

A FOLLOW-UP STUDY
OF HIGH SCHOOL STUDENTS ENROLLED IN THE DISTRIBUTIVE
EDUCATION PROGRAM IN OKLAHOMA DURING THE SCHOOL YEAR 1944-1945

By

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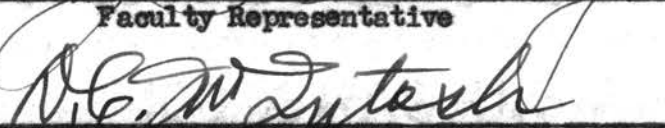
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L. J. D., Jr.

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CHAPTER I

INTRODUCTION

A Brief History of Distributive Education

Distributive education offers training in fundamental principles and procedures applied in the field of distribution. It trains a student for employment in the field of distribution through classroom study and actual work experience. Distributive education is a part of the broader field of business education.

When the Smith-Hughes Act was passed in 1917, its framers excluded federal reimbursement for business education. The reason was that business education had already been organized in many high schools.¹ The chief purpose of the act was to stimulate the development of needed forms of vocational education, not to subsidize from vocational funds forms of instruction already extensively given and aided through general education funds.²

During the twenty years that followed, progress in providing better and more widely available training for store service was relatively slow. With the passage of the George-Deen Act of 1936, training for store service received recognition which culminated in authorization for federal aid.³

After expiration of the term of authorization of the George-Deen Act, the passage of the George-Barden Act of 1946 brought permanent authorization

¹ F. Theodore Struck, Vocational Education for a Changing World, p. 396.

² Ibid., p. 396.

³ Ibid., p. 396.

for appropriations for distributive education. Included in the terms of this act was an authorization for \$2,500,000 for vocational education in the distributive occupations.⁴

Tulsa Central High School, Tulsa, Oklahoma, was the first high school in Oklahoma to offer a federally-aided cooperative distributive education program to high school students as a part of its curriculum. This program started in 1936. Central High School, Oklahoma City, Oklahoma, also offered distributive education for the first time in 1936. The remaining ten high schools covered by this study and the beginning dates for their distributive education programs follow: Shawnee High School, Shawnee, Oklahoma, 1937; Duncan High School, Duncan, Oklahoma, 1938; Enid High School, Enid, Oklahoma, 1940; Muskogee High School, Muskogee, Oklahoma, 1941; Okmulgee High School, Okmulgee, Oklahoma, 1941; Sayre High School, Sayre, Oklahoma, 1941; Classen High School, Oklahoma City, Oklahoma, and Capitol Hill High School, Oklahoma City, Oklahoma, 1943; Poteau High School, Poteau, Oklahoma, 1944; and Wagoner High School, Wagoner, Oklahoma, 1944.

Purpose of the Study

The purpose of this study is to investigate the post-high school educational and vocational activities of the 449 enrollees in federally-aided cooperative distributive education programs in Oklahoma high schools during the school year 1944-1945.

Analysis of the Problem

An attempt will be made to answer the following questions:

⁴ Administration of Vocational Education, Vocational Education Bulletin No. 1, Federal Security Agency, p. 107.

1. What have been the educational activities of the enrollees since they left high school?
2. What have been the occupational activities of the enrollees since they left high school?
3. To what extent has the training received in distributive education been utilized by the enrollees since they left high school?
4. Of what value, in their opinions, has the distributive education training received by the enrollees been in their post-high school activities?
5. In the opinions of the enrollees, what changes in the distributive education curriculum are considered necessary or desirable?

Need for the Study

Although the number of students enrolling in distributive education in Oklahoma has steadily increased during the past several years, no comprehensive formal investigation has been made to discover the uses made of distributive education training in post-high school activities nor the extent to which the training has been found effective on the job.

One study has been made of the graduates of Classen High School, Oklahoma City, Oklahoma.⁵ However, that study was limited to the graduates of one high school over a period of six years. The present study includes all students of distributive education who were enrolled in the federally-aided cooperative high school programs in the state of Oklahoma during the school year 1944-1945.

Progressive educators of today believe that schools should follow up vocational trainees to appraise the results of the training given and to

⁵ Willis J. Wheat, A Follow-Up Study of the Classen High School Distributive Education Graduates of the Classes of 1944 to 1949, Inclusive. Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1950.

discover ways of vitalizing and adjusting the program to better meet the needs of the students. The results of this study should assist in determining the effectiveness of the distributive education program as offered in Oklahoma during the school year 1944-1945. The study should aid in providing a basis for revising the distributive education curriculum. It should also be valuable for use in determining the size of towns in which new distributive education programs should be started.

Scope and Delimitation

This study is confined to the 449 enrollees in distributive education in the state of Oklahoma during the school year 1944-1945.

No attempt was made to determine the scholastic standing of the individual enrollees, nor to determine the grade classification of the individual enrollee, i.e., sophomore, junior, or senior. No attempt was made to compare the success of the enrollees in one school with the success of enrollees in another school.

Definition of Terms

The following terms used in this study are defined as follows:

Distributive education employer: The employer who trained the distributive education student in actual work experience during the student's enrollment in a high school distributive education program.

Distributive education enrollee: One enrolled in a federally-aided cooperative high school distributive education program.⁶ The term enrollee, as used in this study, refers to those persons enrolled in the distributive education program in Oklahoma during the school year 1944-1945.

⁶ Administration of Vocational Education, op. cit., p. 45.

Distributive education: A type of training, specifically vocational in nature, revolving around a group of skills, abilities, knowledges, understandings, appreciations, and judgment that are integrated with such subjects as retail selling, principles of retailing, store operation and management, advertising, merchandise knowledge, and allied subjects.⁷

Distributive subjects: Those such as retail selling, principles of retailing, store operation and management, advertising, and merchandise knowledge which increase the skill, knowledge, and ability of workers already employed in a specific distributive occupation.⁸

Full-time job: A job in connection with which an individual receives compensation for thirty or more hours each week.

Part-time job: A job in connection with which an individual receives compensation for less than thirty hours each week.

Military service: Active duty in military service. Military service is not taken to mean inactive, reserve, or summer field duty training. For the purpose of this study, military service is considered as full-time employment.

Training stations: Those business houses selected as places of training in actual work experience in a distributive education program.

Professional and managerial occupations: Includes occupations that predominantly require a high degree of mental activity by the worker and are concerned with theoretical or practical aspects of complex fields of human endeavor.⁹

Clerical and kindred occupations: Includes occupations concerned with the preparation, transcribing, systematizing, or preserving of written

⁷ Kenneth B. Haas, Distributive Education, p. ix.

⁸ Administration of Vocational Education, op. cit., p. 34.

⁹ Dictionary of Occupational Titles, Vol. II, p. 1.

communications and records in offices, shops, and other places of work where such functions are performed.¹⁰

Sales and kindred occupations: Are concerned with the sale of commodities, investments, real estate, and services, and occupations that are very closely identified with sales transactions even though they do not involve actual participation in such transactions.¹¹

Service occupations: Those which are concerned with, (a), the usual functions in the maintenance of households,¹² (b), performing services for persons that require predominantly either direct contact or close association with the individual,¹³ (c), the protection or guarding of the country or its political units, of buildings and other property, and of individuals,¹⁴ and (d), cleaning the interior and equipment of buildings, offices, stores, and similar places, and with moving or carrying equipment, baggage, and other articles.¹⁵

Agricultural occupations: Those that are directly associated with the processes of growing and harvesting vegetables, fruits, grains, and other farm crops; in the raising of poultry, livestock, and other animals and fowls for consumption, for their products, for pets, or exhibition, and in the various phases of horticultural activities.¹⁶

Skilled occupations: Those which include craft and manual occupations that require predominantly a thorough and comprehensive knowledge of processes involved in the work, the exercise of considerable independent judgment, usually a high degree of manual dexterity, and, in some instances, extensive responsibility for valuable products or equipment.¹⁷

¹⁰ Ibid., p. 33.

¹¹ Ibid., p. 53.

¹² Ibid., p. 59.

¹³ Ibid., p. 60.

¹⁴ Ibid., p. 68.

¹⁵ Ibid., p. 70.

¹⁶ Ibid., p. 73.

¹⁷ Ibid., p. 81.

Semiskilled occupations: Those manual occupations that are characterized . . . by application over a relatively narrow task situation, or, by having important decisions made by others.¹⁸

Unskilled occupations: Those manual occupations that involve the performance of simple duties that may be learned within a short period of time and that require the exercise of little or no independent judgment.¹⁹

Distributive occupations: Those occupations concerned with making available to consumers the goods and services produced by others, including some managerial positions such as credit managers, shoe store managers, and service station managers.

Nondistributive occupations: Those occupations concerned with the production of goods and services rather than with the distribution of goods and services.²⁰

Methods and Procedures

Literature on the subject of research in the field of business education was read, particularly that with reference to the normative-survey method. Literature on the subject of follow-up studies was closely examined for material which would be of aid in conducting this study. Before attempting to collect data for this study, a review of related theses was made. From these theses, many helpful suggestions on questionnaire construction were obtained. Among those reviewed were the Dickerson,²¹ Dixon,²²

¹⁸ Ibid., p. 167.

¹⁹ Ibid., p. 319.

²⁰ Webster's New International Dictionary, Second Edition, p. 1660.

²¹ Betty Irene Dickerson, A Follow-Up Study of the Graduates of Shidler High School for the Years 1940 to 1948, Inclusive. Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1949.

²² Esther Vivian Dixon, A Follow-Up Study of Selected Graduates of Ouachita College for the Years 1943 through 1948. Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1949.

Delorme,²³ Coke,²⁴ Wheat,²⁵ Sittel,²⁶ and Burris²⁷ studies.

The normative-survey method of research was employed for this study and the questionnaire-inquiry technique was decided upon as the method of collecting the data. It is realized that the questionnaire-inquiry technique has limitations, but it is considered to be an important instrument for gathering information from widely scattered sources.²⁸ The questionnaire-inquiry technique normally comes into use when the investigator cannot readily see personally all of the people from whom he desires responses or when there is no particular reason to see them personally.²⁹

A preliminary letter of explanation was prepared and presented to a business communications class at Oklahoma Agricultural and Mechanical College for criticism. There were many faults in this letter, and it was discarded as being useless. Another letter was prepared and submitted to the instructor

²³ David P. Delorme, A Follow-Up Study of the Fort Sill Indian School Graduates of the Classes of 1939 to 1947, Inclusive. Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1948.

²⁴ Jack E. Coke, A Follow-Up Study of Selected Business and Business Education Graduates of Northeastern State College for the Years 1944 to 1949, Inclusive. Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1950.

²⁵ Willis J. Wheat, A Follow-Up Study of the Classen High School Distributive Education Graduates of the Classes of 1944 to 1949, Inclusive. Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1950.

²⁶ Helen Catherine Sittel, A Follow-Up Study of Selected Graduates of Classen High School, Oklahoma City, Oklahoma, for the Years 1939-1941, Inclusive. Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1943.

²⁷ Maude Lillian Burris, A Follow-Up Study of the Graduates of Healdton High School for the Years 1935-1941, Inclusive. Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1942.

²⁸ Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research, p. 325.

²⁹ Ibid., p. 325.

of the business communications class and to several of the class members. After the criticisms of this letter were received, the letter was drafted in its final form. A copy of the final letter of explanation is included in the Appendices of this study as Appendix A.

A preliminary questionnaire was devised and presented to a business education seminar at Oklahoma Agricultural and Mechanical College in the autumn of 1950. After several constructive criticisms were received, the questionnaire was revised and drafted in its final form. A copy of the final questionnaire is included in the Appendices of this study as Appendix B.

A mailing list of the enrollees for the high schools included in this study was compiled from state records in the office of the State Supervisor of Distributive Education, Stillwater, Oklahoma. These lists were then sent to the teacher-coordinators of distributive education in the schools which are covered by this study, with a request for the current mailing addresses of the enrollees if it was possible to obtain them. This request was made on October 19, 1950. The mailing lists were returned by January 9, 1951. Four of the lists, which accounted for 97 of the 449 enrollees, were compiled with fairly current addresses. The remaining 352 addresses were taken from enrollment records for 1944 at the other eight schools.

In the belief that responses could be more readily obtained to unsigned questionnaires, no signature was requested in the inquiry. Each questionnaire was coded, however, with the dictator's initials (LJD) and the "typist's" initials: (asa), (aab), (aac), (aad), (aae), (aaf), etc. A corresponding code was recorded on a master mailing list alongside the name of the enrollee. This provided a system of identification which made it possible to send a second and third questionnaire to those who did not respond within a reasonable length of time.

A letter of explanation, a questionnaire, and a self-addressed, stamped envelope were mailed to fifty of the enrollees. The purpose of this trial mailing was to test the clarity of the questions on the questionnaire and to check the consistency with which the questions were answered. In the nine returns received from the trial mailing no variance in the manner in which the questions were answered was noted. Every question was answered with exactly the information called for, no more, no less. It was therefore assumed that the questions on the questionnaire were adequately devised.

Of the fifty letters sent in the trial mailing, seventeen were returned by postmasters as being undeliverable. Of the 33 possible responses, nine were received. There are at least three possible explanations for this small number of responses: (1) the letters may not have been forwarded; (2) the enrollees may not have desired to answer; or, (3) the letter of explanation that accompanied the questionnaire may not have had the pulling power it should have had. In this trial mailing none of the letters was sent to an address known to be a current address. All were sent to the addresses which the enrollees had in 1944.

The remaining questionnaire forms were then mailed. This mailing accounted for 99, or 63.1 per cent, of the total responses. Included in these 99 responses are those obtained from the trial mailing. Duplicate copies of the questionnaire, accompanied with a personal follow-up letter, were sent two weeks later to the enrollees who did not respond to the first request. A copy of the first follow-up letter of explanation is included in the Appendices of this study as Appendix C. The first follow-up mailing accounted for 25, or 15.9 per cent, of the total responses.

In an effort to obtain a more nearly representative sample of the subject group, a second follow-up letter was devised and mailed with a redesigned

questionnaire to nonrespondents of the first mailing and the first follow-up mailing. A copy of the second follow-up letter of explanation is included in the Appendices of this study as Appendix D. A copy of the redesigned questionnaire is included in the Appendices of this study as Appendix E. The second follow-up mailing accounted for 33, or 21.0 per cent, of the total responses.

The results obtained through use of the second follow-up mailing suggest that when a subject group has not responded to two letters of explanation with duplicate questionnaires, use of a redesigned letter of explanation and a redesigned questionnaire may improve the representativeness of the sample.

Summary

Chapter I presents a brief history of distributive education, an analysis of the problem, the need for the study, the scope and delimitation, definitions of terms, and the methods and procedures used.

Chapter II will include information concerning questionnaires sent out, responses received, post-high school educational activities, post-high school occupational activities, opinions of the enrollees concerning the value of the distributive education program, and suggested changes in the present course of study in distributive education.

