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Purpose of the Study: The purpose of this study was to ascertain the educational and occupational experiences of persons who graduated from Connors State Agricultural College during the years 1947 to 1951, inclusive, and to determine whether the curricula offered in the college have been meeting the needs of the graduates.

Findings and Conclusions: During the five-year period included in the study there were 276 graduates of Connors. This study is based on questionnaires returned by 205 of these graduates.

Agriculture was the major field of study for 31 per cent of the men while they attended Connors; commerce was the major field for 30.8 per cent of the women. Education ranked second in frequency as a major field of study for both men and women.

One hundred fifty-three, or 74.6 per cent, of the respondents were gainfully employed at the time of the study. In many cases there was little or no relationship between the graduate's major field of study while attending Connors and the nature of his initial or present employment. A large majority of the respondents indicated that they were satisfied with their present employment.

Most of the respondents, 81.4 per cent of the men and 73.8 per cent of the women, continued their formal education after they graduated from Connors. Most of these (82.6%) indicated that they continued in the same major field of study that they had pursued while attending Connors. Many reported that their preparation while attending Connors aided them in securing part-time employment while attending other institutions.

Of the graduates who continued their formal education in other institutions, 87.6 per cent of the men and 90.4 per cent of the women stated that they considered that their preparatory work while attending Connors had been adequate for continuing their education in other institutions.

More graduates are employed in the educational field than in any other single field listed in this study. Over half of those who are gainfully employed in civilian occupations are engaged in teaching.

Business machines, accounting, and typewriting, in that order, were most frequently mentioned as subjects that graduates believe would be useful to them in present employment if they had studied the subjects while attending Connors.

For a majority of its graduates Connors is primarily a preparatory institution, as indicated by the large percentage of students attending other institutions after graduating from Connors.

ADVISER'S APPROVAL



A FOLLOW-UP STUDY OF THE GRADUATES OF CONNORS STATE
AGRICULTURAL COLLEGE FOR THE YEARS 1947 THROUGH 1951

By

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Bachelor of Science

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1942

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
MASTER OF SCIENCE
May, 1954

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A FOLLOW-UP STUDY OF THE GRADUATES OF CONNORS STATE
AGRICULTURAL COLLEGE FOR THE YEARS 1947 THROUGH 1951

THESIS APPROVED:



Thesis Adviser



Dean of the Graduate School



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CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of this study is to discover the educational and occupational experiences of persons who graduated from Connors State Agricultural College during the years 1947 to 1951, inclusive, and to determine whether or not the curricula have been meeting the needs of the graduates. In the light of the findings of this study it is expected to ascertain the adequacy or the inadequacy of the training received by the graduates, to determine the revision that, in the opinion of the respondents, should be made, and to discover needed changes that may become apparent as a result of this study. In this study certain general and specific questions are involved. The questions are as follows:

General Questions:

1. In the opinion of the respondents, were the curricular offerings at Connors State Agricultural College sufficient to meet their needs with reference to preparation for further education and/or the securing of employment?
2. Should more emphasis be placed on preparatory courses? On terminal courses?

Specific Questions:

1. Is the graduate married?
2. Is the graduate gainfully employed at present? If not, is he seeking employment?
3. What was the student's major field of study while attending Connors State Agricultural College?

4. How many of the graduates continued their formal education by attending senior colleges, night schools, or business schools?
5. Did the student continue in other institutions the field of study which he began at Connors State Agricultural College?
6. How many of the graduates who enrolled in a senior college graduated from a senior college? How many dropped out before graduating?
7. How many of the graduates worked part time while attending other institutions after they graduated from Connors State Agricultural College?
8. Why did the graduates who continued their education after graduating from Connors State Agricultural College choose the particular colleges or schools that they attended? Academic ability? Athletic ability? Both?
9. Is the graduate satisfied with his present position? If not, what would he rather do?
10. In what kind of business was the first firm for which the graduate worked? Where was the firm located?
11. What is the nature of business and the location of the firm in which the graduate is now employed?
12. What kinds of office machines, if any, were used on the first full-time job? On the present full-time job?
13. In the opinion of the graduate, did his education while attending Connors State Agricultural College adequately prepare him for his initial job? Present job?
14. What business subjects did the graduates study in educational institutions they attended after leaving Connors State Agricultural College?
15. What value do the graduates place on business subjects studied while attending Connors State Agricultural College?
16. What subjects or courses, if any, does the graduate wish he had studied or had had opportunity to study while attending Connors State Agricultural College?

Need for the Study

As there has not been a follow-up study made of the graduates of Connors State Agricultural College during the years covered by this

study, it is believed that this study will aid in determining whether or not the present curriculum of Connors State Agricultural College is adequately preparing graduates to meet their immediate needs after graduation.

A follow-up study also establishes better relations between the school and the graduate.

Students already graduated like to know that they are being considered and that their opinions are deemed worth while. More directly, their remarks often have strong influence in effecting a favorable change in the attitudes and habits of the undergraduates. Encouraging the loyalty of the individual is not to be overlooked.¹

To the worker, the follow-up study provides an impetus to work for advancement and a realization that someone is interested in him; it makes him conscious of his possibilities of advancement and provides adjustment should the initial job be unsatisfactory.²

These comments indicate that there is a need for follow-up studies by the individual school.

Scope and Delimitation

This study includes all the graduates of Connors State Agricultural College, Warner, Oklahoma, for the years 1947 to 1951 inclusive, with special emphasis on graduates who had studied business subjects.

No consideration is given to the scholastic standing of graduates while in college, nor is any attempt made to compare the achievements of business graduates with those of graduates in other fields.

¹J. Frank Dane, Albert R. Brinkman, Wilbur E. Weaver, Prognosis, Guidance, and Placement in Business Education, South-Western Publishing Company, 1944, p. 186.

²Herbert A. Tonne, Principles of Business Education, The Gregg Publishing Company, 1947, p. 144.

Definition of Terms

The following terms are defined as used in this study:

Full-time job: A job on which a graduate works thirty or more hours per week for pay.

Major field of study: A student indicates that he wishes to study a certain field and takes courses pertaining to that field. In this study the term means only that the respondents indicated certain fields which they considered to have been their fields of study. Some of the fields they have named are not officially recognized as separate fields of study by the institution.

Pre-Professional: Students who take courses pertaining to pre-medical and pre-dental professions.

Agriculturally Employed: Any employment pertaining to agriculture, including dairying and raising livestock or poultry.

Educationally employed: Any employment pertaining to teaching.

Industrially employed: Any employment as a laborer in an industrial occupation, as, for example, in manufacturing or construction.

Procedure

In order to provide a basis for answering the general and specific questions in this study, the normative-survey method of research is used. A questionnaire was used to obtain the primary data for the study. A questionnaire has been defined as:

A form which is prepared and distributed for the purpose of securing responses to certain questions. It is an important instrument in normative research, being used to gather information from widely scattered sources.³

³Carter V. Good, A. S. Barr, Douglas E. Scates, The Methodology of Educational Research, Appleton-Century-Crofts Inc., 1941, pp. 324-325.

After reading literature concerning questionnaire forms and follow-up studies conducted in other communities, the investigator prepared a tentative questionnaire and presented it for criticism in a seminar class in business education at Oklahoma A & M College. On the basis of criticism received, the form was revised. It was then tried out on a small group of college students to determine whether or not the language was clear. A copy of the final form used in this study is presented in Appendix A.

An explanatory letter was written to accompany the questionnaire. A copy of this letter is presented in Appendix B.

The mailing list of the graduates of Connors State Agricultural College for the five years involved was obtained from the office of the registrar and from the files of the Alumni Association. This list was placed on the bulletin board with a request that changes of address known to any member of the student body at Connors State Agricultural College be indicated on the list.

In February, 1952, the questionnaire was mailed to all graduates whose present addresses were obtainable. No personal interviews were made. A self-addressed stamped envelope was enclosed with each questionnaire. Two weeks later a postal card was sent to those who had not responded to remind them of the importance of returning the questionnaire. A short time later a second copy of the questionnaire, with a personal note enclosed, was mailed to those who had not responded.

This study is based on the completed questionnaires returned by the graduates.

CHAPTER II

BRIEF HISTORY OF CONNORS STATE AGRICULTURAL COLLEGE

One of the first acts of the Oklahoma Legislature in 1908 was to provide for educational institutes to be set up in each of the Supreme Court districts. The provisions for these institutions are as follows:

Secondary and Agricultural Schools

Establishment and administration of secondary schools.

There shall be established in each of the Supreme Court judicial districts a district agricultural school of secondary grade for instruction in agriculture and mechanics and allied branches, and domestic science, and economics, and courses of instruction leading to the Agricultural and Mechanical College, and the State normals. Each of said agricultural schools shall be provided with not less than eighty acres of land without cost to the State and deeded in perpetuity to the State. The location, operation, and equipment of said agricultural schools shall be under the administration of the State Commission of Agricultural and Industrial Education, subject to the approval of the Board of Agricultural.¹

The Oklahoma Legislature in 1927 amended the above acts to read as follows:

CONNORS STATE AGRICULTURAL COLLEGE

Connors State Agricultural College—Designation—Management and Control—Subjects and Courses of Study—

The Connor's (Sic) State School of Agricultural, located at Warner, Oklahoma, shall here and hereafter be known as the Connor's (Sic) State Agricultural College, and shall be governed, managed and controlled by the State Board of Agricultural, and in addition to the secondary subjects now authorized to be taught in said school, the State Board of Agriculture is hereby authorized and empowered to provide and establish two years of additional work, and all subject work

¹Revised Laws, 1910, p. 7679. (70 OS 1431)

shall include courses in agriculture, dairying, animal husbandry, sciences, mechanical art, home economics, educational and other allied and auxiliary subjects.²

After consideration of the purposes for which this institution was established by the legislature and consideration of the regulations established by the Board of Control, the president of the institution appointed a committee to draft a statement of purposes for this institution. This statement of purposes as finally accepted is as follows:

Connors State Agricultural College was established to train young men and women for intelligent and effective citizenship, to afford them cultural advantages, and to better fit them for their life work. In general, the college provides educational opportunities to meet the changing needs of the population in the area.

In keeping with these criteria the college serves a threefold function. (1) It offers two years of general education above the high school level which will lead to personal growth and development, physical and mental health, cultural life, and effective democratic citizenship in a world society. This gives students who find it impossible or inadvisable to spend four years in college an opportunity for liberal education. (2) The curricula are so organized that students are also prepared for entrance in some professional schools and in senior colleges and universities. (3) Additional provision is made for concentrated work in some vocational fields. The courses are so organized that the ambitious student can attain two or more of these objectives simultaneously.³

²Revised Laws, 1927, p. 74. (70 OS 1432)

³Connors State Agricultural College catalog, 1951.

