

A FOLLOW-UP STUDY OF THE GRADUATES OF THE SCHOOL OF INTENSIVE
BUSINESS TRAINING, OKLAHOMA AGRICULTURAL AND MECHANICAL
COLLEGE, STILLWATER, OKLAHOMA, FOR THE
YEARS 1939 TO 1947, INCLUSIVE

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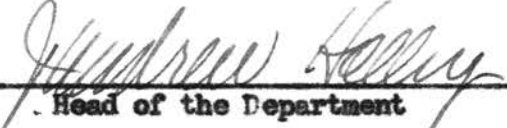
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TABLE OF CONTENTS

	Page
Table of Contents.	v
List of Tables.	vi
<u>Chapter</u>	
I INTRODUCTION.	1
II THE RESPONDENTS TO THE QUESTIONNAIRE.	17
III UTILIZATION OF TRAINING RECEIVED BY THE GRADUATES OF THE SCHOOL OF INTENSIVE BUSINESS TRAINING.	25
IV THE EMPLOYMENT RECORDS OF THE GRADUATES OF THE SCHOOL OF INTENSIVE BUSINESS TRAINING FROM THE DATE OF GRADUATION TO MAY, 1948.	46
V OPINIONS AND ATTITUDES OF THE GRADUATES.	85
VI SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS . .	92
Bibliography.	98
Appendix.	100

LIST OF TABLES

Table	Page
I Number and Per Cent of Responses to the Questionnaires by the Men and Women Graduates of the School of Intensive Business Training, Oklahoma Agricultural and Mechanical College, for the Years 1939 to 1947, Inclusive.	18
II Kind of Response to the Questionnaires for All Graduates by Sex.	20
III Number and Per Cent of Responses to the Questionnaires by Sex and Year of Graduation.	21
IV Number of Men and Women Graduates of the School of Intensive Business Training for the Years 1939 to 1947, Inclusive.	22
V The Number and Per Cent of Men and Women Graduates Who Responded to the Questionnaires.	23
VI Options in Which Graduates Received Certificates of Associate in Commerce from the School of Intensive Business Training for the Years 1939 to 1947, Inclusive.	26
VII Options in Which the Respondents Received Their Certificates of Associate in Commerce from the School of Intensive Business Training for the Years 1939 to 1947, Inclusive.	28
VIII Number and Per Cent of Men and Women Graduates Who Continued Their Education, According to Type of School Attended, Sex, and Year of Graduation.	29
IX Number of Men and Women Graduates Who Received Degrees Classified According to Degree Received, Field of Study, Time and Duration of Attendance.	30
X Number of Men and Women Graduates Who Continued Their Education But Who Received No Degrees, Classified According to Year, Sex, and Major Field of Study.	32
XI Summary of Data Concerning Education Continued Beyond Training Received in the School of Intensive Business Training as Reported by All Men and Women Graduates for the Years 1939 to 1947, Inclusive.	33
XII Number and Per Cent of Replies by All Graduates of the School of Intensive Business Training for the Years 1939 to 1947, Inclusive, to the Questions: "Did Your Certificate Help You to Obtain Your First Position?"	34

Table	Page	
XIII	Number of Replies by All Graduates of the School of Intensive Business Training for the Years 1939 to 1947, Inclusive, to the Question: "Did the Training You Received in the School of Intensive Business Training Help You to Obtain Your First Position?".	36
XIV	Number and Per Cent of Replies by All Graduates, Classified According to Option of Training, to the Question: "Did Your Shorthand Training Help You to Get Your First Position After You Completed Your Training in the School of Intensive Business Training?".	37
XV	Number and Per Cent of Replies by All Graduates, Classified According to Option of Training, to the Questions: "Did You Use Your Shorthand Skill After You Started to Work in Your First Position?".	39
XVI	Extent of the Use of the Training in Operation of International Business Machines in Employment, Classified According to Number and Per Cent of Graduates Who Reported.	41
XVII	An Evaluation by the Graduates of Specific Courses Taken in the School of Intensive Business Training.	43
XVIII	Summary of Data for All Graduates Concerning the Time Interval Between Graduation from the School of Intensive Business Training and Employment in the Initial Full-Time Position.	47
XIX	Source Through Which Graduates Obtained Initial Positions.	49
XX	Tenure of Men and Women Graduates in Initial Positions, According to Years of Graduation.	51
XXI	Initial Full-Time Positions Held by Men Graduates According to Year of Graduation.	53
XXII	Number of Men Graduates Reporting Kind of Business in Which Initial Position was Obtained by Years	54
XXIII	Initial Full-Time Positions Held by Women Graduates According to Year of Graduation.	56
XXIV	Number of Women Graduates Reporting Kind of Business in Which Initial Positions Were Obtained, According to Year of Graduation.	58

Table	Page
XXV Number and Per Cent of Initial Positions Reported by Men Graduates According to Option of Training Received	59
XXVI Number and Per Cent of Initial Positions Reported by Women Graduates According to Option of Training.	61
XXVII Monthly Salary Ranges of Men Graduates in Initial Full-Time Positions.	63
XXVIII Monthly Salary Ranges of Women Graduates in Initial Full-Time Positions.	64
XXIX List of Duties and the Extent to Which They Were Performed by the Graduates in Their Initial Full-Time Positions.	66
XXX Number of Graduates Reporting the Extent to Which Office Machines Were Used in Initial Positions	69
XXXI Residents of All and Women Graduates at the Time the Questionnaires Were Answered in May, 1948, Classified According to Number and Per Cent for Each Place of Residence.	71
XXXII Number and Per Cent of Different Positions Held by Men and Women Graduates from Date of Graduates from the School of Intensive Business Training to the Time the Questionnaires Were Answered in May, 1948.	73
XXXIII Employment Status of Men Graduates at the Time the Questionnaires Were Answered in May, 1948.	76
XXXIV Employment Status of Women Graduates at the Time the Questionnaires Were Answered in May, 1948.	77
XXXV Number of Women Graduates Reporting Full-Time Positions at the Time the Questionnaires Were Answered in May, 1948, According to Type and Per Cent of Position Held and Year of Graduation	78
XXXVI Monthly Salary Ranges of Men Graduates in Full-Time Positions at the Time the Questionnaires Were Answered in May, 1948.	80
XXXVII Monthly Salaries Reported by Women Graduates Who Were Employed Full-Time at the Time the Questionnaires Were Answered in May, 1948	81

CHAPTER I

INTRODUCTION

Statement of the Problem

The problem involved in this study is an investigation of the vocational and educational status of the graduates of the School of Intensive Business Training, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, for the years 1939 to 1947, inclusive.

Purposes

The purposes of this study are:

1. To determine, through a comprehensive investigation of vocational and educational experiences of the graduates, the effectiveness of the training given, and
2. To determine, from opinions and suggestions of the graduates, what specific curriculum revisions are needed.

Specifically, this study seeks to answer the following questions:

1. To what extent has the training in the School of Intensive Business Training been utilized by the students in their post-graduate occupational activities?
2. What percentage of the graduates of the School of Intensive Business Training attended higher institutions of learning after being graduated from the School of Intensive Business Training?
3. To what extent do the graduates of the Secretarial and Clerical Options utilize their shorthand training in their initial positions?

4. In the opinions of the graduates, is the School of Intensive Business Training adequately meeting the needs of the students for business requirements?
5. What curriculum revisions in the School of Intensive Business Training are considered necessary or desirable by the graduate?

Need for the Study

Since the School of Intensive Business Training is now in its tenth year and no previous study has been made, it was deemed desirable by the administrative authorities to make a survey to determine the effectiveness of the program. Information was desired concerning the employment and educational status of the graduates and the extent to which the training received had been utilized.

The National Business Teachers Association Ninth Yearbook states: "Once each five years a further follow-up of the class should be made to discover lines of promotion and the changing points of view."¹

Therefore, a follow-up study was justified to provide a basis for possible curriculum revision.

Scope and Delimitations

This study includes the graduates of the School of Intensive Business Training, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, for the years 1939 to 1947, inclusive.

Information concerning the drop-outs is not considered in this survey.

¹The National Business Teachers Association Ninth Yearbook, Effective Business Education, 1943, p. 186.

No questions were asked concerning pre-college work experience, and no consideration was given to part-time work during college.

Information concerning age and marital status was not considered pertinent to the study.

Definition of Terms

For the purpose of this study, the terms used are defined as follows:

Course: "organized subject matter in which instruction is offered within a given period of time."²

Academic course: "a course of study dealing with 'cultural' or 'pure' subject matter, as opposed to one dealing with 'practical' or 'applied' subject matter."³

School: "an organized group of pupils pursuing defined studies at defined levels and receiving instruction from one or more teachers."⁴

Program of studies: "a descriptive listing of courses being offered."⁵

Vocational course: "a course consisting of practical work and instruction in some technical subject."⁶

Study, follow-up: "a study made to collect information about a student at some period after counseling contact in order to estimate the effect of that contact; used in evaluating counseling, group work, and placement efforts."⁷

²Carter V. Good, Dictionary of Education, p. 106.

³Ibid., p. 106.

⁴Ibid., p. 358.

⁵Ibid., p. 313.

⁶Ibid., p. 109.

⁷Ibid., p. 393.

Curriculum: "a general over-all plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or certification or for entrance into a professional or a vocational field."⁸

Full-time position: a position through which an individual receives full pay for 30 or more hours per week of work.

Initial position: the first full-time position an individual secures after he has been graduated from his training period.

Terminal curricula: "commonly defined as programs of collegiate study which are complete within themselves and are not dependent upon further formal education."⁹

Semi-profession: "an occupation in order to enter upon which one should prepare himself with a course of training approximately two years in length, with a high school education or its equivalent as a prerequisite."¹⁰

Possible returns: returns from those respondents whose addresses it was possible to secure.

Graduate: one who has been awarded a Certificate of Completion for having completed his training in the School of Intensive Business Training with not fewer than 48 semester hours and an average grade of C or better.

Certificate of Completion: Known as of September, 1947, as Certificate of Associate in Commerce, is awarded to students for having completed their

⁸Ibid., p. 113.

⁹A Pamphlet, Our Graduates and What They Do—A Follow-Up Study, New Haven YMCA Junior College, March, 1947, p. 16.

¹⁰Walter C. Eels, The Junior College, p. 283.

training in the School of Intensive Business Training with not fewer than 48 semester hours and an average grade of C or better in any option of training. Prior to September, 1944, a student in the School of Intensive Business Training had to complete not fewer than 45 semester hours with an average grade of C or better.¹¹

Secretarial Option: constitutes the course offerings for those "students who desire a short but intensive course of training for stenographic and general office jobs."¹²

Bookkeeping and Clerical Option: constitutes the course offerings for those "students who desire a short but intensive course of training for bookkeeping and clerical office jobs."¹³

Retail Selling and Small Business Management Option: constitutes the course offerings for "practical and intensive training for experience in the ownership and management of various types of small business units."¹⁴

Postgraduate: pertaining to or designating graduates, studies, and activities pursued after graduation.

Sources of Data

The primary source of data for this study was a questionnaire that was mailed to 124 graduates constituting the total number who graduated

¹¹Bulletin of the Oklahoma Agricultural and Mechanical College General Catalog Issue, 1944-1945, Vol. 42, No. 4 (February, 1945), p. 162.

¹²Bulletin of the Oklahoma Agricultural and Mechanical College General Catalog Issue, 1946-1947, Vol. 44, No. 15 (May, 1947), p. 136.

¹³Bulletin of the Oklahoma Agricultural and Mechanical College General Catalog Issue, 1945-1946, Vol. 43, No. 13 (May, 1946), p. 169.

¹⁴Bulletin, No. 15, op. cit.

from the School of Intensive Business Training for the years 1939 to 1947, inclusive. The mailing list for the questionnaire was compiled from the records in the files of the office of the Dean of the School of Commerce and from the records in the files of the office of the Registrar, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma.

The secondary sources of data for this study include: (1) personal conferences with Dr. Raymond D. Thomas, Dean of the School of Commerce, Oklahoma Agricultural and Mechanical College; Dr. M. Fred Tidwell, at present Associate Professor of Business Education, San Jose State College, San Jose, California; and Mr. Earle C. Albright, Assistant to the President of Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma; Mr. Glenn D. Overman, Director of the School of Intensive Business Training, Oklahoma Agricultural and Mechanical College; and (2) descriptive material contained in the Bulletin Catalogs of Oklahoma Agricultural and Mechanical College for the years 1939 to 1948, inclusive.

Procedure

Prior to developing plans for making this study, an examination of related master's theses involving follow-up studies of high school and college graduates of selected institutions in Oklahoma was made. Those reviewed were the following: Burris,¹⁵ Callarman,¹⁶ Morgan,¹⁷

¹⁵Maudie Lillian Burris, A Follow-Up Study of the Graduates of Healdton High School for the Years 1935-1941, An Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1942.

¹⁶Cecil Clarence Callarman, A Study of the Post-High School Activities of the Graduates of Ponca City High School for the Years 1934, 1935, 1936, 1937, and 1938, Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1940.

¹⁷Corra Lucille Morgan, A Follow-Up Study of the Graduates of Jay High School for the Years 1935, 1936, 1937, 1938, 1939, 1940, and 1941, Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1942.

Randol,¹⁸ and Sittel.¹⁹ In addition, a review of the bulletins, The School Follows Through²⁰ and Our Graduates and What They Do—A Follow-Up Study,²¹ was made.

The normative-survey method of research was used in this study. The questionnaire-inquiry form is considered a practicable device for securing the desired data for this type of investigation.

A preliminary questionnaire was prepared and presented to the business education seminar at Oklahoma Agricultural and Mechanical College in the spring of 1948. Conferences were held with the thesis adviser, Dr. J. Andrew Holley, Head of the Business Education Department. Both Dr. Holley and the seminar group submitted valuable suggestions and constructive criticisms for revising the questionnaire. After four major revisions, a try-out form of the questionnaire was given to five graduates of the School of Intensive Business Training who were then employed in college offices on the campus of Oklahoma Agricultural and Mechanical College. This personal interview with the five graduates was a final step in determining whether the questionnaire was understandable and could be

¹⁸Cora Randol, A Follow-Up Study of the Commercial Graduates of Cameron State Agricultural College for the Years 1936, 1937, 1938, 1939, and 1940, Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1941.

¹⁹Helen Catherine Sittel, A Follow-Up Study of Selected Graduates of Classen High School, Oklahoma City, Oklahoma, for the Years 1939-1941, Inclusive, Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1943.

²⁰John R. Beery, Byron C. Hayes, and Edward Landy, The School Follows Through, The Bulletin of the National Association of Secondary School Principals, Vol. 25, No. 101, November, 1941.

²¹Our Graduates and What They Do—A Follow-Up Study, New Haven YMCA Junior College, March, 1947.

answered without difficulty. No changes were recommended by these graduates. Consequently, the final draft was approved by Dr. Holley and the questionnaire was duplicated. (A copy of this questionnaire is found in the Appendix on page 100.)

A letter of explanation to accompany the questionnaire (found in the Appendix on page 103) was written on the Oklahoma Agricultural and Mechanical College letterhead and signed by Mr. Glenn D. Overman, Director of the School of Intensive Business Training. It was believed that the director's signature would have a tendency to make the recipient aware of the importance of the questionnaire.

The original mailing list of 124 graduates was taken from the records in the office of the Registrar, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma. These records show the name of the student, the date of his graduation, and the option in which he was awarded the Certificate of Associate in Commerce. However, no student is listed as a graduate by the office of the Registrar until he has been awarded the certificate. This list was then checked for correct addresses from the permanent records in the office of the Registrar and from the records in the files in the office of the Dean of the School of Commerce.

