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REPORT ON A FOLLOW-UP STUDY OF BUSINESS EDUCATION GRADUATES
OF THE WOMAN'S COLLEGE, UNIVERSITY OF NORTH CAROLINA
FOR THE YEARS 1933-1941

By

Sarah Wilson Jones

3842

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the Faculty of
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CHAPTER I
INTRODUCTION

The Woman's College of the University of North Carolina, in 1942-1943, launched a follow-up study of graduates and dropouts of the College for the period from 1933 through 1941. Differentiated questionnaires for the two groups were prepared in printed form and mailed with appropriate letters from administrative officials. The questionnaire sent to graduates with a letter signed by the head of the department represented by the individual's degree and approved by the Dean of Administration covered four phases of information: I, Personal Information; II, Educational Information; III, Occupational Information; and IV, Community Activities. In addition, a notation on the questionnaire invited comments from the graduates. Copies of letter and questionnaire are reproduced on the following pages.

A total of 3,045 questionnaires, representing the five degrees granted by the College, were sent out, and responses were received from 1,354 graduates (44.5 per cent). The five degrees given by the College are: Bachelor of Science in Home Economics, Bachelor of Science in Physical Education, Bachelor of Science in Secretarial Administration, Bachelor of Science in Music, and Bachelor of Arts.

The distribution of questionnaires sent and returns received is shown in Table I. It will be seen that the number of returns for business education graduates, entered in the column headed BSSA, although representing only 21 per cent of graduates for the College as a whole, constitutes more than half (59 per cent) of the total number of BSSA graduates.

Please fill in this blank as soon as possible and mail in the enclosed postage-free envelope.

Name (as a student) _____
(Last) (First) (Middle)
 Present Address _____
City State

I. PERSONAL INFORMATION

Check your marital status: Single _____ Married _____ Divorced _____ Widow _____ No. of children _____
 If you have been married circle year of marriage: 32 33 34 35 36 37 38 39 40 41 42
 Married Name _____ Husband's Occupation _____

II. EDUCATIONAL INFORMATION

Have you done graduate work? Yes _____ No _____ Where: _____
 Circle year or years: 32-33 33-34 34-35 35-36 36-37 37-38 38-39 39-40 40-41 41-42
 Major subject _____ Degree _____ Year _____
 Check other study you have done: Other college _____ Year _____; Business college _____ Year _____; Nursing _____ Year _____; University Extension _____ Year _____; Summer School _____ Year _____; Other _____ Year _____
 If you attended another college or university, what was your major subject? _____
 Check the purpose of the study: Graduate degree _____ Teaching certificate or renewal _____ Vocational preparation _____ Hobby _____ Other _____

III. OCCUPATION INFORMATION

List positions you have held beginning with first position following graduation: *Full Time Part Time*
 First _____
(Position) (Approximate Dates)
 Employer's Business _____ Location _____
 Other _____
(Position) (Approximate Dates)
 Employer's Business _____ Location _____
 Present _____
(Position) (Approximate Dates)
 Employer's Business _____ Location _____

Check if you have ever been unemployed and desirous of employment _____ Dates unemployed _____
 If you have ever been a teacher, check the following section:
 Circle school years taught: 32-33 33-34 34-35 35-36 36-37 37-38 38-39 39-40 40-41 41-42
 Check the characteristics of your present or last teaching position. Check all phrases that apply: Nursery School _____ Kindergarten _____ Lower Elementary _____ Upper Elementary _____ Elementary and Secondary _____ Junior High _____ High School _____ Junior College _____ College _____ Public _____ Private _____ Single Grade _____ Two Grades _____ All Grades _____ Handicapped Children _____ Library _____ Rural _____ Village _____ City _____ Teacher _____ Supervisor _____ Principal _____ Other: _____

Elementary Teachers indicate subjects taught:
 All Subjects _____ Art _____ Health, Physical Education _____ Language Arts _____ Mathematics _____ Elementary Science _____ Social Studies _____
 Other _____
 Secondary Teachers check subjects taught:
 Art _____ English _____ French _____ Music, Vocal _____ Speech _____
 Biology _____ General Business _____ German _____ Physical Education _____ Typewriting _____
 Bookkeeping _____ General Science _____ Latin _____ Physics _____
 Chemistry _____ History _____ Spanish _____ Mathematics _____ List others _____
 Civics _____ Home Economics _____ Library _____ Social Studies _____
 Earth Science _____ Industrial Arts _____ Music, Instrumental _____ Shortband _____

IV. COMMUNITY ACTIVITIES

Check the civic and community activities you have participated in. Indicate whether you are or have been an officer:

AAUW _____	<i>Officer</i>	() B & PW _____	<i>Officer</i>	() Garden Club _____	<i>Officer</i>	() Religious Activities _____	<i>Officer</i>	() Social Service _____
DAR _____	()	() Pilot _____	()	() Social Club _____	()	() Church School _____	()	() Politics _____
UDC _____	()	() WCTU _____	()	() Federation of Women's Clubs _____	()	() Ladies Aid _____	()	() War Work _____
NEA _____	()	() Red Cross _____	()	() Literary or Book Club _____	()	() Missionary _____	()	() Other _____
NCEA _____	()	() Little Theater _____	()	() Music Club _____	()	() Other _____	()	() Other _____

NOTE: Further comments are solicited. They may be made on the reverse side. Such questions as these may be answered: What was the strength of your training? What was the weakness of your training? What was the greatest contribution which the college made to you as a person? As a woman, what do you wish the college had done for you, which it did not do?

October 23, 1942

To the Graduates of the
Woman's College of U. N. C.

Dear Friends:

The Woman's College was founded to meet the peculiar needs of the women of North Carolina. As times changed and new demands arose, the college attempted to meet the new needs. The faculty wishes the college to continue to meet the distinctive needs of its students, some of whom it is hoped will be your daughters.

As the college begins another half century of service, it wishes to plan wisely. In doing this, it needs the assistance of its alumnae. Every graduate has a continuing interest in her alma mater. We hope that you are no exception.

Your interest can be shown in a very practical way by giving us information concerning yourself on the enclosed blank. Answers are not limited to the questions asked on the blank. Further comments are requested in a separate letter or on the sheet attached.

Your answers will be used to adapt the work of the college to changing conditions so that all may be justly proud of the contribution which their alma mater is making to the work and life of women. Summaries of the results of the study will be made available through the Alumnae News.

Because of the loyalty to the college and the interest which the alumnae have in its future, we are sure you will cooperate by returning the questionnaire promptly. A postage-free addressed envelope is enclosed for reply.

Sincerely yours,

Department Head

Approved:

W. C. Jackson
Dean of Administration

TABLE I
ANALYSIS OF GRADUATE QUESTIONNAIRES MAILED AND RETURNED*

	TOTAL		BSHE		BSPE		BSSA		BSM		AB	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Questionnaires Returned	1354	44.5	189	14.0	54	4.0	288	21.3	67	4.9	756	55.8
Questionnaires Not Returned	1396	45.8	185	13.3	71	5.1	154	11.0	77	5.5	909	65.1
Questionnaires Not Delivered	284	9.3	39	13.7	13	4.6	48	16.9	5	1.8	179	63.0
Deceased	11	.4	1	9.1	0	.0	1	9.1	1	9.1	8	72.7
Total	3045	100.0	414	13.6	138	4.5	491	16.2	150	4.9	1852	60.8

*A duplicated table, prepared by the College, showing the returns on the questionnaires by degrees.

Department of Business Education

The Department of Business Education at Woman's College was established in 1932. The initial step in the organization was recorded in the report of the Board of Directors in 1928, as cited by Harman in a Master's thesis pertaining to business education in North Carolina:

"The Board of Directors at its last annual meeting very urgently suggested that we request the Legislature to supplement the work now being done by the commercial department by offering a four-year course for the training of secretaries and for giving instruction in business methods, commercial law, business administration and allied subjects. The usual college degree would be granted on the completion of the work outlined for this course. As it would doubtless take a year to organize and coordinate this work with our present department, we are requesting the General Assembly to make provision for the employment of one professor in business administration and allied subjects for the year 1930-1931."¹

1. Clay Harman, "The Development and Status of Business Education in North Carolina." Master's Thesis, University of North Carolina, Greensboro, 1940, pp. 43-44.

In January, 1932, according to an unpublished article prepared by Miss Patty Spruill, a member of the department staff, the Faculty Council decided to "offer training leading to the degree of Bachelor of Science in Commerce."² The official listing of this degree in the 1933 Bulletin and in succeeding Bulletins was Bachelor of Science in Secretarial Administration. Throughout this report, the degree is referred to as BSSA.

The Department was listed as "Secretarial Science" in the Bulletins published in 1933 through 1940; but in the Bulletin for 1941 the listing was changed to "Department of Business Education," which it has been called since that time.

Purpose of this Study

The purpose of the present study is to record the results of the 1942-1943 follow-up with respect to certain personal data, educational and occupational information, and community and professional activities of graduates of the Department of Business Education from 1933, the beginning of the Department, through 1941, the year which marked the close of the College's fifty years of service.

It is hoped that this report may have a place in the archives of the University of North Carolina as part of the official record of the development of the Department of Business Education at Woman's College --a department, which in the year closing the fiftieth year of the College, was represented by BSSA degrees awarded to one-fifth of the 1941 graduating class. This study may be of interest also to administrative

2. "History of the Department of Business Education," by Patty Spruill. Cited by Artelee Puett in "The Status of Business Teacher-Training Facilities in the White Degree-Granting Institutions of the State of North Carolina, in 1940." Master's Thesis, University of North Carolina, Greensboro, 1944, p. 12.

and instructional personnel in other women's colleges and in institutions preparing young women for business and teaching.

Sources of Data

The data for this study are drawn mainly from summations of the questionnaire returns provided by International Business Machines service. The original questionnaires returned by the graduates could not be found at the time this study was begun. A search was made for these forms in the files and storage places of the department of business education, and inquiry concerning them was sent to Dr. McKee Fisk,* who had had an active part in the survey. His reply indicated that all the blanks had been saved, and it was his opinion that they "were left in the two-door cabinet in the office." Repeated searching, however, did not bring forth the materials. Evidence that they had been removed, at least temporarily, was found in an undated memorandum addressed "To Members of the Committee":

"Herewith are some comments made by graduates on the questionnaires If you care to examine the questionnaires, they are on file at the present in Dean Jackson's office."

Successive inquiries at Dr. Jackson's office, the Registrar's office, and offices of other officials failed to locate the original returns. Consequently, recourse was made to a variety of sources. The listings below constitute the available materials and sources of information which were consulted in the preparation of this report:

Questionnaires--3 specimen copies of the questionnaire mailed to 3,045 graduates from Woman's College, 1933-1941, concerning four phases of information: I, Personal Information; II, Educational Information; III,

*Dr. Fisk was head of the Department of Business Education at the time of this investigation.

Occupational Information; IV, Community Activities. A photostatic copy of the questionnaire appears on page 2.

Letter of Request--1 specimen of the letter which accompanied the questionnaire directed to the graduates. A copy of this letter appears on page 3.

Summary Sheets--36 tables prepared in pencil by International Business Machines service. The tables showed, by year of graduation, the number of graduates responding to particular questions on the questionnaire.

Punched Cards--International Business Machines cards which had been punched for coded items on the questionnaire, and sorted and counted for the Summary Sheets.

Duplicated Materials:

A duplicated "Analysis" of returns which summarized by totals the responses of graduates by degrees.

Fourteen duplicated tables showing distribution of graduates by degrees for four of the questions on "Personal Information"; three of the questions on "Educational Information"; and seven of the questions on "Occupational Information." Since these tabulations presented totals only, they did not afford usable data for this study.

A duplicated sheet captioned "Report No. 2 of Research Committee," presenting three tables of comparative census data on the marital and employment status of North Carolina women.

