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**A FOLLOW-UP STUDY OF THE BUSINESS STUDENTS
WHO GRADUATED FROM INTERMOUNTAIN
SCHOOL FROM 1966-68**

CLARK B. CHILD

1969

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A FOLLOW-UP STUDY OF THE BUSINESS STUDENTS
WHO GRADUATED FROM INTERMOUNTAIN
SCHOOL FROM 1966-68

by

Clark B. Child

A report submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Business Education

Plan B

Approved:

Major Professor

Committee Member

Committee Member

Dean of Graduate Studies

UTAH STATE UNIVERSITY
Logan, Utah

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CHAPTER I

INTRODUCTION

Brigham City, Utah, is the location of the largest boarding school sponsored by the United States Bureau of Indian Affairs.¹ This institution, Intermountain School, is for the disadvantaged Navajo student who has resided on the Navajo reservation, which is located in the states of Utah, Arizona, and New Mexico.

Intermountain School is divided into different departments, such as guidance, elementary, high school, and vocational. Within the Vocational Department are several training programs. One of these programs is the Business Department. Students who select business as their vocational training program enroll during their junior year for three hours each day and during their senior year for the same number of hours per day.

During the junior year, the business students take two semesters of typewriting, two semesters of general business, nine weeks of office machines, nine weeks of filing, and one semester of selling. Senior year students take two semesters of accounting, one semester of retailing, two semesters of typewriting, and one semester of data processing and office practice.

Vocational training at Intermountain School is integrated with the total school curriculum. The school is fully accredited by the Northwest Accrediting Association.

¹Intermountain School, Information Bulletin (Brigham City, Utah, July 1963), 1 p.

Statement of the problem

The purpose for this study was to determine what business students at Intermountain School were doing after they graduated. To determine what the students were doing, the study sought to determine the following:

1. Percent going to Haskell Institute (which is a post-high school for Indians located in Lawrence, Kansas).
2. Percent of the students going to college.
3. Percent of the students going to business schools.
4. Percent of students working.
5. Percent of students in the military service.
6. Percent of students married.
7. Percent unemployed.
8. Percent on which no information was available.
9. Composite percentages of the three classes in each division after graduation.

Importance of the study

At the time of this study a specific analysis of the findings of the school-sponsored follow-up study to determine what the business students are doing after graduation had not been done. The business teachers, supervisors, and the head of the vocational department have had very little information on what the business students do after graduation. This information can be of help in assessing the values of the present business program. This study has shown a pattern of what business students do following graduation. In addition, the information can be useful to those conducting the orientation program for sophomores and other students enrolled in the business program.

Indeed, the dominant purpose of a follow-up study is to find out how to do better in the future by what has been done in the past and what is being done at present.²

Limitations of the study

The value of the findings of this study were limited by the following factors:

1. Only 61 students were included in the population.
2. Only students from the years 1966, 1967, and 1968 were included.
3. No comparison was made with other groups of students.
4. The 1966 class was out of school two years.
5. The 1967 class was out of school one year.
6. The 1968 class was graduated May 10, 1968.

Methods and procedures

The information for this study was taken from an annual questionnaire that has been sent out by the Placement Department of the school. This follow-up questionnaire has been sent for each of three years to the parents after their children graduate to determine the nature of the activities of the graduates after commencement.

For this study the following data categories were formulated, using information from the years of 1966-68.

A. Types of work.

1. Retailing

²Paul S. Lomax, and Harmon Wilson, Improving Research In Business Education (South-Western Publishing Company, Monograph 105, 1962), p. 7.

- 2. Clerical
- 3. Accounting
- 4. Other

- B. Schools
 - 1. Haskell Institute
 - 2. Business
 - 3. College

- C. Military

- D. Married

- E. Unemployed

- F. No information

After the results of the questionnaire were tabulated in the categories mentioned above for each of the graduating classes, percentages were calculated. A comparison was made by using the 1966 graduating class as a base to observe the percent of change in the divisions from 1966, 1967, and 1968. Similarly a comparison was made of the 1967 graduating students to see the percent of change in the divisions from 1967 to 1968.