A copy of the questionnaire, with the letter of explanation and a stamped self-addressed envelope, was mailed to each graduate of the School of Intensive Business Training for the years 1939 to 1947, inclusive. Forty-three responses, including the five personal interviews, or 41.3 per cent, of the total number of graduates were received from the first mailing of the questionnaire.

The time schedule of the original mailing and of the follow-up was:

1. Original mailing, April 19, 1948
2. Second mailing with second copy of the questionnaire, May 7, 1948

This second mailing drew an additional 23 responses, making a total of 66 responses, or a return of 63.5 per cent. Twenty questionnaires were returned by the Post Office Department because the graduates had moved and had left no change of address.

The replies were sorted, recorded, and tabulated.

The findings are reported in the following chapters.

History of the School of Intensive Business Training

In September, 1938, the School of Vocational Business Training, a division of the School of Commerce, Oklahoma Agriculture and Mechanical College, Stillwater, Oklahoma, offered its first two-year training program. According to the catalog announcement,

The program was planned for the graduates of high schools and other mature persons who desire to pursue a short course designed to prepare them to fill jobs in all types of business concerns and offices. Emphasis is placed on the practical or vocational idea and collegiate and professional objectives.

The course offerings and methods of instruction are adapted to preparing students to fit into lower level business and office jobs as stenographers, typists, office clerks, bookkeepers, store employees, and the like.²²

This program of studies was divided into two options:

Option I is offered for students who desire a short but intensive course of training for lower level office duties—

²² Bulletin of the Oklahoma Agricultural and Mechanical College, Forty-Seventh General Catalog, 1938-1939, Vol. 35, No. 8 (July, 1938), p. 128.

stenographic and general clerical jobs; Option II is offered for students who desire to enter lower level positions in business—bookkeeping, clerical, and store jobs.²³

Upon the completion of not fewer than 45 credits in either option with a grade-point average of 2.5, a student was awarded a Certificate of Completion. The courses in either option carried credit toward the Certificate of Completion, but not toward the bachelor's degree.²⁴

In the 1938-1939 College Catalog, the courses for training in each option were listed as follows:²⁵

OPTION I		
Course		Semester Hours
English		5
Business Vocations		2
Typewriting		3
Elementary Business Law		4
Intermediate Typewriting		3
Beginning Stenography		5
Intermediate Stenography		5
Clerical Practice		3 or 4
Essentials of Letter Writing		3
Bookkeeping and Accounting		4

OPTION II		
Course		Semester Hours
English		5
Business Vocations		2
Typewriting		3
Business Mathematics		3
Elementary Business Law		4
Business Organization and Operation		6
Bookkeeping and Accounting		8

The addition of this two-year vocational training curriculum to the School of Commerce was influenced by the Hemphill study, which was

²³Ibid., p. 129.

²⁴Ibid., p. 129.

²⁵Ibid., p. 129.

completed in September, 1937, for the purpose of determining the reasons for the high percentage of drop-out students from the School of Commerce for the years 1926 to 1936, inclusive. This study was made because the administrative authorities were concerned with the fact that of the five schools of the college, the School of Commerce ranked fourth for the ten-year period in percentage of freshmen who ultimately graduated.²⁶ The Hemphill study revealed factual data clearly indicating that a reorganization of the lower division courses in the School of Commerce, Oklahoma Agricultural and Mechanical College, was desirable.

Specifically, the Hemphill study presented significant data relative to student enrollment status that prevailed in the School of Commerce during the ten-year period from 1926 to 1936:

1. The enrollment of 1783 students in the School of Commerce showed an increase for the ten-year period from 1926 to 1936, and at the same time there was an increase in student mortality.²⁷
2. Over 60 per cent of the entering freshmen had dropped out of college within the ten-year period; and 70 per cent of those who left before graduation did so at the end of the first year or earlier.²⁸
3. More than half of the 1783 students had an average grade of C or less for their entire stay in the School of Commerce; more than 60 per cent had grade point averages falling below 1.51.²⁹

²⁶Ruby Mae Hemphill, A Study of the Subsequent Academic and Vocational Activities of Drop-Out Students of the School of Commerce, Oklahoma Agricultural and Mechanical College, Unpublished Master's thesis of the University of Southern California, September, 1937, p. 133.

²⁷Ibid., p. 133.

²⁸Ibid., p. 133.

²⁹Ibid., p. 134.

4. Many drop-outs were found in employment; 64 per cent of the positions held by these students were in the commercial field.³⁰
5. The reasons given by the students for dropping out of school were: lack of sufficient funds and the pressing necessity to find employment, dissatisfaction with the general courses given them, and grades.³¹

These facts seem to indicate that many of the students who entered the School of Commerce with the intention of receiving occupational training became dissatisfied with the offering of the general courses during the first two years and dropped out of school. Subsequently, as was revealed by the study, over half of these drop-outs were later found to be employed in the commercial field.

The findings and conclusions of the Hemphill study were given careful consideration by the administrative authorities in planning a program to meet more effectively the needs of the students. From a letter, dated March 21, 1938, written by Dr. Raymond D. Thomas, Dean of the School of Commerce, to Dr. Henry G. Bennett, President, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, the following statement is found:

You will recall that I outlined to you sometime ago what I consider to be a need for a terminal course which would prepare students for routine positions in business within a period of from one to two years. The faculty gave this proposal careful consideration, and we have set up in the catalog a new plan for offering next year to a limited number of students—we hope not more than seventy-five—opportunity for sub-professional training for business positions. For several years students have asked that such a curriculum be established. We have also had some calls from parents of students who have been sent to business colleges. This new curriculum will require all of the time of two additional instructors.

³⁰Ibid., p. 135.

³¹Ibid., p. 136.

The School of Vocational Business Training was established in the School of Commerce, Oklahoma Agricultural and Mechanical College, in September, 1938, with terminal two-year curricula for sub-professional training in the business field. Dr. M. Fred Tidwell, at present Associate Professor of Business Education, San Jose State College, San Jose, California, was appointed its first director.

In a personal interview with Dr. Tidwell during the Twelfth Annual Regional Summer Conference on Business Education and Distributive Education at Oklahoma Agricultural and Mechanical College, on June 18, 1948, the writer was given the following information regarding the beginning of the School of Vocational Business Training.

The faculty of the School of Commerce opened the School of Vocational Business Training in September, 1938, with one regular faculty member and five graduate assistants. Its offering of courses, not bound by tradition, was based on the need for a vocational business education beyond the high-school level in fewer than four years of college. The program was divided into two options: one, secretarial and clerical training; the other, bookkeeping and clerical training. The whole curriculum, which at first was entirely an experiment, was adjusted to the adaptation of the students to the training: credits were flexible and unit training courses were short. As soon as a student completed a unit of work, he was given a unit test, which if he passed satisfactorily, advanced him to a higher level. Upon completion of his training—the training period was determined by the student himself, his ability, his interest, and his desire to "get through" as quickly as possible—a student was placed in a position. As a whole, the planning of the vocational classes was molded from the ability of the students to do specialized individual work. The cooperative office practice class placed students in offices on the campus for the purpose of performing the duties required in offices; and the students were made to feel that they were actually doing something worthwhile. For social reasons only, they were encouraged to start a vocational business club.

This environment of individual freedom in which a student worked intensively and progressed according to his ability and adaptation to his work effected a change in other departments of the college. Some of the tradition-bound barriers of education were modified, and individualized learning to meet the immediate needs of students gained momentum at this time of economic disorder.

One unique feature of the School of Vocational Business Training was the informal weekly meeting of the faculty with the director. Its purpose was to discuss problems, remedial practices, and methods of teaching that could be best adapted to the conditions that existed at the time. To a certain extent, this meeting may be compared to a college class in methods of teaching—the faculty, its pupils; the director, its professor.

In September, 1939, Option III, Retail Selling, was added to the first two options of the school. The training in this option enabled students to work in retail stores or to establish small retail stores of their own. In September, 1947, this option was given the name, Small-Business Ownership and Management.

The purpose of the course of training outlined under this heading is to offer practical and intensive training for experience in the ownership and management of various types of small business units. The courses have been planned to meet the needs of men and women discharged from the armed services and others who plan to enter business on their own account.³²

In September, 1942, the name of the School of Vocational Business Training was changed to the School of Intensive Business Training, a title it now bears. In an interview with Dr. Raymond D. Thomas, Dean of the School of Commerce, Oklahoma Agricultural and Mechanical College, June 16, 1948, the writer was informed that the change in name was made to overcome any misinterpretation of the word "vocational," because the objectives of the four-year curriculum of the School of Commerce are vocational also. The word "intensive" applies to the training received through the functional courses that are closely allied to each other. Students of this school are required to take a minimum of the traditional general courses of the four-year college curriculum.

³²Bulletin of the Oklahoma Agricultural and Mechanical College,
General Catalog Issue, 1946-1947, Vol. 44, No. 15 (May, 1947), p. 136.

At the time this study was made in 1948, a student of the School of Intensive Business Training was required to complete 48 semester hours in any one option. Completion of the requirements with a grade of C or better entitled the student to a Certificate of Associate in Commerce.

In the 1946-1947 College Catalog, the courses for training in each option are listed as follows:³³

SECRETARIAL—OPTION I

	Semester Hours
English	5
Phy. Edu. Electives (Women)	4 (semesters)
Mil. Sci. (Men)	4 (semesters)
B. A. 111, Business Vocations	1
*I. B. 110, Typewriting	1 to 3
I. B. 113, Bookkeeping	3
I. B. 122, Word Study and Vocabulary Building	2
I. B. 123, Bookkeeping	3
I. B. 200, Beginning Stenography	1 to 3
I. B. 210, Intermediate Stenography	1 to 3
I. B. 220, Advanced Stenography	1 to 3
I. B. 222, Advanced Transcription	2
I. B. 230, Specialized Dictation and Transcription	1 to 3
I. B. 114, Elementary Business Law	4
I. B. 240, Clerical Practice	1 to 2
I. B. 243, Essentials of Letter Writing	3
I. B. 250, Intermediate Typewriting	1 to 3
I. B. 260, Advanced Typewriting	1 to 3
I. B. 280, Cooperative Office Practice	1 to 2

BOOKKEEPING AND CLERICAL—OPTION II

	Semester Hours
English	5
Phy. Edu. Electives (Women)	4 (semesters)
Mil. Sci. (Men)	4 (semesters)
B. A. 111, Business Vocations	1
*I. B. 110, Beginning Typewriting	1 to 3
I. B. 113, Bookkeeping	3
Math 113, Business Mathematics	3
I. B. 114, Business Law	4
I. B. 120, Punch-Card Machine Operation	1 to 4
I. B. 123, Bookkeeping	3
B. A. 200, Business Machines	1 to 2

*This requirement is waived if upon enrollment the student is capable of typing 25 words per minute.

³³ Ibid.

	Semester Hours
I. B. 212, Practical Business English	2
I. B. 240, Clerical Practice	1 to 2
I. B. 250, Intermediate Typewriting	1 to 3
I. B. 273, Bookkeeping	3
I. B. 284, Business in the National Economy	4

SMALL-BUSINESS OWNERSHIP AND MANAGEMENT—OPTION III

The basic subjects offered are considered fundamental for the operation of such businesses as the following and others not listed:

Automobile Sales Business	Laundry Business
Electric Goods Store	Home Appliance Store
Lumber Business	Building Materials Business
Dry Goods Store	Women's Apparel Store
Grocery Store	Drug Store
Furniture Store	Meat Market
Hardware Store	Service Station
Office Equipment and Supply Store	Life Insurance Agency Business
Fire Insurance Business	Men's Clothing Store
Shoe Store	Real Estate Business
Restaurant	Variety Store
	Cleaning and Pressing Shop

Educational trends seem to indicate the the two-year terminal course is becoming a permanent part of the curricula of the four-year colleges. Expansion of these two-year programs to meet the demands of business for specialized workers proves that they are filling a need. According to Puckett,

These programs, for those students who do not remain in school for four years, are planned for the most part in such fields as secretarial science, accounting, and general mathematics. The trend now seems to be toward making these programs the junior college of the four-year college. Following the leadership of the University of Minnesota, some four year colleges are offering the associate degree upon completion of the two-year program. It would not be surprising to see the associate degree become common in most four-year colleges.³⁴

³⁴The American Business Education Yearbook, The Changing Business Education Curriculum, Vol. IV, 1947, p. 223.

CHAPTER II

THE RESPONDENTS TO THE QUESTIONNAIRE

"A school may determine its success also by examining its product."¹

This follow-up study of graduates of the School of Intensive Business Training for the years 1939 to 1947, inclusive was designed with this purpose in view.

As a background for making an analysis and interpretation of the data included in this survey, information is presented in Chapter II concerning the number of graduates who responded to the questionnaire, the sex of each respondent, and the distribution of graduates by year of graduation.

Table I indicates the number of graduates in each year involved, the sex classification, the number of questionnaires mailed, the number of questionnaires returned unclaimed, the number of possible responses, the number of responses received, and the percentage of possible responses received.

As shown in Table I, a total of 124 graduated during the period from 1939 to 1947, inclusive. One hundred twenty-four questionnaires were mailed, but 20 were returned by the Post Office Department as unclaimed, leaving a total of 104 possible returns. Efforts through personal communication, telephone calls, and letters to friends and

¹Royce E. Brewster and Franklin R. Zeran, Techniques of Follow-Up Study of School-Leavers, U. S. Office of Education, February, 1943, p. 1.

TABLE I

NUMBER AND PER CENT OF RESPONSES TO THE QUESTIONNAIRES BY THE MEN AND WOMEN GRADUATES OF THE SCHOOL OF INTENSIVE BUSINESS TRAINING, OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE, FOR THE YEARS 1939 TO 1947, INCLUSIVE

Year and Sex	Number of					
	Graduates	Questionnaires Sent Out	Questionnaires Returned Unclaimed	Possible Responses	Responses Received	Per Cent of Possible Responses Received
1939—Men						
Women	1	1		1	1	100.0
1940—Men	2	2		2	1	50.0
Women	20	20	4	16	7	43.7
1941—Men	6	6	4	2		0.0
Women	31	31	7	24	15	62.5
1942—Men						
Women	13	13	2	11	7	63.6
1943—Men						
Women	7	7	2	5	4	80.0
1944—Men						
Women	7	7		7	5	71.4
1945—Men						
Women	1	1		1	1	100.0
1946—Men						
Women	4	4		4	3	75.0
1947—Men	14	14	1	13	11	84.6
Women	18	18		18	11	61.1
Total—Men	22	22	5	17	12	70.6
Women	102	102	15	87	54	62.0
Total	124	124	20	104	66	63.5

This table is read as follows: In 1939 there were no men graduates in the School of Intensive Business Training and that the one woman graduate responded to the questionnaire.

relatives were made to secure the addresses of the 20 graduates whose questionnaires were returned, but no information was available. Of the 104 possible returns, 66 questionnaires were received, making a return of 63.5 per cent of the possible responses.

The total number of responses and the per cent of responses for all graduates by sex are revealed in Table II. Five questionnaires, or 7.5 per cent, were answered in personal interviews with women graduates working in offices on the Oklahoma Agricultural and Mechanical College campus; a total of 38, or 57.7 per cent, were received from the first mailing; and 23, or 34.8 per cent, were received from the second mailing. Of the total of 66 respondents, 54 were women and 12 were men.

According to Table III, 12, or 54.5 per cent, of the 22 men graduates responded to the questionnaire; and 54, or 52.9 per cent, of the 102 women graduates responded. The responses to the questionnaire indicate that during the period covered by this study, the graduates changed positions and places of residence frequently. Because of this unusual mobility, the total number responses received was considered remarkable.

