

A FOLLOW-UP STUDY OF SELECTED GRADUATES OF OUACHITA COLLEGE
FOR THE YEARS 1943, 1944, 1945, 1946, 1947, and 1948

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By

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CHAPTER I

INTRODUCTION

The Purpose of the Study

The purpose of this study is to discover the postgraduate educational and occupational activities of selected graduates of Ouachita College for the years 1943 to 1948, inclusive, in order to provide a basis for evaluating and improving the business training program of the college. Specific aims of this investigation are:

1. To learn of postgraduate study undertaken by graduates who earned a minimum of 20 semester hours of credit in business administration courses and to determine the postgraduate occupational activities of these graduates.
2. To determine the kinds of work done in connection with jobs held since graduation and to ascertain the adequacy or inadequacy of the business training for this work.
3. To discover the importance in obtaining and holding jobs of business subjects taken in Ouachita College.
4. To determine curriculum revisions that, in the opinions of the respondents, should be made and, in addition, to discover needed changes that may become apparent as a result of the study.

The Need for the Study

Although the number of students enrolled in the Business Administration Department of Ouachita College has steadily increased since the department was organized in 1941, no formal investigation has been made to discover the uses made of business training by graduates and to what extent the training has been effective under actual business conditions.

In the summer of 1947 Professor E. W. Bass, Head of the Department of Business Administration, and Dr. A. M. Witherington, Dean of the Faculty, indicated that they were aware of a need for appraising the business curriculum and agreed that a follow-up study of graduates of the department would be a worth-while approach to the problem.

Those interested in preparing youth for business occupations have recognized that schools should follow up the trainees "to appraise the results of the training given" and to discover ways of "vitalizing" and adjusting the program to meet the needs of the graduates.¹

A group of educators reporting on follow-through programs of forty selected schools have said:

Any school which is making a determined effort to adjust its program to the assured and probable future needs of its students wants to know as much as possible about the activities these youth are going to engage in and about the problems they will have to face. One way of going about this is to try to find out these things about the youth who have already left the school, on the assumption that the present students will probably lead lives quite similar to those of the youth who have recently left the school.²

In an article entitled "What Can Follow-Up Studies Contribute to Business Education?" Ann Pavan observes:

Too little recognition has been given to the importance of studying former graduates against the background of their educational training and guidance, to the need of evaluating the results of this training and guidance so as to chart procedures that should contribute to better educational occupational adjustment.³

Two of the basic "principles of business education" are committed to evaluating the success of business education and to improving the business curriculum in terms of the activities of former students.

All graduates and drop-outs whether placed by the school placement service or not, should be followed up to determine the degree of their success and whether their training has been adequate for business requirements.

.....

¹ Frederick C. Nichols, "Criticism, Comment and Challenge," The Journal of Business Education, XV (October, 1939), 9.

² John R. Beery, Byron C. Hayes, Edward Landy, The Bulletin of the National Association of Secondary-School Principals, XXV (November, 1941), p. 7.

³ Ann Pavan, "What Can Follow-Up Studies Contribute to Business Education?" The Journal of Business Education, XV (October, 1939), 10-12.

Curricular material must be constantly revised and reorganized in the light of findings of occupational surveys, activity analyses, follow-up studies, and changed social and economic conditions.⁴

Haynes and Humphrey point out that "follow-up studies are made for the purpose of testing the actual results of business education as they affect the lives of graduates or drop outs." They also recall the purpose of such studies as expressed by Lomax.

Follow-up studies endeavor to test the efficacy of the training in order to make improvements for the benefit of present and future students. . . . Follow-up studies of graduates and drop outs are practical means of solving many of the problems of business education.⁵

Education on all levels is facing many problems, some of which may not be immediately solvable but which must be coped with nevertheless. In his inaugural address in 1947, President William E. Stevenson of Oberlin (Ohio) College presented some of the problems confronting the modern college and asserted the need for "more and better education" in the future. "And. . . if our education does not prove to be better," said President Stevenson, "the need will be for less rather than for more." This educator further said:

Should not each of our institutions of higher learning, and preparatory schools as well for that matter, engage in a prompt, prayerful, and drastic stock-taking of programs and a restatement of aims and purposes? And should not such reappraisals be frequent and supplemented constantly by ventures of an experimental nature? In this dynamic age is it not a signal of ineptitude if our curricula and techniques are rigidly fixed for even a short span of academic years?⁶

It is believed that to "take inventory" of the business training program at Ouachita College is not only to acknowledge an important

⁴ National Business Teachers Association Eighth Yearbook, 1942, p.140.
⁵ Benjamin E. Haynes and Clyde W. Humphrey, Research Applied to Business Education, p. 25.
⁶ William E. Stevenson, "The Modern College," School and Society, LXVI (August, 1947), 81-84.

problem confronting liberal education--that is, to provide better education--but also to attack a crucial problem facing business education, viz., "To promote commercial curricula. . .which will meet the needs of boys and girls and of business which will employ them."⁷

The Method of Research

The normative-survey method of research was considered most appropriate to the purpose of this study, and the questionnaire inquiry was thought to be the most suitable instrument for collecting data.

Because the survey method employing the questionnaire inquiry has been so frequently, and so often inexpertly, used in graduate research, this approach to scientific problem solving has been said to be overworked. Nevertheless, this procedure remains a major method of research and may be appropriately used when the investigator desires to learn of past and present activities or conditions direct from the people involved, from which he may draw conclusions and plan for future improvement.⁸

Good, Barr, and Scates define the questionnaire as ". . .a form which is prepared and distributed for the purpose of securing responses to certain questions. Generally these questions are factual. . . .The questionnaire may, however, ask for opinions. . . ." ⁹ These authorities on educational research consider that "the questionnaire is an important instrument in normative-survey research, being used to gather information

⁷ E. M. Keithley, Observation and Opinion, The Journal of Business Education, XX (October, 1945), p. 7.

⁸ Carter V. Good, A. S. Barr, Douglas E. Scates, The Methodology of Educational Research, pp. 221-478.

⁹ Ibid., p. 324.

from widely scattered sources."¹⁰ Koos says that the questionnaire is ". . . a valuable source of data procurable usually in no other way."¹¹

The Procedure

After approval for a study of business graduates was secured from the head of the Business Administration Department of Ouachita College and from the Dean of the Faculty, literature in the field of research was studied to determine the most effective method of research for the problem under consideration. Theses reporting on follow-up studies were examined; books and published articles on the subject of research in business education were read; publications referring to survey studies, particularly follow-up studies, were studied; and literature with reference to the liberal arts college was read.

A questionnaire¹² was prepared and presented to the chairman of the thesis committee and to members of a seminar of graduate students in business education at Oklahoma A. & M. College for criticisms and suggestions. The instrument was also submitted to other interested graduate students, who contributed comments and criticisms.

In constructing the questionnaire, an effort was made to ask questions that respondents would have both the "ability" and "willingness" to answer. An attempt was also made to ask questions to which definite and simple responses could be made. Some questions were subjective in nature because of the lack of other means of getting the desired information.

After the questionnaire was revised, copies were sent to the head of the business department, the dean, and the registrar at Ouachita College

¹⁰ Ibid., p. 325.

¹¹ Leonard V. Koos, The Questionnaire in Education, p. 68.

¹² See Appendix p. 80.

for suggested changes. They offered no recommendations for further revisions, and copies of the revised form were mimeographed for use in the study.

An individual information sheet¹³ was set up for recording personal data not requested in the questionnaire and for checking business subjects taken in college. This sheet, which was filled in by the investigator from the Registrar's records at Ouachita College, contained blanks for recording the following information for each business graduate: the name when in school, present name (if married), the address, the year graduated, whether business was taken as a major or as a minor field of study, and a check list of business subjects taken in college.

Present addresses of graduates were obtained from the permanent records, Alumni Association files, and from friends and relatives. A mailing list was compiled from the information sheets and was revised from time to time as accurate addresses became available.

Because it is believed that responses are obtained more readily to unsigned questionnaires, no signature was requested in the inquiry. However, in order that a second questionnaire might be sent to those who did not respond within a reasonable length of time, a system of identification was devised. Each information sheet was numbered and the corresponding number was placed in the upper right-hand corner of each questionnaire before it was mailed. A letter,¹⁴ which had been approved by the chairman of the thesis committee, was mimeographed and enclosed with the questionnaire.

As a preliminary tryout of the questionnaire, copies were mailed to ten selected graduates representing different graduation years. These

¹³ See Appendix p. 78.

¹⁴ See Appendix p. 79.

people were known by the investigator, and a personal letter, in addition to the mimeographed explanatory letter and a stamped, addressed return envelope, was enclosed with each questionnaire. Ten usable questionnaires, or 100 per cent, were returned in response to the tryout.

Tentative sheets on which to tabulate the responses to the tryout were set up. The responses indicated that the reader clearly understood the questions and that answers to these questions would yield sufficient information to make the study significant. The remaining questionnaire forms were then mailed. Duplicate copies of the questionnaire, accompanied with a personal follow-up letter, were sent two weeks later to the graduates who did not respond to the first request.

The Scope and Limitations

Although it is recognized that special students, dropouts, and others who took business subjects as electives may have used their business training on the job, this investigation is limited to selected graduates of Ouachita College, Arkadelphia, Arkansas, for the years 1943, 1944, 1945, 1946, 1947, and 1948. Two groups of graduates are considered: (1) those who completed the requirements for a major in business (twenty-seven semester hours in business and fifteen semester hours in related fields), and (2) those who satisfied the requirements for a minor in business (twenty semester hours in business).

It is believed that the investigation of only graduates who indicated a primary or secondary interest in business by selecting a major or a minor in the field will result in significant findings. In analyzing the responses to the questionnaire, the graduates will not be separated according to those who completed a major in business and those who completed a minor in the field but will be considered as one group and will be referred to as "business graduates."

The scholastic standing of business graduates while in college and their accomplishment in the specific courses that they studied in business as well as in other fields, are not considered in this study, although it is recognized that these factors no doubt have an important bearing upon the findings of certain phases of this study.

CHAPTER II

A BRIEF HISTORY OF OUACHITA COLLEGE

It seems appropriate, in reporting on a study of graduates of an educational institution, to give a historical sketch of the school and to review its aims and objectives. In addition, it is believed worth while to consider the role of the liberal arts college in general education and in business education in particular.

Founding and Early History of Ouachita College

At the annual meeting of the Arkansas Baptist State Convention in 1883 it was decided that "a college organized and fostered by the Baptists of Arkansas was a necessity."¹ Two years later, after having been assured of the support of Arkansas Baptists, the Baptist State Convention voted to establish a four-year liberal arts college and selected a board of trustees who agreed in their first meeting to make the institution co-educational. The place chosen for the school was on the grounds of the old Blind Institute situated on the banks of the Ouachita River at Arkadelphia, Arkansas; and on September 6, 1886, Ouachita College was opened to students.

The one building, which had been acquired with the property, was used for administrative offices and classrooms. During the first school year, 1886-1887, a faculty composed of the president of the college and five teachers taught the 214 pupils who enrolled. "In the early years of the college one might begin with the Primer and finish with the Master of Arts Degree."² On the college level there were "schools" of Latin, Greek,

¹ Ouachita College Catalogue, 1887-1888, (as quoted in a typewritten historical sketch of Ouachita College, author unknown).

² Ibid.