CHAPTER II

FINDINGS

Section 1

Respondents to the Questionnaire

In this follow-up study of the enrollees in the cooperative, federally-reimbursed, distributive education program in Oklahoma during the school year 1944-1945, an effort has been made to secure returns from every living enrollee. The proportions of response required to afford a given degree of validity to the findings of questionnaire investigations are not known in detail; however, it is conceded that the more complete the returns, the less the degree of selectivity and the more useful and informative the results.¹

In order to better analyze and interpret the results of this study, an analysis of the responses in terms of the maximum number, sex of respondents, and school distribution is presented in this section. As a further basis for analysis and interpretation of the results of this study, data concerning the number of semesters of distributive education the enrollees completed in high school are also included in this section.

In Table I are shown the number of enrollees, the number of data sheets sent out, the number of data sheets returned unclaimed, the number of possible responses, the number of actual responses, and the percentage of possible responses returned.

Table II is a summary of data concerning the number of enrollees, the number of data sheets sent out, the number of data sheets returned unclaimed,

¹ Leonard V. Kocs, The Questionnaire in Education, p. 132.

TABLE I

NUMBER OF ENROLLEES IN DISTRIBUTIVE EDUCATION, DATA SHEETS SENT OUT,
DATA SHEETS RETURNED UNCLAIMED, NUMBER OF POSSIBLE RESPONSES,
AND NUMBER AND PER CENT OF POSSIBLE RESPONSES RECEIVED

High School	Sex	Number of Enrollees	Number of Data Sheets		Number of Responses		Per Cent Possible Responses Returned
			Sent Out	Returned Unclaimed	Possible	Actual	
Duncan	Boys	12	12	2	10	10	100.0
	Girls	23	23	4	19	13	68.4
Enid	Boys	7	7	2	5	4	80.0
	Girls	27	27	11	16	13	81.2
Muskogee	Boys	9	9	1	8	7	87.5
	Girls	31	31	15	16	8	50.0
Capitol Hill	Boys	12	12	5	7	2	28.5
	Girls	39	39	19	20	3	15.0
Central High	Boys						
	Girls	61	61	36	25	10	40.0
Classen High	Boys	22	22	11	11	7	63.6
	Girls	21	21	10	11	7	63.6
Okmulgee	Boys	1	1	0	1	0	00.0
	Girls	21	21	12	9	7	77.7
Poteau	Boys	2	2	0	2	1	50.0
	Girls	11	11	1	10	9	90.0
Sayre	Boys	7	7	1	6	4	66.6
	Girls	6	6	1	5	2	40.0
Shawnee	Boys	11	11	1	10	8	80.0
	Girls	23	23	9	14	12	85.7
Tulsa	Boys	12	12	6	6	4	66.6
	Girls	77	77	39	38	18	47.3
Wagoner	Boys	13	13	0	13	8	61.5
	Girls	1	1	0	1	0	00.0

This table should be read as follows: Row one, reading from left to right, shows that data sheets were sent to the 12 male students who were enrolled in the distributive education program at Duncan. Of the 12 data sheets sent out, 2 were returned unclaimed, leaving the number of possible responses 10. Ten responses were received from the 12 enrollees.

TABLE II

SUMMARY OF DATA CONCERNING THE NUMBER OF ENROLLEES IN DISTRIBUTIVE EDUCATION, DATA SHEETS SENT OUT, DATA SHEETS RETURNED UNCLAIMED, NUMBER OF POSSIBLE RESPONSES, AND NUMBER AND PER CENT OF POSSIBLE RESPONSES RECEIVED

Sex		Number of Enrollees	Number of Data Sheets		Responses		Per Cent Possible Responses Returned
			Sent Out	Returned Unclaimed	Possible	Actual	
Boys	Number	108	108	29	79	55	69.6
	Per Cent	24.0	24.0	15.6	30.0	35.1	
Girls	Number	341	341	157	184	102	55.4
	Per Cent	76.0	76.0	84.4	70.0	64.9	
Total	Number	449	449	186	263	157	59.7
	Per Cent	100.0	100.0	100.0	100.0	100.0	

This table should be read as follows: Row one, reading from left to right, shows that data sheets were sent to the 108 male students who were enrolled in the distributive education program. Of the 108 data sheets sent out, 29 were returned unclaimed, leaving the number of possible responses 79. Fifty-five responses were received from the 108 male enrollees.

the number of possible responses, the number of actual responses, and the percentage of possible responses received.

In Table II, it is interesting to note that while 108, or 24.0 per cent, of the total number of enrollees were boys, only 29, or 15.6 per cent, of the total number of data sheets returned unclaimed, were addressed to boys. The female enrollees, constituting 76.0 per cent of the total number of enrollees, accounted for 84.4 per cent of the data sheets returned unclaimed.

The high number of data sheets returned unclaimed may be accounted for by this fact: The post office department issued a general order on January 24, 1949, to the effect that ". . . Unlimited forwarding orders and permanent changes of address shall be observed for a period of two years."² Any mail addressed to a person at an address he had prior to January 24, 1949, would not be forwarded to a new address after January 24, 1951. Consequently, all the data sheets addressed to those enrollees for whom the investigator could not get current addresses were automatically returned unclaimed. Since the data sheets were not delivered, it may be assumed that the enrollees no longer live at the addresses which they had during the school year 1944-1945.

Male enrollees accounted for 79, or 30.0 per cent, of the possible responses, while the actual responses from male enrollees made up 55, or 35.1 per cent, of the respondent group.

Female enrollees accounted for 184, or 70.0 per cent, of the possible responses, while the actual responses from female enrollees constituted 102, or 64.9 per cent, of the respondent group.

It is significant to note that approximately 7 out of 10 male enrollees responded to the inquiry, while only slightly more than 5 out of 10 female enrollees responded.

² Order Number 39666, Amendment to paragraph 11, section 927, Postal Laws and Regulations of 1940.

While a larger proportion of boys than girls responded to the questionnaire, it is worth noting that the total responses included almost twice as many girls as boys.

Table III presents data relative to the number of semesters of distributive education completed by the enrollees in high school, classified by school attended and sex.

Table IV presents a summary of the data found in Table III. Four boys and two girls, comprising 3.8 per cent of the total respondents, reported they completed one semester of distributive education in high school; 19 boys and 51 girls, comprising 44.6 per cent, completed two semesters; 12 boys and 18 girls, comprising 19.1 per cent, completed three semesters; and 20 boys and 28 girls, comprising 30.6 per cent, completed four semesters. It is significant to note that all respondents had completed at least one semester of distributive education in high school. The three girls who did not respond to the question had completed at least one semester. This fact was ascertained from an analysis of their answers to questions 4, 12, 13, and 14 of the questionnaire.³

Summary

The data in the preceding section show that 449 questionnaires were sent to enrollees in the 1944-1945 Oklahoma distributive education program. One hundred eighty-six of the questionnaires were returned unclaimed, making the number of possible responses 263. Of these 263, 157, or 59.7 per cent, were received. Fifty-five, or 35.1 per cent, of the 157 who responded were boys, while 102, or 64.9 per cent, were girls.

³ See Appendix B.

TABLE III

NUMBER OF SEMESTERS OF DISTRIBUTIVE EDUCATION COMPLETED BY RESPONDENTS

High School	Sex	Number of Semesters of Distributive Education Completed in High School				Total Who Completed One or More Semesters
		One	Two	Three	Four	
Duncan	Boys		3	1	6	10
	Girls		6	2	5	13
Enid	Boys		1		3	4
	Girls		7	2	4	13
Muskogee	Boys		2	4	1	7
	Girls	1	4		3	8
Capitol Hill	Boys				2	2
	Girls*		1	1		3
Central High	Boys					
	Girls		6	1	3	10
Classen High	Boys	1	2	1	3	7
	Girls	1	3	1	2	7
Okmulgee	Boys					
	Girls		1	2	4	7
Poteau	Boys		1			1
	Girls		7	2		9
Sayre	Boys		3	1		4
	Girls		2			2
Shawnee	Boys	1	4	2	1	8
	Girls		6	2	4	12
Tulsa	Boys	1	2		1	4
	Girls**		8	5	3	18
Wagoner	Boys	1	1	3	3	8
	Girls					

* One did not answer question.

** Two did not answer question.

This table should be read as follows: Row one, reading from left to right, shows that 3 male respondents in Duncan High School completed two semesters of distributive education; 1 respondent completed three semesters; and 6 respondents completed four semesters. A total of 10 male respondents completed one or more semesters of distributive education.

TABLE IV

SUMMARY OF DATA CONCERNING THE NUMBER OF SEMESTERS
OF DISTRIBUTIVE EDUCATION COMPLETED BY RESPONDENTS

Sex		Number of Semesters of Distributive Education Completed in High School				Total Who Completed One or More Semesters
		One	Two	Three	Four	
Boys	Number	4	19	12	20	55
	Per Cent	7.2	34.6	21.8	36.4	100.0
Girls*	Number	2	51	18	28	102*
	Per Cent	1.9	50.0	17.6	27.5	100.0
Total	Number	6	70	30	48	157
	Per Cent	3.8	44.6	19.1	30.6	100.0

* Three, or 3.0 per cent, did not reply to the question.

This table should be read as follows: Row one, reading from left to right, shows that 4, or 7.2 per cent, of the male respondents completed one semester of distributive education. Nineteen, or 34.6 per cent, completed two semesters; twelve, or 21.8 per cent, completed three semesters; and twenty, or 36.4 per cent, completed four semesters. A total of 55 male respondents completed one or more semesters of distributive education.

All respondents had completed at least one semester of distributive education in high school.

Post-high school educational activities of the respondents are discussed in the following section of this study.

Section 2

Post-High School Educational Activities

Curriculum construction in any school should take into consideration the number of graduates whose formal education ceases upon graduation and the number of graduates who continue their education beyond high school.

Data concerning the post-high school educational activities of the respondents in the distributive education program in Oklahoma during the school year 1944-1945 are included in this section.

Table V presents data relative to the number of respondents who reported that they did or did not graduate from high school, and the number who reported that they did or did not continue their education after leaving high school.

Table VI is a summary of the data presented in Table V. It is interesting to note that 3 boys, or 5.5 per cent of the male respondents, did not graduate from high school, while 12 girls, or 11.8 per cent of the female respondents, did not graduate from high school.

An analysis of the data presented in Table VI clearly shows that 38, or 69.0 per cent, of the male respondents continued their education after leaving high school. This fact appears to indicate that, for a majority of the male enrollees in distributive education, high school training is not of a terminal nature. Only 24, or 23.5 per cent, of the female respondents reported that they continued their education after leaving high school. One of these 24 girls did not graduate from high school.

Table VII presents data relative to the number of respondents, classified by school and sex, who reported that they continued their education beyond high school, and the type of post-high school training received.

TABLE V

NUMBER OF RESPONDENTS WHO REPORTED THAT THEY DID OR DID NOT GRADUATE FROM HIGH SCHOOL, AND THE NUMBER WHO REPORTED THAT THEY DID OR DID NOT CONTINUE THEIR EDUCATION AFTER LEAVING HIGH SCHOOL

High School	Sex	Graduated From High School?		Continued Education After Leaving High School?	
		Yes	No	Yes	No
Duncan	Boys	10		6	4
	Girls	13		4	9
Enid	Boys	4		2	2
	Girls	13		6	7
Muskogee	Boys	7		6	1
	Girls	7	1	1	7
Capitol Hill	Boys	2		1	1
	Girls	3		1	2
Central High	Boys				
	Girls	6	4	2	8
Classen High	Boys	7		5	2
	Girls	5	2	2*	5
Okmulgee	Boys				
	Girls	7			7
Poteau	Boys	1		1	
	Girls	9		2	7
Sayre	Boys	4		4	
	Girls	2			2
Shawnee	Boys	7	1	6	2
	Girls	10	2	2	10
Tulsa	Boys	4		2	2
	Girls	15	3	4	14
Wagoner	Boys	6	2	5	3
	Girls				

* One did not graduate from high school.

This table should be read as follows: Row one, reading from left to right, shows that the 10 male respondents in Duncan High School graduated from high school. Of these 10 male respondents, 6 continued their education after leaving high school, and 4 did not continue their education.

TABLE VI

SUMMARY OF DATA CONCERNING THE NUMBER OF RESPONDENTS WHO REPORTED THAT THEY DID OR DID NOT GRADUATE FROM HIGH SCHOOL, AND THE NUMBER WHO REPORTED THAT THEY DID OR DID NOT CONTINUE THEIR EDUCATION AFTER LEAVING HIGH SCHOOL.

Sex		Graduated From High School?		Continued Education After Leaving High School?		Total Who Reported
		Yes	No	Yes	No	
Boys	Number	52	3	38	17	55
	Per Cent	94.5	5.5	69.0	31.0	100.0
Girls	Number	90	12	24*	78	102
	Per Cent	88.2	11.8	23.5	76.5	100.0
Total	Number	142	15	62	95	157
	Per Cent	90.4	9.6	39.5	60.5	100.0

* One did not graduate from high school.

This table should be read as follows: Row one, reading from left to right, shows that 52, or 94.5 per cent, of the male respondents graduated from high school, while 3, or 5.5 per cent, did not graduate from high school. Thirty-eight, or 69.0 per cent, of the male respondents continued their education after leaving high school, while 17, or 31.0 per cent, did not continue their education.

TABLE VII

TYPES OF POST-HIGH SCHOOL EDUCATIONAL INSTITUTIONS ATTENDED BY RESPONDENTS WHO REPORTED THAT THEY CONTINUED THEIR EDUCATION BEYOND HIGH SCHOOL

High School	Sex	Type of School Attended							Total Number Who Reported Some Post-High School Training	Per Cent of Respondents Who Reported Some Post-High School Training
		Four-Year College or University	Junior College	Business College	Vocational School	Art College	Theological College	Not Specified		
Duncan	Boys	5	1						6	60.0
	Girls	2	1	1					4	30.8
Enid	Boys	1				1			2	50.0
	Girls	4		1				1	6	46.1
Muskogee	Boys	2	1	1	1			1	6	85.7
	Girls			1					1	12.5
Capitol Hill	Boys						1		1	50.0
	Girls	1							1	33.3
Central High	Boys									
	Girls	2							2	20.0
Classen High	Boys	5							5	71.4
	Girls	1		1					2	28.5
Okmulgee	Boys									
	Girls									
Poteau	Boys	1							1	100.0
	Girls	1		1					2	22.2
Sayre	Boys	3	1						4	100.0
	Girls									
Shawnee	Boys	6							6	75.0
	Girls	2							2	16.6
Tulsa	Boys	2							2	50.0
	Girls	3		1					4	22.2
Wagoner	Boys	5							5	62.5
	Girls									

This table should be read as follows: Row one, reading from left to right, shows that 5 male respondents from Duncan High School attended a four-year college or university, and 1 male respondent attended a junior college. A total of 6 male respondents, comprising 60.0 per cent of the male respondents from Duncan, reported some post-high school training.

