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A follow-up study of the business education graduates of Wiley High School, Terre Haute, Indiana, 1935-1948

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A FOLLOW-UP STUDY OF THE BUSINESS EDUCATION GRADUATES
OF WILEY HIGH SCHOOL, TERRE HAUTE, INDIANA
1935-1948

A Thesis
Presented to
the Faculty of the Education Department
Indiana State Teachers College

IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF SCIENCE IN EDUCATION

by
Norman L. Darrow

June 1949

The thesis of Norman L. Darrow,
Contribution of the Graduate School, Indiana State Teachers
College, Number 617, under the title _____

A FOLLOW-UP STUDY OF THE BUSINESS EDUCATION GRADUATES
OF WILEY HIGH SCHOOL, TERRE HAUTE, INDIANA, 1935-1948

is hereby approved as counting toward the completion of
the Master's degree in the amount of 8 hours'
credit.

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N. L. D.

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CHAPTER I

THE PROBLEM AND THE PROCEDURES USED IN THIS STUDY

Introduction. The field of research is divided into various phases of which the follow-up study is one. Actually this type of research is nothing more than a picture of a particular group, all of whom have been exposed to the same conditions, which reflects their views, accomplishments, and reactions. This may be expressed in words, tables, charts, and graphs. The entire compilation of facts gleaned invariably reveals significant and valuable information to the research worker as well as various other interested persons.

It was with these thoughts in mind that the writer of this study undertook the task of following up the business education graduates of Wiley High School, Terre Haute, Indiana, for the fourteen year period, 1935-1948. Although similar studies have been made in other nearby schools, none could be found which concerned only the graduates of Wiley and the business education graduates of Wiley in particular.

Today, as never before, our increasingly complicated society continually points up the need for pertinent facts on every subject. Valid educational data is particularly beneficial due to the multi-uses to which it may be

adapted. For example: the utilization of follow-up material is invaluable if for no other reason than that of guidance. In addition, a true picture of any situation can prove very helpful to administrators who conscientiously desire to make use of available studies when revising the curriculum.

Further elaboration upon the need for and value of follow-up studies seems unnecessary as they have long since been accepted as a recognized source of desirable information. In compiling the following study, the writer strove to maintain the best scientific procedures throughout in order to emerge with an interesting, but more important, a valid follow-up.

In the past, studies of a similar nature have been made in various communities. This study, as its predecessors, was made because a definite need exists now, as then, for up-to-date information concerning high school graduates.

Purpose of the study. The purpose of this study is to determine whether or not the business education courses offered in Wiley High School, of Terre Haute, Indiana, have enabled the graduates from these courses to meet adequately the needs of their work.

Statement of the problem. This is a follow-up study of the business education graduates of Wiley High School over the fourteen year period 1935-1948. This study is chiefly

concerned with the following major problems:

1. In what vocations are the business education graduates of Wiley High School employed?
2. Based on the graduates' judgments, how did their knowledge gained from high school commercial courses function on the job?
3. What shortages, if any, are revealed in the high school commercial courses by the graduates' opinions of job requirements?
4. Were the graduates satisfied with the curriculum pursued and the courses offered in the curricula?
5. What constructive suggestions can be offered from the results of this study?

Definition of terms. For purposes of this study, a business education graduate is defined as anyone who earned six or more credits in the commercial field which applied toward graduation.

Sources of data. The writer was permitted to go through the files of Wiley High School and list the names and addresses of all commercial graduates during the period of the study. A comprehensive questionnaire was prepared and a mimeographed copy was mailed to 504 commercial graduates on September 12, 1948.

On December 15, 1948, when actual tabulation was begun, 208 completed questionnaires and 30 returned but incompleated questionnaires had been received. This 41.3 per cent return of completed questionnaires served as the

source of data for this study.

Methods of procedure. When the topic for study had been chosen, mimeographed sheets¹ were prepared which afforded spaces for the business education subjects taken while attending high school; grades earned; average of grades earned during high school career; last school attended previous to entering Wiley High School; as well as the name and address of each graduate together with the names of his parents.

After arranging the completed mimeographed sheets alphabetically, each was given a master number. This number was in turn recorded on the questionnaire and the return envelope mailed to each graduate. Although the signing of each graduate's name was optional, the writer knew the name; exact number of credits earned; exact grades earned; and other pertinent information asked of each respondent by merely matching the number of the returned questionnaire with the original mimeographed sheet. This procedure proved invaluable in securing detailed and accurate data for the preparation of this study.

Although Wiley High School graduated 610 business education majors in the period under study, a consultation of the

¹ See Appendix A

latest city directory and telephone book divulged the whereabouts of only 504 graduates or their parents. This represented 82.6 per cent of the 610 total and was composed of 46 boys and 458 girls, four of whom were colored.

A comprehensive two-page questionnaire² was prepared and sent to each of the 504 located graduates together with a brief explanatory letter³ and a self-addressed, stamped return envelope. The letter was sent over the name of Mr. W. S. Forney, who has been principal of Wiley High School for the past twenty-two years. All postage was first-class.

On September 12, 1948, the 504 questionnaires were mailed and on November 11, 1948, a post card⁴ follow-up was sent to all who had not yet completed and returned the questionnaire.

The total returns on December 15, 1948, when actual tabulation was begun, were 208 completed questionnaires plus thirty returned but unopened letters with notations such as: deceased; no one by this name at this address; unknown; etc. Of the 208 subjects of the study, fourteen were boys and 194 were girls, one of whom was colored.

This represents a return of 41.3 per cent of

² See Appendix B

³ See Appendix C

⁴ See Appendix D

completed questionnaires and 6.0 per cent of unopened and, therefore unusable questionnaires out of the 504 mailed. The usable returns included 167 postmarked Terre Haute, Indiana; thirteen postmarked elsewhere in Indiana; and twenty-eight postmarked outside of Indiana. The latter number represents fifteen states and the District of Columbia.

After tabulation was begun, a few additional completed questionnaires were received but were too late to be incorporated in the study. However, the information contained in them parallels the findings of the study.

Limitations of the problem. In this study, only the graduates of Wiley High School with business education majors during the fourteen year period, 1935-1948, were used. During the period studied, fifty-three boys and 557 girls, four of whom were colored, for a total of 610 were found to be business education majors. Of this 610, questionnaires were mailed to the last known addresses of forty-six boys and 458 girls, including all four colored girls. The remaining 106 graduates were not mailed questionnaires because of deaths, unknown addresses, and various other reasons.

CHAPTER II

REVIEW OF RELATED RESEARCHES

In order to properly understand the aims of this study, it is advisable to become familiar with similar studies in the field of commercial education.

A brief summary of available surveys therefore follows. Only studies of scientific educational research are included, as it would be impossible to include a comprehensive resume of periodicals.

Survey of similar researches in business education.

Several surveys dealing similarly with business education were found. The first was an occupational survey of the graduates of the three high schools of Terre Haute, Indiana, by Mr. Shepherd Young, former Head of the Indiana State Teachers College Commercial Department, now deceased.¹

This survey, which employed the personal interview procedure on 161 business education graduates, had as its purpose the determination of the following questions: (1) in what vocations were the high school graduates working; (2) how did the high school courses function on the job; (3) what

was actually teaching the subjects of the survey.

¹ Shepherd Young, "An Occupational Survey of the Commercial Graduates of the Three High Schools of Terre Haute, Indiana," (unpublished Master's thesis, Indiana University, Bloomington, Indiana, 1929), pp. 80.

shortages existed in the high school commercial courses offered; and (4) what remedial constructive suggestions could be offered by the graduates.

This study indicated that the graduates were able to secure jobs in work for which they were trained. However, many graduates felt that they had not had sufficient training in certain areas to meet employment requirements. Therefore, it was the opinion of the graduates that more emphasis should be placed on: business English, business law, penmanship, spelling, commercial arithmetic, and business machine operation. Many graduates expressed the belief that more actual business training should be afforded during high school attendance.

In addition to uniform commercial offerings in the three Terre Haute high schools, it was recommended that a closer relationship should be fostered between the various commercial department heads and the business interests of the city. Mr. Young further recommended part time work for all commercial majors during their senior year.

A second study by Mr. Howard Stewart, a graduate student of Indiana State Teachers College sought to find out whether or not the high school at Champaign, Illinois, was actually teaching the subjects needed by the graduates of the Champaign High School, Champaign, Illinois. (Unpublished Master's Thesis, Indiana State Teachers College, Terre Haute, Indiana, 1933), pp. 143.

who entered the business field.²

The personal interview technique was again employed on the graduates of 1920, 1924, and 1928. The purpose of this study was to answer specifically the following questions: (1) what vocations have the graduates entered; (2) what commercial subjects were needed by the graduates; (3) what salaries were paid to the graduates; (4) what subjects now taught are of the greatest importance and need; (5) what are the graduates' opinions relative to the commercial courses offered; and (6) what steps may be taken to correct any present faults or deficiencies.

This study revealed the need of preparation for the business world in general rather than for positions utilizing skill subjects alone. Mr. Stewart recommended a more closely integrated offering of commercial subjects based on prerequisites rather than allowing students to take courses merely because they met the requirements of yearly classification.

Another follow-up study of business education graduates, conducted by Miss Alpha E. Myers, was made to find out what the graduates were doing and what their opinions were

² Howard Stewart, "An Occupational Study of the Graduates of the Champaign High School, Champaign, Illinois," (unpublished Master's thesis, Indiana State Teachers College, Terre Haute, Indiana, 1933), pp. 143.

concerning the commercial curriculum.³

This study was made of the five year period, 1931-1935, at which time over 50 per cent of the student body was enrolled in commercial work. The findings were based on 52 per cent returns from the 215 questionnaires sent to graduates. Girls comprised 82 per cent of the subjects studied. Results revealed that 70 per cent of the respondents were working in the commercial field. Typing was rated second most important by 70 per cent.

This study pointed up the need for introducing subjects into the business education curriculum which would give students a wider and more intelligent view of community life rather than merely educating for the initial job and the routine of an office. Courses in business economics and social economics were especially recommended.

Still another follow-up study of commercial graduates, which is very similar to the present study, was conducted by Mr. Paul Robertson, a graduate student of Indiana State Teachers College.⁴ Using a ten year period, 151 commercial graduates of Morton High School of Richmond, Indiana, were

³ Alpha E. Myers, "Commercial Graduates on the Job," *The Nation's Schools*, 20:39-40, August, 1937.

⁴ Paul Robertson, "An Analysis of the Needs of Commercial Students in Morton High School," (unpublished Master's thesis, Indiana State Teachers College, Terre Haute, Indiana, 1937), pp. 68.

personally interviewed.

