

THE FOLLOW-UP STUDY OF THE GRADUATES OF THE DIVISION OF  
BUSINESS AND BUSINESS EDUCATION FROM 1918 TO 1958  
DIRECTED TOWARD CURRICULUM EVALUATION IN  
GENERAL BUSINESS EDUCATION

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A Thesis

Presented to

the Division of Business and Business Education  
Kansas State Teachers College of Emporia

Thesis  
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In Partial Fulfillment  
of the Requirements for the Degree

Master of Science

For the Division of Business and  
Business Education

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*James C. Borden*  
For the Division of Business and  
Business Education

Wallace Fujii

June, 1959

For the Division of Business and  
Business Education

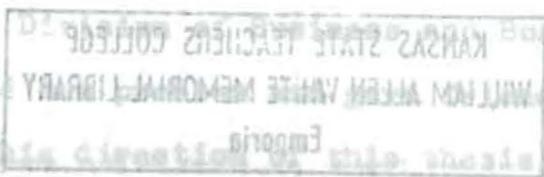
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*James C. Borden*  
For the Graduate Council



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The writer expresses his indebtedness to Dr. R. C. McGill, Chairman of the Division of Business Education, who suggested cooperation throughout his direction of this thesis.



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*R. S. Russell*

For the Division of Business and Business Education

*Richard F. Reichert*

For the Division of Business and Business Education

For the Division of Business and Business Education

*Lawrence I. Boylan*

For the Graduate Council

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## CHAPTER I

### INTRODUCTION

The Division of Business and Business Education of Kansas State Teachers College of Emporia has long been concerned with the improvement of its curriculum to meet the needs of the business world. This fact was emphasized in the study "A History of the Business and Business Education Department."<sup>1</sup> The ideas and opinions of former graduates may be of great value in planning the curriculum for future students. The former graduates should be the primary sources

#### LIST OF FIGURES

FIGURE 1. Median Number of Years in Present Occupation . . . 30

Information for evaluation of the business curriculum PAGE

changing business conditions in their occupations and personal lives.

#### THE PROBLEM

Statement of the problem. This is a follow-up study of the graduates of the Division of Business and Business Education from 1918 to 1938 of the Kansas State Teachers College of Emporia. This follow-up study is directed toward curriculum evaluation in general business education.

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<sup>1</sup>Wesley C. Dreyer, "A History of the Business and Business Education Department" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1955).

The primary aims of CHAPTER I are to evaluate the

present business curriculum, with the opinions and recom-

## INTRODUCTION

mendations received from the questionnaires, (1) to determine

whether The Division of Business and Business Education of

Kansas State Teachers College of Emporia has long been con-

cerned with the improvement of its curriculum to meet the

needs of the business world. This fact was emphasized in

the study "A History of the Business and Business Education Department."<sup>1</sup> The ideas and opinions of former graduates

may be of great value in planning the curriculum for future

students. The former graduates should be the primary source

of information for evaluation of the business curriculum in

this study since they are the ones confronted with the ever-

changing business conditions in their occupations and

personal lives.

Business and Business Education in these separate areas is

### I. THE PROBLEM

known to be on record. With specialization in these various

fields, Statement of the problem. This is a follow-up study

of the graduates of the Division of Business and Business

Education from 1918 to 1958 of the Kansas State Teachers

College of Emporia. This follow-up study is directed

toward curriculum evaluation in general business education.

occupations other than those undertaken in the simultaneous

<sup>1</sup>Homer C. Davey, "A History of the Business and Business Education Department" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1955).

The primary aims of this study are to evaluate the present business curriculum, with the opinions and recommendations received from the questionnaires, (1) to determine whether or not the business curriculum was satisfying those graduates who needed the general business education background when they entered various occupations outside the immediate business field; and (2) to present recommendations for the improvement of the business curriculum.

## II. DEFINITION OF TERMS USED

This is one of a group of studies, conducted simultaneously, by the graduate students of the Division of Business and Business Education. The other studies in this group are concerned with such fields as: accounting, business administration, business education, office education, and selling and insurance. No previous study of the graduates of the Division of Business and Business Education in these separate areas is known to be on record. With specialization in these various fields, it was possible to do a more extensive study.

Limitations of the study. It was not the purpose of this study to gather information and opinions of all the graduates of the Division of Business and Business Education, but only those graduates who were employed in occupations other than those undertaken in the simultaneous group of studies, such as housewives, graduate students, military personnel, farmers, and engineers.

The information contained in this study came primarily from questionnaires which were sent to all the graduates not employed in the immediate business field of the Division of Business and Business Education who majored in business from 1918 to 1958.

those who were employed in nonbusiness occupations shall be classified as "others."

## II. DEFINITION OF TERMS USED

Business. "Business" is the buying and selling of goods and services. In this study, "business" will mean the training of individuals to go into the various activities associated with the production and sale of goods and services.

Curriculum. In this study, the term will include those courses, work experiences, and areas of training offered by the Division of Business and Business Education.<sup>2</sup>

Housewife. A woman who was not gainfully employed outside the home shall be classified as a "housewife" in this study.<sup>3</sup>

<sup>2</sup>Marvin E. Byers, "A Follow-up Study of All Commerce Graduates of the Kansas State Teachers College of Emporia Directed Toward Curriculum Development" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1948), p. 4.

<sup>3</sup>Roy W. Barton, "A Follow-up Study of the Graduates of Reserve, Kansas, Rural High School Classes of 1935 to 1948" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1949), p. 7.

Bulletin of Information (Emporia: Kansas State Teachers College, 1957), p. 15.

Major. Forty to sixty semester hours in a given department, depending on the curriculum taken, constitutes a major.<sup>4</sup>

Others. In this study, all persons who were not employed in the immediate business field, aside from housewives, and who were employed in nonbusiness occupations shall be classified as "others."

### III. METHOD OF PROCEDURE

In preparation for this investigation, much literature was reviewed concerning the construction of an effective questionnaire. The general opinion was that a short objective questionnaire would be the most effective for this type of study. Most of the items in the questionnaire were constructed with statements which the graduate needed only to check the information that was applicable.

A complete list of all the graduates of Kansas State Teachers College who majored in business from 1918 to 1958 was obtained from the official records in the registration office. This list was then checked against the files in the alumni office for addresses. There were 302 names of graduates for whom there were no records in the files of the alumni office.

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<sup>4</sup>Bulletin of Information (Emporia: Kansas State Teachers College, 1957), p. 15.

An introductory letter was drafted explaining the proposed study and asking for co-operation from the graduates.<sup>5</sup> This letter was sent to all graduates for whom an address could be located. Enclosed with each letter was a reply postage-free card requesting the name, present address, permanent address, and occupation of each graduate.<sup>6</sup> When the cards were returned by the graduates, they were sorted according to the occupations stated by each graduate. Then the postal cards were distributed to the appropriate investigator.<sup>3</sup>

As fewer postal cards were returned by the graduates, a follow-up letter was sent to all who had not replied.<sup>7</sup> Another reply postal card was enclosed together with the letter. In the meantime, a suitable questionnaire was constructed for this study. The questionnaire was presented to the faculty for criticisms and suggestions and was then revised according to their recommendations. In individual conferences with faculty members, more suggestions were received which resulted in a second revision.

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<sup>5</sup>See Appendix, p. 92.

<sup>6</sup>Ibid., p. 93.

<sup>7</sup>Ibid., p. 94.

The questionnaire was then given to eight former placed graduates for testing. The graduates were asked to complete the questionnaire before any items were discussed. After they had completed answering the questions, each question was discussed for ambiguity and pertinence to the study.

When two persons had answered the questionnaire, revisions were made according to their recommendations before testing with the following two graduates. After the testing was completed, the final questionnaire was reproduced and mailed to the graduates.<sup>8</sup>

Most of the questionnaires were sent out before all of the replies were received from the follow-up letter. As other cards were returned by graduates, questionnaires were then sent to them. A letter which explained the answering of the questionnaire and a self-addressed, postage-free envelope were enclosed for the graduate's convenience in replying.<sup>9</sup> Since a good response to the questionnaire was desired, a follow-up letter was sent out to remind those who had failed to return their questionnaires to do so immediately.<sup>10</sup> Another questionnaire and return envelope were

Chairman, Division of Business and Business Education. The

<sup>8</sup>Ibid., pp. 96-102. cards were stamped "K. C. McGill.

<sup>9</sup>Ibid., p. 95. the findings in the investigation was

<sup>10</sup>Ibid., p. 103. tex who had requested this information.

enclosed with this letter for those who had lost or misplaced their first questionnaires.

A work sheet for the tabulation of the results was set up before the returns were received. As the questionnaires were returned, each item was tabulated on the work sheet. The information from the work sheet was set up in tables and is presented in different parts of this report.

The multilith process was used in the reproduction of the materials needed in this study. The letters were reproduced by the multilith process; however, to make the correspondence appear more personal, the date, inside address, and salutation were typed on the introductory letter, the letter that accompanied the questionnaire, and the follow-up letter on the questionnaire. Only the first follow-up letters for the reply postal cards were not personalized.

To emphasize the importance of this survey, letter-head stationery of the Kansas State Teachers College of Emporia was used. All correspondence was sent out over the following signature and title line: "Dr. E. C. McGill, Chairman, Division of Business and Business Education. The return envelopes and postal cards were stamped "E. C. McGill."

A summary of the findings in the investigation was sent to all the graduates who had requested this information.

CHAPTER II

REVIEW OF THE LITERATURE

Teachers College of Emporia these graduates who held the degree Bachelor of Science in Commerce.

After the completion of his study, Endly recommended that various types of occupational and personal records of the graduates from the Division of Business and Business Education of the Kansas State Teachers College of Emporia were kept by the Chairman of the Division of Business and Business Education and the alumni office. Although no formal follow-up study had been directed specifically toward curriculum evaluation in general business education, several related formal studies had been carried out at this institution.

In 1942, Merle Endly made a follow-up study on all graduates with the degree Bachelor of Science in Commerce of the Kansas State Teachers College of Emporia. The purpose of the study was to furnish data on all graduates who had received the Bachelor of Science in Commerce degree at this institution. The study was designed to provide information that "will be useful to the faculty of the Department of Commerce in their guidance work."<sup>1</sup> Endly's study was the first survey of any type ever to be made at the Kansas State

<sup>2</sup>Ibid., p. 44.

<sup>1</sup>Merle Endly, "A Follow-up Study of All Graduates of the Kansas State Teachers College of Emporia with the Bachelor of Science Degree in Commerce" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1942), p. 1.

Teachers College of Emporia on all those graduates who held the degree Bachelor of Science in Commerce. After the completion of his study, Endly recommended that more studies of the same nature, but in more detail, be carried on to determine how the graduates valued their college education at the Kansas State Teachers College of Emporia and their suggestions on the improvement of the Division of Business and Business Education.<sup>2</sup>

Another study, conducted by Marvin E. Byers, included not only those who graduated with the degree Bachelor of Science in Commerce, but also included those graduates who qualified for the degree Bachelor of Science in Education with a major in Commerce. The purpose of Byers' study was to provide information which could be used by the faculty members of the Division of Business and Business Education "in evaluating the present departmental offerings, in the development of future academic programs, and in furnishing information that will be helpful in their advisory and counselling assignments."<sup>3</sup> Byers' study was designed for curriculum evaluation of the entire business department

<sup>2</sup>Ibid., p. 44.

<sup>3</sup>Marvin E. Byers, "A Follow-up Study of All Commerce Graduates of the Kansas State Teachers College of Emporia Directed Toward Curriculum Development" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1948).  
January, 1957.

rather than specifically toward general business education. However, since Byers' study was not comprehensive in each of the areas of business and business education, there has been a need for a more complete study directed toward curriculum evaluation in general business education.

A survey was conducted recently by Dr. E. C. McGill, Chairman of the Division of Business and Business Education, of basic business knowledge considered important to 855 individuals of which 425 were from nonbusiness occupations and 430 from business occupations. From his investigation, Dr. McGill concluded that the items of business knowledge and skills rated were important enough to be considered a part of the education essential for everyday living. Therefore, since general business education was found important enough as general education for all students, it was recommended that ways and means be provided in these areas in the curricula of all schools.<sup>4</sup>

High schools and colleges should arrange for two major types of business education: (1) a specialized program of study for those wanting specifically to work in business occupations, and (2) a general business education for all individuals. The latter type of business education is

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<sup>4</sup>E. C. McGill, "The Importance of Business Information to People in All Occupations," The Balance Sheet, 38:207-9, January, 1957.

essential since all persons are faced with problems of business in their daily living.<sup>5</sup> Because business education is related to other types of education, its position in education is justified on the high school and college level.<sup>6</sup> There is a need to find out what types of business courses are important and of benefit to the students majoring in the Division of Business and Business Education at the Kansas State Teachers College of Emporia, but who shall work in occupations that are outside the immediate business field, such as housewives and engineers.

In 1955, Homer C. Davey completed the first study of the history of the Business and Business Education Department of the Kansas State Teachers College of Emporia.<sup>7</sup> Since there was a periodic need for evaluating the objectives, curriculum, and progress of a college or its departments, the purpose of Davey's study was to collect and present data on the history of the Business and Business Education Department to 1954. Information of this type is necessary in order to keep records and statistics on the department up to date.

<sup>5</sup>Herbert A. Tonne, Business Education, Basic Principles and Trends (New York: The Gregg Publishing Company, 1939), pp. 13-14.

<sup>6</sup>Ibid., p. 24.

<sup>7</sup>Homer C. Davey, "A History of the Business and Business Education Department" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1955).

From a list of fourteen objectives outlined by Dr. E. C. McGill, Chairman of the Division of Business and Business Education, in a letter to Davey, the following objectives pertinent in pursuing this study were found:

5. To develop a well-balanced program in business and business education so the students will have a general understanding of all the functions of business as well as to have special training in the field of their choice.
6. To provide a suitable general education background so as to enable students to adjust to the needs and demands of modern society.<sup>8</sup>

Davey recommended that a study be made to evaluate the course sequence pattern to ascertain if the needs of the students of the Division of Business and Business Education were being met effectively. It was further recommended that research be conducted to keep the Division of Business and Business Education informed on the status of its graduates, what they are doing, and their occupations and incomes, and the responsibilities they carry and share in their respective communities.<sup>9</sup> This study, as well as five others, were done simultaneously so as to bring the records up to date on the status of the graduates of the Division of Business and Business Education in accounting; business administration;

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<sup>8</sup>Ibid., p. 26.

<sup>9</sup>Ibid., p. 89.

business education; office education; selling and insurance; and housewives and others, in addition to curriculum evaluation in these areas.