Table VIII is a summary of the data presented in Table VII. Forty-six, or 74.2 per cent, of the respondents who continued their education reported that they attended a four-year college or university. Seven, or 11.3 per cent, of the respondents who continued their education reported that they attended a business college.

Thirty-eight, or 69.0 per cent, of all male respondents reported receiving some post-high school training, while 24, or 23.5 per cent, of all female respondents reported receiving some post-high school training. It is worth noting that a larger percentage of the boys reported receiving some post-high school training than girls. Sixty-two, or 39.5 per cent, of the total number of respondents reported receiving some post-high school training.

Table IX presents data relative to the number of respondents, classified by school and sex, who earned degrees from a four-year college or university, and their major fields of study. It is interesting to note that no respondent from the high schools located in the larger cities reported earning a degree from a four-year college or university. Table VII shows that a total of 14 respondents from the two larger cities reported attending a four-year college or university; yet none of the 14 had earned a college degree.

Table VII also shows that a total of 3 respondents reported attending a business college or theological college, but Table XI reveals that only one of these reported earning an associate degree.

Table X is a summary of the data presented in Table IX. Clearly revealed in Table X is the fact that only 9 of the 46 respondents who reported receiving some post-high school training at a four-year college or university earned a college degree. It is interesting to note that 4 of the 9 respondents who reported earning college degrees earned their degrees in commerce.

TABLE VIII

SUMMARY OF DATA CONCERNING THE TYPES OF POST-HIGH SCHOOL EDUCATIONAL INSTITUTIONS ATTENDED BY RESPONDENTS WHO REPORTED THAT THEY CONTINUED THEIR EDUCATION BEYOND HIGH SCHOOL

Sex		Type of School Attended							Total Who Reported Some Post-High School Training	Per Cent of Respondents Who Reported Some Post-High School Training
		Four-Year College or University	Junior College	Business College	Vocational School	Art College	Theological College	Not Specified		
Boys	Number	30	3	1	1	1	1	1	38	69.0
	Per Cent	79.0	8.0	2.6	2.6	2.6	2.6	2.6	100.0	
Girls	Number	16	1	6				1	24	23.5
	Per Cent	66.6	4.2	25.0				4.2	100.0	
Total	Number	46	4	7	1	1	1	2	62	39.5
	Per Cent	74.2	6.5	11.3	1.6	1.6	1.6	3.2	100.0	

This table should be read as follows: Row one, reading from left to right, shows that 30, or 79.0 per cent, of the male respondents who reported some post-high school training attended a four-year college or university; 3, or 8.0 per cent, attended a junior college; 1, or 2.6 per cent, attended a business college; 1, or 2.6 per cent, attended a vocational school; 1, or 2.6 per cent, attended an art college; 1, or 2.6 per cent, attended a theological college; and 1, or 2.6 per cent, did not specify the type of school attended. A total of 38 male respondents, or 69.0 per cent of the total male respondents, reported some post-high school training.

TABLE IX

NUMBER OF RESPONDENTS WHO EARNED DEGREES FROM A FOUR-YEAR COLLEGE OR UNIVERSITY, AND THEIR MAJOR FIELDS OF STUDY

High School	Sex	Major Field of Study			Total Number Who Graduated From College
		Commerce	Home Economics	Arts and Sciences	
Duncan	Boys	1		1	2
	Girls	1	1		2
Enid	Boys				
	Girls			1	1
Muskogee	Boys				
	Girls				
Capitol Hill	Boys				
	Girls				
Central High	Boys				
	Girls				
Classen High	Boys				
	Girls				
Okmulgee	Boys				
	Girls				
Poteau	Boys				
	Girls			1	1
Sayre	Boys	2			2
	Girls				
Shawnee	Boys			1	1
	Girls				
Tulsa	Boys				
	Girls				
Wagoner	Boys				
	Girls				

This table should be read as follows: Row one, reading from left to right, shows that 1 male respondent from Duncan High School graduated from a four-year college or university with commerce as his major field of study. One reported the arts and sciences as his major field of study. A total of 2 male respondents from Duncan reported graduating from a four-year college or university.

TABLE X

SUMMARY OF DATA CONCERNING NINE RESPONDENTS WHO EARNED DEGREES FROM A FOUR-YEAR COLLEGE OR UNIVERSITY, AND THEIR MAJOR FIELDS OF STUDY

Sex		Major Field of Study				Total Who Graduated From College
		Commerce	Home Economics	Arts and Sciences	Not Specified	
Boys	Number	3		2		5
	Per Cent	60.0		40.0		100.0
Girls	Number	1	1		2	4
	Per Cent	25.0	25.0		50.0	100.0
Total	Number	4	1	2	2	9
	Per Cent	44.5	11.1	22.2	22.2	100.0

This table should be read as follows: Row one, reading from left to right, shows that 3, or 60.0 per cent, of the male respondents who reported that they graduated from college had a major field of study in commerce. Two, or 40.0 per cent, had a major field of study in the arts and sciences. A total of 5 male respondents reported that they graduated from a four-year college or university.

In Table XI are found data relative to the number of respondents, classified by school and sex, who reported earning associate degrees from a two-year college or school, and their major fields of study.

Table XII is a summary of data presented in Table XI. It is interesting to note that, of the 8 respondents who graduated from a two-year college or school, 4 reported earning their associate degrees in commerce. Three reported earning their associate degrees in the trades.

Presented in Table XIII are data concerning the educational institutions attended by the respondents who reported continuing their education after leaving high school. Oklahoma A. & M. College had the largest attendance. Oklahoma University and Oklahoma Baptist University ranked second and third in attendance in that order. Two of the respondents did not specify the educational institution they attended.

Summary

The data in the preceding section show that 142, or 90.4 per cent, of the respondents graduated from high school, while 15, or 9.6 per cent, did not graduate from high school.

Sixty-two, or 39.5 per cent, of the respondents continued their education after leaving high school, among these being 1 girl who did not graduate from high school.

Of the 62 respondents who reported some post-high school training, 46, or 74.2 per cent, attended a four-year college or university, and 7, or 11.3 per cent, attended a business college. Nine respondents graduated from a four-year college or university, and 8 graduated from a two-year college or school. Approximately 50.0 per cent of those graduating reported a major field of study in commerce.

TABLE XI

NUMBER OF RESPONDENTS WHO EARNED ASSOCIATE DEGREES FROM A TWO-YEAR COLLEGE OR SCHOOL, AND THEIR MAJOR FIELDS OF STUDY

High School	Sex	Major Field of Study			Total Number Who Graduated From a Two-Year College or School
		Commerce	Trades	Art	
Duncan	Boys Girls	1			1
Enid	Boys Girls	1	1	1	2
Muskogee	Boys Girls	1	2		3
Capitol Hill	Boys Girls				
Central High	Boys Girls				
Glassen High	Boys Girls	1			1
Okmulgee	Boys Girls				
Poteau	Boys Girls				
Sayre	Boys Girls				
Shawnee	Boys Girls				
Tulsa	Boys Girls				
Wagoner	Boys Girls				

This table should be read as follows: Row one, reading from left to right, shows that 1 female respondent from Duncan High School graduated from a two-year college or school with a major field of study in commerce.

TABLE XII

SUMMARY OF DATA CONCERNING THE NUMBER OF RESPONDENTS WHO EARNED ASSOCIATE DEGREES FROM A TWO-YEAR COLLEGE OR SCHOOL, AND THEIR MAJOR FIELDS OF STUDY

Sex		Major Field of Study			Total Who Graduated From a Two-Year College or School
		Commerce	Trades	Art	
Boys	Number	1	2	1	4
	Per Cent	25.0	50.0	25.0	100.0
Girls	Number	3	1		4
	Per Cent	75.0	25.0		100.0
Total	Number	4	3	1	8
	Per Cent	50.0	37.5	12.5	100.0

This table should be read as follows: Row one, reading from left to right, shows that 1, or 25.0 per cent, of the male respondents who reported graduating from a two-year college or school, graduated with a major field of study in commerce; 2, or 50.0 per cent, graduated with a major field of study in the trades; and 1, or 25.0 per cent, graduated with a major field of study in art. A total of 4 male respondents reported graduating from a two-year college or school.

TABLE XIII

EDUCATIONAL INSTITUTIONS ATTENDED BY RESPONDENTS WHO CONTINUED THEIR EDUCATION AFTER THEY LEFT HIGH SCHOOL

Sex	Educational Institutions Attended																						Total Number Who Reported Some Post-High School Training			
	Oklahoma A & M College	Oklahoma University	Oklahoma Baptist University	Northeastern State College	Phillips University	University of Tulsa	Oklahoma City University	Tulsa Business College	Oklahoma College for Women	Moody Bible Institute	Roy School of Art	Enid Business College	University of Texas	Elliot Business College	Mississippi State College	Trinity University	Strayer's Business College	Cameron Junior College	Hill's Business College	Freed-Hardeman College	Muskogee Junior College	American Academy of Horology		Sayre Junior College	Institution not Specified	
Boys	9	7	4	4	1	2	3			1	1				1			1			1	1	1	1	1	38
Girls	3	1	3		3	2		2	2			1	1	1*	1	1			1	1					1	24
Total	12	8	7	4	4	4	3	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	62

* Did not graduate from high school.

This table should be read as follows: Row one, reading from left to right, shows that 9 of the male respondents reporting some post-high school training attended Oklahoma A & M College; 7 attended Oklahoma University; 4 attended Oklahoma Baptist University; 4 attended Northeastern State College; etc. A total of 38 male respondents reported some post-high school training.

Post-high school occupational activities of the respondents are discussed in the following section of the study.

Section 3

Post-High School Occupational Activities of the Respondents

Section 3 contains pertinent information concerning the post-high school occupational activities of the respondents.

Data relative to the number of respondents, classified by high school attended and sex, who reported that they did or did not continue working for the employer who last trained them in the distributive education program are recorded in Table XIV.

Table XV is a summary of the data presented in Table XIV. Sixteen, or 29.1 per cent, of the male respondents reported that they continued working for the employer by whom they were last trained in the distributive education program; 24, or 43.6 per cent, did not continue working for the same employer, and 15, or 27.3 per cent, did not answer the question.

Thirty-two, or 31.4 per cent, of the female respondents reported that they continued working for the employer by whom they were last trained while 47, or 46.1 per cent, did not continue working for him. Twenty-three, or 22.5 per cent, did not answer the question.

Forty-eight, or 30.6 per cent, of the respondents reported that they continued working for the same employer who last trained them in the distributive education program, while 71, or 45.2 per cent, replied that they did not continue working for him.

Thirty-eight, or 24.2 per cent, of the 157 respondents to the questionnaire did not specify whether they continued working for the same employer by whom they were last trained in the distributive education program. However, of these 38, 33 returned the short form of the questionnaire which did not ask for such information.

TABLE XIV

NUMBER OF RESPONDENTS WHO REPORTED THAT THEY DID OR DID NOT
CONTINUE WORKING FOR THE EMPLOYER WHO LAST TRAINED THEM
IN THE DISTRIBUTIVE EDUCATION PROGRAM

High School	Sex	Continued Working For Employer By Whom Last Trained	Did Not Continue Working For Employer By Whom Last Trained	Did Not Answer Question	Total Number of Respondents
Duncan	Boys	3	4	3	10
	Girls	5	7	1	13
Enid	Boys	2		2	4
	Girls	4	7	2	13
Muskogee	Boys	2	4	1	7
	Girls	4	3	1	8
Capitol Hill	Boys	1		1	2
	Girls	2	1		3
Central High	Boys				
	Girls	3	5	2	10
Classen High	Boys		4	3	7
	Girls	1	2	4	7
Okmulgee	Boys				
	Girls	3	2	2	7
Poteau	Boys		1		1
	Girls	2	5	2	9
Sayre	Boys	2	2		4
	Girls	1	1		2
Shawnee	Boys	2	3	3	8
	Girls	2	8	2	12
Tulsa	Boys	3	1		4
	Girls	5	6	7	18
Wagoner	Boys	1	5	2	8
	Girls				

This table should be read as follows: Row one, reading from left to right, shows that 3 male respondents from Duncan High School reported that they continued working for the employer by whom last trained in the distributive education program, 4 did not continue working for this employer, and 3 did not answer the question. A total of 10 boys responded from Duncan High School.

TABLE XV

SUMMARY OF DATA CONCERNING THE NUMBER OF RESPONDENTS WHO REPORTED THAT THEY DID OR DID NOT CONTINUE WORKING FOR THE EMPLOYER WHO LAST TRAINED THEM IN THE DISTRIBUTIVE EDUCATION PROGRAM

Sex		Continued Working For Employer By Whom Last Trained	Did Not Continue Working For Employer By Whom Last Trained	Did Not Answer Question	Total Respondents
Boys	Number	16	24	15	55
	Per Cent	29.1	43.6	27.3	100.0
Girls	Number	32	47	23	102
	Per Cent	31.4	46.1	22.5	100.0
Total	Number	48	71	38*	157
	Per Cent	30.6	45.2	24.2	100.0

* Thirteen boys and twenty girls returned the short questionnaire which did not include the question.

This table should be read as follows: Row one, reading from left to right, shows that 16, or 29.1 per cent, of the male respondents reported that they continued working for the employer by whom they were last trained in the distributive education program. Twenty-four, or 43.6 per cent, did not continue working for this employer, and 15, or 27.3 per cent, did not answer the question. A total of 55 boys responded to the questionnaire.

Table XVI presents information relative to the length of time the respondents, classified by high school attended and sex, continued working for the employer who last trained them in the distributive education program.

In Table XVII will be found a summary of the data presented in Table XVI. Five boys and 14 girls, making a total of 19, or 39.6 per cent of the 48 respondents who continued working for the employer by whom they were last trained, worked for him for less than 6 months; 2 boys and 7 girls, making a total of 9, or 18.8 per cent, worked from 6 to 12 months; 3 boys and 3 girls, making a total of 6, or 12.5 per cent, worked from 12 to 24 months; 2 boys and 4 girls, making a total of 6, or 12.5 per cent, worked from 24 to 36 months; 4 boys and 3 girls, making a total of 7, or 14.6 per cent, worked from 48 to 72 months. One respondent, a girl, did not specify the length of time she worked for the employer by whom she was last trained.

Of the respondents who, after leaving high school, continued to work for the same employer who last trained them in the distributive education program, about three-fifths continued to work for him for less than a year and about two-fifths continued to work for him for longer than a year. If this situation is representative, it appears that their work in the distributive education program has made it possible for many enrollees to continue in distributive jobs without interruption upon leaving high school. Whether the number of training stations available for future trainees is affected by the fact that these enrollees continue to work for the employer who provided them with employment while they were enrolled in the distributive education program is not known.