CHAPTER III

AN ANALYSIS OF RESPONSES TO THE QUESTIONNAIRE

The Responses to the Questionnaire

During the five-year period included in this study there were 276 graduates who received diplomas from Connors State Agricultural College. Of these 276 graduates only one is known to be deceased.

Table I classifies, by year of graduation and by sex, the graduates for the years 1947 to 1951, inclusive.

As shown in Table I, there was a large increase in number of graduates in the year 1948, the increase reflecting the growth in enrollment of post war students in 1946. The decline in the number of graduates in 1949 may be attributed to the fact that many veterans finished the first two years of their college during 1948. The corresponding decline in the number of women graduates may be attributed to the fact that a number of veterans' wives ceased attending college when their husbands graduated. The 1951 decline in the number of male graduates may be attributed to the fact that many men who had graduated from high school and who might otherwise have attended college were called into the armed forces. There is no apparent explanation for the decline in the number of women graduates for the same year.

Response of Men Graduates. Table II shows by years the number of male graduates, the number to whom questionnaires were mailed, the number of responses received, and the per cent of possible responses received.

TABLE I
GRADUATES OF CONNORS STATE AGRICULTURAL COLLEGE DURING THE
YEARS 1947 TO 1951, INCLUSIVE

Year	Men		Women		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
1947	21*	67.7	10	32.3	31*	100.
1948	68	66.7	34	33.3	102	100.
1949	36	67.9	17	32.1	53	100.
1950	38	73.0	14	27.0	52	100.
1951	27	71.0	11	29.0	38	100.
Total	190	68.8	86	31.2	276	100.

*Includes one male deceased.

This table should be read as follows: Of the 31 graduates of 1947, 21, or 67.7 per cent, were men, and 10, or 32.3 per cent, were women. Of the 276 graduates for the five-year period, 190, or 68.8 per cent, were men and 86, or 31.2 per cent, were women.

TABLE II
RESPONSE OF MEN GRADUATES

Year	Number of Men Graduates	Number To Whom Questionnaires Were Mailed	Number of Responses	Per Cent Of Possible Responses Received
1947	21*	20	16	80.0
1948	68	68	41	60.3
1949	36	36	19	52.7
1950	38	38	32	84.2
1951	27	27	21	77.8
Total	190	189	129	68.3

*Includes one deceased

This table should be read as follows: Questionnaires were mailed to 20 of the 21 men who graduated in 1947. Sixteen, or 80.0 per cent, responded.

As shown by Table II, questionnaires were sent to all of the living men graduates for the years 1947 to 1951, inclusive. One hundred twenty-nine, or 68.3 per cent, responded.

Response of Women Graduates. Table III shows by year the number of women graduated, the number to whom questionnaires were mailed, the number of responses received, and the per cent of possible responses received.

As shown by Table III, questionnaires were sent to all of the 86 women who graduated during the years 1947 to 1951, inclusive. Seventy-six, or 88.4 per cent, responded.

Total Response to the Questionnaire. Table IV shows by the year the number of graduates, the number to whom questionnaires were mailed, the number of responses received, and the per cent of possible responses received.

As shown by Table IV, questionnaires were sent to all of the 275 living graduates who graduated during the years 1947 to 1951, inclusive. Two hundred five, or 74.5 per cent, responded.

Marital Status of the Graduates

Information concerning the marital status of the graduates is presented in Tables V, VI, and VII.

Present Marital Status of Men Graduates. Table V shows the marital status of the men graduates, the number and per cent who were married at the time of this study, and the number and per cent who were not married.

Fifty-seven, or 44.2 per cent, of the men respondents were married at the time of this study, and 72, or 55.8 per cent, were not married.

Present Marital Status of Women Graduates. Table VI shows the marital status of the women graduates, the number and per cent who were

TABLE III
RESPONSE OF WOMEN GRADUATES

Year	Number of Women Graduates	Number To Whom Questionnaires Were Mailed	Number of Responses	Per Cent of Possible Responses Received
1947	10	10	9	90.0
1948	34	34	27	79.4
1949	17	17	17	100.0
1950	14	14	14	100.0
1951	11	11	9	81.8
Total	86	86	76	88.4

This table should be read as follows: Questionnaires were mailed to all of the 10 women who graduated in 1947. Nine, or 90.0 per cent, responded. Seventy-six, or 88.4 per cent, of the 86 women graduates for the five-year period responded.

TABLE IV
TOTAL RESPONSE TO THE QUESTIONNAIRE

Year	Number Graduated	Number To Whom Questionnaires Were Mailed	Number of Responses	Per Cent of Possible Responses Received
1947	31*	30	25	83.3
1948	102	102	68	66.7
1949	53	53	36	67.9
1950	52	52	46	88.4
1951	38	38	30	78.9
Total	276	275	205	74.5

*Includes one deceased.

This table should be read as follows: Questionnaires were mailed to 30 of the 31 graduates for the year 1947. Twenty-five, or 83.3 per cent, responded. In all, 205, or 74.5 per cent, of the 275 living graduates responded.

TABLE V
PRESENT MARITAL STATUS OF MEN GRADUATES OF CONNORS STATE
AGRICULTURAL COLLEGE FOR THE YEARS 1947 TO 1951,
INCLUSIVE

Year	Number of Men Respondents	Marital Status at Time of the Study			
		Married		Single	
		Number	Per Cent	Number	Per Cent
1947	16	12	75.0	4	25.0
1948	41	21	51.2	20	49.8
1949	19	5	26.3	14	73.7
1950	32	15	46.9	17	53.1
1951	21	4	19.0	17	81.0
Total	129	57	44.2	72	55.8

This table should be read as follows: Of the 16 men respondents who graduated in 1947, 12, or 75.0 per cent, were married at the time of this study, and 4, or 25.0 per cent, were not married.

TABLE VI
PRESENT MARITAL STATUS OF WOMEN GRADUATES OF CONNORS STATE
AGRICULTURAL COLLEGE FOR THE YEARS 1947 TO 1951,
INCLUSIVE

Year	Number of Women Respondents	Marital Status at Time of the Study			
		Married		Single	
		Number	Per Cent	Number	Per Cent
1947	9	7	77.8	2	22.2
1948	27	18	66.7	9	33.3
1949	17	5	29.4	12	70.6
1950	14	6	42.9	8	57.1
1951	9	3	33.3	6	66.7
Total	76	39	51.3	37	48.7

This table should be read as follows: Of the 9 women respondents who graduated in 1947, 7, or 77.8 per cent, were married at the time of this study, and 2, or 22.2 per cent, were not married.

married at the time of this study, and the number and per cent who were not married.

Thirty-nine, or 51.3 per cent, of the women respondents were married at the time of this study, and 37, or 48.7 per cent, were not married.

Present Marital Status of All Graduates. Table VII shows the marital status of all the graduates, the number and per cent who were married at the time of this study, and the number and per cent who were not married.

Ninety-six, or 46.8 per cent, of the graduates who responded were married at the time of this study, and 109, or 53.2 per cent, were not married.

Major Fields of Study of the Students While Attending
Connors State Agricultural College

Because of the fact that all graduates of Connors State Agricultural College should be included in the study, the investigator believed it necessary to determine the major field of study of the graduates while they were attending the institution. The student's choice of a field and his taking courses pertaining to this field was an indication of a major. This information is tabulated in Tables VIII, IX, and X.

Major Fields of Study of Men Respondents. Table VIII shows the major fields of study of the men respondents while they were attending Connors State Agricultural College.

Data for the individual years show that agriculture was the field of study represented by the largest percentage of the responding male graduates. The year 1950 was the only year in which any other field was as large as agriculture. Although the percentage of men graduates majoring in agriculture declined each year through 1950—from 50.0 per

TABLE VII

PRESENT MARITAL STATUS OF GRADUATES OF CONNORS STATE AGRICULTURAL
COLLEGE FOR THE YEARS 1947 TO 1951, INCLUSIVE

Year	Number of Respondents	Marital Status at Time of the Study			
		Married		Single	
		Number	Per Cent	Number	Per Cent
1947	25	19	76.0	6	24.0
1948	68	39	57.4	29	42.6
1949	36	10	27.8	26	72.2
1950	46	21	45.7	25	54.3
1951	30	7	23.3	23	76.7
Total	205	96	46.8	109	53.2

This table should be read as follows: Of the 25 respondents who graduated in 1947, 19, or 76.0 per cent, were married at the time of this study, and 6, or 24.0 per cent, were not married.

TABLE VIII
MAJOR FIELDS OF STUDY OF MEN RESPONDENTS

Field of Study	Year of Graduation					Total No.	Per Cent
	1947	1948	1949	1950	1951		
Agriculture	8	13	5	7	7	40	31.0
Education	3	6	2	4	4	19	14.7
Commerce	1	3	3	4	4	15	11.6
Mathematics		2	3	7	2	14	10.9
Social Science	1	6	1	4	1	13	10.1
Engineering	2	3	3	2		10	7.7
Industrial Arts		4		2		6	4.6
Science		3	1	1		5	3.9
English				2	1	3	2.3
Pre-Professional		1			1	2	1.6
Sociology	1		1			2	1.6
Total	16	41	19	32	21	129	100.0

This table should be read as follows: Agriculture was the major field of study for 8 men who graduated in 1947.

cent in 1947 to 21.9 per cent in 1950--it rose again to 33.3 per cent in the final year included in the study, 1951. In view of the small numbers of majors in the various fields during the period studied, it would be unwise to conclude that any particular trends are in evidence.

From the data presented in Table VIII it is apparent that for the total five-year period twice as many of the men respondents majored in agriculture as in any other field. Education ranked next in order, with 19 majors. Together these two fields included the majors of nearly one-half of the men respondents. Commerce, with 15 majors, was closely followed by mathematics with 14, and social science with 13. With the exception of engineering, in which 10 of the men majored, no more than 6, or 4.6 per cent, were majors in any one of the remaining fields listed in Table VIII.

Major Fields of Study of Women Respondents. Table IX shows the major fields of study for women respondents who graduated during the years 1947 through 1951. For the five-year period as a whole, commerce ranked first as a major field of study for the women respondents.

From the data presented in Table IX, it is evident that for the total five-year period approximately one-third more women majored in commerce than in education. Education ranked second in order, with 19 majors, and home economics ranked third with 13 majors. No more than 4, or 5.3 per cent, were majors in any one of the remaining six fields listed in Table IX.

Major Fields of Study of All Graduates. Data for the individual years show that commerce was the field of study represented by the largest percentage of all the responding graduates. In only one year, 1947, was any other field represented by a larger number of graduates. Forty-three, or 20.9 per cent, of all respondents had majored in commerce.

