

A FOLLOW-UP OF COMMERCIAL GRADUATES
OF THE HUNTSVILLE HIGH SCHOOL

A THESIS

Approved:

Committee

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A FOLLOW-UP OF COMMERCIAL GRADUATES
OF THE HUNTSVILLE HIGH SCHOOL

A THESIS

Presented to the Faculty
of Sam Houston State Teachers College
in Partial Fulfillment of the Requirements

For the Degree
MASTER OF ARTS

By

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Huntsville, Texas

August, 1939

ACKNOWLEDGMENTS

I should like to express my sincere appreciation for the invaluable criticisms and helpful suggestions offered by the members of my supervisory committee: Dr. S. E. Smith, Chairman; Professor Ike H. Harrison; and Professor T. H. Etheridge.

I also wish to thank the graduates of the Huntsville High School who assisted in this study by submitting desired information in response to a questionnaire and whose cooperation has made this investigation possible. Special thanks are also extended to Supt. R. M. Hawkins, of the Huntsville High School, for the statistical information which was obtained from the files in his office.

The writer is especially grateful to her daughter, Mrs. Sylvia R. Allen, for her many hours of assistance during the progress of this study, and to Miss Mary Oleta Rikard, whose assistance has been of great value.

P. P. R.

Sam Houston State Teachers College

August 21, 1939

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CHAPTER I

THE PROBLEM AND ITS SETTING

THE PROBLEM

Reasons for Undertaking the Study

The present economic condition of our country, and its resulting period of unemployment, has created a serious educational problem which requires intelligent thought and study. Large numbers of high school graduates are unable to continue their education in higher institutions of learning, and because of this fact, it has become the major objective of the high school to train its graduates to compete successfully with older, more broadly trained, and more experienced workers.

According to Williamson¹ the majority of youths enter the field of business, and because of this fact those engaged in teaching commercial subjects should study present business requirements and should attempt to teach the knowledge, skills and attitudes which present-day business demands. The only measure of a commercial department's success is its product and unless the product is able to perform the duties required by business, the

¹ E. G. Williamson, Students and Occupations, p. 231.

department has failed. The educational value of what is taught in the classroom is really determined in the final analysis by how well students can use, in worth-while situations, the knowledge, skills, ideals and powers that are learned in the classroom.²

In attempting to set up a curriculum that is adapted to the needs of the group of young people who must obtain positions in the business world as soon as possible after graduation from high school, as well as for those who wish to use their training as a background for advanced work in higher institutions of learning, educators have found that the traditional commercial course is inadequate. As a result, business education in our public secondary schools is now in a period of reorganization.

Vocational commercial courses which have stood essentially the same for a period of over twenty years are being tested by research in order that they may be changed to meet more adequately the objectives for which they are intended. Demands for the education and protection of the consumer, for promotion of better understanding of sound economic or business principles, and for a more general knowledge of our contemporary, social-economic problems are finding a response in the development of a new social-business education sequence.³

Within recent years commercial education has taken

² Paul S. Lomax, Commercial Teaching Problems, 1928, p. 57.

³ J. Dewberry Copeland, "Integration of Social-Business Education," The Balance Sheet, vol. XVIII, p. 349.

on a new significance as a result of the stress which is being placed on such commercial activities, and the term has been expanded to include most of the junior occupations found in offices and stores. It is no longer confined to preparation for the narrow and greatly changed fields of stenography and bookkeeping, but it is also concerned with office machine operating, retail selling, salesmanship, advertising, office organization and administration, banking, foreign trade, clerical work, secretarial duties, filing and many other kinds of business services. Modern organizations must be studied, initial employment opportunities discerned, and commercial courses developed which will furnish training for these new outlets.

The changes in commercial work in offices take place with great rapidity and, as pointed out by Weglein,⁴ those who are engaged in instruction in the schools should keep themselves thoroughly informed about these changes. Teachers and others in the school system should participate in such revisions, as are made, and the advice and counsel of men and women in the business world should be sought and followed. Commercial teachers should stand behind their courses, strengthen them, and assume full responsibility for results in terms of occupational

⁴ David Weglein, "The Relation of Business Education to General Education," The Balance Sheet, vol. XIX, p. 197.

competency.

While many contributory factors beyond the teacher's control enter into the ultimate success or failure of a vocationally trained boy or girl, the vocational trainer should follow through into the job to see what happens; to learn what mistakes are made, why they are made, and how to train so as to prevent them in the future.

Only by placing responsibility for placement and follow-up on those who do the actual training can the standards of training be raised to the desired level; only thus can vocational trainers keep abreast of progress in office and store work; only thus can commercial teachers become qualified to do their part in any effective program of guidance for their pupils.⁵

When the curriculum in the school is made broad enough and inclusive enough to make provisions for all varying degrees of ability, the commercial curriculum will function effectively in the lives of the pupils, as well as in the life of the community which the pupils serve.

The Problem Stated

The problem undertaken in this study is to discover to what extent the students of the Commercial Department of the Huntsville High School have been able to use, with or without additional training, the skills learned while in high school, and whether or not such skills have made

⁵ Frederick G. Nichols, "Some Observations on Vocational Guidance in Commercial Education," Eastern Commercial Teachers Association 9th Yearbook, p. 28.

for stability and efficiency in the business world.

The Problem Analyzed

The primary purpose of this study, and the investigation on which it was based, was to obtain objective and trustworthy data which will serve as a basis for the reorganization and general improvement of the Commercial Department of the Huntsville High School.

The study was conducted to furnish answers to the following questions:

1. What lines of work are graduates of the Commercial Department of the Huntsville High School pursuing?
2. How did the courses studied in high school function on the job?
3. What shortages in the high school commercial courses are revealed by the graduates' opinions of the requirements of the job?
4. To what extent did their high school commercial training inspire the pupils to enter the commercial field, or to take advanced work in the field?
5. Were the graduates satisfied with the curriculum pursued and courses offered in the curricula?
6. What remedial constructive suggestions can be offered from a study of this survey?

The Study Delimited

This investigation represents a general view of public commercial education in a local community and it is necessary to limit the problem to those skills which seem to have some degree of objective measurement. Three subjects--shorthand, typewriting, and bookkeeping--were selected as a basis for this follow-up study. Replies were sought only from graduates who chose two or more of the three subjects. The drop-outs who either could be or have been benefited by such a choice while in school would present an interesting study, but they are outside of the present limitations.

This study is limited to a local high school with a present enrollment of 683 pupils, of which 333 are in junior high school and 350 in senior high school. It is hoped that the study will be significant in its application to other schools with similar enrollments and will merit some consideration from those in the field of commercial education who are endeavoring to keep the educational contents and methods of presentation of commercial subjects adaptable to present-day needs.

HISTORICAL BACKGROUND

Organization of the Department

In Huntsville, as in most cities of the country, commercial education was introduced into the public school

because of popular demand by the citizens and students. Shorthand and typewriting were offered for the first time in 1929-1930, and a part-time teacher was employed to teach these subjects. In 1930-1931 no additional commercial courses were offered, but the teacher was employed to devote three hours a day to the teaching of shorthand, typewriting, and history, and the remainder of the time to work as secretary in the office of the Superintendent.

The original equipment of the commercial department consisted of ten typewriters which were rented by the school. In 1931 the present Senior High School building was completed and a fully-equipped commercial room was provided. Equipment included twenty-four typewriters and twenty-four typewriting and bookkeeping desks. Bookkeeping was introduced into the curriculum in 1934-1935, and another commercial teacher was employed.

Growth of the Department

Enrollment in the commercial department has shown a steady increase each year since its introduction into the high school in 1929. From nineteen students enrolled in typewriting and shorthand in 1929-1930, the total enrollment in the department increased to one hundred forty-one students in 1937-1938. The total number of students enrolled in the department by years was as follows: 1929-1930, nineteen; 1930-1931, twenty-four; 1931-1932, fifty-

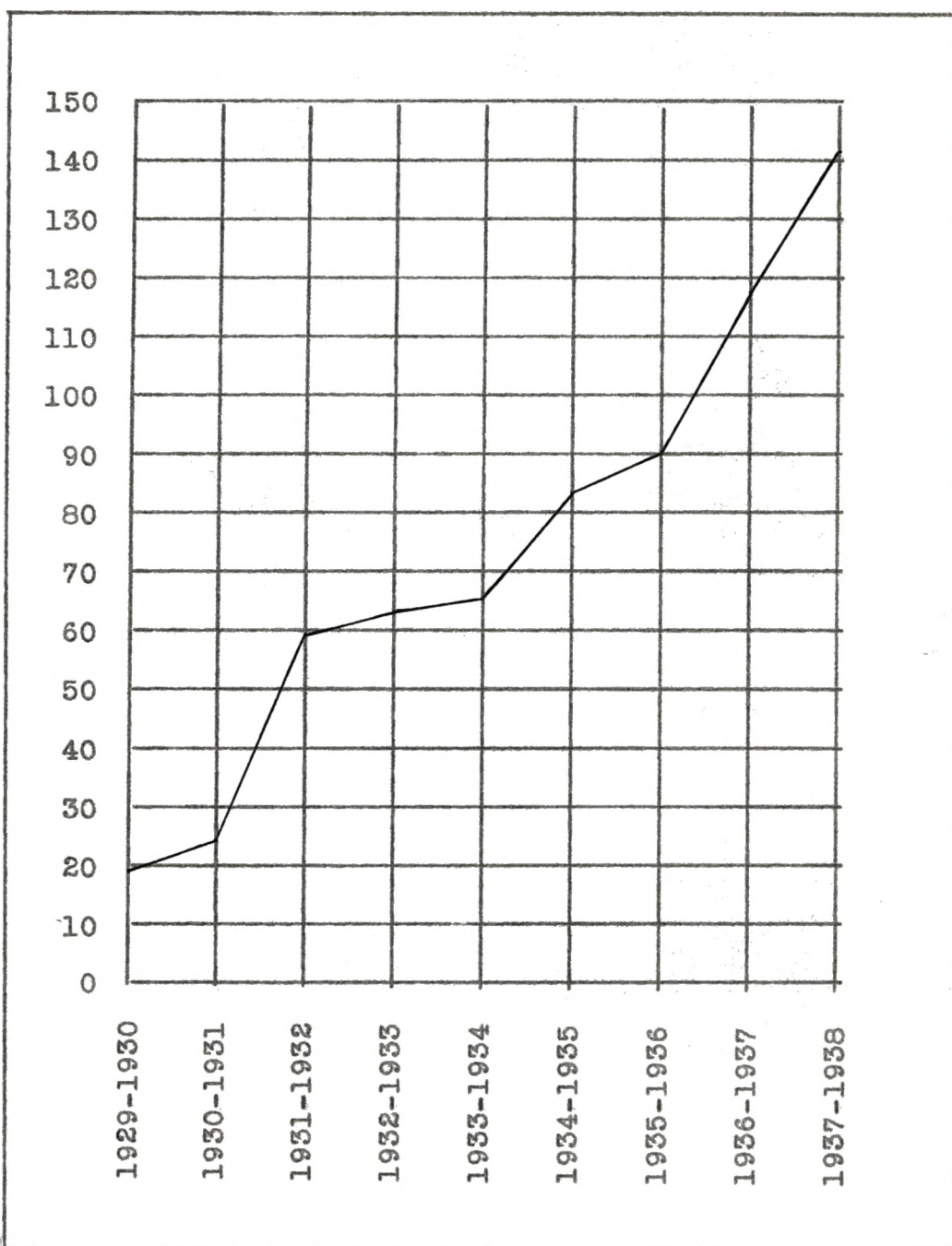


Figure 1. Total Enrollment in the Commercial Department From 1929-1930 to 1937-1938

nine; 1932-1933, sixty-three; 1933-1934, sixty-five; 1934-1935, eighty-three; 1935-1936, ninety; 1936-1937, one hundred seventeen; and 1937-1938, one hundred forty-one. This increase in enrollment is graphically portrayed in Figure 1, page 8.