In Table XVIII will be found data relative to the number of respondents, classified by high school attended and sex, who reported that they

LENGTH OF TIME RESPONDENTS CONTINUED WORKING FOR THE EMPLOYER WHO LAST TRAINED THEM IN THE DISTRIBUTIVE EDUCATION PROGRAM

High School	Sex	Length Of Time Respondents Continued Working For Employer By Whom Last Trained							Total Number Who Continued Working For Employer By Whom Last Trained
		Less Than 6 Months	From 6 to 12 Months	From 12 to 24 Months	From 24 to 36 Months	From 36 to 48 Months	From 48 to 72 Months	Not Specified	
Duncan	Boys	2	1						3
	Girls	2	1		1		1		5
Enid	Boys			1			1		2
	Girls	2	2						4
Muskogee	Boys	1					1		2
	Girls	1	1				2		4
Capitol Hill	Boys			1					1
	Girls	1			1				2
Central High	Boys								
	Girls	2			1				3
Glassen High	Boys								
	Girls							1	1
Okmulgee	Boys								
	Girls		1	1	1				3
Poteau	Boys								
	Girls	2							2
Sayre	Boys	1			1				2
	Girls		1						1
Shawnee	Boys	1	1						2
	Girls	1		1					2
Tulsa	Boys				1		2		3
	Girls	3	1	1					5
Wagner	Boys			1					1
	Girls								

This table should be read as follows: Row one, reading from left to right, shows that 2 male respondents from Duncan High School continued working for the employer by whom last trained for less than 6 months; 1 continued from 6 to 12 months, making a total of 3 who continued working for the employer by whom last trained in the distributive education program.

TABLE XVII

SUMMARY OF DATA CONCERNING LENGTH OF TIME RESPONDENTS CONTINUED WORKING FOR THE EMPLOYER WHO LAST TRAINED THEM IN THE DISTRIBUTIVE EDUCATION PROGRAM

Sex		Length Of Time Respondents Continued Working For Employer By Whom Last Trained						Total Number Who Continued Working For Employer By Whom Last Trained
		Less Than 6 Months	From 6 to 12 Months	From 12 to 24 Months	From 24 to 36 Months	From 36 to 48 Months	From 48 to 72 Months	
Boys	Number	5	2	3	2		4	16
	Per Cent	31.3	12.5	18.7	12.5		25.0	100.0
Girls	Number	14	7	3	4		3	32
	Per Cent	43.8	22.0	9.3	12.5		9.3	100.0
Total	Number	19	9	6	6		7	48
	Per Cent	39.6	18.8	12.5	12.5		14.6	100.0

This table should be read as follows: Row one, reading from left to right, shows that 5, or 31.3 per cent, of the male respondents who reported that they continued working for the employer by whom last trained, continued for less than 6 months; 2, or 12.5 per cent, continued from 6 to 12 months; 3, or 18.7 per cent, continued from 12 to 24 months; 2, or 12.5 per cent, continued from 24 to 36 months; and 4, or 25.0 per cent, continued from 48 to 72 months. A total of 16 male respondents reported that they continued working for the employer who last trained them in the distributive education program.

TABLE XVIII

NUMBER OF RESPONDENTS WHO REPORTED THAT THEY DID OR DID NOT GO INTO
A FULL-TIME JOB WITHIN FOUR MONTHS AFTER LEAVING HIGH SCHOOL

High School	Sex	Employed Full Time Within Four Months	Not Employed Full Time Within Four Months	Did Not Answer Question	Total Number of Respondents
Duncan	Boys	5	3	2	10
	Girls	8	5		13
Enid	Boys	2		2	4
	Girls	8	3	2	13
Muskogee	Boys	5	1	1	7
	Girls	7		1	8
Capitol Hill	Boys	1		1	2
	Girls	2	1		3
Central High	Boys				
	Girls	6	3	1	10
Classen High	Boys	2	2	3	7
	Girls	2	1	4	7
Okmulgee	Boys				
	Girls	4	1	2	7
Poteau	Boys	1			1
	Girls	6	1	2	9
Sayre	Boys	4			4
	Girls	1		1	2
Shawnee	Boys	4	2	2	8
	Girls	8	3	1	12
Tulsa	Boys	3	1		4
	Girls	8	3	7	18
Wagoner	Boys	2	4	2	8
	Girls				

This table should be read as follows: Row one, reading from left to right, shows that 5 male respondents from Duncan High School reported being employed full time within four months after leaving high school, 3 were not employed within four months, and 2 did not answer the question. A total of 10 boys responded from Duncan High School.

did or did not go into a full-time job within four months after leaving high school.

Table XIX is a summary of the data presented in Table XVIII. The data reveal that more than half of the respondents reported that they did go into a full-time job within four months after leaving high school. Twenty-nine boys and 60 girls, making a total of 89, or 56.8 per cent of the total number of respondents, reported that they did go into a full-time job within four months after leaving high school. Thirteen boys and 21 girls, making a total of 34, or 21.6 per cent, did not gain full-time employment within four months after leaving high school. A total of 34 boys and girls, or 21.6 per cent of the total number of respondents, did not answer the question; however, of these 34, 13 boys and 20 girls returned the short form of the questionnaire which did not include the question. It is significant to note that a majority of the respondents were employed full time within four months after leaving high school. In fact, of the 123 respondents who did answer the question, nearly three-fourths said they were employed full time within this four-month period.

Table XX presents data, classified by high school attended and sex, relative to the time interval from leaving high school to the first full-time job.

Table XXI is a summary of the data presented in Table XX. The data presented in this table show that 30 boys, or 54.5 per cent of the male respondents, and 61 girls, or 59.8 per cent of the female respondents, making a total of 91, or 58.2 per cent of the total number of respondents, were employed within 6 months after leaving high school. Forty-seven boys and girls, or 29.2 per cent of the total number of respondents, did not specify the time interval from leaving high school to their first full-time

TABLE XIX

SUMMARY OF DATA CONCERNING THE NUMBER OF RESPONDENTS WHO REPORTED THAT THEY DID OR DID NOT GO INTO A FULL-TIME JOB WITHIN FOUR MONTHS AFTER LEAVING HIGH SCHOOL

Sex		Employed Full Time Within Four Months	Not Employed Full Time Within Four Months	Did Not Answer Question	Total Respondents
Boys	Number	29	13	13	55
	Per Cent	52.8	23.6	23.6	100.0
Girls	Number	60	21	21	102
	Per Cent	58.8	20.6	20.6	100.0
Total	Number	89	34	34*	157
	Per Cent	56.8	21.6	21.6	100.0

* Thirteen boys and twenty girls returned the short questionnaire which did not include the question.

This table should be read as follows: Row one, reading from left to right, shows that 29, or 52.8 per cent, of the male respondents reported being employed full time within four months after leaving high school; 13, or 23.6 per cent, were not employed within four months; and 13, or 23.6 per cent, did not answer the question.

TABLE XX

TIME INTERVAL FROM LEAVING HIGH SCHOOL TO FIRST FULL-TIME JOB

High School	Sex	Time Interval From Leaving High School To First Full-Time Job							Total Number of Respondents
		Less Than 6 Months	From 6 to 12 Months	From 12 to 24 Months	From 24 to 36 Months	From 36 to 48 Months	From 48 to 72 Months	Not Specified	
Duncan	Boys	5			2		1	2	10
	Girls	8	1	1			2	1	13
Enid	Boys	2						2	4
	Girls	9	1					3	13
Muskogee	Boys	5		1				1	7
	Girls	7						1	8
Capitol Hill	Boys	1						1	2
	Girls	2						1	3
Central High	Boys								
	Girls	6	1		1			2	10
Classen High	Boys	2		1			1	3	7
	Girls	2						5	7
Okmulgee	Boys								
	Girls	4						3	7
Poteau	Boys	1							1
	Girls	6	1					2	9
Sayre	Boys	4							4
	Girls	1						1	2
Shawnee	Boys	4		1			1	2	8
	Girls	8						4	12
Tulsa	Boys	3		1					4
	Girls	8	1					9	18
Wagoner	Boys	3		2				3	8
	Girls								

This table should be read as follows: Row one, reading from left to right, shows that 5 male respondents from Duncan High School reported being employed full time within 6 months after leaving high school; 2 were employed within 24 to 36 months; 1 was employed within 48 to 72 months; and 2 did not specify the time interval.

TABLE XXI

SUMMARY OF DATA CONCERNING THE TIME INTERVAL FROM LEAVING HIGH SCHOOL
TO FIRST FULL-TIME JOB

Sex		Time Interval From Leaving High School To First Full-Time Job						Total Respondents	
		Less Than 6 Months	From 6 to 12 Months	From 12 to 24 Months	From 24 to 36 Months	From 36 to 48 Months	From 48 to 72 Months		Not Specified
Boys	Number	30		6	2		3	14	55
	Per Cent	54.5		10.9	3.6		5.5	25.5	100.0
Girls	Number	61	5	1	1		2	32	102
	Per Cent	59.8	4.9	1.0	1.0		2.0	31.3	100.0
Total	Number	91	5	7	3		5	47*	157
	Per Cent	58.2	3.1	4.5	1.9		3.1	29.2	100.0

* Thirteen boys and twenty girls returned the short questionnaire which did not include the question.

This table should be read as follows: Row one, reading from left to right, shows that 30, or 54.5 per cent, of the male respondents reported being employed full time within 6 months after leaving high school; 6, or 10.9 per cent, were employed within 12 to 24 months; 2, or 3.6 per cent, were employed within 24 to 36 months; 3, or 5.5 per cent, were employed within 48 to 72 months. Fourteen, or 25.5 per cent, of the male respondents did not specify the time interval.

job; however, 33 of these returned the short form of the questionnaire which did not include the question. Of those who actually did reply to the question, more than four-fifths were employed within 6 months.

Table XXIII is a summary of the data presented in Table XXII. An analysis of the data indicates that, of the 107 respondents who specified their tenure on the initial job after leaving high school, approximately one-half remained employed for less than one year; one-fourth remained employed from one to two years; and one-fifth remained employed on the initial job from two to four years. Nine, or 6.0 per cent, of the total number who reported that they had held a first job, remained on the initial job from four to six years. A total of 44 boys and girls, comprising 29.0 per cent of the 151 respondents who reported that they had held a first job, did not specify their tenure on the initial job. Of these 44, 33 returned the short form of the questionnaire which did not include the question.

Table XXIV shows the occupational classification of the first jobs held by the respondents, classified by high school attended and sex, after leaving high school.

Table XXV is a summary of the data presented in Table XXIV. Seventeen, or 31.0 per cent, of the total number of male respondents who had held a first job after leaving high school, were employed in sales and kindred occupations; 10, or 18.1 per cent, were employed in service occupations. Included in these 10 were 8 boys in military service.

Thirty-two, or 33.4 per cent, of the 96 girls who reported that they had held a first job, were employed in sales and kindred occupations; and 23, or 24.0 per cent, were employed in clerical and kindred occupations.

A total of 49, or 32.5 per cent, of the 151 respondents who reported concerning their initial employment after leaving high school, were

TABLE XXII

TENURE OF RESPONDENTS ON INITIAL JOBS AFTER LEAVING HIGH SCHOOL

High School	Sex	Tenure On Initial Job					Not Specified	Total Number Employed
		Less Than 6 Months	From 6 to 12 Months	From 12 to 24 Months	From 24 to 48 Months	From 48 to 72 Months		
Duncan	Boys	1	1	4	1	1	2	10
	Girls	3	3	4	2	1		13
Enid	Boys				1	1	2	4
	Girls	3	2	1	3		3	12
Muskogee	Boys		3	1		1	2	7
	Girls	2	2	1	1		2	8
Capitol Hill	Boys			1			1	2
	Girls		1			1	1	3
Central High	Boys							
	Girls	4	3		1		1	9
Classen High	Boys	1	1		1	1	3	7
	Girls	1	1				5	7
Okmulgee	Boys							
	Girls		1	2	1		3	7
Poteau	Boys			1				1
	Girls	2	2	1	2		2	9
Sayre	Boys	1		2		1		4
	Girls	1	1					2
Shawnee	Boys		3	2			3	8
	Girls	2		1	4	1	1	9
Tulsa	Boys	1			1	1	1	4
	Girls	1	2	3	2		9	17
Wagoner	Boys	2	1	1	1		3	8
	Girls							

This table should be read as follows: Row one, reading from left to right, shows that, of the 10 male respondents from Duncan High School who reported that they had held a first job, 1 was employed for less than 6 months; 1 was employed from 6 to 12 months; 4 were employed from 12 to 24 months; 1 was employed from 24 to 48 months; 1 was employed from 48 to 72 months; and 2 did not specify their tenure on the initial job.

TABLE XXIII

SUMMARY OF DATA CONCERNING TENURE OF RESPONDENTS ON INITIAL JOBS AFTER LEAVING HIGH SCHOOL

Sex		Tenure On Initial Job					Not Specified	Total Employed
		Less Than 6 Months	From 6 to 12 Months	From 12 to 24 Months	From 24 to 48 Months	From 48 to 72 Months		
Boys	Number	6	9	12	5	6	17	55
	Per Cent	11.0	16.4	21.8	9.1	11.0	30.9	100.0
Girls	Number	19	18	13	16	3	27	96
	Per Cent	19.7	18.7	13.5	16.6	3.1	28.1	100.0
Total	Number	25	27	25	21	9	44*	151
	Per Cent	16.6	17.9	16.6	13.9	6.0	29.0	100.0

* Thirteen boys and twenty girls returned the short questionnaire which did not include the question.

This table should be read as follows: Row one, reading from left to right, shows that, of the 55 male respondents who reported that they had held a first job, 6, or 11.0 per cent, were employed for less than 6 months; 9, or 16.4 per cent, were employed from 6 to 12 months; 12, or 21.8 per cent, were employed from 12 to 24 months; 5, or 9.1 per cent, were employed from 24 to 48 months; 6, or 11.0 per cent, were employed from 48 to 72 months; and 17, or 30.9 per cent, did not specify their tenure on the initial job.