Eighteen pages of excerpts from questionnaire returns, prepared in duplicated form and entitled "Comments Relating to Curriculum Made by Graduates on Follow-Up Questionnaire." These comments pertained to all degrees and had been "selected on the basis of including everything which might be significant to the work of the committee."

College Bulletins--The official College Bulletins for 1933 through 1939 were consulted in verifying the names and the total count of graduates who had received BSSA degrees.

Commencement Programs--Since the College Bulletins for 1940 and 1941 did not list the graduates for 1940 and 1941, commencement programs on file in the Registrar's office were utilized for checking the personnel of the Classes of 1940 and 1941.

Mailing List--The mailing list of 492 names which the College used in sending out the questionnaires was in the files of the Department of Business Education.

Alumnae News--The issues for 1942-1943 through 1944-1945 were inspected for reports promised to the graduates in the letter which accompanied the questionnaire: "Summaries of the results of the study will be made available through the Alumnae News." Inquiry at the office of the Alumnae Association, after inspection of the issues of the Alumnae News had showed no summaries, revealed that no report of any kind had been provided.

Procedure

The first step in studying the available data was to rectify minor discrepancies in the reported number of cases in the various materials. The "Analysis of Graduate Questionnaires Mailed and Returned," in Table I, showed that 491 questionnaires were mailed to business education graduates. The mailing list, however, contained 492 names. Examination of the College Bulletins for 1933 through 1939 and of the Commencement list of graduates for 1940 and 1941, filed in the Registrar's office, revealed a total of only 488 names. (See Appendix for the names of graduates.) Five names were found to be duplicated, and 3 names omitted on the list. The mailing list for the 1940 Class included the names of 2 students who were not graduated. The figure 488 is therefore the number established as the total count of BSSA graduates surveyed in this investigation. The figure 288 given in the "Analysis of Returns" (Table I) was recorded as the total number of returns in only one summary sheet; namely, "Distribution of Graduates by States." In other summary sheets, the number of cases involved in returns for different sections of the questionnaire ranges from 287 downward.

A total of 36 tables was prepared from the summary sheets to cover the different phases of the investigation. Rearrangement and reorganization of the information contained in the summary sheets was necessary for

more logical presentation. Computations were made for summations and percentages to provide bases for comparisons. The data are presented throughout in tabulations classified by year of graduation.

The eighteen-page abstract of comments from graduates representing all degrees was analyzed for suggestions and criticisms pertinent to this study and the results were organized for a brief discussion to be presented in a separate section of this report.

Review of Related Literature

A careful library search for reports of similar or comparable investigations revealed few follow-up studies of women graduates in business education. Spencer stated in 1942: ". . . there is no literature on women graduates of a collegiate school of business, except the modest study made at the University of Chicago in 1930."³ Although investigations covering the same periods as the present study (1933-1941) were of primary interest, bibliographical sources were inspected for references to studies made since 1941.

Koeninger's⁴ Follow-Up Studies: A Comprehensive Bibliography, published in 1942, furnished titles of investigations concerning graduates of women's colleges or women graduates from institutions offering business curricula on the college level. Other sources examined were: The Business Education Index, The Education Index, Cumulative Book Index, and Bibliography of Research Studies in Business Education 1920-1940.

3. Ann Brewington and Evelyn van Emden Berg, "The Women Graduates of a Collegiate School of Business," Journal of Business of The University of Chicago. (Chicago: University of Chicago Press, Vol. XV, No. 1, 1942). Preface.

4. Rupert C. Koeninger, Follow-Up Studies: A Comprehensive Bibliography. State Board of Education, Michigan Study of the Secondary School Curriculum, Lansing, Michigan (July, 1942).

The following review presents selected findings of follow-up studies which related to phases treated in this study. The publishing dates are from 1935 through 1944, but the period covered by the studies ranges from 1913 to 1943. Most of the reports investigated were concerned with the employment status of the women graduates. The number of cases in the various studies ranged from 431 women graduates of a collegiate school of business to 3,747 women included in Babcock's⁵ study of "The U. S. College Graduate." Babcock reported 996,000 as the estimated number of women graduates up to 1939, and made the following comment: ". . . four decades or more ago there was less than one woman (graduate) to every four men (graduates, and) during the last decade there were more than two women for every three men . . . Thus male predominance in the group is a rapidly declining factor, and the trend, projected, would bring the sexes to parity on some Commencement Day around 1955."⁶ His finding with respect to the proportion of married women, that "the percentage of single women graduates is nearly double that of all U. S. women," is of interest in the present study.

A survey in 1941 of men and women graduates from the University of Denver⁷ who hold a Bachelor of Science degree in commerce and were living in Denver showed that the greatest number of graduates were engaged in accounting work. Those engaged in office work were second in frequency, and merchandising third. The smallest number of graduates, both men and women, were teachers.

5. Franklin Lawrence Babcock, The U. S. College Graduate. (New York: The Macmillan Company, 1941).

6. Ibid., p. 10.

7. Beta Chapter of Alpha Kappa Psi, "Occupations of University of Denver Graduates," Journal of Business Education, XVI (January, 1941).

Six investigations were conducted during the years of the depression. Wallace's⁸ study of 634 women graduates (1930-1936) of the University of Rochester found that 75 per cent of the education majors secured positions related to their field of specialization in college. Sixty-five per cent of those teaching expressed satisfaction with training received; 7 per cent were not satisfied; and 26 per cent were only partially satisfied with their college training. Only 2 per cent of the graduates continued work after marriage.

Southwick⁹ assembled occupational information from 54.3 per cent of the 697 Wooster graduates for the period 1923-1933. He found that about one-fourth of the graduates had spent the first year out of college in temporary unemployment. Approximately 7.5 per cent of the women reported periods of unemployment after their first jobs. There were 62 per cent of the women who found regular employment in fields related or closely related to their college major, and 16 per cent of the women were in fields of work with slight relationship to their college training. Seventy-eight per cent of the women graduates, mostly teachers, had done advanced study beyond college.

Maney¹⁰ considered the problem of unemployment of college graduates in a study reported in 1935 through questionnaires sent to colleges listed in the World Almanac. His data were based on both men and women. Full-time employment was reported by 58.3 per cent of the respondents, part-time employment was reported by 8.2 per cent; and 17.7 per cent were

8. Isabel K. Wallace, "A Vocational Follow-Up of College Women," Occupations, XVI (March, 1938), pp. 538-541.

9. Arthur F. Southwick, "Occupational Survey of Wooster Graduates, 1923-1933," Occupations, XVIII (January, 1940), pp. 226-273.

10. Charles A. Maney, "College Graduates Face the Future," Journal of Higher Education, VI (October, 1935), pp. 371-375.

unemployed. Eighty-one per cent of the graduates in business training obtained jobs, as compared with 63 per cent of education graduates who were in teaching positions. In the South only 7.6 per cent of the women entered graduate or professional schools, as compared with 11.6 per cent reported for the study as a whole.

Smith¹¹ in 1934 reported a study of the relationship "between occupational activities and undergraduate specialization" for 856 graduates in the five colleges of the University of Illinois. The commerce majors reported that only 1 per cent of the time spent in their work was unrelated to their specialized field of work in college.

Linton¹² conducted a study of 7,827 men and women who had received degrees from Teachers College, Columbia University, during the period from 1928 to 1935. Unemployment decreased from 96 per cent before the Spring of 1936 to 80 per cent in the Spring of 1936. He expressed the opinion that these graduates have "fared better than teachers in general and significantly better than workers in other fields." Of the women graduates, 80 per cent were married.

Eurich and Pace¹³ made an investigation in 1938 covering nearly 6,000 (men and women) graduates from 1928 to 1936." Graduates of the schools of business, chemistry, and engineering "showed the greatest fluctuations in per cent employed in the field of specialization from year to year . . .

11. Vivian T. Smith, "Occupation Adjustment of College Graduates as Related to Extent of Undergraduate Specialization," The Journal of Educational Sociology, VIII (November, 1934), pp. 185-188.

12. Clarence Linton, "A Study of Alumni of Teachers College Receiving Degrees, 1928-1935," Teachers College Record, Bureau of Publications, Teachers College, Columbia University, XL (November, 1938), pp. 150-159.

13. Alvin C. Eurich and C. Robert Pace, "A Follow-Up Study of Minnesota Graduates from 1928 to 1936," University of Minnesota, Committee on Educational Research, Minneapolis (1938).

agriculture, business, and education show to a marked extent the influence of 'hard times' on women graduates . . . more than 10 per cent of the graduates in 1936 continued their University training."¹⁴

Weintraub and Salley¹⁵ investigated a prewar class (1939) and the last class graduated at the time of the study (1943) at Hunter College, the largest women's college in the United States. Their primary purpose was to survey, through the graduates of these classes, the economic and employment problems of New York City, since most of the graduates had been reared in that locality and worked there. They found that private industry employed 58 per cent of the 1939 graduates and 64 per cent of the 1943 graduates. There were 24 per cent of the 1939 Class working in Federal Government offices, as compared to 18.7 per cent of the 1943 Class. The most frequently reported occupations for the 1939 Class, in order as given, were secretary or stenographer, clerical worker, teacher, accountant or bookkeeper, and statistician. The order changed slightly for the 1943 Class--teacher, accountant and bookkeeper, clerical worker, laboratory technician, secretary or stenographer.

Of the 81 individuals of 1943 Class who worked under the job title of accountant or bookkeeper, 49 specialized in either business or statistics; 24 of 52 clerical workers in the 1939 Class had majored in English, history, Latin, or Romance language. Nine language majors expressed disappointment in "the fact that their fields of specialization failed to provide them with an immediate vocational outlet," and two graduates

14. Ibid., pp. 20-21, 41.

15. Ruth G. Weintraub and Ruth E. Salley, "Hunter Alumnae Report on Jobs," Occupations, XXIII (December, 1944), pp. 154-160.

commented that stenography and typing should be required of all undergraduates. Many of the graduates urged continuous vocational guidance and use of aptitude tests prior to selection of major study.

Brewington and Berg¹⁶ reported in January, 1942, "some of the occupational and personal experiences of women graduates" of the School of Business of the University of Chicago which covered a period of thirty years--between January, 1913, and January, 1941--and included 431 graduates, representing 56.8 per cent of the number to whom questionnaires had been mailed.

Twenty-four per cent of the women graduates were teaching, with an average of 7 years of teaching experience since graduation. "Of the 50 women who are now married and have no children, 36 per cent are full-time salaried employees--22 per cent in business and 14 per cent in teaching. Of the 48 women married at present who have children, 25 per cent are regularly employed full-time."¹⁷ Ages at the time of the first marriage ranged from 21 to 50 years; the average was 27 years; the average number of children of the most recently married graduates was less than 1 child for every family.

16. Ann Brewington and Evelyn van Emden Berg, "The Women Graduates of a Collegiate School of Business," Journal of Business of the University of Chicago. (Chicago: University of Chicago Press, Vol. XV, No. 1, 1942), p. 1.

17. Ibid., p. 50.

CHAPTER II

FINDINGS

The questionnaire called for the name and address of the graduate for identification purposes. Table II gives the geographic distribution of 288 business education graduates responding to the questionnaire. Nearly two-thirds of the graduates were living in North Carolina. Twenty states and the District of Columbia and a United States Possession are represented in the range of out-of-state locations with Virginia, District of Columbia, New York, New Jersey, and Maryland leading in frequency of mention. The Class of 1939, with the greatest number of cases, showed the widest range in states.

Nearly three-fourths of the graduates were living in cities, according to the summary sheet which classified the residence data on the basis of rural, village, and city addresses. How the classifications were derived is not known. Table III gives the figures recorded on the summary sheet. The total of 212 for "City," 69 for "Village," and 6 for "Rural" is only 287; the preceding tabulation shows a total of 288.

