

A FOLLOW-UP STUDY OF BUSINESS GRADUATES
OF THE DELHI HIGH SCHOOL

A THESIS

Approved:

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A FOLLOW-UP STUDY OF BUSINESS GRADUATES
OF THE DELHI HIGH SCHOOL

A THESIS

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Sam Houston State Teachers College
in Partial Fulfillment of the Requirements
for the Degree
MASTER OF ARTS

By

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INTRODUCTION

A majority of people for some years have looked upon and defined education as being a preparation for life. This definition has been discarded for the better and more appropriate definition that education is life itself, and that we learn as we live; that life is a constant adjustment of, and an adaptation to, the rapidly changing economic conditions which confront us as citizens of the world.

Business education is one of the most striking examples of this new conception of education. This is an economic civilization in which we live. No day passes that most of us do not take part in some kind of a business activity. Rarely a week passes that we do not write a business letter. Every person makes use of business principles whether he owns or controls a business house, is a clerk in some department store, or the head of a household who prepares and puts into practice a budget that must keep expenses within the family income. Every person should desire to be thrifty and to control his expenses so that he may establish sound habits of living. Success in all these instances depends largely upon the amount of business training which the individual has received.

Society now demands that the public school offer more practical subjects than past generations enjoyed; that each child be trained for some definite work in life in order

that he may bear his part as a productive citizen in the world. Yet society often overlooks the fact that this good citizenship depends very much upon the way in which a person is trained to spend his own income or influences others to distribute their wealth. In general, society does not realize the value of economics; just how necessary it is in order that the citizen, town, city, state and nation invest and expend in a wise and profitable manner.

Never before in the history of this country has there been such a need for thinkers and trained economic leaders in the field of finance. These recurrent periods of depression, together with present war and defense expenditures, call for men and women with business training and economic understanding to take charge of our present financial system and put it upon a sound business basis.

The youth of today will become the citizens of tomorrow to carry on the financial system that is established. With general education as a foundation, vocational education, business education and guidance must each bear an important part in this training of our youth for American democracy.

CHAPTER I

THE PROBLEM AND ITS SETTING

The Problem

The Purpose of This Study

Ray Abrams in her survey of New Orleans has very aptly defined business education in this manner:

It is fixing in the life of a boy a proper physical foundation. It is developing in him the ability to earn a living by giving him a thorough knowledge of the clerical subjects as apply to general business, by furnishing a store of information useful in all industries, and cultivating the attitudes towards business which are characteristic of the commercial world that he is to enter. It is teaching him to live in the proper relationship with his social environment and at peace with himself.¹

This definition may well be followed by a meaningful statement by Nicholas Murray Butler, president of Columbia University, in his book on The Meaning of Education:

While every possible avenue of advance should be kept open for the boy or girl who looks forward to completing a general secondary school course, or to entering college, vocational training should be provided for the vastly larger number who have no such purpose. They should be able to get the whole training intended for themselves and not merely part of the training intended for someone else. It is important that these

1 Ray Abrams, Survey of Initial Positions in New Orleans, pp. 1-2.

schools be genuine vocational schools, and not merely schools with a smattering of vocational instruction.²

J. O. Mallott very forcefully sums up the problem for this and other similar rural communities when he says:

Commercial Education in the past has referred to the preparation of the boys and girls in urban communities for employment in offices. In fact, we have been so busy trying to make adjustments in our so-called commercial education to the needs of the city boys and girls that we have not taken time to consider the rural problem. Perhaps our concept of commercial education did not include any phase of business education for rural life. If not, then it is the contention of some that we have been entirely too slow to broaden our concepts of our field. They are asking on what grounds we have the right to neglect the business training of the half of the population in communities of 2,500 and less and on what grounds we have the right to neglect that portion of the capital invested in communities of 2,500 or less.³

Various studies are being made of the functioning efficiency of the business departments in the high schools of the United States to determine the special success or weakness of the school in question. In the light of these studies it was felt that a better solution of the problem in hand might be brought about by direct contact with the product at work to determine more accurately the success or

2 N. M. Butler, The Meaning of Education, pp. 122-123.

3 J. O. Mallott, "Commercial Education in the Rural Communities--A National Problem," Research Studies in Commercial Education, State University of Iowa, Monograph no. 7, 1926, pp. 17-18.

deficiency of the present business curriculum of the Delhi High School.

Before making this individual study one should try to familiarize himself with previous studies of the same type which have been made in order that he may have a background knowledge of the results in other cases.

J. O. Mallott tells of the accomplishments of the years of 1926-1928 in this manner:

The extent to which commercial occupational surveys have been conducted during the past two years is positive evidence that commercial education is entering upon a new era of scientific curriculum revision to meet definite vocational objectives. More progress has been made regarding the first step in the program for the revision of these curricula during this period than any two-year period. Not less than 50 commercial occupation surveys and follow-up studies have been in progress or completed. Many studies of placement data have been made. Practically all of the larger school systems and universities are contributing data regarding opportunities in business.⁴

Since that time scientific research for the organization of an efficient high school curriculum has been the aim of many business educators. Many high schools are now making yearly follow-up studies of their business graduates.

There are so many of these recent surveys that it would not be possible to mention all those made in all branches of business research, and one must confine himself to those more

4 J. O. Mallott, "Commercial Education, 1926-1928," Bulletin no. 26, 1929, p. 2.

nearly related to his own local situation and study.

In almost all these studies the personal interview and questionnaire method was used to secure needed data.

The findings and recommendations made for each local system show that in a majority of cases the decision was in favor of less stress on stenography and bookkeeping, except for the more able students, with more attention paid to a need for a broader selling experience and clerical training, followed by personal guidance so that high school students might select subjects which they have the ability and aptitude to learn.

Herbert A. Tonne⁵ expresses this same view on guidance in this very concise statement, "Guidance is needed at certain stages of a student's career because the unspecialized and unplanned activities of life do not provide him with a basis for making wise vocational decisions."

Educators and business men are trying as never before to reach some plans of understanding and coöperation whereby both youth and business may be adequately served in the training given by the high schools.

This idea is forcefully expressed in W. W. Meyer's⁶ article on "Community High School," by saying that business education

5 Herbert A. Tonne, Business Education, Basic Principles and Trends, p. 93.

6 W. W. Meyer, "Community High School," School Review, p. 474.

is making attempts to establish itself on a scientific basis, but much remains to be done.

The follow-up study seems to be gaining favor as the proper method for dealing with local situations, and Ralph E. Oliver sums up the responsibility of the high school in these four sentences:

A commercial department embraces four things: First, to find the jobs that are open in the community. Second, training the youth that are properly minded for these jobs. Third, point out the high places ahead that they may reach. Fourth, place them, steer them, and last of all stand by them.⁷

The Problem Stated

As a result of the study of these previous surveys and a knowledge of the local needs, the purpose of this problem is to examine personal data concerning the business experience of the Delhi business graduates of the years 1928-1939, who studied one or more units of typewriting, shorthand and bookkeeping and, if possible, determine the value and use of the business training received by the graduates through a period of twelve years, and the comparative returns, financial and social, from the type of positions held by the graduates.

The Problem Analyzed

A very careful study made of the data received, and a

⁷ Ralph E. Oliver, "Commercial Education," The Balance Sheet, vol. X (March, 1929), p. 194.

knowledge of how the training is functioning in business may lead to a definite adjustment of the business curriculum of Delhi High School.

The study asked for information on these important topics:

1. In what different lines of work have the graduates found employment?
2. To what extent have the graduates been able to use the courses studied?
3. What deficiencies in courses studied were revealed by the requirements of the job?
4. To what extent did their business training inspire additional training for advancement in the business field or in other fields of work?
5. Are the graduates satisfied with the courses offered?
6. What suggestions can be offered for improvement?

Historical Background

The economic changes taking place in this country around 1917, farm products, especially cotton, bringing good prices, the removal of large areas of timber and the sale of this cut-over land to farming people, caused a rapid growth in the school population in most sections of Louisiana. Along with these changes came a demand by the people for a high school education for all children, and there followed an era of the consolidation of several small schools around one

central school to which the children are transported by bus.

