



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

A Thesis
Presented to
the Faculty of the Division of Business and
Business Education and the Graduate
Council of the Kansas State
Teachers College of Emporia

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Master of Science

by
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CHAPTER I

INTRODUCTION

The faculty of the Division of Business and Business Education of Kansas State Teachers College of Emporia is naturally concerned with the improvement of the curriculum in order to better meet the needs of the graduates who enter the business world. This fact was emphasized in a study by Marvin E. Byers in 1948.¹ Further evidence of faculty interest in curriculum improvement was noted in the study, "A History of the Business and Business Education Department."²

Since the faculty is interested in curriculum improvement it was felt that the ideas and opinions of the former graduates might be of considerable value in planning the course offerings for future students. For this reason, graduates of this college were approached in making this study since it is assumed they are using their college training in their everyday living.

¹Marvin 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of All Commerce Graduates of the Kansas State Teachers College of Emporia, Directed toward Curriculum Development" (unpublished Master's thesis, Kansas State Teachers College of Emporia, 1948).

²Homer C. Davey, "A History of the Business and Business Education Department" (unpublished Master's thesis, Kansas State Teachers College of Emporia, 1955).

I. THE PROBLEM

Statement of the problem. The aims of this study were (1) to evaluate the business education curriculum at Kansas State Teachers College of Emporia to see how well it meets the expressed needs of its graduates in Sales and Insurance, and (2) to make recommendations for improvement where it is warranted.

"This study is concerned only with those graduates engaged in sales and insurance work and is one of a group of studies being conducted simultaneously. The other studies in this group were directed toward the graduates now engaged in the fields of accounting, office occupations, business administration, teaching, homemaking, and others. By narrowing the investigations to each of these areas, it was assumed to be possible to make a more extensive investigation of each group, which would result in more thorough analysis."

After an examination of the literature and research studies available, it was found that no previous study of the graduates of the Division of Business and Business Education in these separate areas had been made. Comprehensive studies representing the entire department of business have been made by Endly³ in 1942 and Byers⁴ in 1948.

³Merle Endly, "A Follow-up of All Graduates of the Kansas State Teachers College of Emporia with the B. S. Degree in Commerce" (unpublished Master's thesis, Kansas State Teachers College of Emporia, 1942).

⁴Byers, op. cit.

Importance of the study. Curriculum development is one of the more difficult problems with which the business educator is faced.

In order that the business faculty of this school will be able to develop a curriculum that will be in step with the recognized needs of the graduates who are working in the economic system, they must be informed as to the needs and desires of former students.

"The complete study is designed to provide information for the evaluation of the curricular offerings of the Division of Business and Business Education. This portion of the study may also provide information which will be helpful to the business faculty in advising students who plan to enter the sales and insurance occupations. Recommendations made will be based on the opinions of the graduates.

Limitations of the study. It was not the purpose of this investigation to gather information and opinions of all the graduates of the Division of Business and Business Education, but only those of the graduates who are employed in the sales and insurance occupations. Graduates who were granted the degrees Bachelor of Science in Business or Bachelor of Science in Education with a major in Business, or equivalent degrees, from 1918 to 1958 were included in the study. The information contained in this report came from the questionnaires which were returned by the graduates.

II. DEFINITIONS OF TERMS USED

Sales Occupations. For the purpose of this study, this term refers to all jobs in the sales field, with the exception of secretarial and clerical workers, and insurance salespersons.

Insurance Occupations. This term is used in reference to all positions in the insurance field, with the exception of the secretarial and clerical workers who are employed by insurance organizations.

Business. "Business comprises all the activities associated with the production and sale of goods and services."⁵

III. METHOD OF PROCEDURE

In preparation for this study, literature on how to conduct a follow-up study was read, and several follow-up studies were reviewed to see how they were conducted. According to the recommendations made in the appendix of the Byers study, "a short objective questionnaire is the most effective instrument to use in the follow-up study."⁶

⁵William R. Spriegel, Principles of Business Organization (New York: Prentice-Hall, 1946), p. 1.

⁶Byers, op. cit., p. 83.

Every effort was made to make the questionnaire used in this study short and to the point.

A complete list of graduates of Kansas State Teachers College who majored in business from 1918 to 1958 was obtained from the official records in the registration office. These records contained the names of 1,441 graduates who had majored in some phase of business. Both the active and inactive files of the Alumni office were checked to determine the last known address for each of the graduates. Addresses were secured for only 1,139 graduates of the department due to a lack of adequate addresses or to the death of the graduate.

An introductory letter was sent to the 1,139 graduates for whom addresses were obtained. The purpose of the study was explained in this letter.⁷ Enclosed with the letter was a reply postal card requesting the graduate's name, present address, permanent address, and present occupation.⁸ The purpose of the card was to give the investigators a basis for separating the graduates into the six areas to be studied.

To emphasize the importance of this survey, letter head stationery of the Kansas State Teachers College of

⁷See Appendix, p. 55.

⁸Ibid., p. 56.

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."

Within three weeks after the introductory letter was sent to the graduates, 451 replies had been received. A follow-up letter was sent to the 596 graduates who had not replied at this time.⁹ Sixty-two letters were returned for better addresses. Addresses were found for 20 of these returned letters and a second copy of the introductory letter was sent to these graduates on the same day the follow-up letter was sent out. Another reply postal card was enclosed with each of these letters for the convenience of those graduates who had lost or misplaced the first card.

The total number of graduates contacted was 1,067. The data in Table I, on the following page, present an analysis of this information.

The follow-up letter brought in an additional 302 responses, which brought the total postal cards returned from graduates to 753. This represented a 70.48 per cent reply from the 1,067 graduates contacted. This information is presented in Table II, on the next page.

⁹Ibid., p. 57.