#### Sources of Data

From the official files of the Registration Office of the Kansas State Teachers College of Emporia, 1,441 persons graduated with a major in some phase in business from 1919 to 1958. The 1,441 names were then checked with the records of the alumni office for current mailing addresses. Of the total number, 1,139 of these graduates had recent addresses listed with the alumni office. The remaining 302 graduates either left no records or were deceased.

An introductory letter and return postal card were sent to each of the 1,139 graduates with recent addresses. Total responses to this letter were 411, which represented

Six hundred eighty-eight graduates did not reply to this number, sixty-two names were returned for better addresses. Of the college faculty, fraternities, sororities, and close relatives in Emporia, twenty names were found with current

graduates who did not receive CHAPTER III introductory letter.

Duplications occurred because a few women graduates were

### SOURCE OF DATA AND REPLIES TO THE QUESTIONNAIRE

listed with both their maiden and married names for the same addresses.

#### Source of Data

About two weeks later, follow-up letters with identi-

From the official files of the Registration Office of the Kansas State Teachers College of Emporia, 1,441 persons graduated with a major in some phase in business from 1918 to 1958. The 1,441 names were then checked with the records of the alumni office for current mailing addresses. Of the total number, 1,139 of these graduates had recent addresses listed with the alumni office. The remaining 302 graduates either left no records or were deceased.

An introductory letter and return postal card were sent to each of the 1,139 graduates with recent addresses. Total responses to this letter were 451, which represented a 40 per cent reply to the introductory letter.

Six hundred eighty-eight graduates did not reply. Of this number, sixty-two names were returned for better addresses. By circulating the sixty-two names among members of the college faculty, fraternities, sororities, and close relatives in Emporia, twenty names were found with current addresses, leaving 646 graduates with current addresses.

While checking through the 646 names, 30 were found to be duplications, thus leaving a final number of 616 which brought a follow-up percentage of 44 per cent.

graduates who did not respond to the introductory letter. Duplications occurred because a few women graduates were listed with both their maiden and married names for the same addresses.

## TABLE I

About two weeks later, follow-up letters with identical reply cards as those enclosed with the introductory letters were sent to the 616 graduates. Total returns from the follow-up letters were 302 with a 27 per cent response. Together with the 451 cards received from the introductory letters, a total of 753 graduates responded or a 67 per cent representation of the 1,139 graduates contacted. The method used to contact the business graduates is shown in Table I

The cards received were distributed into six groups according to the present occupations of the business graduates. As this study was concerned with housewives and "others," the data in Table II show that 138 graduates returned cards which represented 18.3 per cent of the total. It is shown in the table that more graduates were employed in business education than in any other single area covered in the six studies.

Of the 138 cards received for this study, seventy-seven were received through the use of the introductory letter with a 56 per cent response. The remaining sixty-one cards were returned through the use of the follow-up letters, which brought a follow-up percentage of 44 per cent.

TABLE I  
SOURCE OF DATA

Number of business majors since 1918		1,441
Persons with no addresses or deceased		<u>302</u>
Recent addresses traced through alumni office		1,139
Total responses to the introductory letter		<u>451</u>
Graduates not responding to the introductory letter		688
Letters returned for better addresses	62	30
Better addresses found	<u>20</u>	<u>40</u>
Graduates not responding with current addresses		646
Duplication of names		<u>30</u>
Total graduates not responding to introductory letter		616
Responses from follow-up letter		<u>302</u>
Number of graduates not responding at all		314
Responses to the introductory letter		451
Responses to the follow-up letter		<u>302</u>
Total responses		753

The 138 cards received were distributed into two groups--housewives and others. All persons classified as "others," along with the housewives, were not employed in the immediate business field and did not fit in the five other classifications mentioned in Table II. The data in the following table disclose how the groups were divided and the current status of the graduates on their

TABLE II

## DISTRIBUTION OF CARDS IN THE SIX STUDIES

Studies	No. of Cards	Per Cent
Business education	229	30.4
Housewives and "others"	138	18.3
Business administration	137	18.2
Accounting	104	13.8
Selling and insurance	99	11.8
Office education	56	7.5
<b>Totals</b>	<b>753</b>	<b>100.0</b>

When nearly all of the 138 postal cards were returned by the graduates, the questionnaires which were designed to gather data about the graduates' opinions and recommendations for the improvement of the Division of Business and Business Education were mailed. When ten days elapsed after the mailing of the questionnaires, forty-six questionnaires were returned which consisted of thirty-one replies from

The 138 cards received were distributed into two groups--housewives and others. All persons classified as "others," along with the housewives, were not employed in the immediate business field and did not fit in the five other classifications mentioned in Table II. The data in the following table disclose how the groups were divided and the current occupations of the graduates as shown on their reply cards. The information in Table III indicates that a large number of the graduates who majored in business at Kansas State Teachers College of Emporia were employed in diversified areas outside the business field. Two-thirds of the graduates contacted in this study did not have a major occupation outside the home. Since two-thirds of the graduates contacted in this study were housewives, the information received from them can be helpful to those women graduates who shall someday be housewives.

#### Replies Received to the Questionnaire

When nearly all of the 138 postal cards were returned by the graduates, the questionnaires which were designed to gather data about the graduates' opinions and recommendations for the improvement of the Division of Business and Business Education were mailed. When ten days elapsed after the mailing of the questionnaires, forty-six questionnaires were returned which consisted of thirty-one replies from

TABLE III

## OCCUPATIONS OF 138 PERSONS CONTACTED IN THIS STUDY

Occupations	No. of Graduates	Per Cent
Housewives	92	67.0
Graduate students	7	6.0
Military personnel	6	4.1
Farmers	5	4.0
Engineers	4	3.0
Retired persons	3	2.0
Lawyers	2	1.0
Librarians	2	1.0
Counselor	1	.7
Educational measurement and research	1	.7
Highway patrol captain	1	.7
Hospital consultant	1	.7
Inspector--radar and electronics	1	.7
Internal revenue agent	1	.7
Lineman for power company	1	.7
Medical doctor	1	.7
Minister	1	.7
Missionics	1	.7
Physical therapist	1	.7
Pilot	1	.7
Postal employee	1	.7
Railroad worker	1	.7
Research physicist	1	.7
Social worker	1	.7
Unemployed	1	.7
<b>Totals</b>	<b>138</b>	<b>100.0</b>

their questionnaires were employed or working in twenty percent occupations. The largest number of graduates--sixty-eight--were working in the home as housewives. Only

housewives and fifteen from "others," or a 33 per cent response on the first mailing of the questionnaire.

Because of the low percentage of replies, a follow-up letter, together with another questionnaire, was sent to each of the remaining ninety-two graduates who had not returned the data gathering device. Through the follow-up letters, fifty-four additional questionnaires were returned, which included thirty-seven replies from housewives and seventeen replies from "others." An additional 39 per cent representation resulted through the use of a follow-up letter. By the use of the follow-up letters in this study, a much larger number of replies were received. Since the use of follow-up letters in this study had shown that a much larger percentage of replies can be obtained, it could be recommended to others who should undertake similar types of study to utilize follow-up letters in their data-gathering process.

For this study, a 72 per cent response of the 138 graduates was received for the questionnaire. Thirty-eight persons did not return their questionnaires. An actual breakdown of the questionnaires received is shown in Table IV.

As presented in Table IV, the graduates who returned their questionnaires were employed or working in twenty different occupations. The largest number of graduates--sixty-eight--were working in the home as housewives. Only

TABLE IV  
QUESTIONNAIRES RECEIVED FROM GRADUATES  
CLASSIFIED BY OCCUPATIONS

Occupations	No. of Gradu- ates*	Per Cent*	No. who Returned Question- naires	Per Cent
Housewives	92	67.0	68	68
Graduate students	7	6.0	6	6
Military personnel	6	4.1	5	5
Farmers	5	4.0	2	2
Engineers	4	3.0	4	4
Retired persons	3	2.0	1	1
Lawyers	2	1.0	1	1
Librarians	2	1.0		
Counselor	1	.7	1	1
Educational measurement and research	1	.7	1	1
Highway patrol captain	1	.7	1	1
Hospital consultant	1	.7	1	1
Inspector--radar and electronics	1	.7		
Internal revenue agent	1	.7	1	1
Lineman for power company	1	.7	1	1
Medical doctor	1	.7		
Minister	1	.7	1	1
Missionics	1	.7	1	1
Physical therapist	1	.7	1	1
Pilot	1	.7		
Postal employee	1	.7		
Railroad worker	1	.7	1	1
Research physicist	1	.7	1	1
Social worker	1	.7	1	1
Unemployed	1	.7	1	1
Totals	138	100.0	100	100

\*See Table III, page 19.

four other occupations had two or more responses to the questionnaire--graduate students, six; military personnel, five; engineers, four; and farmers, two. Of the remaining fifteen occupations represented, each was represented by one response. The reader will note, then, that a very large

percentage of the information gathered for this study was based on the replies of housewives who felt the need of a general business education for home and family management. Most of the graduates contacted were women performing housework.

Nearly all of the graduates were married.

The graduates resided in twenty-one states with the majority of them in Kansas. The median number of years in their present occupations was eleven and one-half for all graduates. Twelve of the graduates received advanced degrees. About one-fourth of the graduates completed additional

#### Occupational Distribution by Sex of Graduates

The graduates contacted in this study consisted of 102 women and 35 men, or a 74 per cent women

only contacted, only ten

and

ten

CHAPTER IV

TABLE V  
PRESENT STATUS OF GRADUATES  
OCCUPATIONAL DISTRIBUTION BY SEX OF GRADUATES

Introduction			
Occupations	Women	Men	Total
Several questions were included in the questionnaire			
Housewives	92		92
which were designed to gather information on what the gradu-			
Military personnel			
ates were doing at the time this survey was conducted. Most			
Engineers			
of the graduates contacted were women performing housework.			
Retired persons			
Nearly all of the graduates were married.			
Librarians			
Counselor			
The graduates resided in twenty-one states with the			
Educational measurement and research			
majority of them in Kansas. The median number of years in			
Highway patrol			
their present occupations was eleven and one-half for all			
Inspector--			
graduates. Twelve of the graduates received advanced			
Lineman for power company			
degrees. About one-fourth of the graduates completed addi-			
Medical doctor			
tional college work beyond their bachelors' degree requirements.			
Missile pilot			
Physical therapist			
Pilot			
Occupational Distribution by Sex of Graduates			
Postal employee			
Railroad			
The graduates contacted in this study consisted of			
Research physicist			
102 women and 36 men, or a 74 per cent women and 26 per cent			
Unemployed			
men. The occupational distribution by sex is shown in			
Table V, Totals	102	36	138

Of the women contacted, only ten were employed outside of the home. Of this number, two were retired from their work, and one was unemployed.

The information in the table indicates that nearly all of the women graduates TABLE V not employed in business occupations.

**OCCUPATIONAL DISTRIBUTION BY SEX OF GRADUATES**

Occupations	Women	Men	Total
Housewives	92		92
Graduate students	1	6	7
Military personnel		6	6
Farmers		5	5
Engineers		4	4
Retired persons	2	1	3
Lawyers		2	2
Librarians	2		2
Counselor	1		1
Educational measurement and research		1	1
Highway patrol captain		1	1
Hospital consultant		1	1
Inspector--radar and electronics		1	1
Internal revenue agent		1	1
Lineman for power company		1	1
Medical doctor		1	1
Minister		1	1
Missionics		1	1
Physical therapist	1		1
Pilot		1	1
Postal employee	1		1
Railroad worker		1	1
Research physicist		1	1
Social worker	1		1
Unemployed	1		1
<b>Totals</b>	<b>102</b>	<b>36</b>	<b>138</b>

The information in the table indicates that nearly all of the women graduates who were not employed in business occupations covered by the other five studies were housewives. For the housewives, as well as the remainder of the group contacted, the only use of business knowledge and skills received through their college education was information used in their everyday contacts with personal business problems. <sup>because most all students enrolling in Kansas State Teachers College are Kansas residents.</sup>

#### States Where Graduates Lived

The information in Table VI shows the locations of the graduates contacted in this study were residing in twenty-one states and Washington, D. C., while two men in the military service had APO mailing addresses. Sixty-four per cent of the graduates lived in Kansas. California and Missouri each were the place of residence for seven graduates. Of the 138 graduates, five lived in Oklahoma and five others lived in New York. Four graduates resided in Colorado while four lived in Illinois. Two graduates, who were air force officers, were located in Virginia. The remaining fourteen graduates had homes in thirteen states, including Hawaii, and Washington, D. C. Names and addresses of the graduates are listed in the appendix.<sup>1</sup>

<sup>1</sup>See Appendix, pp. 104-112.

The above information indicated that about one-third of the graduates lived in states other than Kansas. These graduates either found better nonbusiness job opportunities outside of Kansas, or they were non-Kansas residents who had pursued their college education at Kansas State Teachers College of Emporia. For the most part they must have been former Kansas residents who had moved out of state. This is evident because most all students enrolling in Kansas State Teachers College are Kansas residents.

The information in Table VI shows the locations of the graduates who were contacted in this study.

Throughout the remainder of this study, information and percentages shall be based on the responses of the returned questionnaires, which were more detailed than the postal cards. One hundred questionnaires were returned by the graduates.

#### Number of Years Employed in Present Occupation

From the replies, it was evident that a large number of graduates had moved to different occupations since their first jobs. No detailed information on this topic was gathered, whereas information regarding present occupation was obtained. Years of work experience of graduates in their present occupation ranged from one year to forty years. The tabulated data on the number of years that

graduates were employed in their present occupation is shown in Table VI.

TABLE VI

## STATES WHERE GRADUATES LIVED

State	Men	Women	Total	Per Cent
Kansas	22	66	88	64.0
Missouri	1	6	7	5.1
California	3	4	7	5.1
Oklahoma		5	5	3.6
New York	2	3	5	3.6
Colorado		4	4	3.0
Illinois		4	4	3.0
Virginia	2		2	1.4
APC	2		2	1.4
Arizona		1	1	.7
Florida	1		1	.7
Hawaii		1	1	.7
Iowa		1	1	.7
Louisiana	1		1	.7
Minnesota		1	1	.7
Montana		1	1	.7
New Mexico		1	1	.7
North Carolina		1	1	.7
Ohio		1	1	.7
Oregon		1	1	.7
Texas		1	1	.7
Washington	1		1	.7
Washington, D. C.		1	1	.7
Totals	36	102	138	100.0

graduates were employed in their present occupation is shown shown in Table VII.

