

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

A Thesis

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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS USED	1
The Problem	1
Statement of the Problem	1
Limitations of the Study	2
Definition of Terms Used	3
Curriculum	3
Business	3
Office Education	3
Certified Professional Secretary	3
Follow-up	4
Secretary (clerical).	4
Method of Procedure	5
II. REVIEW OF THE LITERATURE	12
III. MARITAL STATUS, PRESENT LOCATION, EMPLOYMENT AND INCOMES OF THE GRADUATES	20
Present Location	20
Marital Status	20
Graduate Work	20
How Jobs Were Secured	21
Type of Business by Whom Employed	22
Certified Professional Secretary Rating	24
Incomes of Graduates	25

CHAPTER	PAGE
IV. OFFICE MACHINES, EQUIPMENT, AND FILING SYSTEMS USED	
BY THE GRADUATES	26
Filing Systems Used by the Graduates	28
V. DUTIES PERFORMED BY THE GRADUATES	30
VI. CURRICULUM EVALUATION	43
VII. SUGGESTIONS SUBMITTED	56
VIII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	58
Summary	58
Conclusions	60
Recommendations	61
BIBLIOGRAPHY	63
APPENDIX A	67
APPENDIX B	79

LIST OF TABLES

TABLE	PAGE
I. Method of Determining the Total Graduates Contacted . .	7
II. Method of Determining the Responses of the Graduates .	7
III. Division of Replies According to Occupations	8
IV. Means of Securing Position	22
V. Types of Businesses in which the Graduates are Employed	23
VI. Salaries of the Graduates	25
VII. Office Machines and Equipment Used by the Graduates . .	27
VIII. Frequency of 6h Duties Performed by the Graduates . . .	31
IX. Frequency Ranking of the Duties Performed "Often" by the Graduates	35
X. Frequency Ranking of the Duties Performed "Occasionally" by the Graduates	38
XI. Graduates' Evaluation of the Courses Offered by the Division of Business and Business Education	44
XII. Frequency Rank of the Courses Considered "Most Valuable" by the Graduates	52

CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The faculty of the Division of Business and Business Education of the Kansas State Teachers College of Emporia has always been interested in the improvement of its curriculum in order to meet the needs of its graduates as they enter the business world. This fact was emphasized in previous studies which are referred to in this report. It seems only logical to go to the primary source of information--the former graduates--for ideas and opinions on the modification of the course offerings to meet the needs of changing business conditions.

I. THE PROBLEM

Statement of the problem. Curriculum development is one of the most difficult problems with which the business educator is faced because of the fast-growing economic system of the United States.

It is the duty of the faculty of the Division of Business and Business Education of this school and other schools to furnish education that will yield employable workers.

In order that the business teachers of this school may be able to develop a curriculum that will be in step with the economic system, they must be informed about the trends in business and education.

Therefore, the aims of this study are to evaluate the office education curriculum at the Kansas State Teachers College of Emporia to

see how well it meets the needs of the graduates and to make recommendations for the improvement of the business curriculum from the facts gathered.

Consideration is given to the individual graduate by asking pertinent questions to determine whether or not the courses which were taken at the Kansas State Teachers College of Emporia have been of value, as well as, to identify the courses which were taken.

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 graduates who are presently employed in offices.

This follow-up study was one of a group of studies by the graduates of the Division of Business and Business Education. The other studies in the group were concerned with accounting, business education, business administration, sales and insurance, housekeeping and other occupations.

No previous study of the graduates of the Division of Business and Business Education in these separate areas was known to have been made. By specializing in the various fields, it was possible to do a more extensive study.

II. DEFINITION OF TERMS USED

Curriculum. The term "curriculum" as defined by Webster means, "the whole body of courses offered in an educational institution or by a department thereof."¹ A curriculum can be thought of as a blueprint of the educational system.

Business. The term "business" was used instead of "commerce" or "commercial." Past educators have often used the terms interchangeably. The term "business" was preferable because it is a broad term, more often used today, and is more descriptive of the Kansas State Teachers College business curriculum.

Office Education. Office education is one phase of business training. It is a broad term. Therefore, in this follow-up study, office education will be interpreted to mean secretarial, stenographic, and other related office positions.

Certified Professional Secretary. A Certified Professional Secretary is one who has successfully completed all six parts of an examination administered by the Institute for Certifying Secretaries.²

¹Webster's New Collegiate Dictionary: 1951. Springfield, Massachusetts: G. & C. Merriam Company, Publishers.

²The Institute for Certifying Secretaries (International), Department of the National Secretaries Association, Kansas City, Missouri.

Follow-up. A follow-up study is an attempt to evaluate the business education curriculum through a detailed examination of its product--the graduate.³

Secretary (clerical). From the data gathered in this study, the position of secretary may be classified as "clerical." The definition of secretary (clerical) given in the Dictionary of Occupational Titles is as follows: "Performs general office work in relieving executives and other company officials of minor executive and clerical duties; takes dictation, using shorthand, or uses a Stenotype machine; transcribes dictation or the recorded information reproduced on a transcribing machine; makes appointments for executive and reminds him of them; interviews people coming into the office, directing to other workers those who do not warrant seeing the executive; answers and makes phone calls; handles personal and important mail, writing routine correspondence on own initiative. May supervise other clerical workers."⁴

³Kathryn M. Iliff, "The Follow-Up Study in Business Education," Guide to Research in Business Education, Bulletin 66:37-41, National Association for Business Teacher Education, (Washington, D. C.: United Business Education Association, 1957), p. 37.

⁴United States Government, Department of Labor, United States Employment Service, Division of Standards and Research, Dictionary of Occupational Titles (Washington: Government Printing Office, 1939), p. 804.

III. METHOD OF PROCEDURE

In preparing for this study, the steps involved in planning a research study, the possible sources of information for such a study, and the construction of an effective questionnaire were studied.

A complete list of the graduates who majored in business from 1918 to 1958 was obtained from the official records in the Registration Office of the Kansas State Teachers College of Emporia. This list was checked against the files in the Alumni Office for addresses. Upon completion of the search in the active and inactive files, there were 308 graduates for whom addresses could not be found.

The graduates of the Kansas State Teachers College of Emporia who majored in business from 1918 to 1958 were chosen as the basis for this study because it was felt that their suggestions would be valuable in helping to evaluate the present business curriculum.

An introductory letter was written, approved, and mailed to the 1,159 graduates for whom addresses could be obtained. This letter explained the purpose of the study.⁵

A reply postal card that requested the graduate's name, present address, permanent address, and present occupation was enclosed with the letter.⁶ The purpose of the card was to give the investigators a basis for separating the graduates into the six areas of study.

⁵Appendix, p. 68

⁶Ibid., p. 69

The introductory letter and reply postal card comprised the first mailing. A ten-day waiting period was agreed upon among the investigators before a follow-up letter was mailed. During this ten-day waiting period, sixty-two of the 1,139 introductory letters were returned because of incorrect addresses. By use of the telephone directory and the Placement Bureau, Kansas State Teachers College of Emporia, twenty correct addresses were found. An introductory letter with an enclosed reply postal card was mailed to them. At the end of the ten-day waiting period, a total of 451 reply postal cards or 39.6 per cent of the 1,139 cards were returned. These cards were separated into the six different areas and given to the investigators.

Since the number of cards returned was too small to properly represent the group contacted, a follow-up letter was written, approved, and mailed ten days after the first mailing.⁷ The purpose of this follow-up letter was to remind those who had not returned their cards. Another reply postal card was enclosed in each follow-up letter to benefit those who might have lost or mislaid the first cards. There were 598 follow-up letters mailed to those who did not respond to the first mailing. Three hundred two replies were received from this follow-up letter. This brought the total responses to 783, which was a 70.4 per cent of the total 1,067 graduates contacted; 294 did not respond.

⁷Ibid. p. 70

The method of determining the total graduates contacted appears in Table I below; the method of determining the responses of the graduates appears in Table II below.

TABLE I

METHOD OF DETERMINING THE TOTAL GRADUATES CONTACTED

Total number of business graduates from 1918 to 1958		1,441
Less:		
Number for whom there were no addresses	302	
Number of duplicates found*	30	
Number returned for better addresses for which no addresses could be found	<u>42</u>	374
Total number of graduates contacted		<u>1,067</u>

*One reason for the duplicates was that some of the girls were married and they are registered under both their married and maiden names. A few duplicates occurred from the fact that some of the graduates received two degrees.

TABLE II

METHOD OF DETERMINING THE RESPONSES OF THE GRADUATES

Total number of business graduates from 1918 to 1958		1,441
Less:		
Responses on first mailing	451	
Responses on follow-up	<u>302</u>	753
Number of graduates not responding		<u>294</u>

Since this was one of a group of six follow-up studies, the reply postal cards returned were divided according to the occupations given in Table III on page 8.

TABLE III

DIVISION OF REPLIES ACCORDING TO OCCUPATIONS

Occupations	Number in each occupation
Business Teachers	229
Housewives and Miscellaneous Positions	138
Business Administrators	137
Accountants	104
Salesmen and Insurance Agents	89
Secretaries and Stenographers	56
Total number of replies	<u>753</u>

In this study, there were 56 cards received from graduates who classified their jobs as office positions.

