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# A Follow-Up Study of the Selected 1954 Through 1965 Business Education Graduates of Eastern Illinois University

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*Eastern Illinois University*

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Author

A FOLLOW-UP STUDY OF THE SELECTED 1954 THROUGH 1965  
BUSINESS EDUCATION GRADUATES OF EASTERN ILLINOIS UNIVERSITY  
(TITLE)

BY

Milton Phillips Smith II  
=

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Master of Science in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1967  
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

*August 1, 1967*  
DATE

*August 1, 1967*  
DATE

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Milton Smith

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## CHAPTER I

### THE PROBLEM

Enrollment is not a measure of success for a college. A university may have many students, buildings, schools, and professors. There are some universities that receive a majority of the publicity simply because their enrollments are large. But are these universities giving the pupils the best education? One measure of success for a university is the quality of its graduates.

#### Statement of the Problem

It is the purpose of this study to ascertain data pertinent to the present status of the business education graduates of Eastern Illinois University, their opinions concerning the business education curriculum of Eastern Illinois University, and their future plans concerning graduate education. Thus the investigator hopes to derive some recommendations for further business education curriculum development and revision.

#### Need for the Study

In order to continue producing quality graduates, colleges and universities must periodically re-evaluate

their curriculum. Iliff contends that:

" . . . a follow-up study is an attempt to evaluate the business education curriculum through a detailed examination of its product--the graduate."<sup>1</sup>

The business education curriculum can become obsolete through innovations, change in vertical grouping, and development of skills. When business utilizes new equipment, such as electronic data processing machines, the business education curriculum must change. Schools often change from the traditional 8-4 grouping to a 6-3-3 or a 4-4-4 grouping, thus the business education department should regroup its curriculum. Business is constantly requiring a higher skill level from its employees, and the business education department must be ready to challenge its students to these higher skill levels. These three major changes are reflected by the local business education teacher. By surveying the teachers, the Business Education Department at Eastern Illinois University can modify its program to equip the future business education teachers with the knowledge to meet these new demands.

The survey is also a means to provide a contact between alumni and the university.<sup>2</sup> Often the alumni feel alienated

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<sup>1</sup>Kathryn M. Iliff, "The Follow-up Study in Business Education," National Association of Business Teacher Education, Bulletin #66, (1957, (United Business Education Association, Washington 6, D. C.), pp. 37-41.

<sup>2</sup>Jack L. Nelson, "Follow-up Study of Graduates," Improving College and University Teaching, XII, (Spring, 1964), p. 112.

from their alma mater because no correspondence has reached them. The study indicates to the graduate that the university is interested in his activities and problems. It permits the graduate to think of himself as an example by which the school may pattern its program. It allows the graduates to present problems to the university that may be encountered by future graduates and teachers. Thus, the university can prepare from the information obtained a record of demands placed on present teachers.

In 1956, Davison<sup>3</sup> made a follow-up study of the business education majors from 1946-1953. Davison's study is out-dated by the teaching profession of 1967. Teachers of today have additional tools, methods, and problems that the teachers of 1953 did not have. It is time again to examine the business education graduates to determine whether Eastern Illinois University is doing a sufficient job of preparing business education teachers.

#### Purpose of the Study

Follow-up studies make a contribution if they reveal the truth, the facts, and the trends which result in an improvement in what the university is trying to do.<sup>4</sup> This

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<sup>3</sup>Fred Davison, "Results of a Survey of Business Department Graduates of Eastern Illinois State College, 1946-1953," (unpublished Master's thesis, Beeth Library, Eastern Illinois University, Charleston, 1956), p. 12.

<sup>4</sup>Albert C. Fries, "Planning a Research Study in Business Education," National Association of Business Teacher Education, Bulletin #66, (1957), (United Business Education Association, Washington 6, D. C.), p. 12.

study will be beneficial to the business education department and to future business education majors. This study will attempt to obtain information pertinent to:

1. What is the status of the graduates concerning their past and present employment?
2. What are the graduates' opinions concerning their undergraduate education at Eastern Illinois University?
3. What are the graduates' plans concerning graduate education?

By ascertaining these facts, the business education department can evaluate its curriculum and make adjustments.

#### Assumptions

1. The business education graduates of 1954 through 1965 represent average Eastern Illinois University business education graduates.
2. The random sampling technique is an adequate method of unbiasedly selecting a representative population.
3. The questionnaire/opiniionnaire is properly constructed to allow all essentials of teaching business education to be expressed.

#### Definition of Terms

Bachelor of Science in Education: Bachelor of Science in Education is the lowest degree conferred by Eastern Illinois University upon the successful completion of general, professional, and specialized requirements.

Business education: Business education is the study of business principles for general education, vocational education, and personal competency.

Business education curriculum: The business education curriculum is the total program of courses in the area of business education offered by a college or university.

Business education graduate: A business education graduate is a person holding a baccalaureate degree who teaches some or all the business subjects, usually in the areas of accounting, secretarial, and accounting-secretarial.

Business education major: Business education majors are students who are preparing to teach some or all the business subjects, usually in the areas of accounting, secretarial, and accounting-secretarial.

Course: A course is a unit of study listed in the college catalog.

Follow-up study: A follow-up study is a survey of graduates from a school, college, or university.

N: N means the number of respondents who answered a particular question.

General education: General education consists of the courses listed in the college catalog as general requirements. They are courses in English, speech, health, science, social science, humanities, and mathematics.

Methods courses: Methods courses are courses listed in the catalog in the area of business that help prepare a student for teaching.

Professional education: Professional education consists of the courses listed in the college catalog in the area of education.

Quarter: Quarter is one fourth of a calendar year and one third of an academic year.

Vertical grouping: Vertical grouping is the arrangement of grades. (Example: Grade School to High School: 8-4)

### Organization of the Thesis

Chapter I contains the statement of the problem, the need of the study, the purpose of the study, the assumptions, and the definitions. Chapter II reviews the related research. Chapter III explains the procedures that were followed on the pilot study and the survey. Chapter IV presents the information obtained from the questionnaire/opinionnaire and the

charts of the information. Chapter V deals with the conclusions and recommendations.



## CHAPTER II

### RELATED RESEARCH

Professional books, periodicals, and unpublished theses were used to investigate the problem. Not only were the facilities at Eastern Illinois University's library utilized, but also other university libraries and personal libraries. Theses were read through the courtesy of the inter-library lending service and the courtesy of the investigator's advisor.

Pertinent findings and recommendations were gathered from twelve theses. For the sake of clarity, the related research will be divided into the three areas that the investigator contends with: status of the graduates, the graduates' opinions concerning undergraduate education, and the graduates' plans concerning graduate education.

#### Status of the Graduates

Cook<sup>1</sup>, while at the University of Tennessee, surveyed the 1951-1960 business graduates of Berry College. Her

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<sup>1</sup>Angeline Cook, "A Follow-up Study of the 1951-1960 Business Administration Graduates of Berry College," (unpublished Master's thesis, School Library, University of Tennessee, Knoxville, 1962), pp. 1-116.

study revealed that 76.6 per cent of the graduates stayed in Georgia. Of the graduates, 59 per cent were employed in private business, and 22 per cent were employed in education.

Kennes<sup>2</sup> did a follow-up study of the 1956-1960 business graduates of Mankato State College at Mankato, Minnesota. He reported that 87 per cent were employed and that 55 per cent were employed by firms having under 500 employees.

While at the University of North Dakota at Grand Forks, North Dakota, Sobolik<sup>3</sup> surveyed the 1956-1961 business graduates from Minot State Teachers College. She indicated that 67 per cent were teaching. Of the graduates, 63 per cent have taught a business subject. The most commonly taught business subject was beginning typewriting. About 25 per cent of the graduates were teaching in a school with an enrollment between 200-500. Her study further reported that 60 per cent of the graduates have stayed in North Dakota.

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<sup>2</sup>Calvin Huntley Kennes, "A Follow-up Study of the 1956-1960 Business Administration Graduates of Mankato State College," (unpublished Master's thesis, School Library, Mankato State College, Mankato, Minnesota, 1962), pp. 1-68.

<sup>3</sup>Gayle A. Sobolik, "A Follow-up Study of Business Education Majors Who Graduated with B. S. Degrees From the State Teachers College at Minot During the Years 1956-1961," (unpublished Master's thesis, School Library, University of North Dakota, Grand Forks, 1962), pp. 1-158.

A study of the 1953-1957 business education graduates from Bemidji State College was conducted by Swedmark<sup>4</sup> at the University of North Dakota. He found that 63 per cent of the graduates were teaching. The most often taught subjects were typewriting, bookkeeping, shorthand, and general business.

Opinions Concerning Undergraduate Education

In 1956, Davison<sup>5</sup> surveyed the 1946-1953 Eastern Illinois University business education graduates. The graduates indicated that the possibility of a career in business should be demonstrated to all future graduates, because of potentially higher salaries. A new course entitled "Accounting by Machine" should be started. It should incorporate all the machines that aid accounting or that actually do accounting. The business education department needed new facilities and new equipment, and independent study techniques should be utilized.

Cook<sup>6</sup> found that the graduates rated accounting, business mathematics, secretarial practice, secretarial science, typewriting, business correspondence, and advanced secretarial science as very helpful. The course that was

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<sup>4</sup>Donald C. Swedmark, "A Follow-up Study of the Graduates of Bemidji State College with Majors in Business Education for the Years 1953-1957," The National Business Education Quarterly, XXVIII, (Fall, 1959), p. 69.

<sup>5</sup>Davison, loc. cit.

<sup>6</sup>Cook, loc. cit.

rated least helpful was machine transcription. The work-experience program was also rated high. The graduates with additional education felt that the school needed to re-evaluate machine transcription, advertising, cost accounting, and salesmanship. They also indicated that more accounting, business correspondence, statistics, banking, finance, and office practice courses were needed. In their opinion, the offering of additional courses was the only improvement that Berry College could make.

At Kansas State Teachers College at Emporia, Kansas, Cooke<sup>7</sup> studied the 1918-1958 graduates of business and business education. These graduates indicated that the curriculum of Kansas State Teachers College was meeting their needs, but that additional courses in business methods and office machines were needed. Cooke recommended that the graduates should participate in more professional organizations.

Hibdon<sup>8</sup> made a follow-up study of the 1947-1956 business education graduates of Chico State College at Chico, California. The majority of the graduates felt that they

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<sup>7</sup>Harvey J. Cooke, "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," The National Business Education Quarterly, XXIX, (Fall, 1960), p. 15.

<sup>8</sup>Elsie L. Hibdon, "Follow-up Study of the Business Education Graduates, Chico State College, Chico, California, 1947-1956," The National Business Education Quarterly, XXIX, (Fall, 1960), pp. 30-31.

were well prepared to teach. Hibdon recommended that Chico State College place more emphasis on practical approaches instead of theoretical approaches. Student teachers needed to participate in non-educational activities or co-curricular activities to help prepare them for their teaching position. Hibdon further suggested that to assure the college of an adequate curriculum, all graduates should participate in a follow-up study one year after their graduation.

In the Kennes<sup>9</sup> study, the graduates recommended that Mankato State College include more practical application, more individual research and reporting, and more courses in the field of management. He recommended that the follow-up technique should be used annually. Courses of questionable value were money and banking, advanced income tax accounting, retail store management, labor problems, public finance, history of economic ideas, and property insurance. The school should also increase the requirements in communications.

Sobolik<sup>10</sup> found that the general education, professional education, and business education courses were quite satisfactory. Minot State Teachers College kept abreast of the changing needs of the high schools. The graduates felt well prepared to teach. Over 50 per cent of the respondents agreed that a coordinated work-experience program would help the students become better teachers. Sobolik also

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<sup>9</sup>Kennes, loc. cit.

<sup>10</sup>Sobolik, loc. cit.

recommended additional methods courses, and more training in office practice. All business education majors should take a course in journalism to aid the teacher in the year book preparation. A majority of the students indicated a need for an income tax course. The only course that should be dropped was business mathematics as the graduates felt that it was not on the college level.

Swedmark<sup>11</sup> indicated that the most popular minor was social science, while the second most popular was physical education. The graduates felt that they were deficient in methods courses, and 57 per cent wanted more English. The subjects most disliked were shorthand and professional education courses, while 53 per cent said that the subject most liked was accounting.

