

AN EVALUATION OF THE SAM HOUSTON STATE TEACHERS COLLEGE  
BUSINESS ADMINISTRATION DEPARTMENT BY 1950 TO 1960  
BACHELOR OF BUSINESS ADMINISTRATION GRADUATES

by

Raymond Don Chachere

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A THESIS

Approved:

Approved:

Committee

Dean of the Graduate School

AN EVALUATION OF THE SAM HOUSTON STATE TEACHERS COLLEGE  
BUSINESS ADMINISTRATION DEPARTMENT BY 1950 TO 1960  
BACHELOR OF BUSINESS ADMINISTRATION GRADUATES

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A THESIS

Presented to the Faculty of  
Sam Houston State Teachers College  
in Partial Fulfillment of the Requirements

for the Degree

MASTER OF ARTS

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by

Raymond Don Chachere

Huntsville, Texas

August, 1963

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### Purpose

It was the purpose of this study to secure information which can be utilized to improve the aims of the business administration department at Sam Houston State Teachers College and thereby provide added opportunities for future graduates of that department. Special consideration has been given to (1) the comments and data furnished by the 105 S.H.S.T.C. 1950-1960 B.B.A. graduates replying to the questionnaire; (2) the existing program of business administration at Sam Houston; (3) the history of Sam Houston and the business administration department; and (4) the recommendations for improvement of the business administration department made by the graduates.

### Methods

The methods used to obtain data for this study were (1) written questionnaires to 685 S.H.S.T.C. 1950-1960 B.B.A. graduates; and (2) the examination of books and business periodicals.

### Findings

From the data contained in this study the following recommendations appear to be in order:

1. More accounting courses should be offered and preparatory courses for the Certified Public Accountant examination should be included.

2. The business administration department should be improved by placing more emphasis upon better equipment, more space, higher standards of achievement, improved methods of instruction, and more rigid qualifications of instructors.

3. English grammar and spelling should be emphasized.

4. More students should be encouraged to obtain teaching certificates.

5. Students should be aided in choosing a minor that is complementary to their major that will help them in future employment.

6. More emphasis should be placed on the skills needed in teaching courses common to the high school curriculum such as typing, shorthand, and bookkeeping.

Approved:

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Supervising Professor

## ACKNOWLEDGMENT

The writer is indebted to all the 1950-1960 Bachelor of Business Administration graduates of San Houston State Teachers College who took the time to return a questionnaire making this study possible.

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## CHAPTER I

### THE PROBLEM AND ITS SETTING

#### Introduction

Progress is the essence of change. In the field of business education as well as in any other field, the quality of the program is directly related to the up-to-dateness of its subjects and the competency with which they are taught. For this reason, the curriculum of any well organized department should represent evolution. "It should result from revisions made at regular intervals. If the intervals are too long, the curriculum will fail to meet present-day needs; if the intervals are too short, the business program will be in a state of confusion."<sup>1</sup>

It is with these thoughts in mind that the writer has set about to evaluate the business administration department of Sam Houston State Teachers College in an effort to determine its strengths and weaknesses, its present and past practices, and the effect change could have on it. In order that a meaningful and current evaluation could be made, it was decided by the writer and his cooperating department that a

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<sup>1</sup>Rea Gillespie Walters, The Business Curriculum, p. 3.

status study of this department would be most beneficial if pertinent information about the department could be obtained from recent graduates.

### Statement of the Problem

The major problem of this study is to evaluate and appraise the existing business administration department at Sam Houston State Teachers College, Huntsville, Texas, by obtaining information on its desirable and undesirable characteristics from its graduates during the years of 1950 through 1960.

Sub-problems are: (1) to compare the present program at Sam Houston to the desired program as indicated by its graduates; (2) to review the evolution of the business department at Sam Houston; and (3) through an evaluation of the findings and opinions of graduates to make recommendations for the improvement of the existing business administration department and program at Sam Houston.

### Purpose of the Study

The primary purpose of this study is to secure information which can be utilized to improve the aims of the business administration department at Sam Houston and thereby provide added opportunities for future graduates of that department. The aims of the program are most important since all other factors are dependent upon them. "The curriculum is especially dependent



upon the aims, for a decision as to what subjects should be offered . . . cannot be made until those responsible for the curriculum know what they are trying to accomplish."<sup>2</sup>

### Hypotheses

1. The business administration program existing at Sam Houston is similar to business administration programs in other Texas colleges and universities.
2. Graduates questioned will recommend that more modern equipment and housing be made available.
3. Answers by the graduates will indicate that selection and complexity of the courses in the business administration department be increased.

### Sources of Data

The primary source of data was the 105 1950 through 1960 Bachelor of Business Administration graduates of Sam Houston, who returned a questionnaire.

Secondary sources of data include: Graduates' Evaluation of Sam Houston State Teachers College Business Administration Department (1925-1950), a research study by Margie Williamson, 1883 through 1963 catalogues of Sam Houston State Teachers

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<sup>2</sup>Rea Gillespie Walters, The Business Curriculum, p. 5.

College obtained from the office of the registrar, business education periodicals, and The Business Curriculum by Rea Gillespie Walters.

### Limitations of the Study

This study is limited to Sam Houston State Teachers College and to information obtained from replies to a questionnaire answered by 1950-1960 Bachelor of Business Administration graduates of Sam Houston State Teachers College.

The validity of this study is affected due to the fact that: (1) correct addresses were unobtainable for all graduates during this period of time; (2) replies represented only about one third of the total graduates; (3) of this one third, approximately half were lost and destroyed during Hurricane Carla; (4) the study was conducted through the use of a mailed questionnaire which limited response.

Excluded from the study were graduates of the business administration department during the years 1950 through 1960 who obtained only a Bachelor of Science degree.

### Method of Investigation

A combination of the historical and the experimental methods was used. Secondary sources of historical information were the Sam Houston State Teachers College catalogues, business education periodicals, and other books on the subject. Although

personal interviews are the best experimental survey procedure<sup>3</sup>, the questionnaire was the most feasible in this case.

### Procedure

During the summer of 1961, a list of the business administration graduates receiving the Bachelor of Business Administration degree from Sam Houston during the years of 1950 through 1960 was obtained from the registrar's office. During this period of time, a total of 913 were graduated with the Bachelor of Business Administration degree. The number of business graduates for any one year ranged from 138 to 38. This data with regard to the number graduating in each of these years is presented in Table I. Also presented in this table are the number of responses from each class, the percentage of each class studied, and the percentage of each class studied compared to the total response of the graduates to the questionnaire.

The addresses of most of these 1950 through 1960 graduates were found in the files of the Ex-students' Association. Members of the faculty aided in giving current addresses of other graduates, but it was impossible to find correct mailing addresses for a minority of the students.

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<sup>3</sup>John B. Barnes, Educational Research for Classroom Teachers, p. 37.

TABLE I

SHSTC 1950-1960 BBA GRADUATES COMPARED BY YEARS TO THE  
 105 SHSTC 1950-1960 BBA GRADUATES RESPONDING  
 TO THE QUESTIONNAIRE USED IN THIS STUDY

Year	Number of Graduates	Number of Questionnaire Responses	Per Cent of Each Class Studied	Per Cent of Class Studied to Total Responses
1950	74	6	8.11	5.71
1951	60	5	8.33	4.76
1952	51	5	9.80	4.76
1953	38	5	13.16	4.76
1954	48	6	12.48	5.71
1955	70	2	2.86	1.91
1956	96	13	13.64	12.38
1957	97	10	10.31	9.52
1958	107	14	13.09	13.33
1959	138	19	13.77	18.10
1960	134	20	14.93	19.06
Totals	913	105	---	100.00

A tentative questionnaire was then prepared and was presented to the thesis committee for criticism and improvement. In its final form this questionnaire consisted of 23 questions of objective nature, and it is contained in appendix D of this thesis. A cover letter giving the purpose of this study was attached to the questionnaire with the thought that it would stimulate response. Several drafts of the letter and questionnaire were prepared before the final choice was made. The questionnaire was tested on a sample of graduates enrolled in Sam Houston during the summer of 1961. The questionnaire and letter were then printed by the college print shop at Sam Houston.

By use of the ex-student association's address-o-graph machine, the name and return address of Raymond Chachere was printed on the stamped envelopes provided for return reply. The outer envelopes to the graduates were then individually addressed by typewriter. The necessary material was inserted and the letter mailed August 21, 1961. Of these 685 questionnaires that were mailed, 23 were returned marked insufficient address. Approximately 100 replies were received before September 2, 1961, and were taken with the writer to Pascios. All of these approximately 100 first replies were lost during Hurricane Carla, September 12, 1961, along with the names and addresses of the 685 B.B.A. graduates. From September 3, to July, 1963, 105 additional replies were received. It is from these 105 replies that the information for this thesis has been obtained.



### Related Studies

The first study of this nature done at Sam Houston was prepared by Margie Williamson and was a Graduates' Evaluation of Sam Houston State Teachers College Business Administration Department (1925-1950). This study made recommendations for improvement of the business administration department of Sam Houston. These recommendations included such things as expanding the facilities of the department, adding courses of an advanced nature, adding the Master of Business Administration degree to the program, and obtaining more teachers who had obtained advanced degrees from other colleges.

### Preview of Organization

The history and development of the business administration department at Sam Houston State Teachers College is presented in Chapter II. In compiling the findings from the questionnaire, it was decided to divide the information into four sections. Section one, included in Chapter III, gives background information on the graduates who furnished information for the study, such as age, employment, and training. In Chapter IV, a brief indication of the graduates' feelings toward their alma mater is presented including answers to such important questions as, "If you have children would you like for them to be graduated from Sam Houston?"

Chapter V is the meat of the study. In this chapter the rating of Sam Houston by its 1950-1960 B.B.A. graduates is given

along with suggestions for curriculum improvement and revision. Growing out of this chapter is a list of comments from the 105 graduates presented as Appendix B. Chapter VI includes information on changes in study habits and course selection that graduates would make were they to attend college again. The summary, conclusions, and recommendations make up Chapter VII.

### Summary

Realizing that progress is the essence of change, suggestions for changes in the department of business administration at Sam Houston State Teachers College were obtained from the 1950 through 1960 B.B.A. graduates. The major problem of this study is to evaluate and appraise the existing business administration department at Sam Houston State Teachers College by obtaining information on its desirable and undesirable characteristics from its graduates during the years 1950 through 1960.

The primary purpose of this study is to secure information which can be utilized to improve the aims of the department. Hypotheses are: (1) the existing business department is similar to those of other colleges; (2) more modern equipment and housing should be made available; and (3) selection and complexity of the curriculum should be increased.

The study is limited mainly to Sam Houston and the validity of the study is affected by the limited number of questionnaires returned. The methods of the study were the experimental and historical methods. Typical procedure using a questionnaire was followed.

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## CHAPTER II

### THE HISTORY AND DEVELOPMENT OF THE SAM HOUSTON STATE TEACHERS COLLEGE BUSINESS ADMINISTRATION DEPARTMENT

#### Introduction

"By 1900 the educational reforms sponsored by Horace Mann, Henry Barnard, and their co-workers during the 1830's and 40's had been generally accepted."<sup>4</sup> These reforms which were gaining acceptance around 1900 came 21 years after the establishment of Sam Houston Normal Institute. During this period of time, Sam Houston and other normal schools were open to eighth grade graduates. Summarizing the nature of the educative process of the normal schools in the early 1900's, Walter W. Cook wrote: "The teachers, with a few techniques of mass instruction and discipline learned in a short course at normal, were trained but essentially uneducated."<sup>5</sup>

Although mass instruction may not have been typical of Sam Houston as it is said to have been of normal schools in general, there was room for improvement in the course of study.

The research already in progress was soon to change the educative process; memorization and drill were soon to be replaced by more modern methods of learning. Public school opportunities were to be extended beyond the eighth grade.

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<sup>4</sup>John B. Barnes, Educational Research for Classroom Teachers, p. 5.

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



As research and educational practice were drawn closer together during this prolific period of educational research, Sam Houston and other normal schools began making advancements in educational practices. The energetic developments of Sam Houston and the business administration department which eventually evolved are briefly reported on in the following pages.

### Sam Houston Normal Institute

"The legislative act creating Sam Houston Normal Institute . . . was signed by Governor O. M. Roberts on April 21, 1879."<sup>6</sup> In October of that year, the first teacher-training institution in Texas, Sam Houston Normal Institute, Huntsville, opened its doors to students. The requirements for entrance were that the applicants be at least 16 years of age, be chosen from their districts on the basis of competitive examinations, and that they pledge to teach in their districts upon graduation from normal school.

As public school standards advanced, it became necessary to extend the curriculum of the normal schools. In 1918, the Board of Regents transformed Sam Houston Normal Institute ". . . into a standard four-year college for teachers with the authority to confer the bachelor's degree."<sup>7</sup> Five years later, in 1923,

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<sup>6</sup>Sam Houston State Teachers College Catalogue, 1963-64, p. 38.

<sup>7</sup>Ibid. p. 38.

Sam Houston Normal became Sam Houston State Teachers College when the legislature changed the normal schools to state teachers colleges.

Two years later, "in 1925, Sam Houston State Teachers College was admitted to membership in the Southern Association of Colleges and Secondary Schools, and in 1936 the college was authorized to offer graduate courses leading to the master's degree."<sup>8</sup> Today Sam Houston is still a member of this accrediting association and is also a member of the Association of Texas Colleges, the American Association of Colleges for Teacher Education, and the American Association of University Women.<sup>9</sup>

#### First Commercial Courses

The first mention of courses related to business administration was made in the 1883-1884 catalogue when the school was a Normal Institute. The courses, bookkeeping and penmanship, were included in the field of art along with such other selected courses as music and calisthenics, reading, and drawing. Bookkeeping was again offered in 1884-1885 under the title of "elocution and bookkeeping" and again the subsequent year as simply "bookkeeping."

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<sup>8</sup> Ibid. p. 38.

<sup>9</sup> Ibid. p. 38.

From 1887 until 1918, no other business courses were offered. Then for the first time in the history of the institution, commercial courses were offered for credit. A one-unit elective was available each term. The first offering of commercial subjects, published in the 1919 bulletin included: Business Administration 170, 171, 172, Stenography and Typewriting; 112, Commercial English; 378, Bookkeeping; 140, Commercial Arithmetic; penmanship was offered non-credit.<sup>10</sup>

### Courses Offered and Number of Graduates

#### 1919-1920

Before a department of business administration was established at Sam Houston, the business courses at Sam Houston Normal Institute were offered under the auspices of the commercial department.

At this time, the Institute was operating on a four-term basis rather than the two-semester one now in practice. There were 21 commercial courses available in the 1919-1920 terms, an addition of 16 courses, including Business Administration 173, Penmanship and Spelling; 170, 171, 172, Shorthand; 1170, 1171, 1172, Typewriting; 212, 414, Commercial English; 4170, 4171, 4172, Bookkeeping; 3153, 3154, Economic Geography; 340, Business Arithmetic; 5170, 5171, 5172, Money and Banking; and 6170, 6171, 6172, Commercial Law.

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<sup>10</sup>The Normal Bulletin of Sam Houston Normal Institute, 1919.

1920-1921

Five new courses were added in the 1920-1921 course offerings. Besides the basic courses mentioned before, Business Administration 340, Theory of Investments; 4170, 4171, 4172, Theory and Practice of Accounting Principles; 5173, Transportation; 5174, 5175, Business Administration; and 5176, Trade Relations were offered.

1921-1922

In the 1921-1922 term, the number of courses offered was decreased to ten and included only such essentials as Business Administration 170, 171, 172, Shorthand; 1170, 1171, 1172, Typewriting; 173, Penmanship, and 2170, 2171, 2172, Elements of Bookkeeping.

1922-1923

In 1922-1923, when the State Legislature changed the normal institutes to state teachers colleges, the college retained the department of business administration. A big advancement in course offerings was made during this year when 27 business administration courses were available in the department. Those courses offered this year which had never been offered before by the department included: Business Administration 340, Mathematical Theory of Investments; 3174, Office Training; 3175, Teaching of Commercial Subjects; 3176, Salesmanship; and 6173A, 6174A, 6175A, Advanced Accounting and Auditing.

1923-1924

Only ten courses were available for credit in the business administration department in 1923-1924. Again, only the essentials of Business Administration 100, 101, 102, Short-hand, Typewriting; 110, Penmanship; 103, 106, 107, Elementary Bookkeeping; 115 College Annual; and 200, 201, 202, Money, Banking and Cost Accounting were offered as during the 1921-1922 term.

1924-1925

In 1924-1925, the year Sam Houston State Teachers College was admitted to membership in the Southern Association of Colleges and Secondary Schools, the business administration department graduated its first two graduates. During this year, 21 business administration courses were offered for college credit. They consisted of essentially the same ones offered before in the 1922-1923 term.

1925-1926

In the 1925-1926 curriculum, two courses were added; one course, Business Administration 210, Salesmanship, was made an advanced course. The new courses included: Business Administration 305, 306, Secretarial Science, and 310, Salesmanship. Penmanship was again offered this year, but as a non-credit course. There were no graduates from the department this year.

1926-1927

The curriculum offerings of the business administration department decreased during 1926-1927 to 20 courses. The



courses offered during this year included: Business Administration 100, 101, 102, Shorthand and Typewriting; 205, Secretarial Work (small business); 206, Secretarial Work (large concerns); 207, Teaching Shorthand and Typing; 210, Single Proprietorship Accounting; 211, Partnership Accounting; 212, Corporation Accounting; 225, Contracts and Agency; 226, Sales and Negotiable Instruments; 227, Partnerships, Corporations, and Bankruptcy; 300, 301, Principles of Valuation; 302, Auditing; 305, Principles of Marketing; 310, Commercial Banks; 311, Federal Reserve Banks; and 315, 316, Business Correspondence. There were four Bachelor of Business Administration graduates in 1927.

#### 1927-1928

Corporation Accounting, Business Administration 212, was not offered during the 1927-1928 term. Other than this the remaining 19 courses were the same as those offered in 1926-1927. The department had six Bachelor of Business Administration graduates in 1928.

#### 1928-1929

The course, Business Administration 212, Elementary Accounting, was added during the 1928-1929 term. The department again had six Bachelor of Business Administration graduates in 1929.

#### 1929-1930

During the 1929-1930 term, the course offerings and numbers were changed somewhat so that the business administration

curriculum included: Business Administration 100, 101, 102, Shorthand and Typewriting; 205, Shorthand and Typewriting; 206, Office Practice; 207, Teaching of Shorthand and Typewriting; 210, 211, 212, Elementary Accounting; 225, Contracts and Agency; 227, Partnerships, Corporations and Banking; 226, Sales and Negotiable Instruments; 300, Advanced Accounting Theory; 301, Partnership Accounting; 302, Auditing; 305, Principles of Marketing; 310, Commercial Banks; 311, Federal Reserve Banks; 315, 316, Business Correspondence. There were three graduates from the department in 1930 receiving the Bachelor of Business Administration degree.

#### 1930-1931

Two courses, Business Administration 319, Salesmanship, and 206, Office Practice, were added to the 1930-1931 curriculum. The number of graduates from the business administration department receiving the Bachelor of Business Administration degree increased to seven this year.

#### 1931-1932

The course offering for 1931-1932 was exactly the same as for the preceding year. During this year, there was a 46 per cent increase in graduates. Thirteen people received the Bachelor of Business Administration degree.