Over a period of three months, a questionnaire was constructed.⁸ Material pertaining to questionnaire development and questionnaires prepared by others were read and studied. Then, a questionnaire was prepared in draft form. Check list questions were asked wherever feasible. It was assumed that the graduates would respond more readily to check list questions than to discussion type of questions. The only discussion question used was the last question. The graduates were asked to list suggestions for improvement of the present curriculum.

The business faculty was asked to meet with those persons who were concerned with this series of follow-up studies. Each investigator

⁸Ibid. p. 71-76

presented his questionnaire to the faculty and they assisted in improving the questionnaire by their criticisms and suggestions.

The questionnaire was revised according to the faculty's criticisms and suggestions. More suggestions were received in individual conferences with advisors and revisions were made accordingly.

Then, to test the questionnaire, it was given to two graduates of the Kansas State Teachers College of Emporia. The graduates were asked to complete the questionnaire before any items were discussed. After four days, the copies of the questionnaire were picked up from these two graduates. Each question was discussed with them and they gave suggestions for improving the questionnaire. The questionnaire was revised again and, then, given to two more graduates. They followed the same procedure as the previous two graduates in completing the questionnaire and making suggestions for its improvement. The questionnaire was revised once more in order to incorporate their suggestions.

After the questionnaire was tested by the graduates, it was prepared in draft form and submitted to the members of the thesis committee for approval. The thesis committee approved the final draft and the questionnaire was reproduced for mailing.

A letter of transmittal was prepared, approved, and reproduced to accompany the questionnaire.⁹ The graduates were told that

⁹Ibid. p. 77

their opinions and suggestions would be a great help in evaluating the present curriculum. They were asked to fill out the questionnaire and return it immediately.

The Multilith process was used in the reproduction of the materials needed; but, to make the correspondence appear more personal, the date, inside address, and salutation were typed on the introductory letter, letter of transmittal that accompanied the questionnaire, and the follow-up letter on the questionnaire.

Letterhead stationery of the Kansas State Teachers College of Emporia was used to emphasize the importance of the study. E. C. McGill, Chairman, Division of Business and Business Education signed all correspondence. The return envelopes, as well as, the postal cards were stamped "E. C. McGill." A code was marked below his name. The purpose of the code was to provide a means of separating the returned letters into the six areas. The following codes were used: BE--business education, H and O--housewife and other, A--accounting, BA--business administration, S and I--sales and insurance, and OE--office education.

The letter of transmittal, questionnaire, and self-addressed, stamped envelopes were mailed to 56 graduates.

A follow-up letter was sent out after a ten-day waiting period.¹⁰ During this waiting period, seventeen questionnaires were received from graduates employed in offices.

¹⁰ Ibid. p. 48

The follow-up letter was prepared, approved, and mailed to those who failed to return their questionnaires. Another questionnaire and self-addressed, stamped envelope was enclosed with this follow-up letter to benefit those who either lost or mislaid the first questionnaire.

By the time of tabulation, 51 or 89.3 per cent of the questionnaires were returned. Seven of the 51 questionnaires were unusable because the graduates were in other fields. Therefore, this study was based upon 44 replies.

While waiting for the return of the questionnaires, work sheets were prepared for the tabulation of the results. For ease in tallying returns, a separate page was provided for each question. The last question on the questionnaire was one that could not be tallied because it was a discussion question.

The information from the work sheets was set up in tables and presented as a part of the final report.

A summary of the findings was mailed to the 41 graduates who had requested this information.

CHAPTER II

REVIEW OF THE LITERATURE

The business curriculum must be developed on sound, fundamental curriculum principles and procedures. Therefore, providing an adequate curriculum is the most important single function of a school system.¹

Evaluation, then, becomes a major part of curriculum planning for improvement and development. One of the most effective ways to deal with the problem of curriculum planning is to have in operation a continuous evaluation procedure.²

In this study, much literature pertaining to curriculum and follow-up studies was read. There are many different procedures for building a sound curriculum. One of these procedures is the consideration of the suggestions of other persons in the rethinking and reorganization of the curriculum. The opinions and suggestions of the graduates of the Division of Business and Business Education were given in this study for the improvement of the business curriculum.

¹William H. Bristow, "Basic Procedures in Curriculum Development," The Changing Business Education Curriculum, The American Business Education Yearbook, Vol. IV Published Jointly by the Eastern Commercial Teachers Association and the National Business Teachers Association (Somerville, New Jersey: Somerset Press, Incorporated, 1947), pp. 3-16.

²Handen L. Forkner, "Curriculum Planning in Business Education" Eighth Annual Delta Pi Epsilon Lecture, (Chicago: South-Western Publishing Company, 1949)

Since the founding of the Kansas State Teachers College of Emporia, there have been only two follow-up studies made in the Division of Business and Business Education. Both of these studies were of a general nature.

A study was made in 1942 by Merle Endly.³ The purpose of Endly's study was to make available to the Department of Commerce of the Kansas State Teachers College of Emporia and other interested persons a survey of all graduates who had received the B. S. in Commerce degree from that institution. It was Endly's hope that the information would be useful to the faculty in their guidance work.

Some important findings in Endly's study were:

1. The average number of high school units of commerce work is two units.
2. The average age of both men and women at graduation is twenty-four and a half years.
3. Of the 112 men answering the question on marital status, fifty-four per cent is married.
4. Of the 185 women answering the question on marital status, forty-six per cent is married.
5. Seventy-eight per cent of the graduates still reside in Kansas
6. Of the men graduates, fifty-one per cent is teaching, nine per cent is in accounting and bookkeeping work, five per cent is in the army or navy, and five per cent is in sales work.

³Merle Endly, "A Follow-up Study 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)

7. Of the single women graduates, seventy-three per cent is teaching, thirteen per cent is in stenographic work, four per cent is in bookkeeping work, three per cent is employed by the government, and two per cent is engaged in typing.
8. The average income of women graduates not engaged in teaching is \$1,366.
9. The average income of men not engaged in teaching is \$2,671.
10. Forty per cent of the 300 graduates replying has some graduate work on record.
11. Thirty-four per cent of the 185 women graduates has some graduate work on record.
12. Fifteen per cent of the 300 graduates has Master's degrees.
13. Five graduates are working on their Doctor's degree.
14. The average tenure for teachers is five years and six months, while the tenure for the non-teaching group is two years.

The following recommendations were made by Endly:

1. It is advisable that students be urged to prepare for both teaching and business.
2. Since secretarial work is the most popular occupation for married women, it is advisable for the Department of Commerce to recommend that all girls take secretarial training courses.
3. It is recommended that more detailed studies be made in the future.

In 1948, another follow-up study was made by Marvin E. Byers.^h

The purpose of Byers' study was to make a follow-up of all graduates

^hMarvin 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)

of the Kansas State Teachers College of Emporia who had received either the B. S. in Commerce degree, the B. S. in Education (Commerce) degree, or both from that institution. Also, this study was made to provide information which might be used by the faculty in evaluating the present departmental offerings, in the development of future academic programs, and in furnishing information that would be helpful in advisory and counselling assignments. For example, information concerning the graduates present location, occupation, and professional status was sought.

Byers' study was much broader in scope than that carried on by Endly. One portion of Byers' study was pointed directly toward the evaluation of the curriculum of the department. Information was obtained in this evaluation that led to the revision of several courses.

Data presented in Byers' study revealed that, of the 354 graduates furnishing information relative to the business education curriculum, 58.1 per cent gave accounting as the business training that had been most helpful to them.

Typewriting was most helpful to 39.3 per cent of the graduates and shorthand was most helpful to 23.3 per cent of the graduates. These areas of training reported by the graduates as being most helpful probably were directly related to the phase of work in which they were engaged.

Byers also said business machines, various phases of accounting, salesmanship, shorthand, business English, business law, business correspondence, and typewriting were foremost on the list of areas in which the graduates failed to obtain sufficient training.

Shorthand, accounting, and typewriting have been major fields of instruction since the Bachelor of Science in Education degree was first offered in 1913. Salesmanship has been offered since 1918 and business correspondence has been offered since 1919. Instruction in the use of business machines increased greatly since World War II.

The areas in which the graduates felt a need for additional training were: business machines, accounting, salesmanship, shorthand, income tax, business English, business law, business correspondence, work experience, personnel training, business mathematics and typewriting.

There were no conclusions mentioned in Byers' study; however, a few of the suggestions received from the graduates were:

1. Put more work experience in the program.
2. Make actual business experience a prerequisite for a B. S. in Education (Commerce) degree.
3. Present information of local, state, and national organizations either as a separate course or integrate with another existing course.
4. Introduce a course in which students may get an insight into the field which they expect to enter after graduation.
5. Revise retail merchandising, marketing, and retail store operations to prevent overlapping.