TABLE IX
MAJOR FIELDS OF STUDY OF WOMEN RESPONDENTS

Field of Study	Year of Graduation					Total No.	Per Cent
	1947	1948	1949	1950	1951		
Commerce	5	12	3	6	2	28	36.8
Education	1	7	6	1	4	19	25.0
Home Economics	2	4	4	3		13	17.1
English			2	1	1	4	5.3
Music		2			2	4	5.3
Social Science		2		1		3	3.9
Mathematics	1		1			2	2.6
Journalism			1	1		2	2.6
Science				1		1	1.3
Total	9	27	17	14	9	76	100.0

This table should be read as follows: Commerce was the major field of study for 5 of the women who graduated in 1947.

Agriculture, with 40 majors, ranked second; and education, with 38 majors, ranked third. Together these three fields represented the major fields of study for more than one-half of the total respondents. No more than 16, or 7.8 per cent, were majors in any one of the remaining eleven fields listed in Table X.

Present Employment Status of Graduates

Employment Status of Men Graduates. From the data presented in Table XI, it is noted that all respondents who graduated in 1947 and 1949 were employed.

Of the 129 men respondents, 101, or 78.3 per cent, are gainfully employed and 19, or 14.7 per cent, are unemployed but not seeking employment. These 19 respondents who are not seeking employment reported that they are attending some institution of higher learning. Nine respondents, all of whom graduated in 1950 or 1951, reported that they are unemployed and are seeking employment.

Employment Status of Women Graduates. From the data presented in Table XII it is noted that all the respondents who graduated during the years 1947, 1948, and 1951 were either gainfully employed or not employed and not seeking employment. One respondent who graduated in 1949 reported that she was seeking employment, and two respondents who graduated in 1950 reported that they were seeking employment at the time of this study.

Of the 79 women respondents, 52, or 68.4 per cent, were gainfully employed; and 21, or 27.6 per cent, were not employed and not seeking employment. Only 3, or 3.9 per cent, reported that they were seeking employment at the time of this study.

TABLE X
 MAJOR FIELDS OF STUDY OF RESPONDENTS WHILE ATTENDING
 CONNORS STATE AGRICULTURE COLLEGE

Field of Study	Year of Graduation					Total No.	Per Cent
	1947	1948	1949	1950	1951		
Commerce	6	15	6	9	7	43	20.9
Agriculture	8	13	5	7	7	40	19.5
Education	4	13	8	5	8	38	18.4
Mathematics	1	2	4	7	2	16	7.8
Social Science	1	8	1	5	1	16	7.8
Home Economics	2	4	4	3		13	6.3
Engineering	2	3	3	2		10	4.9
English			2	3	2	7	3.4
Science		3	1	2		6	2.9
Industrial Arts		4		2		6	2.9
Music		2			2	4	1.9
Journalism			1	1		2	1.0
Pre-Professional		1			1	2	1.0
Sociology	1		1			2	1.0
Total	25	68	36	46	30	205	100.0

This table should be read as follows: Of the 205 respondents included in the study, 43, or 20.9 per cent, reported that commerce was their major field of study while they attended Connors State Agricultural College.

TABLE XI
PRESENT EMPLOYMENT STATUS OF MEN GRADUATES

	1947	1948	1949	1950	1951	Total	Per Cent
Gainfully Employed	16	38	19	19	9	101	78.3
Not Employed and not Seeking Employment		3		7	9	19	14.7
Seeking Employment				6	3	9	7.0
Total Men Graduates	16	41	19	32	21	129	100.0

This table should be read as follows: Of the 16 men respondents who graduated in 1947, all were gainfully employed.

TABLE XII
PRESENT EMPLOYMENT STATUS OF WOMEN GRADUATES

	1947	1948	1949	1950	1951	Total	Per Cent
Gainfully Employed	8	16	14	8	6	52	68.4
Not Employed and not Seeking Employment	1	11	2	4	3	21	27.6
Seeking Employment			1	2		3	3.9
Total Women Graduates	9	27	17	14	9	76	100.0

This table should be read as follows: Of the 9 women respondents who graduated in 1947, 8 are gainfully employed and one is not employed and not seeking employment.

Employment Status of All Graduates. The data presented in Table XIII show that 153, or 74.6 per cent, of the graduates who responded were employed at the time of this study. Forty, or 19.5 per cent, were not employed and not seeking employment. Only 12, or 5.9 per cent, of the respondents were seeking employment at the time of this study.

Major Fields of Study in Relation to
Employment Status

It was believed important to determine the present and the initial employment status of the graduates of Connors State Agricultural College in relation to their major field of study while attending the institution. A question was formulated and asked in section one of the questionnaire¹ so that the graduate could indicate his major field of study. The curricula of the institution are set up so that a student may choose a major when he enters school or may choose to follow a general course, taking only basic courses that are required toward any degree from any institution of higher learning.

Tables XIV and XV show the major fields of study of the men graduates and the women graduates respectively, the number of graduates in each major field, the present employment status, and the initial employment status of the graduate. Table XVI shows the major fields of study of all the graduates, their present employment status, and their initial employment status.

Major Fields of Study and Employment Status of Men Graduates. Of the 40 men who indicated that their field of study while attending Connors was agriculture, about one-fourth (11) were in military service at the time of the study, while one-eighth (5) reported that military

¹See Appendix A.

TABLE XIII
PRESENT EMPLOYMENT STATUS OF ALL GRADUATES

	1947	1948	1949	1950	1951	Total	Per Cent
Gainfully Employed	24	54	33	27	15	153	74.6
Not Employed and not Seeking Employment	1	14	2	11	12	40	19.5
Seeking Employment			1	8	3	12	5.9
Total	25	68	36	46	30	205	100.0

This table should be read as follows: Of the graduates of 1947 who responded, 24 were gainfully employed; one was not employed and not seeking employment.

service had been their initial employment. About one-fourth (11) were employed in the teaching field at the time of the study, while more than one-third (16) reported that their initial employment had been in the teaching field. Six of the graduates were attending some other educational institution. Two were farming, although none reported initial employment in farming. Only one graduate was presently employed in each of ten other occupations.

Of the 19 men who reported that education was their major field of study at Connors, 5 were employed in the teaching field, while 6 had been initially employed in this field. Four were in military service and 5 reported that military service had been their initial employment. Two of the men were attending other educational institutions. One graduate was presently employed in each of seven other occupations and one was unemployed.

Of the 15 men who indicated that commerce had been their field of study at Connors, 3 were in military service, 3 were students, and 3 were engaged in teaching. One was employed in each of six other occupations. As for initial employment, 3 had been initially employed in teaching and 3 in military service, while only one man graduate had been initially employed in each of eight other occupations.

Of the 14 men who reported that mathematics was their field of study, 4 were employed in military service and an equal number in teaching. Three graduates were students in some other educational institution. One graduate was employed in each of 2 other occupations. One was unemployed.

Of the 13 men who reported that social science was their field of study, more than one-half (7) were employed in the teaching field. Not

more than 2 of the 13 social science graduates were employed in any one of 4 other occupations.

Of the 10 men who reported that engineering was their field of study, 3 were in military service. One was employed in each of 7 other occupations. While 3 reported that teaching was their initial employment, only one was teaching at the time of the study.

Of the 6 men who reported industrial arts as their field of study, 5 were employed in the teaching field. The other graduate replied that he owns a business.

Of the 5 men who indicated science as their field of study, 3 were in the military service and 1 was employed in each of 2 other occupations.

Of the 3 men who reported that English was their field of study, 1 was in military service and one was employed as a teacher. The third indicated that he was unemployed.

Of the 2 men who reported pre-professional as their field of study, only 1 was employed in each of the 2 occupational fields reported.

Of the 2 men who reported sociology as their field of study, only 1 was employed in each of the 2 occupations reported.

Major Fields of Study and Employment Status of Women Graduates. Of the 28 women who reported that commerce was their field of study while attending Connors, about one-third (11) were employed in the teaching field at the time of the study, and about one-third (10) reported that their initial employment had been in the teaching field. Nine were employed in various office occupations, while 8 were not employed.

Of the 19 women who indicated that education was their field of study while attending Connors, more than one-half (11) were employed in the teaching field at the time of the study, while more than one-half (13)

TABLE XIV

MAJOR FIELD OF STUDY AND EMPLOYMENT STATUS OF MEN GRADUATES

Major Field And Employment Status	Number	Present Employment	Initial Employment
Agriculture	40		
Military		11	5
Teacher		11	16
Student		6	6
Farmer		2	
Area Supt. (Castor Bean)		1	1
Checker		1	
County Supervisor		1	
Forest Ranger		1	1
Hatcheryman		1	1
Lab Supervisor		1	
Layout Work		1	1
Service Station		1	1
P M A		1	1
Assistant Co. Agent			1
Dairy Tester			1
Lineman			1
Mail Clerk			1
Mill Operator			1
Ranch-hand			1
Other		1	1

TABLE XIV (Continued)

Major Field And Employment Status	Number	Present Employment	Initial Employment
Education	19		
Teacher		5	6
Military		4	5
Student		2	1
Bookkeeper			1
Breaker in glass plant			1
City Engineer		1	
Clerk (Store)		1	1
Geologist			1
Geophysist		1	
Manager (Tractor Agency)		1	
Owns Business		1	1
Roughneck (Oil Field)		1	
Surveyor			1
Truckdriver (Salesman)		1	1
Not Employed		1	
Commerce	15		
Military		3	3
Student		3	2
Teacher		3	3
Bookkeeper		1	1
Breaker in glass plant			1
Clerk Typist		1	1

TABLE XIV (Continued)

Major Field And Employment Status	Number	Present Employment	Initial Employment
Deputy Court Clerk			1
Linotype Operator		1	1
Manager of Dairy Queen		1	
Purchasing Clerk		1	1
Roustabout (Oil Field)			1
Sales Coordinator		1	
Mathematics	14		
Military		4	3
Teacher		4	4
Student		3	3
Dental Technician		1	1
Farming			1
Payroll Clerk			1
Supervisor (Welder)		1	
Unemployed		1	
Welding			1
Social Science	13		
Teacher		7	8
Military		2	1
Student		2	2
Clerk in Store		1	1
Engineer Aid		1	
Salesman			1

TABLE XIV (Continued)

Major Field And Employment Status	Number	Present Employment	Initial Employment
Engineering	10		
Military		3	1
Aircraft Employee		1	
Clerk Typist			1
Draftsman		1	1
Electronic Engineer		1	1
Electronic Scientist		1	
Exploration Engineer		1	1
Plant Eradicator		1	1
Salesman			1
Teacher		1	3
Industrial Arts	6		
Teacher		5	5
Credit Clerk			1
Owns Business		1	
Science	5		
Military		3	2
Salesman		1	1
Teacher		1	2
English	3		
Military		1	
Salesman			1

TABLE XIV (Continued)

Major Field And Employment Status	Number	Present Employment	Initial Employment
Teacher		1	1
Unemployed		1	1
Pre-Professional	2		
Salesman		1	1
Student		1	1
Sociology	2		
Highway Patrolman		1	1
Teacher		1	1
TOTAL	129	129	129

This table should be read as follows: Of the 40 agriculture majors, 11 were employed in military service at the time of the study. Five were initially employed in military service.

reported that their initial employment had been in the teaching field. Four were students at the time of the study. One was employed in each of the other two occupations and two were not employed.