Figure 1 shows that the median number of years of experience of graduates in their present occupation was eleven and one-half. When the median number of years in present occupation was classified as housewives, the median number of years of experience was twelve. The median number of years of experience for "others" was nine and one-half.

This information indicated that the graduates accumulated vast experiences peculiar to their occupation, and the information gathered from them through the questionnaires could be regarded as reliable in evaluating their college education for their jobs.

#### Undergraduate Work of Graduates

All of the one hundred graduates stated the phases of the business curriculum of Kansas State Teachers College of Emporia which they pursued as undergraduates. Several of them developed their business education into two or more phases of the business curriculum while the majority specialized only in one phase. Specialized phases of the business curriculum at Kansas State Teachers College were in accounting, business administration, business education, medical secretarial technician, retailing, and secretarial training.

TABLE VII  
NUMBER OF YEARS IN PRESENT OCCUPATION

Number of Years	Number of Graduates	Per Cent
1	2	2
2	5	5
3	1	1
4	2	2
5	3	3
6	2	2
7	5	5
8	2	2
9	1	1
10	5	5
11	8	8
12	6	6
13	2	2
14	4	4
16	1	1
17	5	5
18	7	7
19	1	1
20	3	3
23	1	1
25	1	1
27	1	1
30	1	1
32	1	1
33	1	1
35	1	1
40	1	1
Did not Respond	27	27
<b>Total</b>	<b>100</b>	<b>100</b>

The phases of the business curriculum which the graduates pursued when they attended college are shown in Table VIII. Eight persons did not answer the phases of the business curriculum in which they specialized but replied that they received a Bachelor of Science in Commerce degree.

Although none of the graduates were employed as business teachers at the time the questionnaires were answered, there was a 38 per cent frequency of specialization in business education. The remaining 62 per cent of the graduates were employed in business or other occupations at the time the information for this study was gathered. All of the graduates had majored in the Division of Business and Business Education. A large number of the housewives formerly were in business jobs prior to their marriage. Probably some of the housewives will eventually return to jobs in business and other areas, after their children are grown. But for many of the housewives and "others," the business training which they received could be valued only to the extent of the general, everyday-use business information which was obtained through the various business courses which they had enrolled in college.

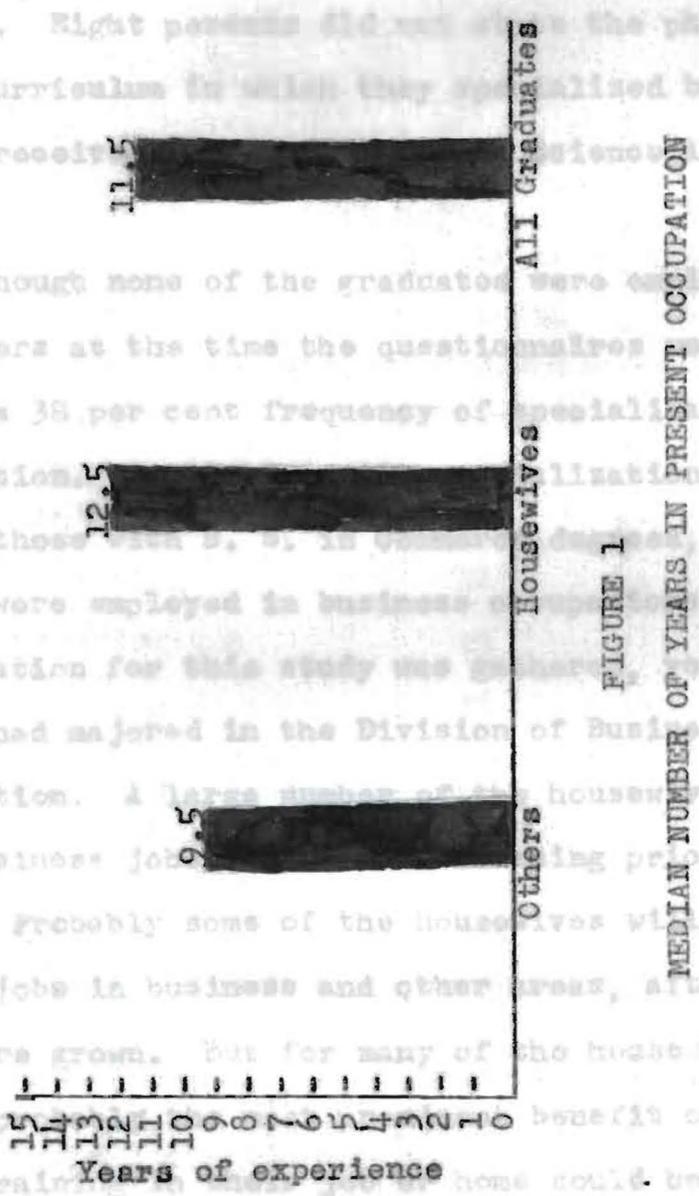


FIGURE 1  
MEDIAN NUMBER OF YEARS IN PRESENT OCCUPATION

The phases of the business curriculum which the graduates pursued when they attended college are shown in Table VIII. Eight persons did not state the phases of the business curriculum in which they specialized but replied that they received only a Bachelor of Science in Commerce degree.

TABLE VIII

Although none of the graduates were employed as business teachers at the time the questionnaires were answered, there was a 38 per cent frequency of specialization in business education. Similarly, with specialization in the other phases or those with B. S. in Commerce degrees, none of the graduates were employed in business occupations at the time the information for this study was gathered, yet all of the graduates had majored in the Division of Business and Business Education. A large number of the housewives formerly were in business jobs or business teaching prior to their marriage. Probably some of the housewives will eventually return to jobs in business and other areas, after their children are grown. But for many of the housewives and "others," probably the most prominent benefit of their business training in their job or home could be valued only to the extent of the general, everyday-use business information which was obtained through the various business courses which they had enrolled in college.

Since the above information revealed that all of the graduates in this study were business majors but were employed outside the business field, a better advisory and counselling system should be developed in order to help guide students in selecting work in line with their aptitudes and interests. Then, in TABLE VIII

**SPECIALIZED PHASES OF THE BUSINESS CURRICULUM PURSUED BY GRADUATES**

Phase of Business	Frequency	Per Cent
Business education	46	38
Secretarial training	28	23
Business administration	23	19
Accounting	16	13
B. S. in commerce	8	6
Distributive education	1	1
<b>Totals</b>	<b>122</b>	<b>100</b>

their master's degrees were auxiliaries. Twelve per cent the graduates received degrees beyond the bachelor's.

Although the remaining eighty-eight graduates did receive advanced degrees, forty-three of them stated the number of hours of graduate work which they had on record. The information in Table IX shows the number of graduate hours on record. Over at least they

Since the above information revealed that all of the graduates in this study were business majors but were employed outside the business field, a better advisory and counselling system should be developed in order to help guide students in selecting work in line with their aptitudes and interests. Then, if students' abilities were found to be stronger in nonbusiness occupations, they should not be encouraged to do much specialization in business. These students could, however, be recommended to take business courses, such as typewriting and personal finance, which would help them in their everyday contacts with the business world.

#### Further Education of Graduates

Ten of the one hundred graduates pursued their education beyond the bachelor's degree and received master's degrees; a minister received his Bachelor of Divinity; and one lawyer received his LL. B. Three of those receiving their master's degrees were housewives. Twelve per cent of the graduates received degrees beyond the bachelor's.

Although the remaining eighty-eight graduates did not receive advanced degrees, forty-three of them stated the number of hours of graduate work which they had on record. The information in Table IX shows the number of graduate hours on record. Twenty of the graduates stated that they

units hours on record. Twenty-three others had graduate work which ranged from ten to forty-seven hours without degrees. **TABLE IX**  
**NUMBER OF GRADUATE HOURS ON RECORD**

No. of Hours on Record	No. of Graduates	Per Cent
None	20	20
4	1	1
6	1	1
8	4	4
9	3	3
12	1	1
13	1	1
16	2	2
17	1	1
22	1	1
23	1	1
28	1	1
29	1	1
30	2	2
32	1	1
33	1	1
47	1	1
Received Advanced Degrees	12	12
Did not Respond	45	45
<b>Totals</b>	<b>100</b>	<b>100</b>

had no graduate hours on record. Twenty-three others had graduate work which ranged from four to forty-seven hours without receiving advanced degrees. The twelve persons who received their advanced degrees did not state the number of hours that they had on record for their degrees.

TABLE X  
AREAS OF GRADUATE STUDY OF GRADUATES

The above information indicates that about one-half of the graduates had sought formal education beyond their baccalaureate degrees. These persons felt that further education was necessary to help them compete for better occupational status.

Of the thirty-five graduates--twelve persons with advanced degrees and twenty-three with graduate work on record--twenty-eight stated their areas of study pursued. The various areas of study on the graduate level are shown in Table X. Ten specialized in business education while the remaining graduates did work in such phases as secretarial training, accounting, personnel management, and business administration.

It is disclosed in Table X that the majority who pursued further education did their work in business, which was also their undergraduate major field. Since most of the educational work beyond the four-year college requirements of the graduates was in business education, this information indicates that some of the graduates did further work to strengthen their business background.

CHAPTER V

OCCUPATIONAL DATA AND OCCUPATIONAL OPPORTUNITIES FOR GRADUATES

Introduction

TABLE X

AREAS OF GRADUATE STUDY OF GRADUATES

Areas of Study	No. of Graduates	Per Cent
Business Guidance	18	64.2
Education	2	7.0
Home economics	1	3.6
Hospital administration	1	3.6
Law	1	3.6
Library Science	1	3.6
Mathematics	1	3.6
Physics	1	3.6
Psychology	1	3.6
<b>Totals</b>	<b>28</b>	<b>100.0</b>

There were many possible ways for the graduates to secure jobs. In several instances, graduates used only a single device, such as personal interviews, for securing jobs. One graduate, for example, could have used the services of the Placement Bureau at the Kansas State Teachers College to help him get a prospective job. Since people usually showed interest in a job in terms of better working conditions and

advancements, it was not **CHAPTER V** that several methods of securing jobs were used by each graduate.

**OCCUPATIONAL DATA AND OCCUPATIONAL**

Various methods used by the graduates to secure jobs

**OPPORTUNITIES FOR GRADUATES**

are shown in Table XI. Graduates did not state the

methods used by them in **Introduction**. Six of these gradu-

ates were classified as "others," while the remaining four

were housewives.

Data pertaining to occupation and job opportunities for the graduates shall be discussed in this chapter.

Since the graduates were asked to list the various

Graduates were asked to state how they secured various jobs

methods used to secure their jobs, the methods listed, in

since graduation. Factors that helped the graduates in

most cases, were for more than just one job. Many of the

obtaining present positions were listed by the graduates in

women who were housewives had been employed in various ways

their responses to the questionnaire. Information gathered

of occupation prior to their graduation were employed in

in this chapter may help students and advisors to prepare for future occupations outside the business field, especially

All housewives stated that their present occupation

for those students who are undecided as to their probable

was obtained through a marriage proposal. Prior to their

vocation. marriage or to part-time work, the other methods used to

**Methods Used to Obtain Jobs by Graduates**

The data in Table XI also show that over one-fourth

There were many possible ways for the graduates to

of the graduates utilized the services of the placement

secure jobs. In several instances, graduates used only a

Bureau of the Kansas State Teachers College of Emporia.

single device, such as personal interviews, for securing

That such a job placement service was provided by the

jobs. A graduate, for example, could have used the services

college indicates that the college is concerned not only

of the Placement Bureau of the Kansas State Teachers College

in trying to educate its students, but is also interested

in search of a prospective job. Since people usually moved

to the placement of its graduates. from job to job in search of better working conditions and

advancements, it was not uncommon that several methods of securing jobs were used by each graduate.

Various methods used by the graduates to secure jobs are shown in Table XI. Ten graduates did not state the methods used by them in securing jobs. Six of these graduates were classified as "others," while the remaining four were housewives.

Since the graduates were asked to list the various methods used to secure their jobs, the methods listed, in most cases, were for more than just one job. Many of the women who were housewives had been employed in various types of occupation prior to their marriage. The majority of them were employed in office or secretarial work and teaching.

All housewives stated that their present occupation was obtained through a marriage proposal. Prior to their marriage or in part-time work, the other methods used to secure jobs were listed.

The data in Table XI also show that over one-fourth of the graduates utilized the services of the Placement Bureau of the Kansas State Teachers College of Emporia. That such a job placement service was provided by the college indicates that the college is concerned not only in trying to educate its students, but is also interested in the placement of its graduates.

TABLE XI  
METHODS USED BY GRADUATES IN SECURING EMPLOYMENT

Methods Used	Frequency by House- wives	Per Cent	Fre- quency by "Others"	Per Cent	Total	Total Percentage for All Graduates
Marriage proposals	64	42.4			64	32.7
Personal applications	21	13.9	12	26.0	33	16.8
Emporia State's Placement Bureau	26	17.2	3	6.5	29	14.7
Interviews Employer approached you	15	9.9	13	28.3	28	14.2
State Employment Office	10	6.6	3	6.5	13	6.6
Letter of inquiry to employer	6	4.0			6	3.0
Friend	4	2.6	4	8.7	8	4.0
Relative	1	.7	3	6.5	4	2.0
Want ad in newspaper	3	2.0			3	1.5
Drafted into army			1	2.2	1	.5
Ecclesiastical acquaintances			1	2.2	1	.5
Passing qualification tests			1	2.2	1	.5
Public election			1	2.2	1	.5
Recommendations from college faculty			1	2.2	1	.5
<b>Totals</b>	<b>151</b>	<b>100.0</b>	<b>46</b>	<b>100.0</b>	<b>196</b>	<b>100.0</b>

Knowing how to write good application letters was indicated as an important factor by thirty-three graduates in locating jobs. Being able to conduct interviews successfully was reported as helpful for twenty-eight graduates in securing their jobs. More emphasis could be placed on writing application letters through a course such as business correspondence. Time could be devoted in some other class to conducting job interviews so that students could be proficient in these skills when looking for jobs.

Ability to get along with people 17

Degree in business 22

#### Factors Which Brought Graduates to Present Positions

Typewriting skills 14

Bookkeeping skills 10

Various factors and skills possessed by the graduates helped them achieve their present vocational status.

One-half of the graduates stated factors and skills which were necessary to advance to their present occupation.

Those who responded consisted of twenty-seven housewives and twenty-three "others."