Four such high school districts were established in Richland Parish, Delhi High School becoming a kind of model school for North Louisiana with training in home economics and business subjects. Two of the other high schools added a business department three years later.

The present main building of twenty-two classrooms, including two science laboratories, was completed in time for the opening of school September, 1927, with a faculty of eleven teachers. The high school, with five teachers, occupied the second story. In 1939 two rooms downstairs had to be fitted up to accommodate the rapidly growing agricultural department due in large part to an enthusiastic interest in the raising of blooded beef cattle and hogs on the farms to offset the loss of the cotton market. Governor Sam Jones is encouraging in various ways this method of consumer education of the people, hoping to make Louisiana eventually a self-supporting state through the raising of the necessities of life on the farms and selling the by-products to other sections of the country which need them.

This rapid growth in school population continued for ten years and has forced each of these four high schools either to add additional rooms or put up large buildings to take care of the overflow, and to accommodate other small schools that demanded to be taken in as the condition of roads improved.

Within seven years Delhi had built an annex of eight rooms and now has a faculty of twenty-five teachers, taking care of more than 750 children in the eleven grades.

The Delhi business teacher has taught two arithmetic classes daily in addition to shorthand and bookkeeping classes, and a typing class each period. By 1939 the high school faculty had grown to ten teachers and the business teacher was assigned only business subjects. This gives time for more instruction to typing classes and accommodates all students who want shorthand and bookkeeping.

The Growth of the Department

The main room of the business department has twenty bookkeeping desks and an adding machine. The typewriting room has fourteen typewriters.

The average enrollment in high school is 190 to 200 students. There has been a steady growth in the business department, especially since the business teacher has only typewriting, shorthand and bookkeeping. The other business subjects are taught as regular high school subjects.

The main reason for this steady growth in the business department is:

For the past two years Northeast Junior College at Monroe, which is a branch of the Louisiana State University, has run a bus through this section of Louisiana picking up high school graduates and taking them into the College daily where they

may continue this business training if they so desire. The high school business training helps considerably in college work, or helps students find employment in other fields of work if they cannot enter college.

The Delhi Business Department offers only one unit of work each in typewriting, shorthand and bookkeeping, and this study deals entirely with those graduates who have taken one or more of these three business units during the years 1927-1928 to 1938-1939. The total number of graduates increased from two students in 1928 to twenty-nine in 1939.

The total number of students graduating from the department by years is as follows: 1927-1928, two; 1928-1929, six; 1929-1930, fifteen; 1930-1931, fourteen; 1931-1932, twenty; 1932-1933, nine; 1933-1934, nine; 1934-1935, twelve; 1935-1936, seventeen; 1936-1937, twenty-two; 1937-1938, eighteen; 1938-1939, thirty-two.

A comparison of the total number and percentage of boys and girls graduating in business work for the period of twelve years, 1927-1928 to 1938-1939, is shown in Table I.

TABLE I
THE NUMBER OF BOYS AND GIRLS GRADUATING FROM THE
DELHI BUSINESS DEPARTMENT

Year	Boys		Girls		Total	
	Enrolled	Per Cent	Enrolled	Per Cent	Enrolled	Per Cent
1927-28	1	50.0	1	50.0	2	1.1
1928-29			5	100.0	5	2.8
1929-30	8	53.3	7	46.7	15	8.5
1930-31	3	21.4	11	78.6	14	7.9
1931-32	9	45.0	11	55.0	20	11.4
1932-33	3	33.3	6	66.7	9	5.1
1933-34	6	66.3	3	33.3	9	5.1
1934-35	5	41.7	7	58.3	12	6.9
1935-36	7	41.2	10	58.8	17	9.7
1936-37	9	42.9	12	57.1	21	11.9
1937-38	14	70.0	6	30.0	20	11.4
1938-39	16	50.0	16	50.0	32	18.2
Total	81		95		176	100.0

Business Curriculum

The courses of study now offered are far from adequate since no advanced work is being given in the three major courses of typewriting, shorthand and bookkeeping. Commercial geography is taken usually in the eighth grade, possibly in the ninth. Commercial law, economics and salesmanship are also given.

Table II shows the present course of study, with length of courses, grade placement and number of units of credit.

TABLE II
PRESENT BUSINESS COURSE OF STUDY
OF THE DELHI HIGH SCHOOL

Course	Number of Weeks	Length of Period	Grade Place- ment	Number of Units
Typewriting	36	60 Min.	9-10-11	1
Shorthand	36	60 Min.	10-11	1
Bookkeeping	36	60 Min.	10-11	1
Commercial Geography	36	60 Min.	8-9	1
Commercial Law	18	60 Min.	10-11	$\frac{1}{2}$
Economics	18	60 Min.	10-11	$\frac{1}{2}$
Salesmanship	18	60 Min.	10-11	$\frac{1}{2}$

Method Used

The permanent record files of the high school furnished the names of the graduates who had studied one or more units of typewriting, shorthand and bookkeeping during the period 1927-1939.

Addresses of 159 of these graduates were obtained through relatives, friends and other graduates who had kept in touch with classmates.

The questionnaire method, that Good, Barr and Scates⁸ defines as a form which is prepared and distributed for the purpose of securing responses to certain questions, was used to secure the desired data for this study. A mimeographed questionnaire-check sheet together with a personal letter and a self-addressed stamped envelope was mailed to each of these graduates, with the request that the information be returned at once.

Table III shows the number of boys and girls graduating from the major business subjects by years and the final total in each subject.

⁸ Carter V. Good, A. S. Barr and Douglas Scates, The Methodology of Educational Research, p. 324.

TABLE III
THE NUMBER OF BOYS AND GIRLS GRADUATING IN
TYPEWRITING, SHORTHAND AND BOOKKEEPING

Years	Typewriting		Shorthand		Bookkeeping	
	Boys	Girls	Boys	Girls	Boys	Girls
1927-1928	1	1	0	0	1	1
1928-1929	0	4	0	4	0	5
1929-1930	6	4	2	3	8	5
1930-1931	3	7	1	4	1	8
1931-1932	8	6	3	4	3	5
1932-1933	2	5	1	3	1	3
1933-1934	4	0	1	0	3	0
1934-1935	3	5	3	4	4	4
1935-1936	2	3	0	1	2	1
1936-1937	7	8	1	6	8	7
1937-1938	10	4	4	4	11	4
1938-1939	14	15	5	5	13	10
Total	60	62	21	38	55	53
Final Totals		122		59		108

CHAPTER II

A STUDY OF SIMILAR FOLLOW-UPS

Research in Follow-Up Studies

Educators, research workers and business men differ on just what business education in the high schools should cover. They are agreed upon the fact that training for business at the present time means, for a large number of students, much more than skills in the three major business subjects. They are also agreed that only a relatively small number of boys and girls possess the ability required for these skill subjects, and that the students of lesser abilities can and must be trained for the general clerical work and salesmanship, or for strictly industrial and vocational work.

F. G. Nichols in commenting on objectives of business education as shown by training given in most high schools at present says:

It is admitted readily that the two objectives referred to--training for stenographic positions and bookkeeping positions--are desirable, but it is denied with equal readiness that they are all that are needed. Here are two good reasons why they are not. First, only about 2 per cent of office workers are bookkeepers and only about 10 per cent are stenographers. Second, only a relatively small number of boys and girls possess the aptitudes, interests and abilities required for these positions.

On the first of these reasons there is abundance of evidence. No survey of business

in recent years--and there have been many--has failed to substantiate the contention that about 88 per cent of office positions are non-stenographic and non-bookkeeping clerical. Thus it would seem that from the viewpoint of opportunity for employment these two positions should not be regarded as the only two for which skill-training should be given.¹

Then it becomes the problem of both education and business to find and put into effective production, the kind of training that modern business needs; that which will cooperate with accepted principles of vocational education and recognize the varying attitudes, aptitudes and abilities of boys and girls who must be trained, put to work and guided along the proper channels, since they must not only fill positions as workers now, but are destined to become the business men and women of the next generation.