Of the 13 women who reported that home economics was their field of study while attending Connors, about three-fourths (9) were employed in the teaching field. One woman was initially employed as a store clerk, one was a student, and one reported initial employment in each of the two remaining occupations. Two of the women were not employed at the time of the study.

All 4 of the women who indicated that English was their field of study while attending Connors were employed in the teaching field, while one had been initially employed as a secretary.

Of the 4 women who reported that music was their field of study while attending Connors, 3 were employed in the teaching field and one was a student at the time of the study.

Of the 3 women who reported that social science was their field of study while attending Connors, one was a student at the time of the study, and two were not employed.

Of the 2 women who indicated that journalism was their field of study while attending Connors, one was employed as an advertising solicitor and one was engaged as a secretary at the time of the study, while one had been initially employed as a telephone operator.

Of the 2 women who reported mathematics as their field of study while attending Connors, one was engaged in teaching and one was not employed at the time of the study.

One woman indicated that science was her field of study while attending Connors, and she was a student at the time of the study.

TABLE XV

MAJOR FIELD OF STUDY AND EMPLOYMENT STATUS OF WOMEN GRADUATES

Major Field And Employment Status	Number	Present Employment	Initial Employment
Commerce	28		
Teacher		11	10
Bookkeeper		2	3
Typist		2	1
Cashier and Typist		1	1
Clerk (Store)			2
Clerk Typist		1	
Office Clerk		1	1
Secretary		1	3
Stenographer		1	2
Telephone Operator			1
Not Employed		8	4
Education	19		
Teacher		11	13
Student		4	4
Clerk (Store)		1	2
Medical Attendant		1	
Not Employed		2	
Home Economics	13		
Teacher		9	8
Clerk (Store)		1	1
Student		1	1

TABLE XV (Continued)

Major Field And Employment Status	Number	Present Employment	Initial Employment
Credit Clerk			1
Secretary			1
Not Employed		2	1
English	4		
Teacher		4	3
Secretary			1
Music	4		
Teacher		3	3
Student		1	1
Social Science	3		
Student		1	1
Teacher			1
Typist			1
Not Employed		2	
Journalism	2		
Advertising Solicitor		1	
Secretary		1	1
Telephone Operator			1
Mathematics	2		
Teacher		1	1
Not Employed		1	1

TABLE XV (Continued)

Major Field And Employment Status	Number	Present Employment	Initial Employment
Science	1		
Student		1	1
Total	76	76	76

This table should be read as follows: Of the 28 commerce majors, 11 are employed in the teaching field at the present time, and 10 were employed in the teaching field for their initial employment.

Major Field of Study and Employment Status of All Graduates. Of the 43 graduates who reported that commerce was their field of study while attending Connors, about one-third (14) were presently employed in the teaching field and about one-third (13) had been initially engaged in teaching. Eight were unemployed. Two occupations, bookkeeping and military service, show that 3 of the graduates were employed in each, and 3 were students in other institutions. Two of the graduates were employed as clerk typists and 2 as typists. There was one graduate employed in each of 8 other types of positions. It is apparent that a large majority of the commerce majors who were gainfully employed at the time of the study were teaching or working in store or office occupations. These three categories account for 28, or 80 per cent, of the employed graduates in this group.

For agriculture, see explanation in fourth paragraph on page 25.

Of the 38 graduates who indicated that education was their field of study while attending Connors, about one-half (16) were engaged in teaching at the time of the study and one-half had been initially employed in the teaching field. Four were in military service and 6 were students at the time of the study. Four were not employed. No more than 2 were employed in any of the other types of positions. Teaching and military service account for 20, or 53 per cent, of the employed graduates in this group.

Of the 16 graduates who indicated that mathematics was their field of study while attending Connors, about one-third (5) were engaged in teaching and about one-third (5) were initially engaged in teaching. Four were in the military service. Three were students at the time of the study. Two were not employed. No more than one was employed in any

of the remaining occupations. Nine, or 56 per cent, of the graduates were engaged in the teaching field and in the military service.

Of the 16 graduates who reported that social science was their field of study while attending Connors, about one-half (7) were employed in the teaching field at the time of the study and over one-half (9) were initially employed in the teaching field. Three of the graduates were students and 2 were in the military service. Two were not employed.

For home economics, see explanation in the second paragraph on page 34.

For engineering, see explanation in the second paragraph on page 28.

Of the 7 graduates who indicated that English was their field of study while attending Connors, 5 of the 7 were engaged in teaching. One was in military service and one was not employed. Teaching accounts for 5, or 71 per cent, of the gainfully employed graduates in this group.

For industrial arts, see explanation in the third paragraph on page 28.

Of the 6 graduates who reported that science was their field of study while attending Connors, 3 of the 6 were in military service. One was employed as a salesman, one was employed as a teacher and one was a student.

For music, see explanation in fourth paragraph on page 34.

For journalism, see explanation in sixth paragraph on page 34.

For pre-professional, see explanation in sixth paragraph on page 28.

For sociology, see explanation in seventh paragraph on page 28.

It may be noted from the data shown in Table XVI that 78, or 38 per cent, of the 205 graduates who responded were gainfully employed in teaching at the time of the study. The initial employment of 87, or

TABLE XVI

MAJOR FIELD OF STUDY AND EMPLOYMENT STATUS OF ALL GRADUATES

Major Field And Employment Status	Number	Present Employment	Initial Employment
Commerce	43		
Teacher		14	13
Bookkeeper		3	4
Military		3	3
Student		3	2
Clerk Typist		2	1
Typist		2	1
Cashier and Typist		1	1
Linotype Operator		1	1
Manager of Dairy Queen		1	
Office Clerk		1	1
Purchasing Clerk		1	1
Sales Coordinator		1	
Secretary		1	3
Stenographer		1	2
Breaker in Glass Plant			1
Clerk (Store)			2
Deputy Court Clerk			1
Roustabout (Oil Field)			1
Telephone Operator			1
Not Employed		8	4

TABLE XVI (Continued)

Major Field And Employment Status	Number	Present Employment	Initial Employment
Agriculture	40		
Military		11	5
Teacher		11	16
Student		6	6
Farmer		2	
Area Supt. (Castor Bean)		1	1
Checker		1	
County Supervisor		1	
Forest Ranger		1	1
Hatcheryman		1	1
Lab Supervisor		1	
Layout Work		1	1
Service Station		1	1
P M A		1	1
Assistant Co. Agent			1
Dairy Tester			1
Lineman			1
Mail Clerk			1
Mill Operator			1
Ranch-hand			1
Other		1	1

TABLE XVI (Continued)

Major Field And Employment Status	Number	Present Employment	Initial Employment
Education	38		
Teacher		16	19
Student		6	5
Military		4	5
Clerk (Store)		2	3
Owns Business		1	1
Truckdriver (Salesman)		1	1
City Engineer		1	
Geophysist		1	
Manager (Tractor Agency)		1	
Medical Attendant		1	
Roughneck (Oil Field)		1	
Bookkeeper			1
Breaker in Glass Plant			1
Surveyor			1
Geologist			1
Not Employed		3	
Mathematics	16		
Teacher		5	5
Military		4	3
Student		3	3
Dental Technician		1	1
Supervisor (Welder)		1	

TABLE XVI (Continued)

Major Field And Employment Status	Number	Present Employment	Initial Employment
Farmer			1
Payroll Clerk			1
Welder			1
Not Employed		2	1
Social Science	16		
Teacher		7	9
Student		3	3
Military		2	1
Clerk (Store)		1	1
Engineer Aid		1	
Salesman			1
Typist			1
Not Employed		2	
Home Economics	13		
Teacher		9	8
Clerk (Store)		1	1
Student		1	1
Credit Clerk			1
Secretary			1
Not Employed		2	1
Engineering	10		
Military		3	1
Aircraft Employee		1	

TABLE XVI (Continued)

Major Field And Employment Status	Number	Present Employment	Initial Employment
Draftsman		1	1
Electronic Engineer		1	1
Exploration Engineer		1	1
Plant Eradicator		1	1
Teacher		1	3
Electronic Scientist		1	
Clerk Typist			1
Salesman			1
English	7		
Teacher		5	4
Military		1	
Salesman			1
Secretary			1
Not Employed		1	1
Industrial Arts	6		
Teacher		5	5
Owns Business		1	
Credit Clerk			1
Science	6		
Military		3	3
Salesman		1	1
Teacher		1	1
Student		1	1

TABLE XVI (Continued)

Major Field And Employment Status	Number	Present Employment	Initial Employment
Music	4		
Teacher		3	3
Student		1	1
Journalism	2		
Advertising Solicitor		1	
Secretary		1	1
Telephone Operator			1
Pre-Professional	2		
Salesman		1	1
Student		1	1
Sociology	2		
Highway Patrolman		1	1
Teacher		1	1
Total	205	205	205

This table should be read as follows: Of the 43 commerce majors, 14 are employed in the teaching field at the present time, and 13 were employed in the teaching field for their initial employment.

42.4 per cent, of the 205 graduates had been in teaching. If allowance is made for those who had not been employed, for those who continued as students, and for those who entered military service, it becomes obvious that well over half of those whose initial employment had been in civilian occupations had found initial employment in teaching. It is equally apparent that more than half of the graduates now engaged in gainful civilian employment are employed in teaching.

Satisfaction and Dissatisfaction with Present Employment

In section one of the information blank, a question was asked concerning whether the graduates were satisfied with their present employment. If not satisfied, what type of employment would they prefer? The results of this question are tabulated in Tables XVII, XVIII, and XIX.

Number of Men Who Were Satisfied and Number Who Were Dissatisfied With Their Employment. Table XVII shows that 129 men graduates responded to the question. About one-fourth of these men graduates were employed in education and, of these, only 3 stated that they would rather be employed in some other field. About one-fourth of the graduates were in military service, and about two-thirds of these would rather be employed in some other field. Fourteen of the graduates were students, and only 2 of these were dissatisfied. Fourteen of the graduates were employed in commerce, and all of these stated that they were satisfied. Details concerning the men graduates' satisfaction and dissatisfaction with their present fields of employment are shown in Table XVII.

