

SURVEY OF THE JOB STATUS OF THE 1958 MALE GRADUATES
OF THE LABETTE COUNTY COMMUNITY HIGH SCHOOL

by

445

HOLLIE B. THOMAS, JR.

B. S., Kansas State University, 1962

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

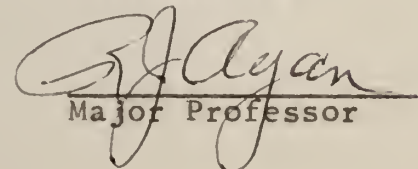
MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1966

Approved by:


Major Professor

ACKNOWLEDGMENT

The author is grateful to all members of the 1958 graduating class of the Labette County Community High School who cooperated in making this study possible.

Gratitude and thanks are extended to Dr. R. J. Agan, Major Professor, College of Education, Kansas State University, Manhattan, Kansas, for his suggestions and guidance on this study.

L1
~~378.73~~ 26-8
K160r 84
1966
T 457
C, 2

TABLE OF CONTENTS

INTRODUCTION	1
Statement of the Problem	3
Limitations of the Study	4
Procedures of Research	5
Definitions of Terms	6
Setting for the Problem	8
Review of Selected Literature	10
PRESENTATION OF DATA	17
Response by the Graduates	17
Geographic Distribution of the Graduates	18
Job Status of the Graduates	24
Education and Training Graduates Received	26
Job Tenure of the Graduates	31
Selected Employment Conditions	33
Armed Service Experience	36
Marital and Family Status	40
Graduates' Rating of Vocational Training	41
SUMMARY	44
RECOMMENDATIONS	47
BIBLIOGRAPHY	48
APPENDIXES	51

INTRODUCTION

The necessity for vocational education was pointed out by Arnold, former director of vocational education in Kansas and Assistant Commissioner for Vocational and Technical Education in the United States Office of Education, at the time of this study, is an article in The Bulletin of the National Association of Secondary School Principals.¹

Arnold cited President Johnson as saying:

If we are learning anything from our experience, we are learning that it is time for us to go to work, and the first work of these times and the first work of our society is education. We must rest our faith and our hopes for America on education--not for some but for all.²

Nerden pointed out that "more students in the public schools must be prepared for the world of work than for college."³ Nerden further stated that about one-sixth of the students who began school at the primary level continued on to complete four years of college.⁴

¹Walter M. Arnold, "Developing a Total, Balanced Program of Vocational and Technical Education," The Bulletin of the National Association of Secondary School Principals, 49:301 (May, 1965), et passium.

²Ibid., p. 143, citing President Lyndon B. Johnson.

³Joseph T. Nerden, "Vocational Education for a Dynamic Economy," The Bulletin of the National Association of Secondary School Principals, 49:301 (May, 1965), 11.

⁴Ibid., p. 8.

Several reports reviewed by the author reported the need for some type of vocational training for the five-sixths referred to by Nerden who will not complete a four-year degree at the college level. Arnold stated that "vocational education is now in fact everybody's business - industry, business, labor, education and all of the citizens of the country."¹

Nerden commented that "it is apparent that there is no 'best' way to equip young secondary school aged youth with the skills, technical knowledge and general education which they must have."² It was assumed by the author that such training must be provided by some type of vocational training institution.

The Panel of Consultants on Vocational Education pointed out that the enrollment in vocational education has not been enough to satisfy the needs of the people or the projected needs of the labor force.³

In summarizing the major needs for improvement, the Panel pointed out that the lack of data and tangible evidence has made it difficult to evaluate the program of

¹Ibid., p. 142.

²Nerden, op. cit., p. 11.

³United States Department of Health, Education, and Welfare. Education for a Changing World of Work: Report of the Panel of Consultants on Vocational Education. Washington: Government Printing Office, 1963.

vocational education. Objectives and standards, they commented, are valueless if they cannot be used as criteria for appraisal to indicate how efficiently purposes have been achieved.¹

It was hoped that this study would promote a detailed continuing evaluation of the program at the time of the study and spark an adjustment of programs to meet the changing needs of students and industry.

Statement of the Problem

The purpose of the study was to make a status study of the 1958 male graduates of the Labette County Community High School. The problem was selected because the writer felt there was insufficient evidence that graduates followed the occupations for which they were trained.

Answers to the following questions were sought:

1. Were the graduates employed in the field in which they received vocational training while in school?
2. Did these graduates receive more vocational training after high school before they entered the world of work?
3. Did the graduates who received a trade school diploma have a higher rate of employment in

¹Ibid.

²Ibid., p. 207.

the area in which they were trained than those who did not receive a trade school diploma?

4. Were these graduates who received training in one area of vocational training inclined to switch to another field of work for which training was offered?
5. Did the graduates indicate that the training they received was essential to performing the job they held at the time of study?
6. What was the geographic distribution of these graduates?

Limitations of the Study

It was the purpose of this study to include only those 75 male students who graduated from Labette County Community High School in the school year of 1957-1958.

This study was limited in that one respondent was not located due to lack of knowledge of the current residence of the graduate or his parents.

This study was also limited by the seventeen questionnaires which were not returned by the graduates.

Vocational training in this study was limited to the areas of training offered which provide students with a salable skill. The areas included were agriculture, commerce, drafting, electronics, mechanics, and printing.

In order to qualify in one of these areas, a student must have taken two or more units of credit. Students who did not qualify in an area of vocational training were listed as non-vocational.

Procedures of Research

As a preliminary step, the principal of the school was contacted and permission to conduct the study was obtained. A list of the 1958 graduates was obtained and permission to check the records of graduates was granted.

The names of the students' parents, grades made by the students in both academic and vocational classes, major area of training, and a score on the intelligence test were obtained for each graduate by a check of the permanent records of the high school.

A search was made for addresses of all male graduates of 1958. If the graduate's address could not be found from directories, a letter with enclosed post card was mailed to the parents, asking that they write the address of the graduate on the card and return it. In those cases where the cards were not returned by the parents, phone calls were made to the parents and where parents had moved with no forwarding address, a visit was made to the community where the graduate had lived. By these methods, the addresses of the graduates or their parents were obtained in all but one case.

The questionnaire was designed to gather as much information as possible with a minimum amount of effort on the part of the graduate. Simple check-off and numerical answers were used to facilitate responses. The questionnaire was printed on a single page.

The questionnaire (Appendix A) and a cover letter (Appendix B), with a stamped, self-addressed envelope was mailed to each of the seventy-five graduates included in the study.

A follow-up card was mailed three weeks after the first mailing, to each person who had not returned his questionnaire. An additional follow-up letter and duplicate questionnaire were mailed three weeks following the second mailing to those who still had not returned their questionnaires.