A significant factor, considering the years involved in the study, is the absence of men graduates for the years 1942 to 1946, inclusive. This fact is attributed to the intervention of World War II. During the same period there was a marked decrease in the entire enrollment in the School of Intensive Business Training caused largely by employment needs of industry and government and by high salaries which were obtainable without much effort or training on the part of the individual.

Table IV shows that for the entire period from 1939 to 1947, inclusive, 22, or 17.7 per cent, of the total graduates were men; and

TABLE II

KIND OF RESPONSE TO THE QUESTIONNAIRES FOR ALL GRADUATES BY SEX

Kind of Response	Responses to the Questionnaires					
	Men Graduates		Women Graduates		Total	Per Cent of Total
	Number	Per Cent	Number	Per Cent		
By Personal Interview	0		5	9.3	5	7.5
From First Mailing	7	58.3	31	57.4	38	57.7
From Second Mailing	5	41.7	18	33.3	23	34.8
Total	12	100.0	54	100.0	66	100.0

This table is read as follows: Five women graduates, or 9.3 per cent, of the women graduates, or 7.5 per cent of all those responding, responded by personal interview.

TABLE III

NUMBER AND PER CENT OF RESPONSES TO THE QUESTIONNAIRES BY SEX AND YEAR OF GRADUATION

Year	Number of Men Graduates	Number of Men Graduates Who Responded to Questionnaires	Per Cent of Men Graduates Who Responded to Questionnaires	Number of Women Graduates	Number of Women Graduates Who Responded to Questionnaires	Per Cent of Women Graduates Who Responded to Questionnaires
1939	0			1	1	100.0
1940	2	1	50.0	20	7	35.0
1941	6			31	15	48.4
1942				13	7	53.8
1943				7	4	57.1
1944				7	5	71.4
1945				1	1	100.0
1946				4	3	75.0
1947	14	11	78.4	18	11	61.1
Total	22	12	54.5	102	54	52.9

This table is read as follows: In 1939 there were no men graduates. The one 1939 woman graduate responded to the questionnaire.

TABLE IV

NUMBER OF MEN AND WOMEN GRADUATES OF THE SCHOOL OF INTENSIVE
BUSINESS TRAINING FOR THE YEARS 1939 TO 1947, INCLUSIVE

Year	Men Graduates		Women Graduates		Number Total Graduates
	Number	Per Cent of Total	Number	Per Cent of Total	
1939			1	100.0	1
1940	2	9.1	20	90.9	22
1941	6	16.2	31	83.8	37
1942			13	100.0	13
1943			7	100.0	7
1944			7	100.0	7
1945			1	100.0	1
1946			4	100.0	4
1947	14	43.8	18	56.2	32
Total	22	17.7	102	82.3	124

This table is read as follows: In 1939 the School of Intensive Business Training had no men graduates and only one woman graduate.

TABLE V
 THE NUMBER AND PER CENT OF MEN AND WOMEN GRADUATES
 WHO RESPONDED TO THE QUESTIONNAIRES

	<u>Men Graduates</u>	<u>Per Cent</u>	<u>Women Graduates</u>	<u>Per Cent</u>
Total Graduates	124	22	102	82.3
Total Responses	66	12	54	81.8

This table is read as follows: Of the total 124 graduates, 22, or 17.7 per cent, were men; and 102, or 82.3 per cent, were women.

that 102, or 82.3 per cent, of the total graduates were women.

In Table V, a comparison is made between the number of responses and the total number of graduates. Of the total number of 22 men graduates, 12, or 18.2 per cent, responded to the questionnaire; of the total of 102 women graduates, 54, or 81.8 per cent, responded to the questionnaire.

Responses were received from more than half of the men and women graduates, respectively.

Summary

The data presented in Chapter II show that 124 questionnaires were sent to 22 men and 102 women graduates of the School of Intensive Business Training for the nine-year period from 1939 to 1947, inclusive. Twenty questionnaires were returned unclaimed, making a total of 104 possible respondents, of which 17 were men and 87 were women. Of this total of 104 possible respondents, questionnaires were received from 66, representing a return of 63.5 per cent. Twelve, or 18.2 per cent, of the 66 who responded were men, while 54, or 81.8 per cent, of the 66 who responded were women.

Data relative to the number of graduates in each option and to the pursuit of additional training by the graduates will be given in Chapter III.

CHAPTER III

UTILIZATION OF TRAINING RECEIVED BY THE GRADUATES OF THE SCHOOL OF INTENSIVE BUSINESS TRAINING

In the two-year terminal curricula of the School of Intensive Business Training students have a choice of training in three options which are specifically designated as Secretarial, Bookkeeping and Clerical, and Small-Business Management.

In this chapter an analysis is made of the graduates according to options chosen, of the number of graduates continuing education or training, and of the number of graduates receiving degrees from four-year colleges.

Options in Which Graduates Received Training

The data in Table VI indicate the options of training pursued by all of the 124 graduates of the School of Intensive Business Training from 1939 to 1947, inclusive. Information concerning the selection of a particular option of training by the graduates for the years involved was obtained from the permanent records in the office of the Registrar, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma.

Table VI reveals, that of the 124 graduates, 83, or 66.9 per cent, were graduated in the Secretarial Option; 32, or 25.8 per cent, were graduated in the Bookkeeping and Clerical Option; and 9, or 7.3 per cent, were graduated from the Small-Business Management Option.

TABLE VI

OPTIONS IN WHICH GRADUATES RECEIVED CERTIFICATES OF ASSOCIATE IN
COMMERCE FROM THE SCHOOL OF INTENSIVE BUSINESS TRAINING FOR THE
YEARS 1939 TO 1947, INCLUSIVE

Year	Secretarial	Per Cent	Bookkeeping and Clerical	Per Cent	Small-Business Management	Per Cent	Total Graduates
1939	1	100.0					1
1940	18	81.8	4	18.2			22
1941	27	73.0	8	21.6	2	5.4	37
1942	9	69.2	1	7.7	3	23.1	13
1943	7	100.0					7
1944	6	85.7	1	14.3			7
1945	1	100.0					1
1946	2	50.0	2	50.0			4
1947	12	37.5	16	50.0	4	12.5	32
Total	83	66.9	32	25.8	9	7.3	124

This table is read as follows: In 1939 the one graduate of the School of Intensive Business Training received a certificate in the Secretarial Option.

The total number of respondents, classified according to their options of training and years of graduation, is shown in Table VII. Of a total of 66 respondents, 47, or 71.2 per cent, completed their training in the Secretarial Option; 14, or 21.2 per cent, completed their training in the Bookkeeping and Clerical Option; and 5, or 7.6 per cent, completed their training in the Retail Selling and Small-Business Management Option. The distribution of respondents according to the options pursued bears a close relationship to the distribution of all graduates among the three available options.

These data indicate that, for the period covered by this study, the principal enrollment in the school consisted of women and that the majority of these women chose the training offered in the Secretarial and in the Bookkeeping and Clerical Options. Employment opportunities in the stenographic and clerical fields during the years studied could have been a determining factor in the choices made.

Post-Graduate Educational Experiences of the Graduates

Of the 66 respondents, 19, or 28.8 per cent, continued their education after graduation from the School of Intensive Business Training, as shown in Table VIII. Of the 19 who continued their education, 15 entered four-year colleges or universities; one entered a trade school for watchmaking; one enrolled in a correspondence course in accounting; and two attended other secretarial and business schools.

Table IX indicates that of the 19 who continued their education, one man and 4 women, a total of 5, or 26.3 per cent, of the graduates received their Bachelors' degrees. The fields in which the degrees were received

TABLE VII

OPTIONS IN WHICH THE RESPONDENTS RECEIVED THEIR CERTIFICATES OF
ASSOCIATE IN COMMERCE FROM THE SCHOOL OF INTENSIVE BUSINESS
TRAINING FOR THE YEARS 1939 TO 1947, INCLUSIVE

Year	Secretarial	Per Cent	Bookkeeping and Clerical	Per Cent	Small-Business Management	Per Cent	Total Respondents
1939	1	100.0					1
1940	6	75.0	2	25.0			8
1941	14	93.3	1	6.7			15
1942	6	85.7			1	14.3	7
1943	4	100.0					4
1944	5	100.0					5
1945	1	100.0					1
1946	2	66.7	1	33.3			3
1947	8	36.3	10	45.5	4	18.2	22
Total	47	71.2	14	21.2	5	7.6	66

This table is read as follows: In 1939 one respondent received a certificate in the Secretarial Option.

TABLE VIII

NUMBER AND PER CENT OF MEN AND WOMEN GRADUATES WHO CONTINUED THEIR EDUCATION, ACCORDING TO TYPE OF SCHOOL ATTENDED, SEX, AND YEAR OF GRADUATION

Year and Sex	Number Attending				Total Respondents Who Continued Education	Per Cent of Respondents Who Continued Education
	Four-Year College or University	Trade School -Watchmaking	Accounting School -by Correspondence	Secretarial and Business School		
1939--Men						
Women						
1940--Men	1				1	25.0
Women	2			1	3	20.0
1941--Men						
Women	3				3	20.0
1942--Men						
Women	2			1	3	20.0
1943--Men						
Women	1				1	6.7
1944--Men						
Women	1				1	6.7
1945--Men						
Women	1				1	6.7
1946--Men						
Women	2				2	13.3
1947--Men	1	1	1		3	75.0
Women	1				1	6.7
Total--Men	2	1	1		4	100.0
Women	13			2	15	100.0
Total	15	1	1	2	19	28.8

This table is read as follows: One man who graduated in 1940 attended a four-year college.

TABLE IX

NUMBER OF MEN AND WOMEN GRADUATES WHO RECEIVED DEGREES CLASSIFIED
ACCORDING TO DEGREE RECEIVED, FIELD OF STUDY, TIME AND DURATION
OF ATTENDANCE

Year and Sex	Degree Received	Field of Study	Time of Attendance	Duration of Attendance	Total	Per Cent Receiving Degrees of Respondents Continuing Education
1939--Men Women						
1940--Men Women	BS-'42 BS-'45	Commerce Sec. Adm.	9/40 to 6/42 9/40 to 6/45	2 Yrs. 5 Yrs.	1 1	
1941--Men Women Women	BS-'45 BS-'48	Bus. Ed. Bus. Ed.	41-42-44-45 47-48	2 Yrs. 3 Semesters	1 1	
1942--Men Women	BS-44	Sec. Adm.	43-44	2 Yrs.	1	
1943--Men Women						
1944--Men Women						
1945--Men Women						
1946--Men Women						
1947--Men Women						
Total--Men Women					1 4	
Total					5	26.3

This table is read as follows: A 1940 man graduate continued his education and received his Bachelor of Science Degree in Commerce in June 1942, after having attended college for two years.

are listed as follows: one man in Commerce, two women in Secretarial Administration, and two women in Business Education.

The major fields of study chosen by the 14 non-degree graduates, as shown in Table X, include the following: commerce, business education, secretarial administration, accounting, journalism, psychology, speech, art, physical education, and watchmaking.

About one third, or 33.3 per cent of the men graduates who responded to the questionnaire, continued their education after graduation, while less than one third, or 27.8 per cent of the women respondents reported training subsequent to graduation from the School of Intensive Business Training. These data are presented in Table XI.

Post-Graduate Occupational Experiences of the Graduates

At the suggestion of the administrative authorities the questions in the following paragraphs were included in the questionnaires, the answers to which were to serve as a basis for evaluating the curriculum offerings of the School of Intensive Business Training.

In an effort to determine the value of the Certificate of Associate from the School of Intensive Business Training in helping graduates to obtain initial employment, the following question was asked:

"Did your certificate help you to obtain your first position?"

The answers given by 62 respondents to this question, as indicated in Table XII, are as follows: 27, or 30.6 per cent answered "Yes"; 19, or 30.6 per cent, replied "No"; while 16, or 25.8 per cent said "Do not know."

TABLE X

NUMBER OF MEN AND WOMEN GRADUATES WHO CONTINUED THEIR EDUCATION
BUT WHO RECEIVED NO DEGREES, CLASSIFIED ACCORDING TO
YEAR, SEX, AND MAJOR FIELD OF STUDY

Year and Sex	Number Pursuing Major Field of Study									Total	Total Per Cent Continuing Education but Receiving no Degrees	
	Commerce	Business Education	Shorthand & Typewriting	Accounting by Correspondence	Journalism & Psychology	Speech	Art	Physical Education	Watchmaking			
1939—Men												
Women												
1940—Men												
Women			1		1						2	
1941—Men												
Women	1										1	
1942—Men												
Women			1			1					2	
1943—Men												
Women								1			1	
1944—Men												
Women		1									1	
1945—Men												
Women		1									1	
1946—Men												
Women		1					1				2	
1947—Men	1				1					1	3	
Women	1										1	
Total—Men	1			1						1	3	
Women	2	3	2		1	1	1	1		1	11	
Total—No Degrees	3	3	2	1	1	1	1	1	1	14	73.7	

This table is read as follows: In 1940 2 women graduates who responded to the questionnaires reported to have continued their education as follows: One chose shorthand and typewriting; the other, journalism and psychology.

TABLE XI

SUMMARY OF DATA CONCERNING EDUCATION CONTINUED BEYOND TRAINING
RECEIVED IN THE SCHOOL OF INTENSIVE BUSINESS TRAINING AS
REPORTED BY ALL MEN AND WOMEN GRADUATES FOR THE
YEARS 1939 TO 1947, INCLUSIVE

Sex	<u>Continued Education</u>		<u>Did Not Continue Education</u>		Total
	Number	Per Cent	Number	Per Cent	
Men	4	33.3	8	66.7	12
Women	15	27.8	39	72.2	54
Total	19	28.8	47	71.2	66

This table is read as follows: Four men graduates, or 33.3 per cent, of all men respondents, reported that they continued their education after being graduated from the School of Intensive Business Training; and 8 men graduates, or 66.7 per cent, of all men respondents, reported that they did not continue their training after being graduated from the School of Intensive Business Training.

TABLE XII

NUMBER AND PER CENT OF REPLIES BY ALL GRADUATES OF THE SCHOOL OF INVENTIVE BUSINESS TRAINING FOR THE YEARS 1939 TO 1947, INCLUSIVE, TO THE QUESTION: "DID YOUR CERTIFICATE HELP YOU TO OBTAIN YOUR FIRST POSITION?"

Reply	Number of all Graduates Reporting Reply to the Question by Years									Total of Respondents	
	1939	1940	1941	1942	1943	1944	1945	1946	1947		
Yes		3	6	3	4	4	1	1	5	27	43.6
No	1	1	6	1		1		1	8	19	30.6
Do Not Know		4	3	3				1	5	16	25.8
Total	1	8	15	7	4	5	1	3	18	62	100.0
<u>No First Positions:</u>											
Married									1	1	
In School									3	3	
Total Respondents To The Questionnaires									22	66	

This table is as follows: Three 1940 graduates, 6 1941 graduates, 3 1942 graduates, 4 1943 graduates, 4 1944 graduates, 1 1945 graduate, 1 1946 graduate, and 5 1947 graduates, making a total of 27 graduates, or 43.6 per cent, of all graduates who answered the questionnaires, reported that the certificate did help them to obtain their first positions. (All these first positions are full-time positions.)

NOTE: Of the total 66 graduates who responded to the questionnaires, there were 4 graduates who were unable to answer the question because they had not had any first position.

The fact that nearly one half of the graduates thought that holding a certificate from the School of Intensive Business Training was of some value in assisting them to obtain their initial positions seems to indicate that the granting of certificates is a desirable practice.

To ascertain the value of the occupational training received in aiding the graduates to get their first jobs, the following question was included in the questionnaire:

"Did the training you received in the School of Intensive Business Training help you to obtain your first position?"