TABLE I

METHOD OF DETERMINING THE TOTAL GRADUATES CONTACTED

Total number of graduates		1,441
Less:		
Number for which there was no record	302	
Number of duplicates found*	30	
Number of letters returned for better address which was not obtainable	<u>42</u>	<u>374</u>
Total number of graduates contacted		1,067

*Some women graduates were listed in the records by both their married and maiden names. A few of the duplicates were caused by graduates receiving two degrees in business.

TABLE II

METHOD OF DETERMINING THE RESPONSES OF THE GRADUATES

Total number of graduates contacted		1,067
Less:		
Responses to first mailing	451	
Responses to follow-up letter	<u>302</u>	<u>753</u>
Number of graduates not responding		314

Since this was one of a group of six studies, the number of responses was divided according to the occupations given by the graduates responding. From the total number of graduates returning the postal card, 50 indicated that they were employed in sales occupations and 39 were employed in

insurance occupations. The total number of respondents in the two categories was 89, or approximately 12 per cent of the total graduates contacted. These two areas were the only ones studied in this investigation.

It is shown in Table III that of the remaining 664 persons returning the cards, 229 of the graduates were teaching, 138 were in the category of homemaking and others, 137 were in business administration, 104 were employed in accounting, and the remaining 56 graduates were employed in the office occupations.

TABLE III
DISTRIBUTION OF REPLIES ACCORDING TO
OCCUPATIONS OF GRADUATES

Occupations	Number in each occupation
Teaching	229
Homemaking and others	138
Business Administration	137
Accounting	104
Sales and Insurance	89
Office Occupations	56
Total graduates replying	753

Separate studies were made of each of the above areas by other investigators and were completed at the same time. A questionnaire was developed which was thought would provide information for evaluating the sales and insurance curriculum.

The questionnaire was presented to members of the business division faculty for criticisms and suggestions and was revised incorporating their recommendations.

The questionnaire was then tested by (1) having two graduates complete it, (2) asking for their criticisms, (3) revising it according to their suggestions, (4) then giving the revised questionnaire to two more graduates, getting their criticisms, and revising it again. The graduates participating in the pretest of the questionnaire were chosen from persons presently employed in the areas covered by this study.

The pretested and revised questionnaire was sent to each of the 89 graduates who had indicated on the reply postal cards that they were engaged in the sales and insurance occupation.¹⁰ A letter explaining the questionnaire and a self-addressed, postage free reply envelope was enclosed for their convenience.¹¹

When the questionnaire returns began to diminish, approximately two weeks after the first letter and questionnaire had been sent, a follow-up letter was sent requesting those who had failed to return the questionnaire to do so.¹²

¹⁰Ibid., pp. 59-63.

¹¹Ibid., p. 58.

¹²Ibid., p. 64.

Another questionnaire and a return envelope was enclosed with this letter for the convenience of the recipient, and to save time in case they had lost or misplaced the first set.

From the 89 questionnaires sent out, 23 of the graduates in the insurance occupations and 35 of those in the sales occupations replied. This made a total of 58 replies or 65 per cent of the questionnaires sent to the graduates in the two occupational groups included in this study.

A worksheet was prepared for tabulating the results before the returns were received. A space was provided on the worksheet for the tabulation of each question on the questionnaire. For those questions that could not be easily tabulated, a space was provided for writing in the answers given by the graduates. The information from the worksheet was arranged in tabular form and is included as a part of each appropriate section.

Some of the questions were not answered by all those cooperating in the survey; but in the analyses of each section recognition is made of such variations. It was felt that a better report of the opinions of the graduates could be made in this manner.

This study was divided into two major areas: a chapter presenting the data received from the graduates in both the Sales Occupations and Insurance Occupations and a chapter devoted to analysis and interpretation of these data.

CHAPTER II

REVIEW OF THE LITERATURE

"The curriculum must be part and parcel of the society, the school, and the classroom in which it operates."¹ Since this study is related to the evaluation of the curriculum of the Division of Business and Business Education of Kansas State Teachers College of Emporia, the role of the curriculum should be briefly reviewed at this point. A strong statement regarding the role of the curriculum is presented in The American Business Education Yearbook, Volume IV, as follows:

1. The curriculum is a means by which we attain the aims of education. Hence, in our democratic society, our curriculum must develop ideals, habits, and attitudes consistent with this aim. A haphazard curriculum will inevitably destroy the democracy we want and enjoy.

2. The curriculum must change only when there is need. Hence, it will grow rapidly at times and slowly at other times. The test always is the critical comparison of what we seek with what we are producing.

3. Different schools must show their individuality. To be sure, they need not look strangely different, but they must show the personality of their particular community.²

¹The Changing Business Education Curriculum. Vol. IV of the American Business Education Yearbook. Published jointly by the Eastern Commercial Teachers Association and the National Business Teachers Association (Somerville, New Jersey: Somerset Press, Inc., 1947), p. 6.

²Ibid., p. 5.

"Providing an adequate curriculum is the most important function of a school system."³ The curriculum of an institution must be carefully planned, in order that the graduates can meet the problems of the occupations for which they are being prepared.

The follow-up study is one of the tools which may be used to assist the faculty in determining the felt needs of the graduates. In the last sixteen years, two follow-up studies of the graduates of the Division of Business and Business Education of Kansas State Teachers College of Emporia have been made. Both of these studies were general in nature. This study is more specific, as it pertains only to those graduates of the Division of Business and Business Education, from 1918 to 1958, who are presently employed in the sales and insurance occupations.

The first study of the graduates was conducted by Merle Endly in 1942.⁴ His study included only those graduates who had received the Bachelor of Science in Commerce degree, and it was designed merely as a survey which would

³Ibid., p. 147.

⁴Merle Endly, "A Follow-up of All Graduates of the Kansas State Teachers College of Emporia with the B. S. Degree in Commerce" (unpublished Master's thesis, Kansas State Teachers College of Emporia, 1942).

provide information that "will be useful to the faculty of the Department of Commerce in their guidance work."⁵

The data collected for Endly's study were not related to the evaluation of the curriculum. Instead, it was directed toward collecting personal information on the graduates.