Definition of Terms

Certain terms were set aside for special usage in this study. The definitions which were given may or may not agree with common usage.

Comprehensive high school. Conant defined a comprehensive high school as, "a high school whose programs correspond to the educational needs of all the youth of the community."¹

¹ James Bryant Conant, The American High School Today - A First Report to Interested Citizens, p. 12.

Employed persons. Employed persons were defined as those who were paid for services or self-employed with the intent of making a profit.

Grades. Grades were defined as those marks (A, B, C, D, or F) which a student received while in high school.

Graduates. Graduates were operationally defined as those who received a high school diploma after completing all necessary work.

Job status. Job status was operationally defined as that job which a graduate held at the time of the survey.

LCCHS. For the purpose of this study, Labette County Community High School was abbreviated LCCHS.

Trade school diploma recipients. Trade school diploma recipients were those students who made grades of B or better in their major field and no grade below C, and who applied for and received a trade school diploma.

Vocational. McLure defined vocational as "the formal instruction at the high school level which concentrates on development of knowledge, skills, and attitudes of the student for pursuit in a particular occupation or group of occupations."¹

Vocational training areas. Areas of vocational training were operationally defined as those areas of

¹William P. McLure, "The Future of Vocational Technical Education," American Vocational Journal, 36:8, March, 1961, p. 8.

training which prepared a student for a job or a group of jobs. Areas which were included as vocational training areas in this study were agriculture, commerce, drafting, electronics, mechanics, and printing.

Setting for the Problem

The Labette County Community High School has been cited a number of times for vocational work and nearly complying to the standards set up by Conant¹ for a comprehensive high school. Murphy pointed this by noting that LCCHS has come "close to doing in a rural area what Dr. Conant, and all educators, want every high school to do--serve the needs of each of its pupils."² Murphy further pointed out the "trade school curriculum is not separate from the academic program (and) is not a place to shunt academic misfits."³

In a report by Look magazine, Morgan quoted a student of LCCHS as saying he liked attending LCCHS because it made him a TV-Radio man which will give him a vocation if he does not attend college.⁴ Morgan also cited a boy in college

¹Conant, op. cit., pp. 19-20.

²Anna Mary Murphy, "It Can Be Done in Kansas," The Kansas Teacher, 66:9 (May, 1959), 35.

³Ibid., p. 36.

⁴Thomas B. Morgan, "The Class of '68," Look, V28:19 (September 22, 1964), 27.

prep from a Washington, D.C. school as saying, "'You feel you must get into college because you can't get a job. I mean you don't have any vocational training.'"¹

Murphy pointed out that although no Kansas school meets all of the Conant standards for a comprehensive high school, LCCHS was selected as one of two schools for "a major NEA television documentary film on the American high school."²

The concept of comprehensiveness was reflected in the following statement from the LCCHS catalog.

It is the philosophy of LCCHS in the training of its students that adequate preparation in text books is essential but to stop here would be like stopping with the ABC's in the learning of the English Language. In the training of our students, it is most essential that the student be trained according to his interest and ability. To make one's education useful, it is necessary to go beyond the field of text books, which provides a stepping stone for him into a vocational, industrial, or college preparatory field. To be an engineer, it is necessary to build the bridge or for the surgeon to perform the operation and so it is likewise true for our students to go beyond their text book learning and to receive training which will provide a skill or useful occupation in industry or in college in such fields as: machine shop, auto mechanics, pre-engineering, TV and electronics, linotype and offset printing, secretarial training, vocational agriculture, vocational home economics, college preparatory, nurses training, creative writing, and etc.³

¹ Ibid., p. 19.

² Murphy, op. cit., p. 35.

³ Catalog 1965-1966, "The Labette County Community High School," p. 5.

To back up this statement of philosophy, LCCHS offered twelve diplomas; Murphy described these diplomas as:

. . . the general diploma all must earn, a college preparatory course diploma, and the trade school diplomas in auto mechanics, commerce, vocational agriculture, business administration, vocational homemaking, music, printing, drafting, radio and television, and pre-nurses training.¹

Murphy continued by saying that only about one-fifth of the students would earn a trade school diploma but more would have taken trade school courses.²

The school plant. Facilities of the LCCHS plant were described by Murphy as five buildings in the main campus with nearby farm buildings, silos, stocked ponds, and football stadium and baseball field. Buildings included an administration building, a 2000-seat auditorium and 2200-seat gymnasium, trade school buildings, cafeteria, and music-science building.³

Review of Selected Literature

A search was made of studies in vocational and technical education in an effort to locate previous studies of this type. Several studies were found which were directly or indirectly related to a study of graduates from a comprehensive high school in which it was necessary to complete

¹Murphy, op. cit., p. 36.

²Ibid.

³Ibid.

academic as well as vocational courses in order to graduate. No attempt was made to review all studies related to the area.

Coe, in a study of graduates from a complex of vocational schools in a New Jersey county, found that 81 per cent of the graduates available for work went to work in the area for which they were trained, and 61 per cent remained in jobs in the area of their training at the end of ten years.¹ Coe further pointed out that the graduates employed in their trades had an average of 1.1 less job turnover in ten years when compared to those employed out of the trade in which they received training.²

In the New Jersey report it was indicated that the schools were training for jobs which were available in the county by showing that 86 per cent of the class studied were living in the county ten years after graduation. Training also was shown to be adequate to obtain employment since less than one-third (32%) of the graduates had some form of schooling after high school and less than 3 per cent were looking for work at the time of the survey.³

¹Burr D. Coe, "Vocational Technical School Graduates - Ten Years Later," American Vocational Journal, V40:4,16.

²Ibid.

³Ibid., p. 17.

In a study made in the business department at LCCHS, Stander found that of those graduates returning the questionnaire, 38.6 per cent of the business graduates obtained some additional education beyond high school compared to 72.5 per cent of the non-business. Most of these graduates who received training attended two- and four-year colleges, with very few attending technical schools. Stander's study further showed that of the 150 respondents from the classes of 1960, 1962, and 1964, 58.8 per cent of the graduates not in the armed services were living within a thirty-mile radius of LCCHS, showing that the employment needs of most of the graduates were met generally within the LCCHS employment area.¹

In a study made of 1961 Manhattan graduates and dropouts who did not attend college, Longberg found that none of the class was employed in the professional and managerial or in agriculture occupations one year after leaving school.² Longberg also found that less than 6 per cent of the male graduates were employed in sales or service occupations, and less than 6 per cent in skilled and semi-skilled occupations, while 25.6 per cent were employed in unskilled

¹ Wayne R. Stander, "A Follow-up Study of Selected Graduates of Labette County Community High School, Altamont, Kansas," p. 21.