The aim of the survey was to ascertain: (1) what lines of work are the graduates pursuing; (2) how did the courses studied function on the job; (3) what shortages in the high school commercial courses are revealed by the pupils' opinions; (4) where did the pupils receive their inspiration for vocational choice; (5) were the graduates satisfied with the curriculum pursued; and (6) what remedial suggestions can be offered from the survey.

This study indicated that the commercial graduates contacted were sufficiently trained to pursue work for which training had been given. The main positions held by those responding were: stenographer, typist, bookkeeper, salesman, general office clerk, filing clerk, cashier, and private secretary.

Mr. Robertson recommended courses in selling and in business machines. Part time work for business education majors during their entire high school career was also advocated in order to make school more practical and to aid students in securing a job after graduation.

The fifth study was also a follow-up of business education graduates. Miss Violette I. Donlan questioned the graduates of Jackson High School of Lincoln, Nebraska, using

of business
November

the ten year period, 1929-1939.⁵

The procedure followed was rather unique. Questionnaires were first sent to 136 graduates, all of whom had six or more semesters of commercial work. One hundred and two returns, or 75 per cent, were received. Then very detailed data on the 102 respondents were secured, such as: (1) intelligence ratings from high school records; (2) school grades from high school records; and (3) outstanding personal traits from school authorities, employers, and acquaintances.

Next, twenty cases were selected for further study. Ten were chosen for seeming success and ten for apparent failure. Personal interviews were then held with each of the selected cases as well as with his present employer and friends.

The purpose of the study was to determine to what extent the high school program had been functioning effectively and how it might be improved.

⁵ Violette I. Donlan, "Why Business Graduates Fail or Succeed," Journal of Business Education, 17:29-30, November, 1941.

CHAPTER III

TABULATION AND PRESENTATION OF DATA

I. TRAINING OF BUSINESS EDUCATION GRADUATES

Business Education Training in Wiley High School. The first semblance of a commercial course appeared in Wiley High School in the year 1912. The embryo offerings included two semesters each of commercial arithmetic, bookkeeping, and a combined course entitled stenography and typing. A full credit was given for each semester, but it was not necessary to pursue both semesters of any subject in order to receive credit toward graduation.

During the ensuing years prior to 1935, various courses were added to the business education curriculum. Some still remain, whereas others were discarded. In 1927, stenography and typing was definitely split into two separate offerings entitled shorthand and typing.

The business education curriculum has maintained a fairly consistent number of graduates as shown in Table I. The fourteen year period studied was purposely chosen to include a portion of the depression era, the entire second world war period, and the post-war period down to the present.

Table I also shows that the girls who choose commercial work far outnumber the boys. This is to be expected as

pure commercial subjects have more to offer in the way of a future career to the average girl than to the average boy.

TABLE I
NUMBER OF BUSINESS EDUCATION MAJORS
GRADUATED DURING THE PERIOD
OF THE STUDY

| Year | Boys | Girls | Total |
|--------|------|-------|-------|
| 1935 | 6 | 28 | 34 |
| 1936 | 5 | 40 | 45 |
| 1937 | 3 | 42 | 45 |
| 1938 | 6 | 45 | 51 |
| 1939 | 2 | 27 | 29 |
| 1940 | 11 | 49 | 60 |
| 1941 | 7 | 57 | 64 |
| 1942 | 5 | 33 | 38 |
| 1943 | 3 | 39 | 42 |
| 1944 | 1 | 38 | 39 |
| 1945 | 1 | 39 | 40 |
| 1946 | 2 | 37 | 39 |
| 1947 | 1 | 44 | 45 |
| 1948 | 0 | 39 | 39 |
| Totals | 53 | 557 | 610 |

Business education courses of the high school. By the year 1935, the business education curriculum of Wiley High School had been growing steadily for 23 years. Table II shows the offerings from 1935 through 1948.

In 1948, typing was changed from a four semester, non-prepared subject carrying only one-half credit per semester to a two semester, prepared subject carrying a full credit for each semester. Either way affords only one unit, although the latter reduces the amount of time spent in pursuing the subject.

Shorthand has always been a three semester course at Wiley High School. Although bookkeeping is generally a two semester course, if the demand is great enough, it is offered a third semester, as it was during the years of 1939, 1940, and 1944.

Office practice is a course open to select students only and actually places them in various positions of responsibility such as: the main office, offices of the deans, offices of the counselors, and the athletic office. These students do all of the necessary clerical work during the time they are assigned.

Secretarial training is actually the fourth semester of shorthand. Filing, use of the telephone, and other important phases of office routine are taught and the shorthand skill gained in the preceding three semesters is kept intact.

TABLE II

NUMBER OF SEMESTERS EACH BUSINESS EDUCATION COURSE
WAS OFFERED AT WILEY HIGH SCHOOL
DURING THE PERIOD STUDIED

| Subjects | 1935 | 1936 | 1937 | 1938 | 1939 | 1940 | 1941 | 1942 | 1943 | 1944 | 1945 | 1946 | 1947 | 1948 |
|----------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Typing | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2* |
| Shorthand | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Bookkeeping | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 |
| Off. Prac. | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Sec. Tr. | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Bus. Law | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Salesmanship** | | | | | | | | | | | | | | 1 |
| Dist. Ed.** | 1 | 1 | 1 | | | | | | | | 1 | | | |
| Jr. Bus. Tr.** | | | | | | | | | | | | | | |
| Bus. Arith.** | | | | | | | | | | | | | | |

*Until 1948, typing received only 1/2 credit per semester. In 1948, each semester received a full credit.

**Although Wiley offered no business arithmetic or junior business training and very little salesmanship and distributive education, some respondents pursued these courses prior to entering Wiley.

Business law is a one semester course which draws , its enrollment heavily from the electives regardless of curriculum. It is strongly recommended to all business education majors as an elective.

Salesmanship is new to Wiley High School although it has been received enthusiastically by the students. It is too early to make any additional statements concerning this course.

The offering entitled Distributive Education needs some clarification. During the years 1935, 1936, and 1937 it was really called Consumer Education and did not include any actual work experience in connection with school work. But in 1945, it was truly distributive education and embodied work experience as well as a correlated school course. It was short lived, however, lasting for only one year and at this time shows no indication of being revived.

It should be noted that Wiley High School is a senior high school and therefore has no freshmen. For that reason, various courses included in Table II were not offered or were offered very infrequently at Wiley. However, graduates could easily have taken these subjects at local junior high schools before entering Wiley or possibly have had them at other high schools, local or otherwise, before transferring to Wiley.

Three local junior high schools act as feeders for

Wiley High School. Table III reveals that the bulk of the students come from either Woodrow Wilson or Sarah Scott. This is understandable as they are of comparable size and much larger than Thornton. A small percentage of students transfer in from one of the other three local high schools or from out of town. The majority of Wiley students, however, are local pupils.

TABLE III

NUMBER AND PERCENTAGE OF STUDY SUBJECTS
REGARDING PREVIOUS SCHOOL ATTENDED
BEFORE ENTERING WILEY HIGH SCHOOL

| School | Number | Percentage |
|---------------------|--------|------------|
| Woodrow Wilson | 84 | 40.39 |
| Sarah Scott | 78 | 37.50 |
| Thornton | 18 | 9.13 |
| Other City Schools | 16 | 8.17 |
| Out of City Schools | 9 | 4.81 |
| Totals | 208 | 100.00 |

Purpose of business education training. Much good can be derived from commercial work by any student. John W. Studebaker, former United States Commissioner of Education, stated it this way, "Business education at the secondary-school level has both the opportunity and the responsibility

of making significant contributions to the more complete functioning of general education to all."¹ However, few students can afford to spend the time necessary to acquire a major in a field unless they intend to extend their knowledge in more schooling after high school graduation or to put their knowledge to use on a job.

Business education training at Wiley High School is offered primarily to prepare high school graduates to secure employment in the business world. Yet, we should not lose sight of the need for a broad understanding of our modern society. Students should not receive an over emphasis of instruction in one field to the sheer neglect and exclusion of all others.

Table IV indicates that practically one-half (48.56 per cent) of the respondents used in this study achieved scholastic averages in all subjects of 90 per cent or better during their high school careers at Wiley.

subject ¹ John W. Studebaker, "Business Education at the Secondary School Level," The American Business Education Yearbook, Vol. I, 1944, pp. 91-98.

TABLE IV

NUMBER AND PERCENTAGE OF RESPONDENTS WHO ACHIEVED
SCHOLASTIC AVERAGES OF 90 PER CENT OR BETTER

| Scholastic Average | Number Attaining Average | Percentage of Total Respondents |
|-----------------------|-----------------------------|------------------------------------|
| 90.0 to 94.9 | 78 | 37.50 |
| 95.0 to 100.0 | 23 | 11.06 |
| Totals | 101 | 48.56 |

The popular business education subjects. The results of Table V indicate that more graduates studied shorthand and typewriting than any other subject offered in the business education curriculum. Based on the fact that all respondents had at least one semester of shorthand and typing and all but four had a semester of bookkeeping, these subjects emerge as the most popular.

One hundred ninety-two graduates (92.31 per cent) studied shorthand for three semesters while 190 (91.35 per cent) studied bookkeeping for two semesters. It must be remembered that office practice, secretarial training, business law, salesmanship, and distributive education were never offered for more than one semester.

Table V lists each semester of every business education subject in the order of its popularity as indicated by the respondents having taken each.

TABLE V

NUMBER AND PERCENTAGE OF RESPONDENTS TAKING SEMESTERS
OF TRAINING IN THE VARIOUS BUSINESS EDUCATION SUBJECTS

| Subjects Offered | Number of respondents who took courses offered | Percentage of respondents who took courses offered |
|------------------|--|--|
| Shorthand I | 208 | 100.00 |
| Shorthand II | 208 | 100.00 |
| Typing I | 208 | 100.00 |
| Typing II | 207 | 99.52 |
| Bookkeeping I | 204 | 98.08 |
| Shorthand III | 192 | 92.31 |
| Bookkeeping II | 190 | 91.35 |
| Sec. Tr. I | 180 | 86.54 |
| Typing III | 179 | 86.06 |
| Business Law I | 162 | 77.88 |
| Typing IV | 160 | 76.92 |
| Office Prac. I. | 87 | 41.83 |
| Bus. Arith. II | 18 | 8.65 |
| Bookkeeping III | 13 | 6.25 |
| Dist. Ed. I | 6 | 2.88 |
| Salesmanship I | 3 | 1.44 |
| Jr. Bus. Tr. II | 1 | 0.48 |

After comparing the knowledge required in the second
job to that required on the first job, the same conclusion
assumed for bookkeeping may be drawn for all of the

The same information is presented again in Table VI, but this time it is the subjects which are listed in the order of their popularity as indicated by the total number of respondents having had training in each. This information is then broken down into semesters.