In 1931-1932 there was an increase in enrollment of 145.8 per cent over the previous year, due largely to the purchase of additional typewriters and the inclusion of two sections of first-year typewriting instead of the one offered previously. The enrollment increased 27.6 per cent in 1934-1935 with the addition of a course in bookkeeping. A third section of typewriting was offered in 1936-1937, resulting in a 30.0 per cent increase over the previous year's enrollment. Due to the many requests made for the course four sections of typewriting were taught in 1937-1938 and an increase of 20.5 per cent was noted.

Although the departmental enrollment has shown a steady increase each year, such enrollment has been greatly limited due to insufficient equipment and to a too heavy load for the teacher.

A comparison of the total number and percentage of boys and girls taking commercial work for the period 1929-1930 to 1937-1938 is shown in Table I, page 10. The ratio of boys and girls enrolled in the department over the nine-year period is 40.4 per cent for boys and 59.6 per cent for girls. The total number of boys enrolled

TABLE I
ENROLLMENT OF BOYS AND GIRLS IN
HUNTSVILLE HIGH SCHOOL COMMERCIAL DEPARTMENT

YEAR	BOYS		GIRLS		TOTAL	
	Enrolled	Per Cent	Enrolled	Per Cent	Enrolled	Per Cent
1929-1930	9	47.4	10	52.6	19	2.9
1930-1931	6	25.0	18	75.0	24	3.6
1931-1932	30	50.8	29	49.2	59	8.9
1932-1933	26	41.5	37	58.5	63	9.5
1933-1934	23	35.4	42	64.6	65	9.9
1934-1935	30	36.1	53	63.9	83	12.6
1935-1936	42	45.6	48	54.4	90	13.6
1936-1937	43	36.7	74	63.3	117	17.7
1937-1938	64	45.4	77	54.6	141	21.3
TOTALS	273	41.3	388	58.7	661	100.0

has varied a great deal from year to year, while the number of girls has shown a more steady increase. It is to be noted that only in 1931-1932 did the total number of boys enrolled in the courses exceed that of girls.

A study of the total enrollment in shorthand, typewriting, and bookkeeping for the period shows that, with the exception of shorthand, the number enrolled in the classes was determined, to a large extent, by the classroom facilities and the number of classes provided. The number of classes or sections in typewriting ranges from one to four, while only one section of shorthand and one section of bookkeeping were offered. More sections of typewriting were provided because of popular demand and this accounts for the rapid growth in the enrollment in this course. A comparison of the growth of the three courses is shown in Figure 2, page 12.

Present Commercial Curriculum

The enrollment in the Huntsville High School Commercial Department has grown far more rapidly than was warranted by the facilities at the disposal of the department, and this increased enrollment has brought about many problems which need to be solved in the interest of successfully administering the work. While the courses of study now offered are far from adequate, a study of the program which has been set up reveals evidence of attempts

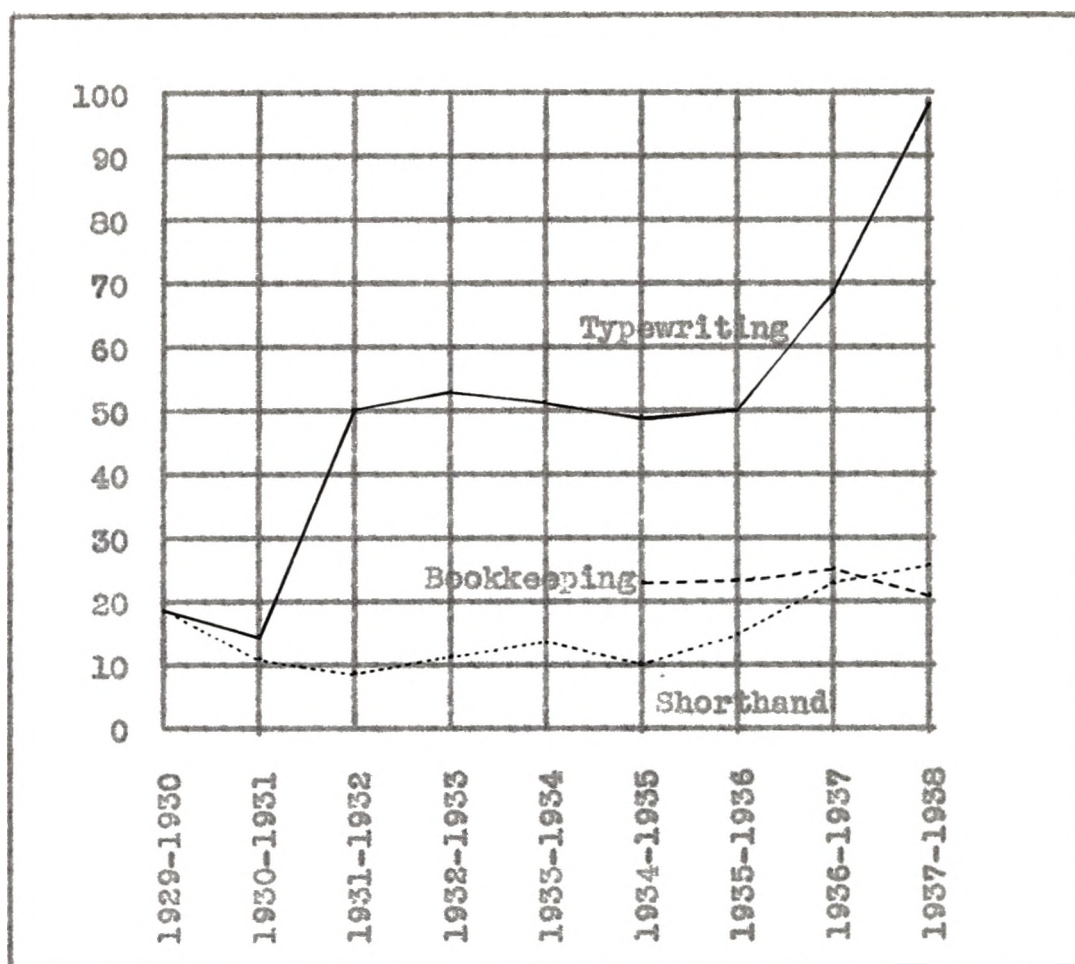


Figure 2. Total Enrollment in Shorthand, Typewriting, and Bookkeeping From 1929-1930 to 1937-1938.

to provide more leeway for purposeful pupil activity.

Commercial law, commercial geography, and commercial arithmetic are now offered in the Senior High School Commercial Department in addition to the three vocational courses with which this study is primarily concerned; namely, shorthand, typewriting, and bookkeeping. Junior business training is offered on the junior high school level, making a total of seven courses, or five units of

commercial work.

The present course of study, showing length of courses, grade placement, and number of units offered is presented in Table II, page 14.

METHOD USED

Sources of Data

In the permanent record files of the high school were found the names of 133 graduates who had studied two or more of the three subjects--bookkeeping, shorthand, and typewriting--during the period 1929-1938. Enrollment by classes and the total grade-points made in all high school subjects were also obtained from the permanent record files.

The addresses of 130 graduates were obtained through the cooperation of friends, relatives, and other graduates living in this vicinity, or attending the local college.

Technique of Collecting Data

The questionnaire-interview method was thought to be the means that best afforded an opportunity to follow up the commercial graduates of the Huntsville High School for the years 1929-1938. Mimeographed questionnaire-check sheets, together with a personal letter and self-addressed envelope, were mailed to 68, or 52.3 per cent, of the graduates. Since it was found that a large number of the

TABLE II
PRESENT COMMERCIAL COURSE OF STUDY
OF THE HUNTSVILLE HIGH SCHOOL

COURSE	No. of Weeks	Length of Period	Grade Place- ment	No. of Units
Bookkeeping	36	60 min.	10-11	1
Commercial Arithmetic	18	60 min.	9	$\frac{1}{2}$
Commercial Geography	18	60 min.	9-10	$\frac{1}{2}$
Commercial Law	18	60 min.	10-11	$\frac{1}{2}$
Junior Business Training	36	60 min.	8	1
Shorthand	36	60 min.	10-11	1
Typewriting	36	60 min.	9-10-11	1

graduates was living in this vicinity, some 62, or 47.7 per cent, personal interviews were made and the questionnaire-check sheets were filled out at that time, or were later mailed to the address given.

CHAPTER II

A STUDY OF SIMILAR COMMERCIAL FOLLOW-UPS AND SURVEYS

The problem of transferring youth from school to work has been intensified in recent years by economic changes, and while our high schools of today have materially changed from those of preceding years, there remains a challenge to those in the field of commercial education to provide the training that will satisfy the needs of this very rapidly changing modern society.

Research workers have been, and are testing the commercial courses in order that they may be improved along the following lines: finding the most effective methods of putting youth to work; providing training for vocations; giving information and guidance to youth; and discovering and developing new jobs to meet the current needs.

The results of research regarding the appropriateness and effectiveness of commercial instruction are characterized by Blackstone:

Today a teacher who is not able to understand, to appreciate, and to evaluate research procedures is thought to be out of date. So many investigations have been made that one cannot read any educational publication without running across references to them. A complete file of commercial education research would include over a thousand titles. Of course, some of the studies have been good,

and some have been "not so good," so that the capable teacher must be able to select the good ones from the poor ones if he is not to be misled. Certainly, he cannot cast aside all research because some of it is poor, any more than he can cast aside our political system even if some politicians are less than perfect.¹

RESEARCH PRIOR TO 1930

The extent to which commercial departments, in the various schools throughout the country, are trying to meet definite vocational objectives, is revealed by the increase in the surveys made in the past several years. According to Malott,² not less than fifty commercial occupation surveys and follow-up studies were in progress, or completed during the period 1926-1928. "Practically all of the larger school systems and universities are contributing data regarding opportunities in business."³

Those studies which were found to be more or less related to the present one are as follows:

1. Holmes'⁴ occupational survey included the years

¹ E. G. Blackstone, Abstracts of Certain Studies in Business Education, vol. XIV, p. 1.

² J. O. Malott, "The St. Louis Senior Commercial Occupational Survey," Vocational Education Magazine, vol. II, pp. 824-826.

³ Ibid.

⁴ J. W. Holmes, "An Occupational Study of Commercial Graduates from Stiver High School of Dayton, Ohio," The Journal of Commercial Education, vol. LVIII, according to Bina Mae Traxler, "A Follow-Up Study of Commercial Graduates," South-Western Publishing Company Monograph, No. 13, 1930, p. 4.

1915-1925, and it was his purpose to find the percentage of boys and girls engaged in occupations in which their majors or minors were of fundamental, little, or no value. From this study there appeared to be a need for scientific occupational guidance to direct poorly informed or wrongly advised pupils concerning their choices of school courses.