Personal Information

The section on Personal Information was limited to items pertaining to marital status, number of children, year of marriage, and husband's occupation. In comparison with the marital status of the total female population of North Carolina, as given in Table IV, the proportion of marriages among the graduates is relatively small. Only about 30 per cent of the total population of women were reported as single in three census reports in contrast to 51 per cent of the graduates, as recorded in Table V.

TABLE II
 DISTRIBUTION OF BUSINESS EDUCATION GRADUATES, BY CLASSES, ACCORDING
 TO THE STATE REPORTED AS RESIDENCE IN 1942-1943

	Total	%	Year of Graduation									
			1933	1934	1935	1936	1937	1938	1939	1940	1941	
North Carolina	189	65.6	1	4	9	16	15	25	42	37	40	
Virginia	18	6.3	1	1			3	5	1	2	4	
D. C.	12	4.2						1	4	4	3	
New York	11	3.8			1		1	1	5	2	2	
New Jersey	10	3.5	1		1		1	1	2	3	2	
Maryland	8	2.8		1			1	1	1	2	1	
Florida	5	1.7					1	1	2	2		
Michigan	5	1.7					1		2		1	
South Carolina	5	1.7			2			3				
California	3	1.0						1	1	1	3	
Connecticut	3	1.0						1				
Illinois	3	1.0	1			1				1	1	
Tennessee	3	1.0				1				1		
Massachusetts	2	.7						1		1		
Ohio	2	.7						1		1		
Pennsylvania	2	.7								1	1	
Colorado	1	.3										
Georgia	1	.3						1				
Indiana	1	.3								1	1	
Kentucky	1	.3								1		
Rhode Island	1	.3									1	
Texas	1	.3									1	
Foreign	1	.3										
Total	288	99.5	3	7	13	21	26	40	64	57	57	

TABLE III
 DISTRIBUTION OF GRADUATES ACCORDING TO RURAL, VILLAGE,
 OR CITY RESIDENCE AT TIME OF INVESTIGATION

Year of Graduation	Rural	Village	City
1933		1	2
1934		2	5
1935*		1	11
1936	1	5	15
1937		6	20
1938		11	29
1939	3	15	46
1940		11	46
1941	2	17	38
Total	6	69	212

*The data for 1935 showed one response short. Table II totaled 13 replies for 1935; only 12 are recorded for 1935 in this table.

TABLE IV
 MARITAL STATUS OF TOTAL POPULATION OF NORTH CAROLINA FEMALES*

	1940#		1930##		1920##	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Total Number of Females	886,540	100.0	1,001,408	100.0	769,185	100.0
Single	241,600	27.3	293,855	29.3	225,149	29.3
Married	552,440	62.3	569,027	59.5	460,742	59.9
Widowed	84,100	9.5	103,850	10.4	79,118	10.3
Divorced	8,340	.9	6,704	.7	2,325	.3

#Fourteen years old and over.
 ##Fifteen years old and over.

*A duplicated table captioned "Report No. 2 of Research Committee (Data Compiled from U. S. Census Reports)"

TABLE V
MARITAL STATUS OF BUSINESS EDUCATION GRADUATES

Year of Graduation	Total	Single	Married
1933	3		3
1934	7	1	6
1935*	12	2	10
1936	21	10	11
1937	26	11	15
1938	40	13	27
1939	64	34	30
1940	57	33	24
1941**	57	43	10
Total	287*	147	136

*Only 12 returns for the 1935 Class were registered in the summary sheet on marital status, whereas 13 was the number recorded in Table II.

**Four returns for the 1941 Class did not state whether the graduate was single or married.

The data of Table V have been arrayed in Table VI to show the year of marriage in relation to the year of graduation. The diagonal row of figures marked off by parallel lines shows the number of graduates whose marriage took place in the calendar year of their graduation date. The relative distance of other entries from the parallel lines indicates the number of years marriage was deferred after graduation. The year following graduation was the most frequently reported year of marriage. Three graduates were married a year before graduation--these were in the Classes of 1939, 1940, and 1941. Twenty-one were married the year of graduation; 33, the year following; 27, two years afterwards; 23, three years; 12, four years. The figures for five and more years after graduation show a diminishing number of marriages.

Of the 136 married graduates, shown in Table VII, 57 did not state whether they had children and 47 replied that they had no children. A total of 38 children were reported by the respondents giving information on this question: 26 had one child, 6 had two children. From all classes at least one graduate reported a child. Of the 6 married graduates with two children, one was from the Class of 1941, the latest class year represented in the survey. No respondent reported more than 2 children.

More of the husbands were reported in military service than in any other occupation at the time the survey was made. Table VIII shows that the husbands of 26 graduates were in service. These represented, for the most part, the Classes of 1938, 1939, and 1940. Professional men were second in frequency of mention (17) Clerical workers and owners of businesses ranked third (14); government workers were next (12).

TABLE VI

**BUSINESS EDUCATION GRADUATES ARRANGED BY
YEAR OF GRADUATION AND YEAR OF MARRIAGE**

Year of Marriage	Total	Year of Graduation								
		1933	1934	1935	1936	1937	1938	1939	1940	1941
1934	1	1								
1935	0									
1936	3		1	1	1					
1937	9	1		3	2	3				
1938	9	1		1		3	3	1		
1939	21			2	3	3	6	6	1	
1940	26		1	1	2	3	5	8	5	1
1941	32		1	2	2	2	8	6	8	3
1942	29		2			1	5	8	9	4
Not Stated	6		1		1			1	1	2
Total	136	3	6	10	11	15	27	30	24	10

TABLE VII
 DISTRIBUTION OF MARRIED GRADUATES ACCORDING TO
 NUMBER OF CHILDREN REPORTED

Year of Graduation	No. of Married Graduates	Number of Children			
		Not Stated	0	1	2
1933	3	1		2	
1934	6	4	1	1	
1935	10	5	3	1	1
1936	11	4	5	1	1
1937	15	6	2	6	1
1938	27	12	9	5	1
1939	30	13	9	8	
1940	24	8	13	2	1
1941	10	4	5		1
Total	136	57	47	26	6

TABLE VIII

DISTRIBUTION OF 136 MARRIED GRADUATES ACCORDING
TO HUSBAND'S OCCUPATION, 1942-1943

Occupation	Total		Year of Graduation								
			1933	1934	1935	1936	1937	1938	1939	1940	1941
	No.	%									
Military	26	19.1		1	1		1	5	8	8	2
Professional	17	12.5			2	1	2	3	5	2	2
Clerical	14	10.3	1	1	1	4	1	2	2	2	
Owner	14	10.3		1	1		4	3	2	3	
Government	12	8.8		1	1	1	1	3	1	3	1
Skilled Worker	8	5.9				2	1	1	2	2	
Salesman	6	4.4			1		3	2			
Teacher	4	2.9	1					1		1	1
Laborer	3	2.2							2	1	
Farmer	0										
Not Stated	32	23.5	1	2	3	3	2	7	8	2	4
Total	136	99.9	3	6	10	11	15	27	30	24	10

Six graduates were married to salesmen. These were graduates from the Classes of 1935, 1937, and 1938. Only 4 of the husbands were teachers; 8 were skilled workers; and 3 were laborers.

Summary

Nearly two-thirds of the 288 business education graduates were located in North Carolina at the time this survey was made. The next most frequently reported locations were Virginia, Washington, D. C., New York, New Jersey, and Maryland. Most of the graduates were living in cities; one-fourth were living in villages; and only 6 graduates were in rural sections.

Slightly more than half of the graduates were single, as compared with approximately 30 per cent for all women in North Carolina. In three classes, 1939, 1940, and 1941, one member of each class had married a year before graduation. Most of the marriages took place a year after graduation.

Only 79 of the 136 married graduates supplied information as to the number of children. These reported a total of 38 children: 26 graduates reported having one child; 6 graduates reported having 2 children.

A variety of occupations of the husbands was found. More husbands were in military service in 1943 than in any other classification; professional men were second; clerical workers and owners of businesses, third; and government workers, fourth. Skilled workers, salesmen, teachers, and laborers were next, in that order.

Educational Information

The questionnaire called for information concerning advanced study done on the graduate level and study done other than for graduate credit. The place, time, major subject of study, and purpose were considered. The

summary sheet did not contain data on the question: "If you attended another college or university, what was your major subject?" Possibly the number reporting study at another college or university was so small and the answers so varied that this part was omitted from the summary sheet.

The Woman's College functions as a coeducational graduate study center of the Consolidated University of North Carolina in the areas of Home Economics, Elementary Education, and Business Education. Candidates for a Master's degree in business education are expected to take some work, usually in economics, at the graduate school of the University at Chapel Hill. The degrees awarded are Master of Science and Master of Science in Business Education. These facts should be kept in mind when tables are inspected.

The summary of responses on the item concerning the place of graduate study showed that 182 graduates had done no graduate study, and 90 failed to answer the question. Fifteen graduates, representing six classes, had taken graduate work. Table IX shows that of 8 graduates doing graduate study at the Consolidated University of North Carolina, 6 returned to Woman's College, but since only the Master of Arts degree is shown in Table X, it appears that none of the respondents completed a graduate program in business education through the Graduate Center at Woman's College.

Business subjects were most frequently listed as the graduate major. Next in frequency was economics. Spanish, music, English psychology, and science were also reported. It is possible that these listings in Table XI represent supplementary courses rather than the major subject or graduate-credit

TABLE IX
COLLEGES ATTENDED BY 15 GRADUATES REPORTING ADVANCED STUDY

College	No. of Graduates	Year of Graduation								
		1933	1934	1935	1936	1937	1938	1939	1940	1941
U. N. C	2						2			
Woman's College	6	1	1	1		1	1			1
Other	7		1			2		2	1	1
Total	15	1	2	1		3	3	2	1	2

TABLE X
GRADUATE DEGREE AND YEAR CONFERRED

Year of Graduation	No Degree	Master of Arts	Year Conferred
1933	1		
1934	1	1	1936
1935	1		
1936			
1937	3		
1938	2	1	1939
1939	1	1	1941
1940	1		
1941	2		
Total	12	3	

TABLE XI
 SUBJECTS NAMED AS MAJOR BY 16 GRADUATES
 REPORTING GRADUATE STUDY

Subject	Total	Year of Graduation								
		1933	1934	1935	1936	1937	1938	1939	1940	1941
Business	8	1		1			2	2	1	1
Economics	2					1	1			
Education	1								1	
English	1				1					
Psychology	1									1
Spanish	1		1							
Music	1							1		
Science	1		1							
Total	16	1	2	1	1	1	3	3	2	2

courses. For example, a respondent may have recorded the course in Spanish which she had elected as a graduate subject in order to prepare for the language requirement for a Master's degree. This explanation would account for the additional case included in the total of 16 shown in Table XI.

Three graduates began advanced study the year of graduation. Three re-entered school one year after graduation, and the others who reported the time of graduate work began from 3 to 6 years after graduation, as shown in Table XII. None entered graduate school more than 6 years after graduation.

Although 35 graduates indicated that they had done additional study after graduation, according to the summaries shown in a later tabulation (Table XV) of the dates of such study, the distributions of Tables XIII and XIV show only 32 giving information as to the type of institution attended and only 31 reporting the purpose of their additional study. Sixteen respondents failed to check this item on the questionnaire, and 239 reported having done no other study. Twelve graduates took additional training for vocational reasons. Although there were 15 who were reported as having done graduate study (Table IX), only 5 checked "Graduate Degree" as their purpose in taking additional work (Table XIV). The fact that the graduates who checked "Teaching certificate or renewal" were from the earlier classes (1935, 1936, 1937) suggests that they sought additional credits to meet renewal requirements of certification. The introduction of Distributive Education in 1938 and the development of Diversified Occupations programs in the state may have been a factor in the proportion of responses checked for "Vocational Preparation."