The answers to this question are summarized in Table XIII, as follows: Of the 62 graduates reporting first positions, 60 said "Yes"; 1 answered "No"; and 1 replied "Do not know."

Thus, nearly 100 per cent of the graduates reporting data concerning their initial positions claim that the training they received in the School of Intensive Business Training was of specific value. This fact lends support to the emphasis placed upon training for initial employment by the school.

In order to determine the value of shorthand training in helping secretarial graduates to obtain their initial positions, the question on the questionnaires was asked as follows:

"Did your shorthand training help you to get your first position after you completed your training in the School of Intensive Business Training?"

As shown in Table XIV, there were 57 graduates who responded to the question. Of these respondents to the question, 42, or 73.7 per cent, of those who had shorthand training, replied "Yes"; and 15, or 26.3 per cent, replied "No."

TABLE XIII

NUMBER OF REPLIES BY ALL GRADUATES OF THE SCHOOL OF INTENSIVE BUSINESS TRAINING FOR THE YEARS 1939 TO 1947, INCLUSIVE, TO THE QUESTION: "DID THE TRAINING YOU RECEIVED IN THE SCHOOL OF INTENSIVE BUSINESS TRAINING HELP YOU TO OBTAIN YOUR FIRST POSITION?"

Reply	Number of all Graduates Reporting Reply to the Question by Years									Total of Respondents
	1939	1940	1941	1942	1943	1944	1945	1946	1947	
Yes	1	8	14	6	4	5	1	3	18	60
No				1						1
Do Not Know			1							1
Total	1	8	15	7	4	5	1	3	18	62
No Position-- Married									1	1
No Position-- In School									3	3
Total of all Respondents									22	66

This table is read as follows: One 1939 graduate, 8 1940 graduates, 14 1941 graduates, 6 1942 graduates, 4 1943 graduates, 5 1944 graduates, 1 1945 graduate, 3 1946 graduates, 18 1947 graduates, making a total of 60 graduates who responded to the questionnaires, reported that the training received in the School of Intensive Business Training did help them to obtain their first positions.

TABLE XIV

NUMBER AND PER CENT OF REPLIES BY ALL GRADUATES, CLASSIFIED ACCORDING TO OPTION OF TRAINING, TO THE QUESTION: "DID YOUR SHORTHAND TRAINING HELP YOU TO GET YOUR FIRST POSITION AFTER YOU COMPLETED YOUR TRAINING IN THE SCHOOL OF INTENSIVE BUSINESS TRAINING?"

Reply	Number Reporting Answers to the Question by Option			Total Respond- ents	Total Per Cent of Respondents
	Secretarial	Bookkeeping and Clerical	Retail Selling and Small-Business Management		
Yes	38	4		42	63.7
No	6	6	3	15	22.7
Do Not Know				0	0.0
No Reply	3	4	2	9	13.6
Total	47	14	5	66	100.0

This table is read as follows: Thirty-eight Secretarial graduates and 4 Bookkeeping and Clerical graduates, a total of 42 graduates, or 63.7 per cent, of all graduates who responded to the questionnaires, reported that shorthand training did help them to obtain their first positions.

The fact that shorthand training helped almost three fourths of those who had had the training in securing their first positions indicates that shorthand training is important and worthwhile for office workers. In addition, since their experiences have proved that it helped them to get initial employment, emphasis should be placed on shorthand training for those interested in secretarial and stenographic positions.

To find out whether secretarial graduates used their shorthand skill in their initial positions, the following question was asked:

"Did you use your shorthand skill after you started to work in your first position?"

There were 46 replies to this question. As the data show in Table XV, of those who used their shorthand skill in their first positions, 39, or 84.8 per cent, said "Yes"; and 7, or 15.2 per cent, said "No."

As experienced by the majority of those who used their shorthand skill in initial secretarial and stenographic positions, shorthand training in the School of Intensive Business Training can be "justified on a purely vocational basis."¹

To provide criteria for correlating training received in the operation of International Business Machines and the extent of the use of the training in employment, the following questions were asked:

"Did you train in the use of International Business Machines while you attended the School of Intensive Business Training?"

"Have you ever used your skill in operation of International Business Machines in employment?"

¹The American Business Education Yearbook, The Changing Business Education Curriculum, Vol. IV, 1947, p. 279.

TABLE XV

NUMBER AND PER CENT OF REPLIES BY ALL GRADUATES, CLASSIFIED ACCORDING TO OPTION OF TRAINING, TO THE QUESTION: "DID YOU USE YOUR SHORTHAND SKILL AFTER YOU STARTED TO WORK IN YOUR FIRST POSITION?"

Reply	Number Reporting Answer to the Question by Option				Total Respond- ents	Total Per Cent of Respondents
	Secretarial	Bookkeeping and Clerical	Retail Selling and Small-Business Management			
Yes	35	4			39	59.1
No	6	1			7	10.6
No Reply	6	9	5		20	30.3
Total	47	14	5		66	100.0

This table is read as follows: Thirty-five Secretarial graduates and 4 Bookkeeping and Clerical graduates, making a total of 39 graduates, or 59.1 per cent of all graduates who responded to the questionnaire, reported that they did use their shorthand skill after they started to work in their first position.

According to the data in Table XVI, 40, or 60.6 per cent, of the total 66 graduates, reported that they had received training in the operation of International Business Machines while attending the School of Intensive Business Training. The remaining 26, or 39.4 per cent, of the total graduates, reported that they had had no training in the use of these machines while attending the School of Intensive Business Training. However, of the 40 graduates who received the training in this field, 13 or 32.5 per cent, reported use of the skill in employment; and 27, or 67.5 per cent, reported no use of the skill in employment.

The extent of the use of the skill in the operation of International Business Machines by the graduates who had had the training indicates that training in this field may not be fully justified vocationally until periodic surveys are conducted to determine the demands of business and industry for this particular training.

For the purpose of ascertaining the value of the training received by the graduates of the Small-Business Management Option, the following questions were asked of them. The answers to the questions are included below.

<u>Questions</u>	<u>Answers</u>	
	<u>Yes</u>	<u>No</u>
(a) Has this training been valuable to you?.....	4	1
(b) Have you ever owned a business?.....	1	4
(c) Have you ever managed a business?.....	1	4
(d) Do you own a business?.....	0	5
(e) Do you manage a business?.....	1	4
(f) Did you ever assist in managing a business?.....	4	1
(g) Do you now assist in managing a business?.....	4	1

Of the 5 graduates of the Small-Business Management Option, 4 reported the training received in the option was valuable to them; 4 reported that they had used the training in assisting in managing a business; and 4 reported that they were using the training in managing a business.

TABLE XVI

EXTENT OF THE USE OF THE TRAINING IN OPERATION OF INTERNATIONAL
BUSINESS MACHINES IN EMPLOYMENT CLASSIFIED ACCORDING TO
NUMBER AND PER CENT OF GRADUATES WHO REPORTED

	<u>Those Who Used Skill</u>		<u>Those Who Did Not Use Skill</u>		Total	Per Cent of Total Graduates
	Number	Per Cent	Number	Per Cent		
Number Reporting Training In Use of International Business Machines	13	32.5	27	67.5	40	60.6
Number Reporting No Training In Use of Interna- tional Business Machines					26	39.4
Total Graduates Responding To The Questionnaires					66	100.0

This table is read as follows: Thirteen graduates, or 32.5 per cent, of the 40 graduates who trained in the use of the International Business Machines, reported that they used their skill in employment; 27, or 67.5 per cent, of the 40 graduates who trained in the use of the International Business Machines, reported that they did not use their skill in employment; a total of 40, or 60.6 per cent, of the total number of graduates who responded reported they received training in the use of the International Business Machines.

Since the training in small-business management was established as Option III in the School of Intensive Business Training in September, 1947, ". . . to meet the demands of men and women discharged from the armed services and others who plan to enter business on their own account,"² the replies of the five graduates denote favorable reaction to the training they had received in this field. However, the extent of the value of the training in the Small-Business Management Option cannot be determined from the experiences of the five graduates at this time. There is a need for higher enrollment so that future surveys may have data upon which to base criteria for evaluating the offerings of Option III.

The graduates were asked to indicate the values received in the different courses taken by checking on the following ratings: Great Value, Little Value, No Value. By this means, it was hoped that a rough measure of value of instruction in each specific course in the different options would be obtained. The results of opinions of the graduates are shown in Table XVII.

When the proportion of graduates giving a rating of "Great Value" to a course is used as a criterion of value, the following courses were rated of most value, listed in descending order of value: Business English, English, Typewriting, Shorthand, Transcription, Clerical Practice, and Word Study. It is worth noting that these courses are basic courses in the Secretarial option. The fact that a majority of the graduates completed the Secretarial option and that most of the graduates

²Bulletin of the Oklahoma Agricultural and Mechanical College, General Catalog Issue, 1946-1947, May 1947, Vol. 44, No. 15, p. 136.

TABLE XVII

AN EVALUATION BY THE GRADUATES OF SPECIFIC COURSES TAKEN IN
THE SCHOOL OF INTENSIVE BUSINESS TRAINING

Courses Taken	Great Value	Little Value	No Value	Per Cent Indicating "Great Value"
Business English	54	2	0	96.4
English	56	3	1	93.3
Typewriting	57	6	0	90.5
Shorthand	47	3	7	82.5
Transcription	47	3	7	82.5
Word Study	27	12	0	69.2
Clerical Practice	35	15	1	68.6
Bookkeeping	21	23	10	35.6
Business Organization	7	16	13	19.4
International Business Machines	7	14	18	18.0
Retail Selling	5	9	15	17.2
Business Law	8	32	12	15.4
Advertising	3	6	12	14.3

This table is read as follows: Business English was considered by 54 graduates as having been of great value to them in the business world; it was considered by 2 graduates as having been of little value; it was considered by no graduates as having been of no value.

of this option obtained employment in positions calling for a use of the skills learned, may be one clue to the high rating given the courses pursued. In other words, courses representing skills directly used in employment were rated of great value by the graduates.

The courses rated of least value by the graduates are as follows, listed in descending order of value, based on the proportion of graduates assigning a rating of "Great Value": Bookkeeping, Business Organization, Retail Selling, Business Law, and Advertising. It should be noted that fewer students reported values for these courses than reported values for courses rated of great value. Also, it may be presumed that the graduates pursuing courses listed as having little or no value had fewer opportunities to apply directly the skills and information learned.

The following additions to the program of the School of Intensive Business Training were recommended by respondents: a course in life insurance, a course in statistics, and a course in personnel management.

SUMMARY

Chapter III includes an analysis of the data concerning selected phases of the training received by the graduates in the School of Intensive Business Training. It was found that of the 62 graduates, 27, or 43.6 per cent reported that the Certificate of Completion had helped them to obtain their first positions.

Sixty of the 62 graduates reported that the training in the School of Intensive Business Training had helped them to obtain their first positions.

Of the 57 graduates who received training in shorthand skill, 42, or 73.7 per cent, replied that shorthand training had helped them to get their initial positions. Thirty-eight of these 42 graduates had received training in the Secretarial Option.

It was found that 39, or 84.8 per cent, of the 46 graduates reporting, had used the shorthand skill in their initial positions.

Of the 40 graduates who received training in the operation of International Business Machines, 13, or 32.5 per cent, reported the use of the skill of operating the machines in employment.

Of the 5 graduates who received training in the Small-Business Management Option, 4 reported that the training had been valuable to them.

Of the courses in which graduates had received training while attending the School of Intensive Business Training, business English was indicated by 54 of the 56 graduates reporting to be of great value to them while employed in business. It was found that of the 59 graduates reporting, 56 indicated that English was of great value to them while employed in business. Typewriting received the next highest evaluation—of the 63 graduates reporting, that course was of great value to 57.

The employment records of the graduates of the School of Intensive Business Training from the date of graduation to the time the questionnaires were answered in May, 1948, are presented in Chapter IV.

CHAPTER IV

THE EMPLOYMENT RECORDS OF THE GRADUATES OF THE SCHOOL OF INTENSIVE BUSINESS TRAINING FROM THE DATE OF GRADUATION TO MAY, 1948

Follow-up studies are a means through which the offerings of a curriculum may be evaluated. The placement of graduates in the field toward which training has been directed is one reliable criterion in determining the value of that training. The data included in follow-up studies should include answers to such pertinent questions as:

1. Are students employed immediately after graduation?
2. Through what source does a student obtain his initial employment?
3. How long does he remain in his initial position?
4. Is he placed in a position for which he has trained?
5. Are salaries commensurate with his training?

Answers to questions such as these provide bases for adjusting the vocational curriculum to the needs of the students and to the demands of business. Chapter IV is concerned with the interpretation of data received from the respondents relative to their employment records. It should be noted again that this study is concerned with full-time positions of the respondents.

The Interval of Time from Graduation to Initial Position

Table XVIII presents data relative to the interval of time that elapsed between graduation and employment in initial full-time positions.

TABLE XVIII

SUMMARY OF DATA FOR ALL GRADUATES CONCERNING THE TIME INTERVAL BETWEEN GRADUATION FROM THE SCHOOL OF INTENSIVE BUSINESS TRAINING AND EMPLOYMENT IN THE INITIAL FULL-TIME POSITION

Time Interval from Graduation from School of Intensive Busi- ness Training to Initial Full- Time Position	Number of Men and Women Reporting Time Intervals by Year of Graduation									Total Respondents		
	1939	1940	1941	1942	1943	1944	1945	1946	1947	Num- ber	Per Cent	
Three Months or Less	4	4	5	3	4			2	15	37	56.1	
From 4 to 6 Months, Incl.		2	3	1	1			1		2	10	15.2
From 7 to 12 Months, Incl.	1		3						1	1	6	9.1
From 13 to 24 Months, Incl.		1	2	1		1					5	7.6
From 25 to 36 Months, Incl.												
From 37 to 48 Months, Incl.		1								1	1	1.5
From 49 to 60 Months, Incl.												
From 61 to 72 Months, Incl.			2							2	2	3.0
Time Interval Not Given			1								1	1.5
No Employment Status Reported									4	4	4	6.0
Total	1	8	15	7	4	5	1	3	22	66	100.0	

This table is read as follows: Four of the 1940 men and women graduates and 4 of the 1941 men and women graduates who responded to the questionnaires reported they secured their initial full-time positions within 3 months or less after being graduated from the School of Intensive Business Training. The remainder of the table is read in the same manner.

Of the 66 respondents, 37, or 56.1 per cent, obtained their initial positions within three months or less after being graduated from the School of Intensive Business Training; ten, or 15.2 per cent, secured initial positions within four to six months, inclusive, after being graduated; six, or 9.1 per cent, secured initial positions within seven to 12 months, inclusive, after being graduated; five, or 7.6 per cent, secured initial positions within 13 to 24 months, inclusive, after being graduated; one obtained her initial position within 37 to 48 months, inclusive, after being graduated; two obtained initial positions within 61 to 72 months, inclusive, after being graduated; one did not report the date when she secured her initial position; and four reported no initial positions.

The reasons for reporting no initial positions were given as follows: one woman married immediately after being graduated; one woman transferred to the School of Commerce, Oklahoma Agricultural and Mechanical College; one man transferred also to the School of Commerce; and one man was attending a watchmaking school. These four graduates are not considered in the data concerning employment.

The fact that over half of the total graduates secured initial positions within three months or less gives evidence that graduates were employed shortly after completion of their two-year training period. Of the 37 who were employed within three months or less after graduation, 15 were graduated in 1947. This fact seems to indicate that employment conditions were good at the time the 1947 class graduated.

Table XIX shows source through which the graduates obtained their initial positions.