Number of Women Who Were Satisfied and Number Who Were Dissatisfied With Their Employment. Table XVIII shows that more than one-half of the 76 women graduates who responded were employed in the field of education and all of these graduates were satisfied with their field of

TABLE XVII
 NUMBER OF MEN RESPONDENTS WHO WERE SATISFIED
 AND DISSATISFIED WITH THEIR EMPLOYMENT

	No. Emp.	1	2	3	4	5	6	7	8	9
1. Education	39	36			1	1	1			
2. Military	31	9	11	2	1	6	1	1		
3. Student	17	1		14		1			1	
4. Commerce	14				14					
5. Agriculture	7					7				
6. Engineering	7						7			
7. Industry	6	3						3		
8. Professional	1								1	
9. Other	7									7
TOTAL	129									

This table should be read as follows: Of the 39 graduates employed in education, 36 were satisfied, 1 would rather be employed in Commerce (under column 4), 1 would rather be employed in agriculture (under column 5), and 1 would rather be employed in engineering (under column 6). The figures in the diagonal line indicate the number of graduates who were satisfied with their present employment.

TABLE XVIII
 NUMBER OF WOMEN RESPONDENTS WHO WERE SATISFIED
 AND DISSATISFIED WITH THEIR EMPLOYMENT

	No. Emp.	1	2	3	4	5
1. Education	40	40				
2. Commerce	13	1	12			
3. Student	7	3		4		
4. Professional	1				1	
5. Other	15					15
TOTAL	76					

This table should be read as follows: Of the 40 graduates who were employed in education, 40 were satisfied with their employment. The figures in the diagonal line indicate the number of graduates who were satisfied with their present employment.

employment. About one-sixth (13) of the graduates were employed in the field of commerce and all except 1 were satisfied with their employment.

Number of Respondents Who Were Satisfied and Number Who Were Dissatisfied with Their Employment. Table XIX shows that more than one-third (79) of the 205 graduates who responded were employed in the field of education and, of these, only 3 indicated that they were not satisfied with their employment.

Thirty-one of the graduates were in military service; of these, 20 were not satisfied with this employment.

Twenty-seven of the 205 graduates who responded were employed in commerce and all of these were satisfied with their employment except 1 who reported education to be his choice as a field of employment.

Twenty-four of the 205 graduates who responded were students. Six of the students reported that they preferred to be doing something else.

Three of the 6 employed in industry reported some other field to be their choice of employment.

Of the graduates employed in the agricultural, engineering, and professional fields, all indicated that they were satisfied with their present field of employment.

Twenty-two of the 205 graduates who responded were employed in fields other than those mentioned in this study. All of this group indicated that they were satisfied with their employment.

Office Machines Used on the Job by the Respondents

In order to learn what office machines were used most on the job by the graduates who were employed in any field of employment, the respondents were asked to check on the information blank any machines that they had used on the job.

TABLE XIX
 NUMBER OF ALL RESPONDENTS WHO WERE SATISFIED
 AND DISSATISFIED WITH THEIR EMPLOYMENT

	No. Emp.	1	2	3	4	5	6	7	8	9
1. Education	79	76		1			1	1		
2. Military	31	9	11	1	2	1	6	1		
3. Commerce	27	1		26						
4. Student	24	4			18		1		1	
5. Agriculture	7					7				
6. Engineering	7						7			
7. Industry	6	3						3		
8. Professional	2								2	
9. Other	22									22
TOTAL	205									

This table should be read as follows: Of the 79 graduates who were employed in education, 76 were satisfied with their employment, 1 would rather be employed in commerce, 1 would rather be employed in agriculture, and 1 would rather be employed in engineering. The figures in the diagonal line indicate the number of graduates who were satisfied with their present employment.

This information was tabulated in Table XX. This table shows that the typewriter ranked first, being used by 123 graduates, 74 men and 49 women. The adding machine ranked second, being used by 104 graduates, 62 men and 42 women. The mimeograph ranked third, being used by 76 graduates, 41 men and 35 women. Details concerning the number of graduates who have used various office machines on the job are shown in Table XX.

Graduates Who Continued Their Education in Other Institutions

To determine whether Connors State Agricultural College is preparatory or terminal in its curricula it is necessary to know how many of the graduates continue their education in other institutions.

This question was asked in the information blank and the information is tabulated in Tables XXI, XXII, and XXIII. The findings in these tables should help to determine to what extent Connors State Agricultural College is preparatory in its curricula.

Men Graduates Who Continued Their Education. Table XXI shows by year the number of men respondents, number and per cent who attended other institutions, and number and per cent who were graduated from other institutions.

This table shows that a total of 129 men responded and, of these, 105, or 81.4 per cent, attended other institutions of higher learning. Forty-eight, or 45.7 per cent, of the men graduates who attended other institutions have graduated. Fifteen, or 11.63 per cent, of the total men respondents were attending other institutions at the time of the study.

Women Graduates Who Continued Their Education. Table XXII shows by year of graduation the number of women respondents, number and per cent who attended other institutions, and number and per cent who were graduated from other institutions.

TABLE XX
OFFICE MACHINES USED ON THE JOB BY THE RESPONDENTS

Machine	Men	Women	Total
1. Typewriter	74	49	123
2. Adding Machine	62	42	104
3. Mimeograph	41	35	76
4. Cash Register	33	18	51
5. Recorder	24	7	31
6. Dictaphone	10	3	13
7. Comptometer	8	2	10
8. Punch Card Machine	5	4	9
9. Others	17	11	28

This table should be read as follows: Seventy-four men respondents and 49 women respondents reported that they have used the typewriter on the job.

TABLE XXI
NUMBER OF MEN WHO HAVE ATTENDED OTHER INSTITUTIONS

Year	Respondents	Have Attended	Per Cent	Number Graduated	Per Cent Graduated*	Attending At Present	Per Cent**
1947	16	15	93.75	11	73.33		
1948	41	36	87.80	24	66.67	1	2.43
1949	19	16	84.21	10	62.50	2	10.52
1950	32	24	75.00	3	12.50	10	31.25
1951	21	14				2	9.52
Total	129	105	81.40	48	45.70	15	11.63

*Per cent graduated is based on number who have attended other institutions.

**Per cent is based on number of respondents.

This table should be read as follows: Of the 16 men respondents who were graduated in 1947, 15, or 93.75 per cent, have attended other institutions; and 11, or 73.33 per cent, of the respondents who attended other institutions have graduated.

TABLE XXII
NUMBER OF WOMEN WHO HAVE ATTENDED OTHER INSTITUTIONS

Year	Respondents	Have Attended	Per Cent	Number Graduated	Per Cent Graduated*	Attending At Present	Per Cent**
1947	9	9	100.00	5	55.55		
1948	27	17	62.96	9	52.90		
1949	17	15	88.23	5	33.33	1	5.88
1950	14	9	64.28			5	35.71
1951	9	6	66.67			3	33.33
Total	76	56	73.81	19	33.93	9	11.84

*Per cent graduated is based on number who have attended other institutions.

**Per cent is based on number of respondents.

This table should be read as follows: Of the 9 respondents who were graduated in 1947, 9, or 100.00 per cent, have attended other institutions. Five or 55.55 per cent, of the 9 respondents who have attended other institutions have graduated.

Of the 76 women who responded, 56, or 73.81 per cent, attended other institutions; and 19, or 33.93 per cent, of these 56 graduated. Nine, or 11.84 per cent, of the 76 women respondents were attending other institutions at the time of the study.

Number of Respondents Who Have Attended Other Institutions.

Table XXIII shows by year the number of all respondents, number and per cent who have attended other institutions, and number and per cent who were attending other institutions at the time of the study.

Of the 205 respondents, 161, or 78.53 per cent, have attended other institutions; and 67, or 41.61 per cent, of those who have attended other institutions have graduated. Twenty-four, or 11.70 per cent, of all respondents were attending other institutions at the time of the study. These data indicate that less than one-half of Connors graduates later graduate from another institution.

From the data tabulated in Table XXIII it is apparent that about four-fifths of the graduates who responded had attended other institutions. It is evident that for this large majority of its graduates, Connors State Agricultural College was preparatory rather than terminal.

Number of Students Who Attended Other Institutions
and Number and Per Cent Who Continued in the Field
of Study Which They Began While Attending Connors
State Agricultural College

It was believed important to know whether the graduate who attended other institutions continued the field of study which he began while attending Connors State Agricultural College. The information for this section of the study was not requested directly in the information blanks. The data were taken from sections 1 and 2 of the information blank and tabulated in Tables XXIV, XXV, and XXVI.

TABLE XXIII
NUMBER OF GRADUATES WHO HAVE ATTENDED OTHER INSTITUTIONS

Year	Respondents	Have Attended	Per Cent	Number Graduated	Per Cent Graduated*	Attending At Present	Per Cent**
1947	25	24	96.00	16	66.67		
1948	68	53	77.94	33	62.00	1	1.47
1949	36	31	86.11	15	48.30	3	8.33
1950	46	33	71.74	3	9.09	15	32.60
1951	30	20	66.67			5	16.67
Total	205	161	78.53	67	41.61	24	11.70

*Per cent graduated is based on number who attended other institutions.

**Per cent is based on number of respondents.

This table should be read as follows: Of the 25 respondents who graduated in 1947, 24, or 96.00 per cent, have attended other institutions; 16, or 66.67 per cent, of the respondents who have attended other institutions have graduated.

Number of Men Who Attended Other Institutions and Continued the Field of Study Which They Began While Attending Connors State Agricultural College. Table XXIV shows by year the number of men who attended other institutions and the number and per cent who continued in the field of study which they began while attending Connors State Agricultural College.

Of the 105 men graduates who attended other institutions of higher learning after they graduated from Connors, 86, or 81.9 per cent, continued in the same field of study that they pursued while attending Connors. The remaining 19, or 18.1 per cent, did not continue in the same field of study in other institutions.

Number of Women Who Attended Other Institutions and Continued the Field of Study Which They Began While Attending Connors State Agricultural College. Table XXV shows by year the number of women who attended other institutions and number and per cent who continued in the same field of study which they began while attending Connors State Agricultural College.

Of the 56 women graduates who attended other institutions of higher learning after they graduated from Connors, 46, or 82.14 per cent, continued in the same field of study in which they began while attending Connors. Ten, or 17.86 per cent, did not continue in the same field of study in other institutions.

Number of Students Who Attended Other Institutions and Continued the Field of Study Which They Began While Attending Connors State Agricultural College. Table XXVI shows by year the number of all students who attended other institutions and number and per cent who continued the field of study which they began while attending Connors State Agricultural College.