The Endly study revealed the following facts about the graduates. Of the 412 questionnaires sent out, 300 were returned.⁶ The following information was based on these returns:

1. Of the men graduates, fifty-eight, or 51 per cent were teaching
2. Of the single women graduates, seventy-three, or 73 per cent were teaching
3. Only two of the graduates were in the insurance occupations
4. Fifteen of the 300 graduates contacted were in the sales occupations

The survey conducted by Endly was of value in showing the progress and accomplishments of the former graduates, but it did not provide information which was directly applicable to the evaluation of the curriculum.

The second follow-up study of the graduates of the Division of Business and Business Education was conducted by

⁵Ibid., p. 1.

⁶Ibid., p. 41.

Marvin E. Byers in 1948.⁷ His problem was broader in scope than Endly's. It will also be noted that the Byers study was directed toward curriculum development. Byers stated that:

In order that this study would be representative of the opinions of a majority of the graduates of the Commerce Department, Kansas State Teachers College of Emporia, an attempt was made to include all students on record who had graduated from the Department with the Bachelor of Science in Commerce degree, the Bachelor of Science in Education degree with a major in Commerce,⁸ or both, up to and including the Summer Session, 1947.

One part of the Byers study was directly involved with evaluation of the curriculum of the business department. Byers stated that information that was obtained in his study led to the revision of several business courses. Some of the recommendations received from the graduates in Byers' study are presented below in synopsis form.

1. Put more work experience in the program.
2. Raise the standards for graduation of commerce students.
3. Limit class enrollment in courses, such as accounting, that require the personal attention of the instructor.
4. Establish and maintain a better guidance program for students on the freshman level.

⁷Marvin 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 of Emporia, 1948).

⁸Ibid., p. 4.

5. Revise such courses as Retail Merchandising, Marketing, and Retail Store Operations to eliminate excessive repetition of subject matter.
6. A separate commerce building should be provided.⁹

A third study was conducted in the Division of Business and Business Education. This was a history of the Department of Business and Business Education, by Homer C. Davey.¹⁰ Davey did not attempt to evaluate the courses offered as his study was concerned with a history of the department since its founding to the present administration under Dr. E. C. McGill.

⁹Ibid., pp. 105-09.

¹⁰Homer C. Davey, "A History of the Business and Business Education Department" (unpublished Master's thesis, Kansas State Teachers College of Emporia, 1955).

CHAPTER III

PRESENTATION OF THE DATA

This chapter contains information relative to the graduates of the Division of Business and Business Education of Kansas State Teachers College of Emporia, from 1918 to 1958 who are presently employed in the sales and insurance fields. The information presented in this chapter was obtained by use of the questionnaire.¹

In examining the data it is important that it is recognized that many of the graduates completing the questionnaire have been out of school for several years and lack information about the present day offerings of the Division of Business and Business Education. It is also recognized that several of the persons completing the questionnaire are recent graduates, or former graduates of several years who have kept well informed on the progress of the school, and are well aware of the present curriculum offerings.

This chapter will be divided into two major sections: Insurance Occupations and Sales Occupations, and these sections further subdivided as needed in the presentation of data.

¹See Appendix, pp. 59-63.

I. INSURANCE OCCUPATIONS

Of the thirty graduates who indicated on the postal reply cards that they were presently employed in some phase of the insurance field, 23 or 76.7 per cent completed and returned the questionnaire. The information presented in this section of the study is based on these replies.

Sex of graduates in the insurance occupations.

Although the sex of the graduates who are employed in the insurance occupations was not directly requested as a part of the questionnaire information, it is significant to note that of the twenty-three contacted, all were men. This is not unusual when compared with the results of a national survey of insurance agents, agency managers, and assistants, in which it was reported that in 1956 these occupations employed 6,300 women in comparison with 229,500 men.¹

Area of specialization on the undergraduate level.

It is shown in Table IV, that of the twenty-three graduates reporting, the majority indicated that they had received the degree B. S. in Business with a major in Business Administration. Since it is necessary for the college student to

¹Life Insurance Personnel in the United States, A Report prepared by the Board on Personnel, Institute of Life Insurance Agency Management Association (Life Insurance Management Association; New York, 1958), p. 17.

choose a major field in his junior year, it is likely that the majority of these persons had either decided that they would plan to enter the business management area or for lack of a definite field of interest they took the most general major field offered at the college. Recommendations will be made concerning the Business Administration curriculum offerings in the final chapter.

TABLE IV

AREA OF SPECIALIZATION ON THE UNDERGRADUATE LEVEL

Area	Frequency
Business Administration	15
Business Education	3
Accounting	3
Retailing	2
Total	23

Graduate work on record. Eight of the twenty-three graduates completing the questionnaire indicated that they had taken graduate work since receiving their B. S. degree. Of the eight graduates, six indicated that they had taken some or all of their graduate work at Kansas State Teachers College of Emporia.

Two of the graduates indicated that each had taken six hours toward the M. S. degree in Education with a major

in Business. One had taken twenty-five hours toward a M. S. degree in Business with a major in Administration. Another had taken seventeen hours of work in guidance towards the M. S. degree at Emporia State. The sixth person had taken four hours at Emporia State in Economics and eight hours at Kansas State University in the same field.

Another of the graduates now working in the insurance occupations had 9 hours of graduate work on record in Education at Kansas State University. The eighth person indicated that he had taken 6 hours of extension work from Kansas University in Estate Planning, which counted for graduate credit.

Since four of the eight persons who have taken graduate work indicated that their graduate field was education, it is assumed that they plan to teach.

Several of the graduates who are employed in the insurance occupations indicated that they had taken special training courses from either their own companies or from national insurance organizations pertaining to the special area of insurance in which they were working. If future investigations are made of the graduates in the insurance occupations it would be important that a question be devised which would give the investigator this information.

Job history of graduates presently employed in insurance occupations. In determining whether the curriculum was adequate to prepare the graduates for the insurance occupations, it is important to know how the graduates entered this field. Twenty-two of the twenty-three graduates who reported as working in the insurance field completed this portion of the questionnaire.

