

**AN INQUIRY INTO THE OBJECTIVES AND PURPOSE OF THE
BUSINESS ADMINISTRATION DEPARTMENT AT THE
COLLEGE OF EMPORIA**

A Thesis

Presented to

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Business Education and the Graduate
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by

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CHAPTER I

INTRODUCTION

The liberal arts, church-related, College of Emporia is offering business administration courses leading to the Bachelor of Science degree in Business Administration. To date no study has been made of course offerings related to the Business Administration Department in this institution.

Studies of other colleges made in recent years concerning such departments have revealed striking differences in curricula, method, purpose, and need of such departments. It therefore appeared reasonable to make a study of the Business Administration Department at the College of Emporia in search of information which might lead to changes in the Department to make it more productive if these changes were deemed necessary and suggestions to that end were acceptable.

There is some question as to the place of business education in liberal arts colleges. Aristotle once stated:

The existing practice of education is perplexing. No one knows on what principle we shall proceed—should the useful in life, or should virtue, or should the higher knowledge, be the aim of our training; all three opinions have been entertained. Again, about the means there is no agreement.¹

¹Aristotle, Politics, (B. Jewett, Translator,) Book VIII, Chapter 2, New York, The Modern Library, 1943, p. 321.

Considerable time has passed since this statement was made, but it seems that the same problem exists today. McGrath says:

A review of the history of liberal education will show that its purpose and substance has changed from age to age in accordance with the demands made upon it by contemporary society.²

This statement indicates that liberal arts colleges and their purposes will not be consistent from generation to generation but will change to meet the demands of society as it develops.

American society needs citizens thoroughly in command of their intellectual capabilities and skilled in applying them to the complicated social problems of their time. Liberal education ought, therefore, to cultivate these skills and habits of reasoning which constitute intellectual competence, and the capacity to think logically and clearly, the ability to organize one's thoughts on any subject on which essential facts are possessed or obtained.³

The type of employment available has constantly multiplied with the increasing complexity of American commerce and industry; and the college students of the twentieth century have made demands upon the colleges to qualify the student for these new employments.⁴

From the growth of our society in the nineteenth century it is understandable that McGrath made the following statement:

...in the nineteenth century the liberal arts college was forced to change its curricula and purpose by the society

²Earl J. McGrath, Liberal Education in the Professions, Teachers College, Columbia University, 1959, p. 6.

³Ibid., p. 20.

⁴Ibid., p. 17.

at large. The industrial revolution caused Americans to seek higher education and to gain economical and political status.⁵

The creation of business departments has been justified by the demands of our society and has reached nearly every institution of higher learning in the country. The importance of business departments is significant when consideration is given to the vast changes in business activities and the demand for more persons capable of doing work in business.

The significance of occupational education can be appreciated only when it is realized that 100 years ago 75 per cent of all professional men and women were engaged in four fields: law, medicine, theology, and teaching. Now there are 2,200 occupations requiring highly trained man power, and 10 to 20 more are added annually. As valuable as education in the liberal arts may be, it cannot provide the specialized training required by those who are employed in these new vocations. It is necessary and reasonable, therefore, to consider the full complement of educational services these highly skilled workers must have if they are to be vocationally efficient and civically confident.⁶

Howard G. Bowen said this regarding business education in the liberal arts college, "I believe that business education is inescapably a joint activity of the liberal arts college and the school of business."⁷

⁵Ibid., p. 17.

⁶Earl J. McGrath and Charles H. Russell, Are Liberal Arts Colleges Becoming Professional Schools?, Teachers College, Columbia University, New York, 1958, p. 2.

⁷Views on Business Education, Howard G. Bowen, "Liberal Education for Business," University of North Carolina, Chapel Hill, 1960, p. 43.

It can readily be assumed that the liberal arts colleges developed business departments for the purpose of meeting the needs of society and the competition of other institutions.

The problem. It is the purpose of this study to supply information regarding the following: (1) the purpose of the College of Emporia; (2) the growth and development of the Business Administration Department at the College of Emporia; (3) the purpose of the Business Administration Department at the College of Emporia; (4) whether the information taught meets the aims and objectives of the College and its Business Administration Department; (5) whether the Department of Business Administration equips its graduates for vocational work; (6) whether the purpose of the Business Administration Department at the College of Emporia should be changed.

Need for the study. The need for such a study is apparent when consideration is given to the vast change in business activities, methods, and techniques over the past decade. A number of studies have been made which indicate that adjustments may be necessary in the curricula of all or most colleges offering a degree in business administration.

No study has ever been made to determine exactly what is being offered to College of Emporia students in business administration. It seemed fitting that a study be made to determine what courses the College of Emporia offers business administration majors and establish what improvements, if any, need be made to improve the department at the College of Emporia.

It is hoped that the information made available from this study will help instructors and administrators of the College of Emporia in making plans for future development at the College as well as providing an opportunity to determine the status of the department in relation to other programs in this country and thereby make better use of facilities and faculty and to improve the department.

Monroe has pointed out the need for research in the church-related college.

All denominations should make comprehensive surveys of their educational institutions in order to ascertain the present status and plan long-range programs. Surveys could be made also of church-related colleges according to states. A study of subject fields, as to enrollment trends and course contents, offers a significant possibility.⁸

Many church-related colleges face the problem of revising obsolete business administration departments if they are to graduate persons qualified to meet the demands of present-day business.

The central problem confronting the business administration branch of higher education is that academic standards need to be materially increased.⁹ The most acute problem exists in the four-year undergraduate schools. The Business Administration Department of the College of Emporia falls under this category.

⁸Walter S. Monroe, Encyclopedia of Educational Research, The MacMillan Company, New York, New York, 1950, p. 211.

⁹Frank C. Pierson and Others, The Education of American Businessmen, McGraw-Hill Book Company, Inc., New York, 1959, p. 57.

Scope of the study. This study was concerned only with the Department of Business Administration at the College of Emporia. Other information contained in this study will be used only in relation to this department and for the purpose of making the problems involved in this study clearer.

Sources of data. Data for this study were derived from the following sources: college catalogs, numerous books, dozens of pamphlets, and personal interviews. The data for the major portion of Chapters II and III were taken from catalogs of the College of Emporia from 1884 to 1961 and are therefore complete.

Definition of terms. Liberal education: Education accepted as relatively broad and general, rather than narrow and specialized, and as preparation for living rather than for earning a living.¹⁰

General education: In this paper general education and liberal education will be used synonymously.

Specialized education: Education that seeks to prepare individuals for specific types of occupations.¹¹

Review of literature. Two major studies, embodied in the Gordon-Howell report¹² and the Pierson report¹³, have been made which

¹⁰Carter V. Good, editor, Dictionary of Education, Second Ed., McGraw-Hill Book Company, Inc., New York, 1959, p. 318.

¹¹Ibid., p. 515.

¹²Robert Aaron Gordon and James Edwin Howell, Higher Education for Business, Columbia University Press, New York, New York, 1959, 491 pps.

¹³Pierson, op. cit., 740 pps.

show the necessity for major changes in the business administration department of many colleges, universities, and schools of business in the United States. These studies were published in 1959 and dealt with the same general problem and arrived at similar conclusions according to Leonard S. Silk who wrote a summary of the studies.

Business schools and departments are not preparing young people to do the most useful or the most remunerative work of which they are capable over the whole length of their careers.¹⁴

Since the completion of these studies, many articles have been written criticising, reviewing, and proclaiming new ideas for the education of American businessmen. None of these studies, however, is as complete as those of Gordon-Howell and Pierson.

These two reports agree that liberal arts as well as business schools are becoming too specialised and are not concerned with the development of the "whole man." This means that emphasis should be placed on non-professional and liberal arts courses which give man a deeper appreciation of life and greater capacity to produce over a greater number of years.

In order to determine the present status of the Business Department at the College of Emporia a brief discussion of the purpose and philosophy of the College and its Business Administration Department is presented in Chapter II. In this chapter the original

¹⁴Leonard S. Silk, "The Education of Businessmen," Library of Congress Catalog Card Number: 60-53518, December 1960, p. 8.

purpose of the College is presented and the changes in philosophy are discussed. The purpose of the Business Administration Department and its changes are discussed. Chapter III presents a brief history of business education in the colleges and universities in the United States along with information relating to the number of business graduates from these institutions.

Chapter IV will be a review of the history of the Business Administration Department at the College of Emporia. This chapter relates that there was an attempt to establish business education at the College of Emporia as early as 1904. The reasons for the creation of the department in 1919 are discussed and the development of the department to the present is included.

Chapter V is a presentation of what studies show should be included in a good business department. The philosophy of a good department is presented and analyzed. The program at the University of Kansas is discussed; following this a comparison of the program at the College of Emporia is made with the recommendations of the Gordon-Howell and Pierson reports and with the program at the University of Kansas.

Chapter VI is a summary of the thesis. The major points of the study are restated to help the reader understand better the findings of this project. Conclusions and recommendations are made and presented.

Methods of procedure. In preparation for this study literature on how to conduct historical studies was read, and several studies were

reviewed to see how they had been conducted. The conclusion was reached that the most effective way to complete this study was to read material relating directly and indirectly to the study and to conduct personal interviews which would offer the most benefit in completing the study.