#### Plans Concerning Graduate Education

Before the investigator could analyze the graduates' plans concerning graduate education, he had to identify the graduate students. Freeman<sup>12</sup> in his article about the curriculum problems at the graduate level pointed out some basic assumptions about the average graduate student.

1. The graduate had an undergraduate degree from an accredited college.

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<sup>11</sup>Swedmark, loc. cit.

<sup>12</sup>M. Herbert Freeman, "Administering Business Education at the Graduate Level--Curricular Problems," National Business Education Quarterly, XXVII, (May, 1959), pp. 32-39.

2. The undergraduate degree completed by the graduate student included a balanced program of (a) general education, (b) business content, and (c) professional education.

3. The undergraduate record of the student indicated that he had sufficient ability to profit from graduate study.

Rogge<sup>13</sup> studied the factors associated with graduate work. He found that the recipients of the graduate degrees came from the higher social-economic families. Their fathers were in the following categories: 27 per cent in professional or executive occupations, 21 per cent in business and technology, and 21 per cent in clerical, sales, and service.

In Culp's<sup>14</sup> study of the graduate student's motivations for graduate work, he indicated how the graduate students viewed themselves. They viewed themselves as,

1. easy subject matter learners,
2. having good relationships with their instructors and classmates, and
3. possessing a personal drive toward social achievement and status.

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<sup>13</sup>William Max Rogge, "Factors Associated With the Amount of Graduate Work Pursued by Male College Seniors," (unpublished Doctor's thesis, School Library, University of Illinois, Champaign, 1963). pp. 1-131.

<sup>14</sup>Robert William Culp, "The Motivations of College Seniors for Graduate Study," (unpublished Doctor's thesis, School Library, University of Illinois, Champaign, 1963). pp. 1-125.

Rogge<sup>15</sup> also found that:

The male college seniors who intended to go on into graduate work immediately following graduation, as compared to those who did not plan on any further education, were significantly higher in: grade point average, academic aptitude, positive attitude toward education, and knowledge about the nature of higher education as a career.

Culp<sup>16</sup> further indicated the graduate student's attitudes toward the graduate school. The graduate students,

1. rated the faculty as the best quality of the college life,
2. were elected to more college honorary associations as undergraduates,
3. believed that they had the ability for a doctorate degree, and
4. rated the opportunity to try new ideas as the most desirable factor in their future employment.

What must the graduate curriculum do for the graduate student? Freeman<sup>17</sup> contends that the graduate curriculum must,

1. be flexible in meeting the graduate's individual needs,
2. broaden his general, professional, and business education background, and
3. provide chances to observe unusual schools.

If the business education graduates of Eastern Illinois University are professional teachers, many should have

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<sup>15</sup>Rogge, loc. cit.

<sup>16</sup>Culp, loc. cit.

<sup>17</sup>Freeman, loc. cit.



started their master's degree. This fact is confirmed by Roberts<sup>18</sup> in her article concerning graduate work.

Anyone planning to spend a lifetime in the teaching profession at any level must have at least one graduate degree in order to achieve maximum productivity, security, and appreciation.

In the Rogge<sup>19</sup> study, 49 per cent of the graduate students had vocational motives, 21 per cent had educational motives, and 14 per cent were influenced by other people.

In the Trent and Ruyle<sup>20</sup> article analyzing the patterns of college attendance, they contended that of the students who graduated with a bachelor's degree in 1963, 40 per cent of the men and 16 per cent of the women planned to enter graduate school in the fall of 1963.

This contention is upheld by Sister Slosar<sup>21</sup> in her study of business education teacher preparation of Catholic high schools in Cleveland, Ohio. She found that 42 per cent of the teachers had their master's degree.

Sobolik<sup>22</sup> found that two-thirds of the graduates

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<sup>18</sup>Mary M. Roberts, "Choosing the Time and Place for Graduate Work," The Speech Teacher, XV, (January, 1966), pp. 1-7.

<sup>19</sup>Rogge, loc. cit.

<sup>20</sup>James W. Trent and Janet H. Ruyle, "Variations, Flow, and Patterns of College Attendance," College and University, 41, (Fall, 1965), p. 67.

<sup>21</sup>Sister M. Ann Catherine Slosar, O.S.U., "A Study of Business Education in the Catholic High Schools of the Diocese of Cleveland, Ohio, 1961-1962, with Implications for Teacher Preparation," National Business Education Quarterly, XXXIII, (Fall, 1964), pp. 50-51.

<sup>22</sup>Sobolik, loc. cit.

surveyed were interested in graduate education, but some were too busy to enter a graduate school. In addition, one-half preferred to do graduate work at Minot State Teachers College.

One-third of the graduates surveyed by Swedmark<sup>23</sup> had enrolled in a graduate school. The graduates indicated that 83 per cent planned to enroll in graduate school. If Bemidji State College had a graduate business education degree, 60 per cent indicated that they would enroll.

In Walker's<sup>24</sup> study of the business education graduates of Tennessee Agricultural and Industrial State University at Nashville, she found that only 18 per cent of the graduates had obtained a master's degree.

#### Summary

The related research had been classed into three major areas. The majority of the Bachelor of Science in education graduates taught in a secondary school and taught in their major. The graduates felt adequately prepared; however, they recommended to the school that more practical application and up-to-date course revision was needed in the curriculum. They further recommended that more time be devoted to a work-

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<sup>23</sup>Swedmark, loc. cit.

<sup>24</sup>Zola Mason Walker, "A Study to Determine the Effectiveness of the Business Education Curriculum at Tennessee Agricultural and Industrial State University as Revealed by a Follow-up Study of Graduates for the Period 1956-1960," (unpublished Master's thesis, School Library, Tennessee Agricultural and Industrial State University, 1963) pp. 1-88.

experience program. As far as the most helpful and least helpful courses, no definite trend was observed in the related theses. Many of the graduates have entered graduate schools; the average per cent of students entering graduate school was close to 40 per cent.

## CHAPTER III

### PROCEDURES

#### Selecting the Sample

The names and addresses of all the business education majors from 1954 through 1965 were obtained from the Director of the School of Business. A 25 per cent population from each year was predetermined. The graduates were arranged in alphabetical order. Using the random numbers given in Kurnow, et al<sup>1</sup>, the sample was selected. The first random number was 93108. This meant that the eighth graduate of 1954 was included in the sample. If the graduate's card indicated that no recent address was available, then he was excluded from the sample. Table 1 (page 19) indicates the number of business education majors and the number of business education majors included in the sample. When a questionnaire/opinionnaire was returned for lack of address, the alumni files in the Alumni Office were employed to obtain a more recent address. In some instances, this more recent address was also incorrect. When such a case arose, the graduate remained in the sample, although it was not possible for the graduate to complete the questionnaire/opinionnaire.

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<sup>1</sup>Ernest Kurnow, Gerald J. Glasser, and Frederick R. Ottman, Statistics for Business Decisions, (Richard D. Irwin, Inc., Homewood, Illinois, 1959), pp. 503-505.

TABLE 1--The Total Number of Eastern Illinois University Business Education Majors Related to the 25 Per Cent Sample

<u>Year</u>	<u>Number of Majors</u>	<u>Sample</u>
1954	25	6
1955	34	8
1956	37	9
1957	56	15
1958	59	15
1959	67	16
1960	56	14
1961	64	16
1962	42	10
1963	54	14
1964	52	13
1965	55	14
<u>TOTAL</u>	<u>601</u>	<u>150</u>

A card for each graduate was prepared (Appendix A). This card exhibited all the pertinent facts, i.e., (name, recent correct address, year of graduation, mailing dates, and completion dates) for survey.

#### Pilot Study

A pilot study was started on March 1, 1967. One graduate from each year was sent a copy of the questionnaire/opinionnaire, a letter explaining the study, and an addressed envelope (Appendix B). The pilot study was utilized in order that weaknesses in the survey instrument could be found.

Of the twelve questionnaire/opinionnaires sent, two were returned because of insufficient address. These two questionnaire/opinionnaires, although not completed by the

graduates, were considered part of the total sample population.

A return of 50 per cent was obtained from the pilot study. It was decided that no further refinements to the questionnaire/opinionnaire were needed.

### The Survey

A questionnaire/opinionnaire, a letter, and an addressed envelope were mailed on March 14, 1967 (Appendix C). A 43.33 per cent return was achieved by March 30, 1967.

The first follow-up letter was mailed on March 30, 1967 (Appendix D). An additional return of 18.67 per cent was obtained by April 13, 1967.

The second follow-up letter was mailed on April 13, 1967 (Appendix E). The return obtained from the second follow-up letter was 4.67 per cent. The total return was 66.67 per cent.

### Analysis of the Data

Each fact obtained from the questionnaire/opinionnaire was scored on a yearly basis. Yearly charts were prepared from the yearly raw data. Whenever possible these yearly charts were combined. The data were analyzed by reviewing the various tables and charts. The facts of the analysis along with the tables and charts were exhibited in Chapter IV.

Conclusions and Recommendations

From the analysis of the graduates' responses concerning the present status, undergraduate education, and graduate education, conclusions were drawn. Recommendations were made by reviewing the charts, the conclusions, and the present situation at Eastern Illinois University. The conclusions and recommendations are presented in Chapter V.

## CHAPTER IV

### ANALYSIS OF THE FINDINGS

It is the purpose of this study to ascertain data pertinent to the present status of the business education graduates of Eastern Illinois University, their opinions concerning the business education curriculum of Eastern Illinois University, and their future plans concerning graduate education.

A 25 per cent sample was selected from the Eastern Illinois University business education graduates for the years 1954 through 1965. A return of 66  $\frac{2}{3}$  per cent (100 respondents) was obtained. Thus, the survey had accumulated the data from a majority of the sample and it was assumed to be an accurate indicator of the average Eastern Illinois University business education graduate. Table 2, page 23, relates the sample population to the return population, and the respective per cent of return for that year. The highest yearly return was from 1964 when a 100 per cent return was obtained. The lowest yearly return was from 1956 with a 44 per cent return.



TABLE 2--The Sample Population of Eastern Illinois University Business Education Graduates Related to the Return Population and the Per Cent of Return

Year	Sample	Return	Per Cent
1954	6	4	66.7
1955	8	6	75
1956	99	44	44
1957	15	9	60
1958	15	10	66.7
1959	16	11	69
1960	14	7	50
1961	16	9	56
1962	10	6	60
1963	14	9	64
1964	13	13	100
1965	14	12	86
TOTAL	150	100	
MEAN AVERAGE			66.7

Status

The respondents of the business education department were divided about equally between the sexes; 55 were male and 45 were female. A majority of 72 of the 100 respondents live in Illinois.

Table 3, page 24, indicates that, of the respondents, forty-nine were secondary teachers, two were elementary teachers, one was a librarian, one was an audio-visual director, and one was a school administrator. Thus, fifty-four were connected with education, and forty-six had taken jobs outside education. The most popular occupation outside education was management, followed by housewife and accountant.

TABLE 3--Occupations of the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates

Occupation	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	Total
Teacher	1	5	1	3	5	4	2	5	2	7	8	6	49
Other Education Jobs*	-	-	-	-	1	-	-	1	1	-	-	2	5
Accountant	1	1	-	-	-	3	1	-	-	-	1	-	7
Armed Services	-	-	-	-	-	-	1	-	-	-	1	-	2
Attorney	-	-	1	-	-	-	-	-	-	-	-	-	1
Banker	-	-	-	-	1	-	-	-	1	-	-	-	2
Clerk	1	-	-	-	-	-	-	-	-	-	-	-	1
Counselor	-	-	-	-	-	-	1	1	-	-	-	-	2
Certified Public Accountant	-	-	-	-	-	-	-	-	-	1	-	1	2
Housewife	-	-	-	1	2	1	1	1	1	-	1	1	9
Manager	1	-	-	2	1	3	1	-	-	-	1	2	11
Salesman	-	-	-	1	-	-	-	-	-	-	-	-	1
Secretary	-	-	-	-	-	-	1	-	1	1	1	-	4
Self-employed	-	-	2	1	-	-	-	1	-	-	-	-	4
TOTAL	4	6	4	8	10	11	8	9	6	9	13	12	100

\*Other Education Jobs consists of: 2 elementary teachers (1961 and 1962), 1 librarian (1965), 1 audio-visual director (1965), and 1 school administrator (1958).