Mathematics, Elocution, Modern Languages, Music, Natural Science, Mental and Christian Ethics, English, History, and Art. According to the college catalogue for 1887-1888, Ouachita College gave the following degrees: Bachelor of Arts, Bachelor of Philosophy, Bachelor of Science, Master of Arts, and Mistress of English Literature for Young Ladies.³

Ouachita College and General Education

The three-fold purpose of the college, as recalled by Dr. C. D. Johnson, a former president of Ouachita College, was:

First, to develop a leadership through the method of education of the ministry; second, the education of men who would later go into other learned professions, medicine, law and education; third, the education of both men and women in all the fundamental Liberal Arts courses, plus the religious element which includes the building of moral character.⁴

It is apparent from Dr. Johnson's article that, although through the years the leaders of the college have been guided by "the ideals of the founders," the administrations have been cognizant of the changing needs and demands of the students and have progressively revised and improved the curricula.

Seven objectives are now listed by Ouachita College:

1. To help students acquire knowledge which will enable them to understand better and to appreciate more the world in which they live.
2. To help students find themselves and their places in society.
3. To prepare students not only to make a better living, but to think better and live better for God and man.
4. To offer special training to students who want two or more years in a liberal arts college before entering a professional school.
5. To train teachers for positions in secondary schools.

³ Ibid.

⁴ C. D. Johnson, "Ouachita College Approaching its Fiftieth Anniversary," (a typewritten manuscript).

6. To train ministers, missionaries, evangelistic singers, church secretaries, and other Christian leaders.
7. To create on the campus an atmosphere that will give students a desire to render social and religious services in whatever life work they may follow.⁵

Quachita strives to maintain a high quality of scholarship while achieving its aims, and claims many distinguished alumni.

The president of Amory University wrote in 1946: "The church does not need to apologize, either to itself or to society, for its colleges if they are good colleges."⁶ Another college president has said:

For many generations after the founding of our country the college of liberal arts was the dominating unit in our whole system of education. During these generations, as our civilization spread, colleges were founded in every section of the country, and their broad basic teaching has had a fundamental effect on the thinking and ideals and leadership of the whole nation.⁷

The President of the United States, an advocate of small educational institutions, remarked when he received the honorary degree of Doctor of Laws from Washington College in 1946: "I think this country is great on account of its small educational institutions, more than anything else."⁸

Academic Development at Ouachita College

In 1921 the Preparatory Department and all degrees except the Bachelor of Arts were discontinued in order to meet the requirements of the North Central Association of Colleges, to which Ouachita was admitted in 1927.

⁵ Quachita College Catalogue, 1947-1948, p. 11.

⁶ Goodrich C. White, "The Liberal Arts Ideal and the Christian College," Association of American Colleges Bulletin, XXXII (March, 1946), 29-33.

⁷ Donald J. Cowling, "The Work and Future of Liberal Arts Colleges," Association of American Colleges Bulletin, XXI (March, 1944), 95-104.

⁸ Harry S. Truman, "The Small College," Association of American Colleges Bulletin, XXXII (October, 1946), 332-334.

The college is now authorized to confer the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music Education, and Bachelor of Music.

Most courses of instruction at Ouachita are now organized by departments which are grouped under divisions. The 1947-1948 catalogue lists the following divisions: Division of Humanities, Division of Science, Division of Social Science, Division of Health and Physical Education, Division of Military Science, and Division of Fine Arts.⁹

Development of Business Education at Ouachita College

Endeavoring to keep abreast of the educational needs of the "changing South" and to fulfill its obligations to those seeking college training for business pursuits, Ouachita College established a Department of Economics and Business Administration in 1941. It was recognized that the "shifts in population from rural-agricultural to urban-industrial" centers and the increasing necessity of college preparation for many vocational opportunities justified formal business-training programs in the progressive southern liberal arts college. Although the course, Principles of Economics, dates back nearly fifty years at Ouachita College, the first major in the field of Economics was not offered until the school year 1926-1927. The limited curriculum then included Economic History, Principles of Economics, Money and Banking, and Labor Problems. In 1930 the Economics curriculum was departmentalized and was known as the Department of Economics and Sociology until 1937, when the department was named simply "Economics."

In 1940 the name of the department was again changed and became Economics and Sociology. That year it became possible to elect a major in Economics and Sociology, and a minor in Economics. The next year the department underwent a slight reorganization and became known as the

⁹ Ouachita College Catalogue, 1947-1948, pp. 33-81.

Department of Economics and Business Administration. Both majors and minors were offered in this department. The department was later given its present name--Business Administration and Economics, Accounting and Finance--and is listed under the Division of Social Science in the 1947-1948 catalogue. The same catalogue sets forth the philosophy and requirements of this department:

The general objective of this department is to provide a liberal and practical education in business training and economic thought. The specific objectives are to provide adequate background for immediate employment in general business, particularly the accounting and secretarial fields, to equip teachers for commercial subjects in secondary schools and to prepare for further study in graduate fields.

Either major or minor work may be completed in either Business Administration and Economics or in Accounting and Finance. For the major a minimum of twenty-seven hours plus fifteen semester hours of work in related fields is required. For the minor a minimum of twenty semester hours must be completed.¹⁰

The Liberal Arts College and Business Education

It is acknowledged that the Liberal Arts Colleges which are broadening their objectives to include vocational training for business occupations particularly are facing criticism and opposition from educators who fear these institutions are becoming "servile." Paul Russell Anderson, Dean of Lawrence College, recognizes college vocational training as a possible "means of implementing our objectives," and offers five guiding principles on the issue, one of which is:

We should concentrate on preparation for those vocational opportunities for which a college education is necessary or desirable. The colleges should not be expected to offer specialized training for machinists, electricians, plumbers, clerks and others in similar categories. They should be, and are, expected to offer the kind of education which is basic for the professions, for business, for science, etc.¹¹

¹⁰ Ibid, p. 52.

¹¹ Paul Russell Anderson, "Issues Confronting the Colleges," Association of American Colleges Bulletin, XXV (May, 1944), 285-297.

CHAPTER III

ANALYSIS OF RESPONSES TO THE QUESTIONNAIRE

The Response to the Questionnaire

A mailing list of business graduates for the period 1943-1948 was prepared from the permanent college records and from the Alumni Association files. This list contained the names of the 80 graduates who had completed the requirements for either a major or a minor in business administration. Copies of the questionnaire were first mailed in March, 1949. Forty-three responses were received from the first mailing, and, in an effort to secure more complete coverage, a second request for information was sent to those graduates who had not responded to the first request at the end of two weeks. Although 65 responses were eventually received, only 59 were considered usable.

Table I shows the total number of graduates for the years 1943, 1944, 1945, 1946, 1947, and 1948, and the number and percentage of graduates who were classified as business graduates.

TABLE I
 TOTAL NUMBER GRADUATED FROM QUACHITA COLLEGE EACH YEAR FOR
 THE SIX-YEAR PERIOD 1943-1948, AND NUMBER AND PER-
 CENTAGE CLASSIFIED AS BUSINESS GRADUATES

Year Graduated	All Graduates	Business Graduates			
		Men	Women	Total	Per Cent
1943	100	5	3	8	8.00
1944	71		4	4	5.63
1945	55	3	2	5	9.09
1946	65	3	6	9	13.84
1947	109	7	12	19	17.43
1948	119	28	7	35	29.41
Total Graduates	519	46	34	80	15.41*

*Percentage of all graduates for the period.

This table should be read as follows: Of the 100 graduates for 1943, 8, or 8 per cent, were business graduates; 5 were men and 3 were women. Eighty, or 15.41 per cent of the 519 graduates for the six-year period, were business graduates.

As shown by Table I, the years 1944, 1945, and 1946 reflect the effect of World War II on colleges and universities in decreased enrollments. In 1943 the total number of graduates from Quachita College was 100. The number dropped to 71 in 1944. Only 55 people were graduated in 1945, the low year for the period. The table shows increases in total graduates beginning with 1946, 65; 1947, 109; and 1948, 119.

During the six-year period, 1943-1948, a total of 519 people were graduated from Quachita College. Of this number, 80, or 15 per cent of the total number of graduates, are classified as business graduates.

Forty-six were men and 34 were women. The totals and percentages of business graduates for each included in this study are as follows: 1943, 2, or 8 per cent; 1944, 4, or 5 per cent; 1945, 5, or 9 per cent; 1946, 9, or 13 per cent; 1947, 19, or 17 per cent; 1948, 35, or 29 per cent.

The fact that women graduates outnumbered men graduates for the first five years of the period--1943 through 1947--may be attributed to the fact that during the war years women were peculiarly aware of the need for preparation for business occupations. Attention is called to the sharp increase in the number of men graduating and to the contrasting decrease in the number of women graduating in 1948. Of the 35 business graduates that year, 28, or four-fifths, were men; and only 7, or one-fifth, were women. Although the veteran enrollment may account for the comparatively larger proportion of men business graduates, there is no apparent explanation for the very small number of women.

Table II shows by years the number of men classified as business graduates, the number to whom questionnaires were mailed, the number returned unclaimed, the number of possible responses, the number of actual responses, the number of unusable responses, and the number of usable responses received.

TABLE II

NUMBER OF MEN GRADUATED FOR THE PERIOD 1943-1948, NUMBER TO WHOM QUESTIONNAIRES WERE MAILED, NUMBER RETURNED UNCLAIMED, AND NUMBER OF RESPONSES RECEIVED FROM POSSIBLE RESPONSES

Year Graduated	Business Graduates	Questionnaires Mailed	Unclaimed	Possible Responses	Actual Responses	Unusable Responses	Usable Responses
1943	5	5		5	4		4
1944							
1945	3	3	1	2	2		2
1946	3	3		3	3		3
1947	7	7		7	6	1	5
1948	28	28	1	27	25	3	22
Total	46	46	2	44	40	4	36
Percentages		100	4.34	95.65	86.95	8.69	81.80

This table should be read as follows: Questionnaires were mailed to the 5 men who were graduated in 1943; none was returned unclaimed, making the number of possible responses 5. Four responses were received and none was unusable. Four usable responses were received. A total of 2, or 4.34 per cent, responses were returned unclaimed, making the total number of possible responses 44, or 95.65 per cent of the total questionnaires mailed. Forty, or 86.95 per cent of the possible responses were received; 4, or 8.69 per cent of the possible responses, were unusable, making a total of 36, or 81.80 per cent, usable responses.

According to Table II, questionnaires were sent to all men who were classified as business graduates for the six-year period, 1943-1948. Of the 46 men to whom questionnaires were sent, 2, or 4.34 per cent of the number mailed, were returned unclaimed, making the number of possible responses 44, or 95.64 per cent of the total. Forty responses, or 86.95 per cent of the possible responses, were received. Four, or 8.69 per cent of the responses, were unusable. Thirty-six men, or 81 per cent of the possible responses, returned usable questionnaires.

Table III shows the responses to the questionnaire from women graduates.

TABLE III

NUMBER OF WOMEN GRADUATES FOR THE PERIOD 1943-1948, NUMBER TO WHOM QUESTIONNAIRES WERE MAILED, NUMBER RETURNED UNCLAIMED, AND NUMBER OF RESPONSES RECEIVED FROM POSSIBLE RESPONSES

Year Graduated	Business Graduates	Questionnaires Mailed	Unclaimed	Possible Responses	Actual Responses	Unusable Responses	Usable Responses
1943	3	3		3	2		2
1944	4	4		4	4		4
1945	2	2		2	1		1
1946	6	6		6	2		2
1947	12	12		12	8		8
1948	7	7		7	6		6
Total	34	34		34	23		23
Percentages		100		100	67.64		67.64

This table should be read as follows: Questionnaires were mailed to the 3 women who were graduated in 1943; none was returned unclaimed, making the number of possible responses 3. Two responses were received and none was unusable. Two usable responses were received. No responses were returned unclaimed, making the total number of possible responses 34, or 100 per cent of the total questionnaires mailed. Twenty-three, or 67.64 per cent, of the possible responses were received, and all were usable.

