

A STATUS STUDY OF SHURTLEFF
COLLEGE GRADUATES

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1922

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1929

Submitted to the faculty of the Graduate School of
the Oklahoma Agricultural and Mechanical College
in partial fulfillment of the requirements
for the degree of
DOCTOR OF EDUCATION
May, 1956

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PREFACE

There are some four hundred liberal arts colleges with fewer than one thousand students within the United States.¹ Among this number is Shurtleff College, a Baptist-related institution, which was organized in 1827 in the area of Alton, Illinois.

The college has outwardly maintained the liberal arts tradition throughout its existence with the tendency in recent years to decrease its curriculum in languages. Courses in business, teaching, music, and religion have been added as the demand arose. The present curriculum centers about certain required humanities, social sciences, physical and biological sciences, education, and business courses. These offerings are expected to provide the values of liberal education.

The selection of the subject, "A Status Study of Shurtleff College Graduates," was an outgrowth of a special interest of the author in the development of college graduates as a group. A study of educational trends showed a great variance between the philosophy prevalent today and that dominating the educational horizon in the 1921-1940 period. The writer believed that a questionnaire study would yield further significant information. As far as possible, all the graduates of Shurtleff College during the twenty-year period, 1921-1940, were urged to answer a questionnaire prepared by the writer. Some graduates, however, could not be located; some were deceased.

¹Joseph Alex Morris, "The Small Colleges Fight For Their Lives," Saturday Evening Post, Vol. 226 (May, 1954), 42.

Chapter I of this study stresses the liberalism of current educational philosophy. The implication is that man is more valuable to a society as a good and useful citizen than as merely a trained and learned individual.

Chapter II of this study defines and explains the problem encountered in the study. The methods and procedures are discussed and defended.

Chapter III summarizes the answers to the questionnaires. Much of the information is placed in tabular form for clarity, convenience, and easy reference.

Chapter IV compares Shurtleff College graduates that participated in the study with other college graduates as they are collectively described in books and published articles.

The differences between the Shurtleff College graduates and the graduates of other studies are carefully defined within the summary. Likewise, specific similarities of the Shurtleff College group to other groups are carefully noted.

Profound gratitude is expressed to those who lent encouragement and personal interest during the compilation and the writing of the thesis. The author feels a great debt of gratitude to Doctor Marlin Chauncey as chairman of his advisory committee and to other members of the committee consisting of Doctors Ida Smith, S. L. Reed, and Millard Scherich for their continued patience and encouragement. Their suggestions and criticisms were an important part in the refinement of the form of this thesis. Thanks are extended to Doctor David Weaver, former president of Shurtleff College, for his understanding of the need for this study, and to Mrs. Bette Jayne Hall, Shurtleff College librarian, for her efficient assistance in procuring reference materials. The entire faculty of Shurtleff

College has shown genial concern and interest in the completion of the thesis. The writer gratefully acknowledges the assistance of Theodore, Thomas, and Fred Noeth, brothers and former students of Shurtleff College, in tabulating the information from the questionnaires. The writer is indebted to the alumni of Shurtleff College who answered the questionnaire in a creditable fashion and who individually gave added significance to the question, "What sorts of persons are the graduates of Shurtleff College?" There was a long list of professors at the Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, and at Washington University, Saint Louis, Missouri, who skillfully guided the desire to complete this thesis. Lastly, the writer thanks his wife, Bess Vivien, who with understanding and consideration, stood by with words of encouragement during some very trying times. To all these persons and to many others not too specifically included go deepest expressions of gratitude.

The writer accepts responsibility for the appearance of any errors in this thesis.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
II. STATEMENT OF THE PROBLEM	4
Definition of the Problem	4
Consistency in the Patterns of Liberal Arts Colleges	5
The Utilitarian Aspects of the Study	6
Justification of the Methodology	7
Adequacy of the Questionnaire	8
Organization of the Questionnaire	9
Influences on the Questionnaire	10
Members of This Study	11
Details of How the Problem Was Worked Out	12
Success of the Sampling	13
Graduates of Shurtleff College by Years and By Decades	14
How the Graduates Responded to the Questionnaire	15
III. STATUS OF THE SHURTLEFF COLLEGE GRADUATE	17
Birthplace of the Graduates	18
Present Location of the Graduates	18
Size of Cities in Which Graduates Live	18
Marital Status	19
Number of Children	20
Number of Organizational Activities	20
The Kind of Organizational Activities	21
Public Recognition	22
Use of Leisure Time	23
Academic Activities of the Participating Group	24
Advanced Schooling	25
Books and Literature Appreciation	26
Novels Read	27
Books of Poetry	28
Books of Plays	28
Science Books in Personal Library	28
Kinds of Books Read	29
Kinds of Magazines Read	29
Other Magazines Read	30
Music and Music Appreciation	31
Musical Preferences	31
Published Materials	32
Making of Speeches	32
Parental Graduation From College	32

Travel	33
Politics	33
Political Affiliation of Father	34
Economic and Vocational Aspects	35
Present Vocation	35
Other Jobs Held	37
Salaries	37
Home Ownership	38
Church Activities	39
Church Services Attended	39
Agree With Minister	40
Evaluation of Shurtleff College	40
Concluding Statements	42
IV. THE SHURTLEFF COLLEGE GRADUATES AMONG THEIR NATIONAL COUNTERPARTS	43
Increase in the Number of Graduates From College	43
Location of College Graduates	44
Marital Status of the College Graduates	45
Sex of the Graduates	46
Civic Participation and Organizational Activities	46
Public Recognition	47
Leisure Time	47
Advanced Schooling	48
Books and Private Libraries	48
Parental Attendance at College	49
Travel	50
Political Activities	50
Church Preference and Religion	53
V. SUMMARY AND CONCLUSIONS	54
Conclusions	56
BIBLIOGRAPHY	58
APPENDIX	60

LIST OF TABLES

Table	Page
I. Total Number of Graduates of Shurtleff College During the Years 1921-1940 By Years and Decades	14
II. Results in the Attempt to Gather Statistical Data From Shurtleff College Graduates of the 1921-40 Era Through Questionnaire Interrogation	16
III. Birthplace of the 1921-1940 Shurtleff College Graduates .	17
IV. Residential Locations of the 1921-1940 Shurtleff College Graduates at the Time of the Study	18
V. Size of Cities in Which Shurtleff College Graduates of the 1921-1940 Era Lived at the Time of the Study . .	19
VI. Marital Status of 1921-1940 Shurtleff College Graduates .	19
VII. Parenthood Among the Participating Members of the Study .	20
VIII. Activities of Shurtleff College Graduates, 1921-1940, in Various Organizations	21
IX. Membership of Shurtleff College Graduates of the 1921-1940 Era in Various Organizations	22
X. Areas in Which Members of the Study Received Public Recognition	23
XI. Amount of Leisure Time Enjoyed by Members of the Study .	24
XII. Major Fields of Academic Accomplishment by Partici- pating Members of This Study	25
XIII. Advanced Schooling Among the Shurtleff College Participating Graduates	25
XIV. Number of Credit Courses Taken in Advance of Their Degree by Shurtleff College Graduates	26
XV. Novels, Anthologies, Books of Poetry, and Plays in Graduates' Personal Libraries	27
XVI. Novels Read by the Participating Members of the Study . .	28

Table	Page
XVII. Science Books in the Libraries of the Participants . . .	29
XVIII. Preferences of the Members of the Study in the Various Types of Literature	29
XIX. Magazines Read by the Participating Members of the Study.	30
XX. Other Magazines Read by Participating Members of the Study	30
XXI. Type of Music Preferred by Respondents	31
XXII. Miles Traveled By The Respondents in the Year Preceding the Study	33
XXIII. Political Affiliations of the Fathers of the Graduates	34
XXIV. Primary Vocations of the Graduates	35
XXV. Condensation of Table XXIV	36
XXVI. Services Performed by the Graduates Prior to Positions Held at the Time of the Study	37
XXVII. Salaries of the Graduates at the Time of the Study . . .	38
XXVIII. Church Preferences of the Graduates	39
XXIX. Church Functions Attended by the Graduates	39
XXX. Graduates Taking Exceptions to Their Ministers	40

CHAPTER I
INTRODUCTION

The prevailing philosophy of education is that education should be a process in which the individual is guided to personal happiness, good citizenship, and usefulness to his society. Woodward asserts:

We have decided what are the attributes which an education should provide—good citizenship, acquaintance with the scientific method, an adjusted personality, group consciousness, occupational adjustment, control of accidents, success in marriage, social dynamics—and then we set up appropriate courses to teach these features.¹

With a desire to improve the quality of educational efforts, America has aspired to the level of making more education available to every qualified person, including the adult.² This concept of equal educational opportunity for all persons does not mean, of course, identical educational opportunities for all individuals; rather, it means that an attempt will be made to supply each person with as much education as he needs and can adequately use. With this thought in mind, Hollingshead has stated:

We reserve the right to streamline an education because we have convinced ourselves that this is the responsibility of society and that we are thereby advancing the welfare of our society.³

¹Herbert P. Woodward, "The Ends of Education," Bulletin of the American Association of University Professors, XL (Autumn, 1954), 433.

²Ibid., 435.

³Byron S. Hollingshead, Who Should Go To College (New York, 1952), p. xii.

College graduation sometimes means "anyone of a hundred things" according to Havemann and West.⁴ They give examples of such courses as "baitcasting, sewage and sewage treatment, cosmetic manufacture, tea-room service, massage, fundamentals of camping, and radio-gag writing!"⁵ as those prescribed courses for some degrees. These unusual, but not impractical, phases of learning are not generally considered liberal arts subjects. Yet there is a growing belief that the aims of liberal arts may be served by many different subject matters.