Most of the business education graduates did enter the teaching profession. A majority of 70 of the participants surveyed have taught; while only 28 have never taught. Seven of the graduates who have not taught planned to teach in the future. Twenty of the respondents never planned to teach. Eighty-five of the respondents felt that their teacher education program had been helpful to them in their jobs; however, ten indicated that the opposite was true.

The respondents selected Eastern Illinois University for various reasons, as shown in Table 4, page 26. The most common reason indicated by the respondents was the closeness of Eastern Illinois University to home. The relative inexpensiveness of Eastern Illinois University was the second most common reason. The third most frequently given reason was the excellent business education department of Eastern Illinois University.

Table 5, page 27, further indicates that most of the respondents have entered the teaching profession. Of the respondents, 51 have taught in a senior high school. Six have taught in a junior high school. A graduate may have taught in more than one category and for this reason Table 5 differed from Table 3.

TABLE 4--Reasons Stated by the Selected 1954 through 1965 Business Education Graduates  
for Choosing Eastern Illinois University

Reasons*	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	Total
Excellent business education department	2	1	1	4	2	4	2	3	1	3	5	5	33
High scholastic standards	1	-	-	-	-	1	-	-	-	-	2	1	5
Friends went here	-	2	2	1	4	4	3	4	1	2	2	4	29
A teacher recommended E. I. U.	-	1	-	1	4	3	1	2	1	1	4	4	22
Another person recommended E. I. U.	-	2	2	1	2	-	1	-	1	4	4	4	21
Closer to home	3	3	3	5	6	5	4	4	4	5	7	4	63
Inexpensive	1	2	3	4	4	3	5	6	3	5	5	5	46
Parent's choice	1	-	-	1	-	-	-	-	-	-	-	-	2
Personal interest shown by professor	-	-	1	-	1	-	-	-	-	-	-	-	2
Excellent staff	-	-	-	1	-	-	-	-	-	-	-	-	1
Teachers education scholarship	-	-	-	-	1	1	-	1	-	-	-	-	3
Small school	-	-	-	-	-	-	1	-	1	-	1	-	3
High School Senior Day	-	-	-	-	-	-	-	-	-	-	1	-	1

N=99

\*The respondents could check more than one reason.

TABLE 5-- Schools where the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates Have Taught

Schools*	Number of Business Education Graduates
Elementary	4
Junior High School	6
Senior High School	51
Junior College	3
Business College	2
College	1
Adult Education	1
Federal Project	<u>1</u>
TOTAL	69 N=67

\*The graduates could check more than one classification.

Table 6 indicates that most of the respondents taught in large schools, 30 of the respondents having been associated with schools having over 1,000 pupils.

TABLE 6--The Number of Pupils in the Schools where the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates Have Taught

School Population	No. of Graduates	School Population	No. of Graduates
51 - 100	2	551 - 600	5
101 - 150	3	601 - 650	2
151 - 200	2	651 - 700	2
201 - 250	0	701 - 750	2
251 - 300	3	751 - 800	0
301 - 350	5	801 - 850	0
351 - 400	1	851 - 900	0
401 - 450	0	901 - 950	0
451 - 500	0	951 - 1,000	2
501 - 550	2	Over 1,000	<u>30</u>
TOTAL*			61 N=60

\*Some of the graduates did not answer this question.

The respondents have taught many subjects ranging in class size from 11 to 45. Table 7, page 28, indicates the various class sizes of the respondents' classes. The mean average class size reported was 28.

TABLE 7--The Various Class Sizes of the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates' classes

Class Size	Graduates
11 - 15	4
16 - 20	8
21 - 25	17
26 - 30	15
31 - 35	12
36 - 40	2
41 - 45	2
TOTAL*	<u>60</u> N=60

\*Some of the graduates did not answer this question.

The mean number of years the participants had been teaching was seven years, as shown by Table 8, page 29. The mode was three years experience, and the median was six years experience. This indicated a wide variance in the number of years of teaching experience.

TABLE 8--The Number of Years that the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates Have Been Teaching

Years	Graduates	
1	5	
2	7	
3	11	
4	9	
5	9	
6	4	
7	3	
8	3	
9	7	
10	3	
11	1	
12	1	
	<u>63</u>	N=63
TOTAL		

The participants have taught every business education subject from typewriting to data processing. Table 9, page 30, indicates all the business education courses taught by the participants. Typewriting I was the most often taught subject, followed by personal typewriting, bookkeeping I, general business, shorthand I, and typewriting II.

TABLE 9--The Various Courses that the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates Have Taught

Courses*	Graduates
Accounting I	1
Accounting II	1
Bookkeeping I	39
Bookkeeping II	10
Business Mathematics	13
Business English	9
Business Law	15
Business Management	4
Clerical Office	9
Consumer Economics	14
Consumer Problems	2
Data Processing	1
Distributive Education	2
Economics	4
Filing	1
General Business	34
Letterwriting	1
Marketing	4
Notehand	4
Office Machines	24
Office Occupations	4
Office Practice	24
Recordkeeping	14
Retailing	4
Salesmanship	10
Secretarial Office	12
Senior Business	1
Shorthand I	34
Shorthand II	22
Stenotype	2
Personal Typewriting	39
Typewriting I	57
Typewriting II	30

N=66

\*Graduates checked all subjects taught.



Everyone was different, each respondent had a particular course that he preferred to teach. Table 10 indicates the courses that the graduates preferred to teach. The respondents preferred to teach typewriting I, shorthand I, and bookkeeping I, respectively.

TABLE 10--The Subjects that the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates Preferred to Teach

Subjects*	Graduates
Accounting I	1
Bookkeeping I	29
Bookkeeping II	1
Business English	1
Business Law	5
Business Mathematics	1
Clerical Office	2
Data Processing	1
Distributive Education	1
Economics	3
General Business	11
Notehand	1
Office Machines	6
Office Occupations	1
Office Practice	9
Secretarial Practice	3
Shorthand I	33
Shorthand II	3
Personal Typewriting	4
Typewriting I	40
Typewriting II	4

N=62

\*The graduates could check their first three choices.

Some teachers must teach outside their major. Table 11, page 32, indicates the subjects taught by the participants outside of business education. Thirty-one have

never taught outside of business education and twelve have taught in the elementary grades. Of the participants who indicated that they have taught outside the business education area, three stated that the other area was related to business education, while twenty-two said it was not related. Eighteen believed that it was connected with their minor, and twelve believed that the other subject was not connected with their minor.

TABLE 11--The Subjects Other than Business Education Taught by the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates

Other Subjects*	Graduates
Audio-visual Instruction	1
Citizenship	1
Civil Service Preparation	1
Coach and Physical Education	11
Counseling	1
Driver's Education	1
Elementary	12
English	7
Geography	1
Health	3
History	3
Home Economics	1
Journalism	1
Mathematics	3
Mechanical Drawing	1
Psychology	1
Science	4
Social Living	1
Social Science	2
Woodworking	1
World Problems	1
None	<u>31</u>
TOTAL	89      N=64

\*The graduates could check as many subjects as necessary.

Many of the business education graduates not only were expected to be teachers but also they were expected to supervise a co-curricular activity. Table 12 indicates that thirty of the participants were class advisors. Twenty were sponsors or advisors to a club and sixteen sponsored or advised a business club. The participants were satisfied with aiding in co-curricular activities, for 43 planned to continue the advisement activity while eight elected to discontinue the activity.

TABLE 12--The Co-curricular Activities that the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates Sponsored or Advised

Activity*	Graduate	
Business Clubs	16	
Class Advisor	30	
Club Advisor	20	
Policy and Curriculum Committee	2	
School Newspaper	15	
Student Government Advisor	3	
Yearbook	15	N=54

\*The graduates could check as many as necessary.

The respondents felt that the teaching profession was a full-time job. Of the respondents surveyed, 42 held no part-time job and 17 did hold a part-time job. The other 41 respondents did not answer the question. Table 13, page 34, indicates that the most frequent part-time job was that of a bookkeeper.

TABLE 13--The Various Part-Time Jobs Held by the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates

Part-time Jobs	Graduates
Bus Driver	1
Bookkeeper	6
Clothes Stylist	1
Farmer	1
Income Tax Accountant	1
National Guard	1
Painter	1
Private Tutoring	2
Referee	1
Social Worker	1
Summer Recreation Director	<u>1</u>
TOTAL	17 N=61

As a rule, the business education graduates did not change teaching positions in the same school district. Of the graduates surveyed, 56 had not changed jobs in the same school district, whereas, four had done so. Of the four who had changed teaching positions in the same school district, two had done so once, one had done it twice, and one had changed positions three times. The reasons for the changes, as noted in Table 14, were better pay and higher status.

TABLE 14--The Various Reasons Why the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates Changed Teaching Positions in the Same School District

Reasons*	Graduates
Better Pay	4
Better Teaching Subjects	2
Closer to Home	1
Higher Status	<u>4</u>
TOTAL	11 N=60

\*The graduates could check as many as necessary.

Thirty-three changed positions to another school district and 33 had not changed positions. Sixteen had changed once, seven had changed twice, four had changed three times, and two had changed more than three times. Better pay and better teaching subjects were the most frequently mentioned motives, as shown by Table 15.

The participants further indicated that they preferred to stay at their present position. They were asked if they planned to move for the 1967-1968 school year; 45 said no, ten said yes, and eight were undecided.

TABLE 15--The Various Reasons Why the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates Changed Teaching Positions to Another School District.

Reasons*	Graduates
Better Advancement	2
Better Climate	1
Better Pay	19
Better Teaching Subjects	8
Closer to Home	6
Higher Status	6
Husband Moved	5
Like to Travel	1
Marriage	3
Personal Reasons	1
Regular Pay	1
School Consolidated	1
Various	<u>1</u>
TOTAL	55      N=66

\*The graduates could check as many as necessary.

A few of the business education graduates had left teaching altogether. There were 25 business education graduates who left teaching for various reasons listed in Table 16. The majority of the 25 graduates who left teaching did so to become a housewife.

TABLE 16--The Reasons for the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates to Leave Teaching Altogether

Reasons	Graduates
Became a Housewife	13
Better Status Outside of Education	1
Did Not Like Teaching	3
Graduate School	2
Higher Pay in Industry	3
Husband Moved	1
Started a Private Enterprise	<u>2</u>
TOTAL	25      N=25

Table 17, page 37, indicates how the respondents classified their present position. Of the respondents, 47 classified their position as teacher. Nine classified themselves as department heads. Thirty of the respondents did not answer the question for they had never been connected with the teaching profession.

TABLE 17--How the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates Classified Their Present Position

Position	Graduates
Admissions Director	1
Coach	2
Coordinator	3
Counselor	1
Librarian	1
Substitute	1
Teacher	47
Assistant Department Head	1
Department Head	9
Assistant Principal	2
Principal	2
TOTAL*	70 N=62

\*Thirty of the respondents did not answer this question for they were never connected with the teaching profession.

Table 18 indicates the average salary for each quarter section (three years) of the sample. The reason for a high average salary for 1957 to 1959 was that in that quarter section there were three graduates reporting a salary of over \$10,000 annually.

TABLE 18--The Average Annual Salary of the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates for Each Quarter Section

Quarter Section	Salary
1954-1956 (\$7,750)	[REDACTED]
1957-1959 ( 8,550)	[REDACTED]
1960-1962 ( 6,700)	[REDACTED]
1963-1965 ( 6,150)	[REDACTED]
	\$5,000 5,500 6,000 6,500 7,000 7,500 8,000 8,500 9,000 N=63

All schools offered some fringe benefits. The state requires every school district to make allowances for sick leave. However, nine of the respondents felt that their school offered no fringe benefits. Table 19 indicates that 39 respondents knew of the various fringe benefits. The most frequently named benefit was free periods, while health insurance was ranked second.

TABLE 19--The Various Fringe Benefits Offered to the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates

Fringe Benefits	Graduates
Extra Pay for Co-curricular Activities	1
Family Allowances	1
Insurance	15
Health	28
Life	11
Free Periods	40
Paid Substitution to Staff Members	1
Sick Leave	4
Retirement Benefits	<u>18</u>
TOTAL*	119      N=60

\*The graduates could check as many as necessary.

Many schools had a graduated pay scale. In fact, only one respondent taught in a school without a graduated pay scale. Table 20, page 39, indicates that 58 of the respondents taught in a school with a graduated pay scale. The basis of the pay scale was a combination of years of experience and work toward a higher degree, as indicated by 47 of the respondents.