TABLE XXIV

OCCUPATIONAL CLASSIFICATION OF FIRST JOBS HELD BY RESPONDENTS AFTER LEAVING HIGH SCHOOL

High School	Sex	Occupational Classification									Total Number Employed
		Professional and Managerial	Clerical and Kindred	Sales and Kindred	Service	Agricultural	Skilled	Semiskilled	Unskilled	Not Specified	
Duncan	Boys	2		4	2					2	10
	Girls	3	3	7							13
Euid	Boys	1					1			2	4
	Girls		4	3	3					2	12
Muskogee	Boys		1	3	1			1		1	7
	Girls		2	3	2					1	8
Capitol Hill	Boys			1						1	2
	Girls				2					1	3
Central High	Boys										
	Girls		2	4	2					1	9
Classen High	Boys			1			2	1		3	7
	Girls		3							4	7
Okmulgee	Boys										
	Girls		1	1	1			1		3	7
Poteau	Boys				1						1
	Girls		3	4						2	9
Sayre	Boys		1	1	2						4
	Girls			1						1	2
Shawnee	Boys	1		2	3					2	8
	Girls	1	1	3	3					1	9
Tulsa	Boys			3			1				4
	Girls		4	6						7	17
Wagoner	Boys			2	1	1	1	1		2	8
	Girls										

This table should be read as follows: Row one, reading from left to right, shows that, of the 10 male respondents from Duncan High School who reported concerning the first jobs they obtained after leaving high school, 2 were employed in professional and managerial occupations; 4 were employed in sales and kindred occupations; 2 were employed in service occupations; and 2 did not specify the nature of their first job after leaving high school.

TABLE XXV

SUMMARY OF DATA CONCERNING THE OCCUPATIONAL CLASSIFICATION OF
FIRST JOBS HELD BY RESPONDENTS AFTER
LEAVING HIGH SCHOOL

Sex		Occupational Classification									Total Employed
		Professional and Managerial	Clerical and Kindred	Sales and Kindred	Service	Agricultural	Skilled	Semiskilled	Unskilled	Not Specified	
Boys	Number	4	2	17	10	1	5	3		13	55
	Per Cent	7.2	3.6	31.0	18.1	1.8	9.0	5.4		23.9	100.0
Girls	Number	4	23	32	13			1		23	96
	Per Cent	4.1	24.0	33.4	13.5			1.0		24.0	100.0
Total	Number	8	25	49	23	1	5	4		36*	151
	Per Cent	5.3	16.6	32.5	15.2	0.6	3.3	2.6		23.9	100.0

* Thirteen boys and twenty girls returned the short questionnaire which did not include the question.

This table should be read as follows: Row one, reading from left to right, shows that 4, or 7.2 per cent, of the 55 male respondents who reported concerning the first jobs they obtained after leaving high school, were employed in professional and managerial occupations; 2, or 3.6 per cent, were employed in clerical and kindred occupations; 17, or 31.0 per cent, were employed in sales and kindred occupations; 10, or 18.1 per cent, were employed in service occupations; 1, or 1.8 per cent, was employed in an agricultural occupation; 5, or 9.0 per cent, were employed in skilled occupations; 3, or 5.4 per cent, were employed in semiskilled occupations; and 13, or 23.9 per cent, did not specify the nature of their first job after leaving high school.

employed in sales and kindred occupations. Table XXX shows that a total of 30, or 31.9 per cent, of the 94 respondents who reported that they were employed at the time of the study, were employed in sales and kindred occupations.

The number employed in clerical and kindred occupations on the initial job held after leaving high school, and the number employed in clerical and kindred occupations on the jobs held at the time of the study, remain approximately the same. However, the percentage employed within this same classification on the present job has almost doubled the percentage employed on the initial job.

A total of 8, or 5.3 per cent, of the respondents who reported concerning their initial employment after leaving high school were employed in professional and managerial occupations. This number includes such positions as shoe store manager, variety store manager, grocery store manager, service station manager, and dry cleaning plant owner.

Table XXVI shows the reasons reported by the respondents for leaving the initial job. Eight boys and 15 girls, comprising 15.2 per cent of the 151 respondents who had held a first job, left because they were dissatisfied with the job. Twenty-two girls, or 14.6 per cent, of all respondents who had held an initial job left because they were to be married. Seven boys and 8 girls, comprising 9.9 per cent, left the initial job to go to school. Eighteen boys and 26 girls, making a total of 44, or 29.1 per cent, did not report their reason for leaving their initial job. Of these 44, 13 boys and 20 girls returned the short form of the questionnaire which did not include the question. The fact that these 13 boys and 20 girls returned the short form of the questionnaire which did not include the question does not indicate whether they did or did not leave their initial job.

TABLE XXVI
REASONS REPORTED BY RESPONDENTS FOR LEAVING THE INITIAL JOB

Reason	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Dissatisfied with the job	8	14.6	15	15.7	23	15.2
To be married			22	22.9	22	14.6
To go to school	7	12.7	8	8.3	15	9.9
Moved to another town			8	8.3	8	5.3
Discharged from armed forces	8	14.6			8	5.3
To go into armed forces	7	12.7			7	4.6
For medical reasons			6	6.3	6	4.0
For better position			6	6.3	6	4.0
Reduction in the force	1	1.8	1	1.0	2	1.3
Business sold out			1	1.0	1	0.7
Still there	6	10.9	3	3.1	9	6.0
No answer given	18	32.7	26	27.1	44*	29.1
Total	55	100.0	96	100.0	151	100.0

* Thirteen boys and twenty girls returned the short questionnaire which did not include the question.

This table should be read as follows: Row one, reading from left to right, shows that 8, or 14.6 per cent, of the boys, and 15, or 15.7 per cent, of the girls who reported having held a first job, left because they were dissatisfied with the job. In all, 23, or 15.2 per cent, of the total number of respondents who reported having held a first job, said they were dissatisfied with the job.

TABLE XXVII

EMPLOYMENT STATUS OF RESPONDENTS AT THE TIME QUESTIONNAIRES WERE ANSWERED IN THE SPRING OF 1951

High School	Sex	Employment Status of Respondents				Total Number Reporting
		Employed Full Time	Employed Part Time	In Military Service	Not Employed	
Duncan	Boys	7		2	1	10
	Girls	6			7	13
Maid	Boys	3		1		4
	Girls	6			7	13
Muskogee	Boys	6		1		7
	Girls	3	1		4	8
Capitol Hill	Boys	2				2
	Girls	2			1	3
Central High	Boys					
	Girls	4			6	10
Classen High	Boys	4		1	2	7
	Girls	3			4	7
Okmulgee	Boys					
	Girls	3			4	7
Poteau	Boys	1				1
	Girls	3			6	9
Sayre	Boys	1		3		4
	Girls	1			1	2
Shawnee	Boys	8				8
	Girls	2	1		9	12
Tulsa	Boys	2		1	1	4
	Girls	6	3		9	18
Wagoner	Boys	4	1	2	1	8

This table should be read as follows: Row one, reading from left to right, shows that, among the male respondents from Duncan High School, 7 were employed full time, 2 were in military service, and 1 was not employed. In all, 10 male respondents from Duncan answered the question.

TABLE XXVIII

SUMMARY OF DATA CONCERNING EMPLOYMENT STATUS OF RESPONDENTS
AT THE TIME QUESTIONNAIRES WERE ANSWERED IN THE
SPRING OF 1951

Sex		Employed Full Time	Employed Part Time	In Military Service	Not Employed	Total Responding
Boys	Number	38	1	11	5	55
	Per Cent	69.0	1.8	20.0	9.2	100.0
Girls	Number	39	5		58	102
	Per Cent	38.2	4.9		56.9	100.0
Total	Number	77	6	11	63	157
	Per Cent	49.1	3.8	7.0	40.1	100.0

This table should be read as follows: Row one, reading from left to right, shows that 38, or 69.0 per cent, of the 55 male respondents were employed full time at the time the questionnaires were answered in the spring of 1951; 1, or 1.8 per cent, was employed part time; 11, or 20.0 per cent, were in military service; and 5, or 9.2 per cent, were not employed.

TABLE XXIX
OCCUPATIONAL CLASSIFICATION OF JOBS HELD BY RESPONDENTS
AT THE TIME OF THE STUDY

High School	Sex	Occupational Classification								Total Number Employed
		Professional & Managerial	Clerical and Kindred	Sales and Kindred	Service	Agricultural	Skilled	Semiskilled	Unskilled	
Duncan	Boys	2		2	2		1		2	9
	Girls	2	1	2	1					6
Mid	Boys	2		1	1					4
	Girls		3		3					6
Muskogee	Boys	1	1	3	1		1			7
	Girls		4							4
Capitol Hill	Boys	1		1						2
	Girls			1	1					2
Central High	Boys									
	Girls		2	1	1					4
Classen High	Boys			3	1			1		5
	Girls		3							3
Okmulgee	Boys									
	Girls			1	1			1		3
Poteau	Boys			1						1
	Girls		3							3
Sayre	Boys			1	3					4
	Girls			1						1
Shawnee	Boys	1	2	3			1	1		8
	Girls	1	1	1						3
Tulsa	Boys			2	1					3
	Girls		7	2						9
Wagoner	Boys			4	2		1			7
	Girls									

This table should be read as follows: Row one, reading from left to right, shows that 2 of the 9 male respondents who reported that they were employed at the time of the study, were employed in professional and managerial occupations; 2 were employed in sales and kindred occupations; 2 were employed in service occupations; 1 was employed in a skilled occupation; and 2 were employed in unskilled occupations.

TABLE XXX

SUMMARY OF DATA CONCERNING THE OCCUPATIONAL CLASSIFICATION OF
JOBS HELD BY RESPONDENTS AT THE TIME OF THE STUDY

Sex		Occupational Classification								Total Employed
		Professional and Managerial	Clerical and Kindred	Sales and Kindred	Service	Agricultural	Skilled	Semiskilled	Unskilled	
Boys	Number	7	3	21	11		4	2	2	50
	Per Cent	14.0	6.0	42.0	22.0		8.0	4.0	4.0	100.0
Girls	Number	3	24	9	7			1		44
	Per Cent	6.8	54.5	20.5	16.0			2.2		100.0
Total	Number	10	27	30	18		4	3	2	94
	Per Cent	10.6	28.7	31.9	19.1		4.2	3.2	2.3	100.0

This table should be read as follows: Row one, reading from left to right, shows that 7, or 14.0 per cent, of the 50 male respondents who reported that they were employed at the time of the study, were employed in professional and managerial occupations; 3, or 6.0 per cent, were employed in clerical and kindred occupations; 21, or 42.0 per cent, were employed in sales and kindred occupations; 11, or 22.0 per cent, were employed in service occupations; 4, or 8.0 per cent, were employed in skilled occupations; 2, or 4.0 per cent, were employed in semiskilled occupations; and 2, or 4.0 per cent, were employed in unskilled occupations.

Table XXVII presents data relative to the employment status of the respondents, classified by high school attended and sex, at the time the questionnaires were answered in the spring of 1951.

Table XXVIII is a summary of the data presented in Table XXVII. Thirty-eight, or 69.0 per cent, of the male respondents reported that they were employed full time. Thirty-nine, or 38.2 per cent, of the female respondents reported that they were employed full time. A total of 77, comprising 49.1 per cent of the total number of respondents, reported that they were employed full time. Including the 11 boys who were in military service at the time of the study, 56.1 per cent of the respondents were employed full time. Only 1 boy and 5 girls, comprising 3.8 per cent, reported being employed part time.

The 5 boys who reported that they were not employed at the time of the study were attending a four-year college or university. The 58 girls who reported that they were not employed at the time of the study were married and keeping house.

In Table XXIX will be found data showing the occupational classification of the jobs held by the respondents at the time of the study.

Table XXX is a summary of the data presented in Table XXIX. While the number of respondents employed in professional and managerial occupations has remained approximately the same as that shown in Table XXV, the percentage shown in Table XXX has doubled that shown in Table XXV.

The number employed in clerical and kindred occupations at the time of the study remains approximately the same as the number employed in clerical and kindred occupations on the initial jobs held by respondents after leaving high school; however, the percentage at the time of the study has almost doubled that for the first job.

Twenty-one, or 42.0 per cent, of the employed male respondents were employed in sales and kindred occupations, while 9, or 20.5 per cent, of the employed female respondents were employed in occupations of this type.

Table XXXI presents data relative to the monthly salaries reported by the respondents who were employed at the time the questionnaires were answered in the spring of 1951.

In Table XXXII is a summary of the data presented in Table XXXI. Nine, or 9.6 per cent, of the employed respondents reported a monthly salary of up to \$100. Twenty-three, or 24.5 per cent, reported a monthly salary of \$101 to \$200. Thirty-two, or 33.7 per cent, reported a monthly salary of \$201 to \$300. Four, or 4.4 per cent, reported a monthly salary of \$301 to \$400. Two, or 2.3 per cent, reported a monthly salary of more than \$400. One of the 2 boys who reported a monthly "salary" of more than \$400 solicits aluminum-ware sales from door to door, and the other is a service station manager. Those earning between \$301 and \$400 monthly were employed in professional and managerial occupations. Twelve boys and 12 girls, comprising 25.5 per cent of the employed respondents, did not specify their monthly salaries; however, of these 24, 11 boys and 9 girls returned the short form of the questionnaire which did not include the question.

Table XXXIII presents data concerning the number of respondents, classified by high school attended and sex, who reported that they are or are not satisfied with their present employment.

Table XXXIV is a summary of the data presented in Table XXXIII. The data show that a majority of the respondents are satisfied with their present employment. Twelve boys and 4 girls, comprising 17.0 per cent of the employed respondents, reported that they are not satisfied with their

TABLE XXXI

MONTHLY SALARIES REPORTED BY RESPONDENTS WHO WERE EMPLOYED
AT THE TIME QUESTIONNAIRES WERE ANSWERED
IN THE SPRING OF 1951

High School	Sex	Monthly Salary Range in Dollars					Total Number Employed	
		0- 100	101- 200	201- 300	301- 400	Over 400		Not Specified
Duncan	Boys		1	5		1	2	9
	Girls	1	1	3			1	6
Enid	Boys			2			2	4
	Girls		2	2			2	6
Muskogee	Boys	1	2	3			1	7
	Girls		4					4
Capitol Hill	Boys				1		1	2
	Girls		2					2
Central High	Boys							
	Girls		1	1			2	4
Classen High	Boys	1		2			2	5
	Girls			1			2	3
Okmulgee	Boys							
	Girls	1	2					3
Poteau	Boys						1	1
	Girls	1	2					3
Sayre	Boys	1	1	2				4
	Girls		1					1
Shawnee	Boys			4	2		2	8
	Girls	1	1	1				3
Tulsa	Boys	1		1	1			3
	Girls		1	3			5	9
Wagoner	Boys	1	2	2		1	1	7
	Girls							

This table should be read as follows: Row one, reading from left to right, shows that of the 9 male respondents from Duncan High School who reported that they were employed at the time of the study, 1 was earning a monthly salary of \$101 to \$200; 5 were earning from \$201 to \$300; and 1 was earning over \$400. Two did not specify the monthly salaries they were earning.