There was not a comparison made on the graduating class of 1968, since of the short amount of time that had elapsed since the students left school. A percentage was calculated in the various divisions for the class of 1968. Data were gathered in November of the same year that the students graduated.

CHAPTER II
REVIEW OF LITERATURE

Introduction

The impact of education upon the Navajos, the largest of the Indian tribes, has been that of providing an opportunity for change for them. They were, until a few years ago, one of the most withdrawn of the Indian tribes. The Navajos call themselves "Dineh" or simply, "The People." They were promised that one school and one teacher would be provided for every thirty Navajo children who would accept education. However, little happened in Navajo education for seventy-five years. Some schools opened, but the children would not attend. The Navajos did not consider education important and the Government chose not to argue.¹

World War II propelled the Navajos into modern times. Few Navajo men could serve in the armed forces because of widespread illiteracy. The 3,400 who did qualify made a fine record. Those who served with the United States forces in the South Pacific became "code talkers," delivering battle messages in their complex, word-rich, tonal Navajo dialect.

These men, in addition to the 15,000 recruited by the war industry, came to grips with the "outside" world and found that the

¹John Crow, "Schools For the First Americans," American Education, X (October, 1965), pp. 15-21.

Navajos were but a small part of the world's population. Returning servicemen told their elders of the world away from the reservation. Many came to the same conclusion: "We need education."²

Discovery of oil on the Navajo reservation helped to provide funds for implementing change. Millions of dollars of income was derived from oil reserve rights and royalties and from later discoveries of natural gas and uranium. Development of natural resources brought new jobs for the Navajos and, once again, awareness of education and training needs. Schools which had only a handful of reluctant students in the prewar years now train approximately 60,000 boys and girls of all ages.³

The tribe, for so long a loose association of families, had achieved unity, particularly regarding education. The Navajos have overcome their physical and mental isolation. And their dream is not to return to the old ways but to see a network of vocational, elementary, and secondary schools across their reservation.⁴

The growing attraction of education for the Indian has a certain ambivalence, a conflict between the hope of better income and a stronger voice in their own affairs, plus a desire to cling to the familiar past. Proud of their uniqueness, they will continue to preserve the best of their cultural heritage.

Since an individual is a creature of his environment, his progress through life depends today as never before on his ability to

² Martin A. Link, Navajo, A Century of Progress 1868-1968 (Navajo tribe: Window Rock, Arizona, 1968), p. 74.

³ Ibid., p. 88.

⁴ John Crow, "Schools For the First Americans," American Education X (October, 1965), pp. 15-21.

receive knowledge and use it. Navajos are proud of their past and hopeful of their future. While education is not the only answer, it is the major factor in improving their condition. Without it they have no place to go.⁵

Government assistance

Sargent Shriver stated that

He would like to see the day when people stopped doing things for Indians and to Indians, and act as if they really believed that Indians could do things for themselves.⁶

One government agency helping the Navajos is The Bureau of Indian Affairs, branch of Relocation Services, which has offices located in eight cities: Los Angeles, San Francisco, Oakland, San Jose, Denver, Dallas, Chicago, and Cleveland.

The Relocation Service counsels with and assists Navajos who voluntarily seek such assistance toward resettlement outside the Navajo Country where industrial employment is available. The candidates who ask for assistance must meet minimum standards relating to health, education, acculturation and other criteria. Another function of the relocation program is to provide necessary funds to cover the expense of moving, as well as to assist resettled families to locate housing, schools, sources of medical care and employment in the unfamiliar cities to which they elect to go.

For those that need vocational training, a wide variety of vocational training courses are available in the afore-mentioned cities. The branch of Relocation Services underwrites the cost of transportation,

⁵Ibid, p. 22.