It is through the surveys and follow-up studies being conducted that some definite course of work may be mapped out for the high schools which will fit the needs of the students and, at the same time, function efficiently in business.

Some of the following studies are similar to the present study but a majority differ since they offer two-year and four-year courses.

An interesting occupational survey was made by John A.

1 F. G. Nichols, Commercial Education in the High School, p. 212.

Anderson,² Head of the Commerce Department, Pasadena High School and Junior College, Pasadena, California, in which one questionnaire was used for the business men of the city and the other for graduates who were filling positions as stenographers, salesmen, bookkeepers and secretaries in their respective cities. Recommendations were offered in the three main divisions of selling, accounting and secretarial work, and it was felt that the duties of the individuals in the general clerical group are so indefinite that no attempt to provide a separate course seemed warranted.

A very similar survey by Harry D. Book,³ and largely patterned after the Pasadena survey, according to the author, led to a report with recommendations made by the Commercial Curriculum Committee of New Castle, Pennsylvania Public Schools. Using the same type of questionnaire this Curriculum Committee recommended a change from their two-way course, majoring in bookkeeping and shorthand, to a four-way course, preparing for positions in salesmanship, general clerical work, accounting and stenography. This Committee justified its recommendations on its findings that

2 John A. Anderson, "Fitting the Commerce Course of the High School and Junior College to the Needs of the Community," Educational Research Bulletin, (May, 1926), pp. 16-17.

3 Harry D. Book, Adjusting the High School Commercial Curriculum to the Needs of the Community, p. 29.

approximately forty-two per cent and twenty-four per cent of the New Castle graduates are engaged in salesmanship and general clerical work respectively.

An instructive survey was made by E. C. Blackstone,⁴ Head of Commercial Teacher Training Division, College of Commerce, University of Iowa, the purpose of which was to determine what has become, during the decade after they left school, of those students who took business subjects in Iowa high schools. This report, which is a study of 2,897 drop-outs and graduates of high schools of twenty Iowa towns, contains data regarding initial jobs, job sequences, tenure and other factors. One of the most interesting tables is headed Job Sequences showing something about promotional avenues from the four chief types of positions. "Bookkeeping and stenography have been thought to lead to executive jobs, but both clerical and selling positions show as high or higher a percentage securing executive jobs as these two."⁵ One of his conclusions notes that selling and clerical jobs rank high in frequency in all sizes of towns and apparently instruction for them is needed.

An Occupational Study of the Commercial Graduates, from Stivers High School of Dayton, Ohio, including the

4 E. C. Blackstone, "Survey of Occupational Histories of Iowa Commercial Students," Research Studies In Commercial Education (November, 1938), pp. 17-20.

5 Ibid., p. 19.

years 1915-1925, was made by Jay W. Holmes⁶ to find whether majors and minors were of fundamental, little or no value. There appeared to be need for scientific occupational guidance to direct pupils in their choices of school courses. Also there is need for provision to be made for training in occupations such as general clerk, filing and business machine operating.

An investigation through a Survey of St. Louis High School Commercial Students in Employment⁷ concerning the success of high school business students in securing and holding positions was made by questionnaires sent to both the two-year and four-year business graduates. It was found that graduates obtained employment rather quickly; also that the initial wage of the four-year group was two dollars higher per week than that of the two-year group, and the rate of advancement of the former is higher, and the average lapse of time between graduation and employment is shorter.

Bina Mae Traxler⁸ finds that the Sioux City High Schools are not training more commercial graduates than

6 Jay W. Holmes, "An Occupational Study of Commercial Graduates From Stivers High School of Dayton, Ohio, The Journal of Commercial Education, (January, 1929), p. 17.

7 Anonymous, "A Survey of the St. Louis High School Commercial Students in Employment," Public School Messenger, (June, 1927), p. 28.

8 Bina Mae Traxler, A Follow-Up of Commercial Graduates, Master's Thesis, 1930, p. 92.

Sioux City can absorb, and that there is little loss of time either in placement or employment.

One of the most important studies read is that of Ruth Mae Twiss⁹ for the Newton High School, Boston. This study shows that the girls receive thorough training in skills, office machines, filing and general clerical work. They are taught that education does not end with high school; that in business fields one must keep in touch with the very latest ideas and methods. The students readily find employment and hold these positions.

Merle G. Trickey concludes her study with this important statement:

Commercial education should have a much wider purpose than the training of stenographers and bookkeepers. Already the broadened commercial education has addressed itself for service to the community, for participation in social life, and for knowledge of, and ability to adapt one's self to business as a whole. Such subjects as economics, business organization, advertising, salesmanship, and store practice are relatively new, and yet in their entirety they make a new purpose of business education comparable with, if not more important than, stenography and book-keeping.¹⁰

In an interesting survey made to determine how well the training given is meeting the needs of the students, Pearl

9 Ruth Mae Twiss, Three-Year Follow-Up of Girls in Office Positions, Master's Thesis, 1932, p. 26.

10 Merle G. Trickey, A Follow-Up Study of All High School Graduates of Oskaloosa, Iowa, For a Period of Five Years, Master's Thesis, 1931, p. 54.

Rittenhouse makes this very satisfactory conclusion:

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 the graduates indicates their high school work inspired them to follow this line of work.¹¹

August Lukes'¹² study was written with the purpose of reorganization of the commercial curriculum because one teacher had to take the three subjects of typewriting, shorthand and bookkeeping and the training received was not extensive enough to permit the graduates to creditably fill a business position without additional training in a business college.

Raymond Burton's¹³ study was made with a view to improving the business curriculum of the Wausaw Senior High School. An occupational survey of the city of Wausaw was made first to find the occupational jobs for which business training should be offered. Later a follow-up of graduates was made for a period of five years, using the questionnaire method

11 Pearl P. Rittenhouse, A Follow-Up of Commercial Graduates of the Huntsville High School, Master's Thesis, 1939, p. 69.

12 August J. Lukes, A Reorganization of the Commercial Curriculum of the Pole Community High School in the Light of the Positions Occupied by Its Graduates, Master's Thesis, 1930, p. 2.

13 Raymond J. Burton, A Follow-Up Study of Commercial Graduates of the Wausaw High School, Wausaw, Wisconsin, Master's Thesis, 1935, p. 197.

in both. His conclusion is that a more definite method of guidance be used in placing students in the right courses. This would reduce the number not able to hold positions.

Summary

These surveys and follow-up studies have shown that there is an attempt by scientific study of all departments of business training, to meet the need for a wider range of training in addition to definite skills.

This individual data obtained should be considered a basis from which to work in planning an efficient program of adjustment.

CHAPTER III

EMPLOYMENT OF GRADUATES

Introductory Statement

One major objective of this follow-up study is to secure information regarding the employment of business graduates and to find how the training given has functioned in the business world. The next objective is that the training is to be so revised as to meet the needs of students of the future.

This becomes a chapter of research pertaining to requirements and opportunities for employment, the types of employment secured and the duties performed on the job.

The interpretation of the data secured will become a basis from which to plan definite attainments for business classes in preparation for future employment.

Questionnaire-check sheets were mailed to 159 of the 176 graduates; 133 of the 159 questionnaires were filled out and returned. These with the per cents returned from each graduating class will be found in Table IV, page 23.

Of the 133 questionnaires returned sixty-six, or 49.6 per cent, were answered by boys and sixty-seven, or 50.4 per cent, were answered by girls. An analysis of the replies indicates that twenty-one, or 15.8 per cent, of the

TABLE IV

TOTAL NUMBER OF GRADUATES ANSWERING QUESTIONNAIRE

Year of Graduation	Number of Graduates	Number Answering Questionnaire	Per Cent
1928	2	2	100.0
1929	4	4	100.0
1930	16	15	93.6
1931	13	12	92.3
1932	16	14	87.5
1933	7	7	100.0
1934	5	4	80.0
1935	16	9	56.3
1936	14	8	57.1
1937	18	18	100.0
1938	20	17	85.0
1939	28	23	82.1
Total	159	133	83.7

graduates live in Delhi; ninety-five, or 71.4 per cent, live in other parts of Louisiana and seventeen, or 12.8 per cent, live in other states.