TABLE XII
DATE OF GRADUATE STUDY REPORTED BY 15 GRADUATES

Year of Graduation	No. Reporting Graduate Study	Date of Graduate Work
1933	1	1933-34
1934	1	1935-36
	1	Not Stated
1935	1	1940-41
1936		
1937	1	1937-38
	1	1938-39
	1	1941-42
1938	2	Not Stated
	1	1941-42
1939	1	1939-40
	1	1941-42
1940	1	1941-42
1941	2	Not Stated
Total	15	

TABLE XIII
 TYPES OF STUDY OTHER THAN GRADUATE
 WORK, REPORTED BY 32 GRADUATES

Other Study	No. of Graduates	Year of Graduation								
		1933	1934	1935	1936	1937	1938	1939	1940	1941
Other College	5				1		1	1	2	
Business School	5		1			1	2		1	
Univ. Extension	4	1	1	1		1				
Summer School	8		1	1	1	3		2		
Art	1					1				
Other	9		1		1		1	2	3	1
Total	32	1	4	2	3	6	4	5	6	1

TABLE XIV
 PURPOSES OF ADDITIONAL STUDY

Purpose of Study	No. of Graduates	Year of Graduation								
		1933	1934	1935	1936	1937	1938	1939	1940	1941
Graduate Degree	5		1			1	2			1
Teaching Certificate	5			2	1	2				
Vocational Preparation	12		1		1		2	2	5	1
Hobby	5		1		1			3		
Other	2	1	1							
Not Stated	2			1					1	
Total	31	1	4	3	3	3	4	5	6	2

TABLE XV
 DISTRIBUTION OF GRADUATES, BY CLASSES, ACCORDING TO TIME
 ELAPSING BETWEEN GRADUATION AND ADDITIONAL
 STUDY

Time-Period	No. of Graduates	Year of Graduation								
		1933	1934	1935	1936	1937	1938	1939	1940	1941
Year following grad.	12	1	1	1		2	4	1	1	1
1 yr. after grad.	6		1			1		2	2	
2 yrs. after grad.	2							1	1	
3 yrs. after grad.	3			1		1		1		
4 yrs. after grad.	2		1		1					
5 yrs. after grad.	2		1		1					
6 yrs. after grad.	1		1							
7 yrs. after grad.	3		3							
More than 7 yrs.										
Not Stated	4					2			2	
Total	35	1	8	2	2	6	4	5	6	1

Summary

Few graduates continued study on the graduate level. Of the 15 reporting graduate study, 6 returned to the Woman's College campus; 2 went to the University at Chapel Hill, and 7 did graduate work in other schools. Three graduates had received Master of Arts degrees. All three degrees were received within two years after graduation.

Courses in business were most frequently reported and economics was second. Other subjects in graduate work were education, English, psychology, Spanish, music, and science.

Thirty-one graduates had engaged in post-college study for various purposes, such as vocational preparation, certification for teaching or renewal of certificate, and "hobby." Summer sessions, business college, extension work, and art were specified types of activities.

Presumably the separate summations of "graduate work" and "other study" represent exclusive categories and therefore include different personnel. On that basis, the total figure for all graduates who reported additional schooling is 46, or 16 per cent of the total number of graduates responding to the questionnaire. The data on the period of time between graduation and additional training indicate a tendency on the part of both groups engaging in post-college study to begin such work within two years from the date of their graduation.

Occupational Information

This section of the report presents a discussion of data obtained on graduates employed in business and in teaching. The questionnaire did not ask for information concerning the means of obtaining the initial position.

The purpose of the Department of Business Education is: "to give a broad foundation on which to build specialized training for those who desire to enter business or business teaching."¹⁸ Consequently, a major part of the survey pertained to the occupations of the business education graduates.

Table XVI was constructed from figures recorded in a summary sheet entitled "Total Years Worked." The 22 cases entered in the column headed

18. The Woman's College of the University of North Carolina Bulletin, Catalog Issue for the Year 1944-1945, p. 79.

TABLE XVI

NUMBER OF GRADUATES FROM EACH CLASS WHO REPORTED
THE NUMBER OF YEARS THEY HAD WORKED

Year of Graduation	Total No.	%	Not Stated	Number of Years Worked										
				0	1	2	3	4	5	6	7	8	9	
1933	3	1.1	1				1			1	1	1	4	1
1934	7	2.5												
1935	10	3.5	3		1	2	1	2	1	1	13			
1936	21	7.4	1		2	1	2	1	1					
1937	26	9.1	2	2	2	1	1	4	14					
1938	40	14.0	7		1	4	7	21						
1939	64	22.5	1	2	9	7	44	1						
1940	57	20.0	2		2	52		1						
1941	57	20.0	5		49	3								
Total	285	100.1	22	4	65	69	57	29	18	15	1	4	1	

Note: The parallel lines mark off the number of graduates whose years of experience is the same as the number of years since graduation.

"Not Stated" are interpreted as graduates who had work experience but failed to indicate the period of time they had worked. Only 4 graduates specifically stated that they had not worked. The total number of respondents is 2 cases less than the 287 recorded in most of the tables of the preceding section. With these exclusions, the immediate discussion is based on data from 259 cases, representing 53 per cent of the total number of BSSA graduates as of 1942-1943.

When the table is examined in terms of years since graduation, the total number of years worked is found to correspond closely to the number of years since graduation. Three graduates of the 1941 Class and 2 graduates of the preceding classes had apparently worked prior to their graduation from college. The summary in Table XVII shows for every class graduating after 1935, a large proportion of graduates who reported working the maximum number of years.

TABLE XVII

PERCENTAGE OF GRADUATES WORKING SAME NUMBER OF YEARS
AS YEARS SINCE GRADUATION

Year of Graduation	No. of Cases	Total Number	Per Cent
1941 (1 yr.)	49	57	85.9
1940 (2 yrs.)	52	57	91.2
1939 (3 yrs.)	44	64	68.8
1938 (4 yrs.)	21	40	52.5
1937 (5 yrs.)	14	26	53.8
1936 (6 yrs.)	13	21	61.9

Data on the initial positions held by the graduates are shown in Tables XVIII, XIX, XX, and XXI. Teaching and clerical positions account for 96 per cent of the types of positions reported. Educational institutions employed the greatest number of graduates according to questionnaire item, "Employer's Business": 107 graduates reported employment in a school or college. Next in frequency of mention were government, manufacturing, retail or wholesale, and insurance or financial. Although 44 graduates reported working for the government (Table XIX), only 8 gave Washington, D. C. as the location of their initial position (Table XX). Sixty-one began their work in Greensboro, and 151 others were employed in the state. Thus 75 per cent of the graduates were found to have begun their occupational careers in North Carolina. A large majority of the graduates reporting time between graduation and initial position were working in less than a year after graduation (Table XXI).

Tables XXII, XXIII, and XXIV give the data concerning the "other" position held by graduates. One hundred and nine graduates reported a second position, recorded on the summary sheets as "other" position. The total is less than the number reporting initial job. This may be the result of some graduates remaining in the same position and others discontinuing work for marriage or other reasons.

The clerical field attracted three-fourths of those reporting second or "other" positions (Table XXII). Twenty, or nearly one-fifth, selected teaching as second positions. This figure, however, may indicate simply a change of teaching position rather than a change to teaching from another occupation. Sales work was reported twice for "second" position, as it was in "initial" position. The classification of "creative" work showed two additions, making a total of 4 employed in creative work.

TABLE XVIII

DISTRIBUTION OF GRADUATES ACCORDING TO TYPE OF
INITIAL POSITION

Type of Position	Total		Year of Graduation								
	No.	%	1933	1934	1935	1936	1937	1938	1939	1940	1941
Professional or Executive	3	1.1						1	1	1	
Teaching	88	30.9	1	2	3	7	7	17	19	14	18
Clerical	187	65.6	1	5	9	14	14	19	40	46	39
Sales	2	.7							2		
Creative	1	.4								1	
Statistical	2	.7	1					1			
Dietetical	2	.7					2				
Total	285	100.1	3	7	12	21	23	38	62	62	57

TABLE XIX

DISTRIBUTION OF GRADUATES REPORTING INITIAL POSITION ACCORDING
TO BUSINESS OF EMPLOYER

Employer's Business	Total		Year of Graduation								
	No.	%	1933	1934	1935	1936	1937	1938	1939	1940	1941
Professional	16	5.6					2	2	5	4	3
School or College	107	37.4	1	3	4	9	9	20	22	17	22
Government	44	15.4		1	5	4	4	6	5	6	13
Insurance or Financial	25	8.7				3	1	3	6	8	4
Manufacturing	33	11.5				1	1	2	11	11	7
Retail or Wholesale	27	9.4	1			3	3	4	8	3	5
Transportation or Utilities	8	2.8	1	1	2				1	3	
Publishing	6	2.1		1	1					3	1
Other	5	1.7					1		1	2	1
Not Stated	15	5.2		1		1	5	3	5		
Total	286	99.8	3	7	12	21	26	40	64	57	56

TABLE XX
DISTRIBUTION OF GRADUATES ACCORDING TO LOCATION OF INITIAL
POSITION

Location	Total		Year of Graduation								
	No.	%	1933	1934	1935	1936	1937	1938	1939	1940	1941
Greensboro, etc.	61	21.8		2	4	8	6	4	11	16	10
Other Carolina	151	53.9	1	3	5	11	10	27	31	30	33
D. C.	8	2.9					2		1		5
New York	15	5.4			1				6	5	3
Other	30	10.7	1	1		1	1	7	9	5	5
Not Stated	15	5.4	1	1	2	1	2	2	5	1	
Total	280	100.1	3	7	12	21	21	40	63	57	56

TABLE XXI

DISTRIBUTION OF 261 GRADUATES REPORTING
THE TIME BETWEEN GRADUATION AND
INITIAL EMPLOYMENT

Years Between	Total Number	Year of Graduation								
		1933	1934	1935	1936	1937	1938	1939	1940	1941
0	243	2	5	10	18	18	32	55	53	50
1	16				2	2	4	2	2	4
2	2		1					1		
Total	261	2	6	10	20	20	36	58	55	54

TABLE XXII
 DISTRIBUTION OF GRADUATES ACCORDING TO TYPE
 OF INTERMEDIATE POSITION*

Position	Total		Year of Graduation								
	No.	%	1933	1934	1935	1936	1937	1938	1939	1940	1941
Professional	4	3.7	1				1			1	1
Teaching	20	18.3	1	1	1		2	7	5	2	1
Clerical	77	70.6		2	7	8	7	11	17	19	6
Sales	2	1.8					1				1
Creative	4	3.7					1		2	1	
Statistical	2	1.8						2			
Total	109	99.9	2	3	8	8	12	20	24	23	9

*Referred to as "Other" position in the discussion.

TABLE XXIII
 DISTRIBUTION OF GRADUATES REPORTING
 INTERMEDIATE* POSITION ACCORDING TO
 BUSINESS OF EMPLOYER

Business	Total		Year of Graduation								
	No.	%	1933	1934	1935	1936	1937	1938	1939	1940	1941
Professional	8						1		2	4	1
School or College	22	7.5	1	1	1	1	2	6	5	2	3
Government	27	20.6			4	3	3	3	5	7	2
Insurance or Financial	11	25.2		1		1	2	4		2	1
Manufacturing	17	10.3			1	3	1	3	5	3	1
Retail or Wholesale	12	15.9	1		1		1	1	5	2	1
Transportation or Utilities	1	11.2		1							
Publishing	3	.9					1		1	1	
Other	4	2.8			1		1	1		1	
Not Stated	2	3.7							1	1	
		1.9									
Total	107		2	3	8	8	12	18	24	23	9
		100.0									

*Referred to as "Other" position in the discussion.

