

A FOLLOW-UP STUDY OF THE GRADUATES OF JAY HIGH SCHOOL
FOR THE YEARS 1935, 1936, 1937, 1938,
1939, 1940, and 1941

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By

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1934

Submitted to the Department of Business Education

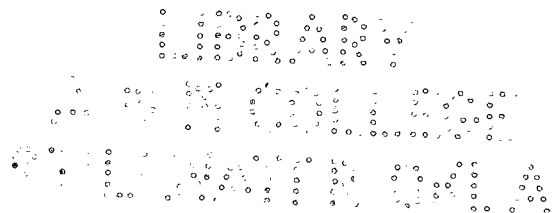
Oklahoma Agricultural and Mechanical College

In Partial Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

1942

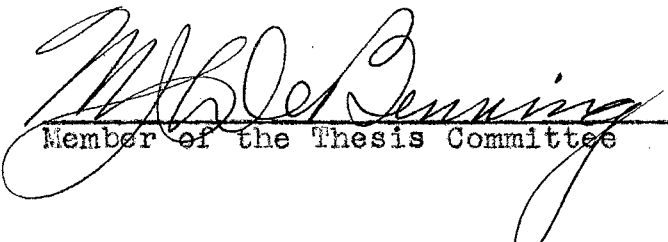


NOV 30 1942

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ACKNOWLEDGMENT

Sincere appreciation is hereby acknowledged for the helpful cooperation, suggestions, and criticisms given by Mr. J. Andrew Holley, Head of the Department of Business Education; to Mr. H. J. DeBerning of the Distributive Education Department; to Mr. Jay B. Harp, Superintendent of the Jay Schools; and to the graduates of Jay High School whose cooperation made this study possible.

C. L. H.

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CHAPTER I

INTRODUCTION, DEFINITIONS, PURPOSE, LIMITATIONS, AND PROCEDURE

I. INTRODUCTION

In the Cherokee Hills of Northeastern Oklahoma is located one of the most unique schools in the state, probably in the nation. The little town of Jay with a population of about 1,000 serves as the training center for approximately 850 young people--about 400 of which are in the secondary school--who are transported in buses from an area of 272 square miles of Delaware County. Nine years ago, when Jay B. Earp, a native of this section of Oklahoma, became superintendent of Jay Schools, he began immediately to install a vocational program which reflected his philosophy of education, for he believed that boys and girls should be given some specific training in the secondary school which would enable them to earn a living. He believed that about 90 per cent of those who graduated would have no further educational opportunities, and that they would be solely dependent upon their high school training to prepare them for their life's work. Unlike many administrators, Mr. Earp recognized the fact that there were not enough "white-collar" jobs for all, so he has built a school where boys and girls are taught the dignity and worthiness of labor, and are trained to work with

their hands. This has been made doubly hard because of the fact that the Jay District has a total evaluation of only about \$190,000.

In 1935, the first vocational work was introduced in the Jay High School curriculum with the addition of the commercial department. One year of typewriting and one year of shorthand were offered the first year. Since that time the commercial curriculum has been expanded to include bookkeeping, commercial law, business English, and advanced typewriting.

It was believed by the administrators of the Jay School that a majority of the boys who rode the buses from fifteen to thirty miles daily to attend school, under normal conditions would marry and settle down on farms adjacent to those owned or rented by their parents. Thus a very practical vocational agriculture program has been effected for training these boys to be more intelligent producers and consumers of farm produce. Working on the assumption that even the steep, flint covered hillsides where the sun shines only about a half day could and should be utilized, the vocational teacher has concentrated his efforts on inspiring and training these boys to raise pure-bred cattle, to terrace the land for conservation, and to plant the hillsides in grape vineyards and fruit trees. In 1940, the Jay School purchased a 117-acre tract of land 4 miles from Jay, which was typical of

this section of Oklahoma--hills covered with blackjack trees and flint rocks. From this meager beginning, they have made a model farm, terraced to prevent erosion of the soil, and planted in fruit trees, strawberries, a grape vineyard, vegetables, and other farm products. Scientific methods of farming are demonstrated, but in order to keep the training more practical, only the equipment and implements are used which would be owned by the average farmer in Delaware County. Women employed by WPA, and the girls in the home economics department, can the products from this farm, thus making it possible for balanced meals to be served to all students who wish to participate in the Hot Lunch Program of the school for the minimum cost of 5 cents per day.

In the auto mechanics department, the boys are given sufficient technical training which will enable them to make father's "Model T" last longer or to sell their services to industry. To make the training opportunities for boys more diversified, courses in welding, blacksmithing, electricity, and vocational shop are offered. The boys acquire practical experience in blacksmithing when farmers bring in their plows to be sharpened and their horses to be shod. The boys in the shop classes learn to repair furniture as well as to have experience in practical carpentry. This type of training is especially valuable during this period of war emergency when boys should be trained in skills which will fit them for

employment in some phase of the war production effort, and it is also sufficiently technical to enable them to secure gainful employment later.

An NYA boys' dormitory which will accommodate about 60 boys, is located on the campus and these boys are given an opportunity to participate in the school's program. They are given the choice of one-half days' instruction in agriculture on the school's farm or one-half days' training in stone masonry. These boys have constructed the home economics cottage, shop building, bus garage, commercial building, and boys' dormitory--all of native stone.

The girls have an opportunity to learn the art of home making in the vocational home economics classes, where they are taught to sew, to cook, to manage a home, to plan family budgets, to care for the sick, and in general, to be more intelligent consumers. Those girls who wish to prepare for employment are given an opportunity to take vocational household employee training, where they are given specific instruction which qualifies them for immediate employment. A four-room native rock cottage is provided for this training, completely furnished as a modern home with living room, dining room, bedroom, kitchen, and bathroom. Complete meals are cooked and served daily to the Jay faculty and the practical routines of home care, child care, and home care of the sick are taught.

The academic departments are taking their cue from the trades departments and are "vocalionalizing" their work by stressing those phases which are needed in society while earning and enjoying a livelihood. One of the objectives in the mathematics, social sciences, and English departments is citizenship training--giving the student a working knowledge of the world in which he lives so that he can be a more intelligent and happy consumer, with a deep-rooted respect and love for the democracy which is the basis for the American way of life.

The Jay School is attempting to train young men and young women to take their places in helping to preserve this democracy as citizens and as wage earners.

II. DEFINITIONS OF TERMS

The term "mobility" as used in this study means the movability or changeability of the graduates from place to place.

"Index of mobility" is a relative term used to express the amount or trend of mobility.

"Direction of mobility" is used to express the course of mobility from the Jay community.

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

A "job" is limited to the positions held by the graduates three months or longer.

The term "salary" is used in this study instead of wages, since only those jobs held three months or longer are included and the term "wages" usually refers to pay given for labor at short, stated intervals while the term "salary" refers to a more regular payment made for services.

The "Jay community" refers to the section surrounding the town of Jay which is served by the Jay School.

By a "rural community" is meant a community having a population of 2,500 or less, and an "urban community" as having a population of over 2,500.

III. PURPOSE

In February 1941, the State Department of Oklahoma published A Guide to Study of Curriculum. In the section on youth employment problems, an estimate is set forth that there were 100,000 unemployed youth between the ages of eighteen and twenty-four in Oklahoma, and also that if these youth were employed at an average of \$500 per year they would add \$50,000,000 to the total state income.¹

1 A Guide to Study of Curriculum. Oklahoma Department of Education, 1940. p. 77.

It is implied that the secondary schools have not been performing their duties in job training. A recommendation was made by the committee that vocational programs be built to fit the community needs. They recommended further that a systematic survey of local schools be made to determine what is being done, what could be done with the resources available, and what should be done in the light of the needs revealed by this study.² While conditions of employment have changed greatly during the past few months of war emergency and defense industries, the fact still remains that during normal times, there is a definite unemployment problem for youth between high school graduation and the middle twenties.

One purpose of this follow-up study, therefore, is to determine to what extent the Jay High School has been training its graduates for immediate employment, and more specifically to find out to what extent the commercial department has been carrying its share of the vocational load. Since all the graduates who have had an opportunity to participate in the vocational program since its introduction in the curriculum are included in this study, ample data are provided to show the services rendered the graduates through job training by the various vocational departments of Jay.

2 Loc. Cit., pp.77

In order to determine further the type of training needed, data were secured relative to the mobility of the graduates and whether they lived on farms, in towns, or in cities. A complete job history of each graduate was secured giving the place and type of employment, length of time employed, and the salary.

It is assumed in this study that those graduates who faced the problem of securing employment will be in a position to know the actual qualifications and training demanded of them by business and industry, so these experiences should be utilized in shaping the present curriculum. Many of these students have been confronted with situations in which they find that their training has been inadequate, and the present students and those who will enroll in the future should have the opportunity to profit by these experiences and suggestions.

IV. LIMITATIONS

This study is limited to a consideration of only those who have completed the requirements for graduation from Jay High School, and for the seven years of 1935, 1936, 1937, 1938, 1939, 1940, and 1941. This study is limited further by the three major objectives set forth which may be summarized as follows:

1. To determine through an analysis of the residences of the graduates an index of mobility and the direction of this mobility.

2. To determine curricular revisions necessary or desirable according to suggestions of graduates over a period of the last seven years.
3. To determine to what extent the Jay High School curriculum has fitted the graduates for immediate employment after graduation, and through an analysis of jobs held and salaries earned to determine the type of training needed.

V. PROCEDURE

After establishing the need for this study as expressed in the objectives concerning mobility, employment, and curricular revisions, the following list of questions was formulated, as a guide for the construction of a tentative questionnaire,

1. What is indicated by the mobility of the Jay High School graduates based on the residences of three months or longer?
2. What per cent of the Jay graduates remain in the Jay community after graduation?
3. Of the graduates who leave the Jay community, what is the average length of time from graduation to change of residence?
4. What per cent of the graduates who leave the Jay community after graduation, return and establish residence again in the Jay community? How long do these graduates remain away before again establishing their residence at Jay?
5. Of the graduates who leave the Jay community after graduation, what per cent establish residence in rural communities? in urban communities?
6. Where are the graduates of Jay High School as given in the present addresses according to states?
7. What per cent of the graduates are now living in the Jay community? elsewhere in Oklahoma? outside of Oklahoma?

8. What per cent of the graduates are now living on farms? in towns of 2,500 or less? in towns of over 2,500?
9. How many graduates received further training after graduation? in four-year college? in junior college? in trade school? in business college? as a post-graduate at Jay?
10. How many of the graduates of Jay High School are graduates of a four-year college? a junior college? a trade school? a business college?
11. What were the major subjects of the graduates who have attended a four-year college or a junior college?
12. What per cent of the graduates who attended college or other school after graduation, received employment while in school?
13. What commercial subjects were studied after graduation from high school?
14. What subjects have been beneficial to the graduates on the job? Were these subjects studied in high school? in college? both in high school and college?
15. According to the opinions of the graduates, what courses not taken in high school would have been of value? Why would these have been of value?
16. What per cent of the graduates received full-time permanent (three months or longer) employment within three months after graduation?
17. From what types of firms did the graduates receive initial employment?
18. How long did the graduates remain on their first job?
19. Where did the graduates receive initial employment-- in rural communities? in urban communities?
20. What is the average weekly salary of the graduates based on all jobs held three months or longer?
21. In what salary range were the initial jobs of the graduates?
22. What are the present occupations of the graduates of Jay High School?

23. What is the average tenure on the job as based on all jobs held by all graduates?
24. What is the average weekly salary of the graduates as based on their last job?
25. What duties were performed by the graduates on their initial jobs?
26. Over a period of seven years, what duties were performed by the graduates on all jobs held three months or longer?

This questionnaire was presented to a group of seminar students at Oklahoma Agricultural and Mechanical College during the summer session of 1941. After securing criticisms and suggestions, a revision was made and during September, 1941, this form was given personally to approximately twenty graduates who lived in Jay or had returned for a visit. Changes were made in order to insure more nearly the desired responses; then it was presented to another group of seminar students at Oklahoma Agricultural and Mechanical College during the fall semester of 1941. A final draft was made and duplicated, and copies were mailed to all graduates living outside of the Jay community for whom addresses could be secured, together with a personal letter, and a stamped envelope. The addresses were obtained from the superintendent's office and from friends and relatives of the graduates. If a response was not received within one month, a postal card was sent as a reminder. A total of 209 responses were received from the 272 graduates of Jay from 1935 to 1941.

Table I shows the number of graduates and the number of responses to the questionnaires for the year 1935, according to sex. There were twelve boys and six girls graduating in 1935, and responses were received from nine boys and from five girls. The per cent of response from the boys of this class was 75.0 and from the girls 83.3, or a total response of 77.8 per cent.

TABLE I
GRADUATES AND RESPONSES TO QUESTIONNAIRES
FOR 1935, ACCORDING TO SEX

Sex	Number Graduates	Per Cent	Number Responding	Per Cent
Boys	12	66.7	9	75.0
Girls	6	33.3	5	83.3
Total	18	100	14	77.8

Table II shows the number of graduates and the number of responses to the questionnaires for the year 1936, according to sex. These data show that there were ten boys and eleven girls graduating in 1936, and responses were received from five boys and nine girls or a total response of 66.7 per cent. A 50.0 per cent response was received from the boys and an 81.8 per cent response from the girls. This was a lower response than was received from the Class of '35.

TABLE II
GRADUATES AND RESPONSES TO QUESTIONNAIRES
FOR 1936, ACCORDING TO SEX

Sex	Number Graduates	Per Cent	Number Responding	Per Cent
Boys	10	47.6	5	50.0
Girls	11	52.4	9	81.8
Total	21	100	14	66.7

Data in Table III show the number of graduates and the number of responses to the questionnaires for the year 1937, according to sex. There was a total of forty graduates in 1937, sixteen boys and twenty-four girls. Responses were received from twelve boys and eighteen girls, which made a 75.0 per cent response for that year.

TABLE III
GRADUATES AND RESPONSES TO QUESTIONNAIRES
FOR 1937, ACCORDING TO SEX

Sex	Number Graduates	Per Cent	Number Responding	Per Cent
Boys	16	40.0	12	75.0
Girls	24	60.0	18	75.0
Total	40	100	30	75.0

Table IV shows the number of graduates and the number of responses to the questionnaires for the year 1938, according to sex. There were fourteen boys and seventeen girls graduating, and responses were received from 64.3 per cent of the boys and from 82.4 per cent of the girls or a total response of 74.2 per cent from the class of 1938.

TABLE IV
GRADUATES AND RESPONSES TO QUESTIONNAIRES
FOR 1938, ACCORDING TO SEX

Sex	Number Graduates	Per Cent	Number Responding	Per Cent
Boys	14	45.2	9	64.3
Girls	17	54.8	14	82.4
Total	31	100	23	74.2

The number of graduates and the number of responses from the boys and from the girls of the class of 1939 are shown in Table V. There were twenty boys and twenty-two girls graduated in the class of 1939; 47.6 per cent of the class were boys and 52.4 per cent were girls. Responses were received from eighteen boys, or 90.0 per cent, and from eighteen girls, or 81.8 per cent. A total of thirty-six responses were received, which made an 85.7 per cent response from the class of 1939.

TABLE V

GRADUATES AND RESPONSES TO QUESTIONNAIRES
FOR 1939, ACCORDING TO SEX

Sex	Number Graduates	Per Cent	Number Responding	Per Cent
Boys	20	47.6	18	90.0
Girls	22	52.4	18	81.8
Total	42	100	36	85.7

Table VI gives the number of graduates and the number of responses to the questionnaires for the year 1940, according to sex. There were sixty-six graduates of Jay in 1940, which is the largest class to graduate from this school during the years included in this study. Many of these graduates were children of parents employed on the construction project of the Grand River Dam located at Disney, Oklahoma, and were not established residents of the Jay District. There was a 69.7 per cent response from this class.

TABLE VI

GRADUATES AND RESPONSES TO QUESTIONNAIRES
FOR 1940, ACCORDING TO SEX

Sex	Number Graduates	Per Cent	Number Responding	Per Cent
Boys	32	48.5	22	68.8
Girls	34	51.5	24	70.6
Total	66	100	46	69.7

The number of graduates for 1941 and the number of responses received from this class are shown in Table VII. There were fifty-four graduates of Jay for the year 1941. Responses were secured from seventeen boys and thirty-three girls, or a response of 94.4 per cent and 91.7 per cent, respectively. A total response of 92.6 per cent was received which was the highest response from any class included in this study.

TABLE VII
GRADUATES AND RESPONSES TO QUESTIONNAIRES
FOR 1941, ACCORDING TO SEX

Sex	Number Graduates	Per Cent	Number Responding	Per Cent
Boys	18	33.3	17	94.4
Girls	36	66.7	33	91.7
Total	54	100	50	92.6

The lowest response was received from the class of 1936 which had a response of 66.7 per cent, and the highest response was received from the class of 1941 with 92.6 per cent. The total response from all classes was 76.8 per cent.

Table VIII shows the number of graduates contacted by personal interview, those responding to the first letter, those responding after a postal card was sent, those for

TABLE VIII

RESPONSES TO QUESTIONNAIRES, NO RESPONSES, NUMBER DECEASED, AND ADDRESS UNKNOWN, BY GRADUATING CLASSES AND SEX

Kind of Response	1935		1936		1937		1938		1939		1940		1941		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
By Personal Interview	3	1	1	3	5	4	4	2	6	4	9	5	6	17	70
From First Letter	5	4	4	5	6	9	4	10	11	11	10	18	6	15	118
From Postal Card	1	0	0	1	1	5	1	2	1	3	3	1	1	1	21
No Response	3	1	3	1	1	3	5	0	0	3	7	8	4	3	42
Deceased	0	0	0	1	0	0	0	0	0	1	0	0	0	0	2
Address Unknown	0	0	2	0	3	3	0	3	2	0	3	2	1	0	19
Total	12	6	10	11	16	24	14	17	20	22	32	34	18	36	272

which no response was received, and the number deceased.

