

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

A Thesis

Presented to

the Faculty of the Division of Business and  
Business Education and the Graduate  
Counsel of the Kansas State  
Teachers College of Emporia

In Partial Fulfillment

of the Requirement for the Degree  
Master of Science

by

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June 1959



ACKNOWLEDGMENTS

The writer wishes to express his sincere thanks to Dr. R. W. McGill, Director of the Division of Business and Business Education at Texas State Teachers University, for his helpful suggestions and for his assistance in the development of this study.

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CHAPTER

I.

INTRODUCTION  
Statement of the problem  
Importance of the study  
Limitations of the study

#### ACKNOWLEDGMENTS

Definitions of Terms Used

The writer wishes to express his sincere appreciation to Dr. E. C. McGill, Chairman of the Division of Business and Business Education at Kansas State Teachers College of Emporia; and to Dr. Wayne M. Baty and Mr. Richard F. Reichert, of the Business faculty, for advice and assistance in formulating a questionnaire, and for their kind criticisms in the development of this study.

H. J. C.

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## CHAPTER I

### INTRODUCTION

The faculty of the Division of Business and Business Education of Kansas State Teachers College of Emporia has long been concerned with the improvement of the curriculum to meet the needs of the graduates who enter the business world. This fact was emphasized in the study, "A History of the Business and Business Education Department."<sup>1</sup> Further evidence of faculty interest in curriculum improvement may be seen in a survey conducted by Marvin E. Byers.<sup>2</sup>

The ideas and opinions of the former graduates should be of great value in planning the course offerings for future students. The primary source of data in this study came from the graduates, since they are the ones that are facing the changing business conditions.

#### I. THE PROBLEM

Statement of the problem. The aims of this study were (1) to evaluate the business education curriculum at

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Homer C. Davey, "A History of the Business and Business Education Department" (unpublished Master's thesis, Kansas State Teachers College of Emporia, 1955).

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



Kansas State Teachers College of Emporia to see how well it meets the needs of the graduates, and (2) to make recommendations for improvement.

This is one of a group of simultaneous studies of the graduates of the Division of Business and Business Education. The other studies in this group required information about accounting, office education, business administration, sales and insurance, and general business education. With specialization in these various areas, one was able to make a more extensive investigation.

No previous study of the graduates of the Division of Business and Business Education in these separate areas is known to have been made.

Importance of the study. Curriculum development is one of the most difficult problems with which the business educator is faced. This fact is evidenced by the fast-growing economic system of the United States. It is the duty of the faculty of the Division of Business and Business Education of this school and other schools alike to provide an educational opportunity that will help produce employable workers.

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

This survey is designed to provide information for the evaluation of the present business education curriculum at Kansas State Teachers College of Emporia to see how well it meets the needs of the graduates who go into the teaching profession. It will also provide information that will be helpful to the business faculty in advising future students who plan to become teachers. Recommendations will be made for the improvement of the business education curriculum from the facts gathered.

Limitations of the study. It was not the purpose of this investigation to gather information and opinions of all the graduates of the Division of Business and Business Education, but only those graduates who are presently engaged in business teaching. The graduates who were granted the degrees Bachelor of Science in Business or the Bachelor of Science in Education with a major in business from 1918 to 1958 were contacted. The information contained in this report came from the questionnaire which the graduates returned.

## II. DEFINITIONS OF TERMS USED

Business. "Business comprises all the activities associated with the production and sale of goods and services."<sup>3</sup>

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<sup>3</sup>William R. Spriegel, Principles of Business Organization (New York: Prentice-Hall, 1946), p. 1.

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

Business education. "Business education" is one phase of education related to the education of people to teach the business subjects, both skill and non-skill, in the high schools.

Curriculum. In this report the term "curriculum" will include those courses, work experiences, and areas of preparation for teaching offered by the Division of Business and Business Education.

Division. A "division" in education is the separation of the courses in a school curriculum pertaining to a certain field of study. The term "division" is used in this survey instead of "department." The business department was first referred to as a division in the Kansas State Board of Regents report of July, 1957, according to President John E. King.

General education. General education is (1) those phases of learning which should be the common experience of all men and women; (2) education gained through dealing with the personal and social problems with which all are confronted. . . ."<sup>4</sup>

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<sup>4</sup>Good, Carter V. (ed.), Dictionary of Education. New York: McGraw-Hill Book Company, Inc. (second edition), 1959, p. 245.

Major. Forty to sixty semester hours in a given department, depending on the curriculum taken, ordinarily constitutes a major. The semester hour is the measure of college credit. A college course continuing through a semester of eighteen weeks, with one period per week of fifty minutes of classroom work, gives one semester hour of credit.

### III. METHOD OF PROCEDURE

In preparation for this study, literature on how to conduct a follow-up study was read, and several follow-up studies were reviewed to see how they were conducted. The general opinion appeared to be that a short objective questionnaire would be the most effective for this type of study. Every effort was made to make this questionnaire short and to the point.

A complete list of graduates of Kansas State Teachers College who majored in business from 1918 to 1958 was obtained from the official records in the registration office. These records showed that 1,441 people had majored in some phase of business. The names of the graduates were checked against the files in the alumni office for addresses. If the addresses could not be found in the active files in the alumni office, the inactive files were examined and several addresses were found there. Upon the completion of the search in both files, there were 302 graduates for whom no record could be found.

An introductory letter was drafted and sent to the 1,139 graduates for whom addresses could be obtained. The purpose of the study was explained in this letter.<sup>5</sup> Enclosed with the letter was a reply postal card requesting the teacher's name, present address, permanent address, and occupation, which was to be returned by the graduate.<sup>6</sup> The purpose of the card was to give the investigators a basis for separating the graduates into the six areas of study.

The total number of graduates contacted was 1,067. The data in Table I below show a break down of this information.

TABLE I  
METHOD OF DETERMINING THE TOTAL GRADUATES CONTACTED

Total number of graduates		1,441
Less:		
Number for which there were no record	302	
Number of duplicates found*	30	
Number returned for better address for which no address could be found	<u>42</u>	<u>374</u>
Total number of graduates contacted		1,067

\*The reason for the duplicates was that some of the girls were married and both their married and maiden names were in the files. A few of the duplicates may have come about from the fact that some of the graduates received two degrees.

<sup>5</sup>See Appendix, p. 81.

<sup>6</sup>Ibid., p. 82.

A questionnaire was developed that was thought would effectively evaluate the business education curriculum.<sup>7</sup> It was developed by preparing questions about the course offerings, extra-curricular activities, and general questions about the present curriculum.

The questionnaire was presented to the faculty of the Division of Business and Business Education for criticisms and suggestions and was revised according to their recommendations. In individual conferences with faculty members, more suggestions were received which resulted in a second revision.

The questionnaire was tested by (1) giving it to two graduates, (2) getting their criticism, (3) revising it according to their suggestions; (4) then giving the revised one to two other graduates, getting their criticisms, and revising it again. After a third pair of graduates had made suggestions, it was drafted in final form and reproduced for mailing to graduates.

Within three weeks after the introductory letter was sent, 451 replies had been received. A follow-up letter was sent to the 596 who had not replied.<sup>8</sup> Sixty-two letters were returned for better addresses. Addresses were found for 20 of these returned letters and the second introductory letter

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<sup>7</sup>Ibid., pp. 85-87.

<sup>8</sup>Ibid., p. 83.

was sent to these graduates the same day the first follow-up letter was sent out. Another reply postal card was enclosed with each of these letters for the convenience of those graduates who had lost or misplaced the first card.

An additional 302 responses were received from the follow-up letter. This brought the total responses to 753 which was a 70.48 per cent reply from the 1,067 graduates contacted. This can be seen in Table II below:

TABLE II  
METHOD OF DETERMINING THE RESPONSES OF THE GRADUATES

Total number of graduates contacted		1,067
Less:		
Responses on first mailing	451	
Responses of follow-up	302	753
Number of graduates not responding		314

Since this was one of a group of six studies, the number of responses was divided according to the occupations given by the respondents. From the total number of graduates responding, 229 indicated they were teaching. As is shown above, the total responses on the first mailing and the first follow-up amounted to 753. The largest number of respondents were teachers. The distribution of replies is given in Table III.

TABLE III  
DISTRIBUTION OF REPLIES ACCORDING TO OCCUPATIONS  
BY GRADUATES

Occupations	Number in each occupation
Teaching . . . . .	229
Housewives and Other Positions . . . . .	138
Business Administration . . . . .	137
Accounting . . . . .	104
Sales and Insurance . . . . .	89
Office Education . . . . .	56
Total number replying	753

Questionnaires were sent to the 229 persons who had indicated on the reply cards they were engaged in teaching. A letter explaining the questionnaire and a self-addressed, postage-free envelope was enclosed for their convenience in replying.<sup>9</sup> After three weeks had elapsed, a follow-up letter was sent reminding those who had failed to return the questionnaire to do so.<sup>10</sup> Another questionnaire and return envelope was enclosed with this letter for those who had lost or misplaced their first one.

From the 229 questionnaires sent out, 192 responses, or 83.84 per cent, were received. Six of the 192 responding did not complete the questionnaire. Three of those not

<sup>9</sup>Ibid., p. 84.

<sup>10</sup>Ibid., p. 88.



answering the questionnaire stated they had been retired from teaching four years or more; two did not answer the questions because they were teaching in some other area. The sixth one returning the questionnaire stated, "Your questionnaire does not pertain to me and I am not interested." This did not appear to be the opinion of many graduates responding, as can be seen from one letter that is included in the appendix on page 89.

In addition to the six returned not completed, eight questionnaires were classified as unusable. Four of these eight questionnaires were returned by graduates who had been retired from teaching a number of years. One graduate was working with the government and stated that his position would not be considered a teaching position. One was a field representative for an aircraft company. Another graduate was working toward the master's degree and had never taught school. The other had been teaching music for the last ten years. When these had been deducted from the 192 responses, there were 178 usable questionnaires left on which to base the analysis in this report.

Some of the questions were not answered by all those cooperating in this survey; but as each section is presented, this information will be given. In this manner, it was felt a better picture of the graduates' opinions could be seen.

A work sheet for tabulating the results was set up before the returns were received. A space was provided on this work sheet for the tabulation of each separate question; and for those questions that could not easily be tabulated, a space was provided for writing in these answers. The information from the work sheet was set up in tables and is presented as a part of the final report.

The Multilith process was used in the reproduction of the materials needed; but to make the correspondence appear more personal, the date, inside address, and salutation were typed on the introductory letter and the letter that accompanied the questionnaire. The follow-up letters were not personalized.

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

A summary of the findings in the investigation was sent to 122 graduates who had requested this information.

This study is discussed under the divisions of review; general information; organizational membership and most beneficial courses; curriculum evaluation; summary of suggestions made by graduates; and summary, conclusions and recommendations.

## CHAPTER II

### REVIEW OF THE LITERATURE

"Providing an adequate curriculum is the most important function of a school system."<sup>1</sup> The curriculum of an institution must be carefully planned, so that its graduates can meet the problems with which they will be faced.

"The curriculum must be part and parcel of the society, the school and the classroom in which it operates."<sup>2</sup> Since implications of this study are related to the evaluation of the curriculum of the Division of Business and Business Education of Kansas State Teachers College of Emporia, it seems only proper that the role of the curriculum be briefly reviewed at this point.