TABLE XIX

SOURCE THROUGH WHICH GRADUATES OBTAINED INITIAL POSITIONS

Year and Sex	Employment Service of School of I. B. T.*	Number Reporting Source								Total
		Personal Application	Friend or Relative	U. S. Employment Office	State Employment Office	Commercial Agency	Newspaper Advertisement	Through Other School	No Employment Status	
1939--Men										
Women		1								1
1940--Men		1								1
Women		2	3			2				7
1941--Men										
Women	1	9	3			2				15
1942--Men										
Women		3	1	1	1			1		7
1943--Men										
Women		2		1		1				4
1944--Men										
Women	1	2	2							5
1945--Men										
Women		1								1
1946--Men										
Women	1	1				1				3
1947--Men	1	4	2				2		2	11
Women	2	2	2	1	1		1		2	11
Total--Men	1	5	2				2		2	12
Women	5	23	11	3	2	6	1	1	2	54
Total	6	28	13	3	2	6	3	1	4	66
Per Cent of Total Respondents	9.1	42.4	19.7	4.5	3.0	9.1	4.6	1.5	6.1	100.0

This table is read as follows: One 1939 woman graduate received her initial position through personal application.

NOTE: School of Intensive Business Training.

One man and 5 women, a total of 6 graduates, or 9.1 per cent, of all graduates, secured their initial positions through the employment service of the School of Intensive Business Training. Five men and 23 women, a total of 28 graduates, or 42.4 per cent, obtained their initial positions through personal application. Two men and 11 women, a total of 13 graduates, or 19.7 per cent, received their initial positions from friends or relatives. Three women graduates received initial positions through the United States Employment Office. Two women graduates received their initial positions through the State Employment Office. Six women graduates, or 9.1 per cent, received initial positions through commercial employment agencies. Two men and 1 woman, a total of 3 graduates, answered newspaper advertisements for their initial positions. One woman graduate received her initial position through another school that she had attended previously. Two men and 2 women reported no sources because they had not been employed at the time the questionnaires were received. Three were attending school and one was married as soon as she was graduated from the School of Intensive Business Training. It is evident from the data that the majority of the graduates received initial positions through friends or relatives.

Tenure of Graduates in Their Initial Positions

Data in Table XX indicate the tenure of men and women in their initial positions. In tabulating the data for this table, periods of time indicating employment tenure in the initial positions were considered on yearly intervals. For example, any time from two years to, but not including three years, is considered under the heading for two years.

TABLE XX

TEMURE OF MEN AND WOMEN GRADUATES IN INITIAL POSITIONS, ACCORDING TO YEARS OF GRADUATION

Year and Sex	Number Reporting Temure in Initial Positions									Total	
	1 Year or Less	2 Years	3 Years	4 Years	5 Years	6 Years	Still Empl-oyed on Initial Position	No Answer Given	No Employ-ment Status		
1939--Men											
Women			1								1
1940--Men	1										1
Women		2		2	1	1		1			7
1941--Men											
Women	5	5	2	1	1	1					15
1942--Men											
Women	2	1	1	2				1			7
1943--Men											
Women	2	2									4
1944--Men											
Women	5										5
1945--Men											
Women			1								1
1946--Men											
Women		1	1					1			3
1947--Men	9									2	11
Women	7	2								2	11
Total--Men	10									2	12
Women	21	13	6	5	2	2	0	3	2		54
Total Re-spondents	31	13	6	5	2	2	0	3	4		66
Per Cent of Total Re-spondents	47.0	19.7	9.1	7.6	3.0	3.0	0.0	4.6	6.0		100.0

This table is read as follows: One 1939 women graduate who responded to the questionnaire remained in her initial position for 3 years.

NOTE: In tabulating the data for this table, periods of time indicating employment temure in the initial positions were considered on yearly intervals. For example, any time from two years to, but not including, three years is considered under the heading for two years.

Ten men and 21 women, or 47.0 per cent, of the total graduates remained in their initial positions for 1 year or less. Thirteen women, or 19.7 per cent, of all the graduates remained in their initial positions for 2 years. These 44 of the 66 graduates denote that a majority of the graduates of the School of Intensive Business Training did not remain in their initial positions for more than 2 years.

These data indicate that for the years covered by this study graduates have had many opportunities for employment. Therefore, it was possible for them to choose what positions they desired.

Three women graduates gave no information concerning their initial employment.

It is also noted by the data that very few graduates of the School of Intensive Business Training remained in their initial positions for four or more years.

Initial Full-Time Positions Secured by the Graduates

The majority of initial positions held by the men and women graduates are indicative of the training they received.

Tables XXI and XXII include data as to types of initial positions held and as to types of businesses in which positions were secured by the 12 men graduates, according to the year of graduation.

In interpreting Tables XXI and XXII, it should be noted that no men graduates were reported from 1941 to 1946, inclusive.

Of the 12 men graduates, 3 reported initial full-time positions as bookkeepers, and 2 as operators of International Business Machines. The following were each reported by 1 man: personnel assistant, cost

TABLE XXI

INITIAL FULL-TIME POSITIONS HELD BY MEN GRADUATES ACCORDING TO YEAR OF GRADUATION

Type of Position or Employment Status	Number of Men Graduates Reporting Initial Full-Time Positions									Total
	1939	1940	1941	1942	1943	1944	1945	1946	1947	
Personnel Assistant		1								1
Cost Accountant									1	1
Bookkeeper									3	3
I. B. M. Operator									2	2
Salesman--Automobiles									1	1
Assistant Manager--Hatchery									1	1
Clerk and Butcher--Buyer									1	1
In School--Furthering Education									2	2
Total		1							11	12

This table is read as follows: One man graduating in 1940 reported his initial full-time position as personnel assistant.

TABLE XXII

NUMBER OF MEN GRADUATES REPORTING KIND OF BUSINESS IN WHICH INITIAL POSITION WAS OBTAINED BY YEARS

Kind of Business	Number Reporting Kind of Business								Total	
	1939	1940	1941	1942	1943	1944	1945	1946		1947
Automobile Agency									2	2
Flight Instruction School									1	1
Locker Plant									1	1
Meat Packing Plant									1	1
Oil Company		1							2	3
Poultry Hatchery									1	1
Public Welfare									1	1
In School									2	2
Total		1							11	12

This table is read as follows: Two 1947 men graduates who responded to the questionnaires obtained their initial employment with an automobile agency.

accountant, salesman (automobile), assistant manager of hatchery, and clerk and butcher-buyer. Two men were in school when they received the questionnaires.

The majority of these initial positions are related to the training received. The 1 bookkeeper, the 3 operators of International Business Machines, the personnel assistant, the assistant manager in a hatchery, and the clerk and butcher-buyer were trained in the Bookkeeping and Clerical Option. The automobile salesman was trained in the Small-Business Management Option.

The data in Table XXIII show the initial positions held by the women graduates. A majority of the women graduates obtained initial positions in the field toward which their training had been directed. From these, it may be noted that the initial positions with the number of graduates reporting each position are as follows: 10 secretaries, 20 stenographers, 1 bookkeeper, 7 typists, 5 stenographer-secretaries, 1 bookkeeper-secretary, 1 operator of business machines, and 2 office clerks.

The data in Table XXIII indicate that the majority of the women graduates succeeded in obtaining initial employment and that most of them obtained positions in the secretarial and clerical field. Table VII shows that the majority of the women graduates took work in the Secretarial Option.

It is significant that only 1 woman graduate reported no initial full-time position. Several graduates were engaged in positions in which business training received in the School of Intensive Business Training would have been of value. For example, the following positions were each reported by 1 graduate: Business partner (photography), WAVES, Disbursing Officer, and commercial teacher.

TABLE XXIII

INITIAL FULL-TIME POSITIONS HELD BY WOMEN GRADUATES ACCORDING TO YEAR OF GRADUATION

Type of Position or Employment Status	Number of Women Graduates Reporting Initial Full-Time Positions									Total Per Cent of Total Women Re- spondents	
	1939	1940	1941	1942	1943	1944	1945	1946	1947		Total
Secretary		3	3						4	10	19.0
Stenographer		1	5	2	2	4	1	3	2	20	37.0
Bookkeeper									1	1	1.8
Typist		1	4		1				1	7	13.0
Stenographer and Secretary	1	1	1	1					1	5	9.3
Bookkeeper and Secretary		1								1	1.8
Office Clerk				1		1				2	3.7
Social Welfare Worker			1							1	1.8
Business Part- ner-Photography			1							1	1.8
Laboratory Assistant				1						1	1.8
Operator of Business Machines				1						1	1.8
Waves-Disbursing Officer				1						1	1.8
Commercial Teacher					1					1	1.8
In School-Further- ing Education									1	1	1.8
Unclassified- Married									1	1	1.8
Total	1	7	15	7	4	5	1	3	11	54	100.0

This table is read as follows: Three women graduates in 1940, 3 women graduates in 1941, and 4 women graduates in 1947, a total of ten or 19.0 per cent of all women graduates, reported their initial full-time positions as secretary.

Twenty-three different businesses were represented in initial positions secured by the women graduates according to the findings in Table XXIV. Of the 54 women graduates, 8 were employed in offices on the Oklahoma Agricultural and Mechanical College campus; 7 were employed by oil companies; 6 were employed by the Federal government (Civil Service Commission); 3 were employed by agricultural agencies; 3 were employed by insurance companies; 3 were employed in law offices; 3 were employed in public welfare work; 2 were employed in food corporations; 2 were employed in doctors' offices; 2 were employed in public schools. The following businesses were listed only once each by the graduates: aircraft corporation, bank, office of Boy Scouts, construction company, dairy company, flour milling company, gas company, lumber company, photography business, power plant for supply equipment, steel company, tank company, and WAVES. Two women reported no initial employment--one had transferred to the School of Commerce and one reported no initial positions because she had been married following graduation. From the various businesses in which graduates were employed initially, it is indicated that the training given by the School of Intensive Business Training has unlimited potentialities in keeping its program abreast of the current demands of business.

Comparison of Initial Positions with Options of Training

The initial positions for men graduates are related to the training they received by options in Table XXV.

The assumption is that the closer the relation between the initial positions held and the training received, the more effective is the school in achieving one of its primary vocational objectives.

TABLE XXIV

NUMBER OF WOMEN GRADUATES REPORTING KIND OF BUSINESS IN WHICH INITIAL POSITIONS WERE OBTAINED, ACCORDING TO YEAR OF GRADUATION

Kind of Business	Number Reporting Kind of Business by Years									Total
	1939	1940	1941	1942	1943	1944	1945	1946	1947	
Agricultural Agency			2			1				3
Aircraft Corporation					1					1
Bank				1						1
Boy Scouts, Office of	1									1
Civil Service-Federal			3		1	1			1	6
College Offices, A&M	2		1			1	1	1	2	8
Construction-Builders			1							1
Dairy Company	1									1
Flour Milling	1									1
Foods Corporation			1	1						2
Gas Company	1									1
Insurance		1	2							3
Law Offices	1		1						1	3
Lumber Company				1						1
Medicine-Doctors' Offices					1				1	2
Oil Company				2		1		2	2	7
Photography			1							1
Power Plant- Equipment				1						1
Public Welfare			1			1			1	3
School			1		1					2
Steel Company			1							1
Tank Company									1	1
WAVES				1						1
In School-No Initial Position									1	1
Unclassified-Married									1	1
Total	1	7	15	7	4	5	1	3	11	54

This table is read as follows: Two women graduates in 1941 and 1 woman graduate in 1944 obtained their initial positions in an agricultural agency.

TABLE XXV

NUMBER AND PER CENT OF INITIAL POSITIONS REPORTED BY MEN GRADUATES
ACCORDING TO OPTION OF TRAINING RECEIVED

Types of Initial Positions	Number Trained in Option			Total Number
	Secretarial	Bookkeeping & Clerical	Retail Selling & Small-Business Management	
Personnel Assistant		1		1
Cost Accountant			1	1
Bookkeeper		1	1	2
International Business Machines Operator		3		3
Salesman-Automobiles			1	1
Assistant Manager- Hatchery		1		1
Clerk, Butcher & Buyer		1		1
Attending School		1	1	2
Total	0	8	4	12

This table is read as follows: One man graduate who received training in the Bookkeeping and Clerical Option obtained an initial full-time position as a personnel assistant.

Eight of the 12 men graduates trained in the Bookkeeping and Clerical Option. These 8 men reported initial positions as follows: 1 personnel assistant; 1 bookkeeper; 3 operators of International Business Machines; 1 assistant manager in a hatchery; 1 clerk, butcher and buyer for a meat packing firm; 1 student transferred to the School of Commerce, Oklahoma Agricultural and Mechanical College.

Four, or a third of the men graduates, took training in the Small-Business Management Option. Of these 4, 3 reported initial positions as follows: accountant, 1; bookkeeper, 1; automobile salesman, 1; and 1 stated that he was attending a watchmaking school. There were no men graduates in the Secretarial Option.

Table XXVI relates the initial positions for women graduates to the training received. This table shows that of the 54 women graduates, 47, or 87.0 per cent, pursued courses in the Secretarial Option. Of these 47, 10 were employed initially as secretaries; 18 as stenographers; 6 as typists; 5 as stenographer-secretaries; 2 as office clerks; 1 as a business partner; 1 as an operator of business machines; 1 as a WAVES Disbursing Officer; and 1 as a commercial teacher. One transferred to the School of Commerce, Oklahoma Agricultural and Mechanical College and reported no initial position.

Of the 54 women graduates, 6, or 11.1 per cent, secured training in the Bookkeeping and Clerical Option. Of these 6, 2 were employed in their initial positions as stenographers; and 1 each was employed in the following positions: bookkeeper; typist; bookkeeper and secretary; and social welfare work. Of the 54 women graduates, only 1 took the Retail Selling and Small-Business Management Option. Her

NUMBER AND PER CENT OF INITIAL POSITIONS REPORTED BY WOMEN GRADUATES
ACCORDING TO OPTION OF TRAINING

Types of Initial Positions	<u>Positions According to Options</u>			<u>Total Respondents</u>	
	Secretarial	Bookkeeping & Clerical	Retail Selling & Small-Business Management	Number	Per Cent
Secretary	10			10	19.0
Stenographer	18	2		20	37.0
Bookkeeper		1		1	1.8
Typist	6	1		7	13.0
Stenographer-Secretary	5			5	9.3
Bookkeeper-Secretary		1		1	1.8
Office Clerk	2			2	3.7
Social Welfare Worker		1		1	1.8
Business Partner-Photography	1			1	1.8
Laboratory Assistant			1	1	1.8
Operator of Machines	1			1	1.8
WAVES	1			1	1.8
Commercial Teacher	1			1	1.8
Attending School	1			1	1.8
No Position-Married	1			1	1.8
Total	47	6	1	54	100.0

This table is read as follows: Ten women graduates who received training in the Secretarial Option obtained initial full-time positions as secretaries.

initial position was that of laboratory assistant for a petroleum company.

From the data it is indicated that relatively few of the women graduates obtained positions in fields for which they had had no training.

Initial Salaries of the Graduates

The graduates were requested to indicate the exact salaries received in their initial employment. The data for salaries are included in Table XXVII and Table XXVIII.

Of the 12 men graduates, 1 did not report initial salary and 2 reported they were attending school at the time the questionnaires were received.

Eight men who graduated in 1947 reported salaries ranging from the lowest bracket of \$125 to \$149 to the highest interval of \$250 to \$274. The median salary reported by the 1947 graduates is in the salary interval of \$200 to \$224. The only man who graduated in 1940 reported a monthly salary within the interval of \$150 to \$174.

Of the 54 women graduates 7 reported no initial salaries and 2 held no positions.

