. All percentages are based on the total number of graduates for the individual year, except in the last column in which the percentages are based upon the number of questionnaires actually sent to graduates for the individual year. No questionnaires were returned undelivered, and all responses received

received were usable. This table shows a total group of 63 graduates over the five-year period. Addresses were obtained for all of these graduates except five. For the graduates of 1944, two addresses were not available. The next three years had one graduate each whose address was not available, while all addresses were available for the last year of the period. For the five years together, addresses were found for 58, or 92.06 per cent, of the graduates, and a questionnaire was sent to each of these graduates. Out of the group of 58 to whom questionnaires were sent, 45, or 77.59 per cent, returned the questionnaire. The returns varied from 53.85 per cent for the first year to 100 per cent for the last year of the period. It was found that the more recent the year of graduation, the better the response obtained from the graduates.

Response from Tryon graduates. A total of 57 questionnaires were sent to Tryon graduates who had graduated during one of the years, 1944, 1945, 1946, 1947, and 1948.

Table II shows, by years, the number of Tryon graduates, the number and percentage of addresses unobtainable, the number and percentage of possible responses, the number and percentage of responses, and the percentage of possible responses received.

This table shows a total group of 60 graduates over the five-year period. Addresses for all but three of these graduates were obtained, the unobtainable addresses being for graduates of 1946. Questionnaires were sent to all of the 57 graduates whose addresses were obtained. Of these 57 graduates, 47, or 82.46 per cent, returned the questionnaire.

TABLE I
RESPONSE TO QUESTIONNAIRE BY AGRA GRADUATES

Year	Total Graduates	Addresses Unobtainable		Possible Responses		Responses		Percentage of Possible Responses
		No.	Per Cent*	No.	Per Cent*	No.	Per Cent*	
1944	15	2	13.33	13	86.67	7	46.67	53.85
1945	10	1	10.	9	90.	6	60	66.67
1946	8	1	12.5	7	87.5	5	62.5	71.43
1947	13	1	7.69	12	92.31	10	75.92	83.33
1948	17	0	0	17	100.	17	100.	100.
TOTAL	63	5	7.94	58	92.06	45	71.43	77.59

*Based on total graduates for year.

This table should be read as follows: For the 15 graduates in 1944, 2, or 13.33 per cent, of the addresses were unobtainable.

TABLE II

RESPONSE TO QUESTIONNAIRE BY TRYON HIGH SCHOOL GRADUATES

Year	Total Graduates	Addresses Unobtainable		Possible Responses		Responses		Percentage of Possible Responses
		No.	Per Cent*	No.	Per Cent*	No.	Per Cent*	
1944	9	0	00	9	100.	7	77.78	77.78
1945	11	0	00	11	100.	10	90.81	90.81
1946	12	3	25	9	75	7	58.33	77.78
1947	12	0	00	12	100.	10	83.33	83.33
1948	16	0	00	16	100.	13	81.25	81.25
TOTAL	60	3	5	57	95	47	78.33	82.46

*Based on total graduates for year.

This table should be read as follows: For the 9 graduates in 1944, all addresses were obtained.

Response from Carney graduates. A total of 32 questionnaires were sent to Carney graduates who had graduated during one of the years, 1944, 1945, 1946, 1947, and 1948.

Table III shows, by years, the number of Carney graduates, the number and percentage of addresses unobtainable, the number and percentage of possible responses, the number and percentage of responses, and the percentage of possible responses received.

This table shows a total group of 35 graduates over the five-year period. Addresses were not obtained for three of the graduates. Two of the unobtainable addresses were for the graduates of 1946, the other was from the class of 1947. All of the 32, or 91.43 per cent, of the total graduates whose addresses were obtained, were sent a questionnaire. Of these 32 graduates, 26, or 81.25 per cent, returned the questionnaire.

Response from all graduates. Table IV shows, by years, the total number of graduates for the three schools, the number and percentage of addresses unobtainable, the number and percentage of possible responses, the number and percentage of responses, and the percentage of possible responses received.

This table shows a total group of 158 graduates who graduated from the three schools over the five-year period, 1944 to 1948, inclusive. Addresses were obtained for 147, or 93.04 per cent, of these 158 graduates.

Table V is a summary table showing the comparison between number and percentage of graduates of both sexes and number and percentage of respondents of both sexes, for the three schools, over the five-year period.

TABLE III

RESPONSE TO QUESTIONNAIRE BY CARNEY HIGH SCHOOL GRADUATES

Year	Total Graduates	Addresses Unobtainable		Possible Responses		Responses		Percentage of Possible Responses
		No.	Per Cent*	No.	Per Cent*	No.	Per Cent*	
1944	5	0	00	5	100.	3	60.	60.
1945	10	0	00	10	100.	8	80.	80.
1946	7	2	28.57	5	71.43	5	71.43	100.
1947	3	1	33.33	2	66.67	2	66.67	100.
1948	10	0	00	10	100.	8	80.	80.
TOTAL	35	3	8.57	32	91.43	26	74.29	81.25

*Based on total graduates for year.

This table should be read as follows: For the 5 graduates in 1944, all addresses were obtained.

TABLE IV
SUMMARY OF THE RESPONSES RECEIVED FROM THE THREE SCHOOLS

Year	Total Graduates	Addresses Unobtainable		Possible Responses		Responses		Percentage of Possible Responses
		No.	Per Cent*	No.	Per Cent*	No.	Per Cent*	
1944	29	2	6.90	27	93.1	17	58.62	62.96
1945	31	1	3.23	30	96.77	24	77.45	80.
1946	27	6	22.22	21	77.78	17	62.96	80.95
1947	28	2	7.14	26	92.86	21	75.	90.77
1948	43	0	00	43	100.	39	90.7	90.7
TOTAL	158	11	6.96	147	93.04	118	74.63	80.27

*Based on total graduates for year.

This table should be read as follows: For the 29 graduates in 1944, 2, or 6.9 per cent, of the addresses were unobtainable.

TABLE V
COMPARISON OF GRADUATES AND RESPONDENTS BY SEX

Sex	Total Graduates		Total Respondents	
	Number	Per Cent	Number	Per Cent
Men	73	46.2	52	44.07
Women	85	53.8	66	55.93
TOTAL	158	100.0	118	100.00

This table shows a total group of 158 graduates from the three schools, over the five-year period. Seventy-three, or 46.2 per cent, are men, and 85, or 53.8 per cent, are women.

One hundred eighteen of the 158 graduates returned the questionnaire. Of the 118 graduates who responded to the questionnaire, 52, or 44.07 per cent, are men and 66, or 55.93 per cent are women.

Chapter II

PERSONAL QUALITIES OF GRADUATES

The purpose of this chapter is to show, by means of tables, some of the personal qualities and qualifications of the graduates of the three schools. The data that will be presented in this chapter are: sex of the graduates; marital status of the graduates; occupation of the graduates and those employed at present in their occupation; where graduates lived while in high school and where they now live; and size of town, or city, for those graduates who are living in towns, or cities.

Sex of the Graduates

Table VI shows, by years and sex, the number and percentage of men and women respondents from Agra for the years 1944, 1945, 1946, 1947, and 1948.

TABLE VI
MEN AND WOMEN RESPONDENTS WHO
GRADUATED FROM AGRA HIGH SCHOOL

Year	Total Respondents	Men		Women	
		Number	Per Cent	Number	Per Cent
1944	7	5	71.43	2	28.57
1945	6	1	16.67	5	83.33
1946	5	1	20.00	4	80.00
1947	10	5	50.00	5	50.00
1948	17	5	29.41	12	70.59
TOTAL	45	17	37.78	28	62.22

This table shows a total of 45 respondents from Agra for the five-year period. Seventeen, or 37.78 per cent, of this group are men and 28, or 62.22 per cent, are women.

Table VII shows, by years and sex, the number and percentage

of men and women respondents from Tryon, for the years 1944, 1945, 1946, 1947, and 1948.

TABLE VII
MEN AND WOMEN RESPONDENTS WHO GRADUATED FROM
TRYON HIGH SCHOOL

Year	Total Respondents	Men		Women	
		Number	Per Cent	Number	Per Cent
1944	7	3	42.86	4	57.14
1945	10	4	40.	6	60.
1946	7	2	28.57	5	71.55
1947	10	4	40.	6	60.
1948	13	8	61.54	5	38.46
TOTAL	47	21	44.68	26	55.32

This table shows a total of 47 respondents from Tryon for the five-year period. Twenty-one, or 44.68 per cent, of this group are men and 26, or 55.32 per cent, are women.

Table VIII shows, by years and sex, the number and percentage of men and women respondents from Carney, for the years 1944, 1945, 1946, 1947, and 1948.

TABLE VIII
MEN AND WOMEN RESPONDENTS WHO GRADUATED FROM
CARNEY HIGH SCHOOL

Year	Total Respondents	Men		Women	
		Number	Per Cent	Number	Per Cent
1944	3	3	100.	0	00
1945	8	4	50.	4	50.
1946	5	3	60.	2	40.
1947	2	1	50.	1	50.
1948	8	3	37.5	5	62.5
TOTAL	26	14	53.84	12	46.16

This table shows a total of 26 respondents from Carney for the five-year period. Fourteen, or 53.84 per cent, of

this group are men and 12, or 46.16 per cent, are women.

Table IX shows, by years and sex, the number and percentage of men and women respondents from all three schools for the years 1944, 1945, 1946, 1947, and 1948.

TABLE IX
MEN AND WOMEN RESPONDENTS WHO GRADUATED
FROM AGRA, TRYON, AND CARNEY HIGH SCHOOLS

Year	Total Respondents	Men		Women	
		Number	Per Cent	Number	Per Cent
1944	17	11	64.71	6	36.29
1945	24	9	37.50	15	62.50
1946	17	6	35.29	11	64.71
1947	23	10	45.45	12	54.55
1948	38	16	42.11	22	57.89
TOTAL	118	52	44.07	66	55.93

This table shows a total of 118 respondents who reported from the three schools. Of these 118 respondents 52, or 44.07 per cent are men; and 66, or 55.93 per cent are women.

Two of the schools show a greater number of women respondents, while the other school shows a greater number of men respondents. Of the 118 respondents, the greater percentage are women. However, there were more women graduates to begin with than there were men graduates. There were 158 graduates, and of these 158, 73, or 46.2 per cent are men, and 85, or 53.8 per cent, are women. Actually, there were 147 possible respondents, and of these 147, 68, or 46.26 per cent are men; and 79, or 53.74 per cent, are women. Basing the percentages on the possible responses, the percentage of women who responded would still be greater than the percentage of men who responded.

These percentages show that questionnaires were received from 76.47 per cent of the possible men respondents and from 83.54 per cent of the possible women respondents.

Marital Status of Graduates

Table X shows, for each school, the number and percentage of men and women respondents who are married.

Summary of men graduates. The totals for this table show that of the 52 graduates from the three schools, 14, or 26.92 per cent, are married and, of course, the remainder, 38, or 73.08 per cent, are single. Tryon and Carney have the same percentage of married men, 28.57 per cent. For Agra, 23.51 per cent of the men are married. There is very little variance in the marital status of men representing the three schools.

Summary of women graduates. Of the 66 women graduates from the three schools, 35, or 52.03 per cent, are married. However, there is a wide range of variance in the percentage of married women for the different schools. Tryon shows a high of 73.08 per cent married. For Agra, 13 out of 23, or a little less than half, of the women graduates are married.

General summary. The study shows approximately twice as great a percentage of women married as of men. The reason for this may be because women marry earlier in life than men and, as this study covers men and women graduates of approximately the same age, none of whom graduated from high school before 1944, most of them would still be considered young men and women. The fact that twice as many men as women were still single can probably be explained by age and maturity factors.

TABLE X
MARITAL STATUS OF GRADUATES

School	Number of Respondents		Married						Single					
	Men	Women	Men		Women		Total		Men		Women		Total	
			No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Agra	17	23	4	23.51	13	46.43	17	37.78	13	76.49	15	58.67	28	62.22
Tryon	21	26	6	28.57	19	73.08	25	53.19	15	71.43	7	26.92	22	46.81
Carney	14	12	4	28.57	3	25.	7	26.92	10	71.43	9	75.	19	73.08
TOTAL	52	66	14	26.92	35	52.03	49	41.53	33	73.08	31	46.97	69	53.47

This table should be read as follows: Four, or 23.51 per cent, of the 17 men respondents are married; 13, or 46.43 per cent, of the 23 women respondents are married.