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

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

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<sup>1</sup>The Changing Business Education Curriculum. Vol. IV of the American Business Education Yearbook. Published Jointly by the Eastern Commercial Teachers Association and the National Business Teachers Association (Somerville, New Jersey: Somerset Press, Inc., 1947), p. 5.

<sup>2</sup>Ibid., p. 6.

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

In the last sixteen years, two follow-up studies of the graduates of the Division of Business and Business Education of Kansas State Teachers College of Emporia have been made. Both of these studies were of a general nature. This study is more specific in that it deals only with the graduates of the Division of Business and Business Education, from 1918 to 1958, who are presently teaching.

The first study was conducted by Merle Endly in 1942.<sup>4</sup> His study included only those graduates who had received the Bachelor of Science in Commerce degree, and was designed merely as a survey that would provide information that "will be useful to the faculty of the Department of Commerce in their guidance work."<sup>5</sup>

The data that were collected for Endly's study were not related to the evaluation of the curriculum, but were directed toward collecting personal information on the

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<sup>3</sup>The Changing Business Education Curriculum, op. cit.,  
p. 147.

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

<sup>5</sup>Ibid., p. 1.

graduates. His study revealed the following facts about the graduates.

Of the 412 questionnaires sent out in Endly's study, 300 were returned.<sup>6</sup> The following information was based on this number of returns:

1. Of the men graduates, fifty-eight, or fifty-one per cent are teaching . . . .
2. Of the single women graduates, seventy-three, or seventy-three per cent, are teaching . . . .
3. Forty per cent of the 300 graduates replying have some graduate credit on record. Usually about one summer's work or eight hours are on record.
4. Forty-five, or fifteen per cent of the 300 graduates have Master's degrees.
5. Five graduates are working on their Doctor's degree.<sup>7</sup>

The Endly report was of value in showing the progress and accomplishments of the former graduates.

The second follow-up study was conducted by Marvin E. Byers in 1948.<sup>8</sup> His problem was broader in scope than was Endly's. Mr. Byers said:

In order that this study would be representative of the opinions of a majority of the graduates of the Commerce Department, Kansas State Teachers College of Emporia, and attempt was made to include all students on record who had graduated from the Department with the

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<sup>6</sup>Ibid., p. 41.      <sup>7</sup>Ibid., pp. 42-43.

<sup>8</sup>Marvin E. Byers, "A Follow-up Study of All Commerce Graduates of the Kansas State Teachers College of Emporia, Directed toward Curriculum Development" (unpublished Master's thesis, Kansas State Teachers College of Emporia, 1948).

Bachelor of Science in Commerce degree, the Bachelor of Science in Education degree, with a major in commerce, or both, up to and including the Summer Session, 1947.<sup>9</sup>

Certain portions of the 1958 study pertain to some of the same problems included in Byers' study. One portion of his thesis was involved directly with the evaluation of the department. In this evaluation, information was obtained that led to the revision of several courses. Some of the recommendations that were received from the graduates in Byers' study are presented in synopsis form below:

1. Put more work experience in the program.
2. Institute a course that will provide information on the local, state, and national organizations that are helpful to graduates.
3. Limit class enrollment in courses that require the most personal attention of the instructor. Accounting would be an example of this type course.
4. Establish and maintain a better guidance program on the freshman level.
5. Organize a Future Business Teachers Association.
6. Change a Retailing and Marketing course to prevent overlapping.<sup>10</sup>

Most of the recommendations made by the graduates in Byers' study were instituted in the curriculum in some form.

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<sup>9</sup>Ibid., p. 4.

<sup>10</sup>Ibid., pp. 105-9.

It did not lead to the founding of new courses for all the recommendations listed above, but some of the courses were altered partially to conform with these suggestions.

Under the new program the credit allowed for Principles of Salesmanship was reduced to two hours; Com. 42, Retail Store Operations and Com. 72, Retail Merchandising were combined to form a new course known as Com. 51, Retail Store Operations and Merchandising. Credit was reduced from a total of five hours for the two courses to two hours for the new course. Theory only is presented in these courses.<sup>11</sup>

A third study was conducted in the Division of Business and Business Education. This one was a history of the Department of Business and Business Education, by Homer C. Davey.<sup>12</sup> Davey did not attempt to evaluate the courses offered in the Division of Business and Business Education at the Kansas State Teachers College of Emporia. He was concerned principally with disclosing the past accomplishments of the department. He developed a complete history of the department since its founding in 1907 under the leadership of L. A. Parke to the present administration under Dr. E. C. McGill.

Although the related literature was helpful in providing a background to the problem, the major source of information had to come from respondents to the questionnaire.

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<sup>11</sup>Ibid., p. 113.

<sup>12</sup>Homer C. Davey, "A History of the Business and Business Education Department" (unpublished Master's thesis, Kansas State Teachers College of Emporia, 1955).

## CHAPTER III

### GENERAL INFORMATION ABOUT THE GRADUATES

The general information about the graduates is given in this chapter. This information will be presented under the following topics: advanced work, present position, beginning field of teaching, courses presently taught, annual incomes, and school enrollments where the graduates began teaching and where they are presently teaching.

#### I. ADVANCED WORK OF GRADUATES

One hundred and nine of the 178 graduates have a minimum of a master's degree, as shown in Table IV. During the school year 1957-1958, there were 6,769 high school teachers and administrators in Kansas and of this number 2,213 had a minimum of a master's degree. Percentagewise, of the graduates in this survey 47.19 per cent had a minimum of a master's degree as compared with 32.7 per cent of the total number of teachers in Kansas. In other words, over 12 per cent more of the teachers in this survey had master's degrees than did the teachers in Kansas.

The reason for such a large per cent holding the master's degree could be attributed to two factors. One of these factors is that the educational requirements in the localities where the graduates were teaching were high and



TABLE IV

## EDUCATIONAL STATUS OF GRADUATES WHO ARE TEACHING

Degree	Number of graduates	Per cent of total graduates
Hold Doctor's . . . . .	3	1.69
Working on Doctor's . . . . .	17	9.55
Hold Specialist's . . . . .	0	
Working on Specialist's . . . . .	4	2.25
Working on Bachelor of Law . . . . .	1	.56
Hold Master's . . . . .	84	47.19
Working on Master's . . . . .	42	23.60
No Graduate Work on Record . . . . .	52	29.21

20 3 ?

11 1/2

demanded more preparation. The other factor contributing to the amount of advanced work is that these teachers were aggressive and had the desire for advancement or to be better teachers.

In addition to the number of graduates holding the master's degree, 36 others were working toward the degree. Several others were working for degrees beyond the master's as can be seen in Table V. Data were not available on the number of teachers in Kansas who had completed work toward the master's degree or other degrees.

Twenty-nine per cent of the graduates in this survey apparently do not have any graduate work on record. No space was provided for "no work completed," so these teachers left the question unanswered.

## II. PRESENT POSITIONS OF GRADUATES

The graduates were asked to give their present position and these are presented in Table VI. Since several of them held more than one position, the positions were listed in Table VI in the manner in which they were reported. The administrative positions are given first, the positions of teachers and instructors next, and the last group includes those positions which did not fit into either of the first two groups.

TABLE V

HOURS COMPLETED TOWARD ADVANCED DEGREES  
BEING WORKED ON BY GRADUATES\*

Hours completed on degrees	Doctor's	Specialist's	Bachelor of Law	Master's
99	1			
70	1			
61	1			
36				1
34	1			
31				1
30				2
27				1
25	1			
24				4
22				1
21			1	
20	3			3
18				3
16	1	1		1
15				1
14	1			
12	1			3
9				6
8	1	1		1
7				1
6				2
5				2
4		1		
3				3
Total	12	3	1	36

\*The number of hours completed toward the degrees was not given by 5 working on doctor's degree, 1 working on specialist's degree, and 6 working on the master's degree.

TABLE VI  
PRESENT POSITIONS OF GRADUATES

Present position	Number holding position
Administrative positions	
College Department Head and Assistant Dean of College . . . . .	1
Superintendent of Business College . . . . .	1
High School Business Department Head . . . . .	6
High School Business Department Head and High School Teacher . . . . .	5
High School Business Department Head and High School Principal . . . . .	1
City Superintendent and High School Teacher . . . . .	1
High School Business Department Head and Dean of Girls . . . . .	1
High School English Department Head . . . . .	1
High School Principal . . . . .	1
Junior High School Principal . . . . .	2
Elementary School Principal . . . . .	5
Junior High School Principal and College Instructor . . . . .	1
High School Vice-Principal . . . . .	1
Junior College Business Manager and Junior College Instructor . . . . .	1
College Instructor and Assistant High School Principal . . . . .	1
Teaching positions	
College Teachers . . . . .	21
High School Teachers . . . . .	96
Junior High School Teachers . . . . .	8
Elementary School Teachers . . . . .	5
Junior High School and Junior College Teacher . . . . .	1
High School and College Teacher . . . . .	2

TABLE VI (continued)

## PRESENT POSITIONS OF GRADUATES

Present position	Number holding position
Teaching positions (continued)	
High School and Junior High School Teacher . . . . .	1
Adult Education Instructor . . . . .	2
Other positions	
Junior College Instructor and Coordinator of Real Estate Education . . .	1
High School Teacher, Work Experience Coordinator, and Placement Director . . . .	1
Adult Education Instructor and Letter Carrier . . . . .	1
College Instructor and Assistant Director Educational Research and Evaluation Service . . . . .	1
Graduate Teaching Assistant (College) . . . . .	1
Junior High School Teacher and School Bookkeeper . . . . .	1
Instructor Dale Carnegie Courses and Sponsor . . . . .	1
<b>Total Graduates</b>	<b>178</b>

Twenty-nine, or 16.29 per cent, of the 178 graduates hold some type of administrative position. It should be noted that the sole position of the majority was administrative in nature. The remainder held some type administrative position along with some other duty. Further information on administrative positions held by graduates is shown in Table VI.

Even though the greatest number of graduates were in high school teaching positions, a large number were teaching in college. A number of others were teaching in college, but had some type administrative position, too. It was not known if this latter group taught full time in college, or if they were doing a limited amount of teaching with their other position. For further information about the positions of graduates, see Table VI.

The positions reported by the graduates tends to point out that they <sup>may</sup> have been successful in gaining advancement. This can be seen in Table VI from the number who hold either college or administrative positions.

### III. SUBJECT MATTER FIELD IN WHICH THE GRADUATES BEGAN TEACHING

The majority of the graduates of the period 1918 to 1958 began teaching business subjects, but there were several who taught business and some subjects outside the business

field. Over 62 per cent of the 173 graduates began teaching strictly business subjects. An analysis of other areas of teaching is shown in Table VII.

The area outside business in which a significant number began teaching was elementary education. As can be seen in Table VII, 18 graduates began teaching in elementary schools. It is evident that some of the earlier graduates began teaching in elementary schools before they completed their degrees. It is believed that in the future graduates will be able to begin teaching business subjects, unless they choose some other area. Though, there is a likely probability some graduates will have to teach one or more courses outside the business field.

Other information about the beginning teaching positions of graduates can be seen in Table VII.