The particular type of training required of the graduates in their various jobs is indicated in Table VII, page 24. Fifty-nine said a knowledge of bookkeeping was necessary on their first job, while 70 said it was unnecessary. In the second job, 40 said bookkeeping knowledge was required, and 39 said it was not required. In the third position held by the graduates, 29 said a knowledge of bookkeeping was necessary, whereas 26 said not.

In the fourth positions, 22 indicated bookkeeping knowledge was essential; 14 said it was not.

From this it seems obvious that a knowledge of bookkeeping becomes increasingly more necessary in progressing from the first position to the fourth position. It is reasonable to believe from these data that as the graduates moved from job to job and advanced in their work, they moved into positions where they used a knowledge of bookkeeping.

After comparing the knowledge required on the fourth job to that required on the first job, the same conclusions assumed for bookkeeping may be drawn for all of the

TABLE VI

NUMBER AND PERCENTAGE OF RESPONDENTS SHOWING SEMESTERS
OF TRAINING IN THE VARIOUS BUSINESS EDUCATION SUBJECTS

| Subjects | Number of Students with Number of Semesters Training Semesters | | | | | | Total Having Had Training | | | |
|--------------|--|-------|-----|-------|-----|-------|---------------------------|-------|-----|--------|
| | 1 | | 2 | | 3 | | 4 | | No. | % |
| | No. | % | No. | % | No. | % | No. | % | | |
| Shorthand | | | 16 | 7.69 | 192 | 92.31 | | | 208 | 100.00 |
| Typing | 1 | .48 | 28 | 13.46 | 19 | 9.14 | 160 | 78.92 | 208 | 100.00 |
| Bookkeeping | 1 | .48 | 190 | 91.35 | 13 | 6.25 | | | 204 | 98.08 |
| Sec. Tr. | 180 | 86.54 | | | | | | | 180 | 86.54 |
| Bus. Law | 162 | 77.88 | | | | | | | 162 | 77.88 |
| Off. Prac. | 87 | 41.83 | | | | | | | 87 | 41.83 |
| Bus. Arith. | | | 18 | 8.65 | | | | | 18 | 8.65 |
| Dist. Ed. | 6 | 2.88 | | | | | | | 6 | 2.88 |
| Salesmanship | 3 | 1.44 | | | | | | | 3 | 1.44 |
| Jr. Bus. Tr. | | | 1 | .48 | | | | | 1 | .48 |

TABLE VII

NUMBER AND PERCENTAGE OF RESPONDENTS WHO INDICATED WHETHER
A KNOWLEDGE OF BUSINESS EDUCATION SUBJECTS WAS RE-
QUIRED ON VARIOUS JOBS

| Subjects | First Job | | | | Second Job | | | | Third Job | | | | Fourth Job | | | |
|--------------|-----------|-------|----|-------|------------|-------|----|-------|-----------|-------|----|-------|------------|-------|----|-------|
| | Yes | % | No | % | Yes | % | No | % | Yes | % | No | % | Yes | % | No | % |
| Typing | 130 | 82.28 | 28 | 17.72 | 95 | 86.36 | 15 | 13.64 | 52 | 82.54 | 11 | 17.46 | 36 | 94.74 | 2 | 5.26 |
| Shorthand | 91 | 62.33 | 55 | 37.67 | 52 | 63.41 | 30 | 36.59 | 34 | 57.63 | 25 | 42.37 | 19 | 55.88 | 15 | 44.12 |
| Sec. Tr. | 85 | 76.58 | 26 | 23.42 | 47 | 77.05 | 14 | 22.95 | 34 | 80.95 | 8 | 19.05 | 23 | 88.46 | 3 | 11.54 |
| Off. Prac. | 80 | 86.02 | 13 | 13.98 | 47 | 88.68 | 6 | 11.32 | 30 | 83.33 | 6 | 16.67 | 20 | 90.91 | 2 | 9.09 |
| Bkcp. | 59 | 45.74 | 70 | 54.26 | 40 | 50.63 | 39 | 49.37 | 29 | 52.73 | 26 | 47.27 | 22 | 61.11 | 14 | 38.89 |
| Bus. Arith. | 35 | 60.34 | 23 | 39.66 | 14 | 45.16 | 17 | 54.84 | 17 | 68.00 | 8 | 32.00 | 12 | 80.00 | 3 | 20.00 |
| Bus. Law | 28 | 29.47 | 67 | 70.53 | 9 | 16.67 | 45 | 83.33 | 11 | 27.50 | 29 | 72.00 | 9 | 33.33 | 18 | 66.67 |
| Jr. Bus. Tr. | 13 | 40.63 | 19 | 59.37 | 8 | 44.44 | 10 | 55.56 | 5 | 38.46 | 8 | 61.54 | 5 | 55.56 | 4 | 44.44 |
| Sales. | 10 | 21.28 | 37 | 78.72 | 5 | 20.83 | 19 | 79.17 | 4 | 23.53 | 13 | 76.47 | 4 | 36.36 | 7 | 63.64 |
| Dist. Ed. | 4 | 15.38 | 22 | 84.62 | 2 | 14.29 | 12 | 85.71 | 1 | 11.11 | 8 | 88.89 | 2 | 28.57 | 5 | 71.43 |

business education subjects with the possible exception of, shorthand. Ninety-one graduates (62.33 per cent) said that shorthand knowledge was required on job one whereas only 19 (55.88 per cent) said that shorthand skill was needed on job four. The decrease in percentage is small however.

Was the training sufficient. Many of the respondents failed to state the adequacy or inadequacy of their training. From those who did, however, Table VIII was prepared indicating the number and percentage of graduates who considered their training in the various business education courses sufficient or insufficient.

Although distributive education has the best percentage (100 per cent) rating on sufficiency, it is hardly fair to consider this subject as ranking first in view of the very small number of responses of graduates having had the course.

Based on the number of responses, typing is the subject considered most adequate for employment requirements, with 127 respondents (95.49 per cent) attesting to its sufficiency while only six (4.51 per cent) said their training was insufficient.

On the same basis, secretarial training, office practice, and shorthand, in that order, had the largest percentage of responses concerning the sufficiency of training.

TABLE VIII

NUMBER AND PERCENTAGE OF RESPONDENTS WHOSE TRAINING
IN BUSINESS EDUCATION SUBJECTS WAS SUFFICIENT
OR INSUFFICIENT FOR EMPLOYMENT REQUIREMENTS

| Subject | Sufficient | | Insufficient | |
|--------------|------------|------------|--------------|------------|
| | Number | Percentage | Number | Percentage |
| Typing | 127 | 95.49 | 6 | 4.51 |
| Shorthand | 94 | 86.24 | 15 | 13.76 |
| Bookkeeping | 81 | 80.20 | 20 | 19.80 |
| Sec. Tr. | 81 | 94.18 | 5 | 5.82 |
| Off. Prac. | 67 | 88.16 | 9 | 11.84 |
| Bus. Law | 48 | 81.36 | 11 | 18.64 |
| Bus. Arith. | 29 | 80.56 | 7 | 19.44 |
| Salesmanship | 13 | 65.00 | 7 | 35.00 |
| Jr. Bus. Tr. | 8 | 66.67 | 4 | 33.33 |
| Dist. Ed. | 5 | 100.00 | 0 | 0.00 |

(Note: The total number of respondents is 133.)

This is a preliminary report of the results of the survey. It is not intended to be a final report. It is subject to change as more information is received.

The two local commercial colleges, Trenton College and Central College and Brown's Business College, combined to

Salesmanship and junior business training received the majority of complaints concerning inadequate training.

Although bookkeeping had the same number of responses as secretarial training regarding the sufficiency of training, fewer respondents thought their secretarial training course was insufficient.

From the data presented in Table VIII, it is safe to assume that the majority of the respondents considered their training sufficient in each of the commercial subjects.

II. ANALYSIS OF VOCATIONAL BACKGROUND

Additional training beyond high school. Contrary to the belief of many, a large group of business education graduates continue their schooling beyond high school. Although the data did not divulge the number who completed their various courses of advanced work, Table IX reveals that 87 (42.65 per cent) of the respondents did obtain additional training beyond high school.

Forty-five (51.72 per cent) of those taking additional training enrolled in Indiana State Teachers College. This is understandable inasmuch as the college is located not over six blocks from Wiley High School. Its accessibility undoubtedly makes it popular.

The two local commercial colleges, Terre Haute Commercial College and Brown's Business College, combined to

enroll the second largest number of respondents with a total of 34 (39.08 per cent).

The other institutions are represented very meagerly indeed. Indiana University enrolled two of the graduates while two others pursued correspondence work. All of the remaining schools are represented by only one respondent each.

It should be noted that many of the graduates stated that they secured additional training beyond high school in army, navy, and other armed forces schools. However, in view of the fact that this was during the second world war period, which is only one phase of the period under study, this information was not included in the study.

Table IX presenting a composite of the data concerning additional training beyond high school is found on the following page.

TABLE IX

PLACE, NUMBER, AND PERCENTAGE OF RESPONDENTS
WHO INDICATED THAT THEY HAD ADDITIONAL
TRAINING BEYOND HIGH SCHOOL

| Place | Number | Percentage |
|--------------------------------|-----------|---------------|
| Indiana State Teachers College | 45 | 51.72 |
| Terre Haute Commercial College | 20 | 22.99 |
| Brown's Business College | 14 | 16.09 |
| Indiana University | 2 | 2.30 |
| Correspondence | 2 | 2.30 |
| Purdue University | 1 | 1.15 |
| St. Anthony's Hospital | 1 | 1.15 |
| Beauty College | 1 | 1.15 |
| American School of Ballet | 1 | 1.15 |
| Total | 87 | 100.00 |

per cent; 10 per cent of the total sample.

Production of the sample is as follows:

1. The sample is divided into two groups: (a) those who

until 30 years of age, and (b) those who are 30 years of age

after the birth year. It is assumed that the sample is

approximately attended college and post-graduate work

and employment.

Length of time after high school graduation before securing first job. To most business education graduates, the question of how soon after graduation they can secure employment is one of major importance. Table X affords an answer to this question. Twenty-four graduates (13.64 per cent) had already secured employment before graduation. This is a common practice at Wiley High School, as employers often recruit office help before graduation.

One month after graduation 51 (28.98 per cent) graduates were employed, while 26 (14.77 per cent) were able to secure jobs during the second month after leaving school. Twenty-nine (16.48 per cent) stated that it took them from two to six months to secure employment.

It is interesting to note that 14 (7.95 per cent) report it required from six months to a year before they were able to locate employment. A much larger group of 23 (13.07 per cent) indicate that they spent from one to two years after graduation before securing a position.