TABLE XXXII

SUMMARY OF DATA CONCERNING THE MONTHLY SALARIES REPORTED BY
RESPONDENTS WHO WERE EMPLOYED AT THE TIME QUESTIONNAIRES
WERE ANSWERED IN THE SPRING OF 1951

Sex		Monthly Salary Range in Dollars					Not Specified	Total Employed
		0-100	101-200	201-300	301-400	Over 400		
Boys	Number	5	6	21	4	2	12	50
	Per cent	10.0	12.0	42.0	8.0	4.0	24.0	100.0
Girls	Number	4	17	11			12	44
	Per cent	9.1	38.6	25.0			27.3	100.0
Total	Number	9	23	32	4	2	24*	94
	Per cent	9.6	24.5	33.7	4.4	2.3	25.5	100.0

* Eleven boys and 9 girls returned the short questionnaire which did not include the question.

This table should be read as follows: Row one, reading from left to right, shows that 5, or 10.0 per cent, of the male respondents who reported that they were employed at the time the questionnaires were answered in the spring of 1951 were earning a monthly salary of less than \$100; 6, or 12.0 per cent, were earning from \$101 to \$200; 21, or 42.0 per cent, were earning from \$201 to \$300; 4, or 8.0 per cent, were earning from \$301 to \$400; 2, or 4.0 per cent, were earning over \$400; and 12, or 24.0 per cent, did not specify their monthly salaries. A total of 50 male respondents reported that they were employed at the time the questionnaires were answered in the spring of 1951.

TABLE XXXIII

NUMBER OF RESPONDENTS WHO REPORTED THAT THEY ARE OR ARE NOT
SATISFIED WITH THEIR PRESENT EMPLOYMENT

High School	Sex	Question: Are You Satisfied With Your Present Employment?			Total Number Employed
		Answering "Yes"	Answering "No"	No Answer Given	
Duncan	Boys	5	2	2	9
	Girls	5	1		6
Maid	Boys	1	1	2	4
	Girls	4		2	6
Muskogee	Boys	4	2	1	7
	Girls	4			4
Capitol Hill	Boys	1		1	2
	Girls	2			2
Central High	Boys				
	Girls	2		2	4
Classen High	Boys	2	1	2	5
	Girls	1		2	3
Okmulgee	Boys				
	Girls	3			3
Poteau	Boys	1			1
	Girls	2	1		3
Sayre	Boys	1	3		4
	Girls		1		1
Shawnee	Boys	5	1	2	8
	Girls	2	1		3
Tulsa	Boys	2	1		3
	Girls	4		5	9
Wagoner	Boys	5	1	1	7
	Girls				

This table should be read as follows: Row one, reading from left to right, shows that 5 male respondents from Duncan High School were satisfied with their present employment, 2 were not satisfied, and 2 did not answer the question. A total of 9 male respondents from Duncan reported that they were employed at the time the questionnaires were answered.

TABLE XXXIV

SUMMARY OF DATA CONCERNING THE NUMBER OF RESPONDENTS
WHO REPORTED THAT THEY ARE OR ARE NOT SATISFIED
WITH THEIR PRESENT EMPLOYMENT

Sex		Question: Are You Satisfied With Your Present Employment?			Total Employed
		"Yes"	"No"	No Answer Given	
Boys	Number	27	12	11	50
	Per Cent	54.0	24.0	22.0	100.0
Girls	Number	29	4	11	44
	Per Cent	65.9	9.1	25.0	100.0
Total	Number	56	16	22*	94
	Per Cent	59.6	17.0	23.4	100.0

* Eleven boys and nine girls returned the short questionnaire which did not include the question.

This table should be read as follows: Row one, reading from left to right, shows that 27, or 54.0 per cent, of the employed male respondents reported that they are satisfied with their present employment, 12, or 24.0 per cent, are not satisfied, and 11, or 22.0 per cent, did not answer the question. A total of 50 male respondents reported that they were employed at the time the questionnaires were answered.

present employment. Of the 12 boys who reported that they are dissatisfied with their present employment, 10 were in military service. Eleven boys and 11 girls, comprising 23.4 per cent of the employed respondents, did not answer the question; however, the 11 boys and 9 of the girls returned the short form of the questionnaire which did not include the question.

Table XXXV shows the length of time of unemployment for those respondents, classified by high school attended and sex, who reported that they were not employed at the time of the study.

Table XXXVI is a summary of the data presented in Table XXXV. Of the 63 respondents who reported that they were unemployed, 5 were boys in school and 58 were girls who were keeping house. None of the 63 reported that they were seeking employment; therefore, unemployed and not employed are used synonymously in this study. Sixteen per cent of the unemployed respondents reported that they had been unemployed for less than 6 months. Eight per cent reported a period of unemployment from 6 to 12 months. Eleven per cent reported that they had been unemployed from 12 to 24 months. Nine and five-tenths per cent reported a period of unemployment from 24 to 48 months. Included in the 11, or 17.5 per cent, who reported that they had not been employed during the preceding 48 to 72 months were 6 girls who said that they had not been employed in any job since leaving high school.

The 5 unemployed male respondents were attending college at the time the study was made and the 58 unemployed female respondents were housewives. A total of 63 respondents reported that they were not employed at the time of the study.

Table XXXVII shows the classification of initial jobs and present jobs according to whether in distributive or nondistributive occupations.

TABLE XXXV

LENGTH OF TIME OF UNEMPLOYMENT FOR RESPONDENTS WHO
REPORTED THAT THEY WERE NOT EMPLOYED
AT THE TIME OF THE STUDY

High School	Sex	Length of Time of Unemployment					Not Specified	Total Not Employed
		Less Than 6 Months	From 6 to 12 Months	From 12 to 24 Months	From 24 to 48 Months	From 48 to 72 Months		
Duncan	Boys		1					1
	Girls	1	1	1	1		3	7
Mid	Boys			1				
	Girls	2	1	1		3		7
Muskogee	Boys							
	Girls	2					2	4
Capitol Hill	Boys							
	Girls						1	1
Central High	Boys							
	Girls	1		2		1	3	7
Classen High	Boys		1				1	2
	Girls	1					3	4
Okmulgee	Boys							
	Girls				2		2	4
Poteau	Boys							
	Girls				2	1	2	5
Sayre	Boys							
	Girls					1		1
Shawnee	Boys							
	Girls	1		2		4	2	9
Tulsa	Boys	1						1
	Girls	1	1	1	1	1	4	9
Wagoner	Boys						1	1
	Girls							

This table should be read as follows: Row one, reading from left to right, shows that 1 male respondent from Duncan High School reported that he had not been employed from 6 to 12 months at the time the study was made.

TABLE XXXVI

SUMMARY OF DATA CONCERNING THE LENGTH OF TIME OF UNEMPLOYMENT
FOR RESPONDENTS WHO REPORTED THAT THEY WERE NOT
EMPLOYED AT THE TIME OF THE STUDY

Sex		Length of Time of Unemployment					Not Specified	Total Not Employed
		Less Than 6 Months	From 6 to 12 Months	From 12 to 24 Months	From 24 to 48 Months	From 48 to 72 Months		
Boys	Number	1	2				2	5
	Per Cent	20.0	40.0				40.0	100.0
Girls	Number	9	3	7	6	11	22	58
	Per Cent	15.5	5.2	12.0	10.3	19.0	38.0	100.0
Total	Number	10	5	7	6	11*	24	63
	Per Cent	16.0	8.0	11.0	9.5	17.5	38.0	100.0

* Includes 6 girls who reported that they have not been employed since leaving high school.

This table should be read as follows: Row one, reading from left to right, shows that 1, or 20.0 per cent, of the male respondents who reported that they were unemployed at the time of the study, had been unemployed for less than 6 months; 2, or 40.0 per cent, had been unemployed from 6 to 12 months; and 2, or 40.0 per cent, did not answer the question. A total of 5 male respondents reported that they were not employed at the time of the study.

TABLE XXXVII

CLASSIFICATION OF INITIAL JOBS AND PRESENT JOBS ACCORDING TO WHETHER IN DISTRIBUTIVE OR NONDISTRIBUTIVE OCCUPATIONS

High School	Sex	Occupational Classification					
		Initial Job			Present Job		
		Distributive Occupations	Non-Distributive Occupations	Total Number Reporting Type	Distributive Occupations	Non-Distributive Occupations	Total Number Reporting Type
Duncan	Boys	6	2	8	4	5	9
	Girls	9	4	13	3	3	6
Enid	Boys	1	1	2	2	2	4
	Girls	4	6	10		6	6
Muskogee	Boys	3	3	6	3	4	7
	Girls	3	4	7		4	4
Capitol Hill	Boys	1		1	2		2
	Girls	1	2	3		2	2
Central High	Boys						
	Girls	4	4	8		4	4
Classen High	Boys	2	2	4	2	3	5
	Girls		3	3		3	3
Okmulgee	Boys						
	Girls	2	3	5	1	2	3
Poteau	Boys		1	1	1		1
	Girls	4	3	7		3	3
Sayre	Boys		4	4	1	3	4
	Girls	2		2	1		1
Shawnee	Boys	2	4	6	3	5	8
	Girls	4	4	8	1	2	3
Tulsa	Boys	3	1	4	2	1	3
	Girls	6	4	10	3	6	9
Wagoner	Boys	2	4	6	3	4	7
	Girls						

This table should be read as follows: Row one, reading from left to right, shows that, on the initial job, 6 boys from Duncan High School were employed in distributive occupations, and 2 were employed in nondistributive occupations, making a total of 8 male respondents from Duncan who reported the type of initial job held.

On the present job held, 4 were employed in distributive occupations, and 5 were employed in nondistributive occupations, making a total of 9 who reported the type of present job held.

Table XXXVIII is a summary of the data presented in Table XXXVII. Analysis of the data reveals that the number and percentage for distributive and nondistributive occupations on the initial job and present job, so far as the boys are concerned, remain approximately the same.

So far as the girls are concerned, the number and percentage in distributive occupations have decreased since the initial job.

On the initial job, 50.0 per cent of the employed respondents were in distributive occupations and 50.0 per cent were in nondistributive occupations. On the present job 34.0 per cent of those who are employed are in distributive occupations and 66.0 per cent are in nondistributive occupations. Eleven male respondents in military service were included in the present nondistributive occupations, while only 8 male respondents in military service were included in the initial nondistributive occupations.

Summary

In Section 3 is discussed the employment record of the distributive education respondents from the date of their leaving high school to the time the questionnaires were answered in the spring of 1951. Data show that 89, or 56.8 per cent, of the 157 respondents secured full-time employment within four months after leaving high school.

Data show that 49, or 32.5 per cent, of the employed respondents, were employed in sales and kindred occupations on the initial job, and that 30, or 31.9 per cent, of the employed respondents were employed in sales and kindred occupations in their present jobs.

At the time of the study, 88, or 56.1 per cent, of the respondents were employed full time, and 63, or 40.1 per cent, were not employed. Of these 63, 5 boys were going to school full time and 58 girls were housewives. None of the 63 were otherwise gainfully employed.

TABLE XXXVIII

SUMMARY OF DATA CONCERNING CLASSIFICATION OF INITIAL JOBS AND
PRESENT JOBS ACCORDING TO WHETHER IN DISTRIBUTIVE OR
NONDISTRIBUTIVE OCCUPATIONS

Sex		Occupational Classification					
		Initial Job			Present Job		
		Distributive Occupations	Non- Distributive Occupations	Total Reporting Type	Distributive Occupations	Non- Distributive Occupations	Total Reporting Type
Boys	Number	20	22	42	23	27	50
	Per Cent	47.6	52.4	100.0	46.0	54.0	100.0
Girls	Number	39	37	76	9	35	44
	Per Cent	51.3	48.7	100.0	20.5	80.5	100.0
Total	Number	59	59*	118	32	62**	94
	Per Cent	50.0	50.0	100.0	34.0	66.0	100.0

* Includes 8 male respondents who were in military service.

** Includes 11 male respondents now in military service.

This table should be read as follows: Row one, reading from left to right, shows that 20, or 47.6 per cent, of the 42 male respondents who reported the type of initial job held, were employed in distributive occupations; and 22, or 52.4 per cent, were employed in nondistributive occupations.

Twenty-three, or 46.0 per cent, of the 50 male respondents who reported the type of present job held, were employed in distributive occupations; and 27, or 54.0 per cent, were employed in nondistributive occupations.

Fifty-six, or 59.6 per cent, of the employed respondents reported that they are satisfied with their present employment, while 16, or 17.0 per cent, reported that they are dissatisfied. The remainder either did not answer the question or returned the short form on which it was not included.

The value of the distributive education program, according to the opinions of the respondents, is discussed in Section 4.

Section 4

Value of the Program According to the Opinions of the Respondents

The success of any distributive education program depends, to some extent, upon the opinions of former enrollees as to its value. Presented in this section are data showing the opinions of the respondents as to the value of the units in the distributive education course of study.

According to a statement made by the State Supervisor of Distributive Education, the units in the course of study, as used during the school year 1944-1945, are basically the same as those used now. However, he added, some reorganization and refinement of the course of study has taken place in the interim. This statement was made before data were collected for this section.

Table XXXIX shows the opinions of the male respondents concerning the value of the units in the distributive education course of study. Variations will be noted in the number of respondents rating each unit. Some of the respondents stated that they did not study the unit while others in the same class stated that they did. Also, some of the respondents stated that they did not remember enough about the unit to be able to rate it as to whether it was of much help, of some help, or of no help. This explains why the number rating is not the same for each unit.

An arbitrary weighting system was devised to ascertain the average value which the respondents reported for each unit. Each response which rated a unit as being of much help was given a weight of 2; of some help, 1; and of no help, 0. Thus, an average weighted rating was derived.

Male respondents reported the unit "Getting Along With People" as being of the most value to them. This unit has an average weighted rating

TABLE XXXIX

OPINIONS OF THE MALE RESPONDENTS CONCERNING THE VALUE OF THE UNITS IN
THE DISTRIBUTIVE EDUCATION COURSE OF STUDY

Units in Course of Study		Question: Rate the Following Units According to the Amount of Help They Have Been to You.					Total Boys Rating The Unit	Average Weighted Rating
		Rating of Units			Total Boys Rating The Unit	Average Weighted Rating		
		Of Much Help	Of Some Help	Of No Help				
Getting Along With People	Number Per Cent	29 59.2	16 32.7	4 8.1	49 100.0	1.51		
General Business Information	Number Per Cent	24 50.0	22 45.8	2 4.2	48 100.0	1.46		
Merchandising	Number Per Cent	27 57.4	13 27.7	7 14.9	47 100.0	1.43		
Store English	Number Per Cent	23 51.1	18 40.0	4 8.9	45 100.0	1.42		
Customers And Why They Buy	Number Per Cent	22 47.8	17 37.0	7 15.2	46 100.0	1.33		
Store Arithmetic	Number Per Cent	19 43.2	19 43.2	6 13.6	44 100.0	1.30		
The Retail Sales Process	Number Per Cent	19 39.6	23 47.9	6 12.5	48 100.0	1.27		
Selecting And Applying for a Job	Number Per Cent	19 43.2	17 38.6	8 18.2	44 100.0	1.25		
Business Law	Number Per Cent	8 25.8	16 51.6	7 22.6	31 100.0	1.03		

This table should be read as follows: Row one, reading from left to right, shows that, of the 49 boys who rated the unit "Getting Along With People," 29, or 59.2 per cent, rated it as being of much help; 16, or 32.7 per cent, rated it as being of some help; and 4, or 8.1 per cent, stated that it was of no help. A total of 49 male respondents rated the unit. The average weighted rating of the unit is 1.51.

of 1.51. "General Business Information," with an average weighted rating of 1.46, was rated as being next in rank of value. The remaining units and their average weighted ratings are: "Merchandising" with a rating of 1.43; "Store English" with a rating of 1.42; "Customers and Why They Buy" with a rating of 1.33; "Store Arithmetic" with a rating of 1.30; "The Retail Sales Process" with a rating of 1.27; "Selecting and Applying for a Job" with a rating of 1.25; and "Business Law" with a rating of 1.03. It is interesting to note the .22 drop in rating between the units "Selecting and Applying for a Job" and "Business Law." This would indicate that the male respondents hold the opinion that "Business Law" has relatively little value in the distributive education course of study.