Leamer believes that there can be no prescribed ideal program for liberal arts. He states:

The goal must include transparent integrity and wise motivation, emotional stability, the capacity for growth and the ability to respond with imagination and creativeness to a new situation, and a sense of social responsibility and insight to human relationship, through which the learner becomes an effective citizen.⁶

Recent national surveys clearly indicate that leading businessmen want their workers to have more liberal arts education, including courses in economics, than are offered in most colleges. They further contend that such education or pre-training for the kind of work that these people will enter, in the most practical sense, is the one which develops in the learner those facilities in reason, judgment, and communications which are universally useful arts.⁷

Since we are concerned with developing qualities of social adjustment and basic vocational attitudes in a liberal arts program, we will need to constantly re-appraise the desirability and the fitness of any existing

⁴Ernest Havemann and Patricia S. West, They Went To College (New York, 1952), p. 7.

⁵Ibid., p. 8.

⁶Lawrence E. Leamer, Mass Education and the Liberal Arts (Cincinnati, 1954), p. 14.

⁷Ibid., p. 20.

curriculum.

The fact is that never before in the history of the world have we needed broad basic education more urgently than we do today. Swift means of communication and travel, our shrinking globe and expanding responsibilities, with our multiplying problems and dividing ideologies, and with our longer lives and our shorter working hours, we need every advantage that man's intellectual progress can supply--not just to make a living but to maintain ourselves as active citizens.⁸

The subject of this thesis and its treatment may seem to have very little value except when judged in the light of the following:

The inadequacy of most scientific writers is to be seen in the fact that each reports his own little investigation as a separate unit, and of course from his own little investigation no very general conclusions can be drawn. Of necessity, therefore, his work remains of slight importance until and unless someone else views his particular study in relation to a problem broader and more pervasive than the one with which he was concerned.⁹

⁸Woodward, op. cit., p. 438.

⁹Wendell Johnson, People in Quandaries (New York, 1946), p. 280.

CHAPTER II

STATEMENT OF THE PROBLEM

Definition of the Problem

Hanson and Hurwitz explain that in any intensive study of a subject, the ramifications of that study cannot be apparent in the beginning.¹ This particular study was no exception, although numerous universities and colleges have made extensive researches into the lives of their students and graduates. As far as the writer could ascertain, none of the investigators used all of the graduates of a twenty-year period in their studies. The purpose of this thesis, then, was to determine what Shurtleff College graduates are like today without too much reference to their past performances. Some colleges have studied a single class in a present-day setting without regard to certain background relations. The belief was that a better situation could be achieved with the use of a larger grouping of graduates and that errors that might arise as the result of economic or other situational differences could be avoided.

In this study, there was not much choice in the selection of the sample. There were 552 graduates in the twenty-year period, 1921-1940, from Shurtleff College. To insure maximal questionnaire response, considering deaths, unobtainable addresses, and disinterested cases among these graduates, it seemed advisable to include all of the graduates in this particular study.

¹Morris Hanson and William Hurwitz, Sampling Survey Methods and Theory (New York, 1953), p. 28.

The writer, as a faculty member of Shurtleff College, felt a keen desire to know what was actually happening at the college and how its graduates were measuring up to the expectations of them according to recent research by various authors. Read asserts that planned economy will recognize the necessity for determining relationships between trends in educational opportunities and occupational demands.² Periodic surveys furnish important data upon which to forecast essential changes in training programs. Presumably, the college graduate is in the best position to pass judgment on his academic and non-academic accomplishments while he was attending college.

Industry has a felt need to evaluate past performance and refers to the process as quality control. Far more difficult than to determine the quality of a manufactured product is to ascertain the achievement of a college with its human product; nevertheless, this thesis is concerned with the finding out what a group of individuals who formerly participated in a four-year Shurtleff College study program are like today. The study has attempted to compare them to the average college graduate as portrayed by other investigators

Consistency in the Patterns of Liberal Arts Colleges

The answer to this is dependent on the conditions prevailing in and out of the college, the student body, and the clientele of the college, including people of the town in which the college is located. The educational policies and purposes of the college will make a considerable difference in the way it shows educational leadership or becomes a nominal

²Anna Y. Read, Guidance Personnel Services in Education (New York, 1944), p. 96.

feature in the community. The curriculum, the extra-curricular activities, and the unwritten mores practiced by the college as a whole will undeniably fix its position in the community.

No one would expect that an exact duplication of any college could be found in the United States. To the degree in which they are similar, however, they may be said to form a pattern. In the immediate Alton, Illinois, area, there are at least four colleges that may be said to have a pattern of evolution similar to that of Shurtleff College. Most educators, with some reservation, refer to any of these as liberal arts colleges.

These colleges may be assumed to have a corresponding pattern to the degree to which they have a common goal. The similarities of their goals usually center about the attempt to educate the "total man." The method as to how this is done may bring forth a variety of subject matters and programs within the curriculum.

The Utilitarian Aspects of the Study

The author believed that any college comparable to Shurtleff College could use the information presented in the following chapter. Any institution of higher learning would be interested in knowing if a liberal arts curriculum of the type Shurtleff College used in the 1920's and 1930's produced a type of individual who was well adjusted to society in 1955.

By comparing the graduates of Shurtleff College and graduates of other colleges with non-graduates of the same chronological age, research has established definite norms for each group. In a similar way, but not so objectively, both groups have been compared as to their modes of life

in relation to the most desirable ideals as accepted by the present American society.

The author also hoped that information gleaned from the study might be used by the reviewing committee of the North Central Accrediting Agency to help Shurtleff to become accredited. The writer hoped that the study could determine that the kind of learning situations offered by Shurtleff College during the two decades included in this endeavor produced well-adjusted and socially responsible citizens.

The author knew a mailed questionnaire necessarily would be limited in its scope; however, it was constructed to be as broad and as inclusive as the author believed would be totally answered by the graduates. He endeavored to include as many cultural and economic aspects as possible.

Justification of the Methodology

There are a number of methods for acquiring the information needed to make a study of some of the present everyday activities of college graduates.

The most difficult would be to contact each of the graduates with a personal interview which would contain a structured series of questions. There is a possibility that this method might attain the most fruitful results; it would be excessively expensive and time-consuming, however.

Another method, which presents a time lag and other mechanical difficulties, would be to write personal letters to each of the graduates. Subsequent correspondence would probably produce the desired information without a feeling on the part of the graduates that they were being queried to a disadvantage. There would be the likelihood that some graduates would write anecdotal letters, however, and the sampling would

not be representative of the whole group.

The method that seemed most feasible for a group of this size was the questionnaire device. Asking of direct questions and getting limited but objective answers seemed to be the most efficient method of obtaining the desired information for this study. The questionnaire lacked the personal feeling that characterizes the aforementioned approaches, but the advantages seemed to outweigh the shortcomings.

Adequacy of the Questionnaire

The formulator of a questionnaire is often able to direct the response and influence the outcomes of his study by the kinds of questions he asks. When one answers a questionnaire, he considers each question and returns the information as requested. He might want to modify his answers, and sometimes he does, but most of the time he simply answers the questions.

An important feature of the questionnaire is its objectivity. What are the cold facts of the situation as the questions would lead one to answer them? There may be a personal bias in all methods of fact gathering. If that is true of the questionnaire, the bias is related more to the one who makes the questionnaire than to the one who answers the questions. Lundberg notes:

A good questionnaire is made of specific questions, possesses clarity of wording, shows discretion in the choice and arrangement of items, anticipates questions, gives instructions where needed, and asks as few questions as possible.³

This statement gives assurance that the validity of a questionnaire will

³George S. Lundberg, Social Research (New York, 1942), p. 186.

depend in some respects on how it is prepared. Lundberg further states that when a questionnaire is prepared according to the best principles, "it is an instrument capable of yielding reliable results."⁴

The questionnaire, then, is an instrument of the scientific method which tells not how things ought to behave, but how they actually do behave. Conclusions are valid when all the relevant factors are included.

Stuart Chase stresses:

There is no simple reason why the scientific method can not be applied to the behavior of man as well as to the behavior of electrons. It is already applied to the individual person in biology and medicine. Social science simply widens the inquiry into the relations between individuals. On this level we can define social science as the use of scientific methods to solve problems of human relationships, child welfare problems, national and international problems. Science goes with the method, not with the subject matter.⁵

Speaking further of the scientific method, Chase states:

It is the dealings with regularities that are predictable. These are found in man as well as in other parts of nature. Sometimes they are difficult to find, and when they are found the probability may be lower than in physics, but no lower than in meteorology.⁶

Organization of the Questionnaire

The questionnaire was organized around the principal aspects of the life of an individual as follows: general, social, educational, vocational, economic, political, and religious. These phases of living are generally conceded to be the most important in American society. They are assumed to be self-explanatory, and each item under these six headings

⁴Ibid., p. 208.

⁵Stuart Chase, "The Unknown Country," New Outlook, XLV (April, 1949), 16.

⁶Ibid., p. 17.

was dealt with separately. A copy of the questionnaire is found in Appendix A.

In a broad sense, the teachings of Shurtleff have followed these fields. The experiences of the Shurtleff College graduates were shaped, to some extent, by supposedly valuable curricular courses and extra-curricular opportunities. The lives of these graduates were directly affected by their experiences at the college as judged by the graduates' own statements.

Influences on the Questionnaire

A number of factors influenced the content of the questionnaire as a means of studying certain aspects of the adult life of the college graduates.

One of these was the book, They Went To College.⁷ Not all of the items found in this book had pertinence to the present study. Only those items that did have pertinence were included in this questionnaire. There were other book-size studies about alumni characteristics, but the above named volume was by far the most significant for the purposes of this study.

Other influences included various college alumni questionnaires. Among these was one sent out by Washington University,⁸ Saint Louis, Missouri, during the Spring of 1955 at the time of its one hundredth anniversary. The endeavor was a similar study of its graduates, but it asked for fewer details. All of the living graduates were included.

⁷Ernest Havemann and Patricia S. West, They Went To College (New York, 1952), pp. 1-184.

⁸Washington University Centennial Survey (1954), 30.

Those respects in which college graduates differ from other adults tend to persist, these graduates never becoming absorbed into the masses and losing their identity. The patterns of reading, studying, and careful discussion, which often had their beginning in college, are characteristic of the college graduate.