As the data show in Table XXVIII, women's initial monthly salaries varied somewhat during the years covered by this study. The salaries ranged from the lowest interval of \$75 to \$99 to the highest interval of \$200 to \$224. A slight increase in salaries is indicated for women's initial positions by a comparison of the salaries received in 1939 with those received in 1946 and 1947. In 1939, 1 woman graduate received an initial monthly salary within the range of \$75 to \$99. One woman

TABLE XXVII

MONTHLY SALARY RANGES OF MEN GRADUATES IN INITIAL FULL-TIME POSITIONS

Year	Initial Monthly Salary Ranges							Total
	\$125-\$149	\$150-\$174	\$175-\$199	\$200-\$224	\$225-\$249	\$250-\$275	Over \$275	
1939		1						1
1940								
1941								
1942								
1943								
1944								
1945								
1946								
1947	1	2	1	3	0	1	3	11
Total	1	3	1	3	0	1	3	12

This table is read as follows: One graduate in 1947 who responded to the questionnaire reported that he was receiving a monthly salary in his initial full-time position within the range of \$125 to \$149.

TABLE XXVIII

MONTHLY SALARY RANGES OF WOMEN GRADUATES IN INITIAL FULL-TIME POSITIONS

Year	Initial Monthly Salary Ranges										Total	
	\$50-\$74	\$75-\$99	\$100-\$124	\$125-\$149	\$150-\$174	\$175-\$199	\$200-\$224	\$225-\$249	\$250-\$299	\$300 or Over		No Salary Reported
1939		1										1
1940	1	1		3							2	7
1941	1	3	2	2	3						4	15
1942	2	2			1				1	1		7
1943				2	2							4
1944	1			3	1							5
1945				1								1
1946			1		1	1						3
1947			1	1	3	2	2				2	11
Total	5	7	4	12	11	3	2	0	0	1	9	54

This table is read as follows: One 1940 woman graduate, 1 1941 woman graduate, 2 1942 women graduates, and 1 1944 woman graduate, a total of 5 women graduates, reported that they received a monthly salary in their initial positions within the range of \$50 to \$74.

graduate in 1946 and 1 woman graduate in 1947 received initial monthly salaries within the range of \$100 to \$124, respectively. It is indicated by the data that women's initial salaries in most secretarial and stenographic positions were not influenced by World War II.

A comparison of the data of Tables XXVII and XXVIII indicates that the initial monthly salaries for men were higher than those for women. Men's lowest monthly initial salaries were \$125 while women's lowest monthly initial salaries were \$50.

Duties Performed by the Graduates in Initial Positions

Table XXIX includes a frequency distribution of duties performed by the graduates in their initial positions. However, in compiling the data for these duties, it was indicated by the responses of the graduates that they performed more than one of these duties while in office positions.

Of the duties performed regularly in initial positions, filing was indicated by the largest number of graduates. Of the 55 graduates reporting filing as a duty, 35, or 63.6 per cent, did filing regularly; 17, or 31.0 per cent, did filing occasionally; and 3, or 5.4 per cent, never filed.

The second most frequently reported duty regularly performed in initial positions by the graduates was the transcribing from shorthand notes. Of the 53 graduates reporting the transcribing from shorthand notes as a duty, 33, or 62.3 per cent, transcribed regularly; 8, or 15.1 per cent transcribed occasionally; and 12, or 22.6 per cent, never transcribed.

TABLE XXIX

LIST OF DUTIES AND THE EXTENT TO WHICH THEY WERE PERFORMED
BY THE GRADUATES IN THEIR INITIAL FULL-TIME POSITIONS*

Duties	Frequency Distribution of Duties							
	Regularly		Occasionally		Never		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Filing	35	63.6	17	31.0	3	5.4	55	100.0
Transcribing from Short- hand Notes	33	62.3	8	15.1	12	22.6	53	100.0
Serving as Receptionist	22	40.7	19	35.2	13	24.1	54	100.0
Bookkeeping (Keeping Books)	12	26.1	11	23.9	23	50.0	46	100.0
Accounting	12	25.0	11	22.9	25	52.1	48	100.0
Working at Information Desk	11	24.0	10	21.7	25	54.3	46	100.0
Composing Letters	10	21.7	23	50.0	13	28.3	46	100.0
Operating Own Business	2	4.9	3	7.3	36	87.8	48	100.0

This table is read as follows: Thirty-five graduates, or 63.6 per cent, did filing regularly in their initial positions; 17, or 31.0 per cent, did filing occasionally; and 3, or 5.4 per cent, never filed in their initial positions.

*Only those graduates who reported duties in their initial positions are included in this table.

Serving as a receptionist was reported as the third most frequent duty regularly performed by the graduates. Of the 54 graduates who reported serving as a receptionist, 22, or 40.7 per cent, served regularly; 19, or 35.2 per cent, served occasionally; and 13, or 24.1 per cent, never served.

The following duties are listed in the descending order of frequency of mention as performed regularly by the graduates: keeping of books regularly performed by 12, or 26.1 per cent, of the graduates; accounting by 12, or 25.0 per cent; working at information desk by 11, or 24.0 per cent; composing of letters by 10, or 21.7 per cent; and operating own business by 2, or 4.9 per cent.

In addition to those duties listed on the prepared questionnaire, the following were reported once each by different graduates as a regularly performed duty in the initial positions: clerical routine work, typing payrolls and stock market reports, policy writing, composing and typing daily drilling reports, typing accounting department reports without erasures, interviewing applicants, paying claims for travel expenses, holding pay lines, selling, selling by telephone, holding sales meeting, writing of War Bonds, making, printing and developing photographs, and teaching of commercial subjects in high school.

The majority of regularly performed duties in initial positions reported by the graduates seem to justify the training required for initial office positions.

Office Machines Used by the Graduates in Initial Positions

The graduates were asked to check the office machines which they used regularly, occasionally, or never in their initial positions. The answers to this question are given in Table XXI.

According to Table XXI, the most regularly used piece of office equipment is the telephone, which was reported as regularly used by 40 of the 53 graduates responding to this part of the questionnaire. Only 5 stated that they never used the telephone, while 8 said they used it occasionally.

The adding machine was used regularly by 26 and occasionally by 19 of the graduates. Thus, 45 out of 55 who checked the adding machine item, reported use of this office machine.

The mimeograph was used by 14 graduates regularly and by 9 occasionally, while 24 checked "Never" to this item.

In descending order of their frequency of regular use, the following office machines are listed: Ediphone and Dictaphone, Cash Register, Calculators, International Business Machines, Telephone Switchboard, Ditto Duplicator, Bookkeeping Machine, Comptometer, and Addressing Machine.

When the list of machines is arranged in descending order of frequency of use, based on the sum of the number reporting regular use and the number reporting occasional use, the order of the highest five is as follows: Telephone, Adding Machine, Mimeograph, Calculators, Ditto Duplicator. The order of the least frequently used machines arranged in descending order of frequency of use is as follows: Ediphone and Dictaphone, Comptometer, International Business Machines, Telephone Switchboard, Bookkeeping Machine, and Addressing Machine.

TABLE XXX

NUMBER OF GRADUATES REPORTING THE EXTENT TO WHICH OFFICE MACHINES
WERE USED IN INITIAL POSITIONS*

Machines Used**	Number of Graduates Reporting Use of Machines		
	Regularly	Occasionally	Never
Telephone in Office	40	8	5
Adding Machine	26	19	10
Mimeograph	14	9	24
Ediphone and Dictaphone	8	1	32
Cash Register	7	3	32
Calculators	5	12	26
International Business Machines	5	3	37
Telephone Switchboard	4	4	31
Ditto Duplicator	4	8	33
Bookkeeping Machine	4	1	35
Comptometer	2	7	33
Addressing Machine	1	3	37

This table is read as follows: The telephone had been used regularly by 40 graduates; it had been used by 8 graduates occasionally; and it had never been used by 5 graduates.

*Only 62 of the total 66 graduates who responded to the questionnaires reported the extent of the use of machines in their initial full-time positions. The remaining 4 had held no initial position; 3 were attending school and 1 had gotten married soon after graduating from the School of Intensive Business Training.

**In the listing of the machines used, the standard typewriter was omitted because it is generally accepted as office equipment.

In addition to reporting the use of machines included in the questionnaire, 4 graduates indicated the use of the teletypewriter; 2, the checkwriter; 1, the electric typewriter; 1, the millilith; and 1, the camera.

In this study, the graduates were not asked to report the use of the typewriter as an office machine. This study is limited, therefore, to a survey of the use of office machines other than the typewriter by the graduates in their initial full-time positions.

The data seem to emphasize the importance of including in the curriculum of the School of Intensive Business Training, training in the use of the more commonly used office machines, such as office telephone, adding machine, mimeograph, and calculators.

Residence

In making a follow-up study of graduates, it is considered important to know where the graduates are living. Such information is helpful in determining the geographical area served by the school. It is also important to analyze the mobility of graduates during the period of employment subsequent to graduation to determine possible trends in mobility.

The data in Table XXXI show that at the time the questionnaire was answered in May, 1948, the residences of the graduates were given as follows: of the 66 total graduates responding, 36, or 54.5 per cent, were living in Oklahoma, but not in Stillwater, Oklahoma; 13, or 19.7 per cent, were living in Stillwater; and 17, or 25.8 per cent, were living outside of the state of Oklahoma.

TABLE XXXI

RESIDENCES OF ALL MEN AND WOMEN GRADUATES AT THE TIME THE QUESTIONNAIRES WERE ANSWERED IN MAY, 1948, CLASSIFIED ACCORDING TO NUMBER AND PER CENT FOR EACH PLACE OF RESIDENCE

Residence	Number Reporting Residences				Total	
	Men		Women		Number	Per Cent
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Stillwater	3	25.0	10	18.5	13	19.7
Oklahoma (Outside Stillwater)	6	50.0	30	55.5	36	54.5
Outside Oklahoma	3	25.0	14	26.0	17	25.8
Total	12	100.0	54	100.0	66	100.0

This table is read as follows: Three, or 25.0 per cent, of the men graduates; and 10, or 18.5 per cent, of the women graduates; a total of 13, or 19.7 per cent, of all men and women graduates who responded to the questionnaires reported Stillwater, Oklahoma, as their place of residence at the time the questionnaires were answered in May, 1948.

The data in Table XXI indicate that the chief area served by the School of Intensive Business Training is the state of Oklahoma. This fact suggests the need for a continuing study of the occupational needs and opportunities within the state as a basis for planning the curriculum of the School of Intensive Business Training.

Number of Positions Held by All Graduates

Table XXII reveals the total number of full-time and part-time positions held by the graduates from the time they were graduated from the School of Intensive Business Training to the time the questionnaires were answered in May, 1948.

Of the 66 graduates reporting the number of positions held during their employment period, 19, or 28.8 per cent, listed 1 position; 16, or 24.3 per cent, listed 2 positions; 10, or 15.2 per cent, listed 3 positions; 9, or 13.5 per cent, listed 4 positions; 5, or 7.6 per cent, listed 5 positions; 2, or 3.0 per cent, listed 6 positions; and 2, or 3.0 per cent, listed 7 positions. Three, or 4.6 per cent, of the graduates indicated that they had never been employed.

The 63 graduates who reported employment held a total of 168 full-time and part-time positions subsequent to graduation from the School of Intensive Business Training.

The average number of different full-time and part-time positions held by the 63 graduates reporting employment between graduation and May, 1948, is 2.7. The average number of different positions held subsequent to graduation varies from 1 position in the case of 1 woman graduate of the class of 1939 to 4.2 positions in the case of 5 women

NUMBER AND PER CENT OF DIFFERENT POSITIONS HELD BY MEN AND WOMEN GRADUATES FROM DATE OF GRADUATION FROM THE SCHOOL OF INTENSIVE BUSINESS TRAINING TO THE TIME THE QUESTIONNAIRES WERE ANSWERED IN MAY, 1948*

Year and Sex	Number Reporting Different Jobs Held**								Total Graduates	Total Number of Different Jobs Held	Average Number of Jobs Per Person	Average number of Jobs Per Graduate Employment Year
	One Position	Two Positions	Three Positions	Four Positions	Five Positions	Six Positions	Seven Positions	No Position				
1939—Men												
Women	1								1	1	1.0	
1940—Men			1						1	3	3.0	
Women	2	2			2		1		7	23	3.3	0.4
1941—Men												
Women	3	3	4	2	1	1	1		15	47	3.1	0.4
1942—Men												
Women	3		2	1	1				7	18	2.6	0.4
1943—Men												
Women			1	2	1				4	16	4.0	0.8
1944—Men												
Women			1	3		1			5	21	4.2	1.1
1945—Men												
Women				1					1	1	4.0	
1946—Men												
Women	1	1	1						3	6	2.0	1.0
1947—Men	4	5						2	11	14	1.6	1.6
Women	5	5						1	11	15	1.5	1.5
Total—Men	4	5	1					2	12	17	1.7	
Women	15	11	9	9	5	2	2	1	54	100	1.9	
Total	19	16	10	9	5	2	2	3	66	168	2.7	
Total Per Cent	28.8	24.3	15.2	13.5	7.6	3.0	3.0	4.6	100.0			

This table is read as follows: One 1939 woman graduate who listed the total number of different positions held from the date of graduation from the School of Intensive Business Training to the time the questionnaires were answered in May, 1948, reported that she held only 1 position.

*This table includes both full-time and part-time positions.

**The words position and jobs are synonymously used in this table.

graduates of the class of 1944.

When the length of time since graduation is considered, the rate of job change is lower for the graduates finishing during the years of World War II than for the classes finishing in 1946 and 1947. For example, the 15 women graduates of the class of 1941 reported a total of 47 different part-time and full-time jobs for the entire period between graduation and May, 1948. The average number of different jobs held by the graduates of the class of 1941 is calculated to be 3.1. This figure compares with 1.5 jobs for the 10 women graduates of the class of 1947 who reported employment data. However, when the number of years since graduation is accounted for, the average annual job change is less for graduates of the war years than for the graduates since the war closed. Again using the 15 women graduates of the class of 1941 as an example, the average number of jobs held per employment year is figured to be 0.4. This average is arrived at by multiplying 15 (graduates) by 7 (years between graduation and May, 1948) and dividing the result (called graduate employment years) into the total number of different jobs held by all members of the class of 1941, or into the figure 47. On the basis of these calculations, the rate of job change is lower for the war years than for the years since the war closed. However, it is recognized that the job stability for the graduates of recent classes of the School of Intensive Business Training can be determined more accurately after a longer period has elapsed subsequent to graduation.

Employment Status of the Graduates in May, 1948

Table XXXIII reveals the employment status of the men graduates at the time the questionnaires were answered in May, 1948. Of the 12 men graduates, 10, or 83.3 per cent, were employed full time; and 2 were attending school full time. No men graduates were employed part time.

The employment status of women graduates is shown in Table XXXIV. Of the total of 54 women graduates, 27, or 50.0 per cent, were employed full time; 22, or 40.7 per cent, were unemployed because they were married and at home; and 5, or 9.3 per cent, were employed part time. Three were attending school and working part time and 2 were married and were interested only in part-time work.

A comparison of the initial employment status of women graduates with their employment status at the time the questionnaires were answered in May, 1948, shows that approximately half of the women were no longer employed in May, 1948, because of marriage.

Table XXXV shows the type of full-time positions held by women graduates at the time the questionnaires were answered in May, 1948. Of the 27 women employed full time, 10, or 37.1 per cent, were secretaries; 6, or 22.2 per cent, were stenographers; 3, or 11.1 per cent were typists; 2, or 7.4 per cent, were bookkeepers; 1 was an operator of business machines; 1 was an aircraft communicator; 1 was a social case worker; 1 was a research assistant; 1 was a WAVES Disbursing Officer; and 1 was a business partner in a photography shop.