When a general knowledge of the College of Emporia, the Business Administration Department, and purposes of liberal arts colleges had been established, interviews were held with several individuals concerning the problem to get a more complete picture regarding what the business administration department should be, what the purpose of the business administration department should be in a liberal arts college, and more specifically what the purpose of the Business Administration Department at the College of Emporia is and what the department should be and should do.

When information gathering was completed and fully reviewed and the interviews had been conducted, the facts were analyzed and were presented together with the conclusions which were drawn and the recommendations which seemed pertinent.

CHAPTER II

THE PURPOSE, OBJECTIVES, AND THE PHILOSOPHY OF THE COLLEGE OF EMPORIA AND ITS BUSINESS ADMINISTRATION DEPARTMENT

The original purpose of the College of Emporia as stated by its founders in 1882 was:

...to establish an institution where young men and women should have the advantage of a thorough intellectual training in an atmosphere of wholesome Christian influence. The ideal of the College is the all-round development of its students, physically, socially, intellectually, and spiritually. Its aim is to produce a fine type of Christian manhood and womanhood, to fit its students for moral and intellectual leadership in whatever departments of the world's work they may choose their occupation.¹⁵

The College added to its purpose in 1919 the following:

Requirements for graduation are such as to provide a broad cultural and liberal education for the individual who does not intend to pursue farther his formal education and to lay the foundation in social and natural sciences together with correct scientific methods for further study in professional schools.¹⁶

In 1919 vocational training is first mentioned in the catalog but no particular purpose for this type of training is presented. During this year the Business Administration Department was established with the following purpose:

To equip the student with such knowledge of practical affairs as will make for intelligent citizenship;

¹⁵Annual Catalog, The College of Emporia, April 1909, p. 9.

¹⁶College of Emporia Bulletin, Volume 10, No. 17, May 1919, p. 14.

second, to lay the broad foundation for business success; and third, to afford the student preparing for other occupations an acquaintance with fundamental business facts.¹⁷

and:

Its fundamental purpose is the development of Christian personality.¹⁸

In fact, young people going out into present day life with its complexities need more than ever the foundation of a broad and liberal culture.¹⁹

This is the base of the pyramid on which professional and specialized training must be built.²⁰

A few years later the stated purposes of the Department of Business Administration were: (1) to meet the demands of a liberal education, (2) to assist in preparing the student to enter business or advanced business training, and (3) to assist in preparing the student to teach business.²¹

From the foregoing the apparent aim of the College over the years has been to provide a broad background in the liberal arts while providing specialized training which offered the opportunity for vocational employment. A further objective has been to provide an opportunity for those desiring graduate work to receive training

¹⁷College of Emporia Bulletin, Volume 22, No. 1, 1931, p. 11.

¹⁸Ibid., p. 11.

¹⁹Bulletin, Volume 25, No. 1, 1934, p. 3.

²⁰Ibid., p. 3.

²¹Ibid., p. 46.

to enable them to complete such work. These objectives were to be completed within a Christian atmosphere so that the final objective of preparing its graduates for their life's work would be accomplished.

The present objectives of the Business Administration Department are:

(1) To provide the student with a liberal background in the Social Sciences and thereby provide an understanding of our culture, (2) to understand the basic principles of Economics, and (3) to provide the student with the basic tools necessary to enter business or to enter graduate school for further training in business.²²

Thus the goals and objectives of the College and of the Department of Business Administration in general terms are to provide a liberal arts background with specialized study which will qualify the student to work in specialized areas of business, as, for example, stenographic work, accounting, and sales.

The following chapter is devoted to a brief history of business education in the United States.

²²College of Emporia Bulletin, Volume 50, No. 3, March 1960, p. 52.

CHAPTER III

A BRIEF HISTORY OF BUSINESS EDUCATION IN THE UNITED STATES

A brief history of business education in the United States is presented here so that a better understanding of the problems in the Business Administration Department at the College of Emporia may be had.

The first business school in the United States was established at the University of Pennsylvania in 1881. The Wharton School, as it was known, was established with a private endowment from Mr. F. W. Wharton in order to train young men for government service.²³ This school offered courses in history, economics, government, and a small nucleus of offerings in accounting, business law, and business organization.²⁴

The University of Chicago's Business School developed from an established program in economics when business courses were added in 1898.²⁵ The third business school to develop was the Tuck School at Dartmouth in 1900. This was a graduate school requiring three years of undergraduate study in the liberal arts; the first year of graduate school was devoted to courses in modern history, economic theory, political theory, anthropological geography, and modern language.²⁶

²³Gordon-Howell, p. 15.

²⁴Ibid., p. 13.

²⁵Ibid., p. 13.

²⁶Ibid., p. 13.

The Harvard and Northwestern business schools were established in 1908. Harvard's school developed from a statement by President Eliot in 1898 when he suggested that some educational facility should be developed to train diplomats and other government workers. The school at Northwestern was established to offer business courses to night students in the Chicago area.²⁷

Two top-ranking private schools established programs next: Columbia University in 1916 and Stanford in 1925. These, according to the Pierson report, were the first private schools to establish graduate business schools.²⁸

Prior to 1900 there were three business schools in the United States, and there were only 13 such schools established at universities and colleges before 1910. By 1919 there were 48 schools of business, and by 1956 there were 163 accredited schools of business in the United States.²⁹

These data indicate the growth which has been stimulated in business school development. The Gordon-Howell and the Pierson reports do not indicate when business departments and divisions started their growth in institutions of higher education, but they agree that at present there are 424 colleges with departments or divisions which offer degrees in business administration.³⁰

²⁷Ibid., p. 13.

²⁸Pierson, p. 43.

²⁹Gordon-Howell, p. 13.

³⁰Ibid., p. 13.

Few students majored in business prior to 1919. The number of business majors in 1920 was 1,576 which was 3.2 per cent of all bachelor degrees offered. By 1940, 18,549 degrees were granted to business majors accounting for 10 per cent of all degrees offered. A high of 16.8 per cent of the degrees offered was reached in 1949 when 61,624 degrees in business were granted. The number of graduates receiving degrees in business dropped to 50,090 in 1958; this accounted for 13.7 per cent of all degrees offered in that year.³¹

Pierson and Gordon-Howall give the following reasons for the growth of business schools and for departments offering work toward a degree in business:

1. The Morrill Acts of 1862 and 1890 which established the land-grant colleges and universities.³²

2. Until a half century ago business firms were smaller; organizational problems were simpler; it was easier to adjust to technological developments and to the economic, social, and political environment; and under the growth conditions prevailing through the eighteenth and most of the nineteenth century in the United States, profits came easily to the businessman with a new idea or to one possessing more than an average amount of shrewdness and aggressiveness.³³

3. Especially after 1929 private colleges were pressured by boards of trustees, financially minded administrators, college department ambitions to expand, and business-minded alumni, parents, and friends to initiate programs in business administration that would attract students who otherwise would attend public institutions.³⁴

³¹Ibid., p. 21.

³²Ibid., p. 140.

³³Ibid., p. 12.

³⁴Ibid., p. 12.

CHAPTER IV

DEVELOPMENT OF THE BUSINESS ADMINISTRATION DEPARTMENT AT THE COLLEGE OF EMPORIA

The College of Emporia first offered business courses in 1904 when a working arrangement was established with the Emporia Business College. This arrangement was recommended at a meeting of the Synod of Kansas (governing body of the College) in December 1904. The Synod felt that the College of Emporia should offer some courses in business to meet the needs of the growing demand for such courses from the people of Emporia, friends of the College, and students at the College of Emporia.³⁵

The arrangement for College of Emporia students was accomplished by an agreement with Mr. G. D. Long, owner and operator of the Business College in December of 1904. Mr. Long had purchased the Business College in August of that year and was anxious to increase the enrollment of his school and to help the College of Emporia.³⁶

The College of Emporia, according to Mr. Long, was interested in securing this service to prevent having to establish a separate department for business which would be expensive for the College. The purpose of the Business College was "to give the student a broad background in how to do business and not be taken advantage of."³⁷

³⁵Personal interview, Dr. Conrad Vandervelde, Dean of the College of Emporia from 1916-1941, on July 18, 1961.

³⁶Personal interview, Mr. G. D. Long, July 12, 1961.

³⁷Ibid., Mr. Long.

The courses offered to meet these objectives were: banking, bookkeeping, commercial law, commercial geography, business correspondence, and business mathematics. Mr. Long said,

The Business College stressed accounting because it was the most important of the courses offered in that no one can make decisions about business unless he sees where a profit or a loss is incurred.³⁸

The program for business training at the Business College offered the student at the College of Emporia an opportunity to receive a liberal arts education and training in business. In most cases, however, according to Mr. Long, the students from the College of Emporia were those who could not complete the requirements for graduation at the College of Emporia. These students, he said, were sent by the College of Emporia to the Business College so they could continue their education in an area not so rigorous as liberal arts. This practice led to the severing of relations between the two Colleges in 1909. As Mr. Long said,

Because the program at the Business College was just as demanding as that of the College of Emporia, I did not want students who were cast off from another college. Also, the Business College was as well known as the College of Emporia; and it was not necessary to continue working with the College of Emporia to maintain the enrollment desired.³⁹

There were no business courses offered at the College of Emporia from 1909 to 1919 although there was an expansion in the number of

³⁸Ibid., Mr. Long.