2. In 1927, a survey was made concerning the success of the St. Louis commercial students in securing and holding positions.⁵ It was found from the survey that graduates obtained employment rather quickly and that the initial wage of the four-year group received on an average two dollars more per week than did the two-year group. It was also found that the advancement of the four-year group was higher and the average lapse of time between graduation and employment was shorter.

3. Conner conducted a study in the city of Cleveland to find out to what extent the schools in Cleveland were meeting the needs of the community.

If the results of the Cleveland studies have any validity at all for the rest of the country, they suggest to you that we are not training in the public schools much more than a tenth of the workers, and that we are, in consequence, failing to discharge our obligations both to young people and to business; and the fact that we have not, for a long, long time looked into the community to see what commercial workers do or to see who can be trained to do the work. We are still standardizing on the basis of shorthand-type-writing and bookkeeping courses which have

⁵ Anonymous, "Survey of St. Louis High School Commercial Students in Employment," Public School Messenger, vol. XXIV, p. 28.

sunk to relative insignificance in the total commercial work.⁶

4. A timely investigation was conducted in Fresno, California, by the division of vocational education of the University of California and the State Board of Education in that State.⁷ The study was concerned with the requirements and opportunities for employment in the local offices and stores, the extent to which the local program was meeting the community needs, the programs for commercial education in other communities in that State, and recommendations for adjusting the business-training program to the needs of the community. The study was a part of a comprehensive survey of vocational education in that city.

Offices and stores were found to present the largest field for employment. The report contains for each major business occupation a summary of findings regarding initial and promotional opportunities and prerequisites for employment, such as age, training, and business experience. Recommendations were made that achievement standards

⁶ W. L. Conner, "The Community Background of the Commercial Course and How to Understand It," University of Iowa Monograph in Education, First Series, July, 1926, pp. 136-144.

⁷ "A Study of Vocational Conditions in the City of Fresno," Division of Vocational Education of the University of California and the State Board of Education, General Vocational Education Series, No. 2, Division Bulletin, No. 20, Chapter V., 1926.

in specific subjects be made a prerequisite for entrance into the major vocational curricula.

3. Nyquist⁸ conducted a survey pertaining to the duties of bookkeepers in a city of 20,000 inhabitants. This study indicates also that certain non-bookkeeping duties are so frequently required that they should be made a part of the high school bookkeeping course of study. The most significant duties pertaining to clerical work are typing, handling cash, and simple banking duties.

6. An interesting occupational survey was made by John A. Anderson, Head of Commerce Department, Pasadena High School and Junior College, Pasadena, California.⁹ In this study two questionnaires were used, one for the business men of the city and the other for graduates who were holding positions as stenographers, salesmen, bookkeepers, and secretaries in their respective cities. Recommendations from this study were in three main divisions--selling, accounting, and secretarial. In the latter case, it was felt that the duties of the individuals in the general clerical group are so indefinite

⁸ R. E. Nyquist, "A Job Analysis of Bookkeepers' Duties," University of Iowa Monograph in Education, First Series No. 8, January, 1928.

⁹ John A. Anderson, "Fitting the Commerce Course of the High School and Junior College to the Needs of the Community," Educational Research Bulletin, IV, May, 1926.

that no attempt to provide a separate course seemed warranted. In order to meet two needs suggested by the study there was a proposal to make a year of salesmanship a general requirement for all commerce pupils and to add a semester of English in Current Business Literature in the senior year. The vocational opportunities brought out in the survey indicated that the schools were training considerably fewer young business workers than the community could absorb.

RESEARCH SINCE 1930

The studies made prior to 1930 serve as a background for present-day research in commercial education. Certain general findings are revealed in the following outstanding surveys:

1. That the number of jobs in certain major fields of office and selling positions, and the turnover in these jobs, show a need for strong skill-building courses was indicated in a survey made by the commercial teachers in the public schools of Evansville, Indiana:

The vocational or skill-building subjects in business education still have an important place in the high school program. A total of 1,635 employers reported that they will take a new employee with only a high school education. One hundred eighty-four more employers said they would be satisfied if their employees have a grade-school education. The employer should, therefore, be willing to take the high school graduate. Accordingly, the employers who do not demand more than a high school education of

their employees make a total of 1,819. This number represents 83 per cent of the Evansville employers.¹⁰

2. In the belief that the courses offered in a commercial department should be organized on the basis of the needs of workers and employers in the area in which the school is located, a survey of business needs was made by the Merritt Business School, of Oakland, California.¹¹ The survey included 186 firms, embracing 114 kinds of business, 3,462 jobs made up of 1,576 men and 1,886 women, and 161 job titles. It was found that a narrow training for a specific job is not sufficient and that the offerings of an up-to-date commercial department must be as broad and varied as possible.

3. Arnold¹² makes an interesting study. The information was secured from 91 out of 100 graduates who had taken commercial work. The findings were: typewriting was of higher occupational and personal value than either shorthand or bookkeeping; one year of shorthand was of little occupational value; only 20 per cent of those who studied bookkeeping used it occupationally; about 43 per

¹⁰ Job Opportunity Survey, "The Report of a Survey Made by the Commercial Teachers of Evansville, Indiana Public Schools," South-Western Publishing Company Monograph, No. 15, p. 15.

¹¹ Robert A. White, "A Survey of Commercial Occupations," The Business Educational World, vol. XVII, pp. 554-556.

¹² Ruth E. Arnold, "A Follow-Up Study of Commercial Graduates," Master's Thesis, 1936, Ohio State.

cent of those who studied shorthand used it occupationally; graduates lost too much time securing work; graduates had more difficulty with English than any other one thing; and there was a need for salesmanship and office practice.

4. Farrell¹³ in the Newark Public School survey of 1929, found that of the 50,932 men and women on payrolls, 19,363 were office workers, and that the average minimum age requirement for office employees was sixteen years.

5. In an attempt to determine the line of work being pursued by graduates of the commercial course of the Morton High School in Indiana, Robertson¹⁴ made a survey which showed that 151 of the 177 students used in the study were located in positions requiring the use of their commercial training; that the training was adequate for them to pursue their work efficiently, except for those in selling positions and those operating simple office machinery.

6. A survey made by James D. White to determine how well the instruction being given in Wilmington is preparing students for the positions they are most likely to find when they are ready to seek employment offers some interesting findings:

¹³ Mary S. Farrell, "Newark Makes an Occupational Survey," Journal of Business Education, vol. XI, pp. 9-10.

¹⁴ Paul Robertson, "An Analysis of the Needs of Commercial Students in Morton High School," Master's Thesis, 1937, Indiana State Teachers College.

It was found that about 13.5 per cent of the workers in the larger offices have use for shorthand, while 75 per cent of the small office employees use it. In the larger offices 8.52 per cent needed bookkeeping specifically in their work, while in the small office 55.7 per cent find use for it.¹⁵

Data received from this survey were obtained from 3,442 employees, of which 1,613 were males and 1,829 were females.

7. According to the Milwaukee survey,¹⁶ conducted by F. W. Werner, principal of the North Division High School, it was found that of 713 graduates, including 367 girls and 346 boys, 182 were engaged in business and clerical pursuits. These numbers represented graduates from all courses and showed that approximately 25 per cent of all graduates entered commercial lines of employment.

8. In a study made by Perry¹⁷ of the 1,100 graduates of Allen High School, New Orleans, Louisiana, it was found that the distributions of jobs were as follows: Five hundred twenty-eight were general clerical; 236 stenography and typing; 166 bookkeeping; 44 retail salesmanship; and 42 miscellaneous. The conclusions reached

¹⁵ James D. White, "Commercial Instruction and Community Needs," The Balance Sheet, vol. XVII, p. 350.

¹⁶ "Our Academic High Schools," Report of Superintendent of Schools, Board of Education, Milwaukee, June, 1932, pp. 63-64.

¹⁷ Ruby V. Perry, "After Graduation--What?" The Balance Sheet, vol. XVIII, pp. 400-401.

from these findings were that the Allen-trained four-year graduates do secure employment and that salary increases are evidenced from year to year.

9. Tubis¹⁸ in his study of 602 office and clerical workers found that the amount of education corresponded roughly with the importance of the position held. He also found that the subjects directly useful to most employees in their first positions were typewriting, penmanship, bookkeeping, business arithmetic, and business English.

10. In a survey made by Schoffstall,¹⁹ questionnaires were sent to 200 graduates of the high school commercial courses asking what subjects really were necessary for them to hold their positions and what subjects they thought would have been beneficial to them. The majority of those who answered felt that two separate courses should be established with shorthand and bookkeeping the nucleus of each course respectively. The unanimous opinion was that a modern course in office practice would be of inestimable value to office employees.

¹⁸ Mendel M. Tubis, "A Survey of Office Workers in Camden, New Jersey," Master's Thesis, 1935. Temple.

¹⁹ C. F. Schoffstall, "Reconstructing the Commercial Curriculum," The Balance Sheet, vol. XVII, pp. 394-395.

11. Blackstone²⁰ made a study for the purpose of finding out what had become, during the decade after they left school, of those students that took commercial subjects in the Iowa High Schools. This report was made from a study of 2,897 drop-outs and graduates of high schools of twenty Iowa towns. One of the conclusions notes that selling and clerical jobs ranked high in frequency in all sizes of towns and that apparently instruction for them is needed in the high schools.

SUMMARY

These surveys and follow-up studies have shown a definite need for preparatory as well as extensive training in a great variety of business positions; they have revealed many of the changes that are taking place regarding requirements for such positions; and they have demonstrated that there must be a recognition of the fact that those who are accepted for vocational training should possess certain aptitudes, interests, and abilities in order to use their training to the best advantage. It was also pointed out in these surveys that specific standards of achievement in certain subjects should be

²⁰ E. G. Blackstone, "Survey of Occupational Histories of Iowa Commercial Students," University of Iowa Monographs in Education, November, 1928, according to Bina Mae Traxler, "A Follow-Up of Commercial Graduates," South-Western Publishing Company Monograph, No. 13, 1930, p. 4.

made a prerequisite for entrance into the major vocational curricula.

The values to be derived from these commercial-occupation surveys and follow-up studies have shown, and are continuing to show the relative importance of classroom commercial teachers in making occupational analyses. It has been pointed out, however, that those in the field of commercial education should take into consideration that "the individual data, and the relationships of various individual data, must serve as the basis of thinking, in order to apprehend the meanings, influences, or evidence which they suggest."²¹

²¹ W. C. Schluter, How to do Research Work, 1929, p. 100.

CHAPTER III

EMPLOYMENT OF COMMERCIAL GRADUATES

INTRODUCTORY STATEMENT

One of the major objectives of this follow-up study is to secure information regarding the employment of commercial graduates in order that the school may provide more adequate training to meet the requirements of such employment. This chapter thus becomes a vital one of research pertaining to the requirements and opportunities for initial employment, the types of jobs held since graduation, the duties which were performed on such jobs, the kinds of companies in which graduates have found employment, and the total time lost by unemployment. In the interpretation of these data, the aim was to reach certain conclusions regarding the advisability of keeping before the commercial classes definite objectives in preparation for employment.

The information to be presented in this chapter with regard to employment was based on data secured from 100 graduates, or 75.2 per cent of the 133 students who graduated from Huntsville High School during the nine-year period, 1930-1938. The number of questionnaire-check sheets sent and the number and per cent returned from

each of the graduating classes may be found in Table III.