Occupations of the Graduates

The different occupations in which the respondents were engaged are revealed in tables XI, XII, XIII, and XIV. These tables show the number and percentage of men and women engaged in various occupations. The tables also show the number and percentage of graduates in each occupation who are at present employed in their occupation. The occupations shown in these tables are the occupations given by the graduates in the questionnaire. Those graduates who did not have an occupation are shown under the heading, no occupation. All percentages are based on the total number of graduates for each group.

Occupations of the Agra high school graduates. Table XI shows the occupations of Agra high school graduates and the number and percentage employed in their occupation at the time of the study.

This table shows that only 12, or 70.59 per cent, of the 17 men graduates are employed in their occupation. This could mean that the other 5 men graduates are employed in some occupation other than the one they consider that they belong in, or it could mean simply that at the time of the study they were unemployed. Of the 17 men graduates, only one listed no occupation. The largest number of men graduates listed their occupation as students. Four, or 23.53 per cent, of the 17 men graduates were in this category. Two, or 11.76 per cent, listed laborer; two listed farmer; and two listed bookkeeper as their occupation. The remainder of the group listed various occupations, with no two graduates being in the same occupation.

The table shows a total of 28 women graduates, with 4, or 14.29 per cent, listing no occupation. Of this group of 28 women graduates, 22 were employed in their occupation. The largest group listed housewife as their occupation. Nine, or 32.14 per cent, were in this group. The next two groups in size were students, with 4, or 14.29 per cent; and teachers, with 3, or 10.72 per cent. The only other group with more than one graduate listed was typists, with 2, or 7.14 per cent, in this group.

The table shows that more men were engaged as students than anything else, while there were more women occupied as housewives.

Occupations of the Tryon high school graduates. Table XII shows the occupations of Tryon high school graduates and the number and percentage of graduates employed in their occupation at the time of the study.

This table shows a total of 21 men graduates, with 13, or a little over half of them, engaged in their chosen occupation at the time of the study. The largest group listed laborer as their occupation. Six, or 28.57 per cent, of the graduates were in this group. The next largest group listed farmer. Five, or 23.33 per cent, of the graduates are in this group. In no other occupation listed by the men were there more than two graduates engaged.

Of 26 women, only two were not employed in their occupation at the time of the study. As was found in the table for Agra graduates, housewife was the occupation most frequently listed

by the women. Sixteen, or 61.54 per cent, of the women graduates from Tryon high school were to be found in this group.

This table shows that more of the men listed laborer than any other occupation, while most of the women listed housewife.

Occupations of Carney High School Graduates

Table XIII shows the occupations of Carney High School graduates and the number and percentage employed in their occupation at the time of the study. All percentages in this table are based on the total number of men or women in the group to which the percentages apply.

This table shows that more men listed retail selling as their occupation than any other. Out of a total of 14 men from Carney who listed their occupation, 4, or 28.57 per cent, listed retail selling as their occupation. The next largest group of men listed student, with 3, or 21.43 per cent, in this category. The largest percentage of the women were also to be found in the retail selling group, with 4, or 28.57 per cent, of the women listing this as their occupation. The second largest group of women in one occupation was, as was true in the case of the men, the group who listed student. Three, or 21.43 per cent, of the women listed this occupation. All other occupations listed by men and women did not show more than one listing to each occupation.

This table shows that all of the men graduates were employed in their chosen occupation at the time of the study; while 9, or 75 per cent, of the women graduates were employed in their chosen occupation.

Summary of occupations of graduates. Table XIV is a summary

TABLE XI
OCCUPATIONS OF AGRA HIGH SCHOOL GRADUATES AND
NUMBER AND PERCENTAGE AT PRESENT EMPLOYED IN THEIR OCCUPATION

Occupation	Graduates in Each Occupation				Graduates Employed In Their Occupation			
	Men		Women		Men		Women	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Bookkeeper	2	11.76			1	8.33		
Building Telephone Lines	1	5.88			1	8.33		
Custodian	1	5.88			1	8.33		
Farmer	2	11.76	1	3.57	2	16.67	1	4.76
Housewife			9	32.14			9	42.86
Laborer	2	11.76	1	3.57	1	8.33		
Navy	1	5.88			1	8.33		
Nurses Aid			1	3.57			1	4.76
PBX Operator			1	3.57			1	4.76
Pipe Spacing Operator	1	5.88			1	8.33		
Postoffice Clerk			1	3.57			1	4.76
Retail Selling			1	3.57			1	4.76
Student	4	23.53	4	14.29	4	33.33	4	19.10
Teacher			3	10.72			3	14.29
Telephone Operator			2	7.14			1	4.76
Typist	1	5.88						
Welder	1	5.88						
No Occupation	1	5.88	4	14.29				
TOTAL	17	100.00	28	100.00	12	100.00	22	100.00

This table should be read as follows: Two, or 11.76 per cent, of the 17 men graduates from Agra High School listed their occupation as bookkeeper. Only one, or 8.33 per cent, of the men graduates now employed in their occupation is a bookkeeper.

TABLE XII
OCCUPATIONS OF TRYON HIGH SCHOOL GRADUATES AND NUMBER
AND PERCENTAGE AT PRESENT EMPLOYED IN THEIR OCCUPATION

Occupation	Graduates In Each Occupation				Graduates Employed In Their Occupation			
	Men		Women		Men		Women	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Air Corps	2	9.52			2	15.38		
Auto Mechanic	1	4.76			1	7.69		
Baseball Player	1	4.76						
Bank Clerk			1	3.85			1	4.17
Farmer	5	23.33	1	3.85	4	30.77	1	4.17
File Clerk			2	7.59				
Foremen Record Shipping	1	4.76			1	4.76		
Housewife			16	61.54			16	66.67
Laborer	6	28.57			2	15.38		
Pastry Cook			1	3.85			1	4.17
Roughneck	1	4.76						
Service Station Attendant	1	4.76			1	7.69		
Stenographer			1	3.85			1	4.17
Student	1	4.76	2	7.69			2	8.33
Teacher			1	3.85			1	4.17
Telegraph Agent	1	4.76			1	7.69		
Telephone Operator			1	3.85			1	4.17
Truck Driver	1	4.76			1	7.69		
TOTAL	21	100.00	26	100.00	13	100.00	24	100.00

This table should be read as follows: Two, or 9.52 per cent, of the 21 men from Tryon High School are in the Air Corps.

TABLE XIII
OCCUPATIONS OF CARNEY HIGH SCHOOL GRADUATES AND NUMBER
AND PERCENTAGE AT PRESENT EMPLOYED IN THEIR OCCUPATION

Occupation	Graduates In Each Occupation				Graduates Employed In Their Occupation			
	Men		Women		Men		Women	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Air Corps	1	7.14			1	7.14		
Army	1	7.14			1	7.14		
Civil Service	1	7.14			1	7.14		
Cleaning Shop			1	8.33			1	11.11
Clerk Typist			1	8.33			1	11.11
Farmer	1	7.14						
Grocery Clerk	1	7.14			1	7.14		
Housewife			3	25.00			3	33.33
Laborer	4	28.57			4	28.57		
Retail Selling			1	8.33				
Roustabout	1	7.14			1	7.14		
Secretary			1	8.33			1	11.11
Student	3	21.43	3	25.	3	21.43	3	33.33
Test Driver	1	7.14			1	7.14		
No Occupation			2	16.67				
TOTAL	14	100.00	12	100.00	13	100.	9	100.

This table should be read as follows: One, or 7.14 per cent, of the 14 men from Carney High School are in the Air Corps.

table showing the number and percentage of graduates in each occupation for the three schools as a whole. The table also shows the number and percentage that were employed in their chosen occupation at the time of the study.

This table shows a total group of 48 men and 68 women graduates who reported from the three schools. Twelve, or 23.08 per cent, of the men listed their occupation as laborer. Seven of these men were not employed in their occupation at the time of the study. Eight men listed farmer, and 3 listed student as their occupation. Laborer, farmer, and student were found to be the main occupations listed by the men graduates. Thirty-eight, or 73.08 per cent, of the 52 men graduates were not employed in their occupation at the time of the study. These 14 men could have been unemployed, or employed in some occupation other than their chosen occupation.

The largest group in any one occupation listed by the women graduates was in the occupation of housewife. Twenty-eight, or 41.82 per cent, of the 66 women listed their occupation as housewife. The second occupation in number listed was that of student. Nine, or 13.64 per cent, of the women listed this occupation. All 28 of the women graduates who listed housewife considered themselves employed in their occupation at the time of the study. The 9 women graduates who listed their occupation as student were attending school at the time they filled in their questionnaires. Fifty-five, or 83.33 per cent, of the 66 women graduates were employed in their chosen occupation at the time of the study.

TABLE XIV
OCCUPATIONS OF AGRA, TRYON AND CARNEY HIGH SCHOOL GRADUATES AND
NUMBER AND PERCENTAGE AT PRESENT EMPLOYED IN THEIR OCCUPATION

Occupation	Graduates In Each Occupation				Graduates Employed In Their Occupation			
	Men		Women		Men		Women	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Air Corps	3	5.77			3	7.90		
Army	1	1.92			1	2.63		
Auto Mechanic	1	1.92			1	2.63		
Bank Clerk			1	1.52			1	1.82
Baseball Player	1	1.92						
Bookkeeper	2	3.85					1	1.82
Building Telephone Lines	1	1.92			1	2.63		
Civil Service	1	1.92			1	2.63		
Cleaning Shop			1	1.52			1	1.82
Clerk Typist			1	1.52			1	1.82
Custodian	1	1.92			1	2.63		
Farmer	8	15.37	2	3.03	7	18.42	2	3.64
File Clerk			2	3.03				
Foreman Record Shipping	1	1.92			1	2.63		
Grocery Clerk	1	1.92			1	2.63		
Housewife			28	42.42			28	50.91
Laborer	12	23.08	1	1.52	7	18.42		
Navy	1	1.92			1	2.63		
Nurses Aid			1	1.52				
Pastry Cook			1	1.52			1	1.82
PBX Operator			1	1.52			1	1.82
Pipe Spacing Operator	1	1.92			1	2.63		
Post Office Clerk			1	1.52			1	1.82
Retail Selling			2	3.03			1	1.82
Roughneck	1	1.92						
Roustabout	1	1.92			1	2.63		
Secretary			1	1.52			1	1.82
Service Station Attendant	1	1.92			1	2.63		
Stenographer			1	1.52			1	1.82
Student	8	15.37	9	13.64	7	18.42	9	16.36
Teacher			4	6.06			4	7.28
Telegraph Agent	1	1.92			1	2.63		
Telephone Operator			3	4.55			2	3.64
Test Driver	1	1.92			1	2.63		
Truck Driver	1	1.92			1	2.63		
Typist	1	1.92						
Welder	1	1.92						
No Occupation	1	1.92	6	9.09				
TOTAL	52	100.00	66	100.00	38	100.00	55	100.00

This table should be read as follows: Three, or 5.77 per cent, of the men from Agra High School are in the Air Corps.

A summary of table XIV shows most of the men graduates to be laborers, farmers, and students; while most of the women graduates are housewives, and students. Thirty-eight, or 73.08 per cent, of the men, and 55, or 83.33 per cent, of the women graduates were employed in their occupations at the time of the study.

Where Graduates Lived While In High
School And Where They Now Live

Tables XV, XVI, XVII, and XVIII show the number and percentage of graduates of Agra, Tryon, and Carney High Schools who lived on farms or in town while attending high school, and number and percentage who live on farms or in town at the present time.

TABLE XV
NUMBER AND PERCENTAGE OF GRADUATES OF AGRA HIGH SCHOOL WHO LIVED ON FARMS OR IN TOWN WHILE ATTENDING HIGH SCHOOL, AND NUMBER AND PERCENTAGE WHO LIVE ON FARMS OR IN TOWN AT THE PRESENT TIME

Sex	Graduates Number	Where Graduates Lived While In High School				Where Graduates Live At Present			
		On Farm		In Town		On Farm		In Town	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Men	17	11	64.71	6	35.29	5	29.41	12	70.59
Women	28	18	64.29	10	36.71	6	21.43	22	78.57
TOTAL	45	29	64.44	16	35.56	11	37.93	34	62.07

Table XV shows that almost two-thirds of Agra's graduates lived on the farm while attending high school. There is very little difference between the percentage of men and the percentage of women who lived on the farm while attending high school. This table shows that at the present time only a little over one-third of the graduates for this school live on the farm. The

reason for this migration of graduates from the farm to town cannot be explained from the data obtained in the questionnaire. Other tables show, however, that this migration has also taken place among the graduates of the other two schools in the study.