³⁹Ibid., Mr. Long.

economics courses offered during the period from 1904 to 1917. According to the College of Emporia catalogs the first economics course offered was Political Economics in 1892 as a part of the History Department. In 1917 the offerings in economics expanded to include four courses: Political Economics, Modern Economic Problems, Labor Problems, and Railroad Transportation. "These courses were offered to meet the demands of the students at the College of Emporia."⁴⁰

There was no change in the course offerings in 1918. But in 1919 the Department of Business Administration was established.

The Business Administration Department was established in order to meet the competition created by such departments in other institutions, meet the demands of College of Emporia students, and to create an interest on the part of prospective students who were interested in business training. It was the feeling of Dr. James Wilson Bean, President of the College, and others that the College was losing too many students to other similar institutions because we were not meeting the demands of our students. Therefore, Dr. Frank Strieghtoff was engaged to develop a Department of Business Administration.⁴¹

Under Dr. Strieghtoff's leadership the Business Administration Department at the College of Emporia was established with an initial offering of fifteen courses. The economics courses were included in the Department in the Division of Social Science. The courses offered were:

⁴⁰Op. cit., Dr. Vandervelde.

⁴¹Ibid., Dr. Vandervelde.

1. Resources and Industries of the United States
2. The Distributive Systems
3. Business Law I
4. Business Law II
5. Elementary Economics
6. Business Administration
7. Business Organization
8. Labor Problems
9. Insurance
10. General Accounting I
11. General Accounting II
12. Transportation
13. Corporation Finance
14. Money and Banking
15. Public Finance

A major in Business Administration consisted of 30 hours of courses from the above list and 6 hours of psychology and/or political science. There were no required courses; but, according to Dr. Vandervelde, Elementary Economics, Accounting, and Law were highly recommended by Dr. Strieghtoff. The classes were arranged so that Dr. Strieghtoff could teach all the business courses. The only course open to freshmen was Elementary Economics. The other courses were offered every other year.

Dr. Strieghtoff was succeeded by Mr. R. Norris Miller in 1920. Mr. Miller was a graduate of Northwestern University in 1914 where he received a Bachelor of Divinity degree; in 1915 he completed work for a Master of Arts degree in Business Administration at the University of Chicago. Mr. Miller was the head of the Department of Business Administration from 1920 till 1946 when he resigned to accept a similar position at Morningside College in Sioux City, Iowa.

Under Mr. Miller's leadership the Business Administration Department became strong. Dr. Vandervelde said, "R. N. Miller was a

strong man who believed in his work and its purpose; he worked hard to improve his department and to meet the needs of the students at the College of Emporia."⁴²

The name of the Business Administration Department was changed in 1921 to the Department of Economics and Business Administration; and in 1925 the name was changed to the Department of Social Science, Economics, and Business Administration. This arrangement continued until 1944 when the Department of Business Administration was once again established as a separate department in the Division of Social Sciences. Though the Business Administration Department became interwoven with the Department of Economics and Social Science, it was only for the purpose of better coordination according to Dr. Vandervelde. "This arrangement did not change the purpose of the business training nor the courses taught."⁴³

The first students at the College of Emporia to major in Business Administration graduated in 1921--two majored in Business Administration and one majored in Economics and Business Administration.

In 1922 Mr. Miller was assisted in the Business Department by Mr. James B. Moses, Assistant Professor of Business Administration, and by Mr. Nathan Bartless who taught Stenography and Typing.

Stenography and Typing were introduced into the business curriculum in 1922 and could be used to meet the 30 hour major. These

⁴²Ibid., Dr. Vandervelde.

⁴³Ibid., Dr. Vandervelde.

two courses were included as part of the Business Administration Department until 1944 when they were placed in a separate category as secretarial courses. These courses can still be taken to meet the 30 hour major, but in no case have they ever been required for graduation.

In 1924 the first required courses for the Business Administration major were established. They included these courses from the areas of Economics and Business:

Economics

1. General Economics
2. Advanced Economics
3. General Sociology
4. Money and Banking
5. Labor Problems
6. Marketing and Transportation

Business

1. Business Organization and Management
2. General Accounting
3. Advanced Accounting
4. Business Law I
5. Business Law II

In the 20 years from 1925 to 1944 no course changes were made for the Department of Business Administration, Economics, and Social Science at the College of Emporia. There were also no changes made in the requirements for a major in Business Administration.

The program established by Mr. Miller in 1925 seemed to meet the basic need of the business student and the College. It was not that no changes were made, but rather that no course offerings changed; Mr. Miller was a progressive man who changed the content of all his courses from year to year keeping up on new developments and advancements. These he passed on to the students.⁴⁴

⁴⁴Ibid., Dr. Vandervelde.

In 1921 three persons majored in Business Administration at the College of Emporia. The number majoring in business increased steadily and reached eighteen in 1934, 1939, and 1940. From 1921 to 1960, 328 persons graduated with a major in Business Administration. This is an average of slightly more than eight persons per year during the period 1921 to 1960. From 1921 to 1941 an average of just over eleven graduates per year majored in business. Since 1941 an average of fewer than five graduates per year have majored in business.⁴⁵

According to Mr. Lyle Hilbert, Registrar, College of Emporia, the war and the lack of adequate faculty and program have been responsible for the small number of business administration majors in recent years.⁴⁶

From 1921 to 1946 Mr. R. N. Miller was the Head of the Business Department. He was also Dean of the College from 1941 to 1946. During this latter period the number of business graduates decreased from seventeen in 1941 to none in 1945. This decrease might be explained in part because so many young men were serving in the armed services. In 1946 five persons majored in business and the number of business majors increased until it reached ten in the 1957-1958 school year. Since 1958 the number of business majors has been less than ten.

As noted earlier, Mr. Miller was assisted in the Business Department by two persons from 1922 till 1946. In 1947 Mr. Bernard

⁴⁵Official Records of the Registrar, College of Emporia, 1921-1960.

⁴⁶Personal Interview, Mr. Lyle Hilbert, Registrar, College of Emporia, August 1, 1961.

R. B. Lock became the Head of the Business Department and was assisted by Mr. F. B. Ross and Mr. Herbert Jones. In 1948 Mr. Roy E. Stanton taught all the business courses and Dr. Carl W. Strow taught economics. This arrangement continued until 1957 when Mr. Stanton and Dr. Strow left the College to accept other positions.

In 1957 Mr. Walter Wents taught the business courses assisted by Mrs. Lenora Wilson who taught shorthand and typing. In 1958 Miss Ruby Tripp headed the Business Department and taught all the economic and business courses other than shorthand and typing while Mrs. Wilson continued to teach the latter courses. In 1959 Mr. D. W. Keller became Head of the Business Department and taught the business and economic courses formerly taught by Mr. Wents and Miss Tripp. Mrs. Wilson continued in the same capacity. In 1960 Mr. Ronald Ebberts was employed as Instructor of Business and taught economics and business courses; Mr. Keller and Mrs. Wilson continued in their previous positions.

No more than three persons have been employed in the teaching of business courses at the College of Emporia during any one year.

According to Dr. Safford S. Studer, former Dean of the College, the lack of permanent faculty within the Business Department has been one reason for its failure to grow. The strength of any department can be traced to the permanence of faculty in normal times, if that faculty is strong.⁴⁷ This lack of permanence, it may be assumed, is an important

⁴⁷Personal Interview, Dr. Safford S. Studer, Dean of the College of Emporia from 1956 to July 1961, on June 26, 1961.

reason for low interest on the part of the students toward the Business Department at the College of Emporia.

In 1944, while Mr. Miller was Dean of the College of Emporia, the Business Administration Department became a separate department within the Division of Political and Social Science. This arrangement was created by a complete revision of the internal organization of the College. Five divisions of discipline were established. Business Administration seemed to fit best in the Division of Political and Social Science and it was placed there.

In 1944 twelve courses were offered in Business Administration—a reduction of three from 1943. The courses dropped from the curriculum were: General Sociology, Marketing and Transportation, Public Finance, Corporation Finance, Insurance, and The Distributive Systems. These new courses were added: Mathematics of Finance, Business English, and Applied Psychology. Mathematics of Finance was taught in the Mathematics Department, Business English by the English Department, and Psychology by the Department of Psychology. There were no requirements established for a major in Business Administration; but the College did, for the first time, establish requirements for graduation from the areas of liberal arts. These requirements included: Bible, 2 hours; English, 6 hours; a laboratory science, 10 hours of Botany, Chemistry, Physics, or Zoology; and foreign language, 8 hours.

The courses then offered in the Business Administration Department were:

1. General Economics
2. Advanced Economics
3. General Accounting I
4. General Accounting II
5. Money and Banking
6. Labor Problems
7. Business Organization and Management
8. Business Law I
9. Business Law II

In 1945 and 1946 there were no changes in the business course offerings. In 1947 Mr. R. B. Lock succeeded Mr. Miller as Head of the Business Administration Department.