TABLE XXIV

NUMBER OF MEN WHO ATTENDED OTHER INSTITUTIONS AND CONTINUED
THE FIELD OF STUDY WHICH THEY BEGAN WHILE ATTENDING
CONNORS STATE AGRICULTURAL COLLEGE

Year	Number Attended	Continued Field of Study		Did Not Continue Field of Study	
		No.	Per Cent	No.	Per Cent
1947	15	14	93.3	1	6.6
1948	37	28	77.7	6	16.6
1949	16	11	68.7	5	32.2
1950	24	22	91.6	4	16.6
1951	14	11	78.5	3	27.2
Total	105	86	81.9	19	18.1

This table should be read as follows: Of the men graduates of 1947, 15 attended other institutions, and, in doing so, 14, or 93.3 per cent, continued in the field of study which they began at Connors State Agricultural College. One, or 6.6 per cent, did not continue in the same field of study.

TABLE XXV

NUMBER OF WOMEN WHO ATTENDED OTHER INSTITUTIONS AND CONTINUED
THE FIELD OF STUDY WHICH THEY BEGAN WHILE ATTENDING
CONNORS STATE AGRICULTURAL COLLEGE

Year	Number Attended	Continued Field of Study		Did Not Continue Field of Study	
		No.	Per Cent	No.	Per Cent
1947	9	3	33.3	6	66.67
1948	17	13	76.4	4	23.5
1949	15	15	100.0		
1950	9	9	100.0		
1951	6	6	100.0		
Total	56	46	82.14	10	17.86

This table should be read as follows: Of the women graduates of 1947, 9 attended other institutions. Of these 9, 3, or 33.33 per cent, continued in the field of study which they began at Connors State Agricultural College and 6, or 66.67 per cent, did not continue in the same field of study.

TABLE XXVI

NUMBER OF STUDENTS WHO ATTENDED OTHER INSTITUTIONS AND CONTINUED
THE FIELD OF STUDY WHICH THEY BEGAN WHILE ATTENDING
CONNORS STATE AGRICULTURAL COLLEGE

Year	Number Attended	Continued Field of Study		Did Not Continue Field of Study	
		No.	Per Cent	No.	Per Cent
1947	24	17	70.8	7	29.1
1948	53	44	83.0	9	16.9
1949	31	26	83.8	5	16.1
1950	33	29	87.8	4	12.1
1951	20	17	85.0	3	15.0
Total	161	133	82.61	28	17.39

This table should be read as follows: Of the graduates of 1947, 24 attended other institutions; 17, or 70.8 per cent, of these continued in the field of study which they began at Connors State Agricultural College; and 7, or 29.1 per cent, did not continue in the same field of study.

Of the 161 graduates who continued their education in other institutions of higher learning, 133, or 82.61 per cent, continued in the same field of study which they began while attending Connors State Agricultural College; and 28, or 17.39 per cent, did not continue in the same field of study in other institutions.

Scholarships in Other Institutions of Higher Learning

A specific question asked why the graduate attended the particular institution he chose after graduation from Connors State Agricultural College. The student was asked to indicate whether he received a scholarship and, if he did, whether it was received because of his athletic ability, academic ability, or both. This question was asked in section 2 of the information blank. The answers to this question were tabulated by sex in Table XXVII.

Scholarships Received by Men in Other Institutions of Higher Learning. Of the 105 men graduates who continued their education in other institutions, only 17 received athletic scholarships and not any of the men reported having received academic scholarships.

Scholarships Received by Women in Other Institutions of Higher Learning. Of the 50 women who continued their education in other institutions of higher learning, none reported having received a scholarship.

Number of Graduates Whose Preparation While Attending Connors State Agricultural College Aided in Securing Employment While Attending Other Institutions

It is considered important to know whether the preparation the graduates received while attending Connors State Agricultural College was useful in aiding them in securing employment while continuing their

TABLE XXVII
SCHOLARSHIPS IN OTHER INSTITUTIONS OF HIGHER LEARNING

	Number Attended	Scholarships Received	
		Athletic	Academic
Male	105	17	0
Female	56	0	0
Total	161	17	

This table should be read as follows: Of the 105 men respondents who have attended other institutions, 17 received athletic scholarships.

education in other institutions. This information was requested in Section 2 of the information blank and the results were tabulated in Tables XXVIII, XXIX, and XXX.

Number of Men Students Whose Preparation While Attending Connors State Agricultural College Aided in Securing Employment While Attending Other Institutions. Table XXVIII shows by year the number of men graduates whose preparation while attending Connors State Agricultural College aided them in securing employment while attending other institutions.

Of the 105 men graduates who attended other institutions, 48 were employed and 43, or 89.58 per cent, reported that preparation made while attending Connors State Agricultural College aided them in securing employment.

Number of Women Whose Preparation While Attending Connors State Agricultural College Aided in Securing Employment While Attending Other Institutions. Table XXIX shows by year the number of women graduates whose preparation while attending Connors State Agricultural College aided them in securing employment while attending other institutions.

Of the 56 women graduates who attended other institutions, 40 were employed and, of these, 22, or 55.0 per cent, reported that preparation made while attending Connors State Agricultural College aided them in securing employment.

Number of Students Whose Preparation While Attending Connors State Agricultural College Aided in Securing Employment While Attending Other Institutions. Table XXX shows by year the number of students who indicated that their preparation while attending Connors State Agricultural College aided them in securing employment while attending other institutions.

Of the 161 graduates who attended other institutions, 96 were employed and, of these, 68, or 70.83 per cent, reported that preparation

TABLE XXVIII

NUMBER OF MEN STUDENTS WHOSE PREPARATION WHILE ATTENDING CONNORS
STATE AGRICULTURAL COLLEGE AIDED IN SECURING EMPLOYMENT WHILE
ATTENDING OTHER INSTITUTIONS

Year	Number Attended	Number Employed*	Students Aided	
			No.	Per Cent**
1947	15	7	7	100.0
1948	36	11	11	100.0
1949	16	8	8	100.0
1950	24	13	11	84.4
1951	14	9	6	66.6
Total	105	48	43	89.6

*Students employed while attending other institutions.

**Based on number employed.

This table should be read as follows: Of the 15 men respondents who were graduated in 1947 and attended other institutions, 7 received employment while attending other institutions, and these 7 reported that their preparatory work at Connors State Agricultural College aided them in securing employment.

TABLE XXIX

NUMBER OF WOMEN WHOSE PREPARATION WHILE ATTENDING CONNORS STATE
AGRICULTURAL COLLEGE AIDED IN SECURING EMPLOYMENT WHILE
ATTENDING OTHER INSTITUTIONS

Year	Number Attended	Number Employed*	Students Aided	
			No.	Per Cent**
1947	9	7	5	71.4
1948	17	15	7	46.6
1949	15	10	6	60.0
1950	9	6	3	50.0
1951	6	2	1	50.0
Total	56	40	22	55.0

*Students employed while attending other institutions.

**Based on number employed.

This table should be read as follows: Of the 9 women respondents who graduated in 1947 and attended other institutions, 7 received employment while attending other institutions. Of these 7, 5, or 71.4 per cent, reported that their preparatory work at Connors State Agricultural College aided in securing employment.

TABLE XXX

NUMBER OF STUDENTS WHOSE PREPARATION WHILE ATTENDING CONNORS
STATE AGRICULTURAL COLLEGE AIDED IN SECURING EMPLOYMENT
WHILE ATTENDING OTHER INSTITUTIONS

Year	Number Attended	Number Employed*	Students Aided	
			No.	Per Cent**
1947	24	14	12	85.7
1948	53	26	18	69.2
1949	31	18	14	77.7
1950	33	23	17	73.9
1951	20	15	7	46.6
Total	161	96	68	70.83

*Students employed while attending other institutions.

**Based on number employed.

This table should be read as follows: Of the 24 respondents who graduated in 1947 and attended other institutions, 14 received employment while attending other institutions. Of these 14, 12, or 86 per cent, reported that their preparatory work at Connors State Agricultural College aided them in securing employment.

made while attending Connors State Agricultural College aided them in securing employment.

Number of Students Whose Preparatory Work While Attending Connors State Agricultural College was an Adequate Background For Continuing Their Education in Other Institutions of Higher Learning

One purpose of this study was to learn whether the preparation made by the students while attending Connors State Agricultural College provided sufficient background for courses pursued in a senior college or university. To obtain this information, a question pertaining to this matter was included in the information blank. The responses to this question are tabulated in Tables XXXI, XXXII, and XXXIII.

Number of Men Graduates Whose Preparatory Work While Attending Connors State Agricultural College Was Adequate or Inadequate for Continuing Their Education in Other Institutions. Of the 10 fields of study reported by the men respondents, four fields, English, pre-professional, science, and social science were the only fields in which all graduates indicated that preparation made while attending Connors was adequate for continuing their education in other institutions of higher learning. In each of the 6 remaining fields of study at least 75 per cent of the graduates indicated that preparation made while attending Connors was adequate for pursuing courses in other institutions of higher learning.

Number of Women Graduates Whose Preparatory Work While Attending Connors State Agricultural College Was Adequate or Inadequate for Continuing Their Education in Other Institutions of Higher Learning. Of the 8 fields of study reported by the women respondents, home economics was the only field of study in which any of the graduates indicated that preparation made while attending Connors was inadequate for pursuing

TABLE XXXI

NUMBER OF MEN GRADUATES WHOSE PREPARATORY WORK WHILE ATTENDING CONNORS
STATE AGRICULTURAL COLLEGE WAS ADEQUATE OR INADEQUATE FOR CONTINUING
THEIR EDUCATION IN OTHER INSTITUTIONS

Field of Study	Graduates Who Attended Other Institutions	Adequate		Inadequate	
		Number	Per Cent	Number	Per Cent
Agriculture	33	28	84.8	5	15.1
Commerce	14	12	85.9	2	14.2
Education	13	12	92.3	1	7.7
Social Science	13	13	100.0		
Mathematics	12	10	83.3	2	16.7
Engineering	8	6	75.0	2	25.0
Industrial Arts	5	4	80.0	1	20.0
Science	4	4	100.0		
Pre-Professional	2	2	100.0		
English	1	1	100.0		
Total	105	92	87.6	13	12.4

This table should be read as follows: Of the 33 men whose field of study was agriculture, 28, or 84.8 per cent, reported preparatory work in agriculture to be adequate and 5, or 15.1 per cent, reported preparatory work in agriculture to be inadequate.

TABLE XXXII

NUMBER OF WOMEN GRADUATES WHOSE PREPARATORY WORK WHILE ATTENDING CONNORS
STATE AGRICULTURAL COLLEGE WAS ADEQUATE OR INADEQUATE FOR CONTINUING
THEIR EDUCATION IN OTHER INSTITUTIONS

Field of Study	Graduates Who Attended Other Institutions	Adequate		Inadequate	
		Number	Per Cent	Number	Per Cent
Education	18	18	100.0		
Commerce	14	14	100.0		
Home Economics	10	8	83.3	2	16.67
Music	4	4	100.0		
English	3	3	100.0		
Social Science	3	3	100.0		
Mathematics	2	2	100.0		
Science	2	2	100.0		
Total	56	54	96.4	2	3.6

This table should be read as follows: Of the 18 women whose field of study was education, 18, or 100.0 per cent, reported their preparatory work in education to be adequate.

courses in other institutions of higher learning. This indication of inadequacy was given by only 2, or 16.7 per cent, of the 10 home economics graduates.