Table VIII shows that seventy responses were secured by personal interview, 118 from the first letter, and twenty-one after a postal card was sent, which made a total of 209 questionnaires received. No address was secured for nineteen of the graduates, and forty-two made no response to either the letter or the card. Two graduates were reported as deceased.

Table IX gives by sex the total responses and per cent of responses for all graduates, and the number responding by personal interview, those responding to the first letter, and those responding after the postal card was sent. Table IX shows that 25.7 per cent of the graduates responded by personal interview, 43.4 per cent responded to the first letter, and 7.7 per cent responded after the card was mailed. A total of 78.6 per cent of responses were received from boys, and 75.6 per cent from the girls.

TABLE IX

TOTAL RESPONSES AND PER CENT OF RESPONSES
FOR ALL GRADUATES BY SEX

Response	Boys	Per Cent	Girls	Per Cent	Total	Per Cent
By Personal Interview	34	12.5	36	13.2	70	25.7
From First Letter	46	16.9	72	26.5	118	43.4
From Postal Card	8	7.1	12	10.7	21	7.7
Total	88	78.6	121	75.6	209	76.8

The data secured from these questionnaires are treated according to educational activities of graduates, employment, salaries, job duties, and mobility.

Chapter II will deal with the age, marriage, and mobility of the graduates of Jay High School for the years 1935, 1936, 1937, 1938, 1939, 1940, and 1941.

CHAPTER II

AGE, MARRIAGE STATUS, AND MOBILITY

I. INTRODUCTION

It is essential in reorganizing a curriculum not only to determine what training is needed but to determine where that training is to be used. One of the major purposes of this study then, is to determine the mobility of the Jay High School graduates and the direction of this mobility. The curriculum in the past has been based on the assumption that most of the graduates remained in the Jay community after graduation or that they lived elsewhere in Oklahoma in similar communities. This study should prove or disprove this contention by showing where the graduates go after high school graduation. Data giving all addresses of the graduates were secured for residences of three months or longer from the date of their graduation. Age and marriage status are two important factors which should also be considered in relation to job history of the graduates.

The data in Chapter II therefore, show the age of the graduates, the marriage status, and the mobility of the graduates by sex and by years. The data have been tabulated in order to reveal answers to the following questions concerning the trend of mobility, age, and marriage:

What was the mobility of the Jay High School graduates based on residences of three months or longer?

What per cent of the Jay graduates remained in the Jay community after graduation?

What was the average length of time from graduation to change of residence for those graduates who left the Jay community?

What per cent of the graduates who left the Jay community after graduation, returned and established residence again in the Jay community? How long did they remain away before again establishing their residence at Jay?

What per cent of the graduates who left the Jay community after graduation established residence in rural communities? in urban communities?

Where were the graduates of Jay High School as given in the last addresses according to states and possessions?

What per cent of the graduates were living in the Jay community? elsewhere in Oklahoma? outside of Oklahoma?

What per cent of the graduates were living on farms? in towns of 2,500 or less? in towns of over 2,500?

What was the average age for the graduates over a period of the last seven years?

What per cent of the graduates were married and how long from graduation to date of marriage?

STRATHMORE PARCHM

100% RAG U.S.A.

II. AGES OF GRADUATES

In A Guide to Study of Curriculum the committee made the following comments in regard to employment of youth:

A century ago, a boy passed a point somewhere between his fifteenth and sixteenth birthday when he could say, "At this moment exactly half the people of the Nation are younger than I, and half are older." Now a "boy" passes that milepost at about age twenty-nine. This fact should be more widely known among our youth, who work themselves almost into a pathological mental and emotional state if the world has not made a place for them when they are nineteen to twenty-one, or even a year or two older.¹

It is important, therefore, in making a study of the employment of the graduates to have data concerning their age level. Table X shows the present ages to the nearest birthday of the graduates by sex and by years. The ages range from seventeen to twenty-eight, with the greatest number falling in the twenty-year group. The most frequent age for the boys was twenty (19 responses), and twenty-one and twenty-two for the girls (22 responses for each age level). Three graduates, two boys and one girl, gave their present age as twenty-eight; and five graduates, one boy and four girls, gave their present age as seventeen. The average age for boys was 22.2 and for the girls 21.8, or the average for both boys and girls was twenty-two.

1 A Guide to Study of Curriculum, Oklahoma Department of Education, 1940. p. 74.

TABLE X
AGES OF GRADUATES BY SEX AND YEARS

Age	1935		1936		1937		1938		1939		1940		1941		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
28	2	0	0	0	0	1	0	0	0	0	0	0	0	0	2	1	3
27	3	1	0	0	0	0	0	0	0	0	0	0	0	0	3	1	4
26	2	0	1	1	2	1	0	0	0	1	0	0	0	0	5	3	8
25	2	3	3	3	2	5	0	1	0	0	0	0	0	0	7	12	19
24	0	1	1	5	6	4	2	0	0	0	1	1	2	0	12	11	23
23	0	0	0	1	1	3	3	7	3	2	0	1	0	0	7	14	21
22	0	0	0	0	1	4	3	4	7	9	5	3	0	2	16	22	38
21	0	0	0	0	0	0	1	2	8	6	3	8	2	6	14	22	36
20	0	0	0	0	0	0	0	0	0	0	12	8	7	13	19	21	40
19	0	0	0	0	0	0	0	0	0	0	1	3	1	7	2	10	12
18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	0	0	0	0	0	0	0	0	0	0	0	0	1	4	1	4	5
Total	9	5	5	9	12	18	9	14	18	18	22	24	13	33	88	121	209

Table XI shows the cumulative number and per cent of graduates in each age level according to sex. Fifty-two boys, or 59.1 per cent, were twenty-two years of age or older; and sixty-four girls, or 52.9 per cent, were twenty-two or older.

Since the age level of the graduates ranged from seventeen to twenty-eight, all were younger than the twenty-nine year age group which divided the population of the United States at the half-way mark.² This fact should be kept in mind when considering the job experiences of the graduates.

III. MARRIAGE STATUS AND LENGTH OF TIME FROM GRADUATION TO MARRIAGE

An important index for showing the development into adulthood and security for the graduates may be determined, to some extent, by considering data relative to marriage status and length of time from graduation to marriage. The marriage of young people usually indicates the assumption of economic responsibilities which will in a measure provide security in establishing them in a community as respected, employed adults.

² Loc. Cit., p. 74.

TABLE XI
NUMBER AND PER CENT OF ALL GRADUATES ACCORDING TO AGE

Age	Boys			Girls			Total		
	No.	Cumulative No.	Cumulative Per Cent	No.	Cumulative No.	Cumulative Per Cent	No.	Cumulative No.	Cumulative Per Cent
28	2			1			3		
27	3	5	5.7	1	2	1.7	4	7	3.3
26	5	10	11.4	3	5	4.1	8	15	7.2
25	7	17	19.3	12	17	14.1	19	34	16.3
24	12	29	32.9	11	28	23.1	23	57	27.3
23	7	36	40.9	14	42	34.7	21	78	37.1
22	16	52	59.1	22	64	52.9	38	116	55.5
21	14	66	75.0	22	86	71.1	36	152	72.7
20	19	85	96.6	21	107	88.4	40	192	91.9
19	2	87	98.9	10	117	96.7	12	204	97.6
18	0			0			0		
17	1	88	100	4	121	100	5	209	100

Table XII shows the numbers and per cents of married graduates according to graduating classes.

TABLE XII
NUMBERS AND PER CENTS OF MARRIED GRADUATES
ACCORDING TO GRADUATING CLASSES

Year	Boys	Per Cent	Girls	Per Cent
1935	7	77.8	4	80.0
1936	0	0	7	77.8
1937	5	41.7	13	76.5
1938	6	66.7	11	84.5
1939	3	18.9	9	50.0
1940	2	10.0	10	43.5
1941	1	7.7	8	25.0
Total	24	27.3	62	51.2

Table XII shows that 77.8 per cent of the boys in the class of '35 were married, and 80.0 per cent of the girls. None of the boys of the 1936 graduating class were married, while 77.8 per cent of the girls were married. In 1937, 41.7 per cent of the boys and 76.5 per cent of the girls were married; in 1938, 66.7 per cent of the boys and 84.5 per cent of the girls; in 1939, 18.9 per cent of the boys and 50.0 per cent of the girls; in 1940, 10.0 per cent of the boys and 43.5 per cent of the girls; and in 1941, 7.7 per cent of the boys and 25.0 per cent of the girls were married. In all the graduating classes there was a higher per cent of girls who

were married than boys.

Table XIII shows the time between graduation and marriage for all the graduates who were married. This table shows that two boys and six girls were married during the year preceding their high school graduation, four boys and twenty girls were married the same year they graduated, three boys and eighteen girls married one year after graduation, six boys and five girls married three years after graduation, five boys and two girls married four years after graduation, one boy and four girls married five years after graduation, and one girl married six years after graduation. The majority of the boys waited two, three, and four years after their graduation before marriage, while the majority of the girls either married the same year they graduated or the year following their graduation.

TABLE XIII

TIME BETWEEN GRADUATION AND MARRIAGE FOR ALL GRADUATES WHO WERE MARRIED

Time From Graduation	Boys			Girls			Total		
	No.	Cumu- lative No.	Cumu- lative Per Cent	No.	Cumu- lative No.	Cumu- lative Per Cent	No.	Cumu- lative No.	Cumu- lative Per Cent
Year Before	2			6			8		
Same Year	4	6	25.0	20	26	41.9	24	32	37.2
1 Year After	3	9	37.5	18	44	70.9	21	53	61.6
2 Years After	3	12	50.0	6	50	80.6	9	62	72.1
3 Years After	6	18	75.0	5	55	88.7	11	73	84.9
4 Years After	5	23	95.8	2	57	91.9	7	80	93.0
5 Years After	1	24	100	4	61	98.4	5	85	98.8
6 Years After	0	24	100	1	62	100	1	86	100

IV. MOBILITY OF THE GRADUATES OF JAY HIGH SCHOOL

Table XIV shows the residences of the graduates of Jay at the time the questionnaires were returned, according to the graduating classes and sex.

TABLE XIV

RESIDENCES OF GRADUATES AT TIME QUESTIONNAIRES WERE RETURNED, ACCORDING TO GRADUATING CLASSES AND SEX

Year	Boys			Girls		
	Jay Dist.	Okla-homa	Outside Oklahoma	Jay Dist.	Okla-homa	Outside Oklahoma
1935	5	1	3	1	1	3
1936	0	1	4	2	1	6
1937	2	3	7	6	3	9
1938	3	1	4	2	8	4
1939	2	6	10	5	2	11
1940	5	7	10	6	7	11
1941	5	5	3	19	11	3
Total	22	24	42	41	33	47

Table XIV shows the number of graduates who lived in the Jay District, those who lived elsewhere in Oklahoma, and those who lived outside of Oklahoma, at the time the questionnaires were returned. Twenty-two boys and forty-one girls gave their present address in the Jay community, twenty-four boys and thirty-three girls gave their residence as located elsewhere in Oklahoma, and forty-two boys and forty-seven girls gave their residence as outside Oklahoma.

Table XV gives the cumulative totals and per cents of the graduates whose residences were in the Jay community or elsewhere in Oklahoma at the time the questionnaires were returned.

TABLE XV

TOTALS AND PER CENTS OF GRADUATES WHOSE RESIDENCES WERE IN JAY COMMUNITY OR ELSEWHERE IN OKLAHOMA AT TIME QUESTIONNAIRES WERE RETURNED

Location	Boys		Girls		Total	
	No.	Cumulative No.	No.	Cumulative No.	No.	Cumulative %
Jay Dist.	22		41		63	30.1
Oklahoma	24	46	33	74	57	57.3
Outside Oklahoma	42	88	47	121	89	100

Table XV shows that forty-six boys and fifty-seven girls, or a total of 57.3 per cent, were living in Oklahoma at the time the questionnaires were returned. Sixty-three, or 30.1 per cent, of this number were living in the Jay community. Thus approximately one-third of the graduates lived in the Jay community, and over one-half lived in the state of Oklahoma.

Table XVI gives the number of graduates who lived on a farm at the time the questionnaires were returned, according to the graduating classes and the sex of the graduates.

TABLE XVI

GRADUATES WHO LIVED ON A FARM AT THE TIME
QUESTIONNAIRES WERE RETURNED
ACCORDING TO GRADUATING CLASSES AND SEX

Year	Boys	Girls	Total	Per Cent
1935	1	0	1	7.1
1936	0	3	3	21.4
1937	1	5	6	20.0
1938	3	3	6	26.1
1939	2	9	11	30.7
1940	4	7	11	23.9
1941	4	14	18	39.1
Total	15	41	56	26.8

Fifteen boys and forty-one girls lived on a farm at the time they filled out questionnaires. Seven and one-tenth of those responding in 1935 lived on farms at the time they responded, 21.4 per cent of the class of '36, 20.0 per cent of the class of '37, 26.1 per cent of the class of '38, 30.7 per cent of the class of '39, 23.9 per cent of the class of '40, and 39.1 per cent of the class of '41. There is an increase in the per cent of those on farms from 1935 to 1941 with the exception of the year 1940 where there is a decided decrease in the per cent of those living on farms. This may be explained by the fact that a larger per cent of the boys from this class were in the army or navy than from any other class.

Data were secured from each graduate giving all the addresses of three months or longer from the date of graduation to the date of responding to the questionnaire. A table showing the frequencies of these addresses, tabulated according to the location of these residences was prepared. Table XVII records these data by showing the residences of three months or longer for each graduating class according to the location in states and possessions of the United States. Thus approximately two-thirds of all residences of three months or longer during the seven years covered in this study, have been in the state of Oklahoma, and one-third of all the residences have been in the Jay District. The Jay District was given as an address seventy times by the boys and ninety-two times by the girls or a total of 162 times. Oklahoma, exclusive of the Jay District, was given by the boys seventy-two times and by the girls seventy-eight times or a total of 150. California ranked next with forty-five residences, Missouri had thirty-four, Arkansas thirty, Texas nineteen, and Oregon seventeen. This table indicates that the residences of the graduates of Jay High School have been chiefly in the middle western states--Oklahoma and the three states of Texas, Arkansas, and Missouri which border Oklahoma. The two other states of high frequency were the western seaboard states of California and Oregon.

The total number of residences for the graduates from the date of graduation to the date of the questionnaire was tabulated for the boys and for the girls of each graduating class. An index of mobility was found for each graduating class in the following manner: The number of residences was divided by the number of years since graduation which gave the average number of residences per year. This number was divided by the number of responses which gave the average number of residences per graduate. In order to determine how often each graduate changed address, this figure was divided into 1. This may be expressed as a formula:

$$\text{Index} \left(\frac{\text{Residences}}{\text{Years}} \div \text{Responses} = 1 \right)$$

This index indicates the possibility of each boy in the class of '35 changing his address every 2.56 years. The girls of this class averaged changing their addresses every 1.52 years. The index for the boys of '36 was 1.37 and for the girls 2.27; for the boys of '37, 1.29 and for the girls 1.89; for the boys of '38, 1.12 and for the girls 1.92; for the boys of '39, 1.12 and for the girls 1.29; for the boys of '40, .98 and for the girls .96; and for the class of '41, .65 for the boys and .63 for the girls. This indicates that the graduates were more mobile in the first year or two after their graduation, since there was an increase in the number of residences per year for each graduate from 1935 to 1941. There does not seem to be any decided difference in the

TABLE XVII

TOTAL NUMBER OF RESIDENCES OF THREE MONTHS OR LONGER BY GRADUATING CLASSES
ACCORDING TO LOCATION IN STATES AND POSSESSIONS

Residence	1935		1936		1937		1938		1939		1940		1941		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Jay District	11	4	3	5	11	16	10	8	9	13	16	20	10	26	162
Oklahoma	5	5	7	4	14	11	6	14	20	9	13	16	7	19	150
California	6	3	4	4	7	2	2	2	3	2	4	2	2	2	45
Missouri	2	1	0	2	1	5	4	2	1	5	2	7	0	2	34
Arkansas	0	6	0	4	6	2	0	0	3	2	4	2	0	1	30
Texas	0	0	2	0	2	0	2	0	7	2	3	1	0	0	19
Oregon	0	1	0	0	0	4	2	0	3	4	1	2	0	0	17
Kansas	1	1	1	0	0	3	0	1	0	0	0	0	1	0	8
Illinois	0	0	1	0	1	0	0	1	2	1	0	0	0	1	7
Colorado	0	0	0	2	0	0	1	0	0	2	0	0	0	0	5
Arizona	0	0	0	0	0	1	2	0	0	1	0	0	0	1	5
Washington	0	1	1	0	0	2	0	0	0	0	0	0	0	0	4
Ohio	0	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Panama Canal	0	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Honolulu	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Iowa	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Kentucky	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Mississippi	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Maryland	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
New Mexico	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Porto Rico	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1

TABLE XVII (CONTINUED)

TOTAL NUMBER OF RESIDENCES OF THREE MONTHS OR LONGER BY GRADUATING CLASSES
ACCORDING TO LOCATION IN STATES AND POSSESSIONS

Residence	1935		1936		1937		1938		1939		1940		1941		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Samoa	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Tennessee	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Virginia	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
West Vir- ginia	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Wyoming	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
District of Columbia	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Address Censored	0	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Total	25	23	22	24	46	48	32	29	48	42	45	50	20	52	506
Index of Mobility	2.56	1.52	1.37	2.27	1.29	1.89	1.12	1.92	1.12	1.29	1.29	.98	.96	.65	.63

mobility for the boys and for the girls, with the exception of the class of '35 where the girls were almost twice as mobile as were the boys.