⁶Sargent Shriver, "Rubber Stamp or Communal Decision," Journal of American Indian Education V (January, 1966), p. 9.

tuition, books, supplies, as well as living expense of trainees during the training period. The period may not exceed two years, and following its completion the individuals are assisted in finding employment.

There were 255 Navajos, from the years 1958-60, who received vocational training with the help of Relocation Services. Of this number, 34 percent received training in the business area.⁷

Business education in indian bureau schools

A study of the business programs in the boarding schools for Indians was made in 1967. Some of the results are as follows:

Sixty-five percent of the instructors were not satisfied with their programs. Most instructors related their program as just beginning to show signs of growth because of the relative newness of business in the boarding schools' curriculum. Practically all instructors related that a greater variety of business subjects were needed and were being requested.

One school is presently offering only typewriting, but plans to offer three new courses for next year. One of the larger schools is offering eleven business courses including data processing.

All instructors interviewed in the Bureau of Indian Affairs boarding schools had a business major except one. . . . Each boarding school employed at least one business teacher and some schools employed more.

In comparison with public schools business programs, the Bureau's business program is not adequate because it is relatively new and must meet the peculiar needs of the reservation Indian youth. The future of business education in Bureau schools cannot be predicted, but the past shows a definite interest in offering a greater variety of business subjects.⁸

⁷Navajo Yearbook 1951-61, (Navajo Tribe: Window Rock, Arizona, 1962), pp. 233-242.

⁸Glen D. Cobb, "A Survey of the Status of Business Education in the Bureau of Indian Affairs Boarding High Schools," McAlester, Oklahoma (May 15, 1967), pp. 5-8, (Mimeographed.).

Guidance

Vocational guidance and counseling services become very significant for the progress of the Indian student in today's society. With the rapid changes and numerous occupations available, the Indian student should learn to understand himself, his talents, his aptitudes, his abilities and how he may use these as assets to the greatest advantage for himself and for society. Up-to-date occupational information must be available to each student and should be explained by experts in the field in terms that the Indian youth understand. A part of this effort should be first-hand observations and study of occupations in industry, agriculture, higher education, technical and scientific fields, marketing, sales, services, transportation, and in other fields. Such specialized educational and vocational guidance should begin not later than the seventh or eighth grade or its equivalent.⁹

Vocational skills are very important in earning an income but are not sufficient by themselves. If graduates are to go far or succeed well, they must have adequate language, numerical, and social skills which will permit them to adjust to the society in which they will be living and working. There is more to life than making a living, such as family membership, citizenship, and life interests outside the job.

Not all learning takes place in the classroom, laboratory or shop. Learning may also occur in the dormitory, the dining room, the play areas and club activities, as well as in non-Indian contacts outside the school. These must be utilized to the fullest.¹⁰

⁹Hildegard Thompson, "Guide for Action," Indian Education, No. 400, (March 1, 1964), p. 3.

¹⁰Hildegard Thompson, "Looking Ahead--Vocational Education," Indian Education, No. 343, (April 15, 1960), pp. 2-3.

A study was made concerning "My Hopes for My Life on Leaving School," with Navajos and white children ages 15-17. Of the groups tested the Navajos were the least sophisticated. The report indicated three outstanding similarities between the Navajos and white children's hopes.

The first was emphasis on importance of job. Ninety-one percent of the whites spoke of the job. Second, Navajo children expressed desire for material things such as cars and houses in about the same proportions as the white children. Third, among both Navajo and whites less interest was expressed in non-material than in material values. No Navajo child expressed any interest in the non-material values of the old Navajo culture.¹¹

There were also three major differences between Navajo and white children's hopes.

First, the Navajo children were less informed than the white children about jobs that might be available to them and the training necessary for those jobs. All of the schools attended by the Navajos paid some attention to vocations, but in general the Navajo children did not have the foundation on which to build that the white children had. Roughly, the Navajo children were confused by not knowing what jobs were possible, the white children were confused by knowing of many jobs. Second, nearly a third of the Navajo children expressed a concern or affection for family. Third, the Navajo children, in contrast to the white children, expressed considerable insecurity about the future. They did not mention possible prejudice toward them, but feared they might not make the grade, may become "bums" or just drift alone because the temptation were to many or they were not smart. A few said they had been discouraged by others. However, the Navajo children sometimes stated a very strong determination to succeed.