TABLE 20--The Basis of the Graduated Pay Scale in the Schools where the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates Taught

Types of Graduated Pay Scale	Graduates	
Both Years of Experience and Work Toward a Higher Degree	47	
Extra Duty	2	
Index	1	
Merit Pay	1	
Vocational Certificate	4	
Work Toward a Higher Degree	30	
Years of Experience	<u>34</u>	
TOTAL*	119	N=60

\*The graduates could check as many as necessary.

The business education graduates obtained their positions through two main sources. Table 21 indicates that twenty-eight obtained their positions through their own personal initiative. Twenty-six graduates obtained their position through the E.I.U. placement bureau.

TABLE 21--How the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates Obtained their Present Position

How Obtained	Graduates	
E.I.U. Placement Bureau	26	
Personal Initiative	28	
Through a Friend	10	
Another College		
Placement Bureau	1	
School Invitation	1	
Recommendation from Superintendent	<u>1</u>	
TOTAL	67	N=67

Undergraduate Education

During their undergraduate career, the graduates did not care to change their majors. Table 22 indicates that only thirteen changed their undergraduate major. Graduates from the years 1954, 1958, 1959, and 1965 did not change their undergraduate major. Thirty of the respondents did not answer the question.

TABLE 22-- The Selected 1954 through 1965 Eastern Illinois University Business Education Graduates Who Did Change Their Undergraduate Major

<u>Year</u>	<u>No</u>	<u>Yes</u>
1954	2	-
1955	4	1
1956	1	1
1957	4	1
1958	7	-
1959	5	-
1960	3	2
1961	6	2
1962	3	1
1963	6	1
1964	8	4
1965	8	-
<u>TOTAL*57</u>		<u>13</u> N=70

\*Thirty of the respondents did not answer this question for they were never connected with the teaching profession.

The most frequently chosen area of concentration in business education was accounting-secretarial, as indicated by Table 23, page 41. The most accounting-secretarial students came in the year 1964 with eight graduates. Ranked second was accounting and third was secretarial.

TABLE 23--The Areas of Concentration In Business Education Chosen by the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates

Year	Accounting	Secretarial	Accounting-Secretarial
1954	-	-	2
1955	1	2	2
1956	2	-	-
1957	3	1	1
1958	3	2	2
1959	1	1	3
1960	2	1	2
1961	1	3	4
1962	-	1	3
1963	2	-	5
1964	3	1	8
1965	2	-	6
TOTAL*	20	12	38

N=70

\*Thirty of the respondents were not allowed to answer this question for they were never connected with the teaching profession.

Table 24, page 42, indicates that the participants chose to take the course entitled "Methods of Teaching Typewriting and Office Practice." "Methods of Teaching Bookkeeping and Accounting," and "Methods of Teaching Gregg Shorthand" were ranked second and third, respectively.

Of the respondents, fifty said that they were satisfied with their major-minor combination, and ten indicated the opposite. Table 25, page 42, indicates the various minors chosen by the graduates. Social science was the most frequently named minor, followed by physical education.

TABLE 24--The Methods Courses Taken by the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates

Year	Methods of Teaching				N=70
	Bookkeeping & Accounting	Basic Business	Gregg Shorthand	Typewriting & Office Practice	
1954	1	-	1	1	
1955	3	1	4	5	
1956	2	1	-	1	
1957	4	2	2	4	
1958	6	2	3	6	
1959	4	3	4	4	
1960	4	4	3	4	
1961	4	5	6	6	
1962	1	2	3	4	
1963	5	6	5	4	
1964	6	8	8	8	
1965	6	3	5	4	
TOTAL*	46	37	44	51	N=70

\*Some of the graduates took more than two methods courses.

TABLE 25--The Various Minors Chosen by the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates

Minor	Graduates
Social Science	51
Physical Education	8
Mathematics	4
History	3
English	2
Biology	1
Home Economics	1
Library Science	1
Journalism	<u>1</u>
TOTAL*	72 N=70

\*Two of the graduates had a double minor.

The graduates were asked to rate their preparation in their undergraduate subject areas. The results are indicated by Table 26, page 44. The graduates gave typewriting an excellent rating 36 times. Typewriting was followed by methods of teaching typewriting (30), shorthand (29), and accounting (28). Five subject areas never received a poor rating; they were typewriting, shorthand, business mathematics, methods of teaching bookkeeping, and methods of teaching shorthand.

The graduates were also asked to rate their student teaching experiences. Table 27 indicates that in 1955 all five respondents rated it as excellent, and in 1965, six gave it an excellent rating and two gave it a good rating.

TABLE 27-- How the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates Rated Their Student Teaching

Year	Excellent	Good	Fair	Poor	
1954	1	1	-	-	
1955	5	-	-	-	
1956	1	-	1	-	
1957	4	2	-	-	
1958	5	1	1	-	
1959	4	-	1	-	
1960	2	2	1	-	
1961	3	4	-	-	
1962	2	1	-	1	
1963	4	3	-	-	
1964	7	2	2	1	
1965	6	2	-	-	
	TOTAL*				
	44	18	6	2	N=70

\*Thirty of the respondents were not allowed to answer this question for they were never connected with the teaching profession.

TABLE 26--How the Selected 1954 through 1965 Eastern Illinois University

Courses+	1954				1955				1956				1957				1958				E
	*E	G	F	P	E	G	F	P	E	G	F	P	E	G	F	P	E	G	F	P	
Accounting	2	-	-	-	3	-	-	-	1	1	-	-	4	-	1	1	4	1	-	-	3
Business																					
English	1	1	-	-	-	2	1	-	-	1	1	-	1	4	-	-	-	3	1	-	-
Business Law	-	2	-	-	-	2	1	-	-	-	1	1	-	3	1	2	-	3	2	1	-
Business																					
Mathematics	2	-	-	-	-	2	1	-	-	-	2	-	-	3	-	1	-	1	1	3	-
Economics	-	2	-	-	-	2	1	-	-	-	-	2	-	3	-	2	-	-	1	3	1
General																					
Business	1	1	-	-	1	3	-	-	-	2	-	-	2	2	2	-	1	2	1	-	1
Management	-	2	-	-	1	1	-	1	-	-	1	1	-	1	2	-	1	-	3	1	-
Marketing	-	1	-	-	1	1	-	1	-	-	1	1	-	1	2	-	1	-	3	1	-
Office																					
Machines	2	-	-	-	2	1	1	-	-	-	1	1	1	1	1	3	1	-	5	1	-
Office																					
Practice	2	-	-	-	2	2	1	-	-	-	2	-	1	1	3	-	-	4	1	-	-
Shorthand	2	-	-	-	4	-	-	-	-	-	-	-	2	-	-	-	-	2	1	-	3
Typewriting	2	-	-	-	5	-	-	-	1	1	-	-	4	1	1	-	2	4	-	-	4
Methods of:																					
Typewriting	2	-	-	-	3	2	-	-	1	-	-	-	3	-	-	1	1	4	1	-	4
Bookkeeping	1	-	-	-	2	1	-	-	1	1	-	-	3	1	1	-	3	2	-	-	2
Shorthand	2	-	-	-	3	1	-	-	-	-	-	-	2	-	-	-	-	2	-	-	1
Basic																					
Business	-	1	-	-	1	2	-	-	-	2	-	-	2	1	-	-	-	4	-	-	-
Office																					
Machines	2	-	-	-	1	2	-	-	-	-	-	-	-	-	-	-	-	4	1	-	-

\* E stands for excellent, G is good, F means fair, and P denotes poor.

+The graduates could check as many as necessary.

University Business Education Graduates Rated Their Undergraduate Preparation

P	1959			1960			1961			1962			1963			1964			1965		
	E	G	F	E	G	F	E	G	F	E	G	F	E	G	F	E	G	F	E	G	F
-	3	1	-	3	1	-	1	5	-	2	1	1	4	1	1	4	4	-	-	6	-
-	-	2	-	-	2	-	1	2	2	-	1	1	-	1	1	2	1	3	1	1	3
-	1	2	-	1	3	-	1	5	1	-	4	-	1	2	1	4	2	1	2	3	1
-	-	2	2	2	2	-	3	2	1	-	-	3	1	1	1	2	3	2	-	4	2
1	1	2	1	-	2	2	2	2	3	-	1	3	-	2	2	3	1	3	1	4	1
-	1	2	1	1	2	-	3	3	1	-	2	1	-	4	1	4	5	1	1	5	1
-	-	1	1	-	-	1	-	3	1	-	1	2	-	2	1	-	2	-	-	1	3
-	-	1	-	-	1	-	-	2	2	-	-	1	-	1	-	-	1	-	-	1	3
-	-	2	2	-	2	3	4	2	1	-	4	-	2	2	-	2	2	4	2	2	2
-	-	2	1	1	-	2	3	2	1	1	2	-	2	2	2	-	4	1	1	1	3
-	3	1	-	1	1	1	2	2	1	3	-	-	3	2	-	5	2	1	4	-	-
-	4	1	-	2	1	1	4	3	-	2	2	-	4	3	-	4	6	-	4	2	-
-	4	1	-	1	2	-	4	2	-	2	2	-	3	2	-	3	4	1	3	1	-
-	2	1	1	2	1	-	4	-	-	-	1	1	2	2	1	3	3	-	2	2	1
-	1	2	1	1	2	-	3	2	-	2	1	-	3	2	-	4	1	2	4	-	-
-	-	-	2	1	3	-	3	1	-	-	1	1	3	1	-	5	2	-	2	1	-
-	-	1	1	-	1	1	1	1	-	-	2	-	1	1	-	1	1	1	1	1	-

TABLE Their Undergraduate Preparation in the Following Courses

Course	1963				1964				1965				Total				
	P	E	G	F	P	E	G	F	P	E	G	F	P	E	G	F	P
Account	-	4	1	1	-	4	4	-	-	-	6	-	-	28	21	3	1
Business	-	-	1	1	-	2	1	3	1	1	1	3	-	6	21	13	3
Business	-	1	2	1	-	4	2	1	1	2	3	1	-	16	29	9	1
Business	-	1	1	1	-	2	3	2	-	-	4	2	-	14	19	16	-
Economic	1	-	2	2	-	3	1	3	-	1	4	1	-	10	19	23	1
General	1	-	4	1	-	4	5	1	-	1	5	1	-	15	33	9	2
Management	-	-	2	1	-	-	2	-	2	-	1	3	-	2	19	11	7
Marketing	-	-	1	-	1	-	1	-	3	-	1	3	-	2	15	8	3
Office	-	2	2	-	-	2	2	4	-	2	2	2	-	15	23	18	2
Office	-	2	2	2	-	-	4	1	3	1	1	3	-	13	20	17	3
Short	-	3	2	-	-	5	2	1	-	4	-	-	-	29	10	4	-
Type	-	4	3	-	-	4	6	-	-	4	2	-	-	36	24	1	-
Method	-	3	2	-	-	3	4	1	1	3	1	-	-	30	20	2	2
Business	-	2	2	1	-	3	3	-	-	2	2	1	-	25	15	5	-
Business	-	3	2	-	-	4	1	2	-	4	-	-	-	25	13	3	-
Business	1	3	1	-	-	5	2	-	-	2	1	-	-	17	19	3	1
Office	-	1	1	-	-	1	1	1	1	1	1	-	-	5	14	4	1

N=67



The respondents evaluated each course using their experience as a guideline for evaluation. Table 28 presents the various answers to the question "What was the most helpful course?" Table 28 indicates that methods of teaching typewriting, accounting courses, and all methods courses ranked high.

TABLE 28--The Courses that the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates Rated as Most Helpful

Courses	Graduates
Shorthand Methods	11
Typewriting Methods	8
Accounting Courses	7
All Methods Courses	7
Student Teaching	4
Typewriting	4
General Business Methods	4
Business Law	3
Salesmanship	2
Shorthand	2
Office Machines	2
All Courses	2
Office Practice	1
Management Courses	1
Bookkeeping Methods	1
Letterwriting	1
Advanced Typewriting	1
Business Correspondence	1
General Business	1
Introduction to Business	1
Dickerson and Holley Courses*	<u>1</u>
TOTAL**	65      N=66

\*This is the exact answer of the graduate.

\*\*A few of the graduates chose not to answer this question.

Converse to the most helpful course was the least helpful course. Table 29 presents the ratings of the least helpful subjects. Business mathematics was rated the least helpful, followed by office machines.