TABLE V
LENGTH OF TIME AFTER GRADUATION
BEFORE OBTAINING INITIAL EMPLOYMENT

Weeks, Months, Years	Boys	Girls	Total	Per Cent
Less than two weeks	6	1	7	6.7
Two weeks to one month	6	3	9	8.7
One to three months	16	13	29	27.9
Three to six months	16	12	28	26.9
Six months to one year	8	6	14	13.5
One to three years	5	7	12	11.5
Three to five years	2	3	5	4.8
Total	59	45	104	100.0

One hundred four, or 78.2 per cent, of the 133 graduates answering the questionnaire have been employed some part of the time since graduation. Two boys, or 1.5 per cent, own their own business. Two girls, or 1.5 per cent, have kept house for ill parents. Seventeen, or 12.8 per cent, married and never worked outside the home. Eight graduates, or 6 per cent, are those in school who did not report any employment.

Of the 104 graduates who have been employed, seven, or 6.7 per cent, obtained employment within two weeks after graduation, nine, or 8.7 per cent, within two weeks to one

month; twenty-nine, or 27.8 per cent, within one to three months; twenty-eight, or 26.9 per cent, within three to six months; fourteen, or 13.5 per cent, within six months to one year; twelve, or 11.5 per cent, within one to three years; and five, or 4.8 per cent, obtained work within three to five years.

In comparing the time of securing employment by boys and girls, the boys obtained employment earlier than the girls. Gas lines were put in Delhi, later the paving of both the highways and the streets gave some of the boys employment. A majority of both girls and boys have held temporary jobs while attending college.

TABLE VI
TYPES OF INITIAL EMPLOYMENT OBTAINED BY GRADUATES

Types of Work	Frequency	Per Cent
Substitute	4	3.8
Temporary	22	21.2
Part-Time	25	24.0
Permanent	53	51.0
Total	104	100.0

Types of Employment Secured

In substitute work a person fills the place of a regular employee while that employee takes a vacation or has to be

away from his work. A temporary job continues just so long as that certain work goes on or the person employed continues performing certain duties. In part-time work the person performs definite duties for a specified time and no longer. Any one of these three may lead to permanent work, which is work or duties performed daily over a period of time often continuing for many years.

Of the 104 graduates who have been employed, four, or 3.8 per cent, did substitute work; twenty-two, or 21.2 per cent, found temporary work; twenty-five, or 24 per cent, had part time work; fifty-three, or 51 per cent, were given permanent positions.

The school does not have a placement department. The citizens of the town and surrounding territory are all too well known to each other to make this necessary. The school always assists by giving any information regarding the training or character of the applicant that may be desired, after personal application is made.

Table VII shows the media through which the students received employment. Of these 104 jobs forty-six, or 44.2 per cent, were received through the aid of a friend or relative and fifty-eight, or 55.8 per cent, through personal application.

TABLE VII
MEDIA THROUGH WHICH GRADUATES
OBTAINED THEIR FIRST JOBS

Media	Frequency	Per Cent
Aid of Relative or Friend	46	44.2
Personal Application	58	55.8
Total	104	100.0

Jobs Held Since Graduation

The various sources of employment and the different types of work secured by the graduates, as shown by the survey, will be found in Table VIII, on page 28. The thirty-five sources of employment listed in this table may serve as a guide for future employment and the training of students for duties which they will probably be required to perform.

There is a very close comparison between the number of part-time and the permanent jobs held by graduates. A number of the students found temporary or part-time work which later became permanent employment for them. There are still four boys in the Civilian Conservation Corps camps. Fourteen of the students still in college have part-time work which enables them to continue their education.

In Table VIII, seventy-seven of the 224 jobs listed were part-time work; sixty-one were temporary, four were substitute, and eighty-two were permanent jobs. This gives a median of 2.2 jobs for each of the 104 graduates who have found employment.

TABLE VIII
SOURCES OF EMPLOYMENT AND TYPES OF WORK
OBTAINED BY GRADUATES

Sources of Employment	Substitute	Temporary	Part-Time	Permanent	Total
Dry Goods Stores		2	2	4	8
Grocery Stores		3	3	3	9
Drug Stores		2	2	3	7
Hardware Stores		1		1	2
General Merchandise Stores			2	2	4
Schools		1		4	5
Schools--Bus Driver				1	1
Laundry and Cleaners		1	2	1	4
Shoe Shops		1	1		2
Compress Company		1		2	3
Lumber Companies			1	3	4
Cafes		3	2	5	10
Picture Shows		2	2		4
Telephone Companies	2	3	3		8
Service Stations		6	4	3	13
Bakeries		2	1		3
Radio Stations		1		2	3
Post Office	2	4	2	1	9
Automobile and Supply Companies				2	2
Engineering & Construction Company		2		2	4

(Continued)

TABLE VIII
(Continued)

Sources of Employment	Substitute	Temporary	Part-Time	Permanent	Total
United States Navy				2	2
United States Army				6	6
Quartermaster Corps				1	1
Hospitals				3	3
Attorneys		1	2	1	4
Capital Stock Yards				1	1
Oil Mill and Gin Companies		1		2	3
Thormatic Carbon Company				1	1
Public Utilities		3	2	5	10
Parish Office and City		2	2	2	6
State Departments		3		2	5
Federal Administration		11	41	8	60
Oil Companies		5	3	6	14
Agriculture				2	2
Total	4	61	77	82	224

The names of the firms, the employers and school districts with which graduates are holding permanent positions at the present time, and the position held by each graduate, are shown in Table IX, page 30. Of the eighty-two firms or employers listed, seventeen, or 20.7 per cent, are located in Delhi, while sixty-five, or 79.3 per cent, are located in other parts of Louisiana or in other states.

TABLE IX
PERMANENT POSITIONS HELD BY GRADUATES

Firm, Employer, or School District	Position Held	Boys	Girls
L. Harris Department Store	Sales Clerk		1
M. Rundle and Son	Sales Clerk		1
Max Levy and Sons	Sales Clerk		1
The Emporium	Sales Clerk and Buyer		1
Famous Bar	Receiving Clerk	1	
Bradleys Grocery and Service Station	Sales Clerk		1
J. Paul O'Neal's Store	Owner	1	
O'Neal Grocery Company	Sales Clerk	1	
Congressman Mills	Stenographer		1
Goodman and Beer	Stenographer		1
W. D. Cotton & W. M. Halleck, Attys.	Stenographer and Typist		1
Texas State Bank	Stenographer and Secretary		1
Department of Public Welfare	Junior Secretary		1
Department of Public Welfare	Stenographer and Secretary		1
Monroe Chamber of Commerce	Secretary		1
Delhi School District	Teacher--Second Grade		1
Delhi School District	Teacher--Third Grade		1
Delhi School District	Teacher--Fifth Grade		1
Delhi School District	Teacher--High School	1	
Delhi School District	School Bus Driver	1	
Economy Drug Company	Sales Clerk	1	
Maxwell Hardware Company	Sales Clerk	1	

(Continued)

TABLE IX
(Continued)

Firm, Employer, or School District	Position Held	Boys	Girls
Union Compress and Wholesale Company	Superintendent and Clerk	1	
Union Compress and Wholesale Company	Foreman and Clerk	1	
Crossett Lumber Company	Carpenter	1	
S. M. Construction Company	Carpenter	1	
Mitcham Lumber and Mill Company	Owner with father	1	
Mrs. Gilly's Cafe	Waitress		1
Bus Station Cafe	Waitress		1
Post Inn Cafe	Waitress		1
Tanner's Cafe	Waitress		1
Coffee Cup Cafe	Owner		1
Capital Stock Yards	Bookkeeper		1
Louisiana Power and Light Company	Bookkeeper	1	
Union Oil Mill	Bookkeeper	1	
Union Oil Gin Company	Bookkeeper and Asst. Manager	1	
Camp Clairborne Laundry	Machine Operator		1
Union Oil Company, Inc.	Manager of Gin and Farm	1	
McKenney's Service Station	Asst. Manager and Attendant	1	
Franklin Cafe and Service Station	Manager and Cashier	1	
McKellar's Service Station	Checking Clerk	1	
State Police Force	Trooper	1	
United States Navy	First-Class Radio Man	1	
United States Navy	Machinist's Mate	1	
United States Army	Guard and Office Helper	1	
National Guards	General Office Helper	1	