#### IV. BUSINESS COURSES PRESENTLY TAUGHT BY HIGH SCHOOL TEACHERS

The graduates were asked to check the business courses they were teaching in high school. Only 130 graduates answered this question, because it did not apply to teachers who were teaching in some other field or grade level.

The order of frequency in which high school business subjects were taught were (1) typewriting, (2) bookkeeping, (3) shorthand, (4) office practice, (5) general business,

TABLE VII  
SUBJECT MATTER FIELD IN WHICH THE GRADUATES  
BEGAN TEACHING

Subject matter area	Number teaching in area	Per cent of total
Business . . . . .	104	62.28
Elementary Education . . . . .	18	10.78
Business and Mathematics . . . . .	6	3.59
Business and Physical Education . . . . .	6	3.59
Rural Education . . . . .	5	2.99
Business and English . . . . .	5	2.99
Distributive Education . . . . .	3	1.80
Physical Education . . . . .	2	1.20
Mathematics . . . . .	2	1.20
English and Journalism . . . . .	2	1.20
Business and Speech . . . . .	2	1.20
Business and Foreign Language . . . . .	2	1.20
Business and Social Studies . . . . .	2	1.20
Business, English, and Mathematics . . . . .	1	.60
Business and Sociology . . . . .	1	.60
Business and Science . . . . .	1	.60
English . . . . .	1	.60
Business, Science, and Mathematics . . . . .	1	.60
Business, Mathematics, and Physical Education . . . . .	1	.60
Biology . . . . .	1	.60
Business, Agriculture, and Physical Education . . . . .	1	.60
<b>Total . . . . .</b>	<b>173</b>	<b>100.00</b>

Five of the graduates did not give the area in which they began teaching.



and (6) business arithmetic. General business would have been in fourth place if elementary general business and senior general business had been combined.

Elementary general business was the course taught on the ninth and tenth-grade levels, whereas senior general business was taught on the eleventh and twelfth-grade levels.

There is a clear indication here that future business teachers will have to teach typewriting, bookkeeping, and shorthand in high school. There is a very good possibility also that they may be required to teach general business and office practice. They may also be required to teach business law and business arithmetic, but this probability is less likely than are the other subjects mentioned. There, too, is a small chance they might have to teach some of the other courses listed in Table VIII.

#### V. COURSES OUTSIDE THE BUSINESS FIELD WHICH THE GRADUATES ARE REQUIRED TO TEACH

Only 58 of the 178 graduates were required to teach any courses outside the business field, but several taught more than one. To the question "What courses outside the business field are you required to teach?" 85 wrote in "none" in the space provided for the answer, and 35 did not answer.

TABLE VIII  
BUSINESS COURSES TAUGHT BY HIGH SCHOOL TEACHERS

Courses	Number teaching particular course	Per cent of total responding
Typewriting . . . . .	99	76.15
Bookkeeping . . . . .	77	59.23
Shorthand . . . . .	68	52.31
Office Practice . . . . .	35	26.92
Elementary General Business . . . . .	32	24.62
Business Law . . . . .	14	10.77
Business Arithmetic . . . . .	11	8.46
Secretarial Training . . . . .	7	5.39
Consumer Education . . . . .	6	4.62
Senior General Business . . . . .	5	3.85
Business English . . . . .	5	3.85
Filing . . . . .	3	2.31
Economics . . . . .	2	1.54
Salesmanship . . . . .	2	1.54
Brief Hand . . . . .	2	1.54
Distributive Education . . . . .	2	1.54
Banking . . . . .	1	.77
Business Economics . . . . .	1	.77
High School Accounting . . . . .	1	.77
Retail Selling . . . . .	1	.77
Adult Education . . . . .	1	.77
Business Principles . . . . .	1	.77
Business Communications . . . . .	1	.77
Business Organization . . . . .	1	.77
Merchandising . . . . .	1	.77
Economic Geography . . . . .	1	.77
Student Activity Bookkeeping . . . . .	1	.77

This question was answered on 130 of the 178 usable questionnaires.

Of the non-business courses the teachers were required to teach, physical education and English were taught by more teachers than any other courses, as is shown in Table IX.

The implication here is that there is a probability that some future business teachers will have to teach one or more subjects outside the business field. This would be especially true for a teacher in a small high school.

#### VI. ANNUAL INCOMES OF THE GRADUATES

The graduates were asked to indicate their annual incomes to the nearest \$500. The figures given should include their teaching salaries plus other incomes, because that was the way the question was designed. Nevertheless, the sums indicated by the majority were believed to be only their teaching salaries.

In order to compute the average incomes of the graduates in this survey, the middle figures were used and multiplied by the number of graduates with that particular income. For example, the middle figure for the bracket \$1,500 to \$1,999 was taken to be \$1,750. When the total income was found by the use of middle figures, the average income per graduates was computed by dividing the total number of graduates into the total income.

The average income of the graduates was \$5,192, as contrasted with the national average teacher salary of

TABLE IX

COURSES OTHER THAN BUSINESS THAT THE GRADUATES  
ARE REQUIRED TO TEACH

Subjects	Number of graduates teaching subject
Physical Education . . . . .	11
English . . . . .	9
General Mathematics . . . . .	6
Algebra . . . . .	5
World History . . . . .	4
Social Studies . . . . .	4
7th Grade Arithmetic . . . . .	3
American History . . . . .	3
Speech . . . . .	3
Geometry . . . . .	3
Health . . . . .	3
7th Grade Science . . . . .	2
Biology . . . . .	2
Civics . . . . .	2
Spanish . . . . .	2
Consumer Mathematics . . . . .	1
Journalism . . . . .	1
Science . . . . .	1
Driver Education . . . . .	1
Economics . . . . .	1
Oklahoma History . . . . .	1
Chemistry . . . . .	1
Government . . . . .	1
Education Evaluation . . . . .	1
Guidance . . . . .	1
Library . . . . .	1
Direct Plays . . . . .	1
Home Economics . . . . .	1
Elementary Subjects . . . . .	1
Philosophy . . . . .	1
Psychology . . . . .	1
Testing . . . . .	1
7th Grade English . . . . .	1
7th Grade Reading . . . . .	1
7th Grade Spelling . . . . .	1
7th Grade Grammar . . . . .	1
7th Grade Geography . . . . .	1
Any 7th or 8th Grade Courses . . . . .	1

approximately \$4,775.<sup>1</sup> The average salary of all teachers in Kansas was \$4,031. When the average salary of the graduates is compared with the state and national teachers' salaries, one can see that these graduates have better-than-average incomes.

On the national scale the state of Alaska had the highest teachers' salary schedule which was \$6,400, and the state of Mississippi had the lowest teacher salary of \$3,070.<sup>2</sup> In referring to Table X, one can see the incomes of the graduates ranged from the \$1,500 to \$1,999 bracket to the \$9,500 to \$9,999 bracket. Thus, one would conclude that none of the figures in Table X would distort the average salary to any large degree.

The incomes of the graduates tend to indicate that in the future beginning teachers might expect to have a teaching salary of from \$3,500 to \$4,999. (This figure is, of course, based on the assumption that the majority of teachers reported only their teaching salary.)

## VII. SCHOOL ENROLLMENT

The enrollment of the schools where the graduates first taught and where they are presently teaching will be

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<sup>1</sup>"Ranking of the States," Research Report, 1959-R-4. (Washington, D. C.: Research Division, NEA of the United States, April, 1959), p. 18.

<sup>2</sup>Ibid.

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## VII. SCHOOL ENROLLMENT

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<sup>1</sup>"Ranking of the States," Research Report, 1959-R-4. (Washington, D. C.: Research Division, NEA of the United States, April, 1959), p. 18.

<sup>2</sup>Ibid.

TABLE X  
ANNUAL INCOMES OF GRADUATES

Incomes	Number checking particular income	Per cent of total responding
\$1,500 to \$1,999*	3	1.70
\$2,000 to \$2,499*	1	.57
\$2,500 to \$2,999	0	.00
\$3,000 to \$3,499	2	1.16
\$3,500 to \$3,999	26	15.03
\$4,000 to \$4,499	37	21.39
\$4,500 to \$4,999	39	22.54
\$5,000 to \$5,499	9	5.20
\$5,500 to \$5,999	15	8.67
\$6,000 to \$6,499	6	3.47
\$6,500 to \$6,999	7	4.05
\$7,000 to \$7,499	10	5.78
\$7,500 to \$7,999	5	2.89
\$8,000 to \$8,499	5	2.89
\$8,500 to \$8,999	3	1.73
\$9,000 to \$9,499	3	1.73
\$9,500 to \$9,999	2	1.16
\$10,000 to \$10,499	0	.00
Total number answering question	173	100.00

\*The respondents that gave these answers indicated they were teaching only part time. Five did not answer this question.

presented together for contrasting one with the other. The enrollments given for colleges and high schools were combined, because it was felt that the number teaching in college was too small for a separate section. This section was based on 172 responses to the question on the beginning enrollment and 169 responses to the question on the present enrollment.

The median enrollment of the schools where the graduates are now teaching is between 400 and 425, as contrasted with the beginning enrollment of 100. One hundred and seventy-two graduates began teaching in schools with an enrollment of less than 400. Only 81 are now teaching in schools with an enrollment of less than 400.

The school enrollment tends to point out that in the future beginning business teachers will begin teaching in schools with small enrollments. If beginning teachers are to teach in small high schools, they should be prepared to teach all the business subjects most frequently offered in such schools.

Yet, on the other hand, beginning teachers may also expect to begin teaching in schools of larger enrollment than beginning teachers did a few years ago. This point is substantiated by comparing the modes in Tables XI and XII and studying the trends in future projected school enrollments.



TABLE XI

ENROLLMENT OF THE SCHOOL WHERE THE  
GRADUATES BEGAN TEACHING

Number in enrollment	Frequency	Number in enrollment	Frequency
8,500	1	125	1
5,000	1	120	2
3,500	1	100	Median and 13
3,200	1	95	Mode
2,500	1	90	6
2,100	2	85	1
1,600	1	82	1
1,500	1	80	7
1,300	1	78	1
1,200	1	75	2
1,100	1	70	5
1,000	3	65	3
900	2	60	4
800	2	58	1
750	1	57	1
700	2	54	1
650	1	52	1
600	2	50	7
580	1	47	1
500	2	46	1
450	2	45	1
400	5	41	1
340	1	40	5
325	2	36	1
300	8	35	4
290	1	30	5
280	1	28	1
250	3	27	2
230	1	25	4
200	10	22	1
195	1	20	3
180	1	18	1
170	1	15	1
160	1	14	1
150	8	12	2
140	1		
132	1		
130	3		
		Total Participants	172

TABLE XII  
 ENROLLMENT OF THE SCHOOL WHERE THE  
 GRADUATES ARE PRESENTLY TEACHING\*

Number in enrollment	Frequency	Number in enrollment	Frequency
6,000	1	650	3
5,000	1	625	1
3,800	1	610	1
3,700	1	600	4
3,600	1	575	1
3,500	1	560	1
3,300	1	550	3
3,000	4	540	1
2,800	1	515	1
2,500	4	500	4
2,400	1	475	2
2,300	1	450	2
2,100	2	425	2
2,077	1	400	4
2,000	4	380	2
1,900	1	375	2
1,800	3	370	1
1,700	3	350	1
1,600	1	354	1
1,400	2	330	1
1,350	2	300	5
1,200	1	250	3
1,100	2	240	1
1,000	1	230	3
960	1	200	3
920	1	196	1
900	6	180	1
875	1	175	1
850	2	170	1
840	1	160	1
800	1	150	3
750	1	142	1
700	2	140	2

\*One hundred and sixty-nine of the 178 graduates cooperating in this survey gave the enrollment of the school where they were presently teaching.