TABLE 29--The Courses that the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates Rated as Least Helpful

Courses	Graduates
Business Mathematics	7
Office Machines	5
Introduction to Business	4
None	4
Business Law	3
Typewriting Methods	3
Marketing	3
Shorthand Methods	2
Accounting	2
Shorthand	2
General Business	2
Payroll Accounting	2
Management	2
Psychology	1
Retailing	1
Bookkeeping Methods	1
Penmanship	1
Income Tax Accounting	1
Letterwriting	1
Basic Business Methods	1
Office Management	1
Correspondence	1
Salesmanship	1
Economics	1
Typewriting	<u>1</u>
TOTAL*	53

N=48

\*Some of the graduates chose not to answer this question.

Many demands were made of teachers. Understanding the student's problems and knowledge of the subject were the most frequently named demands as indicated by Table 30. Planning, keeping abreast of current events, and patience were ranked third, fourth, and fifth, respectively. Creativity was ranked eighth.

TABLE 30--The Teaching Demands Placed upon the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates

Demands	Graduates
Understanding of Student Problems	41
Knowledge of Subject	41
Planning	34
Keeping Abreast of Current Events	32
Patience	32
Efficient Use of Past Experiences	31
Initiative to Use New Methods	24
Creativity	18
Getting Along with Others	1
Discipline	1
Enthusiasm	<u>1</u>
TOTAL*	255      N=65

\*The graduates could check their first three choices. However, many checked more than three.

Table 31, page 48, presents the problems most often encountered by the respondents. As was expected, motivation and discipline were ranked first and second, respectively. A limited business education program was ranked seventh on the list of problems.

TABLE 31--The Problems Most Frequently Encountered by  
the Selected 1954 through 1965 Eastern Illinois University  
Business Education Graduates

Problems	Graduates
Motivation	17
Discipline	10
Lack of Time	9
Business as a Dumping Ground	8
Lack of Equipment	7
Lack of Cooperation	6
Exams and Grading	4
Limited Business Education Program	4
Lack of Resource Material	4
Classes too Large	3
Lack of Room	2
Creativity	2
Keeping Abreast of Current Events	1
Patience	1
Understanding of Student Problems	1
Planning	1
Knowledge of Subject	1
Initiative to Use New Methods	<u>1</u>
TOTAL*	82      N=63

\*The graduates could indicate their first two choices.

Table 32, page 49, indicates the results of the question, "How could the E.I.U. business education department improve their program?" The participants felt that more practical application and less theory was the better answer. Revision of the curriculum was second, followed by newer methods and modern approaches, and purchase textbooks.

TABLE 32--How the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates Felt the Eastern Illinois University Business Education Department Could Improve Itself

Years	Improvements*																								
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	
1954	-	-	-	-	1	-	1	1	1	-	2	-	-	-	1	1	-	-	-	-	-	-	-	-	-
1955	-	-	1	-	-	-	-	2	-	-	1	1	-	-	1	-	-	-	-	-	-	-	-	-	-
1956	-	1	2	-	-	1	1	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-
1957	-	-	-	1	-	-	-	1	-	1	-	3	-	-	1	-	-	-	-	-	-	-	-	-	-
1958	-	1	1	-	-	-	-	4	-	1	-	5	1	1	1	-	-	-	-	-	-	-	-	-	-
1959	-	1	2	-	-	1	-	-	1	1	-	2	-	1	2	-	-	-	-	-	-	-	-	-	-
1960	-	1	2	-	-	2	-	1	1	1	-	2	1	2	-	-	-	-	-	-	-	-	-	-	-
1961	-	1	1	1	-	1	1	1	-	1	1	5	-	1	1	-	-	-	-	-	-	-	-	-	-
1962	-	2	-	2	-	1	1	1	-	2	1	2	2	1	-	-	-	1	1	1	1	-	-	-	-
1963	-	1	-	2	-	1	-	1	-	1	1	3	1	3	2	-	-	1	-	-	-	-	-	-	-
1964	-	1	6	3	2	3	1	3	-	1	-	10	2	2	1	-	-	-	-	-	-	-	1	-	-
1965	-	1	1	3	1	-	-	2	1	-	1	5	2	3	-	-	-	-	-	-	-	-	1	1	1
TOTALS**		-	101	51	23	11	4	17	4	10	5	42	9	14	9	1	1	2	1	1	1	1	1	1	1

N=68

\*Ledger of Improvements

- A. Larger Class Size
- B. Better Communication between Instructor and Student
- C. Newer Methods and Modern Approaches
- D. Purchase Books
- E. More Work Out of Class
- F. Revision of Course Material
- G. Revision of Curriculum
- H. More Seminar Type Classes
- I. Better Instructors
- J. Smaller Classes
- K. Higher Standards of Achievement
- L. Less Theory; More Practical Application
- M. More Research and Reports
- N. More Electives
- O. No Change
- P. Offer More Grad Courses
- Q. Standardize Grading
- R. More Methods
- S. More Work in Shorthand and Typewriting
- T. Repair of Typewriters
- U. Change in the Education Department
- V. Prepare for Real Classroom Situations
- W. More Field Work
- X. Methods in Testing and Grading

\*\*The graduates could indicate more than one answer.

The graduates were also asked "What is the most important improvement the business education department could make in the course content?" Table 33, page 50, indicates their responses. Nine replied that it was more practical application and less theory. Rated second was updating the courses.

TABLE 33--How the Selected 1954 through 1965 Eastern Illinois University Business Education Department Could Improve Its Course Content

Improvement	Graduates
More Practical Application	9
More Current Topics	4
More Student Participation	2
Realism in the Classroom	2
Typewriter Repair Course	2
More Automation and Data Processing	2
Change Office Machines to Junior Year	1
More Imagination	1
Modern Equipment	1
Make Shorthand and Typewriting More Demanding	1
Orientate Typewriting to Office Conditions	1
More Electives	1
More Student Resource Material	1
More Observation of Good Teachers	1
Require More Methods Courses	1
More Student Orientated Teachers	1
More Business Law	1
Make Materials Useful to the Classroom	1
Course in Grading	1
Treat the Student as a Person	1
Develop Vocational Education	1
Do Not Know	1
None	<u>1</u>
TOTAL*	40 N=33

\*Not all the graduates answered this question.

The respondents felt that their educational background was adequate for teaching adult education classes. Forty-eight indicated that it was sufficient for the adult education program and eight felt that it was insufficient.

The graduates were asked if they favored the adult evening program. Fifty-six favored such a program, while seven of the participants replied that they did not favor the adult evening program.

Also, in conjunction with the adult education questions, the participants were asked to list the various adult education courses that they had taught. They replied that nineteen had never taught in such a program. Fifteen had taught typewriting I, and nine had taught shorthand I. Table 34 presents all the adult education courses taught by the participants.

TABLE 34--The Adult Education Courses Taught by the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates

Courses	Graduates
None	19
Typewriting I	15
Shorthand I	9
Bookkeeping I	5
Typewriting II	3
Shorthand II	3
Office Machines	3
Data Processing	<u>1</u>
TOTAL*	58      N=43

\*Not all graduates answered this question.

Graduate Education

The respondents indicated that forty had participated in a graduate program and twenty-six had not done so. This produced a ratio of 1.54 to 1. Of the twenty-six participants who had not entered graduate school, nineteen planned to do so, and three did not plan to enter graduate school. Thus, out of 66 respondents, 59 had entered graduate school, or were planning to enter graduate school. When this was compared to the total sample return population of one hundred, a 59 per cent graduate school return was ascertained.

These graduate students or would-be graduate students went to many schools. Eastern Illinois University led on the return of graduate students, followed by the University of Illinois, and Northern Illinois University, as shown by Table 35. Of the graduates, forty-seven had already started graduate school, finished graduate school, or had chosen their graduate school. The remaining twelve had yet to choose a graduate school.

TABLE 35--The Various Graduate Schools Attended by the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates

School	Graduates
Eastern Illinois University	14
University of Illinois	8
Northern Illinois University	7
Illinois State University	4
Southern Illinois University	2
University of Colorado	1
Oregon State University	1



TABLE 35--Continued

Superior University	1	
San Fernando State College	1	
California State College	1	
De Paul University	1	
State University of New York	1	
Colorado State College	1	
Michigan State University	1	
University of Alabama	1	
Millikin University	1	
California State	<u>1</u>	
TOTAL*	56	N=47

\*Some graduates listed more than one school and some did not answer this question.

The graduate students had many reasons for entering graduate school. Better pay was the chief reason as indicated by Table 36. Higher status and higher position in the school were rated second and third, respectively.

TABLE 36--The Reasons Why the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates Entered Graduate School

Reasons	Graduates	
Better Pay	37	
Higher Status	17	
Higher Position in the School	15	
Higher Position out of the School	3	
Better Teacher	2	
Never Ending Desire for Education	2	
Advance to Junior College Teaching	2	
Keep Abreast of Current Events	1	
Better Advancement	1	
Utilize Summers	1	
Obtain Permanent Certificate	1	
Self Improvement	1	
Want to Attend	1	
Need for Certification	<u>1</u>	
TOTAL*	85	N=48

\*The graduates could check more than one reason.

The participants had been seriously pursuing their graduate work. Table 37 indicates that eighteen participants had received their graduate degree. Thirteen received a Master's of Science in Education, two received a Master's of Arts, two received a Master's of Science, and one received a Master's of Business Education.

TABLE 37--The Selected 1954 through 1965 Eastern Illinois University Business Education Graduates that Have Completed Their Graduate Education

Year	Yes	No
1954	2	-
1955	2	3
1956	1	-
1957	3	2
1958	2	3
1959	1	2
1960	3	2
1961	1	3
1962	-	4
1963	1	3
1964	1	10
1965	1	5
TOTAL	18	37

N=55

Table 38 indicates the various graduate majors of the respondents. Most of the respondents did not change their undergraduate major. Twenty-four were business education majors in graduate school.

TABLE 38--The Graduate Majors of the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates

Majors	Graduates
Business Education	24
School Administration	9
Guidance	2
Education	1
Accounting	<u>1</u>
TOTAL*	37 N=37

\*Not all graduates answered this question.

After receiving their graduate degree, nine changed jobs. Eight did not change jobs and one was undecided. Also, eighteen received a raise in pay, while two did not receive any pay increase. Table 39 indicates that the majority received a pay increase of over \$500 a year.

TABLE 39--The Pay Increases Received by the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates

Pay Increases	Graduates
\$ 1 - 100	1
101 - 200	3
201 - 300	3
301 - 400	0
401 - 500	0
Over 500	<u>11</u>
TOTAL*	18 N=18

\*Only the graduates with their Master's answered this question.

In Table 40 the various future plans of the respondents are listed. It was divided about equally between continue teaching and complete master's. Nine wanted to advance to junior college teaching and five planned to enroll in graduate school.

TABLE 40--The Future Plans of the Selected 1954 through 1965 Eastern Illinois University Business Education Graduates

Plans	Graduates	
Continue Teaching	16	
Complete Master's	15	
Advance to Junior College	9	
Enroll in Graduate School	5	
Get Vocational Education Certificate	3	
Return to Teaching	2	
Improve Teaching	2	
Operate a Business School	1	
Advance in Training	1	
Stay in Business	1	
Advance in Job	1	
Full Time Farming	1	
Continue as an Elementary Principal	1	
Advance to Superintendent	1	
Full Time Guidance	1	
Advance to Principal	1	
Raise a Family	1	
Become the Educational Services Representative	1	
Go Into Administration	1	
Educational Field Salesman	<u>1</u>	
TOTAL*	65	N=61

\*Not all the graduates answered this question.

## CHAPTER V

### SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

It was the purpose of this study to ascertain data pertinent to the present status of the business education graduates of Eastern Illinois University, their opinions concerning the business education curriculum of Eastern Illinois University, and their future plans concerning graduate education.

The survey method was employed to obtain the necessary information. The names and addresses of the graduates were obtained from the Director of the School of Business, Dr. James F. Giffin. A 25 per cent sample was predetermined as representative of the Eastern Illinois University business education graduates. The return was  $66 \frac{2}{3}$  per cent of the sample.

#### Summary of the Findings

##### Status

The business education department graduates were divided about equally between the sexes. Seventy-two per cent of the graduates live in Illinois. This compares

with Cook's<sup>1</sup> seventy-six per cent of the graduates living in their home state. The business education graduates had chosen Eastern Illinois University because it was close to home and relatively inexpensive.