6. Add courses in Stenotype operation, machine bookkeeping, business English, spelling, and business psychology.
7. Provide a course similar to supervised teaching for persons emphasizing various phases of business.
8. Provide business teacher training that looks beyond the secondary level.
9. Arrange for students to get practice-teaching experience prior to enrollment in theory courses.
10. Make Master's thesis optional.
11. Provide more practical teacher-training than can be given in the laboratory schools by allowing the student to teach in actual out-of-town situations.
12. Require each Commerce major to have a minor in speech, to take some work in Distributive Education, and to take a course in general business training.
13. Maintain a stronger selection and guidance program on the freshman level.

Most of these suggestions offered by the graduates through the Byers' study were carried into operation either in whole or in part.

From the data gathered and upon the suggestions submitted by the graduates, Byers' made the following recommendations:

1. A follow-up study of the graduates should be made every five years.
2. The opinions of the graduates should be used in making a more critical evaluation of the Commerce curriculum.
3. A similar study should be made of drop outs.
4. Prospective teachers should be encouraged to begin work on their Master's degree immediately.
5. There should be more detailed consideration given the data, relative to the curriculum, presented in this study.

In 1954, Margaret O'Shea Kane conducted a follow-up of Hunter College secretarial graduates.⁵ The purposes of this follow-up were to evaluate the secretarial training program of Hunter College through the work experiences of its graduates and to ascertain the need for specialized secretarial training.

The period Kane covered was 1945 to 1952. A letter was sent to 923 students who had taken secretarial training and a reply was received from 491 students.

The following facts were based upon the 491 replies:

1. The lack of instruction in business English was mentioned by 13 per cent of the graduates.
2. There was a desire for further training in legal stenography and medical stenography.
3. Twenty-one per cent of the graduates requiring additional training needed a brush-up in typewriting and shorthand.

Thirty-five years ago, a study was made by Charters and Whitley.⁶ This study was an "Analysis of Secretarial Duties and Traits." The Charters and Whitley's study was emphasized in this study because the writer felt that, even though the study is old, the same principles can be of value of the secretaries, stenographers, employers, and business teachers today. Therefore, it is hoped that Charters and Whitley's study will be used as a guide by the secretaries, stenographers, employers, and business teachers.

⁶W. E. Charters and Isadore B. Whitley, Analysis of Secretarial Duties and Traits (Baltimore, Maryland: William & Wilkins Company, 1924), p. 12-15

The purposes of Charters and Whitley were:

1. To determine the duties performed by the secretary to businessmen and administrators.
2. To determine the qualities which were present in successful secretaries and those absent in unsuccessful secretaries.

More emphasis was given to Charters and Whitley in Chapter V of this study.

CHAPTER III

MARITAL STATUS, PRESENT LOCATION, EMPLOYMENT AND INCOMES OF THE GRADUATES

The purpose of this chapter is to analyze the data pertaining to the graduates who were contacted. This analysis is especially designed to study the data pertaining to the present location of each graduate, marital status, graduate work, employment, and income.

Present Location. The names and present addresses of the 56 graduates who were contacted in this study will be found in Appendix B, pages 79 - 82. In order of frequency, the graduates live in the following states: Kansas, Missouri, California, Oklahoma, New York, Pennsylvania, Colorado, Louisiana, Nebraska, Florida, Ohio, New Jersey, Virginia, New Mexico, and Washington, D. C.

Marital Status. In this study, 26 women and 5 men or 70 per cent of the total number replying were married. Endly said that of 112 men and 185 women, 54 per cent of the men and 46 per cent of the women were married. Endly's study was made during World War II.

Graduate Work. Three of the 44 graduates have a Master's degree. One of the three has 27 hours beyond a Master's degree. Eight or 18 per cent of the graduates do not have an advanced degree

but do have some graduate work on record. The total number of hours of graduate work given by these eight graduates was 121 hours. Thirty-three or 75 per cent of the graduates have no graduate work on record.

How jobs were secured. The graduates were asked how they secured their present positions. Eight different means of securing jobs were listed. A blank space was provided for explanation of other means not listed.

The answer to this question was tabulated in Table IV on page 22. From these figures, students can be taught the relative importance of these different means of securing jobs. Twenty-two or 50 per cent of the hl graduates said they obtained their positions by personal application. This indicates that it would be very profitable to teach the technique of personal applications; that is, how to conduct oneself during an interview, and the importance of personal appearance, and the ability to carry on an intelligent conversation.

TABLE IV
MEANS OF SECURING POSITION

Means	Frequency	Per Cent
Personal Application	22	50.00
Employer Approached You	11	25.00
Want Ad in Newspaper	4	9.09
Letter of Inquiry	2	4.55
Placement Bureau of the College	2	4.55
Relative	1	2.27
Private Employment Agency	1	2.27
State Employment Office	0	-----
Friend	0	-----
(Means not mentioned)	1	2.27
Total	44	100.00

Since some people obtain jobs by answering newspaper advertisements and writing letters of inquiry, students should be taught how to select appropriate advertisements and answer them effectively.

Also, the obligations incurred and the benefits received from private employment agencies should be given to future job hunters because some people obtain jobs through employment agencies.

Type of business by whom employed. There were four types of businesses listed and a blank space was provided for other types not listed. The graduates were asked to check in what type of business

they were employed. The tabulation of this question was reported in Table V.

TABLE V
TYPES OF BUSINESSES IN WHICH THE GRADUATES ARE EMPLOYED

Type of Business	Number of Employees	Per Cent
Department of Education	8	18.3
Government (City, State, and National)	6	13.6
Bank	4	09.1
Law	4	09.1
Manufacturing Company (Aircraft)	3	06.8
Oil Company	3	06.8
Railroad	2	04.5
Accounting	2	04.5
Doctor	2	04.5
Insurance	2	04.5
Church	2	04.5
Savings and Loan Association	1	02.3
Gas Company	1	02.3
Investment	1	02.3
Retail	1	02.3
Engineering	1	02.3
Office Overload	1	02.3
Total	44	100.00

There were 17 types of businesses mentioned. Eight graduates or 18 per cent of the graduates work for the Department of Education. This included the graduates working for the State Department of Education, Private Boarding Schools, Graduate Schools, and State or Public Schools. There were six individuals or 13 per cent of the graduates employed by the city, state, and national governments.

Four graduates or 9 per cent of the graduates were employed by banks and four were employed by legal firms. This included court reporters and secretaries to lawyers. Only 6 per cent of the graduates or 3 worked for aircraft and shoe companies; and, 3 were employed by oil companies. Two individuals or 4 per cent of the graduates worked for the following: railroad, accounting, doctor, insurance, and church. Although a church is not a business, it seemed logical to include the 2 graduates who are doing secretarial work for churches. The savings and loan association, gas company (natural), investment, retail, engineering, and office overload each employed one graduate of the Kansas State Teachers College of Emporia.

This data reveals the fact that the majority of the graduates prefer employment with civilian firms rather than government positions.

Certified Professional Secretary Rating. The graduates were asked, "Do you have a Certified Professional Secretary rating?" Only one of the 44 graduates employed in offices has an official Certified Professional Secretary rating.

In preparing for the Certified Professional Secretary examination, the graduate said the following courses were helpful to her: business correspondence, office management and supervision, advanced typewriting, intermediate stenography, and experience was also a contributing factor.

Incomes of Graduates. To determine the range and variation of the present salaries, it was necessary to ask each graduate to check his salary to the nearest five hundred dollars. In spite of the anonymity promised, a few graduates did not answer this question.

The salary scale was broken down into brackets from \$1,200 to \$11,000 and above. The frequency for each level was reported in Table VI.

TABLE VI
SALARIES OF THE GRADUATES

Salary	Frequency
\$11,000 - Above	1
10,000 - 10,500	0
9,000 - 9,500	2
8,000 - 8,500	1
7,000 - 7,500	0
6,000 - 6,500	1
5,400 - 5,900	3
4,800 - 5,300	4
4,200 - 4,700	6
3,600 - 4,100	11
3,000 - 3,500	6
2,400 - 2,900	3
1,800 - 2,300	2
1,200 - 1,700	1
Not Stated	2

The highest salary reported by the office workers was \$11,000 and above. The lowest salary reported was in the bracket of \$1,200 to \$1,700. The mean and median salary for the graduates fell within the \$4,800 - \$5,300 bracket. The mode fell within the \$3,600 - \$4,100 bracket.

CHAPTER IV

OFFICE MACHINES, EQUIPMENT, AND FILING SYSTEMS USED BY THE GRADUATES

This chapter is devoted entirely to the office machines, equipment, and filing systems used by the graduates. In order to determine the effectiveness of the machine instruction program of the Kansas State Teachers College of Emporia, the graduates were asked to check the machines and equipment they use in their offices. The list of these machines is shown in Table VII on page 27.

The most frequently used machine, of course, was the typewriter. Thirty-two individuals or 72.7 per cent of the graduates used the manual typewriter and 54.6 per cent of the graduates or 24 used the electric typewriter. Twelve graduates or 27.3 per cent said they use both electric and manual typewriters.

Four voicewriting machines for transcription were listed. The Dictaphone was the most frequently used machine of the voicewriting machines listed. Twelve individuals or 27.3 per cent of the graduates said they used the Dictaphone. The Edison Voicewriter, Gray Audiograph, and Comptometer each were used by two, representing 4.6 per cent of the graduates.