² Harry Wilber Longberg, "A Follow-up Study of the 1961 Class of Manhattan High School with Emphasis on Job Placement of those not in College," p. 12.

occupations. Two and eight-tenths per cent of the graduates were unemployed and looking for work.¹

In the above study, it was noted that the study was made one year after the graduates and dropouts left school, and eliminated the graduates going on to college. It was assumed for the purpose of this study that many of those probably would have pursued occupations after dropping out of college. The Panel of Consultants reported that of the 40 per cent of students now in grade school who continue their education at the college level, half will finish a four-year degree.²

Venneberg, in a study involving ten graduating classes, found that 68.36 per cent of the male graduates found work within twenty-five miles of the school. Of those leaving the twenty-five-mile radius, it was found that 84 per cent were either college graduates or career men in the armed services.³

Venneberg further found that of the 40 per cent who started to college, 40 per cent did not finish.⁴

¹Ibid.

²United States Department of Health, Education and Welfare. Education for a Changing World of Work: Summary Report of Consultants of Vocational Education. Washington: Government Printing Office, 1962, p. 3.

³Clyde Maurice Venneberg, "A Follow-up of the Solomon Rural High School Alumni Graduating During the Period of 1947-1956," p. 20.

⁴Ibid., p. 23.

Venneberg concluded from his research that, "There was an indication that insufficient use was being made of the trade school and an increased dependence upon training on the job through apprenticeships and employers' training schools."¹

Bradley, in a five-year study of the occupational status of Kansas 1959 high school graduates having four or more units of vocational agriculture, found that "one fourth of this group is now farming; one eighth is in farm related occupations; over one fourth is in non-farm related occupations; one sixth is still in colleges and universities and one eighth is in the armed forces."²

Bradley pointed out that those vocational agriculture graduates who did not continue to farm or attend college might have needed additional training.³

Agan, in a study of non-farm agricultural occupations in Kansas, pointed out that according to employers' response there was a need for 2823 additional employees who have agricultural training in the five years following the study.⁴

¹Ibid.

²Howard R. Bradley, "Agriculture in Kansas Area Vocational Schools," The Agricultural Education Magazine, 37:10 (April, 1965), 240.

³Ibid.

⁴R. J. Agan, "A Study of Non-Farm Agricultural Occupations in Kansas" (A cooperative study, Kansas State University and Kansas State Board for Vocational Education, 1964).

The employers felt that in 88 per cent of the cases, the needs of these employees could have been met by less than college training.¹

Agan and others, in a study of the 1960 Paola High School graduates, found that 74.1 per cent of the male students went on to some form of advanced training. Of all graduates (male and female), it was found that nearly 80 per cent of those employed with no training beyond high school still resided in the county. Twenty-five per cent of those who received advanced training resided in the county.²

It was pointed out in the Paola study that of those who attended college who resided in the county, 25 per cent commuted to employment outside of the area, thus indicating that those who completed a college education were not likely to remain in the county. Of those employed in the county, over three-fourths (76.1%) were from the non-college group.³

The necessity of evaluating the vocation program was shown by Krebs in an article on the vocational act of 1963. Krebs stated that "we must plan for our own continuing evaluations so we will know, long before national advisory

¹Ibid.

²R. J. Agan and others, "Descriptive Report of the Research Pilot Program in Vocational Education at Paola, Kansas" (A study made in cooperation between the United States Office of Education and the School of Education, 1964).

³Ibid.

councils begin work, what the results of our efforts have been and the kinds of program adjustments needed."¹

In reference to the national evaluation of vocational education, Krebs referred to the following points:

1. There will be an evaluation at least every five years.
2. Both programs and services will be evaluated.
3. State programs will be evaluated.
4. Local programs will be evaluated.
5. Current manpower needs will be considered.
6. Projected manpower needs will be considered.
7. Current job opportunities will be considered.
8. Projected job opportunities will be considered.
9. The relative vocational education needs of all groups will be considered.
10. Any reports the Commissioner of Education may reasonably expect must be provided.
11. State plans must include provisions for evaluation.
12. Although a national advisory council will conduct the periodic evaluations, the national advisory committee, of necessity, also will be concerned with evaluation.²

¹ Alfred H. Krebs, "Guiding Principals for Evaluation Under the Vocational Education Act of 1963," The Agricultural Education Magazine, 37:10 (April, 1965), 238.

²Ibid.

PRESENTATION OF DATA

The data for this report were secured through the use of a questionnaire mailed to the seventy-five 1958 male graduates from LCCHS.

For the purpose of comparison of data, the fifty-eight respondents were divided in three general ways which were (1) areas of vocational training which they had received the most training while in high school, (2) grades received in all classes while in high school, and (3) type and amount of education they had received beyond high school.

Response by the Graduates

The data with regard to the number of individuals included and the response by each of the selected vocational training areas were grouped and presented in Table I of this report. In Table I it was noted that 77.33 per cent of the graduates returned the questionnaire. When the vocational areas were divided, it was disclosed that all those trained in printing returned the questionnaire while only one-half of the electronics group returned their questionnaires. Percentages of returns made by other vocational areas were 88.23 from agriculture, 85.71 from commerce, 80 from drafting, and 71.42 from mechanics.

A comparison was made of the per cent of returns which were received from each of the areas. It was noted

TABLE I
 RESPONSE TO QUESTIONNAIRE, COMPARED TO TOTAL
 GRADUATES BY AREA OF VOCATIONAL TRAINING

Area of training	Number responding	Number in class
Agriculture	15	17
Commerce	6	7
Drafting	8	10
Electronics	2	4
Mechanics	25	35
Printing	2	2
Non-vocational	0	0
Total	58	75

that the mechanics area returned 43.1 per cent of the total, 25.86 per cent from the agriculture group, 13.79 per cent from the drafting group, 10.34 per cent from the commerce group, and 3.45 per cent each from the electronics and printing groups. Of those not responding to the questionnaire, 58.8 per cent were from the mechanics group.

Geographic Distribution of the Graduates

Three areas in defining the geographic locations of the graduates were designated. The areas were (1) Labette County where the high school is located, (2) the State of Kansas outside of Labette County, and (3) outside the State of Kansas.

Table II shows the distribution of the graduates responding to the questionnaire at the time of the survey. It was noted from Table II that of the graduates who resided in the county, over two-thirds (69.56 per cent) indicated that they had had no education at the college level. Three graduates, or 13.4 per cent, of those residing in the county had attended four or more years of college. Of the graduates who had attended four or more years of college and lived in Labette County, two-thirds had received vocational training in agriculture and one-third in drafting.