Table XVIII gives the per cents and frequencies of residences of graduates according to states listed five times or more.

TABLE XVIII

FREQUENCIES AND PER CENTS OF RESIDENCES OF GRADUATES
ACCORDING TO STATES LISTED FIVE TIMES
OR MORE

Residence	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Jay District	70	29.4	92	34.3	162	31.9
Oklahoma	72	30.3	78	29.1	150	29.6
California	28	11.8	17	6.3	45	8.8
Missouri	10	4.2	24	9.0	34	6.8
Arkansas	13	5.5	17	6.3	30	5.9
Texas	16	6.7	3	1.1	19	3.7
Oregon	6	2.5	11	4.1	17	3.3
Kansas	3	1.3	5	1.9	8	1.6
Illinois	4	1.7	3	1.1	7	1.4
Colorado	1	.4	4	1.5	5	1.0
Arizona	2	.8	3	1.1	5	1.0
Other Residences	13	5.4	11	4.2	24	4.8
Total	238	100	268	100	506	100

Data in Table XVIII reveal that 29.4 per cent of the total number of residences given by the boys were located in the Jay District, and 34.3 per cent of the residences of the

girls were in the Jay District. Thirty and three-tenths per cent of the residences for the boys were in Oklahoma (exclusive of Jay) and 29.1 per cent for the girls. Therefore, 59.7 per cent of the residences for the boys were in the state of Oklahoma and 63.4 per cent of those for the girls, which makes a total of 61.5 per cent of all residences given as located in the state of Oklahoma.

Table XIX shows by graduating classes and sex the length of residence in the Jay District after graduation. Eleven boys and twenty-three girls left the Jay community immediately after their graduation from high school, and thirty-five boys and twenty-nine girls left within three months. The tendency to leave the Jay District after graduation seems to be about the same for all graduating classes. One exception to this tendency might be for the boys of the class of '40. Thirteen left within three months, but this may be explained by the fact that a majority of the boys of that class went to college or joined the army or navy during the summer following their graduation from high school. This table shows that a majority of the graduates who left the Jay community left within one year after their graduation.

Table XX gives the per cents and cumulative totals of graduates with the length of residence in the Jay District after graduation. There were 52.3 per cent of the total boys and 43.0 per cent of the total girls who responded, left the

TABLE XIX

LENGTH OF RESIDENCE IN JAY DISTRICT AFTER GRADUATION
BY GRADUATING CLASSES AND SEX

Length of Residence	1935		1936		1937		1938		1939		1940		1941		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
Left Immediately	0	1	1	1	2	4	1	2	2	5	2	2	3	8	11	23	34
Within 3 Months	0	1	3	3	5	1	3	5	6	4	13	8	5	7	35	29	64
From 3 to 6 Months	2	2	0	0	1	1	0	0	4	0	3	2	0	4	10	9	19
From 6 Months to 1 Year	2	1	1	2	0	2	0	1	2	3	0	5	0	0	5	14	19
From 1 to 2 Years	2	0	0	0	2	1	0	0	2	1	0	0	0	0	6	2	8
From 2 to 3 Years	0	0	0	0	0	1	3	2	0	0	0	0	0	0	3	3	6
From 3 to 4 Years	0	0	0	1	2	1	1	1	0	0	0	0	0	0	3	3	6
From 4 to 5 Years	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1
From 5 to 6 Years	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Continuous Residence	2	0	0	2	0	6	1	3	2	5	4	7	5	14	14	37	51
Total	9	5	5	9	12	18	9	14	18	18	22	24	13	33	88	121	209

TABLE XX

TOTALS AND PER CENTS FOR LENGTH OF RESIDENCE
IN JAY DISTRICT AFTER GRADUATION

Length of Residence	Boys			Girls			Total		
	No.	Cumu- lative No.	Cumu- lative Per Cent	No.	Cumu- lative No.	Cumu- lative Per Cent	No.	Cumu- lative No.	Cumu- lative Per Cent
Left Immediately	11			23			34		
Within 3 Months	35	46	52.3	29	52	43.0	64	98	46.8
From 3 to 6 Months	10	56	63.6	9	61	50.4	19	117	55.9
From 6 Months to 1 Year	5	61	69.2	14	75	62.0	19	136	65.0
From 1 to 2 Years	6	67	76.1	2	77	63.6	8	144	68.8
From 2 to 3 Years	3	70	79.3	3	80	66.1	6	150	71.7
From 3 to 4 Years	3	73	82.9	3	83	68.6	6	156	74.6
From 4 to 5 Years	0	73	82.9	1	84	69.4	1	157	75.1
From 5 to 6 Years	1	74	84.1	0	84	69.4	1	158	75.6
Continuous Residence	14			37			51		
Total		88		121			209		

Jay community within three months after their graduation; 63.6 per cent of the boys and 50.4 per cent of the girls left within six months; and 69.2 per cent of the boys and 62.0 per cent of the girls left within one year after graduation. Fourteen boys, or 15.9 per cent, and thirty-seven girls, or 30.6 per cent, had continuous residence in the Jay District. This table shows that 65.0 per cent of the graduates left the Jay community within one year after graduation. A higher percentage of the girls had continuous residence in the Jay community than the boys.

Table XXI shows the number of graduates who returned to the Jay community again after establishing residence elsewhere, and the length of time before they returned. Of the seventy-four boys who left the Jay community after graduation, twenty returned and again established their residence at Jay. Of the eighty-four girls who left, twenty-four returned to the Jay community. The greatest number returned from six months to one year from their departure, and were about evenly distributed over the seven year period, with more boys returning than girls. This information is shown in Table XXII with cumulative numbers and per cents for the boys and for the girls. This table shows that 80.0 per cent of the boys and 62.5 per cent of the girls who returned, did so within one year, or a total of 70.5 per cent of all those who left the Jay community, returned within one year, and all of those

TABLE XXI

NUMBER OF GRADUATES WHO RETURNED TO THE JAY COMMUNITY AND LENGTH OF TIME BEFORE RETURN ACCORDING TO GRADUATING CLASSES AND SEX

Length of Time	1935		1936		1937		1938		1939		1940		1941		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
Within 3 Months	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4	4
From 3 to 6 Months	0	0	0	1	0	1	1	1	0	0	1	1	1	0	3	4	7
From 6 Months to 1 Year	2	1	1	1	4	0	2	1	2	2	2	2	0	0	13	7	20
From 1 to 2 Years	1	0	0	0	0	3	0	0	0	1	0	0	0	0	1	4	5
From 2 to 3 Years	1	0	0	0	0	0	1	0	0	0	0	0	0	0	2	0	2
No Response	0	0	0	0	0	0	1	0	0	2	0	0	0	3	1	5	6
Total	4	1	1	2	4	4	5	2	2	5	3	3	1	7	20	24	44

TABLE XXII

NUMBERS AND PER CENTS OF GRADUATES WHO RETURNED TO THE JAY COMMUNITY
AND LENGTH OF TIME BEFORE RETURN

Length of Time	Boys			Girls			Total		
	No.	Cumula- tive No.	Cumula- tive Per Cent	No.	Cumu- lative No.	Cumu- lative Per Cent	No.	Cumu- lative No.	Cumu- lative Per Cent
Within 3 Months	0			4			4		
From 3 to 6 Months	3	3	15.0	4	8	33.3	7	11	25.0
From 6 Months to 1 Year	13	16	80.0	7	15	62.5	20	31	70.5
From 1 to 2 Years	1	17	85.0	4	19	79.2	5	36	81.9
From 2 to 3 Years	2	19	95.0	0	19	79.2	2	38	86.4
No Date Given	1	20	100	5	24	100	6	44	100

who gave the date of their return, established their residences again within three years.

Table XXIII shows the residences of the graduates at the time the questionnaires were returned, classified according to rural or urban communities. Since a number of the boys were in military camps and in the naval service, a separate classification was made for those boys who were in military service. These data were tabulated according to graduating classes and sex. In the class of '35, seven of the nine boys responding, resided in rural communities, and all of the girls of this class resided in urban communities. None of the boys of the class of '36 gave their last address as located in a rural community, but seven of the nine girls responding, gave their addresses in rural communities. The residences for the other graduating classes were about evenly divided between rural and urban centers, for both boys and girls.

Table XXIV gives the numbers and per cents of residences at the time the questionnaires were returned, classified according to rural or urban communities. This table shows that 42.0 per cent of the boys and 52.9 per cent of the girls gave their present address as located in rural communities; and 35.2 per cent of the boys resided in urban communities, and 47.1 per cent of the girls resided in urban communities. A total of 48.3 per cent of all the graduates responding

TABLE XXIII

RESIDENCES OF GRADUATES AT THE TIME QUESTIONNAIRES WERE RETURNED
CLASSIFIED ACCORDING TO POPULATION AND GRADUATING CLASSES

Population	1935		1936		1937		1938		1939		1940		1941		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
Rural	7	0	0	7	4	9	4	7	6	10	10	13	6	18	37	64	101
Urban	2	5	2	2	4	9	2	7	7	8	7	11	7	15	31	57	88
Military Service	0	0	3	0	4	0	3	0	5	0	5	0	0	0	20	0	20
Total	9	5	5	9	12	18	9	14	18	18	22	24	13	33	88	121	209

lived in rural communities at the time they filled out the questionnaire, and 42.1 per cent lived in urban communities. Twenty boys, or 22.8 per cent of those responding, were in military service.

TABLE XXIV

NUMBERS AND PER CENTS OF RESIDENCES AT TIME
QUESTIONNAIRES WERE RETURNED, CLASSIFIED ACCORDING
TO RURAL OR URBAN COMMUNITIES

Classification	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Rural	37	42.0	64	52.9	101	48.3
Urban	31	35.2	57	47.1	88	42.1
Military Service	20	22.8	0	0	20	9.6
Total	88	100	121	100	209	100

Table XXV gives the first residences of the graduates who left the Jay District, classified according to rural or urban communities. The table shows that about half of those from each class for both boys and girls went to rural communities and about half to urban communities. One noticeable exception was the girls of the class of '41. Fifteen of the nineteen girls in this class who left the Jay community after graduation went to urban areas. A total of fifty-six

TABLE XXV

FIRST RESIDENCES OF GRADUATES AFTER LEAVING THE JAY COMMUNITY CLASSIFIED
ACCORDING TO RURAL OR URBAN, BY GRADUATING CLASSES AND SEX

Classifi- cation	1935		1936		1937		1938		1939		1940		1941		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
Rural	2	2	1	3	3	6	3	5	5	5	7	7	3	4	24	32	56
Urban	5	3	3	4	8	6	5	6	7	8	6	10	5	15	39	52	91
Military Service	0	0	1	0	1	0	0	0	4	0	5	0	0	0	11	0	11
Total	7	5	5	7	12	12	8	11	16	13	18	17	8	19	74	84	158

graduates went to rural communities, ninety-one to urban, and eleven into military service after leaving Jay.

Table XXVI shows the numbers and per cents of residences of the graduates who left the Jay District as classified according to rural or urban communities.

TABLE XXVI

NUMBERS AND PER CENTS OF FIRST RESIDENCES OF
GRADUATES WHO LEFT THE JAY DISTRICT AS CLASSIFIED
ACCORDING TO RURAL OR URBAN COMMUNITIES

Classification	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Rural	24	32.4	32	38.1	56	35.4
Urban	39	52.7	52	61.9	91	57.6
Military Service	11	14.9	0	0	11	9.0
Total	74	100	84	100	158	100

Table XXVI reveals that 32.4 per cent of the boys and 38.1 per cent of the girls who left the Jay community after graduation established residences in rural communities; 52.7 per cent of the boys and 61.9 per cent of the girls established residences in urban communities; and 14.9 per cent of the boys went into military service. There is no significant difference in the percentages for boys and

girls for either rural or urban centers. Approximately 20 per cent more of both boys and girls went to urban areas than to rural after leaving Jay.

Table XXVII gives data relative to all the residences of three months or longer which the graduates have had from the date of their graduation from high school to the date of filling out the questionnaires. These residences are classified according to their location in rural or urban communities by graduating classes and by sex. The table shows that of the total 506 residences of all graduates responding, 300 have been in rural areas, and 186 in urban areas. In every class for both boys and girls, a larger number of residences have been in rural areas, with the exception of the boys of '36 and the girls of '38 where there was one more residence in urban than in rural communities.

This information is shown in summary form in Table XXVIII which gives the total number of residences and the per cent of residences of all graduates from graduation to the time of responding to the questionnaires, classified according to rural or urban areas. This table shows that 57.1 per cent of all residences for boys and 61.2 per cent of all residences for girls have been located in rural communities. Thus 59.3 per cent of all residences have been in rural areas and 36.8 per cent have been in urban areas. Twenty, or 8.4 per cent, of the total residences for boys have been in

TABLE XXVII

TOTAL NUMBER OF RESIDENCES OF GRADUATES CLASSIFIED ACCORDING TO RURAL OR URBAN COMMUNITIES BY GRADUATING CLASSES AND SEX

Classifi- cation	1935		1936		1937		1938		1939		1940		1941		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
Rural	15	15	9	17	28	27	19	14	26	26	28	32	11	33	136	164	300
Urban	10	8	10	7	14	21	10	15	17	16	12	18	9	19	82	104	186
Military Service	0	0	3	0	4	0	3	0	5	0	5	0	0	0	20	0	20
Total	25	23	22	24	46	48	32	29	48	42	45	50	20	52	238	268	506

military camps or naval bases. There were 22.5 per cent more residences in rural than in urban areas.

TABLE XXVIII

TOTAL NUMBERS AND PER CENTS OF RESIDENCES OF GRADUATES
FROM DATE OF GRADUATION TO RESPONSE TO QUESTIONNAIRE
ACCORDING TO RURAL OR URBAN COMMUNITIES

Classification	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Rural	136	57.1	164	61.2	300	59.3
Urban	82	34.5	104	38.8	186	36.8
Military Service	20	8.4	0	0	20	3.9
Total	238	100	268	100	506	100

V. SUMMARY

The data in Chapter II show that the average age for the graduates of Jay for the seven years included in this study was twenty-two at the time the questionnaires were returned. The age level ranged from seventeen to twenty-eight, thus making all the graduates younger than the twenty-nine year group which divided the population of the United States at the half-way mark.³

Data relative to marriage status of the graduates, show that 11.5 per cent of the boys and 29.6 per cent of the

³ Loc. Cit., p. 74.

girls were married. The majority of the boys waited two, three, and four years after their graduation before marriage, while the majority of the girls either married the same year they graduated or the year following their graduation.

A total of 57.3 per cent of the graduates were living in Oklahoma at the time the questionnaires were returned, and 30.1 per cent of this number were living in the Jay community. Twenty-six and eight tenths per cent of the graduates were living on farms at the time of their response. The residences of the graduates have chiefly been in the middle states of Oklahoma, Texas, Arkansas, and Missouri. The two other states of high frequency were the western states of California and Oregon. On the average, the index of mobility increased with the number of years since graduation, which indicates that the graduates were more mobile during the first year or two following their graduation from high school. There was no appreciable difference in the mobility of the boys and of the girls. Of the total number who responded, 52.3 per cent of the boys and 43.0 per cent of the girls left the Jay community within three months after their graduation and 65.0 per cent of the graduates left the Jay community within one year after their graduation. A higher percentage of girls than boys had continuous residence in the Jay community. Of the graduates who left the Jay

community, 70.5 per cent returned within one year.

Forty-two per cent of the boys and 52.9 per cent of the girls gave their present address as located in a rural community; and 35.2 per cent of the boys and 47.1 per cent of the girls gave their present address as located in an urban community. Twenty boys, or 22.6 per cent, were in military or naval service.

A total of 32.4 per cent of the boys and 33.1 per cent of the girls who left the Jay community after graduation, established residences in rural communities, and 14.9 per cent of the boys went into military service. Approximately 20 per cent more of both boys and girls went to urban areas than to rural areas immediately after leaving Jay. Taking into consideration all the residences since graduation, data show that 59.3 per cent of all residences have been in rural areas. This indicates that the graduates go to urban areas directly after leaving Jay, but later go to rural communities.

CHAPTER III

POST-HIGH SCHOOL TRAINING OF GRADUATES AND SUGGESTED CURRICULAR REVISIONS

I. INTRODUCTION

In order to determine to what extent the graduates of Jay High School were solely dependent upon the training they received in high school to prepare them for immediate employment, an analysis of the post-high school training was made. This analysis showed the per cent of the graduates who had further training in preparation for employment and where this training was received. The number who had no further training after high school graduation was also determined for the years 1935 to 1941.

In considering curricular revisions, those subjects which the graduates felt had been beneficial to them on the job were tabulated, together with those subjects which were not taken in high school but which they felt would have been of help to them on the job or in securing a job. Since this study is concerned more specifically with the adequacy of the commercial curriculum, an analysis was made to show the number of graduates who had additional commercial training. The courses which were not taken or were not offered, but which the graduates felt would have been of value, were also

considered in making curricular revisions. This chapter deals with the following questions:

How many of the graduates of Jay High School were graduates of a four year college? a junior college? a trade school? a business college?

What were the major subjects of the graduates who attended a four year college or a junior college?

What commercial subjects were studied after graduation from high school?

What subjects were beneficial to the graduates on the job? Were these subjects studied in high school? in college? both in high school and in college?

What courses were not taken by the graduates, or courses which were not offered at the time of their graduation, which the graduates felt would have been of value? Why would they have been of value?