TABLE XVI

NUMBER AND PERCENTAGE OF GRADUATES OF TRYON HIGH SCHOOL WHO LIVED ON FARMS OR IN TOWN WHILE ATTENDING HIGH SCHOOL, AND NUMBER AND PERCENTAGE WHO LIVE ON FARMS OR IN TOWN AT THE PRESENT TIME

Sex	Graduates Number	Where Graduates Lived While In High School				Where Graduates Live At Present			
		On Farm		In Town		On Farm		In Town	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Men	21	14	66.67	7	33.33	11	52.37	10	47.63
Women	26	12	46.15	14	53.85	6	23.08	20	76.92
TOTAL	47	26	55.32	21	44.68	17	36.17	30	63.83

Table XVI shows a little over half of Tryon's graduates lived on the farm during the time that they were attending high school. Two-thirds of the men lived on the farm while attending high school, while a little less than half of the women lived on the farm while attending high school. At the present time only about one-third of the total graduates live on the farm. Less than one-fourth of the women graduates live on the farm at the present time, while a little over one-half of the men live on the farm. The table shows that there has been a migration of graduates from the farms to town since graduation from high school.

TABLE XVII
NUMBER AND PERCENTAGE OF GRADUATES OF CARNEY HIGH SCHOOL WHO
LIVED ON FARMS OR IN TOWN WHILE ATTENDING HIGH SCHOOL, AND NUMBER
AND PERCENTAGE WHO LIVE ON FARMS OR IN TOWN AT THE PRESENT TIME

Sex	Graduates Number	Where Graduates Lived While In High School				Where Graduates Live At Present			
		On Farm		In Town		On Farm		In Town	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Men	14	8	57.14	6	42.86	1	7.14	13	92.86
Women	12	8	66.67	4	33.33	2	16.67	10	83.33
TOTAL	26	16	61.54	10	38.45	3	11.54	23	88.45

Table XVII shows that over one-half of the Carney High School men graduates lived on the farm while attending high school, while two-thirds of the women graduates lived on the farm while attending high school. A little less than two-thirds of the Carney High School graduates lived on the farm at the time that they were attending high school. At the present time only 3, or 11.54 per cent, of the total of 26 graduates live on the farm. The remainder live in town. As has been true of the graduates of the other two high schools, the graduates of Carney High School have migrated from the farm to towns since graduating from high school.

TABLE XVIII
NUMBER AND PERCENTAGE OF GRADUATES OF THE THREE HIGH SCHOOLS WHO
LIVED ON FARMS OR IN TOWN WHILE ATTENDING HIGH SCHOOL, AND NUMBER
AND PERCENTAGE WHO LIVE ON FARMS OR IN TOWN AT THE PRESENT TIME

Sex	Graduates Number	Where Graduates Lived While In High School				Where Graduates Live At Present			
		On Farm		In Town		On Farm		In Town	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Men	52	33	63.46	19	36.64	17	32.69	35	67.31
Women	66	38	57.57	28	42.43	14	21.21	52	78.79
TOTAL	118	71	60.17	47	39.83	31	26.30	87	73.70

Table XVIII presents a summary of the number and percentage of graduates of the three high schools who lived on farms or in town while attending high school, and number and percentage who live on farms or in town at the present time. This table shows that 71, or 60.17 per cent, of the 118 graduates from the three schools lived on the farm during the time they were attending high school, while at the present time only 31, or 26.30 per cent of these graduates live on the farm.

Table XIX shows the number and percentage of graduates who live in cities or towns of various sizes. Of the 118 graduates, eighty-seven live in towns or cities. This table shows that the largest group of men graduates live in towns with a population of less than 500. The second largest group of men graduates live in cities of over 50,000 population. Of the 35 men graduates, 10, or 28.57 per cent, live in towns under 500 population; 9, or 22.85 per cent, live in cities of over 50,000 population; 6, or 17.14 per cent, live in cities between 10,000 and 20,000 population; 4, or 11.43 per cent, live in cities between 20,000 and 50,000 population; 3, or 8.57 per cent, live in cities between 1,000 and 5,000 population; 2, or 5.71 per cent, live in cities between 5,000 and 10,000 population; and 1 lives in a town of between 500 and 1,000 population.

The women graduates of the three schools reported that 20, or 25.58 per cent, live in towns under 500 population; 9, or 17.31 per cent, live in cities between 10,000 and 20,000 population; and 6, or 11.54 per cent, live in cities between 5,000 and 10,000 population. The remainder of the 52 women graduates live in cities or towns of various sizes.

TABLE XIX

NUMBER AND PERCENTAGE OF GRADUATES WHO LIVE IN CITIES OR TOWNS OF VARIOUS SIZES

Graduates Who Live In Cities or Towns			Population of City or Town													
			Over 50,000	20,000 to 50,000	10,000 to 20,000	5,000 to 10,000	1,000 to 5,000	500 to 1,000	Under 500							
Sex	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Men	35	40.25	9	22.25	4	11.43	6	17.14	2	5.71	3	8.57	1	2.85	10	29.
Women	52	59.77	9	17.31	4	7.69	9	17.31	6	11.54	4	7.69	0	0.	20	36.
TOTAL	87	100.	18	20.69	8	9.19	15	17.24	8	9.19	7	8.05	1	1.16	30	34.

This table should be read as follows: Thirty-five, or 40.25 per cent, of the graduates now living in towns or cities are men.

Of the 87 graduates who live in towns or cities, 35, or 40.25 per cent, are men; and 52, or 59.77 per cent, are women. Thirty-five, or 57.31 per cent, of the 52 men graduates live in towns or cities. Fifty-two, or 78.79 per cent of the 66 women graduates live in towns or cities. From these data it is apparent that there are more women graduates than men graduates who live in towns or cities.

Chapter III

HIGH SCHOOL EDUCATION AND TRAINING OF GRADUATES
IN BUSINESS SUBJECTS

It is the purpose of this chapter to show the amount of training the graduates of Agra, Tryon, and Carney High Schools received in business subjects while going through high school. This has been done by presenting the data collected from graduates of the three schools in four tables that show the credit received in business subjects by graduates of each school, and in a summary table that presents the combined data in such a way as to give a picture of the education and training of the graduates of all three schools.

In the data presented in these tables some discrepancies appear in the credit received in certain business subjects. For example, one student from Agra reports 3 semesters of business mathematics, while a check of the business curriculum of Agra High School shows that at no time has this course been offered for three semesters. It may be that some of the students who graduated from the three schools attended some other school before they graduated and did obtain credit in a certain subject that was not offered by the school from which they graduated. It does not seem feasible to try to analyze in too much detail the offerings of the three schools over the years that would affect the study. Each of these three small high schools has offered only a limited business curriculum during the years that would affect the study. Some of the business subjects have been rotated with another subject every other year. Other business subjects have been offered only as the

demand by the students for these subjects arose.

The administrators have had to keep in mind the fact that since they had only a small faculty to teach the various subjects which were offered in order to meet the requirements of those students who wished to pursue their education in college, they could offer only the business subjects that were suggested by the state board of education, or that they themselves considered most important to the future benefit of the graduate.

For the reasons given no attempt will be made to determine which specific business subjects were offered each year. Only a study of credits reported by the graduates in business subjects will be made which will be used as a basis for recommending changes in the present business curriculum of each school.

Credit Received by Agra Graduates

Table XX shows the semesters of high school credit in business subjects received by Agra graduates. This table is based on the 45 Agra graduates who reported. Forty-four, or 97.78 per cent, of the 45 graduates received credit in typewriting. Forty-one received two semesters of credit in typewriting, while 2 graduates received only 1 semester of credit. One graduate reported four semesters of credit in typewriting. Thirty-seven, or 82.22 per cent, of the graduates earned credit in bookkeeping. All but 3 of the 37 graduates who reported credit in bookkeeping had 2 semesters of credit. Thirty-four graduates reported credit in shorthand, 30 of these having received 2 semesters of credit. Thirty-two graduates reported credit in general business; 24, in business English; 23, in business mathematics; 15, in commercial geography, and 1, in business

law. Most of the graduates reported 2 semesters of credit in these business subjects.

The graduates reported credit in business subjects in the following order of frequency: typewriting, bookkeeping, shorthand, general business, business English, business mathematics, and commercial geography. Over one-half of the 45 graduates reported credit in each of the following business subjects: typewriting, bookkeeping, shorthand, general business, business English, and business mathematics.

Credit Received by Tryon Graduates

Table XXI shows the credit received in business subjects by graduates of Tryon High School. This table is based on the 47 Tryon graduates who reported. Forty-one, or 87.23 per cent, of these 47 graduates reported credit in typewriting. Of these 41, 38 reported four semesters of credit. Twenty-three, or 48.94 per cent, of the 47 graduates reported credit in bookkeeping; 20 of these reported 2 semesters of credit. Eleven graduates reported credit in business mathematics; 6, in commercial geography; 4, in general business; 2, in business English; and 1, in business law, economics, and shorthand. In only one business subject, typewriting, had more than 50 per cent of the graduates earned credit in high school.

Credit Received by Carney Graduates

Table XXII shows the semesters of credit received by Carney High School graduates in business subjects. This table is based on the 26 Carney High School graduates who reported. All of

TABLE XX

SEMESTERS OF CREDIT RECEIVED IN BUSINESS SUBJECTS
IN HIGH SCHOOL BY GRADUATES OF AGRA HIGH SCHOOL

Subject	One Semester	Two Semesters	Three Semesters	Four Semesters	Total No. Who Studied Subject
Typewriting	2	41		1	44
Bookkeeping	3	34			37
Shorthand	4	30			34
General Business	5	27			32
Business English	17	7			24
Business Mathematics	13	9	1		23
Commercial Geography	7	8			15
Business Law	1				1
TOTAL	52	156	1	1	210

This table should be read as follows: Two graduates reported one semester of typewriting; 41 graduates reported 2 semesters; and 1 graduate reported 4 semesters.

TABLE XXI
SEMESTERS OF CREDIT RECEIVED IN BUSINESS SUBJECTS
IN HIGH SCHOOL BY GRADUATES OF TRYON HIGH SCHOOL

Subject	One Semester	Two Semesters	Three Semesters	Four Semesters	Total No. Who Studied Subject
Typewriting		3		38	41
Bookkeeping	3	20			23
Business Mathematics	7	4			11
Commercial Geography	2	4			6
General Business		4			4
Business English	1	1			2
Business Law		1			1
Business Economics		1			1
Shorthand	1				1
TOTAL	14	38		38	90

This table should be read as follows: Three graduates reported two semesters of typewriting; 38 graduates reported four semesters.

TABLE XXII

SEMESTERS OF CREDIT RECEIVED IN BUSINESS SUBJECTS
IN HIGH SCHOOL BY GRADUATES OF CARNEY HIGH SCHOOL

Subject	One Semester	Two Semesters	Three Semesters	Four Semesters	Total No. Who Studied Subject
Typewriting		5		21	26
General Business	1	20			21
Bookkeeping	1	14			15
Shorthand	6	7			13
Commercial Geography	3				3
Business English	1	1			2
Business Law		1			1
Business Mathematics		1			1
TOTAL	12	49		21	82

This table should be read as follows: Five graduates reported two semesters of typewriting; 21 graduates reported four semesters.

TABLE XXIII

SEMESTERS OF CREDIT RECEIVED IN BUSINESS SUBJECTS IN HIGH SCHOOL BY GRADUATES OF AGRA, TRYON, AND CARNEY HIGH SCHOOLS

Subject	One Semester	Two Semesters	Three Semesters	Four Semesters	Total No. Who Studied Subject
Typewriting	2	49		60	111
Bookkeeping	7	68			75
General Business	6	51			57
Shorthand	11	37			48
Business Mathematics	20	14	1		35
Business English	19	9			28
Commercial Geography	12	12			24
Business Law	1	2			3
Business Economics		1			1
TOTAL	78	243	1	60	382

This table should be read as follows: Two graduates reported one semester of typewriting; 49 graduates reported two semesters; and 60 graduates reported four semesters.

the graduates reported credit in typewriting, and one-half or more reported credit in general business, bookkeeping, and shorthand.