There were two adding machines and one calculator listed. Of the 44 graduates, 54.6 per cent or 24 used the 10-key adding machine; 22.7 per cent of the graduates or 10 used the full-bank adding machine, and 20.5 per cent or 9 graduates used the calculator.

TABLE VII

OFFICE MACHINES AND EQUIPMENT USED BY THE GRADUATES

Type of Machine	Number of Users	Per Cent
Typewriter (Manual)	32	72.7
Typewriter (Electric)	24	54.6
Dictaphone	12	27.3
Edison Voicewriter	2	04.6
Gray Audiograph	2	04.6
Comptometer	2	04.6
10-key Adding Machine	24	54.6
Full-bank Adding Machine	10	22.7
Calculator	9	20.5
Ditto Duplicator (Spirit)	15	34.1
Asograph Duplicator (Spirit)	1	02.3
Rex-O-Graph	1	02.3
Mimeograph	10	22.7
Gelatin Duplicator	3	06.8
Multilith	4	09.1
Ozalid	1	02.3
Thermofax	12	22.3
Flex-O-Writer	1	02.3
Gestetner Duplicator	1	02.3
Verifax	2	04.6
NCR 3000 Posting Machine	1	02.3
Integrator	1	02.3
Stenograph	1	02.3
Stenorette	1	02.3

Duplicating machines included 8 different types. Of the stencil duplicating machines, ten graduates or 22.7 per cent used the Mimeograph, while only one graduate used the Gestetner. The Ditto Duplicator was the most commonly used of the spirit duplicators. Fifteen graduates or 34.1 per cent used this machine. Only one graduate used the Asograph. The Gelatin Duplicator was another type of duplicator used by 6.8 per cent of the graduates or three.

The Osolid, Thermofax, and Verifax are photographic methods of duplication. The Thermofax was the most frequently used of the three machines. Twelve individuals or 22.3 per cent of the graduates said they used the Thermofax; 9.1 per cent or four used the Osolid, and only 1.6 per cent of the graduates or two used the Verifax.

Several other types of machines mentioned by the graduates and the number of users for each machine were: Flex-O-Writer, HCR 3000 Posting Machine, Integrator, Stenograph, and Stenorette each had one user or 2.3 per cent of the graduates using the machine.

These findings reveal the fact that a knowledge of all types of office machines is of extreme importance to all who enter office positions; and, training in the use of these machines should become an essential part of the curriculum.

Filing systems used by the graduates. Filing is a "must" in the training of secretaries and stenographers. Lois Irene Hutchinson says:

No two offices file in quite the same manner, although the fundamental principles may be the same. There are variations to be dealt with, and understood, and the filing in each office is a study in itself.¹

The four most widely used filing systems are: alphabetic, geographic, numeric, and subject. In this study, the alphabetic system of filing was the most frequently used. Thirty-three

¹Lois Irene Hutchinson, Standard Handbook for Secretaries (Chicago: Gregg Publishing Company, 1950), p. 435.

individuals or 75 per cent of the 44 graduates said they used the alphabetic filing system.

The Numeric filing system was second in rank with 10 graduates or 22.7 per cent using this system. Only 6.8 per cent of the graduates or 3 used the Subject filing system.

One graduate mentioned the use of the Dewey Decimal system and another used the Chronological filing system. Both are forms of Numerical filing. The Geographic filing system was the lowest in rank of the four filing systems. Only one graduate said he filed geographically.

It appears that it is important for secretarial students to know the Alphabetical system of filing and if time permits, the Numeric filing should be covered. It seems unnecessary to deal with the other systems.

CHAPTER V

DUTIES PERFORMED BY THE GRADUATES

In this chapter the general objective was to analyze the qualifications needed by one expecting to enter the secretarial field. What are the characteristics, duties, ideals and powers of a secretary? The answer to this question may be found in studying the duties of a secretary and the personal characteristics most frequently required of such a person.

Once the duties of a secretary have been ascertained, it is possible to determine what information, principles, skills, and techniques need to be taught to the prospective secretary. Therefore, in this study, the graduates were asked to check the duties according to frequency of performance; that is, they were asked to check whether they performed the duties often, occasionally, rarely, or never. This system was used rather than "yes" or "no" answers because the latter method would produce an affirmative reply for many duties performed only once or twice a year.

There were 52 duties listed in the questionnaire, and a blank space was provided for the graduates to list other important duties not mentioned.

The results of this inquiry are shown in Table VIII on pages 31 - 34. The duties were taken directly from the questionnaire and set up in table form. Then, after all the graduates returned their questionnaires, the duties were tabulated.

TABLE VIII
 FREQUENCY OF 64 DUTIES
 PERFORMED BY THE GRADUATES

Number	Duty	Often	Occasionally	Rarely	Never
1.	File office papers	27	6	6	1
2.	Keep personal financial records for employer	5	4	5	24
3.	Keep office or company financial records	12	8	4	13
4.	Keep a record of appointments	21	6	3	5
5.	Keep a clipping file or scrapbook for employer	7	5	9	15
6.	Keep Employer's checkbook	4	5	2	28
7.	Keep personal records	12	7	4	14
8.	Keep confidential personnel records	17	4	2	14
9.	Keep expense records of employer's travel	11	8	3	15
10.	Take dictation and transcribe	30	5	3	2
11.	Take notes at meetings	12	10	7	10
12.	Take dictation directly at the typewriter	7	11	9	11
13.	Take speeches as dictated	5	12	6	15
14.	Plot graphs	5	5	8	19
15.	Requisition supplies	20	10	1	6
16.	Help entertain visiting customers and branch representatives	2	9	7	19
17.	Gather material for speeches	2	7	9	20
18.	Act as librarian for the office library	5	6	2	14
19.	Make digest of articles, letters, or books for employer	4	7	7	20
20.	Help plan and organize all office social affairs	4	8	5	19

TABLE VIII (continued)

Number	Duty	Often	Occasionally	Rarely	Never
21.	Help employer make income tax report	4	3	2	30
22.	Prepare trip itineraries	7	7	6	17
23.	Type transcripts from a voice recording machine	2	10	5	19
24.	Type and index minutes of meetings	12	8	6	12
25.	Type copy for publication	7	14	6	12
26.	Prepare payrolls and budgets	11	4	1	21
27.	Prepare for monthly board meetings	7	3	6	22
28.	Prepare employer's brief case for trips	2	4	4	26
29.	Do personal shopping for the employer	1	5	8	24
30.	Mark articles to be clipped	2	9	8	18
31.	Act as office manager	14	4	3	15
32.	Attend meetings	8	9	7	13
33.	Supervise clerical and stenographic employees	13	8	3	14
34.	Compose written communication from long hand notations	21	13	1	3
35.	Make appointments	21	8	3	6
36.	Make long distance calls	21	6	4	6
37.	Answer the telephone and route callers	28	6	4	2
38.	Place general outgoing calls	20	9	4	4
39.	Assist with the preparation of written reports of a general, financial, governmental or research nature	22	7	1	9
40.	Maintain personal files for the employer	11	9	3	12
41.	Make hotel reservations	9	12	6	9

TABLE VIII (continued)

Number	Duty	Often	Occasionally	Rarely	Never
42.	Compose written communications from oral instructions	24	6	1	3
43.	See customers and generally meet the public	27	5	4	2
44.	Maintain a follow-up or "Tickler" file	18	6	6	6
45.	Compose written communications	27	5	0	3
46.	Maintain card files	19	9	2	5
47.	Gather information for reports	12	12	7	7
48.	Do personal banking for the employer	3	7	7	22
49.	Make transportation reservations	4	13	4	13
50.	Act as an intermediary for the employer in the organization	10	14	6	10
51.	Organize and type a report from rough draft	21	9	3	2
52.	Type from employer's longhand notes	19	8	3	2
53.	Receive mental patients	1	0	0	0
54.	Maintain bookkeeping system	1	0	0	0
55.	Maintain company stock records	1	0	0	0
56.	Keep books of trust estate	1	0	0	0
57.	Prepare estate accounts	1	0	0	0
58.	Write up sales for invoices	1	0	0	0
59.	Open mail and act on it	2	0	0	0
60.	Prepare summaries	1	0	0	0
61.	Edit material for publication	1	0	0	0

TABLE VIII (continued)

Number	Duty	Often	Occasionally	Rarely	Never
62.	Make auto and furniture Loans	1	0	0	0
63.	Keep time sheets	1	0	0	0
64.	Interview applicants for employment	1	0	0	0

Some of the duties were checked by the graduates as never having been performed. Of this list, 30 or 68 per cent of the 64 graduates reported they never help their employer make out the income tax report. Twenty-eight or 63 per cent of the graduates said they never keep their employer's checkbook. Twenty-six or 59 per cent of the graduates said they never prepare their employer's brief case for trips, do personal shopping for their employer, or keep personal financial records for their employer.

The duties marked often and occasionally were considered the important duties. They should be taught thoroughly. The frequency ranking of the duties performed often by the graduates is shown in Table IX on pages 35 - 37. An explanation about reading the table is given at the end of the table.