Table XL shows the opinions of the female respondents concerning the value of the units in the distributive education course of study. Variations will also be noted here in the number of respondents rating each unit. Some of the respondents stated that they did not study the unit while others in the same class stated that they did. Also, some of the female respondents stated that they did not remember enough about the unit to be able to rate it as to whether it was of much help, of some help, or of no help. This explains why the number of female respondents rating the units is not the same for each unit.

The same arbitrary weighting system was used to ascertain the average value which the female respondents reported for each unit as was used to ascertain the average value which the male respondents reported for each unit.

Female respondents reported the unit "Getting Along With People" as being of the most value to them. This unit has an average weighted rating of 1.77. "Selecting and Applying for a Job," with an average weighted

TABLE XL

OPINIONS OF THE FEMALE RESPONDENTS CONCERNING THE VALUE OF THE UNITS IN
THE DISTRIBUTIVE EDUCATION COURSE OF STUDY

Units in Course of Study		Question: Rate the Following Units According to the Amount of Help They Have Been To You.			Total Girls Rating The Unit	Average Weighted Rating
		Rating of Units				
		Of Much Help	Of Some Help	Of No Help		
Getting Along With People	Number	69	16	2	87	1.77
	Per Cent	79.3	18.4	2.3	100.0	
Selecting and Applying For A Job	Number	59	19	7	85	1.61
	Per Cent	69.4	22.4	8.2	100.0	
Store English	Number	50	21	5	76	1.59
	Per Cent	65.8	27.7	6.5	100.0	
General Business Information	Number	51	25	6	82	1.55
	Per Cent	62.2	30.5	7.3	100.0	
Store Arithmetic	Number	47	21	8	76	1.51
	Per Cent	61.8	27.7	10.5	100.0	
Customers And Why They Buy	Number	44	31	5	80	1.49
	Per Cent	55.0	38.7	6.3	100.0	
Merchandising	Number	44	31	5	80	1.49
	Per Cent	55.0	38.7	6.3	100.0	
The Retail Sales Process	Number	38	35	9	82	1.35
	Per Cent	46.3	42.7	11.0	100.0	
Business Law	Number	15	20	12	47	1.06
	Per Cent	31.9	42.6	25.5	100.0	

This table should be read as follows: Row one, reading from left to right, shows that, of the 87 girls who rated the unit "Getting Along With People," 69, or 79.3 per cent, rated it as being of much help; 16, or 18.4 per cent, rated it as being of some help; and 2, or 2.3 per cent, stated that it was of no help. A total of 87 female respondents rated the unit. The average weighted rating of the unit is 1.77.

rating of 1.61, was rated as being next in rank of value. The remaining units and their average weighted ratings are: "Store English" with a rating of 1.59; "General Business Information" with a rating of 1.55; "Store Arithmetic" with a rating of 1.51; "Customers and Why They Buy" with a rating of 1.49; "Merchandising" with a rating of 1.49; "The Retail Sales Process" with a rating of 1.35; and "Business Law" with a rating of 1.06. The 0.29 drop in rating between the units, "The Retail Sales Process" and "Business Law" indicates that the female respondents also hold the opinion that "Business Law" has relatively little value in the distributive education course of study.

Table XI shows the combined opinions of both the male and female respondents concerning the value of the units in the distributive education course of study. The average weighted ratings show that the combined opinions of both the male and female respondents place the units in this order: "Getting Along With People," "Store English," "General Business Information," "Selecting and Applying for a Job," "Merchandising," "Customers and Why They Buy," "Store Arithmetic," "The Retail Sales Process," and "Business Law."

The unit receiving the highest rating from the male respondents, female respondents, and the combination of both male and female respondents, was "Getting Along With People." The unit receiving the lowest rating from the male respondents, female respondents, and the combination of both male and female respondents, was "Business Law."

Fewer respondents rated "Business Law" than any other unit. Of those who did rate it, approximately one-fourth classified it as having been "of no help." The unit was rated lower than any other unit.

TABLE XLI

OPINIONS OF THE MALE AND FEMALE RESPONDENTS CONCERNING THE VALUE OF THE
UNITS IN THE DISTRIBUTIVE EDUCATION COURSE OF STUDY

Units in Course of Study		Question: Rate The Following Units According To The Amount Of Help They Have Been To You.			Total Rating The Unit	Average Weighted Rating
		Rating of Units				
		Of Much Help	Of Some Help	Of No Help		
Getting Along With People	Number	98	32	6	136	1.68
	Per Cent	72.1	23.5	4.4	100.0	
Store English	Number	73	39	9	121	1.53
	Per Cent	60.3	32.2	7.5	100.0	
General Business Information	Number	75	47	8	130	1.52
	Per Cent	57.7	36.2	6.1	100.0	
Selecting and Applying For A Job	Number	78	36	15	129	1.49
	Per Cent	60.5	28.0	11.5	100.0	
Merchandising	Number	71	44	12	127	1.46
	Per Cent	55.9	34.6	9.5	100.0	
Customers And Why They Buy	Number	66	48	12	126	1.43
	Per Cent	52.4	39.0	8.6	100.0	
Store Arithmetic	Number	66	40	14	120	1.43
	Per Cent	55.0	33.3	11.7	100.0	
The Retail Sales Process	Number	57	58	15	130	1.32
	Per Cent	43.9	44.6	11.5	100.0	
Business Law	Number	23	36	19	78	1.05
	Per Cent	29.5	46.1	22.4	100.0	

This table should be read as follows: Row one, reading from left to right, shows that, of the 136 respondents who rated the unit "Getting Along With People," 98, or 72.1 per cent, rated it as being of much help; 32, or 23.5 per cent, rated it as being of some help; and 6, or 4.4 per cent, stated that it was of no help. A total of 136 respondents rated the unit. The average weighted rating of the unit is 1.68.

Table XLII concerns the number of respondents who reported that they would or would not enroll in the distributive education program again. The question asked the enrollees was, "If you had your high school days to live over, would you again choose the distributive education course?" As shown by the data in Table XLII, a large majority answered "yes."

Table XLIII is a summary of the data presented in Table XLII. Of the 55 male respondents, 48, or 87.2 per cent, answered "yes"; 3, or 5.5 per cent, answered "no"; and 4, or 7.3 per cent, did not answer the question.

Of the 102 female respondents, 85, or 83.3 per cent, answered "yes"; 14, or 13.7 per cent, answered "no"; and 3, or 3.0 per cent, did not answer the question.

A total of 133, or 84.9 per cent, of the respondents stated that they would again choose the distributive education course. A total of 17, or 10.8 per cent, stated that they would not choose the course again, and a total of 7, or 4.3 per cent, did not answer the question. It was not within the scope of the present study to determine the reasons why the respondents would or would not choose to study distributive education if they had their high school days to live over.

Summary

In Section 4 the opinions of the respondents concerning the value of the distributive education program were discussed.

A majority of all respondents rated each of the units in the distributive education course of study as being mostly either of much help or of some help. The unit "Getting Along With People" was rated higher than any other unit by both male and female respondents, and the unit "Business Law" was rated lower than any other unit by both male and female respondents.

TABLE XLII

NUMBER OF RESPONDENTS WHO REPORTED THAT THEY WOULD OR WOULD NOT ENROLL IN THE DISTRIBUTIVE EDUCATION PROGRAM AGAIN

		Question: If you had your high school days to live over, would you again choose the distributive education course?			Total Number of Respondents
High School	Sex	Number Answering "Yes"	Number Answering "No"	No Answer Given	
Duncan	Boys	6		4	10
	Girls	11		2	13
Maid	Boys	4			4
	Girls	12	1		13
Muskogee	Boys	6	1		7
	Girls	3	5		8
Capitol Hill	Boys	2			2
	Girls	2		1	3
Central High	Boys				
	Girls	9	1		10
Classen High	Boys	7			7
	Girls	6	1		7
Okmulgee	Boys				
	Girls	7			7
Poteau	Boys	1			1
	Girls	9			9
Sayre	Boys	4			4
	Girls	2			2
Shawnee	Boys	6	2		8
	Girls	10	2		12
Tulsa	Boys	4			4
	Girls	14	4		18
Wagoner	Boys	8			8
	Girls				

This table should be read as follows: Row one, reading from left to right, shows that, of the 10 male respondents from Duncan High School, 6 stated that they would again choose the distributive education course, and 4 did not answer the question.

TABLE XLIII

SUMMARY OF DATA CONCERNING THE NUMBER OF RESPONDENTS WHO
 REPORTED THAT THEY WOULD OR WOULD NOT ENROLL IN
 THE DISTRIBUTIVE EDUCATION PROGRAM AGAIN

Sex		Question: If You Had Your High School Days To Live Over, Would You Again Choose The Distributive Education Course?			Total Respondents
		"Yes"	"No"	No Answer Given	
Boys	Number	48	3	4	55
	Per Cent	87.2	5.5	7.3	100.0
Girls	Number	85	14	3	102
	Per Cent	83.3	13.7	3.0	100.0
Total	Number	133	17	7	157
	Per Cent	84.9	10.8	4.3	100.0

This table should be read as follows: Row one, reading from left to right, shows that, of the 55 male respondents, 48, or 87.2 per cent, stated that they would again choose the distributive education course; 3, or 5.5 per cent, stated that they would not; and 4, or 7.3 per cent, did not answer the question.

A large majority of both male and female respondents stated that they would again choose the distributive education course if they had their high school days to live over.

Changes recommended in the distributive education program and units of study are presented in the following section of the study.

Section 5

Changes Recommended by the Respondents

Even though a large majority of both male and female respondents stated that they would again choose the distributive education course, a number of changes were recommended. Twenty-four respondents suggested changes in the distributive education curriculum.

Suggested changes recommended by the individual respondents concerning training in Merchandising follow:

1. More stress of merchandising in form of window display.
2. More time be given to actual sales demonstrations in the classroom.
3. More actual practice in buying and selling in the classrooms.
4. Greater stress in Merchandising.
5. Visit various types of business and study or, at least, be informed of their ways and methods of actual business transactions.

These changes were recommended by 1 boy and 4 girls from 4 different high schools.

Suggested changes recommended by the individual respondents concerning training in English follow:

1. (D. E. students) should have the same English that all the other students in high school have.
2. Same English as other high school students.
3. Concentrate on spelling and English use.
4. (Stress spelling).

These changes were recommended by 3 boys and 1 girl from 3 different high schools.

Suggested changes recommended by the individual respondents concerning the addition of some secretarial or office practice training to their training in distributive education follow:

1. More study of office procedures, bookkeeping, etc.
2. (Add) bookkeeping, typing, and shorthand.
3. Add commercial subjects.
4. More typing and bookkeeping could be added.

These changes were recommended by 4 girls from 3 different high schools.

Suggested changes recommended by the individual respondents concerning pupil and teacher relationships follow:

1. A full-time teacher, who is present at every class meeting.
2. Pupils and teachers should have a deeper and more lasting understanding.
3. Teachers should be more cooperative with students in distributive education.
4. (Get teachers who are interested in teaching and not in just the good salary).

These changes were recommended by 1 boy and 3 girls from 3 different high schools.

Suggested changes recommended by the individual respondents concerning the dissemination of information about the distributive education program follow:

1. The program should be explained and stressed more.
2. Educate the store managers, too.
3. That it (D. E.) be more widely publicized.

These changes were recommended by 3 girls from the same high school.

One change concerning school hours was recommended by a girl. It follows: Work in the a. m., then have lunch and school.

One change concerning counseling and guidance was recommended by a girl. It follows: Go further into the background of students to see if they have characteristics and qualifications suitable for retail selling.

One change concerning Business Law was recommended by a boy. It follows: Business Law should be taught more.

One change concerning the number of years which distributive education should be taught was recommended by a girl. It follows: Another year in it (D. E.).

The 24 suggested changes recommended by the individual respondents were made by 6 boys and 18 girls from 10 different high schools. The two high schools not represented among the respondents recommending changes are Okmulgee High School and Poteau High School. Neither of these programs is now in existence.

Summary

Section 5 has presented the changes recommended by the individual respondents. Twenty-four suggested changes were recommended. One boy and 4 girls recommended changes concerning training in Merchandising; 3 boys and 1 girl recommended changes concerning training in English; 4 girls recommended changes concerning the addition of some secretarial or office practice training; 1 boy and 3 girls recommended changes concerning pupil and teacher relationships; 3 girls recommended changes concerning the dissemination of information about the distributive education program; 1 girl recommended a change in school hours; 1 girl recommended a change concerning counseling and guidance; 1 boy recommended a change concerning Business

Law; and 1 girl recommended a change concerning the number of years distributive education should be taught.

The summary, conclusions, and recommendations are presented in Chapter III.

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study, as set forth in Chapter I, is to investigate the post-high school educational and vocational activities of the enrollees in federally-aided, cooperative distributive education programs in Oklahoma during the school year 1944-1945. A further purpose of this study is to ascertain whether, according to the suggestions and opinions of the enrollees, there is a need for revision in the distributive education curriculum in the state of Oklahoma.

Data used in this study were obtained from 157 completed questionnaires, representing replies from 35.0 per cent of the 449 enrollees in federally-aided, cooperative distributive education programs in Oklahoma high schools during the school year 1944-1945. These data are presented in tabular form and analyzed in the preceding chapter.

The most significant findings are summarized as answers to the specific questions which were listed in Chapter I of this study.

1. What have been the educational activities of the respondents since they left high school?

Thirty-eight, or 69.0 per cent, of the male respondents continued their education after leaving high school. Twenty-four, or 23.5 per cent, of the female respondents continued their education after leaving high school. In all, sixty-two of the 157 respondents to this survey continued their education after leaving high school.