(Continued)

TABLE IX
(Continued)

Firm, Employer, or School District	Position Held	Boys	Girls
United States Marines	Battery Clerk and Recorder	1	
United States Army	Office Clerk	1	
United States Army	Medical Department Works	1	
United States Army--Engineers	Engineering Clerk	1	
War Department Quartermaster's Corps	Process Clerk	1	
Massey and Parnell	Radio Technician	1	
Liner's Broadcasting Company	Radio Technician	1	
Levington General Hospital	Business Manager-Bookkeeper		1
Shreveport Charity Hospital	Nurse		1
Good Samaritan Hospital	Telephone Operator & Bookkeeper		1
Humble Oil & Refining Company	Geophysical Technician	1	
G. M. Young Drilling Company	Drillers' Helper	1	
Standard Oil Company	Process Worker	1	
Humble Oil & Refining Company	Oil Surveyor	1	
Humble Oil & Refining Company	Rotary Helper	1	
E. M. Young--Farming	Office Clerk and Bookkeeper	1	
H. C. Henry Company	Office Clerk and Typist		1
A.C.A. and Economy Oil Company	Bookkeeper, Clerk and Typist		1
Richland Parish A.C.A.	Clerk and Typist	1	
Farm Security Administration	Junior Clerk and Typist		1
Farm Security Administration	Clerk and Bookkeeper	1	
Agricultural Adjustment Administration	Clerk and Bookkeeper	1	

(Continued)

TABLE IX
(Continued)

Firm, Employer, or School District	Position Held	Boys	Girls
Farm Security Administration United States Government Delhi Post Office	Farm Supervisor Asst. Railroad Supervisor Clerk	1 1	1
Thermatic Carbon Company Meridian Motors Company Southern Motors, Inc. Comarity Plumbing Company Petty Laboratory, Inc. S. & W. Construction Company	Operator Parts Manager Foreman Metal Shop Plumber Field Manager and Operator Office Helper and Clerk	1 1 1 1 1 1	
Louisiana Power & Light Company H. C. Price Company United States Defense Project W. W. Williams Farms A. B. Lary Company	Welder's Helper Maintenance Clerk Pipe Line Fitter Asst. Farm Manager Laborer	1 1 1 1 1	
Total		53	29

The median beginning and final salaries earned by graduates in their present positions are shown in Table X, page 35.

The frequency of the jobs and the average number of months employed are as follows: sales clerk, ten, twenty-two months; stenographer, seven, sixteen months; teacher, four, sixty-three months; school bus driver, one, sixty-three months; manager and foreman compress, two, eighty-seven months; bookkeeper, four, three months; laundry operator, one, five months; manager and carpenter, three, three months; manager and cafe waitress, five, sixteen months; manager and service station attendant, three, thirty-three months; radio technician, two, forty-nine months; hospital workers, three, eighty-four months; oil company worker, five, forty-eight months; clerical work and typist, five, twenty-eight months; farm security administration, four, thirty-three months; post office, one, six months; motor and automobile worker, two, sixty-six months; carbon company operator, one, sixty months; laboratory and engineering, one, eighty-four months; public utility and plumber, five, six months; manager farm and general, two, twenty-five months; state police trooper, one, seven months; war department clerk, one, four months; assistant foreman and laborer, one, one month; United States army, six, fifteen months; United States navy, two, eighty-four months. Thirty-three months was the median length of time of employment.

A study of the mean monthly salary reveals that oil field

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

Job	Fre- quency	Average Number of Months Employed	Mean Monthly Salary	
			Beginning	Final
Sales Clerk	10	22	\$ 70.00	\$ 73.00
Stenographer	7	16	60.00	75.00
Teacher	4	63	87.50	105.00
School Bus Driver	1	63	125.00	125.00
Mgr. & Clk Compress	2	87	69.60	125.10
Bookkeeper	4	3	85.00	85.00
Laundry Operator	1	5	70.00	70.00
Lumber Company, Mgr. & Carpenter	3	3	70.00	70.00
Waitress in Cafe	5	16	32.00	40.00
Serv. Station Mgr.	3	33	40.00	70.00
Radio Technician	2	49	110.00	125.00
Hospital Mgr. Nurse				
Tel. Operator	3	84	60.00	100.00
Oil Company Worker	5	48	115.00	170.00
Clerical & Typist	5	28	48.00	80.00
Farm Sec. Adm.	4	33	122.50	122.50
Post Office	1	6	60.00	60.00
Carbon Co. Opr.	1	60	67.20	104.00
Automobile & Motor	2	66	148.00	170.00
Laboratory Opera- tor	1	84	75.00	125.00
Public Utility and Plumbing	5	6	120.00	120.00
Mgr. Farm & Gin	2	21	88.00	100.00
St. Police Trooper	1	7	132.00	132.00
War Dept. Clerk	1	4	120.00	120.00
Asst. Foreman	1	1	120.00	120.00
U. S. Army	6	15	21.00	48.00
U. S. Navy	2	84	---	---
Total	82	907	\$2,125.80	\$2,535.60
Median		33	\$ 80.00	\$ 105.00

workers, the manager of the compress, state police and farm security employees draw the highest salary. The lowest salaries reported are those in the army, waitress, sales clerk and typist. The beginning median salary was \$80.00 and the final median monthly salary was \$105.00. With a large majority of workers there was a fair increase in salary beyond eight to fifteen months. No salary was given by the boys in the navy.

Analysis of Duties

An analysis of the duties required of the graduates on the job as substitute, temporary, part-time and permanent, in this survey was made, hoping that the frequency with which each of these duties was performed might determine, to some extent, the training to be given business students for duties that they will possibly be called upon to perform.

Of the twenty-three business duties listed in Table XI, page 37, meeting and handling people ranked first in frequency with fifty-five graduates reporting this duty. Filing came next in order with fifty doing this work. Handling the mail and typewriting tied with forty-nine each. Using office machines was reported by forty graduates. Thirty-eight did financial, bookkeeping and recording duties. Thirty-two reported having general clerical duties. Twenty-three found retail salesmanship to be part of their work. Stencil cutting and mimeographing were required of sixteen, while fourteen had

TABLE XI
FREQUENCY OF DUTIES REQUIRED
OF GRADUATES AT WORK

Types of Duties	Boys	Girls	Total
Meeting and Handling People	36	19	55
Filing	26	24	50
Handling the Mail	26	23	49
Typewriting	26	23	49
Use of Office Machines	24	16	40
Financial, Bookkeeping and Recording	25	13	38
General Clerical Duties	21	11	32
Duties of Retail Salesmanship	18	5	23
Stencil Cutting and Mimeographing	7	9	16
Taking and Transcribing Dictation	3	11	14
State and Federal Departments	6	8	14
Service Station	11	--	11
Duties of stock Worker and Wrapper	10	--	10
Messenger, Delivery Man, Etc.	9	--	9
Dry Goods Stores	5	3	8
Cafes and Bakers	4	3	7
Grocery Stores and Markets	7	--	7
Offices of County or Town	2	5	7
Ice Companies	4	--	4
Drug Store	2	1	3
Radio Station	3	--	3
Operation of Switchboard	--	2	2
Hardware Stores	2	--	2
Total	277	164	241

to take and transcribe dictation. Eleven found work in service stations, ten performed duties of stock worker and wrapper, and nine acted as messenger, delivery man, and did other general duties. Eight found work in dry goods stores. Seven each found employment in cafes, grocery stores and markets, or worked in

offices of the county or town. Fourteen helped in the State and Federal Departments. Three each chose radio work or the drug store as means of employment. Two each worked in the hardware store and the telephone office. Four delivered ice or fuel for a local dealer.