There were 64 duties mentioned by the graduates as being performed often. The duty that ranks highest according to frequency of performance was "take dictation and transcribe." Thirty or 68

per cent of the graduates said they perform this duty. The second highest ranking duty performed by 28 or 68 per cent of the graduates was "answer the telephone and route callers."

Twenty-seven or 62 per cent of the graduates said they often file office papers, see customers and generally meet the public, and compose written communications.

TABLE IX
FREQUENCY RANKING OF THE DUTIES
PERFORMED "OFTEN" BY THE GRADUATES

Rank	Number	Duty Number	Duty
1.	30	10	Take dictation and transcribe
2.	28	37	Answer the telephone and route callers
3.	27	1	File office papers
4.	27	43	See customers and generally meet the public
5.	27	45	Compose written communications
6.	24	42	Compose written communications from oral instruction
7.	22	39	Assist with the preparation of written reports of a general, financial, governmental or research nature
8.	21	4	Keep a record of appointments
9.	21	34	Compose written communication from long-hand notations
10.	21	35	Make appointments
11.	21	36	Make long distance calls
12.	21	51	Organize and type a report from rough draft
13.	20	15	Requisition supplies
14.	20	38	Place general outgoing calls
15.	19	46	Maintain card files
16.	19	52	Copies from employer's long-hand notes
17.	18	44	Maintain a follow-up or "tickler" file
18.	17	8	Keep confidential personnel records
19.	14	31	Act as office manager

TABLE IX (continued)

Rank	Number	Duty Number	Duty
20.	13	33	Supervise clerical and stenographic employees
21.	12	3	Keep office or company financial records
22.	12	7	Keep personal records
23.	12	11	Take notes at meetings
24.	12	24	Type and index minutes of meetings
25.	12	47	Gather information for reports
26.	11	9	Keep expense records of employer's travel
27.	11	26	Prepare payrolls and budgets
28.	11	40	Maintain personal files for the employer
29.	10	50	Act as an intermediary for the employer in the organisation
30.	9	41	Make hotel reservations
31.	8	32	Attend meetings
32.	7	5	Keep a clipping file or scrapbook for employer
33.	7	12	Take dictation directly at the typewriter
34.	7	22	Prepare trip itineraries
35.	7	25	Type copy for publication
36.	7	27	Prepare for monthly board meetings
37.	5	2	Keep personal financial records for employer
38.	5	13	Take speeches as dictated
39.	5	14	Plot graphs
40.	5	18	Act as librarian for the office library
41.	4	19	Make digest of articles, letters, or books for employer
42.	4	20	Help plan and organize all office social affairs
43.	4	21	Help employer make income tax report
44.	4	49	Make transportation reservations
45.	4	6	Keep employer's checkbook
46.	3	48	Do personal banking for the employer
47.	2	16	Help entertain visiting customers and branch representatives
48.	2	17	Gather material for speeches
49.	2	23	Type transcripts from a voice recording machine
50.	2	28	Prepare employer's brief case for trips
51.	2	30	Mark articles to be clipped
52.	1	29	Do personal shopping for the employer
53.	1	53	Receive mental patients
54.	1	54	Maintain bookkeeping system
55.	1	55	Maintain company stock records
56.	1	56	Keep books of trust estates

TABLE IX (continued)

Rank	Number	Duty Number	Duty
57.	1	57	Prepare estate accounts
58.	1	58	Write up sales for invoices
59.	1	59	Prepare summaries
60.	1	60	Open mail and act on it
61.	1	61	Edit material for publication
62.	1	62	Make Auto and Furniture loans
63.	1	63	Keep time sheets
64.	1	64	Interview for employment

The table should read as follows: "Take dictation and transcribe," duty No. 10 on the questionnaire, was checked 30 times out of a possible 44; therefore, it was entitled to first rank. The next duty, "Answer the telephone and route callers" was duty No. 37 on the questionnaire. It was checked 28 times out of a possible 44; therefore, it was entitled to second rank, and so on.

The other group of duties that seem to be of importance were the duties that were performed occasionally. These duties were set up in Table X, pages 38 - 39. The duties were listed according to frequency ranking.

"Type copy for publication" was performed by 14 or 32 per cent of the graduates; therefore, it ranked first. Thirteen or 27 per cent of the graduates said they compose written communication from long-hand notations and make transportation reservations.

The third high ranking duties performed occasionally by 12 or 28 per cent of the graduates were: take speeches as dictated, make hotel reservations, and gather information for reports.

TABLE X
 FREQUENCY RANKING OF THE DUTIES
 PERFORMED "OCCASIONALLY" BY THE GRADUATES

Rank	Number	Duty Number	Duty
1.	14	25	Type copy for publication
2.	14	50	Act as an intermediary for the employer in the organization
3.	13	34	Compose written communication from long-hand notations
4.	13	49	Make transportation reservations
5.	12	13	Take speeches as dictated
6.	12	41	Make hotel reservations
7.	12	47	Gather information for reports
8.	11	12	Take dictation directly at the typewriter
9.	10	11	Take notes at meetings
10.	10	15	Requisition supplies
11.	10	23	Type transcripts from a voice recording machine
12.	9	16	Help entertain visiting customers and branch representatives
13.	9	30	Mark articles to be clipped
14.	9	38	Place general outgoing calls
15.	9	40	Maintain personal files for the employer
16.	9	46	Maintain card files
17.	9	51	Organize and type a report from rough draft
18.	8	32	Attend meetings
19.	8	3	Keep office or company financial records
20.	8	9	Keep expense records of employer's travel
21.	8	20	Help plan and organize all office social affairs
22.	8	24	Type and index minutes of meetings
23.	8	33	Supervise clerical and stenographic employees
24.	8	35	Make appointments
25.	8	52	Copies from employer's long-hand notes
26.	7	7	Keep personal records
27.	7	17	Gather material for speeches
28.	7	19	Make digest of articles, letters, or books for employer
29.	7	22	Prepare trip itineraries
30.	7	39	Assist with the preparation of written reports of a general, financial, governmental or research nature.

TABLE X (continued)

Rank	Number	Duty Number	Duty
31.	7	48	Do personnel banking for the employer
32.	6	1	File office papers
33.	6	4	Keep a record of appointments
34.	6	18	Act as librarian for the office library
35.	6	36	Make long distance calls
36.	6	37	Answer the telephone and route callers
37.	6	42	Compose written communications from oral instructions
38.	6	44	Maintain a follow-up or "tickler" file
39.	5	5	Keep a clipping file or scrapbook for employer
40.	5	6	Keep employer's checkbook
41.	5	10	Take dictation and transcribe
42.	5	14	Plot graphs
43.	5	29	Do personal shopping for the employer
44.	5	43	See customers and generally meet the public
45.	5	45	Compose written communications
46.	4	2	Keep personal financial records for employer
47.	4	8	Keep confidential personnel records
48.	4	26	Prepare payrolls and budgets
49.	4	28	Prepare employer's brief case for trips
50.	4	31	Act as office manager
51.	3	21	Help employer make income tax report
52.	3	27	Prepare for monthly board meetings

The table should read as follows: "Type copy for publication," duty No. 25 on the questionnaire, was checked 14 times out of a possible 44; therefore, it was entitled to first rank, and so for each duty performed occasionally by the graduates read in like manner.

A similar study of duties performed by secretaries was carried on by Charters and Whitley in 1924. Charters and Whitley thought their duty analysis would be useful to secretaries, employers, and business teachers. According to Charters and Whitley, the following uses were for employers:

1. A study of the list of duties will indicate what is expected of secretaries and will assist in securing a wide variety of useful service as suits their individual needs.
2. The employer may check, for his secretary, the duties he wishes her to perform.
3. If an employer wishes to reorganize his office by re-assignment of secretarial and stenographic duties, he may use the duty list as a working basis drawing off duties and classifying them into groups adapted to the mechanical arrangement of the office, the varying degree of training and intelligence of the secretaries.
4. The employer can make job specifications.¹

Charters and Whitley thought a list of duties may be used by secretaries in the following ways:

1. Secretaries in training may study all the duties to advantages.
2. Before secretaries are familiar with the wishes of their employers, they may ask him to indicate on the list of duties the duties he desires them to perform.²

In the same manner, a duty analysis can be of value to business teachers. A duty analysis may be used:

1. To provide tryout and exploratory opportunities.
2. To serve as a means of guidance.
3. To develop attitudes of appreciation, habits, and knowledge

¹Charters and Whitley, Op. Cit., p. 12.

²Ibid., p. 13

4. To acquaint the students with the social-economic services showing the meaning and make-up of business and its function in life and education.
5. To encourage students to develop interest in their work.³

Charters and Whitley also made an analysis of traits. The graduates in this study were not asked about specific trait abilities. It is assumed that a list of traits can be derived from a study of the duties performed. For example, the duty "take dictation and transcribe" was performed often by 30 or 68 per cent of the graduates. In order to perform this duty, it is evident that the secretary must be accurate, intelligent, and proficient in shorthand and transcription.