Of those graduates who had not attended college, nearly one-half (48.38 per cent) lived in Labette County. Seven, or 22.51 per cent, of those who had not attended college, had emigrated from the state. In contrast with the non-college group, 50 per cent of those who had attended four or more years had located out of the state and an additional 25 per cent had not relocated in Labette County.

Of those who had attended college less than two years, one-half had emigrated from the state. An additional one-third did not reside in the county.

Table II further shows that those who had attended two but less than four years of college had nearly an even distribution in the three defined areas of location. It was the author's opinion that some of those who resided in the county were graduates from junior colleges. No check was

TABLE II
 LOCATION OF 1958 GRADUATES BY LEVEL
 OF COLLEGE EDUCATION

Years of college	Area of training	Location		
		Labette County	Kansas	Out of state
None	Agriculture	5	1	3
	Commerce	1	0	0
	Drafting	1	1	0
	Mechanics	8	5	4
	Printing	0	2	0
	Electronics	0	0	0
	Total	15	9	7
Less than two years	Agriculture	0	0	0
	Commerce	0	0	0
	Drafting	0	1	0
	Mechanics	1	1	3
	Printing	0	0	0
	Electronics	0	0	0
	Total	1	2	3
Two years but less than four	Agriculture	1	1	0
	Commerce	2	0	0
	Drafting	0	1	2
	Mechanics	1	0	0
	Printing	0	0	0
	Electronics	0	0	1
	Total	4	2	3
Four or more years	Agriculture	2	1	1
	Commerce	0	0	3
	Drafting	1	1	0
	Mechanics	0	1	1
	Printing	0	0	0
	Electronics	0	0	1
	Total	3	3	6
Grand total		23	16	19

made on the college attended or degrees obtained by the graduates.

When the distribution of all of the respondents was considered, 39.65 per cent were found to reside in the county, 27.58 per cent resided in Kansas but not in Labette County, and 32.76 per cent resided out of state. Nearly two-thirds (60.34 per cent) of the respondents found employment out of the county.

Of those respondents who resided in the county from the non-college group, those trained in agriculture represented 33.33 per cent; mechanics represented 53.33 per cent; and commerce and drafting represented 6.66 per cent each. Of the non-college group who resided in Kansas but not in Labette County, 55.56 per cent were trained in mechanics while 22.22 per cent were trained in printing and 11.11 per cent each from agriculture and drafting. Fifty-seven and eighty-five hundredths per cent of the non-college group living out of state were from the mechanics group, with the remaining 42.15 per cent from the agriculture group.

For the purpose of further comparison, the male graduates were divided into two groups by grades received in both academic and vocational classes. Total grade averages were computed by using 4 for A's, 3 for B's, 2 for C's, 1 for D's, and zero for F's. The median was calculated and used to divide the upper half and the lower half. The median score was included in the lower half.

Table III shows the location of the graduates at the time of the survey by area of training and was further divided into upper half and lower half of the class. The same location areas were used as defined for Table II.

TABLE III
LOCATION OF GRADUATES BY THE AREA
OF VOCATIONAL TRAINING

Area of training	Rank in class	Location		
		Labette County	Kansas	Out of state
Agriculture	Upper	6	0	2
	Lower	2	3	2
	Total	8	3	4
Commerce	Upper	2	0	3
	Lower	1	0	0
	Total	3	0	3
Drafting	Upper	2	2	2
	Lower	0	2	0
	Total	2	4	2
Mechanics	Upper	1	5	2
	Lower	9	2	6
	Total	10	7	8
Printing	Upper	0	0	0
	Lower	0	2	0
	Total	0	2	0
Electronics	Upper	0	0	2
	Lower	0	0	0
	Total	0	0	2

When the data in Table III were examined, it was found that nearly one-half (46.67 per cent) of those who resided in the county were those who received training in mechanics; however, it was noted that this was close to the per cent of returns received from the mechanics group. Eight, or 38.09 per cent, of those residing in the county were from the agriculture group which was nearly one and one-half (1.47) times the percentage which would have been expected from the number of returns.

The author became interested in finding out which of the defined locations attracted those trained in the various areas who ranked in the upper one-half of their class. The data indicated that of those graduates who ranked in the upper one-half and resided in the county, 54.54 per cent were from the agriculture group; 18.18 per cent each were from the drafting and commerce; and 9.07 per cent were from the mechanics area. The area defined as Kansas but not in Labette County attracted the most (71.42 per cent) who ranked in the upper one-half of the class from the mechanics group. Of those in the upper one-half of the class who emigrated from the state, the areas of training were about equally represented. By further analyzing the data in Table III, it was noted that about equal numbers from the upper half and lower half of the class were represented in each of the defined areas. All of those trained in printing were in the lower one-half of the class and lived in Kansas but not in

Labette County. All of those trained in electronics were in the upper one-half of the class and resided out of the state.

Job Status of the Graduates

The job description listed by the respondents was divided into areas of work by the author's opinion of what jobs were related to each vocational training area. If the author felt that a job was not related to any particular area of training offered, it was listed as "other." The jobs held by the graduates were compared to the areas of vocational training and presented in Table IV. Slightly less than one-half (48.27 per cent) of the graduates were employed in the trade for which they were prepared. Approximately the same trend was found for all vocational training areas except electronics where the two graduates responding were both employed in the field of electronics. Nearly one-fourth (23.43 per cent) of the jobs held by the graduates were in areas for which training was offered but not in the field in which they were trained. Slightly over one-fourth (28.68 per cent) of the jobs that were held by the graduates were in areas that were not particularly related to any vocational training area offered.

Table V shows that two-thirds of the respondents who received trade school diplomas were employed in areas of work related to the vocational training they received.

TABLE IV
JOB STATUS OF THE 1958 MALE GRADUATES

Area of work*	Jobs held by graduates	Area of training						
		Ag.	Com.	Draft.	Elec.	Mech.	Print.	Total
Agriculture	Carpenter	1						1
	Farmer	4**			5***			9
	Soil cons. aide	1						1
	Veterinarian	1						1
	Voc. ag. teach.	1						1
	Warehouse (feed)	1						1
Commerce	Cost accountant		1					1
	CPA		1					1
	Ins. salesman	1			1**			2
	Night club owner		1					1
	Service station owner					1		1
Drafting	Engg. aide			1				1
	Draftsman			1	2			3
	Mech. engg.			1				1
Electronics	Spacecraft control				2**			2
	Electrician				2**			2
Mechanics	Mechanics				3**	1		4
	Hvy. equip. op.				1			1
	Machinest	3		1	5**			9
	Weldor				1			1
Printing	Stereotypist					1		1
Other	Armed services			1	3			4
	Assembly				1			1
	Fireman			1	1			2
	Laborer				1			1
	Metal man	1						1
	Psychiatric aide		1		1**			2
	Pump repair	1						1
	Refinery op. supervisor			1				1
	Student		2	1	1**	1		5
	Truck driver	1**						1

*Job descriptions given by the graduates were grouped by the author into the various vocational training areas.