Table XII gives a tabulation of the grades and subjects taught by five, or 3.8 per cent, of the 133 graduates in the teaching profession who filled out questionnaires. The first three taught fifth, third and second grades, respectively, in the Delhi school. The fourth taught social sciences in Delhi High School, and the fifth served as agricultural teacher in an adjoining parish. He is now employed by the State Department, or the Adjustment Administration.

TABLE XII

GRADES OR SUBJECTS TAUGHT AS REPORTED BY FIVE GRADUATES
WHO ENTERED THE TEACHING PROFESSION

Grades or Subjects	Frequency
Fifth Grade	1
Third Grade	1
Second Grade	1
Social Sciences in High School	1
Teacher of Agriculture - Tensas Parish	1

Major Fields of Employment

Table XIII will show the major fields in which the 133 graduates are employed at the present time. It will be seen from this table that sixty-six graduates, or 49.6 per cent, are engaged in the field of business. Five, or 3.7 per cent, have found employment in the teaching profession. Twenty-five, or 18.9 per cent, are working and also making a home. Seventeen, or 12.8 per cent, have never worked outside the home. Eighteen, or 13.5 per cent, are still in school where most of them have temporary jobs to help bear expenses. Two, or 1.5 per cent, are engaged in agriculture and stock raising.

TABLE XIII
MAJOR FIELDS IN WHICH GRADUATES
HAVE BEEN EMPLOYED

Major Fields	Boys	Girls	Total	Per Cent
Business	53	13	66	49.6
Profession	2	3	5	3.7
Business and Home Making	0	25	25	18.9
Home Making	0	17	17	12.8
In College	9	9	18	13.5
Agriculture	2	0	2	1.5
Total	66	67	133	100.0

Summary

A summary of the findings of the employment survey made in this chapter is as follows:

1. A majority of the commercial graduates showed a willingness to coöperate in furnishing the necessary data by filling out and returning the questionnaire-check sheets. Of the 159 mailed, 133, or 83.6 per cent, were answered and returned.

2. Twenty-one of the graduates found employment in Delhi, ninety-five are employed in other parts of Louisiana and seventeen are located in other states.

3. A large percentage of the graduates who took type-writing and bookkeeping were successful in obtaining employment. One hundred four, or 78.2 per cent of those answering the questionnaires, have found employment of some kind since graduation.

4. The boys secured work sooner than the girls because of the greater number of jobs that can be performed only by men.

5. Eighty-two, or 62.1 per cent, have secured permanent work, while twenty-five, or 18.8 per cent, have been employed only a part of the time.

6. Forty-six, or 44.2 per cent, of the graduates secured work through a relative or a friend. Fifty-eight, or 55.8 per cent, obtained work through personal application and on recommendation by the school.

7. A study of sources of employment of graduates indicates that a majority found employment in dry goods stores, grocery stores, cafes, service stations, public utilities, oil companies and the different departments of the Federal Administration.

8. Of the eighty-two firms or employers with which graduates secured work, 20.7 per cent, were local, 58.6 per cent, were in other parts of Louisiana, and 20.7 per cent were obtained in nine different states other than Louisiana.

9. The permanent jobs most frequently held by graduates were waitress, sales clerk, bookkeeper, secretary, stenographer, office clerk and typist.

10. A study of the average monthly salary received on permanent jobs shows a wide variation. Oil field workers doing special work usually draw good salaries. The Government, cafes, service stations and sales clerks generally receive low salaries. The median beginning salary was \$80.00 and the median final salary was \$105.00.

11. An analysis of duties on substitute, temporary, part-time and permanent jobs, indicated that meeting and handling people ranked first in frequency. Handling the mail, typewriting, use of office machines, financial, book-keeping and recording duties, general clerical duties, and salesmanship were important. This study also indicates that a majority of the positions held by both boys and girls were of a commercial nature.

12. From a study of the five major fields in which graduates have been employed, it is found that 49.6 per cent have been engaged in the field of business; 3.7 per cent in professions; 18.9 per cent in both business and home economics; 12.8 per cent in home economics. It is found that 13.5 per cent are still in college and 1.5 per cent are engaged in agriculture.

13. A majority of the students have been employed at various jobs since graduation but are reported only for the last work secured.

CHAPTER IV

BUSINESS TRAINING OF HIGH SCHOOL GRADUATES

Introductory Statement

Since this study was made for the purpose of trying to eliminate the weakness of the business curriculum and to add subjects that will be of value to the students of Delhi High School, the graduates were asked to evaluate the more important courses studied in the light of their practical value, and to make criticisms and suggestions for the improvement of the present business curriculum.

An attempt is made in this chapter to compare the general values of commercial work with other academic subjects studied, also to measure the comparative values of each of the business subjects taught. Special emphasis was placed on the extent to which high school business work has served as a means of employment, as an entrance into other fields of work, and as a background for advanced study in higher institutions of learning.

Evaluation of Academic Subjects

In order to secure a comparison in terms of practical value between business and five other high school subjects studied, graduates were asked to rank the courses which had proved of most value to them since graduation, a value of one being given to each vote and course. The relative value

placed on each subject by the graduates is shown in Table XIV.

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

Course	Voted First Place	Voted Second Place	Voted Third Place	Score
Business Subjects	67	26	23	116
Mathematics	20	47	39	106
English	40	36	28	104
Science	6	8	12	26
Home Economics	10	4	10	24
History	2	3	6	11
Total	145	124	118	387

Business subjects ranked first with a score of 116; mathematics came second with a score of 106; English was third with a score of 104; science was voted fourth place with a score of twenty-six; home economics ranked fifth in value with a score of twenty-four, and history ranked sixth in the list with a score of eleven.

Evaluation of Business Subjects

The graduates evaluated the subjects offered in the

business department of the Delhi High School in terms of their usefulness as an actual source of employment, as a means of entrance into other fields of work, and as a basis of promotion because they could use these business subjects if needed in their daily work. A tabulation of the number studying each of the six business subjects, the number finding these subjects of practical value, and the percentage of practical value will be found in Table XV, page 46.

Of the 114 graduates who studied typewriting in high school ninety-nine found this the most useful of all subjects. Ninety-one of the 112 studying bookkeeping found this of practical value. Fifty-eight graduates studied shorthand, and of this number forty-five found it a useful subject. Twenty-four of the thirty-eight studying salesmanship report almost a daily use for this course. Of the thirty-six who studied commercial geography twenty-three found that this course had practical value. Twelve of the twenty-eight graduates studying commercial law found this course useful.

Additional Subjects Needed

Of the 103 graduates reporting a need for additional business subjects, forty-six, or 44.6 per cent, were boys and fifty-seven, or 55.4 per cent, were girls. The additional subjects needed with the per cents are shown in Table XVI, page 47.

TABLE XV
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	54	51	94.4	60	48	80.0
Bookkeeping	63	50	79.4	49	41	83.7
Shorthand	17	15	88.2	41	30	73.1
Salesmanship	23	15	65.2	15	9	60.0
Commercial Geography	20	16	80.0	16	7	43.8
Commercial Law	21	9	42.9	7	3	42.8
Total	198	156	78.8	188	138	73.4

TABLE XVI
BUSINESS SUBJECTS NOT OFFERED IN HIGH SCHOOL
FOR WHICH 103 GRADUATES REPORTED A NEED

Subject	Boys	Girls	Total	Per Cent of Total
Advanced Typewriting	46	57	103	100.0
Business English	38	40	78	75.7
Business Arithmetic	34	23	57	55.3
Office Practice	29	23	52	50.5
Advanced Shorthand	22	22	44	42.7
Office Machines	19	17	36	34.9
Consumer Education	21	13	34	33.0
Advanced Bookkeeping	15	16	31	30.1
Advertising	10	12	22	21.3

The 103 graduates were 100 per cent in favor of additional training in typewriting since that is the key subject through which employment and advertisement were obtained in business. A majority of those who entered college have paid a good portion of their expenses by typing. Seventy-eight, or 75.7 per cent, felt that training in business English was a general need. Fifty-seven, or 55.3 per cent, thought that training in business arithmetic should be given for the same reason. Fifty-two, or 50.5 per cent, decided that office practice might have been useful to them. Forty-four, or 42.7 per cent, indicated

that advanced shorthand would be beneficial in securing work since this is also useful in taking notes in college. Thirty-six, or 34.9 per cent, had to use office machines for which they had had no training in high school, and felt that training in the use of machines would be of value. Thirty-four, or 33 per cent, thought that a course in consumer education would be useful. Thirty-one, or 30.1 per cent, felt that advanced bookkeeping would be very helpful. Twenty-two, or 21.3 per cent, were sure a course in advertising would be beneficial.