Mr. Lock established a program which listed 14 courses when Marketing and Salesmanship and Statistics were added to the existing curriculum. Catalog Volume XXXVII, No. 9, January 1947 states the following:

A major consists of thirty to thirty-six semester hours. Students majoring in Business Administration should take courses 101 General Economics, 102 Advanced Economics, 200 Mathematics of Finance, 202 Applied Psychology, 203 General Accounting, 204 General Accounting, 206 Business English, 301 Money and Banking, 302 Labor Problems, 303 Business Organization and Management, 304 Business Law, 306 Marketing and Salesmanship, and 309 Statistics.⁴⁸

Although no courses were absolutely required by this statement, very little freedom was available; and this statement indicates that all these courses were necessary to complete the program for a business administration major.

In 1948 Mr. Roy E. Stanton was hired as Assistant Professor of Business Administration and Head of the Department of Business

⁴⁸College of Emporia Catalog, Volume XXXVII, No. 9, January 1947, p. 46.

Administration. Mr. Stanton, though teaching all the business courses, expanded the curriculum to include Advanced Accounting I, which treated such problems dealing with consolidated balance sheets, installment sales, insurance, estate and trust accounts, and Advanced Accounting II, which treated problems including income tax and cost accounting and auditing. With the addition of these courses a total of 45 semester hours was being offered in the Department of Business Administration. A major in Business Administration consisted of from 30 to 36 semester hours; a minimum of 30 hours being required for a major. The required courses were:

1. General Economics
2. Advanced Economics
3. Applied Psychology
4. General Accounting I
5. General Accounting II
6. Business English
7. Money and Banking
8. Business Organization and Management
9. Business Law
10. Principles of Marketing

In 1949 one course, Retailing, was added to the 45 semester hour curriculum in the department while only 18 semester hours of required courses were listed. According to Mr. Stanton, "It is not fair to the student to require 30 hours in a 30 to 36 hour major. The student should have more freedom than this allows."⁴⁹

From 1950 to 1960 only five courses were required for a major in Business Administration. Those were:

⁴⁹Roy E. Stanton, Faculty Meeting Notes, November 14, 1948.

1. General Economics
2. Advanced Economics
3. Principles of Accounting I
4. Principles of Accounting II
5. Business Organization

The 1961 Catalog has no statement of required courses.

In 1951 Principles of Advertising was introduced to the business curriculum and in 1954 an independent study course was made available to the student who wished to pursue some special problem or field of interest.

This course was introduced to allow the student to study some problem which particularly interested him and in which he desired special information. This course would allow some specialization, which is necessary to prepare students for a job, but still demands a broad study of other business courses.⁵⁰

Only one course has been added since 1954: Production Typing in 1961.

While there have been some changes in the course offerings in the Department, there have been no changes in the required courses for a major in Business. The College, on the other hand, increased the liberal arts requirements from 26 semester hours to 49 semester hours in 1950. These requirements were: English and Foreign Language, 14 hours; Natural Science, 8 hours; Social Studies and Psychology, 9 hours; the Humanities, 6 hours; Bible, Religion, and Philosophy, 8 hours, and Physical Education, 4 hours.

⁵⁰Personal Interview, Mr. D. W. Keller, Assistant Professor of Economics, and Head of the Department of Economics, May 1961.

There have been numerous changes in the Business Administration Department since its establishment in 1919. Today the Business Administration Department offers 24 courses for a total of 67 hours which will apply toward a major in Business Administration and the degree Bachelor of Science in Business. Presently there are five courses required for Business Administration majors: Introduction to Business, Introduction to Economics, Advanced Economics, Introduction to Accounting, and Advanced Accounting. The remaining 21 hours may be selected from the following:

Intermediate Accounting	Business Management
Advanced Accounting	Small Business Management
Cost Accounting	Business Report Writing
Money and Banking	Principles of Advertising
Labor Economics	Advanced Tax Accounting
Principles of Marketing	Production Typing
Economic Systems	Public Finance
Business Law	Statistics
Business Mathematics	Independent Study ⁵¹

The College now requires 46 hours of liberal arts courses.

These are:

English Composition, 6 hours
 Fundamentals of Physical and Biological Science, 6 hours
 Algebra and General Mathematics, 3 hours
 Western Civilization (History), 6 hours
 Foreign Language, 6 hours
 Biblical Analysis and Prospectus, 3 hours
 Dominant Themes in Christian Thought, 3 hours
 Fundamentals of Speech, 3 hours
 Art Appreciation, 3 hours
 Music Appreciation, 3 hours
 Physical Education, 4 hours⁵²

⁵¹College of Emporia Bulletin, Catalog Issue for 1961-62, Volume 71, No. 3, November 1960, p. 49.

⁵²Ibid., p. 47.

The material presented in this chapter shows that the College of Emporia first offered business training in affiliation with the Emporia Business College in 1904. The College of Emporia established a Business Administration Department in 1919. The Business Department then offered fifteen courses and required 30 hours for a major. Six hours of psychology or political science were also necessary to meet the requirements for this major.

The first business majors graduated in 1921. There has been at least one business major every year since except in 1945 when no one majored in business.

In 1924, the first required courses were established for the business major, and in 1943 the College established required courses for graduation. The requirements for a business major have changed over the years as have the College's requirements for graduation which now number 49 semester hours.

From 1921 to 1946 Mr. R. N. Miller was the Head of the Business Department. It was during this period that the Department had its greatest number of majors. An average of about eleven persons majored in business each year during this period; since 1946 an average of about five majors has been graduated each year.

There was stability of faculty from 1921 through 1946. Since then several persons have headed the Business Department and many instructors in Business have come to the College only to leave a short time later.

The department has increased the number of courses offered considerably during the past decade and has changed the course offerings greatly.

CHAPTER V

THE COMPARISON OF THE CURRICULA AT THE COLLEGE OF EMPORIA WITH THE SUGGESTIONS BY NATIONAL STUDIES

It was felt that an attempt to determine whether or not the curriculum of the Business Department at the College of Emporia satisfies the purpose of the College and the Department of Business Administration would be in order. An analysis of the curriculum and the requirements for a major in Business Administration will therefore be discussed in relation to some programs recommended in major studies which have recently been made and the program in existence at the University of Kansas. Such a comparison will help to determine whether the program presently in existence at the College of Emporia is adequate or if it should be altered in any way.

In analyzing the growth and development of liberal arts and independent colleges, which is necessary to give a basis for further analysis, it is fitting that the changes in purpose and curricula pertaining to the business field within these institutions be considered and compared to that which the College of Emporia offers.

Since 1875 a basic trend in liberal arts colleges has been to broaden the scope of curricula offered in order to meet the demands of society. To show the changes which have taken place it is necessary to observe what the general trends in liberal arts education have been the past seventy-five years. As stated by Cornell College in 1875:

The aim has been to so combine the classics, sciences, and elements of learning as to bring out in natural

order and in harmonious proportions, the different faculties of the mind, and so to care for the moral and physical culture of the students as to secure symmetrical character.⁵³

At Earlham College:

The object of the Institution being to afford a literary, moral, and religious instruction to its students, and to inculcate habits of punctuality and self-control,...⁵⁴

These two institutions give the idea that liberal arts colleges during this particular era were not concerned with nor interested in vocational training of any type. In 1957, Baldwin-Wallace College set forth the following purpose:

Baldwin-Wallace is a college of liberal arts in which the development of the whole personality is a primary objective. It is the function of the college to train mature, resourceful individuals who will be capable of assuming leadership and responsibility in a complex world.⁵⁵

It is interesting to note, however, that on the following page of the same catalog the above purpose is amplified by a statement of the opportunities in the vocational field.

Wide opportunities for vocational, preprofessional, and professional training are available to the student.⁵⁶

Otterbein College states as its purpose today the following:

⁵³McGrath and Russell, p. 4.

⁵⁴Ibid., p. 4.

⁵⁵Ibid., p. 8.

⁵⁶Ibid., p. 8.

...to cultivate the whole personality of each student and to foster in its graduates the understanding and attitudes necessary for success in any enterprise. However, provision is also made for training in many of the more specialized activities of a vocational nature, such as business and public service...The curriculum also provides for students who wish to prepare for subsequent graduate and professional study.⁵⁷

The above quotations indicate that changes in the principles and philosophy of the liberal arts colleges have been made. It may be said that liberal arts colleges have remained flexible enough to alter some portions of their program and still maintain the original purpose—that being, of course, the education of the whole person for the society in which the person will live.

By the examination of the courses offered, as shown in the Gordon-Howell and Pierson reports, the position of the liberal arts college may further be buttressed by an examination of a group of related courses which appear in this study in Table I.⁵⁸ This table was compiled by McGrath and Russell from viewing the catalogs of these liberal arts colleges over the period from 1900 to 1957. They studied twenty-six colleges and all but one carry an almost identical curriculum.

It should be noted that in most instances the curriculum of a church-related college of liberal arts nature had a slow and gradual change in its attitude toward the types of courses mentioned in Table I.

⁵⁷Ibid., p. 8.

⁵⁸Ibid., p. 10.