Members of This Study

This study includes all of the graduates of Shurtleff College during the period 1921-1940. There were some that could not be reached because of poor addresses. There were some who were known to have died. There was another group that did not answer. The presumption was held that these alumni had received the questionnaire but that they were not interested in answering it, at least at that time. A final group was more cooperative in that they returned the completed questionnaire.

The ages of the graduates included in this study ranged from about thirty-seven to fifty-seven years. At these stages, they had reached maturity and stature in life. Many had undoubtedly attained the peak of their careers.

College graduates seem generally to have started out at a slight advantage over the non-graduates. Hollingshead notes that college graduates are most likely to be those who have sufficient mental ability, have motivation, have financial resources, have close enough propinquity to a college, and are of the male sex. In another manner of speaking, college graduates are those who did not leave college because they were able to adapt themselves to its discipline.⁹

⁹Byron S. Hollingshead, Who Should Go To College (New York, 1952), p. 15.

The problem of locating all of the graduates at the present time has produced some strange contradictions.

In earlier periods, there was not the general trend of migration from the area of birth or schooling. There were fewer graduates in days gone by. There was usually less interest in graduates until a few decades ago. Due to dire need of financial assistance from their alumni, colleges have tended in later years to keep in better contact with their graduates and have often appealed to them for economic assistance.

The earlier classes have naturally lost more members through death than recent ones. Many addresses of graduates were lost as the alumni moved from place to place and left no forwarding addresses. Greater stringency in postal regulations undoubtedly has caused a greater number of letters to be returned, "Addressee Unknown."

Due to a greater migration of the national population, keeping track of college graduates is becoming more difficult. Colleges, in most cases, must take the initiative in these endeavors since college friendships and unity generally disintegrate with a change of address and a work-location.

Colleges which have kept in close contact with their graduates, however, have found that their alumni tend to conform to certain patterns and that generally they are more homogeneous than their non-degree associates.

Details of How the Problem Was Worked Out

After permission was granted to proceed with the study, some changes in the format of the questionnaire were necessary. The questionnaire was then printed. In the meanwhile, a list of the addresses of all the graduates included in the study was obtained from the Alumni Office.

A questionnaire was subsequently sent to each of the graduates during the first week of July. Each questionnaire was accompanied by a letter explaining the purposes of the survey and a postage paid return envelope. A copy of the letter appears in the Appendix B. In a short time, completed questionnaires, along with unclaimed letters, were returned. A sustained attempt was made to locate those persons whose mail was returned unclaimed.

On the first of August, 1955, a second request was sent to all those who could be located and who had not previously responded. A month later, in September, 1955, a final appeal was sent to those who still had not forwarded a completed questionnaire. After a lapse of two more weeks, the writer surmised that all who would participate in the study had done so.

From a psychological viewpoint, the author realized that the summer months might not have been the most ideal time to make this investigation. The optimal approach would probably have been to have a scheduled a time for mailing more nearly in step with a normal, routine manner of living, and away from distracting holidays and vacations.

Success of the Sampling

The time of the sending of the questionnaire was thought to have been critical. Selecting a suitable time which would most likely coincide with an atmosphere consistent with the likelihood that the graduates would read and act on their mail was adjudged difficult. The author later learned that at least four persons received their questionnaires at a time of great grief or emotional stress. None of these people answered even the second or final appeals for the information desired. With this

very striking observation, the writer supposed that there were other graduates who received the questionnaire at a time when they were in no mood to sit down and write about themselves.

The statements that many of the graduates made about their being so long out of touch with their Alma Mater lent emphasis to the belief that some members of the study were disinterested in answering the interrogation.

Graduates of Shurtleff College By Years and By Decades

Listing the number of all graduates within the two decades by years revealed little change in the number of graduates by decades.

TABLE I

TOTAL NUMBER OF GRADUATES OF SHURTLEFF COLLEGE DURING
THE YEARS 1921-1940 BY YEARS AND DECADES

First Decade	Number of Graduates	Second Decade	Number of Graduates
1921	18	1931	29
1922	21	1932	48
1923	13	1933	46
1924	21	1934	29
1925	37	1935	17
1926	29	1936	21
1927	23	1937	17
1928	35	1938	18
1929	35	1939	30
1930	41	1940	25
Totals	273		280

The average size of a graduation class during the two decades was 27.6 students. Table I shows the degree to which Shurtleff College managed to maintain an approximately uniform level during that score of years.

How The Graduates Responded to the Questionnaire

Of the 229 questionnaires returned 127 were received in the first wave, eighty-one in the second wave, and the twenty-one after a final appeal. The final appeal was in the form of a more personalized letter. A copy of this letter is found in Appendix C.

The total number of known deceased persons in the entire group of twenty graduation classes was forty. There may have been other deaths in that the addresses of some graduates could not be traced, and the existence of those people could not be substantiated.

There were fifty-six graduates who could not be located even after extensive inquiries were made of their whereabouts.

For some reasons unknown to the author, 238 persons did not answer their questionnaires even after repeated appeals were made to them. Of the 457 graduates on the original list of live graduates, therefore, 50.1 per cent completed and returned the questionnaires.

The information is compiled in tabular form on the following page in Table II.

TABLE II. Results in the Attempt to Gather Statistical Data From Shurtleff College Graduates of the 1921-1940 Era Through Questionnaire Interrogation

Year	Number of Graduates	Returned Questionnaires	Deceased	Lost Addresses	Number Not Participating	Possible Participants	Per Cent Returned
1921	18	10	1	4	8	13	76
1922	21	4	1	3	17	17	23
1923	13	6	1	3	7	9	66
1924	21	8	3	4	13	14	57
1925	37	14	5	5	23	27	51
1926	29	8	3	4	21	22	36
1927	23	12	3	2	11	18	66
1928	35	11	3	3	24	29	37
1929	35	12	4	4	23	27	44
1930	41	13	5	4	28	32	40
1931	28	11	2	2	17	24	45
1932	48	21	1	3	27	44	47
1933	46	18	2	2	28	42	42
1934	29	15	1	2	14	26	57
1935	17	13	0	2	14	15	86
1936	21	8	1	1	13	19	42
1937	17	8	0	2	9	15	53
1938	18	13	0	2	5	16	81
1939	30	14	1	3	16	26	53
1940	25	10	2	1	15	22	45
Totals	553	229	40	56	334	457	50.1

"Number not Participating" included all members of the study who were contacted but did not respond to the questionnaire along with those who were deceased and those who could not be located.

"Possible Participants" included all members of the study who were living and who could be located.

"Per Cent Returned" was calculated from "Possible Participants" and "Returned Questionnaires."

CHAPTER III

STATUS OF THE SHURTLEFF COLLEGE GRADUATE

Information from the questionnaire investigation was compiled and tabulated to show current characteristics and attributes of Shurtleff College graduates in the era 1921-1940.

Birthplace of the Graduates (Q I-3)

An analysis of the place of birth of the graduates reveals the fact that many of the graduates have come from nearby homes. Almost half of them had their origins within a twenty-four mile radius, and fully seventy-five per cent came from a one hundred fifty mile radius. These and other relevant features are presented in Table III.

TABLE III

BIRTHPLACE OF THE 1921-1940 SHURTLEFF
COLLEGE GRADUATES

Place of Birth	Number	Per Cent
Alton and twenty-four mile radius	111	49.68
25-149 mile radius	60	26.64
150-299 mile radius	32	14.2
300 miles or more radius	18	7.99
Foreign countries	4	1.77
No answer	4	0

Present Location of the Graduates (Q I-2)

Although there were 111 graduates, or forty-nine per cent, who

claimed the Alton area radius as their birthplace, at the present time only sixty-five, or thirty-eight per cent, were still in this locality. The graduates had scattered to both seaboards, to the area of the Great Lakes, and to the Gulf of Mexico--wherever there was a high degree of cultural and commercial activity. Present residential location of Shurtleff graduates is shown in Table IV. Although four graduates were born in foreign countries, none of these were living in their native country.

TABLE IV

RESIDENTIAL LOCATIONS OF THE 1921-1940 SHURTLEFF
COLLEGE GRADUATES AT THE TIME OF THE STUDY

Residential Location at Time of Study	Number	Per Cent
Alton and twenty-four mile radius	85	38.3
25-149 mile radius	41	18.2
150-299 mile radius	38	16.8
300 and more miles radius	60	26.6
Foreign	0	0.0

Size of Cities in Which Graduates Live

Most graduates tend to live in moderate-sized towns. They avoided the smallest towns and rural areas as well as the largest cities. Tabulation of the location of homes of the graduates, Table V, shows that half of them are living in towns with a population ranging in size from 25,000 to 99,999 population.

TABLE V

SIZE OF CITIES IN WHICH SHURTLEFF COLLEGE GRADUATES OF
THE 1921-1940 ERA LIVED AT THE TIME OF THE STUDY

Size of City	Number	Per Cent
Less than 2,500	17	7.6
2,500 to 24,999	51	22.6
25,000 to 99,999	119	51.9
100,000 to 999,999	28	12.5
One million or more	10	4.4

Marital Status (Q II-1)

The information gathered from 227 graduates revealed that 211 were married at the time of this study or had been married at some period in their adult lives (Table VI). There were some who were divorced, some married but living apart, some had a spouse deceased, and others had been divorced but had re-married. Only sixteen graduates had never been married.

TABLE VI

MARITAL STATUS OF 1921-1940 SHURTLEFF
COLLEGE GRADUATES

Marital Status	Number	Per Cent
Single--never married	16	7.0
Married	192	84.5
Divorced	6	2.61
Married but living apart	2	0.87
Spouse deceased	7	3.08
Divorced but re-married	4	1.74

A search of the sex of these persons revealed that thirteen of the

women had never been married while only three, or two per cent, of the men had never entered into a matrimonial venture. The author noted that only six of the 227 graduates had been divorced from their spouses, and that only two chose to live apart from their partners in marriage.

Number of Children (Q II-2)

Of the same 227 graduates mentioned above, forty-three had no children while eighty-one had two children, the most frequently appearing number. Eight of the graduates had families of five children, the largest number reported. The average number of children per graduate was 1.8 (Table VII).