Many practical values of the business training received in high school were listed by the graduates. A large number stated that the business training had enabled them to secure and hold jobs at which they had been employed since graduation, or had made it possible for them to enter other fields of work and receive promotion over older employees who had taken no training in business. A number expressed regret that they had not taken more business subjects in high school, or studied those they did take more carefully. Only a few graduates said they had not used their business training because it was totally inadequate.

Education Above High School Level

As sixty-nine, or 51.9 per cent, of the 133 graduates returning the questionnaire-check sheets had additional training of some kind after graduating from high school,

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 business graduates, the type of school in which this training was taken and the length of attendance in each is given in Table XVII.

TABLE XVII

TYPES OF SCHOOLS IN WHICH 69 GRADUATES HAVE TAKEN ADDITIONAL TRAINING AND AVERAGE LENGTH OF ATTENDANCE*

Additional Training	Frequency				Average Number of Months
	Boys	Girls	Total	Per Cent	
College and University	23	21	44	63.8	22.1
Business College	8	6	14	20.3	9.1
Vocational	5	0	5	7.2	7.2
Radio School	3	0	3	4.3	12.7
Nurses Training School	0	2	2	2.8	38.0
Aviation School	1	0	1	1.6	18.0
Total	40	29	69	100.0	--

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

An analysis of these data reveals that college and university training was sought by graduates more frequently than business

colleges or other schools. A total of forty-four graduates, or 63.8 per cent, of the sixty-nine taking additional training, attended colleges and universities for an average of twenty-two and one-tenth months. Fourteen graduates, or 20.3 per cent, attended business colleges for an average of nine and one-tenth months. Three boys, or 4.3 per cent, sought radio training for twelve and seven-tenths months. Two girls, or 2.8 per cent, took hospital training for thirty-eight months. One boy, or 1.6 per cent, had eighteen months aviation training while attending college.

Majors and minors, as reported by twenty-eight of the sixty-nine graduates attending colleges, universities and institutions, are listed in Table XVIII, page 51. Of the fifteen fields of study in which majors and minors were taken, agronomy ranks first with six majors and two minors, business administration ranks second with five majors and three minors, education comes third with three majors and five minors, English ranks fourth with two majors and four minors.

Other fields of study included science, having one major and eight minors; music with two majors and one minor; animal industry with three minors; journalism with one major; home economics with one major and one minor; mathematics with one major and two minors; economics, speech and aviation each with one minor.

TABLE XVIII

MAJORS AND MINORS AS REPORTED BY 69 GRADUATES ATTENDING
COLLEGES, UNIVERSITIES AND INSTITUTIONS

Additional Training	Frequency					
	Boys		Girls		Total	
	Major	Minor	Major	Minor	Major	Minor
Agronomy	6	2	0	0	6	2
Business Administration	2	2	3	1	5	3
Education	1	2	2	3	3	5
Physical Education	1	0	2	0	3	0
Science	0	3	2	2	2	5
English	1	3	1	1	2	4
Social Science	1	4	0	4	1	8
Music	0	0	2	1	2	1
Animal Industry	0	3	0	0	0	3
Journalism	1	0	0	0	1	0
Home Economics	0	0	1	1	1	1
Mathematics	1	1	0	1	1	2
Economics	1	0	0	0	1	0
Speech	0	0	0	1	0	1
Aviation	0	1	0	0	0	1

The majors most frequently chosen by boys were agronomy and business administration, while the girls majored most often in business administration, education, physical education and science. Boys named science, English, social science and animal industry as frequent minors. The girls chose education, science and social science as minors.

Table XIX shows that ten of the sixty-nine graduates who continued their education in colleges and universities

TABLE XIX

TYPES OF DEGREES HELD BY TEN GRADUATES

Degrees Held	Boys	Per Cent	Girls	Per Cent	Total	Per Cent
Bachelor of Science	4	40	2	20	6	60
Bachelor of Arts	2	20	0	0	2	20
Bachelor of Business Administration	0	0	1	10	1	10
Bachelor of Music	0	0	1	10	1	10
Total	6	60	4	40	10	100

secured degrees. Of this number six, or 60 per cent, secured Bachelor of Science degrees; two, or 20 per cent, secured Bachelor of Arts degrees; one, or 10 per cent, secured a Bachelor of Business Administration degree and one, or 10 per cent, secured a Bachelor of Music degree.

Four Bachelor of Science degrees are held by boys and two are held by girls. Two Bachelor of Arts degrees are held by boys, leaving one degree each, Bachelor of Business Administration and Bachelor of Music, to be held by girls.

Of the ten degrees, six, or 78.6 per cent, are held by boys. Four, or 21.4 per cent, are held by girls.

Constructive Criticisms of the Business Department

Many important criticisms of the high school business department were received and a number of valuable suggestions were made, in answer to an invitation extended the graduates in the questionnaire, for improvement of the department in the light of the training they received.

Recommendations were made that students be taught to use as many as possible of the up-to-date office machines found in business offices.

Several graduates suggested that office practice, secretarial training and business English be taught, stressing spelling, punctuation and letter-writing; also that students be taught to fill in the most important business forms required in business offices. They felt that this training might be secured by having students work without pay in local stores and offices where such papers are used.

Other suggestions made were that students be trained to type with more accuracy and speed; that they learn to accept responsibility and be prepared to work in the business world.

Summary

The summary of values received from the high school business training as given by graduates may be tabulated as follows:

1. Business administration, English and mathematics were found, by a large number of graduates, to be of greater value than other high school subjects taught.

2. Typewriting and bookkeeping proved to be of more practical value than the other business subjects studied. More of the girls made use of their shorthand than did the boys. The boys used more bookkeeping and arithmetic.

3. One hundred three graduates, or 77.5 per cent of those filling in questionnaires, reported a need for business subjects not offered in school. The 103, or 100 per cent, reported a need for advanced typewriting; seventy-eight, or 75.7 per cent, indicated a need for business English, stressing spelling, letter-writing and filling out business forms. Business arithmetic and office practice were stressed as useful subjects.

4. In their loyal and enthusiastic responses regarding the value of their high school business training, many graduates stated that such training had enabled them to secure and hold jobs, to enter other fields of work, or to continue their education through the use of this business training.

5. Sixty-nine, or 51.9 per cent, reported additional

training in higher institutions of learning after graduation from high school. Of these, forty-four, or 63.8 per cent, attended universities and colleges; fourteen, or 20.3 per cent, took additional training in business colleges. Others received training in radio, aviation, plumbing, mechanics and nursing.

6. Majors and minors, as reported by twenty-eight of the sixty-nine graduates attending colleges and universities, were taken in fifteen fields of study. Agronomy ranked first with six majors and two minors, closely followed by business administration with five majors and three minors as second in rank.

7. Ten, or 14.5 per cent, of the sixty-nine graduates who continued their higher education, secured degrees. Six, or 60 per cent, secured Bachelor of Science degrees; two, or 20 per cent, secured Bachelor of Arts degrees; one each, or 10 per cent, secured Bachelor of Business Administration and Bachelor of Music degrees.

8. In offering constructive criticism for the improvement of the Delhi business curriculum, a number of graduates suggested that training be given in the use of business machines; that secretarial training be taught; and that further training be given in business arithmetic and business English, stressing spelling, punctuation and the filling out of actual business forms used in business offices at the present time.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

This follow-up study was for the purpose of measuring the results of business instruction in the Delhi High School in terms of employment or advanced study of graduates, and from these findings to determine the needs for the revision of the business curriculum so as to prepare better trained business graduates who can meet the demands of the business world.