TABLE XXIV

DISTRIBUTION OF GRADUATES ACCORDING TO
LOCATION OF INTERMEDIATE POSITION*

Location	Total No. %		Year of Graduation								
			1933	1934	1935	1936	1937	1938	1939	1940	1941
Greensboro, etc.	21	19.6		1	4	1	2	3	5	4	1
Other Carolina	47	43.9	1	1	2	4	6	13	8	9	3
D. C.	10	9.3					1	1	2	5	1
New York	6	5.6			1				3	2	
Other	18	16.8	1	1		3	1	1	6	2	3
Not Stated	5	4.5			1		2			1	1
Total	107	99.7	2	3	8	8	12	18	24	23	9

*Referred to as "Other" position in the discussion.

In "other" positions of graduates, more employers were connected with government work than with any other business (Table XXIII). Schools and colleges were second, with 22 of the total 107 graduates reporting. Manufacturing, retail or wholesale, insurance or financial businesses, and professional work came next, in that order, with little difference in the relative frequencies.

Those in government employment represented classes graduating after 1934. There was no evident influence of the war, as the number engaged in government work was about evenly distributed among the classes, except for 1941. No explanation is apparent for the decrease in the 1941 Class.

Comparison of the data on location of "other" positions (Table XXIV) with the previous data on initial positions (Table XX) shows an increase in the proportion of graduates working in Washington, D. C. The proportion working in North Carolina diminished.

The returns obtained on present positions are tabulated in Tables XXV, XXVI, and XXVII. Present positions may be initial positions or "other" positions. At the time of the survey, 194 graduates were still employed, with 71 per cent reported as clerical workers. Teaching was second in frequency, with 25 per cent. It is impossible to trace the trends to discover whether there is an increase or a decrease in the proportion of graduates in teaching. Although "other" positions and "present" positions in teaching show a larger number in "present position," there may be an overlapping since the "present position" may include graduates reporting either second or initial positions.

The distribution of types of positions held by graduates (Table XXV) in 1942-1943 was about the same as was found in previous tabulations of

TABLE XXV
DISTRIBUTION OF GRADUATES ACCORDING TO TYPE
OF PRESENT POSITION

Type of Position	Total No.	%	Year of Graduation										
			1933	1934	1935	1936	1937	1938	1939	1940	1941		
Professional	1	.5				1							
Teaching	49	25.3		2		1	3	6	13	10	14		
Clerical	138	71.1	1	2	3	8	14	20	24	37	29		
Sales	1	.5							1				
Statistical	1	.5					1						
Dietetical	1	.5								1	1		
Other	2	1.0								1			
Military	1	.5											
TOTAL	194	99.9	1	4	3	10	18	27	38	49	44		

positions. Of the 194 graduates reporting employer's business in present position, more were connected with schools or colleges than with other fields of employment (Table XXVI). Government was second and manufacturing, third. The following summary shows the relative rankings of the type of businesses represented by the graduates in their 1942-1943 positions and in positions other than their first-employment places. There may be overlapping in some cases since the dates of "other" positions can not be determined from the summary totals. Moreover, the number of cases involved in "other" positions is considerably smaller than the number shown for 1942-1943. If these data are representative of the mobility of graduates with respect to types of business, there appears to be a tendency toward increased employment by schools or colleges and a decrease in employment by retail or wholesale businesses. Government employment, though represented in approximately equal percentages (25% and 26%), dropped to second place in frequency of present position; school or college moved to first place, with 32.5 per cent representation in present position.

<u>Type of Business</u>	<u>"Other" Position</u>		<u>"Present" Position</u>	
	% of Cases	Rank	% of Cases	Rank
Government	25.2	1	26.0	2
Schools or College	20.6	2	32.5	1
Manufacturing	15.9	3	16.0	3
Retail or Wholesale	11.2	4	4.0	6
Insurance or Financial	10.3	5	7.2	4.5
Professional	7.5	6	7.2	4.5
Publishing	2.8	8	1.0	8
Transportation or Utilities	.9	9	1.5	9
Other	3.7	7	2.6	7
Number of Cases Reporting		(107)		(194)

The distribution of locations of present positions shown in Table XXVII is similar to the distribution found in data on previous employment, with Greensboro and North Carolina drawing a large proportion of the workers. The proportion of graduates located in Washington in other than their first position, however, exceeds the proportion found for initial positions in Washington.

TABLE XXVI

DISTRIBUTION OF GRADUATES REPORTING
PRESENT POSITION ACCORDING
TO BUSINESS OF EMPLOYER

Business	Total No.	%	Year of Graduation									
			1933	1934	1935	1936	1937	1938	1939	1940	1941	
Professional	14	7.2				3	3	3	2	1	5	
School or College	63	32.5		3	1	3	5	9	14	12	16	
Government	51	26.3	1		1	2	4	5	9	17	12	
Insurance or Financial	14	7.2			1		2	2	4	3	2	
Manufacturing	30	15.5				4	4	4	5	8	5	
Retail or Wholesale	8	4.1					1	1	1	3	2	
Transportation	3	1.5						1		2	1	
Publishing	2	1.0		1								
Other	5	2.6						1	1	2	1	
Not Stated	4	2.1										
Total	194	100.0	1	4	3	10	18	27	38	49	44	

TABLE XXVII
 DISTRIBUTION OF GRADUATES
 ACCORDING TO THE LOCATION OF
 PRESENT POSITION

Location	Total No. %	Year of Graduation								
		1933	1934	1935	1936	1937	1938	1939	1940	1941
Greensboro, etc.	36 18.6			2	1	6	4	8	9	6
Other Carolina	90 46.4	1	2	1	6	4	15	17	20	24
D. C.	12 6.2					1	1	3	4	3
New York	11 5.7		1			1		4	2	3
Other	32 16.5		1		3	3	5	5	9	6
Not Stated	13 6.7					3	2	1	5	2
Total	194 100.1	1	4	3	10	18	27	38	49	44

TABLE XXVIII
 COMPARISON OF NUMBER OF GRADUATES WHO REPORTED
 HAVING TAUGHT WITH TOTAL NUMBER OF RESPONDENTS

Year of Graduation	No. of Graduates Reporting	No. Who Reported Having Taught
1933	3	6
1934	7	16
1935	13	17
1936	21	16
1937	26	23
1938	40	38
1939	64	45
1940	57	21
1941	57	20
Total	288	202

Note: The first three items are obviously the result of erroneous recording, either in the respondents' checking of the questionnaire or in the punched-card summations.

The questionnaire asked that all graduates who had taught at any time since graduation check the section for teachers. Table XXVIII, giving the data on these returns, shows a total of 202 graduates who reported having taught at some time. The first three Classes (1933, 1934, 1935) reported a number of teachers in excess of the number of respondents. No explanation can be offered to account for this obvious error in the recording. The Classes of 1936, 1937, and 1938 show a high proportion of teachers among the respondents. The figures for classes of the three years following (1939, 1940, 1941) show a diminishing proportion of teachers. Increased opportunities and better salaries in office occupations may have been a factor here.

The length of the teaching time was not ascertainable from the summary sheets, which gave merely the total number of graduates teaching each of the school years. A study of Table XXIX in terms of the stated year of teaching in relation to the year of graduation shows that 63 of the graduates were teaching in the year following their graduation.

Although a total of 202 graduates had taught at some time (Table XXVIII), only 81 gave responses on the item of "present or last teaching position." Five did not state the nature of their position, two were principals, and one checked the item designated as "other." The remaining 73 graduates showed the following frequency distribution:

<u>Class</u>	<u>No. of Teachers</u>
1933	1
1934	1
1935	3
1936	3
1937	8
1938	15
1939	18
1940	13
1941	<u>11</u>
Total	73

TABLE XXIX

NUMBER OF GRADUATES WHO REPORTED HAVING TAUGHT
IN EACH OF THE 10 SCHOOL YEARS

School Year Taught	No.	Total %	Year of Graduation										
			1933	1934	1935	1936	1937	1938	1939	1940	1941		
1933-34	1	.5	1										
1934-35	3	1.5	1	2									
1935-36	6	3.0	1	2	3								
1936-37	9	4.5		2	3	4							
1937-38	16	7.9	1	2	2	4	7						
1938-39	26	12.9	1	2	2	3	6	12					
1939-40	37	18.3	1	2	2	2	5	10	15				
1940-41	38	18.8		2	2	1	3	8	14	8			
1941-42	43	21.3		2	1	1		5	14	9	11		
1942-43	17	8.4			1	1	1	2	2	2	2	9	
Not Stated	6	3.0			1		1	1		2	1		
Total	202	100.1	6	16	17	16	23	38	45	21	20		

Table XXX shows the distribution of these teachers on the basis of school levels involved, and Table XXXI gives their classification in terms of "rural," "village," and "city" locations of teaching position. Three-fourths of the graduates, reported as teachers, were high school teachers. Teachers were found to be about equally divided between city and village schools, and only 8 of the 73 respondents giving information as to location of teaching position were in rural areas.

Additional data showed the following teaching activities reported by ten graduates representing the Classes of 1936 through 1941:

	No. of Teachers
Single grade	4
Two grades	1
All grades	3
Handicapped children	1
Library	1

As previously reported, most of the teachers were engaged in high school teaching (Table XXX). The scope of subjects taught is shown in Table XXXII. Typewriting was the most frequently taught of secondary subjects, particularly by graduates in most recent years. Shorthand was second; and bookkeeping, third. General Business shows an increase in frequency of mention up to 1941. Whether the decrease in the number of teachers reporting general business in 1941 was due to a shortage of teachers or reflects an administrative trend toward elimination of the offering is not known. English, mathematics, civics, and social studies were listed as subjects taught by a number of the business education graduates. Other subjects which were reported included earth science, general science, history, German, Spanish, physical education, and speech.

Table XXXIII shows that most of the teachers were in public schools; 8 teachers reported that they were teaching in private schools.

TABLE XXX

NUMBER OF BUSINESS EDUCATION GRADUATES
TEACHING IN VARIOUS SCHOOL LEVELS

School Level	Total		Year of Graduation								
	No.	%	1933	1934	1935	1936	1937	1938	1939	1940	1941
Nursery	2	2.5		1				1			
Kindergarten	1	1.2									1
Lower Elementary	2	2.5							1	1	
Upper Elementary	0										
Junior High	3	3.7				1	1			1	
High School	62	76.5	1	1	2	3	6	12	15	11	11
Junior College	4	4.9					1		2		1
College	3	3.7			1			2			
Other	4	4.9						3	1		
Total	81	99.9	1	2	3	4	8	18	19	13	13

TABLE XXXI
 NUMBER OF BUSINESS EDUCATION
 GRADUATES TEACHING IN RURAL SECTIONS,
 VILLAGES, AND CITIES

Year of Graduation	Total Number	Location			Not Stated
		Rural	Village	City	
1933	1		1		
1934	2			2	
1935	3		1	2	
1936	4	2		2	
1937	8		2	4	2
1938	18		7	9	2
1939	19	3	6	8	2
1940	13	1	10	2	
1941	13		8	3	2
Total	81	6	35	32	8

TABLE XXXII

FREQUENCY OF VARIOUS SECONDARY SCHOOL
SUBJECTS REPORTED BY GRADUATES

Subject Taught	Total No. %		Year of Graduation								
			1933	1934	1935	1936	1937	1938	1939	1940	1941
Typewriting	66	25.6		1	2	5	8	10	15	12	13
Shorthand	61	23.6		1	2	4	7	11	13	10	13
Bookkeeping	51	19.8	1		2	4	4	12	8	9	11
General Business	34	13.2		1	1	3	3	6	8	8	4
English	9	3.5					3	2	3	1	
Mathematics	8	3.1						2	4	1	1
Civics	7	2.7					1	2	3	1	
Social Studies	4	1.6				1			2	1	
Earth Science	1	.4						1			
General Science	1	.4							1		
German	1	.4					1				
History	1	.4								1	
Physical Education	1	.4							1		
Spanish	1	.4				1					
Speech	1	.4				1	1	3	1	1	3
Other	11	4.3		1							

TABLE XXXIII

NUMBER OF BUSINESS EDUCATION
GRADUATES TEACHING IN PUBLIC AND PRIVATE SCHOOLS

	Total	Year of Graduation								
		1933	1934	1935	1936	1937	1938	1939	1940	1941
Public	68	1		2	4	6	14	16	13	12
Private	8		1	1		1	2	2		1
Not Stated	4		1			1	1	1		
Total	80	1	2	3	4	8	17	19	13	13

The section of the questionnaire pertaining to the employment of married graduates is summarized in Table XXXIV. The foregoing data on the employment of graduates in teaching positions may include some individuals from the group of 136 married graduates. Without recourse to the original returns, it is impossible to determine the nature of their after-marriage employment. Table XXXIV shows that 64 per cent of the married graduates were reported as employed after marriage, as compared with census data showing 30 per cent for "gainfully employed married females" in North Carolina (Table XXXV). Forty-four, or approximately a third of the married business education graduates did not work after they married; 46, also representing a third of the married graduates, worked one year after marriage; and 21 worked two years. Nine reported working but did not state the length of time; 5 furnished no data; the remaining 11 cases reported a range of 3 to 6 years of employment after marriage.