Nine graduates (5.11 per cent) did not begin work until 36 months after graduation with one of these beginning after the fifth year. It is reasonable to believe that these graduates attended college and possibly graduated before seeking employment.

TABLE X

NUMBER AND PERCENTAGE OF RESPONDENTS INDICATING
LENGTH OF TIME BEFORE OBTAINING FIRST JOB

| Length of time | Number | Percentage |
|-------------------|--------|------------|
| Before graduation | 24 | 13.64 |
| Within one month | 51 | 28.98 |
| 1-2 months | 26 | 14.77 |
| 2-6 months | 29 | 16.48 |
| 6-12 months | 14 | 7.95 |
| 1-2 years | 23 | 13.07 |
| 3-5 years | 8 | 4.55 |
| 5-10 years | 1 | .56 |
| Total | 176 | 100.00 |

How jobs were obtained. The data presented in table XI indicate how the graduates secured their positions. It is interesting to note how the first jobs were obtained. The school assisted 51 (28.33 per cent) graduates in securing employment while applications proved a very close second with 47 (26.11 per cent) respondents. Friends secured jobs for 42 (23.33 per cent), and relatives assisted 19 (10.56 per cent) graduates locate positions.

Employment agencies accounted for 9 (5.00 per cent) graduates obtaining jobs, whereas seven more (3.89 per cent) secured positions through advertisements. Various other sources were credited by five (2.78 per cent) graduates as having been responsible for helping them find their first jobs.

It is apparent from the data that the school is the chief source of help in obtaining employment for graduates on their first job, but school aid decreases with each succeeding job until it is of only minor importance in securing job four. This is to be expected because as the graduate progresses from one job to another, he depends more and more upon his previous record to aid him in securing the next position. Wiley High School does not have a placement bureau, but every effort is exerted at all times to help deserving business education graduates secure suitable employment

TABLE XI

HOW JOBS WERE OBTAINED
(Emphasizing the importance of the source on each job obtained)

| Source | Job 1 | | Job 2 | | Job 3 | | Job 4 | |
|---------------|-------|--------|-------|--------|-------|--------|-------|--------|
| | No. | % | No. | % | No. | % | No. | % |
| School | 51 | 28.33 | 6 | 5.88 | 2 | 2.94 | 2 | 4.65 |
| Application | 47 | 26.11 | 32 | 31.37 | 33 | 48.53 | 17 | 39.53 |
| Friends | 42 | 23.33 | 32 | 31.37 | 6 | 8.82 | 4 | 9.30 |
| Relatives | 19 | 10.56 | 5 | 4.90 | 3 | 4.41 | 2 | 4.65 |
| Empl. Agency | 9 | 5.00 | 12 | 11.77 | 13 | 19.12 | 12 | 27.91 |
| Advertisement | 7 | 3.89 | 9 | 8.83 | 7 | 10.30 | 3 | 6.98 |
| Other Sources | 5 | 2.78 | 6 | 5.88 | 4 | 5.88 | 3 | 6.98 |
| Totals | 180 | 100.00 | 102 | 100.00 | 68 | 100.00 | 43 | 100.00 |

Table XI clearly shows that the majority of positions secured were secured by the graduate's own efforts by personal application. Employment agencies also exert more and more influence in securing positions as the graduate becomes further and further removed from the school.

The same information presented in Table XI is again presented in Table XII. This time, however, the source is emphasized for all four jobs rather than emphasizing the source in relation to each of the four jobs individually.

TABLE XII

HOW JOBS WERE OBTAINED
 (Emphasizing the importance of the source of all jobs)

| Source | Job 1 | | Job 2 | | Job 3 | | Job 4 | | Total | |
|-------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| School | 51 | 83.60 | 6 | 9.84 | 2 | 3.28 | 2 | 3.28 | 61 | 100.00 |
| Application | 47 | 36.43 | 32 | 24.81 | 33 | 25.58 | 17 | 13.18 | 129 | 100.00 |
| Friends | 42 | 50.00 | 32 | 38.10 | 6 | 7.14 | 4 | 4.76 | 84 | 100.00 |
| Relatives | 19 | 65.52 | 5 | 17.24 | 3 | 10.34 | 2 | 6.90 | 29 | 100.00 |
| Employment Agency | 9 | 19.56 | 12 | 26.09 | 13 | 28.26 | 12 | 26.09 | 46 | 100.00 |
| Advertisement | 7 | 26.92 | 9 | 34.62 | 7 | 26.92 | 3 | 11.54 | 26 | 100.00 |
| Other Sources | 5 | 27.78 | 6 | 33.33 | 4 | 22.22 | 3 | 16.67 | 18 | 100.00 |

Ease or difficulty in securing jobs. The ease or difficulty with which jobs were secured by the graduates is presented in Table XIII. One hundred and forty-five graduates (93.55 per cent) stated that it was easy to secure their first position while ten (6.45 per cent) reported that it was difficult to obtain their first job. Eighty-two (96.47 per cent) of the graduates maintained that their second positions were easily secured, while three (3.53 per cent) had difficulty in obtaining job two. It is noticeable that although the numbers vary, the percentages for ease and difficulty of securing positions three and four are almost the same. In both cases, the positions were easy for the majority of graduates to obtain.

TABLE XIII

NUMBER AND PERCENTAGE OF RESPONDENTS WHO
INDICATED WHETHER JOBS WERE EASY
OR DIFFICULT TO OBTAIN

| Job No. | Easy | | Difficult | |
|---------|--------|------------|-----------|------------|
| | Number | Percentage | Number | Percentage |
| 1 | 145 | 93.55 | 10 | 6.45 |
| 2 | 82 | 96.47 | 3 | 3.53 |
| 3 | 54 | 88.52 | 7 | 11.48 |
| 4 | 36 | 87.81 | 5 | 12.19 |

It is reasonable to assume that as a graduate gains experience and knowledge, his chances for finding a desirable position increase. Yet, it must be kept in mind that this study includes depression years as well as the affluent war years and inflationary post-war years. This may account for the fact that the percentage of graduates securing jobs three and four with ease declined when compared to the ease with which jobs one and two were acquired.

Satisfaction or dissatisfaction with jobs. Satisfied workers are the happiest and most efficient workers. Yet, as is so often the case, this study reveals that some of the graduates were not satisfied with their work. Table XIV presents the results of opinions expressed by the graduates regarding satisfaction or dissatisfaction with their jobs.

One hundred and twenty-four graduates (84.93 per cent) stated that they were satisfied with their first positions, but 22 (15.07 per cent) said that they were dissatisfied with their first positions.

In the second jobs, 74 (89.16 per cent) expressed their satisfaction with the type of work required whereas 9 (10.84 per cent) indicated that they were not satisfied with the type of work pursued.

In the third positions they held, 58 (96.67 per cent) said that they were satisfied, while two (3.33 per cent)

replied that they were dissatisfied with their work.

Of the respondents who reported holding a fourth position, 38 (97.44 per cent) expressed satisfaction with the type of work they did, while only one (2.56 per cent) indicated dissatisfaction. As a group, it is apparent that the graduates are well satisfied with their work. It is interesting, and rather startling, to note that the percentage of satisfied graduates increases with each succeeding job and that by the fourth job, satisfaction is practically unanimous.

TABLE XIV

NUMBER AND PERCENTAGE OF RESPONDENTS
SATISFIED OR DISSATISFIED WITH THEIR JOB

| Job No. | Satisfied | | Dissatisfied | |
|------------|-----------|------------|--------------|------------|
| | No. | Percentage | No. | Percentage |
| 1 | 124 | 84.93 | 22 | 15.07 |
| 2 | 74 | 89.16 | 9 | 10.84 |
| 3 | 58 | 96.67 | 2 | 3.33 |
| 4 | 38 | 97.44 | 1 | 2.56 |

Types of jobs held. One of the chief questions in the mind of every student is What kind of a job will I secure when I graduate. Times change and with it so does the demand for certain types of jobs. Yet, the demand and need for various types of clerical help is constantly growing.

Table XV indicates the types of jobs held by the graduates. Office clerks lead all other types of employment pursued in each of the four jobs held by the graduates.

The three classifications--office clerk, stenographer, and secretary--account for over 50 per cent of the total number of graduates on each of the four jobs held. This indicates that a majority of the students find and remain in types of work for which they were trained in high school.

The percentage of office clerks on job one (30.34 per cent) is practically static when compared to the percentage on job four (30.21 per cent). The percentage of stenographers on job one (18.55 per cent) shows a sharp decline in job four (4.65 per cent). Typists also decline in percentage from job one to job four. However, secretaries reveal the opposite trend and show an increase from job one (10.11 per cent) to job four (27.90 per cent). It is possible that as the graduates advance in their work, they leave the ranks of typists and stenographers to take positions as secretaries.

TABLE XV
 TYPES OF JOBS HELD BY RESPONDENTS

| Job Name | Job 1 | | Job 2 | | Job 3 | | Job 4 | |
|-----------------|-------|--------|-------|--------|-------|--------|-------|--------|
| | No. | % | No. | % | No. | % | No. | % |
| Office clerk | 54 | 30.34 | 24 | 23.53 | 21 | 29.17 | 13 | 30.21 |
| Stenographer | 33 | 18.55 | 19 | 18.64 | 11 | 15.28 | 2 | 4.65 |
| Secretary | 18 | 10.11 | 16 | 15.69 | 8 | 11.11 | 12 | 27.90 |
| Factory Work | 13 | 7.31 | 8 | 7.84 | 5 | 6.94 | 1 | 2.33 |
| Typist | 9 | 5.06 | 7 | 6.86 | 3 | 4.16 | 2 | 4.65 |
| Bookkeeper | 9 | 5.06 | 7 | 6.86 | 6 | 8.33 | 2 | 4.65 |
| Off. Mach. Op. | 8 | 4.49 | 4 | 3.92 | 2 | 2.78 | 2 | 4.65 |
| Sales Clerk | 6 | 3.37 | 3 | 2.94 | 1 | 1.39 | | |
| Tele. Op. | 4 | 2.25 | 1 | 0.98 | | | | |
| School Teacher | 3 | 1.69 | 2 | 1.96 | 3 | 4.16 | 1 | 2.33 |
| Cashier | 3 | 1.69 | | | | | 1 | 2.33 |
| Waitress | 2 | 1.12 | 1 | 0.98 | | | | |
| Nurse | 2 | 1.12 | | | | | | |
| Dr. Ass't. | 2 | 1.12 | | | | | | |
| Lab. Tech. | 1 | 0.56 | 1 | 0.98 | | | | |
| Chorus Girl | 1 | 0.56 | | | | | | |
| Dancing Teacher | 1 | 0.56 | | | 1 | 1.39 | 1 | 2.33 |
| Ass't. Buyer | 1 | 0.56 | 1 | 0.98 | | | | |
| Interviewer | 1 | 0.56 | | | 1 | 1.39 | | |
| Armed Forces | 1 | 0.56 | 2 | 1.96 | 4 | 5.56 | 1 | 2.33 |
| Construction | 1 | 0.56 | 1 | 0.98 | | | | |
| Laborer | 1 | 0.56 | 1 | 0.98 | | | | |
| Jr. Engineer | 1 | 0.56 | | | | | | |
| Rest. Mgr. | 1 | 0.56 | | | | | | |
| Beauty Op. | 1 | 0.56 | | | | | | |
| Reporter | 1 | 0.56 | 2 | 1.96 | 1 | 1.39 | | |
| Office Mgr. | | | | | | | 1 | 2.33 |
| Dept. Head | | | | | | | 1 | 2.33 |
| Salesman | | | 1 | 0.98 | 4 | 5.56 | 1 | 2.33 |
| P. O. Clerk | | | | | | | 2 | 4.65 |
| Lens Grinder | | | | | 1 | 1.39 | | |
| Fountain Mgr. | | | 1 | 0.98 | | | | |
| Totals | 178 | 100.00 | 102 | 100.00 | 72 | 100.00 | 43 | 100.00 |

Length of time spent on jobs. One question which invariably arises in the mind of most graduates after securing their first job is how long will I remain on this job. This question is answered in Table XVI.