TABLE VII

PARENTHOOD AMONG THE PARTICIPATING MEMBERS OF THE STUDY

Number of Children	Number of Graduates	Per Cent
No children	43	18.92
One child	41	18.04
Two children	81	35.04
Three children	33	14.52
Four children	21	9.24
Five children	8	3.52
Six or more children	0	0.0

Number of Organizational Activities (Q II-3)

Information about their being members of organizations was sent in by 223 members of the study (Table VIII). Eight graduates were not affiliated with any organizational activity; two belonged to a maximum of

of eight organizations. The average number of organizations for each member was 3.09.

TABLE VIII

ACTIVITIES OF SHURTLEFF COLLEGE GRADUATES,
1921-1940, IN VARIOUS ORGANIZATIONS

Number of Organizations	Number of Graduates	Per Cent
No organizations	8	3.6
One organization	27	12.11
Two organizations	52	23.32
Three organizations	60	26.9
Four organizations	36	16.14
Five organizations	18	8.07
Six organizations	14	6.28
Seven organizations	6	2.7
Eight organizations	2	.9

The Kind of Organizational Activities

The same members who gave the number of organizations to which they belonged also listed the kinds of organizations with which they were affiliated. The following Table IX shows that the graduates of Shurtleff College, a church-related school, belonged to more religious organizations than to any other kind. Of secondary importance was the membership in educational organizations. Altogether, there were 687 organizational memberships which were classified into eleven groups for the sake of expediency.

TABLE IX

MEMBERSHIP OF SHURTLEFF COLLEGE GRADUATES OF THE
1921-1940 ERA IN VARIOUS ORGANIZATIONS

Kind of Organization	Number of Graduates	Per Cent
Fraternal	78	34.9
Religious	156	69.8
Educational	112	50.2
Recreational	67	30.4
Economic	16	7.2
Patriotic	23	10.3
Civic	102	45.7
Youth serving	71	31.8
Political	19	8.5
Community coordinating	25	11.2
Other	18	8.0

Public Recognition (Q II-4)

Sixty-nine members of the participating group received public recognition at some time in their lives after graduation. Exactly twice the number, or 138 members, disclaimed that they had been publicly recognized. Twenty-two were either too modest to admit acclaim or were unwilling to say whether or not they had ever received public recognition. They did not answer that part of the questionnaire.

The bases of recognition were broken down into six major areas as listed below in Table X. Most of the graduates received their recognition in the educational field.

TABLE X
AREAS IN WHICH MEMBERS OF THE STUDY
RECEIVED PUBLIC RECOGNITION

Field	Number of Graduates	Per Cent
Political	8	11.5
Educational	21	30.4
Civic	14	20.3
Service Clubs	13	18.9
Professional	8	11.5
Religious	5	7.4

Use of Leisure Time (Q II-6)

Twelve of the participants in the study did not answer the part of the questionnaire that dealt with the use of leisure time (Table XI). Ten members of the group of 217 who did answer averred that they had no actual time they could use for pleasure or relaxation.

Hobby interests (Q II-7), or 34 per cent, of the participating group spent most of their free time in physical activity, such as gardening and working about the home. Another fifty-nine, or 25 per cent, enjoyed mental relaxation, such as reading, watching television, and the like. These two groups tended to prefer hobbies that they could enjoy and practice by themselves. Another group of sixty-three members preferred spending their leisure time in the company of others. They preferred such activities as games, scouting, and church work. Eight graduates did not show a preference for any type of hobby or activity, and thirty-one did not answer the pertinent question of the questionnaire.

TABLE XI

AMOUNT OF LEISURE TIME ENJOYED
BY MEMBERS OF THE STUDY

Hours Per Day	Number of Graduates	Per Cent of Participating Graduates
None	10	4.64
One hour	34	15.64
Two to three hours	114	52.44
Four to five hours	27	12.52
Excess of five hours	32	14.76

Academic Activities of the Participating Group (Q III-2)

In compiling information concerning major subjects studied by the graduates in undergraduate and in subsequent additional and graduate work, both at Shurtleff College and at other institutions, it was found that English and literature led all fields. Social science, chemistry, languages, and biology followed in that order as the most popular fields.

Table XII indicates that languages, a hallmark of education in the traditional school, gave place to a more liberal realm while English and literature maintained its traditional popularity. Religion was taken as a major subject by eight graduates. That was three and one-half per cent of the total group and was undoubtedly higher than the national average because Shurtleff College is affiliated with the Baptist Church.

Three graduates did not answer the question that pertained to their major field of academic accomplishment.

TABLE XII

MAJOR FIELDS OF ACADEMIC ACCOMPLISHMENT
BY PARTICIPATING MEMBERS OF THIS STUDY

Major Subjects	Number of Graduates	Per Cent of Participating Graduates
English and Literature	85	37.57
Social Science	39	17.23
Chemistry	30	13.32
Languages	19	8.28
Biology	17	7.41
Mathematics	13	5.74
Education	10	4.44
Religion	8	3.53
Music	4	1.76

Advanced Schooling (Q III-1)

Thirty-eight of the graduates did no work beyond their degree at Shurtleff College. Seventy-six culminated their formal schooling with a few additional courses; eight attended non-credit preparatory classes. All others received degrees in advance of their work at Shurtleff College. (Table XIII).

TABLE XIII

ADVANCED SCHOOLING AMONG THE SHURTLEFF
COLLEGE PARTICIPATING GRADUATES

Advanced Work	Number of Graduates	Per Cent of Participating Graduates
No advanced work	38	16.56
A few additional courses	76	33.13
A Master's degree	68	29.64
Medical or dental degree	8	3.48
Doctor of Philosophy	11	4.79
Doctor of Theology	4	1.74
Master of Theology	2	0.86
Bachelor of Theology	10	4.36
Osteopathic physician degree	1	0.43
Chiropractic degree	1	0.43
Degree in law	2	0.86
Non-credit training	8	3.44

Credit Hours Completed Beyond the Bachelor's Degree (Q III-3)

The number of credit hours over their degrees at Shurtleff College taken by members of this study ranged from none to 200 or more (Table XIV). About seventy-five per cent of the graduates restricted their advanced study to fifty or fewer credit hours.

TABLE XIV

NUMBER OF CREDIT COURSES TAKEN IN ADVANCE OF THEIR DEGREE BY SHURTLEFF COLLEGE GRADUATES

Hours of Credit	Number of Graduates	Per Cent
None	38	16.56
One to nine	29	12.64
Ten to nineteen	32	13.95
Twenty to twenty-nine	36	15.69
Thirty to thirty-nine	40	17.44
Forty to forty-nine	16	6.97
Fifty to fifty-nine	6	2.61
Sixty to sixty-nine	9	3.92
Seventy to seventy-nine	7	3.05
Eighty to eighty-nine	1	0.43
Ninety to ninety-nine	3	1.30
100 to 199	10	4.36
200 or more	2	0.87

Books and Literature Appreciation (Q III-4)

Seven graduates did not wish to give information about their personal libraries, but 222 of them who did participate in this particular phase of the questionnaire declared that they owned at least one or more books (Table XV). Over fifty per cent of the graduates had a collection of from nineteen to ninety-nine books, while twenty-seven per cent possessed a personal library of 100 or more volumes.

TABLE XV

NOVELS, ANTHOLOGIES, BOOKS OF POETRY, AND PLAYS
IN GRADUATES' PERSONAL LIBRARIES

Number of Books	Number of Graduates	Per Cent
None	0	
One to nine	18	8.1
Ten to nineteen	26	11.7
Twenty to forty-nine	68	30.6
Fifty to ninety-nine	50	22.5
100 or more	60	27.0

Novels Read (Q III-5)

Of the 233 graduates who reported the number of novels they had read in the past year, ten per cent asserted they had not read a complete book; however, almost an equal number, 9.85 per cent of the graduates, read a total of fifty or more novels (Table XVI).

TABLE XVI

NOVELS READ BY THE PARTICIPATING MEMBERS OF THE STUDY

Number of Novels	Number of Graduates	Per Cent
None	24	10.75
One to nine	103	46.14
Ten to nineteen	42	18.81
Twenty to forty-nine	32	14.33
Fifty or more	22	9.85

The greatest group of respondents, 103, or 46.14 per cent, had read from one to nine novels during the past year. Seventy-four members, or

33.14 per cent of the group, had read between ten and forty-nine novels during the year preceding this study.

Books of Poetry (Q III-6)

Poetry was not so popular with the graduates. One hundred five, or 47.25 per cent, had not read a single complete book of poetry in the past year. An equal number of graduates had each read from one to nine volumes of poetic verse while only twelve members of the study had individually read a total of ten or more books of poetry. Seven members were unwilling to answer the question.

Books of Plays (Q III-7)

Ninety-nine of the participants reported that they had read no plays in the past year. Seventy-eight had read one to four plays, thirty-six had read between five and nine dramas; nine had read ten or more plays. Again seven graduates did not choose to answer the related question.

Science Books in Personal Library (Q III-8)

Seventeen members of the study reported that they did not have physical science books in their libraries. (Table XVII). Eight participants said that they individually possessed 100 or more volumes of this particular type. Six of the members did not answer the related question. One hundred twelve members of the group, or 54.64 per cent, had between one and nineteen books of this type in their libraries.

Forty-one, or 18.45 per cent, of the alumni belonged to a book club; 151, or 81.55 per cent, were not members of any book club (Q III-9). Seven did not state whether or not they were members of a club of this sort.

TABLE XVII
SCIENCE BOOKS IN THE LIBRARIES
OF THE PARTICIPANTS

Number of Books	Number of Graduates	Per Cent
None	17	7.61
One to nine	76	34.04
Ten to nineteen	46	20.6
Twenty to forty-nine	56	23.08
Fifty to ninety-nine	20	8.96
100 or more	8	3.58

Kinds of Books Read (Q III-10)

The alumni were asked to state their preferences in literature from a list which is included in Table XVIII below:

TABLE XVIII
PREFERENCES OF THE MEMBERS OF THE STUDY
IN THE VARIOUS TYPES OF LITERATURE

Type of Book	Number of Graduates	Per Cent
Mystery	8	3.84
Science-fiction	8	3.84
Science	30	13.40
Self-improvement	57	33.60
Poetry	4	1.92
Drama	6	2.88
Biography	43	20.64
Historical novel	48	23.04
Romance	4	1.92
Philosophical	4	1.92

Kinds of Magazines Read (Q III-11)

From the listing in Table XIX, one observes that the 223 participants

read a total of 428 magazines, an average of 1.9 magazines per member per month. Two of the reporting members of the study said that they did not read any of these magazines regularly.