A list of traits may also be used by the employer, secretary, and teacher. Charters and Whitley said the employer may:

1. Use the list of traits as a check list to indicate the traits he values most highly.
2. Use trait actions as a basis for correction of any defects.
3. Use trait lists in interviewing applicants.⁴

The secretary may use a trait list as a basis for self-analysis and when making out a program for improvement of their weakest traits.⁵

Next, the business teacher may also use the trait list in two ways:

³Ibid.

⁴Ibid.

⁵Ibid.

1. The trait list may be used as a standard of performance to be demanded of the students.
2. The trait list may be used to lead the students to see their weak traits and to help students strengthen those traits.⁶

⁶Ibid.

CHAPTER VI

CURRICULUM EVALUATION

As an integral part of a program of curriculum development, there should be a plan of research involving the appraisal of procedures, materials, and practices in use at the present time. This plan was carried out in the previous chapters.

The primary purpose of this chapter was to evaluate the curriculum of the Division of Business and Business Education, Kansas State Teachers College of Emporia, and to determine if the courses taken by the graduates gave them the development that was most helpful in meeting life's situations.

This information was obtained by listing all the courses offered by the Division of Business and Business Education. The graduates were asked to think of the courses they had taken at the Kansas State Teachers College of Emporia and to check whether the courses taken were valuable, of some value, or of no value to them in their present positions.

A column entitled "did not take courses" was given. If the graduates did not take the courses, they were asked to check in this column. Finally, the graduates were asked to reconsider the courses listed and to check those courses they would take if they had to plan their schedules once again. The response to this question was tabulated in Table XI, pages 44 - 48.

TABLE XI

GRADUATES' EVALUATION OF THE COURSES OFFERED
DIVISION OF BUSINESS AND BUSINESS EDUCATION

Course Title	Valuable	Some Value	No Value	Did not take course	If I had	
					to plan again I	would take
1. Principles of Economics	15	17	7	5	7	7
2. International Economics	3	1	6	34	6	6
3. Economic History of the United States	4	2	5	33	6	6
4. Business Organization	12	22	1	9	11	11
5. Personal Finance	8	8	3	25	7	4
6. Introduction to Business Finance	6	3	4	31	7	7
7. The Mathematics of Finance	3	2	5	34	4	4
8. Corporation Finance	1	3	7	33	3	3
9. Financial Statement Analysis	4	1	3	36	7	7
10. Seminar in Finance	1	2	5	36	2	2
11. Business Calculations	11	9	2	22	9	9
12. Accounting I	36	4	2	2	7	7
13. Accounting II	38	3	2	1	5	5
14. Cost Accounting	9	4	5	26	11	11
15. Advanced Cost Accounting	1	2	5	36	3	3
16. Intermediate Accounting	10	2	5	27	8	8
17. IBM Punch Card Accounting	1	1	7	35	4	4
18. Governmental Accounting	0	3	6	35	6	6
19. Advanced Accounting	8	6	3	27	1	1
20. C.P.A. Review	1	0	7	36	3	3
21. Practicum in Bookkeeping and Accounting	2	6	3	33	3	3
22. Auditing	4	4	2	34	7	7

TABLE XI (Continued)

Course Title	Value	No. Value	Did not take course	If I had to plan again I would take
23. Income Tax for the Individual	8	2	6	21
24. Federal Tax	3	2	4	6
25. Business Partnership	9	9	3	2
26. Business Correspondence	36	4	0	10
27. Business Practices	16	3	3	10
28. Office Management and Supervision	13	1	0	17
29. Personnel Management	5	4	11	19
30. Office Practice and Procedure	32	2	0	12
31. Methods of Individual Training and Job Analysis Education	1	1	6	8
32. Instruction in Clerical Practices and Techniques	5	1	6	15
33. Introduction to Salesmanship	8	5	6	8
34. Insurance	7	8	6	10
35. Money and Banking	4	14	8	11
36. Marketing	5	18	6	2
37. Small Business Management	2	2	3	6
38. Non-textile Merchandise Analysis	2	1	5	1
39. Textile Merchandise Analysis	2	1	5	2
40. Visual Merchandising	0	2	5	2
41. Applied Retailing	2	0	7	1
42. Industrial Production and Management	2	3	4	3
43. Human Relations in Business Management	4	3	2	15
44. Sales Management	2	0	5	1
45. Principles of Advertising	4	5	5	10
46. Marketing Analysis	1	2	4	2
47. Seminar in Management	1	3	2	1

TABLE XI (Continued)

Course Title	Valuable	Some Value	No Value	Did not take course	If I had to plan again I would take
48. Seminar in Human Relationships	3	1	4	36	4
49. Human Relations and Supervisory Training	2	3	3	36	9
50. Contemporary Unionism	1	1	8	34	4
51. Parliamentary Procedure	3	2	3	36	9
52. Intermediate Typewriting	23	1	0	20	6
53. Advanced Typewriting	34	1	1	8	11
54. Elementary Typewriting	19	0	2	23	5
55. Improvement of Instruction in Typewriting	1	1	8	34	8
56. Practicum in Typewriting	5	1	9	29	6
57. Filing and Office Routines	23	4	0	17	12
58. Duplicating Machines	13	4	2	25	15
59. Transcribing Machines	9	3	4	28	16
60. Calculating and Posting Machines	11	4	3	26	12
61. Compositor Operation	6	1	12	25	9
62. Key Punch and Sorting Machine Operation	3	1	6	34	11
63. Elementary Stenography	26	0	1	17	8
64. Intermediate Stenography	31	0	2	11	9
65. Dictation and Transcription	24	3	0	17	12
66. Secretarial Training	31	1	0	12	12
67. Practicum in Stenography	4	0	6	34	11
68. Improvement of Instruction in Shorthand and Transcription	3	0	8	33	12
69. Field Study and Conference I, II, III, IV, V, VI	3	1	8	32	1

TABLE XI (Continued)

Course Title	Valuable	Some Value	No Value	Did not take course	If I had to plan again I would take
70. Business Law I	23	16	3	2	8
71. Business Law II	20	15	2	7	9
72. Current Business Problems	6	3	7	28	7
73. Investment Analysis	4	2	7	31	6
74. Administration of Business Associations	0	1	8	35	3
75. Business Statistics	5	3	6	30	5
76. Business Cycles and Forecasting	3	1	8	32	7
77. Controllorship	1	0	6	37	2
78. Social Control of Business	0	1	6	37	2
79. Business Case Studies	0	3	5	36	2
80. Thesis in Business Administration	1	1	6	36	1
81. Seminar in Distribution	1	0	6	37	0
82. Improvement of Instruction in Distribution Education	1	0	6	37	0
83. Organization and Administration of Distribution Education	1	0	6	37	0
84. Methods and Materials in Distributive Education	1	0	6	37	0
85. Principles and Philosophy of Vocational Education	2	2	4	36	2
86. Principles of Business Education	5	6	6	27	5
87. Co-ordination Skills and Techniques in Business Education	0	1	8	35	4
88. Adult Education and Conference Leading	0	0	8	36	3

TABLE XI (Continued)

Course Title	Valuable	Some Value	No Value	Did not take course	If I had to plan again I would take
89. Co-ordination Problems in Business Education	0	1	7	36	1
90. The Administrator and School Custodial Services	0	0	7	37	0
91. Workshop in Business Education	0	1	6	37	3
92. Trends and Issues in the Administration and Supervision of Business Education	0	0	5	39	2
93. Seminar in Business Teaching Problems	0	0	7	37	2
94. Accounting Systems for Public Schools	1	0	6	37	2
95. The Business Curriculum	1	0	7	36	3
96. Research in Business Education	1	2	6	35	1
97. Field Study	1	0	6	37	0
98. Methods of Research	4	0	5	35	1
99. Thesis in Business Education	1	0	6	37	0

The majority of the courses listed were mentioned as "not taken" by the graduates. It is evident that the curriculum of the Division of Business and Business Education has changed considerably since 1918. In fact, some graduates said they wished many of the courses offered now had been offered when they were students.

One graduate thought the questionnaire should have been sent to more recent graduates; for example, 1957 or 1958 graduates, because he felt it was impossible to indicate one's interest in a course without knowing something about the course. Also, he expressed his opinion about the courses offered by saying there was too much overlapping.

Yet, another graduate said he was greatly impressed by the curriculum now offered by the Division of Business and Business Education. He said the curriculum had improved since he was a student.

Trends and Issues in the Administration and Supervision of Business Education was a course that was not taken by 39 or 89 per cent of the graduates. Thirty-eight or 86 per cent of the graduates did not take Seminar in Management. Thirty-seven or 84 per cent of the graduates said they did not take the following courses: Small Business Management, Visual Merchandising, Sales Management, Marketing Analysis, Controllership, Social Control of Business, Seminar in Distribution, Improvement of Instruction in Distribution Education, Organization and Administration of Distribution Education, Methods

and Materials in Distribution Education, The Administrator and School Custodial Services, Workshop in Business Education, Seminar in Business Teaching Problems, Accounting Systems for Public Schools, Field Study, and Thesis in Business Education. It seems unnecessary to mention other courses not taken because it is obvious from those courses already mentioned that many new courses have been added since 1918. Furthermore, the courses not taken were not primarily designed for secretaries.