Eleven of the graduates reporting entered the insurance field as their first job after graduation from college. Of the remaining eleven, four listed teaching as their first job, four indicated that they went into the sales occupations, one entered the secretarial field, and one held a position as a Fraternity Province Director after graduation. Most of these held other intervening jobs before entering the insurance occupations.

It is probable that, since fifty per cent of the graduates reporting entered the insurance occupations as their first job after graduation, the curriculum was sufficient to satisfy their employers.

The present job titles of these twenty-two graduates are given with the present salary ranges for each in Table V.

Present salary range. A study of the salaries of the graduates was included as it is assumed that monetary income has a bearing on the choice of an occupation made by most

people and this influences the curricular offerings of an educational institution.

TABLE V

JOB TITLES AND PRESENT SALARY RANGE

Job Title	Number in Job	Salary Range
State Supervisor	3	\$12,000 to 29,000
Administrative Assistant	2	8,000 to 9,500
Agents and Underwriters	11	4,000 to 12,000
Regional Supervisor	2	4,500 to 5,500
Claims Adjuster	4	4,000 to 6,500
Total	22	4,000 to 29,000

The salaries of the graduates employed in the insurance occupations ranged from that of a Claims Adjuster, \$4,000 to \$6,500 to that of a State Supervisor receiving \$29,000 per year. The salaries listed in Table V are those given by twenty-two of the twenty-three graduates returning the questionnaire. One person did not complete this portion of the questionnaire.

Eleven, or fifty per cent of the graduates reporting came within the classification of Agents and Underwriters,

where the greatest range of salaries was existent. The low was \$4,000 and the maximum was \$12,000 per year.

The average salary for all twenty-two graduates reporting in the insurance occupations is \$9,517; however, the median is \$6,900 per year.

Curriculum evaluation. Up to this point, data in this chapter have pertained to general information about the graduates who were employed in the insurance occupations. This section on curriculum evaluation is a summary of the replies of graduates pertaining to the inquiry made regarding all of the courses presently offered in the Division of Business and Business Education.

Each person completing the questionnaire was asked to check whether they had taken each course and, if so, did they feel that it was (a) valuable, (b) of some value, (c) of no value in their present occupation. They were further requested to indicate those courses which they had not taken while in college. Of those courses not taken, they were asked to indicate which, if any of these courses, would be of value to graduates who plan to enter the insurance occupations.

At this point it should probably be stressed that some of the graduates who participated in this study received their degree forty years ago, and since that time many

TABLE VI

RATINGS GIVEN THE COURSES CONSIDERED MOST VALUABLE
BY GRADUATES IN THE INSURANCE OCCUPATIONS

Course Title	Valuable	Some Value	No Value	Did Not Take	Recommend Taking
Business Correspondence	21	1	0	1	0
Insurance	15	0	0	8	7
Business Law I	15	5	1	2	2
Business Law II	14	6	1	2	2
Introduction to Salesmanship	14	3	0	6	3
Business Organization	14	2	0	7	5
Principles of Economics	13	8	2	0	0
Personal Finance	13	3	0	7	5
Accounting I	13	9	1	0	0
Personnel Management	12	2	2	7	4

*The results tabulated here are those courses which approximately 50 per cent of the graduates considered valuable to them in their present occupation.

changes have been made in the curriculum offerings. It is possible that some of the graduates might have had considerable difficulty in recalling courses and course content, thus causing some inaccuracies in this investigation.

For the purpose of this study the courses indicated as valuable by twelve, or approximately fifty per cent of the graduates reporting, are used for the major discussion of the curriculum evaluation.

Since the ten courses listed in Table VI were considered valuable by over fifty per cent of the graduates who took them, as well as by those who did not take them, it is important that these or similar courses should most certainly be retained as a part of the insurance training program. Suggestions for additional courses which the graduates feel are needed are given in Chapter IV.

II. SALES OCCUPATIONS

This section of this chapter is devoted to the reporting of the data gathered from those graduates who indicated that they were presently employed in some phase of the sales field.

A total of fifty-nine graduates indicated on the reply postal cards that they were presently employed in the sales occupations. Of these fifty-nine, thirty-eight completed and returned the questionnaire. Three of the returned questionnaires were eliminated because they were not sufficiently

completed. This portion of the study, therefore, is based on the replies of the remaining thirty-five graduates completing the questionnaire.

Sex of graduates in the sales occupations. Of the thirty-five graduates of the Division of Business and Business Education indicating their present occupation was in the sales field, there were thirty-three men and two women. Both women indicated that their positions were temporary and that sales work was not their intended occupation for the future.

Area of specialization on the undergraduate level. Of the thirty-five graduates participating in this study, twenty-five reported that they had received the B. S. degree in Business with a major in Business Administration. The nature of the subject matter taken for the Business Administration area would lead the investigator to assume that the majority of the persons specializing in this area were not sure at the time of choosing a major field exactly what they intended to do after graduation. This is true of the sales occupations and the insurance field alike.

A listing of the areas of undergraduate specialization for the thirty-five graduates who are presently employed in the sales occupations is presented in Table VII.

TABLE VII

AREA OF SPECIALIZATION ON THE UNDERGRADUATE LEVEL

Area	Frequency
Business Administration	25
Accounting	4
Retailing	4
Business Education	2
Total	35

It was noted by the investigator that both of the graduates who reported receiving the B. S. degree in Education with a major in Business Education are in business for themselves; this likely is the reason for leaving the teaching field.

Graduate work on record. Of the thirty-five graduates who are presently employed in the sales occupations and who completed the questionnaire, four indicated that they had taken graduate work.

Each of the four graduates report having done graduate work in a different college. One graduate reported 30 hours on record at the University of Kansas City towards an LL. B. degree. This could possibly indicate a lack of sufficient law training at this college or could mean that the man intended to go into the law field upon receiving his degree.