The frequency by which the various factors were listed by the graduates is shown in Table XII. The item, "ability to get along with people," surpassed all others mentioned, with thirty-seven graduates considering it a very important aspect for retaining their jobs or for seeking job promotions. Seventy-four per cent of the graduates felt that the "ability to get along with people" was an important factor. It was considered much more important than specific skills

of a degree in business. The information shows that students should try to develop an agreeable personality, as well as specialize in the various phases of business in their college careers.

TABLE XII

**FACTORS THAT HELPED GRADUATES REACH  
THEIR PRESENT POSITIONS**

Factors	Frequency of Mention	Per Cent
Ability to get along with people	37	32
Degree in business	22	19
Typewriting skills	14	12
Bookkeeping skills	10	9
Shorthand skills	9	8
Business machines skills	6	5
Job or work experiences	5	4
Home or money management	3	3
Grammar and spelling	4	3
General ability	3	3
Filing skills	1	1
Switchboard operator skills	1	1
<b>Totals</b>	<b>115</b>	<b>100</b>

with people, they were necessary for graduates to obtain their jobs. It would seem, then, that students should have a good balance between adequate skills on the job and the ability to get along with fellow workers.

or a degree in business. The information shows that students should try to develop an agreeable personality, as well as specialize in the various phases of business in their college careers.

Twenty-two graduates, nearly half of those who responded, stated that a "degree in business" had been an asset in job placements and advancements. Nine housewives stated that although a college degree did not specifically help them as housewives, the education acquired had been an asset for them. Several of the housewives who had worked in offices or who had taught considered their degree in business important in obtaining jobs. Three housewives indicated that knowing about home and money management had aided them in homemaking.

The most important single skill listed by graduates which aided them in advancing to their present position was typewriting, which was mentioned by fourteen of the graduates. Almost as important as typewriting were bookkeeping and shorthand skills. Although the graduates did not consider these skills as important as being able to get along with people, they were necessary for graduates to obtain their jobs. It would seem, then, that students should have a good balance between adequate skills on the job and the ability to get along with fellow workers.

## Annual Income of Graduates

## ANNUAL INCOME OF GRADUATES

In this study, the majority of the graduates were housewives who did not earn an income outside the home. Most of them, because they earned no income of their own, either did not state their annual income, or thought such information was too personal. With "others," however, twenty-eight stated their annual income.

The annual income earned by the graduates is shown in Table XIII. Of the thirty-six persons replying, the median salary was \$5,500.

The three lowest incomes of the "others" were incomes of graduate students. Incomes of these persons could have been from part-time jobs or from graduate assistantships.

A naval officer with eighteen years of service earned an income in the \$13,000 range. Two men, one a research physicist with ten years of experience, and the other an air force colonel with nineteen years of service, each earned income in the \$14,000 bracket.

Data regarding annual income of graduates can be used in guidance work. Students may want to know what incomes were received by graduates in various occupations. Such information might help them decide to enter a particular occupation provided other working conditions are suitable to them.

## Opportunities for Promotion - TABLE XIII - Present Occupation

## ANNUAL INCOME OF GRADUATES

Amount	Housewives	Others	Total	Per Cent
No Incomes	2	2	2	2
Below \$500	1	1	1	1
\$500 to \$999	1	1	2	2
\$1,000 to \$1,999	1	2	3	3
\$2,000 to \$2,999				
\$3,000 to \$3,999	1	2	3	3
\$4,000 to \$4,999		4	4	4
\$5,000 to \$5,999	1	2	3	3
\$6,000 to \$6,999		3	3	3
\$7,000 to \$7,999		2	2	2
\$8,000 to \$8,999		2	2	2
\$9,000 to \$9,999		4	4	4
\$10,000 to \$10,999		2	2	2
\$11,000 to \$11,999				
\$12,000 to \$12,999	1	1	2	2
\$13,000 to \$13,999		1	1	1
\$14,000 to \$14,999		2	2	2
Did not reply	60	4	64	64
<b>Totals</b>	<b>68</b>	<b>32</b>	<b>100</b>	<b>100</b>

Table XIII - Housewives did not respond to the question.

### Opportunities for Promotion from Present Occupation

To find out the possibilities for advancements, graduates were asked to rate their chances for promotion from their present occupation. The rating scale used was "good," "fair," or "poor." Twenty-five "others" rated their opportunities for promotion which is shown in Table XIV. Although several housewives rated their opportunities for promotion, this information was not recorded since the question on job advancements was not directed to the housewives.

From the information given in Table XIV, the majority of the graduates felt that their chances for promotion were rather promising. None of the "others" felt that the promotional possibilities for them were poor.

Although all of the graduates contacted were not employed in the immediate business field, no one felt that his business training in college was an entire waste in his present occupation. Graduates were asked to indicate the jobs to which they could be promoted from their present position. Most of them, in listing job promotions, indicated jobs that could be classified in the business field.

The types of jobs for which housewives felt their college business background qualified them are listed in Table XV. Six housewives did not respond to the question. A few of the housewives listed several jobs which they

TABLE XV

JOBS FOR WHICH HOUSEWIVES WERE QUALIFIED

Jobs	Frequency	Per Cent
Teaching	12	28.0
Secretarial work	19	25.0
Office		8.7

TABLE XIV

OPPORTUNITIES FOR PROMOTION FOR "OTHERS"

Rating Scale	"Others"	Per Cent
Clerical work	9	
Good	14	43.7
Stenographers	7	
Fair	11	34.4
Typists	6	18.8
Poor		
Retailing		2.7
Not responding	7	21.9
Executives	3	9.0
Banking Totals	32	100.0
Personnel administration	1	2.7
Welfare work	1	2.7
Office machines operator	1	2.7
Run own business		2.7
Totals	150	100.0

could secure because of their college training, while others listed only one job.

TABLE XV

## JOBS FOR WHICH HOUSEWIVES FELT QUALIFIED

Jobs	Frequency	Per Cent
Teaching	42	28.0
Secretarial work	39	26.0
Office work	13	8.7
Accounting	11	7.2
Bookkeeping	10	6.7
Clerical work	9	6.0
Stenographers	7	4.7
Typists	6	4.0
Retailing	4	2.7
Receptionists	3	2.0
Banking	2	1.2
Personnel administration	1	.7
Welfare work	1	.7
Office machines operator	1	.7
Run own business	1	.7
<b>Totals</b>	<b>150</b>	<b>100.0</b>

thirty-two housewives stated six types of educational requirements needed for these positions. This information is presented in Table XVI.

could secure because of their college training, while others listed only one job.

Business teaching was the most frequent position that housewives felt qualified to fill as a result of their business training. Housewives mentioned business education forty-two times. Secretarial work ranked second in frequency, with thirty-nine housewives listing it as a job outside the home. Thirteen of the housewives stated that they felt qualified to do general office work, and another eleven felt qualified for bookkeeping work. Nine housewives mentioned that they could perform clerical work with their college business training.

With the information in Table XV, it was evident that almost all of the housewives who indicated their possible job changes from homemaking found that they were qualified for several different occupations within the business field. This further indicated that with their college business training, many of the housewives felt qualified to work in several different types of jobs in business. The majority of housewives felt qualified for either teaching positions or for secretarial work.

To meet the standards of the various job changes, thirty-two housewives stated six types of educational requirements needed for these positions. This information is presented in Table XVI.

Thirteen housewives mentioned that they needed to take some type of refresher course, especially for business teaching. Several of the housewives who were employed as seamstresses for over a period of years stated that refresher courses would be necessary for them to become qualified teachers.

TABLE XVI

EDUCATIONAL REQUIREMENTS HOUSEWIVES FELT  
NECESSARY FOR JOB PROMOTIONS

Educational Requirements	No. of Housewives	Per Cent
Refresher courses needed to teach	13	40.6
More graduate work	6	18.8
Renewal of teaching certificate	6	18.8
Skilled courses (shorthand, typewriting, or office practice)	5	15.6
Master's degree for better positions	1	3.1
Practical work experiences	1	3.1
<b>Totals</b>	<b>32</b>	<b>100.0</b>

From the information in Table XVI, most of the housewives indicated job changes from housework to teaching. It can be seen that several, because they had been away from teaching for many years, stressed the need for refresher courses, which should include a methods course covering several subject areas. Also, one of them felt that it

Thirteen housewives mentioned that they needed to take some type of refresher course, especially for business teaching. Several of the housewives who were employed as homemakers for over a period of years stated that refresher courses would be necessary for them to become qualified teachers.

Because they had been away from the teaching profession for several years, six housewives stated that it would be necessary for them to renew teaching certificates. Similarly, six other housewives mentioned that they would need to do more graduate work in order to meet teaching requirements. Skill courses, such as typewriting, shorthand, and office practice, were listed as educational requirements by five housewives either for teaching or office work.

One housewife felt that she needed a master's degree for a better job position. Another felt that it was necessary to have practical work experiences in order to qualify for retailing jobs.

From the information in Table XVI, most of the housewives indicated job changes from homemaking to teaching. It can be seen that several, because they had been away from teaching for many years, stressed the need for refresher courses, which should include a methods course covering several subject areas. Also, many of them felt that it

would be necessary to review business skill courses in order to meet office standards. For these graduates, a review course, including various office skills, should be offered as graduate work.

### Job Promotions for "Others"

Job Promotions

Persons

Per Cent

Graduates classified as "others" listed eighteen job promotions to which they could be advanced. The job promotions listed by these graduates were in diversified fields, as well as in the business area. The job promotions mentioned by the graduates are listed in Table XVII. No large number of graduates mentioned any particular job because of diversified areas in which they were employed.

Three persons stated that they could be promoted to managerial positions as departmental or general managers.

To be promoted to a higher rank was mentioned by three persons in the military service. Three other graduates listed teaching as a job promotion.

Most of the remaining graduates listed job advancements relative to their present occupation. A lineman for a power company mentioned that he could be promoted to a senior estimator position for the company. A graduate whose present occupation was in engineering stated that he could be promoted to civil engineering. It may be that the curriculum of the Division of Business and Business Education at Kansas

State Teachers College was only of value to these graduates for general business information covering the business world and basic personal business information useful in their jobs and homes.

TABLE XVII  
JOB PROMOTIONS FOR "OTHERS"

Job Promotions	No. of Persons	Per Cent
Managerial positions	3	11.3
Promotion in armed services	3	11.3
Teaching	3	11.3
Clerical work	2	7.7
Superintendents	2	7.7
Bookkeeping	1	3.9
Churches with more responsibilities	1	3.9
Civil engineering	1	3.9
Correspondent writer for army	1	3.9
Editor	1	3.9
General practice of law	1	3.9
Librarian	1	3.9
Office work	1	3.9
Research analyst	1	3.9
Research associate	1	3.9
Secretarial work	1	3.9
Senior estimator	1	3.9
Supreme court judge	1	3.9
Totals	26	100.0

Business Education, such as office management and personnel management

State Teachers College was only of value to these graduates for general business information covering the business world and basic personal business information useful in their jobs and homes.

Ten persons listed educational requirements for the job promotions reported in Table XVII. The educational requirements mentioned by "others" are shown in Table XVIII.

Two graduates, a social worker and a military person, felt that a college education was important in order to be promoted to higher positions.

A minister stated that a Bachelor of Divinity degree was a prerequisite to his profession. In other occupations, there was a need for human relations. A graduate whose occupation was in engineering mentioned the need for the course, Human Relations in Business Management.

The remaining educational requirements were mentioned by graduates in different occupations. An engineer stated that he needed additional mathematics to be promoted to higher positions. Although graduates were working in non-business occupations, several of the educational requirements listed were courses offered by the Division of Business and Business Education, such as office management and supervision, and personnel management.

## Future Vocational Plans of Graduates

Graduates were asked whether or not they were planning to remain in their present occupation. The information in Table XIX discloses that TABLE XVIII housewives and eleven "others" EDUCATIONAL REQUIREMENTS OF "OTHERS" NECESSARY TO QUALIFY FOR JOB PROMOTIONS indefinitely.

Although thirty-three graduates were planning to remain as housewives for a while, they indicated other occupations which they planned to enter after their families were no longer dependent on them. The "others" were planning to transfer to various other occupations.

Educational Requirements	No. of Persons	Per Cent
College education or degree	2	20
Bachelor of Divinity degree	1	10
Business correspondence	1	10
Human relations in business management	1	10
Master's degree in business education	1	10
More graduate work	1	10
More advanced mathematics	1	10
Office management and supervision	1	10
Personnel management	1	10
<b>Totals</b>	<b>10</b>	<b>100</b>

graduates are listed in Table XI.

Of the sixty graduates who plan on changing jobs, twenty-seven, or 45 per cent of them, desire to become business teachers. This number is comprised of twenty housewives and ten "others."

thirteen housewives were planning to become secretaries.

### Future Vocational Plans of Graduates

Graduates were asked whether or not they were planning to remain in their present occupation. The information in Table XIX discloses that twenty-five housewives and eleven "others" were planning to remain in their present occupation indefinitely.

Although thirty-three graduates were planning to remain as housewives for a while, they indicated other occupations which they planned to enter after their families are reared. Eleven of the "others" were planning to transfer jobs in the future.

Several graduates were willing to leave their present occupation if they could find better job opportunities. Seven housewives and nine "others" replied that they did not plan to remain in their present occupation.

Sixty per cent of the graduates were planning to change to some other occupation rather than remain in their present occupation. The future vocational plans of these graduates are listed in Table XX.

Of the sixty graduates who plan on changing jobs, twenty-seven, or 45 per cent of them, desire to become business teachers. This number is comprised of seventeen housewives and ten "others."

Thirteen housewives were planning to change occupations; they want to become secretaries.