The column entitled "If I had to plan again I would take" was not used by the majority of the graduates. There were 21 or 48 per cent of the 44 graduates who mentioned Income Tax for the Individual as a course they would take if they had to plan their schedule again.

One graduate, who has a Masters degree from a well-known university, had a different opinion of the course Income Tax for the Individual. He said, "It seems to me that any citizen with a little application can assimilate the materials which would be included in Income Tax for the Individual. He was astonished by the number of skill courses which were available in contrast to those of a background nature.

Also, this graduate said that even though the secretarial students should have a knowledge of filing and office routine, duplicating machines, transcribing machines, calculating and posting machines, comptometers, electronic recording and sorting machines, two courses should cover the materials adequately and give the students a

working knowledge of the routines and machines. He suggested that greater emphasis be placed on business economics; that is, the business community and its relation to the rest of the world and its response to day-to-day happenings.

Another course, Personnel Management was mentioned by 19 or 43 per cent of the graduates as a course they would take if they had to plan their schedule again.

Seventeen or 39 per cent of the graduates mentioned Office Management and Supervision as a course they would take if they had to plan their schedules again; 15 or 34 per cent of the graduates said they would take Instruction in Clerical Practice and Techniques, Human Relations in Business Management, and Duplicating Machines.

The column marked valuable was taken from Table XI and the courses were listed in Table XII pages 52 - 54. The graduates had already taken these courses, and they were considered valuable to them in their positions. The courses were ranked in order of frequency.

There were two more columns given in Table XI entitled "Some Value" and "No Value." Of the courses taken by the 44 graduates, 22 or 50 per cent said Business Organization was of some value to them in their present positions. Eighteen graduates or 40.9 per cent said Marketing was of some value. Principles of Economics was mentioned by 17 individuals or 38.6 per cent of the 44 graduates as being of some value to them.

The column entitled "No Value" was not used by many graduates. The highest mention in this column was 12 individuals or 27.3 per cent

of the 44 graduates. They said Comptometer Operation was of no value to them in their present positions. Eleven graduates or 25 per cent said Personnel Management was of no value to them.

TABLE XII
FREQUENCY RANK OF THE COURSES
CONSIDERED "MOST VALUABLE" BY 44 GRADUATES

Rank	Number taking course	Per Cent	Course Title
1.	38	86.4	Accounting II
2.	36	81.8	Accounting I
3.	36	81.8	Business Correspondence
4.	34	77.3	Advanced Typewriting
5.	32	72.7	Office Practice and Procedure
6.	31	70.5	Intermediate Stenography
7.	31	70.5	Secretarial Training
8.	26	59.1	Elementary Stenography
9.	24	54.6	Dictation and Transcription
10.	23	52.3	Intermediate Typewriting
11.	23	52.3	Filing and Office Routine
12.	23	52.3	Business Law I
13.	20	45.5	Business Law II
14.	19	43.2	Elementary Typewriting
15.	16	36.4	Business Practice
16.	15	34.1	Principles of Economics
17.	13	29.6	Office Management and Supervision
18.	13	29.6	Duplicating Machines
19.	12	27.3	Business Organization
20.	11	25.0	Business Calculations
21.	11	25.0	Calculating and Posting Machines
22.	10	22.7	Intermediate Accounting
23.	9	20.5	Cost Accounting
24.	9	20.5	Business Penmanship
25.	9	20.5	Transcribing Machines
26.	8	18.2	Personal Finance
27.	8	18.2	Advanced Accounting
28.	8	18.2	Income Tax for the Individual
29.	8	18.2	Introduction to Salesmanship

TABLE XII (Continued)

Rank	Number taking Course	Per Cent	Course Title
30.	7	15.9	Insurance
31.	6	13.6	Introduction to Business Finance
32.	6	13.6	Comptometer Operation
33.	6	13.6	Current Business Problems
34.	5	11.4	Personnel Management
35.	5	11.4	Instruction in Clerical Practice and Techniques
36.	5	11.4	Marketing
37.	5	11.4	Practicum in Typewriting
38.	5	11.4	Business Statistics
39.	5	11.4	Principles of Business Education
40.	4	09.9	Methods of Research
41.	4	09.9	Investment Analysis
42.	4	09.9	Practicum in Stenography
43.	4	09.9	Principles of Advertising
44.	4	09.9	Human Relations in Business Management
45.	4	09.9	Money and Banking
46.	4	09.9	Auditing
47.	4	09.9	Financial Statement Analysis
48.	4	09.9	Economic History of United States
49.	3	06.8	International Economics
50.	3	06.8	The Mathematics of Finance
51.	3	06.8	Federal Tax
52.	3	06.8	Seminar in Human Relationships
53.	3	06.8	Parliamentary Procedure
54.	3	06.8	Key Punch and Sorting Machine Operation
55.	3	06.8	Improvement of Instruction in Shorthand and Transcription
56.	3	06.8	Field Study and Conferences I, II, III, IV, V, VI
57.	3	06.8	Business Cycles and Forecasting
58.	2	04.6	Practicum in Bookkeeping and Account- ing
59.	2	04.6	Small Business Management
60.	2	04.6	Non textile Merchandise Analysis
61.	2	04.6	Textile Merchandise Analysis
62.	2	04.6	Applied Retailing
63.	2	04.6	Industrial Production and Management
64.	2	04.6	Sales Management

TABLE XII (Continued)

Rank	Number taking course	Per Cent	Course Title
65.	2	04.6	Human Relations and Supervisory Training
66.	2	04.6	Principles and Philosophy of Vocational Education
67.	1	02.3	Thesis in Business Education
68.	1	02.3	Field Study
69.	1	02.3	Research in Business Education
70.	1	02.3	The Business Curriculum
71.	1	02.3	Accounting Systems for Public Schools
72.	1	02.3	Methods and Materials in Distributive Education
73.	1	02.3	Organization and Administration of Distribution Education
74.	1	02.3	Improvement of Instruction in Distribution Education
75.	1	02.3	Seminar in Distribution
76.	1	02.3	Thesis in Business Administration
77.	1	02.3	Controllership
78.	1	02.3	Improvement of Instruction in Typewriting

Table XII should read as follows: there were 44 graduates whose replies could be used in this study. Therefore, 44 replies would equal 100 per cent; but, in tabulating the responses to the question, "What courses were most valuable?", there was no 100 per cent reply. Thirty-eight of the graduates or 86.4 per cent considered accounting II as the most valuable course; therefore, it ranks first. Accounting I and Business Correspondence ranked the same or second. Thirty-six individuals or 81.8 per cent of the graduates said these courses were most valuable. Advanced Typewriting was considered most valuable by 77.3 per cent or 34 of the 44 graduates. Therefore, it ranked fourth. Office Practice and Procedure ranked fifth with 72.7 per cent or 32 of the graduates mentioning this course as most valuable.

Although there were other courses mentioned as most valuable by the graduates, the above named courses, in particular, seem to be worthy of mention here.

CHAPTER VII

SUGGESTIONS SUBMITTED

This chapter adheres strictly to the suggestions given by the graduates. Out of 44 graduates whose replies to the questionnaire were usable 15 failed to give any suggestions or opinions. It was assumed they did not feel qualified to make suggestions because they had been away from school too long or else had none to offer.

Since the graduates are the individuals in the office and other occupations, it was felt that their opinions or suggestions would be of great value in evaluating the curriculum which was one of the primary objectives of this study.

Each of the following suggestions were given by 29 graduates:

1. The students should be taught to think; that is, to learn to find material, to organize it, to analyze it, to reach logical conclusions, to verbalize the problem and findings, and finally to use them.
2. There should be more emphasis on business economics; that is, the business community and its relation to the rest of the world and its response to day-to-day happenings.
3. The secretarial students should not take shorthand courses until their junior or senior year so that they will not forget the shorthand before they go out on a job.
4. A great deal more emphasis needs to be placed upon the necessity for acquiring facility in the use of the English language.
5. There should be more emphasis on mathematics.
6. There should be courses offered which would enable one to make flow charts and programs for the 705 IBM Electronic Brain.

7. There should be more courses offered that are of a practical nature.
8. There should be more emphasis on interpersonal relationships in all areas.
9. The students should be taught that when they are out on a job, they will be on their own and will have to discover their own way of dealing with problems according to their own particular situation.
10. There should be more courses in Consumer Economics offered.
11. The teachers should be stricter about accepting work with poor spelling and grammar.
12. The students should be given good, sound advice on how to choose a graduate school.
13. The students should be taught that the most valuable asset a young person can have is a pleasing, cooperative, honest disposition.
14. The students should be taught that most technical skills can be learned on the job but Christian principles of helping fellow employees, loyalty to the employer or company, fairness and honesty to all, make the difference between the person who is promoted to places of responsibility and the person who is relegated to the menial chores no one else wants.
15. There should be good, sound advice in helping students choose a schedule of courses that will be most beneficial to them in later life.
16. There should be more courses offered that will give the future secretaries practical experience in public relations.
17. There should be more on-the-job training.
18. There should be more emphasis on office conditions, particularly different personalities, with which people will come in contact.

CHAPTER VIII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter provides a brief summary of the findings of this study and a statement of conclusions and recommendations.