The part-time positions held by the 5 women graduates were: secretary, by 1; stenographers, by 3; and telephone operator, by 1.

TABLE XXXIII

EMPLOYMENT STATUS OF MEN GRADUATES AT THE TIME THE QUESTIONNAIRES WERE ANSWERED IN MAY, 1948

Employment Status	<u>Number Reporting Employment Status</u>									
	1939	1940	1941	1942	1943	1944	1945	1946	1947	Total
Employed Full Time		1							9	10
Unemployed										0
Employed Part time										0
In School Full Time									2	2
Total		1							11	12

This table is read as follows: One 1940 man graduate and 9 1947 men graduates, a total of 10 men graduates, reported that they were employed full time at the time the questionnaires were answered in May, 1948.

TABLE XXXIV

EMPLOYMENT STATUS OF WOMEN GRADUATES AT THE TIME THE QUESTIONNAIRES WERE ANSWERED IN MAY, 1948

Employment Status	Number Reporting Employment Status									Total	Per Cent of Total Women Respondents
	1939	1940	1941	1942	1943	1944	1945	1946	1947		
Employed Full Time		6	4	3	2	1	1	1	9	27	50.0
Unemployed Married-At Home	1	1	10	4	2	2		1	1	22	40.7
Employed Part Time			1			2*		1*	1*	5	9.3
In School Full Time										0	
Total	1	7	15	7	4	5	1	3	11	54	100.0

This table is read as follows: Six 1940 women graduates, 4 1941 women graduates, 3 1942 women graduates, 2 1943 women graduates, 1 1944 woman graduate, 1 1945 woman graduate, 1 1946 woman graduate, and 9 1947 women graduates, a total of 27, or 50.0 per cent, of all women graduates who responded to the questionnaires, reported that they were employed full time at the time the questionnaires were answered in May, 1948.

*One 1944 woman graduate, 1 1946 woman graduate, and 1 1947 woman graduate are attending school and working part time. The other is interested only in part-time employment because of marriage status.

TABLE XXV

NUMBER OF WOMEN GRADUATES REPORTING FULL-TIME POSITIONS AT THE TIME THE QUESTIONNAIRES WERE ANSWERED IN MAY, 1948, ACCORDING TO TYPE AND PER CENT OF POSITION HELD AND YEAR OF GRADUATION

Type of Position	Number of Women Graduates Reporting Full-Time Positions									Total	Per Cent of Respondents of Full-Time Positions	
	1939	1940	1941	1942	1943	1944	1945	1946	1947			
Secretary		4	2	1					3	10	37.1	
Stenographer						1	1	1	3	6	22.2	
Typist		1							2	3	11.1	
Bookkeeper					1				1	2	7.4	
Operator of Business Machines					1					1	3.7	
Aircraft Communicator		1								1	3.7	
Social Case Worker			1							1	3.7	
Research Assistant			1							1	3.7	
WAVES-Officer				1						1	3.7	
Photography-Partner			1							1	3.7	
Total		0	6	5	2	2	1	1	1	9	27	100.0

This table is read as follows: Four 1940 women graduates, 2 1941 women graduates, 1 1942 woman graduate, and 3 1947 women graduates, a total of 10, or 37.1 per cent, of the women graduates, who responded to the questionnaires reported that they were holding full-time positions at the time the questionnaires were answered in May, 1948.

Since 11 of the 12 men graduates who responded to the questionnaires were graduated in 1947, their employment status at the time they answered the questionnaires is the same as found in Table XXI.

Monthly Salaries of the Graduates at the Time the Questionnaires
Were Answered in May, 1948

Table XXXVI indicates the monthly salaries for the full-time positions held by the men graduates at the time the questionnaires were answered in May, 1948. The distribution of the salaries for the 9 men reporting are as follows: within the salary interval of \$125 to \$149, 1; \$150 to \$174, 1; \$175 to \$199, 2; \$200 to \$299, 2; \$300 to \$399, 1; and \$400, 1.

One employed man graduate did not list his salary, and 2 unemployed men graduates were attending school.

Table XXXVII indicates the monthly salaries for full-time positions reported by 23 women graduates at the time the questionnaires were answered in May, 1948. The monthly salaries reported by the women are as follows: within the salary interval of \$100 to \$124, 1; \$150 to \$174, 10; \$175 to \$199, 4; \$200 to \$224, 5; \$250 to \$274, 1; \$275 to \$299, 1; and \$300, 1.

The data in Table XXXVII indicate an increase in women's salaries as compared to the women's initial salaries in Table XXVIII. Fourteen of the 27 women holding full-time positions were receiving salaries within the salary range of \$150 to \$199, inclusive, in May, 1948. The modal salary interval is \$150 to \$174, inclusive, reported by 10 women. Four women failed to report salaries for their employment at the time the questionnaires were answered in May, 1948.

TABLE XXXVI

MONTHLY SALARY RANGES OF MEN GRADUATES IN FULL-TIME POSITIONS AT THE
TIME QUESTIONNAIRES WERE ANSWERED IN MAY, 1948

Monthly Salary	Monthly Salary Ranges							In School	Total
	Number of Men Graduates Reporting Monthly Salaries								
	\$125-\$149	\$150-\$174	\$175-\$199	\$200-\$299	\$300-\$399	Over \$400	No Salary Reported		
1939									
1940						1			1
1941									
1942									
1943									
1944									
1945									
1946									
1947	1	1	2	2	1	1	1	2	11
TOTAL	1	1	2	2	1	2	1	2	12

This table is read as follows: One 1947 man graduate reported he was receiving a monthly salary within the interval of \$125 to \$149, inclusive, in a full-time position at the time the questionnaires were answered in May, 1948.

TABLE XXXVII

MONTHLY SALARIES REPORTED BY WOMEN GRADUATES WHO WERE
EMPLOYED FULL-TIME AT THE TIME THE QUESTIONNAIRES
WERE ANSWERED IN MAY, 1948

Year	Monthly Salary Ranges										Unemployed- Housewife	Total Respondents
	Number of Women Graduates Reporting Monthly Salaries											
	\$100-\$124	\$125-\$149	\$150-\$174	\$175-\$199	\$200-\$224	\$225-\$249	\$250-\$274	\$275-\$299	Over \$300	No Salary Reported		
1939											1	1
1940			2				1	1		2	1	7
1941			2		1					2	10	15
1942			1						1		5	7
1943			2								2	4
1944					1						4	5
1945				1								1
1946				1							2	3
1947	1		3	2	3						2	11
Total	1	0	10	4	5	0	1	1	1	4	27	54

This table is read as follows: One woman graduate in 1947 who responded to the questionnaire reported that she was receiving a salary within the interval of \$100 to \$124, inclusive, in a full-time position at the time the questionnaires were answered in May, 1948.

Summary

Chapter IV is concerned with the employment record of the graduates of the School of Intensive Business Training from the date of graduation to the time the questionnaires were answered in May, 1948.

For the ten-year period covered by this study, data relative to the employment records of the graduates reveal that:

1. Of the total of 66 graduates who responded, 47, or 71.3 per cent, secured full-time positions within 6 months after being graduated from the School of Intensive Business Training.

2. Of the total of 66 graduates who responded to the questionnaires, 28, or 42.4 per cent, received initial positions through the means of a personal application.

3. Of the total of 66 respondents, 31, or 47.0 per cent, were in their initial positions for less than 1 year.

4. Of the 12 men graduates, 3 reported that they held initial positions as bookkeepers.

5. The majority of initial positions reported by the 52 women graduates were in fields for which they had been trained. Forty-six women graduates, or 87.4 per cent, were employed in offices. The two largest groups of office workers were as follows: secretaries, 10; stenographers, 20.

6. The 23 different businesses in which the initial positions were obtained by the 52 women graduates were varied. Eight were employed in offices about the campus of Oklahoma Agricultural and Mechanical College; 7, by oil companies; and 6, by the Federal Civil Service Commission. The remaining businesses included agricultural agencies,

insurance and law firms, public welfare departments, food firms, and doctors' offices.

7. A relation was found to exist between the options of training and the initial positions of both men and women graduates.

8. The initial monthly salaries reported by the men graduates were higher than those given by the women.

9. The duties performed as reported by men and women graduates in their initial positions are indicative of the training needed for such employment. The 3 highest duties performed, as reported by the graduates, were filing, transcribing from shorthand notes, and serving as a receptionist.

10. The office equipment most used by the majority of graduates in initial positions included the telephone, the adding machine, and the Mimeograph duplicating machine.

11. Approximately three fourths of the men and women graduates listed Oklahoma as their state of residence at the time the questionnaires were answered in May, 1948. Seventeen, or 26.0 per cent, of the total graduates were living out of the state of Oklahoma. However, a review of the various positions held by the graduates during the past few years reveals that many had had employment in various parts of the United States.

12. Of the total of 66 graduates, 19, or 28.8 per cent, of the graduates had held only 1 position. Of the total of 66 graduates 16, or 24.3 per cent, had held 2 positions.

13. Of the total of 12 men graduates, 10, or 83.3 per cent, were employed full time at the time the questionnaires were answered in May, 1948.

14. Of the total 54 women graduates, 27, or 50.0 per cent, were employed full time at the time the questionnaires were answered in May, 1948. However, of the original 52 women graduates who had reported initial positions, 22 had left employment because of marriage.

15. Of the remaining 27 women graduates holding positions at the time the questionnaires were answered in May, 1948, 22, or 81.5 per cent, held office positions. This list of positions includes secretaries, stenographers, typists, bookkeepers, and operators of business machines.

Opinions and attitudes of the graduates are given in Chapter V.

CHAPTER V

OPINIONS AND ATTITUDES OF THE GRADUATES

By means of the questionnaire, the graduates were asked to make specific suggestions for improving the training and services of the School of Intensive Business Training.

While this chapter of the study deals with the opinions and attitudes of the graduates, these opinions and attitudes are "facts in so far as the responses are typical responses of individuals. . . . They represent the leanings of the group—tendencies which may be either right or wrong, helpful or detrimental to society, generally good or generally bad."¹

Through these facts, "trends may be determined. In terms of trends and goals, the facts of current practice enable us better to study and to evaluate our program in prospect as well as in retrospect."²

Nineteen of the 66 respondents made no comments on their training in the School of Intensive Business Training and offered no suggestions for improvement. Fifteen stated that their training had been satisfactory, and they made no specific recommendations. Thirty-two respondents gave criticisms, suggestions, and recommendations. The information in this

¹Carter V. Good, A. S. Barr, and D. E. Scates, The Methodology of Educational Research, p. 332.

²J. Andrew Holley, The American Business Education Yearbook, The Changing Business Education Curriculum, Vol. IV (1947), p. 202.

chapter, however, does not lend itself to tabular recording since, in many instances, several statements were made by the same respondent.

In the exact words of the respondents, some of the comments, criticisms, and recommendations are listed in the order in which they occurred most frequently.

English and Business English:

More intensive training and study in English and word study courses.

Business English and letter writing should be required subjects.

Great emphasis should be placed on word study. Learning to be accurate is very important. Business English is very important; it has helped me more than other courses.

Business composition and English are very important.

I think the Business English cannot be stressed too highly because a correct vocabulary and use of words is the most essential part of an education.

More stress on basic grammar.

I believe that students preparing for a stenographic position should be given rigid training in English. More emphasis should be placed on spelling because it is used constantly during the day. The course which included spelling at the time I attended A. & M. was not very thorough.

Those training in the secretarial course should have concentrated study in English.

The English offered is not adequate for two years of college training.

Spelling and punctuation cannot be overemphasized. Vocabulary building should be included in every course especially in courses of the Secretarial and Clerical Practice Option.

More detailed composition of letters and more stress on use of words and vocabulary.

More intensive course in letter writing.

More stress in English, in letter writing, and spelling.

Stress English for business and letter composition.

More practical course in Business English, composition of letters, and vocabulary building.

I suggest that students take quite a bit of English. A course should be given to enable students to know how to "meet the public."

There is need to stress good spelling for a foundation in knowing how to use all sort of terms and words. Good English is a fundamental course and should be given more stress.

Clerical Practice Course:

The use of the teletypewriter might be included in the clerical practice course.

Stress importance of the cooperative office practice course because the experience gives one an unlimited wealth of knowledge that could never be gotten in a classroom.

More stress in business machines.

Make the clerical practice course a requirement for secretaries in the business world.

I think the clerical practice course is an ideal one for a commercial major who is interested in secretarial and stenographic work.

National Cash Registers should be taught in the clerical practice course. I know many companies cannot find anyone capable of operating them. They would welcome anyone with such training.

The clerical practice course gives one more confidence when applying for a position.

Give students experience by letting them work in offices part time.

Whenever possible, students should be given actual experience by working in various campus offices to help prevent "stage fright" and give more self-assurance on their first position.

Training should be given in the use of the telephons in the office.

More detailed study in filing systems. My experience has proved that filing is very important in an office.

Training in the operation of International Business Machines should be for two semesters. Machine installation at A. & M. is inadequate. Students should know how to use and wire the collator and the reproaching summary gang punch.

Training in the use of the Comptometer should be included in the machine course.

Shorthand and Transcription:

Much time needs to be spent on transcription.

Have students take dictation from more than one person.

More transcription in shorthand, and while transcribing do not allow students to copy from one another. Students must be independent in this phase of their work.

If possible, stenographers should have a general knowledge of the business for which they intend to work. This may be done in the shorthand and transcription course.

Thorough training in shorthand is a necessity.

I would suggest that the shorthand courses emphasize the most frequently used words peculiar to various industries.

Suggestions in General:

Training should be given in some business. For example, start from the transaction and go completely through the business procedure all the way from the sales slip to the customer's statement.

Impress upon students to study and get all they can instead of just "getting by."

A course in personnel management should be included in I. B.

Students should be urged to take psychology.

Too much bookkeeping in the Secretarial Option.

The courses given are good preparation for a student, but since Intensive Business is part of the college, I think the courses should carry an equal amount of credit as courses in the School of Commerce. Courses such as business law, accounting, shorthand, should apply for equal credit in the School of Commerce.

Training in the development of the student's initiative should be given.

Would it be possible for you to hold special two-week courses in summer so that former students could bring back problems and do some brief reviewing and take some refresher courses?

Have a better writeup in the College Catalog to get more students. You have a good program.

Entrance tests should be given to students planning to enter the School of Intensive Business Training to find out if possible for which option they are best suited.

I believe that it is rare at present that the stenographer or secretary do both the stenographic-secretarial duties and the bookkeeping duties. Therefore, I would suggest that the student select one or the other and have a more rounded, fuller background in the one.

Favorable Comments about the Training Received:

It is equally satisfying to know you are keeping your department "abreast of the times" as this type of effort helps to keep A. & M. tops in the business world.

I am perfectly satisfied with my training and would not hesitate to recommend the training to anyone.

Intensive Business Training Course has helped me to prepare myself for business.

I have no suggestions as I think the course is very thorough.

I feel my training in this school was very thorough and very, very helpful.

Thank you so much for being interested in knowing how I fared with the course of training I received in your school.

I find my certificate from Oklahoma A. & M. is well recognized in every state I have applied for work.

Your business training offered in your school was quite thorough at the time I was enrolled. Since several years have passed since then, I am sure it is even more complete at this time.

The course I took at A. & M. was very well rounded.

I am delighted to be of service to you since you and the Intensive Business Training Department have been of such service to me.

One of the nice things about your course is that students can take the courses that will actually train him for positions without having to take all the theory courses as in the other schools that are usually forgotten and put to no use. I felt that the course in Intensive Business is just what I needed and I have encouraged others to take it. It has done me more good than all the other three years I spent in college, and I have enjoyed all the courses very much.

I feel that my training was most valuable.

When I took the course, I felt that the student at Business College "speed" and yet has the university background and prestige.