#### 1932-1933

Three courses were added to the 1932-1933 curriculum. For the first time in the history of the department, economics

was offered. Three Business Administration courses, Economics, 200, 201 and 203, were available this year. The department's graduates decreased one, to 12 people receiving the Bachelor of Business Administration degree.

#### 1933-1934

There was a sharp decrease in courses offered in 1933-1934. The fewest courses, 11, since the department had its first graduates in 1925, were available. The curriculum was completely changed this year to include Business Administration 265, 266, Elementary Accounting; 361, Commercial Law; 367, Business Organization and Management; 369, Financial Organization and Management; 371, Principles of Marketing; 373, Life Insurance; 161, 162, Shorthand and Typing; and 261, 263, Secretary Training. The number of Bachelor of Business Administration graduates was down in 1934 from 12 to eight.

#### 1934-1935

Twelve credit courses in the business administration department were offered in 1934-1935. Three courses, Business Administration 361, Commercial Law; 367, Business Organization and Management; and 369, Financial Organization and Management were dropped from the 1933-1934 curriculum. Four courses, Business Administration 365, 366, Advanced Theory and Practice of Accounting; 363, Money and Banking; and 163, Typewriting and Office Practice, replaced them. There were nine Bachelor of Business Administration degrees awarded in 1935.



1935-1936

Several course changes were made in the 1935-1936 curriculum so that included were Business Administration 265, 266, Elementary Accounting; 361, Commercial Law; 363, Money and Banking; 369, Corporation Finance; 371, Principles of Marketing; 379, Mathematics of Finance; 381, Auditing Principles; 383, Income Tax Accounting and Procedure; 161, 162, Shorthand and Typing; 163, Typewriting and Office Practice; 261, Advanced Shorthand and Business Letters; and 263, Secretarial Studies. This year there was a 50 per cent increase in graduates with 19 people receiving the Bachelor of Business Administration degree.

1936-1937

The curriculum was sizably increased for the 1936-1937 term to include Business Administration 264, Business Principles; 265, 266, Elementary Accounting; 364, Banking\*; 361, 362, Business Law; 365, 366, Advanced Accounting; 367, Business Organization and Management; 369, Principles of Finance; 371, Principles of Marketing\*; 372, Business Psychology; 373, Life Insurance; 375, Salesmanship; 379, Mathematics of Finance\*; 381, Auditing Principles\*; 383, Income Tax Accounting and Procedure\*; 385, Credit and Collections; 386, Investments; 469, Corporation Finance; 471, Marketing Problems; 161, 162, Shorthand and Typing; 163, Advanced Shorthand and Typewriting; 263, Secretarial Studies; and 389, Business Correspondence. This year for the first time graduate level work was available as in

1936 the college was authorized to offer graduate courses leading to a master's degree. There was also a 21.3 per cent increase in graduates as 23 people received the Bachelor of Business Administration degree.

#### 1937-1938

The same number of courses, 27, were offered in 1937-1938, as in the previous year. However, they differed somewhat. Business Administration 386, Principles of Finance; 369, Principles of Marketing; and 263, Secretarial Studies were deleted. Business Administration 363, The Economics of Money and Credit\*; 372, Business Psychology; and 397, Organization and Teaching of Commercial Subjects in Secondary Schools, were added. The department had 34 graduates receiving the Bachelor of Business Administration degree this year, 1938.

#### 1938-1939

The 1938-1939 curriculum offered a total of 31 courses, ten of them on the graduate level. It was during this year that the department offered for the first time Business Administration 565-566, Graduate Seminar, and Research. These courses later became Business Administration 565-566, Thesis. During this year, 37 Bachelor of Business Administration degrees were awarded.

#### 1939-1940

The 1939-1940 curriculum included 35 courses, 13 of which were graduate level ones. This was an increase of three

undergraduate and three graduate courses over the 1938-1939 offerings. These courses added were Business Administration 262, Advanced Shorthand, Dictation and Transcription; 264, Business Principles; 483, Income Tax Accounting Procedure\*; 497, Teaching Bookkeeping and Commercial Arithmetic; 561, Foundations of Business Education; and 563, Curriculum Construction in Business Education. Business Administration 360, Business Principles, and 383, Income Tax, Accounting Procedure\*, were deleted. Actually the latter was only changed in course number and scope. Forty-six people were awarded the Bachelor of Business Administration degree this year; the most people graduating from the department from 1925 to 1947.

#### 1940-1941-1942-1943

The same curriculum was available during 1940-1943 as was available during 1939-1940. The number of graduates during these years ranged from 38 to 19. There were 38 graduates in 1941, 37 in 1942 and 19 in 1943 receiving the Bachelor of Business Administration degree from Sam Houston State Teachers College.

#### 1943-1944

The curriculum was changed so that in 1943-1944 the following courses were offered by the business administration department: Business Administration 161, 162, Shorthand and Typewriting; 163, Typewriting and Office Practice; 241, 242, Principles of Accounting; 261, Advanced Shorthand and Typewriting;

262, Advanced Shorthand, Dictation, and Transcription; 264, Business Principles; 267, Office Management and Procedure; 361, 362, Business Law; 363, The Economics of Money and Credit\*; 364, Banking\*; 365, Intermediate Accounting; 366, Advanced Accounting; 367, Business Organization and Finance; 371, Principles of Marketing; 372, Business Psychology; 373, Life Insurance; 375, Salesmanship; 378, Business Statistics; 379, Mathematics of Finance\*; 381, Auditing Principles\*; 385, Credit and Collections\*; 386, Investments\*; 389, Business Correspondence; 397, Organization and Teaching of Commercial Subjects; 469, Corporation Finance\*; 471, Marketing Problems\*; 483, Income Tax Accounting Procedure\*; 497, Teaching Bookkeeping and Commercial Arithmetic; 561, Foundation of Business Education; 563, Curriculum Construction in Business Education; 565, 566, Graduate Seminar and Research. Twenty-four people were awarded the Bachelor of Business Administration degree in 1944.

#### 1944-1945

The business administration curriculum for 1944-1945 was the same as for 1943-1944 except that Business Administration 365, Intermediate Accounting, was dropped and Business Administration 565, 566, Graduate Seminar and Research, were combined as Business Administration 565, 566, Thesis. Twenty-two Bachelor of Business Administration degrees were awarded in 1945.

#### 1945-1946

In 1945-1946, two courses, Business Administration 595, 596, Supervised Research, were added to the existing curriculum.

Other than that no changes were made. The business administration department had 24 Bachelor of Business Administration graduates in 1946.

### 1946-1947

The 1945-1946 curriculum was changed somewhat and in 1946-1947 consisted of: Business Administration 161, 162, Shorthand and Typewriting; 163, Typewriting and Office Practice; 241, 242, Elementary Accounting; 261, Advanced Shorthand and Typewriting; 262, Advanced Shorthand, Dictation, and Transcription; 264, Business Principles, 267, Office Management and Procedure; 346, Business Statistics; 348, Business Correspondence; 361, 362, Business Law; 363, The Economics of Money and Credit\*; 364, Banking\*; 365, Intermediate Accounting; 367, Business Organization and Finance; 369, Cost Accounting; 371, Principles of Marketing; 372, Business Psychology; 373, Life Insurance; 374, Personnel Management; 375, Salesmanship; 379, Mathematics of Finance\*; 381, Auditing Principles\*; 385, Credit and Collections\*; 386, Investments\*; 397, Organization and Teaching of Commercial Subjects; 469, Corporation Finance\*; 471, Marketing Problems\*; 483, Income Tax Accounting Procedure\*; 497, Teaching Bookkeeping and Commercial Arithmetic; 561, Foundation of Business Education; 563, Curriculum Construction in Business Education; 565, 566, Thesis; and 595, 596, Supervised Research. Forty-one Bachelor of Business Administration degrees were awarded in 1947.



1947-1948

Two graduate courses, Business Administration 564, Analysis of Financial Statements, and 571, Marketing Research, were added to the 1946-1947 curriculum during 1947-1948. Also, Business Administration 348, Business Correspondence, was changed to Business Correspondence 389. Seventy-three Bachelor of Business Administration degrees were awarded in 1948. This was the largest graduating class up to this date.

1948-1949

The 1948-1949 curriculum was the same as for 1947-1948 with the addition of Business Administration 376, Retailing, and 473, Property Insurance\*. The largest number of graduates to receive a Bachelor of Business Administration degree from 1925-1955, 95 were graduated in 1949.

1949-1950

Beginning typewriting, Business Administration 120, and Problems in Business, Business Administration 415, 416, 417, were added to the curriculum this year. The number of graduates dropped from 95 to 74 people receiving the Bachelor of Business Administration degree from Sam Houston State Teachers College in 1950.

1950-1951

Three courses were added to the existing curriculum in 1950-1951. These included: Business Administration 382, Transportation; 463, Highway Transportation; and 464, Air

Transportation. Sixty people were graduated with the Bachelor of Business degree in 1951.

#### 1951-1952

Exactly the same curriculum was available in 1951-1952 as in 1950-1951. The department awarded 51 people the Bachelor of Business Administration degree in 1952.

#### 1952-1953

A few curriculum changes were made in 1952-1953. Advanced Shorthand, Dictation and Transcription, Business Administration 263, was replaced by Advanced Secretarial Training, Business Administration 360; and Advertising Principles, Business Administration 370, was added. Other than this the curriculum remained unchanged. Thirty-eight people received the Bachelor of Business Administration degree in 1953.

#### 1953-1954

Exactly the same business administration curriculum existed in 1953-1954 as did in 1952-1953. Forty-eight graduates, an increase of ten over the previous year, received the Bachelor of Business Administration degree in 1954.

#### 1954-1955

During 1954-1955, Beginning Typing, Business Administration 120, was deleted. Intermediate Accounting, Business Administration 365, and Advanced Accounting, Business Administration 366, were replaced by Business Administration 341, 342, Advanced Accounting. Supervised Research, Business Administration

595, 596 were deleted. Other than these changes, the curriculum remained the same as for 1953-1954. Seventy people, a 48.72 per cent increase over the preceding year, were graduated with the Bachelor of Business Administration degree.

### 1955-1956

The curriculum for 1955-1956 remained unchanged except to change the name of Organization and Teaching of Commercial Subjects, Business Administration 397, to Organization and Teaching of Business Education, Business Administration 397. The graduating class was again up, with 96 Bachelor of Business Administration degrees conferred in 1956.

### 1956-1957

The 1956-1957 curriculum was revised to include Business Administration 161, 162, Secretarial Science; 163, Typewriting and Office Practice; 241, 242, Elementary Accounting; 261, Advanced Shorthand and Typewriting; 264, Business Principles; 267, Office Management and Procedure; 341, 342, Advanced Accounting; 346, Business Statistics; 360, Advanced Secretarial Training; 361, 362, Business Law; 364, Banking; 367, Business Organization and Finance; 369, Cost Accounting, 370, Advertising Principles; 371, Principles of Marketing; 372, Business Psychology; 373, Life Insurance; 374, Personnel Management; 375, Salesmanship; 376, Retailing; 379, Mathematics of Finance\*; 381, Auditing Principles\*; 382, Transportation; 385, Credit and Collections\*; 386, Investments; 389, Business Correspondence; 397, Organization



and Teaching of Business Education; 415, 416, 417, Problems in Business\*; 460, Governmental Accounting; 461, Conservation of Natural Resources\*; 462, Corporation Accounting; 463, Highway Transportation; 464, Air Transportation; 469, Corporation Finance; 471, Marketing Problems; 473, Property Insurance; 483, Income Tax Accounting Procedure; 497, Teaching Bookkeeping and Commercial Arithmetic; 561, Foundation of Business Education; 563, Curriculum Construction in Business Education; 564, Analysis of Financial Statements; 565, 566, Thesis; 571, Marketing Research. Since this revision, very few course changes have been made. The largest graduating class to date, 97, was graduated with the Bachelor of Business Administration degree in 1957.

#### 1957-1958

The only change in the curriculum in 1957-1958 was the addition of Business Administration 562, Current Problems in Business Education. The Bachelor of Business Administration graduates increased ten over the previous year with 107 people receiving this degree in 1958.

#### 1958-1959

Advanced Accounting Theory, Business Administration 560, was added to the course offerings in 1958-1959. One hundred thirty-eight students were graduated with the Bachelor of Business Administration degree from Sam Houston State Teachers College in 1959.

### 1959-1960

Three new courses, Business Administration 366, Geography of Industry; 472, Business for the Professional Secretary; and 567, Business Organization and Policy, were added to the 1959-1960 curriculum. Highway and Air Transportation, Business Administration 463, 464, were deleted. One hundred thirty-four graduates received a Bachelor of Business Administration degree in 1960.

### Implications

The business administration department at Sam Houston was developed 40 years after the founding of Sam Houston Normal Institute. When first established, the department offered only seven courses. As college enrollment increased, so did the number of business administration students. With this growth it became necessary to make additions to the business administration staff and curriculum. A Graduates' Evaluation of Sam Houston State Teachers College Business Administration Department (1925-1950) by Margie Williamson recommended among other things, expansion of the facilities of the department, addition of courses of an advanced nature, adding the Master of Business Administration degree to the program and securing of more teachers who had obtained advanced degrees from other colleges. Up to the time of this study, no formal evaluation of the business administration department had been made. Since its establishment the department had grown steadily with additional business administration courses offered almost every year.

In 1950, at the time of the Williamson survey, 45 business administration courses were available to business administration students at Sam Houston. As was recommended by the 1925-1950 evaluation, several courses of advanced nature were added to the business administration department offerings during the next ten years, 1950-1960 so that in 1960, 52 courses were available in the department. As the course offerings indicate, the business administration department has grown steadily, and it is the aim of this study to provide necessary evaluative material so that the department may continue to expand in such a manner that it may better serve its students.

#### Summary

Sam Houston Normal Institute was created by the legislature in 1879 and was transformed into a standard four-year college for teachers with authority to confer the bachelor's degree by the Board of Regents in 1918. In 1923, Sam Houston Normal Institute became Sam Houston State Teachers College when the legislature changed the names of the normal schools to state teachers colleges. In 1925, the college became a member of the Southern Association of Colleges and Secondary Schools and in 1936 was authorized by the legislature to offer graduate work leading to the master's degree.

In 1918, for the first time in the history of the college, commercial courses were offered for credit at Sam Houston State Teachers College. These first offerings included only

six credit courses. From here the curriculum expanded. In 1960, 52 courses were available in the business administration department for college credit. In 1921, the commercial department became the department of business administration and remained a department of business administration in 1922 when the State Legislature changed Sam Houston Normal Institute to Sam Houston State Teachers College. Graduate level business administration courses leading to the master's degree were available for the first time in 1936. The number of Bachelor of Business Administration graduates increased from two in 1925 to 134 in 1960.

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\*Denotes courses other than those numbered 500's which may be taken for graduate credit.

## CHAPTER III

### PERSONAL INFORMATION ON 105 SAM HOUSTON STATE TEACHERS COLLEGE 1950-1960 BACHELOR OF BUSINESS ADMINISTRATION GRADUATES

#### Introduction

The responses to each question on 105 questionnaires were totaled and percentages computed. With this done, it was then possible to look at the information obtained objectively and begin to determine what common trends of opinion were present in the group sampling. These trends and other findings are presented in the following chapters in the form of tables with written explanations.

To give more meaning to the individual's opinion of the business administration department, it was first necessary to discover some pertinent information about each person giving the information. The questionnaire tabulation revealed certain statistical information along this line, although the identity of the replier was held in confidence.

#### Findings

##### Personal Data on Questionnaire Participants

Of the 105 replies, 75 were from males, representing 71.43 per cent and 28 or 26.66 per cent were from females. Two persons comprising 1.91 per cent of those responding remained unidentified. This information is recorded in Table II.

TABLE II

THE SEX OF 105 S.H.S.T.C.  
1950-1960 B.B.A. GRADUATES

Sex	Number	Per Cent of 105
Male	75	71.43
Female	28	26.66
No Name	2	1.91
Totals	105	100.00



It was found that nine of these 105 people replying or 8.6 per cent were currently living out of the state and 96 people or 91.4 per cent were residents of Texas.

#### Number of Graduates Replying Each Year

As shown in Table I, 72.39 per cent of the replies came from the last five years of the study. There were six replies, 5.71 per cent of the total, returned from people graduating during 1950. Five graduates for each of the years 1951, 1952, 1953 returned replies. This represented 4.76 per cent in each case of the total replies. Graduates of 1954 had 5.71 per cent returns, the same percentage of returns as did the 1950 graduates. The poorest response came from the graduates of 1955 with only two replying, representing 1.91 per cent of the total response. The 1956 graduates gave the fourth highest response with 13 answers, comprising 12.38 per cent of total responses. There was a decrease in replies for 1957 graduates with 9.52 per cent or ten of the 105 replies. Fourteen of the 1958 graduates or 13.33 per cent of the 105 replied, while 19 replies or 18.10 per cent of the 105 responses were obtained from the 1959 graduates for an increase of 4.69 per cent. The highest rate of response was from the graduates of 1960 whose replies constituted 19.06 per cent of the total responses.

### Age at Graduation

The age at graduation as shown by the replies ranged from 19 to 47. The most representative age was 22. There were 30 people who were graduated at this age for a total of 28.57 per cent of the 105 responding. The next most frequent age at graduation was 21 and represents 21.90 per cent of the total. Twelve persons were graduated at age 20, a considerable decrease to 11.43 per cent of the total 105 responses. The ages least representative of graduates at time of graduation were 38, 45, and 47 with only one person of each of these ages being graduated. During this time there were no graduates aged 28, 30 through 37, 39 through 44, 46 or above 47. This information is shown in Table III.

### Initial Employment

The study shows that most of the graduates entered the field of accounting as their first employment upon graduation. A little over a fourth of the total graduates went into this field. This information is presented in Table IV. Of this group, seven were employed in audit accounting. This represents 28 per cent of the total accounting workers. Five people were general accountants, representing 20 per cent of the total working as accountants. Three persons, or 12 per cent of the accountants were employed in oil or gas accounting jobs. Two of these graduates, or 8 per cent of those going into accounting, were working as accounting clerks. There was one accounting

TABLE III

THE AGE OF 105 S.H.S.T.C.  
1950-1960 B.B.A. GRADUATES

Age at Graduation	Number	Per Cent of 105
19	2	1.91
20	12	11.43
21	23	21.90
22	30	28.57
23	9	8.57
24	4	3.81
25	6	5.71
26	8	7.62
27	3	2.86
29	2	1.91
38	1	.95
45	1	.95
47	1	.95
No Answer	3	2.86
<b>Totals</b>	<b>105</b>	<b>100.00</b>

worker employed in each of the following jobs: accounts payable, insurance accounting, co-operative accounting, public accounting, cost accounting, income tax accounting, budgeting, and internal revenue. Two of the people did not indicate their areas of accounting work.

Nineteen of the graduates, representing 18.10 per cent of the ones responding, entered the clerical field. Seventeen, or 16.19 per cent of the 105, entered the school teaching profession. Fifteen graduates, representing 14.29 per cent of those responding, indicated other fields of employment not listed on the questionnaire. These include: retail credit manager trainee, social security administrator, buyer of industrial materials, manager trainee, service station operator, marketing research, assistant sales manager, shear operator, road maintenance, assistant to warden, and member of the armed forces. There were three people employed as manager trainees and three who entered the service.

Eight people went into the secretarial field of employment, representing 7.62 per cent of those responding. The same number entered the field of selling. Engaged in insurance, a specialized field of selling were six people, or 5.71 per cent of the 105 graduates. Four people entered industry upon graduation, representing 3.81 per cent of the total responses. One individual went into business for himself as a rancher.