I. SUMMARY

1. In this study, there were 56 cards received from graduates who classified their jobs as office positions. A questionnaire was mailed to them. Fifty-one graduates or 89 per cent of the 56 graduates returned their questionnaires. Seven of the fifty-one questionnaires were unusable because the graduates were employed in other occupations. Therefore, this study was based upon 44 replies.
2. The 56 graduates of the Division of Business and Business Education were living in 15 states, Washington, D. C. and Hawaii.
3. Of the 44 graduates engaged in office employment, only 3 have Master's degrees. One of the 3 graduates has 27 hours beyond a Master's degree. Thirty-three graduates or 75 per cent of the respondents have no graduate work on record.
4. Fifty per cent of the 44 graduates secured their jobs through personal applications.

5. The manual typewriter was used by 32 individuals or 72 per cent of the graduates.
6. The Dictaphone was the most popular voicewriting machine. It was used by 12 graduates or 27.3 per cent.
7. Of the four most widely used filing systems, the alphabetic filing system was used by 33 graduates or 75 per cent of the 44 graduates.
8. Fifty-two duties were mentioned as being performed by the graduates. The two duties that ranked highest as being performed "Often" by the graduates were: take dictation and transcribe, answer the telephone and route callers.
9. Accounting II, Accounting I, Business Correspondence, Advanced Typewriting, Office Practice and Procedure, Intermediate Stenography, and Secretarial Training were the courses with the highest frequency rank and considered "Most Valuable" by the graduates.
10. Principles of Economics was the course that ranked highest of the courses mentioned of "No Value."
11. Many of the courses were not taken by 84 to 89 per cent of the graduates.

12. Applied Psychology, Human Relations in Business, training programs of part-time work experience while attending school, and a practical course in Business English were mentioned as courses that would help improve the curriculum.

II. CONCLUSIONS

The following conclusions were drawn from the data obtained in this study:

1. A degree is priceless for anyone who chooses a professional career whether it be in the teaching field or secretarial field.
2. The first requirement for a successful business career is an active intellect.
3. A list of jobs held by former graduates and a study of the duties performed could have some guidance value.
4. It is concluded that the program established by the faculty of the Division of Business and Business Education, Kansas State Teachers College of Emporia, met with the approval of the majority of the graduates.

III. RECOMMENDATIONS

It is recommended that--

1. Teachers guide the students into a suitable career by giving the students an idea of what they will have to cope with in various positions.

2. A formal course in business English should be provided.
3. All secretarial students who plan to make the secretarial field a career should be encouraged to take the Certified Professional Secretary examination.
4. There should be more counselling; that is, students need advice on how to choose a graduate school and about the courses they should take.
5. A study of different forms used by various businesses should be included in the Business Correspondence course.
6. All secretarial students should be required to take more mathematics.
7. If stenograph machines can be secured, a course in machine shorthand should be offered.
8. There should be more emphasis on the importance of good human relations.

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APPENDIX A

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

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

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.

Sincerely yours,

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

Course Title	Valuable	Some Value	No Value	Did not take course	If I had to plan again I would take
Advanced Cost Accounting					
Intermediate Accounting					
IBM Punch Card Accounting					
Governmental Accounting					
Advanced Accounting					
C.P.A. Review					
Practicum in Bookkeeping and Accounting					
Auditing					
Income Tax for the Individual					
Federal Tax					
Business Penmanship					
Business Correspondence					
Business Practice					
Office Management and Supervision					
Persomel Management					
Office Practice and Procedure					
Methods of Individual Training and Job Analysis Education					
Instruction in Clerical Practice and Techniques					
Introduction to Salesmanship					
Insurance					
Money and Banking					
Marketing					
Small Business Management					
Nontextile Merchandise Analysis					
Textile Merchandise Analysis					
Visual Merchandising					
Applied 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					
Intermediate Typewriting					
Advanced Typewriting					
Elementary Typewriting					
Improvement of Instruction in Typewriting					
Practicum in Typewriting					
Filing and Office Routine					
Duplicating Machines					

Course Title	Valuable	Some Value	No Value	Did not take course	If I had to plan again I would take
Transcribing 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					
Field Study and Conferences I, II, III, IV, V, VI					
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					
Business Case Studies					
Thesis in Business Administration					
Seminar in Distribution					
Improvement of Instruction in Distribution Education					
Organization and Administration of Distribution 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					
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					

Course Title	Valuable	Some Value	No Value	Did not take course	If I had to plan again I would take
The Business Curriculum					
Research in Business Education					
Field Study					
Methods of Research					
Thesis in Business Education					
(List any other courses that you may have had and that are not mentioned above. Check in the appropriate columns your opinions.)					

6. Do you have a Certified Professional Secretary rating? Yes No
7. If you do, when did you receive this rating and where? _____
-
8. What courses helped you most in preparing for the CPS examination? (Use the course numbers above.)
9. What are the factors and/or conditions of the CPS examination? In other words, what were the qualifications you had to meet?
10. Please check in what type of business you are employed.
- Insurance Doctor Other (Please specify)
 Lawyer Manufacturing Co. _____
-
11. Please check how you obtained your present position.
- Personal Application Relative
 Want Ad in Newspaper Friend
 Letter of Inquiry State Employment Office
 Placement Bureau of the College Other (Please specify)
 Employer approached you _____
-
12. Please check the following office machines and equipment that you are now using.
- Typewriter (Manual) Ditto Duplicator (Spirit)
 Typewriter (Electric) Azograph Duplicator (Spirit)
 Dictaphone Rex-O-Graph
 Voicewriter Mimeograph
 Audograph Gelatin Duplicator
 Sound Scriber Multilith
 Wire Recorder Ozalid
 Comptometer Thermofax
 10-key adding machine Speed-O-Print
 Full-bank adding machine IBM Punch Card Machine
 Calculator Other (Please list)

3. What kind of filing system does your office use?

Alphabetical Geographical
 Numerical Dewey Decimal

4. Please check the following duties according to frequency of performance.

Duties	Often	Occasionally	Rarely	Never
Filing				
Keep personal financial records for employer				
Keep office or company financial records				
Keep a record of appointments				
Keep a clipping file or scrapbook for employer				
Keep employer's checkbook				
Keep personal records				
Keep confidential personnel records				
Keep expense records of employer's travel				
Take dictation and transcribe				
Take notes at meetings				
Take dictation directly at the typewriter				
Take speeches as dictated				
Plot graphs				
Requisition supplies				
Help entertain visiting customers and branch representatives				
Gather material for speeches				
Act as librarian for the office library				
Make digest of articles, letters, or books for employer				
Help plan and organize all office social affairs				
Help employer make income tax report				
Prepare trip itineraries				
Type transcripts from a voice recording machine				
Type and index minutes of meetings				
Type copy for publication				
Prepare payrolls and budgets				
Prepare for monthly board meetings				
Prepare employer's brief case for trips				
Do personal shopping for the employer				
Mark articles to be clipped				
Act as office manager				
Attend meetings				
Supervise clerical and stenographic employees				
Compose written communication from long hand notations				
Make appointments				
Make long distance calls				
Answer the telephone and route callers				
Place general outgoing calls				
Assist with the preparation of written reports of a general, financial, governmental or research nature				

Duties	Often	Occasionally	Rarely	Never
Maintain personal files for the employer				
Make hotel reservations				
Compose written communications from oral instructions				
See customers and generally meet the public				
Maintain a follow-up or "tickler" file				
Compose written communications				
Maintain card files				
Gather information for reports				
Do personal banking for the employer				
Make transportation reservations				
Act as an intermediary for the employer in the organization				
Organize and type a report from rough draft				
Copies from employer's long hand notes				
(List other important duties not mentioned above)				

15. In order to determine the range and variation of the present day salaries, will you check your present salary to the nearest thousand. Your name will not be mentioned and this will be kept strictly CONFIDENTIAL.

\$1200 - \$1700 _____	\$3600 - \$4100 _____	\$6000 - \$6500 _____
\$1800 - \$2300 _____	\$4200 - \$4700 _____	\$7000 - \$7500 _____
\$2400 - \$2900 _____	\$4800 - \$5300 _____	\$8000 - \$8500 _____
\$3000 - \$3500 _____	\$5400 - \$5900 _____	\$9000 - \$9500 _____
		\$10000 - \$10500 _____
		\$11000 - Above _____

16. Please list any suggestions you feel would help to improve the curriculum at Kansas State Teachers College of Emporia. (Courses, units of work, methods of teaching, areas of study, equipment, programs of offerings, or any other you might think of)

17. Do you desire a summary of the findings of this study? _____ Yes _____ No

KANSAS STATE TEACHERS COLLEGE
EMPORIA, KANSAS

We are pleased to know that you have taken an interest in the study to improve the office education curriculum at Kansas State Teachers College of Emporia.

The opinions and suggestions of graduates should aid us immensely in evaluating the present curriculum.

Will you please fill out the enclosed questionnaire and return it to us immediately. If you'll just check "yes" on question 17, you will receive a summary of our findings.

Thank you for your co-operation.

Sincerely yours,

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

ECM/vv
Enclosure

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

Enclosures: 2

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OF THE
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81

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