TABLE XIX  
FUTURE VOCATIONAL PLANS OF GRADUATES

Future Plans	No. of House- wives	No. of "Others"	Per Cent	Total	Per Cent
<b>PLANS OF GRADUATES REGARDING TENURE IN THEIR PRESENT OCCUPATION</b>					
Business teachers	27	50	27	44.9	
Secretaries	13	13	13	21.5	
Office clerks					
Run own businesses					
<b>Responses</b>	<b>No. of Housewives</b>	<b>No. of "Others"</b>	<b>Total</b>	<b>Total Per Cent</b>	
Yes	25	11	36	37.1	
No	7	9	16	16.5	
Yes, but eventually will make change	33	11	44	45.4	
Retired	1		1	1.0	
<b>Totals</b>	<b>66</b>	<b>31</b>	<b>97</b>	<b>100.0</b>	
President of company					
Psychologist					
Real estate		1	1	1.7	
Retailing	1		1	1.7	
Sales work		1	1	1.7	

Of the remaining twenty vocational plans of graduates listed in Table XI, nine were to enter occupations in the business area. The other TABLE XX are only slightly altered from present FUTURE VOCATIONAL PLANS OF GRADUATES

Future Plans	No. of Housewives	Per Cent	No. of "Others"	Per Cent	Total	Per Cent
Business teachers	17	42.5	10	50	27	44.9
Secretaries	13	32.5			13	21.5
General practice of law			2	10	2	3.3
Office clerks	2	5.0			2	3.3
Run own businesses			2	10	2	3.3
Social workers	2	5			2	3.3
Accounting	1	2.5			1	1.7
Apiarist			1	5	1	1.7
Elementary teacher	1	2.5			1	1.7
Home economics teacher	1	2.5			1	1.7
Labor union			1	5	1	1.7
Librarian			1	5	1	1.7
News reporter	1	2.5			1	1.7
President of company			1	5	1	1.7
Psychologist	1	2.5			1	1.7
Real estate			1	5	1	1.7
Retailing	1	2.5			1	1.7
Sales work			1	5	1	1.7
<b>Totals</b>	<b>40</b>	<b>100.0</b>	<b>20</b>	<b>100</b>	<b>60</b>	<b>100.0</b>

Of the remaining twenty vocational plans of graduates listed in Table XX, nine were to enter occupations in the business area. The other eleven were only slightly altered from present occupations.

Because all graduates majored in the Division of Business and Business Education, it was not uncommon for them to return to occupations in which they had specialized. Of the sixty graduates who were contemplating changes in occupation, the majority of them were returning to occupations for which they had been trained in the business field.

Two-thirds of the graduates who wanted to change jobs were housewives. Similarly, with housewives, the changes in occupations were back to the business field. These graduates planned that, after their children became of school age or left home, they would return to jobs for which they had received training.

Then, too, graduates were asked to indicate the type of training needed by them which they had failed to receive in college. A few of the graduates listed college work which they had failed to take in the business field and other areas, particularly in home economic

Finally, graduates were asked to express their suggestions and recommendations for the improvement of the business curriculum. Many of the graduates suggested courses and ways to help improve the business curriculum.

college training which CHAPTER VI Failed to Receive

That Would Have Been Helpful in Their Work

## CURRICULUM EVALUATION

While attending college, a large number of the gradu-

### Introduction

ates regretted not taking additional training in business or

other. In order to evaluate the business curriculum of the

Kansas State Teachers College of Emporia, the separate

courses offered by the Division of Business and Business

Education must be considered. To gather information on the

business curriculum, several questions were included in the

questionnaire. One question asked for graduates' opinions

of the business courses which are presently offered as to

whether they were "valuable," of "no value," or "would

recommend taking." Graduates were asked to indicate whether

general education courses listed in the questionnaire were

helpful in their present occupation. Several courses were

found to be very helpful by the majority of the graduates.

Then, too, graduates were asked to indicate the type

of training needed by them which they had failed to receive

in college. A few of the graduates listed college work

which they had failed to take in the business field and

other areas, particularly in home economics.

Finally, graduates were asked to express their sug-

gestions and recommendations for the improvement of the

business curriculum. Many of the graduates suggested courses

and ways to help improve the business curriculum.

## College Training Which Graduates Failed to Receive

## That Would Have Been Helpful in Their Work

## ADDITIONAL TRAINING WISHED BY GRADUATES

While attending college, a large number of the graduates regretted not taking additional training in business or other areas. The areas of training which the graduates did

not take which would have been helpful in their work are shown in Table XXI.

Home economics was the most frequently mentioned area in which graduates lacked training. Nineteen housewives

regretted that they had not taken some type of home economics course that would have included home management, home nursing, and first aid to help them in their homemaking.

This might be a strong factor for women students in business to consider, especially if they plan on becoming housewives.

The other areas in which graduates indicated they felt need of course work were in various fields, with the

majority of subjects being in the business field. Business courses mentioned by the graduates are presently offered in

the curriculum of the Division of Business and Business Education. Graduates, while in college, either overlooked

taking these courses, or the courses were not offered.

Adequate counselling by competent advisors is necessary in order to help students carefully choose courses in their

fields of specialization and to minimize the inadequate training in certain areas, especially in business.

General Education Courses Helpful to  
**TABLE XXI**  
 Graduates in Their Occupations  
**ADDITIONAL TRAINING NEEDED BY GRADUATES**

Subject Areas	No. of House- wives	Per Cent	No. of "Others"	Per Cent	Total
Home economics	19	37.3			19
Advanced Shorthand			4	16.6	4
Business and office machines	4	7.8			4
Business English and grammar	1	2.0	2	8.3	3
Child psychology	3	5.8			3
College mathematics			3	12.4	3
Filing	1	2.0	2	8.3	3
Adolescent psychology	2	3.9			2
Advanced typewriting			2	8.3	2
Art appreciation	2	3.9			2
Arts and crafts	2	3.9			2
Consumer economics	2	3.9			2
Counseling and guidance	2	3.9			2
Foreign language	1	2.0	1	4.2	2
General psychology	2	3.9			2
Income tax	2	3.9			2
Parliamentary procedure	2	3.9			2
Public speaking			2	8.3	2
Work experience program	2	3.9			2
Cost accounting			1	4.2	1
Engineering			1	4.2	1
History	1	2.0			1
Human relations	1	2.0			1
IBM accounting			1	4.2	1
Investments	1	2.0			1
Leadership course			1	4.2	1
Methods of research			1	4.2	1
Office management			1	4.2	1
Personnel management			1	4.2	1
Practice teaching	1	2.0			1
Statistics			1	4.2	1
<b>Totals</b>	<b>51</b>	<b>100.0</b>	<b>24</b>	<b>100.0</b>	<b>75</b>

Sixty-six percent, or about two-thirds of the graduates, emphasized the value of the general psychology course

General Education Courses Helpful to  
GENERAL Graduates in Their Occupation GRADUATES

The purpose of evaluating the value of courses in the curriculum of Kansas State Teachers College was to find out which general education courses were found helpful to the business graduates who were employed in nonbusiness occupations. Graduates were asked to value the courses taken in college that were especially helpful to them in their present occupation. This information is shown in Table XXII.

English was rated as the most beneficial course in the general education area. Eighty graduates mentioned that a background of English was essential in their work. Because of the importance of English to the graduates, English should be kept as one of the general education requirements for all business majors. More effort should be made to enable undergraduate students to understand the importance of English in their college work.

Speech was rated as second in importance. Seventy-eight graduates indicated that speech played an important role in their occupation. Graduates classified as "others" reported speech slightly more important than English in their occupation.

Sixty-six persons, or about two-thirds of the graduates, emphasized the value of the general psychology course

TABLE XXII  
GENERAL EDUCATION COURSES HELPFUL TO GRADUATES

Courses	House- wives	Per Cent	"Others"	Per Cent	Total	Per Cent All Graduates
English	58	85.3	22	68.8	80	80
Speech	52	76.5	26	81.3	78	78
General Psychology	45	66.2	21	65.6	66	66
Child Psychology	35	51.5	9	28.1	44	44
Economics	26	38.2	18	55.6	44	44
Mathematics	26	38.2	15	46.9	41	41
Sociology	25	36.8	12	37.5	37	37
American History	17	25.0	15	46.9	32	32
Government	14	20.6	17	53.1	31	31
Human Relations	13	19.1	12	37.5	25	25
General Science	14	20.6	9	28.1	23	23
Home Management	20	29.4	2	6.3	22	22
World History	10	14.7	12	37.5	22	22
Adolescent Psychology	11	16.2	10	31.3	21	21
European History	9	13.2	12	37.5	21	21
Physical Science	9	13.2	12	37.5	21	21
Consumer Economics	17	25.0	3	9.4	20	20
Library Science	15	22.1	5	15.6	20	20
Biology	15	22.1	4	12.5	19	19
Parliamentary Procedure	9	13.2	7	21.9	16	16
Guidance and Counseling	6	8.8	8	25.0	14	14
Chemistry	4	5.9	7	21.9	11	11
Physics	3	4.4	8	25.0	11	11
Spanish	4	5.9	2	6.3	6	6
French			5	15.6	5	5
Latin	3	4.4	2	6.3	5	5
German			1	3.1	1	1
Russian			1	3.1	1	1

taken in college in their present occupation. As another general education requirement for all business majors, general psychology has proven a beneficial course to the graduates, and government, more mentioned as helpful by about one-third. Child psychology, although it was not required for business graduates, was found helpful to 44 per cent of the group surveyed, particularly housewives. Housewives found that child psychology was beneficial in rearing their children. Since about one-half of the housewives who had taken child psychology found it helpful in the home, child psychology should be recommended to all women business students who plan to marry. And that economics was beneficial. Nearly one-half of the graduates found that economics, a required course for business majors, was helpful in their occupation. It was of nearly equal importance to housewives and "others." Reported in Table I-II that only a few business graduates. One semester of mathematics was required of all business majors at the time this study was undertaken. The Division of Business and Business Education offered a basic business mathematics course in which most business students enrolled. Some of the graduates took other mathematics courses offered by the Mathematics Department. Forty-four per cent of the graduates stated that mathematics was helpful in their occupation. Business graduates who were scientists

These courses were English, speech, and general

or engineers found mathematics especially helpful in their occupation. courses were important to all graduates.

Social science courses, such as sociology, American history, and government, were mentioned as helpful by about one-third of the graduates. with the home and children, such as child. One-fourth of the graduates indicated that human relations courses offered by the Division of Business and Business Education was helpful in their present occupation. of these in the Home management, offered by the Home Economics Department, was found to be helpful to twenty-two graduates.

Evaluation of the Present Business Curriculum  
 Twenty of these graduates were housewives. Seventeen housewives and three "others" stated that consumer economics was beneficial in their occupation. Women students majoring in business and planning to marry should be encouraged to take a course of courses in the Home Economics Department.

It is reported in Table XXII that only a few business graduates found the natural sciences and foreign languages helpful in their occupation. More of the "others" found these subjects helpful to them than did the housewives. Natural science courses were particularly beneficial to those in research work and engineering.

The data in Table XXII indicate that three general education courses were considered to be very helpful to the business graduates who were working in nonbusiness occupations. These courses were English, speech, and general

psychology. Regardless of occupation, these three general education courses were important to all graduates.

The other courses that were checked varied according to the different occupations of the graduates. Housewives found that courses dealing with the home and children, such as child psychology, home management, and consumer economics, were more important. These three courses could be recommended to future housewives in view of past experiences of those in the occupation.

#### Evaluation of the Present Business Curriculum

The business curriculum at Kansas State Teachers College should be centered around the interests of and needs of the graduates. To evaluate the present business curriculum of the Division of Business and Business Education, graduates were asked to check the courses being offered by the division as to whether they found the courses valuable, of some value, or of no value in their present occupation. The graduates were to indicate the courses they did not take in college which they would recommend to the students who may enter their occupation.

The courses offered by the Division of Business and Business Education, with the evaluation by graduates, are compiled in Table XXIII. Seventy-six graduates thought that principles of economics was either valuable or of some

TABLE XXIII  
EVALUATION OF VALUE OF COURSES OFFERED IN THE BUSINESS CURRICULUM

Course Title	Valuable	Some Value	No Value in Present Occupation	Did Not Take Course	Would Recommend Taking
Principles of Economics	34	42	7	9	14
International Economics	3	4	2	2	9
Economic History of United States	6	6	2	2	11
Business Organization	25	34	11	30	15
Personal Finance	34	7	2	57	8
Introduction to Business Finance	4	10	3	83	5
The Mathematics of Finance		7	2	91	3
Corporation Finance		5	2	93	3
Financial Statement Analysis	4	2	2	94	13
Seminar in Finance		1	1	98	15
Business Calculations	31	11	2	56	16
Accounting I	57	23	7	13	16
Accounting II	44	26	7	23	14
Cost Accounting	14	9	5	72	25
Advanced Cost Accounting	5	1	1	93	7
Intermediate Accounting	16	12	5	67	13
International Business Machines		2	2	96	15
Punch Card Accounting	3	1	1	95	8
Governmental Accounting	11	13	7	69	8
Advanced Accounting		1	1	98	
C. P. A. Review					

TABLE XXIII (continued)

Course Title	Valuable	Some Value	No Value in Present Occupation	Did Not Take Course	Would Recommend Taking
Improvement of Instruction in Bookkeeping	3	3	2	92	14
Practicum in Bookkeeping and Accounting	1	2	9	97	9
Auditing	5	3	2	86	11
Income Tax for the Individual	14	6	2	78	39
Federal Tax	4	1	2	93	16
Business Penmanship	22	11	4	63	15
Business Correspondence	59	22	2	17	8
Business Practice	17	13	4	66	5
Office Practice and Procedures	29	22	9	40	8
Personnel Management	10	12	8	70	13
Office Management and Supervision	6	12	5	77	15
Methods of Individual Training and Job Analysis Education	3	1	2	94	18
Instruction in Clerical Practice and Techniques	3	3	4	90	16
Introduction to Salesmanship	7	11	9	73	14
Insurance	8	13	7	72	25
Money and Banking	16	22	10	52	13
Marketing	9	26	18	47	5
Small Business Management	5	4	1	95	15
Nontextile Merchandise Analysis	1	3	2	94	6
Textile Merchandise Analysis	4	3	3	90	8

TABLE XXIII (continued)

Course Title	Valuable	Some Value	No Value in Present Occupation	Did Not Take Course	Would Recommend Taking
Visual Merchandising	1	2	1	96	6
Applied Retailing	2	3	4	91	7
Field Study and Conferences	2	4	3	93	11
Industrial Production and Management	3	3	1	94	8
Human Relations in Business Management	3	3	1	97	25
Sales Management	5	11	5	99	8
Principles of Advertising	1	1	2	79	5
Marketing Analysis	3	1	2	96	4
Seminar in Management	4	3	2	97	8
Seminar in Human Relationships	4	3	2	96	24
Human Relations and Supervisory Training	1	2	1	99	18
Contemporary Unionism	4	1	1	95	10
Parliamentary Procedure	3	10	1	94	23
Elementary Typewriting	4	17	2	55	14
Intermediate Typewriting	4	16	4	38	5
Advanced Typewriting	5	1	4	40	6
Improvement of Instruction in Typewriting	5	2	3	90	9
Practicum in Typewriting	26	24	7	90	6
Filing and Office Routine	9	20	8	43	13
Duplicating Machines				63	12

TABLE XXIII (continued)