Table III shows that questionnaires were sent to the 34 women who were considered business graduates and that no questionnaires were returned unclaimed. Of the 34 possible responses, 23, or 67.64 per cent, were received, and all were usable.

Since no men were graduated in 1944, we can account for all the respondents for that year.

Table IV summarizes the responses.

TABLE IV
NUMBER OF GRADUATES FOR THE PERIOD 1943-1948, NUMBER TO WHOM QUESTIONNAIRES WERE
MAILED, NUMBER RETURNED UNCLAIMED, AND NUMBER OF RESPONSES RECEIVED FROM
POSSIBLE RESPONSES

Year Graduated	Business Graduates	Questionnaires Mailed	Unclaimed	Possible Responses	Actual Responses	Unusable Responses	Usable Responses
1943	8	8		8	6		6
1944	4	4		4	4		4
1945	5	5	1	4	3		3
1946	9	9		9	5		5
1947	19	19		19	14	1	13
1948	35	35	1	34	31	3	28
Total		80	2	78	63	4	59
Percentages		100	2.50	97.5	78.75	5.00	73.75

This table should be read as follows: Questionnaires were mailed to the 8 persons who were graduated in 1943; none was returned unclaimed, making the number of possible responses 8. Six responses were received and none was unusable. A total of 2, or 2.50 per cent, responses were returned unclaimed, making the total number of possible responses 78, or 97.5 per cent of the total questionnaires mailed. Sixty-three, or 78.75 per cent, of the possible responses were received; 4, or 5.00 per cent of the possible responses, were unusable, making a total of 59, or 73.75 per cent, usable responses.

Table IV shows that questionnaires were mailed to the 80 business graduates for the years 1943, 1944, 1945, 1946, 1947, and 1948. Two questionnaires, or 2.5 per cent of the total number, were returned unclaimed, making the number of possible responses 78, or 97.5 per cent of the number of business graduates to whom questionnaires were mailed. Sixty-three responses, or 78.75 per cent of the possible number of responses, were received. Four, or 5.00 per cent, of these responses were considered unusable. A total of 59 responses, or 73.75 per cent of the possible responses, were received. These responses were believed to be sufficiently representative of the business graduates for the six-year period 1943-1948 to accomplish the objectives of the study.

Graduates Who Continued Their Education

Because a specific aim of the study was to learn of postgraduate study undertaken by graduates, this information was requested in the questionnaire and is tabulated in Tables V, VI, VII, VIII, and IX.

Table V shows the number of men graduates who continued their education, the number who earned other degrees, and the number who were working for other degrees.

TABLE V
 NUMBER OF MEN GRADUATES WHO CONTINUED THEIR EDUCATION, NUMBER WHO
 EARNED OTHER DEGREES, AND NUMBER WHO WERE WORKING TOWARD
 OTHER DEGREES

Years	Graduates Who Continued Education	Graduates Who Earned Other Degrees	Graduates Working Toward Other Degrees
1943	2	1	
1944			
1945	2	2	
1946	3		2
1947	1		1
1948	8		6
Total	16	3	9

This table should be read as follows: Two men who were graduated in 1943 continued their education, and one earned another degree. Of the 16 men who continued their education, 3 earned other degrees; and 9 were working toward other degrees.

Table V reveals that 16, or nearly one-half of the men graduates responding, continued their education. Three graduates who took additional college training earned other degrees, including a Master of Science, a Doctor of Philosophy, a Bachelor of Theology, and a Bachelor of Law degree. Over one-half of the men graduates who continued their education were working for other degrees.

Table VI shows the tabulation of responses for women.

TABLE VI

NUMBER OF WOMEN GRADUATES WHO CONTINUED THEIR EDUCATION, NUMBER WHO
EARNED OTHER DEGREES, AND NUMBER WHO WERE WORKING TOWARD
OTHER DEGREES

Years	Graduates Who Continued Education	Graduates Who Earned Other Degrees	Graduates Working Toward Other Degrees
1943			
1944	3		1
1945			
1946	1		
1947	1		
1948	2		
Total	7		1

This table should be read as follows: Three women who were graduated in 1944 continued their education; none earned another degree; and 1 was working toward a higher degree. Of the 7 women who continued their education, 1 was working toward a higher degree.

According to Table VI, seven, or less than one-third of the women graduates, continued their education after graduation. No woman has earned a higher degree, and only one woman is now working toward that goal.

While slightly more than one-third of the men graduates who responded continued their education after graduation from Quachita College, less than one-third of the women respondents continued their education. Similarly, three men graduates have already earned other degrees, and nine were working on other degrees, while no woman graduate has earned a degree other than the bachelor's degree from Quachita College, and only one woman was working for one.

Table VII presents a summary of postgraduate education of all graduates.

TABLE VII

NUMBER OF ALL GRADUATES WHO CONTINUED THEIR EDUCATION, NUMBER WHO
EARNED OTHER DEGREES, AND NUMBER WHO WERE WORKING TOWARD
OTHER DEGREES

Years	Graduates Who Continued Education	Graduates Who Earned Other Degrees	Graduates Working Toward Other Degrees
1943	2	1	
1944	3		1
1945	2	2	
1946	4		2
1947	2		1
1948	10		6

This table should be read as follows: Two business graduates for the year 1943 continued their education, and one graduate earned another degree. Of the 23 graduates who continued their education, 3 earned other degrees, and 10 were working toward other degrees.

It may be seen from Table VII that of the 59 graduates who responded, 23 continued their education. Three graduates earned other degrees, and 10 were working toward other degrees.

Graduates were not asked to give their reasons for continuing their formal education after graduation from Ouchita College, so it is not known why more than one-third of all respondents reported postgraduate study. This condition may be attributed, in part, to the fact that many veterans took advantage of the opportunity to obtain college and university training for business or professional pursuits.

Table VIII shows the principal fields of study of men and women graduates who continued their education.

TABLE VIII
 PRINCIPAL FIELDS OF STUDY OF MEN AND WOMEN GRADUATES
 WHO CONTINUED THEIR EDUCATION

Principal Fields of Study	Men	Women	Total
Education	2	3	5
Business Administration	3	1	4
Religious Education and Music	3		3
Theology	2	1	3
Physical Education	3		3
Library Science		2	2
Political Science and Economics	1		1
History	1		1
Public Administration	1		1
Law	1		1
Petroleum Geology	1		1
Business Education		1	1
Nursing		1	1
Typewriting and Shorthand		1	1

This table should be read as follows: Education was the principal field of study of 5 graduates, 2 men and 3 women.

From the information presented in Tables V, VI, and VII, it was found that 23, or more than one-third, of the 59 respondents continued their education after graduation. The question arises: What were the fields of study of these graduates? The principal fields of study as reported by graduates who continued their education and as shown in ranking order in Table VIII were: Education, 2 men and 3 women; Business Administration,

3 men and 1 woman; Religious Education and Music, 3 men; Theology, 2 men and 1 woman; Physical Education, 3 men; Library Science, 2 women; Political Science and Economics, 1 man; History, 1 man; Public Administration, 1 man; Law, 1 man; Petroleum Geology, 1 man; Business Education, 1 woman; Nursing, 1 woman; and Typewriting and Shorthand, 1 woman.

A review of the data reveals that the largest number who received postgraduate training selected Education as the principal field of study. Because of the relationship of educational qualifications to rank and salary in the teaching profession, many teachers and prospective teachers continue their education as a means of achieving higher rank and/or increased income. On the other hand, some do not decide to enter the teaching profession until after they have graduated from college.

Four graduates sought additional training in business after graduation. One of the 3 men who studied in this field is now working on a master's degree in Business Administration. One man took typewriting in Ouachita College the summer after graduation, and one took accounting in Ouachita College one summer between regular semesters in law school. One woman took postgraduate work in business administration to make up a deficiency in business subjects before entering graduate school to work for a master's degree in Business Education. One woman reported that she studied typewriting and shorthand in business college because her previous training in those subjects had not been adequate.

It is noted that as a principal field of study, both physical education and theological subjects ranked third. Although physical education was a popular field of study in Ouachita College, students could take a major in Physical Education and Health only if an academic major plus its related fields was also completed. In recent years, a "double major" in Physical Education and Business Administration became popular with men.

The three men who are doing graduate work in Physical Education completed the requirements for an academic major in Business Administration, in addition to satisfying the requirements for a minor in Physical Education. The fact that a total of 5 reported postgraduate study in the field of religion, including Theology and Religious Education and Church Music, was not considered unusual, for Quachita College offers preministerial training. Men frequently did graduate work in Theology or Religious Education, and occasionally women were interested in this field of study.

Because the questionnaire did not request a reason for the principal field of postgraduate study (only a few volunteered a reason), any explanation for the many answers received to the question "What was your principal field of study?" would be conjecture.

Table IX shows the kinds of institutions attended by men and women graduates.

TABLE IX
KINDS OF INSTITUTIONS ATTENDED BY MEN AND WOMEN GRADUATES

Number Continuing Education	16	7	23
Kinds of Institutions Attended	Men	Women	Total
University	6	2	8
Teachers College	4	2	6
Theological School	5	1	6
Liberal Arts College	2	3	5
Agricultural and Mechanical College	1	1	2
Professional School		1	1
Business College		1	1

This table should be read as follows: Of the 8 graduates who attended a university after graduation from Quachita College, 6 were men and 2 were women.

The 23 graduates who continued their education attended seven kinds of educational institutions, and some respondents attended more than one kind of school. According to Table IX, eight graduates who continued their education attended a university after graduating from Ouachita College. Of this number, 6 were men, and only 2 were women. Six graduates took postgraduate work at a teachers college. Four of these graduates were men, and 2 were women. Six graduates also entered theological schools after graduation. In connection with Table VIII, an explanation for the comparatively large number of graduates who study theology and consequently attend theological schools was given. The five graduates who took postgraduate work in a liberal arts college, were men and women who either remained at Ouachita College the summer after graduation or who returned later for summer study. Three women and two men were in this category. According to Table IX, one of each sex attended an agricultural and mechanical college. The one woman who entered a professional school took nurses' training. One woman attended business college.

Kinds of Businesses and Professions in Which Graduates Have Been Engaged

In accordance with the purpose of the study, it was necessary to determine the postgraduate occupational activities of business graduates for the years 1943, 1944, 1945, 1946, 1947, and 1948. This information was first tabulated according to the kinds of businesses and professions in which graduates for each year have been engaged, and is presented in Tables X through XVI.

Table X shows the kinds of businesses and professions in which 1943 graduates of both sexes have been engaged since graduation.

TABLE X

KINDS OF BUSINESSES AND PROFESSIONS IN WHICH
1943 GRADUATES HAVE BEEN ENGAGED

Number Responding	Men		Women		Total	
	Employed *Full- Time	Part- Time	Employed Full- Time	Part- Time	Employed Full- Time	Part- Time
Teaching	1		2		3	
Department Store	1				1	
Automobile Agency	1				1	
Law	1				1	
Government Service			1		1	
Piano Accompanying				1		1

*A thirty-hour week constitutes full-time employment.