**One held another job.

***Three held other jobs.

TABLE V
 JOB STATUS OF THE 1958 TRADE SCHOOL
 DIPLOMA RECIPIENTS

Area of training	Area of vocational training to which jobs were related					Not related
	Ag.	Com.	Draft.	Elec.	Mech.	
Agriculture	4					
Commerce		1				
Drafting			3			3
Electronics						
Mechanics						1
Printing						

Of those listed as not related, two were students and one was in the armed services.

Education and Training Graduates Received

Graduates were asked to indicate the number of semesters they had attended college. Table VI broke down the graduates by area of vocational training they received and rank in class for comparison of the number of semesters of college graduates attended. Thirty-one, or 53.44 per cent, of the graduates indicated that they had not attended college. Slightly over two-thirds (67.74 per cent) of those who did not attend college were in the lower half of the class. Over one-half (54.83 per cent) of those not attending college were from the mechanics group. Four of the six

TABLE VI

SEMESTERS OF COLLEGE ATTENDED BY GRADUATES

Area of training	Rank in class	Semesters of college												
		none	1	2	3	4	5	6	7	8	9	10	11	12
Agriculture	Upper									1			1	
	Lower	5				2								1
Commerce	Upper	1				1				1			1	
	Lower					1								1
Drafting	Upper	1				1	1	1					1	
	Lower	1		1										1
Electronics	Upper													1
	Lower					1								
Mechanics	Upper	5	1											
	Lower	12	3	1		1							2	
Printing	Upper													
	Lower	2												
Total		31	4	2	0	7	1	1	1	0	2	5	3	0

graduates who attended one or two semesters of college were trained in mechanics. Of the graduates who attended four, five, or six semesters, about one-half (55.55 per cent) were in the upper half of the graduating class. Table VI shows that of the twelve graduates who attended eight or more semesters of college, 91.66 per cent were in the upper one-half of the graduating class. At least one graduate from all vocational areas except printing had attended eight or more semesters of college.

In Table VII, it shows that three, or 5.17 per cent, of the graduates had attended two or more semesters of trade school. The graduates attending trade school were from three different areas of vocational training. All those attending trade schools ranked in the upper half of their graduating class.

Table VIII was developed to show the number of months of formal on-the-job training graduates received on the jobs they held at the time of the study. It showed that 36.21 per cent of the graduates received some formal training on the jobs they held at the time of the survey. The percentage of those who received formal on-job training for each vocational training area was 59.09 from mechanics, 27.27 from agriculture, 9.09 from commerce, and 4.54 from printing. The graduates who received formal on-job training on the job held at the time of the survey received an average of 6.68 months of formal training. None of the graduates from

TABLE VII
SEMESTERS OF TRADE SCHOOL ATTENDED
BY GRADUATES

Area of training	Rank in class	Semesters of trade school			
		none	1	2	3
Agriculture	Upper	7		1	
	Lower	7			
Commerce	Upper	5			
	Lower	1			
Drafting	Upper	5		1	
	Lower	2			
Electronics	Upper	2			
	Lower				
Mechanics	Upper	7			
	Lower	17			
Printing	Upper				
	Lower	2			
	Total	55	0	2	1

electronics or drafting groups received formal on-job training on the job held at the time of the survey. The average number of months of formal training for those who received formal training from other areas was 9.66 months from agriculture, 6.0 months from commerce, 6.15 months from mechanics, and 9.0 months for printing. Nearly two-thirds (63.63 per cent) of those who received formal on-job training on the job at the time of the survey ranked in the lower half of the class.

TABLE VIII

MONTHS OF FORMAL ON-THE-JOB TRAINING
RECEIVED BY THE GRADUATES

Area of training	Rank in class	Number of months of formal training													
		none	1	2	3	4	5	6	7	8	9	10	11	12 or more	
Agriculture	Upper	5		1								1			1
	Lower	4		1	1		1								
Commerce	Upper	4			1										
	Lower	1				1									
Drafting	Upper	6													
	Lower	2													
Electronics	Upper	2													
	Lower														
Mechanics	Upper	5			2	1									
	Lower	7	1	1	2		1			1		2	2		
Printing	Upper													1	
	Lower	1													
Total		37	1	3	6	1	0	3	0	0	2	0	3	3	

Job Tenure of the Graduates

Table IX shows that the graduates who held jobs which were related to the vocational training they had received had held more different jobs, on the average, than those who did not hold a job related to the training they had received. The group which held jobs that were not related to training had held an average of 0.26 of a job less than those who held jobs related to the training they had received.

The groups which had the lowest number of job turnover per person were the related commerce group, the related drafting group, the related electronics group, and the related and non-related printing group, all with an average of two different jobs per graduate.

Of those trained in agriculture, the group which held jobs related to the training received had held about one-fourth (0.28) of a job more, on the average, than those who were employed in jobs that were not related to jobs received. It was noted by the author that one graduate in the related agriculture group had reported holding thirteen different jobs, thus raising the average of the group.

The mechanics group showed the widest spread, with the group employed in the area they had received training having held an average of eight-tenths of a job more than those who were employed out of the field in which they were trained.

TABLE IX

NUMBER OF JOBS HELD BY GRADUATES

Area of training	Jobs related to training	Number of jobs						
		1	2	3	4	5	6	7 or more
Agriculture	Related	2	4	1	1	1		1
	Non-related		3	1	1		1	
Commerce	Related	1	1	1				
	Non-related	1	1			1		
Drafting	Related	2			1			
	Non-related	2	1		2			
Electronics	Related		2					
	Non-related							
Mechanics	Related				3			1
	Non-related	5	1	6	1	2		1
Printing	Related		1					
	Non-related		1					
	Total	13	15	14	8	4	3	1

Table X shows that slightly over one-half (53.1 per cent) of the respondents had held the job they held at the time of the survey for less than three years. The graduates who were employed on a job related to the training received at the time of the survey had been on the same job for an average of 2.94 years. Those graduates employed out of the field for which they were trained had been on the same job for an average of 2.56 years. The graduates who responded had been employed on the job they held at the time of the survey for an average of 2.75 years.

Selected Employment Conditions

In Table XI was included the hours per week graduates worked on their jobs. Slightly over one-half (52.61 per cent) of the graduates who responded to the question concerning the number of hours worked per week, worked over forty-five hours per week. Nearly one-fifth (19.6 per cent) of those responding indicated that they worked more than sixty hours per week. Of those who worked fifty or more hours per week, one-half (50 per cent) had ranked in the upper one-half and lower one-half of the class. Slightly over one-half (52.94 per cent) of those working less than fifty hours had ranked in the lower one-half of the class. Graduates who received training in agriculture, commerce, and mechanics indicated that they worked more than fifty hours per week.