Summary

Table XXIII is a summary table showing the credit received in business subjects by graduates of the three schools. This table is based on the 118 graduates who reported from the three schools. One-hundred eleven of the graduates reported credit in typewriting, and over half of this number had 4 semesters of credit. Credit in bookkeeping was reported by 75 graduates. General Business credit was reported by 57 graduates; shorthand, by 48; business mathematics, by 35; business English, by 28; commercial geography, by 24; business law, by 3; and economics, by 1.

Chapter IV

VOCATIONAL USE AND PERSONAL USE MADE OF KNOWLEDGES AND SKILLS
OBTAINED FROM BUSINESS SUBJECTS STUDIED BY GRADUATES IN HIGH
SCHOOL

It is the purpose of this chapter to determine what vocational and personal use has been made of the knowledges and skills obtained from business subjects studied by the graduates while in high school. It is believed that the uses made of knowledges and skills obtained from the study of business subjects can be identified with the specific business subjects studied. Tables have been set up in order to analyze the data that were obtained from the graduates.

Vocational Use of Business Subjects

Vocational use is considered to be the use made of business subjects on the job in which the graduate is employed. In this study vocational use of business subjects is limited to the present job of the graduate.

TABLE XXIV

ANSWERS OF AGRA GRADUATES TO THE QUESTION, "IN PERFORMING THE DUTIES OF YOUR PRESENT EMPLOYMENT ARE YOU USING ANY OF THE KNOWLEDGES OR SKILLS THAT YOU ACQUIRED IN ANY OF THE BUSINESS SUBJECTS THAT YOU STUDIED IN HIGH SCHOOL?"

Sex	Total Respondents	Respondents Answering "Yes"		Respondents Answering "No"	
		No.	Per Cent	No.	Per Cent
Men	17	6	35.29	11	64.71
Women	28	9	32.43	19	67.57
TOTAL	45	15	33.33	30	66.67

Table XXIV shows that 15, or 33.33 per cent, of the 45

respondents from Agra answered that in performing the duties of their present job they were using knowledges or skills acquired in business subjects studied in high school. All of the respondents from Agra reported some credit received in business subjects studied in high school. There is very little variance in the answers of men and women. The data presented in this table indicate that most of the graduates of each sex did not believe that they were using in the duties of their present job any of the knowledges or skills that they acquired in business subjects studied in high school.

TABLE XXV

ANSWERS OF TRYON HIGH SCHOOL GRADUATES, WHO HAD RECEIVED SOME CREDIT IN BUSINESS SUBJECTS STUDIED IN HIGH SCHOOL, TO THE QUESTION, "IN PERFORMING THE DUTIES OF YOUR PRESENT EMPLOYMENT ARE YOU USING ANY OF THE KNOWLEDGES OR SKILLS THAT YOU ACQUIRED IN ANY OF THE BUSINESS SUBJECTS THAT YOU STUDIED IN HIGH SCHOOL?"

Sex	Total Respondents	Respondents Answering "Yes"		Respondents Answering "No"	
		No.	Per Cent	No.	Per Cent
Men	15	6	40.00	9	60.00
Women	25	6	24.00	19	76.00
TOTAL	40	12	30.00	28	70.00

Table XXV shows that 12, or 30 per cent, of the 40 respondents from Tryon who had received some credit in business subjects studied in high school answered that in performing the duties of their present job they were using knowledges or skills acquired in some of these business subjects studied in high school. There is a greater percentage of men who answered yes to the question than of women. Six, or 40 per cent, of the men answered yes; while 6, or 24 per cent of the women answered yes. Over two-thirds of the graduates of Tryon High School are

of the opinion that on their present job they are making no use of the knowledges or skills acquired through studying business subjects in high school.

TABLE XXVI
ANSWERS OF CARNEY HIGH SCHOOL GRADUATES TO THE QUESTION, "IN PERFORMING THE DUTIES OF YOUR PRESENT EMPLOYMENT ARE YOU USING ANY OF THE KNOWLEDGES OR SKILLS THAT YOU ACQUIRED IN ANY OF THE BUSINESS SUBJECTS THAT YOU STUDIED IN HIGH SCHOOL?"

Sex	Respondents	Respondents Answering "Yes"		Respondents Answering "No"	
		No.	Per Cent	No.	Per Cent
Men	14	7	50.00	7	50.00
Women	12	4	33.33	8	66.67
TOTAL	26	11	42.31	15	57.69

This table shows that 11, or 42.31 per cent, of the 26 respondents from Carney answered that in performing the duties of their present job they were using knowledges or skills acquired in business subjects studied in high school. In this table half of the men answered yes to the question, while only one-third of the women answered yes. All of the respondents from Carney had received some credit in business subjects studied in high school.

TABLE XXVII
ANSWERS OF AGRA, TRYON AND CARNEY HIGH SCHOOL GRADUATES, WHO HAD RECEIVED SOME CREDIT IN BUSINESS SUBJECTS STUDIED IN HIGH SCHOOL, TO THE QUESTION, "IN PERFORMING THE DUTIES OF YOUR PRESENT EMPLOYMENT ARE YOU USING ANY OF THE KNOWLEDGES OR SKILLS THAT YOU ACQUIRED IN ANY OF THE BUSINESS SUBJECTS THAT YOU STUDIED IN HIGH SCHOOL"

Sex	Respondents	Respondents Answering "Yes"		Respondents Answering "No"	
		No.	Per Cent	No.	Per Cent
Men	46	19	41.30	27	58.70
Women	65	19	29.23	46	70.77
TOTAL	111	38	34.23	73	65.77

This table shows that 33, or 34.23 per cent, of the 111 respondents of the three schools who had received some credit in business subjects studied in high school indicated that in performing the duties of their present job they were using knowledges or skills acquired in business subjects studied in high school. A greater percentage of the men than of the women answered yes to the question.

Table XXVIII shows the frequency with which various business subjects studied in high school were listed by graduates as helping them in performing their duties on their present job. This table is based on the 36 graduates of the three schools who answered yes to the question, "In performing the duties of your present employment are you using any of the knowledges or skills that you acquired in any of your business subjects in high school." The table is arranged so that the number who reported use of a business subject may be seen for each school. The table shows that typewriting was reported the greatest number of times; with bookkeeping, second; general business, third; business mathematics, fourth; shorthand, fifth; and business English and commercial geography, last.

The percentages are based on the total number of graduates who actually studied that subject in high school. These percentages do not show very much vocational use of the business subjects which the graduates studied in high school. Although commercial geography and business English show higher percentages of use than any of the other subjects, it must be remembered that the number of graduates taking these courses in high school is very small.

TABLE XXVIII
 FREQUENCY WITH WHICH VARIOUS BUSINESS SUBJECTS STUDIED IN HIGH SCHOOL WERE LISTED BY GRADUATES AS HELPING IN THEIR DUTIES ON THEIR PRESENT JOB

Subject	Number Who Listed Subject			Total	
	Agra	Tryon	Carney	No.	Per Cent.
Typewriting	9	11	7	27	24.32
Bookkeeping	5	4	6	15	20.00
General Business	4		7	11	19.30
Business Mathematics	3	2	2	7	20.00
Shorthand	3		2	5	10.42
Business English	1			1	35.72
Commercial Geography			1	1	41.67
TOTAL	25	17	25	67	
Number of Persons Listing Business Subjects	15	12	11	38	

*Based on total number who studied subject in high school.

This table should be read as follows: Nine graduates from Agra listed typewriting as helping them in performing their duties on their present job.

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Personal Use of Business Subjects

Personal use of the business subjects is considered to be any use made in the graduates' activities other than their employment.

TABLE XXIX
ANSWERS OF AGRA GRADUATES TO THE QUESTION, "IN YOUR PERSONAL ACTIVITIES OUTSIDE YOUR EMPLOYMENT, ARE YOU USING THE KNOWLEDGE OR SKILL THAT YOU ACQUIRED IN ANY OF THE BUSINESS SUBJECTS THAT YOU STUDIED IN HIGH SCHOOL"

Sex	Total Respondents	Respondents Answering "Yes"		Respondents Answering "No"	
		No.	Per Cent	No.	Per Cent
Men	17	5	29.41	12	70.59
Women	28	12	42.86	16	57.14
TOTAL	45	17	35.56	28	64.44

Table XXIX shows that 17, or 25.56 per cent, of the 45 respondents from Agra High School answered that they had used knowledges or skills acquired in the study of business subjects in high school in their personal activities outside their employment. There was a much larger percentage of women who answered yes than of men who answered yes. Almost two-thirds of the 45 graduates from Agra did not believe they were using in their personal activities outside their employment any of the knowledges or skills they had obtained through studying business subjects in high school. All of the respondents from Agra had received some credit in business subjects studied in high school

TABLE XIX

ANSWERS OF TRYON GRADUATES WHO HAD RECEIVED SOME CREDIT IN BUSINESS SUBJECTS STUDIED IN HIGH SCHOOL TO THE QUESTION, "IN YOUR PERSONAL ACTIVITIES OUTSIDE YOUR EMPLOYMENT, ARE YOU USING THE KNOWLEDGE OR SKILL THAT YOU ACQUIRED IN ANY OF THE BUSINESS SUBJECTS THAT YOU STUDIED IN HIGH SCHOOL?"

Sex	Total Respondents	Respondents Answering "Yes"		Respondents Answering "No"	
		No.	Per Cent	No.	Per Cent
Men	14	3	21.43	11	78.57
Women	26	8	30.77	18	69.23
TOTAL	40	11	27.50	29	72.50

This table shows that only 11, or 27.50 per cent, of the Tryon High School graduates answered yes to the question, "In your personal activities outside your employment, are you using the knowledge or skill that you acquired in any of the business subjects that you studied in high school?" The percentage of women who answered yes to the question is higher than the percentage of men who answered yes.

TABLE XXI

ANSWERS OF CARNEY GRADUATES TO THE QUESTION, "IN YOUR PERSONAL ACTIVITIES OUTSIDE YOUR EMPLOYMENT ARE YOU USING THE KNOWLEDGE OR SKILL THAT YOU ACQUIRED IN ANY OF THE BUSINESS SUBJECTS THAT YOU STUDIED IN HIGH SCHOOL?"

Sex	Total Respondents	Respondents Answering "Yes"		Respondents Answering "No"	
		No.	Per Cent	No.	Per Cent
Men	14	3	21.43	11	78.57
Women	12	5	41.67	7	58.33
TOTAL	26	8	30.77	18	69.23

Table XXXI shows that 8, or 30.77 per cent, of the 26 graduates from Carney High School answered yes to the question, "In your personal activities outside your employment, are you using the knowledge or skill that you acquired in any of the business subjects that you studied in high school." The percentage of women graduates who answered yes is greater than the percentage of men graduates who answered yes. All of the respondents from Carney had received some credit in business subjects studied in high school.

TABLE XXXII

ANSWERS OF AGRA, TRYON, AND CARNEY HIGH SCHOOL GRADUATES WHO HAD RECEIVED SOME CREDIT IN BUSINESS SUBJECTS STUDIED IN HIGH SCHOOL, TO THE QUESTION, "IN YOUR PERSONAL ACTIVITIES OUTSIDE YOUR EMPLOYMENT, ARE YOU USING THE KNOWLEDGE OR SKILL THAT YOU ACQUIRED IN ANY OF THE BUSINESS SUBJECTS THAT YOU STUDIED IN HIGH SCHOOL?"

Sex	Total Respondents	Respondents Answering "Yes"		Respondents Answering "No"	
		No.	Per Cent	No.	Per Cent
Men	46	11	23.91	34	76.09
Women	65	25	38.46	41	61.54
TOTAL	111	36	32.43	75	67.57

This table is a summary of the answers of the graduates of the three schools who had received some credit in business subjects studied in high school, to the question concerning personal use of business subjects. As only about one-third of the graduates answered yes, the majority were of the opinion that they were not making any personal use of the business subjects that they studied while attending high school.

Table XXXIII shows the frequency with which various business subjects studied in high school were listed by graduates as being of personal use in their activities outside their employment. The percentages shown in this table are based on the total number of graduates who studied each subject in high school.

This table shows that 24 graduates listed typewriting as being of personal use; 11 listed bookkeeping; 9 listed general business; 6 listed shorthand; 4 listed business mathematics; 2 listed business English; and 1 listed commercial geography.

The percentages show that 21.68 per cent of the people who studied typewriting indicated that subject had been of personal use to them. Eleven, or 14.67 per cent, indicated bookkeeping had been of personal use; 15.79 per cent indicated general business; 12.60 per cent indicated shorthand; 11.43 per cent indicated business mathematics; 5 per cent indicated commercial geography; and 7.14 per cent indicated business English had been of personal use to them.