Another of the graduates indicated taking an advanced retailing course, having completed at the time of this study a total of eighteen hours at Northwestern University. The questionnaire indicated that he was taking this work at the direction of the firm for which he worked. This college, however, does not offer the type of training which the graduate was required to take.

The two remaining graduates had both taken their graduate work in Education. One had two hours on record at Kansas State Teachers College of Emporia, and is presently enrolled at the college. The other graduate had taken six hours of graduate work in Education at Denver University.

Here again, as in the last section pertaining to graduate work, it is found that fifty per cent of the persons taking graduate work are specializing in education. Although the two graduates discussed here are a small percentage of the thirty-five total graduates, it seems significant that they desire to earn a teaching degree.

Job history of graduates presently employed in sales occupations. The adequacy of preparation of the graduates for entering the various fields is pointed out by a knowledge of how they entered their chosen profession. Of the thirty-five graduates returning completed questionnaires, thirty-four had listed their job histories.

The first job listed for five of the graduates was teaching, two first went into insurance occupations, and after several intervening jobs, these seven people entered the sales field. The remaining twenty-seven graduates reporting indicated that they had entered the sales field as their first job after graduation from college.

The fact that so many of these persons went directly into the sales occupations seems to indicate that the preparation which they received was adequate to meet the requirements of the sales field.

Present salary range. A study of the salaries of the graduates was included as it is assumed that monetary income has a bearing on the choice of an occupation made by most people and this influences the curricular offerings of an educational institution.

Two of the graduates who returned the questionnaires did not complete this portion of the form. The remaining thirty-three replies indicated annual salaries which ranged from \$2,500 to \$14,000 per year. It will be noted that the maximum salary for the sales occupations is less than half that for the insurance occupations which was reported in the first section of this chapter.

Four of the graduates listed annual salaries in excess of \$10,000. Two of these were employed in retailing, one in wholesale selling, and one in the selling of intangibles.

In computing the average and median salaries for the sales field, the salaries received by the two women graduates were omitted because they were considerably lower than those received by the men graduates and the women also indicated they were in the field on a temporary basis.

The average salary of the graduates presently employed in the sales occupations was \$6,508, while the median salary for the field was \$6,750 per year. The majority of these persons working in the retailing area are earning annual salaries of from \$4,000 to \$5,000. Several of the graduates who participated in this portion of the study are recent graduates of the college.

TABLE VIII
PRESENT ANNUAL INCOME OF GRADUATES
IN SALES OCCUPATIONS

Job Classification	Frequency	Salary Range
Retail Selling	22	\$2,500 to 12,000
Wholesale Selling	7	4,750 to 11,000
Specialty Selling	4	5,250 to 14,000
Total	33	2,500 to 14,000

Curriculum evaluation. Up to this point, data in this chapter have pertained to general information about the graduates who were employed in the sales occupations. This section on curriculum evaluation is a summary of the replies of graduates pertaining to the inquiry made regarding all of the courses presently offered in the Division of Business and Business Education.

Each person completing the questionnaire was asked to check whether they had taken each course and, if so, did they feel that it was (a) valuable, (b) of some value, (c) of no value, in their present occupation. They were further requested to indicate those courses which they had not taken while in college. Of those courses not taken, they were asked to indicate which, if any of those courses, would be of value to graduates who plan to enter the sales occupations.

The courses listed in Table IX are those which were chosen as valuable by eighteen, or approximately fifty per cent of the graduates reporting.

The nine courses chosen as valuable by over fifty per cent of the graduates who took them, as well as by those who did not take them are assumed to be important to those persons reporting. For this reason these or similar courses should most certainly be retained as a part of the insurance

TABLE IX

RATINGS GIVEN THE COURSES CONSIDERED MOST VALUABLE
BY GRADUATES IN THE SALES OCCUPATIONS

Course Title	Valuable	Some Value	No Value	Did Not Take	Recommend Taking
Business Correspondence	30	3	0	2	2
Accounting I	29	5	1	0	0
Accounting II	27	4	1	3	3
Business Calculations	23	6	0	6	6
Introduction to Salesmanship	22	4	1	8	8
Business Law I	20	14	1	0	0
Business Organization	19	12	0	4	4
Personal Finance	19	5	1	10	4
Elementary Typewriting	18	5	0	12	6

*The courses tabulated here are those which 50 per cent or more of the thirty-five graduates indicated as being valuable to them in their present occupation.

training program. Suggestions for additional courses which the graduates feel should be incorporated into the curriculum are presented in Chapter IV.

CHAPTER IV

SUGGESTIONS SUBMITTED BY GRADUATES

The graduates contacted in this study were asked to express their opinions and suggest methods for improving business education at the Kansas State Teachers College of Emporia.

This information is included in this study because it should make a contribution toward the evaluation of the existing curriculum of the Division of Business and Business Education.

The graduates offering suggestions could be divided into two groups: (1) those who are not well informed about curriculum changes which have been made since they graduated from college, and (2) those who are recent graduates, or who have kept well informed of the changes which have been made.

The suggestions coming from the first group are apparently made from the viewpoint of the conditions existing when they were enrolled as students. Their suggestions are of value, however, since they provide a check against the improvements that have been made. Many good suggestions, some of which have already been put into operation, came from this group. It may be difficult to incorporate all of the suggestions in the present curriculum since Kansas State

Teachers College of Emporia is basically a teacher education institution and can not offer the types of courses which are necessary for specialization in all of the areas of business.

Other suggestions made by the group should also prove of considerable value to the Division of Business and Business Education because these have been offered by graduates who are well informed as to the progress that has been made in the business curriculum.

Some of the suggestions made by the graduates for the two areas of this study are similar, but for the purpose of clarity the graduates' suggestions will be divided into two sections. The first section is devoted to suggestions made by graduates who are presently employed in the insurance occupations, while the second part pertains to the suggestions made by the graduates employed in the sales occupations.