TABLE XXXIV

NUMBER OF MARRIED GRADUATES WORKING AFTER MARRIAGE

	Total		Year of Graduation								
	No.	%	1933	1934	1935	1936	1937	1938	1939	1940	1941
Did not work	44	32.4		3	6	3	8	8	11	4	1
1 year	46	33.8	1	1	1	2		10	13	12	6
2 years	21	15.4				2	4	7	3	4	1
3 years	4	2.9		.			1	1	2		
4 years	1	.7	1								
5 years	3	2.2			2		1				
6 years	3	2.2		1	1	1					
7 years											
8 years							1			4	
Not Stated	5	3.7									
Answered "Yes" but time not stated	9	6.6	1	1		3		1	1		2
Total	136	99.9	3	6	10	11	15	27	30	24	10

TABLE XXXV
 NUMBER AND PER CENT OF GAINFULLY EMPLOYED MARRIED FEMALES
 IN NORTH CAROLINA*
 (15 years of age and over)

	1940		1930		1920	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Total number of married females	552,440	100.0	569,027	100.0	460,742	100.0
Number of gainfully employed married females	163,512	29.8	93,324	16.4	60,951	13.2

*A duplicated table captioned "Report No. 2 of Research Committee (Data Compiled from U. S. Census Reports)."

Summary

Nearly all of the business education graduates responding to the questionnaire were employed in less than a year following graduation. Most of the graduates entered teaching or clerical fields. Schools and colleges employed the greatest number of graduates. Other businesses listed according to frequency of initial employment of graduates were: government, manufacturing, retail or wholesale, and insurance or financial organizations. Three-fourths of the graduates began working in North Carolina.

The total reporting "other" or intermediate positions was less than the total reported for initial job. Most of these graduates were employed by government offices; schools and colleges were second. Other businesses given as employers were: manufacturing, retail or wholesale, and insurance or financial establishments.

The proportion of graduates reported working in Washington, D. C. in "other" positions was greater than the proportion working there in initial positions. The proportion of graduates reported working in North Carolina in "other" positions was less than that reported for initial positions.

Two-thirds of the respondents were working in 1942-1943. Nearly three-fourths of these graduates were employed as clerical workers. Teachers were second in frequency.

Schools and colleges were most frequently reported employers of graduates in 1942-1943. Government, manufacturing, insurance or financial, professional, retail or wholesale, publishing houses, and transportation or utility companies were next in frequency of mention as employers of graduates.

Nearly two-thirds of those working in 1942-1943 were employed in North Carolina. The proportion of those reporting present employment in Washington shows an increase over the proportion who began working there after graduation.

Three-fourths of the respondents reported teaching at some time. Most of the teachers reporting school level were teaching in high schools and held the position of "teacher" in public school systems. Teachers checking the "characteristics" of the present or last teaching position were found to be about equally divided between village and city schools; a small number reported teaching position to be in a rural area.

Secondary school subjects taught by graduates most frequently reported were: typewriting, shorthand, bookkeeping, and general business. The course in general business showed an increase in the number of teachers reporting the subject up to 1941. The decrease occurring in 1941 may have been a result of the teacher shortage or indicative of an administrative trend toward elimination of the offering in secondary schools.

Few business education graduates reported teaching in nurseries, kindergartens, and elementary schools.

Nearly two-thirds of the married graduates reported working outside the home after marriage. The majority reporting employment worked for two years or less after marriage. Eleven of the married graduates worked from 3 to 6 years.

Community Activities

Participation

Forty-four, or 15 per cent of the total number of graduates responding to the questionnaire, reported that they had engaged in no community activity,

and 79 (27 per cent) failed to check the list. (Table XXXVI). The median number of activities reported by the remaining 163 respondents was 3, representing 25 per cent of the graduates who reported participation and 14 per cent of the total number of respondents. The frequencies for "one activity," "two activities," and "four activities" represent about 18 per cent of the graduates who reported participation and 10 per cent of the total number. The largest number of activities checked was 9, reported by four of the graduates.

Leadership

A measure of leadership on the part of the graduates was obtained through the responses of graduates indicating the organizations in which they had held office. The summary sheets recorded 80 entries as "not stated" and 138 entries as "no office." The data of Table XXXVII show a fairly high ratio of officers in "one activity," "two activities," and "three activities." Six offices was the highest number checked, and was reported by only one graduate.

War Work and Red Cross

More than a third of the graduates (101) were engaged in war work or Red Cross, with 9 holding offices in these activities.

TABLE XXXVI

NUMBER OF GRADUATES PARTICIPATING IN
COMMUNITY ACTIVITIES AND WAR WORK

No. of Activities	Total	Year of Graduation								
		1933	1934	1935	1936	1937	1938	1939	1940	1941
Not Stated	79	1	2		7	5	11	15	15	23
None	44		2	1	4	1	4	8	12	12
One	28			1		1	5	9	10	2
Two	29	1	1	3	2	1	2	10	5	4
Three	41			3	2	7	5	9	5	10
Four	29			1	1	3	8	8	5	3
Five	17		1	1	2	4	2	4	2	1
Six	6		1		1	1	1		1	1
Seven	7			1	1	2	1	1		1
Eight	2					1			1	
Nine	4	1			1		1		1	
Total	286	3	7	11	21	26	40	64	57	57
War Work and Red Cross	101	2	2	5	6	14	12	30	18	12

TABLE XXXVII
 NUMBER OF GRADUATES HOLDING LEADERSHIP
 IN COMMUNITY ACTIVITIES AND WAR WORK

No. of Activities	Total	Year of Graduation								
		1933	1934	1935	1936	1937	1938	1939	1940	1941
Not Stated	80	1	2	2	7	6	10	16	14	22
None	138	1	2	4	6	14	22	36	30	23
One	26			3	2	2	3	6	6	4
Two	20		1	1	4		2	4	4	4
Three	10			1	1	2	1		1	4
Four	7			1	1	2	2	1		
Five	5		2					1	2	
Six	1	1								
Total	287	3	7	12	21	26	40	64	57	57
War Work and Red Cross	9		1			2	2	2	1	1

Comments of Graduates

The questionnaire included a notation at the bottom of the page, soliciting comments from the graduates regarding their opinions. The note was:

"Further comments are solicited. They may be made on the reverse side. Such questions as these may be answered: What was the strength of your training? What was the weakness of your training? What was the greatest contribution which the college made to you as a person? As a woman, what do you wish the college had done for you, which it did not do?"

The comments made in regard to the curriculum came from the graduates of all departments. The basis for selecting the comments duplicated, as made in a written statement by Dr. Fisk to members of the Curriculum Committee was:

"These comments have been selected on the basis of including everything which might be significant to the work of this committee. Commendatory statements of a general nature not coupled with some suggestions have usually been omitted. There were many such statements."

The list presents first statements made by graduates of the Department of Business Education, followed by statements made by graduates with other degrees regarding courses in business education which might have been helpful to them.

For purposes of this report, the comments of the business education graduates were classified and marked according to the four phases suggested in the questionnaire note [i.e., (1) strength, (2) weakness, (3) the contribution the college had made, (4) what the college might have done but did not do for the graduate]. Comments which contained several statements covering more than one group were checked in each group which they touched. The list as marked is reproduced on pages 65 through 67.

There were 22 business education graduates who made specific statements

concerning the training. The statements given varied from criticism of the title of the degree conferred upon a graduate of the department to statements regarding the lack of emphasis of instructors to exact "careful, precise thinking" on the part of the students. There were 9 statements concerning strength of training; 10 statements of weaknesses of training; 5 which mentioned instances of personal benefits contributed them by college experiences; and 10 comments were suggestions as to courses the college might have offered which would have been helpful to graduates since leaving the campus.

In the duplicated list of statements regarding the curriculum, there were 18 comments made by graduates of other departments expressing the feeling that courses in business would have been helpful to them. Two of the graduates with other degrees stated there was a need for a one-semester typing course; 2 thought a typing course should be offered freshmen; 1 stated typing should be required but did not state the length of the course or when it should be taken; 4 suggested a combination of typing and shorthand; 1, a combination of shorthand, typing, and bookkeeping; 1 thought a short stenographic course would be beneficial but did not state subjects to be included in the course; 1 reported the need of a course in business but did not mention what course or courses were needed; 5 remarked the need of business training or preparation for business; and 1 suggested a course in consumer education.

Comments Relating to Curriculum Made by Graduates
of the Department of Business Education

Group*

1 2 3 4

x

x

"As I delved into fields other than that in which I majored, Business Administration, I feel that the most important thing which I gained from my four years at Woman's College, was a background of general knowledge on which to build."

x

"I wish the college had offered a course in how to run a home and hold an outside job at the same time."

x

"I would really derive a lot of benefit from having had some kind of study of marriage and home-making."

x

"I would suggest that an aptitude test be given all BSSA majors before they start working on their major. I also suggest that the same type of test be given prospective teachers of any subject to see if they are fit ten mentally and emotionally to become teachers. As a woman, I wish the college had prepared me, in some way through classes or lectures outside of class, with the knowledge of how to run a home of my own. Because one course which will help a girl to know how to buy foods for her family, buy the right kind and durable kind of furniture without spending a great deal of money and etc."

x

"I have needed a broader background in psychology and law as well as general arts."

x

x

"I feel now that particular attention to the matter of vocational guidance, including aptitude and special intelligence tests would have been of great benefit. Stronger and more detailed attention to aptitude finding might keep more than one incoming freshman from taking 'just somethin'."

x

"I think the most valuable thing I received from the college was a good attitude towards my work, employers, and fellow workers."

x

"As a secretarial science graduate, I have always felt in every position that I have had that my training was adequate, or I might say excellent, to meet any demands; with the

- *Group 1--Remarks concerning "strength of training."
2--Remarks concerning "weakness of training."
3--Remarks concerning "greatest contribution which the college made "personally to graduate."
4--Remarks concerning the question "As a woman, what do you wish the college had done for you, which it did not do?"