It would seem that the Navajo children are attempting to follow the directions of the white society around them but are finding it difficult to follow. Not only do they lack vocational preparation, they have an inadequate background of knowledge both of jobs and training and inadequate realization of the employer's requirement of regularity of employment. They are handicapped, not directly by prejudice as such, but by not being fully accepted in the white society.¹²

¹¹Elizabeth E. Hoyt, "Some Light on the Adjustment of Indian children," *Journal of American Indian Education*, IV (January, 1965), p. 26.

¹²*Ibid.*, pp. 26-29.

Higher education

A survey of factors contributing to success or failure of Indian students at Northern Arizona University was made in 1966 by the Bureau of Indian Affairs. The results of the findings are as follows:

Lack of sufficient proficiency in the English language to do college work. The majority of the students come from Indian communities and homes where one of several Indian languages or dialects is spoken. English for these students had to be learned in the elementary and high school grades as a second language, which means that these students have acquired their formal education in what to them is a foreign language. A few of them may have been fortunate enough to have had teachers well prepared in teaching English as a second language, but in all probability most did not because only a few colleges and universities offer teacher education courses or programs specializing in this teaching field. Some Indian college students still find it difficult to think in English, and some are attempting to handle college subject matter with less than high school reading tools. On the other hand, evidence points to the fact that most of these same college students if tested with instruments that eliminate English language factors score average or better with respect to potential ability. Nevertheless, struggling with the language problem has a damaging effect on their confidence in themselves.

Inability to manage personal finances is a serious problem. Indian students as a rule have had little experience in handling either cash or checking accounts; therefore, budgeting is not a part of their make-up. When they receive sizeable scholarship checks they often use their funds to purchase low priority items or for things unrelated to their college needs. Suddenly they wake up to a serious problem when their cash is depleted and college bills for such essentials as meals, rent, and fees must be paid. No doubt many non-Indian students get into similar difficulties, but usually they have someone to turn to for help. The Indian student as a rule has no source of help except the scholarship which he has exhausted. From his point of view the only way out is to walk away, saying nothing to anyone.

Poor management of time is another serious problem with the Indian student. As a rule they have had their time managed for them at the high school level. Meeting schedules and using time well between classes can mean poor preparation for the next class, in which case the easiest way out in the minds of some students is to skip that class. Warning about low grades follow, and the filing grade problem complicated by financial problems and sub-standard capability in the English language forms a web more frustrating than many students can take. Again, for many of them walking away is the only solution they

know. Nevertheless, conflicts between Indian culture and college life need to be reconciled, otherwise the difficulties will continue, and attrition will continue to far too great.¹³

In 1960 the United States Office of Education sponsored a two year research study entitled "Higher Education of Southwestern Indians with Reference to Success and Failure (USOE Project 938)." Some of the results of this study are as follows:

Generally speaking, there has been a steady increase in the amount of money expended on scholarships for Indian students.

Very little comprehensive research has been done in the field of Indian Education. . . . In light of the exploding Indian population and perplexing problems facing Indians, it is felt that much more research needs to be directed at the area of Indian Education.

Indian clubs play an important role in colleges and universities enrolling a number of Indian students.

Nine colleges and universities provided a special guidance and counseling service for Indian students.

The five southwestern institutions with the largest Indian enrollments were Northern Arizona University, Arizona State University, Brigham Young University, Fort Lewis A & M, and the University of New Mexico. These five schools enrolled 70 percent of all Indian students in schools identified by this study in the four state area.

Seventy-three percent of the tribal leaders interviewed identified education as a crucial problem facing American Indians today.

The three major reasons for college drop-outs as identified by southwestern tribal leaders were: financial reasons, lack of encouragement from family and tribe to stay in school, and inadequate preparation.