This table should be read as follows: Of the 3 graduates who were employed full time in the teaching profession, 1 was a man, and 2 were women.

According to Table X, six kinds of businesses and professions were engaged in full time by four men and two women who responded. One woman worked part time accompanying piano students and had also been engaged in teaching. Teaching was the profession engaged in by the greatest number of respondents, 1 man and 2 women. One man entered a department store partnership; one became the owner of an automobile agency, and one practiced law.

Table XI shows the kinds of businesses and professions in which 1944 graduates have been engaged.

TABLE XI
 KINDS OF BUSINESSES AND PROFESSIONS IN WHICH
 1944 GRADUATES HAVE BEEN ENGAGED

Number Responding	Men		Women		Total
	Employed *Full- Time	Part- Time	Employed Full- Time	Part- Time	Employed Full- Time
			4		4
Teaching			3		3
Government Service			2		2
University Registry Office			1		1
Canning Company Office			1		1
Physician's office			1		1
Mail Order House			1		1
Hospital Office			1		1

*A thirty-hour week constitutes full-time employment.

This table should be read as follows: The 3 graduates who were employed full time in the teaching profession were women.

There were no men graduates in 1944; therefore, the table gives information for the four women respondents only.

Table XI shows seven kinds of businesses and professions engaged in by 1944 graduates: teaching, government service, a university registry office, a canning company office, a physician's office, a mail order house, and a hospital office.

The top ranking profession for 1944 respondents was teaching, with three women. Government service was second with two women. A university registry office, a canning company, a physician's office, a mail order house, and a hospital office offered full-time employment to five women.

The three women who at one time engaged in teaching also worked in offices.

One woman was employed at different times in five different offices.

Table XII shows the kinds of businesses and professions in which 1945 graduates have been engaged.

TABLE XII
KINDS OF BUSINESSES AND PROFESSIONS IN WHICH
1945 GRADUATES HAVE BEEN ENGAGED

Number Responding	Men		Women		Total	
	Employed		Employed		Employed	
Kinds of Businesses and Professions	*Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Teaching	1				1	
Government Service	1				1	
American Library Association			1		1	
Manufacturing			1		1	
County Office			1		1	
Insurance			1		1	

*A thirty-hour week constitutes full-time employment.

This table should be read as follows: One man was employed full time in the teaching profession.

It may be seen from Table XII that six kinds of businesses and professions, teaching, government service, the American Library Association, a manufacturing concern, a county office, and an insurance company, have employed the three 1945 respondents. Only two kinds offered full-time employment to non--teaching and government service. The same man engaged in both. The other man respondent for the year has spent the time since graduation in military service or in school and has not been engaged in

any business or profession. The one woman respondent for the year has been employed full time by the American Library Association, a manufacturing concern, a county office, and an insurance company.

Table XIII shows the kinds of businesses and professions in which 1946 graduates have been engaged.

TABLE XIII
KINDS OF BUSINESSES AND PROFESSIONS IN WHICH
1946 GRADUATES HAVE BEEN ENGAGED

	Men		Women		Total	
Number Responding	3		2		5	
Kinds of Businesses and Professions	Employed *Full- Part- Time Time		Employed Full- Part- Time Time		Employed Full- Part- Time Time	
Teaching	1		2		3	
Church Music	1	1			1	1
Library			1		1	

*A thirty-hour week constitutes full-time employment.

This table should be read as follows: Of the 3 graduates who were employed full time in the teaching profession, 1 was a man, and 2 were women.

Table XIII shows only four kinds of businesses and professions engaged in by the five 1946 respondents: teaching, church music, the ministry, and a library. Teaching again ranked first, with one man and two women. One woman engaged in library work before entering the teaching profession. The field of church music claimed one man both full time and part time, but at different times.

Table XIV shows the kinds of businesses and professions engaged in by 1947 graduates.

TABLE XIV
 KINDS OF BUSINESSES AND PROFESSIONS IN WHICH
 1947 GRADUATES HAVE BEEN ENGAGED

Kinds of Businesses and Professions	Men		Women		Total	
	Employed Full- Time	Part- Time	Employed Full- Time	Part- Time	Employed Full- Time	Part- Time
Number Responding	5		8		13	
Teaching	1		6		7	
Church Music	1	1			1	1
School Secretary				2		2
Lumber Company	1				1	
Paper Mill	1				1	
Ministry	1				1	
Telephone Company	1				1	
Milling Company	1				1	
Radio Station			1		1	

*A thirty-hour week constitutes full-time employment.

This table should be read as follows: Of the 7 graduates who were employed full time in the teaching profession, 1 was a man, and 6 were women.

Eight kinds of businesses or professions afforded employment for the eleven 1947 respondents who have been employed since graduation: teaching, church music, schools, a lumber company, a paper mill, the ministry, a telephone company, a milling company, and a radio station. Teaching, which has been engaged in full time by seven graduates, 1 man and 6 women, was again first. The remaining businesses and professions each claimed only one respondent for full-time employment. Two women were employed as school secretaries part time while engaged in teaching full time. One man has been engaged in church music both full time and part time. One

man was first employed full time by a lumber company and later by a paper mill. Another man found full-time employment with a milling company, after having been employed full time by a telephone company. One woman began teaching full time after having had full-time employment in a radio station.

Table XV shows the kinds of businesses and professions in which 1948 graduates have been engaged.

TABLE XV
KINDS OF BUSINESSES AND PROFESSIONS IN WHICH
1948 GRADUATES HAVE BEEN ENGAGED

Number Responding	Men		Women		Total	
	*Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Kinds of Businesses and Professions	11	1	4		15	1
Teaching	11	1	4		15	1
Ministry	2				2	
Hearing Aids	1				1	
Implement Company	1				1	
Dry Goods Chain	1				1	
Department Store	1				1	
Church Music		1				1
Dress Shop			1		1	
Church Secretary			1		1	

*A thirty-hour week constitutes full-time employment.

This table should be read as follows: Of the 15 graduates who were employed full time in the teaching profession, 11 were men, and 4 were women. The one graduate who was employed part time was a man.

It is expected that 1948 graduates would have been engaged in only one business or profession since graduation, but one man worked full time in a department store before entering school; and one woman worked full time in a dress shop before she began teaching. More than one-half of the 1948 respondents have entered the teaching profession since graduation. This proportion is the highest for all the years included in the study. Among the 16 graduates in this group are 11 men who have been engaged in teaching full time and one who has been teaching part time. The part-time teacher was attending school. Four women were engaged full time in teaching. The ministry claimed two men full time. A hearing aids company, an implement company, a drygoods chain store, and a department store afforded employment to one man each. The one man who had been engaged part time in church music had also been employed full time in a department store before entering school as a student. The church secretary, a woman, has been employed full time since graduation.

According to Tables X through XV, teaching has ranked first among all businesses and professions engaged in by graduates of each year in the six-year period.

Table XVI summarizes the kinds of businesses and professions engaged in by all graduates for the six-year period, 1943-1948.

TABLE XVI
KINDS OF BUSINESSES AND PROFESSIONS ENGAGED IN
BY GRADUATES AT ANY TIME SINCE GRADUATION

	Men		Women		Total	
Number Responding	36		23		59	
Kinds of Businesses and Professions	Employed		Employed		Employed	
	*Full- Time	Part- Time	Full- Time	Part- Time	Full- Time	Part- Time
Teaching	15	1	17		32	1
Government Service	1		3		4	
Ministry	3				3	
Church Music	2	3			2	3
Department Stores	2				2	
Hearing Aids	1				1	
Automobile Agency	1				1	
Milling Company	1				1	
Implement Company	1				1	
Paper Mill	1				1	
Law	1				1	
Drygoods Chain	1				1	
Lumber Company	1				1	
Telephone Company	1				1	
American Library Association			1		1	
Manufacturing			1		1	
County Office			1		1	
Library			1		1	
Radio Station			1		1	
Dress Shop			1		1	
Church Office			1		1	
Hospital Office			1		1	
University Registry Office			1		1	
Physician's Office			1		1	
Insurance			1		1	
Canning Company			1		1	
Mail Order House			1		1	
School Office				2		2
Piano Accompanying				1		1

*A thirty-hour week constitutes full-time employment.

This table should be read as follows: Of the 32 graduates who were employed full time in the teaching profession, 15 were men and 17 were women. The one graduate who was employed part time was a man.

Table XVI shows in ranking order the kinds of businesses and professions engaged in either full time, part time, or both, by graduates who have been employed.

Teaching ranks first among all businesses and professions. Well over one-half of all respondents who have been employed have engaged in teaching. All taught full time except one man who taught part time while attending school. Seventeen women and sixteen men reported that they had been engaged in teaching. At least 6 men had been engaged in other fields of professional standing including the ministry, church music, and law. The majority of the remaining respondents had been engaged in businesses of the selling or service type.

Graduates Who Entered the Teaching Profession

Because the largest number of all business graduates have entered the teaching profession, information concerning the status of men and women in this profession, the teaching levels and teaching fields other than business is presented in tabulated form in Tables XVII, XVIII, and XIX.

Table XVII shows the status of men and women graduates in the teaching profession.

TABLE XVII

STATUS OF MEN AND WOMEN GRADUATES IN THE TEACHING PROFESSION

	Men	Women	Total
Number Teaching at any Time	16	17	33
Have taught business subjects	2	3	5
Now teach business subjects	3	8	11
Have taught in other fields	2	4	6
Now teach in other fields	14	9	23

This table should be read as follows: Of the 5 graduates who have taught business subjects, 2 were men, and 3 were women.

As shown by Table XVII, thirty-three of the 50 respondents who have been employed at some time since graduation, have engaged in teaching. Seventeen women and 16 men chose to teach. The status of these graduates is presented under four headings: (1) Have taught business subjects, 2 men and 3 women; (2) Now teach business subjects, 3 men and 8 women; (3) Have taught in other fields, 2 men and 4 women; (4) Now teach in other fields, 14 men and 9 women. The two men who have taught business subjects, but who are not at present teaching them, taught them in combination with other subjects. Only one man now teaches business subjects exclusively, and two others teach them in combination with other subjects. These two are included with the fourteen men now teaching in fields other than business. Three of the eight women who now teach business subjects also teach other subjects and are included with the nine women now teaching in other fields.

The information shown in Table XVII indicates that men tend to teach in fields other than business, and women have approximately equal leanings toward teaching business subjects and other subjects.

TABLE XVIII
TEACHING LEVELS OF MEN AND WOMEN GRADUATES WHO HAVE
TAUGHT SCHOOL SINCE GRADUATION

	Men	Women	Total
Number Teaching at any Time	16	17	33
<u>Teaching Levels</u>			
High School	10	10	20
Junior High School	6	2	8
Grade School		4	4
College	1	3	4
University	1		1
Junior College		1	1

This table should be read as follows: Of the 20 graduates who taught on the high school level, 10 were men, and 10 were women.

According to Table XVIII, graduates entering the teaching profession have taught on almost every level. High school ranked first with 10 men and 10 women. Junior high school ranked next with 6 men and 2 women. Two men taught in high school and in junior high school; one woman taught in the grades before teaching in high school; and one woman taught in both junior high school and in high school.

Table XIX shows teaching fields other than business.