Of the 171 graduates reporting on their first jobs, 29 (16.96 per cent) said they spent from 21 to 52 weeks on the job, while 27 (15.79 per cent) said they spent from 11 to 20 weeks on the job. Twenty-two graduates (12.87 per cent) spent 101 to 150 weeks on the first job held.

Exactly 100 graduates indicated the length of time spent on job two. Of this number, 26 (26.00 per cent) stated that they spent 21 to 52 weeks on the job while 18 (18.00 per cent) said they spent 11 to 20 weeks on the job. Ten graduates (10.00 per cent) said they spent 101 to 150 weeks on the second job. An equal number reported having spent 53 to 75 weeks on job two.

On each of the four jobs studied, the 21 to 52 weeks period of time spent on the job appears with the largest percentage of respondents.

TABLE XVI
 LENGTH OF TIME SPENT ON JOBS
 AS INDICATED BY RESPONDENTS

| Number of weeks worked | Number and Percentage of Graduates Working on these jobs | | | | | | | |
|------------------------------|---|--------|---------|--------|---------|--------|---------|--------|
| | 1st Job | | 2nd Job | | 3rd Job | | 4th Job | |
| | No. | % | No. | % | No. | % | No. | % |
| 1-4 | 7 | 4.09 | 7 | 7.00 | 2 | 3.08 | 1 | 2.50 |
| 5-10 | 19 | 11.11 | 6 | 6.00 | 3 | 4.62 | 1 | 2.50 |
| 11-20 | 27 | 15.79 | 18 | 18.00 | 9 | 13.84 | 7 | 17.50 |
| 21-52 | 29 | 16.96 | 26 | 26.00 | 21 | 32.30 | 9 | 22.50 |
| 53-75 | 18 | 10.53 | 10 | 10.00 | 11 | 16.92 | 4 | 10.00 |
| 76-100 | 16 | 9.36 | 6 | 6.00 | 3 | 4.62 | 2 | 5.00 |
| 101-150 | 22 | 12.87 | 10 | 10.00 | 7 | 10.77 | 8 | 20.00 |
| 151-200 | 10 | 5.85 | 3 | 3.00 | 4 | 6.15 | 3 | 7.50 |
| 201-250 | 9 | 5.26 | 5 | 5.00 | 2 | 3.08 | 4 | 10.00 |
| Over 251 | 14 | 8.18 | 9 | 9.00 | 3 | 4.62 | 1 | 2.50 |
| Total | 171 | 100.00 | 100 | 100.00 | 65 | 100.00 | 40 | 100.00 |

Promotions received. The promotions received by the graduates are indicated in Table XVII. The total number of promotions received was 317. Of this number, 177 (55.84 per cent) promotions were received in the form of pay increases only with no change in the job itself.

One hundred and ten graduates (34.70 per cent) were advanced in both rank and pay, whereas 30 (9.46 per cent) were advanced in rank only.

It is apparent from these data that the majority of promotions received were those involving salary increases.

TABLE XVII

NUMBER AND PERCENTAGE OF PROMOTIONS RECEIVED BY RESPONDENTS ON FIRST, SECOND, THIRD, AND FOURTH JOBS

| Types of promotions received | Promotions received | |
|-------------------------------------|---------------------|----------|
| | Number | Per cent |
| Increase in pay only | 177 | 55.84 |
| Advance in rank and pay | 110 | 34.70 |
| Advance in rank only | 30 | 9.46 |
| Total number of promotions received | 317 | 100.00 |

Reasons for job changes. The reasons for changing jobs are presented in Table XVIII. It is evident from the information given that the main reason for changing jobs is to secure a better job. One job may be deemed better than another for various reasons, but usually more money is the chief factor considered when classifying one job as better than another.

Of 109 graduates, 32 stated that they changed from job one to job two because of a better job. Fifteen said they changed from job one to job two because job one was only a temporary position. Eleven graduates reported that they left job one because they also left the city. Because many of the graduates changed from job one to job two during or after the second world war, these latter two reasons tend to indicate the general restlessness of our populace.

In changing from the second to third jobs, and from third to fourth jobs, the same reasons in about the same proportions were given by the graduates, as when they changed from the first to the second job.

It should be noted that a total of only 5 changes (2.12 per cent) out of the entire 236 changes indicated were due to joining the armed forces. This clearly points up the fact that girls who major in commercial work far outnumber boys who pursue this curriculum.

TABLE XVIII

NUMBER AND PERCENTAGE OF RESPONDENTS
INDICATING REASONS FOR JOB CHANGES

| Reasons for job changes | From | From | From | Total | |
|----------------------------|-------------------|-------------------|-------------------|------------|---------------|
| | Job 1-2 Number | Job 2-3 Number | Job 3-4 Number | No. | % |
| Better job | 32 | 17 | 9 | 58 | 24.58 |
| Temporary job | 15 | 12 | 6 | 33 | 13.98 |
| Promotion | 12 | 4 | 5 | 21 | 8.90 |
| Left city | 11 | 15 | 6 | 32 | 13.56 |
| Married | 8 | 2 | 6 | 16 | 6.78 |
| Quit | 7 | 2 | 6 | 15 | 6.36 |
| Laid off | 6 | 14 | 9 | 29 | 12.29 |
| Desired change | 6 | 5 | | 11 | 4.66 |
| Returned to school | 6 | 3 | | 9 | 3.81 |
| Too strenuous | 3 | | | 3 | 1.27 |
| Employer's character | 2 | | | 2 | 0.85 |
| Joined Armed Forces | 1 | 3 | 1 | 5 | 2.12 |
| Ill health | | 1 | | 1 | 0.42 |
| Opened own business | | | 1 | 1 | 0.42 |
| Total | 109 | 78 | 49 | 236 | 100.00 |

III. ATTITUDE OF GRADUATES TOWARD TRAINING

The present practices at Wiley High School may be good, yet, in any school there is always room for improvement. The graduates who have completed their high school work and have had a chance to use it should certainly be in a position to best render opinions concerning the business education training.

Graduates' opinions regarding vocational choice and extra-curricular activities. There were 238 graduates who indicated where they received their inspiration for vocational choice. Several of the graduates stated that they had more than one source of inspiration. Table XIX indicates the sources of vocational choice.

The influence of parents was the largest source of inspiration for vocational choice ranking first with eighty responses (33.62 per cent). Thirty-seven (15.55 per cent) said that friends outside the school helped them make a choice whereas 29 (12.19 per cent) said they made their own choice regarding what vocation they would pursue.

Classroom teachers seem to have influenced the graduates most concerning vocational choice inside the school. High school teachers rank first with 22 (9.24 per cent), and junior high school teachers come second with 21 (8.82 per cent).

TABLE XIX

NUMBER AND PERCENTAGE OF RESPONDENTS
WHO INDICATED THEIR SOURCE OF
INSPIRATION FOR VOCATIONAL CHOICE*

| Source | Number | Percentage |
|------------------------------|--------|------------|
| Parents | 80 | 33.62 |
| Friends | 37 | 15.55 |
| Self | 29 | 12.19 |
| Relatives | 26 | 10.92 |
| High School Teachers | 22 | 9.24 |
| Jr. High School Teachers | 21 | 8.82 |
| Jr. High School Counselor | 7 | 2.94 |
| High School Counselor | 6 | 2.52 |
| Jr. High School Dean (Girls) | 2 | 0.84 |
| Elementary Teachers | 2 | 0.84 |
| High School Dean (Girls) | 1 | 0.42 |
| High School Principal | 1 | 0.42 |
| Church Associates | 1 | 0.42 |
| College Professor | 1 | 0.42 |
| Business College Teacher | 1 | 0.42 |
| Dancing Teacher | 1 | 0.42 |

* Some respondents gave more than one source.

Although no category of school contacts exert enough influence to rank higher than fifth, all teachers, counselors, deans, etc., combined and considered as a group, rate second in importance to parents only.

Relatives were given credit, as a source for vocational choice, by 26 graduates (10.92 per cent).

It is safe to assume that the majority of graduates make up their minds concerning their vocational choice as a result of relationships with their parents, friends, and relatives. Over 12 per cent indicated that they arrived at a decision without any outside assistance; more than 20 per cent received help from school personnel.

The questionnaire used in this study contained the question, "Do you believe it is best to follow a prescribed curriculum or be allowed to elect one?" The answer to this question is found in Table XX.

One hundred and seventy-four graduates answered this question with exactly two-thirds or 116 of them preferring the election of curriculum, while the other 58 answered that the prescribed course is best. It is apparent that the graduates feel that they should be allowed to exercise their own judgment rather than being required to pursue a curriculum set up by the school.

TABLE XX

NUMBER AND PERCENTAGE OF RESPONDENTS WHO INDICATED THEIR OPINION AS TO WHETHER THE ELECTED OR PRESCRIBED CURRICULUM IS BEST

| Preference | Number | Percentage |
|------------|--------|------------|
| Elected | 116 | 66.67 |
| Prescribed | 58 | 33.33 |
| Totals | 174 | 100.00 |

The questionnaire also contained the question, "Did you take part in any extra-curricular activities while attending Wiley High School?" Immediately following this question was a request for the activity or activities which proved most beneficial to them on the job.

Table XXI provides the answer to the first part of this question. One hundred and twenty-four (70.86 per cent) of the 175 graduates who answered this question stated that they did participate in extra-curricular activities while attending Wiley. The remaining 51 (29.14 per cent) participated in no extra-curricular activities during their high school careers at Wiley.