During the period of study (September 1958 through January 1962), 416 Indian in-school students were identified in 27 southwestern colleges and universities. During the same period 237 drop-outs were identified.

¹³Hildegard Thompson, "A Survey of Factor Contributing to Success or Failure of Indian Students at Northern Arizona University," Indian Education, No. 439 (November 1, 1966), pp. 1-2.

Thirty-five percent of the Indians in school had less than a "C" average.

Facility with the English language seems to be even greater importance for success in college among Indians than it is among non-Indians.

The middle third of the high school graduating class did not achieve in college as well, on the average, as those from the lower or upper third of their graduating class.

The Indian reported that he spent more time outside of class preparing for his school work than the non-Indian. The mean number of hours of study for the Indian was 16 to 20 hours per week while for the non-Indian it was 11 to 15 hours per week.

The Indian reported spending a great deal more time in the library than the non-Indian. Thirty-three percent of the Indians and four percent of the non-Indians spent more than seven hours a week in the library.

Thirty-two percent of the Indians in school and two percent of the non-Indians had been on academic probation.

Married students were more likely to get higher grade point averages than were single students.

The student's age was significantly related to grade point average in a positive direction suggesting that the older the student is, the better chance he has of making satisfactory grades in college.

Significant differences between the in-school Indians and Indian drop-outs were found in these areas: the drop-out was more likely to have been born on a reservation; he was more likely to have spent all his years in an elementary school on a reservation; he was more likely to come from a larger family; his father was older and less well educated; he was more likely to have completed one and one-half to three units of vocational subjects in high school; he was more inclined to discuss only academic problems with his college instructors; he was more inclined to be rated by his college instructors as less neat or indifferent to personal appearance than the typical student; he was inclined to study less and to spend less time in the library; and he was more likely to be placed by his college instructors on the undesirable end of scales which rated ability to do independent work, interest in classroom instruction, quality of classroom comments, dependability, self-confidence, perseverance in school work, soundness of decisions, and ability to express oneself in oral or written English.

The Indian students attending colleges and universities in the Southwest represented 89 tribes, 37 of which are in the Southwest. Two hundred thirty-three were Navajo, 30 were Hopi, and 19 were members of Laguna Pueblo. These three tribes had the largest representation.¹⁴

The following poem was written by a 16 year old Indian girl from Longview, Washington. The poem expresses the desires and feelings of many Indian students.

"LIVE PROUD AND FREE"

I am a young Indian.
My hair is black and my skin is brown,
But I feel no inferiority before the White Man.

Brown is the color of the earth;
Black is the color of the sky before the life giving rain falls.
As the soil and rain bring forth food for life.
So must I, as the lord of nature,
Bring forth food into the world.

All Indians are blessed at birth with the precious heritage of
independence and pride.
Like a costly gem, this precious heritage must be treasured,
Lest it become a dull, worthless stone.

To live proud and free, as was meant to be,
Indian youth must learn to progress in the White Man's hunting
ground, for it is ours too.
The White Man has not taken our land; he has only changed it,
made it a tower of strength for all Americans of whatever
race or nationality.

America is my land; America is our land; to hold, to cherish,
to cleave unto, to preserve, and to protect.
It is our duty to learn to live in our changed homeland.

We can no longer use the bow and arrow to obtain our necessities.
Our new tools must be ambition and education.
We cannot stand tall and proud if we refrain from the pursuit
of progress.
We cannot be free if we do not try to break the binding chains
of poverty and ignorance.

¹⁴John Barnes, G. C. Helmstadter, G. McGrath, Bruce Meador, and Robert Roessel, "Higher Education of Southwestern Indians with Reference To Success and Failure," Journal of American Indian Education, IV (January, 1965), pp. 5-13.