Fifty-four per cent of the respondents were employed in the educational field, as compared to sixty-three per cent in the Swedmark<sup>2</sup> study. Seventy per cent of the business education graduates had taught at one time or another. The graduates who responded had been teaching for an average of seven years.

The majority of the participants were either a class advisor or a club sponsor. The respondents indicated that only seventeen of them held a part-time job in addition to their teaching positions. Fifty-six of the participants had not changed jobs in the same school district; however, thirty-three had changed jobs to another school district. The respondents who had changed jobs to another school district had done so on the average 1.8 times in their teaching careers. Twenty-eight obtained their present position through their own personal initiative and twenty-six through the Eastern Illinois University placement bureau.

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<sup>1</sup>Cook, loc. cit.

<sup>2</sup>Swedmark, loc. cit.

There were twenty-one business education graduates who were not teaching. Their most common explanation for leaving teaching was to become a housewife.

The salaries of the respondents indicated a raise with years of experience. They were as follows: 1954-1956, \$7,750; 1957-1959, \$8,550; 1960-1962, \$6,700; and 1963-1965, \$6,150. The respondents also indicated that their salary scale was on a years of experience base and work toward a higher degree base. The participants who returned the questionnaire/opinionnaire indicated in their response that their respective schools offered them several types of fringe benefits. The most common fringe benefits were free periods and health insurance.

Typewriting was the most frequently taught subject, followed by personal typewriting, bookkeeping I, general business, shorthand I, and typewriting II. Swedmark<sup>3</sup> found typewriting, bookkeeping, shorthand, and general business to be the most frequently taught subjects. Thirty-one of the graduates have never taught outside their major. The most frequently taught non-business education areas were elementary and coaching.

### Undergraduate Education

During their undergraduate career, only thirteen of the respondents changed their major. The most frequently chosen business education area of concentration was accounting-secretarial. As undergraduates, fifty-one of the respondents participated in Methods of Teaching Typewriting and Office Practice. Swedmark<sup>4</sup> found that social science was the most popular minor. The Eastern Illinois University business education graduates who responded indicated that the most frequently chosen minor was social science.

Typewriting was rated higher by more respondents than any other course. Management courses received the most poor ratings by the business education graduates. The majority rated their student teaching as excellent. The business education graduates rated many subjects as very helpful. The courses that received the most response as very helpful were: shorthand methods, typewriting methods, accounting, and all methods courses. Cook<sup>5</sup> found that the graduates rated accounting, business mathematics, secretarial practice, typewriting, business correspondence, and advanced secretarial science as very helpful. The respondents listed as the least helpful courses business mathematics, office machines, and introduction to business.

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<sup>4</sup>Ibid.

<sup>5</sup>Cook, loc. cit.



As in the Hibdon<sup>6</sup> study and the Kennes<sup>7</sup> study, the Eastern Illinois University business education graduates indicated that more practical application and less theory was the most needed improvement. Some respondents indicated that an increased stress be placed on purchasing business education textbooks by the business education majors.

Understanding the students' problems and knowledge of the subject were the two greatest demands placed upon the respondents. Motivation and discipline were the most often named problems of the respondents.

The majority of the respondents felt adequately prepared to teach adult education classes. Thirty-nine of them had taught in an adult education program. Typewriting was the most often taught adult education subject.

#### Graduate Education

Fifty-nine per cent of the respondents indicated that they had participated in a graduate program or were going to participate in a graduate program. This ranked higher than the forty-six per cent prediction of Trent and Ruyle<sup>8</sup>, the forty-two per cent in the Slosar<sup>9</sup> study, the thirty-three per cent in the Swedmark<sup>10</sup> study, and the eighteen per cent

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<sup>6</sup>Hibdon, loc. cit.

<sup>7</sup>Kennes, loc. cit.

<sup>8</sup>Trent and Ruyle, loc. cit.

<sup>9</sup>Slosar, loc. cit.

<sup>10</sup>Swedmark, loc. cit.

in the Walker<sup>11</sup> study. The majority of the respondents have completed or will complete their graduate work at Eastern Illinois University.

Better pay was the motivation for achieving a master's degree. Higher status and higher position in the school were the second and third most popular reasons. Like their undergraduate major, the participants' graduate major was business education. After receiving the master's degree, eleven of the respondents received a salary raise of over \$500. As far as future plans were concerned, the graduates indicated that they were either going to continue teaching or complete their master's degree.

### Conclusions

#### Status

The non-business education areas most frequently taught by the respondents are elementary and coaching. The majority of the graduates participate in a co-curricular activity. This activity is usually class advisor or club sponsor.

The respondents' salaries are above the minimum wage for teachers. The majority of the schools offer free periods and health insurance as fringe benefits. The majority of the schools base their salary scale on a combination of years of experience and work toward a higher degree.

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<sup>11</sup>Walker, loc. cit.

Of the respondents who had taught or were teaching, they had taught on an average of seven years and they had changed jobs to another school district 1.8 times. Twenty-eight of the respondents obtained their present position through their own personal initiative, while twenty-six used the services of Eastern Illinois University's placement bureau.

#### Undergraduate Education

The vast majority of the business education graduates did not change their undergraduate major. Accounting-secretarial is the most frequently chosen area of concentration. Methods of teaching typewriting and office practice is taken by the majority of the business education majors. The respondents were asked to rate their undergraduate preparation in the various business education subject areas. Typewriting and student teaching courses were rated excellent, while management courses received the most number of poor ratings.

The respondents were asked to name the most and least helpful courses. The most helpful courses are shorthand methods, typewriting methods, accounting, and all methods courses. The least helpful courses are business mathematics, office machines, and introduction to business. The most needed improvement in the business education department of Eastern Illinois University and Eastern Illinois University, as a whole, is more practical application and less theory.

The two demands most frequently placed upon the business education teachers are understanding the students' problems and knowledge of the subject. The most frequently encountered teacher problems are motivation and discipline.

The respondents felt adequately prepared to teach adult education classes.

#### Graduate Education

Fifty-nine of the respondents indicated that they had participated in a graduate program or were going to participate in a graduate program. The majority of these respondents indicated that their graduate work was done or will be done at Eastern Illinois University. The motivations for achieving a graduate degree are better pay, higher status, and higher position in the school. The majority did their graduate work in business education. A raise in salary of over \$500 was received by the respondents after they received their master's degree.

In the future, the respondents plan either to continue teaching or to complete their master's degree.

#### Recommendations

The following recommendations are based on the findings and conclusions.

1. Because it had been eleven years since the previous follow-up study was conducted, a follow-up study of the business education graduates should be performed at least every three years. By adhering to this recommendation the business education department can prepare a record of the demands placed upon the Eastern Illinois University business education graduates.

2. Many of the business education graduates are teaching or have taught in physical education. For this reason, the business education department should give consideration to encouraging physical education minors.

3. Many of the business education graduates are teaching or have taught in the elementary grades. Because of this change from business education to elementary education, the counseling center should help all secondary education majors choose their correct field. This counseling should be performed before too many professional education courses are taken.

4. The average business education graduate had changed teaching positions to another school district 1.8 times. To help the business education graduate obtain the new position, procedures for obtaining a new position could be incorporated in the various methods courses.

5. Since the management courses received the largest per cent of poor ratings by the business education graduates, the management courses should be re-evaluated.

6. The business education graduates further indicated that the course in office machines needs to be re-evaluated. The business education department should revise and upgrade the office machines course.

7. Business mathematics was rated poor by the business education graduates. The business education department and the School of Business curriculum committee should re-evaluate the business mathematics course.

8. The business education graduates felt that the business education department needed to give the students more practical application and less theory. More seminar type classes, newer methods and modern approaches were also indicated as needed changes. With these recommendations of the business education graduates in mind, the investigator recommends the following changes. The business education department should:

a. include more realistic classroom situations in the methods courses,

b. change the methods classes to a seminar type class, and

c. incorporate newer methods and approaches to teaching in the methods classes.

9. Many of the business education graduates felt that another needed change in the business education department was an emphasis on purchasing books. The business education department should stress to all business education majors the importance of purchasing business education textbooks. Some of the respondents indicated a lack of reference material. These textbooks could be used by the various business education teachers as reference material. Also, the methods course teacher should present a list of addresses to the business education major where additional reference material may be obtained.

10. The business education graduates also indicated that motivation and discipline are the most common problems. The business education department should include units on motivation and discipline in the methods courses.

11. The business education graduates have an above average rate of matriculation to graduate school. To aid the matriculation rate, an adequate line of communication should be maintained between Eastern Illinois University and the Eastern Illinois University business education graduates whereby the various workshops and graduate programs of Eastern Illinois University could be promoted.

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**APPENDIX**

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APPENDIX A

Graduate Card

Mr. John Doe  
603 Main Street  
Charleston, Illinois

1954

3-14-67  
3-30-67 Follow-up #1  
4- 3-67 Completed

APPENDIX B

Pilot Study

Dear Business Education Graduate

We are interested in you and your activities since graduation. Knowing more about you and your experiences will help us in evaluating the Business Education Department at Eastern Illinois University.

Only you, the graduate, can give us the necessary information. By completing the enclosed questionnaire, you can help your "Alma Mater."

Your assistance will make this study successful. However, in order to assure success the questionnaire should be returned by March 9, 1967. All answers will remain confidential. A stamped, addressed envelope is enclosed for your convenience. May we hear from you soon.

Sincerely

Milton Smith  
Graduate Student

enclosures: 2

NAME \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
SCHOOL ADDRESS \_\_\_\_\_  
BUSINESS ADDRESS \_\_\_\_\_  
YEAR OF GRADUATION \_\_\_\_\_  
MALE ( ) \_\_\_\_\_  
FEMALE ( ) \_\_\_\_\_  
OCCUPATION \_\_\_\_\_

GENERAL

Have you ever taught? YES( ) NO( )

If you have not taught, do you plan to teach? YES( ) NO( )

Has the teacher preparation program been helpful to you  
in your job? YES( ) NO( )

1. Why did you choose EIU?

Excellent business education department \_\_\_\_\_

High scholastic standards \_\_\_\_\_

Friends went here \_\_\_\_\_

A teacher recommended EIU \_\_\_\_\_

Another person recommended EIU \_\_\_\_\_

Closer to home \_\_\_\_\_

Inexpensive \_\_\_\_\_

Other (Specify) \_\_\_\_\_

IF YOU ARE TEACHING NOW OR HAVE EVER TAUGHT, PLEASE  
FINISH THE QUESTIONNAIRE.