II. POST-HIGH SCHOOL TRAINING

Table XXIX shows the amount of post-high school training received by the graduates of Jay High School, and where this training was received. It also shows the number of Jay graduates who attended school for only three months, one semester, one year, two years, and three years after their graduation, with the number who were in school at the time they filled out the questionnaires and those who had graduated from a post-high school. Seven boys and fifteen girls attended a business college, twenty-six boys and thirteen girls attended a four year college, eight boys and seven girls attended a junior college, five boys attended a trade

school, two girls were graduate nurses, and one boy and five girls had additional work at Jay after their graduation.

TABLE XXIX

AMOUNT OF POST-HIGH SCHOOL TRAINING RECEIVED BY GRADUATES AND WHERE THIS TRAINING WAS RECEIVED

Amount	Business College		Four Year College		Junior College		Trade School		Nurse School		Jay	
	M	F	M	F	M	F	M	F	M	F	M	F
3 Months	1	2	0	0	1	0	1	0	0	0	0	0
1 Semester	1	4	4	1	2	2	4	0	0	0	0	0
1 Year	2	5	3	4	2	2	0	0	0	0	0	0
2 Years	2	2	2	0	1	0	0	0	0	0	0	0
3 Years	0	0	4	2	0	0	0	0	0	0	0	0
In School	1	2	11	5	2	3	0	0	0	0	1	3
Graduate	0	0	2	1	0	0	0	0	0	2	0	0
Total	7	15	26	13	8	7	5	0	0	2	1	5

Table XXX gives the cumulative totals and per cents of graduates who attended a business college and the length of time which they attended. Seven of the eighty-eight boys, or 7.9 per cent, had attended a business college; 1.1 per cent attended three months, 2.3 per cent from three months to one semester, and 4.5 per cent from three months to one year. Fifteen or 12.2 per cent of the 121 girls who responded,

attended a business college; 1.6 per cent for three months, 5.0 per cent from three months to one semester, and 9.1 per cent from three months to one year. There were 10.5 per cent of the total 209 graduates who responded who had attended a business college.

TABLE XXX

CUMULATIVE TOTALS AND PER CENTS OF GRADUATES WHO
ATTENDED A BUSINESS COLLEGE AND
LENGTH OF TIME ATTENDED

Length of Time	Boys			Girls			Total		
	No.	Cumu- lative No.	Per Cent	No.	Cumu- lative No.	Per Cent	No.	Cumu- lative No.	Per Cent
3 Months	1		1.1	2		1.6	3		1.4
1 Semester	1	2	2.3	4	6	5.0	5	8	3.8
1 Year	2	4	4.5	5	11	9.1	7	15	7.2
2 Years	2	6	6.8	2	13	10.7	4	19	9.1
Attending School	1	7	7.9	2	15	12.2	3	22	10.5
Total	7	7	7.9	15	15	12.2	22	22	10.5

The cumulative totals and per cents of graduates who attended a four year college and the length of time which they attended are shown in Table XXXI. Twenty-six or 29.7 per cent of the total eighty-eight boys who answered the questionnaires attended a four year college; 4.5 per cent

attended only one semester, 7.9 per cent attended from one semester to one year, 10.2 per cent attended from one semester to two years, and 14.8 per cent attended from one semester to three years. Eleven boys were attending a four year college when they filled out the questionnaires, and two were graduates of a four year college. Thirteen or 10.7 per cent of the 121 girls who responded attended a four year college; .8 per cent went only one semester, 4.1 per cent from one semester to one year, 5.8 per cent from one semester to three years, and one girl was a graduate of a four year college. Twelve girls were attending school at the time they filled out the questionnaires. Thirty-nine or 18.6 per cent of the total 209 graduates who responded attended a four year college. Only three of this number went four years and graduated. Sixteen were attending a four year college at the time the questionnaires were filled out.

TABLE XXXI

CUMULATIVE TOTALS AND PER CENTS OF GRADUATES WHO ATTENDED
A FOUR YEAR COLLEGE AND LENGTH OF TIME ATTENDED

Length of Time	Boys			Girls			Total		
	No.	Cumu- lative No.	Per Cent	No.	Cumu- lative No.	Per Cent	No.	Cumu- lative No.	Per Cent
3 Months	0			0			0		
1 Semester	4	4	4.5	1	1	.8	5	5	2.4
1 Year	3	7	7.9	4	5	4.1	7	12	5.7
2 Years	2	9	10.2	0	5	4.1	2	14	6.7
3 Years	4	13	14.8	2	7	5.8	6	20	9.5
In School	11	24	27.3	5	12	9.9	16	36	17.2
Graduate	2	26	29.7	1	13	10.7	3	39	18.6

The data in Table XXXII show the major fields of the graduates who attended a junior college or a four year college. Ten graduates or 15.4 per cent of those who went to junior college or a four year college listed commerce as their major field, 9.2 per cent listed science, and 7.7 per cent listed mathematics. Approximately half of the girls who gave their major subject listed commerce. More boys majored in science than in any other field.

TABLE XXXII

MAJOR FIELDS OF GRADUATES WHO ATTENDED A
JUNIOR COLLEGE OR A FOUR YEAR COLLEGE

Major Field	Boys	Girls	Total	Per Cent
Commerce	3	7	10	15.4
Science	5	1	6	9.2
Mathematics	2	3	5	7.7
Agriculture	3	0	3	4.7
Engineering	3	0	3	4.6
Elementary Education	1	2	3	4.6
Home Economics	0	3	3	4.6
Law	3	0	3	4.6
Physical Education	3	0	3	4.6
Social Science	2	1	3	4.6
Bible	2	0	2	3.1
Industrial Arts	2	0	2	3.1
English	2	0	2	3.1
Foreign Language	1	0	1	1.5
Aircraft Mechanics	1	0	1	1.5
No Response	5	10	15	23.1
Total	38	27	65	100

The commercial subjects completed by all the graduates of Jay during the years 1935, 1936, 1937, 1938, 1939, 1940, and 1941 are shown in Table XXXIII. Seventy-nine or 64.8 per cent of the total 122 boys who graduated from Jay during these years completed one year of typewriting, and 139 or 92.7 per cent of the 150 girls who graduated completed one year of typewriting, which makes a total of 80.1 per cent who had one year of typewriting in high school. Fifteen boys or 12.3 per cent, and ninety-eight girls or 65.3 per cent had one year of shorthand. Fourteen boys or 11.5 per cent, and fifty-five girls or 36.7 per cent, had the second year of typewriting. One boy and thirty-seven girls had one year of bookkeeping. Thirteen boys or 10.7 per cent, and sixteen girls or 16.7 per cent, had completed one semester of commercial law. Nine boys or 7.4 per cent, and ten girls or 6.7 per cent had completed one semester of business English. A total of 41.5 per cent of all the graduates had completed one year of shorthand, 25.4 per cent the second year of typewriting, 14.0 per cent one year of bookkeeping, 10.7 per cent one semester of commercial law, and 7.0 per cent one semester of business English. Commercial law and business English were included in the Jay curriculum only during the years of 1936 and 1937, and bookkeeping for the years 1936, 1937, and 1938.

TABLE XXXIII

COMMERCIAL COURSES COMPLETED BY ALL GRADUATES OF JAY
FOR THE YEARS 1935, 1936, 1937, 1938, 1939,
1940, AND 1941

Courses	Boys	Per Cent	Girls	Per Cent	Total	Per Cent
Typing I	79	64.8	139	92.7	218	80.1
Shorthand I	15	12.3	98	63.3	113	41.5
Typing II	14	11.5	55	36.7	69	25.4
Bookkeeping I	1	.8	37	42.7	38	14.0
Commercial Law	13	10.7	16	16.7	29	10.7
Business English	9	7.4	10	6.7	19	7.0

Table XXXIV shows the total number of graduates who had commercial training in high school or in a post-high school. There were 231 of the total 272 graduates of Jay who had some commercial training in high school. Of the responses received from 209 graduates, 180 had commercial training in high school. Fifty-seven of the graduates had additional commercial training after their graduation. Thus 84.9 per cent of all the graduates had commercial training in high school, 86.1 per cent of those who responded had this training in high school, and 27.4 per cent of the 209 had additional commercial training. A higher percentage of girls than boys had commercial courses both in high school and in a post-high school, as 115 of the 121 girls who answered questionnaires had commercial subjects in high school.

TABLE XXXIV

TOTAL GRADUATES WHO HAD COMMERCIAL TRAINING
IN HIGH SCHOOL OR POST-HIGH SCHOOL

Commercial Training	Boys	Girls	Total	Per Cent
Graduates who had commercial training in high school	103	128	231	84.9
Graduates responding who had commercial training in high school	65	115	180	86.1
Graduates who had commercial training after graduation from high school	21	36	57	27.4

The commercial courses studied by the graduates after their graduation from high school are shown in Table XXXV. Fourteen and eight tenths of the total eighty-eight boys who responded to the questionnaires had additional training in typewriting, 9.1 per cent in shorthand, 14.8 per cent in bookkeeping, 3.4 per cent in commercial law, 4.5 per cent in commercial mathematics, 6.8 per cent in business English, 3.4 per cent in salesmanship, and 1.1 per cent in both business machines and spelling. There were 24.8 per cent of the 121 girls who gave responses who had post-high school training in typewriting, 25.6 per cent in shorthand, 14.1 per cent in bookkeeping, 16.5 per cent in business English, 5.8 per cent in commercial law, 3.3 per cent in commercial mathematics, 1.7 per cent in salesmanship, 2.5 per cent in

comptometry, 5.8 per cent in spelling, and .8 per cent in business administration, business machines, dictaphone, dictation, and filing. Thus 20.5 per cent of the total 209 graduates who responded had post-high school work in typing, 18.7 per cent in shorthand, 14.4 per cent in bookkeeping, 12.4 per cent in business English, and 4.8 per cent in commercial law.

TABLE XXXV

COMMERCIAL COURSES STUDIED AFTER HIGH SCHOOL GRADUATION

Course	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Typing	13	14.8	30	24.8	43	20.5
Shorthand	8	9.1	31	25.6	39	18.7
Bookkeeping	13	14.8	17	14.1	30	14.4
Business English	6	6.8	20	16.5	26	12.4
Commercial Law	3	3.4	7	5.8	10	4.8
Commercial Math	4	4.5	4	3.3	8	3.8
Spelling	1	1.1	7	5.8	8	3.8
Salesmanship	3	3.4	2	1.7	5	2.4
Comptometry	0	0	3	2.5	3	1.4
Business Administration	0	0	1	.8	1	.5
Business Machines	1	1.1	0	0	1	.5
Dictaphone	0	0	1	.8	1	.5
Dictation	0	0	1	.8	1	.5
Filing	0	0	1	.8	1	.5

Data in Table XXXVI show that 30.7 per cent of the boys and 41.3 per cent of the girls who responded thought that the typing studied in high school helped them on the job

or to secure a job. There were 29.5 per cent of the boys and 24.8 per cent of the girls who believed that English had been beneficial; 33.0 per cent of the boys and 14.9 per cent of the girls listed mathematics; 3.4 per cent of the boys and 25.6 per cent of the girls listed shorthand; and 14.7 per cent of the boys and 11.6 per cent of the girls thought that speech had been of value. Twenty-three girls or 24.5 per cent felt that home economics studied in high school had been beneficial to them, and 23.9 per cent of the boys listed manual training as beneficial.

TABLE XXXVI

COURSES STUDIED IN HIGH SCHOOL WHICH GRADUATES BELIEVED HAD HELPED THEM ON THE JOB OR TO SECURE A JOB

Course	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Typing	27	30.7	50	41.3	77	36.8
English	26	29.5	30	24.8	56	26.8
Mathematics	29	33.0	18	14.9	47	22.5
Shorthand	3	3.4	31	25.6	34	16.3
Speech	13	14.7	14	11.6	27	13.0
Home Economics	0	0	23	24.5	23	11.0
Manual Training	21	23.9	0	0	21	10.1
Science	10	11.1	6	5.0	16	7.7
History	7	8.0	7	5.8	14	6.7
Agriculture	9	10.2	0	0	9	4.3
Business English	1	1.1	7	5.8	8	3.8
Household Employee	0	0	7	5.8	7	3.4
Bookkeeping	0	0	5	4.1	5	2.4
Commercial Law	1	1.1	2	1.7	3	1.4
Auto Mechanics	3	3.4	0	0	3	1.4
Electricity	2	2.3	0	0	2	1.0
Spelling	1	1.1	1	.8	2	1.0
Blacksmithing and Welding	2	2.3	0	0	2	1.0

The courses studied in college which the graduates believed had helped them on the job or to secure a job are given in Table XXXVII.

TABLE XXXVII

COURSES STUDIED IN A POST-HIGH SCHOOL WHICH GRADUATES BELIEVED HAD HELPED THEM ON THE JOB OR TO SECURE A JOB

Course	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Typing	5	10.6	13	31.0	18	20.2
English	9	19.8	9	21.4	18	20.2
Shorthand	1	2.1	14	33.3	15	16.8
Mathematics	11	23.4	4	9.5	15	16.8
Bookkeeping	3	6.4	6	14.3	9	10.1
History	5	10.6	1	2.4	6	6.7
Chemistry	3	6.4	2	4.8	5	5.6
Education	3	6.4	2	4.8	5	5.6
Business English	1	2.1	4	9.5	5	5.6
Physical Education	4	8.5	0	0	4	4.5
Economics	4	8.5	0	0	4	4.5
Science	4	8.5	0	0	4	4.5
Speech	3	6.4	1	2.4	4	4.5
Home Economics	0	0	3	7.1	3	3.4
Manual Training	3	6.4	0	0	3	3.4
Aircraft Mechanics	3	6.4	0	0	3	3.4
Bible	2	4.3	1	2.4	3	3.4
Spelling	1	2.1	2	4.8	3	3.4
Agriculture	2	4.3	0	0	2	2.2
Electricity	2	4.3	0	0	2	2.2
Commercial Law	1	2.1	1	2.4	2	2.2
Salesmanship	2	4.3	0	0	2	2.2
Telephone Conversation	2	4.3	0	0	2	2.2
Geology	1	2.1	0	0	1	1.1
First Aid	1	2.1	0	0	1	1.1
Office Training	0	0	1	2.4	1	1.1
Journalism	1	2.1	0	0	1	1.1
Spanish	1	2.1	0	0	1	1.1

Table XXXVII gives the courses studied in college which the graduates believed had helped them on the job or had helped them to secure a job. There were 10.6 per cent of the forty-seven boys who attended a post-high school who thought that the typing studied had helped them on the job; 19.8 per cent listed English; 23.4 per cent listed mathematics; and 10.6 per cent listed history. Thirteen girls, or 31.0 per cent of the forty-two who had additional training after high school graduation, believed that the typing which they studied after graduation had helped them on the job; 21.4 per cent listed English; 33.3 per cent listed shorthand; 14.3 per cent listed bookkeeping; and 9.5 per cent listed business English. There were 20.2 per cent of those who had post-high school training who listed typing which was taken after their graduation as helping on the job; English was listed by 20.2 per cent; shorthand by 16.8 per cent; and mathematics by 16.8 per cent.

The courses which were taken by the graduates only in high school, those studied only in college, and those studied both in high school and in college which the graduates felt had been beneficial to them on the job or in securing a job are shown in Table XXXVIII. There were 78.2 per cent of the seventy-eight graduates who listed typing as being of value on the job who had typing only in high school, 13 per cent only in a post-high school, and 20.5 per cent in both high

TABLE XXXVIII

COURSES WHICH GRADUATES BELIEVED HAD BEEN OF VALUE TO THEM
AND WHERE THESE COURSES WERE PURSUED

Course	Only in High School		Only in College		Both in High School and College		Total No.
	No.	Per Cent	No.	Per Cent	No.	Per Cent	
Typing	61	78.2	1	1.3	16	20.5	78
English	43	69.4	1	1.6	18	29.0	62
Mathematics	33	66.0	4	8.0	13	26.0	50
Shorthand	18	51.4	2	5.7	15	42.9	35
Speech	23	85.2	0	0	4	14.8	27
Home Economics	21	84.0	2	8.0	2	8.0	25
Science	15	65.2	5	21.7	3	13.1	23
Manual Training	19	86.4	1	4.5	2	9.1	22
History	12	70.6	2	11.8	3	17.6	17
Bookkeeping	5	33.3	9	60.0	1	6.7	15
Business English	7	58.3	4	33.3	1	8.4	12
Agriculture	8	80.0	1	10.0	1	10.0	10
Household Employee Training	7	100	0	0	0	0	7
Chemistry	0	0	5	100	0	0	5
Education	0	0	5	100	0	0	5
Spelling	2	40.0	3	60.0	0	0	5
Commercial Law	1	20.0	2	40.0	2	40.0	5
Economics	0	0	4	100	0	0	4
Bible	0	0	3	100	0	0	3
Auto Mechanics	3	100	0	0	0	0	3
Physical Education	0	0	1	50.0	1	50.0	2
Airplane Mechanics	0	0	2	100	0	0	2
Salesmanship	0	0	2	100	0	0	2
Telephone Conversation	0	0	2	100	0	0	2
Geology	0	0	1	100	0	0	1
First Aid	0	0	1	100	0	0	1
Office Training	0	0	1	100	0	0	1
Journalism	0	0	1	100	0	0	1
Spanish	0	0	1	100	0	0	1
Welding	1	100	0	0	0	0	1
Blacksmithing	1	100	0	0	0	0	1

school and college. Of the sixty-two who listed English as being of help on the job, 69.4 per cent checked the English studied in high school, 1.6 per cent the English studied in college, and 29.0 per cent the English studied both in high school and college. There were 66.0 per cent of the fifty who listed mathematics as being of value, who checked the mathematics studied only in high school, 8.0 per cent that studied only in college, and 26.0 per cent that studied both in high school and college. A total of 51.4 per cent of the thirty-five graduates who listed shorthand as being of value, had studied shorthand only in high school, 5.7 per cent only in college, and 42.9 per cent both in high school and in college.