TABLE III

TOTAL NUMBER OF GRADUATES ANSWERING QUESTIONNAIRES

Year of Graduation	No. of Graduates	No. Answering Questionnaire	Per Cent
1930	5	3	60.0
1931	11	8	72.7
1932	6	4	66.7
1933	10	7	70.0
1934	13	9	69.2
1935	19	14	73.7
1936	14	9	64.3
1937	17	16	94.1
1938	38	30	78.9
TOTALS	133	100	75.2

Of the 100 questionnaires returned, 75, or 75 per cent, were answered by girls, and 25, or 25 per cent, were answered by boys. An analysis of the replies indicated that 67, or 67 per cent, of the graduates who replied live in Huntsville, while 30, or 30 per cent, live in other parts of Texas. Only 3 graduates, or 3 per cent, live outside of the state.

INITIAL EMPLOYMENT

Since getting a job is of great importance to a large number of high school graduates, it is interesting to note from Table IV how long it took the Huntsville High School graduates to obtain employment.

TABLE IV

LENGTH OF TIME AFTER GRADUATION
BEFORE OBTAINING INITIAL EMPLOYMENT

Weeks, Months and Years	Boys	Girls	Total	Per Cent
Less than two weeks	12	11	23	27.4
Two weeks to one month	5	3	8	9.5
One to three months	4	8	12	14.3
Three to six months	0	10	10	11.9
Six months to one year	2	7	9	10.7
One to three years	2	11	13	15.5
Three to five years	0	9	9	10.7
TOTALS	25	59	84	100.0

Eighty-four, or 84 per cent, of the 100 graduates answering the questionnaire have been employed during some part of the time elapsed since their graduation, while 16, or 16 per cent, have not. The 16 graduates reporting no employment were girls.

Of the eighty-four graduates who have been employed, 23, or 27.4 per cent, obtained employment within two

weeks after graduation, while only 8, or 9.5 per cent, secured jobs within two weeks to one month. Twelve, or 14.3 per cent, obtained work one to three months after graduation; 10, or 11.9 per cent, within three to six months; 9, or 10.7 per cent, within six months to one year; 13, or 15.5 per cent, within one to three years; and 9, or 10.7 per cent, within three to five years. A comparison of the employment of boys and girls shows that boys obtained jobs much more quickly than girls and that a large number of girls secured their first employment several years after graduation. In most cases this was due to the fact that the girls married soon after leaving high school, or that they attended college for several years before seeking employment. On the other hand, most of the boys held part-time or temporary jobs while attending college or sought permanent jobs immediately after high school graduation.

The average number of months required by each graduate to obtain employment is shown in Table V, page 32. Three graduates of the 1930 graduating class required an average of 4.0 months to obtain employment, while the six graduates of the 1931 class required an average of 31.5 months. The 4 graduates of 1932 who obtained employment averaged only .7 months to secure a job; the 7 graduates of 1933 averaged 12.1 months; and the 9 graduates of 1934 averaged 13.7 months. The length of time

TABLE V
AVERAGE NUMBER OF MONTHS REQUIRED
TO OBTAIN EMPLOYMENT

Year of Graduation	Total Number Employed	Average No. of Months Required To Obtain Employment
1930	3	4.0
1931	6	31.5
1932	4	.7
1933	7	12.1
1934	9	13.7
1935	11	10.5
1936	8	9.7
1937	13	3.3
1938	23	1.9
TOTALS	84	9.7

required to obtain employment began a steady decrease in 1935. Eleven graduates of this year averaged 10.5 months to secure jobs; 8 graduates of 1936 required an average of 9.7 months; and 13 graduates of 1937 required an average of 3.3 months. From the 1938 class 23 graduates required only 1.9 months to secure employment. The total 84 graduates who have been employed required an average of 9.7 months to obtain employment.

The types of initial employment obtained by graduates are indicated in Table VI.

TABLE VI
TYPES OF INITIAL EMPLOYMENT
OBTAINED BY GRADUATES

Types of work	Frequency	Per Cent
Part-Time	35	41.7
Permanent	24	28.5
Temporary	19	22.6
Substitute	6	7.2
TOTALS	84	100.0

Thirty-five graduates, or 41.7 per cent of the 84 graduates who have been employed, secured part-time jobs as their first employment; 24, or 28.5 per cent, secured permanent jobs; 19, or 22.6 per cent, secured temporary jobs; and 6, or 7.2 per cent, secured substitute jobs.

In an effort to determine the responsibility of the school in assisting its graduates to obtain employment, a study was made of the media through which graduates obtained their first jobs. Table VII, page 34, shows that 45 graduates, or 53.5 per cent, obtained their first jobs through personal application; 29, or 34.7 per cent, through the aid of a friend or relative; 6, or 7.1 per cent, through the school; and 4, or 4.7 per cent, through other

means. No initial jobs were obtained through an employment agency.

TABLE VII
MEDIA THROUGH WHICH GRADUATES OBTAINED
THEIR FIRST JOBS

Media	Frequency	Per Cent
Aid of friend or relative	29	34.7
Personal application	45	53.5
Employment agency	0	0
Recommendation of School	6	7.1
Other means	4	4.7
TOTALS	84	100.0

JOBS HELD SINCE GRADUATION

The various sources of employment and the types of work obtained by graduates, as revealed in the survey, are shown in Table VIII, pages 35 and 36. The 42 sources of employment listed in this table are indicative of the types of businesses in which future graduates are likely to be employed and might serve as a guide in training students for the work which they are most likely to do.

It is interesting to note the close correlation between the number of part-time and permanent jobs held by the graduates. More graduates obtained jobs as school

TABLE VIII

SOURCES OF EMPLOYMENT AND TYPES OF WORK
OBTAINED BY GRADUATES

Sources of Employment	Substitute	Temporary	Part-Time	Permanent	Total
Schools--Teachers.....			5	17	22
Schools--Miscellaneous duties.....		4	7	1	12
Churches.....		1	3	1	5
Doctors and Dentists.....			1	2	3
Attorneys.....	2	2	7	3	14
Banks.....				3	3
Insurance Companies.....			1	1	2
Grocery and Markets.....		1	8		9
Dry Goods Stores.....	1		6	1	8
Department Stores.....			1		1
Variety Stores.....		3	7	4	14
Drug Stores.....			4	2	6
Hardware Stores.....				1	1
General Merchandise Stores.....				1	1
Laundries and Cleaners.....				2	2
Shoe Shops.....				1	1
Beauty Salons.....		2		3	5
Cafes.....		1	1	1	3
Bakeries.....				1	1
Ice Cream Companies.....	1	1			2
Public Utilities.....		1	1	3	5
Telephone Companies.....	1			3	4
Business Machines Companies.....				1	1
Amusement Companies.....			2	2	4
Radio Stations.....				1	1
Newspapers.....				2	2
Offices of City and County.....		3	7	3	13
Federal Administration.....	1	3	9	2	15
State Departments.....			2	4	6
Post Office.....	1				1

(Continued)

TABLE VIII (Continued)

Sources of Employment	Substitute	Temporary	Part-Time	Permanent	Total
Automobile Dealers.....			2		2
Automobile Supplies and Assemblage	2	2		1	5
Oil Companies.....		3		4	7
Service Stations.....		3	2	3	8
Freight and Transportation Companies.....		5		1	6
Tourist Courts.....			1		1
Lumber Companies.....	1	3	1		5
Construction Contractors.....		7	1	1	9
Oil Mills.....		1	1	1	3
Cotton Gins.....		1			1
Packing Companies.....				1	1
Bottling Companies.....			1		1
TOTALS.....	10	47	81	78	216

teachers than any other type of job, due to the fact that a majority of the group attended the local teachers college. Of the 216 jobs listed, there were 80 part-time jobs, 78 permanent jobs, 48 temporary jobs, and 10 substitute jobs. This makes an average of 2.5 jobs held by each of the 84 graduates who have been employed.

The names of the firms, employers and school districts with which graduates have held permanent positions, and the position held in each, is shown in Table IX, pages 37, 38, and 39. Of the 78 firms or employers listed, 39, or

TABLE IX
PERMANENT POSITIONS HELD BY GRADUATES

Firm, Employer, or School District	Position Held	Boys	Girls
Dominey's Drug Store	Bookkeeper and Sales Clerk		1
Reginald Bracewell, District Attorney	Court Stenographer and Secretary		1
State of Texas	Secretary to the Governor		1
Humble Oil & Refining Company	Statistical Clerk		1
Kittrell School District	Teacher		1
Sublett Shoe Shop	Manager	1	
L. D. Mansir, Plumber	Plumber's Helper	1	
McLeod School District	Teacher		1
Pittsburg School District	Teacher		1
Lewis E. Ball Dry Goods Company	Cashier and Bookkeeper		1
International Business Machines Corp.	Assistant Office Manager		1
Pasadena School District	Teacher		1
Avon Amusement Company	Usher	1	
Butler-Grimes	Sales Clerk		1
Perry Bros.	Sales Clerk		1
Fehr Baking Company	Cookie Wrapper		1
Dr. M. E. Praytor, Dentist	Office Nurse		1
Smullen's Service Station	Filling Station Attendant	1	
Iola School District	Teacher		1
Houston Chronicle	Agent	1	
Lovelady School District	Teacher		1
Huntsville First National Bank	Transit Clerk		1
Huntsville First National Bank	Bookkeeper		1
United Gas	Cashier		1
Humble Service Station	Filling Station Attendant	1	
Sinclair Service Station	Filling Station Attendant	1	
Duke & Ayres	Sales Clerk		2
Huntsville Hardware Company	Sales Clerk		1

(Continued)

TABLE IX (Continued)

Firm, Employer, or School District	Postition Held	Boys	Girls
San Jacinto School District	Teacher		1
Motor Parts Depot	Billing and Order Clerk		1
Rural Electric Service	Secretary		1
Thomason Insurance Agency	Stenographer		1
Bowen Motor Coaches	Assistant Ticket Agent	1	
South End Laundry	Presser		1
Horn General Merchandise	Owner and Manager	1	
Varsity Cleaners	Receptionist		1
Bryan Telephone Company	Telephone Operator		1
Huntsville Telephone Company	Telephone Operator		1
Gibbs Bros. & Company	Secretary		1
Livingston School District	Teacher-Secretary		1
Evans-Goolsby Drug Company	Sales Clerk	1	
Burnet School District	Teacher		1
Richards School District	Teacher		1
W.P.A. Sewing Room	Supervisor		1
Dickinson School District	Teacher		1
State Health Department	Stenographer		1
Huntsville Item	Reporter		1
Balmorhea School District	Teacher		1
Huntsville National Bank	Bookkeeper	1	
Office of County Clerk	Stenographer		1
KSAM Radio Station	Stenographer		1
City of Huntsville	Secretary		1
Werchan Beauty Salon	Beauty Operator		1
Bertha's Beauty Salon	Beauty Operator		1
Mallory's Beauty Salon	Beauty Operator		1
Walker County School District No. 5	Teacher		1
Board of Christian Education	Typist		1

(Continued)

TABLE IX (Continued)

Firm, Employer, or School District	Position Held	Boys	Girls
Civil Works Administration	Typist		1
Huntsville Chamber of Commerce	Secretary		1
W. A. Goodrich, M. D.	Office Nurse and Secretary		1
Board of Christian Education	Secretary		1
Dorothy Theatre	Cashier	1	
R. W. Miller	Cashier	1	
Humble Oil & Refining Company	Oil Field Worker	1	
Santa Anna School District	Teacher		1
Huntsville School District	Teacher		1
Port City Packing Company	Stenographer	1	
Humble Oil & Refining Company	Steno-Clerk	1	
Texas Court of Criminal Appeals	Secretary	1	
Southland Oil Company	Stenographer		1
Southwestern Bell Telephone Company	Stenographer		1
Southwestern Bell Telephone Company	Secretary		1
Fred B. Asche	Secretary		1
United Gas	Cashier and Stenographer		1
State of Texas	Secretary		1
Weaver School District	Teacher		1
I.O.O.F. School District	Teacher		1
TOTALS		17	61

*If a graduate has held more than one permanent position, each of his jobs has been included.