### Employment at Time of Response

As the graduates did not all remain with their initial employer, Table IV shows the type of employment in which they were engaged at the time of questioning. Thirty of these people were employed as accountants, or 28.57 per cent of the 105. This is an increase of three over those who began with accounting jobs initially. The next highest field of employment was teaching with 12 people, or 11.43 per cent of the 105, employed as instructors. This is a decrease of five from those listing teaching as their initial employment. Ten people were employed in selling and homemaking each. This represents 9.52 per cent of the 105 in each case. It is interesting to note that there were no homemakers directly after graduation, but there were ten at the time of questioning. The number in the field of selling had increased by two.

Eight people were employed in clerical work and eight in insurance, 7.62 per cent of 105 in each case. This was an increase of two in insurance in relation to employment upon graduation and a decrease of 11 in clerical jobs.

Three people indicated self-employment, and three secretarial work. These self-employed people worked at ranching, used car lot, and manufacture and selling of trophies. Of the four professional workers, two were bankers and two were attorneys. As Table IV indicates, there were no professional employees initially.

TABLE IV

COMPARISON OF THE TYPE OF WORK 105 S.H.S.T.C. 1950 to 1960  
 B.B.A. GRADUATES ENGAGED IN UPON LEAVING SCHOOL  
 AND THE TYPE WORK THEY WERE DOING AT THE TIME  
 OF RESPONDING TO THE QUESTIONNAIRE

Jobs	First Job	Per Cent of 105	Present Job	Per Cent of 105	Number Increase	Number Decrease
Accounting	27	25.71	30	28.57	3	
Clerical	19	18.10	8	7.62		11
Homemaking	--	--	10	9.53	10	
Industry	4	3.81	--	--		4
Insurance	6	5.71	8	7.62	2	
Own Business	1	.95	3	2.86	2	
Professional	--	--	4	3.81	4	
Secretarial	8	7.62	3	2.86		5
Selling	8	7.62	10	9.52	2	
Teaching	17	16.19	12	11.43		5
Supt. (School)	--	--	1	.95	1	
Other	15	14.29	16	15.24	1	
Totals	105	100.00	105	100.00	25	25



At the time of questioning, one person of the group was employed as a school superintendent. Where there had been four initially employed in industry, there were none at the time the replies were made. Sixteen of the respondents indicated other fields of employment. This constituted 15.24 per cent of the total group. Included in these other fields of endeavor were: buyer, counselor, assistant to the dean of women, assistant warden, operator of a fish market, policewoman, and assistant office manager. Also seven, or 6.67 per cent of the 105, were in the service at the time of questioning and two were office managers.

#### Satisfaction With Job

As an indication of satisfaction with the first job after graduation, the question, "Are you still employed by your original employer," was asked. Forty-four, or 41.90 per cent of those returning the questionnaires replied yes; while 58.10 per cent, or 61 of those responding, indicated they had changed jobs since initial employment. Twenty-two of the 105 people had worked for their first employer less than one year. This does not necessarily indicate that 20.95 per cent of those 105 replying terminated employment before the first year was up. Some recent graduates may have been out of school less than a year at the time the questionnaire was received.

Twenty-one, or 20 per cent of the 105 respondents, worked for their first employer for one year. Five of the 105 people had been employed two years by their original employer at the time of questioning. The remaining 12.38 per cent or 13 of the 105 respondents indicated employment at their original job for more than two years. This information is shown in Table V.

The 58.10 per cent who indicated they had changed jobs since initial employment were asked " . . . how many times have you changed jobs including your present job?" Twenty-four and seventy-six hundredths per cent, or 26 people, indicated they had made one job change. Eighteen people had changed jobs twice, representing 17.14 per cent of the 105 graduates. Fifteen of the 61 graduates had been employed in three different jobs. Two had changed jobs more than three times. As is indicated in Table VI, 33.31 per cent of the 105 graduates had changed jobs at least twice.

### Necessity of Guidance

A guidance program is something which is often lacking or existing in name only in many schools and colleges. In an effort to try to determine if the Sam Houston graduates had received sufficient counsel, the question, "When you received college training, did you intend to do the type of work you are now doing?" was asked. Here, the replies were fairly equally divided between "yes" and "no". Fifty-six of

TABLE V

THE PERIOD OF TIME THE 105 S.H.S.T.C. 1950-1960  
B.B.A. GRADUATES WORKED FOR THEIR FIRST EMPLOYER

Responses	Number	Per Cent of 105
Less than one year	22	20.95
One year	21	20.00
Two years	5	4.76
More than two years	13	12.38
Still employed by original employer	44	41.91
<b>Totals</b>	<b>105</b>	<b>100.00</b>

TABLE VI

THE NUMBER OF TIMES THAT THE 105 S.H.S.T.C.  
1950-1960 B.B.A. GRADUATES CHANGED JOBS

Times Changed	Number	Per Cent of 105
Once	26	24.76
Twice	18	17.14
Three Times	15	14.26
More Than Three Times	2	1.91
Still Employed by Original Employer	44	41.93
Totals	105	100.00

the 105, representing 53.33 per cent of those questioned stated that they were currently employed in their intentional trade. The remaining 46.67 per cent, or 49 persons, said they were not.

If conclusions were drawn from this, it would appear that approximately half of the graduates were settled on their desired employment before graduation.

### Job Qualification

When asked if a person without a B.B.A. degree could qualify for their employment position, 69 of the 105 questioned answered "yes". This is to say that 65.71 per cent of these graduates could have held their same job without a degree in business administration. Thirty-three people, or 31.43 per cent of those replying, indicated a B.B.A. degree was necessary for employment in their line of work. The remaining 2.86 per cent did not reply.

It was gratifying to see that 83.81 per cent, 88 of the 105 graduates, said that they felt they were adequately trained by their college for their present job. However, 17, or 16.19 per cent, indicated that they had not received sufficient training and it would be good to see this number decreased.

### Advancement

As advancement in salary and position is often a good indicator of success and of proper training, the graduates

were asked if they had progressed in either field, or both. Of the 105, 92 stated they had advanced in salary; six said they had not. The remaining seven gave no answer. Sixty-two had advanced in position, 31 had not and 12 did not indicate. Sixty-one had advanced in both salary and position and five had advanced in neither. This information is shown in Table VII.

### Summary

Looking over the above statements it is seen that the greatest number of graduates entered the field of accounting upon graduation. Clerical and teaching positions in that order, were the second and third most popular fields of work. Of those questioned 58.10 per cent are no longer employed by their original employer.

Specifically related to college training and perhaps somewhat shocking is the fact that 65.71 per cent of the graduates said that a B.B.A. degree was not necessary for employment in the type of work they were doing at the time of questioning. Yet 83.81 per cent claimed that their college training had adequately prepared them for their present job. Only five had advanced in neither salary nor position.



TABLE VII

THE NUMBER OF THE 105 S.H.S.T.C. 1950-1960 B.B.A.  
GRADUATES WHO HAVE ADVANCED IN SALARY OR  
POSITION FROM THEIR FIRST JOB

SALARY		ADVANCED POSITION		BOTH	
<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
92	87.62	62	59.05	61	58.09

SALARY		DIDN'T ADVANCE POSITION		BOTH	
<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
6	5.71	31	29.52	5	4.76

## CHAPTER IV

### FEELINGS OF 105 SAM HOUSTON STATE TEACHERS COLLEGE 1950-1960 BACHELOR OF BUSINESS ADMINISTRATION GRADUATES TOWARD THEIR ALMA MATER

#### Introduction

"Sam Houston State Teachers College today enjoys the advantage of having one of the finest physical plants and campuses in Texas. The instructional buildings and dormitories, except one, are completely air-conditioned."<sup>11</sup> Because of these adequate facilities, enrollment at the college has progressed steadily. Many of Sam Houston's students came from junior colleges as well as other colleges and universities. This chapter brings together information related to the desirability of Sam Houston as a college for both future and past students.

#### Findings

##### Transfer vs. Resident

Sam Houston has long been typified by transfer students. Of the business administration graduates questioned, 46.66 per cent, or 49, had attended another college before entering Sam Houston. Fourteen of this 49 had attended two colleges previous

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<sup>11</sup>Sam Houston State Teachers College Catalogue, No. 83, 1963, p. 38.

to enrollment at Sam Houston. Fifty-three, or 50.48 per cent, had done all their work at Sam Houston. Three people made no reply.

The institution most frequently attended before entrance in Sam Houston was the University of Houston with ten people doing work there previous to enrollment at Sam Houston. Nine people had attended Blinn Junior College before enrollment. Next in popularity were the University of Texas and Texas A. and M. with six students attending each of these schools before their entrance to Sam Houston.

From here, the replies scattered to various other colleges and universities; five from Lee Junior College, three from Wharton Junior College, three from Navarro Junior College, and two each from South Texas Junior College, Henderson Junior College and Southern Methodist University. The following colleges were listed once each as being attended by the Sam Houston students prior to entering Sam Houston: Texas Women's University, Long Beach City College, Lon Morris Junior College, North Texas State University, Baylor, Alvin Junior College, Oklahoma University, Oklahoma Baptist University, New Mexico Military Institute, Tyler Junior College, Drexel Institute, Temple Junior College, John Tarleton State College, Southwestern University and East Texas Baptist College.

### Additional Degrees

The mark of a scholar is the desire to keep abreast in changing times. Seven, 6.67 per cent of the 105 people,

indicated that they had received an additional degree since leaving Sam Houston. But a staggering 93.33 per cent, or 98 persons, had not yet received a degree for advanced work. The degrees of the seven and colleges from which they were obtained follow: three Master of Education degrees from Sam Houston State Teachers College, Stephen F. Austin, and the University of Houston; two Master of Business Administration degrees from the University of Houston and the University of Texas; a Bachelor of Science degree from Tampa University and a Bachelor of Laws degree from South Texas College of Law.

#### Teaching Certificates

Thirty-four of the graduates questioned received teaching certificates while attending Sam Houston. Seventy-one did not. Of this 71, 41 said they would earn a certificate if they were to go through school again. The remaining 30 said they still had no desire for one. Of the 34 who received a certificate, 27 had taught school. This information and percentages is given in Table VIII.

#### Support of Sam Houston

When asked if either of their parents had attended Sam Houston, 19, or 18.10 per cent, replied "yes". Eighty-six, or 81.90 per cent of the 105, said their parents had not attended Sam Houston before them.

Seventy-nine of the 105 answered that they would like for their children to attend Sam Houston. This represented 75.24 per cent of the total and speaks well for Sam Houston. Ten said they would not like for their children to attend Sam Houston, and three made no answer. This is shown in Table IX. Thirteen gave qualified yeses or comments which follow.

If they desire to.

If they prefer Sam Houston.

Depends on course of study wants to follow.

No preference.

I would not influence their choice of school.

It would be according to his or her ability.

Not my decision.

Girl, yes; boy, no.

Girl, yes; boy, no.

Optional.

Would prefer better known university; feel that job prospects would be better, not necessarily the education.

Girl, yes; boy no.

Support of their college among the graduates questioned was not especially encouraging. Only twenty-nine, 27.62 per cent of the total responding, were currently members of the ex-students association. The remaining 76, or 72.38 per cent, were non-members.

### Summary

Through evaluation of these statements it is possible to get a glimpse of the opinion graduates have of their alma mater. Forty-nine had attended one or more other colleges before coming to Sam Houston, but upon entrance were satisfied to remain until graduation. Of the 71 who did not receive a

TABLE IX

COMPARISON OF 105 S.H.S.T.C. 1950-1960 B.B.A. GRADUATES  
WHO WOULD OR WOULD NOT LIKE FOR THEIR CHILDREN  
TO BE GRADUATED FROM S.H.S.T.C.

Responses	Number	Per Cent
Yes	79	75.24
No	10	9.52
Comments	13	12.38
No Answer	3	2.86
Totals	105	100.00



teaching certificate, 41 said they would acquire one were they to go through college again. A noticeable 75.24 per cent would like to have their children become students at Sam Houston some day, yet only 27.62 per cent support the college through membership in the Ex-students Association.

## CHAPTER V

### EVALUATION OF THE BUSINESS ADMINISTRATION DEPARTMENT BY 105 SAM HOUSTON STATE TEACHERS COLLEGE 1950-1960 BACHELOR OF BUSINESS ADMINISTRATION GRADUATES

#### Introduction

The foregoing information has been presented to set the mood for the findings included in this chapter. Up to this point, information reported has not reflected upon the status and future of the business administration department at Sam Houston. It was presented as background material so that the reader could gain a better understanding of the kinds of persons who have recommended changes in, and/or commended the procedures now in practice at Sam Houston. This chapter will present the views of the students as to what kind of business administration department they feel Sam Houston had when they were in attendance, what courses they feel were important, and which ones might well be deleted.

Such information is needed in order that the department may keep up with the changing times. In the past decade, many office workers have been replaced by computers. This is a practice with many implications and needs much consideration and thought, as well as understanding and acceptance, in order that an up-to-date business department may be developed. The information contained in this chapter provides a basis for further evolution of and improvement in the business administration department at Sam Houston.

### Rating of the Business Administration Department

The business administration department at San Houston State Teachers College was rated good by 61.90 per cent of the 105 graduates whose questionnaires were studied. Twenty-four and seventy-six hundredths per cent of this same number rated the department as average, and 11.43 per cent of the 105 graduates questioned considered the business administration department at San Houston State Teachers College to be superior. A rating of below average was given by no one, and 1.91 per cent of the 105 business administration graduates questioned gave no reply. Since the majority rating (61.90 per cent) of good was flanked by a larger rating of average than of superior, it can be assumed that according to the opinions of 105, 1950 through 1960 Bachelor of Business Administration graduates, the business department is closer to a good minus rating than to one of good plus. This information is presented in Table X.

Such a department, failing to keep up with current trends in business education and failing to slough off out-dated courses, teaching procedures and techniques of instruction could easily find itself slipping to an average or below average rating. However, since its development in 1918, an opposite trend has been true of the business administration department at San Houston as shown by its history in Chapter II. In order that the department may remain progressive,

TABLE X

THE BUSINESS ADMINISTRATION DEPARTMENT RATING BY  
105 S.H.S.T.C. 1950-1960 B.B.A. GRADUATES

Rating	Number	Per Cent
Superior	12	11.43
Good	65	61.90
Average	26	24.76
Below average	-0-	-0-
No answer	2	1.91
Totals	105	100.00

careful attention should be paid to comments of graduates listed in the appendix, as well as to information included in this chapter, regarding the courses which have been the least and the most helpful since graduation.

### Most Beneficial Business Administration Courses

#### Procedure

In an effort to determine if the schedule of courses offered by the business administration department at Sam Houston has been adequate, the question, "What courses do you feel have helped you most in your employment?" was asked. The graduates were instructed to list their three choices, in order of importance, from courses in the business department and to repeat this procedure using as the basis of selection the combined courses from college departments other than business administration.

#### First business administration course choices

Forty per cent of those 105 business administration graduates questioned listed accounting as being the most beneficial course in their current employment. A partial explanation for this could be the fact that more people were working in the field of accounting at the time of questioning, than at any other job (see Table IV). Nineteen people, or 18.10 per cent of the 105 graduates questioned considered business correspondence the course that helped them the most in

employment. Mentioned third most frequently by 8.57 per cent of the 105 graduates questioned as to the course most beneficial after graduation was the shorthand-typing combination. Typing was listed separately as being the most helpful by seven, or 6.67 per cent of the 105 graduates giving replies. Business education was considered the most important course by 3.81 per cent of the 105 graduates. Business law and business organization and finance were considered by three persons each as the most help in their current employment. Shorthand, advertising principles, and personnel management were the courses considered most helpful in employment by two people each out of the total 105 graduates returning replies. The following courses were mentioned once each as being the most help in post school employment: insurance, business machines, retailing, business psychology, salesmanship, communications, principles of business, and statistics. A summary of this information is presented in Table XI. Over half of the total Bachelor of Business Administration graduates questioned, 58.10 per cent, listed either accounting or correspondence as the business course most helpful in their present employment.

#### Second business administration course choices

A total of 18 business courses were listed as second choice for being the most beneficial in present employment. Again, in first place as the second choice course most beneficial in present employment was accounting, mentioned by 31.43 per cent of the total 105 graduates replying. Mentioned almost



TABLE XI

**BUSINESS COURSES MOST HELPFUL IN PRESENT EMPLOYMENT  
TO 105 S.H.S.T.C. 1950-1960 B.B.A. GRADUATES**

<b>Courses</b>	<b>Number</b>	<b>Per Cent</b>
Accounting	42	40.00
Correspondence	19	18.10
Shorthand and typing	9	8.57
Typing	7	6.67
Business education	4	3.81
Business law	3	2.86
Business organization and finance	3	2.86
Shorthand	2	1.91
Advertising	2	1.91
Business machines	2	1.91
Personnel management	2	1.91
Insurance	1	.95
Retailing	1	.95
Business psychology	1	.95
Salesmanship	1	.95
Communications	1	.95
Principles of business	1	.95
Statistics	1	.95
No answer	3	2.85
<b>Totals</b>	<b>105</b>	<b>100.00</b>

as frequently was business correspondence, named by 26.67 per cent of the 105 graduates as the second most helpful course in current employment. Seven people, or 6.67 per cent of the 105 graduates, made no reply. Six people, a total of 5.71 per cent of the 105 graduates, listed typing and business law each as their second most helpful course since graduation. Statistics was mentioned as being the most aid in present employment by 5.76 per cent of the 105 graduates questioned. Shorthand, business organization and finance, and business principles were considered important courses being needed in present employment by 2.86 per cent of the 105 graduates answering. The following courses were listed as the most important second choice course aiding in work being done in present employment by one or two of the 105 people questioned: business education, salesmanship, insurance, retailing, finance, business machines, investments, business psychology, and typing and shorthand. A summary of this information is included in Table XII.

### Third business administration course choices

Again accounting and correspondence held first and second place respectively in the business courses third most helpful in present employment, as indicated by the opinions of the 105 graduates questioned. Accounting was mentioned by 22.86 per cent of the 105 graduates questioned and correspondence by 16.19 per cent. Business principles was mentioned

TABLE XII

**BUSINESS COURSES SECOND MOST HELPFUL IN PRESENT EMPLOYMENT  
TO 105 S.H.S.T.C. 1950-1960 B.B.A. GRADUATES**

Course	Number	Per Cent
Accounting	33	31.43
Correspondence	28	26.67
Typing	6	5.71
Business law	6	5.71
Statistics	5	4.76
Shorthand	3	2.86
Business organization and finance	3	2.86
Business principles	3	2.86
Business education	2	1.91
Salesmanship	2	1.91
Insurance	1	.95
Retailing	1	.95
Finance	1	.95
Business machines	1	.95
Investments	1	.95
Business psychology	1	.95
Typing and shorthand	1	.95
No answer	7	6.67
<b>Totals</b>	<b>105</b>	<b>100.00</b>

third most frequently by a total of 9.5 per cent of the 105 graduates making a reply. Nine of the 105 graduates rated typing as the third most helpful course in their present employment. Business psychology and salesmanship were fifth and seventh most frequently mentioned courses as indicated by 6.67 per cent and 4.76 per cent respectively of the 105 graduates as the most valuable in present employment. No answer was made by 5.69 per cent of the graduates. Four, or 3.81 per cent of the 105 graduates considered business statistics and business principles as the third most important course. Business education, personnel management and business math were mentioned by 2.86 per cent of the 105 graduates questioned. Marketing, business machines, shorthand, insurance, business organization and finance, and investments were mentioned as the third most helpful course in present employment by fewer than 2 per cent of the total 105 graduates questioned. Details of these figures are available in Table XIII.