The thirteen highest ranking courses according to their frequency which had helped on the job were studied by a higher percentage only in high school, with the exception of bookkeeping which was studied only in college by 60.0 per cent of the graduates who listed it.

Since 42.9 per cent of those who found shorthand of value studied it both in high school and in college, these data seem to indicate that an advanced course should be offered to the students in high school so that they would be better qualified to secure a position without additional training. Since 60.0 per cent of those who listed bookkeeping studied it only in college, there seems to be an indication

that bookkeeping should have a permanent place in the commercial curriculum.

Data relative to the courses not offered or courses not taken which the graduates thought would have been of value were asked for on the questionnaires. One hundred and forty-five responses were secured to this part of the questionnaire. These data were tabulated in Table XXXIX. The percentages in this table were figured on the basis of the total eighty-eight boys and 121 girls who responded, since it was assumed that any graduate who felt a need for any course not taken would have listed it on the questionnaire. For those subjects which were not taken in high school but which the graduates felt would have been of value, twelve boys, or 13.6 per cent, and twenty-one girls or 17.4 per cent listed bookkeeping. Eleven and four tenths per cent of the boys and 7.4 per cent of the girls listed typing; and 14.8 per cent of the boys and 5.0 per cent of the girls listed chemistry. Business English, home economics, physics, speech, algebra, and spelling were ranked next in order of frequency of mention. In the ten highest ranking subjects in order of frequency, those which have not been included in the Jay curriculum were chemistry, physics, and spelling. Bookkeeping has been offered three of the seven years and business English two of the seven years. These data tend to indicate that bookkeeping, business English, and possibly spelling

TABLE XXXIX

COURSES WHICH WERE NOT TAKEN IN HIGH SCHOOL
WHICH GRADUATES FELT WOULD HAVE BEEN OF VALUE

Course	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Bookkeeping	12	13.6	21	17.4	33	15.8
Shorthand	10	11.4	16	13.2	26	12.4
Typing	11	12.5	9	7.4	20	9.5
Chemistry	13	14.8	6	5.0	19	9.1
Business English	4	4.5	14	11.6	18	8.6
Home Economics	0	0	13	10.7	13	6.2
Physics	9	10.2	1	.8	10	4.8
Speech	3	3.4	6	5.0	9	4.3
Algebra	6	6.8	2	1.7	8	3.8
Spelling	0	0	6	5.0	6	2.9
English Grammar	3	3.4	3	2.5	6	2.9
Spanish	3	3.4	3	2.5	6	2.9
Geometry	1	1.1	5	4.1	6	2.9
Trigonometry	4	4.5	1	.8	5	2.4
Mechanics	5	5.7	0	0	5	2.4
Electricity	5	5.7	0	0	5	2.4
Hygiene	3	3.4	2	1.7	5	2.4
Latin	1	1.1	3	2.5	4	1.9
Welding	4	4.5	0	0	4	1.9
Shop	3	3.4	1	.8	4	1.9
History	2	2.3	1	.8	3	1.4
Agriculture	1	1.1	2	1.7	3	1.4
Commercial Law	1	1.1	2	1.7	3	1.4
Music	2	2.3	1	.8	3	1.4
Economics	2	2.3	0	0	2	1.0
Mechanical Drawing	2	2.3	0	0	2	1.0
Art	0	0	1	.8	1	.5
Bacteriology	0	0	1	.8	1	.5
Biology	1	1.1	0	0	1	.5
Blacksmithing	1	1.1	0	0	1	.5
Geography	0	0	1	.8	1	.5
Government	1	1.1	0	0	1	.5
Household Employee	0	0	1	.8	1	.5
Military	1	1.1	0	0	1	.5
Penmanship	1	1.1	0	0	1	.5
Psychology	0	0	1	.8	1	.5
Safety First	1	1.1	0	0	1	.5
Salesmanship	1	1.1	0	0	1	.5
Tel. Conversation	1	1.1	0	0	1	.5
Word Theory	0	0	1	.8	1	.5

should become a permanent part of the commercial curriculum, and chemistry and possibly physics should be added to the general curriculum.

The courses which were not taken in high school which graduates thought would have been of value and why these would have been of value are shown in Table XL. The reasons which the graduates gave for wanting the courses mentioned were classified under the main headings of job placement, advancement on the job, college preparatory, and personal values. Eight graduates thought that bookkeeping would have helped them to secure a job, fourteen thought that bookkeeping would have helped them to advance to a better position, and eleven thought that high school bookkeeping would have helped to make the bookkeeping studied in college easier. Fourteen graduates thought that if they had taken shorthand in high school they could have secured a job, eight thought it would have helped to advance to a better job, and four thought it would have made their post-high school training in shorthand easier. Twelve graduates thought that typing studied in high school would have helped them to secure a job, eight thought that it would have helped them to advance to a better position, and two thought that it would have helped to make the post-high school typing easier. One graduate thought that chemistry would have helped to secure a job, nine thought it would increase their chances for

TABLE XI

COURSES WHICH WERE NOT TAKEN IN HIGH SCHOOL. WERE GRADUATES FULLY WOULD HAVE BEEN OF VALUE AND WHY

Course	Job Placement			Advancement on Job			College Preparatory			Personal Value			Total
	M	P	T	M	P	T	M	P	T	M	P	T	
Bookkeeping	3	5	8	4	10	14	5	6	11	0	0	0	55
Shorthand	4	10	14	4	4	8	3	2	4	0	0	0	20
Typing	6	6	12	6	6	6	1	1	2	0	0	0	50
Chemistry	1	0	1	2	1	3	1	6	15	1	1	2	20
Business English	1	7	8	1	4	5	1	2	3	1	1	1	13
Home Economics	0	1	1	0	10	10	0	1	1	0	0	0	13
Physics	1	0	1	4	0	4	4	0	0	0	0	0	10
Speech	1	3	3	3	1	4	0	0	0	0	2	0	8
Algebra	1	1	2	6	1	7	1	0	1	0	0	1	6
Spelling	0	0	0	0	5	5	0	0	0	0	1	1	6
English Grammar	0	0	0	1	1	2	2	1	3	0	1	1	6
Spanish	0	0	0	1	1	2	1	0	1	0	0	0	6
Geometry	0	2	2	1	0	1	0	3	2	0	0	0	6
Trigonometry	0	0	0	2	0	2	0	1	2	0	0	0	5
Mechanics	3	0	3	2	0	2	0	0	0	0	0	0	5
Electricity	2	0	2	3	0	3	0	0	0	0	0	0	5
Hygiene	0	0	0	1	0	1	0	0	1	0	0	0	4
Latin	0	0	0	0	1	1	0	0	0	0	0	0	4
Welding	3	0	3	1	0	1	0	0	0	0	0	0	4
Shop	1	0	1	2	0	2	0	0	0	0	0	0	4
History	0	0	0	0	1	1	0	0	0	0	0	0	3
Agriculture	0	0	0	0	1	1	1	1	1	0	0	0	3
Commercial Law	0	1	1	0	1	1	1	0	1	0	0	0	3

TABLE XL (CONTINUED)

COURSES WHICH WERE NOT TAKEN IN HIGH SCHOOL WHICH GRADUATES FEEL THEY WOULD HAVE BEEN OF VALUE AND WHY

Course	Job Placement					Advancement on Job					College Preparatory					Personal Value					Total				
	M	F	T	R	F	M	F	T	R	F	M	F	T	R	F	M	F	T	R	F					
Music	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3
Economics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2	2	2
Mechanical Drawing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Art	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bacteriology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Biology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Blacksmithing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Geography	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Government	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Household	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Employee	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Military	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Penmanship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Psychology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Safety First	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Salesmanship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Telephony	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Conversation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Word Theory	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

advancement on the job, and fifteen thought that college chemistry would have been easier.

III. SUMMARY

Data in Chapter III show the post-high school training of the graduates of Jay High School, the courses which the graduates believed to have been of most value, and those courses which the graduates did not take in high school but which they felt would have been of value.

Seven boys and fifteen girls attended a business college, twenty-six boys and thirteen girls attended a four year college, eight boys and seven girls attended a junior college, five boys attended a trade school, two girls were graduate nurses, and one boy and five girls had additional work at Jay after their graduation. Seven or 7.9 per cent of the eighty-eight boys who responded to the questionnaires had attended a business college, but 4.5 per cent attended only from three months to one year. Fifteen or 12.2 per cent of the 121 girls who responded attended a business college, 5.0 per cent attended from three months to one semester, and 9.1 per cent from three months to one year. Of the 209 graduates who responded, 10.5 per cent attended a business college. Twenty-six boys or 29.7 per cent attended a four year college but 14.8 per cent of these dropped out of college within three years. Eleven boys were attending a four year college and two were graduates. Thirteen or 10.7 per cent of the 121

girls who responded attended a four year college, but 5.8 per cent dropped out within three years. Sixteen girls were attending a four year college, and three were graduates. These data show that 42.1 per cent of the graduates received some additional training after graduation, but 48.3 per cent of these received only one year or less. Only 1.4 per cent of the graduates were graduates of a four year college.

There were ten graduates or 15.4 per cent of those who attended a junior college or a four year college who listed commerce as their major field, while 9.2 per cent listed science, and 7.7 per cent listed mathematics. Approximately half of the girls who gave their major field listed commerce. A higher percentage of the boys majored in science. These data tend to indicate that the Jay High School should place increased emphasis on these three departments--commerce, mathematics, and science--so that a good groundwork in these fields would be made in preparation for college entrance.

A total of 80.1 per cent of all the graduates of Jay High School for the years 1935 to 1941 had completed one year of typewriting, 41.5 per cent completed one year of shorthand, 25.4 per cent had completed the second year of typewriting, 14.0 per cent had completed one year of bookkeeping, 10.7 per cent had completed one semester of commercial law, and 7.0 per cent had completed one semester of business English. Thus 84.9 per cent of all those who had graduated from Jay during

the years included in this study had some commercial work; 36.1 per cent of the graduates who responded to the questionnaires had some commercial training while in high school, and 27.4 per cent of the number responding had additional commercial training. Of the 209 graduates who responded, 20.5 per cent had post-high school training in typing, 18.7 per cent had additional training in shorthand, 12.4 per cent had additional training in business English, and 4.8 per cent had additional training in commercial law. There were 14.4 per cent who had additional work in bookkeeping. Since this large a percentage of the graduates found it necessary to have extra training in commercial courses, there seems to be an indication that the training period in high school should be made longer, or a more concentrated program effected during the time already allotted.

There were 30.7 per cent of the boys and 41.5 per cent of the girls who believed that the typing studied in high school had helped them on the job or had helped them to secure a job; 29.5 per cent of the boys and 24.8 per cent of the girls thought that English had helped; 33.0 per cent of the boys and 14.9 per cent of the girls felt that mathematics had helped; and 3.4 per cent of the boys and 25.6 per cent of the girls thought that shorthand had helped. There were 24.5 per cent of the girls who thought that home economics had helped, and 23.9 per cent of the boys thought that manual

training had helped. The commercial subjects of typing and shorthand ranked first and fourth, in the per cents of the graduates who felt that they had been of value on the job or in securing a job. For the courses studied in college which the graduates felt had been of value on the job, typing ranked first with 20.2 per cent, shorthand third with 15.3 per cent, and bookkeeping fifth with 10.1 per cent. Since the graduates found these courses valuable in securing a job, this indicates that it would probably be advisable to place increased emphasis on the commercial curriculum. All of the thirteen highest ranking courses according to the frequency of their mention by the graduates as being of help on the job, with the exception of bookkeeping, were studied by a higher percentage only in high school. Bookkeeping was studied by 60.0 per cent only in college.

Fifteen and eight tenths per cent of the 209 graduates who responded felt that bookkeeping in high school would have been of value, 12.4 per cent listed shorthand, 9.5 per cent listed typing, and 9.1 per cent listed chemistry. These data tend to indicate that bookkeeping, business English, and possibly spelling should become a permanent part of the commercial curriculum, and chemistry and possibly physics should be added to the general curriculum. A majority of the other courses mentioned which the graduates would have liked to have had in high school, were included in the Jay High School

curriculum during these years, so there seems to be an indication of a need for a better guidance program for the students while in high school.

CHAPTER IV

JOB EXPERIENCES OF THE GRADUATES OF JAY HIGH SCHOOL FROM 1935 TO 1941

I. INTRODUCTION

During recent years many writers and economists, as well as educators, have become perturbed over the youth employment problem. Even today when many jobs are open to youth because of the increased demand for labor in war industries, many youth still find a period of a year or two following their graduation in which no job can be obtained. Many boys and girls now finish high school at the age of sixteen or seventeen with no opportunity to get further training in college or trade school and find their chances for employment restricted by child labor laws until they reach their eighteenth birthday. The Bigger's report on unemployment states:

The unemployment problem of youth is different from that of older workers, for even when there is a high general employment level, many youth experience an interval of inactivity between the completion of school and the first job In general, the problem of the unemployment of youth is not one of income alone. Instead it is one of saving or building morale, of utilizing potential abilities.¹

1 Mildred J. O'Leary, "The Secretarial Field and the Youth Problem," Eastern Commercial Teachers Association, Thirteenth Yearbook, 1940. pp. 47-55.

An educator in shaping the school curriculum should be aware of this problem, especially if the graduates are expecting employment immediately upon graduation from high school. Employment opportunities vary in different localities, therefore, individual community needs should be studied and the educational program adapted to fit these needs.

Dr. Paul S. Lomax in his Commercial Teaching Problems states that "the educational value of what is taught in the classroom is really determined, in the final analysis, by how well the students can use, in worthwhile life situations, the knowledges, skills, ideals, and powers that are learned in the classroom."² This test of the adequacy of the training received by the graduates of Jay High School may be determined from analyzing the data on the questionnaires to secure answers to the following questions relative to their job experiences since graduation:

What were the ages of the graduates at first employment?

What per cent of the graduates received part time employment while attending a post-high school?

What per cent of the graduates received full time permanent employment within three months after graduation?

From what types of firms did the graduates receive initial employment?

How long did the graduates remain on their first jobs?

² Paul S. Lomax, Commercial Teaching Problems. New York: Prentice-Hall, Inc., 1929. p. 6.

Where did the graduates receive initial employment? in a rural community? in an urban community?

In what range were the salaries on the initial jobs of the graduates?

What was the average tenure on the job as based on all jobs held by the graduates?

What were the occupations of the graduates at the time the questionnaires were returned?

What was the average weekly salary of the graduates as based on all jobs held three months or longer?

What duties were performed by the graduates on their initial jobs?

II. EMPLOYMENT OF GRADUATES

In reviewing the employment history of the graduates of Jay High High School, consideration should be given to the age at which they received their first jobs. These data are shown in Table XII, tabulated according to graduating classes and the sex of the graduates. The highest frequency for age at initial employment was at nineteen with twenty-six boys securing employment at that age and twenty-two girls, or a total of forty-eight who received their first permanent job at the age of nineteen. Twelve boys and fifteen girls received their first job at the age of eighteen, while nineteen boys and twenty girls received their first jobs at the age of twenty. Thus 114 of the 151 who gave the date of first employment, received their first job at the ages of eighteen, nineteen, or twenty. There seems to be no significant difference in age of employment for any of the

TABLE XLI

AGE OF GRADUATES AT DATE OF INITIAL EMPLOYMENT
BY GRADUATING CLASSES AND SEX

Age	1935		1936		1937		1938		1939		1940		1941		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
17	0	0	0	0	1	2	0	0	0	0	0	1	0	5	1	6	7
18	0	0	0	2	3	1	0	2	4	3	5	3	0	4	12	15	27
19	1	2	1	2	1	1	3	1	3	2	6	5	6	9	26	22	48
20	3	2	2	0	2	2	4	2	4	7	3	4	1	3	19	20	39
21	1	1	1	1	1	2	2	4	1	0	1	1	0	0	7	9	16
22	2	0	0	0	1	0	0	0	1	0	1	0	0	0	5	0	5
23	0	0	0	2	1	0	0	0	0	0	0	0	2	0	3	2	5
24	1	0	0	0	1	1	0	0	0	0	0	0	0	0	2	1	3
25	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Total	9	5	4	7	11	9	9	9	13	12	13	14	9	19	76	75	151
No Res- ponse	0	0	1	2	1	9	0	5	0	6	6	10	4	14	12	46	53
	9	5	5	9	12	18	9	14	13	18	22	24	13	33	88	121	209

graduating classes. These data are shown as totals in Table XLII with the cumulative totals and cumulative per cents for each age level of employment. There were 65.9 per cent of the total eighty-eight boys who returned questionnaires, who received their first job at the age of twenty or younger. Of the total 121 girls who returned questionnaires, 52.1 per cent received their first job at the age of twenty or younger. Thus 57.9 per cent of the total 209 graduates who responded received their first job at twenty or younger. The age level of first employment ranged from seventeen to twenty-five with seven graduates receiving employment at the age of seventeen and one at the age of twenty-five.