I. INSURANCE

Of the twenty-three graduates participating in this part of the study, only a few included suggestions for additional courses which they felt were needed in the insurance training area. These suggestions are arranged in order of the number of graduates making the suggestion.

Five of the graduates now employed in the insurance field suggested that the present curriculum offerings in insurance are not sufficient to prepare the graduates for

employment in the insurance occupations. They suggested that more courses in insurance and business law as applied to insurance be added to the present offerings. None of these people listed a specific course which they felt could improve the offerings; however, it is possible that they intended their suggestions to mean such courses as Estate Planning or Life Insurance training.

Five more of the graduates made suggestions relating to the felt need of more Public Speaking courses for the students planning to enter the insurance occupations. Most of these suggestions indicated that the Public Speaking course could well be a part of the business curriculum.

Two of the graduates suggested a course in either Business Ethics or Business Conduct should be added to the curriculum for the Business Administration majors. The ethics of business should be an integral part of all business courses taught on the undergraduate level.

One of the respondents suggested that during the freshman year, a program of intensified testing and counseling should be required of students who have not yet chosen a definite field of study. At the present time the college has a testing program which probably is similar to that suggested by this person. It is possible that this graduate is not aware of the present program.

One graduate in the insurance occupations suggested that courses in the psychology and philosophy of business should be required of all graduates who enter the insurance profession. The courses in Business Organization, Marketing, and Current Business Problems all contain elements of the psychology and philosophy of business. Other courses contain the same material in lesser amounts.

Another suggestion was that the students should be made aware of the fact that they will be required to start at the bottom and work up in the business world, even with the college degree. This factor should be a logical assumption of the students and does not refer directly to any specific course to be added to the curriculum.

One person indicated that he felt the students should be encouraged to participate in the athletic service courses, such as tennis and golf, in order that they may have some preparation for intelligent use of their leisure time.

II. SALES

Four graduates indicated a lack of training in the methods of handling credit. They felt that a credit course should be added to the curriculum for persons planning to enter the sales occupations. A course in Credit Management is presently offered in the curriculum as needed by the

students. It is possible that this course was not offered at the time these graduates were attending college.

Three of the graduates who participated in this part of the study felt that the Business Penmanship course should be required of all persons entering the sales occupations. It is likely that the need for writing legibly has been pointed out to these persons in the sales occupations and that they feel the Business Penmanship course would solve this problem for persons entering their occupation. The Business Penmanship course is offered on an elective basis for all persons who major or minor in business and it is generally taken by persons who have a desire to improve themselves. If this were a required course it would probably lose some of its effectiveness by being forced on the students.

It was suggested by two of the graduates that courses concerning taxes and insurance would be of considerable value to the graduate entering a small business operation. At the present time there are courses which it is felt meet the needs of these persons. Courses which would present this information are: Small Business Management, Income Tax for the Individual, and the course entitled Insurance. The Personal Finance course would also be of assistance in preparing the person who plans to enter the small business operation.

A work-experience program, which the college offers in the present curriculum, was suggested by two of the graduates. It is likely that this was not offered at the time these persons were taking their undergraduate work at the college.

Two of the graduates suggested that a course in speech and expression should be taught in the business department for all business students. This suggestion is similar to that made by the graduates in the insurance occupations.

Another suggestion was that a course in Business Psychology would be useful to the persons who plan to enter the sales field. The Introduction to Salesmanship course is probably the type of course to which this graduate was making reference. This course is required for persons specializing in Retailing and is available to all other areas of business training.

One graduate felt that every business department graduate should have some training in either shorthand or speedwriting. These courses are both available to any person in the business major or minor fields.

CHAPTER V

ANALYSIS AND INTERPRETATION OF THE DATA

The purpose of this chapter is to provide an analysis and interpretation of the data which are reported in Chapter III. In presenting this material it is assumed that the graduates participating in this study are representative of all graduates of the Division of Business and Business Education who are presently employed in the sales and insurance occupations, and that the analysis made will be sufficiently accurate to justify being reported.

I. INSURANCE OCCUPATIONS

The course considered most valuable by twenty-one of the twenty-three graduates participating in this study was Business Correspondence. This course is probably of considerable value to the graduates who are employed in the insurance occupations since it is designed to be "A study of the fundamental principles of the major types of business letters and the application of these principles to the writing and dictating of letters."¹ The course should be

¹Bulletin of Information, Kansas State Teachers College, Volume 37, Number 8, Published by the Kansas State Teachers College of Emporia, August, 1957, p. 19.

of help to the graduates in preparing correspondence and enable the graduate to express himself in the business letter.

Insurance was chosen as a valuable course by fifteen of the twenty-three graduates while seven of the eight persons who had not taken the course felt that it would be valuable to graduates entering the insurance field. The insurance course is designed to instruct in "The nature and uses of insurance. The structure, management, and regulation of the various types of insurance carriers, economic risks, and the principles of personal, property life and casualty insurance."² This is the only course offered at the college which is directly related to insurance training. This course should be basic for persons entering the insurance occupations.

Business Law I covers, "The basic principles of business law as applied to contracts, negotiable instruments, employer-employee relationship, principal and agent, and insurance."³ This course is especially valuable to the insurance worker as a considerable amount of the course content deals with laws effecting insurances. This course should definitely remain in the curriculum for those persons planning to enter the insurance occupations.

²Ibid., p. 20.

³Ibid.

Business Law II is a continuation of Business Law I, and the same importance is attributed to this course as that which is given to Business Law I in the previous paragraph.

Since the majority of the graduates entering the insurance occupations indicated that they began with the profession by first working as an insurance salesman or agent, it is not surprising that 14 of the graduates marked Introduction to Salesmanship as being valuable, while three others felt it was of some value. Three of the graduates who had not taken the course felt that they wished to recommend it to graduates who enter the insurance field.