EMPLOYMENT

(Check as many as necessary)

2. In what type of school are you currently employed?

- a. Junior High School \_\_\_\_\_
  - b. Senior High School \_\_\_\_\_
  - c. Junior College \_\_\_\_\_
  - d. College \_\_\_\_\_
  - e. Business College \_\_\_\_\_
  - f. Other (Specify) \_\_\_\_\_
- 
- 

3. What is the size of your school's enrollment?

- |                 |                   |
|-----------------|-------------------|
| 0 - 50 _____    | 551 - 600 _____   |
| 51 - 100 _____  | 601 - 650 _____   |
| 101 - 150 _____ | 651 - 700 _____   |
| 151 - 200 _____ | 701 - 750 _____   |
| 201 - 250 _____ | 751 - 800 _____   |
| 251 - 300 _____ | 801 - 850 _____   |
| 301 - 350 _____ | 851 - 900 _____   |
| 351 - 400 _____ | 901 - 950 _____   |
| 401 - 450 _____ | 951 - 1,000 _____ |
| 451 - 500 _____ | Over 1,000 _____  |
| 501 - 550 _____ |                   |

4. What is the average size of all your classes?

- |               |               |
|---------------|---------------|
| 0 - 5 _____   | 26 - 30 _____ |
| 6 - 10 _____  | 31 - 35 _____ |
| 11 - 15 _____ | 36 - 40 _____ |
| 16 - 20 _____ | 41 - 45 _____ |
| 21 - 25 _____ | Over 45 _____ |

5. Counting this year, how many years have you been teaching?  
\_\_\_\_\_

6. What subjects have you taught in business education?

(Check as many as necessary)

- |                              |                             |
|------------------------------|-----------------------------|
| Bookkeeping I _____          | Office Practice _____       |
| Bookkeeping II _____         | Recordkeeping _____         |
| Business Math _____          | Retailing _____             |
| Business English _____       | Salesmanship _____          |
| Business Law _____           | Secretarial Office _____    |
| Business Management _____    | Senior Business _____       |
| Clerical Office _____        | Shorthand I _____           |
| Consumer Economics _____     | Shorthand II _____          |
| Consumer Problems _____      | Typewriting, Personal _____ |
| Distributive Education _____ | Typewriting I _____         |
|                              | Typewriting II _____        |
| Economics _____              | Other (Specify) _____       |
| General Business _____       | _____                       |
| Marketing _____              | _____                       |
| Notehand _____               |                             |
| Office Machines _____        |                             |
| Office Occupations _____     |                             |

7. Which of these subjects do you prefer to teach? (First three choices) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What subjects have you taught in areas other than business education? (Specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Was this other area connected with your major? YES ( )  
NO ( ) Minor? YES ( ) NO ( )
10. In what co-curricular activities do you participate?  
(Check as many as necessary)  
Class Adviser \_\_\_\_\_  
Business Clubs \_\_\_\_\_  
Yearbook \_\_\_\_\_  
School Newspaper \_\_\_\_\_  
Other (Specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. Do you plan to continue to participate in co-curricular activities? YES ( ) NO ( )
12. Have you ever changed jobs in the same school district?  
(Example: Junior to Senior High School) YES ( ) NO ( )  
a. If yes, how many times? \_\_\_\_\_  
b. Why? (You may check more than one.)  
Better pay \_\_\_\_\_  
Higher status \_\_\_\_\_  
Closer to home \_\_\_\_\_  
Better teaching subjects \_\_\_\_\_  
Other (Specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. Have you ever quit teaching altogether? YES ( ) NO ( )  
Why? (You may check more than one.)  
a. Did not like teaching \_\_\_\_\_  
b. Became a housewife \_\_\_\_\_  
c. Higher pay in industry \_\_\_\_\_  
d. Started a private enterprise \_\_\_\_\_  
e. Better status outside of education \_\_\_\_\_  
f. Other (Specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
14. Do you hold a part-time job outside the school?  
YES ( ) NO ( ) If yes, what type? \_\_\_\_\_  
\_\_\_\_\_

15. Have you ever changed jobs to another school district?  
(You may check more than one.) YES ( ) NO ( )
- a. If yes, how many times? \_\_\_\_\_
- b. Why?
- Better pay \_\_\_\_\_
  - Higher status \_\_\_\_\_
  - 01 Closer to home \_\_\_\_\_
  - Better teaching subjects \_\_\_\_\_
  - Other (Specify) \_\_\_\_\_
- 
- 
16. What is your present position? (Check as many as necessary)
- a. Teacher \_\_\_\_\_
  - b. Assistant Department Head \_\_\_\_\_
  - c. Department Head \_\_\_\_\_
  - d. Assistant Principal \_\_\_\_\_
  - e. Principal \_\_\_\_\_
  - f. Other (Specify) \_\_\_\_\_
- 
- 
17. Are you planning to move to another job for the 1967-68 school year? YES ( ) NO ( )
18. What is your present teaching salary?
- |                         |                          |
|-------------------------|--------------------------|
| \$5,000 - \$5,500 _____ | \$8,001 - \$ 8,500 _____ |
| 5,501 - 6,000 _____     | 8,501 - 9,000 _____      |
| 6,001 - 6,500 _____     | 9,001 - 9,500 _____      |
| 6,501 - 7,000 _____     | 9,501 - 10,000 _____     |
| 7,001 - 7,500 _____     | Over 10,000 _____        |
| 7,501 - 8,000 _____     |                          |
19. Does your school offer any fringe benefits? YES ( ) NO ( )  
(You may check more than one.)
- a. Retirement benefits \_\_\_\_\_
  - b. Free periods \_\_\_\_\_
  - c. Insurance \_\_\_\_\_
    - Health \_\_\_\_\_
    - Life \_\_\_\_\_
    - Other (Specify) \_\_\_\_\_
- d. Other (Specify) \_\_\_\_\_
- 
- 
20. Does your school have a graduated salary scale?  
YES ( ) NO ( )

21. Upon what is the salary scale based? (You may check more than one.)
- a. Years of experience \_\_\_\_\_
  - b. Work upon a higher degree \_\_\_\_\_
  - c. Both a and b \_\_\_\_\_
  - d. State vocational certification \_\_\_\_\_
  - e. Other (Specify) \_\_\_\_\_

22. How was your present position obtained?
- a. EIU placement bureau \_\_\_\_\_
  - b. Through a friend \_\_\_\_\_
  - c. Through personal initiative \_\_\_\_\_
  - d. Private placement bureau \_\_\_\_\_
  - e. Other (Specify) \_\_\_\_\_

23. In your opinion, how would you rate the quality of your preparation in:

	EXCELLENT	GOOD	FAIR	POOR
General Business				
Typewriting				
Accounting				
Marketing				
Business Law				
Shorthand				
Office Machines				
Office Practice				
Economics				
Business Math				
Business English				
Methods of:				
Typewriting				
Bookkeeping				
Shorthand				
Basic Business				
Office Machines				
Other (Specify)				
Other (Specify)				
Management				

24. How would you rate your student teaching as a part of your program of preparation for teaching?
- Excellent \_\_\_\_\_
  - Good \_\_\_\_\_
  - Fair \_\_\_\_\_
  - Poor \_\_\_\_\_

UNDERGRADUATE

25. Was your major always business education? YES ( ) NO ( )  
If no, what was your previous major? \_\_\_\_\_
26. What was your area of concentration in business education?  
a. Accounting \_\_\_\_\_  
b. Secretarial \_\_\_\_\_  
c. Accounting-Secretarial \_\_\_\_\_
27. What methods courses did you have at EIU?  
a. Methods of Teaching Bookkeeping and Accounting (470) \_\_\_\_\_  
b. Methods of Teaching Basic Business (471) \_\_\_\_\_  
c. Methods of Teaching Gregg Shorthand (472) \_\_\_\_\_  
d. Methods of Teaching Typewriting and Office Practice (473) \_\_\_\_\_  
e. Other (Specify) \_\_\_\_\_
28. Are you satisfied with your major-minor combination?  
YES ( ) NO ( )
29. Have you taught in your minor? YES ( ) NO ( )  
How many school years? \_\_\_\_\_
30. What was your minor? \_\_\_\_\_
31. Did you have any methods courses in your minor? YES ( ) NO ( )
32. What one subject in the Business Education Department at EIU has been the most helpful in your teaching career? \_\_\_\_\_  
\_\_\_\_\_
33. What one subject in the Business Education Department at EIU has been least helpful in your teaching career? \_\_\_\_\_  
\_\_\_\_\_
34. In your opinion, what does your job demand of you?  
(Check your first three choices.)  
a. Keeping abreast of current events in your field. \_\_\_\_\_  
b. Patience \_\_\_\_\_  
c. Understanding of student problems \_\_\_\_\_  
d. Planning \_\_\_\_\_  
e. Knowledge of subject \_\_\_\_\_  
f. Creativity \_\_\_\_\_  
g. Initiative to use new methods \_\_\_\_\_  
h. Efficient use of past experiences \_\_\_\_\_  
i. Others (Specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



35. What are the problems most frequently encountered in your job? (First two choices) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

36. In your opinion, how can the Business Education Department of EIU improve their instructional program? (Check only those necessary)

- a. Larger class size \_\_\_\_\_
- b. Better communication between instructor and student \_\_\_\_\_
- c. Newer methods and modern approaches \_\_\_\_\_
- d. Purchase books as opposed to rental \_\_\_\_\_
- e. More work out of class \_\_\_\_\_
- f. Revision of course material \_\_\_\_\_
- g. Revision of curriculum \_\_\_\_\_
- h. More seminar type classes \_\_\_\_\_
- i. Better instructors \_\_\_\_\_
- j. Smaller class size \_\_\_\_\_
- k. Higher standards of achievement \_\_\_\_\_
- l. Less theory; more practical application \_\_\_\_\_
- m. More research and reports \_\_\_\_\_
- n. More electives \_\_\_\_\_
- o. No change \_\_\_\_\_
- p. Other (Specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

37. In your opinion, what is the most important improvement that the Business Education Department of EIU can make in the content of the courses? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

38. Do you find your educational background adequate for teaching night classes in adult education? YES ( ) NO ( )

39. Do you favor the adult evening program? YES ( ) NO ( )

40. List the adult education classes you have taught in the last two years. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### GRADUATE EDUCATION

41. After graduating from EIU, have you participated in any graduate programs? YES ( ) NO ( )

42. If not, do you plan to enter graduate school? YES ( ) NO ( )

43. At what school have you done graduate work? \_\_\_\_\_

How many hours (semester or quarter)? \_\_\_\_\_

44. What was your motive for preparing for another degree?

- a. Better pay \_\_\_\_\_
  - b. Higher status \_\_\_\_\_
  - c. Higher position in the school \_\_\_\_\_
  - d. Higher position out of the school \_\_\_\_\_
  - e. Other (Specify) \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

45. Have you received a graduate degree? YES ( ) NO ( )

46. If yes, specify.

- |                   |                       |
|-------------------|-----------------------|
| M.S. in Ed. _____ | Ph.D. _____           |
| M.S. _____        | D.B.A. _____          |
| M.A. _____        | Ed.D. _____           |
| M.B.A. _____      | Other (Specify) _____ |

47. What was your graduate major?

- a. Business education \_\_\_\_\_
- b. Business administration \_\_\_\_\_
- c. School administration \_\_\_\_\_
- d. Guidance \_\_\_\_\_
- e. Other (Specify) \_\_\_\_\_

48. Did you change jobs after receiving this higher degree?  
YES ( ) NO ( )

49. Did you receive a raise in salary after receiving a higher degree? YES ( ) NO ( )

If so, how much was your raise?

- |                    |                     |
|--------------------|---------------------|
| \$ 0 - \$100 _____ | \$301 - \$400 _____ |
| 101 - 200 _____    | 401 - 500 _____     |
| 201 - 300 _____    | Over 500 _____      |

50. What are your future professional plans in the next five years? (Briefly) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

APPENDIX C

Survey

Dear Business Education Graduate

How long has it been since you last communicated with the Business Education Department at Eastern Illinois University? We are interested in you and your activities since graduation. We now need your help in evaluating the Business Education Department.

Only you, the graduate, can give us the necessary information. By completing the enclosed questionnaire, you can help your "Alma Mater."

Your assistance will make this study successful. However, in order to assure success the questionnaire should be returned by March 31, 1967. All answered questionnaires will remain confidential. A stamped, addressed envelope is enclosed for your convenience. May we hear from you soon.

Sincerely

Milton Smith  
Graduate Student

George K. Cooper, Head  
Department of Business Education  
and Secretarial Studies

ew  
enclosures

NAME \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
SCHOOL ADDRESS \_\_\_\_\_  
BUSINESS ADDRESS \_\_\_\_\_  
YEAR OF GRADUATION \_\_\_\_\_  
MALE ( ) \_\_\_\_\_  
FEMALE ( ) \_\_\_\_\_  
OCCUPATION \_\_\_\_\_

GENERAL

Have you ever taught? YES ( ) NO ( )

If you have not taught, do you plan to teach? YES ( ) NO ( )

Has the teacher preparation program been helpful to you in your job? YES ( ) NO ( )

1. Why did you choose EIU?

Excellent business education department \_\_\_\_\_

High scholastic standards \_\_\_\_\_

Friends went here \_\_\_\_\_

A teacher recommended EIU \_\_\_\_\_

Another person recommended EIU \_\_\_\_\_

Closer to home \_\_\_\_\_

Inexpensive \_\_\_\_\_

Other (Specify) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

IF YOU ARE TEACHING NOW OR HAVE EVER TAUGHT, PLEASE FINISH THE QUESTIONNAIRE.