TABLE I

PROFESSIONAL AND PREPROFESSIONAL CURRICULA
OFFERED IN 26 LIBERAL ARTS COLLEGES IN 1900 AND IN 1957*

1900

1957

Preprofessional	Professional**	Preprofessional	Professional or Vocational***
<p>Law Medicine</p>	<p>Civil engineering Commerce Commercial law and banking Electricity Teaching</p>	<p>Pre dental Pre-engineering Prelegal Prelibrary science Premedical Preministerial Prenursing Preoptometry Preosteopathy Prepharmacy Prephysical therapy Presocial work</p>	<p>Agriculture Business Accounting Business admin- istration Merchandising Retailing Secretarial work Chemistry Christian service Civil service engineering Commercial art Dietetics Engineering Forestry Government service and foreign serv. Homemaking Hospital educ. Journalism Library science Medical technology Microbiology Military science Ministry Music Nursing Occupational and physical therapy Psychology Public relations Radio Recreation Speech therapy Teaching Business educ. Christian educ. Elementary educ. Music educ. Physical educ. Secondary educ. Television Theatre (stagecraft, etc.)</p>
<p>*Since some catalogs were not available for these precise dates, the year of the catalog used in a few instances departed slightly from the dates above. **Provided some courses of study in these fields though not necessarily for credit. ***Some colleges outlined specific curricula, other merely stated that appropriate instruction was available.</p>			

At first a single course appeared in the area of business and subsequently developed into an entire curriculum or a department of study.

It has long been known that organisms which do not change cannot survive.⁵⁹ It is because liberal arts colleges have made continued changes, according to McGrath and Russell, that they have survived. Two major social forces have caused this change: (1) the basic principle that every youth should have the opportunity to develop his own particular ability to the fullest and (2) the creation of an increasingly complex economic system. Though these changes have been generated through decades of development, the liberal arts college has adjusted to assume a share of the added burden by enlarging its professional and vocational programs to meet the particular needs generated by a changing society.

At this point the future of liberal arts colleges must be considered. Probably two different programs will be encompassed in the future: (1) general liberal studies needed by all regardless of their vocational choice will be maintained and (2) specialized instruction related to a particular occupation will be increased.

Woodrow Wilson once stated:

The separation of general and special training is an acute symptom of a disease of specialization by which we are now so sorely afflicted...Knowledge must be kept together...The liberal education that our professional men get must not only be antecedent to their technical training; it must also be concurrent with it.

⁵⁹Ibid., p. 13.

No more serious mistake was ever made than the divorce of technical or practical education from theoretical...⁶⁰

The key points of this brief digest of changes in purpose and curricula in the liberal arts college as they pertain to the business field can be summed up briefly in this manner. The liberal arts college, in order to survive, to meet the needs of society, and to progress, has been forced to alter a once traditional program. It is possible to find only one college of the twenty-six whose offerings are summarized in Table I which has not changed its curriculum in the past seventy-five years. That one college which has not altered its curriculum is St. Johns College in Maryland.⁶¹

The College of Emporia has been no exception as far as change is concerned, although the development of preprofessional and vocational departments did not take place until well after 1900. The first business courses were established by an arrangement with the Emporia Business College and were offered for the first time in 1905. This arrangement was dropped, however, in 1909. The establishment of the Business Administration curriculum was in 1919. This event has not made the College of Emporia any less a liberal arts college than the large majority of the other so-called liberal arts colleges in the United States.

Vocational guidance was introduced officially in 1924 as indicated in the College Bulletin, Volume IV, No. 1, 1924:

⁶⁰Ibid., p. 15.

⁶¹Ibid., p. 12.

Vocational guidance for the student is secured by the required pursuit of several lines of study in the first two years and by the consequent acquaintance with the many phases of human interest.⁶²

Though this was the first official pronouncement that the College did have an interest in vocational pursuits, it must be remembered that a vocational course was introduced in 1905 with a specific purpose. That purpose was to train people in some of the techniques of doing business.

In 1919 the Business Administration Department was established with these aims:

...(1) to equip the student with such a knowledge of practical affairs that will make for intelligent citizenship, (2) to lay the broad foundation for business success, and (3) to offer the student preparing for other occupations an acquaintance with the fundamental business facts.⁶³

It can be seen that the College still has as one of its purposes the graduation of persons capable of entering business and succeeding in this endeavor. The general aim of the College now is to:

...contribute to a sound and creditable background in the liberal arts...and sound technical background.⁶⁴

The College curriculum includes both general courses introducing students to the different fields of knowledge and advanced work concentrating in special subjects.⁶⁵

⁶²College of Emporia Bulletin, Volume XV, No. 1, 1924, p. 5.

⁶³College of Emporia Bulletin, Volume I, No. 19, 1919, p. 47.

⁶⁴College of Emporia Bulletin, Volume 71, No. 3, 1960, pps. 9-10.

⁶⁵Ibid., p. 10.

It is also necessary to analyze the College of Emporia's present curriculum to determine whether the College does meet its objectives. According to McGrath, a liberal arts college which stresses a curriculum involving the non-vocational and professional courses during the first two years of the training offered and having these courses directed toward the development of the fundamental thinking processes qualifies as a liberal arts college. The catalogs of most liberal arts colleges indicate the same conclusion. For an example, Gordon and Howell suggest the general education program found in Table II.⁶⁶ Pierson suggests the pattern of general education shown in Table III.⁶⁷

The College of Liberal Arts and Sciences at the University of Kansas requires completion of the work found in Table IV.⁶⁸ The College of Emporia requires each of its graduates to complete courses in the disciplines found in Table V⁶⁹ before graduation.

If from the foregoing, it is shown that the College of Emporia does meet its broad objectives, attention may be turned to the basic question with which this study is concerned. Does the Business Administration Department meet the aims of the College and specific aims of the Department itself?

⁶⁶Gordon and Howell, p. 173.

⁶⁷Silk, p. 33.

⁶⁸Bulletin of the University of Kansas, Volume 61, No. 9, Sept. 1, 1960, p. 65.

⁶⁹The College of Emporia Bulletin, Volume 71, No. 3, Nov. 1960, p. 47.

TABLE II

**SUGGESTED UNDERGRADUATE CURRICULUM
GORDON-HOWELL REPORT**

General Education

Subject	Semester Hours
Humanities and fine arts	24-27
English language and literature	12-15
Humanities and fine arts electives.	12
Natural sciences and mathematics	12-24
Mathematics	6-12
Natural sciences.	6-12
Behavioral--social sciences.	24
Behavioral sciences	6
Economics--elementary	6
Other social sciences	12
Total general education component.	60-75

TABLE III

SUGGESTED UNDERGRADUATE CURRICULUM
PIERSON REPORT

General Education

Subject	Semester Hours
General foundation subject:	
Humanities	18-21
English literature and composition*	9
One or two other humanities (e.g., either in foreign language or in philosophy, etc.)	6
Advanced elective in one of above	3 or 6
Mathematics-Science.	21-24
College algebra-trigonometry-geometry	6
Calculus and finite mathematics	6
Laboratory science (physics, chemistry, etc.)	6
Advanced elective in one of above**	3 or 6
Social sciences (excluding economics).	21
History	6
Political science	6
Behavioral science (psychology, sociology, etc.)	6
Advanced elective in one of above	3
Total semester hours outside business and economics.	60-66

*If the work in composition is not at a level for which college credit can be given, additional work in English or foreign language would be required.

**An advanced elective in mathematics-science or in quantitative methods could be substituted for each other.

TABLE IV

COMMON REQUIREMENTS FOR THE UNDERCLASS YEARS
UNIVERSITY OF KANSAS
THE COLLEGE OF LIBERAL ARTS AND SCIENCES

Subject	Hours Required
English Composition Literature	10
Speech	2
Foreign Languages (Unless student has completed two years of a foreign language in high school)	8
Mathematics	3
Laboratory Science	5-6
Western Civilization	8
Distribution (Humanities, Natural Sciences and Mathematics, and Social Sciences)	14
Total	50-51

TABLE V

FIELDS OF TRAINING
 COURSES REQUIRED FOR GRADUATION
 THE COLLEGE OF EMPORIA

Subject	Hours Required
English Composition	6
Fundamental of Physical and Biological	6
Science 101 and 102	6
(For non-science majors and minors)	6
Algebra or General Mathematics	3
Western Civilization	6
Foreign Language	6
Biblical Analysis and Perspectives	3
Dominant Themes in Christian Thought	3
Fundamentals of Speech	3
Art Appreciation	3
Music Appreciation	3
Physical Education	4
TOTAL	46

According to Mr. James R. Surface, Dean of the School of Business, University of Kansas, it should be the purpose "of a school of Business Administration to teach men and women entering the field of business how to think."⁷⁰ The course requirements, totaling 44 semester hours, of the School of Business at the University of Kansas are listed in Table VI.⁷¹ In addition, at least 56 hours must be completed in the College of Liberal Arts and Sciences, but it is recommended that at least 68 hours be taken from that College. Those courses required from the College of Liberal Arts and Sciences are listed in Table IV.

Comparing Tables II and III and the requirements at the University of Kansas with those at the College of Emporia the College of Emporia may be said to qualify as a liberal arts college and to meet nearly all the demands in general education or the liberal arts area required by the School of Business at the University of Kansas.

The Gordon-Howell report suggests the courses in Table VII⁷² in business studies for persons graduating from a liberal arts college. Pierson suggests that the courses found in Table VIII⁷³ be completed for a major in Business Administration in a liberal arts college. The College of Emporia suggests the program in Table IX⁷⁴ for the Business Administration major.