The Business Organization course is designed to present "The principles of organization and management-- authority, responsibility, accountability--as a basis for organizational structure. Problems of levels and functions of management in the business organization. Internal structure. Concepts of line and staff."⁴ Of the 23 graduates participating in this part of the study, 14 considered Business Organization valuable, 2 felt it was of some value, and of the 7 persons not taking the course, 5 indicated that they would recommend taking the course. A knowledge of the structure of business organizations would be of considerable value to any person who is working in the present day.

⁴Ibid., p. 18.

business world, whether employed in insurance occupations or any type of business.

Principles of Economics is a course which is not taught in the Division of Business and Business Education, but which is required of all students who are working toward a major in the business field. The course covers "The fundamentals in elementary economics, the theories, practices, and problems of the present day economic order. A thorough examination and analysis of the principles underlying the factors of production, exchange, distribution, and other processes operating in our system."⁵ All of the graduates responding in this survey had taken this course, and of the twenty-three participants, thirteen considered it valuable and eight indicated it was of some value. The nature of the course is such that it is basic to the understanding of our economic system and for this reason it did not impress all of those persons who had taken the course as being valuable.

Since sixteen of the twenty-three graduates participating in this section of the study indicated that they had taken the Personal Finance course while in college, this would mean that a majority of the participants were graduates of recent years. "This course has been taught

⁵Ibid., pp. 94-95.

in recent years only--since September, 1949, to be exact."⁶ Thirteen of the graduates who had taken the course felt that it was valuable to them in their present occupations. The practical helps which are suggested to the student for managing his personal and business finances are invaluable for all areas of business. Since some time is devoted to preparing an adequate insurance program for the family this course would be closely allied with insurance training.

All of the graduates reporting, from the insurance occupations, indicated that they had taken the Accounting I course, and thirteen of them felt that the course was valuable to them. Nine of the graduates indicated that it was of some value in the insurance occupations. The fact that only thirteen of the persons who had taken the course had rated it as valuable indicated that this skill is not required of most of the persons in the insurance field.

Personnel Management is another of the courses which is of value to persons in any area of business. Only twelve of the sixteen persons who had taken the training felt that it was valuable to their occupation. It is likely that these persons are in positions where they direct the

⁶Personal interview with Dr. Herman Baehr, Personal Finance instructor since the inception of the course at this college.

activities of others and feel the need, where persons working as agents are not normally required to use this knowledge.

II. SALES OCCUPATIONS

The course which was considered most valuable by the majority of the graduates in the sales occupations is the same as that for the insurance occupations. Business Correspondence was indicated as valuable by thirty of the thirty-three sales workers who had taken the course. Again it is probable that many of the graduates find it necessary to handle correspondence in their work and have found the training helpful to them.

All of the graduates reporting in this portion of the study reported that they had taken the Accounting I course. Twenty-nine of the thirty-five graduates chose this course as valuable. The introduction to the accounting principles which is presented in this course would be particularly valuable to the person in the sales field who is called upon constantly to work with figures and keep records of transactions.

The Accounting II course is "A continuation of the first course in Accounting with increased emphasis upon the interpretation and use of accounting data."⁷ Thirty-two of

⁷Ibid., p. 18.

the graduates indicated that they had taken the course and of these, twenty-seven marked it as valuable.

Again, because of the additional mathematics involved in the job of the sales worker, the Business Calculations course was considered valuable by the majority of the graduates responding. All six of the persons who had not taken the course recommended it for persons planning to enter the sales occupations.

Business Calculations is a course designed for "The development of speed and accuracy in the fundamental processes and practical short cuts used in business. Emphasis upon topics necessary for an understanding of business practices and accounting techniques."⁸ With this type of background in mathematics the person working in the sales field would be better prepared to meet the needs of the occupation.

Introduction to Salesmanship is a course which was chosen as being valuable by a large number of persons in the sales field, probably because it is the basis of their occupation. Twenty-two graduates indicated that the course was valuable, and all eight persons who had not taken the course recommended it for persons planning to enter the sales field.

⁸Ibid., p. 18.

All of the graduates participating in this portion of the study indicated that they had taken the Business Law I course while in college. Of the thirty-five graduates reporting, only twenty considered the course valuable. It is possible that the presentation of the course material was not closely enough related to their areas of interest to adequately prepare them for the situations which they have been called upon to meet in their profession. A course directed more toward the relation of law to the business situations would probably be desired by these persons.

Only nineteen of the thirty-one persons who indicated that they had taken the Business Organization course felt that it was valuable to them in the sales occupations. The information which they received in this course probably did not apply to the types of organizations which they entered after graduation. It is likely that a revision of the material which has been presented is necessary to make this course valuable to more of the persons entering the sales occupations.

The Personal Finance course was indicated as taken by twenty-five of the thirty-five graduates who participated in this part of the study. Since the course has only been offered in the past ten years, it is likely that a majority of the graduates who replied in this study are recent graduates of the college. It was noted that only nineteen of the

graduates considered the course valuable. In the Personal Finance course practical helps are suggested to enable the student to do a better job of managing his personal and business finances.

It is likely that several of the graduates are called upon to use a typewriter as a part of their job, since eighteen of the twenty-five graduates who had taken the course indicated that it was valuable to their occupation. The typewriter is one of the business machines which is found in almost every office. In the smaller stores it is likely that the sales worker would be called upon to use the typewriter.

The courses considered most valuable by graduates were Business Correspondence.

which were rated as most valuable.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

At the beginning of this study its purpose was stated as follows: "The aims of this study were (1) to evaluate the business education curriculum at Kansas State Teachers College of Emporia to see how well it meets the expressed needs of its graduates in Sales and Insurance, and (2) to make recommendations for improvement where it is warranted."¹

The purpose has been satisfied by data presented in the preceding pages which are summarized as follows:

1. The course considered most valuable to graduates in both occupations was Business Correspondence.

2. Other courses which were rated as of major value by the graduates who are presently employed in the sales occupations were: Accounting I, Accounting II, Business Calculations, Introduction to Salesmanship, Business Law I, Business Organization, Personal Finance, and Elementary Typewriting.