From the data presented, it is doubtful if some of these business subjects should be included in the business curriculum. One can hardly make recommendations on the basis of the personal use values alone. It must also be kept in mind that there are other considerations, such as the vocational use, which would, in some cases, at least, be more important as a basis

TABLE XXXIII

FREQUENCY WITH WHICH VARIOUS BUSINESS SUBJECTS STUDIED IN HIGH SCHOOL WERE LISTED BY GRADUATES AS BEING OF PERSONAL USE IN THEIR ACTIVITIES OUTSIDE THEIR EMPLOYMENT

Subject	Number Who Listed Subject			Total	
	Agra	Tryon	Carney	No.	Per Cent*
Typewriting	9	9	6	24	21.63
Bookkeeping	9		2	11	14.67
General Business	5	1	3	9	15.79
Shorthand	5		1	6	12.50
Business Mathematics	2	1	1	4	11.43
Business English	2			2	7.14
Commercial Geography		1		1	5.00
TOTAL	32	12	13	57	100.00
No of Persons Listing Business Subjects	17	4	8	36	

*Based on total number who studied subject in high school.

This table should be read as follows: Nine graduates from Agra indicated that typewriting had been of personal use to them in their activities outside their employment.

for recommendations.

Summary

Table XXXIV shows that of the 57 graduates who reported some use of the knowledges or skills acquired in business subjects studied in high school, 21 indicated vocational use only, 19 indicated personal use only, and 17 indicated both personal and vocational use.

Twenty-three, or 50 per cent, of the 46 men graduates, who had reported credit received in business subjects studied in high school, indicated they had made some use of the knowledges or skills acquired in business subjects studied in high school. Of the 23 men graduates who reported some use, 12 indicated vocational use only, 4 indicated personal use only, and 7 indicated vocational use and personal use.

Thirty-four, or 58.31 per cent, of the 55 women graduates, who had reported credit received in business subjects studied in high school, indicated they had made some use of the knowledges or skills acquired in business subjects studied in high school. Of the 34 women graduates who reported some use, 9 indicated vocational use only, 15 indicated personal use only, and 10 indicated both vocational and personal use.

TABLE XXXIV

GRADUATES WHO REPORTED SOME USE OF THE KNOWLEDGES AND SKILLS
OBTAINED FROM BUSINESS SUBJECTS STUDIED IN HIGH SCHOOL

Sex	Vocational Use Only	Personal Use Only	Both Personal And Vocational Use	TOTAL	
				No.	Per Cent*
Men	12	4	7	23	50.00
Women	9	15	10	34	52.31
TOTAL	21	19	17	57	51.35

*Based on the totals of the respondents who had received credit in business subjects studied in high school. Total men respondents who had received credit, 47; total women respondents, 65; grand total of 111 respondents who had received credit in business subjects studied in high school.

This table should be read as follows: Twenty-three, or 50 per cent, of the 46 men graduates who had reported credit received in business subjects studied in high school, indicated they were using some of the knowledges or skills acquired in the business subjects they had studied in high school. Twelve men graduates reported vocational use only of the knowledges or skills, 4 indicated personal use only, and 7 indicated both personal and vocational use.

Total Graduates Who Reported Some Use of Business Subjects.

Table XXXV shows the graduates who reported vocational use, graduates who reported personal use, and total graduates who reported any use of the knowledges or skills acquired in business subjects studied in high school. This table shows the specific subjects taken in high school from which knowledges or skills were acquired that are helping the graduate either in his personal activities, on the job, or both in his personal activities, and on the job. The table does not show the graduates who are using a specific subject in both their personal activities and on the job, because only a very small number of the graduates who indicated they were making both vocational and personal use of knowledges and skills acquired in business subjects studied in high school indicated any specific business subject as being of use in both their personal activities and on the job.

The vocational use and personal use of the knowledges and skills acquired in business subjects studied in high school have been analyzed in an earlier part of this chapter and will not be discussed here.

The total graduates who reported some use, either vocational use only, personal use only, or both vocational and personal use is what the investigator is interested in in this phase of the study. A total of 57 graduates reported some use. Fifty-one reported some use of typewriting, 26 reported some use of book-keeping, 20 reported some use of general business, 11 reported some use of business mathematics, 11 reported some use of shorthand, 3 reported some use of business English, 2 reported some use of commercial geography, and 1 reported some use of economics.

TABLE XXXV

52 FREQUENCY WITH WHICH VARIOUS BUSINESS SUBJECTS WERE LISTED BY GRADUATES AS HELPING IN THEIR DUTIES ON THE JOB AND IN THEIR PERSONAL ACTIVITIES OUTSIDE THEIR EMPLOYMENT

Subject	Graduates Who Reported Vocational Use				Graduates Who Reported Personal Use				Total Graduates Who Reported Some Use			
	Agra	Tryon	Carney	TOTAL	Agra	Tryon	Carney	TOTAL	Agra	Tryon	Carney	TOTAL
Typewriting	9	11	7	27	9	9	6	24	18	20	13	51
Bookkeeping	5	4	6	15	9		2	11	14	4	8	26
General Business	4		7	11	5	1	3	9	9	1	10	20
Business Math	3	2	2	7	2	1	1	4	5	3	3	11
Shorthand	3		2	5	5		1	6	8		3	11
Business English	1			1	2			2	3			3
Com. Geog.			1	1		1		1		1	1	2
Bus. Economics							1	1			1	1
TOTAL	25	17	25	67	33	17	14	58	57	29	39	125
No. of Persons Listing Business Subjects	15	12	11	38	17	11	8	36	20	21	16	57

This table should be read as follows: Nine of the 27 graduates who reported vocational use of Typewriting are from Agra.

Chapter V

POST HIGH SCHOOL EDUCATION AND TRAINING OF GRADUATES

It is the purpose of this chapter to show the post-high school education and training received in other institutions by the graduates of Agra, Tryon, and Carney High Schools. The different kinds of institutions attended by the graduates will be shown for those graduates who did attend another educational institution after leaving high school.

Table XXXVI shows the number and percentage of graduates of the three schools who attended an educational institution after leaving high school. This table shows that a total of 40, or 33.90 per cent of the 118 graduates from the three schools attended an educational institution after graduating from high school. Carney High School has the greatest percentage of graduates who attended an educational institution after they left high school. Eleven, or 42.15 per cent, of Carney's 26 graduates attended an educational institution after leaving high school. Sixteen, or 35.56 per cent, of the 47 graduates of Agra High School attended an educational institution after leaving high school; and 13, or 27.66 per cent, of the graduates of Tryon High School attended an educational institution after leaving high school. Agra High School has 8 graduates in an educational institution at the present time, while Carney has 6 and Tryon 2. As these 16 graduates are still in school at the present time, no attempt will be made to show the amount of credit received by the graduates in higher educational institutions.

TABLE XXIV

NUMBER AND PERCENTAGE OF GRADUATES OF THE THREE SCHOOLS WHO ATTENDED AN EDUCATIONAL INSTITUTION AFTER LEAVING HIGH SCHOOL

Total Respondents				Respondents Who Attended An Educational Institution After Leaving High School							
Agra	Tryon	Carney	TOTAL	Agra		Tryon		Carney		TOTAL	
				No.	Per Cent*	No.	Per Cent*	No.	Per Cent*	No.	Per Cent**
45	47	26	118	16	35.56	13	27.66	11	42.15	40	33.90

*Based on total respondents for that school.

**Based on total respondents for the three schools.

This table should be read as follows: Sixteen, or 35.56 per cent, of the 45 respondents from Agra attended an educational institution after leaving high school.

Table XXXVII shows the different kinds of educational institutions attended by graduates after leaving high school. The data in this table are based on the 40 graduates who reported that they attended an educational institution after they graduated from high school. Thirty-four of these graduates attended colleges or universities, 3 attended business college, 1 attended veterans school, 1 attended a national trade school, 1 attended a public night school, and 1 attended a blueprint reading school. Only 1 graduate attended more than 1 educational institution after he left high school.

TABLE XXVII

DIFFERENT KINDS OF EDUCATIONAL INSTITUTIONS ATTENDED BY
GRADUATES AFTER LEAVING HIGH SCHOOL

School	Total Respondents Who Attended	College or University	Business College	Veterans School	Military School	Other	TOTAL
Agra	16	15				1*	16
Tryon	13	10	1	1	1	1**	13
Carney	11	9	2			1***	12****
TOTAL	40	34	3	1	1	3	41****

*National Trade School

**Public Night School

***Blueprint Reading School

****One respondent attended two different educational institutions after leaving high school.

This table should be read as follows: Fifteen of the 16 graduates from Agra attended colleges or universities after they graduated from high school.

Chapter VI
MILITARY SERVICE OF GRADUATES

Military service of the graduates was included in this study because of curiosity on the part of the investigator, and because of interest expressed by various people in the communities in which the three schools are located. The data obtained for this part of the study will not be presented in detail, but more or less of a summary of the data will be given in table form. Those who desire other information on this phase of the study may gain that information through use of the questionnaires used in the study, which the investigator will be glad to make available. For the purpose of this study all graduates who were in active military service and the branch of the service to which they belonged are shown.

Table XXXVIII shows the number and percentage of graduates of each high school who were in active military service. This table shows that 27, or 51.92 per cent, of the men were in active military service. Ten, or 58.82 per cent, of Agra's men graduates were in active military service; 9, or 42.86 per cent, of Tryon's men graduates; and 8, or 57.14 per cent, of Carney's men graduates. As no women graduates from the three schools reported active military service, all percentages are based on the number of men graduates for each school. At the present time, 4 of the graduates of the three schools are still in active military service. Agra has 1 graduate in the Navy, Tryon has 2 graduates in the Air Corps, and Carney has 1 graduate in the Army.

• TABLE XXXVIII

NUMBER AND PERCENTAGE OF GRADUATES OF EACH HIGH SCHOOL
WHO WERE IN ACTIVE MILITARY SERVICE

High School	Total Men Respondents*	Branch of Service			Total	
		Army	Navy	Air Corps	No.	Per Cent**
Agra	17	3	7		10	58.82
Tryon	21	3	1	5	9	42.86
Carney	14	5	3		8	57.14
TOTAL	52	11	11	5	27	51.92

*No women reported active military service

**Based on total men respondents

This table should be read as follows: Ten, or 58.82 per cent, of the 17 men respondents from Agra were in active military service. Three of these ten men were in the army, and seven in the navy.

Chapter VII

EMPLOYMENT ACTIVITIES OF GRADUATES

It is the purpose of this chapter to show the kinds of businesses in which the graduates were first employed after they graduated from high school and the kinds of businesses in which they are employed at the present time. The principal duty of the graduates on their first job and on their present job will also be shown. The tables are set up to show the data for each school, but for the purpose of this study, only the data for the graduates as a whole will be analyzed. No attempt will be made to compare data for the various schools on the employment activities of the graduates since leaving high school.

Kinds of Businesses In Which Graduates Were First Employed And Kinds of Businesses In Which They Are Now Employed.

Table XXXIX shows the kinds of businesses in which the 52 men graduates of the three schools were first employed after their graduation from high school and the kinds of businesses in which they are employed at the present time. This table shows 25 different kinds of businesses in which the 52 men graduates were employed on their first job. Seven graduates reported their first job was with a construction company; 6 were employed with oil companies; and 4 were employed in wheat harvest. No other kind of business was listed by more than three graduates as the business in which they were first employed. All jobs listed were jobs that were held 3 months or longer. Only 2 graduates said they had never held a job for

at least 3 months or longer.

On their present job the 52 men graduates reported 22 different kinds of businesses in which they were employed. Six men graduates did not list a present job. In this group who did not list a present job are included those who are at present attending school, and those who are unemployed. Five graduates were employed with oil companies on their present job, 8 graduates were employed on the farm, 7 were employed with construction companies, and no other kind of business was listed by more than 3 men graduates.

This table shows that most of the men graduates are employed at the present time and that there is a great deal of variety in the kinds of businesses in which the graduates are employed. About 40 per cent of the men graduates are employed with three different kinds of businesses. These businesses are farming, construction company, and oil company.