### Implications

Accounting and correspondence are indicated by the 105 1950 through 1960 Bachelor of Business Administration graduates to be by far the most beneficial courses in present employment. In considering this finding, it is wise to keep in mind that almost 30 per cent of these 105 graduates are employed in the field of accounting. This was also the most popular employment area of work initially upon graduation from Sam Houston. The

TABLE XIII

**BUSINESS COURSES THIRD MOST HELPFUL IN PRESENT EMPLOYMENT  
TO 105 S.H.S.T.C. 1950-1960 B.B.A. GRADUATES**

Course	Number	Per Cent
Accounting	24	22.86
Correspondence	17	16.19
Business law	10	9.52
Typing	9	8.57
Business psychology	7	6.67
Salesmanship	5	4.76
Business principles	4	3.81
Statistics	4	3.81
Business education	3	2.86
Personnel management	3	2.86
Business math	3	2.86
Marketing	2	1.91
Business machines	2	1.91
Shorthand	2	1.91
Insurance	2	1.91
Business organization and finance	1	.95
Investments	1	.95
No answer	6	5.69
<b>Totals</b>	<b>105</b>	<b>100.00</b>

next largest percentage of employment of these 105 graduates in any one field is in selling with the same number, 9.52 per cent, listing their occupation as homemakers. However, there is almost a 20 per cent difference between the two: accounting 28.57 per cent, and selling and homemaking 9.52 per cent each.

If the total first, second and third responses for the 105 graduates were combined to give the three most helpful courses in present employment, the answers would not be very different from the findings when the choices were considered separately. Tabulating the 315 responses, or the combined first, second and third choice answers of the 105 graduates questioned gives this information: accounting was indicated to be the most helpful course in current employment by 31.43 per cent of the 315 combined answers; correspondence was indicated as the second most helpful course by a percentage of 23.65 responses; and typing, shorthand and typing-shorthand combination (or secretarial science) was indicated to be the most helpful course in present employment by 12.55 per cent of the responses based on the same procedure as used for the accounting computation.

A striking 94.29 per cent of the 105 graduates listed accounting as either first, second, or third choice for the most helpful course in present employment. Correspondence was rated either first, second, or third choice by 70.96 per cent of the total 105 graduates. Since such a large emphasis was



placed on the importance of these two courses, an outstanding instructional program for both of them should be of prime importance.

### Most Beneficial Non-Business Administration Courses

Without reference to the business administration curriculum, respondents to the questionnaire were asked to list, in order of importance, three choices of courses other than those from the business administration department which were most helpful in their current employment. The writer wished to secure this information in an effort to see if perhaps the graduates thought some other course important enough to be combined with the offerings in the business administration curriculum.

### First non-business administration course choices

Table XIV shows the courses taught in other departments that the 105 graduates considered to be the most helpful in present employment. Almost a majority, 45.71 per cent of the graduates, listed English as the most helpful course in departments outside the business administration department. Ten and fifty hundredths per cent gave no answer. There were no other outstandingly high percentages for any of the other courses listed. Answers ranged from 8.57 per cent of the 105 graduates listing mathematics as the most helpful course in employment to .95 per cent of them giving either public

TABLE XIV

COURSES MOST HELPFUL TO 105 S.H.S.T.C. 1950-1960  
B.B.A. GRADUATES IN DEPARTMENTS OTHER  
THAN BUSINESS ADMINISTRATION

Course	Number	Per Cent
English	48	45.71
Math	9	8.57
Economics	6	5.71
Speech	5	4.76
Sociology	5	4.76
Educational psychology	4	3.81
Education	4	3.81
Government	3	2.86
Psychology	3	2.86
Public relations	1	.95
Public finance	1	.95
Journalism	1	.95
Art	1	.95
Physical education	1	.95
Driver's education	1	.95
Industrial arts	1	.95
No answer	11	10.50
<b>Totals</b>	<b>105</b>	<b>100.00</b>

relations, public finance, journalism, art, physical education, driver's education or industrial arts as important courses from other departments.

### Second non-business administration course choices

The three second most helpful courses from departments other than business administration, listed by the 105 graduates, were English, mathematics and economics in that order. Fourteen and twenty-six hundredths per cent of the total 105 graduates questioned thought English was the second most helpful course they had taken at Sam Houston. Thirteen and thirty-three hundredths per cent and 12.38 per cent of the 105 graduates listed mathematics and economics respectively as the most helpful course in present employment. The other answers ranged from .95 per cent of the total 105 for geography and psychology, to 9.52 per cent of the 105 graduates for sociology as being the second most helpful course from another department. Details of this information and other numbers and percentages are shown in Table XV.

### Third non-business administration course choices

There was no overall trend on courses third most helpful from other departments. Thirty-three and thirty-three hundredths per cent of those 105 graduates questioned gave no answer. Other answers and percentages were: English, 12.38 per cent; economics, 9.52 per cent; education and mathematics, 7.62 per cent;

TABLE XV

COURSES SECOND MOST HELPFUL TO 105 S.H.S.T.C. 1950-1960  
 B.B.A. GRADUATES IN DEPARTMENTS OTHER THAN  
 BUSINESS ADMINISTRATION

Course	Number	Per Cent
English	15	14.26
Math	14	13.33
Economics	13	12.38
Sociology	10	9.52
Speech	8	7.62
Education	7	6.67
English grammar	6	5.71
Government	5	4.76
History	4	3.81
Educational psychology	3	2.86
Geography	1	.95
Psychology	1	.95
No answer	18	17.18
<b>Totals</b>	<b>105</b>	<b>100.00</b>

government and history, 5.71 per cent; sociology, 3.81 per cent; educational psychology and speech, 2.86 per cent; geography and chemistry, 1.91 per cent; journalism, photography, psychology, music and physical education, .95 per cent of the 105 graduates making replies.

When this information is studied, it is noted that several courses from one department, if added together, would represent more help being received from a whole department than from any one course. On the questionnaires, many graduates specified English grammar, rather than listing English only. Also it is very probable that some listing English had English grammar in mind. Due to the fact that the general phases of the English curriculum most often referred to are English, literature, and methods, and as this is not the case for other departments, it may be wise to question the position English held on these past three reports. For instance, grouping educational psychology and education together would yield a percentage of 10.48, only a slightly lower percentage than that of 12.38 per cent of the total 105 graduates listing English most often as the third most helpful course after graduation. Also, such social science courses as government, history and geography are as closely related as good writing, creative writing, grammar and literature which all go under the inclusive title of English. Yet these social science courses were listed separately in the responses of the graduates. This information is given in percentage and number form in Table XVI.

TABLE XVI

COURSES THIRD MOST HELPFUL TO 105 S.H.S.T.C. 1950-1960  
 B.B.A. GRADUATES IN DEPARTMENTS OTHER  
 THAN BUSINESS ADMINISTRATION

Courses	Number	Per Cent
English	13	12.38
Economics	10	9.52
Education	8	7.62
Math	8	7.62
Government	6	5.71
History	6	5.71
Sociology	4	3.81
Educational psychology	3	2.86
Speech	3	2.86
Geography	2	1.91
Chemistry	2	1.91
Journalism	1	.95
Photography	1	.95
Psychology	1	.95
Music	1	.95
Physical education	1	.95
No answer	33	33.33
Totals	105	100.00



## Least Beneficial Business Administration Courses

### Procedure

In an effort to determine if the schedule of courses offered by the business administration department at Sam Houston was including some courses thought by the graduates to be virtually useless, the question, "What courses do you feel have helped you the least in your employment?" was asked. The graduates were instructed to list their three choices, in order of relative unimportance, from courses in the business department and to repeat this procedure using as the basis of selection the combined courses from college departments other than the business administration department.

### Least important business administration course choices

Seventeen and fourteen hundredths per cent of the 105 business administration graduates listed marketing as being the least helpful course in present employment. A close second for being the least helpful course offered by the business department was statistics, named by 16.19 per cent of the total 105 graduates questioned. No answer was given by 13.33 per cent of the 105 respondents. The remaining responses of the 105 graduates ranged from .95 per cent to 10.48 per cent for various other least beneficial courses. The courses included: business organization and finance, 10.48 per cent; life insurance, 8.57 per cent; business

principles, 7.62 per cent; business psychology, 4.76 per cent; accounting, advertising and business law, 3.81 per cent each; personnel management, correspondence, and retailing, 1.91 per cent each; business machines, business education, finance, transportation, and money and banking, .95 per cent of the total 105 responses. This is charted in Table XVII.

It may be well to remember that statistics was mentioned by only .95 per cent of the 105 graduates as being the most helpful business administration course in present employment and that no mention was made of marketing at all on this question.

#### Second least important business administration course choices

One fourth of the 105 graduates questioned as to the second least important course aiding in present employment gave no answer. Marketing was listed by 13.33 per cent and statistics by 11.43 per cent of the total 105 graduates as being the second least important course they had taken in the business administration department. Business organization and finance, business psychology and business law were given by 7.62 per cent, 6.67 per cent and 4.76 per cent of the 105 as being the course second least helpful in their present employment. Retailing, life insurance, business machines, accounting, and business principles each were listed by 3.81 per cent of the total 105 as being the second least helpful course taken by them in business. Other answers ranged from 2.86 per cent to .95 per cent

TABLE XVII

BUSINESS COURSES THAT HAVE HELPED THE 105 S.H.S.T.C. 1950-1960  
B.B.A. GRADUATES THE LEAST IN PRESENT EMPLOYMENT

Course	Number	Per Cent
Marketing	18	17.14
Statistics	17	16.19
Business organization and finance	11	10.48
Life insurance	9	8.57
Business principles	8	7.62
Business psychology	5	4.76
Accounting	4	3.81
Advertising	4	3.81
Business law	4	3.81
Personnel Management	2	1.91
Correspondence	2	1.91
Retailing	2	1.91
Business machines	1	.95
Business education	1	.95
Finance	1	.95
Transportation	1	.95
Money and banking	1	.95
No answer	14	13.33
<b>Totals</b>	<b>105</b>	<b>100.00</b>

of the total response of the 105 graduates. The courses and percentages of responses as shown in Table XVIII were: advertising, 2.86 per cent; shorthand, salesmanship and transportation, 1.91 per cent; property insurance, business education and investments, .95 per cent.

Third least important business administration course choices

Almost half of the 105 business administration graduates questioned, 40.94 per cent, gave no answer when asked to list the third least helpful course in their present employment. Statistics and business psychology were given by 9.52 and 6.67 per cent respectively of the 105 graduates questioned on the course being third least helpful in current employment. Retailing, business machines, and business organization and finance each were listed by 4.67 per cent of the total 105 graduates as being the third least helpful course. Life insurance and business principles were mentioned by 3.81 per cent of the total 105 respondents as being the third least helpful course. The following courses were given by one or two of the 105 graduates as being the third least helpful course in present employment: accounting, business education, shorthand, finance, personnel management, typing-shorthand, transportation, and credit and collections. Table XIX gives this information.

TABLE XVIII

BUSINESS COURSES THAT HAVE BEEN THE SECOND LEAST HELPFUL  
TO THE 105 S.H.S.T.C. 1950-1960 B.B.A.  
GRADUATES IN PRESENT EMPLOYMENT

Course	Number	Per Cent
Marketing	14	13.33
Statistics	12	11.43
Business organization and finance	8	7.62
Business psychology	7	6.67
Business law	5	4.76
Retailing	4	3.81
Life insurance	4	3.81
Business machines	4	3.81
Accounting	4	3.81
Business principles	4	3.81
Advertising	3	2.86
Shorthand	2	1.91
Salesmanship	2	1.91
Transportation	2	1.91
Property insurance	1	.95
Business education	1	.95
Investments	1	.95
No answer	27	25.70
<b>Totals</b>	<b>105</b>	<b>100.00</b>

TABLE XIX

BUSINESS COURSES THAT HAVE BEEN THE THIRD LEAST HELPFUL  
TO THE 105 S.H.S.T.C. 1950-1960 B.B.A.  
GRADUATES IN PRESENT EMPLOYMENT

Course	Number	Per Cent
Statistics	10	9.52
Psychology	7	6.67
Retailing	5	4.76
Business machines	5	4.76
Business organization and finance	5	4.76
Life insurance	4	3.81
Business principles	4	3.81
Typing	3	2.86
Business law	3	2.86
Marketing	3	2.86
Accounting	2	1.91
Business education	2	1.91
Shorthand	2	1.91
Personnel management	2	1.91
Typing and shorthand	1	.95
Transportation	1	.95
Finance	2	1.91
Credit and collections	1	.95
No answer	43	40.94
<b>Totals</b>	<b>105</b>	<b>100.00</b>



Least Beneficial Non-Business Administration CoursesProcedure

Without reference to the business administration curriculum, respondents to the questionnaire were asked to list, in order of relative unimportance, three choices of courses other than those from the business administration department which were least helpful in their current employment.

Least beneficial non-business administration course choices

No answer to the question requesting the least helpful non-business administration course was given by 14.28 per cent of those 105 Bachelor of Business Administration graduates replying. As the two courses used least in the present employment, 12.38 per cent of these same graduates listed history and biology each. Sociology and educational psychology each were mentioned by 10.48 per cent of the 105 graduates as being the least helpful courses from a department other than business administration. Seven and sixty-two hundredths per cent of those 105 questioned considered economics the least helpful course in present employment. Chemistry and physical education were each listed by 5.71 per cent of the 105. Four and seventy-six hundredths per cent of the total graduates responding listed education as the least helpful course they took. Three or fewer of the remaining 103 graduates listed other courses as the least helpful in present employment. The

courses and the percentages of replies from the 105 graduates questioned follow: geography and government, 2.86 per cent; physics, mathematics, and English literature, 1.91 per cent; science, R.O.T.C., journalism, driver's education, and Bible, .95 per cent. This information is given in Table XX.

#### Second least beneficial non-business course choices

One-fourth of the 105 Bachelor of Business Administration graduates replying gave no reply as to the second least helpful non-business course they took. History was listed by 13.33 per cent of these same graduates and economics by 11.43 per cent of them as being second least helpful to them. Eight and fifty-seven hundredths per cent of the 105 graduates questioned said biology was the second least helpful course in their present employment. Education and sociology were listed as the second least helpful courses by 7.62 per cent and 5.71 per cent respectively of the 105 respondents. Four and seventy-six hundredths per cent of the 105 graduates thought physical education was the least helpful non-business course they had in college. Educational psychology, English literature, and government each was listed by 3.81 per cent of the total 105 people as being the courses second least helpful to them since their employment. The remaining courses were mentioned by only three or fewer of the 105. Results may be seen in Table XXI.

TABLE XX

COURSES IN DEPARTMENTS OTHER THAN THE BUSINESS DEPARTMENT  
 THAT HAVE BEEN OF LEAST IMPORTANCE TO THE 105 S.H.S.T.C.  
 1950-1960 B.B.A. GRADUATES IN PRESENT EMPLOYMENT

Course	Number	Per Cent
History	13	12.38
Biology	13	12.38
Sociology	11	10.48
Educational psychology	11	10.48
Economics	8	7.62
Chemistry	6	5.71
Physical education	6	5.71
Education	5	4.76
Geography	3	2.86
Government	3	2.86
Physics	2	1.91
Mathematics	2	1.91
English (literature)	2	1.91
Science	1	.95
R.O.T.C.	1	.95
Journalism	1	.95
Driver's education	1	.95
Bible	1	.95
No answer	15	14.28
<b>Totals</b>	<b>105</b>	<b>100.00</b>

TABLE XXI

COURSES IN DEPARTMENTS OTHER THAN THE BUSINESS DEPARTMENT THAT  
HAVE BEEN THE SECOND LEAST IMPORTANT TO THE 105 S.H.S.T.C.  
1950-1960 B.B.A. GRADUATES IN PRESENT EMPLOYMENT

Course	Number	Per Cent
History	14	13.33
Economics	12	11.43
Biology	9	8.57
Education	8	7.62
Sociology	6	5.71
Physical education	5	4.76
Educational psychology	4	3.81
English literature	4	3.81
Government	4	3.81
Mathematics	3	2.86
R.O.T.C.	2	1.91
Music	2	1.91
Bible	1	.95
Photography	1	.95
Geography	1	.95
Art	1	.95
Chemistry	1	.95
No Answer	27	25.72
<b>Totals</b>	<b>105</b>	<b>100.00</b>

### Third least beneficial non-business course choices

More than one-third, 35.24 per cent of the 105 business administration graduates questioned gave no answer to the question pertaining to the third least helpful course from a department other than business administration. Nine and fifty-two hundredths per cent of these same graduates listed biology as the course giving the least help after employment. Economics and sociology were listed by 8.57 and 7.62 per cent respectively of the 105 graduates as the least beneficial course. History was mentioned by 6.67 per cent of the total 105 graduates as giving the least help in present employment. Four and seventy-six hundredths per cent of the 105 graduates listed government and mathematics each as the third least beneficial courses. The remainder of the answers ranged from .95 per cent to 3.81 per cent of the total responses. These results are shown in Table XXII.

### Implications

Approximately one-third of the 105 graduates questioned listed biology as either the first, second or third least helpful course in their present field of employment. Almost this number, 25.71 per cent of the 105 respondents, listed history as either the first, second, or third least helpful course in present employment. Eighteen and one tenth per cent of the 105 people questioned listed sociology as the first or second least important course. Judging from this information,

TABLE XXII

COURSES IN DEPARTMENTS OTHER THAN THE BUSINESS DEPARTMENT THAT  
 HAVE BEEN THE THIRD LEAST IMPORTANT TO THE 105 S.H.S.T.C.  
 1950-1960 B.B.A. GRADUATES IN THEIR PRESENT EMPLOYMENT

Course	Number	Per Cent
Biology	10	9.52
Economics	9	8.57
Sociology	8	7.62
History	7	6.67
Government	5	4.76
Mathematics	5	4.76
English (literature)	4	3.81
Physical education	3	2.86
Education	3	2.86
Library science	2	1.91
Chemistry	2	1.91
Spanish	2	1.91
Educational psychology	1	.95
Agriculture	1	.95
Speech	1	.95
French	1	.95
Art	1	.95
Industrial art	1	.95
Geography	1	.95
Science	1	.95
No answer	37	35.24
Totals	105	100.00



the 1950-1960 Bachelor of Business Administration graduates from Sam Houston State Teachers College seem to think biology, history and sociology, in that order, were the three courses of least benefit to them in their present employment. No one mentioned English as being the least beneficial course to them.

### Department Improvements Needed

#### Procedure

After giving information on courses most and least helpful to them, the 1950-1960 Bachelor of Business Administration graduates were asked to suggest improvements for the business department based on their knowledge of that department during the years they were enrolled at Sam Houston. Four possible areas of improvement were given: equipment, methods of instruction, qualifications of instructors, and standards of achievement. The graduates were asked to check one of these or to specify other areas needing improvement. The results are contained in the following section of this chapter.