TABLE XLII

AGE OF GRADUATES AT DATE OF INITIAL EMPLOYMENT
BY TOTALS AND PER CENTS

Age	Boys			Girls			Total		
	No.	Cumu- lative No.	Per Cent	No.	Cumu- lative No.	Per Cent	No.	Cumu- lative No.	Per Cent
17	1		1.1	6		5.0	7		3.3
18	12	13	14.8	15	21	17.4	27	34	16.3
19	26	39	44.3	22	43	35.5	48	82	39.2
20	19	58	65.9	20	63	52.1	39	121	57.9
21	7	65	73.9	9	72	59.5	16	137	65.6
22	5	70	79.5	0	72	59.5	5	142	67.9
23	3	73	83.0	2	74	61.2	5	147	70.3
24	2	75	85.2	1	75	62.0	3	150	71.8
25	1	76	86.4	0	75	62.0	1	151	72.3
No Response	12		13.6	46		38.0	58		27.7
Total	88		100	121		100	209		100

One index of the employability of the graduates would be the number who were sufficiently trained to be able to secure part time employment while attending a post-high school. Table XLIII shows these data, tabulated according to graduating classes and sex. Twenty-two or 46.9 per cent of the forty-seven boys who received post-high school training secured employment while attending school. The class of '39 and the class of '40 had the highest number receiving employment, which was 12.8 per cent of the total number who received post-high school training. Seventeen, or 40.4 per cent of the forty-two girls who had additional training, were employed while in school. The class of '40 had the highest number of girls employed while in school with 9.5 per cent of the total number attending. The class of '40 had 11.2 per cent of the number in school employed, and the class of '39 had 10.1 per cent of the total eighty-nine employed while attending a post-high school. Thus almost one-half of the graduates who had post-high school training were sufficiently skilled to secure employment while attending school.

Data in Table XLIV show the number of graduates who received employment after graduation and the length of time from their graduation to receiving this employment, tabulated by graduating classes and by sex. Twenty-eight boys and thirty-three girls received employment within three months after their graduation from high school, and seventeen boys

TABLE XLIII

GRADUATES WHO RECEIVED EMPLOYMENT WHILE ATTENDING A
POST-HIGH SCHOOL ACCORDING TO GRADUATING
CLASSES AND SEX

Graduating Classes	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
1935	1	2.1	2	4.7	3	3.4
1936	0	0	3	7.1	3	3.4
1937	4	8.5	1	2.4	5	5.6
1938	2	4.3	2	4.7	4	4.5
1939	6	12.8	3	7.1	9	10.1
1940	6	12.8	4	9.5	10	11.2
1941	3	6.4	2	4.7	5	5.6
Total	22	46.9	17	40.4	39	43.8

and twelve girls received employment between three and six months after graduation. Fifteen boys and eleven girls received employment from six months to one year after their graduation. Thus 116 of the 146 graduates who responded to this part of the questionnaire received employment within one year after their graduation.

The graduates who received employment and the length of time from graduation to the date of their first employment are shown as percentages in Table XIV. There were 31.9 per cent of the total eighty-eight boys who returned questionnaires who received employment within three months, 19.4 per cent from three months to six months, and 17.0 per cent from six months to one year after their graduation from high

TABLE XLIV

LENGTH OF TIME FROM GRADUATION TO DATE OF FIRST EMPLOYMENT
BY GRADUATING CLASSES AND SEX

Length of Time From Graduation	1935		1936		1937		1938		1939		1940		1941		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Within 3 Months	1	1	1	1	4	3	3	3	7	5	5	7	7	13	61
From 3 to 6 Months	3	1	0	1	0	0	0	0	4	3	7	3	3	4	29
From 6 Months to 1 Year	2	1	2	2	4	0	1	1	5	2	1	4	0	1	26
From 1 to 2 Years	0	1	0	0	1	3	1	4	2	2	1	0	0	0	15
From 2 to 3 Years	1	1	1	1	0	2	2	1	0	0	0	0	0	0	9
From 3 to 4 Years	1	0	0	1	1	1	0	0	0	0	0	0	0	0	4
From 4 to 5 Years	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Over 5 Years	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
No Response	0	0	1	2	2	9	2	5	0	6	8	10	3	15	63
Total	9	5	5	9	12	18	9	14	18	18	22	24	13	33	209

school. Thus 68.4 per cent of the boys received employment within one year after their graduation. There were 27.3 per cent of the 121 girls responding to the questionnaires who received employment within three months, 9.9 per cent from three months to six months, and 9.1 per cent from six months to one year. Therefore, 46.3 per cent of the girls received their first job within one year after their graduation. Thus 55.5 per cent of the total 209 graduates received a job within one year following their graduation from high school. There were 18.2 per cent of the boys and 38.8 per cent of the girls who did not give information relative to the date of their first job, or 30.2 per cent of the total who did not give this information.

TABLE XLV

PER CENTS OF GRADUATES WHO RECEIVED EMPLOYMENT
AND LENGTH OF TIME FROM GRADUATION TO
DATE OF EMPLOYMENT

Length of Time From Graduation	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Within 3 Months	28	31.9	33	27.3	61	29.2
From 3 to 6 Months	17	19.4	12	9.9	29	13.9
From 6 Months to 1 Year	15	17.0	11	9.1	26	12.4
From 1 to 2 Years	5	5.6	10	8.3	15	7.2
From 2 to 3 Years	4	4.5	5	4.1	9	4.3
From 3 to 4 Years	2	2.3	2	1.7	4	1.9
From 4 to 5 Years	0	0	1	.8	1	.5
Over 5 Years	1	1.1	0	0	1	.5
No Response	16	18.2	47	38.8	63	30.2
Total	88	100	121	100	209	100

The location of the initial jobs of the graduates according to graduating classes and sex are shown in Table XLVI. There were forty boys and forty-three girls whose first jobs were located in rural communities, and thirty boys and thirty-one girls whose jobs were located in urban communities. Four boys received their first regular jobs in military camps. Eleven boys of the class of '39 received initial employment in rural communities, and ten girls of the class of '41 received first employment in a rural community. Eight boys and eight girls of the class of '41 received initial employment in an urban community. These two classes were the highest ranking according to frequency. There was a higher frequency of location in rural communities than urban for all classes except the girls of the class of '38 and the boys of the class of '36 and of '41.

TABLE XLVI

LOCATION OF INITIAL JOBS OF GRADUATES ACCORDING TO
RURAL OR URBAN COMMUNITIES BY GRADUATING
CLASSES AND SEX

Classes	Rural		Urban		Military Camps		Total		T
	M	F	M	F	M	F	M	F	
1935	5	3	4	2	0	0	9	5	14
1936	2	5	3	2	0	0	5	7	12
1937	6	6	4	3	1	0	11	9	20
1938	5	3	2	6	0	0	7	9	16
1939	11	7	4	5	3	0	18	12	30
1940	9	9	5	5	0	0	14	14	28
1941	2	10	8	8	0	0	10	18	28
Total	40	43	30	31	4	0	74	74	148

Table XLVII shows the totals and per cents of the graduates whose initial employment was in rural and urban communities, and those boys whose first jobs were located in military camps. There were 45.5 per cent of the total eighty-eight boys who returned questionnaires who received their first job in a rural community, 34.1 per cent in an urban community, and 4.5 per cent in a military camp. There were 35.5 per cent of the total 121 girls who responded who received initial employment in a rural community, and 25.7 per cent in an urban community. Thus 39.7 per cent of all the graduates who responded received their initial employment in a rural community and 29.2 per cent in an urban community. There were 15.9 per cent of the boys and 38.8 per cent of the girls who did not give the location of their first jobs.

TABLE XLVII

TOTALS AND PER CENTS OF GRADUATES CLASSIFIED ACCORDING TO LOCATION OF INITIAL JOBS IN RURAL OR URBAN COMMUNITIES

Location	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Rural	40	45.5	43	35.5	83	39.7
Urban	30	34.1	31	25.7	61	29.2
Military Camps	4	4.5	0	0	4	1.9
No Response	14	15.9	47	38.8	61	29.2
Total	88	100	121	100	209	100

The data in Table XLVIII show the length of time the graduates remained on their first jobs, tabulated by graduating classes and by sex. There were twenty-four boys and twenty-six girls who remained on their first jobs only three months, twenty-one boys and twenty girls only six months, and eleven boys and fifteen girls one year. Thus 117 of the 209 graduates who returned questionnaires, remained on their initial jobs one year or less. There were ten boys and nine girls who remained on their initial jobs from the date of their graduation to the date of returning the questionnaires. Sixteen of this number, however, were from the last three classes included in this study.

The length of time which the graduates remained on the initial jobs by totals and per cents are shown in Table XLIX. There were 27.3 per cent of the eighty-eight boys who responded to the questionnaires, remained on their first job three months, 23.8 per cent only six months, and 12.5 per cent only one year. Thus 63.6 per cent of the boys held their initial jobs one year or less. There were 21.5 per cent of the total 121 girls who responded who remained on their first job only three months, 16.5 per cent remained only six months, and 12.4 per cent only one year. Therefore, 50.4 per cent of the girls remained on their initial jobs only one year or less. There were, however, 18.2 per cent of the boys and 38.8 per cent of the girls who did not

TABLE XLVIII

LENGTH OF TIME GRADUATES REMAINED ON INITIAL JOBS BY GRADUATING CLASSES AND SEX

Length of Time	1935		1936		1937		1938		1939		1940		1941		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
3 Months	1	0	2	0	3	2	3	3	7	2	3	8	5	11	24	26	50
6 Months	2	2	1	4	2	3	3	2	5	4	8	3	0	2	21	20	41
1 Year	5	2	1	2	2	3	0	1	2	4	1	1	0	2	11	15	26
2 Years	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	3	4
3 Years	0	0	0	0	1	0	1	0	0	0	0	0	0	0	2	0	2
4 Years	0	0	0	0	1	0	0	1	1	0	0	0	0	0	2	1	3
5 Years	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
From Graduation	0	0	0	1	1	1	0	0	2	2	2	2	5	3	10	9	19
No Response	0	0	1	2	2	9	2	5	0	5	8	10	3	15	16	47	63
Total	9	5	5	9	12	18	9	14	18	18	22	24	13	33	88	121	209

respond to this section of the questionnaire, so this may account for the fact that the boys had a higher percentage of job mobility during the first year, since a greater number of the girls did not give this information on their questionnaires. There were 11.4 per cent of the boys and 7.5 per cent of the girls who held their first jobs from their graduation to the date on which the questionnaires were returned.

TABLE XLIX

LENGTH OF TIME GRADUATES REMAINED ON INITIAL JOBS
BY TOTALS AND PER CENTS

Length of Time	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
3 Months	24	27.3	26	21.5	50	23.9
6 Months	21	23.8	20	16.5	41	19.6
1 Year	11	12.5	15	12.4	26	12.4
2 Years	1	1.1	3	2.5	4	1.9
3 Years	2	2.3	0	0	2	1.0
4 Years	2	2.3	1	.8	3	1.4
5 Years	1	1.1	0	0	1	.5
From Graduation	10	11.4	9	7.5	19	9.1
No Response	16	18.2	47	38.8	63	30.2
Total	88	100	121	100	209	100

The tenure on all the jobs held by the graduates are shown in Table L tabulated according to the graduating classes and sex. Sixty-two jobs were held by the boys and sixty-five by the girls for three months. Fifty-five jobs were held by the boys and forty-seven by the girls for only six months.

TABLE L

TENURE ON ALL JOBS HELD BY GRADUATES ACCORDING TO GRADUATING CLASSES AND SEX

Length of Time On Job	1935		1936		1937		1938		1939		1940		1941		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
3 Months	3	2	3	6	6	6	11	4	19	9	9	16	11	22	62	65	127
6 Months	10	7	4	5	6	8	10	7	7	10	13	6	5	4	55	47	102
1 Year	11	4	3	6	15	10	5	5	13	6	5	5	0	2	52	38	90
2 Years	3	1	1	3	2	1	0	1	5	2	0	1	0	0	11	9	20
3 Years	2	1	0	0	2	0	1	0	1	0	0	0	0	0	6	1	7
4 Years	0	0	2	0	1	0	0	1	1	0	0	0	0	0	4	1	5
5 Years	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Total	30	15	13	20	32	25	27	18	46	27	27	28	16	28	191	161	352
Average Tenure	2.1	2.3	2.3	2.1	1.7	1.7	1.0	2.0	1.2	1.3	1.1	1.0	.5	.6			

Fifty-two jobs were held by the boys for one year and thirty-eight by the girls. The boys of the class of '35 had thirty different jobs over a period of seven years. By dividing the number of jobs held (30) by the number of boys responding (9) the average number of jobs held by each boy was determined. This number was then divided by the number of years since graduation (7) to get the average number of jobs held by each boy for each year. In order to get the average tenure, or the average length of time which each graduate held each job, this figure was divided into one as a base. Thus the average tenure for the boys of the class of '35 was 2.1, which means that each boy changed jobs on an average of every 2.1 years. The girls of the class of '35 changed jobs on the average of every 2.3 years; the boys of the class of '36 every 2.3 years and the girls every 2.1 years; the boys of the class of '37 changed positions on the average of every 1.7 years and the girls every 1.7 years; for the class of '38 the boys averaged changing jobs every 1.0 year and the girls every 2.0 years; for the class of '39 the boys changed jobs every 1.2 years and the girls every 1.3 years; for the class of '40 the boys changed jobs every 1.1 years and the girls every 1.0 year; and for the class of '41 the boys secured different jobs every .5 of a year and the girls every .6 of a year. These averages show that the graduates changed positions more frequently during the first year or

so after their graduation, and the tenure on the jobs increased with the number of years which had elapsed since graduation..

Table LI shows the occupations of the graduates at the time the questionnaires were returned. Fifty-nine girls or 48.8 per cent listed their occupation as housewife. Sixteen boys or 18.2 per cent, and thirteen girls or 10.7 per cent were students at the time the questionnaires were returned; 18.2 per cent of the boys were in the army and 4.5 per cent were in the navy. Eleven girls or 9.1 per cent were working as household employees. Of the 209 graduates responding, 5.3 per cent were stenographers, 4.8 per cent were clerks, 1.9 per cent were secretaries, 1.0 per cent were bookkeepers, and one was a credit manager. Thus 13.5 per cent of the graduates were engaged in occupations which required commercial training at the time the questionnaires were returned. Outside of those who were in the army and in school, a larger percentage of the boys were working as common laborers and as farmers than as any other occupation listed. The occupation of highest frequency for the girls, outside of housewife and student, was household employee with eleven; the next in frequency was stenographer.

Table XII shows all the jobs held by the graduates from the date of their graduation. This table shows that 10.0 per cent of all jobs were classified as clerks, 6.9 per cent as waitresses, 6.6 per cent as typists, 5.0 per cent as

TABLE LI

OCCUPATIONS OF GRADUATES AT THE TIME QUESTIONNAIRES
WERE RETURNED

Occupation	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Housewife	0	0	59	48.8	59	28.2
Student	16	18.2	13	10.7	29	13.9
Soldier (Army)	16	18.2	0	0	16	7.7
Household Employee	0	0	11	9.1	11	5.3
Stenographer	2	2.3	9	7.4	11	5.3
Clerk	4	4.5	6	5.0	10	4.8
Common Laborer	8	9.1	0	0	8	3.8
Farmer	8	9.1	0	0	8	3.8
Waitress	0	0	5	4.1	5	2.4
Sailor (Navy)	4	4.5	0	0	4	1.9
Secretary	1	1.2	3	2.5	4	1.9
Teacher	2	2.3	1	.8	3	1.4
Aircraft Mechanic	2	2.3	0	0	2	1.0
Bookkeeper	0	0	2	1.7	2	1.0
Carpenter	2	2.3	0	0	2	1.0
Machinist	2	2.3	0	0	2	1.0
Timekeeper	1	1.2	1	.8	2	.9
Welder	2	2.3	0	0	2	.9
Pilot (Air Corps)	1	1.2	0	0	1	.5
Boy Scout Executive	1	1.2	0	0	1	.5
CCC Camp Worker	1	1.2	0	0	1	.5
Credit Manager	0	0	1	.8	1	.5
Dentist's Assistant	0	0	1	.8	1	.5
Electrician	1	1.1	0	0	1	.5
Engineer	1	1.1	0	0	1	.5
Guard	1	1.1	0	0	1	.5
Logger	1	1.1	0	0	1	.5
Mail Carrier	1	1.1	0	0	1	.5
Mechanic	1	1.1	0	0	1	.5
Miner	1	1.1	0	0	1	.5
Produce Buyer	1	1.1	0	0	1	.5
Railroad Employee	1	1.1	0	0	1	.5
Road Patrolman	1	1.1	0	0	1	.4
Shipyards Employee	1	1.1	0	0	1	.4
Steel Mill Worker	1	1.1	0	0	1	.4
Tree Surgeon	1	1.1	0	0	1	.4
Distributor	0	0	1	.8	1	.4
Unemployed	2	2.3	8	6.6	10	4.8
Total	88	100	121	100	209	100

household employees, 4.6 per cent as soldiers, 4.6 per cent as campus employees, 4.3 per cent as common laborers, and 4.3 per cent as farmers. There were 29.3 per cent of the 259 jobs held by the graduates which required commercial training. The Jay High School curriculum also provided for the 11.9 per cent of the jobs under household employees and waitresses in the trades class of household maid service. The curriculum also provided specific training for the following jobs which the graduates have held: farmer, carpenter, mechanic, welder, garage mechanic, bus driver, stone mason, electrician, and truck driver.