TABLE XIX

MAGAZINES READ BY THE PARTICIPATING
MEMBERS OF THE STUDY

Magazine	Number of Graduates
Saturday Evening Post	99
Life Time Living	56
A Professional Magazine	74
A Farm Magazine	23
Reader's Digest	119
Nation's Business	49
Saturday Review of Literature	9
Total	428

Other Magazines Read (Q III-12)

The same participating members specified other magazines that they read regularly (Table XX).

TABLE XX

OTHER MAGAZINES READ BY PARTICIPATING MEMBERS
OF THE STUDY

Magazine	Number of Graduates
Time	45
Newsweek	36
Life	26
Look	25
Colliers	22
Coronet	16
Woman's Home Companion	15
Ladies' Home Journal	15
United States News	8
Gardening	8
Flower Growing	6
Fortune	4
True Stories	2
Total	228

The periodicals that were devoted to home, trends, and travel enjoyed more popularity than those devoted to fashion, fiction, and horticulture.

Music and Music Appreciation (Q III-13)

There were five members who did not answer the question relative to their membership in organizations that play, sing, or study music; but of the 224 participants in this phase of the study, 178 members, or 79.46 per cent of the members of the study, had no affiliation with organizations of this sort. Forty-six members, or 20.54 per cent, of the participating group were actively engaged in musical organizations. Subscriptions to Hi-Fi and Etude were limited to about ten per cent of the graduates, and Down Beat was limited to about six per cent (Q III-14).

Musical Preferences (Q III-15)

Preferences in music were designated by 223 members of the study (Table XXI).

TABLE XXI

TYPE OF MUSIC PREFERRED BY RESPONDENTS

Type	Number of Graduates	Per Cent of Graduates
Classical	44	19.71
Light opera	78	34.94
Popular	63	30.22
Folk	23	10.30
Bebop	0	0.0
Western	12	5.37
Religious	3	1.34

Light opera, popular, and classical music were most preferred in that order. Bebop music was not specified as a favorite in a single

instance.

Published Materials (Q III-16)

The members of the study reported that fifty-six of them, 25.03 per cent, produced writings which were subsequently published. The types of published material included articles for newspapers, articles for magazines, books, scientific papers, poetry, plays, religious articles, and educational compositions. One hundred sixty-seven members of the study, 74.92 per cent, never produced writings that were actually published. Six participating members did not answer the related question.

Making of Speeches (Q III-17)

Eight participating members of the study did not specify whether or not they would accept an invitation to make a speech before a sizeable group. One hundred sixty-nine members asserted they would accept such an invitation while fifty-two said they would not. The members willing to make a speech chose forty-six different topics for a hypothetical presentation. Of these members, twenty-two chose education for a topic, and sixteen selected religion as a preferred subject

Parental Graduation From College (Q III-18)

With six members of the study not answering, the participants indicated that 144 had parents neither of whom had been graduated from college. There were fifty-five who had one parent graduate from college and twenty-four who had both parents graduate from college. These three groups--with no parents graduating, one parent graduating, or both parents graduating--were 64.5 per cent, 24.8 per cent, and 10.7 per cent, respectively.

Travel (Q III-19)

Answers concerning their yearly travels were received from 221 graduates (Table XXII)

TABLE XXII

MILES TRAVELED BY THE RESPONDENTS IN THE YEAR PRECEDING THE STUDY

Distance	Number of Graduates	Per Cent
5,000 miles or less	69	31.13
5,000 to 10,000 miles	59	26.67
10,001 to 20,000 miles	57	25.67
20,001 to 50,000 miles	28	12.65
50,001 or more miles	8	3.61

Of these, more than a half did not travel an average of 1,000 miles per month. Only eight members indicated they traveled more than 50,000 miles yearly. More than an eighth of the group travelled between 20,000 and 50,000 miles in the year preceding the study.

Politics (Q IV-1)

Nine members of the study did not answer any of the political questions. All percentages were calculated, therefore, from the 220 respondents in this phase of the interrogation.

Two hundred participated in the last primary election; eighteen did not; two were residents of Washington, District of Columbia, and were not entitled to vote. These were percentages of 90.9, 8.2, and 0.9 respectively.

Two hundred eight participants voted in the last national election while ten members did not exercise this privilege; two in the national capitol, of course, could not participate (Q IV-2). The 208 participants

comprised 94.5 per cent of the group; the non-voters made up 4.6 per cent.

Since leaving Shurtleff College, approximately one-fourth of the graduates, 25.4 per cent, have been active members of some political organization (Q IV-3).

Sixty-five of the alumni professed to belong to the Democratic Party (Q IV-4). This group comprised 29.6 per cent of the respondents. The Republican Party had the allegiance of 110 graduates, exactly fifty per cent of those who answered the political questions. Forty-four graduates felt they were independent voters. This group made up twenty per cent of the total. Only one participant expressed that he was a member of "some other" political party.

Political Affiliation of Father (Q IV-5)

When asked about the political affiliations of their fathers, the graduates gave the following information:

TABLE XXIII

POLITICAL AFFILIATIONS OF THE FATHERS OF THE GRADUATES

Political Party	Number of Fathers	Per Cent of Fathers
Democratic	77	35.0
Republican	113	51.3
Independent	29	13.2
Some other	1	0.4

Seven per cent were more independent of political party ties than were their fathers (Table XXIII).

Economic and Vocational Aspects (Q V-1)

Forty-two members, or 29 per cent of the group, stated that both they and their spouses were employed at the time of the interrogation. The remaining 178, or 71 per cent of the 220 alumni who answered the question, stated that only one of the husband and wife combination was employed.

Only twelve of the same 220 graduates held more than one job at the time of the study (Q V-3).

Present Vocation (Q V-2)

The graduates were asked to list their vocations at the time of the study (Table XXIV). All but three of the participating members cooperated in this phase of the questioning.

From the listing, with some exceptions, appear vocations of professions, semi-profession, and a few services. These vocations indicate a high order of social status. The large number of "housewives" indicates a degree of affluence, enabling them to live on the husband's salary.

TABLE XXIV

PRIMARY VOCATIONS OF THE GRADUATES

Vocation	Number of Graduates
Housewife	46
Teacher	45
Chemist	16
Insurance Sales	12
School Administrator	11
Minister	11
Doctor or Dentist	8
Retailer	7
College Professor	7
Librarian	6
Religious Executive	5
Laboratory Administrator	5

TABLE XXIV (Continued)

Vocation	Number of Graduates
Sales and Service	4
Foreign Missionary	4
Insurance Executive	3
Government Worker	3
Investments	3
Engineering Executive	2
Home Missionary	2
Organist	2
Radio Technician	2
Public Welfare Worker	2
Research Advisor	2
Lawyer	2
Industrial Supervisor	2
Chemical Administrator	2
Executive Government Worker	2
Red Cross Worker	1
Photographer	1
College Musical Director	1
Banker	1
Osteopathic Physician	1
Chiropractor	1
Personnel Director	1
Mechanical Foreman	1
Superintendent of Recreation	1
Worker in Public Relations	1
Realtor	1
Contractor	1
Total	<u>226</u>

The preceding table, Table XXIV, was condensed for convenience and clarity into Table XXV.

TABLE XXV
CONDENSATION OF TABLE XXIV

Vocation	Number	Per Cent
Homemaking	46	20.3
Teaching, school administration	56	24.4
Church and ministerial work	22	9.73
College teaching, library work	15	6.63
Banking, insurance, investment	19	8.38
Chemistry	33	14.6
Retail and servicing	13	5.94
Public services	10	4.42
Professional services	12	5.21

Other Jobs Held (Q V-4)

The graduates performed several services and held various jobs subsequent to their graduations from Shurtleff College. Table XXVI below excludes the positions or vocations in which the participants were engaged at the time of the study.

TABLE XXVI

SERVICES PERFORMED BY THE GRADUATES PRIOR TO POSITIONS HELD AT THE TIME OF THE STUDY

Type of Service	Number of Graduates	Per Cent
Armed Forces	29	13.1
No other than present	4	1.81
Teaching	51	21.05
Industry	38	17.17
Business services	69	31.18
Public services	12	5.42
Ministry	14	6.23
Labor and odd jobs	16	8.14
Crafts	6	2.71

Business services and teaching provided the most employment for the graduates until they became engaged in their vocations at the time of the study.

Eight of the participants in the study did not state whether or not they had held any other position except the one in which they were engaged at the time of the study.

Salaries (Q V-7)

Eighteen members of the study would not disclose their yearly salaries (Table XXVII). For the 211 graduates who did answer the salary phase of the questionnaire, however, the average yearly salary was \$6,692.27 at the time the questionnaire was being answered. The salaries ranged from

less than \$3,000. to more than \$10,000 annually.

TABLE XXVII
SALARIES OF THE GRADUATES AT THE TIME
OF THE STUDY

Annual Salary	Number of Graduates	Per Cent
None	46	21.8
\$3,000. or less	3	1.42
\$3,001. - \$5,000.	48	22.75
\$5,001. - \$7,500.	58	27.49
\$7,501. - \$10,000.	34	16.12
More than \$10,000.	18	10.43

Of the respondents, 27.49 per cent fell into \$5001. - \$7,500 annual wage category. Approximately ten per cent of the alumni earned in excess of \$10,000 annually while approximately twice as many were not wage-earners.

Home Ownership (Q V-8)

Two hundred twenty-five graduates responded to the question concerning home ownership. Of these, 183, or 81.35 per cent, owned the homes in which they lived; forty-two, or 18.65 per cent of the graduates did not own their homes.