TABLE XIX
TEACHING FIELDS OTHER THAN BUSINESS ENTERED BY
GRADUATES WHO TEACH SCHOOL

Teaching Fields	Men	Women	Total
Physical Education	12	1	13
English	1	6	7
Mathematics	5	1	6
History	4	2	6
Social Science	3	2	5
Science	1	3	4
Grades		3	3
Music		1	1
Art		1	1
Drama		1	1
Political Science	1		1
Journalism	1		1
Physics	1		1

This table should be read as follows: Of the 13 graduates who taught physical education, 12 were men, and 1 was a woman.

Because some of the graduates considered in the study took as few as twenty hours in business administration, it was not expected that all graduates who entered the teaching profession taught business subjects. Table XVIII shows that graduates taught in fourteen teaching fields other than business and that more graduates taught physical education than any other subject. Attention is called to the fact that a "double major" in Business Administration and Physical Education and Health was popular at Ouachita College.

Table XIX, showing that twelve of the thirteen graduates who taught physical education are men, indicates that a significant proportion of men who apparently completed this "double major" were primarily interested in physical education, not in business administration. Although three of the men taught physical education in combination with other subjects, the other subjects were never in the field of business administration. However, the one woman who taught physical education also taught business administration, art, and drama.

English was the subject taught by the second largest number of graduates and was taught by more women than men. Mathematics and History were next, and more men than women taught these subjects.

Graduates' teaching fields in ranking order are: Physical Education, 12 men and 1 woman; English, 1 man and 6 women; Mathematics, 5 men and 1 woman; History, 4 men and 2 women; Social Science, 3 men and 2 women; Science, 1 man and 3 women; Grades, 3 women; Music, 2 women; Art and Drama, 1 woman; Political Science, Journalism, and Physics, 1 man each.

Present Employment Status of Graduates

Tables XX, XXI, and XXII will show, according to sex and year of graduation, the present employment status of business graduates who responded. These tables show how many were employed full time, how many were employed part time, how many were attending school and employed part time, how many were attending school and not employed, and how many were not employed and seeking work. The headings used under "employment status" were also used, in addition to others, by the National Association of Secondary School Principals in Post-School Inventory, form A.

Table XX shows the present employment status of men graduates.

TABLE XX
PRESENT EMPLOYMENT STATUS OF MEN BUSINESS GRADUATES
ARRANGED ACCORDING TO YEAR GRADUATED

Status	Year Graduated					Total	
	1943	1944	1945	1946	1947		
Employed full time	4		1	1	4	15	25
Employed part time							
Attending school and employed part time				2	1	2	5
Attending school and not employed			1			5	6
Doing housework in own home and not otherwise employed							
Not employed and seeking work							
Total Graduates	4		2	3	5	22	36

This table should be read as follows: Of the 25 men graduates who were employed full time, 4 were graduated in 1943; one, 1945; one, 1946; four, 1947; and fifteen, 1948.

Of the 36 men responding, 25 were employed full time; 4 were attending school and were employed part time; and 6 were attending school and were not employed. The table reveals that no graduate was unemployed and seeking work.

All four of the 1943 respondents were employed full time in March, 1949. No men classified as business graduates in 1944. One of the two 1945 graduates responding was employed full time, and one was attending school and was not employed. Of the three 1946 graduates responding, one was employed full time; two were attending school and were employed part time. Four of the 5 graduates responding for 1947 were employed full time;

and one was employed part time while attending school. Fifteen of the 22 respondents for 1948 were employed full time; 2 were attending school and were employed part time, and 5 were attending school and were not employed.

Table XXI shows the present employment status of women graduates.

TABLE XXI
PRESENT EMPLOYMENT STATUS OF WOMEN BUSINESS GRADUATES
ARRANGED ACCORDING TO YEAR GRADUATED

Status	Year Graduated						Total
	1943	1944	1945	1946	1947	1948	
Employed full time		2	1	2	6	5	16
Employed part time	1						1
Attending school and employed part time		1					1
Attending school and not employed							
Doing housework in own home and not other- wise employed	1	1			2	1	5
Not employed and seek- ing work							
Total Graduates	2	4	1	2	8	6	23

This table should be read as follows: Of the 16 women graduates who were employed full time, 2 were graduated in 1944; one, 1945, two, 1946; six, 1947; and five, 1948.

It can be seen from Table XXI that only one of the two women who were graduated in 1943 and who responded was employed, and that she was employed part time. The other respondent for that year was doing housework in her own home and was not otherwise employed. Two of the four women respondents who were graduated in 1944 were employed full time; one was attending

school and was employed part time; and one was doing housework in her own home and was not otherwise employed. The one 1945 respondent was employed full time. Both of the 1946 respondents were employed full time. Of the eight respondents who were graduated in 1947, six were employed full time, and two were doing housework and were not otherwise employed. In the group of 1948 respondents, five of the six graduates were employed full time, and one was doing housework in her own home. Table XXI indicates for the women graduates, as Table XX showed for the men graduates, that no respondent was unemployed and seeking work.

Comparing Table XXI with Table XX, it may be seen that equal proportions of men and women reported full-time employment at the time the questionnaire was returned, but that proportionately more men than women were attending school and were employed part time or were attending school and were not employed.

Table XIII summarizes the present employment status of all graduates.

TABLE XXII
PRESENT EMPLOYMENT STATUS OF ALL BUSINESS GRADUATES
ARRANGED ACCORDING TO YEAR GRADUATED

Status	Year Graduated						Total
	1943	1944	1945	1946	1947	1948	
Employed full time	4	2	2	3	10	20	41
Employed part time	1						1
Attending school and employed part time		1		2	1	2	6
Attending school and not employed			1			5	6
Doing housework in own home and not other- wise employed	1	1			2	1	5
Not employed and seek- ing work							
Total Graduates	6	4	3	5	13	28	59

This table should be read as follows: Of the 41 graduates who were employed full time, 4 were graduated in 1943; two, 1944; two, 1945; three, 1946; ten, 1947; and twenty, 1948.

Table XXII reveals that 41 of the 59 graduates who responded were employed full time in March, 1949. No graduate who responded reported that he was unemployed and seeking work.

Employed full time were four 1943 graduates, two 1944 graduates, two 1945 graduates, three 1946 graduates, ten 1947 graduates, and twenty 1948 graduates. Only one person, a 1943 graduate, was employed part time. She was a housewife but played piano accompaniments for voice students during her spare time. No 1943 graduate was employed part time and attending school, but one graduate for 1944, two for 1946, and one for 1948 are in this category. The two 1948 graduates added to the three

respondents for preceding years with this status make a total of six respondents who were attending school and were unemployed. One 1943 graduate, one 1944 graduate, two 1947 graduates and one 1948 graduate make a total of five respondents who were doing housework in their own homes and were not otherwise employed. No graduate was unemployed and seeking work.

Graduates Who Have Performed Business Duties

Table XXIII shows the number of men and women who have been engaged in a business or profession since graduation and the number who have or have not performed business duties.

TABLE XXIII

NUMBER OF MEN AND WOMEN WHO HAVE BEEN ENGAGED IN A BUSINESS OR PROFESSION SINCE GRADUATION AND NUMBER WHO HAVE OR HAVE NOT PERFORMED BUSINESS DUTIES

Years	Men			Women			Total		
	Number Employed	Perform Business Duties		Number Employed	Perform Business Duties		Em- ployed	Business Duties	
		Yes	No		Yes	No		Yes	No
1943	4	3	1	2	2		6	5	1
1944				4	4		4	4	
1945	1		1	1	1		2	1	1
1946	2	2		2	2		4	4	
1947	5	4	1	6	6		11	10	1
1948	18	15	3	5	4	1	23	19	4
Total	30	24	6	20	19	1	50	43	7

This table should be read as follows: Of the six 1943 graduates who had been employed, 4 were men, 3 of whom had performed business duties, and 2 were women, both of whom had performed business duties.

Table XXIII shows by year graduated the number of men and women who have been engaged in a business or profession since graduation and the number who have or have not performed business duties in connection with their employment. This table reveals that over three-fourths of the men respondents and all the women except one who have been engaged in some business or profession since graduation have performed business duties. It seems reasonable to assume, then, that business graduates are using their business training in connection with their occupations.

Business Duties Performed and Status of Training for These Duties

The philosophy of the Business Administration Department at Ouachita College is that the training given students should be adequate for their needs. Graduates were requested, therefore, to report whether or not they had found their business training adequate to perform business duties in connection with the business or professions which they engaged in after graduation. Graduates were requested to indicate on a check list contained in the questionnaire the duties they had performed on all jobs they had held since graduation, whether training for these duties was received at Ouachita College and whether that training had been adequate, or whether they had learned to perform the duties on the job. The questionnaire also contained a check list of business skills (including the operation of certain business machines) and knowledges, and graduates were asked to check those in which additional instruction or training was needed in order to enable them to successfully perform the duties of their present job. Tables XXIV through XXIX show the responses.

Table XXIV shows the duties performed by men graduates and the adequacy or inadequacy of training received at Ouachita College.

TABLE XXIV

DUTIES PERFORMED BY MEN GRADUATES SINCE GRADUATION AND ADEQUACY OR
INADEQUACY OF TRAINING RECEIVED AT GUACHITA COLLEGE

Duties	Performed	STATUS OF TRAINING			
		Training Received		Learned on	Other*
		Adequate	Inadequate	the Job	
Use telephone	22	3		5	14
Use typewriter	17	11		1	5
Teach	16	1			15
Make bookkeep- ing entries	15	12	2		1
File	14	5	1	4	4
Manage	14	10	1	1	2
Sell	11	9	1		1
Type stencils	9	5		1	3
Use duplicating machines	6	1		2	3
Serve as cashier	6	2		2	2
Use calculator	5	1		1	3
Serve as receptionist	4	1		2	1
Direct music	3			1	2
Use bookkeep- ing machines	1				1
Take dictation and transcribe	1				1
Purchase equip- ment	1				1
Solicit funds	1				1
Advertise	1			1	

*Respondents did not indicate where the duty was learned.

This table should be read as follows: Of the 22 men graduates who performed the duty of using the typewriter, 3 reported the training adequate; 5 learned on the job; 14 did not report the status of their training for this duty.

Table XXIV shows the duties performed by men graduates since graduation and the status of the training for these duties, whether the training received at Guachita was adequate, or whether the duties were learned on the job. Some respondents simply checked the duties as having been performed and did not indicate where they were learned.

Using the telephone was the duty performed by the largest number of men graduates. Twenty-two of the 30 men who have been employed since graduation checked this duty. Only 3 indicated that the training for this duty was adequate; none said that it was inadequate. Five learned to use the telephone on the job, and 14 did not report the status of their training for this duty. The duty performed by the second largest number of respondents was that of using the typewriter. Of the 17 men who used the typewriter on the job, 11 reported the training at Ouachita College adequate; none reported it inadequate. One man learned to use the typewriter on the job. Five men did not indicate the status of the training. Teaching duties were performed by 16 men and ranked third in the list of duties. Eight of this group said that they also coached athletics. One respondent indicated that his teacher-training had been adequate, and the remaining respondents did not report the status. Fifteen respondents have made bookkeeping entries in connection with their work. Twelve reported the training for this adequate; 2, inadequate. One did not report the status. Filing was a duty of 14 men, 5 of whom found the training adequate and one, inadequate. Four learned to file on the job, and 4 failed to indicate the status of training. Fourteen men performed management duties, and 10 found the training adequate. One man believed that the training was inadequate. One learned it on the job, and 2 did not indicate the status of the training. Selling was a duty of 11 men, 9 of whom reported that the training was adequate, and one reported it inadequate. One man failed to indicate the status. Typing stencils was a duty of 9 men. Five said that the training for this duty was adequate; none said that it was inadequate. Three did not specify. Only one of the six men who used duplicating machines reported that his training was adequate for the duty. However, no one reported the training inadequate.