50 per cent, were local, while 39, or 50 per cent were located out-of-town.

The average beginning and final salaries earned on permanent jobs, as reported by graduates, is shown in Table X, page 41. The frequency of the jobs and the average number of months employed is as follows: teacher, 17, 15 months; secretary, 11, 22 months; stenographer, 8, 10 months; sales clerk, 7, 20 months; cashier, 4, 27 months; beauty operator, 3, 22 months; bookkeeper, 3, 25 months; filling station attendant, 3, 9 months; typist, 2, 8 months; telephone operator, 2, 9 months; office nurse, 2, 8 months; manager, 2, 24 months; assistant office manager, 1, 3 months; statistical clerk, 1, 60 months; transit clerk, 1, 27 months; oil field worker, 1, 22 months; cookie wrapper, 1, 3 months; plumber's helper, 1, 10 months; supervisor of sewing room, 1, 12 months; newspaper agent, 1; receptionalist, 1, 4 months; presser, 1, 4 months; assistant ticket agent, 1, 10 months; usher, 1, 24 months; billing and order clerk, 1, 19 months; and reporter, 1, 22 months. The total time of employment was not given for the newspaper agent job. Fifteen months was the median length of time of employment.

A study of the average monthly salaries indicates that the highest salaries were reported for oil field worker, statistical clerk, secretary, teacher, and sewing room supervisor. The lowest salaries reported were for usher, presser, telephone operator, sales clerk, and

TABLE X
AVERAGE BEGINNING AND FINAL SALARIES
EARNED ON PERMANENT JOBS
AS REPORTED BY GRADUATES*

Job	Frequency	Average No. of Months Em- ployed	Average Monthly Salary	
			Beginning	Final
Teacher.....	17	15	\$ 99.82	\$104.38
Secretary.....	11	22	109.77	118.10
Stenographer.....	8	10	70.04	78.31
Sales Clerk.....	7	20	32.80	42.80
Cashier.....	4	27	50.00	60.00
Beauty Operator....	3	22	40.00	50.00
Bookkeeper.....	3	25	60.00	60.00
Filling Station Attendant.....	3	9	55.00	55.00
Typist.....	2	8	62.50	76.00
Telephone Operator.	2	9	37.00	40.00
Office Nurse.....	2	8	65.00	70.00
Manager.....	2	24	57.50	57.50
Assistant Office Manager.....	1	3	75.00	75.00
Statistical Clerk..	1	60	150.00	150.00
Transit Clerk.....	1	27	70.00	70.00
Oil Field Worker...	1	22	140.00	175.00
Cookie Wrapper.....	1	3	50.00	50.00
Plumber's Helper...	1	10	48.00	48.00
Supervisor of Sew- ing Room.....	1	12	100.00	100.00
Newspaper Agent....	1	--	15.00	50.00
Receptionist.....	1	4	40.00	60.00
Presser.....	1	4	38.00	38.00
Assistant Ticket Agent.....	1	10	60.00	80.00
Usher.....	1	24	28.00	32.00
Billing and Order Clerk.....	1	19	- -	- -
Reporter.....	1	22	- -	- -
TOTALS....	78	419	\$1,553.43	\$1,740.09
Median....		15	\$70.04	\$78.31

*If a graduate has held more than one job, each of his jobs has been included.

plumber's helper. The highest final monthly salary reported was \$175.00 for oil field worker, and the lowest final monthly salary was \$32.00 for usher. The median beginning monthly salary was \$70.04, while the median final monthly salary was \$78.31. Of the 26 permanent jobs reported, 14, or 53.8 per cent, showed an increase in salary, while 10, or 38.5 per cent, reported the same beginning and final salaries. Very little correlation was found between the average number of months employed and the increase in salary. No salaries were reported for 2, or 7.7 per cent, of the jobs.

ANALYSIS OF DUTIES

In this survey, an analysis of the duties required on the part-time, permanent, temporary, and substitute jobs held by graduates was made. From such data it is hoped that the frequency with which each of the duties was performed may be determined in order that commercial students may be trained in those duties which they will most likely perform.

Of the twelve business duties listed in Table XI, page 43, meeting and handling people ranked first in frequency, with 64 graduates reporting this duty. Fifty-four graduates used the typewriter, 44 did filing, and 43 handled the mail. Taking and transcribing dictation was given as a duty by 36 graduates and the same number, 36, did clerical work. Thirty-four graduates had financial, bookkeeping

TABLE XI
FREQUENCY OF DUTIES REQUIRED OF
GRADUATES ON THE JOB

Types of Duties	Boys	Girls	Total
Meeting and handling people	16	48	64
Typewriting	12	42	54
Filing	9	35	44
Handling the mail	9	34	43
Taking and transcribing dictation	4	32	36
General Clerical	11	25	36
Financial, bookkeeping and recording	7	27	34
Use of office machines and appliances	7	26	33
Duties of retail salesmanship	14	18	32
Stencil cutting and mimeographing	3	23	26
Duties of stock worker, wrapper, messenger, delivery man, etc.	12	11	23
Operation of switchboard	1	5	6
TOTALS	105	326	431

and recording duties, 33 used office machines and appliances, and 32 performed retail salesmanship duties. Stencil cutting and mimeographing was done by 26 graduates, 23 had duties of stock worker, wrapper, messenger, and delivery man, while only 6 reported operation of switchboard.

As 12 graduates, or 14.2 per cent of the 84 graduates who had been employed, entered the teaching profession, a

tabulation of the grades and subjects taught was made in Table XII, page 45. In order of their frequency, the grades and subjects taught by 12 graduates in 17 teaching positions was as follows: typewriting, history, home economics, shorthand, primary grades, junior business training, secretarial training, general science, English, bookkeeping, practical mathematics, commercial law, civics, elementary grades, and journalism. It is interesting to note that commercial subjects were taught almost as frequently as all of the other subjects combined.

MAJOR FIELDS OF EMPLOYMENT

A study of the five major fields in which graduates have found employment was made in Table XIII, page 46. From this table it may be seen that 76 graduates, or 57.1 per cent, have been engaged in the field of business. Twenty-six graduates, or 19.5 per cent, have been engaged in home economics or homemaking; 19, or 14.3 per cent, have professions; 9, or 6.8 per cent, have found employment in industry; and 3, or 2.3 per cent, have been engaged in agriculture. Twenty-four, or 96.0 per cent of the 25 boys who answered the questionnaires, have been engaged in some field of business, while 52 girls, or 69.3 per cent of the 75 girls answering, have been engaged in this field. No girls were engaged in industry and agriculture; no boys were engaged in the home economics field; and only 1 boy reported a profession.

TABLE XII
 GRADES OR SUBJECTS TAUGHT AS REPORTED
 BY 12 GRADUATES IN THE
 TEACHING PROFESSION

Grades or Subjects	Frequency
Typewriting	6
History	5
Home Economics	4
Shorthand	3
Primary Grades	3
Junior Business Training	2
Secretarial Training	2
General Science	2
English	2
Bookkeeping	2
Practical Mathematics	1
Commercial Law	1
Civics	1
Elementary Grades	1
Journalism	1

TABLE XIII
MAJOR FIELDS IN WHICH GRADUATES
HAVE BEEN EMPLOYED

Major Fields	Boys	Girls	Total	Per Cent
Business	24	52	76	57.1
Home Economics	0	26	26	19.5*
Profession	1	18	19	14.3
Industry	9	0	9	6.8
Agriculture	3	0	3	2.3
TOTALS	37	96	133	100.0

*This number includes those engaged in homemaking.

UNEMPLOYMENT

In view of the continued prominence of the problem of unemployment, it is important that a check be made to determine the total length of time graduates have been unemployed since graduation from high school. Only 66 graduates, or 78.5 per cent of the 84 graduates who had been employed, reported the total time of their unemployment since graduation from high school. The data which were secured regarding unemployment is shown in Table XIV, page 47.

The majority of graduates secured employment less than two weeks after high school graduation. Of the 66

TABLE XIV

TOTAL TIME OF UNEMPLOYMENT SINCE GRADUATION
AS REPORTED BY 66 GRADUATES

Weeks, Months and Years	Boys	Girls	Total	Per Cent
Less than two weeks	10	19	29	43.9
Two weeks to one month	0	2	2	3.0
One to three months	2	2	4	6.0
Three to Six months	4	5	9	13.7
Six months to one year	6	5	11	16.7
One to three years	2	9	11	16.7
TOTALS	24	42	66	100.0

graduates reporting total time of unemployment, 29, or 43.9 per cent, were unemployed less than two weeks; 2, or 3.0 per cent, were unemployed from two weeks to one month; 4, or 6.0 per cent, were unemployed one to three months; 9, or 13.7 per cent, were unemployed three to six months; 11, or 16.7 per cent, were unemployed six months to one year; and 11, or 16.7 per cent, were unemployed from one to three years.

SUMMARY

The findings of the employment survey made in this chapter may be summarized as follows:

1. A majority of the graduates were willing to cooperate with the writer by filling out and returning the questionnaire-check sheets which were sent to 130 graduates. Of this number, 100, or 76.9 per cent, of the graduates answered the questionnaires.

2. A large percentage of the graduates who elected two years of commercial subjects in high school were successful in finding employment. Eighty-four graduates, or 84 per cent of the 100 graduates answering the questionnaires, have held jobs of some sort since their graduation from high school.

3. A majority of the graduates obtained employment less than three months after graduation. A comparison of the employment of boys and girls shows that boys obtained jobs more quickly than did girls.

4. Thirty-five graduates, or 41.7 per cent of those questioned, have been employed on part-time jobs, while only 24 graduates, or 28.5 per cent, secured permanent jobs.

5. Forty-five graduates, or 53.5 per cent of the group, obtained their first jobs through personal application, and 29, or 34.7 per cent, obtained initial jobs through the aid of a friend or relative. Only 6, or 7.1 per cent, of the graduates secured employment through the recommendation of the school.

6. A study of the sources of employment of graduates indicates that a majority of the graduates were employed

by public school systems, Federal administration, variety stores, and attorneys.

7. Approximately the same number of part-time and permanent jobs were held by graduates, while very few temporary and substitute jobs were reported.

8. Of the 78 firms or employers with which graduates held permanent jobs, 50 per cent were local and 50 per cent were located out of town. The majority of the positions held by both boys and girls were commercial in nature.

9. The permanent jobs most frequently held by graduates were teacher, secretary, stenographer, sales clerk and cashier.

10. A study of the average monthly salaries received by graduates on permanent jobs showed a marked inequality in the salaries received. The highest final monthly salary reported was \$175.00 while the lowest was \$32.00. The median beginning monthly salary was \$70.04, while the median final monthly salary was \$78.31. Approximately one-half of the jobs reported showed an increase in salary.