During the reviews of these records the graduates were beneficial to ten graduates (19.13 per cent). The purpose of collecting the better business education majors and graduates

TABLE XXI

NUMBER AND PERCENTAGE OF RESPONDENTS WHO INDICATED
PARTICIPATION OR NON-PARTICIPATION
IN EXTRA-CURRICULAR ACTIVITIES

| Extra-Curricular Activities | Number | Percentage |
|--------------------------------|--------|------------|
| Did participate | 124 | 70.86 |
| Did not participate | 51 | 29.14 |
| Totals | 175 | 100.00 |

The extra-curricular activities offered and the number of graduates who took part in them are shown in Table XXII.

This information reveals that 38 (38.39 per cent) graduates received benefit from the Blue Tri. This is an organization open to girls only and is actually an extension or branch of the Y. W. C. A. The name has recently been changed to that of Y-Teens.

Eighteen graduates (18.18 per cent) said they were helped by participation in school publications. Wiley High School has a semi-monthly paper called the Red Streak and an annual called the Wileyan.

Working in various offices around the school proved beneficial to ten graduates (10.10 per cent). The practice of selecting the better business education majors and allowing

TABLE XXII

NUMBER AND PERCENTAGE OF RESPONDENTS
WHO INDICATED MOST BENEFICIAL
EXTRA-CURRICULAR ACTIVITY

| Activity | Number | Percentage |
|---------------------|--------|------------|
| Blue Tri | 38 | 38.39 |
| School Publications | 18 | 18.18 |
| School Office Work | 10 | 10.10 |
| Athletics | 9 | 9.09 |
| Drama Club | 4 | 4.04 |
| Forum Club | 4 | 4.04 |
| Band and Orchestra | 3 | 3.03 |
| Student Council | 3 | 3.03 |
| Library Club | 2 | 2.02 |
| Red Cross | 2 | 2.02 |
| Hi-Y | 1 | 1.01 |
| Art Club | 1 | 1.01 |
| Future Homemakers | 1 | 1.01 |
| Totals | 99 | 100.00 |

them to work in school offices and assuming responsibilities has been a practice at Wiley High School since the inception of the course called office practice in 1923.

Nine graduates (9.09 per cent) found participation in athletics beneficial, while four (4.04 per cent) graduates derived benefit from participation in the Drama Club and an equal number was helped by the Forum Club.

Thirteen other graduates reported that they received benefit from the participation in seven other school organizations.

Graduates' opinions regarding business education curriculum and other curricula. The graduates were also asked, "Do you now wish that you had taken additional courses in the business education curriculum?"

Table XXVIII presents the answer to this question. It is interesting to note that almost one-half of the graduates wished they had taken more commercial work; the other one-half said they did not desire any more commercial work. However, the ones who desired more work outnumber the others slightly with 85 graduates (51.52 per cent) out of 165 desiring more commercial work, while the remaining eighty (48.48 per cent) said that they had pursued enough commercial training in high school.

TABLE XXIII

NUMBER AND PERCENTAGE OF RESPONDENTS WHO
INDICATED DESIRABILITY OF TAKING MORE
BUSINESS EDUCATION SUBJECTS WHILE IN HIGH SCHOOL

| Business Education Work | Number | Percentage |
|-------------------------|--------|------------|
| Did desire more | 85 | 51.52 |
| Did not desire more | 80 | 48.48 |
| Totals | 165 | 100.00 |

Another question asked was, "Do you now wish you had taken additional courses in other curricula?"

In addition to merely checking "Yes" or "No" to this question, the respondents were also asked to check desirable subjects which they had not taken and the most beneficial non-commercial subjects which they had taken.

Table XXIV discloses that of the 159 respondents who answered the original question, 92 (57.86 per cent) did wish they had taken additional non-commercial work; 67 (42.14 per cent) replied that they were satisfied with the courses they had followed in non-commercial work.

The courses in certain non-commercial subjects deemed desirable but not taken by 215 graduates are presented in Table XXV, page 54. Mathematics and English courses top the list with 62 (28.83 per cent) and sixty (27.90 per cent)

TABLE XXIV

NUMBER AND PERCENTAGE OF RESPONDENTS INDICATING
DESIRABILITY OF MORE NON-COMMERCIAL COURSES

| Personal Opinions | Number | Percentage |
|--|--------|------------|
| Desired more non-commercial work | 92 | 57.86 |
| Desired no more non-commercial work | 67 | 42.14 |
| Totals | 159 | 100.00 |

respectively. Twenty-five graduates (11.63 per cent) indicated that they could have used more science, whereas 19 (8.84 per cent) felt the need of courses in foreign language. It must be kept in mind when interpreting this table that several graduates pointed out that they wished they had taken courses in more than one subject.

In the light of benefit derived from the various non-commercial subjects; Table XXVI, page 55, presents the opinions of 289 graduates. Again it must be remembered that several graduates listed more than one subject. There were 136 (47.06 per cent) persons who expressed the opinion that courses in English definitely helped them in their work. The next highest number was given to courses in mathematics with 92 (31.83 per cent) graduates indicating that they received benefit from

TABLE XXV

NUMBER AND PERCENTAGE OF RESPONDENTS WHO
DESIRED ADDITIONAL NON-COMMERCIAL SUBJECTS

| Non-Commercial subjects | Desirable subjects not taken | |
|----------------------------|---------------------------------|------------|
| | Number | Percentage |
| Mathematics | 62 | 28.83 |
| English | 60 | 27.90 |
| Science | 25 | 11.63 |
| Foreign Language | 19 | 8.84 |
| Social Studies | 18 | 8.37 |
| Home Economics | 14 | 6.51 |
| Industrial Arts | 9 | 4.19 |
| Spelling | 5 | 2.33 |
| Speech | 2 | 0.93 |
| Art | 1 | 0.47 |
| Total | 215 | 100.00 |

TABLE XXVI

NUMBER AND PERCENTAGE OF RESPONDENTS
INDICATING MOST BENEFICIAL
NON-COMMERCIAL SUBJECTS

| Non-Commercial subjects | Most-beneficial subjects taken | |
|----------------------------|-----------------------------------|------------|
| | Number | Percentage |
| English | 136 | 47.06 |
| Mathematics | 92 | 31.83 |
| Social Studies | 28 | 9.69 |
| Home Economics | 12 | 4.15 |
| Foreign Language | 9 | 3.11 |
| Science | 5 | 1.73 |
| Art | 4 | 1.39 |
| Industrial Arts | 3 | 1.04 |
| Total | 289 | 100.00 |

The information concerning the subjects of non-commercial education subjects not taken is shown in Table XXVII. Of the respondents who indicated that they had not taken any of the subjects listed, the most common reason given was that they had not had time to take them. Other reasons given were that they had not had the opportunity to take them, that they had not had the interest to take them, and that they had not had the money to take them.

The information concerning the subjects of non-commercial education subjects not taken is shown in Table XXVII. Of the

this subject. The third highest was social studies with 28, (9.69 per cent) who say that this subject area helped them on their jobs.

Twelve graduates (4.15 per cent) replied that they were helped by having had courses in home economics and nine (3.11 per cent) benefited from courses in foreign language. Science, Art, and Industrial Arts, in that order, are considered beneficial by the remaining 12 graduates (4.16 per cent).

Graduates' recommendations. A study of this kind would not be complete unless the graduates on the job were given a chance to make some recommendations concerning the policies and practices to pursue in the business education training program.

With this thought in mind, a few more questions were asked of the graduates. The graduates were asked to check the business education subjects which were not taken but were desirable; the business education subjects needing more stress; and the business education subjects needing less stress. At the same time, a space was also provided in which the respondents were asked to rank the business education subjects in the order of their importance.

The information concerning the desirable business education subjects not taken is shown in Table XXVII. Of the

TABLE XXVII
 NUMBER AND PERCENTAGE OF RESPONDENTS
 INDICATING DESIRABLE BUSINESS EDUCATION
 SUBJECTS NOT TAKEN

| Business Education subjects | Not taken but desirable | |
|--------------------------------|----------------------------|------------|
| | Number | Percentage |
| Business Arithmetic | 50 | 22.32 |
| Office Practice | 42 | 18.75 |
| Salesmanship | 37 | 16.52 |
| Jr. Business Training | 30 | 13.39 |
| Business Law | 19 | 8.48 |
| Distributive Education | 18 | 8.05 |
| Secretarial Training | 13 | 5.80 |
| Bookkeeping | 10 | 4.46 |
| Shorthand | 3 | 1.34 |
| Typewriting | 2 | 0.89 |
| Total | 224 | 100.00 |

The other seven subjects mentioned in this table

224 responses, fifty (22.32 per cent) graduates regarded business arithmetic as the most valuable commercial subject they missed. Forty-two (18.75 per cent) considered office practice as the subject they could have best used, whereas 37 (16.52 per cent) wished they had taken salesmanship.

Table XXVIII indicates the graduates' opinions regarding the commercial subjects needing more or less emphasis. Again in this table, as well as in Table XXVII, it must be kept in mind that most graduates checked several subjects.

Table XXIX, page 60, indicates the order of importance accorded the various commercial subjects by the graduates. This information is presented completely and lists the number of graduates who thought each subject should be ranked first, second, third, and so on. The subjects are arranged on the left in order, depending upon the number of respondents giving that subject first importance, then second importance, etc.

Typing is accorded paramount importance by 95 (61.29 per cent) of the total of 155 who checked any subject first. Shorthand is given second ranking by having eighty (55.17 per cent) of the total of 145 checking a second choice. Bookkeeping is third with 45 (30.00 per cent) of the 150 total who checked a third subject regarding importance.