Some Attitudes toward General Courses:

I would like to have had more academic courses, such as history and economics.

Economics and philosophy would have fitted me better for my particular tasks rather than having taken the smattering of accounting which I did.

Summary

Subjective reactions of the graduates of the School of Intensive Business Training to the training that they had received are given in Chapter V.

From the comments of the graduates which are quoted in this chapter, it would appear that the following statements are valid.

The majority of the graduates express a need for more effective emphasis on the study of English, including business English, word study, letter writing, composition, spelling, and vocabulary building.

Many of the graduates consider the clerical practice course very significant and important to office training.

Some of the graduates suggest that more time should be devoted to transcription training, and that a thorough training in shorthand is a necessity. However, these comments came from the most part from those graduates who completed their work in the School of Intensive Business Training prior to the present transcription program.

The comments of a few of the graduates indicate a felt need for more academic courses in the program of the School of Intensive Business Training.

From the number of favorable comments, it appears that the program of the School of Intensive Business Training has satisfactorily met the needs of the students for the period of years covered by this study.

The findings, conclusions, and recommendations of this study will be found in Chapter VI.

CHAPTER VI

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purposes of this study, as set forth in Chapter I, are as follows:

1. To determine, through a comprehensive investigation of vocational and educational experiences of the graduates, the effectiveness of the training given, and
2. To determine, from opinions and suggestions of the graduates, what specific curriculum revisions are needed.

Data were collected through the use of a questionnaire mailed to 124 graduates of the School of Intensive Business Training for the years 1939 to 1947, inclusive. These data were presented and analyzed in Chapters II to V, inclusive. The findings are summarized as answers to the specific questions listed in the statement of the problem.

1. To what extent has the training in the School of Intensive Business Training been utilized by the graduates in their post-graduate occupational activities?

Of the total 66 respondents, 47, or 71.2 per cent, completed their training in the Secretarial Option; 14, or 21.2 per cent, completed their training in the Bookkeeping and Clerical Option; and 5, or 7.6 per cent completed their training in Retail Selling and Small-Business Management Option.

Of the total of 54 women respondents, 47, or 87.0 per cent, were graduated from the training in the Secretarial Option; 6, or 11.1 per

graduated from the training in the Bookkeeping and Clerical Option; and 1 was graduated from the training in the Retail Selling and Small-Business Management Option.

Of the 53 graduates who had trained in the Secretarial and Bookkeeping Options, 47, or 87.0 per cent, obtained initial positions in the field toward which their training had been directed. Ten were secretaries; 20, stenographers; 1, bookkeeper; 7, typists; 5, stenographer-secretaries; 1, bookkeeper-secretary; 1, operator of business machines; and 2, office clerks.

Of the 12 men graduates, 8, or 66.7 per cent, trained in the Bookkeeping and Clerical Option; and 4, trained in the Small-Business Management Option. The 8 who trained in the Bookkeeping Option obtained initial positions as follows: 3, operators of International Business Machines; 1, personnel assistant; 1, bookkeeper; 1, assistant manager; and 1, clerk, butcher, and meat buyer. One was a student in the School of Commerce at Oklahoma Agricultural and Mechanical College.

The 4 graduates who trained in Retail Selling and in the Small-Business Management Option obtained initial positions as follows: 1, as cost accountant; 1, as bookkeeper; and 1, as automobile salesman. One was a student in a trade school.

In the listing of duties performed in the initial full-time positions, filing was indicated by 35, or 63.6 per cent of the 55 graduates reporting, as a duty regularly performed; transcribing from shorthand notes was indicated by 33, or 62.3 per cent of the 53 graduates reporting, as a duty regularly performed; and serving as a receptionist was indicated by 22, or 40.7 per cent of 54 graduates reporting, as a duty regularly performed.

The 5 graduates (4 men and 1 woman) who trained in Retail Selling and in the Small-Business Management Option indicated that the training was valuable to them. Four of them were assisting in managing businesses at the time the questionnaires were answered in May, 1948.

At the time the questionnaires were answered in May, 1948, 10, or 83.3 per cent, of the 12 men graduates were employed full time. Eleven of the 12 men graduates who responded to the questionnaires were graduated in 1947, and their employment status at the time they answered the questionnaires was the same as their initial positions.

At the time the questionnaires were answered in May, 1948, only 27 women were employed full time, and only 5 were employed part time. This fact shows that approximately half of the women were no longer employed, the reason given being that of marriage.

Of the 27 women graduates employed in full-time positions at the time the questionnaires were answered in May, 1948, 22, or 81.5 per cent, were employed in office positions as follows: 10 secretaries, 6 stenographers, 3 typists, 2 bookkeepers, and 1 operator of business machines.

2. What percentage of the graduates of the School of Intensive Business Training attend higher institutions of learning after being graduated from the School of Intensive Business Training?

Nineteen, or 28.8 per cent, of the 66 graduates responding to this survey attended institutions of higher learning after being graduated from the School of Intensive Business Training. Of the 19, 4 were men and 15 were women. Fifteen entered a four-college or university; 1 entered a trade school for watchmaking; 1 enrolled in a course in accounting by correspondence; and 2 attended a secretarial school.

Five of the graduates, or 26.3 per cent, received their Bachelors' degrees. Of the 5, 1 was a man and 4 were women. The man received his degree in Commerce; 2 women, in Secretarial Administration; and 2 women, in Business Education.

The 14 who continued their education but did not receive degrees chose these fields of study: 1 man and 2 women, commerce; 3 women, business education; 2 women, typewriting and shorthand; 1 man, accounting; 1 woman, journalism and psychology; 1 woman, speech; 1 woman, art; 1 woman, physical education; and 1 man, watchmaking.

Six of the 19 graduates who continued their education were attending school at the time the questionnaires were answered in May, 1948. Of the 6, 3 were men and 3 were women.

3. To what extent do the graduates of the Secretarial Option utilize their shorthand training in their initial positions?

Forty-two, or 73.7 per cent, of the 57 graduates who received shorthand training indicated shorthand training helped them to get their first positions. Of the 42, 38 were graduates of the Secretarial Option and 4 were graduates of the Bookkeeping and Clerical Option. Thus, 42, or 63.7 per cent, of the 66 respondents to the questionnaires indicated shorthand training helped them to get their first positions.

Thirty-nine graduates (35 of the Secretarial and 4 of the Bookkeeping Options), or 84.8 per cent, of the 46 graduates reporting indicated they used their shorthand skill in their first positions. Thus, 39, or 59.1 per cent, of the 66 respondents to the questionnaires used their shorthand skill in their first positions.

4. In the opinions of the graduates is the School of Intensive Business Training adequately meeting the needs of the students for business requirements?

Of the 66 respondents, 19 graduates expressed no opinion or suggestion. Of the 47 who indicated suggestions, 15 stated the training they had received had been satisfactory and that it had met their needs for employment in business.

5. According to the suggestions of the graduates, what curriculum revisions are deemed necessary or desirable?

Approximately one third of the graduates indicated that English was not sufficient. They expressed a need for more intensive training in business English, word study, vocabulary building, spelling, letter writing, and composition.

Approximately one fourth of the 66 respondents suggested that the clerical practice course be made more functional.

Conclusions

On the basis of the findings of this study, the following conclusions appear to be warranted:

The graduates considered the training as terminal since only 19 of 66 graduates continued their education.

The majority of the graduates of the Secretarial Option used their shorthand training in securing initial positions and subsequently utilized their shorthand skill in their initial positions.

Initial positions were generally obtained in the fields for which the graduates were trained.

Relatively few of those trained in the operation of International Business Machines utilized the training in employment.

Recommendations

On the basis of the findings and conclusions, it is recommended that:

1. Further study of this type be conducted over the next five-year period.
2. The curriculum be revised to include more specific training in basic English skills.
3. A definite curriculum be established for the Clerical Practice Course and that it be given more significance.

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A P P E N D I X

**INQUIRY FORM TO GRADUATES OF THE SCHOOL OF INTENSIVE BUSINESS TRAINING,
OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE, STILLWATER, OKLAHOMA**

PLEASE WRITE PLAINLY AND ANSWER ALL QUESTIONS CAREFULLY. SOME QUESTIONS MAY BE ANSWERED WITH A CHECK () ONLY.

1. Have you attended any school or college since leaving the School of Intensive Business Training, Oklahoma A. and M. College, Stillwater, Oklahoma? Yes__ No__
2. If your answer is YES to question No. 1, please fill in the spaces below.

Name and location of school or college	When attended	Degree received	Field or fields studied
_____	From _____ To _____ Mo. Yr. Mo. Yr.	_____	_____
_____	From _____ To _____ Mo. Yr. Mo. Yr.	_____	_____

3. Give the following information concerning ALL POSITIONS you have held since leaving the School of Intensive Business Training. Fill in the blanks by giving PRESENT POSITION first; the FIRST POSITION that you had after leaving the School of Intensive Business Training should be listed last.

Name and address of employer	Kind of business (bank, lumber, insurance, oil, law, etc.)	Name of job or kind of work according to duties such as typist, stenographer, book-keeper, file clerk, etc.	Dates	Approx. salary per mo.	Part-time or full-time work*
EXAMPLE: Gulf Oil Co. Tulsa, Okla.	Oil	Typist & File Clerk	From Dec. 43 To May 44	_____	P__ F__
_____	_____	_____	From _____ To _____	_____	P__ F__
_____	_____	_____	From _____ To _____	_____	P__ F__
_____	_____	_____	From _____ To _____	_____	P__ F__
_____	_____	_____	From _____ To _____	_____	P__ F__
_____	_____	_____	From _____ To _____	_____	P__ F__

* Check "P" for part-time work for 30 hours or less per week; check "F" for full-time work for 30 hours or more per week.
(If more space is needed for employment information, please use reverse side.)

4. Check the means or agency through which you obtained your FIRST POSITION since leaving the School of Intensive Business Training.
- Through the employment service of the School of Intensive Business Training.
 - Through personal application By answering newspaper advertisement
 - Through a friend or relative If through some other means, please list:
 - Through U. S. Employment Office
 - Through State Employment Office
 - Through a commercial agency
-

5. Did your certificate help you obtain your FIRST POSITION? Yes ___ No ___
Do not know ___

6. Did the training you received in the School of Intensive Business Training help you obtain your FIRST POSITION? Yes ___ No ___ Do not know ___

7. Did your shorthand training help you to get your FIRST POSITION after you completed your training in the School of Intensive Business Training? Yes ___ No ___
Do not know ___

8. If your answer to question No. 7 is YES, did you use your shorthand skill after you started to work in your FIRST POSITION? Yes ___ No ___

9. Check the following list for any activity you had to perform in connection with your FIRST POSITION since leaving the School of Intensive Business Training, indicating how frequently you performed each activity.

	Regularly	Occasionally	Never
Accounting.....	_____	_____	_____
Filing.....	_____	_____	_____
Serving as a receptionist.....	_____	_____	_____
Operating own business.....	_____	_____	_____
Bookkeeping (Keeping Books).....	_____	_____	_____
Transcribing from shorthand notes.....	_____	_____	_____
Working at information desk.....	_____	_____	_____
Composing letters.....	_____	_____	_____
List and check other activities:			
_____.....	_____	_____	_____
_____.....	_____	_____	_____

10. Check any of the following machines or machine equipment that you used in your FIRST POSITION since leaving the School of Intensive Business Training, indicating how frequently you used each machine.

	Regularly	Occasionally	Never
Adding Machine.....	_____	_____	_____
Addressing Machine.....	_____	_____	_____
Bookkeeping Machine.....	_____	_____	_____
Calculators.....	_____	_____	_____
Comptometer.....	_____	_____	_____
Cash Register.....	_____	_____	_____
Ditto Duplicator.....	_____	_____	_____
Ediphone or Dictaphone.....	_____	_____	_____
International Business Machines.....	_____	_____	_____
Mimeograph.....	_____	_____	_____
Telephone in office.....	_____	_____	_____
Telephone Switchboard.....	_____	_____	_____
List and check any other means:			
_____.....	_____	_____	_____
_____.....	_____	_____	_____

11. Did you train in the use of International Business Machines while you attended the School of Intensive Business Training? Yes ___ No ___
12. If your answer to question No. 11 is YES, have you ever used your skill in operation of I. B. M. equipment in employment? Yes ___ No ___
13. If you took the courses in training for Small Business Management while attending the School of Intensive Business Training, please answer the following questions:
- (a) Has this training been valuable to you?.....Yes ___ No ___
- (b) Have you ever owned a business?.....Yes ___ No ___
- (c) Have you ever managed a business?.....Yes ___ No ___
- (d) Do you own a business?.....Yes ___ No ___
- (e) Do you manage a business?.....Yes ___ No ___
- (f) Did you ever assist in managing a business?.....Yes ___ No ___
- (g) Do you now assist in managing a business?.....Yes ___ No ___
14. Check the courses you took in the School of Intensive Business Training, indicating what value they have been to you in the business world.

	GREAT VALUE	LITTLE VALUE	NO VALUE
Typewriting.....	_____	_____	_____
Shorthand.....	_____	_____	_____
Transcription.....	_____	_____	_____
Business English.....	_____	_____	_____
English.....	_____	_____	_____
Word Study.....	_____	_____	_____
Bookkeeping.....	_____	_____	_____
Clerical Practice.....	_____	_____	_____
International Business Machines.....	_____	_____	_____
Business Organization.....	_____	_____	_____
Business Law.....	_____	_____	_____
Retail Selling.....	_____	_____	_____
Advertising.....	_____	_____	_____
List any others and check value:			
_____.....	_____	_____	_____
_____.....	_____	_____	_____

15. What specific suggestions do you have that would make the training and services in the School of Intensive Business Training more useful to better prepare students for employment?

(PLEASE USE REVERSE SIDE IF NECESSARY.)

OKLAHOMA
AGRICULTURAL AND MECHANICAL COLLEGE
DIVISION OF COMMERCE
SCHOOL OF INTENSIVE BUSINESS TRAINING
STILLWATER

April 19, 1948

Dear Graduate:

What have you been doing since you left A. and M.? Has the training you received for job preparation in the School of Intensive Business Training been adequate, or would you like to make some suggestions for strengthening and broadening the curriculum? We are interested in keeping pace with all the new developments in the business world. Will you please give us a few minutes of your time and answer some questions that will help us materially in revising our program.

If you will please tell us on the enclosed inquiry form how effective your training at the Oklahoma A. and M. College has proved to be, we shall appreciate it. This information will be kept confidential; and, of course, no names will be used.

Since it is necessary that these data be compiled in time to revise the fall program, we shall appreciate it if you will check these questions and return this blank not later than May 1, 1948. A stamped envelope is enclosed with the blank form for your convenience.

Thank you very much for your cooperation. Best wishes for your success.

Sincerely yours,

Glenn D. Overman
Director

GDO MS

Enclosure

OKLAHOMA
AGRICULTURAL AND MECHANICAL COLLEGE
DIVISION OF COMMERCE
SCHOOL OF INTENSIVE BUSINESS TRAINING
STILLWATER

May 7, 1948

Dear Graduate:

Several weeks ago I sent you an inquiry form for you to fill in and return to me. To date I have not received it. We are still interested in your comments on the training you received in the School of Intensive Business Training at the Oklahoma A. and M. College, and we need your answer.

We are anxious to complete the curriculum revision that we mentioned in our first letter; and of course we want to include your suggestions.

For your convenience, I am sending you another copy of this form. I shall appreciate it very much if you can find time to fill in the information requested and return the form to me at once. You may use the self-addressed, stamped envelope that I sent you previously.

We thank you for your cooperation.

Sincerely yours,

Glenn D. Overman
Director

GDO MS

Enclosure