Course Title	Valuable	Some Value	No Value in Present Occupation	Did Not Take Course	Would Recommend Taking
Calculating and Posting Machines	5	9	11	75	17
Comptometer Operation	4	3	7	86	15
Key Punch and Sorting Machine Operation	19	20	2	98	15
Elementary Stenography	21	23	17	44	4
Intermediate Stenography	16	10	19	37	3
Dictation and Transcription	23	10	15	59	7
Secretarial Training	2	10	11	56	6
Practicum in Stenography	3	1	2	96	5
Improvement of Instruction in Shorthand	4	39	2	94	10
Business Law I	35	30	8	12	4
Business Law II	6	8	7	28	5
Current Business Problems	2	4	3	83	14
Investment Analysis	1	4	4	90	13
Administration of Business Associations	3	2	2	97	5
Business Statistics	3	4	4	91	9
Business Cycles and Forecasting	1	1	1	92	8
Controllership	1	1	3	99	5
Social Control of Business	1	1	2	95	10
Business Case Studies	1	1	2	97	8
Thesis in Business Administration	1	3	2	97	6
Seminar in Business Teaching Problems				100	7
Accounting Systems for Public Schools					

TABLE XXIII (continued)

Course Title	Valuable	Some Value	No Value in Present Occupation	Did Not Take Course	Would Recommend Taking
Seminar in Distribution Improvement of Instruction in Distributive Education	1	1	2	97	3
Organization and Administration of Distributive Education	2	2	1	100	3
Methods and Materials in Distributive Education	1	2	1	100	2
Principles and Philosophy of Vocational Education	1	1	1	99	2
Principles of Business Education	8	19	9	98	8
Co-ordination Skills and Techniques in Business Education		1		64	4
Methods of Instruction and Materials in Basic Education	2	3	3	99	7
Adult Education and Conference Leading Co-ordination Problems in Business Education				92	8
The Administrator and School Custodial Services			1	100	17
Workshop in Business Education		1		99	6
Trends and Issues in the Administration and Supervision of Business Education				100	4
Seminar in Business Teaching Problems		3		97	12
Accounting Systems for Public Schools				100	4
					9
					7

TABLE XXIII (continued)

Course Title	Valuable	Some Value	No Value in Present Occupation	Did Not Take Course	Would Recommend Taking
The Business Curriculum	1	2	1	97	4
Research in Business Education	2	3	1	99	2
Field Study	1	2	1	99	3
Methods of Research	2	3	1	95	7
Thesis in Business Education	1	2	1	96	3

value of business education. Although most of the graduates who enrolled in the course, International Economics, approximately one-fourth of them recommended that they take the course for a better understanding of international relations.

Knowledge of business organization through the course was reported to be valuable or of value to fifty-nine graduates.

Forty-one persons stated that personal finance was the most valuable course in the course and their nonbusiness friends and family members who had not taken the course recommended it to other students planning to enter business. Personal Finance has not been offered as a course in the college which could account for fewer graduates reporting it as valuable. In knowing how to save wisely, their daily and long term shopping needs, a course in personal finance was found to be valuable to housewives. For women students in business hoping to marry, present housewives strongly recommend courses in personal finance to their friends.

Persons who enrolled in business education stressed the importance of the contents of the business jobs.

Graduates were reported as helpful to the graduates in business jobs. Accounting I and II were

value in their nonbusiness occupation. Although most of the graduates did not enroll in the course, International Economics, approximately one-fourth of them recommended that students take the course for a better understanding of international relations. A knowledge of business organization through the course Business Organization was reported to be valuable or of some value to fifty-nine graduates. Forty-one persons stated that personal finance was valuable or of some value in the home and their nonbusiness jobs. Twenty-nine additional persons who had not taken the course recommended it to other students planning to enter their occupation. Personal Finance has not been offered as long as the other courses which could account for fewer reporting it as valuable. In knowing how to cope wisely with their daily and long term shopping needs, a course in personal finance was found to be valuable to housewives. For women students in business hoping to marry, present housewives strongly recommend courses in personal finance to them. Of the forty-six persons who enrolled in business calculations, forty-four stressed the importance of its contents in their nonbusiness jobs. Basic accounting courses were reported as helpful to the graduates in their jobs. Accounting I and II were

beneficial to eighty and sixty graduates respectively. Additional courses in accounting were taken by fewer graduates since they found no direct importance of the courses to their particular field of work.

Filing income tax returns each year and knowing what records to keep for income tax filing purposes were essential to the income-producing individual. While in college, twenty-two graduates enrolled in the course Income Tax for the Individual. Twenty graduates found that the course was either of some value or valuable in their occupation. Of the seventy-eight graduates who did not enroll in this basic income tax course, one-half recommended that students have a knowledge of income tax.

A practical knowledge of letter writing principles was gained through the business letter writing course Business Correspondence. Business correspondence was found valuable or of some value to eighty-one graduates. Seventeen graduates did not take the course, but eight of them recommended the course to students in business.

(6) Twenty-eight graduates took a course in insurance. Twenty-one of them emphasized that insurance was important in their occupation. Of the graduates who did not take the course, approximately one-third recommended that students take a general insurance course.

It is reported in Table XXIII that only a few graduates had taken courses in human relations, yet almost one-fourth of the graduates recommended that students have a human relations course background.

Twelve graduates stated that the business curriculum had greatly improved since they had attended college. They had as further comments on further improving the curriculum, skills in typewriting had proven valuable to nearly all of the graduates in their occupation.

A better advisory program should be provided which would inform the students of degree requirements and other necessary information. This was suggested by three graduates.

At least three-fourths of the graduates stated that the courses in Business Law were valuable or of some value in their nonbusiness occupation. Since everyone was confronted with business transactions every day, a knowledge of the legal aspects of business was found helpful to these graduates.

Two persons recommended that all students take a course in personal finance. One housewife, while she was in college, could not foresee the importance of such a course as personal finance, but later found the contents of the course invaluable in her everyday business matters. These courses were: (1) Principles of Economics, (2) Business Organization, (3) Personal

Finance, (4) Business Calculations, (5) Accounting I and II, (6) Business Correspondence, (7) Business Law, (8) typewriting courses, (9) Income Tax for the Individual, (10) Insurance, and (11) Human Relations. These courses should be recommended or required for those business students who

An army officer suggested that a two-hour course in conference leadership be offered. In such a course,

art of business. Graduates' Suggestions for Improving the Business Curriculum could be included.

One of the graduates remarked that business law should be offered at the bachelor level. Twelve graduates stated that the business curriculum had greatly improved since they had attended college. They had no further comments on further improving the curriculum.

"A better advisory program should be provided which would inform the students of degree requirements and other necessary information," was suggested by three graduates.

Two graduates suggested that advisors help students develop a well-balanced education program in business and general education so that graduates might have a background adequate for a wider range of jobs.

Two persons recommended that all students take a course in personal finance. One housewife, while she was in college, could not foresee the importance of such a course as personal finance, but later found the contents of the course invaluable in her everyday business matters.

A graduate who was drafted into the army stated that for his type of office position in the army, a background in business correspondence, filing, and a good typewriting speed would be helpful to male students who may have to enter the armed services.

One of the items listed by a graduate who was working toward his Ph.D. was to use more than one textbook in conference leadership be offered. In such a course, "the certain courses" so that students may enlarge their

art of summarizing and expressing oneself in writing" could be included.

One of the graduates remarked that business law should be offered beyond the two-semester level.

"More on-the-job training should be offered in the field the student plans to enter," was suggested by one graduate.

In suggesting methods of teaching, one graduate stated that "more actual case problems should be introduced in the classroom. These problems could be solved on an individual or group basis."

For those who may be business teachers, particularly typewriting instructors, a graduate who had taught several years prior to her present occupation said, "the thing I lacked most was the necessary knowledge in making simple repairs to typewriters." Simple repair and maintenance work on typewriters should be introduced in the typewriting courses so as to benefit all persons using typewriters.

To help students in planning future work, one graduate said, "develop some type of course that would outline job opportunities and duties in various jobs. Also included could be instruction in interviewing for the job."

One of the items listed by a graduate who was working toward his Ph. D. was to use more than one textbook in certain courses "so that students may enlarge their

perspective on the matters of issue." He also stated that there should be "better preparation for the class on the part of teachers." highly recommended that women contemplating marriage. One respondent suggested that a course in the methods of teaching general business subjects be included in the curriculum. Methods of Instruction and Materials in Basic Education, a methods course in teaching basic business subjects, is presently offered in the business curriculum. The respondent also stated that business English should be integrated into more of the business subjects. "One thing should be emphasized--that students take a human relations course to learn how to get along with people and make themselves congenial to live with and comfortable to be around," was a suggestion offered by one of the graduates. A housewife recommended that all women business majors who may become housewives be required to take some courses in the Home Economics Department.

More actual practice-teaching experience was suggested by one graduate. For the benefit of those graduates who had been out of the teaching profession for a while and were planning to re-enter that field, a graduate suggested that "it might be well to offer a refresher course, giving the newest and and psychology should be kept as general education

latest additions to the fundamental courses--accounting, typewriting, and shorthand." probably a child psychology course should A housewife highly recommended that women contemplating marriage take courses in business education, for she felt that the ideal profession for a wife or mother was to become a teacher. able to the graduates in their nonbusiness occupa-

tion. The following courses were rated as valuable or of some value to the graduates: **Summary** (1) Principles of Economics, (2) Bu Graduates felt a need for additional courses which they should have taken in college. Home Economics was the field most frequently mentioned in which graduates, particularly housewives, lacked training. This indicated that probably all women business majors, if they are planning on marriage, should be encouraged to take at least one home-making course. In order to minimize the lack of training in certain areas, especially in the Division of Business and Business Education, advisors should be aware of the needs of the students in planning their college work.

Graduates indicated that three general education courses were especially beneficial in their present occupations--English, speech, and psychology. These courses were nearly equal in usefulness to the graduates, regardless of whether they were housewives or "others." From the opinions of the graduates, it seemed that English, speech, and psychology should be kept as general education

requirements for all business graduates. For those women planning to be housewives, probably a child psychology course should be recommended, since present housewives found the course beneficial in rearing children.

Certain courses in the business curriculum were found to be valuable to the graduates in their nonbusiness occupation. The following courses were rated as valuable or of some value to the graduates: (1) Principles of Economics, (2) Business Organization, (3) Personal Finance, (4) Business Calculations, (5) Accounting I and II, (6) Business Correspondence, (7) typewriting courses, and (8) Business Law. These courses should be recommended or required for students who may be undecided on their future vocation.

Although they did not take the following courses in college, graduates indicated that these courses be recommended to others who plan to enter their nonbusiness occupations: (1) Income Tax for the Individual, (2) Insurance, and (3) Human Relations.

1. One hundred thirty-eight former graduates were employed in nonbusiness occupations. Of this number one hundred two were women and thirty-six were men. Of the women, only ten were employed outside the home.

2. This study was based on replies received from one hundred graduates who answered the questionnaire.

Sixty-eight of the graduates were wives, and thirty-two were employed in nonbusiness occupations.

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

3. Graduates were residing in twenty-one states and Washington. Data were gathered from former graduates majoring in the Division of Business and Business Education of the Kansas State Teachers College of Emporia for the purpose of evaluating the business curriculum. This study was one of six conducted simultaneously for this purpose. The six studies which surveyed business graduates from 1918 to 1958 included such areas as: (1) accounting, (2) business administration, (3) business education, (4) housewives and "others," (5) office education, and (6) selling and insurance.

6. Twelve graduates received degrees beyond the bachelor degree.

#### Summary

7. Twenty-three graduates had graduate hours on record. A summary of the data on housewives and "others" discussed in the preceding pages is presented in this section.

8. Three methods of securing jobs, other than marriage:

1. One hundred thirty-eight former graduates were employed in nonbusiness occupations. Of this number one hundred two were women and thirty-six were men. Of the women, only ten were employed outside the home.

2. This study was based on replies received from one hundred graduates who answered the questionnaire.

Sixty-eight of the graduates were housewives, and thirty-two were employed in nonbusiness occupations. research physicist, receive 3. Graduates were residing in twenty-one states and Washington, D. C. Two men in the military service listed APO addresses. Approximately two-thirds of the graduates were located in Kansas. good or fair.

4. The median number of years of graduates' experiences in their occupation was eleven and one-half.

5. All graduates majored in various phases of the Division of Business and Business Education. About two-fifths of the graduates specialized in the business education phase of the curriculum. especially in the skill

subject 6. Twelve graduates received degrees beyond the bachelor degree. motions of "others" consisted of a

majority 7. Twenty-three graduates had graduate hours on record although they had received no advanced degrees. The majority did graduate work in business.

8. Three methods of securing jobs, other than remain-marriage proposals, were commonly used by graduates-- personally personal applications, Emporia State's Placement Bureau, and interviews. no way change to other jobs when their families are 9. Graduates mentioned that being able to get along with people was the chief factor in reaching their present occupational status. owing on becoming business teachers.

with 22. A better counselling system to help students with degree requirements and to develop a balanced educational program was recommended. 23. For women graduates who may become housewives, a basic business information course such as personal finance was recommended.

#### Recommendations

#### Conclusions

The following recommendations are made as a result of the study. The purpose of this study was to evaluate the present business curriculum in providing general business information for graduates employed in nonbusiness occupations. These graduates were classified into two groups--housewives and "others."

1. So far as the business curriculum was concerned, it was meeting most of the needs of the graduates in non-business occupations.

2. Home economics was an area outside the business field in which housewives felt that some college work would have been helpful in their occupations.

3. English, speech, and general psychology should be kept as requirements for all business students. These courses were found to be helpful to graduates, regardless of their field of work.

4. Human relations played an important role in the various fields of work. The ability to get along

with other people was expressed as a necessity by the graduates. courses reviewing the skill subjects should be included. Business courses which have personal use information were reported as particularly valuable to the graduates working in nonbusiness occupations. To enter nonbusiness occupations be strongly encouraged to take the following business

#### Recommendations

courses: (1) Personal Finance, (2) Business Law, (3) Business. The following recommendations are made as a result of the data presented in the preceding pages:

1. That skill in writing letters of application be emphasized in such a course as business correspondence.
2. That courses in human relations be kept in the curriculum and be recommended to all business majors.
3. That faculty counselors be better acquainted with changes in occupational information and requirements in order to guide students in their line of work.
4. That women students in business, especially those who plan to marry, be required to take courses in home economics to prepare themselves as housewives. Also for these students, work in child psychology is strongly recommended.
5. That the development of skills in job interviewing be included.
5. That practicum courses for reviewing such subjects as accounting, shorthand, and typewriting be kept on the graduate level for housewives who, after their children are grown, desire a refresher course before entering the

6. That students desiring to enter nonbusiness occupations be strongly encouraged to take the following business courses: (1) Personal Finance, (2) Business Law, (3) Business Correspondence, (4) Business Calculations, (5) Income Tax for the Individual, and (6) typewriting.