⁷⁰Personal Interview, Dr. James R. Surface, June 21, 1961.

⁷¹University of Kansas Newsletter, Volume 58, No. 22, Jan. 22, 1949, pps. 2-3.

⁷²Gordon and Howell, p. 209.

⁷³Silk, p. 33.

⁷⁴College of Emporia Bulletin, Volume 71, No. 3, Nov. 1960, p. 49.

TABLE VI

UNIVERSITY OF KANSAS
SCHOOL OF BUSINESS

Junior Core

Administrative Unit I (11 hours) (first semester)

Business Administrative Practices I	2 hours
Marketing	4 hours
Statistics	4 hours
Written Communication I	1 hour

Prerequisites to Administrative Unit I are

- (1) admission to the School of Business; and
- (2) prior completion or concurrent enrollment in the following "Pre-business" requirements:

- (a) College Algebra
- (b) Introductory Economics
- (c) Accounting, 8 hours, to include at least 2 hours of cost accounting
- (d) Business taxation, 2 hours

Administrative Unit II (11 hours) (second semester)

Business Administrative Practices II	2 hours
Finance	4 hours
Production	4 hours
Written Communication II	1 hour

Prerequisite to Administrative Unit II is the successful completion of Administrative Unit I.

Senior Core (10 hours)

Legal Aspects of Business	3 hours
Economic Analysis	3 hours
Problems in General Management	4 hours

Prerequisites to the Senior Core are

- (1) successful completion of the Junior Core; and
- (2) a passing grade on the University's English Proficiency Examination.

Advanced Business Administration (12 hours) (senior year)

The student must complete an additional full year course, 6 hours, in at least two of the following business fields: accounting, finance, insurance, marketing, personnel, production, small business, and statistics.

TABLE VII

**SUGGESTED UNDERGRADUATE CURRICULUM
GORDON-HOWELL REPORT**

Business Studies

Subject	Semester Hours
Organisation theory and management principles*	6
Market environment and functional management	9-15
Finance	
Marketing	
Industrial relations	
Human relations	
Production or operations management	
Information and control systems	9-12
Managerial accounting	
Statistical analysis and related topics	
Advanced economics	6
Aggregative economics	
Managerial economics	
Legal environment of business	3
Integrating the management viewpoint	3
Business policy	
Total business studies	36-45

*Treatment of human relations is to be included either here or as a separate course.

TABLE VIII**SUGGESTED UNDERGRADUATE CURRICULUM
PIERSON REPORT****Business Studies**

Subject	Semester Hours
Business foundation subjects	27-30
Principles of economics	6
Economics of the firm (microanalysis)	3
Economics of money and income (macroanalysis)	6
Quantitative methods (accounting-statistics)	6
Advanced elective in quantitative methods*	0-3
Political and legal factors in business	3
Organization and human behavior	3
Functional business subjects	27
Personnel management	3
Production management	3
Finance management	3
Marketing management	3
Business policy and social responsibilities	6
Studies in major subject (exclusive of work in business foundation and functional subjects)	9
Electives (no more than one in major subject)	0-6
Total semester hours in business and economics	54-63

*An advanced elective in mathematics-science or in quantitative methods could be substituted for each other.

TABLE IX

**BUSINESS COURSES OFFERED AT THE COLLEGE OF EMPORIA
IN THE DEPARTMENTS OF BUSINESS ADMINISTRATION AND ECONOMICS**

Business Department

Beginning Shorthand	3	hours
Intermediate Shorthand.	3	
Beginning College Typewriting	3	
Intermediate College Typewriting.	3	
Production Typing	3	
Business Correspondence	3	
Principles of Accounting.	3	
Introduction to Business.	3	
Money and Banking	3	
Public Finance.	3	
Business Law.	3	
Intermediate and Advanced Accounting.	3	
Cost Accounting	3	
Income Tax Accounting	3	
Principles of Advertising	3	
Independent Study in Business	3	

Economics Department

Introduction to Economics	3
Principles of Economics	3
Labor Economics	3
Comparative Economic Systems.	3
Independent Study in Economics.	3

Mathematics Department

Statistics.	3
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TOTAL. 72 hours

The Gordon-Howell report suggests that 60-75 hours of work be completed in the area of general education. Pierson suggests 60-66 hours of general course work while the University of Kansas considers 50-51 hours of general education sufficient. The College of Emporia has a requirement of 46 hours. (See Table V.) In addition to these 46 required hours, the student must complete a minor consisting of 15-19 hours and 33 hours of elective courses. The courses required for graduation are selected from every Division of discipline in the college curriculum which would, it seems, meet the College's objective to expose the student to a broad educational experience.

An analysis of the recommended courses by the Gordon-Howell and the Pierson reports, the required courses at the University of Kansas, and those of the College of Emporia will help to indicate how well the business program at the College of Emporia prepares its graduates in business administration for what has been established by others for majors in business administration.

The Gordon-Howell report suggests that six hours of organizational theory and management principles be offered. Organizational theory, according to this report, is concerned with the scientific study of human behavior in organizations. It deals with the way in which human beings function in organizations, with conditions necessary to secure effective action with organizations, and with the problems that arise in connection with making and implementing decisions in an organizational context. The work in management principles is concerned with

describing and distilling the best current management practices into a set of generalizations.⁷⁵

The College of Emporia offers a course in Introduction to Business which surveys economics of business, business management, personnel problems, labor problems, finance, risk, production, distribution sales, and governmental influence in business. The University of Kansas and the Pierson reports do not suggest such a course.

The Pierson report and the Gordon-Howell report both recommend that principles of economics be studied. However, the Pierson report considers it a business course while the Gordon-Howell report, as does the University of Kansas, considers it a general education course. The College of Emporia has placed it with the Department of Business Administration and Economics. The objective of this course at the College of Emporia and the University of Kansas is to provide a better understanding of the nature, practices, policies, and development of the economic system as well as to introduce the student to value and national income analysis, corporations, money and banking, public finance, international economics, domestic economic problems, and the challenge to American capitalism. At the College of Emporia emphasis is placed on the application of these principles to everyday living.

The University of Kansas, the Gordon-Howell report, and the Pierson report agree that the only accounting courses necessary for

⁷⁵Gordon and Howell, p. 181.

management are of a managerial nature. All business schools require at least six semester hours of accounting and many require more. The number of hours required is not as important from a management standpoint as what is taught. The general business student does not get training in how to use accounting as a managerial tool. The Gordon-Howell report suggests that less time should be spent on procedural details and greater emphasis be placed on accounting for management. This might be accomplished by requiring a course in managerial accounting which would include cost accounting, budgeting, and analysis of financial statements. This course would enable business majors to utilize accounting information and apply it to managerial decision making.⁷⁶

The College of Emporia, on the other hand, suggests that twelve hours be taken in the area of accounting (none of which is associated with managerial accounting) for a degree in business administration. The accounting courses offered at the College of Emporia are: Principles of Accounting, 6 hours, which is concerned with accounting cycle, recording transactions, accounting for payrolls and taxes, partnerships, corporations, stocks and bonds, and statement analysis; Intermediate and Advanced Accounting, 6 hours, which is a study of detailed analysis of financial statements such as working capital items, inventories, retained earnings, and the like; Cost Accounting, 3 hours, which considers the basic cost accounting principles such as job order cost, process cost, and so forth; Income Tax Accounting, 3 hours, which studies the

⁷⁶Ibid., p. 196.

principles relating to all types income, depreciations, inventories, and so forth; and Advanced Income Tax Accounting, 3 hours, concerning self-employment tax, capital gain tax, securities transactions, and like topics. Though statement analysis is mentioned in two of these courses, neither is directed toward the managerial level and does not meet the criteria established by the School of Business, University of Kansas, the Gordon-Howell report, or the Pierson report.

Personnel management and human relations are recognized as important by the Gordon-Howell report and the Pierson report. The University of Kansas, though it does not offer courses in this area specifically, does require work in the area of general management. The College of Emporia offers no course in human relations or in personnel management but does present some information in this area in the Introduction to Business course.

The University of Kansas, Gordon-Howell, and Pierson agree that advanced economics should include courses in managerial economics, macroanalysis, or both. The College of Emporia requires courses in Money and Banking and Labor Economics; but these courses are not of an analytical nature and therefore do not meet the criteria established.

The School of Business at the University of Kansas requires Economic Analysis which consists of the application of economic concepts and principles to the process of formulating and implementing business decisions. This course applies the analytical concepts of economics to representative problem situations in business.⁷⁷

⁷⁷Bulletin of the University of Kansas, Volume 61, No. 10, October 1, 1960, p. 62.

Economic analysis is directed toward the problems of the business firm in the areas of price and output decisions, investment planning, and factor utilization. The primary objective of this course should be to introduce the student to use the tools of economic analysis in formulating and solving management problems and thus is used in the development of appropriate business policy.⁷⁸

Money and Banking as offered at the College of Emporia is a survey of money, credit, banking, the Federal Reserve System, theories of money, and government control of the economy through banking. Labor Economics is a presentation of the labor market, union history, labor relations, accident and illness, and the like. These courses are concerned with presenting information regarding the subject but do not attempt application to the business institution or decision making in business.