TABLE XII (Continued)

ENROLLMENT OF THE SCHOOL WHERE THE GRADUATES  
ARE PRESENTLY TEACHING

Number in enrollment	Frequency	Number in enrollment	Frequency
130	2	65	2
125	1	60	2
120	2	57	1
100	1	55	1
98	1	52	2
96	1	50	4
95	5	45	2
89	1	41	1
85	1	40	2
81	1	36	1
80	2	35	3
71	1	26	1
70	1	21	1
69	1	20	1
Total Graduates responding			169

In Chapter III, the general information about the graduates was presented to assist in interpreting the answers to specific questions about organizations and most beneficial courses.

## CHAPTER IV

### ORGANIZATIONS AND MOST BENEFICIAL COURSES

The opinions of the graduates on the responsibility of the faculty members of the Division of Business and Business Education toward student organizational membership are presented in this chapter. The professional organizations of which the graduates are members, and the courses found to be most beneficial to them in obtaining their present position are also presented.

#### I. THE RESPONSIBILITY OF THE FACULTY TOWARD STUDENT ORGANIZATIONAL MEMBERSHIP

One hundred and sixty of the 169, or 94.67 per cent, of those responding to the question "Should the faculty of the Division of Business and Business Education encourage membership in organizations?" felt the faculty should encourage organizational membership. Only 9, or 5.33 per cent, felt the faculty should not encourage students to become members of organizations.

Over 86 per cent of the respondents thought the faculty should encourage membership in the professional organizations. The Student National Education Association is an example of a student professional organization. Since teaching is a profession, naturally teachers should be

professional minded; and membership in professional organizations is one way in which to build this professional attitude in future teachers.

More than 55 per cent of the graduates felt the faculty should encourage students to become members of honorary organizations. Since a certain scholastic standing must be achieved by the students in order to qualify for honorary organizational membership, the implication here is that students should improve their grades which would provide a better understanding of the subject matter. Hence, with a better knowledge of the subject matter, future business teachers will be better qualified to begin their teaching careers.

Teachers in many cases are expected to be leaders in the local community where they teach, and to be a leader a person must be able to mix socially. Thus, more than 43 per cent of the teachers recommended the faculty encourage membership in leadership and social organizations. Further information about the responsibility of the faculty toward student organizational membership can be seen in Table XIII.

The responses indicate that the faculty should encourage students to become members of certain student organizations as was pointed out in the above paragraphs. There is no equitable way in which to measure the amount of

TABLE XIII

ORGANIZATIONS OF WHICH THE DIVISION OF BUSINESS  
AND BUSINESS EDUCATION SHOULD ENCOURAGE  
STUDENTS TO BECOME MEMBERS

Organizations	Number recom- mending each organization	Percentage of total responding
Professional Education Organizations	139	86.88
Honorary Organizations	90	56.25
Leadership Organizations	72	45.00
Social Organizations	70	43.75
Religious Organizations	56	35.00
Service Organizations	56	35.00
Any organization for which they qualify	1	.63
Any Civic or Social* Organization that might enhance the quality of student*	1	.63

\*These were written in by the graduates. Nine graduates answered "no" to the question, and 9 graduates did not answer the question.

encouragement the faculty has been giving toward student organizational membership. However, apparently the faculty members are encouraging some students to become members of organizations, since several of them are sponsors of various organizations.

Respondents were not in agreement on the question "Should the Division of Business and Business Education require membership in one organization?" Of the 23 who did not check either "yes" or "no," many of them put a question mark by the question or either wrote a short note which indicated they were uncertain. However, 81, or 45.51 per cent, of the 172 graduates answered "yes," and 74, or 41.57 per cent, answered "no." The implication here is that, even though the faculty should encourage organizational membership, the students should decide for themselves whether or not they want to be a member of any organization.

## II. PROFESSIONAL ORGANIZATIONS OF WHICH THE GRADUATES ARE MEMBERS

Of the 178 graduates who cooperated in this survey, 174 are members of at least one professional organization. One hundred and thirty-nine of these 174 graduates are members of the National Education Association. One hundred and thirty-seven of the respondents were living in Kansas, and 114, or 83.21 per cent, of these were members of the National Education Association. For the school year

1957-1958, the Kansas NEA Membership Division reported that 87 per cent of all the teachers in Kansas were members of NEA. In 1956, the National Membership Division of NEA reported that approximately 53 per cent of all public school teachers were NEA members.<sup>1</sup> The reason for such a high percentage of all teachers in Kansas being NEA members is apparently due to the encouragement of school administrators.

Of the 137 respondents in Kansas, 126, or 91.97 per cent, were members of the Kansas State Teachers Association, as contrasted with 99 per cent of all teachers in Kansas members of this organization during the school year 1957-58. Here again, the reason for such a high percentage of teachers in Kansas being members of KSTA is due to administrative encouragement.

Of the 137 respondents in Kansas, 59 reported they were a member of the Kansas Business Teachers Association. This tends to indicate that membership is not encouraged so strongly in this organization as are they in the other two previously mentioned.

Further information about the professional organizations of which the graduates were members can be seen in Table XIV.

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<sup>1</sup>NEA Handbook for Local, State, and National Associations. Published by NEA, Washington, D. C., August, 1956, p. 18.



TABLE XIV  
 PROFESSIONAL ORGANIZATIONS OF WHICH  
 THE GRADUATES ARE MEMBERS

Organizations	Number of graduates that are members
National Education Association . . . . .	139
Kansas State Teachers Association . . . . .	126
United Business Education Association . . . . .	59
Kansas Business Teachers Association . . . . .	56
Local Teachers Associations* . . . . .	29
National Business Teachers Association . . . . .	18
American Vocational Association . . . . .	8
California Teachers Association . . . . .	7
Kansas Vocational Association . . . . .	4
California Business Education Association . . . . .	4
Mountain-Plains Business Education Association . . . . .	3
American Association of University Women . . . . .	3
Illinois Vocational Association . . . . .	2
Illinois Business Education Association . . . . .	2
Illinois Business Teachers Association . . . . .	2
Colorado Education Association . . . . .	2
American Association of University Professors . . . . .	1
New Mexico Education Association . . . . .	1
New Mexico Business Education Association . . . . .	1
North Carolina Teachers Association . . . . .	1
Oregon Education Association . . . . .	1
Mississippi Business Education Association . . . . .	1
Michigan Education Association . . . . .	1

\*Local teachers associations includes city and county organizations.

TABLE XIV (Continued)

PROFESSIONAL ORGANIZATIONS OF WHICH THE  
GRADUATES ARE MEMBERS

Organizations	Number of graduates that are members
Missouri State Teachers	
Association . . . . .	1
Arizona Teachers Association . . . . .	1
National Society for the Study of Education . . . . .	1
Oklahoma Education Association . . . . .	1
Southern Illinois Business Education Association . . . . .	1
Illinois Education Association . . . . .	1
Illinois Association of Dean and Counselors . . . . .	1
American Psychological Association . . . . .	1
Alabama Education Association . . . . .	1
Ohio Education Association . . . . .	1
National Association of Dean of Women . . . . .	1
American Library Association . . . . .	1
Northern Virginia Library Association . . . . .	1
American Personnel and Guidance Association . . . . .	1

III. UNDERGRADUATE BUSINESS COURSES THAT WERE MOST  
BENEFICIAL IN HELPING THE GRADUATES  
OBTAIN THEIR POSITIONS

One hundred and fifty-two graduates answered the question on what courses were most beneficial in helping them gain their present positions. Of this number, more than 50 per cent thought accounting and typewriting were the most valuable courses to them in obtaining their positions. Over 40 per cent felt shorthand was most valuable.

Since many of the teachers are required to teach bookkeeping, typewriting, and shorthand, naturally they would feel that a background in their subject matter field would be of most value. Possibly, this was a rather difficult question for them to answer, because in many cases business teachers are required to teach more than one subject. Therefore, since they were required to teach more than one subject, it would be almost impossible to determine the course most valuable to them.

Furthermore, no doubt many of the courses listed in Table XV were of value to them as background courses in their teaching. Other information on the business courses graduates thought most valuable can be found in Table XV.

TABLE XV

UNDERGRADUATE BUSINESS COURSES THAT WERE MOST BENEFICIAL  
IN HELPING THE GRADUATES OBTAIN THEIR POSITIONS

Courses	Number indicating particular subject	Per cent of total responses
Accounting . . . . .	88	57.89
Typewriting . . . . .	80	52.63
Shorthand . . . . .	63	41.45
Business Law . . . . .	17	11.18
Business Correspondence . . . . .	15	9.87
Principles of Business Education . . . . .	13	8.55
Office Practice . . . . .	8	5.26
Secretarial Practice . . . . .	8	5.26
Business Calculations . . . . .	6	3.95
Salesmanship . . . . .	5	3.29
Personal Finance . . . . .	4	2.63
Penmanship . . . . .	4	2.63
Combination of all Business Courses . . . . .	4	2.63
All specialized Courses in Business . . . . .	3	1.97
Marketing . . . . .	3	1.97
Retailing . . . . .	3	1.97
Dictation and Transcription . . . . .	3	1.97
Filing . . . . .	3	1.97
Problems in Business Education . . . . .	3	1.97
Office Machines . . . . .	2	1.32
Business Finance . . . . .	1	.66
Introduction to Business . . . . .	1	.66
Income Tax Accounting . . . . .	1	.66
Duplicating Machines . . . . .	1	.66
Controllership . . . . .	1	.66
Business Organization . . . . .	1	.66
Personnel Management . . . . .	1	.66
Advertising . . . . .	1	.66
Distributive Education . . . . .	1	.66

This question was not answered by 26, and 3 answered none, and seven said no particular course.

IV. UNDERGRADUATE GENERAL EDUCATION COURSES THAT WERE MOST BENEFICIAL IN HELPING THE GRADUATES OBTAIN THEIR PRESENT POSITIONS

The courses which the graduates considered most beneficial in helping them gain their present positions were broken down and the business courses are presented in Table XV and the general education courses in Table XVI.

As shown in Table XVI, the largest number of graduates thought practice teaching was the most valuable course in helping them gain their present positions. Inasmuch as practice teaching gave them some teaching experience and possibly gave them a chance to iron out some difficulties, one can see how this course would be of definite benefit to beginning teachers.

Since the respondents were business teachers, naturally most of them would feel that the business courses were of more value to them. This is the reason for such a small number giving general education courses as most valuable. Further information on the general education courses which were most beneficial in helping the graduates gain their present positions can be seen in Table XVI.

The courses most teachers considered beneficial tended to be those courses that are now being taught. Chapter V presents an evaluation of the present course offerings, methods of instructions, and hours of practice teaching.