11. An analysis of the duties required on part-time, permanent, temporary and substitute jobs indicated that meeting and handling people ranked first in frequency. Other duties frequently performed were typing, filing, handling of mail, and taking and transcribing dictation.

12. A tabulation of the grades and subjects taught by 12 graduates disclosed that commercial subjects were taught almost as frequently as all of the other subjects combined.

13. From a study of the five major fields in which graduates have been employed, it was found that 57.1 per cent have been engaged in the field of business, 19.5 per cent in the home economics field, 14.3 per cent have professions, 6.8 per cent have been engaged in industry, and 2.3 per cent in agriculture.

14. There has been little loss of time due to unemployment, according to the total time of unemployment reported by 66 graduates.

CHAPTER IV

COMMERCIAL TRAINING OF HIGH SCHOOL GRADUATES

INTRODUCTORY STATEMENT

Since this study was made for the purpose of discovering the strength and weakness of the present commercial curriculum of the Huntsville High School, graduates were asked to evaluate the academic and commercial courses studied in the light of their practical value and to make suggestions and criticisms regarding the improvement of the present commercial curriculum.

In this chapter an attempt was made to compare the general values of commercial work with other academic subjects, as well as to measure the comparative values of each of the commercial subjects taught. Both vocational and non-vocational values were studied, with special emphasis being placed on the extent to which high school commercial work has served as a background for advanced study in higher institutions of learning.

EVALUATION OF ACADEMIC SUBJECTS

In order to compare commercial subjects with other courses in the high school in terms of practical value, graduates were asked to rank the courses which had proved

of most value to them since graduation from high school. A value of 3 was given to each first-place vote, a value of 2 to each second-place vote, and a value of 1 to each third-place vote. The score of the courses, showing the number of first, second, and third-place votes for each, is shown in Table XV, page 53.

English ranked first with a score of 195, and commercial subjects ranked second with a score of 182. Although more first-place votes were recorded for commercial subjects, English secured a greater number of second- and third-place votes and received the highest score. Mathematics ranked third with a score of 95; home economics was fourth with a score of 40; and science, with a score of 15, was ranked fifth in value. The score for physical education was 14; for history, 12; for music, 11; for speech arts, 7; for foreign language, 5; and for industrial arts, 4.

EVALUATION OF COMMERCIAL SUBJECTS

The subjects offered in the commercial department of the Huntsville High School were evaluated by graduates in terms of their usefulness, and a tabulation was made of those commercial subjects which were not taught and for which there has been a need. From these data a revised curriculum, including only those courses which have been of value and for which a need has been felt, may be set up.

TABLE XV
HIGH SCHOOL COURSES OF MOST VALUE
AS REPORTED BY GRADUATES

Course	Voted First Place	Voted Second Place	Voted Third Place	Score*
English	34	42	9	195
Commercial Subjects	39	23	19	182
Mathematics	14	17	19	95
Home Economics	5	6	13	40
Science	2	2	5	15
Physical Education	3	0	5	14
History	1	1	7	12
Music	2	1	3	11
Speech Arts	0	1	5	7
Foreign Language	0	0	5	5
Industrial Arts	0	1	2	4
TOTALS	100	94	92	580

*A value of 3 was given to each first-place vote; of 2 to each second-place vote; and 1 to each third-place vote.

Table XVI, page 55, shows the total number and percentage of graduates who studied the seven subjects now offered in the Huntsville High School Commercial Department and the number and percentage who have found such subjects of practical value.

Of the 100 graduates who studied typewriting in high school, 92, or 92.0 per cent, have found it to be of practical use. Seventy, or 87.5 per cent, of the 80 graduates studying shorthand have found it of value, and 38, or 84.4 per cent, of the 45 graduates studying bookkeeping have found it of practical value. Of the 22 graduates studying commercial arithmetic, 16, or 72.7 per cent, found it valuable, while 8, or 53.3 per cent of the 15 graduates studying commercial geography found this subject of practical value. Although only 6 graduates had studied junior business training and only 2 had studied commercial law, these students found the subjects of practical value, giving them a score of 100 per cent usefulness.

A comparison of boys and girls reveals that a larger percentage of boys used their typewriting, shorthand, bookkeeping, and commercial arithmetic than did girls. Only in the percentage of graduates using commercial geography did the percentage of girls exceed that of boys.

Ninety-one, or 91.0 per cent, of the graduates answering the questionnaire reported a need for additional subjects to be offered in the commercial department, as shown in

TABLE XVI
PRACTICAL VALUE OF COMMERCIAL SUBJECTS
STUDIED IN HIGH SCHOOL

Subject	Boys			Girls		
	Number Who Studied Subject	Number Who Found Subject of Practical Value	Per Cent	Number Who Studied Subject	Number Who Found Subject of Practical Value	Per Cent
Typewriting	27	24	88.9	73	68	93.3
Shorthand	15	14	93.3	65	56	86.1
Bookkeeping	18	16	88.9	27	22	81.5
Commercial Arithmetic	10	9	90.0	12	7	58.3
Commercial Geography	9	4	44.4	6	4	66.7
Junior Business Training	3	3	100.0	3	3	100.0
Commercial Law	1	1	100.0	1	1	100.0
TOTALS	83	71	85.3	187	161	86.0

Table XVII. Of the 91 graduates reporting, 67, or 73.7 per cent, were girls, and 24, or 26.3 per cent, were boys.

TABLE XVII

COMMERCIAL SUBJECTS NOT OFFERED IN HIGH SCHOOL
FOR WHICH 91 GRADUATES REPORTED A NEED*

Subject	Boys	Girls	Total	Per Cent of Total
Business English	13	42	55	60.4
Office Practice	10	37	47	51.6
Advanced Typewriting	6	37	43	47.0
Office Machines	10	30	40	43.9
Salesmanship	19	20	39	42.9
Advanced Shorthand	3	34	37	40.7
Advertising	12	17	29	31.7
Consumer Education	4	6	10	11.0

*Of the 91 graduates reporting, 67 were girls and 24 were boys.

A greater need was felt for business English than any of the other courses listed. Fifty-five graduates, or 60.4 per cent of the total number reporting, indicated a need for this subject. Office practice ranked second with 47, or 51.6 per cent, of the graduates reporting indicating a need for such training. Forty-three, or 47.0 per cent, of the graduates expressed a need for advanced typewriting; 40, or 43.9 per cent, indicated a need for training in the use of office

machines; 39, or 42.9 per cent, expressed a need for salesmanship; and 37, or 40.7 per cent, indicated a need for advanced shorthand. Advertising was needed by 29, or 31.7 per cent, of the graduates reporting, and 10, or 11.0 per cent, felt a need for consumer education. More boys reported a need for salesmanship, business English, and advertising than any other subjects, while more girls reported a need for business English, office practice, and advanced typewriting. An average of 3.3 subjects for which there had been a need was indicated by the 91 graduates reporting.

Many practical values of the commercial training received in high school were listed by the graduates. A large number of graduates stated that such commercial training had made it possible for them to secure and hold the jobs at which they had been employed since graduation. As a large majority of the graduates attended college, one of the values most commonly named was that this training had enabled them to earn enough money to pay for their college education. Many of the graduates who had been employed stated that they had secured promotions which they felt were a direct result of studying commercial work in high school, and others had used their commercial training as a means of entrance into other fields, such as law, the oil industry, and the teaching profession. A comparatively small number of graduates stated that they had not used their commercial training or that the training received had not been of value because it was inadequate.

Some of the comments made by graduates were as follows:

"My promotions in salary, I think, are a direct result of the thorough background I received in high school"; "If it had not been for my ability to type, I could not have earned the expenses for my college education"; "My book-keeping has helped me to secure a promotion"; "My first position was merely a typist, but I have obtained a stenographer's position as a result of my ability to use shorthand and keep an office"; and "I have used my commercial training in budgeting my household expenses."

EDUCATION ABOVE HIGH SCHOOL LEVEL

As 74, or 74 per cent, of the 100 graduates returning the questionnaire-check sheets had additional training of some kind after high school graduation, a study was made of such training in order to determine the extent to which graduates had continued their study in the business field. A tabulation of the additional training received by commercial graduates is given in Table XVIII, page 59. This table shows the types of schools in which graduates have taken additional training and the length of attendance in each.

An analysis of these data reveals that college and university training was sought more frequently by graduates than business colleges or other schools. A total of 71 graduates, or 85.6 per cent of the 74 taking additional training, attended colleges and universities for an average

TABLE XVIII

TYPES OF SCHOOLS IN WHICH 74 GRADUATES
HAVE TAKEN ADDITIONAL TRAINING AND
AVERAGE LENGTH OF ATTENDANCE*

Additional Training	Frequency				Average No. of Months
	Boys	Girls	Total	Per Cent	
College and University	17	54	71	85.6	21.4
Business College	1	4	5	6.0	5.1
High School Post- Graduate	0	2	2	2.4	4.5
Institute	2	0	2	2.4	9.0
Beauty Culture School	0	1	1	1.2	--
Nurses' Training School	0	1	1	1.2	--
Aviation School	1	0	1	1.2	--
TOTALS	21	62	83	100.0	--

*If a graduate attended more than one type of school, each type has been included.

of 21.4 months. Five graduates, or 6.0 per cent, attended business colleges for an average of 5.1 months. High School post-graduate courses were taken by 2, or 2.4 per cent, of the graduates for an average time of 4.5 months, or one semester, while 2, or 2.4 per cent, attended institutes for an average of 9 months. Beauty culture schools, nurses' training schools, and aviation schools were each attended by 1 graduate, or 1.2 per cent of the total 74 graduates taking advanced training.

Majors and minors, as reported by 68 of the 71 graduates attending colleges, universities and institutes, are listed in Table XIX, page 61. Of the 18 fields of study in which majors and minors were taken, business administration ranked first with 27 majors and 6 minors. English ranked second with 2 majors and 23 minors, while social science, with 9 majors and 15 minors, ranked in third place.

Other fields of study included science, with 5 majors and 9 minors; home economics, with 11 majors and no minors; primary education, with 5 majors and no minors; music, with 1 major and 4 minors; elementary education, with 3 majors and 1 minor; mathematics and physical education, with no majors and 3 minors, respectively; art, with 1 major and 2 minors; industrial arts, with 2 majors and no minors; and journalism, with 1 major and 1 minor. One major was reported for pre-engineering and law, respectively, and 1 minor was reported for education, French, and pre-law, respectively.

TABLE XIX

MAJORS AND MINORS AS REPORTED BY 68 OF THE 71 GRADUATES
ATTENDING COLLEGES, UNIVERSITIES, AND INSTITUTES

Field of Study	Boys		Girls		Total	
	Major	Minor	Major	Minor	Major	Minor
Business Administration	7	3	20	3	27	6
English	1	4	1	19	2	23
Social Science	4	2	5	13	9	15
Science	2	1	3	8	5	9
Home Economics	0	0	11	0	11	0
Primary Education	0	0	5	0	5	0
Music	1	0	0	4	1	4
Elementary Education	0	0	3	1	3	1
Mathematics	0	1	0	2	0	3
Physical Education	0	1	0	2	0	3
Art	0	0	1	2	1	2
Industrial Arts	2	0	0	0	2	0
Journalism	0	0	1	1	1	1
Education	0	0	0	1	0	1
French	0	1	0	0	0	1
Pre-Engineering	1	0	0	0	1	0
Law	1	0	0	0	1	0
Pre-Law	0	1	0	0	0	1

The majors most frequently chosen by boys were business administration and social science, while more girls majored in business administration and home economics. Minors named most frequently by boys were English and business administration, while more girls selected English and social science.