7. That English, speech, and general psychology be kept as requirements for all business majors.

8. That more on-the-job training be provided for students in their areas of specialization.

9. That business instructors use more supplementary textbooks and materials in their classes to make the courses more interesting and to provide the students with a better perspective on the subjects.

10. That in teaching business courses which have personal use values, such as personal finance, more actual case problems be introduced.

11. That the development of skills in job interviewing be included in the business curriculum.

12. That similar studies be undertaken periodically in order to evaluate the business curriculum of the Division

of Business and Business Education at Kansas State Teachers  
College of Emporia.

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KANSAS STATE TEACHERS COLLEGE  
EMPIRIA, KANSAS

Emporia State has always been proud of its business program in Business and Administration. We are always concerned about making it even better. You can help us do this by co-operating in a study which we are preparing to undertake. We are interested in knowing your ideas on our present course offerings at the college. In a very short time we will be contacting you for information that will enable us to revise our present curriculum.

Your co-operation in this study will help us make vital improvements in the Business and Business Administration Division instructional program. With the full co-operation of all the graduates, we know that this can and will be a study of great value in helping us meet the current needs of the business world.

APPENDIX

This study will be directed toward curriculum evaluation. We will be asking such questions as: what courses were taken, how useful are of most value to you in your present career, what are your future plans, what are your educational needs for probable prospective future vocational plans, etc.

Enclose postage-free card to tell us that you are backing your opinion. All the way in this study. When the investigation is completed, we will be happy to send you a summary of our findings and you desire a copy.

hope you will help us become  
more proud; please fill out  
and return it to us by

Sincerely

E. C. HULL, CHAIRMAN  
Division of Business and  
Business Education

KANSAS STATE TEACHERS COLLEGE  
EMPORIA, KANSAS

Emporia State has always prided itself on having an outstanding program in Business and Business Education, but we are always concerned about making it even better. You can help us do this by co-operating in a study which we are preparing to undertake. We are interested in knowing your ideas on our present course offerings at the college. In a very short time we will be contacting you for information that will enable us to revise our present curriculum.

Your co-operation in this study will help us make vital improvements in the Business and Business Education Division instructional program. With the full co-operation of all the graduates, we know that this can and will be a study of great value in helping us meet the current needs of the business world.

This study will be directed toward curriculum evaluation. We will be asking such questions as: what courses were taken that you feel are of most value to you in your present career, which are of least value, what are your educational needs for probable promotions and future vocational plans, etc.

Use the postage-free card to tell us that you are backing your Alma Mater all the way in this study. When the investigation is completed, we will be happy to send you a summary of our findings should you desire a copy.

We certainly hope you will help us develop a program of which we can be even more proud; please fill in the information on this card and return it to us by

Sincerely yours,

E. C. McGill, Chairman  
Division of Business and  
Business Education

ECM/plc

Enclosure

KANSAS STATE TEACHERS COLLEGE  
EMPIRIA, KANSAS

February 10, 1955

Dear Graduate:

IT'S NOT TOO LATE!

1. NAME: \_\_\_\_\_  
PRESENT  
ADDRESS: \_\_\_\_\_
2. PERMANENT  
ADDRESS: \_\_\_\_\_
3. Please classify your occupation under one of the following headings, if possible, or specify under other.
 

a. Teaching _____	f. Business Administration
b. Accounting _____	Field _____
c. Secretarial _____	Specify _____
d. Retailing _____	g. Other _____
e. Housewife _____	

Division of Business and  
Administration

**KANSAS STATE TEACHERS COLLEGE  
EMPORIA, KANSAS**

February 10, 1959

Dear Graduate:

**IT'S NOT TOO LATE!**

Your help is still urgently needed! Join us in a study to help improve the curriculum at Emporia State. On January 26, 1959, we sent you an introductory letter and a postal card for your reply. We have not yet heard from you.

Please fill out the enclosed card before it is misplaced and return it to us immediately.

Your co-operation in this study will enable us to improve our present business curriculum.

Please return the card to us NOW, so that we can also include you in this study.

In order for Emporia State to have an effective curriculum, the curriculum must be constant. Sincerely yours,  
of the graduates. We feel that you, as a graduate of business, can aid us immensely with your opinions and suggestions for future graduates entering the business field.

Please return the form in the free envelope immediately. Your very much appreciated.

E. C. McGill, Chairman  
Division of Business and  
Business Education

KANSAS STATE TEACHERS COLLEGE

EMPORIA, KANSAS

KANSAS STATE TEACHERS COLLEGE OF EMPORIA  
Division of Business and Business Education  
Emporia, Kansas

Print or type. Answer each of the following questions to the best of your  
knowledge and add any other information that you feel is necessary.

Mr.

Mrs.

NAME: Miss

Last

First

Middle

Maiden Name

PRESENT ADDRESS:

St., P.O. Box, or Route

City

State

A short time ago, you received a letter stating that we,  
here at Emporia State, are conducting a follow-up study on all  
of our business graduates from 1918-1958. Thank you for  
returning the postal card, which was enclosed with the letter,  
telling us your current address and occupation.

As a final effort on your part in helping us complete this  
survey, will you please fill out the enclosed forms which will  
give us valuable information from our business alumni. To use  
the least amount of time and effort on your part, most of the  
questions can be answered by merely checking appropriate  
answers.

In order for Emporia State to have an effective curriculum,  
the curriculum must be constantly evaluated to meet the needs  
of the graduates. We feel that you, as a graduate of business,  
can aid us immensely with your opinions and suggestions for  
future graduates entering your occupation.

Please return the form in the enclosed addressed, postage-  
free envelope immediately. Your cooperation in this study is  
very much appreciated.

If you have not completed work for a graduate work do you have on record? Sincerely yours,

Number of hours on record

Area of study

E. C. MCGILL, Chairman  
Division of Business and  
Business Education

ECM/whf

Enclosures: 2

INSTRUMENT DIRECTED TOWARD CURRICULUM EVALUATION IN GENERAL BUSINESS EDUCATION

KANSAS STATE TEACHERS COLLEGE OF EMPORIA  
 Division of Business and Business Education  
 Emporia, Kansas

Print or type. Answer each of the following questions to the best of your knowledge and add any other information that you feel is necessary.

Mr. \_\_\_\_\_  
 Mrs. \_\_\_\_\_  
 NAME: Miss \_\_\_\_\_  
 Last First Middle Maiden Name

PRESENT ADDRESS: \_\_\_\_\_  
 St., P.O. Box, or Route City State

MARITAL STATUS: \_\_\_\_\_ Single \_\_\_\_\_ Married

PRESENT MAJOR OCCUPATION: \_\_\_\_\_  
 \_\_\_\_\_ Housewife \_\_\_\_\_ Other (please specify)

\_\_\_\_\_ Number of years employed in present occupation

EDUCATION:

In what phase of business did you take your undergraduate work?

\_\_\_\_\_ Accounting \_\_\_\_\_ Business education  
 \_\_\_\_\_ Business administration \_\_\_\_\_ Other (please specify below)  
 \_\_\_\_\_ Distributive education  
 \_\_\_\_\_ Secretarial training \_\_\_\_\_

Advanced degrees received:

\_\_\_\_\_ Master's  
 \_\_\_\_\_ Specialist's  
 \_\_\_\_\_ Doctor's

If you have not completed work for an advanced degree, how many hours of graduate work do you have on record?

\_\_\_\_\_ Number of hours on record

Area of study \_\_\_\_\_

The following list of courses are now being offered by the Division of Business and Business Education of Emporia State. Please check in the appropriate columns your opinions about each course as to its importance in your present occupation. In the last column, of the courses that you did not take in college, check those that you would recommend to graduates entering your occupation.

Course Title	Valuable	Some Value	No Value In Present Occupation	Did Not Take Course	Would Recommend Taking
Principles of Economics					
International Economics					
Economic History of United States					
Business Organization					
Personal Finance					
Introduction to Business Finance					
The Mathematics of Finance					
Corporation Finance					
Financial Statement Analysis					
Seminar in Finance					
Business Calculations (Business Math.)					
Accounting I					
Accounting II					
Cost Accounting					
Advanced Cost Accounting					
Intermediate Accounting					
International Business Machines Punch Card Accounting					
Governmental Accounting					
Advanced Accounting					
C. P. A. Review					
Improvement of Instruction in Book-keeping					
Practicum in Bookkeeping and Accounting					
Auditing					
Income Tax for the Individual					
Federal Tax					
Business Penmanship					
Business Correspondence					
Business Practice					
Office Practice and Procedures					
Personnel Management					
Office Management and Supervision					
Methods of Individual Training and Job Analysis Education					
Instruction in Clerical Practice and Techniques					
Introduction to Salesmanship					
Insurance					
Money and Banking					

Course Title	Valuable	Some Value	No Value In Present Occupation	Did Not Take Course	Would Recommend Taking
Marketing					
Small Business Management					
Textile Merchandise Analysis					
Textile Merchandise Analysis					
Visual Merchandising					
Applied Retailing					
Field Study and Conferences (Practical Work Experiences in Retailing)					
Industrial Production and Management					
Human Relations in Business Management					
Sales Management					
Principles of Advertising					
Marketing Analysis					
Seminar in Management					
Seminar in Human Relationships					
Human Relations and Supervisory Training					
Contemporary Unionism					
Parliamentary Procedure					
Elementary Typewriting					
Intermediate Typewriting					
Advanced Typewriting					
Improvement of Instruction in Typewriting					
Practicum in Typewriting					
Filing and Office Routine					
Duplicating Machines					
Calculating and Posting Machines					
Comptometer Operation					
Key Punch and Sorting Machine Operation					
Elementary Stenography					
Intermediate Stenography					
Dictation and Transcription					
Secretarial Training					
Practicum in Stenography					
Improvement of Instruction in Shorthand and Transcription					
Business Law I					
Business Law II					
Current Business Problems					
Investment Analysis					
Administration of Business Associations					
Business Statistics					
Business Cycles and Forecasting					
Controllership					
Social Control of Business					

Course Title	Valuable	Some Value	No Value In Present Occupation	Did Not Take Course	Would Recommend Taking
Business Case Studies					
Thesis in Business Administration					
Seminar in Distribution					
Improvement of Instruction in Distributive Education					
Organization and Administration of Distributive Education					
Methods and Materials in Distributive Education					
Principles and Philosophy of Vocational Education					
Principles of Business Education					
Co-ordination Skills and Techniques in Business Education					
Methods of Instruction and Materials in Basic (Business) Education					
Adult Education and Conference Leading					
Co-ordination Problems in Business Education					
The Administrator and School Custodial Services					
Workshop in Business Education					
Trends and Issues in the Administration and Supervision of Business Education					
Seminar in Business Teaching Problems					
Accounting Systems for Public Schools					
The Business Curriculum					
Research in Business Education					
Field Study					
Methods of Research					
Thesis in Business Education					
List any other business courses that you have had and check your opinions in the appropriate columns.)					

Please check from the following list of courses outside the business field that have been very helpful in your present occupation.

GENERAL EDUCATION AREA

- |  |   |
|--|---|
| <input type="checkbox"/> Consumer Economics                | <input type="checkbox"/> American History |
| <input type="checkbox"/> Home Management                   | <input type="checkbox"/> World History    |
| <input type="checkbox"/> Sociology                         | <input type="checkbox"/> European History |
| <input type="checkbox"/> Human Relations                   | <input type="checkbox"/> Government       |
| <input type="checkbox"/> Guidance and Counseling           | <input type="checkbox"/> Speech           |
| <input type="checkbox"/> General Psychology                | <input type="checkbox"/> Physics          |
| <input type="checkbox"/> Child Psychology                  | <input type="checkbox"/> Chemistry        |
| <input type="checkbox"/> Adolescent Psychology             | <input type="checkbox"/> Physical Science |
| <input type="checkbox"/> Economics                         | <input type="checkbox"/> Library Science  |
| <input type="checkbox"/> Parliamentary Procedure           | <input type="checkbox"/> Other Courses    |
| <input type="checkbox"/> Mathematics                       | (please specify below)                    |
| <input type="checkbox"/> General Science                   | _____                                     |
| <input type="checkbox"/> Biology                           | _____                                     |
| <input type="checkbox"/> English                           | _____                                     |
| <input type="checkbox"/> Foreign Language (please specify) | _____                                     |
| _____  | _____                                     |

What business or other training did you fail to obtain in college that would have helped you in your work?

- \_\_\_\_\_ d. \_\_\_\_\_
- \_\_\_\_\_ e. \_\_\_\_\_
- \_\_\_\_\_ f. \_\_\_\_\_

What are your opportunities for promotion in your present position?

\_\_\_\_\_ Good      \_\_\_\_\_ Fair      \_\_\_\_\_ Poor

What jobs can you be promoted from your present position? (If you are a housewife, what jobs could you go into with your business training in college?)

- \_\_\_\_\_ c. \_\_\_\_\_
- \_\_\_\_\_ d. \_\_\_\_\_

What educational requirements are necessary in order to be promoted to these jobs? (State briefly)

\_\_\_\_\_ (please specify)



order to determine the range and variation of the present day salaries, will you please check your own annual income from the ranges listed below. Your name shall not be mentioned, and this information shall be kept strictly CONFIDENTIAL.

<u>      </u> Below \$500	<u>      </u> \$3,500 to \$3,999	<u>      </u> \$7,000 to \$7,499
<u>      </u> \$500 to \$999	<u>      </u> \$4,000 to \$4,499	<u>      </u> \$7,500 to \$7,999
<u>      </u> \$1,000 to \$1,499	<u>      </u> \$4,500 to \$4,999	<u>      </u> \$8,000 to \$8,499
<u>      </u> \$1,500 to \$1,999	<u>      </u> \$5,000 to \$5,499	<u>      </u> \$8,500 to \$8,999
<u>      </u> \$2,000 to \$2,499	<u>      </u> \$5,500 to \$5,999	<u>      </u> \$9,000 to \$9,499
<u>      </u> \$2,500 to \$2,999	<u>      </u> \$6,000 to \$6,499	<u>      </u> \$9,500 to \$9,999
<u>      </u> \$3,000 to \$3,499	<u>      </u> \$6,500 to \$6,999	

over \$10,000, please state your present annual income to the nearest \$1,000.

Would you desire a summary of this study after it has been completed?

       Yes                           No

Please list your suggestions (courses, units of work, methods of teaching, areas of study, equipment, programs of offerings, or any other items) which you feel should improve the business curriculum here at Emporia State.