Church Activities (Q VI-1)

In church preference, the Baptist faith led other denominations in popularity. Eighty-one of the 225 responding graduates chose the Baptist Church as their preferred church. The Methodist and Presbyterian Churches were second and third most favored in that order. Four graduates

disclaimed any church preference.

TABLE XXVIII
CHURCH PREFERENCES OF THE GRADUATES

Church	Number of Graduates	Per Cent
Baptist	81	35.5
Methodist	47	20.88
Presbyterian	32	14.22
Episcopal	10	4.6
Lutheran	9	4.3
Evangelical and Reformed	8	3.55
Congregational	8	3.55
Roman Catholic	7	3.11
Unitarian	7	3.11
Christian	5	2.22
Military Chapel	2	0.88
Christian Science	2	0.88
Religious Science	2	0.88
No preference	4	1.75

Church Services Attended (Q VI-2)

Six participants did not reveal their attendance at church services and functions, but 159 graduates, 71.3 per cent of the respondents stated that they attended Sunday preaching services (Table XXIX).

TABLE XXIX
CHURCH FUNCTIONS ATTENDED BY THE GRADUATES

Functions	Number of Graduates	Per Cent
Sunday school	79	35.42
Sunday preaching	159	71.30
Midweek services	42	18.8
Church suppers, picnics	84	37.6

Approximately half that number attended Sunday School sessions.

Midweek services were least popular.

Eighty-five respondents held a responsible church office at the time that they answered the questionnaire (Q VI-3). One hundred thirty-six graduates did not serve as officials for their churches at that time. Eight participants did not choose to answer the related question.

Agree With Minister (Q VI-4)

Over eighty per cent of the responding 221 graduates stated that their opinions were not always in agreement with those of their ministers. Twenty-seven graduates expressed that they always agreed with the preachings of their clergy. Six graduates were ministers who responded by saying that they could not take exceptions to themselves. The ministers were 2.71 per cent of the total responding group.

TABLE XXX

GRADUATES TAKING EXCEPTIONS TO THEIR MINISTERS

Frequency	Number of Graduates	Per Cent
Frequently	46	20.81
Sometimes	142	61.81
Never	27	14.67

Evaluation of Shurtleff College (Q VII)

The participating members of the study were finally asked for their realistic evaluations of Shurtleff College. Thirty-one graduates did not participate in that phase of the questionnaire activity.

Of the 198 graduates who did respond, 140 held their Alma Mater in high esteem; fifty-six were more mild in their praise of the institution; only two expressed dissatisfaction with their experience at Shurtleff

College.

A revelation of the total compilation of critical remarks offered by the graduates was not deemed necessary by the author since there were many repetitions and abstractions. Representative remarks were chosen to reveal the general attitudes of the participating members of the study.

"I had the best teachers at Shurtleff that I could hope for."

"Shurtleff was dominated by narrow Baptist thinking."

"Shurtleff College lacked facilities for guiding students."

"It is good to start college training with a small institution."

"I was part of the Centennial Program, and I felt very important."

"Shurtleff College filled a need in the Alton area."

"I received good liberal arts background and wholesome attitudes from the faculty."

"Actually, the technical and background work were good. Part of my reason for saying this is that where I find myself with graduates of larger and more recognized institutions, I do not feel inferior—I know that my training was equal to and sometimes superior to that received by others in larger schools."

"This kind of questionnaire is a lot of foolishness. Shurtleff College is a good college and should be recognized everywhere."

"There is a close working relationship of the faculty to the student."

"I will be glad to help set up a strong research center at Shurtleff."

"I would not trade those four years for any money that might be offered."

"At Shurtleff, you were not just a number."

"I believe in Shurtleff, and I recommend it to others."

"Shurtleff College is good for the Baptist faith."

"The low level of scholastic achievement was a scandal, but I had wonderful friends."

"I would never send my child to a school that is not accredited."

"I only went to Shurtleff because it was convenient."

"There was very little class distinction. During the depression, we had the very best instructors because they were available."

"I am truly grateful that I could turn to Shurtleff to gain credits so I could teach school."

"I had a difficult time getting my teaching certificate because my college was not accredited."

"I will never forget how Shurtleff has helped me. In my heart it holds a honored place."

Concluding Statements

Shurtleff College graduates have tended to be successful in most activities that are considered worthwhile in our culture. In their social, educational, political, economic, and vocational, and religious relations, they have generally formed strong affiliations. Reviewing their comments reaffirms the belief that the graduates are adding something vital to their communities.

CHAPTER IV

THE SHURTLEFF COLLEGE GRADUATES AMONG THEIR NATIONAL COUNTERPARTS

Shurtleff College is one of the church-related schools striving to maintain itself with other church-related colleges, privately endowed institutions, and state supported universities.

According to Havemann and West, older graduates throughout the nation are more likely to have gone to a private college than to a state supported one. In more recent years, however, there has been a tendency toward an equilibrium--the proportion of private school graduates was fifty-three per cent, and the proportion of public school graduates had risen to forty-seven per cent by 1947. The number of graduates from denominational colleges, however, remained relatively constant--eighteen per cent for the older graduates and twenty-two per cent for the younger.¹

Table I of this study demonstrates that the number of graduates from Shurtleff College remained rather stable during the two decades of this study. In other words, Shurtleff College conformed to the national pattern of church-related schools in the number of graduates produced.

Increase in the Number of Graduates From College

While Shurtleff College and other church-related colleges were maintaining an approximately even enrollment and were producing similar

¹Ernest Havemann and Patricia West, They Went to College (New York, 1952), p. 280.

numbers of graduates each year, the percentage of college graduates with respect to the total national population had virtually trebled during the score of years included in this study, even in face of a rising population. The Biennial Survey of Education asserts that of the total number of people in the United States in 1920, only 2.7 per cent were college graduates; by 1930, the percentage had risen to 5.5; by 1940, 7.9 per cent of the people of the United States had been graduated from college.²

Location of College Graduates

In Tables III and IV, it was shown that although forty-nine per cent of the graduates of Shurtleff College were born in Alton, Illinois, and the immediate surrounding area, only 38 per cent lived there in later years. Over half of the graduates had chosen to live in cities of 25,000 to 99,999 population. This was in accordance to the national pattern as described in Havemann and West that although cities of this size contain only eleven per cent of the total national population, seventeen per cent of the graduates make their homes there.³

Washington University found that of all its graduates prior to 1947, 47 per cent resided in the greater Saint Louis area at that time.⁴ However, the writer found that of the graduates from Shurtleff College during the score of years considered in this study, only 38 per cent remained in the greater Alton, Illinois, area.

²Biennial Survey of Education (1948), p. 3.

³Ernest Havemann and Patricia West, p. 17.

⁴Washington University Centennial Survey (St. Louis, Missouri, 1954), p. 30.

The study has shown the definite trend of the Shurtleff graduates to move to the larger urban areas and to the great metropolitan centers. Havemann and West have noted that such movement is typical of the average American graduate because he must work where higher wages are to be had for his expanded earning capacity.

Getting a degree means a move to the city. Nearly half the graduates have left their original home state. Some professional men, however, tend to come home to practice medicine, dentistry, and law.⁵

Marital Status of the College Graduate

As has been noted, 93 per cent of the Shurtleff College graduates had married. This observation is somewhat contrary to the facts established in the national study conducted by Havemann and West. According to their findings, 31 per cent of the women graduates were unmarried.⁶ They went on to say that "for many coeds, it would appear, college amounts to an education for spinsterhood." On the other hand, of the total adult feminine population in the United States in 1947, only 13 per cent were unmarried.⁷

In spite of the fact that they have generally married, the Shurtleff College graduates did not have as many children per graduate as the national average found in the Havemann and West study. They found the average to be two children per graduate⁸ while the members of this study

⁵Ernest Havemann and Patricia West, p. 237.

⁶Ibid., p. 13.

⁷Ibid., p. 54.

⁸Ibid., p. 13.

averaged 1.84 children per graduate. From another study the replacement quota from the national population of college graduates was approximately 2.2 children per woman.⁹

Sex of the Graduates

The percentages of masculine and feminine graduates compared favorably to the national average as indicated by Havemann and West. The Shurtleff College graduates were 57.6 per cent male and 42.4 per cent female as compared to the respective figures of 58.3 per cent and 41.7 per cent as indicated in the national study.¹⁰

Civic Participation and Organizational Activities

Table VIII illustrates that all but eight of the participating members of this study belonged to one or more organizations. The total members of the study averaged over three memberships in some kind of organization per individual. They seemed to have integrated themselves with their community affairs very much as is described in the following passage:

Except for the few intellectuals who do not believe in "joining" and the very, very poor who can not afford to, practically all adult Americans belong to some club or another, and most of them take part in some joint effort to do good. This prodigious army of volunteer citizens, who take time from their work and pleasure to work more or less unselfishly for the betterment of the community, is unique in this world. For whatever the silly rituals, the earnest absurdities of some of their organizations, and the self-interest of others, the volunteers are always ready to work and to fight for what they think is right.¹¹

⁹The Score of Colleges, a pamphlet reprinted from the Journal of Heredity, Washington, D. C., Vol. XLIII, No. 3, May-June, 1952, p. 32.

¹⁰Ernest Havemann and Patricia West, p. 13.

¹¹"The Busy, Busy Citizen," Fortune, XLIII (February, 1951), 96.

Public Recognition

As far as public recognition was concerned, only about 25 per cent of the graduates admitted to their having such an honor. Certainly, in light of some of their public-spirited activities, the whole story was not indicated. Could they as a group have been shy and unwilling to exert themselves for public acclaim? College graduates are not considered to be overly aggressive.

The largest group to admit recognition was in the educational field. The revelation was not too surprising because 24 per cent of the graduates, Table XXV, had found their places in the field of education. There was also recognition for the Shurtleff College graduates in the civic, political, and service club fields.

Leisure Time

The use of leisure time was considered in respect to both amount and kind. Thirty-eight per cent of all the members of the study had between two and three hours of leisure time daily. The group was divided in that some had physical outlets for their energies, such as gardening and game activities; others had more sedentary pursuits, such as reading and listening to music.