TABLE X

NUMBER OF YEARS GRADUATES WERE ON PRESENT JOB

Area of training	Jobs related to training	Number of years							
		0-0.9	1-1.9	2-2.9	3-3.9	4-4.9	5-5.9	6-6.9	7-8
Agriculture	Related	2		2		2	2		1
	Non-related			3		1		1	
Commerce	Related		3						
	Non-related	2				1			
Drafting	Related			1	1				1
	Non-related	2	2			1			
Electronics	Related			1					
	Non-related					1			
Mechanics	Related	2	1	1	2	1	2	1	
	Non-related	1	4	4	2		1	1	2
Printing	Related					1			
	Non-related							1	
Total		9	10	12	5	5	9	4	4

TABLE XI

WORK HOURS PER WEEK

Area of training	Rank in class	Hours per week							No resp.
		35-39	40-44	45-49	50-54	55-59	60-64	65 up	
Agriculture	Upper		2	2	1	1	1	1	1
	Lower		2	2		1	1		1
Commerce	Upper		1		2				2
	Lower								1
Drafting	Upper	1	3						2
	Lower		1					1	
Electronics	Upper			1					
	Lower	1							
Mechanics	Upper		4	1		1		2	2
	Lower		7	4	1	1	2	2	
Printing	Upper								
	Lower	1	1						
Total		3	21	10	4	3	4	6	7

Table XII shows that over three-fourths (75.85 per cent) of the graduates did not work for more than one employer. Nearly one-fifth (18.96 per cent) of the graduates indicated that they worked for more than one employer. Three, or 5.17 per cent, of the graduates occasionally worked for more than one employer. Over one-half (57.14 per cent) of the graduates working for more than one employer full- or part-time ranked in the upper one-half of the class. Graduates from all vocational training areas except drafting and electronics indicated that they worked for more than one employer.

Armed Service Experience

Table XIII shows that nearly two-thirds (62.06 per cent) of the respondents had been in the armed services. One-half (50 per cent) of those who indicated that they had been in the service, equal numbers were represented from those who ranked in the upper and lower halves of the class. When those who had served four or more years were considered, it was found that slightly less than three-fourths (71.42 per cent) had ranked in the lower one-half of the graduating class. All respondents who had served four or more years had received vocational training in agriculture or mechanics.

Included in Table XIV were the weeks of training in service of all respondents who indicated they had been in the service. One-third of those who had been in the service

TABLE XII
NUMBER OF EMPLOYERS

Area of training	Rank in class	More than one employer		
		Yes	No	Part of time
Agriculture	Upper	2	6	1
	Lower	1	5	
Commerce	Upper	1	4	
	Lower	1		
Drafting	Upper		6	
	Lower		2	
Electronics	Upper		2	
	Lower			
Mechanics	Upper	2	4	2
	Lower	3	14	
Printing	Upper			
	Lower	1	1	
	Total	11	44	3

TABLE XIII

YEARS OF ACTIVE ARMED SERVICE

Area of training	Rank in class	Years							
		None	0-0.9	1-1.9	2-2.9	3-3.9	4-4.9	5-5.9	6-8
Agriculture	Upper	4	2		1	1			
	Lower	4	1				2		
Commerce	Upper	2	1			2			
	Lower				1				
Drafting	Upper	3	1	1		1			
	Lower				1	1			
Electronics	Upper	1			1				
	Lower								
Mechanics	Upper	1	1		2	2	1	1	
	Lower	6	2		3	3	1		2
Printing	Upper							1	
	Lower	1							
Total		22	8	1	9	10	5	1	2

TABLE XIV
WEEKS OF TRAINING RECEIVED
IN SERVICE

Area of training	Rank in class	Weeks					
		none	1-7	8-15	16-23	24-32	32 up
Agriculture	Upper			3	1		
	Lower	1				2	
Commerce	Upper	1		1	1		
	Lower	1					
Drafting	Upper	1		2			
	Lower	2					
Electronics	Upper		1		1		
	Lower						
Mechanics	Upper			3	2	1	
	Lower	3	3	1	1		3
Printing	Upper			1			
	Lower						
	Total	8	4	11	6	3	3

indicated they had received sixteen or more weeks of training. One-fourth did not receive training while in service.

Slightly less than three-fifths (59.25 per cent) of the graduates who indicated they had received training ranked in the upper one-half of their graduating class. Of those who received twenty-four or more weeks of training, 83.33 per cent had rank in the lower one-half of the class. All those who received twenty-four or more weeks of training were from the agriculture and mechanics groups.

Marital and Family Status

Included in Table XV was the marital status of the graduates at the time of the survey. Forty-eight, or 82.58 per cent, of the graduates responding were married. No particular pattern was found for those who were not married. The electronics and printing groups, consisting of two members each, were the only areas where all graduates had been married. Three, or 5.17 per cent, of the graduates reported that they were divorced.

TABLE XV
MARITAL STATUS

Area in training	Rank in class	Married		Divorced
		Yes	No	
Agriculture	Upper	8		
	Lower	6	1	
Commerce	Upper	3	2	
	Lower	1		
Drafting	Upper	5	1	
	Lower	1	1	
Electronics	Upper	1		1
	Lower			
Mechanics	Upper	7	1	
	Lower	14	1	2
Printing	Upper			
	Lower	2		
	Total	48	7	3

Table XVI shows the number of children per family of those graduates who were married. The average number of

TABLE XVI
NUMBER OF CHILDREN

Area in training	Rank in class	Children					
		none	1	2	3	4	5
Agriculture	Upper		1	5	1	1	
	Lower	2	3	1			
Commerce	Upper	1		1		1	
	Lower	1					
Drafting	Upper	1		3	1		
	Lower			1			
Electronics	Upper	1		1			
	Lower						
Mechanics	Upper	1	3	2			1
	Lower	1	5	3	5	2	
Printing	Upper						
	Lower	1	1				
	Total	9	13	17	7	4	1

children per married graduate was one and three-fourths. Less than one-fourth (24 per cent) of the graduates had three or more children. It was observed that the only groups which had more than two children, on the average per family, were the upper agriculture and the lower mechanics. Very little difference was observed in the size of families of those who ranked in the upper or lower half of the class.