#### Findings

Twenty-three and eighty-one hundredths per cent, or 25, of the 105 graduates questioned signified that the equipment in the business administration department at Sam Houston should be improved. The same number, 25, or 23.81 per cent felt that the standard of achievement in the department should be raised. Nineteen and five tenths per cent of the remaining 55 of the 105

graduates questioned thought the methods of instruction needed improvement. Nine graduates out of the 105, 8.57 per cent, felt the qualifications of instructors should be improved. One-fourth of the graduates, or 24.76 per cent, specified other areas of improvement needed. Three of the 105 graduates thought the number of accounting courses should be increased, and two thought more space was needed. Table XXIII refers to this information. The comments of the remaining 20 graduates follow:

Guidance and counseling.  
 Help find employment after graduation.  
 A stronger training in accounting to prepare  
 for C. P. A.  
 Maybe a wide variety of courses.  
 Specialization in business field of insurance  
 and marketing.  
 Stronger department  
 More courses.  
 More specialization.  
 Counseling methods.  
 I am unaware that any of these need improving.  
 Effective study habits and courses in reading  
 improvement should be added.  
 Not enough instructors.  
 Building and need more classrooms.  
 More comprehensive courses, specifically  
 accounting.  
 The addition of a course in personnel  
 relations.  
 Spelling and grammar.  
 Liberal arts courses.  
 More outside business men in area of business  
 organization, and marketing.  
 More courses, more instructors.  
 Harder courses.

### Implications of findings

An outstanding and yet unspoken implication of these findings was that the students once they were out of college

TABLE XXIII

IMPROVEMENTS NEEDED IN THE BUSINESS ADMINISTRATION DEPARTMENT  
AS LISTED BY THE 105 S.H.S.T.C. 1950-1960 B.B.A. GRADUATES

Improvement	Number	Per Cent
Equipment	25	23.81
Standards of achievement	25	23.81
Methods of Instruction	20	19.05
Qualifications of instructors	9	8.57
Other	26	24.76
Totals	105	100.00

felt that they should have learned more while still enrolled in Sam Houston. The qualifications of instructors were not severely criticized, but standards of achievement and methods of instruction combined were mentioned by almost half of those questioned. The graduates also felt the department should have more and better equipment.

#### Summary

According to 105 of the 1950-1960 Bachelor of Business Administration graduates of Sam Houston, the business administration department at Sam Houston is better than average. Almost 75 per cent of the 105 graduates replying indicated they thought the department to be good or superior. Accounting and business correspondence were indicated by almost half of the respondents as being the most helpful business administration courses in their present employment. Indicated by the same people as being the least helpful business administration courses in their present employment were statistics and marketing. General courses from departments other than business administration indicated as being the most helpful were English, mathematics, and economics. Those courses the 105 graduates deemed least helpful from departments other than the business department were history, economics, and biology.

Opinions concerning the department improvements needed indicated that equipment, standard of achievement, and methods of instruction were in greatest need of improvement. Also mentioned as needing improvement were qualifications of

instructors, guidance and counseling, placement, and more comprehensive courses, specifically accounting, to prepare one for the Certified Public Accountant Exam.

## CHAPTER VI

### WHERE 105 SAM HOUSTON STATE TEACHERS COLLEGE 1950-1960 BACHELOR OF BUSINESS ADMINISTRATION GRADUATES WOULD PUT EMPHASIS IF THEY WERE PERMITTED TO RELIVE THEIR COLLEGE EXPERIENCE

#### Introduction

It is often said that a person's hindsight is better than his foresight. In view of this fact the S.H.S.T.C. 1950-1960 B.B.A. graduates were asked two questions: "If I were beginning my undergraduate preparation all over again, I would plan to spend more time and emphasis upon;" and "If I were beginning my undergraduate preparation all over again, I would want to spend less time and emphasis upon;" These open-end questions produced a variety of answers including statements by some graduates that they would not do anything differently.

#### Findings

##### Things Upon Which to Place More Emphasis

One hundred and five S.H.S.T.C. 1950-1960 B.B.A. graduates responded with 173 comments to the question "If I were beginning my undergraduate preparation all over again, I would plan to spend more time and emphasis upon." Twenty-eight, or 16.18 per cent of these 173 comments made by 105 S.H.S.T.C. 1950-1960 B.B.A. graduates, of which 28.57 per cent were



employed as accountants, indicated that more time and emphasis would be placed upon accounting. Seventeen, or 9.82 per cent of the 173 comments named English as the course that they would place more time and emphasis upon. Mathematics was mentioned by 16 persons. This represents 9.24 per cent of the 173 comments naming a course which would be studied more. Twelve, or 6.95 per cent of the 173 comments, indicated that general business would receive more emphasis. Education was mentioned eight times, or 4.63 per cent of the times out of the 173 comments made, by 105 1950-1960 B.B.A. graduates as an area where they would spend more time and emphasis. Six, or 3.47 per cent of 173 total comments, indicated that business law would have more time and emphasis placed upon it. The following courses were mentioned three times each in the 173 comments made by 105 S.H.S.T.C. 1950-1960 B.B.A. graduates as to what they would spend more time and emphasis upon were they to attend college again: psychology, elementary education, office management and procedure, speech, language, studying, public relations, I.B.M., advertising, and salesmanship. Twenty-four of the 173 comments by 105 S.H.S.T.C. 1950-1960 B.B.A. graduates (two persons mentioned each subject) indicated the following as needing more time and emphasis placed upon them during college: social science, correspondence, secretarial training, economics, marketing, social life, chemistry, liberal arts, philosophy, science, history, and personnel management.

A total of 32 other comments and courses were included in the 173 responses made by the 105 graduates questioned. Other courses mentioned once each in 18 of the total 173 responses as needing more time and emphasis placed upon them were: organization of learning and studying, basic engineering, statistics, corporation management, investments, banking, communications, research, insurance, shorthand, spelling, art, basic skills, finance, specialization, reading, retailing and merchandising.

Fourteen of the total 173 responses by 105 S.H.S.T.C. 1950-1960 B.B.A. graduates were comments about things they would change or improve upon were they to go through college again. Four of the 173 responses indicated a change or improvement involving the curriculum. These four comments were:

Reading, writing, arithmetic and major courses (specialized).

Better associating of electives with major and minor.

Practical application between classroom and actual business operations. I would suggest field trips to various companies so that they can observe first hand business operations.

A third and possibly a fourth year of advanced shorthand and typing should be offered. Also, a good methods course on bookkeeping, shorthand, and typing only. The methods course I had barely skimmed the surface of a wide variety of subjects, many of which are not taught in high schools.

Three of the total 173 comments by the 105 graduates dealt with study skills and scholastic achievement. They were:

Maintaining a high scholastic average overall.

Emphasis should be put on learning to write and read rapidly.

Achievement of higher grades, take courses in as many departments as possible and participation in professional and social organizations on the campus.

Again three other of the 173 comments dealt with the same subject--post graduate preparation. The comments follow:

Selecting my elective courses so that they might benefit me more for industrial work.

Having some idea of what my job was going to be when I finished college.

Choose a related and usable minor.

The two comments of the 173 responses which follow indicate there was not enough time to place emphasis on anything:

This would be difficult with a major of 44 hours, a minor, and education courses required for a teacher's certificate.

There were several courses in other departments that I would have taken had I the time and several in the B. A. department. I believe a general education is important to a teacher. I am in agreement with those who say the requirement for education courses could be cut.

The other two of the 173 comments indicated their need for a well-rounded program and stated that the lapse of time had been too great to enable them to give changes that they would make.

Their comments were:

I feel that Sam Houston offers a well-rounded schedule of courses.

I cannot honestly say, since it has been 10 years since I have had any association with business administration.

### Things to Place Less Emphasis Upon

A total of 97 responses were made by the 105 S.H.S.T.C. 1950-1960 B.B.A. graduates to the question, "If I were beginning my undergraduate preparation all over again, I would want to spend less time and emphasis upon:" Nine or .91 per cent of the 97 responses indicated that the graduates would want to spend less time and emphasis upon courses in

education. Easy courses, economics, and history were given in 21 of the 97 responses (seven people mentioning each course) as something that the respondents would want to spend less time and emphasis upon. Physical education, electives and general business were mentioned in 12 of the 97 responses (four people mentioned each course) as courses that those questioned would emphasize less. Marketing and social life were each named in three of the 97 responses as needing less time and emphasis placed upon them.

The following areas were named in 14 of 97 responses (two responses for each subject) as being subjects which the respondent wished to place less time and emphasis upon: short-hand, English literature, sociology, biology, retailing, graduating early, and subjects unrelated to major.

The following areas of study activity were mentioned once each in the 97 comments made by the 105 graduates questioned: typing, office machines, social sciences, personnel management, chemistry, R.O.T.C., agriculture, survey, science, psychology, accounting, dating, salesmanship, advertising, specialized courses, courses related to industry, statistics, government, and geography.

A total of 16 comments were made once each by 16 persons in the 97 responses of the 105 graduates questioned on what they would spend less time and emphasis on if they were to go through college again. Most of these 16 answers indicated that the graduates would not spend less time on anything.

Following are three of the 16 comments which indicated that more time and emphasis should be placed on high averages and study skills:

I would spend more emphasis on every field of study.

This cannot be answered by me, for if I were starting over I would want to spend more time on everything I signed up for.

Concentrating on making high grades only on the courses of my major and minor.

Five other answers out of the 16 comments indicated that they would not spend less time on anything. These comments were:

I don't think I could spend less time on anything as I needed all my time for the courses required for the B.S.A.

I needed every bit.

Difficult to answer as I feel I need every course I can get and have time to take.

Cannot answer. I would only spend more time for those courses taken.

With the right attitude all courses are worthwhile even if they don't fit with one's "vocation." Success does not necessarily depend on being expert in one subject or field but in being familiar with those that are necessary.

Five of the answers of the 16 comments indicated that less time would be spent on electives and general courses if the respondents were to return to college. Their comments follow:

Enjoyed my college courses and time spent at S.H. Would change very little, but would take more B. A. courses and fewer electives.

Would spend less time on subjects not related to teaching.

Would spend less time on any subject not having a direct bearing on my field of specialization. A degree in general business is practically worthless at the present time.

Trying to fit my education to a job upon graduation rather than acquiring as much general education as possible. This means that students should take more interest in courses other than their majors.



I would not take a couple of courses (office machines and advanced shorthand) that I now wish that I had not taken so that my time could have been spent on other courses. These courses would have been very helpful had I entered the business field. Also I believe that most of the facts in the audio-visual aids course (education department) could be learned without taking the course (such as operating movie projectors, etc.) The principles of using audio-visual aids were covered in other education courses.

One of the 16 comments stated: "I would want to spend less time and emphasis upon cards, state lake, out of town trips, and Texas A & M." Another of the comments read: "Students get history from the fifth or sixth grade up--history in college is just repetitious." Still another student commented: "Less emphasis should be put on homework and more on class discussion."

#### Summary

One hundred five Sam Houston State Teachers College, 1950-1960 Bachelor of Business Administration graduates replied with 173 and 97 comments respectively to the two questions: "If I were beginning my undergraduate preparation all over again, I would plan to spend more time and emphasis upon:" and "If I were beginning my undergraduate preparation all over again, I would want to spend less time and emphasis upon:"

Twenty-eight, or 16.18 per cent of the 173 comments from 105 graduates as to what they would plan to spend more time and emphasis upon indicated accounting as a course they would like to emphasize more. The remaining of the 173 comments



indicated the graduates wanting to place more time and emphasis on everything from English (9.82 per cent of the 173) to organization of study habits (.58 per cent of the 173 questioned).

When asked what they would want to spend less time and emphasis upon, the 97 replies from 103 students indicated that they would spend more time on a great majority of things dealing with learning and less time on extra-curricula activities. Judging from these comments, it appears that the 1950-1960 Bachelor of Business Administration graduates have become wise to the ways of the world and only wish they had learned more while in college.

## CHAPTER VII

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study of the Business Administration Department at Sam Houston State Teachers College sought to gain information about the business department from 1950-1960 Bachelor of Business Administration graduates; to identify strengths and weaknesses of the department; to evaluate the courses offered during the past ten years; to review the development of the department since its origination; and to receive criticisms and suggestions for improvement of the department. A two-page questionnaire was mailed to 685 of the 1950-1960 Bachelor of Business Administration graduates of Sam Houston. Of this number, approximately 250 questionnaires were returned. However, the information in this study is based on 105 responses only due to the loss of an indefinite number of questionnaires in Hurricane Carla.

Several other studies of this nature were reviewed and information taken from one, a Graduates' Evaluation of Sam Houston State Teachers College Business Administration Department (1925-1950) by Margie Williamson, is briefly reviewed in this thesis. The importance of educational research was realized in the 1800's and since that time its development has aided in teacher-pupil and school-community relationships, curriculum planning, quality instruction, guidance and counseling of students, vocational or educational placement, and follow-up.

The business administration department at Sam Houston grew from one that offered seven courses in 1919 to one composed of a 53 course curriculum in 1960. It is important to note that as times changed, so did the offerings of the business administration department. Over the years, new, more modern and advanced secretarial training courses were offered. There was also an increased emphasis on finance, accounting, transportation and other courses. Thus as the needs of the students changed, so did the curriculum evolve to meet those needs. In this study, various other needs are expressed by former students. It is desirable that these needs, too, be met with the same success that needs have been met by the business administration department in the past.

#### Summary of Findings

Seventy-five males, 28 females, and two unidentified individuals comprised the 105 people whose responses to the questionnaire were used in this study. Ninety-six were residents of Texas, and nine were from out of state. Twenty-one and 22 were the most frequent ages at graduation of those 105 studied. Fewer people than was expected are school teachers and secretaries, and more people than was expected are employed as accountants. There was no appreciable change in initial employment and present employment. More than half of those responding were not still employed by their original employer at the time of questioning. Of this approximately 50 per cent

not still employed by their original employer, almost 25 per cent have worked for their initial employer less than one year. Two-thirds of the 105 people responding indicated they could hold their present jobs without a Bachelor of Business Administration degree. More people had advanced in salary and/or position than had not.

The number of the 105 people doing all of their work at Sam Houston and the number that transferred to Sam Houston were about the same. The most frequently attended colleges before enrollment in Sam Houston were the University of Houston and Blinn Junior College. Seven of the 105 have received an additional degree since graduation from Sam Houston State Teachers College. While enrolled in Sam Houston, 34 of the 105 people studied qualified for a teaching certificate. Of the 71 who did not qualify, 41 said they would earn a certificate if they were to go through school again. Nineteen of the 105 respondents' parents had attended Sam Houston before them. Seventy-nine of the 105 respondents stated that they would like for their children to attend Sam Houston. Almost three-fourths of those responding were not members of the Ex-students Association.

Almost 75 per cent of the 105 replies indicated the graduates felt Sam Houston's business administration department was good or superior. Accounting and business correspondence were indicated by almost half of the respondents as being the most helpful business administration courses

in their present employment. Indicated by the same people as being the least helpful business administration courses in their present employment were: statistics and marketing. General courses from departments other than business administration indicated as being the most helpful were English, mathematics, and economics. Those courses the 105 graduates deemed least helpful from departments other than the business department were history, economics, and biology.

Opinions concerning the department improvements needed indicated that equipment, standards of achievement, and methods of instruction were in greatest need of improvement. Also mentioned as needing improvement were qualifications of the instructors, guidance and counseling, placement, and more comprehensive courses, especially accounting to prepare one for the certified public accountant examination.

Over 25 per cent of the 105 respondents indicated that they would spend more time and emphasis upon accounting and less time and emphasis upon out-of-class activities not involving study were they to go through college again.

### Conclusions

Opinions obtained from the 105 questionnaires seem to support the following conclusions:

1. A Bachelor of Business Administration degree is not necessarily mandatory for the type employment in which the 105 people questioned were engaged.

2. Business administration training at Sam Houston adequately prepared most of the graduates whose responses to the questionnaire were used for their current employment.

3. Teaching certificates were desired by more respondents than received them.

4. Sam Houston seems in the minds of its graduates a desirable college in which to place their offspring.

5. Sam Houston has a better-than-average business administration department.

6. Some courses in the business administration department and other departments prepared the graduates more fully for post graduation employment than did other courses. Specifically, they see value in the courses that give them skills and tools, such as accounting, business correspondence, typewriting, and English.

7. The business administration department of Sam Houston needs improvement in certain areas.

8. Were they to go through college again, these 105 people responding indicated they would be more studious.

### Recommendations

After consideration and on the basis of the responses of the 105 1950-1960 Bachelor of Business Administration graduates of Sam Houston State Teachers College, the following recommendations are made for the improvement of the business administration department at Sam Houston State Teachers college:



1. More accounting courses should be offered and preparatory courses for the Certified Public Accountant examination should be included.

2. The business administration department should be improved by placing more emphasis upon better equipment, more space, higher standards of achievement, improved methods of instruction, and more rigid qualifications of instructors.

3. English grammar and spelling should be emphasized.

4. Guidance, counseling, placement, and follow-up are necessary.

5. More students should be encouraged to obtain teaching certificates.

6. The importance of spending more time in study should be emphasized to students.

7. Students should be aided in choosing a minor that is complementary to their major that will help them in future employment.

8. The college should strive to establish a relationship with the students in attendance at Sam Houston that will encourage them to become proud ex-students and desire to participate in functions of the ex-student organization.

9. More emphasis should be placed on the skills needed in teaching courses common to the high school curriculum such as typing, shorthand, and bookkeeping.

10. A more realistic view of the working world should be provided for the students through the use of professional

business men speaking to classes and through taking classes on field trips to places of potential employment.

11. While general education and general business must continue to be emphasized, there is some indication that specialization should be provided in a few business fields.

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**APPENDIX A**

## MISCELLANEOUS COMMENTS OF 105 S.H.S.T.C.

## 1950-1960 B.B.A. GRADUATES

Thirty of the replies had additional comments concerning their likes and dislikes about the business department at Sam Houston. Their replies are as follows:

Facilities

If possible get an electronic computer. "The computer is to business today as the railroad was many years ago". I don't know who said it but it seems to be true. The pencil and paper method of doing things (accounting and engineering) is on the way out. One program can do the work of an entire office in a matter of minutes. Business is crying for capable programmers. With a computer Sam Houston could:

1. Put this math and engineering department on the map.
2. Train programmers for business.
3. Do the college's own work more efficiently.

Although I haven't had the opportunity to visit the campus much since my graduation, I am quite proud of its growth and achievements over the past five years.

I think that the B. A. department is entitled to a new building, so that it can best achieve its goal. I think they outgrew their department in the science building years ago, and since it is the leading department, it deserves the best facilities that can be provided.

The department of business administration at Sam Houston State would increase from a good rating to a superior rating with the addition of more professors to the staff, increased classroom facilities and a more thorough distribution of business courses added to the schedule. For instance, business advertising, business sociology and other courses which will give students a greater insight in the practical aspect of business rather than all theory.

Curriculum

I would like to see a broadening of the B. A. department so that fewer electives would be required from other departments. More courses should be taught so that they will not be missed. For instance I did not get to take cost accounting and office machines because I could not work them in. Petroleum and governmental accounting should be offered. Business correspondence should be extended. Quality of student work could be improved, not by long, long, assignments, but by insistence on perfection, neatness, and correctness of work.

I have worked with B. A. graduates (most accountants) from many colleges and universities in Texas, Louisiana and Oklahoma, and I feel my business and accounting instruction was as good as theirs. However, in many cases they had greater selection of courses. I would like to particularly commend the double period intermediate accounting course which was in operation in 1955 and 1956.

The accounting department could be expanded to include more comprehensive and thorough courses, etc. Two semesters of intermediate (advanced) and a more thorough theory course. Also, a C.P.A. review course would be good.

This country is insurance minded. I feel that an insurance accounting course should be offered. The accounting terms are different and we as graduates should know these terms and procedures prior to graduating.

Accounting majors appear to have been well instructed. The answer does not mean all instructors.