Number of Graduates Whose Preparatory Work While Attending Connors State Agricultural College was Adequate or Inadequate for Continuing Their Education in Other Institutions. Twelve fields of study were reported by the graduates. All of the graduates in social science, science, English, music, and pre-professional indicated that preparatory work was adequate. At least 75 per cent of the graduates in each of the remaining fields of study indicated that their preparatory work was adequate. The data presented in Table XXXIII show that 146, or 90.7 per cent, of the 161 graduates who attended other institutions reported that preparation made while attending Connors was adequate for continuing their education in other institutions of higher learning. Only 15, or 9.3 per cent, of the graduates indicated that their preparatory work while attending Connors was inadequate for continuing their education in other institutions of higher learning.

Value in Present Employment of Business Subjects Studied by the Graduates While Attending Connors State Agricultural College

It was believed to be important to obtain from the graduates their opinions concerning how helpful in their present employment they had found the specific business subjects that they had studied while attending Connors State Agricultural College.

In section 3 of the information blank² the graduates were asked to check each business subject studied while attending Connors State

²
See Appendix A.

TABLE XXXIII

NUMBER OF GRADUATES WHOSE PREPARATORY WORK WHILE ATTENDING CONNORS
STATE AGRICULTURAL COLLEGE WAS ADEQUATE OR INADEQUATE FOR CONTINUING
THEIR EDUCATION IN OTHER INSTITUTIONS

Field of Study	Graduates Who Attended Other Institutions	Adequate		Inadequate	
		Number	Per Cent	Number	Per Cent
Agriculture	33	28	84.8	5	15.1
Education	31	30	96.7	1	3.2
Commerce	28	26	92.8	2	7.2
Social Science	16	16	100.0		
Mathematics	14	12	85.7	2	14.3
Home Economics	10	8	80.0	2	20.0
Engineering	8	6	75.0	2	25.0
Science	6	6	100.0		
Industrial Arts	5	4	80.0	1	20.0
English	4	4	100.0		
Music	4	4	100.0		
Pre-Professional	2	2	100.0		
Total	161	146	90.7	15	9.32

This table should be read as follows: Of the 33 graduates whose field of study was agriculture, 28, or 84.8 per cent, reported preparatory work in agriculture to be adequate and 5, or 15.1 per cent, reported preparatory work in agriculture to be inadequate.

Agricultural College and to indicate the value of the subject to him in his present employment. These data are tabulated in Tables XXXIV, XXXV, and XXXVI.

Value of Business Subjects in Present Employment to the Men Graduates of Connors State Agricultural College. As shown in Table XXXIV, 17, or 73.9 per cent, of the men graduates who had typing while attending Connors State Agricultural College indicated that they had found typing to be of major value in their present employment. Business math was considered of major value by 22, or 66.7 per cent, of the 33 men graduates who had had this course while attending Connors State Agricultural College. Twenty-four, or 60.0 per cent, of the 40 men graduates who had studied economics while attending Connors considered it of major value in their present employment. Fourteen, or 51.8 per cent, of the 27 men who had studied accounting at Connors considered the subject of major value, while none of the 5 men who studied shorthand considered it of major value in their present employment.

Value of Business Subjects in Present Employment to Women Graduates of Connors State Agricultural College. As shown in Table XXXV, 26, or 74.2 per cent, of the 35 women graduates who had typing while attending Connors State Agricultural College indicated that they had found typing to be of major value in their present employment. Fifty per cent of the graduates who had studied office practice indicated that it was of major value in their present employment. No more than 42.3 per cent of the women graduates who had enrolled in any other business subject reported that it was of major value in their present employment.

Value of Business Subjects in Present Employment to Graduates of Connors State Agricultural College. As shown in Table XXXVI, 43, or 74.1 per cent, of the 58 graduates who had typing while attending Connors

TABLE XXXIV

VALUE OF BUSINESS SUBJECTS IN PRESENT EMPLOYMENT OF MEN
GRADUATES OF CONNORS STATE AGRICULTURAL COLLEGE

Course	Number Enrolled in Subject	Major Value		Minor Value		No Value	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Economics	40	24	60.0	13	32.5	3	7.0
Business Math	33	22	66.7	9	27.3	2	6.0
Accounting	27	14	51.8	10	37.0	3	11.2
Typing	23	17	73.9	4	17.9	2	8.6
Shorthand	5	0		2	40.0	3	60.0
Total	128	77	60.15	38	29.68	13	10.15

This table should be read as follows: Of 40 men who had enrolled in economics, 24, or 60.0 per cent, reported that economics was of major value; 13 or 32.5 per cent, reported that economics was of minor value; and 3, or 7.0 per cent, reported that economics was of no value in their present employment.

TABLE XXXV

VALUE OF BUSINESS SUBJECTS IN PRESENT EMPLOYMENT OF WOMEN
GRADUATES OF CONNORS STATE AGRICULTURAL COLLEGE

Course	Number Enrolled in Course	Major Value		Minor Value		No Value	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Business Math	38	19	50.0	16	42.1	3	7.8
Typing	35	26	74.2	7	20.0	2	5.7
Shorthand	27	6	22.2	10	37.0	11	40.7
Accounting	26	11	42.3	12	46.1	3	11.5
Economics	22	3	13.6	17	77.2	2	9.0
Office Practice	4	2	50.0	2	50.0		
Business Correspondence	3	1	33.3	2	66.7		
Total	155	68	43.87	66	41.29	13	13.54

This table should be read as follows: Of the 38 women who had enrolled in business math, 19, or 50.0 per cent, reported that business math was of major value; 16, or 42.1 per cent, reported that business math was of minor value; and 3, or 7.8 per cent, reported that business math was of no value in their present employment.

TABLE XXXVI

VALUE OF BUSINESS SUBJECTS IN PRESENT EMPLOYMENT TO GRADUATES
OF CONNORS STATE AGRICULTURAL COLLEGE

Course	Number Enrolled in Course	Major Value		Minor Value		No Value	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Business Math	71	41	57.7	25	35.2	5	7.0
Economics	62	27	43.5	30	48.3	5	8.0
Typing	58	43	74.1	11	18.9	4	6.8
Accounting	53	25	47.1	22	41.5	6	11.3
Shorthand	32	6	18.7	12	37.5	14	43.7
Office Practice	4	2	50.0	2	50.0		
Business Correspondence	3	1	33.3	2	66.7		
Total	283	145	51.23	104	36.88	34	12.01

This table should be read as follows: There were 71 respondents who had enrolled in business math and 41, 57.7 per cent, reported that business math was of major value; 25, or 35.2 per cent, reported that business math was of minor value; and 5, or 7.0 per cent reported that business math was of no value in their present employment.

State Agricultural College indicated that they had found typing to be of major value in their present employment. Business math was next with 41, or 57.7 per cent, of the 71 graduates who had had business math indicating it to be of major value in their present employment. No more than 50.0 per cent of those who had studied any of the remaining business subjects considered them of major value in present employment.

Subjects the Graduates Believe Would Have Been Useful
in Present Employment

It is believed to be important to learn what subjects would have been useful to the graduate in his present employment had he taken the subjects while attending Connors State Agricultural College. To secure this information a question was asked in section 3 of the information blank.³ The responses to this question are summarized in Table XXXVII.

As shown in Table XXXVII, 24 graduates, 15 men and 9 women, indicated that business machines would be useful in their present employment. Twenty graduates, 15 men and 5 women, reported that accounting would be useful in their present employment. Sixteen men graduates indicated that typing would be useful in their present employment. No more than 8 graduates indicated that any of the remaining subjects would be useful in their present employment.

It is apparent from the data presented in Table XXXVII that business machines, accounting, and typing led the list of subjects that graduates believe would be useful in their present employment if they had studied these subjects while attending Connors State Agricultural College.

³See Appendix A.

TABLE XXXVII

SUBJECTS THAT THE GRADUATES BELIEVE WOULD BE USEFUL TO THEM
IN PRESENT EMPLOYMENT IF THEY HAD STUDIED THE SUBJECTS
WHILE ATTENDING CONNORS AGRICULTURAL COLLEGE

Subject	Men	Women	Total
Business Machines	15	9	24
Accounting	15	5	20
Typing	16	0	16
Shorthand	2	6	8
Business Law	6	1	7
Economics	6	1	7
Mathematics	6	1	7
Methods Courses	3	3	6
Business Math	2	2	4
Geography	1	3	4
Guidance	3	1	4
Spelling	2	2	4

This table should be read as follows: Fifteen men and 9 women reported that Business Machines would have been useful in their present employment had they studied the subject while attending Connors Agricultural College.

Suggested Subjects to be Added to the Offerings
of the Commerce Department

Twenty-four graduates suggested the addition of business machines to the curriculum of the commerce department, and six graduates suggested the addition of business law.

Suggestions of the Graduates

Several of the respondents suggested that all students take some business subjects regardless of their major field of study; that more laboratory work be given in agricultural subjects; that uniformity of subject numbers with other institutions would be helpful; and that advisors know what the requirements are for the various majors so that the student could be advised as to what he should take.

CHAPTER IV

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to discover the educational and occupational activities of persons who graduated from Connors State Agricultural College during the years 1947 through 1951, to determine whether or not the curricula have been meeting the needs of the graduates of the college, to ascertain the adequacy or the inadequacy of the preparation made by the graduates, and to discover needed curricular changes that might become apparent as a result of this study.

This study revealed that in 1947 there were 31 graduates; in 1948, there were 102 graduates; in 1949 there were 53 graduates; in 1950 there were 52 graduates; and in 1951 there were 38 graduates, making a total of 276 graduates during the years included in the study. Of these 276 graduates, 190 were men and 86 were women. The ratio is 2.2 men to 1 woman. Respondents to the questionnaire included 129 men and 76 women, or a total of 205 graduates.

Findings

Major Fields of Study. It was revealed that the basic major fields of study fall into the following areas, which are listed in order of number of graduates responding: commerce, agriculture, education, mathematics, social science, home economics, engineering, English, science, industrial arts, music, journalism, pre-professional, and sociology.

Present Employment Status. The data revealed that 153, or three-fourths, of all graduates who responded were employed. Forty, or one-fifth, were not employed and not seeking employment. Only 12, or about 6 per cent, of the respondents were seeking employment.