Table XI shows the kinds of businesses in which the 66 women graduates of the three schools were first employed after they graduated from high school and the kinds of businesses in which they are employed at the present time. This table shows 20 different kinds of businesses in which the 66 women graduates were employed on their first job. Twenty-six, or 40 per cent, of the 66 women graduates reported they had never held a job for 3 months or longer, and consequently were never employed in any kind of business. For the 40 women graduates who were employed in some kind of business after their graduation from high school, 20 different kinds of businesses were listed in

TABLE XXXIX
 KINDS OF BUSINESSES IN WHICH THE 52 MEN GRADUATES WERE FIRST EMPLOYED AFTER GRADUATION
 FROM HIGH SCHOOL AND THE KINDS OF BUSINESSES IN WHICH THEY ARE EMPLOYED AT THE PRESENT
 TIME

Kind of Business	Schools							
	Agra		Tryon		Carney		TOTAL	
	First Job	Present Job	First Job	Present Job	First Job	Present Job	First Job	Present Job
Air Corps			2	2	1	1	3	3
Airplane Company					1		1	
Army			1		1	1	2	1
Automobile Repair				1		1		2
Cafe					1		1	
Civil Service			1	1	1	1	2	2
Concrete Plant		1						1
Construction Company 3		2	4	4		1	7	7
Custodian		1						1
Department Store		1						1
Drugstore			1				1	
Factory					1	1	1	1
Farm		3	4	4	2	1	6	8
Grocery					1	1	1	1
Hardware Company				1				1
Lumber Yard	1						1	
Navy	1	1					1	1
Oil Company	2	2	1	1	2	2	5	5
Painting	1						1	
Pipeline Company	1						1	
Produce Company	2						2	
Railroad Company	1						1	
Refinery		1				1		2
Sash and Door					1	1	1	1
Service Station		1	1	1			1	2
Surveying Company					1		1	
Telegraph Company			1	1			1	1

(continued on next page)

TABLE XXIX (continued)

KINDS OF BUSINESSES IN WHICH THE 52 MEN GRADUATES WERE FIRST EMPLOYED AFTER GRADUATION FROM HIGH SCHOOL AND THE KINDS OF BUSINESSES IN WHICH THEY ARE EMPLOYED AT THE PRESENT TIME

Kind of Business	Schools								
	Agra		Tryon		Carney		TOTAL		
	First Job	Present Job	First Job	Present Job	First Job	Present Job	First Job	Present Job	
Telephone Company		1		1					2
Theater			1			1	1		1
Transport Business	1		1	1			2		1
Warehouse	1		1	1			2		1
Wheat Harvest	2		1		1		4		
No Jobs Listed	1	3	1	2		1	2		6
TOTAL	17	17	21	21	14	14	52	52	

This table should be read as follows: Two men graduates from Tryon were employed in the Air Corps on their first job.

which they were employed on their first job. Not more than 4 women graduates reported being employed in any one kind of business.

Nineteen different kinds of businesses were reported by the women graduates on their present jobs. Thirty-five women graduates reported that they had no present job, and consequently were not employed in any kind of business. These 35 women graduates, who reported no job, included those women graduates who were housewives, students, and those who were unemployed at the time of the study. Only women graduates who were receiving a monetary compensation for their work were considered employed in a job. For the 31 women graduates who reported that they are working in a business at the present time, 19 different kinds of businesses were reported, with not more than 4 women graduates employed in any one kind of business.

Table XL shows that 40 per cent of the women graduates were never employed in any kind of business and that 53 per cent of the graduates are not employed in any kind of business at the present time. This table also shows that there is a very wide range in the kinds of businesses reported by the women graduates and that not more than 4 women graduates are employed in any one kind of business.

Principal Duty Performed by Graduates on Their First Job And on Their Present Job

Table XLI shows the principal duty of the 52 men graduates from the three schools on their first job and on their present job. Only those men graduates who received a monetary compen-

TABLE XL

KIND OF BUSINESS IN WHICH THE 66 WOMEN GRADUATES WERE FIRST EMPLOYED AFTER GRADUATION FROM HIGH SCHOOL AND THE KIND OF BUSINESS IN WHICH THEY ARE EMPLOYED AT THE PRESENT TIME

Kind of Business	Schools							
	Agra		Tryon		Carney		TOTAL	
	First Job	Present Job	First Job	Present Job	First Job	Present Job	First Job	Present Job
Airplane Company			2				2	
Bank				1	2		2	1
Cafe			2	1			2	1
Civil Service	2	1	1		1	1	4	2
Cleaners						1		1
College			2	3	1	1	3	4
Community Sale						1		1
Credit Agency					1	1	1	1
Department Store	1	1			1	1	2	2
Dime Store	2	2					2	2
Doctor's Office				1				1
Farm	1	1					1	1
Grocery	1	1	1				2	1
Hospital	1	1			2		3	1
Housekeeping	1						1	
Ice Cream Factory	1						1	
Law Office			3				3	
Laundry		1						1
Library			1	1		1	1	2
Meat Packing Plant	1	1					1	1
Paper Company			1				1	
Part-time Work	2	1					2	1
Teaching	2	3		1			2	4
Telephone Company	3	2		1			3	3
No Jobs Listed	10	13	12	17	4	3	26	35
TOTAL	28	28	26	26	12	12	66	66

This table should be read as follows: Two women graduates from Tryon High School were employed with an Airplane Company on their first job.

sation for their work were considered as having jobs. Two men graduates said they had never held a job for three months or longer. Six men graduates reported that they have no job at the present time. These men graduates who are listed as having no job are either attending school or are unemployed.

This table shows that the 50 men graduates who had held jobs listed 21 different duties that were performed on their first job. Seventeen, or 34 per cent, of the 50 men graduates reported that their principal duty on their first job was "laborer". Five, or 10 per cent, of the men graduates reported that their principal duty on their first job was farming. No other duty was listed by more than 3 men graduates as their principal duty on their first job.

Of the 46 men graduates who reported a present job, 18, or 39 per cent, reported that their principal duty on their present job was farming. No other duty was listed by more than 3 men graduates as being their principal duty on their present job.

Table XLII shows the principal duty of the 66 women graduates from the three schools on their first job and their present job. Only those women graduates who received a monetary compensation for their work were considered as being employed on a job. All women graduates who worked in their own homes as housewives, those who were attending school, and those who were unemployed, were listed as having no job. Twenty-five, or 36 per cent, of the 66 women graduates had never held a job for three months or longer. Thirty-five, or 53 per cent, of

TABLE XLI
 PRINCIPAL DUTY PERFORMED BY 52 MEN GRADUATES ON THEIR FIRST JOB
 AND THEIR PRESENT JOB FOR EACH HIGH SCHOOL

Duty	Schools							
	Agra		Tryon		Carney		TOTAL	
	First Job	Present Job	First Job	Present Job	First Job	Present Job	First Job	Present Job
Air Corps			2	2	1	1	3	3
Army			1		1	1	2	1
Bookkeeping			1	1			1	1
Carpenter	1						1	
Clerk	2	2		1	1		3	3
Doorman						1		1
Farming		2	4	4	1	1	5	7
Firing Boiler		1						1
Laborer	8	8	5	7	4	5	17	18
Managerial			1			1	1	1
Mechanic				1				1
Navy	1	1					1	1
Painter	1						1	
Projectionist			1				1	
Railroad Track Worker	1						1	
Retail Selling			2	1	1	1	3	2
Riveter					1		1	
Rodman					1		1	
Roughneck			1		1		2	
Roustabout					1	1	1	1
Serving Cars		1	1	1			1	2
Truck Driver	1		1	1		1	2	2
Waiter					1		1	
Welder's Helper	1						1	
Yard Laborer in Refinery		1						1
No Job Listed	1	3	1	2		1	2	6
TOTAL	17	17	21	21	14	14	52	52

This table should be read as follows: Two men graduates of Tryon reported their principal duty on their first job was Air Corps duty.

the 66 women graduates do not have a job at the present time.

This table shows 19 duties performed on their first job by the 41 women graduates who had held a job. Five of these graduates listed their principal duty on their first job as retail selling, five listed secretary, five listed telephone operator, and 4 listed clerical. No other duty was listed by more than 3 women graduates as being their principal duty on their first job.

The 41 women graduates who reported a present job listed 16 duties as being their principal duty on their present job. No duty was listed by more than 4 women graduates as being their principal duty on their present job.

Table XIII shows that 36 per cent of the women graduates from the three high schools have never held a job for as long as three months. This table shows that 53 per cent, or over one-half, of the women graduates from the three high schools have no job at the present time, and that those women graduates who do have jobs at the present time have a wide variety of principal duties, with no duty listed by more than 4 women graduates as their principal duty on their present job.

Business Duties of Graduates Employed In Business

Table XLIII shows by schools the number of graduates who checked yes in answer to the question, "Are you employed in business at the present time?" This table shows only those graduates who considered themselves as being employed in business at the present time. If the investigator had determined the number who were employed in business from the data on occu-

TABLE XLII
 PRINCIPAL DUTY PERFORMED BY 68 WOMEN GRADUATES ON THEIR FIRST
 JOB AND THEIR PRESENT JOB FOR EACH HIGH SCHOOL

Duty	Schools							
	Agra		Tryon		Garney		TOTAL	
	First Job	Present Job	First Job	Present Job	First Job	Present Job	First Job	Present Job
Bookkeeping	1		1				2	
Clerical	2	1			2	2	4	3
Cooking				1	1		1	1
Earning	1	1					1	1
Filing			1	1			1	1
Hostess	1	1					1	1
Housework	1		1				2	
Laundry Presser		1						1
Library Work			1			1	1	1
Nurses Aid	1	1					1	1
Page Girl					1		1	
RDX Operator	1	1					1	1
Retail Selling	3	1	1	1	1	1	3	3
Secretary	2	2	1		2	2	3	4
Sorting Papers			1	1			1	1
Stenographer					1		1	
Teaching	2	3		1			2	4
Telephone Operator	3	2		1			3	3
Typing			5	1			3	1
Waitress	1	1	2	2		1	3	4
No Job Listed	9	13	12	17	4	5	25	35
TOTAL	28	28	26	30	12	12	66	66

This table should be read as follows: One woman graduate from Agra reported that her principal duty on her first job was bookkeeping.

pation, job, and principal duty of the graduate, a different number would probably have been obtained.

TABLE XLIII
NUMBER OF GRADUATES EMPLOYED IN
BUSINESS AT THE PRESENT TIME

School	Number of Graduates		
	Men	Women	TOTAL
Agra	4	6	10
Tryon	7	4	11
Carney	5	5	10
TOTAL	16	15	31

This table shows a total of 31 graduates of the three high schools employed in business. There were 16 men and 15 women. There is a difference of only one in the number of graduates employed in business from each of the three high schools. Thirty-one graduates is only about one-fourth of the graduates who reported from the three high schools.

Table XLIV shows the business duties checked by the thirty-one graduates of the three schools who reported that they are at present employed in business. The totals at the bottom of this table serve only as a check on the accuracy of the figures in the table. This table shows that typewriting, and bookkeeping were listed by 20 of the 31 graduates employed in business as one of their business duties in their present job. Over one-half of the graduates employed in business checked filing as one of their business duties in their present job. Twelve of the graduates listed composing business letters, and 10 listed selling as a business duty performed in their present

TABLE XLIV

BUSINESS DUTIES CHECKED BY THIRTY-ONE GRADUATES WHO
 REPORTED THAT THEY ARE AT PRESENT EMPLOYED IN BUSINESS

Business Duties	School			TOTAL
	Agra	Tryon	Carney	
Typewriting	8	8	4	20
Bookkeeping and Record-keeping	7	6	7	20
Filing	7	4	6	17
Composing Business Letters	5	5	2	12
Operating Business Machines	4	2	2	8
Taking Dictation and Transcription	4	1	2	7
Performing Managerial Duties	1	2	3	6
TOTAL	39	30	31	100

This table should be read as follows: Of the 20 graduates who checked typewriting as a business duty in their present job, 8 are from Agra, 8 from Tryon, and 4 from Carney High School.

job. Only 3 of the graduates operated business machines; 7 took dictation and transcribed; and 6 performed managerial duties.

From the data presented in this table it appears that typewriting, bookkeeping, and filing are essential to a majority of the graduates who are employed in business, while the other duties in business do not play such an important part as far as the number performing those duties is concerned.

Use of Business Machines

Table XLY shows the different kinds of business machines, other than the typewriter, operated by the 8 graduates who operate business machines in their present business job.

This table shows that 6 of these 8 graduates use the adding machine, 3 use a calculator, 3 use the teletype, and 1 each use the cash register, duplicator, and comptometer.