Table XX shows that 21 of the graduates who continued their education in higher institutions of learning secured

TABLE XX
TYPES OF DEGREES HELD BY 21 GRADUATES

Degree Held	Boys	Per Cent	Girls	Per Cent	Total	Per Cent
Bachelor of Science	0	0.	14	100.0	14	66.7
Bachelor of Arts	1	100.0	0	0.0	1	4.7
Bachelor of Business Administration	2	40.0	3	60.0	5	23.9
Bachelor of Laws	1	100.0	0	0.0	1	4.7
TOTALS	4	19.1	17	80.9	21	100.0

degrees. Of this number, 14, or 66.7 per cent, secured Bachelor of Science degrees; 5, or 23.9 per cent, secured Bachelor of Business Administration degrees; 1, or 4.7 per cent, secured a Bachelor of Arts degree; and 1, or 4.7 per cent, secured a Bachelor of Laws degree.

All Bachelor of Science degrees were held by girls, and both the Bachelor of Arts and Bachelor of Laws degrees were held by boys. Of the 5 graduates securing Bachelor of Business Administration degrees, 2, or 40.0 per cent, were boys and 3, or 60.0 per cent, were girls. Four, or 19.1 per cent, of the total degrees were held by boys and 17, or 80.9 per cent, were held by girls.

CONSTRUCTIVE CRITICISMS OF COMMERCIAL DEPARTMENT

Many worth-while criticisms of the high school commercial department were received and many valuable suggestions were made in answer to the following item in the questionnaire: "It is our desire to keep our commercial department up-to-date and efficient in every way. What suggestions can you make regarding office machines, business forms, business methods, or additional types of work, which would be of commercial advantage to our present students?"

The recommendation which was made by the majority of the graduates was that students be taught to use as many business machines as possible. The following machines were suggested: mimeograph, comptometer, adding machine, and calculator. Several graduates also suggested that office practice, secretarial training, and business English be taught, with emphasis on letter-writing, spelling, and diction. Another recommendation which was made by several graduates was that students should be taught to fill

out actual business forms which have been secured from various companies in order that they may get an idea of what they will find in the business world.

Other suggestions and recommendations were: teach students how to meet people; provide experience for students by having them work without pay, in local stores and offices; give additional training in the rapid typing of numbers and special characters; and set a higher minimum requirement for speed and accuracy in shorthand and typewriting.

SUMMARY

The values of the high school commercial training received by graduates may be summarized as follows:

1. English and business administration were found, by a large number of the graduates, to be of more value than any other subjects in the high school curriculum. Mathematics ranked third in value.

2. Junior business training, commercial law, and typewriting proved of more practical value than any of the other commercial subjects studied. A comparison of boys and girls reveals that a slightly larger majority of boys used their typewriting, shorthand, bookkeeping, and commercial arithmetic than did girls.

3. Ninety-one graduates, or 91.0 per cent of those answering, reported a need for commercial subjects not offered in high school. Fifty-five, or 60.4 per cent, of this

number reported a need for business English; 47, or 51.6 per cent, reported a need for office practice, and 43, or 47.0 per cent, indicated a need for advanced typewriting.

4. In their enthusiastic responses regarding the value of their high school commercial training, many graduates stated that such training had enabled them to secure and hold jobs, and to enter other fields of work such as law and the teaching profession.

5. Seventy-four, or 74.0 per cent, of the 100 graduates reporting had additional training after high school graduation. Of this number 71, or 85.6 per cent, of the graduates took such training in colleges and universities, a large majority of this group attending the local teachers college, for an average time of 21.4 months. Other types of schools attended, in the order of their frequency, were: business colleges, high school post graduate courses; institutes; beauty culture school, nurses' training school, and aviation school.

6. Majors and minors, as reported by 68 of the 71 graduates attending colleges and universities, were taken in 18 different fields of study. Business administration ranked first with 27 majors and 6 minors, and English was second with 2 majors and 26 minors.

7. Twenty-one, or 28.4 per cent, of the 74 graduates who continued their education in higher institutions of learning secured degrees. Of this number, 14, or 66.7 per

cent, secured Bachelor of Science degrees; 5, or 23.9 per cent, secured Bachelor of Business Administration degrees; 1, or 4.7 per cent, secured a Bachelor of Arts degree; and 1, or 4.7 per cent, secured a Bachelor of Laws degree.

8. In offering constructive criticism of the high school commercial department, a number of graduates suggested that a course be offered in the use of business machines; that secretarial training be taught; that a course in business English, stressing letter-writing, spelling, and diction, be included in the curriculum; and that students be taught to fill out actual business forms.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

SUMMARY

This follow-up study was for the purpose of measuring the results of commercial instruction in the Huntsville High School in terms of employment or advanced study of graduates, and from these findings to determine the needs for the enrichment of the commercial curriculum to prepare better commercial graduates to meet the demands of the business world.

By means of a questionnaire-check sheet, information was obtained from 100, or 75.2 per cent, of the 133 graduates who elected two or more commercial subjects during the period 1930-1938. The findings are enumerated as follows:

1. A large percentage of the graduates who elected two years of commercial subjects in high school were successful in finding employment.
2. A majority of the graduates obtained employment less than three months after graduation.
3. Most of the initial jobs obtained by graduates were secured through personal application, while very few were secured through recommendation of the school.
4. Graduates have held more part-time jobs than permanent jobs, due to the fact that a large number of the

graduates secured part-time work while attending the local college.

5. The permanent jobs most frequently held by graduates were teacher, secretary, stenographer, sales clerk, and cashier.

6. Fifty per cent of the firms or employers with which graduates held permanent jobs were local and 50 per cent were located out of town.

7. The beginning median monthly salary of graduates was \$70.04 and the final median monthly salary was \$78.30.

8. An analysis of the duties performed by graduates on their jobs indicated that meeting and handling people, typewriting, filing, and handling the mail were most frequently performed.

9. A majority of the graduates who have gone into the teaching profession have taught commercial subjects.

10. Seventy-six, or 57.1 per cent, of the graduates reporting have been engaged in the field of business.

11. There has been little loss of time due to unemployment.

12. English, business administration, and mathematics were found, by a large majority of the graduates, to be of more value than any other subjects in the high school curriculum.

13. Junior business training, commercial law, typewriting, and shorthand proved of more practical value than any of the other commercial subjects studied.

14. Ninety-one per cent of the graduates answering reported a need for additional commercial subjects not offered in high school.

15. A large majority of the graduates expressed a need for business English and office practice, with special training in the use of various office machines.

16. Seventy-four, or 74 per cent, of the graduates reporting have taken additional training above high school level. Of this number 71, or 94.9 per cent, have attended a college or university for an average of 21.4 months.

17. More college majors were taken in business administration than in any other field of study.

18. Graduates indicated that they had found many vocational and non-vocational uses for their high school commercial training.

The data presented in this survey seemed to indicate that the commercial subjects taught were of practical value and that the graduates under study were well satisfied with the curriculum they pursued. The business jobs secured and the advanced commercial training taken by graduates indicates that their high school work inspired them to follow this line of work.

RECOMMENDATIONS

In view of the findings of this study, the following recommendations might be made for the betterment of the present commercial instruction:

1. That the subject matter of the commercial courses be less theoretical and more practical.

2. That commercial training be primarily vocational, as a large per cent of the commercial graduates secured employment in the business field.

3. That emphasis be placed on college preparatory work.

4. That a definite program of guidance be organized within the commercial department.

5. That the department assume more responsibility for the placement of its graduates.

6. That part-time work, with or without pay, be secured for seniors of the commercial department in order to make the school work more practical and to provide valuable experience for students before high school graduation.

7. That a study be made of local business requirements as indicated by business men and their employees.

8. That a study be made of general business opportunities and requirements elsewhere as many graduates secured employment in other localities.

9. That commercial graduates be followed up for a period of at least five years in order that the content of courses may be continually adjusted to meet the commercial needs of employers and employees.

10. That a course in business English be offered, placing emphasis on vocabulary building, spelling, and letter writing.

11. That a course in office practice be added to the curriculum, such course to emphasize office conduct and the use of various office machines.

It is hoped that the recommendations which have been made may be effected as soon as possible so that the future graduates of the Huntsville High School will be more thoroughly trained in those skills, knowledge, and attitudes which are essential for success in the business world.

APPENDIX

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APPENDIX

H U N T S V I L L E H I G H S C H O O L

COMMERICAL DEPARTMENT

Huntsville, Texas

June 19, 1939

Dear Graduate:

The attached questionnaire is being sent to all graduates who elected commercial subjects in the Huntsville High School. The data secured from these questionnaires will be used in writing a thesis at Sam Houston State Teachers College this summer, and you can be of great assistance to me if you will answer all questions fully.

From the survey we hope to be able to evaluate the courses we are now offering and to suggest other courses which we think will be of value to future graduates of Huntsville High School. Please feel free to offer any criticisms or suggestions as to how we can improve our Commercial Department. The information will be used collectively and your name will not be mentioned; therefore, you need feel no hesitancy in answering the questions frankly.

You will be doing me a personal favor if you will fill out the enclosed questionnaire in ink and return it to me as soon as possible. A self-addressed stamped envelope is enclosed for your convenience.

Very sincerely yours,

(Mrs.) Pearl P. Rittenhouse
Commercial Instructor

PPR

Enc. 2

5. WHICH OF THE FOLLOWING DUTIES HAVE YOU HAD IN YOUR WORK? PLEASE CHECK.

- ☐ HANDLING THE MAIL
- ☐ TAKING AND TRANSCRIBING DICTATION
- ☐ TYPEWRITING
- ☐ FILING
- ☐ USE OF OFFICE MACHINES AND APPLIANCES
- ☐ FINANCIAL, BOOKKEEPING, AND RECORDING DUTIES
- ☐ GENERAL CLERICAL DUTIES
- ☐ MEETING AND HANDLING PEOPLE
- ☐ OPERATION OF SWITCHBOARD
- ☐ DUTIES OF RETAIL SALESMANSHIP
- ☐ STENCIL CUTTING AND MIMEOGRAPHING
- ☐ DUTIES OF STOCK WORKER, WRAPPER, MESSENGER, DELIVERY MAN, ETC.

OTHER DUTIES:

6. IF TEACHING, GIVE SUBJECTS

7. IN WHICH OF THE FOLLOWING MAJOR FIELDS HAVE YOU BEEN EMPLOYED SINCE GRADUATION? PLEASE CHECK.

- ☐ INDUSTRY
- ☐ HOME ECONOMICS
- ☐ BUSINESS
- ☐ AGRICULTURE
- ☐ PROFESSION

8. PLEASE STATE TOTAL TIME YOU HAVE BEEN UNEMPLOYED SINCE GRADUATION. (DO NOT INCLUDE TIME ON ANY PAYROLL, IN SCHOOL, OR KEEPING A HOME BY CHOICE.)