In the Havemann and West study of college graduates, 44 per cent of the housewives in their fifties were found to average five hours of free time each day. The younger wives had less free time; however, the career woman had progressively less time as she grew older.¹²

¹²Ernest Havemann and Patricia West, p. 81.

Advanced Schooling

Sixteen per cent of the graduates in this study, Table XIII, did not take additional courses subsequent to their graduation from college; another three per cent received some special job preparatory training. The preparation seemed to be short periods at business school or "on the job" training.

In this study, 34 per cent of the members majored in English. After World War II, however, Shurtleff College records demonstrated that the trend in major selection was definitely toward business administration and teaching. Nevertheless, there was a notable number of students preparing for religious work at the time of the study.

Books and Private Libraries

Most of the participants in this study possessed sizeable collections of books in their private libraries. Table XV indicates the extent to which the members of the study have collected books.

A definite value could not be placed on private libraries, however, since educators have generally known that many persons collect large quantities of books more as a hobby and do not always read and analyze them.

Wendell Johnson has stated:

Some people actually make a hobby of collecting books, not in order to read them all, much less to make use of their contents, but just to possess them; nevertheless, they are respected for it.¹³

The reading of novels by participants of this study indicated a consistency to the hypothesis that college graduates are extensive readers.

¹³Wendell Johnson, People in Quandaries (New York, 1946), p. 20.

The large percentage of Shurtleff graduates who had not read books in the realms of drama and poetry indicated a diminished interest in these fields since so many had chosen English and literature as a major field in their undergraduate work. Many graduates demonstrated that they had chosen reading material from their vocational fields. There was an expressed fondness for books on self-improvement, Table XVII. Historical novels, biographies, and science provided preferential reading material for many members of this study.

Havemann and West note that there is a general decrease in humanities with an increase in science, engineering, and business administration.¹⁴ This study indicates that many graduates were so engrossed in their special fields of endeavor that they did not take time for the more aesthetic forms of literature.

Parental Attendance at College

Statistics show that the college attendance of parents greatly influence the likelihood that their children will attend college. Herbert Toops asserts that 53 per cent of the children of parents, both of whom had attended college, would ultimately attend a higher institution of learning while only 13 per cent of the children with parents who had never attended college would ever enjoy the benefits of attending college.¹⁵

Lundberg, in another study, found that 57 per cent of his subjects who were attending college were children of parents neither of whom had enjoyed the privilege of college attendance; 32 per cent had one parent

¹⁴Ernest Havemann and Patricia West, pp. 21-22

¹⁵Herbert A. Toops, "The Prediction of College Going," School and Society, LI (March, 1940), 257.

who had attended college; the remaining 11 per cent were children of parents both of whom were formerly enrolled in a college curriculum.¹⁶

The figures concerning parental college attendance in this study did not compare favorably with the study by Lundberg except that the percentages of children who had both parents with some college training were almost identical—10.7 per cent in this study, 11 per cent in the Lundberg study.

Travel

Travel has generally been considered an educational process; the number of miles travelled yearly by members of this study may have been indicative of broadened experience. In the opinion of the writer, however, the number of miles travelled, in itself, did not constitute a significant basis for evaluation. Going over the same route in a listless manner would hardly be said to have any educational purpose. The cultural value of moving about the country would depend upon the interest, the previous experience, and the training of the traveler.

The mobility of the members of this study was rather restricted in that over half of them did not travel as much as 1,000 miles per month during the year preceding the study.

Political Activities

The fact that 91 per cent of the respondents to the questionnaire in this study exercised their privilege of voting in the primary election preceding this study and that 95 per cent of the group voted in the subsequent national election indicated their great concern for the democratic

¹⁶George S. Lundberg, Social Research (New York, 1942), p. 196.

order in which they live. Twenty-five per cent took an active part in politics by joining a political organization or movement since their graduation from Shurtleff College.

The members of this study demonstrated their political preferences as follows:

Democrats	29%
Republicans	50%
Independents	20%

Havemann and West found that nationally 26 per cent of the college graduates professed to belong to the Democratic Party, that 38 per cent preferred the Republican Party, and that 35 per cent claimed to be independent voters.¹⁷

The correlation between the two studies apparently was not very significant, but the fact should be noted that Madison County, in which Shurtleff College is located, was predominately Republican during the first twelve years of the 1921-1940 period and gradually changed until it was definitely Democratic at the time of the study. No doubt, some of the graduates retained political inclinations of earlier years.

Seventy per cent of the Shurtleff College graduates were found to have maintained loyalty to the same political parties to which their fathers belonged. Havemann and West found that only 58 per cent of the college graduates did not change from the parties endorsed by their fathers.¹⁸

¹⁷Ernest Havemann and Patricia West, p. 110.

¹⁸Ibid., p. 117.

Economic and vocational aspects of the graduates.—One of the most important symbols of success, but by no means the only one, is money. In order for the individual to be rated strictly according to the success of his efforts, we must know his earning power.¹⁹

The employed graduates in this study had an average annual salary of approximately \$6,700. at the time of the study. The median salary for the same group was computed to be about \$5,450. The median yearly salary for the male members of the study, however, was found to be about \$6,975. Havemann and West found in 1947 that the median annual wage for all men across the nation was about \$2,200. The median wage for men who had graduated from college was twice as much, or \$4,400.²⁰ Wages had generally risen from 1947 to 1955, but the indication was that the participating members had a greater earning capacity at the time of the study than their counterparts throughout the nation.

Home ownership was higher among the graduates of Shurtleff College than among non-graduates. Although 81 per cent of the graduates owned their homes, only about 50 per cent of the national population had purchased a home.²¹

Forty-eight per cent of the women graduates in this study were housewives as compared to 42 per cent in the Havemann and West study.²² In a study conducted by Washington University, 55 per cent of the feminine graduates devoted their full time to their families.²³

¹⁹Bossard, Lundeen, Ballard, and Foster, Introduction to Sociology (Harrisburg, 1949), p. 315.

²⁰Ernest Havemann and Patricia West, p. 26.

²¹Darrell Huff, "The Statistical You," Pocket Book Magazine, II (February, 1955), 8.

²²Ernest Havemann and Patricia West, p. 117.

²³Washington University Centennial Survey (St. Louis, 1954), p. 30.

Twenty-four per cent of the Shurtleff College graduates listed teaching and education as their primary vocation at the time of the study; the centennial study of Washington University disclosed that twenty-one per cent of its graduates held similar positions.²⁴

Nearly ten per cent of the participating members of this study held positions related to the church. The group included ministers, missionaries, and organists whose chief source of income was derived from their religious work. The high percentage of church workers undoubtedly stemmed from the fact that Shurtleff College was a denominational school. The observation, therefore, could not have been compared effectively to national averages.

Church Preference and Religion

Havemann and West determined from their national sampling of college graduates over fifty years of age that eighty-seven per cent were Protestant, that ten per cent were Catholic, and that two per cent were Jewish.²⁵

Table XXVIII demonstrates that no participants in this study professed a preference for the Jewish creed and that only three per cent expressed their preference for Catholicism. Less than two per cent had no church preference, and the remaining 95 per cent chose a Protestant faith.

Since Shurtleff College was a Baptist-related school, no further significant religious comparisons were made of its graduates to the graduates of large-scale studies.

²⁴Ibid., p. 28.

²⁵Ernest Havemann and Patricia West, p. 207.

CHAPTER V

SUMMARY AND CONCLUSIONS

This study has been an attempt to gather the most common traits of the Shurtleff College Graduate. Although there was a generic background and relationship which seemed desirable to consider, the magnitude of such an undertaking precluded the possibility of carrying it out.

All the graduates had attained a considerable degree of maturity at the time of the study. The younger participating graduates were almost forty years of age; the older ones were very near the age of retirement.

Although nearly half the participants had their original residence in the Alton area, only about two-fifths had remained there. The migration took place in spite of the fact that the area was a highly industrialized and populated locality.

There was a ratio of three men for every two women graduates from Shurtleff College during the 1921-1940 period. Among the married graduates, separations and divorces were very rare. This fact bore out evidences from other studies that marriages among college graduates on the average are much more stable than marriages in which neither partner holds a college degree. Only 3.5 per cent of the Shurtleff College graduates included in this endeavor were either divorced or living apart from their spouses.

This investigation shows that the participating alumni of this study averaged 1.8 children per graduate. Apparently they did not reproduce themselves since students of college populations generally agree that

graduates do not maintain their kind unless they average 2.1 children per graduate.

Nearly all the graduates of this study belonged to some organization; the average membership per graduate was 3.09. The most popular types of organization for members of this study were religious, educational, and civic, in that order.

About one-third of the respondents received some public recognition. Of those receiving public acclaim, most graduates were honored in three fields. Approximately three-tenths received recognition in the educational field, about two-tenths in civic affairs, and a little less than two-tenths in service club activities.

Although socialization among the graduates in some areas is being sacrificed, particularly in music and recreation, there are still a sizeable number of graduates who are very much interested in the finer aspects of our culture. Over 70 per cent of the participants enjoyed three hours or less of leisure time daily. Only about one-third of the respondents expressed a preference for spending their leisure time in the company of others. Almost four-fifths of the graduates did not profess a membership in any kind of organization for playing, singing, or studying music.

One out of six graduates did not pursue their formal education beyond their college degrees. One out of three had taken just a few courses; three out of ten had received a master's degree. The median graduate had between twenty and twenty-nine credit hours beyond his initial college degree.

The graduates of the study have a strong inclination to follow the political patterns of their fathers in their choices of political parties. An overwhelming majority exercised their right to vote at both primary and

national elections.

The participants in this study had fared well financially—four out of five owned their homes, while the national average of adults who owned their homes was approximately 50 per cent. The college graduates have an average annual income twice that of their neighbors who are not college-trained.