TABLE XLV

DIFFERENT KINDS OF BUSINESS MACHINES OPERATED BY EIGHT GRADUATES
WHO OPERATE BUSINESS MACHINES IN THEIR PRESENT
JOB

Kind of Machine	School			TOTAL
	Agra	Tryon	Carney	
Adding Machine	3	1	2	6
Cash Register	1			1
Calculator	3			3
Teletype	1	2		3
Duplicator	1			1
Comptometer	1			1
TOTAL	10	3	2	15

This table should be read as follows: Three graduates of Agra High School operate the adding machine on their present job.

Chapter VIII

OPINIONS OF GRADUATES CONCERNING BUSINESS SUBJECTS IN
HIGH SCHOOL

It is the purpose of this chapter to see what the graduates think about the business subjects that have been included in the business curriculum. To do this the graduates were asked the question, "If you were going through high school again would you study any additional or different courses if given the opportunity." Those graduates who answered the question in the affirmative were asked to list the courses which they would add or omit. Tables have been set up analyzing the data obtained from this question.

Table XLVI shows that 81, or 69.64 per cent, of the 118 graduates from the three high schools thought that if they were going through high school again they would study additional or different courses if given the opportunity. There is little variance in the percentages of the answers of the graduates of each of the three schools to the question. The data obtained in answer to the question will be analyzed only for business subjects listed.

Table XLVII shows additional or different business subjects graduates of Agra High School wish they had studied in high school. This table is based on the 29 graduates who indicated that they would take additional or different business subjects if they were going through high school again and were given the opportunity. This table shows that 10 graduates listed

TABLE XLVI

ANSWERS OF GRADUATES TO THE QUESTION, "IF YOU WERE GOING THROUGH HIGH SCHOOL AGAIN WOULD YOU STUDY ANY ADDITIONAL OR DIFFERENT COURSES IF GIVEN THE OPPORTUNITY?"

High School	Total Respondents	Respondents Answers			
		Yes		No	
		No.	Per Cent	No.	Per Cent
Agra	45	29	64.44	16	35.56
Tryon	47	34	72.34	13	27.66
Carney	26	18	69.23	8	30.77
TOTAL	118	81	68.64	37	31.36

This table should be read as follows: Twenty-nine, or 64.44 per cent, of the 45 graduates from Agra indicated that if they

were going through high school again, they would study additional or different courses, if given the opportunity.

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typewriting, 9 graduates listed business mathematics, 7 graduates listed shorthand, 5 graduates listed bookkeeping, 2 graduates listed business English, and 1 graduate each listed business law, commercial geography, and economics as business subjects that they would take if they were going through high school again and were given the opportunity.

Table XLVIII shows additional or different business subjects graduates of Tryon High School wish they had studied in high school. This table is based on the 34 Tryon High School graduates who indicated that they would take additional or different courses in high school if they were going through high school again and were given the opportunity. This table shows that 19 graduates listed shorthand, 12 graduates listed bookkeeping, 6 graduates listed typewriting, 4 graduates listed business law, 4 graduates listed business English, 5 graduates listed business mathematics, 2 graduates listed general business, and 1 graduate each listed commercial geography and economics as business subjects which they would take if they were going through high school again and were given the opportunity.

Table XLIX shows additional or different business subjects graduates of Carney High School wish they had studied in high school. This table is based on the 15 graduates from Carney High School who indicated that they would take additional or different courses in high school if they were going through high school again and were given the opportunity. This table shows that 8 graduates listed business English, 6 graduates listed shorthand, 3 graduates listed bookkeeping, 3 graduates

TABLE XLVII

ADDITIONAL OR DIFFERENT BUSINESS SUBJECTS GRADUATES OF AGRA
HIGH SCHOOL WISH THEY HAD STUDIED IN HIGH SCHOOL

Subject	Frequency		TOTAL
	Men	Women	
Typewriting	4	6	10
Business Mathematics	7	2	9
Shorthand	3	4	7
Bookkeeping	3	2	5
Business English	1	1	2
Business Law	1		1
Commercial Geography		1	1
Business Economics		1	1
TOTAL	19	17	36

This table should be read as follows: Ten graduates of Agra High School indicated that they would take typewriting if they were going through high school again and were given the opportunity. Four of these graduates are men, and 6 are women.

TABLE XLVIII

ADDITIONAL OR DIFFERENT BUSINESS SUBJECTS GRADUATES OF TRYON
HIGH SCHOOL WISH THEY HAD STUDIED IN HIGH SCHOOL

Subject	Frequency		TOTAL
	Men	Women	
Shorthand	3	16	19
Bookkeeping	7	5	12
Typewriting	4	2	6
Business Law	2	2	4
Business English		4	4
Business Mathematics	1	2	3
General Business		2	2
Commercial Geography		1	1
Business Economics		1	1
TOTAL	17	35	52

This table should be read as follows: Nineteen graduates of Tryon High School indicated that they would take shorthand if they were going through high school again and were given the opportunity. Three of these graduates are men and 16 are women.

listed business mathematics, 3 graduates listed economics, and 1 graduate listed business law, as subjects that they would take in high school if they were going through high school again and were given the opportunity.

Table XL shows additional or different business subjects graduates of the three high schools wish they had studied in high school. This table is based on the 81 graduates from the three high schools who indicated that they would take additional or different subjects in high school if they were going through high school again and were given the opportunity. This table shows that 52 graduates listed shorthand, 20 graduates listed book-keeping, 16 graduates listed typewriting, 15 graduates listed business mathematics, 14 graduates listed business English, 6 graduates listed business law, 5 graduates listed economics, and 2 graduates each listed commercial geography and general business as business subjects that they would take in high school if they were going through high school again and were given the opportunity.

This table shows that 16 graduates would take typewriting as an additional or different subject if they were going through high school again and were given the opportunity. One-hundred and eleven of the graduates show one semester or more of credit in typewriting. Since there are only 118 graduates reporting at least 9 of the number who wished they had taken typewriting as an additional or different subject either referred to another course in typewriting or else were confused in their answers. There is no way of analyzing the data at hand to determine just

TABLE XLIX

ADDITIONAL OR DIFFERENT BUSINESS SUBJECTS GRADUATES OF GARNEY
HIGH SCHOOL WISH THEY HAD STUDIED IN HIGH SCHOOL

Subject	Frequency		TOTAL
	Men	Women	
Business English	5	3	8
Shorthand		0	0
Bookkeeping	2	1	3
Business Mathematics	3		3
Economics (Business)	2	1	3
Business Law		1	1
TOTAL	12	12	24

This table should be read as follows: Eight graduates of Garney High School indicated that they would take business English if they were going through high school again and were given the opportunity. Five of these graduates are men and 3 are women.

exactly what these 16 graduates did mean when they indicated they would take typewriting as an additional or different subject if they were going through high school again and were given the opportunity.

The graduates were also asked in the questionnaire what course they would omit in high school if they were going through high school again and were given the opportunity. Only 9 graduates indicated that they would omit certain business subjects if they were going through high school again and were given the opportunity. Four of the graduates who indicated that they would omit certain business subjects had never had the business subjects which they listed that they would not take in high school if they were going through high school again. In view of this fact, it was decided that no value would be gained by a study of the business subjects which the graduates indicated that they would omit, and no further analysis will be made of these data.

TABLE XL

ADDITIONAL OR DIFFERENT BUSINESS SUBJECTS GRADUATES OF THE
THREE HIGH SCHOOLS WISH THEY HAD STUDIED IN HIGH SCHOOL

Subject	Frequency		TOTAL
	Men	Women	
Shorthand	6	26	32
Bookkeeping	12	8	20
Typewriting	8	8	16
Business Mathematics	11	4	15
Business English	6	8	14
Business Law	3	3	6
Economics (Business)	2	3	5
Commercial Geography		2	2
General Business		2	2
TOTAL	48	64	112

This table should be read as follows: Thirty-two graduates of the three high schools indicated that they would take shorthand if they were going through high school again and were given the opportunity. Six of these graduates are men and 26 are women.

Chapter IX

FINDINGS, RECOMMENDATIONS, AND CONCLUSIONS

Findings

The study covers the five years; 1944, 1945, 1946, 1947, and 1948. There was a total of 158 graduates from the three high schools for the five-year period. Addresses were obtained for 147 of the graduates and questionnaires were mailed to each of these. One hundred eighteen of the graduates returned the questionnaire. This study includes only these 118 graduates who filled in and returned the questionnaire. Of the 118 graduates who returned the questionnaire, 45 were from Agra, 47 from Tryon, and 26 from Carney. Fifty-two, or 44.07 per cent, of the 118 respondents are men, and 66, or 55.93 per cent are women.

Personal qualities. A study of their marital status shows that 44, or 41.53 per cent, of the graduates are married, and 69, or 58.47 per cent, are single. Fourteen, or 26.62 per cent, of the men graduates are married, and 38, or 73.08 per cent, are single. Thirty-five, or 58.03 per cent, of the women graduates are married, and 31, or 46.97 per cent, are single.

A study of the occupations of the graduates shows that the graduates are engaged in 37 different occupations. The 52 men graduates are engaged in 23 different occupations, while the women graduates are engaged in 17 different occupations. The greatest percentage of the men give their occupations as laborer, student, and farmer. Twelve, or 23.08 per cent, are laborers; 8, or 15.37 per cent, are students; and 8, or 15.37 per cent, are farmers. The greatest percentage of the women are house-

wives, and students. Twenty-eight, or 42.42 per cent, are housewives, and 9, or 13.64 per cent, are students. Six of the women graduates listed no occupation. Thirty-eight, or 73.68 per cent, of the men, and 55, or 83.33 per cent, of the women graduates were employed in their occupations at the time of the study.

Seventy-one, or 60.17 per cent, of the graduates lived on the farm while attending high school; 47, or 59.83 per cent, lived in town. Of the 52 men graduates, 33, or 63.46 per cent, lived on the farm while attending high school, and 19, or 36.64 per cent, lived in town. Of the 66 women graduates, 38, or 57.57 per cent, lived on the farm while attending high school, and 28, or 42.43 per cent, lived in town. At the time of the study, 31, or 26.30 per cent of the graduates lived on the farm, and 87, or 73.70 per cent, lived in town. Of the 52 men graduates, 17, or 32.69 per cent, lived on the farm at the time of the study, and 35, or 67.31 per cent, lived in town. Of the 66 women graduates, 14, or 21.21 per cent, lived on the farm at the time of the study, and 52, or 78.79 per cent, lived in town.

Of the 87 who lived in towns or cities at the time of the study, 35, or 40.23 per cent, were men, and 52, or 59.77 per cent, were women. Thirty, or 34.48 per cent, of these graduates lived in towns under 500 population, and 18, or 20.69 per cent, lived in cities of over 50,000 population.

High school education and training. Nine different business subjects in which credit had been obtained in high school were reported by graduates. Of the 118 graduates from the three

schools, 111 reported credit in typewriting, 75 reported credit in bookkeeping, 57 reported credit in general business, 48 reported credit in shorthand, 35 reported credit in business mathematics, 28 reported credit in business English, 24 reported credit in commercial geography, 3 reported credit in business law, and 1 reported credit in economics.

Vocational and personal use made of business subjects.

Thirty-eight, or 32.20 per cent, of the graduates indicated they were using on their job some of the knowledges or skills that they had acquired in some of their business subjects studied in high school; 80, or 67.80 per cent, did not believe they were using on their job any of the knowledges or skills that they had acquired in any of the business subjects that they had studied in high school.

The 38 graduates who indicated they were using on their job some of the knowledges or skills that they had acquired in some of the business subjects that they had studied in high school listed the following subjects as being of use to them on their job: 27 listed typewriting, 15 listed bookkeeping, 11 listed general business, 7 listed business mathematics, 5 listed shorthand, 1 listed business English, and 1 listed commercial geography.

Fifty-seven, or 51.35 per cent, of the 111 graduates who reported credit in one or more business subjects studied in high school, indicated they had made some use of those knowledges or skills. Of the 57 graduates who reported some use, 23 are men and 34 are women. Seventeen graduates indicated they had made both personal and vocational use of the knowledges

or skills acquired in business subjects studied in high school.

The 57 graduates who reported some use of the knowledges or skills acquired in business subjects studied in high school listed the following business subjects as being of use:

51 listed typewriting, 35 listed bookkeeping, 20 listed general business, 11 listed business mathematics, 11 listed shorthand, 3 listed business English, 2 listed commercial geography, and 1 listed business economics.