YEARS _____ MONTHS _____ WEEKS _____

9. IF NOT EMPLOYED, WHAT ARE YOU NOW DOING?

II. COMMERCIAL TRAINING

1. RANK THE FOLLOWING HIGH SCHOOL COURSES WHICH YOU HAVE FOUND TO BE OF MOST USE TO YOU BY NUMBERING 1, 2, 3, ETC.

- | | |
|---|--|
| <input type="checkbox"/> ENGLISH | <input type="checkbox"/> COMMERCIAL SUBJECTS |
| <input type="checkbox"/> HISTORY | <input type="checkbox"/> INDUSTRIAL ARTS |
| <input type="checkbox"/> MATHEMATICS | <input type="checkbox"/> SPEECH ARTS |
| <input type="checkbox"/> SCIENCE | <input type="checkbox"/> MUSIC |
| <input type="checkbox"/> FOREIGN LANGUAGE | <input type="checkbox"/> PHYSICAL EDUCATION |
| <input type="checkbox"/> HOME ECONOMICS | |

2. CHECK EACH OF THE FOLLOWING COMMERCIAL SUBJECTS WHICH YOU STUDIED WHEN IN HIGH SCHOOL:

- ☐ TYPEWRITING
- ☐ SHORTHAND
- ☐ BOOKKEEPING
- ☐ BUSINESS ARITHMETIC
- ☐ COMMERCIAL GEOGRAPHY
- ☐ COMMERCIAL LAW
- ☐ JUNIOR BUSINESS TRAINING

3. RANK THE FOLLOWING HIGH SCHOOL COMMERCIAL COURSES WHICH YOU HAVE FOUND TO BE OF MOST USE TO YOU BY NUMBERING 1, 2, 3, ETC.

_____ TYPEWRITING
 _____ SHORTHAND
 _____ BOOKKEEPING
 _____ BUSINESS ARITHMETIC
 _____ COMMERCIAL GEOGRAPHY
 _____ COMMERCIAL LAW
 _____ JUNIOR BUSINESS TRAINING

4. WHICH COMMERCIAL SUBJECTS NOT OFFERED IN HIGH SCHOOL WOULD HAVE HELPED YOU TO DO BETTER WORK? PLEASE CHECK.

_____ ADVERTISING
 _____ SALESMANSHIP
 _____ BUSINESS ENGLISH
 _____ OFFICE PRACTICE
 _____ OFFICE MACHINES
 _____ CONSUMER EDUCATION
 _____ ADVANCED SHORTHAND
 _____ ADVANCED TYPEWRITING

5. HAVE YOU SECURED ANY PROMOTION IN YOUR WORK WHICH YOU FEEL IS A DIRECT RESULT OF STUDYING COMMERCIAL SUBJECTS IN HIGH SCHOOL?

Yes _____ No _____ REMARKS: _____

6. HAVE YOU USED YOUR COMMERCIAL TRAINING AS A MEANS OF ENTRANCE INTO OTHER FIELDS OF WORK?

Yes _____ No _____ REMARKS: _____

7. HAVE YOU SUPPLEMENTED YOUR WORK IN HIGH SCHOOL BY WORK ELSEWHERE? IF SO, LIST NAMES OF COLLEGES, UNIVERSITIES, BUSINESS SCHOOLS, AND OTHER SCHOOLS ATTENDED, GIVING TOTAL NUMBER OF YEARS OR MONTHS IN EACH SCHOOL. (INCLUDE PRESENT YEAR.)

NAME OF SCHOOL	TOTAL YEARS OR MONTHS

8. GIVE COLLEGE MAJOR _____

MINOR _____ DEGREES HELD _____

9. IT IS OUR DESIRE TO KEEP OUR COMMERCIAL DEPARTMENT UP-TO-DATE AND EFFICIENT IN EVERY WAY. WHAT SUGGESTIONS CAN YOU MAKE REGARDING OFFICE MACHINES, BUSINESS FORMS, BUSINESS METHODS, OR ADDITIONAL TYPES OF WORK, WHICH WOULD BE OF COMMERCIAL ADVANTAGE TO OUR PRESENT STUDENTS?

10. HAVE YOU ANY COMMENTS TO MAKE UPON THE TRAINING YOU RECEIVED IN COMMERCIAL WORK AT HUNTSVILLE HIGH SCHOOL? (USE REVERSE SIDE OF THIS SHEET IF NECESSARY.)

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NAME _____ FEMALE ☒

ADDRESS _____ TELEPHONE _____

DATE OF GRADUATION FROM HUNTSVILLE HIGH SCHOOL

1. GIVE LENGTH OF TIME AFTER HIGH SCHOOL GRADUATION BEFORE OBTAINING WORK OF ANY KIND--SUBSTITUTE, TEMPORARY, PART-TIME, OR PERMANENT.

PART-TIME, OR PERMANENT. *Summer*

YEARS MONTHS *3* WEEKS

2. WAS YOUR FIRST JOB SUBSTITUTE WORK _____, TEMPORARY WORK _____, PART-TIME WORK ✓, OR PERMANENT WORK ?

3. HOW DID YOU OBTAIN YOUR FIRST JOB? PLEASE CHECK.

AID OF FRIEND OR RELATIVE _____
 PERSONAL APPLICATION _____
 EMPLOYMENT AGENCY _____
 RECOMMENDATION OF SCHOOL _____
 OTHER MEANS (SPECIFY) _____

4. PLEASE LIST ALL POSITIONS YOU HAVE HELD SINCE GRADUATION FROM HIGH SCHOOL UP TO, AND INCLUDING, YOUR PRESENT POSITION.

[illegible]

5. WHICH OF THE FOLLOWING DUTIES HAVE YOU HAD IN YOUR WORK? PLEASE CHECK.

- ☒ HANDLING THE MAIL
☒ TAKING AND TRANSCRIBING DICTATION
☒ TYPEWRITING
☐ FILING
☐ USE OF OFFICE MACHINES AND APPLIANCES
☐ FINANCIAL, BOOKKEEPING, AND RECORDING DUTIES
☐ GENERAL CLERICAL DUTIES
☒ MEETING AND HANDLING PEOPLE
☐ OPERATION OF SWITCHBOARD
☐ DUTIES OF RETAIL SALESMANSHIP
☒ STENCIL CUTTING AND MIMEOGRAPHING
☐ DUTIES OF STOCK WORKER, WRAPPER, MESSENGER, DELIVERY MAN, ETC.

OTHER DUTIES:

Teaching

6. IF TEACHING, GIVE SUBJECTS

Bookkeeping, typing,
Junior Business Training, Civics and
Texas History

7. IN WHICH OF THE FOLLOWING MAJOR FIELDS HAVE YOU BEEN EMPLOYED SINCE GRADUATION? PLEASE CHECK.

- ☐ INDUSTRY
☐ HOME ECONOMICS
☒ BUSINESS
☐ AGRICULTURE
☒ PROFESSION

8. PLEASE STATE TOTAL TIME YOU HAVE BEEN UNEMPLOYED SINCE GRADUATION. (DO NOT INCLUDE TIME ON ANY PAYROLL, IN SCHOOL, OR KEEPING A HOME BY CHOICE.)

YEARS _____ MONTHS _____

9 (this was of my own accord
summers vacations while in
college

9. IF NOT EMPLOYED, WHAT ARE YOU NOW DOING?

II. COMMERCIAL TRAINING

1. RANK THE FOLLOWING HIGH SCHOOL COURSES WHICH YOU HAVE FOUND TO BE OF MOST USE TO YOU BY NUMBERING 1, 2, 3, ETC.

- | | |
|---------------------------|---------------------------------------|
| <u>2</u> <u>0</u> ENGLISH | <u>1</u> <u>0</u> COMMERCIAL SUBJECTS |
| <u>3</u> HISTORY | <u> </u> INDUSTRIAL ARTS |
| <u>4</u> MATHEMATICS | <u> </u> SPEECH ARTS |
| <u> </u> SCIENCE | <u> </u> MUSIC |
| <u>7</u> FOREIGN LANGUAGE | <u>5</u> PHYSICAL EDUCATION |
| <u>6</u> HOME ECONOMICS | |

2. CHECK EACH OF THE FOLLOWING COMMERCIAL SUBJECTS WHICH YOU STUDIED WHEN IN HIGH SCHOOL:

- ☒ TYPEWRITING
☒ SHORTHAND
☐ BOOKKEEPING
☐ BUSINESS ARITHMETIC
☐ COMMERCIAL GEOGRAPHY
☐ COMMERCIAL LAW
☐ JUNIOR BUSINESS TRAINING

3. RANK THE FOLLOWING HIGH SCHOOL COMMERCIAL COURSES WHICH YOU HAVE FOUND TO BE OF MOST USE TO YOU BY NUMBERING 1, 2, 3, ETC.

1st ☐ TYPEWRITING
2nd ☐ SHORTHAND
☐ BOOKKEEPING
☐ BUSINESS ARITHMETIC
☐ COMMERCIAL GEOGRAPHY
☐ COMMERCIAL LAW
☐ JUNIOR BUSINESS TRAINING

4. WHICH COMMERCIAL SUBJECTS NOT OFFERED IN HIGH SCHOOL WOULD HAVE HELPED YOU TO DO BETTER WORK? PLEASE CHECK.

☐ ADVERTISING ☒ OFFICE MACHINES
☐ SALESMANSHIP ☐ CONSUMER EDUCATION
☒ BUSINESS ENGLISH ☒ ADVANCED SHORTHAND
☒ OFFICE PRACTICE ☐ ADVANCED TYPEWRITING

5. HAVE YOU SECURED ANY PROMOTION IN YOUR WORK WHICH YOU FEEL IS A DIRECT RESULT OF STUDYING COMMERCIAL SUBJECTS IN HIGH SCHOOL?

YES ☒ NO ☐ REMARKS: _____

6. HAVE YOU USED YOUR COMMERCIAL TRAINING AS A MEANS OF ENTRANCE INTO OTHER FIELDS OF WORK?

YES ☒ NO ☐ REMARKS: _____

7. HAVE YOU SUPPLEMENTED YOUR WORK IN HIGH SCHOOL BY WORK ELSEWHERE? IF SO, LIST NAMES OF COLLEGES, UNIVERSITIES, BUSINESS SCHOOLS, AND OTHER SCHOOLS ATTENDED, GIVING TOTAL NUMBER OF YEARS OR MONTHS IN EACH SCHOOL. (INCLUDE PRESENT YEAR.)

NAME OF SCHOOL	TOTAL YEARS OR MONTHS
<u>Sam Houston State Teachers College</u>	<u>4 years</u>

8. GIVE COLLEGE MAJOR Business Administration

MINOR English DEGREES HELD B.B.A.

9. IT IS OUR DESIRE TO KEEP OUR COMMERCIAL DEPARTMENT UP-TO-DATE AND EFFICIENT IN EVERY WAY. WHAT SUGGESTIONS CAN YOU MAKE REGARDING OFFICE MACHINES, BUSINESS FORMS, BUSINESS METHODS, OR ADDITIONAL TYPES OF WORK, WHICH WOULD BE OF COMMERCIAL ADVANTAGE TO OUR PRESENT STUDENTS?

Business machines, salesmanship,
Business methods

10. HAVE YOU ANY COMMENTS TO MAKE UPON THE TRAINING YOU RECEIVED IN COMMERCIAL WORK AT HUNTSVILLE HIGH SCHOOL? (USE REVERSE SIDE OF THIS SHEET IF NECESSARY.)

my high school commercial training
was the major factor in my choice of
work in college, and also helped me
defray expenses of college by qualifying me for
secretarial work.