TABLE LII

JOBS HELD BY GRADUATES THREE MONTHS OR LONGER

Type of Job	Boys	Girls	Total	Per Cent
Clerk	10	16	26	10.0
Stenographer	1	17	18	6.9
Salesman	11	7	18	6.9
Waiter or Waitress	3	15	18	6.9
Typist	2	15	17	6.6
Household Employee	0	13	13	5.0
Soldier	12	0	12	4.6
Campus Employee	11	1	12	4.6
Common Laborer	11	0	11	4.3
Farmer	11	0	11	4.3
Secretary	1	8	9	3.5
Teacher	4	4	8	3.1
Carpenter	7	0	7	2.7
Bookkeeper	1	5	6	2.3
Cashier	1	5	6	2.3
Truck Driver	6	0	6	2.3
Mechanic	5	0	5	1.9
Machinist	4	0	4	1.5
Service Man	4	0	4	1.5
Nurse	0	3	3	1.2

TABLE LII (CONTINUED)

JOBS HELD BY GRADUATES THREE MONTHS OR LONGER

Type of Job	Boys	Girls	Total	Per Cent
Telephone Operator	0	3	3	1.2
Surveyor	3	0	3	1.2
Welder	3	0	3	1.2
Air Corps Pilot	2	0	2	.8
Bus Driver	2	0	2	.8
Garage Mechanic	2	0	2	.8
Inspector	2	0	2	.8
Sailor	2	0	2	.8
Lineman	2	0	2	.8
Buyer	1	0	1	.4
Crane Operator	1	0	1	.4
Distributor	0	1	1	.4
Engineer	1	0	1	.4
Fumigator	1	0	1	.4
Ferry Boat Operator	1	0	1	.4
Factory Worker	0	1	1	.4
Glass Worker	0	1	1	.4
Logger	1	0	1	.4
Lifeguard	1	0	1	.4
Mail Carrier	1	0	1	.4
Miner	1	0	1	.4
Manager	0	1	1	.4
Property Supply	1	0	1	.4
Projectionist	1	0	1	.4
Restaurant Operator	0	1	1	.4
Receptionist	0	1	1	.4
Scout Executive	1	0	1	.4
Stone Mason	1	0	1	.4
Shipyards Worker	1	0	1	.4
Electrician	1	0	1	.3
Post Office Employee	1	0	1	.3
Program Director	0	1	1	.3
Restricted Answer	1	0	1	.3
Total	140	119	259	100

The types of firms or institutions from which the graduates received their first jobs are shown in Table LIII. There were 4.6 per cent of the eighty-eight boys who received initial employment from the state or federal government, 5.7 per cent from a college, 3.4 per cent from a cafe, 6.8 per cent from a retail firm, 8.0 per cent from the army or navy, 11.4 per cent from a farm owner, 6.8 per cent from a lumber company, 8.0 per cent from a garage owner, 4.6 per cent from a public utility company, 3.4 per cent from a school district, 8.0 per cent from WPA or NYA departments, 6.8 per cent from a construction company, and 3.4 per cent from a war industry. There were 14.6 per cent of the 121 girls who responded who received initial employment from the state or federal government, 11.6 per cent in a private home, 4.1 per cent from a college, 7.4 per cent from a cafe owner, 5.8 per cent from a retail firm, 2.5 per cent from a public utility, 2.5 per cent from a school district, and 4.1 per cent in a private office. Thus 8.6 per cent of the total number of graduates who responded received their initial jobs from the state or federal government, 6.7 per cent in private homes, 6.2 per cent from retail firms, 5.7 per cent from cafe owners, and 5.3 per cent from farm owners. A higher percentage of boys were employed by farm owners and a higher percentage of the girls were employed in private homes and by the federal or state government than by any other type of firm or institution.

TABLE LIII

TYPES OF FIRMS OR INSTITUTIONS FROM WHICH GRADUATES
RECEIVED INITIAL EMPLOYMENT

Types of Firms or Institutions	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
State or Federal Government	4	4.6	14	11.6	18	8.6
Private Home	0	0	14	11.6	14	6.7
Retail Firm	6	6.8	7	5.8	13	6.2
Cafe	3	3.4	9	7.4	12	5.7
Farm Owner	10	11.4	1	.8	11	5.3
College	5	5.7	5	4.1	10	4.8
WPA or NYA	7	8.0	3	2.5	10	4.8
Army or Navy	7	8.0	0	0	7	3.3
Garage Owner	7	8.0	0	0	7	3.3
Public Utility	4	4.6	3	2.5	7	3.3
Lumber Company	6	6.8	0	0	6	2.9
School District	3	3.4	3	2.5	6	2.9
Construction Company	6	6.8	0	0	6	2.9
Private Office	0	0	5	4.1	5	2.4
Theater	1	1.1	2	1.7	3	1.4
Packing Company	1	1.1	2	1.6	3	1.4
Bank	0	0	2	1.7	2	1.0
Abstract Company	0	0	2	1.7	2	1.0
Hospital	0	0	1	.8	1	.5
Advertising Company	0	0	1	.8	1	.5
Canning Company	0	0	1	.8	1	.5
Cement Company	0	1.1	0	0	1	.5
Ferry Company	1	1.1	0	0	1	.5
Plumbing Company	1	1.1	0	0	1	.5
Unclassified	3	3.4	0	0	3	1.4
No Response	9	10.2	46	38.0	55	26.3
Total	88	100	121	100	209	100

III. SALARIES RECEIVED BY GRADUATES

Data in Table LIV show the weekly salaries on the first jobs held by the graduates, tabulated by graduating classes and by sex. Ten boys and fifteen girls had a salary of less than \$5.00 on their first job; seventeen boys and nineteen girls had salaries between \$5.01 and \$10.00; thirteen boys and twenty girls had salaries between \$10.01 and \$15.00; and six boys and ten girls had salaries ranging from \$15.01 to \$20.00. One boy had a beginning salary of between \$55.01 and \$60.00 a week. The highest beginning salary for the girls was between \$20.01 and \$25.00. There seems to be no significant difference in beginning salaries for any graduating class.

The totals and per cent of graduates in each salary range are shown in Table LV. There were 11.4 per cent of the eighty-eight boys who returned questionnaires who received on their first job a salary ranging from \$00.00 to \$5.00; 19.4 per cent from \$5.01 to \$10.00; 14.8 per cent from \$10.01 to \$15.00; 6.8 per cent from \$15.01 to \$20.00; and 8.0 per cent did not give their weekly salary on the first job. Of the 121 girls responding, 12.4 per cent received for their first job a salary of from \$00.00 to \$5.00; 15.7 per cent received from \$5.01 to \$10.00; 16.5 per cent received from \$10.01 to \$15.00; 8.3 per cent received from \$15.01 to \$20.00

TABLE LIV

WEEKLY SALARIES RECEIVED ON THE FIRST JOBS HELD BY THE GRADUATES
BY GRADUATING CLASSES AND SEX

Weekly Salary Range	1935		1936		1937		1938		1939		1940		1941		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
\$00.00 to \$ 5.00	1	0	0	1	0	1	0	0	4	4	4	4	1	5	25
5.01 to 10.00	1	2	1	2	3	1	1	2	5	3	4	4	2	5	36
10.01 to 15.00	1	2	0	2	4	5	2	2	3	2	2	4	1	3	33
15.01 to 20.00	1	1	1	1	0	1	2	2	2	2	0	1	0	2	16
20.01 to 25.00	1	0	0	0	0	1	1	2	1	1	1	0	2	0	11
25.01 to 30.00	0	0	0	0	1	0	0	0	0	0	1	0	0	0	2
30.01 to 35.00	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
35.01 to 40.00	1	0	1	0	0	0	1	0	0	0	0	0	0	0	3
40.01 to 45.00	0	0	0	0	1	0	0	0	1	0	0	0	0	0	2
45.01 to 50.00	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
50.01 to 55.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55.01 to 60.00	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Total	7	5	4	6	9	9	7	8	16	12	13	13	7	15	131

and 3.3 per cent received from \$20.01 to \$25.00. There were fifty-three girls or 43.8 per cent who did not give their salary. Thus 45.0 per cent of the graduates received salaries of \$15.00 or less on their initial jobs.

TABLE LV

WEEKLY SALARIES RECEIVED ON INITIAL JOBS
BY TOTALS AND PER CENT'S

Weekly Salary	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
\$00.00 to \$ 5.00	10	11.4	15	12.4	25	12.0
5.01 to 10.00	17	19.4	19	15.7	36	17.2
10.01 to 15.00	13	14.8	20	16.5	33	15.8
15.01 to 20.00	6	6.8	10	8.3	16	7.7
20.01 to 25.00	7	8.0	4	3.3	11	5.3
25.01 to 30.00	2	2.3	0	0	2	1.0
30.01 to 35.00	1	1.1	0	0	1	.5
35.01 to 40.00	3	3.4	0	0	3	1.4
40.01 to 45.00	2	2.3	0	0	2	1.0
45.01 to 50.00	1	1.1	0	0	1	.5
50.01 to 55.00	0	0	0	0	0	0
55.01 to 60.00	1	1.1	0	0	1	.5
No Response	25	28.4	53	43.8	78	37.3
Total	88	100	121	100	209	100

The salaries which the graduates received on the initial jobs held, classified according to whether they were full time or part time jobs are shown in Table LVI. There were 14.8 per cent of the eighty-eight boys who responded who received on the first full time job a salary between \$5.01 and \$10.00; 12.5 per cent received between \$10.01 and \$15.00; and 9.1 per cent received between \$15.01 and \$20.00.

TABLE LVI
SALARIES RECEIVED ON INITIAL JOBS ACCORDING TO PART TIME AND FULL TIME
EMPLOYMENT

Salary Range	Full Time				Part Time							
	Boys		Girls		Boys		Girls		Total			
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No. Per Cent			
\$00.00 to \$ 5.00	0	0	8	6.6	8	3.8	9	10.2	6	5.0	15	7.2
5.01 to 10.00	13	14.8	18	14.9	31	14.8	2	2.3	1	.8	3	1.4
10.01 to 15.00	11	12.5	19	15.7	30	14.4	1	1.2	1	.8	2	1.0
15.01 to 20.00	8	9.1	8	6.6	16	7.7	0	0	0	0	0	0
20.01 to 25.00	4	4.5	4	3.3	8	3.8	0	0	0	0	0	0
25.01 to 30.00	5	5.6	0	0	5	2.4	0	0	0	0	0	0
30.01 to 35.00	1	1.2	0	0	1	.5	0	0	0	0	0	0
35.01 to 40.00	3	3.4	0	0	3	1.4	0	0	0	0	0	0
40.01 to 45.00	2	2.3	0	0	2	1.0	0	0	0	0	0	0
45.01 to 50.00	1	1.1	0	0	1	.5	0	0	0	0	0	0
50.01 to 55.00	0	0	0	0	0	0	0	0	0	0	0	0
55.01 to 60.00	1	1.1	0	0	1	.5	0	0	0	0	0	0
Total	49	55.6	57	47.1	106	50.7	12	13.6	8	6.6	20	9.6

Thus 19.1 per cent of the boys received on their first full time job between \$20.01 and \$60.00. There were 6.6 per cent of the 121 girls responding who received less than \$5.00 on their first full time job; 14.9 per cent received between \$5.01 and \$10.00; 15.7 per cent received between \$10.01 and \$15.00; and no girl received above \$25.00 on the first job. Nine boys or 10.2 per cent received less than \$5.00 on their first part time job after graduation; 2.3 per cent received between \$5.01 and \$10.00; and 1.2 per cent received between \$10.01 and \$15.00. There were six girls or 5.0 per cent who received less than \$5.00 on their first part time job; .8 per cent received between \$5.01 and \$10.00; and .8 per cent received between \$10.01 and \$15.00. There were 30.7 per cent of the boys and 46.3 per cent of the girls who did not give information concerning salaries on their initial jobs.

Table LVII shows the salaries received on the last full time jobs held by the graduates, according to the graduating classes and sex. Five boys and eleven girls were making between \$5.01 and \$10.00 on the last job which they reported on the questionnaire; six boys and sixteen girls were making between \$10.01 and \$15.00; nine boys and ten girls were making between \$15.01 and \$20.00; and eight boys and nine girls were making between \$20.01 and \$25.00. The highest salary for the girls was for the class of '37 where one girl was making between \$35.01 and \$40.00 a week. One

TABLE LVII

WEEKLY SALARIES ON THE LAST FULL TIME JOBS REPORTED BY GRADUATES ACCORDING TO GRADUATING CLASSES AND SEX

Weekly Salary Range	1935		1936		1937		1938		1939		1940		1941		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
\$00.00 to \$ 5.00	0	1	0	0	0	1	0	0	0	1	0	3	0	7	13
5.01 to 10.00	0	0	0	1	0	1	0	1	1	2	3	3	1	3	16
10.01 to 15.00	0	1	0	5	1	1	2	2	0	3	2	2	1	2	22
15.01 to 20.00	2	0	0	0	2	2	1	1	2	3	1	1	1	3	19
20.01 to 25.00	0	1	1	0	2	2	1	1	3	1	1	3	0	1	17
25.01 to 30.00	1	1	0	0	0	0	0	2	2	1	2	0	3	0	12
30.01 to 35.00	2	0	0	0	0	0	0	1	2	0	2	0	0	0	7
35.01 to 40.00	0	0	0	0	0	1	1	0	3	0	1	0	0	0	6
40.01 to 45.00	0	0	1	0	3	0	1	0	1	0	0	0	0	0	6
45.01 to 50.00	1	0	0	0	1	0	0	0	0	0	0	0	0	0	2
50.01 to 55.00	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2
55.01 to 60.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60.01 to 65.00	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
No Full Time Job Listed	2	5	1	3	3	10	3	6	4	7	10	12	7	17	86

boy of the class of '35 was making between \$60.01 and \$65.00 a week. Eight of the eleven boys who were making above \$40.00 a week graduated during the first three years covered in this study.

Table LVIII shows the weekly salaries on the last full time jobs reported by the graduates expressed as totals and per cents. There were 5.7 per cent of the eighty-eight boys who responded who were receiving between \$5.01 and \$10.00; 6.8 per cent between \$10.01 and \$15.00; 10.2 per cent between \$15.01 and \$20.00; 9.2 per cent between \$20.01 and \$25.00; and 9.1 per cent between \$25.01 and \$30.00. Twenty-two boys or 24.9 per cent were making above \$30.00 on their last job. Forty girls or 33.0 per cent were making a weekly salary of \$15.00 or less. The highest percentage in salary range for the boys was between \$15.01 and \$20.00 with 10.2 per cent reporting this salary, and the highest for the girls was between \$10.01 and \$15.00 with 13.2 per cent reporting this salary. There were thirty boys or 34.1 per cent, and fifty-six girls or 46.3 per cent, who listed no weekly salary for a full time job. Several graduates listed the jobs held but omitted the salary entirely, while several others gave only the amount received per hour. Those graduates who were working part time were not included in this table.

TABLE LVIII

WEEKLY SALARIES ON LAST FULL TIME JOBS REPORTED BY GRADUATES
ACCORDING TO TOTALS AND PER CENTS

Weekly Salary Range	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
\$00.00 to \$ 5.00	0	0	13	10.7	13	6.2
5.01 to 10.00	5	5.7	11	9.1	16	7.7
10.01 to 15.00	6	6.8	16	13.2	22	10.5
15.01 to 20.00	9	10.2	10	8.3	19	9.1
20.01 to 25.00	8	9.2	9	7.4	17	8.1
25.01 to 30.00	8	9.1	4	3.3	12	5.7
30.01 to 35.00	6	6.8	1	.9	7	3.3
35.01 to 40.00	5	5.6	1	.8	6	2.9
40.01 to 45.00	6	6.8	0	0	6	2.9
45.01 to 50.00	2	2.3	0	0	2	1.0
50.01 to 55.00	2	2.3	0	0	2	1.0
55.01 to 60.00	0	0	0	0	0	0
60.01 to 65.00	1	1.1	0	0	1	.5
No Full Time Job Reported	30	34.1	56	46.3	86	41.1
Total	88	100	121	100	209	100

Table LIX shows all the salaries received by the graduates by graduating classes and sex. Twenty-six of the 134 different jobs reported by the boys were between \$5.01 and \$10.00; twenty-two between \$10.01 and \$15.00; twenty between \$15.01 and \$20.00; and fourteen between \$20.01 and \$25.00. Thus eighty of the 134 salaries reported by the boys were \$25.00 or less. Nineteen of the 129 different salaries reported by the girls were less than \$5.00; thirty-two were between \$5.01 and \$10.00; thirty-two were between \$10.01 and

TABLE LIX

SALARIES RECEIVED ON ALL JOBS HELD BY GRADUATES

Weekly Salary Range	1935		1936		1937		1938		1939		1940		1941		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
\$00.00 to \$ 5.00	0	2	0	1	0	2	0	2	0	2	0	4	0	5	19
5.01 to 10.00	1	4	2	2	6	6	4	3	8	2	4	6	1	9	58
10.01 to 15.00	4	2	0	9	5	5	7	3	2	5	2	5	2	3	54
15.01 to 20.00	2	1	2	3	1	3	3	2	7	5	4	2	1	3	39
20.01 to 25.00	2	1	0	1	2	3	2	5	5	2	2	3	1	1	30
25.01 to 30.00	3	0	1	0	2	0	1	2	3	1	4	1	5	0	23
30.01 to 35.00	4	1	1	0	1	2	2	0	2	0	2	1	0	0	16
35.01 to 40.00	1	0	0	0	0	1	0	0	2	0	1	0	0	0	5
40.01 to 45.00	0	1	2	0	2	1	1	0	3	0	0	0	0	0	10
45.01 to 50.00	1	0	2	0	1	0	0	0	0	0	0	0	0	0	4
50.01 to 55.00	1	0	1	0	0	0	1	0	0	0	0	0	0	0	3
55.01 to 60.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60.01 to 65.00	1	0	0	0	0	0	1	0	0	0	0	0	0	0	2
Total	20	12	11	16	20	23	22	17	32	17	19	22	10	22	263

\$15.00; and nineteen were between \$15.01 and \$20.00. Thus 102 of the total 129 salaries were \$20.00 or less. Thirteen of the nineteen jobs with salaries above \$40.00 a week were held by graduates of the first three years included in this study.

Table LX shows the totals and per cents of salaries in each salary range. This table shows that 75.4 per cent of all the salaries received by the boys were \$30.00 a week or less, and 64.3 per cent of the salaries received by the girls were \$15.00 a week or less. Of the 263 job salaries listed by the graduates, 64.6 per cent have been \$20.00 or less. The boys have averaged higher salaries than the girls.