God gave all his children talents to use for him,
 God gave to Indian youth a special mission, as first Americans;
 to preserve and cherish America's freedom,
 And to hold themselves and others proud and free as it was
 meant for all God's children to be.¹⁵

Summary

World War II helped to bring about the need of education among the Navajo Indians. Education was sought to provide opportunities, hope, and a means of improving conditions among the Indians.

One government agency helping the Navajos is the Bureau of Indian Affairs, branch of Relocation Services. This agency assists in locating Navajos from the reservation to areas of employment, training, education and final placement on the job.

There is a need for guidance and counseling in assisting with the progress of the Indian student in today's society. The Navajo needs to know up-to-date occupational information. Also, there is a need for social skills, citizenship, family membership and life interests outside the job.

Business education in the Bureau boarding schools is showing signs of growth. Business teachers are requesting new classes to be offered in the curriculum.

The Indian students that go on to higher education have many obstacles to overcome. Some of the obstacles are lack of sufficient proficiency in the English language, inability to manage personal finances, poor management of time, and too little time spent for lesson preparation. It was found that married students did better in school than single ones. The student's age was significantly related to the grade point average in

¹⁵Stella Mosqueda, "Live Proud and Free," The Improvement Era, LXXI (August, 1968), pp. 40.

a positive direction suggesting that the older the student was, the better chance he had of making satisfactory grades in college.

Indian students want to get an education and to progress. They are proud of their heritage and of being the first Americans.

CHAPTER III

PROCEDURES AND FINDINGS

The purpose of this chapter was to review briefly the procedures employed in this study and to present the findings.

Source

The information for this study was taken from an annual questionnaire that was sent out in November by the Placement Department at Intermountain School. This follow-up questionnaire was sent to the parents for three consecutive years to see what their children who have attended Intermountain do after graduation.

The average rate of reply of the questionnaire from the parents of the business students over the three year period has been 85 percent.

Procedures

Once the questionnaires were obtained from the Placement Center, the following data were taken from the questionnaires. The information was divided into the following categories: schools (Haskell, business, and college), types of work (retailing, clerical, accounting and other), military, married, unemployed, and no information.

Once the information had been divided into each area, percentages were calculated for each category of each graduating class. This made it possible to see what percent of the graduating students entered into the various divisions by graduating class. An average percentage of the three combined graduating classes was made to show what the students did the first year after graduation.

No information was received from an average of 1.5, or 9%, of all the students over the three year period.

The above information is summarized in Table I.

TABLE I
NUMBER AND PERCENT OF CLASS OF 1966 BY CATEGORY
OF ACTIVITY FOR A THREE PERIOD

Categories	1966		1967		1968		Average for three years	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Schools:								
Haskell	4	26	4	26	2	13	3	21
Business	3	20			1	7	1.5	9
College	2	13	3	20	2	13	2.5	15
Subtotal	9	59	7	46	5	33	7	46
Types of work:								
Retailing	2	13	1	7	2	13	2	11
Clerical	1	7	2	13	1	7	1.5	9
Accounting			1	7	1	7	.5	4.5
Other	1	7	1	7			.5	4.5
Subtotal	4	27	5	34	4	27	4.5	29
Military:					1	7	.5	2
Married:	1	7	2	13	3	20	2	13
Unemployed:		0		0		0	0	0
No Information:	1	7	1	7	2	13	1	9
TOTAL	15	100	15	100	15	100	15	99 ^a

^aNumbers were rounded

Class of 1967. Forty-eight percent or 10 of the students from the class of 1967 continued their education and training after graduation. The students going to school in 1968 declined to an average of 7, or 32%. The decline which occurred one year after graduation was a result of the students going to business school who completed their one year training program. For the two year period the average number and percent of students attending school was an average of 9, or 40%.

Immediately after graduation an average of 4, or 19%, of the students entered employment, and an additional average of 4, or 19% entered employment the next year. Five percent, or 1, of the students entered retailing occupations, an average of 1.5, or 7%, entered clerical occupations. From these averages the clerical occupations was the highest with retailing next in order.

An average of 1, or 5%, entered military service for the two year period.