Thirty-six, or 30.51 per cent, of the graduates indicated that in their personal activities outside their employment they were using some of the knowledges or skills that they had acquired in business subjects studied in high school; 82, or 69.49 per cent, of the graduates indicated that in their personal activities outside their employment they were not using any of the knowledges or skills that they had acquired in business subjects studied in high school.

The 36 graduates who indicated that in their personal activities outside their employment they were using some of the knowledges or skills that they had acquired in business subjects studied in high school listed the following subjects as being of use to them in their personal activities: 24 listed typewriting, 11 listed bookkeeping, 9 listed general business, 6 listed shorthand, 4 listed business mathematics, 1 listed commercial geography, and 2 listed business English.

Post-high school education and training. Of the 118 graduates from the three high schools, 40, or 33.9 per cent, attended an educational institution after leaving high school.

Of the 40 graduates who attended an educational institution after leaving high school, 34 attended colleges or universities, 3 attended business college, 1 attended veterans school, 1 attended military school, 1 attended a national trade school, 1 attended public night school, and 1 attended a blueprint school.

Military service. None of the women graduates from the three schools has been in active military service.

Of the 52 men graduates from the three schools, 27, or 51.92 per cent, had been in active military service. Eleven of these graduates reported service in the army, 11 reported service in the navy, and 5 reported service in the air corps. At the time of the study, 4 graduates were still in active military service.

Employment activities. The 50 men graduates from the three schools who had been employed were employed in 23 different kinds of businesses on their first job. Seven of these graduates reported their first job was with a construction company; 6 were employed on the farm; 5 were employed with oil companies; and 4 were employed in wheat harvest. No other kind of business was listed by more than three graduates as the business in which they were first employed. Two men graduates reported they had never held a job.

At the time of the study, the 43 men graduates who are employed reported 22 different kinds of businesses in which they were employed. Six men graduates did not list a present job. At the time of the study, 5 graduates were employed with oil

companies, 8 graduates were employed on the farm, 7 were employed with construction companies, and no other kind of business was listed by more than 5 graduates. At the time of the study approximately 40 per cent of the men graduates were employed in farming, construction companies, and oil companies. Of the other 19 kinds of businesses listed, none was listed by more than 5 graduates.

Twenty-six, or 40 per cent, of the women graduates reported they had never held a job, and consequently were never employed in any kind of business. For the 40 women graduates who were employed in some kind of business after their graduation from high school, 20 different kinds of businesses were listed in which they were employed on their first job. Not more than 4 women graduates reported their first job to have been in any one kind of business.

Nineteen different kinds of businesses were reported by 31 women graduates who were employed at the time of the study. Thirty-five, or 53 per cent, of the women graduates reported that they had no present job and consequently were not employed in any kind of business. Of the 31 women graduates who reported that they were working in a business at the time of the study, not more than 4 were employed in any one kind of business.

Of the 52 men graduates, 3 said they had never held a job and consequently listed no duties connected with a job. For the 50 men graduates who had held jobs, a total of 31 different duties were listed that were performed on the first job. Seventeen, or 34 per cent, of the 50 men graduates reported that

their principal duty on their first job was "laborer". Five, or 10 per cent, of the men graduates reported that their principal duty on their first job was farming. No other duty was listed by more than 3 men graduates as being their principal duty on their first job.

At the time of the study, 8 men graduates reported that they had no job. Of the 46 men graduates who reported a present job, 18, or 39 per cent, reported their principal duty on their job was as laborer. Seven, or 15 per cent, reported that their principal duty on their present job was farming. No other duty was listed by more than 3 men graduates as being their principal duty on their present job.

Twenty-six, or 39 per cent, of the 66 women graduates had never held a job. The 40 women graduates who had held a job listed 19 duties performed on the first job. Five of these graduates listed their principal duty on their first job as retail selling, 5 listed secretary, 5 listed telephone operator, and 4 listed clerical. No other duty was listed by more than 3 women graduates as being their principal duty on their first job.

Thirty-five, or 53 per cent, of the 66 women graduates were not employed in a job at the time of the study. The 31 women graduates who reported a job at the time of the study listed 16 duties as being the principal duty performed on the present job. No duty was listed by more than 4 women graduates as being their principal duty on the present job.

Thirty-one graduates from the 3 schools indicated that they

were employed in business. The business duties listed by these graduates who were employed in business are: 20 graduates reported typewriting, 20 reported bookkeeping, 17 reported filing, 12 reported composing business letters, 10 reported selling, 8 reported operating business machines, 7 reported dictation and transcription, and 6 reported performing managerial duties.

Of the 8 graduates employed in business who reported one of their duties was operating business machines, 6 reported use of the adding machine; 3, the calculator; 3, the teletype; 1, the cash register; 1, the duplicator; and 1, the comptometer.

Opinions of graduates concerning business subjects in high school. Eighty-one, or 68.64 per cent, of the 118 graduates from the three high schools thought that if they were going through high school again they would study at least one additional or different business subject if given the opportunity.

Of the 81 graduates who indicated that they would study additional or different subjects if they were going through high school again and were given the opportunity, 32 indicated they would study shorthand, 20 listed bookkeeping, 16 listed typewriting, 15 listed business mathematics, 14 listed business English, 6 listed business law, 5 listed economics, and 2 listed commercial geography and general business.

CONCLUSIONS

A review of the findings of the study in relation to the purpose leads to the conclusion that the business departments of the three small high schools included in this study are not meeting the needs of their graduates as adequately as is possible under the circumstances.

Although a high percentage of the graduates had received credit in one or more business subjects, slightly more than one-third of the graduates who had received credit in one or more business subjects reported vocational use of the skills and knowledges acquired in these subjects; and slightly less than one-third of the graduates reported any personal use. Slightly more than one-half of the graduates who had received credit in one or more business subjects reported any use of knowledges and skills in business subjects. These facts suggest that there may be definite weaknesses in the business subject offerings of these three small high schools.

There should be greater attention given to guidance and to the problem of which business subjects should be offered in high school.

The offering of typewriting is justified due to the fact that more graduates reported use of typewriting than any other business subject and approximately one-half of the graduates who had received credit in typewriting reported use of the knowledges and skills acquired in the subject.

Bookkeeping and general business should probably be retained in the business curriculum, since approximately

one-third of the graduates who had studied these subjects reported that they had made some use of them, and several other graduates indicated a need for these subjects.

Slightly less than one-fourth of the graduates who had studied shorthand reported that they had made any use of it, and a few graduates reported that they had made vocational use of their shorthand skill. Whether the limited vocational use of shorthand has been a result of inadequate training, lack of opportunity for secretarial employment, lack of desire for secretarial employment, or other factors is not known. The fact that 32 graduates expressed the wish that they had studied shorthand while in high school is not adequately explained by the data presented in this study.

Consideration of personal use values should be given in the teaching of all business subjects in the small high school since personal use of the knowledges and skills they had acquired in the study of business subjects in high school was reported by approximately one-third of the graduates.

In preparing the courses of study for the various business subjects offered in high school, consideration should also be given to the great variety of jobs which the graduates obtained after leaving high school and the variety of jobs which they hold at the present time.

In order that boys and girls may handle their own business affairs as intelligently as possible, a certain amount of general business information should be given them. The data concerning past enrollments in business subjects in these three schools suggest that many graduates are not receiving

this type of education in high school unless they are receiving it in non-business subjects.

RECOMMENDATIONS

On the basis of the findings and conclusions in this study the following recommendations are made:

1. That students be given more guidance and counseling in the selection of courses and in their preparation for careers or jobs.

2. That, as a general rule, only students who are preparing for business careers be enrolled in a second-year course in typewriting.

3. That more follow-up studied be made in connection with the other curricula offered in the small high school and the entire high school program be worked out and offerings be made in the light of the findings of these studies.

4. That each school involved in this study analyze the data that pertain to its graduates and plan its business program with reference to the findings of this study.

5. That a study be made to determine the reasons why students enroll in the various business subjects now being offered in these three small high schools.

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Appendix

First Letter

Carney, Oklahoma
February 23, 1949

Dear Friend:

Enclosed in this letter you will find a questionnaire which contains questions concerning your activities since graduating from high school. None of these questions are intended to be personal. They are to be used as a basis for a follow-up study of the graduates of small high schools. Three high schools are involved in this study, namely; Tryon, Agra, and Carney.

The study covers the graduates graduating during the years from 1944 until 1948, inclusive. It is hoped that the study will give valuable information that will aid superintendents and administrators of small high schools in revising their curriculum and planning their scholastic programs.

In order for this study to be a success your cooperation is needed in filling out the enclosed questionnaire and returning it to us as soon as possible

Sincerely yours

Lavern Westfall

Follow-Up Card

Dear Friend:

Some time ago you were sent a questionnaire containing questions concerning your activities during and after your graduation from highschool. It is of great importance that this questionnaire be returned promptly so that the study may be completed.

If you have lost or misplaced your copy, please send us a postal card requesting a duplicate copy.

Thank you for your cooperation in this matter.

Sincerely,

First Follow-Up Letter

Dear Friend:

I have not as yet received your questionnaire which I sent you some time ago. Since the questionnaire may have become lost, I am enclosing a duplicate questionnaire for you to fill in so that you may yet be included in the study which I am making of the high school from which you graduated.

You are the only one who can supply me with the information necessary to carry out this study. It is hoped that the information which I receive from the graduates will enable me to make recommendations for changes in the school curricula that will help future graduates of these schools.

You will be doing something for your school. Your cooperation will be deeply appreciated.

Sincerely,

Dear Member of the Graduating Class of 194__ . _____ High School

Please answer carefully and completely each of the following questions about yourself and about what you have been doing since you graduated from high school.

- Age__ years. Sex: Male__ Female__ . Are you married__ or single__ ?
- What is your occupation? (Examples: farming, retail selling, bookkeeping, etc.)
 Are you employed in this occupation at the present time? Yes__ No__

- Where did you live during the major portion of the time that you were attending high school? On a farm__ In town__ .
 Where were you living when you graduated from high school? On a farm__ In town__ .
 Where are you living at the present time? On a farm__ In town__ .
 If you are now living in a town or city, what is its name? _____
 Approximate population? _____

- Write 0, 1, 2, 3, 4, etc., before each of the following subjects to indicate the number of semesters you studied it in high school.

<u>No. of Semesters</u>	<u>Subject</u>	<u>No. of Semesters</u>	<u>Subject</u>
_____Bookkeeping	_____General Business
_____Business English	_____Economics (business)
_____Business Law	_____Shorthand
_____Business Mathematics	_____Typewriting
		_____Commercial Geography

- In performing the duties of your present employment, are you using the knowledge or skill that you acquired in any of the business subjects that you studied in high school? Yes__ No__ If your answer is "Yes," please list the subjects:

In your personal activities outside your employment, are you using the knowledge or skill that you acquired in any of the business subjects that you studied in high school? Yes__ No__ If your answer is "Yes," please list the subjects:

- Have you attended an educational institution since leaving high school? Yes__ No__ If your answer is "Yes," please give the following information concerning your attendance:

<u>Name of Institution</u>	<u>Dates attended</u>	<u>Total months attendance</u>	<u>Degree, certificate, etc., Received</u>
	From: To:		
_____	_____	_____	_____
	mo. yr. mo. yr.		
_____	_____	_____	_____
	mo. yr. mo. yr.		

7. Have you ever been in active military service? Yes No If your answer is "Yes," please give the following information concerning your active military service:

Branch of Service (Army, Navy, etc.)	Dates of service		Total months served	Rank or rating at end of service
	From:	To:		
_____	_____	_____	_____	_____
	mo. yr.	mo. yr.		
_____	_____	_____	_____	_____
	mo. yr.	mo. yr.		

8. Please list below, in the order in which you have held them, all jobs that you have held (for three months or longer) since you graduated from high school. Include part-time employment. The job you are now holding will be listed last.

Job No.	Kind of Business (Grocery, law office, etc.)	Location (City and State)	Total number of months spent in each job	Principal duties (Waiting tables, etc.)
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____

(If more space is required, please use back of this sheet.)

9. If you are now employed in business and perform any of the duties listed below, please place a checkmark before the duties that you perform.

Typewriting (other than transcribing shorthand)

Filing

Taking dictation and transcribing

Selling

Bookkeeping and record-keeping requiring knowledge of bookkeeping principles and practices

Composing business letters

Performing managerial duties

Operating business machines. What kinds? _____

10. If you were going through high school again, would you study any additional or different courses if given the opportunity? Yes No If your answer is "Yes," which subjects would you add? _____

Which courses would you omit? _____

Typist: Iavern Waymon Westfall