The other seven subjects are ranked similarly, with

TABLE XXVIII
 NUMBER AND PERCENTAGE OF RESPONDENTS
 INDICATING COMMERCIAL SUBJECTS
 NEEDING MORE OR LESS EMPHASIS

| Commercial Subjects | Need More Stress | | Need Less Stress | | Total | |
|------------------------|---------------------|-------|---------------------|-------|-------|--------|
| | No. | % | No. | % | No. | % |
| Shorthand | 62 | 93.94 | 4 | 6.06 | 66 | 100.00 |
| Secretarial Tr. | 71 | 93.42 | 5 | 6.58 | 76 | 100.00 |
| Typing | 55 | 93.22 | 4 | 6.78 | 59 | 100.00 |
| Office Pr. | 74 | 91.36 | 7 | 8.64 | 81 | 100.00 |
| Bookkeeping | 64 | 90.14 | 7 | 9.86 | 71 | 100.00 |
| Bus. Arith. | 55 | 85.94 | 9 | 14.06 | 64 | 100.00 |
| Jr. Bus. Training | 27 | 62.79 | 16 | 37.21 | 43 | 100.00 |
| Bus. Law | 30 | 58.82 | 21 | 41.18 | 51 | 100.00 |
| Salesmanship | 24 | 53.33 | 21 | 46.67 | 45 | 100.00 |
| Distributive Ed. | 13 | 40.63 | 19 | 59.37 | 32 | 100.00 |

TABLE XXIX

COMMERCIAL SUBJECTS RANKED IN ORDER OF IMPORTANCE
BY THE RESPONDENTS OF THE STUDY

| Order of importance | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | | 10 | |
|---------------------|-----|--------|-----|--------|-----|--------|-----|--------|-----|--------|-----|--------|-----|--------|-----|--------|-----|--------|-----|--------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Typing | 95 | 61.29 | 24 | 16.55 | 16 | 10.67 | 8 | 5.56 | 2 | 1.47 | 1 | 0.80 | 2 | 1.71 | | | | | | |
| Shorthand | 17 | 10.97 | 80 | 55.17 | 20 | 13.33 | 11 | 7.64 | 7 | 5.15 | 2 | 1.60 | 5 | 4.27 | 1 | 0.92 | 2 | 1.92 | | |
| Bookkeeping | 19 | 12.26 | 13 | 8.97 | 45 | 30.00 | 18 | 12.50 | 25 | 18.38 | 11 | 8.80 | 4 | 3.42 | 1 | 0.92 | 1 | 0.96 | 2 | 2.08 |
| Off. Prac. | 13 | 8.39 | 11 | 7.59 | 18 | 12.00 | 41 | 28.47 | 21 | 15.44 | 14 | 11.20 | 12 | 10.26 | 5 | 4.59 | 1 | 0.96 | 3 | 3.13 |
| Sec. Tr. | 2 | 1.29 | 8 | 5.51 | 34 | 22.66 | 29 | 20.14 | 34 | 25.00 | 18 | 14.40 | 8 | 6.84 | 5 | 4.59 | 1 | 0.96 | 1 | 1.04 |
| Bus. Law | | | 1 | 0.69 | 1 | 0.67 | 9 | 6.26 | 15 | 11.03 | 30 | 24.00 | 27 | 23.08 | 18 | 16.51 | 9 | 8.65 | 11 | 11.46 |
| Salesmanship | 3 | 1.93 | 1 | 0.69 | 2 | 1.33 | 2 | 1.39 | 5 | 3.68 | 7 | 5.60 | 21 | 17.95 | 16 | 14.68 | 23 | 22.12 | 30 | 31.25 |
| Jr. Bus. Tr. | 1 | 0.65 | | | 1 | 0.67 | 6 | 4.17 | 9 | 6.62 | 21 | 16.80 | 17 | 14.53 | 28 | 25.68 | 21 | 20.19 | 9 | 9.37 |
| Dist. Ed. | | | | | | | 1 | 0.69 | 2 | 1.47 | 3 | 2.40 | 3 | 2.56 | 21 | 19.27 | 36 | 34.62 | 35 | 36.46 |
| Bus. Arith | 5 | 3.22 | 7 | 4.83 | 13 | 8.67 | 19 | 13.19 | 16 | 11.76 | 18 | 14.40 | 18 | 15.38 | 14 | 12.84 | 10 | 9.62 | 5 | 5.21 |
| Totals | 155 | 100.00 | 145 | 100.00 | 150 | 100.00 | 144 | 100.00 | 136 | 100.00 | 125 | 100.00 | 117 | 100.00 | 109 | 100.00 | 104 | 100.00 | 96 | 100.00 |

business arithmetic being ranked tenth and last.

The last questions asked the graduates were to check whether more or less emphasis should be placed on seven practices and procedures used by the commercial department. At the same time, they were asked to rank these procedures in the order of their importance.

Table III indicates the graduates' opinions regarding more or less emphasis on seven procedures. Of the 163 who checked the procedure, "actual office experience," 160 (98.16 per cent) said that it should receive more emphasis. The procedure listed as "office practice" received 120 (94.49 per cent) affirmative answers out of the 127 graduates who responded. Out of an equal total of 127, 98 (77.17 per cent) believed "visits to businesses" should receive more stress than it is now receiving.

All of the remaining practices received a majority of replies upholding the need for more emphasis rather than less emphasis except the practice entitled, "more theory." Of the eighty graduates checking this procedure, 61 (76.25 per cent) are for less emphasis while only 19 (23.75 per cent) prefer more emphasis.

TABLE XXX

NUMBER AND PERCENTAGE OF RESPONDENTS WHO
EXPRESSED AN OPINION CONCERNING MORE OR
LESS EMPHASIS ON VARIOUS PROCEDURES

| Procedures | More Emphasis | | Less Emphasis | |
|--------------------------|---------------|-------|---------------|-------|
| | No. | % | No. | % |
| Actual Office Experience | 160 | 98.16 | 3 | 1.84 |
| Office Practice | 120 | 94.49 | 7 | 5.51 |
| Visits to Businesses | 98 | 77.17 | 29 | 22.83 |
| H. S. Employment Bureau | 85 | 75.89 | 27 | 24.11 |
| Higher Standards | 60 | 68.18 | 28 | 31.82 |
| Vocational Guidance | 63 | 63.00 | 37 | 37.00 |
| More Theory | 19 | 23.75 | 61 | 76.25 |

Table XXXI indicates the order of importance accorded the seven procedures by the graduates. The information presented is complete, listing the number of respondents who checked each procedure and the percentage it was accorded relative to the total number who checked that item in the same order of importance.

The procedures are arranged on the left in the order of importance accorded them, based upon the number of graduates who checked their opinions regarding the various practices.

"Actual office experience" is disclosed as first in importance due to 59 (37.83 per cent) graduates placing it first out of the 156 total number who checked a first choice. "Office practice" is given second place with 56 (35.90 per cent) of the 156 graduates who rated any procedure second, having checked it. Third ranking goes to "visits to business" which received 41 (27.33 per cent) of the 150 total who selected a third procedure.

The "high school employment bureau," which Wiley High School does not have, finished in last place, polling 27 (24.77 per cent) of the 109 total who checked a seventh ranking.

It is interesting and possibly indicative of an existing need for a change in the administration of these practices, that the same three procedures which emerged first, second,

TABLE XXXI

NUMBER AND PERCENTAGE OF RESPONDENTS WHO RANKED THESE
PROCEDURES IN ORDER OF THEIR IMPORTANCE

| Procedures | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|-----------------------------|-----|--------|-----|--------|-----|--------|-----|--------|-----|--------|-----|--------|-----|--------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Actual office experience | 59 | 37.83 | 51 | 32.69 | 16 | 10.67 | 7 | 5.19 | 10 | 8.13 | 7 | 6.09 | 3 | 2.75 |
| Office practice | 36 | 23.08 | 56 | 35.90 | 23 | 15.33 | 17 | 12.59 | 7 | 5.69 | 5 | 4.35 | 2 | 1.83 |
| Visits to business | 10 | 6.41 | 12 | 7.69 | 41 | 27.33 | 25 | 18.52 | 16 | 13.01 | 14 | 12.17 | 23 | 21.10 |
| Vocational guidance | 20 | 12.82 | 11 | 7.05 | 20 | 13.33 | 33 | 24.44 | 27 | 21.95 | 15 | 13.04 | 5 | 4.59 |
| Higher standards | 19 | 12.18 | 14 | 8.97 | 17 | 11.34 | 13 | 9.63 | 24 | 19.51 | 18 | 15.65 | 21 | 19.27 |
| More theory | 6 | 3.84 | 5 | 3.21 | 6 | 4.00 | 15 | 11.11 | 23 | 18.70 | 34 | 29.57 | 28 | 25.69 |
| H. S. Employment bureau | 6 | 3.84 | 7 | 4.49 | 27 | 18.00 | 25 | 18.52 | 16 | 13.01 | 22 | 19.13 | 27 | 24.77 |
| Totals | 156 | 100.00 | 156 | 100.00 | 150 | 100.00 | 135 | 100.00 | 123 | 100.00 | 115 | 100.00 | 109 | 100.00 |

and third in need of more emphasis in Table XXX, page 62, should also be ranked in the same order of importance in Table XXXI.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

This survey was conducted primarily to determine whether or not the business education courses offered in Wiley High School have enabled the graduates of these courses to adequately meet their needs in the pursuance of their work.

Being more specific, answers to the following questions were sought:

1. In what vocations are the business education graduates of Wiley High School employed?

2. Based on the graduates' judgments, how did their knowledge gained from high school business education courses function on the job?

3. What shortages, if any, are revealed in the high school business education courses by the graduates' opinions of job requirements?

4. Were the graduates satisfied with the curriculum pursued and the courses offered in the curricula?

5. What constructive suggestions can be offered from the results of this study?

The data presented in this study seem to indicate that the business education training secured in Wiley High School

enables the graduates to pursue work in which training was taken.

The data presented in Table XV indicate that in each of the four jobs held by respondents, three positions requiring business education training employ over one-half of the total number reporting on each job. These positions are office clerk, stenographer, and secretary. Two other strictly commercial jobs, namely typist and bookkeeper, also account for approximately ten per cent of the total employed on each of the four jobs studied. It is reasonable to assume that the majority of business education graduates pursue work for which they were trained.

It is apparent from the data in Table VIII that most respondents felt their high school training in all business education subjects was sufficient to meet employment requirements.

Table VII indicates to what extent the graduates knowledge was required on the jobs held. The information revealed here clearly shows the need of high school training in junior business training and business arithmetic. As has been previously stated, Wiley High School is a senior high school and therefore has no freshmen. For that reason, business arithmetic and junior business training have not been offered at Wiley because these subjects are generally considered as ninth grade offerings. However, during the school

year 1948-1949, business arithmetic was added to the business education curriculum because of the refusal of the "feeder" schools to institute this course. It is highly possible that junior business training may be added to the Wiley curriculum also for the same reason, thus overcoming these deficiencies for sophomore business education majors entering Wiley.

It is apparent that the graduates studied were well satisfied with the curriculum they pursued while attending Wiley High School. The plan of allowing each student to elect his own curriculum was deemed most desirable by the majority of the graduates in the ratio of two to one.

The graduates seemed fairly well satisfied with the courses offered in the other curricula. The majority of graduates expressed the opinion that English and mathematics helped them most in their work. These same two subjects, but this time in reverse order, were stated most frequently as subjects in which the graduates wished they had taken more training.

The data presented in Table XXX indicates that the graduates feel that "actual office experience" is the procedure which should be emphasized the most. When the graduates ranked the procedures according to their relative importance, "actual office experience" was again placed first. This tends to signify a need for more actual office work for students while

attending high school. The graduates seem to favor a revival and continuance of the distributive education program or a similar idea.