Information was secured through a questionnaire-check sheet from 133, or 75.6 per cent, of the 176 graduates who elected one or more business subjects during the period, 1927-1939. The findings are enumerated as follows:

1. A large part of the graduates who elected two years of business subjects in high school were successful in finding employment.
2. A majority of the graduates obtained employment in less than one year after graduation.
3. Most of the initial jobs obtained by the graduates were secured through personal application or the aid of a friend or relative.
4. Graduates have held more permanent jobs than any other kind. A majority of the temporary or part-time jobs

have been secured while in college, or through the State and Federal Departments.

5. The permanent jobs most frequently held by graduates were that of sales clerk, or with public utilities, oil companies, cafes, and in Federal Administration.

6. Only 20.7 per cent of the firms or employers with which the graduates held permanent employment were local. The other 79.3 per cent were located out of town.

7. The median beginning monthly salary of graduates was \$80.00, and the median final salary was \$105.00.

8. An analysis of duties most frequently performed by graduates at work were meeting and handling people, filing, handling the mail and typewriting.

9. A majority of those in the teaching profession worked in the grades.

10. Sixty-six, or 49.6 per cent, of the graduates report being engaged in the field of business.

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

12. Typewriting, bookkeeping and shorthand proved of more practical value than any of the other business subjects studied.

13. One hundred three, or 72.9 per cent, of the graduates answering questionnaires reported a need for additional

business subjects not offered in high school.

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

15. Sixty-nine, or 51.9 per cent, of the graduates report having taken additional training above high school.

16. Forty-four, or 63.8 per cent, have attended a college or university for an average of twenty-two and one-tenth months.

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

18. A majority of graduates indicated that they had found many vocational and non-vocational uses for their high school business training.

The data presented by the graduates in this survey seemed to indicate that the business subjects taught were of practical value to a majority of them.

Recommendations

Summing up the results of this study, the following recommendations might be made for the improvement of the present business curriculum:

1. That the subject matter of the business courses be made more practical.

2. That business training be primarily vocational, since a large number of the business graduates secured

employment in the business field as a result of the training received.

3. That emphasis be placed on college preparatory work.

4. That there shall be a guidance program organized within the business department especially for high school students.

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

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

7. That a study be made of local business firms and their requirements with a view of their needs for employees.

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

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

10. That courses in business arithmetic and business English be offered, placing emphasis on vocabulary building, spelling, letter writing and filling out of general business forms.

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

It is hoped that a part or all of these recommendations may be put into effect at as early a date as possible so that future graduates of the Delhi High School will be more thoroughly trained in those skills, knowledge and attitudes which are essential for success in the business world.

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A P P E N D I X

Box 175,
Delhi, Louisiana
April 2, 1941

Dear Graduate:

You elected one or more commercial subjects in your high school work and I want to know which of these subjects, if any, you have used in meeting the problems of life as a citizen, and whether these subjects have been beneficial to you in securing employment.

I shall use the data secured from the enclosed questionnaire in writing a thesis for my Master's Degree this summer at the Sam Houston State Teachers College, Huntsville, Texas, and also in trying to make the Commercial Department of Delhi High School more efficient in the preparation of better citizens, whether or not our students are sufficiently trained to use their commerce vocationally.

Your name will not be mentioned in any respect, therefore, please feel free to answer the questions frankly whether it be in favor of the training you received, or a criticism of this training, telling wherein it was lacking, then I should like you to make suggestions or recommendations for the improvement of our Commerce Department at Delhi.

Read the questionnaire carefully, fill it out in ink, and return to me AT ONCE in this stamped envelope.

Very sincerely yours

Former Commercial Teacher
Delhi High School

QUESTIONNAIRE

Name _____ Man _____ Date of Graduation _____
 _____ Woman _____
 Name if married _____
 _____ (Give Husband's Initials)
 Address _____ Telephone _____
 If working, give Firm name _____
 Position you now hold _____

I. EMPLOYMENT

1. Give length of time after High School graduation before obtaining work of any kind--substitute, temporary, part-time, or permanent.

Years _____ Months _____ 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.

Name of Firm	Date	No. months	Nature of Work	Weekly wage	
	Give Year	with firm		Beginning	Final

(If additional space is needed, please use other side)

5. Check the duties you have had in your work.

1. ☐ Handling the mail
2. ☐ Taking and transcribing dictation
3. ☐ Typewriting
4. ☐ Filing
5. ☐ Use of office machines and appliances
6. ☐ Financial, bookkeeping and recording duties
7. ☐ General clerical duties
8. ☐ Meeting and handling people
9. ☐ Operation of switchboard
10. ☐ Duties of retail salesmanship
11. ☐ Stencil cutting and mimeographing
12. ☐ Duties of stock worker, wrapper
13. ☐ Messenger--delivery man, etc.
14. ☐ Beauty operator
15. ☐ Service Station
16. ☐ Drug store
17. ☐ Cafe or bakers
18. ☐ Radio station
19. ☐ Ice companies
20. ☐ Grocery stores and markets
21. ☐ Dry goods stores
22. ☐ Hardware stores
23. ☐ Offices of county or town
24. ☐ State or Federal Departments

6. If teaching, give subjects or grades. _____

7. In which of these major fields have you been employed since graduation?

1. ☐ Industry
2. ☐ Business
3. ☐ Profession
4. ☐ Agriculture
5. ☐ Home Making

II COMMERCIAL TRAINING

1. Rank the high school courses that you have found to be most useful by numbering 1,2,3, etc.

1. ☐ English
2. ☐ History
3. ☐ Mathematics
4. ☐ Science
5. ☐ Commercial subjects
6. ☐ Home Economics

2. Check the commercial subjects you studied in high school.

- | | |
|---|--|
| 1. <input type="checkbox"/> Typewriting | 4. <input type="checkbox"/> Commercial Geography |
| 2. <input type="checkbox"/> Shorthand | 5. <input type="checkbox"/> Commercial Law |
| 3. <input type="checkbox"/> Bookkeeping | 6. <input type="checkbox"/> Salesmanship |

3. Rank the commercial courses which have been of most use to you by numbering 1,2,3, etc.

- | | |
|---|--|
| 1. <input type="checkbox"/> Typewriting | 4. <input type="checkbox"/> Commercial Geography |
| 2. <input type="checkbox"/> Shorthand | 5. <input type="checkbox"/> Commercial Law |
| 3. <input type="checkbox"/> Bookkeeping | 6. <input type="checkbox"/> Salesmanship |

4. Check each of these commercial subjects not offered in high school that would have helped you to do better work.

1. ☐ Business English
2. ☐ Business Arithmetic
3. ☐ Office Practice
4. ☐ Advertising
5. ☐ Office Machines
6. ☐ Consumer Education
7. ☐ Advanced Shorthand
8. ☐ Advanced Bookkeeping

5. Have you used your commercial training as a means of securing employment?

Yes ☐ No ☐ Remarks _____

6. Has your commercial training been a means of entrance into other fields of work?

Yes ☐ No ☐ Remarks _____

7. Have you received any promotion in your work which you feel is a direct result of studying commercial subjects in high school?

Yes ☐ No ☐ Remarks _____

8. Regardless of the fact that you have not used your commercial subjects to secure employment, do you feel that they have been of equal pleasure and of equal educational value as the other high school subjects studied?

Yes ☐ No ☐ Remarks _____

9. If you have supplemented your high school work by training elsewhere, please list names of colleges, universities, business schools, and other schools attended, giving total number of years or months in each school.

Work Studied	Name of School	Total Years or Months

10. Give college major _____
 Minor _____ Degrees Held _____

11. Comments on training you received in commercial work in Delhi High School

12. Give suggestions or recommendations for improvement of Commerce Department regarding: (1) Office machines (2) Business Forms (3) Additional Types of work (4) Business Methods.