Gordon and Howell suggest that the business executive must be familiar with the aggregative aspect of the firm's economic environment and that this information cannot be achieved by taking a conventional course in money and banking. These courses usually give insufficient coverage to national income accounting and measurement, the role of nonmonetary factors in economic fluctuations, economic growth forecasting, fiscal policy, and growth stability. Public finance courses likewise represent an unsatisfactory way of giving the business student the background he needs in aggregative economics.⁷⁹

⁷⁸Gordon and Howell, p. 202.

⁷⁹Ibid., p. 201.

The two reports and the University of Kansas agree that finance and marketing should be part of the curriculum. Though the Pierson report suggests that these courses be taught for the purpose of aiding management, the other two do not suggest it. The College of Emporia offers courses in Public Finance and in Marketing but not for the purpose of managerial decision making. The course in Public Finance is a study of the way in which the government spends, collects, and manages public monetary affairs. The Marketing course introduces the student to the channels of distribution and marketing techniques. The problems confronting management are enumerated, but very little freedom is allowed for managerial level discussion.

Both reports and the University of Kansas suggest that courses should be taken in statistical analysis. The College of Emporia does not require a course in statistics; however, statistics is offered in the business curriculum. This course is taught in the Mathematics Department and stresses summations, graphs, the normal curve, index numbers, and correlation. The course is not taught with emphasis on decision making in business.

Statistics is required by every business school in the United States. Gordon and Howell report that this course should be more interpretive than analytic so that decisions can be made from the information presented. This means that the statistics course should be one which will help management use the information.⁸⁰

⁸⁰Ibid., p. 216.

Legal policies and factors in business are suggested by the three reports. The College of Emporia meets this criteria by requiring courses in business law.

Production and operational management are suggested by the three reports while the College of Emporia makes no such suggestion and requires no such course.

Integrating the management viewpoint is suggested by the Gordon-Howell and Pierson reports. The College of Emporia, like the University of Kansas, suggests no study in this particular discipline.

In completion of this comparison of two major studies--the Gordon-Howell report and the Pierson report--and the program at the School of Business of the University of Kansas and the College of Emporia it seems that the College of Emporia's program does not meet the criteria established for the development of persons with managerial skills.

The major weakness in the curriculum in the Business Administration Department at the College of Emporia seems to be that too many courses are offered or required which do not necessarily develop an individual's capabilities to do reflective thinking. The courses listed in Table IX are those of a type which require the student to be concerned more with the organization practices and the running of a present-day business rather than those designed to stimulate or create the basic tools necessary to meet the demands and the needs of a changing business world requiring foresight and progressive thinking.

According to Howard G. Bowen, President of Grinnell College:

Maximum progress toward a broadly educated business leadership cannot be achieved even with the best of intentions if the students are given lecture courses ...confined to the conditioned reflex...that involves only memory of great quantities of material.⁸¹

Mr. Bowen continues by saying that, "With few exceptions undergraduate business courses should not be technical or directly vocational."⁸²

In comparison with Mr. Bowen's views, the College of Emporia's Business Administration curriculum is far from ideal in that twelve hours of accounting are suggested; and no course in management or administration is offered.

The apparent question with which we must be concerned at the present time is: Does the Business Administration Department intend to graduate persons with administrative qualifications? The stated aim of the Department of Business Administration in 1959 was:

To provide the student with an understanding of economic principles and institutions upon which modern economy is based. The Department is also able to provide vocational training in business.

Preparation for the vocational pursuit is provided by this division...adequate preparation for students who wish to undertake graduate work in fields...of business...⁸³

⁸¹Bowen, p. 42.

⁸²Ibid., p. 44.

⁸³College of Emporia Bulletin, Volume XLX, No. 3, March 1960, p. 52.

The purpose, therefore, of the College of Emporia is to provide for the student a sound and creditable background in liberal arts and vocational aspects of education.

A review of the requirements of the College of Emporia, in relation to what the Gordon-Howell and Pierson reports suggest in the area of general education, shows that the College of Emporia meets its objectives in the area of liberal arts.

The objectives of the Business Department as stated in the catalog are to provide fundamental education in the field of business administration, provide vocational training in the business field, and to enable the student to be assured of some degree of success in business.⁸⁴

The College of Emporia offers 76 hours in business and economics. Most of these courses are taught to give the student a fundamental understanding of the subject matter. With this in mind it seems that the first objective of the Business Department is met by the courses offered.

The second objective—to provide vocational training—seems to be met by the fact that the business graduates of the College of Emporia are employed. This study is not directed towards establishing what type employment these graduates sought or if they are employed in business, but it is known that all business administration majors of the College of Emporia are employed.⁸⁵

⁸⁴College of Emporia Bulletin, Volume 71, No. 3, November 1960, p. 44.

⁸⁵Op. cit., Mr. Hilbert.

The third objective of the Business Department--to enable the student to be assured of some degree of success in business--seems to be governed more by ambition than by an objective of the Department. Whether this objective refers to financial success or simply being employed is not known. It is vague enough to allow the student or reader of the catalog to form his own conclusion. Therefore, for the purpose of this study, being employed in business upon graduation will meet the objective.

Dr. Safford S. Studer, Dean of the College of Emporia, states: "It should be the purpose of the Department of Business Administration to train men and women to be capable of being business administrators..."⁸⁶

Rev. Richard E. Hanna, President of the College of Emporia, states the following: "The College of Emporia should equip its students to be the business leaders of tomorrow."⁸⁷

If these objectives are considered the purpose of the Business Department at the College of Emporia, it is obvious that the business curricula presently offered does not meet the criteria for developing business leaders according to the Gordon-Howell and Pierson reports.

⁸⁶Op. cit., Dr. Studer.

⁸⁷Personal Interview, June 26, 1961.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary and conclusions. The original purpose of this study was to answer six questions: (1) the purpose of the College of Emporia, (2) the growth and development of the Business Administration Department at the College of Emporia, (3) the purpose of the Business Administration Department at the College of Emporia, (4) whether the information taught meets the objectives of the College of Emporia and its Business Administration Department, (5) whether the Department of Business Administration equips its graduates for vocational work, (6) whether the purpose of the Business Administration Department at the College of Emporia should be changed.

The original purpose of the College of Emporia was to train young men and women for their life's work in an atmosphere of wholesome Christian influence, to produce a fine type of Christian manhood and womanhood, and to fit the student for moral and intellectual leadership in whatever occupation he might choose. This original purpose remains the same today.

The growth and development of the Business Department has been strong at times but uncertain at others since its origin in 1919. Dr. Frank Strieghtoff organized a fifteen course curriculum in 1919. In 1920 Mr. R. N. Miller became head of the Business Department; under his leadership required courses were initiated. The Department employed three persons and graduated a high of eighteen majors each year in 1934, 1939, and 1940.

Since 1946 six persons have headed the Business Department. Over the years the Department has grown in course offerings, but fewer business majors were graduated. There are presently three persons teaching the 76 hours offered in business.

The purpose of the Business Department has changed from time to time and today has the following objectives as stated in the latest catalog: (1) to provide fundamental education in the field of business administration, (2) to provide vocational training in the business field, (3) to enable the student to be assured of some degree of success in business.⁸⁸ The 1959 Catalog expanded the purpose to include preparation of the student for graduate work in business as an objective. This is not an objective of the Department as stated in the 1960 Catalog although this is an objective of the College.

Statements on page 57 of this paper make it clear that the top administrators at the College of Emporia feel that the objectives of the Department should be different or possibly stronger than the stated aim of the 1960 Catalog.

Perhaps the College of Emporia should examine its position and restate the objectives of the Business Department whereby the present curriculum and training offered could fulfill the desired objectives.

If the objectives stated by the catalogs and by persons associated with the College are the objectives sought, then the business

⁸⁸College of Emporia Bulletin, Volume 71, No. 3, Nov. 1960, p. 44.

program shall have to be geared to meet these objectives. On the other hand, if these are not the ultimate objectives, then perhaps the courses offered at the College of Emporia do meet the real objectives of preparing young men and women to find vocational employment.

It may be assumed that comparatively few graduates of business schools or departments of business will ever reach the position of front rank business leadership when consideration is given to the tremendous number of positions in business which do not reach the leadership level.

Figures show that about five per cent of business employees reach the top management level.⁸⁹ This means that of the 55,000 business majors graduated in 1958 only 2,750 will eventually be business leaders. The likelihood of the College of Emporia producing a large number of this group is small and should be considered in this problem.

It may further be assumed that few, if any, persons will reach the position of business leadership directly upon graduation from college. Most persons will be required to enter a beginner's position first. If then it were the objective of the College of Emporia Business Department to prepare graduates for beginner's positions, undoubtedly it would meet this objective.

Only 12,000 business majors graduated from colleges and universities with departments and divisions of business in 1956. Twenty-seven thousand degrees were granted by business schools.⁹⁰ This means that

⁸⁹Gordon and Howell, p. 59.