Fields of Study in Relation to Employment Status. It was found that in the 14 major fields of study listed in this investigation 79 graduates (39 men and 40 women), or more than one-third of the 205 respondents, were engaged in teaching. Thirty-one, or 15.1 per cent, of the graduates were in military service. In many cases there appears to be little or no relationship between the graduate's field of study at Connor's and his initial or present occupation.

Satisfaction and Dissatisfaction With Present Employment. The study reveals that of the 79 men and women engaged in teaching, only 3 (2 men and 1 woman) were not satisfied with their present employment. Eleven, or about one-third, of the 31 men in the military service were satisfied with their present employment. One of the 13 women employed in commerce was not satisfied with her present employment. All the other gainfully employed graduates were satisfied with their present employment.

Office Machines Used on the Job. The four top-ranking machines used were: the typewriter, used by 74 men and 49 women; the adding machine, used by 62 men and 42 women; the mimeograph, used by 41 men and 35 women; and the cash register, used by 33 men and 18 women. Although more women graduated with commerce as their major field of study, more men found use for office machines in their present employment.

Graduates Who Continued Their Education. The study revealed that 105, or more than four-fifths, of the 129 men who responded to the information blank continued their education after they graduated from

Connors State Agricultural College. Forty-eight, or nearly one-half, of the men who attended other institutions have graduated and approximately one-sixth of the men who responded were attending other institutions at the time of the study. Too, it was found that approximately four-fifths of the men who attended other institutions continued the field of study in other institutions that they began at Connors State Agricultural College. It was found that 56, or nearly three-fourths, of the women who responded continued their education in other institutions. Nineteen, or one-third, of the women who attended other institutions have graduated and 9 of the 76 women who responded were attending other institutions at the time of the study. It was also found that 46, or approximately four-fifths, of the women continued the field of study that they began while attending Connors State Agricultural College.

Scholarships. Of the 105 men graduates, 17 received athletic scholarships in other institutions and not any reported having received academic scholarships. None of the women reported having received scholarships in other institutions.

Graduates Whose Preparation Aided in Securing Employment While Attending Other Institutions. Forty-eight of the 105 men graduates who attended other institutions were employed and 43, or approximately nine-tenths, of the 48 who were employed reported that preparations made while attending Connors State Agricultural College aided in securing employment. Forty of the 56 women graduates who attended other institutions were employed and 22, or more than one-half, of the 40 who were employed reported that preparations made while attending Connors State Agricultural College aided in securing employment.

Adequacy of Preparation for Attending Other Institutions. Ninety-two, or about 90 per cent, of the 105 men graduates who attended other

institutions reported that preparation made while attending Connors State Agricultural College provided sufficient background for continuing their education in other institutions of higher learning. Fifty-four, or more than 95 per cent, of the women graduates who attended other institutions reported that preparation made while attending Connors State Agricultural College provided sufficient background for continuing their education in other institutions of higher learning.

Value of Business Subjects in Present Employment. Typing was considered of major value in present employment by approximately three-fourths of the 23 men graduates who had taken typing while attending Connors State Agricultural College. Three-fourths of the 35 women graduates who had taken typing considered it of major value in their present employment. Business math ranked next in major value with two-thirds of the 23 men graduates and one-half of the 35 women graduates who had taken business math. No more than one-half of those who had studied any of the remaining business subjects considered them of major value in present employment.

Subjects the Graduates Believe Would Have Been Useful in Present Employment. Business subjects that would have been useful in present employment are listed in the following order: business machines with 24 graduates (15 men and 9 women), accounting with 20 graduates (15 men and 5 women), typing with 16 men graduates, shorthand with 8 graduates (2 men and 6 women). No more than 7 graduates indicated that any of the remaining business subjects would have been useful in present employment.

Graduates' Suggestions. Additional subjects to be added to the commerce department as suggested by the business education majors were office machines and business law. Other suggestions made by graduates

were that all students should take some business subjects regardless of their field of study, that more laboratory work be given in agricultural subjects, that uniformity of subject numbers with other institutions would be helpful, and that advisers know what subjects are required on different majors so that the students would not have to take several more hours than are required to graduate from other institutions.

Conclusions

The following general conclusions are drawn from a review of the findings in relation to the purpose of this study:

For a majority of its graduates Connors State Agricultural College is primarily a preparatory institution, as is indicated by the large percentage of students attending other institutions after graduating from Connors.

The preparation received while attending Connors State Agricultural College offers its students sufficient background for continuing their field of study, as is evidenced by the large percentage of students who continue in the same field of study in other institutions and the large percentage who state that their preparation for continuing their education in other institutions has been adequate.

More graduates are employed in the educational field than any other single field listed in this study. Over half of those who are gainfully employed in civilian occupations are engaged in teaching.

Nearly 6 graduates in every 10 have chosen fields of study in commerce, agriculture, or education while attending Connors. The fact that there were seven fields of study that had been chosen by from only 2 to 7 graduates each during the 5 year period may raise some question

concerning the advisability of continuing to recognize and provide for some of these fields of study.

With few exceptions, graduates in civilian employment indicate that they are doing the types of work that they prefer to do.

Ability to use the typewriter is apparently a useful skill to a large majority of both men and women graduates in their later employment.

Preparation made while attending Connors is helpful to many students in securing part-time work while continuing their education in other institutions.

Recommendations

In the light of the findings of this study, the following recommendations are made:

1. That each instructor review the curricula to see if revisions should be made to fit the present needs of the students.

2. That the business curriculum be strengthened by the addition of business machines and business law.

3. That more guidance be given to the individual when enrolling so that he may take required subjects in his field of study.

4. That tests be given in the business education department so that the instructor may better advise the student in his selection of a field of study.

5. That a study should be conducted to determine the educational and occupational activities of those who have attended the institution one or more semesters but did not graduate.

Further study should be made to determine why 9.3 per cent of the graduates who continued their education in other institutions considered that their preparation at Connors had been inadequate.

APPENDIX A

INFORMATION BLANK FOR GRADUATES OF
CONNORS STATE AGRICULTURAL COLLEGE

Name _____ Sex: Male _____ Female _____

Address _____ Town _____ State _____

Are you married? Yes _____, No _____, If "yes," in what year were you married? _____

In what year did you graduate from Connors State Agricultural College? _____

What was your field of study while attending Connors State Agricultural College? _____

Are you now gainfully employed? Yes _____, No _____, If "no," are you seeking employment? Yes _____, No _____.

Please list the positions you have held for a period of 3 months or more, and on which you worked at least 30 hours per week for pay. Include only the positions you have held since graduating from Connors State Agricultural College. (Be sure to include your present position)

Type of Firm or Business	Location of Firm	Type of Work you did	Dates of Employment From To
Example: Grocery Store	Warner, Okla.	Bookkeeper	Jan. 1947----1949

Is your present employment the type of work you prefer to do? Yes _____, No _____, If "no," what would you rather do? _____

Please check any office machines you have operated in any jobs you have held since you graduated from Connors State Agricultural College.

Adding machine _____
Comptometer _____
Dictaphone _____
Cash register _____
Typewriter _____

Mimeograph machine _____
Tape or wire recorder _____
Punch card machine _____
Others: _____

Section II

If you have not attended any other school since you graduated from Connors State Agricultural College, omit all of Section II and go on to Section III.

List below all types of schools that you have attended, with the exception of military service schools.

Type of Institution	No. of Sem. hours	Major field of study	Did you graduate?	Date of graduation	Degree received
College or University					
Business College					
Correspondence Study					
Others:					

Why did you choose to go to the school or schools listed above? Did you have a scholarship?____, If "yes," did you receive it partly because of your athletic ability?____, academic ability?____, both?_____.

Did the training you received at Connors State Agricultural College aid you in securing employment while attending any of the other schools you have listed above? Yes____, No____, If "yes," please explain how it helped you._____

In your opinion did the subjects that you studied at Connors State Agricultural College provide a sufficient background for the courses you pursued in a senior college or university? Yes____, No____. If "no," please explain:_____

Please check any of the following subjects that you studied after you graduated from Connors State Agricultural College.

- Typing_____
- Accounting_____
- Business Mathematics_____
- Shorthand_____
- Business machines_____

- Secretarial training_____
- Office practice_____
- Business English_____
- Business Law_____
- Economics_____

Section III

Please indicate the number of semester credit hours you earned in each commercial subject you studied while attending Connors State Agricultural College. Use an "X" to indicate whether each subject you studied is of major value, of minor value, or of no value to you in your present employment.

	No. of sem. hrs. earned at Connors	Value to you in your present employment		
		Major value	Minor value	No value
Accounting				
Business Mathematics				
Economics				
Office Practice				
Shorthand				
Typewriting				
Others:				

If there are any subjects that you did not take at Connors State Agricultural College which you think would have been useful to you in your past and present employment, please list them.

- | | |
|---------|---------|
| 1 _____ | 2 _____ |
| 3 _____ | 4 _____ |
| 5 _____ | 6 _____ |
| 7 _____ | 8 _____ |

Do you have any suggestions regarding machines, business methods, additional types of training, or improvements in the Commerce Department which you believe would be of help to students now attending Connors State Agricultural College? Please Explain.

Connors State Agricultural College

JACOB JOHNSON, PRESIDENT
WARNER, OKLAHOMA

February 12, 1952

Dear Former Student

Those of us at the college sincerely desire to see Connors serve her students as effectively as possible. In order that we may do so, it is necessary that we continually study the college curricula to see if courses are being offered that meet the needs of the students.


The best source of information on how well the courses at Connors have served the students is information from the students who have studied here. Mr. Arnsperger, in connection with a graduate study he is doing at Oklahoma A. & M. College, has agreed to make a follow-up-study of the graduates of Connors State Agricultural College for the five-year period 1946-50.

In making this study Mr. Arnsperger will send out to some two hundred of our graduates of this period an information blank. I believe you will find that the completion of this information blank will not require a great deal of your time and the information given will be treated confidentially.

In order for this study to be of value it is necessary that those students contacted respond with the information. When such a study is completed I am sure that it will be of great assistance to us in making the college serve our young people better. I will personally appreciate any cooperation you may give to Mr. Arnsperger in the completion of this study.

A self-addressed stamped envelope is enclosed for your convenience.

Sincerely yours


Jacob Johnson
President

JJ/ag

Enclosure 2

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Thesis: A FOLLOW-UP STUDY OF THE GRADUATES OF CONNORS STATE
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Major: Business Education

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THESIS TITLE: A FOLLOW-UP STUDY OF THE GRADUATES OF CONNORS STATE
AGRICULTURAL COLLEGE FOR THE YEARS 1947 THROUGH 1951

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The content and form have been checked and approved by the author and thesis adviser. The Graduate School Office assumes no responsibility for errors either in form or content. The copies are sent to the bindery just as they are approved by the author and faculty adviser.

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