Two men learned to use the duplicating machines on the job, and 3 gave no report on the status of their training for this duty.

Table XXV shows the duties performed by women graduates and the adequacy or inadequacy of training received at Ouachita College.

TABLE XXV

DUTIES PERFORMED BY WOMEN GRADUATES SINCE GRADUATION AND ADEQUACY OR INADEQUACY OF TRAINING RECEIVED AT OUACHITA COLLEGE

Duties	Performed	STATUS OF TRAINING			
		Training Received		Learned on	
		Adequate	Inadequate	the Job	Other*
Teach	17	5		4	8
Use typewriter	15	13			2
Use telephone	13	2		8	3
Take dictation and transcribe	12	5	4	1	2
File	11	4		7	
Type stencils	11	7	1	3	
Use duplicating machines	9	2	1	6	
Serve as receptionist	8	1		5	2
Make bookkeep- ing entries	7	4	1	2	
Serve as cashier	6			5	1
Use calculator	4	1		3	
Sell	3	2			1
Use voice writ- ing equipment	2			1	1
Make payroll calculations	2			2	
Manage	2	1			1
Use bookkeeping machines	1			1	
Use adding machines	1			1	
Write insurance policies	1			1	
Make out monthly statements	1	1			

*Respondents did not indicate where the duty was learned.

This table should be read as follows: Of the 17 women graduates who performed the duty of teaching, 5 reported the training adequate; 4 learned on the job; 8 did not report the status of their training for this duty.

According to Table XXV, the duty of teaching ranked first as the duty performed by women and was reported 17 times. Five women reported the training adequate; none, inadequate. Four learned it on the job, and eight did not indicate the status of training. The use of the typewriter ranked second, with 15 reporting. The 13 women who received training in the use of the typewriter indicated that the training was adequate. The other two wrote that they received their training in other schools. The duty reported by the third highest number of women was the use of the telephone. Two expressed the opinion that the training was adequate; none, inadequate. Eight said they learned this duty on the job, and three did not indicate the status. Taking dictation and transcribing ranked high, with 12 respondents checking this duty. Five reported the training adequate; four, inadequate. One said that she learned to take dictation and transcribe on the job. Two received training in other schools. Filing duties were reported by half the respondents, although only four indicated that the training was adequate. The remaining seven learned to file on the job. Seven of the eleven women who typed stencils reported that their training was adequate; one, inadequate. Three learned to type stencils on the job. Six of the nine women who used duplicating machines learned the procedure on the job. Two reported that the training received was adequate; and one, inadequate. One of the eight women who served as receptionists reported her training adequate. Five learned the duty on the job, and two did not say where they received their training. Of the seven women who made bookkeeping entries in connection with their jobs, four reported their training adequate; one, inadequate. Two learned on the job. Six served as cashier, and all received their training on the job except one, who did not indicate the source of her training. Only one of the four who used the calculator reported the training adequate. The

remaining three learned to use the machine on the job. Two of the three women who had selling duties found the training adequate, and one woman did not report the status of the training. Two women used voice writing equipment. One received training for this duty on the job, and the other did not indicate where she received her training. The two women who made payroll calculations received the necessary training on the job. Of the two respondents who had management duties, one reported that she received adequate training in Ouachita College, and one did not report on the status of her training. One used a bookkeeping machine, which she learned to use on the job; one used adding machines, which skill she acquired on the job. Three duties, the use of bookkeeping machines, the use of adding machines, and the writing of insurance policies, were performed by one woman each, and were learned, in each instance, on the job. One woman, whose duties included the making of monthly statements, considered her training adequate.

Table XIV indicates that the use of the typewriter was the only duty for which the majority of women reported adequate training, although they reported the training adequate for the remaining duties more times than they reported it inadequate.

Table XXVI summarizes the duties performed by graduates.

TABLE XXVI

DUTIES PERFORMED BY ALL GRADUATES SINCE GRADUATION AND ADEQUACY OR
INADEQUACY OF TRAINING RECEIVED AT OUCHITA COLLEGE

Duties	Performed	STATUS OF TRAINING			
		Training Received		Learned on	
		Adequate	Inadequate	the Job	Other*
Use telephone	35	5		13	17
Teach	33	6		4	23
Use typewriter	32	24		1	7
File	25	9	1	11	4
Make bookkeeping entries	22	16	3	2	1
Type stencils	20	12	1	4	3
Manage	16	11	1	1	3
Use duplicating machines	15	3	1	3	3
Sell	14	11	1		2
Take dictation and transcribe	13	5	4	1	3
Serve as cashier	12	2		6	4
Serve as receptionist	12	2		7	3
Use calculator	9	2		4	3
Direct music	3			1	2
Use voice writ- ing equipment	2			1	1
Make payroll calculations	2			2	
Use bookkeeping machines	2			1	1
Purchase equip- ment	1				1
Solicit funds	1				1
Advertise	1			1	
Use adding machines	1			1	
Make out monthly statements	1			1	

*Respondents did not indicate where the duty was learned.

This table should be read as follows: Of the 35 graduates who performed the duty of using the telephone, 5 reported the training adequate; 13 learned on the job; 17 did not report the status of their training for this duty.

Table XXVI summarizes duties performed by graduates in connection with jobs held since graduation and the adequacy or inadequacy of their training for the performance of these duties. Although many of the respondents did not report where they received their training for duties performed in connection with their jobs, those who did, indicated that the training received in Quachita College was, on the whole, adequate. The greatest number found the training in bookkeeping and dictation and transcription inadequate, but that number was too small to be of great significance.

Additional Training Needed by Graduates

Table XXVII shows skills and knowledges in which additional training was needed by men and is arranged according to kinds of work done in connection with present businesses or professions.

TABLE XXVII

NEEDS FOR ADDITIONAL TRAINING REPORTED BY MEN, ARRANGED ACCORDING TO
KINDS OF WORK DONE IN THEIR PRESENT BUSINESS OR PROFESSION

	Teaching	Teaching and Coaching	Retail Selling	Ministry	Church Music	Clerical (Office)	Office Management	Bookkeeping	Legal	Total	
Number Employed	8	8	4	3	3	1	1	1	1	30	
Nature of Training Needed	Number Mentioning Need									(20)	Total
Vocabulary building	3	6	2	3	1					15	
Speech	3	5	2	3	2					15	
Letter writing	1	3	2	1	1	1				9	
Personality development	3		3	1	1					8	
Bookkeeping		3	1			1	1			6	
Salesmanship	1		3				1			5	
Comptometer	1	3		1						5	
Addressing machines	1		1	2	1					5	
Business arithmetic	1	1	2							4	
Calculator	1	2		1						4	
Filing systems	1	1		1	1					4	
Business English	2			2						4	
Taking Dictation	1			1	1					3	
Preparing duplicating copy	1			1	1					3	
Transcription	1			1						2	
Proofreading	1				1					2	
Duplicating machines	1		1							2	
Bookkeeping machines	1									1	

This table should be read as follows: Of the 15 men graduates who reported a need for additional training in vocabulary building, 3 were employed in teaching; 6, teaching and coaching; 2, retail selling; 3, the ministry; 1, church music.

Table XXVII shows that twenty of the thirty employed men graduates checked skills and knowledges in which they believed they needed additional training. The greatest number, 15 each, checked vocabulary building and

speech, which are not necessarily classed as business knowledges but which are useful in almost any occupation. The table shows that graduates who checked these items were engaged in kinds of work, including teaching and the ministry, in which an adequate vocabulary and good speech are essential. Letter writing and personality development were checked by nine and eight men respectively. Letter writing was checked most often by men who were teaching, and personality development was checked most often by men who were teaching and by men who were in retail selling. Although various types of office machines were listed separately, all machines, including the Comptometer, addressing machines, calculator, duplicating machines, and bookkeeping machines, were checked by a total of 17 men, representing most of the kinds of work done.

Table XXVIII shows skills and knowledges in which additional training was needed by women and is arranged according to kinds of work done in connection with present businesses or professions.

TABLE XXVIII

NEEDS FOR ADDITIONAL TRAINING REPORTED BY WOMEN, ARRANGED ACCORDING TO
KINDS OF WORK DONE IN THEIR PRESENT BUSINESS OR PROFESSION

	Teaching	Secretarial	Clerical (Office)	Policy Writing	Piano Accompanying	Total
Number Employed	14	3	1	1	1	20*
Nature of Training Needed	Number Mentioning Need (17)					Total
Vocabulary building	5					5
Speech	5					5
Personality development	5					5
Taking dictation	2	1				3
Business English	2	1				3
Transcription	2	1				3
Business arithmetic	2			1		3
Letter writing	1		1	1		3
Bookkeeping	2					2
Filing systems	1	1				2
Addressing machines	1	1				2
Salesmanship	1					1
Comptometer	1					1
Duplicating machines	1					1
Elementary education	1					1
Methods of teaching	1					1

*Two women had both teaching and secretarial jobs and are counted twice.
This table should be read as follows: The 5 women graduates who reported a need for additional training in vocabulary building were employed in teaching.

As shown by Table XXVIII, a greater proportion of women than men indicated the need for additional training but both checked vocabulary building and speech training most frequently. Seventeen of the 20 women who have been employed checked items in the list, while only 20 of the 30 men responded to the request for information.

Five of the 14 women who taught checked vocabulary, speech, and personality development. Two of the 3 women who checked taking dictation, Business English, and transcription were teaching. Each of these subjects was checked one time by women doing secretarial work. One teacher, the office worker, and the policy writer checked letter writing. Two teachers checked bookkeeping; one teacher and one secretary checked filing systems. One teacher checked addressing machines. The remaining items were checked one time each by teachers and were: salesmanship, Comptometer, duplicating machines, elementary education, and methods of teaching.

Table XXIX summarizes the skills and knowledges in which additional training was needed.

TABLE XXIX

NEEDS FOR ADDITIONAL TRAINING REPORTED BY GRADUATES, ARRANGED ACCORDING
TO KINDS OF WORK DONE IN THEIR PRESENT BUSINESS OR PROFESSION

	Teaching	Teaching and Coaching	Retail Selling	Ministry	Church Music	Clerical (Office)	Office Management	Secretarial	Policy Writing	*Total
Number Employed	22	8	4	3	3	2	4	3	1	47
Nature of Training Needed	Number Mentioning Need (37)									
Vocabulary building	8	6	2	3	1					20
Speech	8	5	2	3	2					20
Personality development	8		3	1	1					13
Letter writing	2	3	2	1	1	2			1	12
Bookkeeping	2	3	1			1	1			8
Business English	4			2				1		7
Addressing machines	2		1	2	1			1		7
Business arithmetic	3	1	2						1	7
Taking dictation	3			1	1			1		6
Salesmanship	2		3				1			6
Filing systems	2	1		1	1			1		6
Comptometer	2	3		1						6
Transcription	3			1				1		5
Calculator	1	2		1						4
Preparing duplicating copy	1			1	1					3
Duplicating machines	2		1							3
Proofreading	1				1					2
Bookkeeping machines	1									1
Elementary education	1									1
Methods of teaching	1									1

*Two men and a woman who were employed did not report a need for additional training and are not included in the table.