IV. DUTIES PERFORMED ON INITIAL JOBS

As an indication of whether the graduates performed the duties on their first jobs for which they had received training in high school, the duties which they performed on their initial jobs were tabulated in Table LXI. There were fifty-seven different duties listed as being performed on the first jobs held by the graduates, most of which occurred only one time. Twelve graduates listed typing, ten filing, five keeping books, four taking dictation, two clerical work, and one billing orders. These duties are taught directly in the commercial department, and several other duties listed may be included in this department. A majority of the duties

TABLE IX

SALARIES RECEIVED ON ALL JOBS BY TOTALS AND PER CENTS

Weekly Salary Range	Boys			Girls			Total		
	No.	Cumu- lative No.	Cumula- tive Per Cent	No.	Cumu- lative No.	Cumula- tive Per Cent	No.	Cumu- lative No.	Cumula- tive Per Cent
\$00.00 to \$ 5.00	0			19			19		
5.01 to 10.00	26	26	19.4	32	51	39.5	58	77	29.3
10.01 to 15.00	22	48	35.8	32	83	64.3	54	131	49.8
15.01 to 20.00	20	68	50.7	19	102	79.1	39	170	64.6
20.01 to 25.00	14	82	61.2	16	118	91.5	30	200	76.0
25.01 to 30.00	19	101	75.4	4	122	94.6	23	223	84.8
30.01 to 35.00	12	113	84.3	4	126	97.7	16	239	90.9
35.01 to 40.00	4	117	87.3	1	127	98.4	5	244	92.8
40.01 to 45.00	8	125	93.2	2	129	100	10	254	96.6
45.01 to 50.00	4	129	96.2	0			4	258	98.1
50.01 to 55.00	3	132	98.5	0			3	261	99.2
55.01 to 60.00	0			0			0		
60.01 to 65.00	2	134	100	0			2	263	100

requiring special training are provided for in the curriculum at Jay, in the vocational agriculture department, the home economics and household maid service departments, and in the shop, welding, auto mechanics, blacksmithing, and carpentry classes.

TABLE LXI

DUTIES PERFORMED ON THE INITIAL JOBS

Duties Performed	Boys	Girls	Total
Typing	1	11	12
Filing	1	9	10
Selling Merchandise	6	4	10
Keeping Books	0	5	5
Teaching	2	3	5
Waiting Tables	2	3	5
Checking Records	1	3	4
Taking Dictation	0	4	4
Cashier	0	3	3
Caring for Patients	0	3	3
Cooking	0	3	3
Carpentry Work	3	0	3
Farm Work	3	0	3
Housekeeping	0	3	3
Computing	0	2	2
Cutting Timber	2	0	2
Clerical Work	1	1	2
Driving a Truck	2	0	2
Keeping Time	2	0	2
Surveying	2	0	2
Interviewing	0	2	2
Selling Gas and Oil	2	0	2
Telephone Operator	0	2	2
Acetylene Burner	1	0	1
Airplane Mechanic	1	0	1
Administration of Scout Program	1	0	1
Brick Laying	1	0	1
Buying Cream	1	0	1
Checking Equipment	1	0	1
Collecting Fines	0	1	1
Child Care	0	1	1

TABLE IXI (CONTINUED)

DUTIES PERFORMED ON THE INITIAL JOBS

Duties Performed	Boys	Girls	Total
Copying Abstracts	0	1	1
Caring for Campus	1	0	1
Collecting	1	0	1
Billing Orders	0	1	1
Driving Tractor	1	0	1
Driving a Bus	1	0	1
Dump Truck Operator	1	0	1
General Garage Work	1	0	1
Grading English Walnuts	0	1	1
Grafting Trees	0	1	1
Installing Electricity	1	0	1
Laying Water Line	1	0	1
Preparing Mail Orders	0	1	1
Operating Machines	1	0	1
Making Reports	0	1	1
Preparing Salads	0	1	1
Helping a Plumber	1	0	1
Operating a Lathe	1	0	1
Preparing Pay Rolls	0	1	1
Radio Repairing	1	0	1
Rock Work	1	0	1
Running a Double Edger	1	0	1
Repair Telephone Lines	1	0	1
Training on NYA Program	1	0	1
Writing Letters	1	0	1
Soda Dispensing	1	0	1
Restricted Answer	1	0	1
No Response	42	87	129
Total	96	159	255

IV. SUMMARY

There were 65.9 per cent of the total eighty-eight boys who returned questionnaires, who received their first job at the age of twenty or younger. There were 52.1 per cent of the 121 girls responding, who received a job at the

age of twenty or younger. Thus 57.9 per cent of the graduates were employed by the time they reached the age of twenty. The age of highest frequency of employment on the first job was at nineteen for both boys and girls. The age of first employment ranged from seventeen to twenty-five.

Twenty-two of the forty-seven boys, or 46.9 per cent, received employment while attending a post-high school, and seventeen or 40.4 per cent of the girls who attended a post-high school received part time employment while in school. Thus almost one-half of the graduates who had post-high school training were sufficiently skilled to secure employment while attending school.

Twenty-eight boys or 31.9 per cent received employment within three months of their graduation, and 68.4 per cent received employment within one year after their graduation. Thirty-three girls or 27.3 per cent received a job within three months after graduation, and 46.3 per cent within one year after graduation. Thus 55.5 per cent of the graduates secured their first job within one year after graduating from high school.

There were 45.5 per cent of the total eighty-eight boys responding, who secured their first job in a rural community, 34.1 per cent in an urban community, and 4.5 per cent in a military camp. There were 35.5 per cent of the 121 girls who responded received initial employment in a rural

community, and 25.7 per cent in an urban community. Thus 39.7 per cent of all the graduates responding received their initial employment in a rural community, and 29.2 per cent in an urban community.

Twenty-four boys or 27.3 per cent remained on their first job only three months and 63.6 per cent remained on their first job only one year. Twenty-six girls or 21.5 per cent held their initial jobs only three months and 50.4 per cent remained on their first jobs one year or less. The average tenure on all jobs held by the boys was 1.4 years and for the girls 1.6 years. The average tenure for all the graduates was 1.5 years.

At the time the questionnaires were returned, 48.8 per cent of the girls gave their occupations as housewives, 18.2 per cent of the boys and 10.7 per cent of the girls were students, and 18.2 per cent of the boys were in the army and 4.5 per cent in the navy. A total of 13.5 per cent of the graduates were engaged in occupations requiring commercial training. With the exception of those boys who were in the army and navy and in school, a larger percentage were working as common laborers and as farmers. The highest frequency for the girls, with the exception of housewife and student, was household employee, the next in frequency was a stenographer.

There were 10.0 per cent of all the jobs held by the graduates classified as clerks, 6.9 per cent as stenographers and 6.6 per cent as typists. Six and nine tenths of the jobs were listed as waitresses, 6.9 as salesmen, and 5.0 per cent as household employees. Of the total 259 jobs held by the graduates, 29.3 per cent required commercial training.

A total of 8.6 per cent of the graduates received their first jobs from the state or federal government, 6.7 per cent in private homes, 6.2 per cent from retail firms, 5.7 per cent from cafe owners, and 5.3 per cent from farm owners.

The weekly salaries received on the initial jobs held by the graduates ranged from \$00.00 to \$60.00, although 45.0 per cent of the graduates received a weekly salary of \$15.00 or less. The highest salary received on a full time job by the girls on their initial jobs was \$25.00 and the highest salary received on a part time job by any graduate was \$15.00 per week.

Twenty-two boys or 24.9 per cent were making a weekly salary of \$30.00 or above on their last job listed, and forty girls or 33.0 per cent were making a weekly salary of \$15.00 or less. The highest percentage in salary range for the boys was between \$15.01 and \$20.00 and the highest for the girls was between \$10.01 and \$15.00. Of the salaries received on the different jobs held by the graduates, 75.4

per cent of those received by the boys were \$30.00 a week or less, and 64.3 per cent of those received by the girls were \$15.00 a week or less. Of the 263 job salaries listed by the graduates, 64.6 per cent have been \$20.00 or less. The boys have averaged higher salaries than the girls.

There were fifty seven different duties listed as being performed on the first jobs held by the graduates. Twelve listed typing, ten filing, five keeping books, four taking dictation, two clerical, and one billing orders. A majority of the duties listed which required special training are provided for in the Jay curriculum.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The first major aim expressed for this study was to determine through an analysis of the residences of the graduates an index of mobility and the direction of this mobility. The data in Chapter II show that a majority of the graduates of Jay High School were living in Oklahoma at the time the responses were made, and about one-third were residents of the Jay community. Approximately one-fourth of the graduates were living on farms. Sixty-five per cent of the graduates left the Jay community within three months after graduation, but 60.5 per cent of this number returned to establish residence in the Jay community within one year after their graduation. A majority of the residences of the graduates have been in rural areas, although a higher percentage have their first addresses after leaving Jay in an urban community. This indicates that the graduates go to urban areas directly after leaving Jay, but later go to rural communities. The index of mobility increased with the number of years since graduation which indicates that the graduates were more mobile during the first year or so following their graduation from high school. Another factor which affected the mobility of the graduates was the fact that about one-fifth of the boys were in military service. These findings then indicate that since a majority of the graduates were living in Oklahoma

and that a majority of the residences have been in rural communities, the curriculum of Jay High School has been planned with the correct aim in view--that of training boys and girls to live in the Jay community, or in other similar communities.

A second major aim expressed for this study was to determine curricular revisions necessary or desirable according to suggestions of graduates over a period of the last seven years. Data show that almost one-half of the graduates have received some additional training, although about 48 per cent of these received only one year or less of post-high school training. Only 1.4 per cent of the graduates were also graduates of a four-year college. A larger percentage of the girls majored in commerce in college while a larger percentage of the boys majored in science. A majority of the graduates who attended a post-high school majored in commerce, science, and mathematics, therefore these three departments should receive the proper emphasis in the curriculum in order to insure a good groundwork in these fields in preparation for college entrance. Since over half of the graduates do not receive any post-high school training, the curriculum should be planned primarily to give the graduates sufficient training for immediate employment.

In considering the adequacy of the commercial curriculum, it should be noted that 84.9 per cent of all those who

have graduated from Jay during the years considered in this study had some commercial training in high school, and 86.1 per cent of those who responded had some commercial training. There were 27.4 per cent who had additional commercial training after their graduation, which indicates that the training period in high school should either be made longer, or a more concentrated program effected during the time already allotted in order to take care of this number who felt that they needed additional training before seeking employment. The commercial subjects of typing and shorthand were ranked first and fourth respectively, in the per cents of graduates who felt that they had been of value on the job or in securing a job. For the subjects studied in college which the graduates felt had been of value on the job, typing ranked first, shorthand third, and bookkeeping fifth. Since the graduates have found these subjects of value in securing a job or of value on the job, continued emphasis should be given them in the commercial curriculum. A majority of the subjects listed by the graduates as being of help on the job were studied by the graduates only in high school, which indicates that they have found the training received before graduation to be of much value in securing a position, in advancing to a better position, or in preparation for college. The data show that bookkeeping, business English, and possibly spelling should become a permanent part of the commercial

curriculum, and that chemistry, and possibly physics, should be added to the general curriculum. A majority of the other courses mentioned which the graduates would have liked to have had, have been a part of the Jay High School curriculum during these years, so there is an indication of a need for a better guidance program for the students while in school.

The third major aim for this study was to determine to what extent the Jay High School curriculum has fitted the graduates for immediate employment after graduation, and by an analysis of the jobs held and the salaries earned to determine the type of training needed. A factor which should be considered, however, is that of age in relation to employability. The average age of the graduates at the time the responses were made was twenty-two. A majority of the graduates were employed on their first full time job at the age of twenty, while the age of greatest frequency for initial employment was nineteen. Approximately one-half of the graduates who had post-high school training were sufficiently skilled to secure employment while attending school, and 55.5 per cent secured their first jobs within one year after graduation. About one-third secured initial employment in rural communities. The average tenure on all jobs held by the graduates was 1.5 years, but a majority remained on the first job one year or less. These data show that the first

jobs one year or less. These data show that the first year following high school graduation was an experimental one, since a majority left the Jay community within three months, and a majority of this number returned within a year. Also a very high percentage of those who enrolled in a post-high school dropped out within a year, and most of the graduates who secured a position, changed jobs at least once during the first year after graduation. This indicates a lack of vocational or occupational information on the part of the graduates since it has taken most of them the first year out of high school to get adjusted or to "find themselves." This is another indication for the need of a better guidance program for Jay High School. Almost half of the girls gave their present occupations as that of housewife, so there is a very definite justification for the importance attached to the home economics department in the Jay curriculum. Only 13.5 per cent of the graduates were engaged in occupations requiring commercial training, although 29.3 per cent of the total number of jobs held since graduation have specifically required commercial skills. This is, of course, a small percentage compared with the 86.1 per cent who had commercial training in high school, but since a majority of the graduates listed the commercial subjects as being of most value to them on the job, there is an indication that commercial courses have been of value on many jobs not specifically requiring commercial skills. With the exception of the boys who were in school

and in the armed service of the country, a larger percentage were employed as common laborers and as farmers. The largest percentage of the girls, with the exception of those who were housewives or students in school, were employed as household maids, and the next occupation in order of frequency was that of stenographer. This shows that the trades classes--shop, welding, mechanics, and agriculture should continue to have emphasis in the curriculum for the boys, and home economics and household maid service for the girls, and more students should be encouraged to take advantage of the training which is offered in these departments.

Forty-five per cent of the graduates received \$15.00 or less on their first jobs, and 24.4 per cent received \$15.00 or less on their last full time jobs. The highest percentage in salary range on the last jobs was between \$15.01 and \$20.00 for the boys and \$10.01 and \$15.00 for the girls. Of all the salaries received, however, 75.4 per cent of those for the girls were for \$15.00 or less. Of all the jobs listed, 64.6 per cent have been \$20.00 or less. The boys have averaged higher salaries than the girls. These data show that the average salaries received on the last jobs were considerably higher than those received on the initial jobs. This may be accounted for in part by the fact that there has been a general increase in salaries due to increased demand

for labor in war industries. A total of 41.1 per cent of the graduates who responded did not give information relative to salaries received. A majority of the girls who did not give this information were housewives. Since the questionnaire asked for the amount received per hour, per week, and per month on each job, many of the boys probably did not care to take the time to figure out the details, so they omitted the salary altogether. A majority of the duties listed which were performed by the graduates on their initial jobs were provided for in the Jay curriculum.

In conclusion, this study shows that the curriculum for Jay High School has been adequate to meet the needs of those who have graduated, but it is recommended that a study be made of those who have dropped out of school before their graduation in order to determine in what way the curriculum has failed to satisfy their needs sufficiently enough to warrant their remaining in school until graduation. Also since a large percentage of those graduates who enrolled in a post-high school dropped out within one year, a study should be made to determine the cause of this high percentage of drop-outs in college in order to see whether or not the fault lies with the inadequacy of the curriculum in preparing the students for college requirements.

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Name _____ Age _____
 (Girls: if married give name before and after marriage) (nearest birthday)

List below your permanent addresses since graduation (three months or longer) Give city, state, and date of each. Use reverse side if necessary. (Example: Tulsa, Okla., Feb. 1, 1938-March 1, 1940)

1. _____ 4. _____
 2. _____ 5. _____
 3. _____ 6. _____

Are you married? Yes ___ No ___. Date of marriage _____

Are you now living on a farm? _____. In city or town? _____
 (Give the approximate population)

_____. Location _____,
 (Your present occupation) (farm) (city or town)

If you attended school after high school graduation, fill in spaces below.

Name of School Attended	Date Attended	Date Graduated	Major Subject
(Example) 0. Northeastern State Col.	From: Sept. 1937 To: May 19, 1941	May 1941	Math.
1. _____	From: _____ To: _____		
2. _____	From: _____ To: _____		
3. _____	From: _____ To: _____		
4. _____	From: _____ To: _____		

List the commercial subjects studied after your graduation from H. S.

1. _____ 3. _____ 5. _____
 2. _____ 4. _____ 6. _____

Were you employed while attending college or business school? Yes ___ No ___

List in the spaces below the subjects which you think have helped you most in your work, and check under the appropriate column where each was studied.

Subject	H. S.		Subject	H. S.	
	College			College	
1. _____			4. _____		
2. _____			5. _____		
3. _____			6. _____		

Suggest courses which you did not take in high school or courses which were not offered at the time of your graduation which you feel would have been of value to you. State briefly how these subjects would have been of value to you.

Subject	Why these subjects would be of value
1.	1. 2.
2.	1. 2.
3.	1. 2.
4.	1. 2.

List below the jobs you have held since your graduation from high school. Begin with your first regular job (one held three months or longer) Include any part-time employment while attending college or other post high school. (Use reverse side if necessary)

Name of Firm or Institution	Location (City and State)	Date of Employment	Amount of Salary		
			Hr.	Wk.	Mo.
(Example) Job 0 Smith Co.	Tulsa, Okla.	From: Feb. 2, 1939 To: March 2, 1940	.25	\$11	\$44
Job 1		From: _____ To: _____			
Job 2		From: _____ To: _____			
Job 3		From: _____ To: _____			
Job 4		From: _____ To: _____			
Job 5		From: _____ To: _____			
Job 6		From: _____ To: _____			

List below one or more major duties you performed while employed by the firms named above.

	Type of Job	Duties performed on the job	
(Example) Job 0	Salesperson	(a) Selling Shoes	(b) inventories
Job 1	_____	(a) _____	(b) _____
Job 2	_____	(a) _____	(b) _____
Job 3	_____	(a) _____	(b) _____
Job 4	_____	(a) _____	(b) _____
Job 5	_____	(a) _____	(b) _____
Job 6	_____	(a) _____	(b) _____