TABLE XVI

UNDERGRADUATE GENERAL EDUCATION COURSES THAT WERE  
MOST BENEFICIAL IN HELPING THE GRADUATES  
OBTAIN THEIR POSITION

Courses	Number indicating particular subject	Per cent of total responses
Practice Teaching . . . . .	18	11.84
English . . . . .	10	6.58
Economics . . . . .	8	5.26
Speech . . . . .	8	5.26
Psychology . . . . .	8	5.26
Principles of Secondary Education . . . . .	6	3.95
Algebra . . . . .	2	1.32
Sociology . . . . .	2	1.32
Professional Education Courses . . . . .	2	1.32
Elementary School Instructions . . . . .	2	1.32
Biology . . . . .	1	.66
Guidance and Counseling . . . . .	1	.66
Spanish . . . . .	1	.66
Physical Education . . . . .	1	.66
General Mathematics . . . . .	1	.66
American History . . . . .	1	.66
Theory of Teaching . . . . .	1	.66
Newspaper English . . . . .	1	.66
Professional and Public Relations of a Teacher . . . . .	1	.66
Money and Banking . . . . .	1	.66
Test and Measures . . . . .	1	.66
Adolescent Psychology . . . . .	1	.66
Advanced Psychology . . . . .	1	.66
Child Psychology . . . . .	1	.66
General Psychology . . . . .	1	.66
Counseling Techniques . . . . .	1	.66
Statistics . . . . .	1	.66
Extra Practice Teaching . . . . .	1	.66
Junior High School Instructions . . . . .	1	.66
Language . . . . .	1	.66

This question was not answered by 26, 3 answered none, and 7 said no particular course.

## CHAPTER V

### CURRICULUM EVALUATION

In order to present a true evaluation of the curriculum, a comparison will be made of the graduates' recommendations with the requirements for business education majors that were established by the faculty of the Division of Business and Business Education at Kansas State Teachers College of Emporia. A copy of the most recent curriculum for business education majors is included in the appendix on page 90.

There were 172 graduates who answered the question "What courses should be required for all business teachers?" Most of these graduates recommended that several courses be required for future students who go into teaching.

The evaluation of the business education curriculum is divided into four parts. The topics will be presented in the following order: (1) business courses that should be required, (2) general education courses that should be required, (3) undergraduate methods-of-instruction course, and (4) hours of practice teaching that should be required for future business teachers.

## I. BUSINESS COURSES THAT SHOULD BE REQUIRED

The courses that were recommended by more than 75 per cent of the graduates as being a requirement for business teaching majors were typewriting, accounting, business law, and business correspondence. All four of these courses were also listed as being a requirement on the curriculum for business teaching majors that was established by the faculty of the Division of Business and Business Education. With this high percentage recommending these courses, due consideration should be given to the continuance of these courses as a requirement.

Typewriting has become so universal in use in both personal and vocational life that it is becoming a necessity for all students. Accounting and business correspondence have also gained prominence in recent years. This was largely brought about by government regulations. For example, it is very necessary for everyone to keep records for income tax purposes. Business correspondence was not taught so frequently as a separate course, but it could have been integrated in other courses. The recommendation for business correspondence also indicates the need for the course as a background or personal-use course for business teachers.

The need for understanding the legal aspects of the various everyday business transactions has been recognized



by the graduates. Thus, they felt a course in business law should be a requirement.

The above recommendations point out the need for students who go into business teaching to prepare to teach typewriting, bookkeeping, and possibly business law. As can be seen in Table VII on page 27, these courses are frequently taught in high schools.

More than 60 per cent of the graduates recommended that business teaching majors be required to take the following courses: shorthand, principles of business education, business calculations, filing, and office practice and procedure. The courses principles of business education, business calculations, and filing were listed on the present required curriculum. Duplicating machines and shorthand were listed on the curriculum as being highly recommended, but office practice and procedure was not even mentioned as a requirement for teaching majors. With 60 per cent of the graduates of the opinion that shorthand, principles of business education, business calculations, filing, and office practice and procedure should be required, certainly consideration should be given to placing them on the required list.

This indicates the need for future teachers to have a knowledge of the duplicating processes. The need for this course might be further emphasized as a background course,

since many of the respondents mentioned they were required to print school newspapers.

Since business teachers instruct students in vocational office work, the need for an understanding and the ability to teach filing, duplicating machines, and office practice is quite clear. The responses further indicate that business teachers should be able to teach shorthand, which is a tool of the office as well as office practice. Even though business arithmetic was taught by a minority of the teachers, as can be seen in Table VIII on page 27, the indications are that business calculations has value in teaching other courses, such as bookkeeping. These teachers have recognized the need for business teachers to have an understanding of the principles of business education, as is indicated by their recommendations which may be seen in Table XVII.

Since over 45 per cent of the teachers felt that income tax for the individual, dictation and transcription, personal finance, and calculating and posting machines should be required, some thought should be given to placing income tax for the individual and dictation and transcription on the required list of courses for teaching majors.

At the time this study was conducted, personal finance and calculating and posting machines were required for business education majors. The two other courses, income tax for the individual and dictation and transcription, were not

TABLE XVII

BUSINESS COURSES THAT SHOULD BE REQUIRED  
OF ALL BUSINESS TEACHERS

Courses	Number responding to each subject	Percentage of total answering
Typewriting . . . . .	158	91.86
Accounting . . . . .	155	90.12
Business Law . . . . .	137	79.65
Business Correspondence . . . . .	136	79.07
Duplicating Machines . . . . .	127	73.84
Shorthand . . . . .	123	71.51
Principles of Business Education . . . . .	118	68.61
Business Calculations . . . . .	115	66.86
Filing and Office Routine . . . . .	115	66.86
Office Practice and Procedure . . . . .	106	61.63
Income Tax for the Individual . . . . .	89	51.75
Dictation and Transcription . . . . .	88	51.16
Personal Finance . . . . .	83	48.26
Calculating and Posting Machines . . . . .	79	45.93
Insurance . . . . .	70	40.70
Business Finance . . . . .	62	36.05
Salesmanship . . . . .	62	36.05
Marketing . . . . .	60	34.88
Penmanship . . . . .	58	33.72
Personnel Management . . . . .	53	30.82
Office Management . . . . .	50	29.07
Principles of Vocational Education . . . . .	44	25.58
Comptometer Operations . . . . .	36	20.93
Business Statistics* . . . . .	5	2.91
Spelling* . . . . .	2	1.16
Brief Hand* . . . . .	1	.58
Field Study (Actual Office Experience)* . . . . .	1	.58
Real Estate* . . . . .	1	.58
Investments* . . . . .	1	.58

\*These courses were written in by the graduates under "other."

listed on the business teaching curriculum as being a requirement; however, dictation and transcription was highly recommended.

Since personal finance, calculating and posting machines, income tax for the individual, and dictation and transcription were not taught in high schools by the graduates, the implication appears to be that the teachers feel that business teachers should have a knowledge of the subject matter of these courses for background material in teaching other business courses. However, some teachers do include a small amount of income tax instructions in their book-keeping courses.

The other business courses recommended by less than 45 per cent of the graduates may be seen in Table XVII. It was assumed that these courses had an indirect bearing on the courses taught in high schools; therefore, the recommendations were fewer in number. With such a small percentage suggesting these courses, the need for considering them for a requirement would be rather insignificant.

In summary, the business courses recommended as being a requirement by the respondents are broken down into three groups which are (1) highly recommended, (2) Recommended, and (3) suggested. The courses highly recommended were type-writing, accounting, business law, and business correspondence. The courses recommended were duplicating machines, shorthand,

principles of business education, business calculations, filing, and office practice and procedure. Courses in the suggested group are income tax for the individual, dictation and transcription, personal finance, and calculating and posting machines. Consideration should be given to making duplicating machines, shorthand, office practice and procedure, income tax for the individual, and dictation and transcription required courses for business education majors.

## II. GENERAL EDUCATION COURSES THAT SHOULD BE REQUIRED

One hundred and seventy-two graduates also answered the question on the general education courses that should be required of business education majors.

Over 75 per cent of the participants were of the opinion that English, speech, and economics should be required of business education majors. Obviously, teachers should have a good command of the English language, since they talk to their classes a large portion of the time. Certainly business teachers should have an understanding of the economic system in the United States. These three courses are on the established curriculum. Deliberation should be given to continue requiring these courses for business teaching majors.

The courses recommended by more than 60 per cent of the graduates were psychology, guidance and counseling,

government, and professional and public relations of a teacher. With the exception of government, all of these courses were on the required curriculum for business education majors. Yet, the students were given the option of taking educational psychology, tests and measures, or psychology of the adolescent rather than guidance.

The need for psychology and guidance as pointed out by the graduates indicates that teachers are faced with a greater responsibility of helping the students understand themselves and their place in the society. So, that being the trend, business teachers should be prepared to assume this role. The study of government is important for an understanding of the rights and privileges of American citizens. Since teachers are faced with the problem of providing students with the necessary information for assuming the roles as American citizens, they should have a background in this area. Attention should be given to adding a course in government to the required curriculum. As professional people, teachers should be aware of their professional responsibilities and their relations with other teachers.

The courses suggested by over 45 per cent of the graduates for being a requirement were American history, sociology, human relations, money and banking, and principles

of secondary education, as can be seen in Table XVIII. The need for American history can be satisfied in the course our American heritage, and the background in sociology might well be satisfied in the course contemporary American society. The necessary background in human relations and money and banking are not adequately provided for in the present curriculum. Some recognition should be given to providing all business education majors with a background in these areas since over 45 per cent of the respondents were of this opinion.

The implication here appears to be that a broad background in the development of our country and our cultural heritage as well as the heritage of others are of value to business teachers. The ability to get along with others, and an understanding of the functions of money in our economy are of value also to business teachers in helping them instruct in the responsibilities of living in a democratic society. Since all teachers are faced with the problem of helping students adjust to living in a democratic society, the need of these abilities and understandings for business teachers might be more acute, because they instruct students to become workers in business.

Obviously, some of the other courses recommended by the graduates would be of value to the business teacher, as can be seen in Table XVIII. Since less than 45 per cent

TABLE XVIII

GENERAL EDUCATION COURSES THAT SHOULD BE  
REQUIRED OF ALL BUSINESS TEACHERS

Courses	Number recommending particular subject	Percentage of total answering
English . . . . .	157	91.27
Speech . . . . .	151	87.79
Economics . . . . .	135	78.49
Psychology . . . . .	128	74.42
Guidance and Counseling . . . . .	121	70.35
Government . . . . .	119	69.19
Professional and Public Relations of a Teacher . . . . .	110	63.95
Principles of Secondary Education . . . . .	103	59.88
American History . . . . .	102	59.30
Sociology . . . . .	89	51.75
Human Relations . . . . .	80	46.51
Money and Banking . . . . .	78	45.35
Physical Education . . . . .	71	41.28
General Science . . . . .	65	37.79
Parliamentary Procedure . . . . .	65	37.79
World History . . . . .	63	36.63
Library Science . . . . .	54	31.40
Biology . . . . .	41	23.84
European History . . . . .	41	23.84
Test and Measures* . . . . .	2	1.16
Audio and Visual Education* . . . . .	2	1.16
College Algebra* . . . . .	1	.58
First Aid* . . . . .	1	.58
Philosophy* . . . . .	1	.58
Newspaper English* . . . . .	1	.58
Bible* . . . . .	1	.58
Geography* . . . . .	1	.58
Public Finance . . . . .	1	.58
How to Handle Extra Curricular Activities* . . . . .	1	.58

\*These courses were written in by the graduates under "other."



suggested them, they are believed to have a more indirect bearing than the other courses.