EMPLOYMENT

(Check as many as necessary)

2. In what type of school are you currently employed?

- a. Junior High School \_\_\_\_\_
  - b. Senior High School \_\_\_\_\_
  - c. Junior College \_\_\_\_\_
  - d. College \_\_\_\_\_
  - e. Business College \_\_\_\_\_
  - f. Other (Specify) \_\_\_\_\_
- 
- 

3. What is the size of your school's enrollment?

- |                 |                   |
|-----------------|-------------------|
| 0 - 50 _____    | 551 - 600 _____   |
| 51 - 100 _____  | 601 - 650 _____   |
| 101 - 150 _____ | 651 - 700 _____   |
| 151 - 200 _____ | 701 - 750 _____   |
| 201 - 250 _____ | 751 - 800 _____   |
| 251 - 300 _____ | 801 - 850 _____   |
| 301 - 350 _____ | 851 - 900 _____   |
| 351 - 400 _____ | 901 - 950 _____   |
| 401 - 450 _____ | 951 - 1,000 _____ |
| 451 - 500 _____ | Over 1,000 _____  |
| 501 - 550 _____ |                   |

4. What is the average size of all your classes?

- |               |               |
|---------------|---------------|
| 0 - 5 _____   | 26 - 30 _____ |
| 6 - 10 _____  | 31 - 35 _____ |
| 11 - 15 _____ | 36 - 40 _____ |
| 16 - 20 _____ | 41 - 45 _____ |
| 21 - 25 _____ | Over 45 _____ |

5. Counting this year, how many years have you been teaching?

\_\_\_\_\_

6. What subjects have you taught in business education?

(Check as many as necessary)

- |                              |                             |
|------------------------------|-----------------------------|
| Bookkeeping I _____          | Office Practice _____       |
| Bookkeeping II _____         | Recordkeeping _____         |
| Business Math _____          | Retailing _____             |
| Business English _____       | Salesmanship _____          |
| Business Law _____           | Secretarial Office _____    |
| Business Management _____    | Senior Business _____       |
| Clerical Office _____        | Shorthand I _____           |
| Consumer Economics _____     | Shorthand II _____          |
| Consumer Problems _____      | Typewriting, Personal _____ |
| Distributive Education _____ | Typewriting I _____         |
| Economics _____              | Typewriting II _____        |
| General Business _____       | Other (Specify) _____       |
| Marketing _____              | _____                       |
| Notehand _____               | _____                       |
| Office Machines _____        | _____                       |
| Office Occupations _____     | _____                       |

7. Which of these subjects do you prefer to teach? (First three choices) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What subjects have you taught in areas other than business education? (Specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Was this other area connected with your major? YES ( )  
NO ( ) Minor? YES ( ) NO ( )
10. In what co-curricular activities do you participate?  
(Check as many as necessary)  
Class Advisor \_\_\_\_\_  
Business Clubs \_\_\_\_\_  
Yearbook \_\_\_\_\_  
School Newspaper \_\_\_\_\_  
Other (Specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. Do you plan to continue to participate in co-curricular activities? YES ( ) NO ( )
12. Have you ever changed jobs in the same school district?  
(Example: Junior to Senior High School) YES ( ) NO ( )  
a. If yes, how many times? \_\_\_\_\_  
b. Why? (You may check more than one.)  
Better pay \_\_\_\_\_  
Higher status \_\_\_\_\_  
Closer to home \_\_\_\_\_  
Better teaching subjects \_\_\_\_\_  
Other (Specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c. Please list all the various jobs. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. Have you ever quit teaching altogether? YES ( ) NO ( )  
Why, (You may check more than one.)  
a. Did not like teaching \_\_\_\_\_  
b. Became a housewife \_\_\_\_\_  
c. Higher pay in industry \_\_\_\_\_  
d. Started a private enterprise \_\_\_\_\_  
e. Better status outside of education \_\_\_\_\_  
f. Other (Specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
14. Do you hold a part-time job outside the school?  
YES ( ) NO ( ) If yes, what type? \_\_\_\_\_  
\_\_\_\_\_

15. Have you ever changed jobs to another school district?

(You may check more than one.) YES ( ) NO ( )

a. If yes, how many times? \_\_\_\_\_

b. Why? \_\_\_\_\_

Better pay \_\_\_\_\_

Higher status \_\_\_\_\_

Closer to home \_\_\_\_\_

Better teaching subjects \_\_\_\_\_

Other (Specify) \_\_\_\_\_

16. What is your present position? (Check as many as necessary)

a. Teacher \_\_\_\_\_

b. Assistant Department Head \_\_\_\_\_

c. Department Head \_\_\_\_\_

d. Assistant Principal \_\_\_\_\_

e. Principal \_\_\_\_\_

f. Other (Specify) \_\_\_\_\_

17. Are you planning to move to another job for the 1967-68 school year? YES ( ) NO ( )

18. What is your present teaching salary?

\$5,000 - \$5,500 \_\_\_\_\_ \$8,001 - \$ 8,500 \_\_\_\_\_

5,501 - 6,000 \_\_\_\_\_ 8,501 - 9,000 \_\_\_\_\_

6,001 - 6,500 \_\_\_\_\_ 9,001 - 9,500 \_\_\_\_\_

6,501 - 7,000 \_\_\_\_\_ 9,501 - 10,000 \_\_\_\_\_

7,001 - 7,500 \_\_\_\_\_ Over 10,000 \_\_\_\_\_

7,501 - 8,000 \_\_\_\_\_

19. Does your school offer any fringe benefits? YES ( ) NO ( )  
(You may check more than one.)

a. Retirement benefits \_\_\_\_\_

b. Free periods \_\_\_\_\_

c. Insurance \_\_\_\_\_

Health \_\_\_\_\_

Life \_\_\_\_\_

Other (Specify) \_\_\_\_\_

d. Other (Specify) \_\_\_\_\_

20. Does your school have a graduated salary scale?  
YES ( ) NO ( )

21. Upon what is the salary scale based? (You may check more than one.)

- a. Years of experience \_\_\_\_\_
- b. Work upon a higher degree \_\_\_\_\_
- c. Both a and b \_\_\_\_\_
- d. State vocational certification \_\_\_\_\_
- e. Other (Specify) \_\_\_\_\_

22. How was your present position obtained?

- a. EIU placement bureau \_\_\_\_\_
- b. Through a friend \_\_\_\_\_
- c. Through personal initiative \_\_\_\_\_
- d. Private placement bureau \_\_\_\_\_
- e. Other (Specify) \_\_\_\_\_

23. In your opinion, how would you rate the quality of your preparation in:

	EXCELLENT	GOOD	FAIR	POOR
General Business				
Typewriting				
Accounting				
Marketing				
Management				
Business Law				
Shorthand				
Office Machines				
Office Practice				
Economics				
Business Math				
Business English				
Methods of:				
Typewriting				
Bookkeeping				
Shorthand				
Basic Business				
Office Machines				
Other (Specify)				
Other (Specify)				

24. How would you rate your student teaching as a part of your program of preparation for teaching?

- Excellent \_\_\_\_\_
- Good \_\_\_\_\_
- Fair \_\_\_\_\_
- Poor \_\_\_\_\_



UNDERGRADUATE

25. Was your major always business education? YES ( ) NO ( )  
If no, what was your previous major? \_\_\_\_\_
26. What was your area of concentration in business education?  
a. Accounting \_\_\_\_\_  
b. Secretarial \_\_\_\_\_  
c. Accounting-Secretarial \_\_\_\_\_
27. What methods courses did you have at EIU?  
a. Methods of Teaching Bookkeeping and Accounting (470) \_\_\_\_\_  
b. Methods of Teaching Basic Business (471) \_\_\_\_\_  
c. Methods of Teaching Gregg Shorthand (472) \_\_\_\_\_  
d. Methods of Teaching Typewriting and Office Practice (473) \_\_\_\_\_  
e. Other (Specify) \_\_\_\_\_
28. Are you satisfied with your major-minor combination?  
YES ( ) NO ( )
29. Have you taught in your minor? YES ( ) NO ( )  
How many school years? \_\_\_\_\_
30. What was your minor? \_\_\_\_\_
31. Did you have any methods courses in your minor? YES ( ) NO ( )
32. What one subject in the Business Education Department at EIU has been the most helpful in your teaching career? \_\_\_\_\_  
\_\_\_\_\_
33. What one subject in the Business Education Department at EIU has been the least helpful in your teaching career? \_\_\_\_\_  
\_\_\_\_\_
34. In your opinion, what does your job demand of you?  
(Check your first three choices.)  
a. Keeping abreast of current events in your field. \_\_\_\_\_  
b. Patience \_\_\_\_\_  
c. Understanding of student problems \_\_\_\_\_  
d. Planning \_\_\_\_\_  
e. Knowledge of subject \_\_\_\_\_  
f. Creativity \_\_\_\_\_  
g. Initiative to use new methods \_\_\_\_\_  
h. Efficient use of past experiences \_\_\_\_\_  
i. Others (Specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

35. What are the problems most frequently encountered in your job? (First two choices) \_\_\_\_\_  
\_\_\_\_\_

36. In your opinion, how can the Business Education Department of EIU improve their instructional program? (Check only those necessary)

- a. Larger class size \_\_\_\_\_
- b. Better communication between instructor and student \_\_\_\_\_
- c. Newer methods and modern approaches \_\_\_\_\_
- d. Purchase books as opposed to rental \_\_\_\_\_
- e. More work out of class \_\_\_\_\_
- f. Revision of course material \_\_\_\_\_
- g. Revision of curriculum \_\_\_\_\_
- h. More seminar type classes \_\_\_\_\_
- i. Better instructors \_\_\_\_\_
- j. Smaller class size \_\_\_\_\_
- k. Higher standards of achievement \_\_\_\_\_
- l. Less theory; more practical application \_\_\_\_\_
- m. More research and reports \_\_\_\_\_
- n. More electives \_\_\_\_\_
- o. No change \_\_\_\_\_
- p. Other (Specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

37. In your opinion, what is the most important improvement that the Business Education Department of EIU can make in the content of the courses? \_\_\_\_\_  
\_\_\_\_\_

38. Do you find your educational background adequate for teaching night classes in adult education? YES ( ) NO ( )

39. Do you favor the adult evening program? YES ( ) NO ( )

40. List the adult education classes you have taught in the last two years. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### GRADUATE EDUCATION

41. After graduating from EIU, have you participated in any graduate programs? YES ( ) NO ( )

42. If not, do you plan to enter graduate school? YES ( ) NO ( )

43. At what school have you done graduate work? \_\_\_\_\_

How many hours (semester or quarter)? \_\_\_\_\_

44. What was your motive for preparing for another degree?

- a. Better pay \_\_\_\_\_
  - b. Higher status \_\_\_\_\_
  - c. Higher position in the school \_\_\_\_\_
  - d. Higher position out of the school \_\_\_\_\_
  - e. Other (Specify) \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

45. Have you received a graduate degree? YES ( ) NO ( )

46. If yes, specify.

M.S. in Ed.	_____	Ph.D.	_____
M.S.	_____	D.B.A.	_____
M.A.	_____	Ed.D.	_____
M.B.A.	_____	Other (Specify)	_____

47. What was your graduate major?

- a. Business education \_\_\_\_\_
- b. Business administration \_\_\_\_\_
- c. School administration \_\_\_\_\_
- d. Guidance \_\_\_\_\_
- e. Other (Specify) \_\_\_\_\_

48. Did you change jobs after receiving this higher degree?  
YES ( ) NO ( )

49. Did you receive a raise in salary after receiving a higher degree? YES ( ) NO ( )

If so, how much was your raise?

\$ 0 - \$100 _____	\$301 - \$400 _____
101 - 200 _____	401 - 500 _____
201 - 300 _____	Over 500 _____

50. What are your future professional plans in the next five years? (Briefly) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

APPENDIX D

First Follow-up Letter

Dear Business Education Graduate

On March 14, 1967, we sent you a letter and questionnaire for the follow-up study we are conducting of business education graduates at Eastern Illinois University.

Because it has been about a month since we sent you the questionnaire, we wanted to let you know that we would still appreciate your response.

If you have misplaced the questionnaire please contact Mr. Milton Smith and he will send you another one.

Sincerely

Milton Smith  
Graduate Student

George K. Cooper, Head  
Department of Business Education

APPENDIX E

Second Follow-up Letter

Dear Business Education Graduate

Recently you received a letter and a questionnaire in regards to the survey of business education graduates of Eastern Illinois University. This survey will be beneficial to the future business education majors and to Eastern Illinois University.

We have received several of the questionnaires already, but we wanted to send you a reminder in case you might have misplaced it. Will you take a few minutes from your busy schedule to complete and mail the questionnaire. We will be very grateful if your answered questionnaire is returned by April 5.

Sincerely

Milton Smith  
Graduate Student

George K. Cooper, Head  
Department of Business Education  
and Secretarial Studies

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