Nine percent, or 2, of the students were married within five months after graduation. The next year an average of 4, or 19%, were married. All of the graduates who married were girls.

An average of little over .5, or 2%, were unemployed for the two year period. No information was received from 4, or 19%, of the students for the two year period.

The above information is summarized in Table II, (see the following page).

Class of 1968. Fifty-six percent, or 14, of the graduation class of 1968 went on for further training and education.

Of graduates of the class of 1968 an average of 7, or 28%, entered various types of employment. Of this percent an average of 2, or 8%,

entered the clerical occupations, an average of 1, or 4%, entered accounting, an average of 4, or 16%, entered other occupations.

TABLE II
NUMBER AND PERCENT OF CLASS OF 1967 BY CATEGORY
OF ACTIVITY FOR TWO YEAR PERIOD

Categories	1967		1968		Average for two years	
	No.	Per- cent	No.	Per- cent	No.	Per- cent
Schools:						
Haskell	3	14	3	14	3	14
Business	5	25	2	9	4	17
College	2	9	2	9	2	9
Subtotal	10	48	7	32	9	40
Types of Work:						
Retailing	1	5	1	5	1	5
Clerical	2	9	1	5	1.5	7
Accounting			1	5	.5	2
Other	1	5	1	5	1	5
Subtotal	4	19	4	20	4	19
Military:	1	5	1	5	1	5
Married:	2	9	4	19	3	14
Unemployed:	1	5			.5	2
No Information:	3	14	5	24	4	19
TOTAL	21	100	21	100	21	99 ^a

^aNumbers were rounded

entered the clerical occupations, an average of 1, or 4%, entered accounting, an average of 4, or 16%, entered other occupations.

TABLE II

NUMBER AND PERCENT OF CLASS OF 1967 BY CATEGORY
OF ACTIVITY FOR TWO YEAR PERIOD

Categories	1967		1968		Average for two years	
	No.	Per- cent	No.	Per- cent	No.	Per- cent
Schools:						
Haskell	3	14	3	14	3	14
Business	5	25	2	9	4	17
College	2	9	2	9	2	9
Subtotal	10	48	7	32	9	40
Types of Work:						
Retailing	1	5	1	5	1	5
Clerical	2	9	1	5	1.5	7
Accounting			1	5	.5	2
Other	1	5	1	5	1	5
Subtotal	4	19	4	20	4	19
Military:	1	5	1	5	1	5
Married:	2	9	4	19	3	14
Unemployed:	1	5			.5	2
No Information:	3	14	5	24	4	19
TOTAL	21	100	21	100	21	99 ^a

^aNumbers were rounded

No students entered military service or were classified as unemployed. Four percent, or 1, of the students were married. There was no information received on an average of 3, or 12%, of the students.

The information dealing with the class of 1968 is illustrated in Table III.

TABLE III

NUMBER AND PERCENT OF CLASS OF 1968 BY CATEGORY
OF ACTIVITY FOR ONE YEAR PERIOD

Categories	No.	Percent
Schools:		
Haskell	6	24
Business	3	12
College	5	20
Subtotal	14	56
Types of Work:		
Retailing		0
Clerical	2	8
Accounting	1	4
Other	4	16
Subtotal	7	28
Military:		0
Married:	1	4
Unemployed:		0
No Information:	3	12
TOTAL	25	100

Averages of the three classes the first year after graduation. An

average in numbers and percentages of the three graduating classes in the fall after graduation were as follows: Schools: Haskell 5, or 21%, business 3, or 19%, college 3, or 14%, for a total average of 11, or 54%, who sought additional training after graduation. Types of work: retailing 1, or 6%, clerical 1.5, or 8%, accounting .5, or 2%, and other work 2, or 9%, for a total of 5, or 24% who entered employment after graduation. Military service: Two percent, or .5, of the students were in military service. Unemployed: Seven percent, or 1.5, of the students were married and only .5, or 2%, were unemployed. No information was received from 2.5, or 11%, of the students. The above information is summarized in Table IV on the next page.