Graduates' Rating of Vocational Training

In Table XVII, the graduates were asked to rate the vocational training as (1) essential, (2) helpful but not essential, or (3) of no help in performing the job they held

TABLE XVII
GRADUATES' RATING OF VOCATIONAL TRAINING
RECEIVED AT LCCHS

Area of training	Rank in class	Rating		
		Essential	Helpful	Of no help
Agriculture	Upper	3	5	
	Lower	4	1	2
Commerce	Upper	2	2	1
	Lower			1
Drafting	Upper	6		
	Lower	2		
Electronics	Upper		2	
	Lower			
Mechanics	Upper	4	4	
	Lower	10	6	
Printing	Upper			
	Lower	1	1	
	Total	32	21	4

at the time of the survey. Over one-half (55.17 per cent) rated the vocational training they received at LCCHS as "essential" to performing their job they held. Four, or 6.89 per cent, rated the training they received as "of no help" in performing the job they held. All of the respondents in the drafting group rated their training as "essential."

In Table XVII, it was noted that of those rating the training as "essential," about equal numbers of graduates were represented who ranked in the upper and lower half of the class. Of the graduates who rated the training they

received as "helpful but not essential," 61.9 per cent were from the upper one-half of the class. Three out of the four who rated the training they received as "of no help" had ranked in the lower one-half of the graduating class. One graduate who returned the questionnaire did not respond to the question.

SUMMARY

This study resulted from the author's opinion that there was insufficient evidence that graduates of LCCHS followed the occupations for which they were trained.

Current magazines, trade publications, and studies had some coverage on the subject of follow-up students of vocational students. More had coverage on the necessity of vocational education in the American economy.

The data for this report were secured through the use of a questionnaire mailed to the seventy-five 1958 male graduates of LCCHS. Fifty-eight responded. Additional information was secured by a record check of the school's permanent records.

About two-fifths of the graduates resided in the county. Of those who had attended four or more years of college, one-fourth resided in the county.

Approximately one-half of the graduates were employed in the trade for which they were prepared. Approximately one-fourth of the graduates were employed in areas that vocational training was offered but had not received training in that area. About one-fourth of the graduates were employed in areas in which no vocational training was offered in high school. Two-thirds of the graduates who had received trade school diplomas were employed in a job related to their training.

Slightly over one-half of the graduates had not attended college. Over two-thirds of those who did not attend college had ranked in the lower half of the graduates. Twelve of the fifty-eight graduates had attended four or more years of college.

Three graduates, all from different vocational training areas, had attended two or more semesters of trade school.

Over one-third of the graduates received some formal training on the job they held at the time of the survey. Fifty-nine per cent of those who received formal training were from the mechanics group.

Graduates who held jobs in the area for which they were trained had held an average of six-tenths of a job more than those employed out of the area. Graduates who held jobs related to training received had held their job longer than those who were not employed on a job that was related to the training received. Over three-fourths of the graduates did not work for more than one employer at the time of the survey.

Over sixty per cent of the graduates had been in the armed services. One-half of those who had been in the service had served three or more years. Equal numbers of graduates who had been in the service were from the upper and lower halves of the class.

Over eighty-two per cent of the graduates were married. The average number of children per married graduate was one and three-fourths.

Thirty-two, or 55.17 per cent, of the graduates rated the training they received as "essential." Only four graduates rated the vocational training they received at LCCHS as "of no help."

RECOMMENDATIONS

From the study of graduates from the Labette County Community High School, the author has made the following recommendations:

(1) That a detailed continuing evaluation of the vocational programs be carried out by further follow-up of graduates.

(2) That studies be conducted to see what jobs are available in and around Labette County.

(3) That students' opinions be obtained to find what types of occupations they wish to enter and where they want to locate following high school.

(4) That programs be adjusted to meet the changing needs of students and industry.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Agan, R. J. A Study of Non-Farm Agricultural Occupations in Kansas. A study made in cooperation between the Kansas State Board for Vocational Education and the School of Education. Kansas State University (1964).
- _____, et al. Descriptive Report of the Research Pilot Program in Vocational Education at Paola, Kansas. Office of Education and the School of Education. Kansas State University (1965).
- Arnold, Walter M. "Developing a Total, Balanced Program of Vocational and Technical Education," The Bulletin of the National Association of Secondary School Principals, V49 (May, 1965), 142-154.
- Bradley, Howard R. "Agriculture in Kansas Area Vocational Schools," The Agricultural Education Magazine, 37:10 (April, 1965), 240.
- Catalog 1965-1966, "The Labette County Community High School," Altamont, Kansas: LCCHS Print Shop.
- Coe, Burr D. "Vocation Technical Schools-Ten Years Later," American Vocational Journal, V40:4 (April, 1965), 14-17.
- Conant, James B. The American High School Today- A First Report to Interested Citizens. New York: McGraw-Hill Book Company, 1959.
- Krebs, Alfred H. "Guiding Principles for Evaluation Under The Vocational Education Act of 1963," The Agricultural Education Magazine, 37:10 (April, 1965), 238-239. 253.
- Longberg, Harry Wilbur. "A Follow-up Study of the 1961 Class of Manhattan High School with Emphasis of Job Placement of those not in College." Unpublished Master's Report, Kansas State University, Manhattan, 1962.
- McLure, William P. "The Future of Vocational and Technical Education," American Vocational Journal, 36:7-9, March, 1961.
- Morgan, Thomas B. "The Class of '68," Look, V28:19 (September 22, 1964), 19-33.

- Murphy, Anna Mary. "It Can Be Done In Kansas," The Kansas Teacher, V66:9 (May, 1959), 34-37.
- Nerden, Joseph T. "Vocational Education for a Dynamic Economy," The Bulletin of the National Association of Secondary School Principals, V49 (May, 1965), 8-14.
- Stander, Wayne R. "A Follow-up Study of Selected Graduates of Labette County Community High School." Unpublished Master's Report, Kansas State Teachers College, Emporia, 1965.
- United States Department of Health, Education, and Welfare. Education for a Changing World of Work: Summary Report of the Panel of Consultants on Vocational Education. Washington: Government Printing Office, 1962.
- _____. Education for a Changing World of Work: Report of the Panel of Consultants on Vocational Education. Washington: Government Printing Office, 1963.
- Vennberg, Clyde Maurice, "A Follow-up of the Solomon Rural High School Alumni Graduating During the Period of 1947-1956." Unpublished Master's Report, Kansas State University, Manhattan, 1962.

APPENDIXES

APPENDIX A

QUESTIONNAIRE

Name: _____

Address: _____
 Box or Route City State

Directions: Please answer each question as indicated. If item does not apply, write no or none.