1 2 3 4

background I have, I feel I could return to the business world at any time and not feel inferior to my associates."

x x x

"Elective courses, for example, in fields outside my major subject have contributed immeasurably to the cultivation of an appreciation of, and sense of responsibility to, individuals and society. While I am totally aware of the value of my specialized training at Woman's College, I have only recently begun to appreciate properly the contribution of other fields to my own development. I would point to deficiencies of two stimulants in my experience at W. C.: First, a failure on the part of certain instructors to demand enough in the way of careful, precise thinking; second, a failure on the part of certain instructors to attempt to create independence on the part of the student in both intellect and personality."

x x

"I only regret that I did not take more, especially subjects in music, current events, etc. My business education has helped me to secure the exact job that I wanted, and I find that most employers now are more anxious that their secretaries have a college education than ever before, especially since girls are having to fill positions of responsibility."

x

"I received my BS in S. A. and have found the training invaluable although I have not actually applied it in the business world. I'm able to help my husband in his necessary correspondence. With this background I have felt secure in knowing that should the need arise, I can with a few weeks, 'brushing up' obtain a good position."

x

"I think all secretarial students should be drilled thoroughly in the effective use of our English language. Spelling and grammar should be emphasized."

x

x

"I've been so proud of the training I received at Woman's College, because I know I can find employment, either in my community or away from it. Religious activities at College Place Church helped me to work better in my home church."

x

x

"The background was splendid, well rounded. However, the training was not intensive enough to compete with girls who went to 'straight' secretarial schools."

x

"Is there any other name which could be given to the degree of Bachelor of Science in Secretarial Administration. The 'Secretarial' seems to be a dead give away that it was secured at some fly-by-night school. In my home town here we have a business college, which gives degrees for one- and two-year courses in secretarial work."

1 2 3 4
 x x x x

"There is one course that I wish had been offered as a one semester, one hour course when I was a student at W. C. U. N. C. and that is a course in parliamentary law. As a teacher of commercial subjects in the high schools of North Carolina, as a bookkeeper-steno. in public offices and as a member of various organizations I have needed a thorough course in journalism. I wish it could be required of every BSSA major to have two semesters in journalism."

"Weakness: Lack of accent on perfection of typing and shorthand, which is so important to the beginner in business and so unimportant to the experienced. The beginner needs confidence in these two subjects as she really has little else to offer."

x x x x

"The main strength of the training I received at the Woman's College lies in the broad cultural background given along with technical training. In my position the general education I received has really been of more importance at times than my specialized training, although both are necessary. However, I do wish that I had had some course in the Secretarial Science Department dealing with the purchase of office supplies, office furniture, etc."

x

"Strengthen your vocational education so it can do an effective job and you and the alumnae will be proud of it."

x

"It was not intensified enough; I received only a smattering of knowledge--not enough in any one thing."

x

x

"With the preparation the college gave me for my chosen field, I have no quarrel. With my own choice of field, I have some argument. Since I am not familiar with what the college is doing in vocational guidance, this comment is not intended as criticism."

x

"I am thankful now for my courses in economics which furnish a foundation for better understanding of the present situation in which we find ourselves today."

Comments Relating to Need for Courses in Business by

Graduates with Other Degrees

"I would like to see at least one semester of typing required of every student." (AB)

"Somewhere, a course in consumer education would have been fine." (AB)

". . . I would have taken shorthand, typing, and bookkeeping as my electives. I feel the time spent on them would have been far more profitably spent." (AB)

"If some course in preparation for business, could be given those who don't necessarily take the business course it would prove helpful I feel sure." (AB)

"I wish the college had offered . . . typing for freshmen." (AB)

"An elementary course in typing my first year in college would have been a help." (AB)

"After I graduated from N. C. in 1939, I returned in September and took a business course. Soon after finishing the business course, I was married. Since that time I have found that my courses in business have helped me more than almost any other classes that I attended while in school. . . I am sure I would have missed something if I had not taken a business course after I finished my A. B. Because of this, I feel it would be a good idea to include business." (AB)

"At the present, I am taking a business course. Could a course in typing and shorthand be inserted into an AB or BS course, other than BSSA?" (BSHE)

"I value: my courses in history, political science, foreign language; Six-weeks typing, I missed." (AB)

"I wish the college had made it necessary for all teachers-to-be to study typing and shorthand." (BSM)

". . . I am called on constantly to talk for various organizations and I think . . . some business training. . . would be helpful. (BSHE)

". . . I have found from experience in the business world that a stenographic course is a prerequisite for practically every job open to college graduates. And for a girl who is interested in working when she finishes college she will find more attractive positions requiring not only a college degree but a short stenographic course." (AB)

"I need some business training." (BSHE)

"I wish that shorthand and typing courses had been given to all freshmen as I now find that these subjects greatly facilitate study and are a great help in interviewing and in recording in social work." (AB)

"My greatest, and actually my only, criticism of the training which I received at Woman's College, is that college work leaves most of our graduates totally unprepared to cope with the average business or office work." (AB)

"All colleges should require, in my opinion a course in typing--this is essential--at least a great asset in any type of work." (AB)

"I wish that my college education had better fitted me to meet the public. It seems to me that even an elementary teacher should have some business training." (AB)

". . . The day after I graduated from our college I began a course in typing and shorthand. I do not believe that any course is so universally necessary for women as some business school subjects, especially typing. I have known so many of my classmates who have found them necessary after college. Women find secretarial work the key to many fine jobs." (AB)

CHAPTER III

SUMMARY AND CONCLUSIONS

This study presents a report of a follow-up of graduates of Woman's College of the University of North Carolina who received the degree of Bachelor of Science in Secretarial Administration. The investigation was a part of a total survey made by the College in 1942-1943, when questionnaires were sent to all alumnae, requesting certain personal data, educational and occupational information, data on membership and leadership in community activities, and comments about the College program and service. The returns for all degrees represented by Woman's College graduates were tabulated by punch-card machines, but no final reports were compiled.

Two hundred and eighty-eight BSSA graduates responded to the questionnaires. This number represents 59 per cent of the total number (488) who had been graduated with this degree.

The scope of the present study is limited to evidence provided by the machine-tabulated summaries and supplementary official college records. Because the original questionnaire returns were not obtainable for analysis, certain interrelations and specific areas are necessarily neglected. In spite of these inadequacies, it is believed that this report has value by virtue of its presentation of materials heretofore available but resting in the inactive files.

Approximately two-thirds of the BSSA graduates were found to be living in North Carolina at the time of the survey. Most of them were in cities; one-fourth were in villages; and only six individuals were in rural areas. Data on location of positions showed about 20 per cent of

the graduates employed in Greensboro, both in initial and present positions. Other communities in North Carolina drew a large proportion (54 per cent) of the graduates in their initial employment, with a slight decrease in the proportion reporting North Carolina as the location of their present position.

A little less than half of the graduates responding were married, most of them having married within a year after graduation. None of these respondents reported more than 2 children; slightly less than one-fourth had 1 child; and a little over one-third reported having no children. Almost two-thirds of the married graduates were employed outside the home; the majority worked not more than two years after marriage.

The reported occupations of husbands were varied. More of the husbands were in military service in 1942-1943 than in any other one classification. Other classifications reported included professional men, clerical workers and owners of businesses, government workers, skilled workers, salesmen, teachers, and laborers.

Nearly all of the graduates were placed in clerical or teaching positions in less than a year following graduation. Comparison of the data on initial position, "other" position, and "present" position (which may represent either initial or other position) shows that clerical workers outnumbered teachers, and yet employment in "schools and colleges" was most frequently reported as the employer's business. Apparently, schools and colleges provided employment for clerical workers as well as for teachers. Government work was also frequently reported in the occupational data, with a tendency to be more often reported in "present" positions and positions other than those of first employment.

Graduates employed as teachers were most often placed in high schools. These graduates were about equally divided between village and city schools. Only a small number reported teaching or having taught in rural areas.

Typewriting, shorthand, bookkeeping, and general business were the subjects most frequently listed as courses taught. Consumer economics, salesmanship, commercial law, and courses specifically designated as business English and business mathematics did not appear on the questionnaire and were not added by the respondents. A small number of the teachers reported the teaching of English, mathematics, civics, and social studies. Other subjects, receiving one mention each, were earth science, general science, German, history, physical education, Spanish, and speech. Because of their infrequency it is not to be concluded that they are representative of the typical teaching program of the graduate.

Eighty-five per cent of the graduates took active part in community organizations. The median number of activities engaged in by graduates was three. Mere totals of the number of activities are of little value, however, in a study of professional and community activities. Had the original returns of the questionnaire been available, the data might have yielded a basis of typifying and evaluating the graduates' contributions through analysis of the kinds of activities they engaged in.

Other relationships, too, transcending the entire range of information provided by the questionnaire responses but not ascertainable from the tabulated summaries, could have been traced through the dates of positions--initial, other, and present--in terms of location in city, village, and rural communities, and again in the states represented.

The data reported justify the conclusion that most graduates are first employed in North Carolina and that many remain in Greensboro after graduation, but these data offer no conclusions as to length of tenure, or as to continuance in the same type of employment. Nor do they indicate whether there is a tendency on the part of the graduates to return to their home communities after college. Of interest to some state groups would be findings in regard to the proportion of out-of-state students who become permanent residents of North Carolina. Evidence pertaining to these phases could be discovered by comparison of the College records of "home address" and the present address given on the individual returns.

The data on marital status and husband's occupation interpreted in terms of the individual's position and date of marriage might suggest implications concerning opportunities for marriage in the different occupations, on the assumption that social and professional contacts attendant to the position are influencing factors.

Of importance to the Department of Business Education would be a study of the relationship between the graduates' occupations and their major preparation in college. In view of the current shortage of teachers, particularly in relation to the number of graduates certified to teach but engaged in other occupations, enlightening information could be obtained through analysis of the individual responses combined with college records of the personnel for classification into secretarial and teacher groups. Such analysis would show the number of graduates prepared for secretarial positions who were or were not engaged in clerical occupations, the number trained and certified as teachers who were not teaching, and trends or tendencies on the part of graduates to transfer from one type of occupation to another. Partial or conclusive answers could be found to questions of importance in guidance and curriculum administration. For example, do office occupations attract individuals of the teacher group

away from the profession? Do these individuals later engage in teaching? Is there transfer, after service in one field, to a different occupation? Are members of the secretarial-preparation group among those taking additional schooling to prepare for teaching positions?

Identification of the individuals who reported graduate study would provide the means of determining whether the candidates for advanced degrees were distinguished by academic success in undergraduate study. The recency of an established graduate program in business education at the University of North Carolina, through the Graduate Center at Greensboro, and the small number reporting graduate study for a degree preclude conclusions as to trends here, but attention is called to the fact that 6 of the 15 graduates who reported such study had returned to Woman's College.

The evidence that has been compiled and reported in this study indicated that the Department of Business Education has fulfilled its purpose: "to give a broad foundation on which to build specialized training for those who desire to enter business or business teaching." Consideration of certain comments submitted by the graduates suggests that the programming of students and the introduction of new courses or modification of content of present offerings take account of the expressed needs in such practical matters as: how to be a homemaker and a career woman, the desirability of a course in consumer education for the housewife, instruction concerning the purchasing of office equipment and supplies, parliamentary law, and journalism.

The recent action of the Faculty Council in admitting Bachelor of Arts students to courses for credit in business is a definite step toward meeting the needs expressed by graduates holding other degrees. A number of alumnae wrote that they would have benefited by courses in typewriting, shorthand, bookkeeping, and consumer economics.

The Department of Business Education has shown growth in its short

period of service. It is hoped that similar follow-up studies will be made of future graduates to determine the progress and changes in the areas investigated and recorded in this report.