Summary

The information for the study was taken from an annual questionnaire that was sent out in November by the Placement Department at Intermountain School. The information was divided into the following categories: Schools (Haskell, business, and college), types of work (retailing, clerical, accounting and other), military, married, unemployed, and no information).

Once the information had been divided into each area, a percentage of each graduating class was made. Also, an average percentage of the three combined graduating classes was made to show what the students did the first year after graduation.

An average in numbers and percentages of the three graduating classes of the first year after graduation were as follows: Schools 11, or 54%, working 5, or 24%, military .5, or 2%, married 1.5, or 7%, unemployed .5, or 2%, and no information 2.5, or 11%.

TABLE IV

AN AVERAGE IN NUMBERS AND PERCENTAGES OF THE THREE GRADUATING
CLASSES OF THE FIRST YEAR AFTER GRADUATION

Categories	Class of 15 Students 1966		Class of 21 Students 1967		Class of 25 Students 1968		Average of the three graduating Classes	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Schools:								
Haskell	4	26	3	14	6	24	5	21
Business	3	20	5	25	3	12	3	19
College	2	13	2	9	5	20	3	14
Subtotal for Sch.	9	59	10	48	14	56	11	54
Types of Work:								
Retailing	2	13	1	5	0	0	1	6
Clerical	1	7	2	9	2	8	1.5	8
Accounting	0	0	0	0	1	4	.5	12
Others	1	7	1	5	4	16	2	9
Subtotal for Work	4	27	4	19	7	28	5	25
Military	0	0	1	5	0	0	.5	2
Married	1	7	2	9	1	4	1.5	7
Unemployed	0	0	1	5	0	0	.5	12
No Information	1	7	3	14	3	12	2.5	11
TOTAL	15	100	21	100	25	100	21	101

^aNumbers were rounded

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

An average of 11, or 54%, of the business students who graduated from Intermountain School in 1966, 1967, and 1968 continued their education. The number of students attending business schools and Haskell was approximately the same (business schools 3, or 19%, and Haskell 5, or 21%). The percentage of students going to college averaged 3, or 14%. The study showed that the students who attended Haskell, business schools, of college remained there at least two years.

Clerical and retailing occupations were the two categories in which the students were most commonly gainfully employed after graduation. An average of about .5, or 2%, are entering the field of accounting. An average of 2, or 9%, are entering other fields of employment. Of the students entering employment, 62% were involved in business occupations.

Approximately .5, or 2%, of the students were entering military service and a like were classified as unemployed.

Conclusions

Intermountain School students tend to further their education beyond high school by enrolling either at Haskell, business schools or colleges.

One-third of the students who entered employment selected clerical occupations.

One-fourth of the students who entered employment selected retailing.

Thirty-eight percent of the students who entered employment selected other occupations.

Four percent of the students who entered employment selected accounting.

Only one-percent of the students were unemployed or in military service.

A higher percentage of marriages take place during each additional year that the students have left Intermountain School.

Recommendations

Based upon the findings of this study it is recommended that Intermountain School continue the present business program.

Data resulting from this study should be used in student orientation programs to show what the business students were doing after graduation.

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APPENDIX

Intermountain School
 P. O. Box 345
 Brigham City, Utah 84302

September 1968

Dear Parent or Guardian:

_____ graduated from Intermountain School.
 We would appreciate knowing his/her whereabouts and what he/she is doing.
 We will use this information to complete our records and reports. Would
 you please complete the following questions:

If married, to whom? _____

School attending _____

School address _____

If not attending school -----

Employer _____

Employer's address _____

Kind of work he/she is doing _____

If not working -----

Where is he/she living now? _____

Comments: _____

Please answer these questions as soon as possible and return them to us
 in the enclosed envelope. We greatly appreciate your help.

Sincerely yours,

F. Rohland Munns
 Education Specialist (Guidance)

Sarah C. Humphrey
 Education Specialist (Guidance)