1. Describe your present occupation and tell what you do.

2. In which of the following areas would you classify your job? (Check one)

- | | |
|---|--|
| <input type="checkbox"/> Mechanic | <input type="checkbox"/> Machinest |
| <input type="checkbox"/> Weldor | <input type="checkbox"/> Drafting |
| <input type="checkbox"/> Body & Fender | <input type="checkbox"/> Radio & TV |
| <input type="checkbox"/> Electronics | <input type="checkbox"/> Office Worker |
| <input type="checkbox"/> Business Manager | <input type="checkbox"/> (non-clerical) |
| <input type="checkbox"/> Clerical | <input type="checkbox"/> Printing or |
| <input type="checkbox"/> Farming | <input type="checkbox"/> Journalistic work |
| <input type="checkbox"/> Student | <input type="checkbox"/> Related Agriculture |
| <input type="checkbox"/> Armed Service | <input type="checkbox"/> work (work in ele- |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> vator, labor on |
| (Please Specify) | <input type="checkbox"/> farm, feed store |
| | <input type="checkbox"/> employee, etc.) |

3. How many months of formal training did you receive on present job? _____

4. How many semesters have you attended college? _____

5. How many semesters have you attended trade school (does not include high school)? _____

6. How many different jobs have you held (does not include part-time jobs while in school)? _____

7. How many years have you held your present job? _____

8. On the average how many hours per week do you work on your job? _____

9. Do you work for more than one employer? (Count self if self-employed)
_____ Yes _____ No _____ Part of time
10. How many years have you been in active armed service? _____
11. If you were in the service, how many weeks of training beyond boot camp did you receive? _____
What type of training was this? _____
12. Are you married? _____ Yes _____ No
13. How many children do you have? _____
14. How do you rate the vocational training you received at LCCHS to performing your present job?
_____ Essential _____ Helpful but not essential
_____ Of no help
- _____ Check here if you do NOT wish any of this information to be passed on to the alumni association.

APPENDIX B

LABETTE COUNTY COMMUNITY HIGH SCHOOL AND TRADE SCHOOL

ONE OF TWO SCHOOLS IN THE UNITED STATES PICKED BY THE NATIONAL EDUCATION ASSN. WASHINGTON D.C.,
AS RECOMMENDED BY THE DR. JAMES CONANT REPORT, AND FILMED BY C.B.S.

ALSO FILMED BY A C.B.S. CREW FOR "MARCH OF TIME"

MEMBER OF NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS CLASS "A"
COMPREHENSIVE RATING BY THE STATE BOARD OF EDUCATION

DIPLOMAS OFFERED

BOARD OF TRUSTEES

Leonard Phillips, R. R., Parsons
Clerk
Lester Murphy, R. R., Altamont
Treasurer
Marcus Oakleaf, R. R., Mound Valley
James Tullis, R. R., Oswego
Dan Hoy, R. R., Oswego
Bert Hucke, R. R., Parsons
Lucille Davis, Co. Supt., Ex Officio

ATTORNEY

Elmer Columbia, Parsons, Kansas

HERMAN F. HARRISON, Superintendent
CURTIS D. SIDES, Principal

ALTAMONT, KANSAS

May 2, 1966

Trade School
Auto Mechanics & Machine Shop
Painting, Body & Fender, Forging, Helio Arc,
Gas & Electric Welding
Commerce, Secretarial Training & Office Work
Business Administration
Music and Fine Arts
Band, Orchestra, Piano, Organ & Vocal
Vocational Agriculture
Crops, Soils & Livestock
Vocational Homemaking & Home Nursing
Printing & Linotype
Offset & Photography
Drafting
Machine & Architectural
Radio, Television & Electronics
Creative Writing & Journalism
Other
College Preparatory
General Diploma
Pre-Nurses Training
By A Registered School Nurse

As a teacher at LC and a fellow alumni, I am interested in finding out if we are offering the right type of training to the students and if there are other areas of training that could be included in our program.

Your class has been selected as one of those on which this type of follow-up is being done. Your contribution to this survey is very important.

If you will please fill out the enclosed questionnaire and return it promptly in the stamped self-addressed envelope, the analysis of this survey can meet its May 15 schedule.

I plan to make a map of the locations of the graduates of your class and would be glad to furnish the addresses I obtain to the alumni association for the up-coming ten year reunion of your class. Results of this study will be available this summer and you may obtain them if you will drop me a card at that time.

Sincerely,

Hollie Thomas

SURVEY OF THE JOB STATUS OF THE 1958 MALE GRADUATES
OF THE LABETTE COUNTY COMMUNITY HIGH SCHOOL

by

HOLLIE B. THOMAS, JR.

B. S., Kansas State University, 1962

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1966

The purpose of this study was to make a status study of the 1958 male graduates to (1) survey the geographic distribution of the graduates, (2) determine if the graduates were employed on a job related to the vocational training they had received, (3) determine if the graduates received more vocational training after high school, (4) determine if graduates who received a trade school diploma had a higher rate of employment in the area in which they were trained than those who did not receive a trade school diploma, (5) determine if graduates who received training in one area of vocational training were inclined to switch to another field of work for which training was offered, and (6) survey the opinions of the graduates as to whether they felt the training received was essential to performing the job held at the time of the study.

The data for this report were secured through the use of a questionnaire mailed to the 1958 male graduates of the Labette County Community High School of Altamont, Kansas. A record check was made of the permanent records of the high school.

In the review of literature, it appeared that most writers on the subject expressed the need for vocational training in the American economy. Some difference was found in the writers' opinions of where vocational training should be offered

Of the seventy-five graduates, fifty-eight responded. One could not be located.

Of the twenty-three graduates who resided in the county, 69.56 per cent indicated that they had not attended college. Twenty-seven and fifty-eight hundredths per cent of the graduates resided in Kansas outside of Labette County. Nineteen, or 32.76 per cent, of the graduates had emigrated from the state.

Slightly less than one-half (48.27 per cent) of the graduates were employed in the trade for which they were trained. About the same trend was found for all vocational training areas. Two-thirds of the graduates who received trade school diplomas were employed in areas of work related to the vocational training they received.

Of the thirty-one graduates who did not attend college, 66.74 per cent were in the lower one-half of the graduating class. Over 91 per cent of those who completed eight or more semesters of college were in the upper one-half of the graduating class. Three graduates from the upper one-half of the class attended a trade school.

Over one-third of the graduates received formal training on the job they held at the time of the survey. Nearly two-thirds were from the lower one-half of the class.

Graduates who held jobs related to the vocational training they received had held more different jobs but had held the job they held at the time of the survey longer than

those who held jobs that were not related to the vocational training received. Over three-fourths of the graduates did not work for more than one employer.

Of the thirty-six graduates who had been in the armed services, three-fourths received some type of training beyond basic training.

Forty-eight of the graduates responding were married. The average number of children per married graduate was one and three-fourths.

Thirty-two, or 55.15 per cent, of the graduates rated the vocational training received as "essential." Only four graduates rated the vocational training they received as "of no help."