3. The other courses rated as of major value by the graduates presently employed in the insurance occupations

¹Cf. ante., p. 2.

were: Insurance, Business Law I, Business Law II, Introduction to Salesmanship, Business Organization, Principles of Economics, Personal Finance, Accounting I, and Personnel Management.

4. The curriculum change suggested by the largest number of graduates in the insurance occupations was the addition of more courses in Insurance and Business Law as applied to insurance.

5. The curriculum change most often suggested by the graduates in the sales occupations was the addition of a retail credit course to the present business curriculum.

II. CONCLUSIONS

It is concluded that the present curriculum is adequate for meeting the needs of the graduates who participated in this study, with the following exceptions:

1. The Public Speaking course which is presently being offered by the Speech Department of the college should be required of all students who plan to receive the B. S. degree in Business with a major in Business Administration.

2. Additional insurance courses should be added to the curriculum.

3. The course in Credit Management should be offered on an every other semester basis.

III. RECOMMENDATIONS

After analyzing and interpreting the information reported on the questionnaires, the following recommendations are made.

1. It is recommended that the Public Speaking course be required of all persons receiving the B. S. degree in Business with a major in Business Administration.
2. It is recommended that at least one additional course in Insurance be added to the present curriculum offerings. This course should be designed to continue the insurance training presented in the present insurance course.
3. It is recommended that the Credit Management course be offered at least once every school year by the Division of Business and Business Education.
4. It is recommended that this type of study be conducted at least every ten years, or more often if possible.
5. It is recommended that a summary be made of the information presented in this study and of the five other curriculum studies made at this same time. This summary might be of considerable value in interpreting the total curriculum changes suggested by the graduates.

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APPENDIX

... and ...
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... of the business world.

... directed toward curriculum evaluation. We will
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... your present career, which are at least
... to be ...

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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

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United States

BUSINESS REPLY CARD

First Class Permit No. 3, Sec. 34.9 P. L. & R. EMPORIA, KAN.

KANSAS STATE TEACHERS COLLEGE

EMPORIA

E. C. MCGILL

KANSAS

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

KANSAS STATE TEACHERS COLLEGE

EMPORIA, KANSAS

Emporia, Kansas

NAME: _____
 Last First Middle or Maiden
 PRESENT ADDRESS: _____
 (St., Route, or P.O. Box) City State
 MARITAL STATUS: _____
 Married Single

Dear Graduate,

Thank you for returning the reply postal card. This tells us that you are a backer of your Alma Mater of which we are proud. By answering this questionnaire, you will provide vital information for the improvement of our business curriculum.

In our written report, your answers will appear as a part of the total responses. No names of people or schools will be used, and all information will be treated as strictly confidential.

For your convenience, most of the questions have been set up in check-list form. There are a few that could not be written in this form, but we felt these questions were vital to the study. Answer the questions to the best of your knowledge, and feel free to give your ideas and opinions on the curriculum.

If you would like a summary of our findings, just check "yes" on question 8.

It should take you only twenty or twenty-five minutes to complete the questionnaire. Please take time now to fill it out and return it to us in the self-addressed, postage free envelope.

Sincerely yours,

E.C. McGill

E. C. McGill, Chairman *R.P.*
 Division of Business and
 Business Education

ECM:nd

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

Mr.
Mrs.

1. NAME: Miss _____
Last First Middle or Maiden

2. PRESENT ADDRESS: _____
(St., Route, or P.O. Box) City State

3. MARITAL STATUS: _____ Married _____ Single

4. EDUCATION:

a. Advanced Degrees: _____ Master's _____ Doctor's

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

_____ Accounting _____ Secretarial Training
_____ Business Administration _____ Business Education
_____ Distributive Education _____ Other (Please specify)
_____ Retailing _____

c. Do you feel that an advanced degree would be of any advantage to you in your present occupation?

_____ Much Value _____ Some Value _____ Little or No Value

d. Would an advanced degree assist you in obtaining a promotion?

_____ Yes _____ No

e. If you are working on an advanced degree or have some graduate work on record, please give the following information:

Name and Location of School _____

Credit hours completed _____ Field _____

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, check those courses that you would recommend to graduates entering your profession, which you did not take.

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					
A. P. A. Review					
Improvement of Instruction in Book-keeping					
Practicum in Bookkeeping and Acctg.					
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					
Typing 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					
Coordination Skills and Techniques in Business Education					
Methods of Instruction and Materials in Basic (Business) Education					
Adult Education and Conference Leading					
Coordination Problems in Business Education					
Business 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.)					

6. Please list the full time jobs which you have held since graduation from college.

JOB TITLE	EMPLOYER	FROM (month & year)	TO
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7. a. Please check your present annual income for your position. (This information will be kept strictly CONFIDENTIAL)

<input type="checkbox"/> 2,500 to 2,999	<input type="checkbox"/> 5,000 to 5,499	<input type="checkbox"/> 7,500 to 7,999
<input type="checkbox"/> 3,000 to 3,499	<input type="checkbox"/> 5,500 to 5,999	<input type="checkbox"/> 8,000 to 8,499
<input type="checkbox"/> 3,500 to 3,999	<input type="checkbox"/> 6,000 to 6,499	<input type="checkbox"/> 8,500 to 8,999
<input type="checkbox"/> 4,000 to 4,499	<input type="checkbox"/> 6,500 to 6,999	<input type="checkbox"/> 9,000 to 9,499
<input type="checkbox"/> 4,500 to 4,999	<input type="checkbox"/> 7,000 to 7,499	<input type="checkbox"/> 9,500 to 9,999

- b. If income is above \$10,000, please state to the nearest \$1,000.
\$ _____.

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

☐ Yes ☐ No

9. What course or courses, not presently offered in the business curriculum, do you feel would be of benefit to graduates entering your profession? Also list any other comments which you feel might enable the Business Dept. to turn out qualified graduates.

KANSAS STATE TEACHERS COLLEGE
EMPORIA, KANSAS

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,

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

ECM/wf

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