⁹⁰Pierson, p. 11.

only 32 per cent of the business students will be graduated from institutions like the College of Emporia if this ratio stays the same. There were 200,000 students enrolled in business in 1959. This number should reach 370,000 by 1970.⁹¹ Gordon and Howell point out that the jobs available for college graduates are increasing but that there will be very few college graduates holding positions which require a large amount of decision making.⁹²

If the College of Emporia wishes to meet the new objectives, consideration should be given to the problems such action would create. The course offerings would necessarily have to be changed. This would mean that additional staffing would be necessary and that these new people would have to be qualified to train future graduates for top business positions. To consider such a program would put the College of Emporia in competition with high ranking business schools all over the United States.

The College of Emporia should examine its position and the objectives of the Business Department before an attempt is made to alter the present objectives as printed in the catalog.

The objectives of the College are to give a background in the liberal arts and the vocations. In regard to the liberal arts, in comparison with the Gordon-Howell and Pierson reports, the College does meet these objectives.

⁹¹Gordon and Howell, p. 24.

⁹²Ibid., p. 26.

In regard to whether the Business Department at the College of Emporia prepares students for a vocational career, it might be assumed that this particular criterion is being met by the curriculum presently offered because the graduates have found jobs and have not been outspoken in criticising the education they received at the College of Emporia. However, the objectives of the College and the Business Department as viewed by the top administrators of the College are not being met by the present curriculum.

The last question with which this paper is concerned is: Should the purpose of the Business Administration Department at the College of Emporia be changed? In regard to this question it seems that either the stated objectives of the administration must be changed or that the curriculum should be changed in order to meet the stated objectives and purpose as presented in the catalog.

The curriculum of the College of Emporia has been discussed in relation to the Gordon-Howell and Pierson reports and the program offered in Business Administration at the School of Business, University of Kansas. This comparison shows that the College of Emporia's Business Administration Department does not offer the courses which are necessary to produce thinking future business leaders.

Recommendations. In view of the findings of this study:

(1) It is recommended that the administration and faculty of the College of Emporia give special consideration to altering the curriculum of the Business Administration Department to meet the stated objectives

or that the objectives be changed so that the objectives can be met with the present curriculum.

(2) It is recommended that if the objectives remain as they are presently stated and interpreted, and it is decided that the curriculum should be changed to meet these objectives that the following be given consideration in a revised program:

(a) Courses should be added which activate the thinking processes and all the courses which are taught should be taught in such a way that they will provoke thought.

(b) The total number of hours in accounting should be reduced and one course in accounting should be of an analytical nature.

(c) That statistics be a required course for business majors and that emphasis be given in teaching this course that it might implement decision making in business.

(d) The following courses should be dropped from the curriculum: Intermediate and Production Typing, Small Business Administration, and Principles of Advertising.

(3) To meet the voiced objectives of the College of Emporia it is recommended that a program be instituted which requires the following courses:

Non-Business Curriculum

Humanities and Fine Arts		27-36 hrs.
English, Literature, Foreign Language	15-18	
Humanities and Fine Arts	6-9	
Religion and Philosophy	6-9	
Natural Science and Mathematics		12-18 hrs.
Mathematics	6-12	
Natural Science	6	
Behavioral and Social Studies		18-21 hrs.
Psychology	6	
Other social studies	12-15	
Physical Education		<u>4</u> hrs.
TOTAL		61-79 hrs.

Business Curriculum

Business Organization and Management Theory		6 hrs.
Introduction to Business	3	
Business Management	3	
Functional Management		15-18 hrs.
Office Management	3	
Marketing	3	
Business Finance	3	
Production	3	
Personnel	3	
Industrial Management	3	
Informational and Control Systems		9-12 hrs.
Introductory Accounting	3	
Intermediate Accounting	3	
Managerial Accounting	3	
Quantitative Analysis	3	
Economics		15-18 hrs.
Introduction to Economics	6	
Micro and Macro Economics	6	
Money and Banking	3	
Managerial Economics	3	
Legal Aspects of Business		3 hrs.
Business Law	3	
Management Decision Making		6 hrs.
Problems in Executive Decision Making	6	
TOTAL		<u>54-63</u> hrs.

At the present all of the non-business curriculum is taught at the College. Requiring these courses would necessitate no increase in faculty, equipment, or facilities.

Of the business curriculum, 9 of the 21 courses suggested are being taught at the College of Emporia.⁹³ The introduction of a program of the nature suggested would require the addition of several highly qualified educators in this department. If the College reaches an enrollment of 1200 (this is the aim of the College according to its ten-year plan now in effect) and if 40 per cent of these students wish to follow a business program (40 per cent of the students indicate the desire to major in business according to records of the registrar at the present time), this would mean 480 persons will major in business.

According to Gordon-Howell the average work load for a full-time college faculty member is 15 semester hours with an average of 20 students per class.⁹⁴ Using these figures and a maximum enrollment and maximum courses offered, which is 21, and assuming that each course would be offered each semester, the College would be required to employ a head of the department and four other qualified persons to teach these business courses. If the head of the department were to teach 6 hours, the four associate professors would be required to teach 15 hours per semester except for one person who would teach 12 hours. The average number of students in each class could be 23 under these circumstances (480 students divided by 21 classes.)

⁹³College of Emporia Bulletin, Volume 71, No. 3, Nov. 1960, p. 49.

⁹⁴Gordon and Howell, p. 342.

In terms of cost to the College it would seem reasonable that this program should cost about \$35,000 a year in faculty salary. According to Gordon and Howell, the salary for the head of the department averaged between \$8,000 and \$10,000 and the pay for associate people is somewhere in the neighborhood of \$6,500.⁹⁵ (This figure may be low for well-trained people.) The initiation of this plan might require paying the head of the department \$10,000 and other members of the faculty up to \$7,500. This would mean that to initiate such a program the College would spend \$40,000 per year in salaries with no consideration for additional supplies needed or payment to office personnel.

(h) It is recommended that if the College cannot initiate a program to satisfy the voiced objectives of the College, that the following program be considered for adoption so that the objectives might ultimately be met by graduate study leading to the Master of Business Administration degree at the University of Kansas.

This pre-master's program could be instituted at the College of Emporia with relatively few changes in curriculum and would necessitate no change in faculty. The School of Business at the University of Kansas has established its MBA program so that persons need not major in business on the bachelor's level in order to enter this program. The requirement for entrance is a BS or BA degree from some accredited school.⁹⁶

⁹⁵Ibid., p. 283.

⁹⁶University of Kansas Bulletin, Volume 61, No. 10, October 1, 1960, p. 38.

This MBA program at the University of Kansas is a two-year course designed for non-business majors at the undergraduate level and is directed toward decision making in business. The courses offered are:

First Year Program⁹⁷

1st Semester	Hrs.	2nd Semester	Hrs.
Behavioral Science I	5	Behavioral Science II	5
Economics I	5	Economics II.	5
Quantitative Analysis I	5	Quantitative Anal. II	5
	15		15

Second Year Program

1st Semester	Hrs.	2nd Semester	Hrs.
Finance I	3	Finance II.	3
Marketing I	3	Marketing II.	3
Organizational Behavior I.	3	Organizational Behavior II	3
Production I.	3	Production II	3
Elective.	3	Elective.	3
	15		15

The course in Behavioral Science presents concepts and tools from the field of anthropology, semantics, psychology, and sociology which have particular reference to business administrators. The course in Economics covers economic environment, processes of economic growth and fluctuation, managerial economics, and economic thought and economic policies and their importance to business administrators.

Quantitative Analysis covers the areas of managerial accounting, mathematical concepts and tools which have business applications, and the statistical method for management. Finance deals with the problems

⁹⁷Ibid., p. 38.

of financial management of businesses including forecasting, taxation, source and use of funds, and valuation. Marketing considers the functions of marketing in business on the administrative level.

Organizational Behavior provides the student an opportunity to study different types of business organizations and focuses on general management's responsibilities within these organizations. Production includes the study of the management of production processes and personnel with emphasis toward labor relations, planning and controlling production, administration of labor policies, and advanced production policies.⁹⁸

The examination of the program at the University of Kansas would make it seem reasonable to require the students at the College of Emporia to follow a program which would include some work in the following areas in order that the student might possess the fundamental tools necessary to successfully complete the MBA degree at the University:

Recommended Courses

Mathematics		6-12 hrs.
Algebra	3-6	
Statistics	3-6	
Economics		9-12 hrs.
Principles of Economics	3	
Advanced Economics	3	
Money and Banking	3	
Labor Economics	3	
Social Sciences		6 hrs.
General Psychology	3	
General Sociology	3	

⁹⁸Ibid., p. 46.

Business Courses	9-12 hrs.
Accounting I and II.	6
Business Organization.	3
Business Management.	3
TOTAL.	30-42 hrs.

After completing these courses in addition to those presently required by the College of Emporia, the student should possess the fundamental tools necessary to do graduate study.

It would seem that this program might be feasible if the College does not desire instituting a more expensive program. A program of this nature would not necessarily meet the voiced objectives of the College, but it would presumably allow the student to reach such objectives in some other institution. This program would not require the addition of faculty or equipment and would allow the College to continue its present program in business if this be desired.

(5) It is further recommended that a follow-up study of graduates of the Business Department of the College of Emporia be made in order to determine what their positions are and whether the business administration training they received at the College of Emporia met their initial needs upon graduation and whether it is meeting their present needs.

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