Accounting is the only field in which a student specializes. Students should have the opportunity to specialize in other business fields. (Personnel, transportation, marketing, advertising, etc.)

Many students have a very limited idea of the number and types of jobs and positions available in a number of different industries. I believe it would be well to try to introduce them to a wider range of opportunities open to them by having more business visitors to the school. The opportunities available may help in giving them the right incentive to improve not only their studies but their own knowledge of the social graces, their personalities and etc. which all have some effect on advancement. What I seem to be



trying to say is that there is a lot to learn after graduation and we should try to give our students a head start if possible.

I believe that more specialization courses should be added so students may specialize in more fields other than accounting. These subjects: production, marketing, advertising, as well as others. I also believe some provisions should be made to where persons may be able to get some experience in their major field before they finish their course. For unless you do have some experience in your chosen field one doesn't get to start at all.

One big problem I faced was not ever having time for any electives in my major department. Unless things have changed you had to take all the courses in the department in order to just have enough hours to graduate.

Guidance needs to be given by the department to the students to give them some idea as to what they will face in the work of today's world. One idea would be to have post graduates back on the campus to lecture in the department on the business world.

I am convinced that the better a teacher knows her subject matter, the better teacher she will be. More basic typing, shorthand, and bookkeeping courses should be offered to those who plan to teach business subjects, with the most up-to-date electric typewriter, dictaphones, adding machines, etc. available. As the program was in 1950-54, these courses were offered in the first two years, and by the time I graduated and began teaching, it had been two years since I had studied them. This is especially true of shorthand, a skill which is easily forgotten when not used. Students respect a teacher's knowledge of her subject matter.

Also, the methods course should emphasize only the basic business subjects offered in high schools today and give the teacher-to-be a good knowledge of modern methods of teaching these subjects. Teaching a skill subject is quite different from teaching other academic subjects. I acquired my methods knowledge in a graduate course at the University of Texas. There is no reason why this could not be offered to the undergraduate.

Also more English grammar should be required and Letter Writing. I had only 2 weeks of grammar in my two years of English at Sam Houston.

With more emphasis placed upon the above subjects, less time could be spent by the business-teacher major

in studying many of the education subjects which are not relevant to business teaching.

I love Sam Houston and am happy to make any suggestions which might help to better its educational program. I hope to re-enter the teaching profession when my children are of school age.

Human relations courses, courses for effective communications both oral and written. Business dramatics or speech of some kind would help. Young people must realize the importance of getting along with his fellow man. Effective communications!

Sam Houston has fine instructors. The courses they offer hurt; a wider variety is needed. A student should be about to study general business, with a concentration on a specific business.

Counselors are much in need at Sam Houston to help the student find the particular job or profession he wants to assume.

The requirements for the B.B.A. Degree should be raised.

Chemistry should be required to get a BBA.

### Teachers

I thought the accounting courses at SHSTC were well presented.

I particularly appreciated the personal interest taken in the students by the head and instructors of the department. The high standards of achievement set by the instructors have helped make a good department.

I consider Mr. Larry Corley and Mr. Elwood Parkhill very fine instructors, although my grades did not indicate so. It took me about 4 years after graduation to find myself. After this, I have been able to put to work many of the teachings of these professors that you do not learn in books. I think your evaluation sheet has much merit. However, being in such a specialty field, the questions are very hard for me to answer.

If I can be of further help, please feel free to call upon me. My best regards to the entire B.B.A. staff.

I feel the business administration courses at Sam Houston are as good as any offered in an undergraduate school in Texas. Dr. Neal, J. Roy Wells, Larry Corley, Elwood Parkhill and Miss Loyce Adams certainly pour their hearts into their work. After all it depends a great deal on the individual student as to how much he will learn. These professors certainly offer a challenge to a student who is willing to apply himself.

If students could only realize while they have the opportunity to learn that they are preparing for their future and work harder--it would be much easier for them to adjust in employment and secure their future. I also would like to see the students study more of the humanities. Perhaps most important of all, I have always felt Sam Houston should continue to endeavor to encourage individuality. Too many colleges put their students through their program as though it were an assembly line.

I think the education department--as far as teacher training is concerned, is a complete waste. The instructors spend too much time assigning library work and not enough time teaching students the things they really need to know. A student should be taught some things rather than expected to dig it all out for himself in the library. This applies to the business department also, but not to as great an extent.

More teachers are needed in accounting. More and more schools are offering more courses in accounting. This is important. An accounting graduate of Sam Houston manages to get about 27 hours of accounting. In the business world, it is beginning to be expected that an accounting graduate should have 32-33 hours in the subject. Accounting subjects should be extended one more year (5 years in all) or started at the freshman level.

I have attended graduate school in several Washington State colleges. I find that S.H.S.T.C. is superior to the University of Washington, Seattle, Wash., in (1) counselling (2) Library facilities (3) Instructor interest in problems related to various areas in which students are teaching, or preparing to teach, at graduate level.

First of all, I would for one of many reasons like to see Sam Houston establish a separate college for Business Administration. I hope this can be accomplished as the college continues to grow. Also, S.H.S.T.C. needs some more teachers with the qualifications comparable to those of Dr. Loyce Adams in the B. A. department. After having been out of college for 2 years, I appreciate the extra work and high standard of teaching Miss Adams provided. If Sam Houston is to ever maintain the scholastic standard high enough to become a university, I feel it will be teachers such as Dr. Adams who will play a big part in making this possible.



Business department needs modernization and also a new head. The best teachers in the department is Mr. Corley or Miss Adams.

In certain business courses, the ability of instructors to get across technical points was outstanding. Unfortunately this did not occur as frequently as it should have. My major criticism is that Sam Houston failed to make me realize in the fullest sense that the business world travels at a hard, fast pace and, in a minor sort of way, a "dog-eat-dog" and "survival of the fittest". Without adequate preparation, it becomes a jungle that blots out the bright horizon.

Solid, heavily, complex business courses presented in a knowledgeable manner by successful men can help a young man see the business world in a proper perspective much sooner--before he gives up his hopes and ideals. Then he finds this to be a wonderfully bright, satisfying--but challenging existence. Rewards at most every corner, thrill of achievement, the sport of contest--these are the fruits of business success and they are great!

There has been a tendency to apply high school methods of teaching in college. I feel that there should be more participation in class by students. Also, use should be made of available films on subjects when possible. Rapid reading courses should be offered to students with reading difficulties.

I found that Sam Houston State lacked counseling facilities. I hope that students will be encouraged to take more tests of this sort before deciding on their major.

By improving methods of instruction, the suggestion might be made for a type of instruction demanding class participation rather than merely asking for it. Grades could be given on oral answers at various times, rather than straight lecture.

### Placement and Miscellaneous

Make an attempt to get more of the major companies to interview at S.H.S.T.C. instead of Texas University or A & M. Meet with the businesses and ask which courses need stressing to meet their requirements. De-emphasize to accounting majors the working for auditing firms. From my class two people working

for auditors are now working for major oil companies and began at the bottom after graduation.

I feel that the college should place more emphasis on the guidance and counseling program. I was sixteen when I enrolled at Sam Houston and wandered aimlessly about in my different studies. I did not seek out a counselor during my years at college and now I am not satisfied with my field of work. Perhaps, if students were urged to meet with advisors and find the best field of study (for those uncertain students such as I was) then they will have been rendered the greatest service on which their future depends.

There are so many people who are dissatisfied with their work, that I believe colleges should make this as vital a part of the institution as the academic curriculum.

Sorry that I couldn't be of more help but this Army life leaves much to be desired. As soon as I am released from active duty I plan to gain employment in Houston. Public accounting will be my area of work.

I have no complaints whatsoever about Sam Houston's Business Department. I just wish that I had had my mind more on the books rather than activities.

I have found that my college education was primarily a broad basic foundation equipping me with the necessary tools to build on this foundation the specific knowledge acquired in my field of endeavor. It is, or rather has been, impossible to be confronted with a problem whereby the answer could be attained from a text book; however, the solution of the problem can be attributed to the thinking processes honed keener by virtue of a college background. One of the prime assets achieved from college is the ability to understand and work with your fellow man regardless of social level.

Since my problem was not knowing exactly what I wanted to do as a career, naturally I would like to make a suggestion to help remedy this situation.

In some of the larger schools there are counselors who would be willing to come and work a day or two on this. I believe it is Career Day or Home Town Day or some such day that these counselors come down and bring students to visit the college and also have some of the college students speak with this group brings with him.

I would not have known my home town group was there if it had not been for me just bumping into them. We

visited and talked but actually we could have done more. At this time these counselors can interview the S.H.S.T.C. students and go over with the ones with my problem and discuss it fully. He is familiar with and not a total stranger with the student, his home life in most cases, and his abilities. In most areas, he had had the records of the school for more years than the few days the college advisor has had to look it over, and he can listen for a longer time, and he can give more varied suggestions. He is qualified for such a job.

I will finish my active duty with the U. S. Army on or about 28 September 1961 and have not received appropriate help from the placement bureau of S.H.S.T.C.

I am very satisfied with the training received at Sam Houston.



**APPENDIX B**

NAMES OF S.H.S.T.C. 1950-1960 B.B.A. GRADUATES

Spring 1950

Beard, Austine  
 Broughton, Weldon Eugene  
 Brown, Cecil  
 Brown, Dolores Molene  
 Bruce, Robertson Thomas  
 Collins, James B.  
 Conard, Charles A.  
 Danek, Frank John  
 Davis, Ralph W.  
 Day, Herbert M.  
 Erskine, Billy Andrew  
 Foster, Robert Larson, Jr.  
 Gant, Barbara  
 Geelan, Mrs. Charles  
 Hancock, Edward L.  
 Hardy, Arthur Lee  
 Hardy, Mary E. Conner  
 Herschap, Jr., Edmond  
 Hill, Jack  
 Hockridge, John Ralph  
 Housson, Joseph  
 Lucas, Lynn Earl

McCullough, James DeWitt  
 McDonald, Donald W.  
 Manning, Dwaine R.  
 Matthys, Herman Edward  
 Maynard, Amy Louise  
 Nash, Tolbert William, Jr.  
 Nichols, Rosannah Woody  
 Rainwater, Wayne Lindy  
 Rawls, Roland Ray  
 Sanders, Alton F.  
 Self, William David  
 Sorsby, Jr., James B.  
 Standley, Paul Thomas  
 Standley, Sammie Jo  
 Sullivan, John Lawrence  
 Svajda, Virgil Joseph  
 Svajda, Jr., Vladimir Frank  
 Terry, Rufus Clayton  
 White, J. L.  
 Youngblood, Carl Blanton  
 Zuehike, Dorothy Louise

Summer School 1950

Bagby, Robert Ray  
 Bull, George Henry  
 Cartwright, James Bruton  
 Clayton, Tommy Martin  
 Clemons, Pressly G.  
 Cornelius, Mrs. Doris Reid  
 Cornelius, Orville Gerald  
 Eggers, Mrs. Inez Wimberly  
 Hall, Roy Randolph  
 Hamrick, Thomas Daniel  
 Hester, Roy Lee  
 Houser, Jack Lyndon  
 Jamison, James Robert  
 Jimmerson, Alvin R., Jr.  
 Knotts, Floyd E., Jr.  
 Loden, Mrs. Joyce Stevenson

McAdams, William Vernon, Jr.  
 McDonald, Wiley G., Jr.  
 McLaughlin, Robert A.  
 Marshall, Gladys  
 Montgomery, Linnie Laverne  
 Nichols, Clifton T.  
 Remmert, Beverly Riniker  
 Scarbrough, Jr. Brian  
 Scott, Alvie C., Jr.  
 Sheridan, Humberto Victor  
 Smith, Ford W.  
 Sowell, John H., Jr.  
 Vaughan, Charlene Ann  
 Willrodt, Raby Jean  
 Windham, John C.

Spring 1951

Anderson, Charles Lemoine  
 Barry, Jimmie Darrel  
 Birdsong, Carl Thomas  
 Bittick, Maurice D.  
 Brock, Horace Rhea  
 Davidson, Ralph Sturgis  
 Fletcher, Douglas C.  
 Flint, Wiley J., Jr.  
 Goeddertz, Betty Marie  
 Hatton, Marilyn Joyce  
 Hester, Clayton G.  
 Hickman, Thomas Bailey  
 Hill, Jack Jr.  
 Humphrey, Rena McBride  
 Jackson, Robert George  
 Jordan, Augusta Raye  
 Lamar, Bonnie Ruth  
 Lively, Troy Lee  
 McClammy, Frank E.  
 McLaughlin, W. Platt  
 McRae, Cecil T.  
 Macon, Wesley E.

Miller, Dorothy Louise  
 Monroe, Herman Edward  
 Moore, Harvey A.  
 Mullenax, Manuel  
 Nelson, Neal, Jr.  
 Nichols, Richard Eugene  
 Peters, Truman H.  
 Phelps, Madrid  
 Phillips, Billy Franklin  
 Reid, Darrel G.  
 Richardson, Robert T.  
 Sanders, Arthur L.  
 Schmidt, Patricia Ann  
 Schulze, Albert O.  
 Sherman, William Leon  
 Smith, Gerald  
 Sullivan, Donald F.  
 Tucker, Jeff Allison  
 Tyson, Tommy B.  
 Vice, Clarence John  
 Wash, James Rayburn  
 Youngblood, Mildred Yvonne

Summer School 1951

Bullard, Richard Kenneth  
 Callender, Billy Gene  
 Fiedler, Dorothy Carroll  
 Franke, Glenn T.  
 Jenkins, Elizabeth  
 Kocian, Juanita White  
 Lambert, Calvin Frederick  
 Larrabee, Phyllis Hensley

Lee, Thelma Alice  
 McCullough, Barbara Jean  
 Moore, Colleen Duren  
 Pacetti, Juanita M.  
 Seale, Monta Jo  
 Sirman, Mattie Maurine  
 Symank, Ben Charles  
 Woodside, Maeie Lynn

Spring 1952

Abernathy, Donald W.  
 Allen, Mary Harper  
 Barrett, Martha E.  
 Bryan, Edward S.  
 Clark, Mary El.  
 Closs, James Truman  
 Flanagan, Earl Lee  
 Holmes, Mary Helen  
 Holmes, Velma L.  
 Kidd, Carolyn  
 Lesser, John P.  
 Mallery, Willie P.  
 Mallis, Bill  
 Manry, Peggy M.

Martin, Dixie L.  
 Massey, M. Jean  
 Miller, Archie R.  
 Miller, Juanita Carter  
 Morgan, Doyle V.  
 Oliver, Gene T.  
 Phillips, Harvey Jo  
 Powell, Joe M.  
 Ralston, Roy Ed.  
 Skeeters, Joe David  
 Walker, David  
 Walters, Joyce M.  
 Warren, Nell Fitzgerald  
 Wells, Billie J.

Summer School 1952

Alexander, Bobby Edwin	Hughes, Dorris Virginia
Alloway, John Clifton	Johnson, Esther Mae
Barge, Patsy Ruth	McCabe, Sara Frances
Beane, Rosalind	Mathews, Charles
Borski, Edward Lee	Meek, Dorothy Whitley
Bucheit, Gaynell Smith	Osborne, Peggy Morgan
Curbo, William Donald	Peland, Norman Paul
Duff, Dorothy Jo	Ratcliff, Thomas Edward
Geisendorff, M. Reginald, Jr.	Rogers, Clyde Derald
Henry, Jimmie Miriam	Sory, Minnie Lewis
Hitt, Herman E., Jr.	Thornton, Mildred A.
Hill, William B.	

Spring 1953

Allphin, James Peterson	Kirkpatrick, Hal S.
Brimberry, Wadell	Laskie, Felix Edward
Doerr, Daniel W., Jr.	Lee, Laura Jean
Falsone, Nicholas J.	Lum, William Albert
Ford, Billy F.	McDonald, Robert E.
Frame, Bill Gus	Phifer, Mary Lou
Harper, Irene Walling	Samuel, Robert Eugene, Jr.
Herod, Charles H.	Stephens, Otho Lee
Huntsberger, James M.	Walker, Jerald Ritter
James, Mary Jo	Walters, Ralph J.
Johnston, Joseph William	Warner, Julia Ann
Kay, Perry L.	Zunwalt, Andy Jerome, Jr.

Summer School 1953

Britt, Elizabeth Ann Adams	Malone, Joanne
Cluff, Billie Delores	Murray, T. B.
Davis, Joseph Green	Myers, Wesley Gene
Duncan, Dorothé	Rush, Donald Allan
Jenkins, Evelyn Montyne	Sanson, Catherine King
McKee, Nora Joanne	Stewart, Jo Ann
Murray, Juanita Briggie	Westmoreland, Thomas L.

Spring 1954

Albritton, Allen Hayes	Brown, Jr., Rhuel E.
Arnold, Betty June	Clark, Dora Elizabeth
Bradshaw, Charles R.	Colburn, Minnie Ella
Braunagal, Leon Frank	Corley, Thomas H.
Briggs, Virgil O.	Dossey, Benton E.
Brown, Dorothy Faye	Emenhiser, Feggie Joe
Brown, Elouise	Evans, James T.

Farris, Carl Gaylord  
 Goff, Barbara Jo  
 Gulley, Reba Jane  
 Harris, Norris Malone  
 Hatter, Amanda Lou  
 Hicks, Jr., Lonnie David  
 Hodges, Jr., Jot Holiver  
 Houser, Barbara Alice  
 Hunt, James Lloyd  
 Morgan, Donald Allen

Norton, Charles Keith  
 Pipes, Billie Cole  
 Prusett, Rolland Jack  
 Standley, Mary Nell  
 Stewart, James R.  
 Tankersley, George B.  
 Van Dyke, Harold Eugene  
 Wilken, Raymond E.  
 Woodward, Jr., Louis Allen

### Summer School 1954

Boedscker, Lee Evelyn  
 Brooks, Dorothy Sue  
 Burge, John Eugene  
 Calame, LaRee Overstreet  
 Dinkins, Jr., William Earl  
 Dowell, Billie Fann  
 Humphreys, Harry C.

McClain, Mary Coleman  
 Manning, Ashford P.  
 Phillips, Mrs. Helen Garnett  
 Ryehlik, Glenn Ervin  
 Sauvage, Fatsy Ann  
 Thomas, Charles Wayne  
 Williamson, Joe Carol  
 Clamon, Sara J. Northrop

### Spring 1955

Altenburg, Charles Robert  
 Anos, Mary Frances DeMoss  
 Arnold Clayton Allen  
 Baker, Myrl Adele  
 Barnett, Jack  
 Bartlett, William Alvin  
 Bean, Bettie Joyce  
 Blanchard, Roland James  
 Bond, Oliver M.  
 Callahan, Theo Patricia  
 Capps, Robert Milton  
 Cargill, Ray D.  
 Carrigan, Ralph Warren  
 Cearley, Ralph W.  
 Craddock, Polly Ann  
 Dalahite, Robert Harriss  
 DelBello, Emily Nina  
 Derman, Charles F.  
 Dusek, Daniel Dennis  
 Garza, Arthur  
 Gilpin, John Dean  
 Gilpin, Tommye Jean  
 Hallmark, Charlie Alford  
 Hanson, Rayburn L., Jr.  
 Haynie, Ira Edward  
 Hereford, Van Buren, Jr.