Of the 62 respondents who continued their education after leaving high school, 46 attended a four-year college or university, and 14 attended a two-year college or school. Of the 46 who attended a four-year college or university, 9 obtained college degrees. Of the 11 who attended a two-year college or school, 8 obtained associate degrees. Two respondents who reported continuing their education after leaving high school did not specify the type of post-high school educational institution attended.

Of the 17 respondents who obtained post-high school degrees, 8 reported a major field of study in commerce. At the time the study was made in the spring of 1951, 5 boys were still attending a four-year college or university.

2. What have been the occupational activities of the respondents since they left high school?

Sixteen boys and 32 girls, making a total of 48, continued working for the same employer who last trained them in the distributive education program. Twenty-four boys and 47 girls did not continue working for the same employer. A total of 38 boys and girls did not specify whether they continued working for the same employer by whom they were last trained.

More than one-half of the respondents who reported that they continued working for the same employer by whom they were last trained continued to work for this same employer for less than one year after they left high school.

More than 56.0 per cent of the total number of respondents were employed full time within four months after leaving high school. Of the 123 respondents who did specify the time interval between leaving high school and obtaining their first full-time job, nearly three-fourths said they were employed full time before the end of this four-month period.

About one-half of the respondents who specified their tenure on the initial job remained employed in their first job for less than one year. Approximately one-fourth remained from one to two years, and one-fifth remained from two to four years.

Approximately one-third of the respondents of each sex were employed in sales or kindred occupations in their initial job after leaving high school.

At the time the questionnaires were answered in the spring of 1951, 5 boys and 58 girls reported that they were not employed. The 5 boys were in school full time, and the 58 girls were married and keeping house.

Approximately one-third of the respondents were in sales or kindred occupations at the time this study was made in the spring of 1951.

Sixty per cent of the boys and 63.0 per cent of the girls who were employed at the time this study was made reported a monthly salary ranging from \$101 to \$300.

Fifty-six of the 72 who answered the question, "Are you satisfied with your present employment?", replied that they were satisfied, and 16 stated that they were dissatisfied.

At the time this study was made almost one-third of the respondents who reported that they were employed were engaged in sales and kindred occupations.

About the same percentage of employed male respondents were in distributive occupations at the time of the study as on the initial job after leaving high school. On the initial job after leaving high school, more than one-half of the employed female respondents were in distributive occupations. At the time the study was made, only one-fifth of the employed female respondents were in distributive occupations.

3. To what extent has the training received in distributive education been utilized by the respondents since they left high school?

The evidence to answer this question is limited to the number of respondents who entered distributive occupations in the first job obtained after leaving high school and to the number of respondents who were engaged in distributive occupations at the time this study was made.

Fifty-nine, or 50.0 per cent, of the 118 respondents who reported the type of initial job obtained after leaving high school were employed in distributive occupations. Thirty-two, or 34.0 per cent, of the 94 respondents who reported the type of job held at the time of the study were engaged in distributive occupations.

While these data cannot be said to adequately answer the question concerning the extent to which the training in distribution has been utilized, they do provide some indication of the proportion of the respondents who, in their initial jobs after leaving high school and in their present jobs, were engaged in work which would, by its nature, provide opportunity for the direct application of training received in distributive education.

4. Of what value, in their opinions, has the distributive education training received by the respondents been in their post-high school activities?

An arbitrary weighting system was devised to determine the average value which the respondents reported for the units in the distributive education course of study. The average weighted ratings show that the combined opinions of the male and female respondents place the units in this order: "Getting Along With People," "Store English," "General Business Information," "Selecting and Applying for a Job," "Merchandising," "Customers and Why They Buy," "Store Arithmetic," "The Retail Sales Process," and "Business Law."

The unit "Getting Along With People" was rated by more respondents and was rated higher than any other unit. The unit "Business Law" was rated by fewer respondents and was rated lower than any other unit.

Approximately 85.0 per cent of the respondents of each sex stated that they would again choose the distributive education course if they had their high school days to live over. Only slightly more than 10.0 per cent stated that they would not again choose the distributive education course.

5. In the opinions of the respondents, what changes in the distributive education curriculum are considered necessary or desirable?

Five respondents recommended changes concerning training in "Merchandising;" 4 recommended changes concerning training in "English;" 4 recommended changes concerning the addition of some secretarial or office practice training; 4 recommended changes concerning pupil and teacher relationships; and 3 recommended changes concerning the dissemination of information about the distributive education program.

Conclusions

On the basis of the findings in this study, the following conclusions appear to be warranted:

As 38 of the 55 male respondents reporting on post-high school educational activities continued their education after leaving high school, the training in high school was terminal for less than one-half of the male respondents.

As 78 of the 102 female respondents reporting on post-high school educational activities did not continue their education after leaving high school, the training in high school was terminal for more than three-fourths of the female respondents.

It is apparent that only about two-fifths of the respondents received any formal post-high school education. Of those who did receive further formal education, it appears that less than a third completed any full two-year or four-year program. Evidently their high school education has thus far proved to be terminal for approximately three-fifths of the respondents and represents the only complete educational program completed by about nine-tenths of the respondents in the study.

Distributive education training received in high school was directly utilized by many of the respondents as evidenced by the following: 59 of the 118 who reported the type of initial job obtained after leaving high school were employed in distributive occupations; and 32 of the 94 respondents who reported the type of job held at the time of the study were engaged in distributive occupations. It is possible that still others may have been employed in distributive occupations at some time during the years since they left high school.

If the findings of this study are representative, the proportion of employed male enrollees who continue in distributive occupations remains fairly stable, but the proportion of female enrollees who remain in distributive occupations declines, as evidenced by the fact that approximately one-half of the female respondents who reported the nature of their first job obtained after leaving high school were employed in distributive occupations, while only one-fifth of the female respondents who were employed at the time of the study were employed in distributive occupations.

Apparently all respondents who wish employment are able to obtain it. No respondent was actively seeking employment at the time of the study.

While 56 of the 72 who answered the question, "Are you satisfied with your present employment?", said "yes," the fact that over 20.0 per cent said

"no" suggests the possibility that there is a need for greater assistance in making satisfactory vocational adjustments.

As 8 of the 9 units in the distributive education course of study were rated by a large majority of the respondents as being either of much help or of some help, and as the remaining unit was rated by more than one-third of the respondents as being either of much help or of some help, it appears that the units in the distributive education course of study, with the exception of "Business Law," are considered to have been of value to most of the respondents.

It appears that nearly 9 respondents in every 10 found what they wanted in the distributive education program, as evidenced by the fact that that proportion said that they would again take the distributive education course if they had their high school days to live over. It was not within the scope of this study to inquire into the reasons why the former enrollees would or would not again study distributive education, and an adequate interpretation of their preferences is therefore impossible.

The changes recommended by the respondents are fairly well centered on certain points such as the need for additional stress of training in "Merchandising" and "Store English." This appears to be significant, even though a relatively small number of the respondents offered suggestions.

Recommendations

On the strength of the findings and conclusions, the following recommendations are made:

It is recommended that similar studies be made of enrollees for each year subsequent to 1944-1945, the year chosen for the present study. It is believed that such studies would be useful in determining the value and

effectiveness of the distributive education program in Oklahoma and in determining trends.

It is recommended that the unit "Business Law" be revised so that it will more effectively meet the needs of the students.

It is recommended that the unit "Merchandising" be revised so that more practical work may be given.

It is recommended that the unit "Store English" be revised so that it will more adequately meet the needs of the students.

It is recommended that further study be made of the values of distributive education and of the reasons why former enrollees are almost unanimously agreed that they would again study distributive education if they had their high school days to live over.

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APPENDIX A

709 $\frac{1}{2}$ Lewis Street
Stillwater, Oklahoma
January 15, 1951

Betty Lee Asbury
710 S. Trenton Street
Tulsa, Oklahoma

Dear Miss Asbury:

Have you ever thought about how your high school days could have been improved? You probably have at some time or another.

Here's one way you can help improve those good ol' high school days for the people who will be going to school in the future.

I am conducting a survey of all the students who were enrolled in the Distributive Education Program in Oklahoma during the school year 1944-1945. One purpose of this survey is to determine what changes, if any, need to be made in our present course of study in order to make a bigger and better Distributive Education Program. The other purpose is to find out just how well the program accomplished its job when you were going to high school.

There is only one way to find the answers to these two problems - - and that is to ask you personally what you have done since you left high school.

Now, you can do a lot to help improve the program by filling out the blanks on the attached data sheet and returning it to me in the enclosed, self-addressed, stamped envelope today.

All your answers will be kept in the strictest confidence; so don't put your name on the data sheet unless you want to. Just fill it out, put it in the return envelope, and mail it.

Very sincerely yours,



Lee J. Dial Jr.

LJD:op

P.S. If you would like a summary of the results, put your name and address on a separate piece of paper and enclose it with the data sheet.

Your answers to all questions will be regarded as being in the strictest confidence. Do not put your name on this sheet.

1. What is your sex? male, female. Age? (nearest birthday) years.

2. How many semesters of distributive education did you complete in high school? none, one, two, three, four.

Did you graduate from high school? yes, no.

If you did, when? (month), (year).

3. Did you go into a full-time job within four months after you left high school? yes, no. (A full-time job is 30 or more hours per week for pay.)

If "no", how long was it before you entered a full-time job? months.

4. After you left high school did you continue working for the employer who last trained you in the distributive education program? yes, no.

If "yes", how long did you work for him after you left high school? months. Are you still working for him? yes, no.

5. Did you go to college? yes, no. If "yes", where?

Did you graduate from college? yes, no. If "yes", what was your major field of study?

6. Are you now (check one)

employed full time?

employed part time? (less than 30 hours per week for pay)

in military service? What date did you enter military service?

not employed? How long have you been unemployed? months.

NOTE: If you are not employed, omit questions 7, 8, and 9, and go to question

7. What kind of work are you now doing? (be specific)

8. Check the bracket which includes your present monthly salary.

0 - 100

\$251 - \$300

101 - 150

301 - 350

151 - 200

351 - 400

201 - 250

more than \$400

9. Are you satisfied with your present employment? yes, no.

If "no", please explain. (be specific)

10. List the jobs you have held since you left high school. Begin with the first job you held after you left high school.

	KIND OF BUSINESS	WHAT KIND OF WORK DID YOU DO?	HOW MANY MONTHS WERE YOU THERE?	WHY DID YOU LEAVE?
1st. job				
2nd. job				
3rd. job				
4th. job				

(If you have held other jobs since you left high school, list them on the back of this sheet.)

11. If you are not employed at the present time, what are you doing?

YES NO

- Are you a housewife, not otherwise employed?
 Are you looking for full-time employment?
 Are you going to school full time?
 Other? (explain) _____

12. Rate the following units according to the amount of help they have been to you. (Use the scale at left for method of rating) If you did not study any item, draw a line through it.

- 'A - Of much help'
'B - Of some help'
'C - Of no help'

- Selecting and applying for a job
 Customers and why they buy
 General business information
 Getting along with people
 Business Law
 Retail sales process
 Store Arithmetic
 Merchandising
 Store English

13. If you had your high school days to live over, would you again choose the distributive education course? ___yes, ___no.

14. Do you have any suggestions for improving the distributive education program offered by the high school you attended? (If so, use the bottom of this sheet for your comments.)

Thank you
LJD:aaa

APPENDIX C

709 $\frac{1}{2}$ Lewis Street
Stillwater, Oklahoma
February 25, 1951

Betty Lee Asbury
710 S. Trenton Street
Tulsa, Oklahoma

Dear Miss Asbury:

Several days ago I mailed you a request for some information concerning what you have done since you left high school. I am wondering if you have mislaid this request; or have you been planning to reply and haven't yet had time to do so? The information is something which only you can give me.

I feel sure that you will want to help in this effort to determine what changes, if any, are needed in the Distributive Education subjects; and, if the Distributive Education Program accomplished its job when you were going to high school.

Remember that all information will be treated confidentially and no names will be used in the survey. Another copy of the data sheet and a return envelope are enclosed for your convenience in answering.

May I count on your cooperation?

Very sincerely yours,



Lee J. Dial, Jr.

LJD:op

P. S. Again, if you would like a summary of the results, put your name and address on a separate piece of paper and enclose it with the data sheet.

APPENDIX D

709 $\frac{1}{2}$ Lewis Street
Stillwater, Oklahoma
March 15, 1951

SUBJECT: DISTRIBUTIVE EDUCATION STUDY

SAY!!!!

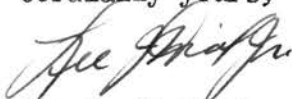
How about that data sheet asking for information on your DE training I sent you the last week in February?

Because I feel sure you want to contribute toward improving the program, I'm giving you another opportunity to include your suggestions in my thesis study. Won't you please take about three minutes and fill out the enclosed blank?

While my returns have been unusually good up to now, I'm sure you realize that the more complete the survey, the more valid the conclusions.

May I have your reply not later than March 25th?

Cordially yours,



Lee J. Dial, Jr.

LJD:ld

P.S. Remember, if you want a summary of the results, put your name somewhere on or in the envelope.

DATA SHEET

APPENDIX E

1. What is your sex? ___ male, ___ female. Age? (nearest birthday) ___ years.

2. How many semesters of distributive education did you complete in high school? ___ none, ___ one, ___ two, ___ three, ___ four.

Did you graduate from high school? ___ yes, ___ no.

If "yes", when? ___ (month), ___ (year).

3. Did you go to college? ___ yes, ___ no. If "yes", where? _____
Did you graduate from college? ___ yes, ___ no.

4. What kind of work are you now doing? _____
How many hours per week for pay? ___ hours.

5. If you are not employed at the present time, what are you doing?

YES NO

___ ___ Are you a housewife, not otherwise employed?

___ ___ Are you looking for full-time employment?

___ ___ Are you going to school full time?

___ ___ Other? (explain) _____

6. Rate the following units according to the amount of help they have been to you. (Use the scale at left for method of rating.) If you did not study any item, draw a line through it.

'A - Of much help'

'B - Of some help'

'C - Of no help'

___ Selecting and applying for a job

___ Customers and why they buy

___ General business information

___ Getting along with people

___ Business Law

___ Retail sales process

___ Store Arithmetic

___ Merchandising

___ Store English

7. If you had your high school days to live over, would you again choose the distributive education course? ___ yes, ___ no.

Thank you

LJD:aaa

**Thesis Title: A Follow-Up Study of High School Students
Enrolled in the Distributive Education
Program in Oklahoma During the School Year
1944-1945**

Name of Author: Lee J. Dial, Jr.

Thesis Adviser: Robert A. Lowry

The content and form have been checked and approved by the author and thesis adviser. Changes or corrections in the thesis are not made by the Graduate School office or by any committee. The copies are sent to the bindery just as they are approved by the author and faculty adviser.

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