This table should be read as follows: Of the 20 graduates who reported a need for additional training in vocabulary building, 8 were employed in teaching; 6, teaching and coaching; 2, retail selling; 3, ministry; 1, church music.

Table XXIX shows that the majority of respondents indicated a need for additional instruction in vocabulary building, speech, and personality development rather than in business skills and knowledges.

Vocabulary building and speech training were checked the greatest number of times by both men and women, with graduates who were teaching, engaged in retail selling, in the ministry, and in church music accounting for the 20 checks. Personality and letter writing were next, with 13 and 12 checks respectively. The graduates who reported a need for additional training in personality development were also engaged in teaching, retail selling, the ministry, and church music. Graduates in the same group, plus a secretary and a policy writer, checked letter writing. Bookkeeping was checked 8 times; business English, addressing machines, and business arithmetic, 7 times; taking dictation, salesmanship, filing systems, and Comptometer, 6 times; and transcription, 5 times. The remaining items were checked less than 5 times. The sum of all the checks for the various business machines listed was 21.

According to Table XXVI, only 3 graduates reported the training in bookkeeping inadequate; 2 learned on the job; and 1 did not indicate the status of the training, whereas Table XXIX shows that bookkeeping was checked 8 times as a subject in which additional training was needed. A comparison of the two tables also shows that 4 graduates reported training in dictation and transcription inadequate; 1 learned on the job; and 3 did not report the status, while a total of 11 respondents indicated a need for additional training in these skills. This apparent discrepancy in the responses cannot be accounted for.

The man who was employed as a bookkeeper, the man engaged in legal work, and the woman who did piano accompanying did not report a need for additional training and were not included in Table XXIX.

Importance of Business Courses

Students who wished to major or minor in business administration at Ouachita College were required to take Principles of Accounting and Principles of Economics. Other courses usually included in the study plan were Business Organization and Management, Business Law, Salesmanship, Money and Banking, Retail Business, Marketing, and Advanced Accounting. Some students met only the minimum requirements of the department, and others took additional business courses as electives. The student may not know how helpful the course will be until after he has had experience in getting and holding a job. The questionnaire contained a list of business courses offered at Ouachita College since 1941, and the graduate was requested to indicate the importance to him of each course taken in obtaining and holding jobs by writing "major," "minor," or "none," by each.

Twenty-six men and fourteen women responded to the request, although thirty men and twenty women have been employed at some time since graduation. One man who has not been employed since graduation, but who has attended graduate school, wrote that the business courses he took were important to him "as a matter of practical knowledge." Another, a professor of political science in a university, wrote regarding the business courses he had taken: "None have direct bearing upon my personal job, but I personally consider them important parts of my 'general education.'" A man who was graduated in 1943 had not been employed since graduation but was just beginning his law practice and did not presume to estimate the importance of his business training. Three of the nine women who did not respond to this request have not been employed. Refusal of the other men and women to reply was not explained.

Courses providing instruction and training in some of the knowledges and skills have not been offered at Ouachita College. No specific courses in vocabulary building, personality development, and business arithmetic have been offered, nor has training been given in the use of adding machines, calculators, bookkeeping machines, and the Comptometer. It may be assumed, therefore, that graduates checking these items had no training in them.

Tables XXI, XXII, and XXIII show the importance of business courses taken in college in securing and holding jobs. Table XXI shows the importance of business courses to men graduates.

TABLE XXX
 IMPORTANCE OF BUSINESS COURSES TO MEN GRADUATES
 IN SECURING AND HOLDING JOBS

Business Courses	*Number Enrolled	Number Checking	I M P O R T A N C E		
			Major	Minor	None
Salesmanship	27	20	11	6	3
Principles of Accounting	36	26	8	12	6
Business Correspondence	12	9	6	3	
Business Law	36	25	6	14	5
Money and Banking	28	22	6	11	5
Retail Business	20	18	6	5	7
Business Organization and Management	26	16	5	7	4
Principles of Economics	36	25	4	15	6
Marketing	17	14	3	7	4
Advanced Accounting	18	10	2	5	3
Business Statistics	11	10	2	3	5
Income Tax Accounting	9	8	2	2	4
Auditing	5	4	1	1	2
Public Finance	11	8	1	5	2
Cost Accounting	8	5		3	2
Typewriting	3	3	1	2	
Economic Geography	9	8		4	4
Business Vocations	3	2		1	1

*Number of respondents enrolled.

This table should be read as follows: Twenty of the 27 respondents enrolled in Salesmanship checked the importance of this course. Eleven considered it of major importance; 6, of minor importance; and 3, of no importance.

According to Table XXX, men considered a greater number of business courses to be of minor rather than of major importance. Salesmanship, although not a required course, ranked first among the courses which were checked of major importance. Eleven of the 20 men who checked this course considered it of major importance; 6, of minor importance; and 3, of no importance. Although Principles of Accounting, a required course, ranked second, only 8 of the 26 men checking considered it of major importance; 12, of minor importance; and 6, of no importance. None of the 9 men

who checked Business Correspondence considered it of no importance. Six reported it of major importance, and 3, of minor importance. The remaining courses were considered to be of minor importance or of no importance (rather than of major importance) by a majority of the men reporting on the importance of these courses.

Table XXXI shows the importance of business subjects to women.

TABLE XXXI
IMPORTANCE OF BUSINESS COURSES TO WOMEN GRADUATES
IN SECURING AND HOLDING JOBS

Business Courses	*Number Enrolled	Number Checking	I M P O R T A N C E		
			Major	Minor	None
Business Correspondence	8	7	5	2	
Typewriting	6	5	5		
Office Technique	9	8	5	1	2
Principles of Accounting	23	13	5	4	4
Shorthand	9	6	3	3	
Business English	3	3	3		
Business Law	17	11	2	4	5
Clerical Practice	4	3	2	1	
Office Management	8	6	2	4	
Salesmanship	16	11	1	5	5
Advanced Accounting	5	4	1	1	2
Business Organization and Management	14	11	1	4	6
Principles of Economics	23	14	1	5	8
Income Tax Accounting	5	5	1		4
Retail Business	12	7	1	1	5
Business Vocations	2	2		2	
Public Finance	2	2		1	1
Marketing	12	7		2	5
Business Statistics	2	1			1
Cost Accounting	3	3			3
Money and Banking	13	9		5	4

*Number of respondents enrolled.

This table should be read as follows: Seven of the 8 respondents enrolled in Business Correspondence checked the importance of this course. Five considered it of major importance, and 2, of minor importance.

Salesmanship, the course rated of major importance by the largest number of men, was rated first by only 1 woman, although 11 reported.

Courses regarded as most important by the women graduates proved to be those in the secretarial field. Business Correspondence was considered of major importance by 5 of the 7 women who checked this subject, and it was considered of minor importance by the remaining 2 women. Typewriting was considered of major importance by all 5 women who reported. Five of the 8 women who checked Office Technique rated that course of major importance; 1, of minor importance; and 2, of no importance. Business English was considered of major importance by the 3 women who reported. The reports of the 6 women who checked the importance of shorthand were evenly divided. Three considered the skill of major importance, and three considered it of minor importance. Of the 13 women who reported on the importance of Principles of Accounting, a required course, 5 wrote "major"; 4, "minor"; and 4, "none." Only 1 woman rated Principles of Economics, also a required course, of major importance. Five considered it of minor importance, and 3, of no importance. Two of the 11 women who checked listed Business Law of major importance; 4, of minor importance, and 5, of no importance. Six courses--Business Vocations, Public Finance, Marketing, Business Statistics, Cost Accounting, and Money and Banking--were considered by all the women who reported, to be of minor or of no importance.

Table XXXII summarizes the importance of business courses to all graduates.

TABLE XXXII
 IMPORTANCE OF BUSINESS COURSES TO ALL GRADUATES
 IN SECURING AND HOLDING JOBS

Business Courses	*Number Enrolled	Number Checking	I M P O R T A N C E		
			Major	Minor	None
Principles of Accounting	59	39	13	16	10
Salesmanship	43	31	12	11	8
Business Correspondence	20	16	11	5	
Business Law	53	26	8	9	12
Retail Business	32	25	7	6	12
Typewriting	9	8	6	2	
Business Organization and Management	40	27	6	11	10
Principles of Economics	59	39	5	20	14
Money and Banking	41	31	6	16	9
Office Technique	9	8	5	1	2
Marketing	29	21	3	9	9
Business English	3	3	3		
Income Tax Accounting	14	13	3	2	8
Advanced Accounting	23	14	3	6	5
Office Management	8	6	2	4	
Clerical Practice	4	3	2	1	
Business Statistics	13	11	2	3	6
Auditing	5	4	1	1	2
Public Finance	13	10	1	6	3
Cost Accounting	11	8		3	5
Economic Geography	9	8		4	4
Business Vocations	5	4		3	1

*Number of respondents enrolled.

This table should be read as follows: Thirty-nine of the 59 respondents enrolled in Principles of Accounting checked the importance of this course. Thirteen considered it of major importance; 16, of minor importance; 10, of no importance.

In summarizing the importance of business subjects to all graduates, Table XXXII shows that graduates considered a greater number of business subjects taken in college to be of minor rather than of major importance in getting and holding jobs. Principles of Accounting, Salesmanship, and Business Correspondence were checked of major importance by the greatest number of graduates checking, although Principles of Accounting was

considered of minor importance rather than of major importance by more graduates. However, it was rated of major importance by more respondents than was the next subject, Salesmanship.

Graduates' Suggestions

Graduates were requested to suggest additional business courses which they believed should be offered at Ouachita College as well as courses which they thought should be dropped from the curriculum. They were also requested to suggest changes or to make criticisms regarding the Business Administration Department.

Eight men and 9 women suggested courses to be added; 2 men suggested certain courses to be dropped; one man and one woman suggested changes to be made; and 12 men and 8 women made miscellaneous suggestions which they believed would improve the business training offered at Ouachita College.

Additional courses needed which were suggested by men graduates, in the order of their frequency, were business machines, business arithmetic, personality development, business and government, and advertising. Additional courses suggested by the women were business machines, methods of teaching business subjects, personality development, insurance, business and government, and advanced shorthand, dictation and transcription.

The greatest number of graduates, that is, 5, who made suggestions for improving the training recommended that regular accounting laboratory periods be scheduled for all courses in accounting. Four respondents suggested that supervised on-the-job training be given, particularly for accounting students. Other suggestions were: make business courses more difficult; allow more time for the clerical practice course; provide more teachers; meet shorthand classes more often; provide more training for prospective business teachers; and provide more training for graduates who plan to go into business for themselves.

CHAPTER IV

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to investigate the postgraduate educational and occupational activities of selected graduates of Ouachita College--graduates who earned a minimum of 20 semester hours of credit in business administration courses, for the years 1943, 1944, 1945, 1946, 1947, and 1948--in order to determine the effectiveness of the business training offered at Ouachita College and to discover what improvements in the business training program are needed.

The investigation revealed that the number of business graduates at Ouachita College has steadily increased since 1946, the fourth year of the six-year period. Women graduates outnumbered men graduates for the first five years of the period, but a sharp increase in the number of men graduates and a contrasting decrease in the number of women graduates appeared in 1948, the last year of the study.