Howard, Billy Rex  
 Jackson, Vera Jeannine  
 Jacobson, Janice Marie  
 Janek, Floyd R.  
 Karriker, Jerry Ray  
 Koshn, Charles Albert  
 Lade, Dorothy Jeanna  
 Lee, Walter L.  
 LeNoir, Blanchard, Jr.  
 Lipsy, Marvil R., Jr.  
 McDermott, Reba Juanita  
 Morgan, Barbara Ruth  
 Mullenax, James V.  
 Parker, Howell Oneal  
 Pearson, Joe  
 Pitts, Peggy Sue  
 Pollard, Blommie Blanche Hollis  
 Prewitt, George Kamper  
 Puckett, Joe Edward  
 Svehoda, Ilean Irene  
 Tisdale, Walter Ray  
 Tyler, Mary Alice  
 Warren, Essie Mae  
 Welch, Jennie Lee  
 Willison, Tom Finley  
 Wright, Charles F.



Summer School 1955

Brim, Horace Don  
 Cole, Dicky  
 Creasy, Gerald Max  
 Dokupil, Harold T.  
 Ferguson, L. J., Jr.  
 Fisher, James  
 Gray, Betty  
 Janner, Eugene  
 Kelley, Dan Scott  
 Kiecke, Elroy E.

Kolb, Olen Kenneth  
 Lewis, Felde Ann  
 Lilley, Lester Leon  
 Miller, Dean Lee  
 Orsak, Joseph Delton  
 Phillips, Bernice Elizabeth  
 Stroud, William Allen  
 Tidwell, Charlyne C.  
 Urbish, Benedict F.  
 Wilson, Travis Lee

Spring 1956

Acres, Carol McAdams  
 Adams, Myra Beth  
 Adams, William A.  
 Andrews, Bobby Lee  
 Bain, David Sam  
 Basquette, Hugh Howard  
 Betchan, Thomas Wayne  
 Biscamp, Walter Ben  
 Boles, Bennie Charles  
 Brown, Alma C.  
 Bull, Fred Cecil, Jr.  
 Byers, William C.  
 Carlton, Vernon Willis, Jr.  
 Cassity, Cecil A.  
 Conner, Bobby E.  
 Cornelius, Glenn Allison  
 Coufal, Carolyn Jeanette  
 Craig, Carolyn  
 Crawford, Asa Don  
 Crittenden, Otis S.  
 Dinkins, Patricia Lee  
 Dolson, Wesley O.  
 Doughtie, Bobby R.  
 Drew, Ruth Marie  
 Dudley, Willie Teddean  
 Engelke, Clarence William  
 Ferguson, Alvin Charles  
 Ferrell, Charles H.  
 Fleig, Russell Brooks  
 Gee, Franklin D.  
 Gentry, Paul Dean  
 Gilder, David B., Jr.  
 Guess, Donald A.  
 Hodde, Norman S.  
 Holmes, Thomas W.  
 Homeyer, Herman William, Jr.  
 Horn, Jessie

Horton, Noel Kent  
 Humphrey, Alfred J.  
 Janac, Chance Ellis  
 Kazetsky, Betty Lou  
 Klein, Robert J.  
 Kuecker, Clarence  
 Letlow, Edward D.  
 Lloyd, James Wayne  
 Lovett, Kenneth Edward  
 Machalec, August T.  
 Maddux, Harvey Wayne  
 Muller, Joseph B.  
 Newland, Mary Sue  
 Niemeyer, Billie Ray  
 O'Quinn, Ernest Ray  
 Pipes, Paul R.  
 Plagens, Morris Dean  
 Powell, Vernon L.  
 Powers, Bobby Mack  
 Ray, Marylu  
 Rowland, George Morrill, II  
 Savoy, Virgil Ray  
 Seber, Gerald L.  
 Smith, Charles Larry  
 Smith, Lula Elizabeth  
 Tidwell, Herman Calvin  
 Towns, James William  
 Turner, Larry Gene  
 Walker, Donald E.  
 Walters, Roger  
 Weaver, Frederick F.  
 Webb, Bill Thomas  
 Weise, Wilbert O.  
 Whaley, Wilburn Holloway, Jr.  
 Wiggins, Charles Ray  
 Wiggins, Oscar Jesell  
 Williamson, Bryan Frederick  
 Wolfe, Marvin T., Jr.



Summer School 1956

Annand, Joan Cay  
 Barker, Billy Joe  
 Burr, Lloyd Waldon, Jr.  
 Coleman, Thomas L.  
 DeShong, James Claiborne  
 Dyson, Jack Brandon  
 Elliott, Selma Ruth DeWalt  
 Ferguson, Robert Wamel  
 Hankins, Loretta Jane  
 Jeanneret, Patricia Ann  
 Jordan, Mary Lou

Locke, Jean  
 Martin, Lloyd C.  
 Orsborn, Peggy Anne  
 Palmer, Sammie Ruth  
 Powers, Jo Ann  
 Sellars, Benjamin F., Jr.  
 Smith, Clovis Benson  
 Sublett, Mrs. Veleah Gregg  
 Victery, Carolyn Smith  
 Victery, Charles Duncan

Spring 1957

Amorelli, John Nathan  
 Ash, Myrna Merle  
 Athey, James Williamson  
 Barnes, Lela Anne  
 Barton, Doris Jane  
 Baumgartner, James Power  
 Bender, Shirley Ann  
 Birkner, Anna Ruth  
 Boedeker, Wayne Barton  
 Box, Kenneth A.  
 Brandes, Shirley Ray  
 Browder, Hardy  
 Carpenter, Julian Wayne  
 Cleveland, Robert Dean  
 Courtney, Jennie Claire  
 Craig, Sandra  
 Crawford, Bobby Roy  
 Crawford, Henry O., Jr.  
 Crenshaw, Mary Ann  
 Currie, Patricia Ann  
 Davis, James Carthell  
 Deubner, Karl W.  
 Eledge, Ruby Jean  
 Ferguson, Carolyn Elizabeth Kappel  
 Fowler, Courtney Gilbert  
 Gilchrist, Laura Jean  
 Gilpin, Bryan R., Jr.  
 Goforth, Gene B.  
 Griffin, Carl E.  
 Grogan, William David  
 Ham, Charlene Davis  
 Hankins, Frances Janell  
 Hardy, James D.  
 Nathorn, Dorwin  
 Hightower, Coleman A.  
 Hodges, Jimmy F.  
 Hunt, Van Brown  
 Jamar, Janet  
 Jensen, Charlotte Kennedy  
 Jensen, Daniel Ray  
 Jochee, Glenn Winston  
 Kaigler, Donald D.  
 Kieth, Hensley Oen, Jr.  
 Kolkhorst, James  
 Kozielski, Lawrence R.  
 Kubesch, LaVerne Marie  
 Lawrence, Jimmie Mae  
 Lindsey, Joe Reagan, Jr.  
 Massengale, Jack L.  
 Mims, James Donald  
 Mull, Marlene Frances  
 Parks, Carolyn Berniece  
 Paul, Robert Cashinal, Jr.  
 Phillips, Kenneth Dale  
 Prentice, Jack Dixon  
 Prentice, Jerry L.  
 Price, Richard M.  
 Quinn, Jeannette Cline  
 Reilly, Ray H.  
 Rials, Patricia Jean  
 Roberson, Dorothy  
 Roberts, Harry Gene  
 Rosenfield, Barbara Jean  
 Sadler, Barbara Jean  
 Sewell, Joe Thomas  
 Shaw, Elizabeth Ann  
 Shupak, Thomas Louis  
 Sikes, Jeanne N.

Stevens, Pearlee Patterson  
 Vann, Thomas J.  
 Voelkel, James Kelly

Watson, Julia Irene Brock  
 Webster, Philip Read  
 Womack, Phillip L.  
 Wood, Carolyn R.

Summer School 1957

Butler, Alice Madge  
 Deison, Raymond A., Jr.  
 Doughtie, Thomas H.  
 French, Carmon Eugene  
 Gaines, Tolliver Lewis  
 Hail, Numsen M.  
 Hays, Mary Lee  
 Hodges, Donald Gene  
 Kimes, Mary June  
 King, Elmer Lee, Jr.  
 Mayberry, James Paul

Meyer, Edward Bernard, Jr.  
 Moller, Patricia Elaine  
 Richter, Melvin William  
 Robertson, Barbara Moselle  
 Rosetta, Sarah Lucille  
 Sheffield, Aussie Harlton  
 Silva Ali Buck  
 Tate, Reaman Curtis, Jr.  
 Temples, Thomas Grissom, Jr.  
 Wagner, Stanley Marvin  
 Wigley, Johnny William

Spring 1958

Bartels, Victor John  
 Barton, Barbara Sue  
 Blanchard, Lonnie L.  
 Bledsoe, Jo Ann  
 Cartwright, Patricia Joe  
 Clark, Benny Frank  
 Courtney, James Robert  
 Covington, George Mills  
 Cox, Leland Merle  
 Culver, Gerald Thomas  
 Curtis, Joe David  
 Davis, Charles Smither  
 Davis, Terry R.  
 Dawson, Boyd E.  
 Dean, Frank Reubin, III  
 Elswick, Ervel B., Jr.  
 Emmons, Andy Don  
 Farley, William Elbridge  
 Ferguson, Reed W., Jr.  
 Fernandez, Joe Charles  
 Fields, Charles D.  
 Fontana, Frank P.  
 Fontana, Mary Bryant  
 Forsythe, Aiden O.  
 Franks, Cecil Elwood  
 Freeman, Tommy  
 Gerloff, Glenn Ray  
 Graves, Milton Tipton

Green, Sandra Lee  
 Griffith, Thomas Franklin  
 Grisham, Bobby Glynn  
 Haney, Jack Carroll  
 Harrell, Jack Myles  
 Harris, Bobby Joe  
 Harwell, Allen Ross  
 Hatchett, Glen Paul  
 Hawk, Jimmy  
 Heintschel, Arlen Lowe  
 Henson, Nita Wynema  
 Herrera, Manuel, Jr.  
 Hudspeth, Iven Sterling, Jr.  
 Kana, John Richard, Jr.  
 Lamberth, Elmo Ray  
 Langston, Willie  
 Ledtje, Gloria  
 McClellan, Billy Mac  
 McNeese, Carl Elgin  
 Manning, James B.  
 Manning, Lloyd Melvin  
 Marshall, John Carroll  
 Minter, Dixie Lee  
 Mitschke, Charles E., Jr.  
 Nelson, John Robert  
 Otto, Nona Ann  
 Page, Jimmie R.  
 Parks, Claude Larry

Pierson, Jerry Lee  
 Poncik, John P.  
 Portis, Francis Vernon  
 Portis, Glenn Carl  
 Reese, Lionel Albert  
 Rose, Donald M.  
 Sanders, Donald Anthony  
 Sheram, Wanda Graham  
 Sims, William Elkins  
 Smith, David Hill  
 Standley, Darrell Wayne  
 Stephenson, William Marcus

Stewart, Doris Jean  
 Stoppenhagen, Raymond Larry  
 Thomas, Nancy Allene  
 Vaughan, Linda Marie  
 Verwold, J. T. Monroe  
 Vickers, Patricia Nan  
 Wade, John M.  
 Walker, George D.  
 Wedemeyer, Billy  
 Westmoreland, Margaret Ann  
 Wilbur, Marlene Jean  
 Williams, Nita Faye

### Summer School 1958

Barrett, Melvin H.  
 Biddle, John Lester  
 Burchfield, Tom B.  
 Castleschouldt, Ruth N.  
 Cummings, Larry K.  
 Davidson, Elva Jean  
 Dlouhy, Rose Lee  
 Drobinski, Richard Joseph  
 Franklin, George Charles  
 Greene, Charles Hyscal  
 Hubenak, Stanley Paul  
 Kovar, Clara Katherine  
 Kunze, George Wayne  
 McLean, Alma Ruth

Martin, Thomas James  
 Park, Carl K.  
 Picole, Fred Malcolm, III  
 Reed, Jimmie Hodges  
 Roper, James Robert, Jr.  
 Schramm, Linnie Etts  
 Schroeder, Wayne Eldon  
 Shepherd, Walter Scott  
 Simmons, William Dunca  
 Terrell, William P., III  
 Waldrop, Ernest S., Jr.  
 Williams, Rex Arnold  
 Wilson, James Arlen

### Spring 1959

Adams, Keith U.  
 Adams, Robert Glenn  
 Bakar, Abdalla R.  
 Basquette, William Michael  
 Bastian, Earnest, Jr.  
 Bastian, Nancy Marie  
 Belknap, Robert Emmett  
 Bell, John C.  
 Belschner, Wesley Gene  
 Benton, Charles Edward  
 Boles, Roxie Ann  
 Bowden, Joe Wesley  
 Bridwell, Bobbie Jane  
 Buchanan, Anna Frances  
 Burlison, Joe Glenn  
 Burr, John L.  
 Campbell, Melva Joy  
 Caruthers, James Ervin, Jr.  
 Chachere, Raymond Don

Cook, Dan Hamilton  
 Cromer, Ted F.  
 Daniel, E. J.  
 Duke, Louis Weldon  
 Fannin, Linda Bell  
 Fletcher, Nelda Janice  
 Foster, Andrew Jackson, Jr.  
 Foster, Arthur Ben  
 Franklin, James L.  
 Frazier, Virgie Carter  
 French, Carol Leroy  
 Garrison, John Bonner, Jr.  
 Gates, Kenneth Wilson  
 Gibson, Curtis Dwight  
 Gigout, Ira Webb  
 Goodin, Joseph David  
 Gratehouse, Phil C.  
 Griffin, Robert Charles  
 Guedry, Joel Deane

Handley, Lyda Neil	Patterson, Odis Hampton
Harris, Peggy O'Neill	Poole, Roger B.
Hayley, James Alvin	Pribilski, Ike William
Hervey, William Buford	Fruitt, Glenn T.
Hofer, Kenneth Vincent	Rader, Lee Roy
Hoffman, Harold	Rambin, Franklin DeWitt
Hopkins, Johnny W.	Rambo, Molly Jean
Hunt, Hubert Rodney	Roten, William Travis
Indjidjian, Carole Isabelle	Sandel, Jerry Anderson
Krhovjak, Harry A.	Schomburg, Raymond, Jr.
La Fonte, Larry Edmond	Simmons, Maurice L.
Lloyd, Billy Gene	Smith, Fredlyne
McCaskill, Lloyd S.	Spencer, Drew T.
McDonald, Zenus Ranney	Spiller, Harvey Sidney
McEiveen, Herbert O., Jr.	Stanphill, Jean
McReynolds, Janice Lynn Pierce	Steubing, Melville Harry
Mallery, Charles Thomas	Streetman, Nelda Yvonne
Meador, Kenneth Paul	Teddle, Darla Sue
Middleton, Harold Cecil	Wallace, Wally Robert
Morton, Anna Lois	Ward, John Frank
Musia, Samuel H.	Wiggins, David Edward
Neal, Bobby Gene	Williams, Billy Jack
Newcomb, Tony Anthony	Williams, Forrest Gene
Oakes, Wesley Lynn	Williamson, Jerry W.
Park, Rollan Charles	Wilson, Carolyn Jane
Parker, Charles Edward	Wilson, Joyce

### Summer School 1959

Boatcallie, Rose Marie	Keeling, Mary Margaret
Boozer, Milton Odell	Kolojaco, James F.
Butler, Jimmy Hood	Kristinek, Claude Ray
Calhoun, Darwin Doyle	Lehmann, August Herman
Callahan, Barbara Jean	McDonald, Edward Pace
Cobb, Robert Wayne	Marek, Daniel E.
Coston, Bettye Windham	Maxwell, Jimmy E.
Cox, John Nelson	Mayo, Reginald Ray
Davis, Carol Ann	Moore, Alton Downs
Downe, Judy Ferguson	Munden, Joe A.
Ely, John Charles	Murphy, James Homer
Etheridge, George Wesley	Nelson, Betty Ruth Davidson
Fondon, James Ray	Nesbitt, William Wayne
Gimpel, Duncan Clark	Orton, Gerald Wayne
Greer, Freddie R.	Pate, A. J.
Hagemann, Donald R.	Priece, Charles Edward
Helms, Don Wayne	Reimer, John William
Hillis, Charles McBride	Rice, Robert W.
Hyndman, Jeff D.	Risinger, Virginia Ruth
Jackson, Cora Mae	Schroeder, Grace Virginia



Simons, James Fulton  
 Sims, Lowell Melvin  
 Smith, Normand Buford

Taylor, Doretta Simmons  
 Williams, Billy Joe  
 Williams, Jerry V.

Spring 1960

Aarant, Bennie Frances  
 Ainsworth, James Richardson  
 Allen, James Robert  
 Anderson, Archie Raymond  
 Anderson, Richard Ernest  
 Babcock, Thomas A.  
 Balkum, Betty Lucille  
 Barclay, Maurice Lee  
 Barrier, Charles Lynn  
 Bergen, Daniel  
 Bingham, James Harold, Jr.  
 Bitner, Joe Lynn  
 Blasingame, James  
 Bonilla, Benjamin  
 Bracewell, Hazel Marie  
 Brewton, Robert Dentler  
 Brown, Diane  
 Bunting, Alice Jane  
 Bush, Lottie Sue  
 Byrd, William Durham  
 Cecil, Donald L.  
 Clark, Dixie Moseley  
 Clendennen, Valton Brian  
 Council, Paul Jeffries  
 Cox, James O.  
 Crow, Philip Blair  
 Day, Tommy Joe  
 Dean, Beverly Ann  
 Deason, Robert Benjamin, Jr.  
 Drake, Raymond Coady  
 Dueitt, Nancy  
 Edens, Randolph Eugene  
 Eppes, Lee A.  
 Everett, Don Marcus  
 Falsone, Joseph A.  
 Fuller, Don Allen  
 Gaston, Leroy  
 Gee, James E.  
 Gilchrist, Jacquelyn Angela  
 Gillis, Clara Virginia  
 Grant, Linda Marguerite  
 Grisbee, Victor Reagan  
 Hayes, Shirley A.  
 Hopkins, Guy Edward

Hughes, Jeannette  
 Janik, August J.  
 Jefferson, Raymond Claude  
 Jensen, Patrick E.  
 Johnson, Roy N., Jr.  
 Jones, Martha Annette McClellan  
 King, Mollye Kay  
 Knappe, Maury K.  
 Lane, Barbara Kazetsky  
 Lynch, Bert Harold  
 McCelvey, Hudell  
 Mafrige, Ronald Peter  
 Magee, Frankie Ann Knight  
 Marshall, Elbert Mitchell  
 Martin, Sallie Sue  
 Martinec, Franklin J.  
 Megna, Joe  
 Mensik, Lawrence Edward  
 Mitchell, Bedford Marvin, Jr.  
 Moerbe, Donald Ray  
 Morgan, John Daniel  
 Morgan, Robert Berry, Jr.  
 Park, Robert Newton  
 Parsons, Anna Frances  
 Perkins, Harold Ray  
 Perrone, Charles Samuel  
 Perry, Cecile Ann  
 Phelps, Ariand Eugene  
 Pohlmeier, Glen E.  
 Price, Ernestine  
 Raney, Clifton P.  
 Reneau, Marvin Eugene  
 Rimmer, Bennie Howard  
 Roe, Betty Velda  
 Saegert, James Duane  
 Salvato, Carlo F.  
 Sanders, Bobby Lynn  
 Sanders, George Edward  
 Scott, Wilbur Doyle  
 Sealy, Lucretia Mae  
 Smith, Delbert A.  
 Smith, Emory Bland, Jr.  
 Smith, Kenneth Lavon  
 Smith, Thomas Clark