In summary, the courses highly recommended for being a requirement for business teaching majors by the graduates are English, speech, and economics. These courses were already included on the curriculum; therefore, no change in this area is necessary. Courses that might be recommended are psychology, guidance and counseling, government, and professional and public relations of a teacher. Since all these courses were in the curriculum with the exception of government, the only consideration for a change in the curriculum at this point would be adding a course in government. Courses suggested for business teaching majors are principles of secondary education, American history, sociology, human relations, and money and banking. In the established curriculum, one can see the only consideration for a change at this point would be adding a course in human relations and money and banking.<sup>1</sup>

### III. UNDERGRADUATE METHODS-OF-INSTRUCTION COURSE

At the time this survey was conducted, there was no methods-of-instruction course on the undergraduate level in business at Kansas State Teachers College of Emporia. However,

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<sup>1</sup>See appendix, p. 90.

before the study was completed a course was instituted on the undergraduate level in basic business. The possibility of adding this course was being considered when the survey was being conducted, and the graduates' opinions were collected to see how they felt on the matter. It appears that adding this course has met with the approval of the majority.

The courses that were believed to be taught most frequently in high schools were listed on the questionnaire for the graduates to check the course or courses in which they thought a methods course would be beneficial to all future business teachers. One hundred and sixty-five teachers expressed their opinion on this matter, the results of which can be seen in Table XIX.

Typewriting and shorthand and transcription were suggested by more than 65 per cent of the 165 graduates for courses in which to offer methods of instructions on the undergraduate level. This tends to point out that they felt a need for such a course when they first began teaching. Thus, if they felt inadequately prepared, they feel a course in how to teach these classes would be valuable in helping to produce a more competent beginning business teacher. As can be seen in Table VIII on page 27, these two courses were among the three most frequently taught high school business

TABLE XIX  
 UNDERGRADUATE METHODS-OF-INSTRUCTION COURSES  
 THAT SHOULD BE OFFERED

Courses	Number recommending each subject	Percentage of total answering
Typewriting . . . . .	116	70.30
Shorthand and Transcription . . . . .	111	67.27
Bookkeeping . . . . .	94	56.97
General Business . . . . .	92	55.76
Office Practice . . . . .	92	55.76
All Business Subjects* . . . . .	3	1.82
Business English* . . . . .	2	1.21
Business Law* . . . . .	2	1.21
Consumer Education* . . . . .	2	1.21
Distributive Education* . . . . .	2	1.21
Business Communications* . . . . .	1	.61
Business Machines* . . . . .	1	.61
Cooperative Business Education* . . . . .	1	.61
Real Estate* . . . . .	1	.61
Investments* . . . . .	1	.61
Extra Curricular Activities* . . . . .	1	.61

\*These courses were written in by the graduates.

subjects. Naturally, teachers would have a tendency to recommend courses they most frequently teach.

Over 55 per cent of the teachers recommended establishing an undergraduate methods course in bookkeeping, general business, and office practice. Since bookkeeping was the second most frequently taught course in high school as can be seen in Table VIII on page 27, the implication here is that beginning teachers are faced with fewer problems in teaching bookkeeping than in shorthand and typewriting. Once again, since fewer teachers were teaching general business and office practice than any of the other courses previously mentioned, naturally the recognized need for a methods course in these areas would be less prevalent to the teachers who were not teaching these courses. Thus, we have a smaller per cent suggesting them.

Several other courses were suggested for offering a methods course, but the possibility of business teachers having to teach these subjects are rather small, as can be seen in Table VIII on page 27. Hence, a methods course in these subjects would not be of great value to the beginning business teacher.

Due to the limited time available for undergraduate study and the number of hours already required, possibly the best solution would be to consider adding a course to the curriculum which would include a section on the methods of

teaching typewriting, shorthand, bookkeeping, general business, and office practice.

#### IV. HOURS OF PRACTICE TEACHING THAT SHOULD BE REQUIRED FOR FUTURE BUSINESS TEACHERS

The number of hours of practice teaching that should be required is given in terms of the number of actual hours to be spent in the classroom. In this manner, one can get a clearer picture of the graduates' opinions. The number of actual hours in the classroom were computed as follows: The number of hours spent daily in the classroom was multiplied by the number of days in the week and the resulting figure was multiplied by the number of weeks suggested. For example, if a respondent suggested 3 hours of daily practice teaching for 9 weeks, the total number of hours would be 135--(3 x 5 x 9).

According to the established curriculum, business education majors are required to take six hours in secondary school teaching.<sup>1</sup> These six hours of credit are completed within an eight-week period with the student spending six hours each day in the classroom. This would give the student 240 hours of classroom work, according to the Head of the Secondary Education Department at Kansas State Teachers

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<sup>1</sup>See appendix, p. 90.

College of Emporia. He stated that it was impossible to determine the actual number of hours which each student was able to teach, since there were so many limiting factors among which was the number of students taking practice teaching at any given time.

Fifty-five, or 32.54 per cent of the 169 graduates who answered the question on the hours of practice teaching that should be required, reported that 225 hours of classroom teaching should be required of all future business teachers. These particular graduates recommended approximately the number of hours that are now put in by practice teachers.

The majority of the graduates suggested from 90 to 135 hours of practice, which can be seen in Table XX. In comparison with the 240 hours now being put in by practice teachers, the graduates' recommendations were far below the present requirements. Until something can be done to measure the actual number of teaching hours done by practice teachers, measuring the effectiveness of the present standards is almost an impossibility.

As can be seen in Table XX, a number of the graduates suggested the period of practice teaching cover a period longer than the usual nine weeks. This tends to point out that these graduates feel the practice teacher should be with the pupils over a longer period of time, so that they

TABLE XX  
 HOURS OF PRACTICE TEACHING THE GRADUATES  
 THOUGHT SHOULD BE REQUIRED

Recommendations	Number responding	Actual hours of teaching recommended
1 hour a day for 9 weeks	13	45
2 hours a day for 9 weeks	32	90
3 hours a day for 9 weeks	37	135
4 hours a day for 9 weeks	16	180
5 hours a day for 9 weeks	34	225
A full semester of teaching	8	450
3 hours a day for 18 weeks	5	270
1 hour a day for 18 weeks	5	90
2 hours a day for 18 weeks	4	180
Regular teaching day for 9 weeks	2	225*
Full time for 6 weeks	3	150
5 hours a day for 12 weeks	1	300
4 hours a day for 18 weeks	1	360
3 hours a day for 15 weeks	1	225
1 hour a day for 36 weeks	1	180
6 hours a day for 9 weeks	1	270
3 hours a day for 12 weeks	1	170
3 hours a day for 9 weeks and 2 hours a day for 9 weeks	1	225
5 hours a day for 18 weeks (with 3 hours in major and 1 hour in minor)	1	450

Read this table thus: One hour a day for 9 weeks would be a total of 45 actual hours of classroom teaching. Thirteen recommended 45 actual hours of classroom teaching.

will be able to actually see the growth and development of the pupils.

Respondents gave valuable information on curriculum evaluation by responding to the specific questions asked; but, in the questionnaire space left for miscellaneous comments, they gave some suggestions that may be worthy of consideration.



## CHAPTER VI

### SUNDRY SUGGESTIONS SUBMITTED BY GRADUATES

The suggestions given by the graduates for the improvement of the business education curriculum will be presented in this chapter. The suggestions given here were the suggestions that were written in by the graduates.

Fourteen of the 178 graduates stated they were satisfied with the present business education curriculum. They, therefore, made no suggestions for curriculum improvement. Sixty-three graduates neither gave suggestions for curriculum improvement nor indicated they were satisfied with the present curriculum. However, a number of these indicated they had not been in contact with Kansas State Teachers College for a number of years, and did not know the present curricular offerings.

Since a number of the 101 graduates gave the same suggestions, these suggestions will be combined and given together, and the number of graduates making each recommendation will be given.

The graduates' suggestions and criticisms are given in summary form below:

1. It was suggested by 11 teachers that future students be given instructions on how to prepare school newspapers, annuals, and other publications of similar

nature. This tends to indicate that many of the business teachers are faced with the printing of such publications, and they feel that instructions on the undergraduate level would be very helpful to beginning teachers. If business teachers are required to print school newspapers, some consideration should be given for adding instructions along this line somewhere in the curriculum.

2. Six teachers suggested that a course should include information on the responsibility of the teacher in sponsoring extra-curricular activities. Such extra-curricular activities as clubs, assemblies, dances, and field trips were the main activities mentioned. One of the six recommending instruction on sponsorship, felt that a workshop on the undergraduate level in extra-curricular activities would possibly solve beginning teacher deficiency in this area. Information along these lines is presently being offered in the principles of business education classes, and perhaps these graduates took the course before such instructions were added. On the other hand, there is also the possibility that these graduates felt the information given in the course was not adequate. Since a majority of the business teachers are required to sponsor activities, efforts should be made to see they have adequate instructions on the undergraduate level in this area.

3. It was recommended by three graduates that all teacher applicants be encouraged to qualify for a class "A" certificate in bookkeeping, general business, typewriting, shorthand, office practice, and filing. The implication here is that some business teachers failed to get a particular job they were seeking, because of inadequate training in business. Yet, on the other hand, this is certainly a logical recommendation, because many of the business teachers are expected to teach these subjects in high school as can be seen from Table VIII.

4. Three graduates suggested that the courses for which students are preparing to teach be separated from students qualifying for vocational work. The courses which should be established with the teaching objective in mind were accounting, shorthand, and typewriting, according to these teachers. This tends to indicate that these teachers feel future teachers could be more adequately prepared through a course designed especially for teachers. The idea here seems to be worth the faculty's considering.

5. Three teachers suggested that the faculty members who are involved in teaching students how to teach should have some high school teaching experience. One of these graduates said the faculty members should be required to teach in high school every fifth year. This same graduate felt each faculty member who does not hold the doctorate

degree should be required to study toward this degree, and the ones who do hold the degree should take an occasional refresher course.

6. Three teachers suggested a business machines course be offered which would include all the common machines used in businesses. One of these teachers emphasized the need for a machines course on the graduate level that would provide experience in the operations and mathematics related to the advanced technology of business education and machine operation. Inasmuch as none of the teachers were teaching business machines as a separate course, apparently some of them integrate them with other courses, such as office practice and bookkeeping. There is reason to believe that business teachers should have a course in office machines and be familiar with the modern machines used in offices, because a great deal of the business teachers' time is spent training students for business occupations. The faculty should give some attention to this matter.

7. A course that is presently established should include more ideas on making bulletin board displays, according to one of the respondents. Inasmuch as bulletin board displays can be of aid to the student in learning certain phases of a course, instructions in this area might be very valuable to beginning teachers. At least instructions along this line are worth being considered.