FINDINGS

Graduates who Continued Their Education. The study showed that 16, or nearly one-half, of the 36 men who responded to the questionnaire continued their education after they graduated from Ouachita College. Three who continued their education earned other degrees, and 9, or over one-half, were working for other degrees. It was found that 7, or approximately one-third, of the 23 women who responded to the questionnaire continued their education after graduation. Only one woman was working for a higher degree. The principal fields of study as reported by graduates who continued their education were, in ranking order: Education, Business Administration, Religious Education and Music, Theology, Physical Education, Library Science, Political Science and Economics, History, Public Administration, Law, Petroleum Geology, Typewriting and Shorthand,

Nursing, and Business Education. Only 5 graduates sought additional business training after graduation. The 23 graduates who continued their education attended educational institutions including universities, teachers colleges, theological schools, a liberal arts college, an agricultural and mechanical college, a professional school, and a business college.

Kinds of Businesses and Professions. In determining the kinds of businesses and professions in which graduates have been engaged, it was found that teaching ranked first, among all businesses and professions engaged in by business graduates of Ouachita College. The investigation revealed that 16, or over one-half, of the men who have been employed entered the teaching profession, and that 17, or over three-fourths, of the women who have been employed chose the teaching profession. In addition to this profession, twenty-nine other kinds of businesses or professions were engaged in by graduates, but in only three of these, the ministry, government service, and department stores, was more than one respondent engaged.

Graduates Who Entered the Teaching Profession. The study revealed that men taught, for the most part, in fields other than business, and that women taught approximately equally in business subjects and other subjects. Five men taught business subjects and 16 taught subjects in other fields. Eleven women taught business subjects and 13 taught subjects in other fields. Physical Education was taught by the greatest number of graduates, 12 men and 1 woman. English was taught by six graduates. An equal number of men and women, or 10 of each sex, taught on the high school level. Six men and 2 women taught in junior high school; 4 women taught in the grades; 1 man and 3 women taught in college; 1 man taught in a university; and 1 woman taught in a junior college.

Present Employment Status of Graduates. In determining the present employment status of graduates, it was found that 25 men were employed full time; 5 were attending school and were employed part time; 6 were attending school and were not employed. It was found that 16 women were employed full time; 1 was employed part time; 1 was attending school and was employed parttime; and 5 were doing housework in their own homes and were not otherwise employed.

Graduates Who Have Performed Business Duties. The proportion of respondents who performed business duties in connection with their jobs indicates that most of the graduates have used their business training at one time or another. Twenty-four of the 30 men who have been employed and 19 of the 20 women who have been employed reported that they have performed business duties. Although not a business duty, teaching ranked second in the list of all duties performed by graduates who reported on duties performed. The five top-ranking duties reported were: use of the telephone, teaching, use of the typewriter, filing, and making of bookkeeping entries. Although many of the respondents did not report where they received their training for duties performed in connection with their jobs, those who did indicated that the training received in Ouachita College was, on the whole, adequate. The training in bookkeeping and dictation and transcription was most frequently declared inadequate.

Additional Training Needed by Graduates. Twenty of the 30 men, and 17 of the 18 women who were employed at the time the questionnaire was returned indicated a need for additional training. The majority of these graduates indicated a need for additional instruction in vocabulary building, speech, and personality development rather than in business skills and knowledges.

Importance of Business Courses. Non graduates considered a greater number of business courses taken in college to be of minor rather than of major importance in getting and holding jobs. Salesmanship ranked first among the courses which were considered of major importance by men. Courses regarded as most important by the women respondents were, for the most part, those in the secretarial field. The required courses, Principles of Accounting and Principles of Economics, were generally considered of minor importance.

Graduates' Suggestions. Additional courses needed as suggested by men graduates were, in the order of their frequency: business machines, personality development, advertising, and business and government. Additional courses suggested by women graduates were: business machines, methods of teaching business subjects, personality development, insurance, business and government, and advanced dictation and transcription. More graduates suggested the addition of a course in business machines than any other course. Of graduates who made suggestions for improving the training, the largest group recommended that regular accounting laboratory periods be scheduled for all courses in accounting. Some graduates suggested that supervised on-the-job training be given. Other suggestions were that a larger business faculty be provided, more subjects be offered, and more time be given to some subjects already offered.

CONCLUSIONS

From a review of the findings in relation to the purpose of the study, the following general conclusions are drawn:

First, the Business Administration Department at Ouachita College is serving an increasing number of students, as is evidenced by the increases in enrollment in that department.

Second, a substantial number of graduates, particularly men, continue their formal education after graduation from Ouachita College. (More of these graduates indicated an interest in postgraduate study in the field of Education than in any other field of study.)

Third, a large proportion of the business graduates enter the teaching profession rather than some business or profession requiring the functional use of the type of business training offered at Ouachita College. (Men graduates appear to be more interested in teaching in fields other than business, but the teaching interests of women appear to be equally divided between business subjects and other subjects.)

Fourth, at the time of the study all graduates who desired employment were engaged in some business or profession.

Fifth, most graduates have performed some business duties in connection with their business or profession and the training received in the business administration department is, on the whole, adequate for their needs; however, certain weaknesses in the training exist, as revealed by graduates' suggestions for curriculum additions and changes.

RECOMMENDATIONS

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

1. That, because of the large proportion of business graduates who enter the teaching profession, some provisions for teacher-training be made.
2. That the curriculum be strengthened by the addition of courses in office machines, methods of teaching business subjects, and vocabulary building or word study.
3. That attention be given to personality development, preferably in courses which readily lend themselves to this type of training, such

as salesmanship and business correspondence and that more emphasis be given to speech training in the same courses, or that students be encouraged to enrol in speech as an elective.

4. That the training in accounting be improved by the setting up of regularly scheduled accounting laboratory periods.

5. That the business training program be further examined, particularly the training in bookkeeping and shorthand and transcription, with a view to increasing the thoroughness and effectiveness of the instruction offered in these fields.

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INFORMATION SCHEDULE

NAME WHEN IN SCHOOL ^(Mr.)
^(Mrs.) _____
^(Miss)

PRESENT NAME ^(Mr.)
^(Mrs.) _____
^(Miss)

PRESENT ADDRESS _____

YEAR GRADUATED _____

MAJOR SUBJECT _____ MINOR SUBJECT _____

BUSINESS COURSES OFFERED AT OUACHITA COLLEGE

Auditing __	Marketing __
Business Correspondence __	Money and Banking __
Business Organization __ and Management	Office Management __
Business Statistics __	Office Technique __
Business Vocations __	Principles of Accounting __
Clerical Practice __	Public Finance __
Corporation Finance __	Retail Business __
Cost Accounting __	Salesmanship __
Credits and Collections __	Shorthand __
Economic Geography __	Transcription __
Economics (Principles) __	Typewriting __
Income Tax Accounting __	Business English __
Business Law __	Advanced Accounting __

March 1, 1949

When I returned to Ouachita College in 1947 as an instructor in the Department of Business Administration, I was glad to find an increased enrollment and an expanded department.

A check of recent graduating classes revealed that a substantial number of graduates have completed at least a minor in Business Administration, and I began wondering what they have been doing since they left Ouachita. I wondered if these graduates are using their business training in their occupations and if the instruction and training they received at Ouachita has proved to be adequate to permit them to perform successfully the duties required on jobs they have held since graduation. It also occurred to me that, as a result of their experience, these graduates might have some suggestions for improving the business training program at Ouachita.

With the consent of Dean A. M. Witherington, I am conducting a follow-up study of graduates for the period 1943-1948 who completed a minimum of twenty semester hours in Business Administration. I am looking to you for help in completing the study and shall be grateful if you will let me know what you have been doing since graduation. Your response will be confidential, and your name will not be used in the study.

Will you please complete the enclosed questionnaire and return it to me promptly.

Sincerely,

Esther Dixon

P. S. If you would like to receive a report on the survey, I shall be glad to send you one as soon as the results are known.

5. Please check any of the following skills and knowledges in which you need more instruction or training in order to enable you to successfully perform the duties of your PRESENT JOB.

- | | | | |
|---|---|----------|--|
| <input type="checkbox"/> Taking dictation | <input type="checkbox"/> Speech | OPERATE: | <input type="checkbox"/> Comptometer |
| <input type="checkbox"/> Business English | <input type="checkbox"/> Vocabulary | | <input type="checkbox"/> Duplicating machines |
| <input type="checkbox"/> Transcription | <input type="checkbox"/> Personality Development | | <input type="checkbox"/> Voice writing equipment |
| <input type="checkbox"/> Business Arithmetic | <input type="checkbox"/> Proofreading | | <input type="checkbox"/> Bookkeeping machines |
| <input type="checkbox"/> Letter writing | <input type="checkbox"/> Filing systems | | <input type="checkbox"/> Addressing machines |
| <input type="checkbox"/> Bookkeeping and accounting | <input type="checkbox"/> Preparing duplicating copy | | <input type="checkbox"/> Calculator |
| <input type="checkbox"/> Salesmanship | | | |
| <input type="checkbox"/> OTHERS (Please list) | | | |
| _____ | _____ | | _____ |
| _____ | _____ | | _____ |

6. Business courses listed below have been offered at Ouachita College since 1943. Courses in which you received credit have been checked for your convenience. Please indicate the importance of each course to you in securing and holding your jobs by writing MAJOR, MINOR, or NONE (if of no importance) in the space before each check mark.

- | | | |
|---|--|--|
| <input type="checkbox"/> Auditing | <input type="checkbox"/> Advanced Accounting | <input type="checkbox"/> Inc. Tax Acct. |
| <input type="checkbox"/> Corp. Finance | <input type="checkbox"/> Business Corres. | <input type="checkbox"/> Sem. in Acct. |
| <input type="checkbox"/> Business Law | <input type="checkbox"/> Bus. Org. and Mgt. | <input type="checkbox"/> Prin. of Acct. |
| <input type="checkbox"/> Marketing | <input type="checkbox"/> Business Statistics | <input type="checkbox"/> Office Mgt. |
| <input type="checkbox"/> Shorthand | <input type="checkbox"/> Clerical Practice | <input type="checkbox"/> Retail Business |
| <input type="checkbox"/> Salesmanship | <input type="checkbox"/> Cost Accounting | <input type="checkbox"/> Off. Technique |
| <input type="checkbox"/> Transcription | <input type="checkbox"/> Economic Geography | <input type="checkbox"/> Cr. and Coll. |
| <input type="checkbox"/> Typewriting | <input type="checkbox"/> Principles of Econ. | <input type="checkbox"/> Bus. Vocations |
| <input type="checkbox"/> Business English | <input type="checkbox"/> Money and Banking | <input type="checkbox"/> Public Finance |

7. (a) If you are now teaching business subjects, on what level do you teach? (CHECK)
 Junior High School Junior College Business College
 High School College or University Other (Please list) _____
 (b) If you formerly taught business subjects but are not teaching them now, on what level or levels did you teach business subjects? (PLEASE CHECK)
 Junior High School Junior College Business College
 High School College or University Other (Please list) _____

8. (a) Have you taught business subjects at any time since you graduated from Ouachita College? Yes__ No__ (PLEASE CHECK)
 (b) Have you taught in fields other than business or business education since graduation? Yes__ No__ (PLEASE CHECK) If your answer is YES, please list the field or fields. (For example, second grade, mathematics, social science)

9. Please suggest subjects or courses which you believe should be added, dropped, or changed by the Business Administration Department of Ouachita College. Please give your reason for suggesting each addition, drop, or change.

(a) Suggested additions:

(b) Suggested drops:

(c) Suggested changes:

10. Your suggestions for the improvement of business training offered by Ouachita College are invited. Please use the space below.

Typist: Esther Dixon