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APPENDIX

WOMAN'S COLLEGE, UNIVERSITY OF NORTH CAROLINA

DEPARTMENT OF BUSINESS EDUCATION, 1933-1941

- Abbitt, Jean, 1938
 Abbitt, Margaret Dixon, 1935
 Abernathy, Janice Elaine, 1941
 * Adams, Fannie Lynn, 1939
 * Anderson, Mary Alice, 1933
 Allardice, Elizabeth Duncan, 1935
 Andrews, Alice Huntley, 1940
 Appel, Frances Parker, 1939
 Armstrong, Jeanelle Reeves, 1940
 Atkinson, Anna Estelle, 1936
 * Austin, Geneva Frances, 1939
 Avery, Emma Sharpe, 1940
 Avery, Ruth Lillian, 1938
 Ayers, Marguerite, 1941
 Ayres, Doris Lacey, 1941
 Baer, Rosa Betty, 1940
 Baise, Pauline Virginia, 1938
 Bame, Ruby Mae, 1935
 Barksdale, Anne, 1940
 Barnes, Florence Elizabeth, 1941
 Barnes, Hazel Elizabeth, 1938
 Barnes, Mary Rachael, 1939
 Barnwell, Ruth Marie, 1940
 Beasley, Mary Fuller, 1938
 Bell, Helen, 1938
 Bell, Mary Elizabeth, 1937
 Belton, Anne Robbins, 1937
 Benson, Doris Johnson, 1941
 Bernard, Justina, 1939
 Beshears, Leeida, 1941
 Best, Margaret Martin, 1939
 * Biggs, Ellen Elizabeth, 1936
 Bishop, Ella Sue, 1941
 Black, Kate Carl, 1940
 Blackburn, Willie Ruby, 1939
 * Boland, Frances Louise, 1939
 Bolus, Margaret Louise, 1939
 Bonkemeyer, Dorothea Geraldine, 1937
 Booker, Elizabeth, 1941
 Booker, Margaret, 1936
 Bostick, Edna Earle, 1939
 Bowman, Linda Elizabeth, 1941
 Bragg, Matilda Elizabeth, 1937
 Braswell, Annie Arrington, 1941
 Braxton, Ethel, 1939
 Breckinridge, Mary VanLear, 1937
 Brewer, Mary Ruth, 1939
 Briggs, Olive Virginia, 1940
 ** Brittain, Virginia Anne, 1937
 Brock, Ida Louise, 1938
 Brooks, Wadie Lucille, 1940
 Brothers, Margaret Caroline, 1938
 Brown, Adelaide Johnston, 1940
 Brown, Jamie Virginia, 1939
 Brown, Martha Kearney, 1940
 Brummitt, Magdalene Gray, 1937
 Buchanan, Edna Spencer, 1939
 Budd, Mary Dell, 1940
 Bumgarner, Helen Louise, 1939
 Burdge, Sarah Elizabeth, 1938
 Burnett, Anne Garvin, 1940
 Burns, Betty, 1940
 Butler, Anne Lee, 1941
 Caddell, Mabel Geraldine, 1940
 Calder, Rebecca Elizabeth, 1938
 Callaham, Helen, 1939
 * Camden, Helen Graham, 1938
 Cameron, Geraldine Bruce, 1936
 Campbell, Sarah Lucille, 1941
 Cann, Margaret, 1938
 Capel, Ruel, 1937
 Cardwell, Lida Edith, 1938
 Caroon, Elicia Howland, 1940
 Carpenter, Edna Louise, 1937
 Cash, Ruth Rebecca, 1939
 Cauthen, Christine Ruff, 1939
 Chadwick, Bernice Ruth, 1940
 Chance, Virginia Antoinette, 1940
 Claypoole, Frances Bryan, 1935
 Clein, Bernice F., 1940

*omitted from mailing list.

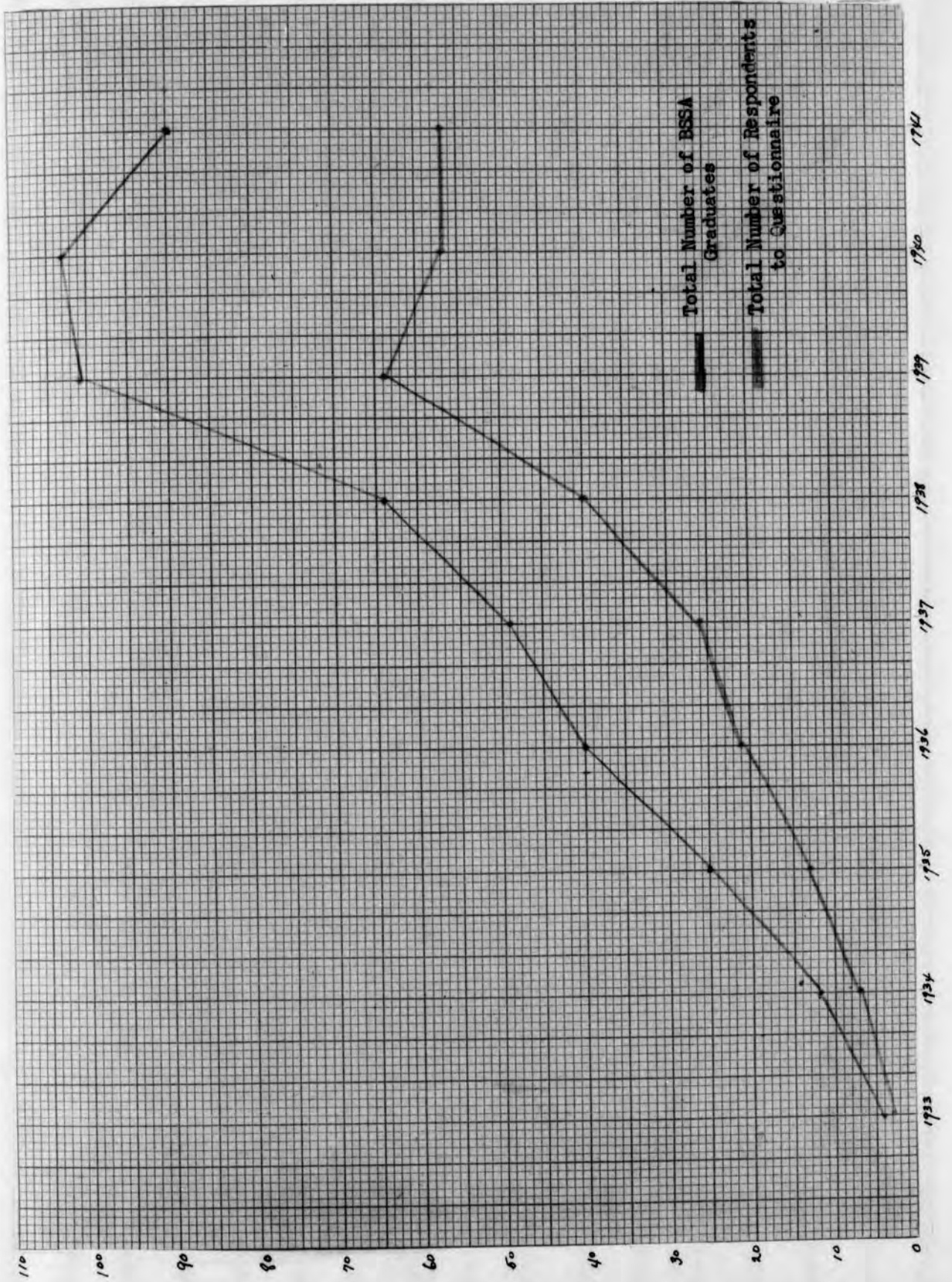
**appears twice on mailing list used by the College in the follow-up study made in 1942-1943.

- Clein, Revie Gertrude, 1938
 Cobb, Emma Katharine, 1936
 Cobb, Sallie Pitt, 1941
 Coble, Mary Kathryn, 1939
 Cobler, Hazel Sain, 1941
 Cochran, Mary Routh, 1940
 Cockerham, Doris Vivian, 1937
 Cody, Ethel Earl, 1937
 Cohoon, Virginia Dere, 1934
 Coleman, Mildred Allen, 1940
 Conley, Josephine Allen, 1940
 Connor, Elva Edwina, 1938
 Connor, Virginia Ruth, 1940
 Coogan, Alice Louise Prince, 1940
 Cook, Helen Althea, 1939
 Cooney, Jean M., 1940
 Copeland, Elizabeth, 1937
 Copnage, Margaret Minerva, 1939
 Cornell, Nettie Willard, 1938
 Cornwell, Helen Lewis, 1934
 Cox, Mary Evelyn, 1941
 Craig, Muriel Fleetwood, 1941
 Craver, Alta Mae, 1938
 Creech, Dorothy Stuart, 1938
 Crew, Katherine, 1935
 Crockett, Mary Frances, 1939
 Crouch, Katharine King, 1937
 Cummings, Elizabeth Crawford, 1938
 Curry, Mary Jo, 1939
 Dail, Guyla Gray, 1941
 Darden, Esther Louise, 1939
 Darden, Leslie Virginia, 1936
 Davidson, May, 1940
 Davis, Sallie Slocumb, 1938
 Day, Mary Elizabeth, 1940
 DeBoe, Isolind Latham, 1938
 Dennis, Dorothy, 1940
 Dennis, Ruth Duckett, 1937
 Dewey, Jean, 1940
 Diamond, Mary, 1941
 Dibble, Eleanor, 1939
 Dillard, Caroline Patton, 1941
 Douglas, Edna May, 1938
 Dover, Elizabeth, 1933
 Dozier, Doris Lee, 1939
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 Dunlap, Dora Jones, 1935
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 Eanes, Rosalie, 1936
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 Edwards, Frances Lloyd, 1941
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 Eford, Wilhelmina Hohenstadt, 1940
 Efland, Eloise, 1937
 Efland, Maxine, 1940
 Ellis, Edythe Ellen, 1935
 Ellis, Grace Matilda, 1940
 Everett, Betty Mayo, 1939
 Fish, Rachel Elois, 1941
 Fitzgerald, Mary Womack, 1936
 Foster, Helen Irene, 1938
 Furr, Frances Gertrude, 1939
 Futrell, Mary Frances, 1940
 Galloway, John Marion, 1940
 Galloway, Margaret Haviland, 1939
 Gant, Elizabeth Gilmer, 1937
 Gardner, Virginia Clyde, 1940
 Garrison, Sarah Anne, 1939
 Gattis, Clara Louise, 1936
 Geddie, Virginia Rose, 1939
 Gentry, Sara Elizabeth, 1941
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 Gibson, Etta Louise, 1933
 Gibson, Helen Lucille, 1938
 Gilbert, Katherine Lee, 1937
 Godwin, Julia Bright, 1939
 Goodrum, Susan Emily, 1940
 Goodwin, Jane, 1937
 Gorham, Josephine George, 1937
 Graves, Barbara Ann, 1935
 Gray, Mary Isabelle, 1936
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 Greeson, Edith Evelyn, 1940
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 Grimes, Gertrude, 1940
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 Royall, Cladie Christine, 1941
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- Schaefer, Sophie Scott, 1940
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 Wells, Carey Virginia, 1941
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 Whitson, Elliott Elizabeth, 1939
 Wiggins, Harriet Joyner, 1939
 Wilkinson, Elizabeth Evelyn, 1939
 Wilkinson, Elizabeth Pearl, 1939
 Williams, Marie Audrey, 1940
 Williams, Sarah, 1941
 Wilson, Ballard Ramsey, 1939
 Wilson, Ruth Roberts, 1941
 Winborne, Edith Winifred, 1939
 Winslow, ("Packy") Minnie McMullan, 1940
 Withers, Mary Copeland, 1938
 Wolf, Roberta, 1938
 Wolfe, Carolyn Ray, 1941
 Woody, Sarah Mildred, 1940
 Woolsley, Rebecca Teague, 1941
 Wright, Alice Goodson, 1939
 Wright, Glenmore Redwood, 1940
 Wright, Ione Agness, 1936
 Wright, Martha A., 1939
 Yates, Nancy Louise, 1940
 Yelton, Martha Edwards, 1940
 Young, Nancy, 1938
 Younts, Mildred DeBoe, 1941
 Yunker, Milly Helen, 1937
 Zimmerman, Gwendolyn Elaine, 1936
 Zimmerman, Theresa, 1940



Jane Hulse, Typist