II. CONCLUSIONS

From a study of the data presented in this survey, the writer arrives at the following conclusions:

1. A course in junior business training is conspicuous by its absence in the present business education curriculum.
2. There is a definite need in Wiley High School for more actual office work and practice than now exists.
3. In order to gain the ability and experience needed to go out on the job, at least a cursory knowledge of the basic business machines is needed. (This is revealed by the fact that many respondents, in taking advantage of the suggestion at the bottom of page one on the questionnaire, did write comments on the back of the form. Numerous ones repeated the same plea, that of placing at least some of the commonly used business machines in the high school program).
4. Typing emerges as the most popular subject in the business education curriculum with all respondents having at least one semester and all but one respondent having a full year of this subject.

III. RECOMMENDATIONS

On the basis of the study and the conclusions reached, it is recommended that:

1. A course in junior business training should be offered to the business education majors even if it has to be inserted at the senior high school level. Of course, it is preferable to offer this course to ninth graders.

2. Concerted effort should be made to afford business education majors every opportunity to gain actual work experience while attending high school.

3. At least a few basic business machines such as the adding machine and calculator, should be introduced at the high school level. This is in perfect accord with one recommendation of Thelma M. Potter, whose doctoral thesis was recently published. After stating the fact that her study revealed secondary school attendance as the primary educational requirement for entrance into general clerical work, Dr. Potter recommended:

Secondary schools should recognize the fact that they are the chief source of supply of general clerical workers. They should assume that responsibility more effectively by constantly improving the offerings in general clerical training, by developing more direct relationships with the offices for which they are training workers, and by developing flexible training

programs which can respond to rapid changes in the needs of business offices.¹

4. It is further recommended that all high school students be strongly urged to secure at least one semester of typewriting before being graduated. This is advocated with full cognizance of the many requirements already established.

¹ Thelma Maude Potter, An Analysis of the Work of General Clerical Employees (New York: Bureau of Publications, Teachers College, Columbia University, 1944), 100 pp.

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APPENDIX

CHIEF

NAME _____ CLASS _____ AGE _____

ADDRESS _____

PARENTS NAME _____

TYP I _____ TYP II _____ TYP III _____ TYP IV _____ BK I _____ BK II _____ BK III _____

SH I _____ SH II _____ SH III _____ O.P. _____ BL _____ SEC.TR. _____ SALES _____ CON.ED. _____

OTHER _____

AV. _____ % RANK _____

S.S. _____ W.W. _____ OTHER _____

NAME _____ CLASS _____ AGE _____

ADDRESS _____

PARENTS NAME _____

TYP I _____ TYP II _____ TYP III _____ TYP IV _____ BK I _____ BK II _____ BK III _____

SH I _____ SH II _____ SH III _____ O.P. _____ BL _____ SEC.TR. _____ SALES _____ CON.ED. _____

OTHER _____

AV. _____ % RANK _____

S.S. _____ W.W. _____ OTHER _____

NAME _____ CLASS _____ AGE _____

ADDRESS _____

PARENTS NAME _____

TYP I _____ TYP II _____ TYP III _____ TYP IV _____ BK I _____ BK II _____ BK III _____

SH I _____ SH II _____ SH III _____ O.P. _____ BL _____ SEC.TR. _____ SALES _____ CON.ED. _____

OTHER _____

AV. _____ % RANK _____

S.S. _____ W.W. _____ OTHER _____

Name (Optional) _____

H. S. Graduation Year _____ If Married, Give Date _____

I. TRAINING RECEIVED IN COMMERCIAL SUBJECTS AT WILEY:

| SUBJECTS | No. of Credits Rec'd. | Was Knowledge Required In? | | | | | | | | Was Training Sufficient For Employment? | |
|------------------------|-----------------------|----------------------------|----|---------|----|---------|----|---------|----|---|----|
| | | 1st Job | | 2nd Job | | 3rd Job | | 4th Job | | Yes | No |
| | | Yes | No | Yes | No | Yes | No | Yes | No | | |
| Salesmanship | | | | | | | | | | | |
| Bookkeeping | | | | | | | | | | | |
| Typing | | | | | | | | | | | |
| Shorthand | | | | | | | | | | | |
| Office Prac. | | | | | | | | | | | |
| Distributive Education | | | | | | | | | | | |
| Jr. Bus. Tr. | | | | | | | | | | | |
| Business Law | | | | | | | | | | | |
| Sec. Training | | | | | | | | | | | |
| Bus. Arith. | | | | | | | | | | | |
| Total | | | | | | | | | | | |

II. HOW YOUR JOBS WERE OBTAINED: (Please Check)

| Job | Thru School | Thru Friends | Thru Relatives | Advertise-ment | Appli-cation | Employ-ment Agency | Other Source | Found Sec-uring Job | | Secured Job Desired | |
|-----|-------------|--------------|----------------|----------------|--------------|--------------------|--------------|---------------------|------|---------------------|----|
| | | | | | | | | Easy | Hard | Yes | No |
| 1 | | | | | | | | | | | |
| 2 | | | | | | | | | | | |
| 3 | | | | | | | | | | | |
| 4 | | | | | | | | | | | |

III. BREAKDOWN ON JOBS HELD:

| J | Job Title | Time Spent on Job (Weeks) | Amount Earned (Wkly) | Main Duties of Job (Be Specific) | Work Performed For Which You Had No Specific Training |
|---|-----------|---------------------------|----------------------|----------------------------------|---|
| 0 | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |

IV. PROMOTIONS OR DEMOTIONS: (Please Check Changes)

| Classifications | Job # | 1 | 2 | 3 | 4 |
|---|-------|---|---|---|---|
| Increase in Pay only - No change in job or rank | | | | | |
| Advance in rank - No increase in pay | | | | | |
| Advance in rank - Increase in pay | | | | | |
| Change in rank - No change in job or pay | | | | | |
| Lowered in rank - No decrease in pay | | | | | |
| Lowered in rank - Decrease in pay | | | | | |
| Decrease in pay only - No change in job or rank | | | | | |

V. JOB CHANGES, DEMOTIONS, OR PROMOTIONS AND REASONS:

| Change from: | Reason |
|----------------|--------|
| Job 1 to Job 2 | |
| Job 2 to Job 3 | |
| Job 3 to Job 4 | |

VI. ADDITIONAL TRAINING: (If any)

(Circle One)

Did you secure additional training beyond high school? Yes No

If Yes, where? _____ Did you graduate? _____

How long after H. S. graduation before securing first job? _____

(Write any additional comments you may have on back of this sheet)

VII. VOCATIONAL CHOICE, CURRICULUM PURSUED, EXTRA-CURRICULAR ACTIVITIES, AND SELF-EVALUATION COMMENTS:

- (Check one or write in one)
- From Whom Did You Receive Inspiration For Vocational Choice?
- () Elementary Teachers () High School Counselor () Parents
 () Jr. High Teachers () High School Principal () Relatives
 () High School Teachers () Dean of Boys () Minister
 () Jr. High Counselor () Dean of Girls ()
 () Jr. High Principal () Friends ()

In the light of your experience, which do you believe to be the best?
 () Following prescribed curriculum? () Electing your curriculum?

Did you participate in any extra-curricular activities at Wiley? Yes No
 If Yes, List activity or activities most beneficial to you and your work.

1. _____
 2. _____
 3. _____

Do you now wish you had taken more courses in the commercial field? Yes No

Check in column 1 subjects not taken which would have benefited you in your work.
 Check in column 2 the subjects which you feel should be stressed more.
 Check in column 3 the subjects which you feel should be stressed less.
 List in column 4 the order of importance of the commercial subjects.

| Subjects | 1 | 2 | 3 | 4 |
|------------------------|---|---|---|---|
| Bookkeeping | | | | |
| Office Practice | | | | |
| Typewriting | | | | |
| Secretarial Training | | | | |
| Business Law | | | | |
| Jr. Business Training | | | | |
| Shorthand | | | | |
| Distributive Education | | | | |
| Salesmanship | | | | |
| Business Arithmetic | | | | |

Do you now wish you had taken more courses in other subjects? Yes No

Check in column 1 the subjects which you feel would have helped you in your work and write in the courses you should have taken.
 In column 2 check the subjects, which in your opinion, have benefited you most in your work experience.

| Subjects | 1 | 2 |
|------------------|---|---|
| English | | |
| Science | | |
| Social Studies | | |
| Mathematics | | |
| Foreign Language | | |
| Art | | |
| Industrial Arts | | |
| Home Economics | | |

VIII. PERSONAL OPINIONS:

Do you think there should be more or less emphasis on the following:
 Check in column 1 the policies on which more emphasis should be placed.
 List in column 2 the policies on which less emphasis should be placed.
 List in column 3 the order in which emphasis should be placed.

| | 1 | 2 | 3 |
|---|---|---|---|
| Office Practice | | | |
| Visits to business establishments | | | |
| Vocational Guidance | | | |
| Theory of subject matter | | | |
| Actual office experience | | | |
| Higher standards of mastery of subject matter | | | |
| School Employment Bureau | | | |

APPENDIX C

Dear Alumnus:

You and all of the Wiley graduates of the past fifteen years, who earned six or more credits in commercial work, are being contacted. Your assistance is needed and your cooperation will be greatly appreciated.

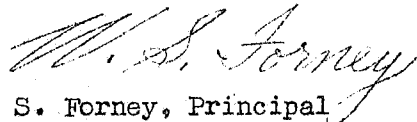
Enclosed you will find a questionnaire which is a necessary part of an important study being made to improve YOUR SCHOOL. It is entirely up to you whether you sign your name or not. Please do, however, fill out this form carefully and completely. Do it now! Then return it in the stamped, self-addressed envelope.

All information received will be kept strictly confidential and will be used for no other purpose than to complete this study. The sole purpose of the entire study is to aid future Wiley commercial students in their work.

Surely you have not forgotten your stay at Wiley and you will certainly want to take this opportunity to lend a hand in this worthwhile project to help your successors.

Your answers and opinions are very valuable. Please read the questionnaire carefully while answering it and answer all questions.

Sincerely yours,



W. S. Forney, Principal

APPENDIX D

Dear Alumnus:

Recently, you received a two-page questionnaire along with a self-addressed, stamped envelope. As explained in the letter accompanying, this information is needed to complete an important study concerning the Commercial Department of YOUR SCHOOL.

To date, I have not received any reply from you. Will you please take about twenty minutes to complete and return the questionnaire--or at least send the questionnaire back blank if you cannot for any reason complete it? Your cooperation will be greatly appreciated.

W. S. Forney, Principal
Wiley High School