E. C. McGILL, Chairman  
Division of Business and  
College Education

**KANSAS STATE TEACHERS COLLEGE  
EMPORIA, KANSAS**

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TABLE XXV

NAMES AND ADDRESSES OF THE GRADUATES CONTACTED IN THIS STUDY

Addie, Kyle William	42 E. Hays Avenue, Columbus 4, Ohio
Anderson, Mrs. Marjorie L.	1149 N. Xenophon, Tulsa, Oklahoma
Baldwin, Clint A.	Cottonwood Falls, Kansas
Bangs, Louis Lee	625 Second Street, Corvallis, California

If I were able to call on you at your home and ask you to please fill out the questionnaire that was mailed to you recently, you would probably sit down immediately and fill it out for me.

Why not mail it instead? We NEED only a few more replies to make this study complete! Your reply plays an IMPORTANT part in this study.

For your convenience, I am enclosing another set of the same forms, together with a self-addressed, postage-free envelope. PLEASE fill out the papers and return them to us NOW, as we want to include your opinions and recommendations in our survey.

Sincerely yours,

Brent, Nelson	751 Hanson St., Dayton, Virginia
Brown, Mrs. Jean Lee	E. C. MCGILL, Chairman Division of Business and Business Education Education, Eq. DEPARTMENT, 400 403, New York, New York
Buckley, Charles Edward	610 Sande's Avenue, Scotts 2, New York
ECM/wf	Box 407, Garden City, Kansas
Enclosures: 2	Route 1, Bartlesville, Kansas
Burkett, Mrs. Edith	
Hurling, Mrs. Clara Ellen	

## TABLE XXIV

## NAMES AND ADDRESSES OF THE GRADUATES CONTACTED IN THIS STUDY

Addie, Lyle William	92 N. Roys Avenue, Columbus 4, Ohio
Anderson, Mrs. Marjorie L.	1149 N. Xenophon, Tulsa, Oklahoma
Baldwin, Clint A.	Cottonwood Falls, Kansas
Bangs, Louis Lee	625 Second Street, Coronado, California
Bauer, Mrs. Glenda Fern	R. R. 3, Harper, Kansas
Bonar, Mrs. Wilbur	10960 N. W., Cornell Road, Portland, Oregon
Boulanger, Edward Eugene	Elgin, Kansas
Boyd, Mrs. Marvin D.	Box 16, Springfield, Illinois
Bozarth, Mrs. Dorothy Elizabeth	Box 933, Liberal, Kansas
Brandt, Mrs. Joyce Ann	517 Arundel, Emporia, Kansas
Brant, Melvin H.	131 Ransone St., Hampton, Virginia
Brown, Mrs. Anna Lou	Mullinville, Kansas
Buckley, Charles Edmund	Personnel Branch, AG Divi- sion, Hq. USAREUR, APO 403, New York, New York
Buening, Mrs. Margaret Ferne	810 Sanders Avenue, Scotia 2, New York
Burkett, Mrs. Lois	Box 407, Garden City, Kansas
Burling, Mrs. Clara Ellen	Route 1, Partridge, Kansas

TABLE XXIV (continued)

Burns, Mrs. Jane E.	3014 So. 8th Street, Kansas City, Kansas
Burt, Mrs. J. H.	800 Poyntz, Manhattan, Kansas
Butterfield, Mrs. Marjorie Joyce	R. R. 8, Topeka, Kansas
Carpenter, Mrs. Rosester Faun	610-15th Street, Bettendorf, Iowa
Catanesse, Mrs. Carol Edith	78 Violet Avenue, Floral Park, New York
Cavanaugh, Mrs. Martha Louise	808 West Fifth, Coffey- ville, Kansas
Chenoweth, Mrs. Girtha Maxine	Box 281, Johnson, Kansas
Cline, Mrs. Betty Laura	137 Ranch Drive, R. R. 4, Ponca City, Oklahoma
Coffman, Floyd Hurst	Court House, Ottawa, Kansas
Cooper, Mrs. Christa Lee	5143 Ponderosa Drive, Fayetteville, North Carolina
Denzler, Mrs. Patrena L.	5115 South St. Louis, Tulsa, Oklahoma
Detrick, Mrs. Mary M.	2829 Iowa, Joplin, Missouri
Detrick, Paul Fredrick	2829 Iowa, Joplin, Missouri
Diestelhorst, Mrs. Letha Lelia	P. O. Box 39, Bucklin, Kansas
Doyen, Mrs. Marjorie Ruth	Circleville, Kansas
Duckett, Mrs. Kathryn	1710 Center Street, Emporia, Kansas
Dunfield, Mrs. Frances Jean	3218 N. 66th Street, Kansas City 4, Kansas
Hall, Mrs. Mary Jo	Honolulu 15, Hawaii

TABLE XXIV (continued)

Edmonds, Mrs. Joanne	1411 Byron Street, Topeka, Kansas
Ellis, Mrs. Tom A.	1940 Maryland, Springfield, Missouri
Elvin, Clifford O.	Route 1, Box 67, Marquette, Kansas
Eubanks, Mrs. Bobbie Ruth	R. R. 2, Afton, Oklahoma
Fahrback, Mrs. Ruth Edith	1923 Oxford Road, Lawrence, Kansas
Fair, Mrs. Sarah	R. R. 2, McLouth, Kansas
Farrar, Miss Julia	Box 345, Route 1, Leavenworth, Kansas
Faulkner, Mrs. Theresa	Box 3835, Carmel, California
Fish, Mrs. Melvin	2408 N. 64th Street, Kansas City 4, Kansas
Fladung, Mrs. Rosemary	7132 Horton, Overland Park, Kansas
Fox, Mrs. Velma Mae	652 Lexington, Wichita 18, Kansas
Freerksen, Roy Earl	1743 N. Guster, Wichita 12, Kansas
George, Mrs. Bernice I.	Route 7, Topeka, Kansas
Gilbert, Wynford George	8822 Beacon Avenue, Vancouver, Washington
Glosser, Mrs. Elizabeth	452 Camino Sobrante, Orinda, California
Grabham, Mrs. Peggy Lou	7903 Halleck Street, Washing- ton 28, D. C.
Hall, Mrs. Mary Jo	2452G Tusitala Street, Honolulu 15, Hawaii

TABLE XXIV (continued)

Halstead, Mrs. Nadine	7305 W. 19th, Lakewood, Colorado
Han, Sung Mo	717 E. Buffalo, Ithaca, New York
Harries, Mrs. Mary Estelle	Wakeeney, Kansas
Hawes, Aaron Edward	203 East 7th, Larned, Kansas
Hess, Mrs. Gail I.	2228 So. Patton Court, Denver 19, Colorado
Hubbard, Ralph W.	184 Seville Drive, Rochester 17, New York
Jarrott, Mrs. Alice Emma	9 East 27th, Hutchinson, Kansas
Johnston, Mrs. Marvin	5230 Eisenhower, Great Bend, Kansas
Johnston, Mrs. Norma Jean	Meade, Kansas
Jolliffe, Richard L.	Ensign--USNR, USS Jeffer- son County (LST-845), Fleet Post Office, San Francisco, California
Jones, Mrs. Opal J.	728 Constitution, Emporia, Kansas
Koehn, Mrs. Ralph	P. O. Box 313, Cimarron, Kansas
Kornegay, Mrs. C. D.	1300 E. Neches, Palestine, Texas
Krenger, Mrs. Betty	508 N. Broadway, Abilene, Kansas
LaForge, Mrs. Emma Lou	115 N. Central, Chanute, Kansas
Litzenberger, Mrs. Mildred Louise	Jetmore, Kansas

TABLE XXIV (continued)

Lyons, Mrs. Joy Christine	2033 Clifton Court, Lawrence, Kansas
McClure, Miss Edna LuVina	1023 Merchant, Emporia, Kansas
McQuin, Mrs. Dorothy Neufeld, Mrs. James L.	8711 Central N. E., Albuquerque, New Mexico Wichita 12, Kansas
Manning, Mrs. Betty Frances Wicklin, Jean L.	16156 Del Rey Court, Victorville, California Emporia, Kansas
Markowitz, Mrs. Zelma Dee	316 South Cottonwood, Emporia, Kansas
Marsh, Mrs. Agnes Irene	3300-17th Street, Great Bend, Kansas
Melton, Lt. Col. Robert E.	Preston, Kansas
Mendenhall, George V. Parker, Mary Lawrence	2216 Date Avenue, Alhambra, California
Mentzer, Austin M.	Ensign, Kansas
Miller, Marion C.	825 North 7th Street, Kansas City, Kansas
Miller, Paul Alfred Peterson, Mrs. Sylvia	834 S. Dellrose, Wichita 17, Kansas Kansas City 10, Kansas
Mohesky, Mrs. Mary Jo Petty, Miss Mary Anne	6535 Ward Parkway, Wichita 11, Kansas Kansas City 10, Kansas
Monroe, Mrs. Melba Lucille Pickett, Mrs. Vera	P. O. Box 342, Tribune, Kansas Emporia, Kansas
Moore, Mrs. Barbara Jean Pierce, Robert E.	1212 W. Schwartz, Carbondale, Illinois Emporia, Kansas
Moore, Mrs. Fred C. Prine, Mrs. Vera	4555 Main, Apt. 203, Kansas City, Missouri Emporia, Kansas
Morgan, Mrs. Muriel	1130 Orleans, Topeka, Kansas
Nanninga, Florence Lavone	611 Third, Garden City, Kansas

TABLE XXIV (continued)

Nelson, Mrs. Barbara R.	616 O'Malley Drive, Billings, Montana
Nelson, Mrs. Elizabeth Ellen	P. O. Box 38, Enterprise, Kansas
Neufeld, Mrs. James L.	748 Eisenhower, Wichita 12, Kansas
Nicklin, Jean L.	731 Chestnut, Emporia, Kansas
Nitcher, Mrs. Hazel Frances	830 W. 22nd Street, Lawrence, Kansas
Owen, Mrs. Inez	2111 Central Avenue, Kansas City 2, Kansas
Parker, Mrs. Harriet A.	25 South Everett, Lakewood 26, Colorado
Parker, Harry Lawrence	408 West Cloud, Salina, Kansas
Paull, Loren Vinton	3909 Senasac, Long Beach 8, California
Pelzl, Felix F.	Cunningham, Kansas
Peterson, Mrs. Sylvia	5531 Wabash, Kansas City 30, Missouri
Petty, Miss Mary Deane	801 North Main, Hutchinson, Kansas
Pickett, Mrs. Wayne E.	325 N. Washington, Council Grove, Kansas
Pierce, Robert E.	1107 West 6th Avenue, Emporia, Kansas
Prine, Mrs. Zana Marie	P. O. Box 55, Hugoton, Kansas
Putnam, Mrs. Wanda	2010 Morningside Drive, Emporia, Kansas

TABLE XXIV (continued)

Reeves, Keith Wilson	40 Glenmore Circle, Melbourne, Florida
Ridgeway, Mrs. Selma Marjorie	1107 W. 18th, Emporia, Kansas
Roberts, Fay Edwin Sykes, Mrs. Calista M.	221 Simcock, Council Grove, Kansas. Parshing, Liberal, Kansas
Roerig, Mrs. Esther Thissen, Mrs. Marjorie Jean	1124 Washington Street, Emporia, Kansas
Rogers, Philip W. & C.	1116 Washington, Emporia, Kansas
Ross, Orville B. Lois Fern	3815 Harvard Street, Lake Charles, Louisiana
Turner, Mrs. Jacquelyn Lucille	1026 W. 41st Place, Kansas
Rowe, Floyd A.	1616 Jump, Wichita, Kansas
Schurter, Roy	Eureka, Kansas
Seider, Robert John	636 Lawrence, Emporia, Kansas
Shields, Mrs. Laura M.	127 E. 15th, Tempe, Arizona
Shoults, Mrs. Vermona Lee	7515 E. 26th Ct., Tulsa 14, Oklahoma
Smith, Mrs. Eleanor Louise	1907 Gebhart, Salina, Kansas
Smith, Mrs. Joan Gail Wigger, Mrs. Alma Josephine	3218 Todd Way, San Jose 24, California. Topeka, Kansas
Smith, Mrs. Velma Louise Wilkins, Adely M.	9809 Cambridge, Kansas City 34, Missouri
Spacek, Mrs. June Frances	2412 Indiana, Topeka, Kansas
Spielman, Miss Mabel Leota	Baldwin, Kansas
Steadman, Mrs. Etna Arvilla Womack, Mrs. Nora Ella	Route 1, Box 91, Waverly, Illinois
Steinle, Bud Stuart	Burlingame, Kansas Chicago Heights, Illinois

TABLE XXIV (continued)

Stout, Mrs. Lennis Jean	7 Harlau Drive, Scotia 2, New York
Sunter, Mrs. JoAnn Doll	4146 Welcome Avenue North, Minneapolis, Minnesota
Sykes, Mrs. Eulalia M.	415 N. Pershing, Liberal, Kansas
Thissen, Mrs. Marjorie Jean	R. R. 1, Kingman, Kansas
Tichenor, Miss Mary C.	4141 Adams Street, Kansas City 3, Kansas
Tillinghast, Mrs. Lois Fern	Route 3, Clifton, Kansas
Turner, Mrs. Jacquelyn Lucille	1036 W. 41 Place, Kansas City 11, Missouri
Uhland, Wendell A.	Apartment 57, Washburn Uni- versity, Topeka, Kansas
Uphan, Mrs. Betty Jean	Route 3, Junction City, Kansas
Verschelden, Robert James	1226 West 9th, Emporia, Kansas
Whistler, Mrs. Dorothy Marie	1648 S. Estelle, Wichita, Kansas
Wigger, Mrs. Alma Josephine	1175 Randolph, Topeka, Kansas
Wilkins, Adele E.	Chapman, Kansas
Willhaus, Mrs. Marilyn Marlene	R. R. 2, Sterling, Kansas
Williams, Cecil Wayne	Box 25, 1213 Iowa, Lawrence, Kansas
Womacks, Mrs. Nora Ella	Route 2, Moline, Kansas
Wood, Mrs. Barbara Lee	Paradise Park, Inc., R. R. 1, Chicago Heights, Illinois

TABLE XXIV (continued)

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Woodruff, Mrs. Blanche Lavina	Route 5, 10000 East Pawnee Road, Wichita 15, Kansas
Young, Mrs. Avis Maxsine	Box 265, La Veta, Colorado
Zickefoose, Mrs. Lela Luella	412½ W. 5th, Emporia, Kansas
Zimmerman, William Harrison	1419 W. 8th, Topeka, Kansas

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