Not all respondents cared to evaluate Shurtleff College and their experiences there. This was the most shunned phase of the questionnaire. However, most of the participants did respond, and nine out of ten were spirited and optimistic in their approval of Shurtleff College. Indeed, many graduates took an entire page to indicate their thoughts and to express their ideas of hope and advice. The majority of the respondents wrote that they believed their experiences at Shurtleff College had enabled them to live more fruitful lives and to take a more meaningful places in society.

Conclusions

Shurtleff College graduates tended to move to large urban and metropolitan areas.

Most of the graduates of the study were successfully married. Divorce was rare among the graduates, and very few were otherwise estranged from their marital partners.

The average number of children per graduate was not sufficient to replace the group.

Seventy-five per cent of the graduates received as much as fifty credit hours beyond the B. S. degree.

More of the graduates belonged to the Republican Party than to the Democratic or Independent parties. They were strongly inclined to follow

paternal patterns in political party choice.

The members of this study, as well as members of other similar studies, were able to maintain a higher standard of living because their salaries tended to exceed those of others who had not attained a college degree.

Religion and church were held in high esteem by the Shurtleff College graduates.

The Shurtleff College graduate has been generally successful both materially and spiritually. He has gained personal achievement in such areas as self-development, skills in problem solving, vocational competence, and religious idealism.

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APPENDIX A

SHURTLEFF COLLEGE ALUMNI

Questionnaire

I. General

1. What is your full name? _____
2. Where do you now live? _____
3. Where were you born? _____
4. Do you want a summary of this study? Yes No

II. Social

1. What is your marital status?
 a. Single - never married e. Spouse deceased
 b. Married f. Divorced - remarried
 c. Married - living apart g. Spouse deceased - now remarried
 d. Divorced
2. How many children do you have? _____
3. Check any of the types of organizations in which you have an active membership.
 a. Fraternal e. Economic i. Political
 b. Religious f. Patriotic j. Community-
co-ordinating
 c. Educational g. Civic k. Other
 d. Recreational h. Youth-serving
4. Did you ever receive any public recognition for some meritorious service such as the holding of a professional office or a political position? Yes No
5. If the answer in #4 is Yes, state what these positions were. _____

6. How many hours of real leisure do you have during a regular week day?
 a. None d. Four to five hours
 b. One hour e. More than five hours
 c. Two to three hours
7. What are your principal hobby-interests? _____

II. Educational

1. What advanced schooling do you have at the present time beyond that received at Shurtleff College?
 a. None e. Doctor of Philosophy degree or the equivalent
 b. A few courses f. Any other career preparatory training _____
 c. A master's degree _____
 d. A medical or other professional degree _____
2. What was your College Major? _____
3. Number of credit hours received since graduation _____

4. How many novels, anthologies, books of poetry and plays do you have in your personal library?
 a. None d. 20 - 49
 b. 1 - 9 e. 50 - 99
 c. 10 - 19 f. 100 or more
5. How many novels have you read in the past year?
 a. None d. 20 - 49
 b. 1 - 9 e. 50 or more
 c. 10 - 19
6. How many books of poetry have you read in the past year?
 a. None c. 5 - 9
 b. 1 - 4 d. 10 or more
7. How many plays have you read in the past year?
 a. None c. 5 - 9
 b. 1 - 4 d. 10 or more
8. How many books of physical, biological, or social science do you have in your personal library?
 a. None e. 20 - 49
 b. 1 - 9 f. 50 - 99
 c. 10 - 19 g. 100 or more
9. Do you belong to any book club? Yes No
10. Generally, what kind or type of book do you read the most?
 a. Mystery e. Poetry i. Romance
 b. Science-fiction f. Drama j. Some other
 c. Science g. Biography _____
 d. Self-improvement h. Historical novel _____

11. Which of the following magazines do you read regularly?
 a. Saturday Evening Post e. Reader's Digest
 b. Life Time Living f. The Nation's Business
 c. A professional magazine g. The Saturday Review of Literature
 d. A farm magazine
12. Besides the magazines listed in #11, what other periodicals do you read regularly?

13. Are you a member of any organization which studies, sings, or plays music?
 Yes No
14. Do you subscribe regularly to any of the following:
 a. Hi-Fi b. Down Beat c. Etude
15. In listening to music, what kinds do you usually select?
 a. Classical d. Bebop g. Other
 b. Light opera e. Folk _____
 c. Popular f. Western and Hilbilly _____
16. Have you ever had any of your writings published?
 Yes No Kind of publication (s) _____
17. If you were to make a speech for a learned society, on what general topic would you talk?
 a. _____
 b. Would not make a speech
18. Did one or both of your parents go to college?
 a. Neither b. One c. Both
19. How much have you traveled in the past year either for business or for pleasure?
 a. 5,000 miles or less d. 20,001 to 50,000 miles
 b. 5,001 to 10,000 miles e. More than 50,000 miles
 c. 10,001 to 20,000 miles

IV. Political

1. Did you vote in the last primary election? Yes No
2. Did you vote in the last national election? Yes No
3. Have you been a member of any political organization or movement since you left Shurtleff College? Yes No
4. Politically, are you

<input type="checkbox"/> a. A Democrat	<input type="checkbox"/> c. An Independent
<input type="checkbox"/> b. A Republican	<input type="checkbox"/> d. Some other
5. What was the politics of your father?

<input type="checkbox"/> a. A Democrat	<input type="checkbox"/> c. An Independent
<input type="checkbox"/> b. A Republican	<input type="checkbox"/> d. Some other

V. Economic and Vocational

1. Do you and your spouse both work? Yes No
2. What is your present vocation? _____
3. Do you now have more than one job (for pay)? Yes No
4. What other jobs have you had since you left Shurtleff College? _____

5. Did any experience or event at Shurtleff College enable you to do your job better? Yes No
6. If your answer in #5 is Yes, could you explain? _____

7. What is your approximate salary? If you are a housewife and you earn no money, check "None". Please check.

<input type="checkbox"/> a. None	<input type="checkbox"/> d. Between \$5,001 and \$7,500
<input type="checkbox"/> b. \$3,000 or less	<input type="checkbox"/> e. Between \$7,501 and \$10,000
<input type="checkbox"/> c. Between \$3,001 and \$5,000	<input type="checkbox"/> f. More than \$10,001
8. Do you own your own home? Yes No

VI. Religious

1. What church do you now attend?
 - a. _____
 - b. Do not attend any church
2. What services do you now attend?

<input type="checkbox"/> a. Sunday School	<input type="checkbox"/> c. Mid-week services
<input type="checkbox"/> b. Sunday preaching	<input type="checkbox"/> d. Church suppers or picnics
3. Do you hold any responsible church offices? Yes No
4. Do you take exceptions to the preachings of your minister?

<input type="checkbox"/> a. Frequently	<input type="checkbox"/> c. Never
<input type="checkbox"/> b. Sometimes	

VII. Will you please evaluate Shurtleff College. Be as realistic as you can. Use the other side of this sheet, if need be.

SHURTLEFF COLLEGE
Alton, Illinois
July 1, 1955

Dear Shurtleff Graduate:

For some time we have been planning to visit you to find out how you are. We should prefer to come to see you personally, although the difficulty of this task prevents such a procedure.

The purpose of our writing you is to let you know that Shurtleff College is still interested in you and that it expects to remain so as long as you live.

Enclosed is a form for you to fill out. The information which you supply will be used in several ways. First, it will bring your Shurtleff College record up to date. Second, with your answers, it may be possible to persuade a reviewing committee that Shurtleff College is worthy of accreditation. Please try to enthusiastically answer all questions as carefully as you can. We propose in our relations to keep all your answers anonymous.

If you are interested in a summary of our findings, indicate this in your questionnaire. A permanent record of this study will be placed in Shurtleff College Library.

We will be happy to hear from you very soon as well as at other times that you care to bring vital matters to our attention.

Our graduates are the principal product of our college, and their success is our greatest joy. We shall work to continue to give educational service, not just for four years, but for life.

Yours truly,

Lozer K. Freeman

Chairman of Committee

APPENDIX C

FINAL LETTER

Shurtleff College
Alton, Illinois
August 10, 1955

Dear Shurtleff Graduate:

I would like once again to extend a questionnaire for you to fill out.

I know that the weather has been warm, or that you may have been away on a vacation, or that some other good reason has kept you from answering the previous questionnaire.

I am making this final appeal for the information because I feel that it may be valuable in helping Shurtleff College to become accredited.

For your trouble in filling out the questionnaire, I promise to send you a review of the findings.

Yours truly,

Loren K. Freeman

Loren K. Freeman
Chairman of the Committee

VITA

Loren K. Freeman

Candidate for the Degree of

Doctor of Education

Thesis: A STATISTICAL STUDY OF SHURTLEFF COLLEGE GRADUATES

Major Field: Education

Biographic:

Personal data: Born in O'Fallon, Missouri, June 23, 1899, the son of Dr. Will L. and Ann Freeman.

Education: Attended grade school in St. Charles, Missouri; graduated from St. Charles High School in 1917; received the Bachelor of Arts degree from Washington University with a major in Biology in June, 1922; received the Master of Arts degree from Washington University with a major in Education in June, 1929; completed requirements for Doctor of Education degree in April, 1956.

Professional experience: After graduation from college in 1922, he turned to the teaching of biology in the Taylorville, Illinois, High School. Moved to Alton, Illinois, in 1926 where he accepted a position as chemistry teacher at the high school of that city. In 1946 he was appointed to an instructorship in chemistry at the Oklahoma Agricultural and Mechanical College. After teaching here two years he transferred all of his credits to this institution and prepared to fulfill the requirements for a Doctor of Education degree. In 1949 he returned to Alton, Illinois, and joined the staff at Shurtleff College as a biology and chemistry instructor, a position he is now holding.

THESIS TITLE: A Status Study of Shurtleff College Graduates

AUTHOR: Loren K. Freeman

THESIS ADVISER: Dr. Marlin Chauncey

The content and form have been checked and approved by the author and thesis adviser. Changes or corrections in the thesis are not made by the Graduate School office or by any committee. The copies are sent to the bindery just as they are approved by the author and faculty adviser.

TYPIST: Raymond Denny