8. Two graduates said more stress should be put on audio and visual aids that are used in classroom presentation. Since in many of the business courses visual aids can be used to great advantage in putting a point across, apparently some thought should be given to emphasizing the use of visual aids in the presentation of subject matter. Possibly, some information along these lines could be presented in the principles of business education class.

9. Two teachers suggested more instructions be provided on how to handle individual differences. They felt these instructions should include actual ways in which to cope with these differences, along with the materials to be used. Since it is common for students of varying abilities to be in the same business class, business teachers should be prepared to instruct on all ability levels. Possibly, instructions on individual differences might well be included in the methods-of-instruction class.

10. A couple of graduates recommended that (1) more classes be divided into committees for group projects, (2) more class discussion be encouraged, and (3) more work be required in the field in which the individual plans to teach. This tends to indicate that teachers should be able to work with others, be able to express themselves, and be better prepared in their subject matter area.

11. According to one teacher, students who plan to be teachers should be trained to be civic minded; they should be informed of their professional organization responsibilities. This teacher stated that undergraduates should be encouraged or required to do research in business education so they can see how it applies to them. Human relations should be encouraged in business education, too. Since in many communities teachers are expected to be local leaders, they should be civic minded and be able to get along well with other people. Beginning teachers should be aware of their professional organization responsibilities, because it is through these organizations that teachers grow professionally. By doing research in business education, they would gain a broad background and understanding in this area which would in turn help them be better teachers.

Not all the recommendations made by only one teacher could be included here, because of the amount of space required for them. It was felt that the most important suggestions have been listed.

## CHAPTER VII

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I. SUMMARY

The purpose of this study was to evaluate the present business education curriculum at Kansas State Teachers College of Emporia to see how well it was meeting the needs of its graduates and to make recommendations for its improvement.

The evaluation of the business education curriculum was based on the suggestions submitted by the graduates, and recommendations will also be made for curriculum improvement from these suggestions.

The information gathered is presented in summary form below:

1. One hundred and twenty-six of the 178 graduates hold or are working toward advanced degrees. The remaining 52 graduates do not have any advanced work on record.

2. Of the 178 graduates, 96 are teaching in high school, 21 are teaching in college, 29 hold administrative positions, and 32 are teaching on the junior high or elementary level or hold some other type positions not given above.

3. Of the 130 graduates indicating the business subjects they were presently teaching, 96 stated they were

teaching typewriting, 77 bookkeeping, 68 shorthand, 35 office practice, and 37 general business. Other courses taught were taught by 11 or fewer.

4. Most of the graduates have an annual income between \$3,500 and \$4,999.

5. The median enrollment of the schools where the graduates are now teaching is between 400 and 425, as contrasted with the beginning school enrollment of 100.

6. One hundred and sixty of the 169 graduates giving their opinion on organizational membership felt the faculty should encourage students to become members of organizations. The organizations which the graduates recommended and the number suggesting each were professional education organizations (139), honorary (90), leadership (72), social (70), religious (56), and service (56).

7. The professional organizations of which graduates were members and the number in each were as follows: NEA (139), UBEA (59), NBTA (18). Of the 137 respondents living in Kansas, 126 were a member of KSTA and 56 a member of KBTA.

8. The following business courses were recommended by more than 50 per cent of the 172 graduates as being a requirement for all teaching majors: typewriting (158), accounting (155), business law (137), business correspondence (136), duplicating machines (127), principles of business



education (118), business calculations (115), filing and office routine (115), office practice and procedure (106), income tax for the individual (89), and dictation and transcription (88).

9. The general education courses and the number suggesting each for a requirement for business education majors were English (157), speech (151), economics (135), psychology (128), guidance and counseling (121), government (119), professional and public relations of a teacher (110), principles of secondary education (103), American history (102), and sociology (89).

10. Over 55 per cent of the 165 graduates recommended a methods-of-instructions course in at least one of the following courses: typewriting (116), shorthand and transcription (111), bookkeeping (94), general business (92), and office practice (92). The number in parenthesis indicates the number recommending each subject.

11. Of the 169 graduates, 55 suggested at least 225 hours of actual classroom teaching be required, and 76 suggested at least 180 hours.

12. Of the 101 teachers writing in suggestions, 19 suggested a methods-of-instruction course be established. Most of these teachers suggested a methods course in typewriting, shorthand, bookkeeping, and general business.

## II. CONCLUSIONS

The following conclusions were made from the facts presented:

1. The majority of the graduates are educationally minded or either the educational requirements of the respective areas in which they teach have been raised.

2. Based on the fact that most of the graduates began teaching business subjects, it might be concluded that the majority of the future graduates will be able to begin teaching business subjects in high school.

3. It is concluded that future business teachers should qualify to teach typewriting, bookkeeping, shorthand, office practice, and general business.

4. Approximately one-third of the graduates should expect to teach one course outside the business field.

5. Assuming that most of the graduates stated only their teaching salaries, the beginning teachers in the future can expect to have a salary between \$3,500 to \$4,999.

6. The majority of future teachers should expect to begin teaching in high schools with an enrollment of 100 or more, and within a few years the enrollment will possibly be more than this.

7. Among the graduates, the National Education Association appeared to be the most popular professional organization.

8. It is concluded that the program established by the faculty of the Division of Business and Business Education at Kansas State Teachers College of Emporia has met with the approval of the majority of graduates. However, there were a few minor changes suggested.

9. It is also concluded that more emphasis should be placed on guidance and counseling.

10. It is concluded that the students have not been properly instructed in the methods of teaching the business subjects while enrolled as an undergraduate.

11. It is further concluded that students have not been properly oriented in the responsibilities of sponsoring extra-curricular activities while an undergraduate.

### III. RECOMMENDATIONS

The following recommendations are made:

1. That an undergraduate methods-of-instruction course be established which would include instructions on how to teach typewriting, shorthand and transcription, bookkeeping, general business and office practice.

2. That all prospective business teachers be encouraged to qualify to teach typewriting, bookkeeping, shorthand, office practice, and general business in a class "A" school.

3. That the faculty of the Division of Business and Business Education encourage students to become members of professional, leadership and honorary organizations.

4. That office practice and procedure and income tax for the individual be added to the list of required business courses for teaching majors.

5. That a unit on duplicating machines be included in the office practice course.

6. That more stress be placed on guidance and counseling on the undergraduate level for business education majors, and that students not be given the option of taking a course in guidance as is the present situation.

7. That a one-hour course be established for instructing students how to prepare school newspapers, annuals, and other similar publications. If it is not possible to have a one-hour course in this field, instructions should be provided students elsewhere on how to publish these periodicals.

8. That efforts be made by the Division of Business and Business Education to keep an accurate up-to-date record on all its graduates.

9. That a study of this kind be accomplished by a graduate student or several graduate students each ten years.

PUBLIC

May Not 1917

1917

Following  
in State  
Curricula  
The State

1917

George S. Messersmith  
Indiana  
Published  
1917

The following is a list of the  
curricula in the State of Indiana  
for the year 1917. The list is  
based on the report of the  
State Board of Education, New  
Haven, Conn., 1917.

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APPENDIX

Table of the  
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KANSAS STATE TEACHERS COLLEGE  
EMPORIA, KANSAS

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

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

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

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

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

Sincerely yours,

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

ECM/plo

Enclosure

Postage  
Will be Paid  
by  
Addressee

No  
Postage Stamp  
Necessary  
If Mailed in the  
United States

**BUSINESS REPLY CARD**

First Class Permit No. 3, Sec. 349 P. L. & R. EMPORIA, KAN.

**KANSAS STATE TEACHERS COLLEGE**

**EMPORIA**

E. C. MCGILL

**KANSAS**

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

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

KANSAS STATE TEACHERS COLLEGE  
EMPORIA, KANSAS

83

February 10, 1959

Dear Graduate:

IT'S NOT TOO LATE!

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

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

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

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

Sincerely yours,

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

KANSAS STATE TEACHERS COLLEGE  
EMPORIA, KANSAS

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

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

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

If you would like a summary of our findings, just check "yes" on question 23.

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

Sincerely yours,

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

Enclosure

DIVISION OF BUSINESS AND BUSINESS EDUCATION  
 Kansas State Teachers College  
 Emporia, Kansas

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Name \_\_\_\_\_

Present Address \_\_\_\_\_

Permanent Address (If Different) \_\_\_\_\_

Please indicate the appropriate answer relative to advanced work.

Master's Degree	A. <input type="checkbox"/> Have	B. <input type="checkbox"/> Working On	C. <input type="checkbox"/> Hours Completed
Specialist's Degree	A. <input type="checkbox"/> Have	B. <input type="checkbox"/> Working On	C. <input type="checkbox"/> Hours Completed
Doctor's Degree	A. <input type="checkbox"/> Have	B. <input type="checkbox"/> Working On	C. <input type="checkbox"/> Hours Completed

Please check your present position, if listed below; if not, please indicate under "other position."

- |   |   |
|---|---|
| <p>A. School Administration</p> <p><input type="checkbox"/> College Business Department</p> <p style="padding-left: 20px;"><input type="checkbox"/> Head</p> <p><input type="checkbox"/> High School Business Department</p> <p style="padding-left: 20px;"><input type="checkbox"/> Head</p> <p style="padding-left: 20px;"><input type="checkbox"/> Other _____</p> <p>B. Superintendent</p> <p style="padding-left: 20px;"><input type="checkbox"/> City</p> <p style="padding-left: 20px;"><input type="checkbox"/> County</p> <p style="padding-left: 20px;"><input type="checkbox"/> Other _____</p> <p>C. Principal</p> <p style="padding-left: 20px;"><input type="checkbox"/> High School</p> <p style="padding-left: 20px;"><input type="checkbox"/> Junior High School</p> <p style="padding-left: 20px;"><input type="checkbox"/> Elementary School</p> <p style="padding-left: 20px;"><input type="checkbox"/> Other _____</p> | <p>D. Instructor</p> <p style="padding-left: 20px;"><input type="checkbox"/> College</p> <p style="padding-left: 20px;"><input type="checkbox"/> Junior College</p> <p style="padding-left: 20px;"><input type="checkbox"/> High School</p> <p style="padding-left: 20px;"><input type="checkbox"/> Junior High School</p> <p style="padding-left: 20px;"><input type="checkbox"/> Elementary School</p> <p style="padding-left: 20px;"><input type="checkbox"/> Other _____</p> <p>E. Other Position _____</p> <p>_____</p> <p>_____</p> |
|---|---|

If a high school teacher, which of the following business courses do you teach? If a course you are teaching is not listed, please list under "other." (Please Check).

- |  |  |
|--|--|
| <input type="checkbox"/> Typewriting                 | <input type="checkbox"/> Senior General Business |
| <input type="checkbox"/> Shorthand                   | <input type="checkbox"/> Business English        |
| <input type="checkbox"/> Bookkeeping                 | <input type="checkbox"/> Office Practice         |
| <input type="checkbox"/> Business Arithmetic         | <input type="checkbox"/> Economic Geography      |
| <input type="checkbox"/> Business Law                | <input type="checkbox"/> Other _____             |
| <input type="checkbox"/> Consumer Education          | _____  |
| <input type="checkbox"/> Elementary General Business | _____  |

Please check below any business courses in which you feel an undergraduate methods-of-instruction course would be of value to the beginning teacher.

- |  |  |
|--|--|
| <input type="checkbox"/> General Business            | <input type="checkbox"/> Typewriting     |
| <input type="checkbox"/> Shorthand and Transcription | <input type="checkbox"/> Office Practice |
| <input type="checkbox"/> Bookkeeping                 | <input type="checkbox"/> Other _____     |

Please check the professional organizations of which you are a member. If an organization of which you are a member is not listed, please list it under "other."

- |                               |                               |                                |       |
|-------------------------------|-------------------------------|--------------------------------|-------|
| <input type="checkbox"/> NEA  | <input type="checkbox"/> UBEA | <input type="checkbox"/> NBTA  | _____ |
| <input type="checkbox"/> KSTA | <input type="checkbox"/> KBTA | <input type="checkbox"/> OTHER | _____ |

Please check the courses listed below which you feel should be required of all business teachers.

Business Courses

General Education Courses

- Salesmanship
- Penmanship
- Filing and Office Routine
- Business Calculations (Business Math)
- Duplicating Machines
- Calculating and Posting Machines
- Comptometer Operation
- Dictation and Transcription
- Personal Finance
- Business Finance
- Business Correspondence
- Office Practice and Procedure
- Personnel Management
- Insurance
- Business Law
- Office Management
- Income Tax for the Individual
- Principles of Business Education
- Principles of Vocational Education
- Typewriting
- Accounting
- Shorthand
- Marketing
- Other \_\_\_\_\_

- Sociology
- Economics
- Money and Banking
- Parliamentary Procedure
- Human Relations
- Guidance and Counseling
- History
  - American
  - World
  - European
- Government
- General Science
- Biology
- Psychology
- Physical Education
- Speech
- English
- Library Science
- Principles of Secondary Education
- Professional and Public Relations of a Teacher
- Other \_\_\_\_\_

Which undergraduate courses proved most beneficial in helping you obtain your present position?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

- D. \_\_\_\_\_
- E. \_\_\_\_\_
- F. \_\_\_\_\_

Which additional courses do you feel could have benefited you either in your initial position or in promotional opportunities?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

- D. \_\_\_\_\_
- E. \_\_\_\_\_
- F. \_\_\_\_\_

What courses outside the business field are you required to teach?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

- D. \_\_\_\_\_
- E. \_\_\_\_\_
- F. \_\_\_\_\_

In what area of study did you begin teaching? \_\_\_\_\_

What was the approximate enrollment of the school where you first began teaching? \_\_\_\_\_

What is the approximate enrollment of the school in which you are now teaching? \_\_\_\_\_

Please indicate your annual income by placing a check in the appropriate column. (This information will be kept strictly CONFIDENTIAL).

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<input type="checkbox"/> \$1,500 to \$1,999	<input type="checkbox"/> \$4,500 to \$4,999	<input type="checkbox"/> \$7,500 to \$7,999
<input type="checkbox"/> \$2,000 to \$2,499	<input type="checkbox"/> \$5,000 to \$5,499	<input type="checkbox"/> \$8,000 to \$8,499
<input type="checkbox"/> \$2,500 to \$2,999	<input type="checkbox"/> \$5,500 to \$5,999	<input type="checkbox"/> \$8,500 to \$8,999
<input type="checkbox"/> \$3,000 to \$3,499	<input type="checkbox"/> \$6,000 to \$6,499	<input type="checkbox"/> \$9,000 to \$9,499
<input type="checkbox"/> \$3,500 to \$3,999	<input type="checkbox"/> \$6,500 to \$6,999	<input type="checkbox"/> \$9,500 to \$9,999
<input type="checkbox"/> \$4,000 to \$4,499	<input type="checkbox"/> \$7,000 to \$7,499	<input type="checkbox"/> \$10,000 to \$10,499

If over \$10,499 please state to the nearest \$500. \_\_\_\_\_

How many hours of practice teaching do you recommend as being adequate work experience for the beginning teacher? If for a period of time other than nine weeks put under "other."

<input type="checkbox"/> One hour a day for nine weeks	<input type="checkbox"/> Four hours a day for nine weeks
<input type="checkbox"/> Two hours a day for nine weeks	<input type="checkbox"/> Five hours a day for nine weeks
<input type="checkbox"/> Three hours a day for nine weeks	<input type="checkbox"/> Other _____

Yes  No. Should the Division of Business and Business Education encourage membership in organizations? If the answer is YES, check the type of organizations that you recommend.

<input type="checkbox"/> Social Organization	<input type="checkbox"/> Professional Education	<input type="checkbox"/> Service Organization
<input type="checkbox"/> Honorary Organization	<input type="checkbox"/> Organization	<input type="checkbox"/> Other _____
<input type="checkbox"/> Religious Organization	<input type="checkbox"/> Leadership Organization	_____

Yes  No. Should the Division of Business and Business Education require membership in one organization? If you feel that membership in more than one organization should be required, how many do you recommend? \_\_\_\_\_

Yes  No. Do you plan to stay in teaching? If not, what are your plans for the future?

4. What additional educational preparation will you need? State briefly.

5. Please list suggestions (units of work, methods of teaching, areas of study, equipment, program of offerings, or any other items) that you feel would improve the business curriculum at Emporia State. (Use the back of this page if necessary).

6.  Yes  No. Would you like a summary of our findings in the study?

KANSAS STATE TEACHERS COLLEGE  
EMPORIA, KANSAS

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

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

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

Sincerely yours,

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

ECM/wf

Enclosures: 2



LOUISIANA POLYTECHNIC INSTITUTE  
SCHOOL OF BUSINESS ADMINISTRATION  
BOSTON, LOUISIANA

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DEPARTMENT OF BUSINESS

February 24, 1959

Dr. E. C. McGill, Chairman  
Division of Business and  
Business Education  
Kansas State Teachers College  
Emporia, Kansas

Dear Dr. McGill:

I am pleased to have the opportunity of participating in <sup>the</sup> study you are making of the curriculum in your department.

I have always been proud of the fact that I am a graduate of "Emporia State" and most grateful of the fine background of training that I received as a student at Emporia State. The soundness of the program became specifically evident to me as I pursued my graduate work and discovered that the foundations of my undergraduate program fit in so well with my graduate program.

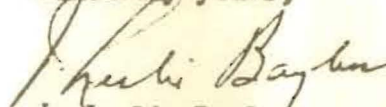
I have accepted the liberty of being a bit specific in certain areas on the questionnaire, but I should like to assure you that all of this "suggestion" is strictly in the area of offering ideas that would give greater strength to your program. I do not overlook the essentiality of sound methodologies in instruction at any level, however I am a firm believer that the business teacher needs that "plus" factor of a fund of specific business knowledge to make that added contribution to the classroom, and also to add prestige and dignity to the profession.

I am convinced that the field of teaching affords many of our young people their finest opportunity for a happy and successful life--when they enter and pursue their work on a professional basis. Continuation of their preparation and qualification through graduate work most certainly has many rewards. The undergraduate student should look forward to the completion of this preparation at the earliest possible moment.

Thank you for giving me the opportunity of helping you. You are doing a fine job and I shall always be proud of my affiliation with Emporia State.

With kindest personal regards, I remain,

Sincerely yours,



J. Leslie Bayless  
Associate Professor of  
Marketing and Management

KANSAS STATE TEACHERS COLLEGE OF EMPORIA  
 BUSINESS TEACHING--B.S. IN BUSINESS  
 Major 40-50 semester hours

(R) Required  
 (H) Highly Recommended  
 (S) Suggested

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Minor--Select a second field in which you want to be able to teach. Also, boys should consider meeting driver education requirements and girls should consider meeting library requirements.

<u>First Semester</u>	<u>Freshman Year</u>	<u>Second Semester</u>	
Eng. 107, Freshman English I	3	(R) Eng. 108, Freshman English II	3
Sp. 101, Fund. of Speech	3	(R) Psy. 110, Intro. to Psychology	3
Bus. 120, Business Calc. or Math.	3	(R) Econ. 102, Fund. of Economics	3
Bus. 106, Intermediate Typewriting	3	(R) Bus. 107, Production Typewriting	2
Bus. 103, Filing	2	(R) Bus. 203, Calculating Machines	2
or	2	(S) Bus. 118, Business Penmanship	2
Bus. 160, Intro. to Salesmanship	1	or	2
Physical Education Service Course	1	Business Elective	1
Freshman Orientation	0	(R) Physical Education Service Course	1
	15		16
	<u>Sophomore Year</u>		
Eng. 227, Sophomore English I	2	(R) Eng. 228, Sophomore English II	2
Bus. 121, Accounting I	3	or	2 or 3
Soc. Sc. 241, Our Am. Heritage I	2	(R) Eng. 361, Adv. Comp.-Non Fiction	2
Bus. 241, Personal Finance or (Section D Elective)	2	(R) Soc. Sc. 242, American Heritage II	3
Biol. 100, General Biology	3	(H) Bus. 122, Accounting II	1
Bus. 210, Elementary Stenography	3	(H) Bus. 201, Duplicating Machines	3
or	3	(H) Bus. 211, Intermediate Stenography	3
Bus. 211, Intermediate Stenography	1	(H) Bus. 212, Dictation & Transcription	2
Physical Education Service Course	1	(R) General Educ. Elect. (Section D)	1
	16	(R) Physical Education Service Course	2
	16	(R) Art 105, Art Exploration	2
	16		16 or 17
	<u>Junior Year</u>		
Bus. 300, Business Correspondence	3	(R) Educ. 333, Prin. of Secondary Educ.	3
Bus. 351, Business Law I	3	or	3
Educ. 333, Prin. of Sec. Education	3	(R) Bus. 390, Prin. of Business Educ.	3 or 5
or	3	(R) Phys. Sc. 314, Physical Science	2 or 4
Bus. 390, Prin. of Business Educ.	2	(R) Science Elective	3
General Educ. Elect. (Section D)	2	(H) Bus. 352, Business Law II	3
Mus. 226, Music Exploration	4	or	3
Elective from Language or Literature	4	(H) Bus. 360, Marketing	2
	16	(R) Educ. 334, Teaching in Sec. Schools	2
	16		15
<u>Professional Semester</u>	<u>*Senior Year</u>	<u>Other Senior Semester</u>	
Educ. 490, Sec. School Teaching	6	(H) Bus. 480, Teaching Basic Business	3
Educ. 541, Prof. and Pub. Relations of the Secondary Teacher	3	(S) Business Elective (Sr. College)	3
Select two from the following courses:	3	(R) Soc. Sc. 490, Cont. American Society	6
Psy. 460, Educational Psychology	3	(S) Electives or Minor	6
Psy. 343, Tests and Measures	3		15
Psy. 350, Psychology of Adolescent	3	Suggested Electives: Sp. 125, Intro. to Theatre (3)	
Educ. 521, Prin. of Guidance	3	Bus. 543, Bus. Report Writing (2)	
	15	Bus. 448, Hum. Relations in Bus. (2)	

Business Education majors should take the professional semester in either the first or second semester of the senior year. Basketball and baseball players should take professional semester in the fall; football players should take professional semester in the spring. All others whose surnames begin with letter A through L should enroll for this work in the fall semester; those whose names begin with letters M through Z should enroll for the work in the spring semester.