Speed, Thomas Cleveland  
 Spencer, Jack W.  
 Spoonemore, Bobby B.  
 Stracener, Charles Leland  
 Thornton, Jack D.  
 Uilmann, Oswald H.  
 Vaughn, Lauren Wayne

Vincent, Charles Russell  
 Wells, James Morris  
 White, Fay Marie  
 Wimberly, Ann  
 Wittner, Ralph  
 Woods, Jerral Beth  
 Wylie, Frances Ann

Summer School 1960

Adams, Warren D., Jr.  
 Adelman, Orlando August, Jr.  
 Bond, Jack Curtis  
 Browning, Gerald Allan  
 Burchfield, Erma Zoe  
 Burrier, Patricia Marie Guffey  
 Cooke, Beth  
 Crow, Archie Martin, III  
 Decker, George R.  
 Flatt, Thomas Cother  
 Follis, Roland Jack  
 Fultz, Margaret Lynn  
 Gratehouse, Jess Edward  
 Green, Larry K.  
 Gregg, Tom Neil Nowlin  
 Hall, Edward Young

Hunting, Harry Kendall, Jr.  
 Hutto, Virginia Walters  
 James, Carolyn Neil  
 Lange, William E.  
 Lyon, Robert Lee  
 McAdams, Billie Lamone  
 Naranjo, Sylvia Holcomb  
 Parker, Johnny Miles  
 Schultz, Glenda Ann  
 Spencer, Robert L.  
 Stafford, Robert Joe  
 Walker, Beverly Ann Birdwell  
 Watson, Bobbie Wells  
 Whitmire, Lawrence Henri  
 Williams, William David  
 Woodard, Surl Gene



**APPENDIX C**

## BUSINESS ADMINISTRATION COURSES LISTED

## IN CATALOGUES FROM 1925 TO 1960

<u>Name of Course</u>	<u>Number of course</u>
<u>1924-1925</u>	
Shorthand and Typewriting	100, 101, 102
Elementary Accounting	105, 106, 107
Teaching of Penmanship	110
Penmanship drills--non credit	
College Annual	115
Money	200
Banking	201
Cost Accounting	202
Office Training	205
Business English	215, 216
Teaching of Commercial Subjects	220
Commercial Law	225, 226, 227
Advanced Accounting and Auditing	300, 301, 302
Secretarial Science	305, 316
Salesmanship	310
<u>1925-1926</u>	
Shorthand and Typewriting	100, 101, 102
Secretarial Work, small business	205
Secretarial Work, large concerns	206
Teaching Shorthand and Typing	207
Single Proprietorship Accounting	210
Partnership Accounting	211
Corporation Accounting	212
Contracts and Agency	225
Sales and Negotiable Instruments	226
Partnerships, Corporations, and Bankruptcy	227
Principles of Valuation	300, 301
Auditing	302
Principles of Marketing	305
Commercial Banks	310
Federal Reserve Banks	311
Business Correspondence	315, 316
<u>1926-1927</u>	
Shorthand and Typewriting	100, 101, 102
Shorthand and Typewriting	205
Office Practice	206
Teaching of Shorthand and Typing	207
Survey of Bookkeeping Results	210
Bookkeeping Services and Practices	211
Contracts and Agency	225
Partnerships, Corporations, and Bankruptcy	227

<u>Name of Course</u>	<u>Number of Course</u>
<u>1926-1927 (Continued)</u>	
Sales and Negotiable Instruments	226
Advanced Accounting Theory	300
Partnership Accounting	301
Auditing	302
Principles of Marketing	305
Commercial Banks	310
Federal Reserve Banks	311
Business Correspondence	315, 316
<u>1927-1928</u>	
Shorthand and Typewriting	100, 101, 102
Shorthand and Typewriting	205
Office Practice	206
Teaching of Shorthand and Typewriting	207
Elementary Accounting	210, 211, 212
Contracts and Agency	225
Partnerships, Corporations, and Banking	227
Sales and Negotiable Instruments	226
Advanced Accounting Theory	300
Partnership Accounting	301
Auditing	302
Principles of Marketing	305
Commercial Banks	310
Federal Reserve Banks	311
Business Correspondence	315, 316
<u>1928-1929</u>	
Shorthand and Typing	100, 101, 102
Shorthand and Typewriting	205
Office Practice	210, 211, 212
Contracts and Agency	225
Partnerships, Corporations, and Bankruptcy	227
Sales and Negotiable Instruments	226
Advanced Accounting Theory	300
Partnership Accounting	301
Auditing	302
Principles of Marketing	305
Banking	310
Advertising	312
Business Correspondence	315
Business Organization	317
Salesmanship	318
Teaching of Shorthand and Typewriting	386
<u>1929-1930</u>	
Single Proprietorship	210
Corporation	211
Problems	212
Contracts and Agency	225

<u>Name of Course</u>	<u>Number of Course</u>
<u>1929-1930 (Continued)</u>	
Partnerships, Corporations, and Banking	227
Sales and Negotiable Instruments	226
Advanced Accounting Theory	300, 301
Advanced Theory and Auditing	302
Principles of Marketing	305
Banking	310
Advertising	312
Business Correspondence	315
Survey Organization	317
Salesmanship	319
Financing	318
Shorthand and Typewriting	100, 101, 102
Secretarial Training	205
Office Practice	206
Teaching of Shorthand and Typewriting	386
<u>1930-1931</u>	
Shorthand and Typewriting	100, 101, 102
Secretarial Training	205
Office Practice	206
Single Proprietorship	210
Corporation	211
Problems	212
Contracts and Agency	225
Sales and Negotiable Instruments	226
Partnerships, Corporations, and Banking	227
Advanced Accounting Theory	300, 301
Advanced Theory and Auditing	302
Principles of Marketing	305
Banking	310
Advertising	312
Business Correspondence	315
Survey Organization	317
Teaching of Shorthand and Typewriting	386
Financing	318
Salesmanship	319
<u>1931-1932</u>	
Elementary Accounting	210, 211, 212
Commercial Law	225, 227, 226
Advanced Accounting and Auditing	300, 301, 302
Principles of Marketing	305
Banking	310
Advertising	312
Business Correspondence	315
Business Organization	317, 318
Salesmanship	319
Economics	200, 201, 203
Shorthand and Typing	100, 101, 102
Shorthand and Typewriting	205, 206
Teaching of Shorthand and Typewriting	386

<u>Name of Course</u>	<u>Number of Course</u>
<u>1932-1933</u>	
Elementary Accounting	265, 266
Commercial Law	361
Business Organization and Management	367
Financial Organization and Management	369
Principles of Marketing	371
Life Insurance	373
Shorthand and Typing	161, 162
Secretary Training	261, 263
<u>1933-1934</u>	
Elementary Accounting	265, 266
Money and Banking	363
Advanced Theory and Practices of Accounting	365, 366
Corporation Finance	369
Principles of Marketing	371
Shorthand and Typewriting	161, 162
Typewriting and Office Practice	163
Advanced Shorthand and Business Letters	261
Secretarial Studies	263
<u>1934-1935</u>	
Elementary Accounting	265, 266
Commercial Law	361
Money and Banking	363
Corporation Finance	369
Principles of Marketing	371
Mathematics of Finance	379
Auditing Principles	381
Income Tax Accounting and Procedure	383
Shorthand and Typing	161, 162
Typewriting and Office Practice	163
Advanced Shorthand and Business Letters	261
Secretarial Studies	263
<u>1935-1936</u>	
Business Principles	264
Elementary Accounting	265, 266
Banking*	364
Business Law	361, 362
Advanced Accounting	365, 366
Business Organization and Management	367
Principles of Finance	369
Principles of Marketing*	371
Business Psychology	372
Life Insurance	373
Salesmanship	375
Mathematics of Finance*	379
Auditing Principles*	381
Income Tax Accounting and Procedure*	383

<u>Name of Course</u>	<u>Number of Course</u>
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1935-1936 (Continued)

Credit and Collections	385
Investments	386
Corporation Finance	469
Marketing Problems	471
Shorthand and Typing	161, 162
Typewriting and Office Practice	163
Advanced Shorthand and Typewriting	261
Secretarial Studies	263
Business Correspondence	389

1936-1937

Business Principles	264
Elementary Accounting	265, 266
Business Law	361, 362
The Economics of Money and Credit*	363
Banking*	364
Advanced Accounting	365, 366
Business Organization and Finance	367
Principles of Marketing	371
Business Psychology	372
Life Insurance	373
Salesmanship	375
Mathematics of Finance*	379
Auditing Principles*	381
Income Tax Accounting and Procedure	383
Credit and Collections	385
Investments	386
Organization and Teaching of Commercial Subjects in the Secondary Schools	397
Corporation Finance*	469
Marketing Problems*	471
Shorthand and Typewriting	161, 162
Typewriting and Office Practices	163
Advanced Shorthand and Typewriting	261
Business Correspondence	389

1937-1938

Shorthand and Typewriting	161, 162
Typewriting and Office Practice	163
Advanced Shorthand and Typewriting	261
Elementary Accounting	265, 266
Office Management and Procedure	267
Business Principles	360
Business Law	361, 362
The Economics of Money and Credit*	363
Banking*	364
Intermediate Accounting, Advanced Accounting	365, 366
Business Organization and Finance	367



<u>Name of Course</u>	<u>Number of Course</u>
<u>1937-1938 (Continued)</u>	
Principles of Marketing	371
Business Psychology	372
Life Insurance	373
Salesmanship	375
Business Statistics	378
Mathematics of Finance*	379
Auditing Principles	381
Income Tax Accounting and Procedure*	383
Credit and Collections*	385
Investments*	386
Business Correspondence	389
Organization and Teaching of Commercial Subjects in Secondary Schools	397
Corporation Finance*	469
Marketing Problems	471
Graduate Seminar*	565
Research*	566
<u>1938-1939</u>	
Shorthand and Typewriting	161, 162
Typewriting and Office Practice	163
Advanced Shorthand and Typewriting	261
Advanced Shorthand, Dictation, and Transcription	262
Business Principles	264
Elementary Accounting	265, 266
Office Management and Procedure	267
Business Law	361, 362
The Economics of Money and Credit*	363
Banking*	364
Advanced Accounting	365, 366
Business Organization and Finance	367
Principles of Marketing	371
Business Psychology	372
Life Insurance	373
Salesmanship	375
Business Statistics	378
Mathematics of Finance*	379
Auditing Principles	381
Credit and Collections*	385
Investments*	386
Business Correspondence	389
Organization and Teaching of Commercial Subjects	397
Corporation Finance*	469
Marketing Problems*	471
Income Tax Accounting Procedure*	483
Teaching Bookkeeping and Commercial Arithmetic	497

<u>Name of Course</u>	<u>Number of Course</u>
<u>1938-1939 (Continued)</u>	
Foundations of Business Education	561
Curriculum Construction in Business Education	563
Graduate Seminar	565
Research	566
<u>1939-1940</u>	
Shorthand and Typewriting	161, 162
Typewriting and Office Practice	163
Advanced Shorthand and Typewriting	261
Advanced Shorthand, Dictation, and Transcription	262
Business Principles	264
Elementary Accounting	265, 266
Office Management and Procedure	267
Business Law	361, 362
The Economics of Money and Credit	363
Banking	364
Advanced Accounting	365, 366
Business Organization and Finance	367
Principles of Marketing	371
Business Psychology	372
Life Insurance	373
Salesmanship	375
Business Statistics	378
Mathematics of Finance*	379
Auditing Principles*	381
Credit and Collections*	385
Investments*	386
Business Correspondence	389
Organization and Teaching of Commercial Subjects	397
Corporation Finance*	469
Marketing Problems*	471
Income Tax Accounting Procedure*	483
Teaching Bookkeeping and Commercial Arithmetic*	497
Foundations of Business Education	561
Curriculum in Business Education	563
Graduate Seminar	565
Research	566
<u>1940-1941</u>	
Secretarial Science	161, 162
Typewriting and Office Practice	163
Advanced Shorthand and Typewriting	261
Advanced Shorthand, Dictation, and Transcription	262
Business Principles	264

<u>Name of Course</u>	<u>Number of Course</u>
<u>1940-1941 (Continued)</u>	
Elementary Accounting	265, 266
Office Management and Procedure	267
Business Law	361, 362
The Economics of Money and Credit*	363
Banking*	364
Advanced Accounting	365, 366
Business Organization and Finance	367
Principles of Marketing	371
Business Psychology	372
Life Insurance	373
Salesmanship	375
Business Statistics	378
Mathematics of Finance*	379
Auditing Principles*	381
Credit and Collections*	385
Investments*	386
Business Correspondence	389
Organization and Teaching of Commercial Subjects	397
Corporation Finance*	469
Marketing Problems*	471
Income Tax Accounting Procedure*	483
Teaching Bookkeeping and Commercial Arithmetic	497
Foundations of Business Education	561
Commercial Construction in Business Education	563
Graduate Seminar	565
Research	566
<u>1941-1942, 1942-1943</u>	
Shorthand and Typewriting	161, 162
Typewriting and Office Practice	163
Advanced Shorthand and Typewriting	261
Advanced Shorthand, Dictation, and Transcription	262
Business Principles	264
Elementary Accounting	265, 266
Office Management and Procedure	267
Business Law	361, 362
The Economics of Money and Credit*	363
Banking*	364
Advanced Accounting	365, 366
Business Organization and Finance	367
Principles of Marketing	371
Business Psychology	372
Life Insurance	373
Salesmanship	375
Business Statistics	378

<u>Name of Course</u>	<u>Number of Course</u>
<u>1941-1942; 1942-1943 (Continued)</u>	
Mathematics of Finance*	379
Auditing Principles*	381
Credit and Collections*	385
Investments*	386
Business Correspondence	389
Organization of Teaching of Commercial Subjects	397
Corporation Finance*	469
Marketing Problems*	471
Income Tax Accounting Procedure	483
Teaching Bookkeeping and Commercial Arithmetic*	497
Foundation of Business Education	561
Curriculum Construction in Business Education	563
Graduate Seminar	565
Research	566
<u>1943-1944</u>	
Shorthand and Typewriting	161, 162
Typewriting and Office Practice	163
Principles of Accounting	241, 242
Advanced Shorthand and Typewriting	261
Advanced Shorthand, Dictation, and Transcription	262
Business Principles	264
Office Management and Procedure	267
Business Law	361, 362
The Economics of Money and Credit*	363
Banking*	364
Intermediate Accounting	365
Advanced Accounting	366
Business Organization and Finance	367
Principles of Marketing	371
Business Psychology	372
Life Insurance	373
Salesmanship	375
Business Statistics	378
Mathematics of Finance*	379
Auditing Principles*	381
Credit and Collections*	385
Investments*	386
Business Correspondence	389
Organization and Teaching of Commercial Subjects	397
Corporation Finance*	469
Marketing Problems*	471
Income Tax Accounting Procedure*	483

<u>Name of Course</u>	<u>Number of Course</u>
<u>1943-1944 (Continued)</u>	
Teaching Bookkeeping and Commercial Arithmetic	497
Foundation of Business Education	561
Curriculum Construction in Business Education	563
Graduate Seminar	565
Research	566
<u>1944-1945</u>	
Shorthand and Typewriting	161, 162
Typewriting and Office Practice	163
Principals of Accounting	241, 242
Advanced Shorthand and Typewriting	261
Advanced Shorthand, Dictation, and Transcription	262
Business Principles	264
Office Management and Procedure	267
Business Law	361, 362
The Economics of Money and Credit*	363
Banking*	364
Advanced Accounting	366
Business Organization and Finance	367
Principles of Marketing	371
Business Psychology	372
Life Insurance	373
Salesmanship	375
Business Statistics	378
Mathematics of Finance*	379
Auditing Principles*	381
Credit and Collections*	385
Investments*	386
Business Correspondence	389
Organization and Teaching of Commercial Subjects	397
Corporation Finance*	469
Marketing Problems*	471
Income Tax Accounting Procedure*	483
Teaching Bookkeeping and Commercial Arithmetic	497
Foundation of Business Education	561
Curriculum Construction in Business Education	563
Theses	565, 566



<u>Name of Course</u>	<u>Number of Course</u>
<u>1945-1946</u>	
Shorthand and Typewriting	161, 162
Typewriting and Office Practice	163
Principals of Accounting	241, 242
Advanced Shorthand and Typewriting	261
Advanced Shorthand, Dictation, and Transcription	262
Business Principles	264
Office Management and Procedure	267
Business Law	361, 362
The Economics of Money and Credit* Banking*	363
Advanced Accounting	364
Business Organization and Finance	366
Principles of Marketing	367
Business Psychology	371
Life Insurance	372
Salesmanship	373
Business Statistics	375
Mathematics of Finance*	378
Auditing Principles*	379
Credit and Collections* Investments*	381
Business Correspondence	385
Organization and Teaching of Commercial Subjects	386
Corporation Finance*	389
Marketing Problems*	397
Income Tax Accounting Procedure*	469
Teaching Bookkeeping and Commercial Arithmetic	471
Foundation of Business Education	483
Curriculum Construction in Business Education	497
Thesis	561
Supervised Research	563
	565, 566
	595, 596
<u>1946-1947</u>	
Shorthand and Typewriting	161, 162
Typewriting and Office Practice	163
Elementary Accounting	241, 242
Advanced Shorthand and Typewriting	261
Advanced Shorthand, Dictation, and Transcription	262
Business Principles	264
Office Management and Procedure	267
Business Statistics	346
Business Correspondence	348
Business Law	361, 362
The Economics of Money and Credit*	363



<u>Name of Course</u>	<u>Number of Course</u>
<u>1946-1947 (Continued)</u>	
Banking*	364
Intermediate Accounting	365
Advanced Accounting	366
Business Organization and Finance	367
Cost Accounting	369
Principles of Marketing	371
Business Psychology	372
Life Insurance	373
Personnel Management	374
Salesmanship	375
Mathematics of Finance*	379
Auditing Principles*	381
Credit and Collections*	385
Investments*	386
Organization and Teaching of Commercial Subjects	397
Corporation Finance*	469
Marketing Problems*	471
Income Tax Accounting Procedure*	483
Teaching Bookkeeping and Commercial Arithmetic	497
Foundation of Business Education	561
Curriculum Construction in Business Education	563
Thesis	565, 566
Supervised Research	595, 596
<u>1947-1948</u>	
Shorthand and Typewriting	161, 162
Typewriting and Office Practice	163
Elementary Accounting	241, 242
Advanced Shorthand and Typewriting	261
Advanced Shorthand, Dictation, and Transcription	262
Business Principles	264
Office Management and Procedure	267
Business Statistics	346
Business Correspondence	389
Business Law	361, 362
The Economics of Money and Credit*	363
Banking*	364
Intermediate Accounting	365
Advanced Accounting	366
Business Organization and Finance	367
Cost Accounting	369
Principles of Marketing	371
Business Psychology	372
Life Insurance	373
Personnel Management	374

<u>Name of Course</u>	<u>Number of Course</u>	
<u>1947-1948 (Continued)</u>		
Salesmanship	375	
Mathematics of Finance*	379	
Auditing Principles*	381	
Credit and Collections*	385	
Investments*	386	
Organization and Teaching of Commercial Subjects	397	
Corporation Finance*	469	
Marketing Problems*	471	
Income Tax Accounting Procedure*	483	
Teaching Bookkeeping and Commercial Arithmetic	497	
Foundation of Business Education	561	
Curriculum Construction in Business Education	563	
Thesis	565,	566
Supervised Research	595,	596
Analysis of Financial Statements	564	
Marketing Research	571	
<u>1948-1949</u>		
Shorthand and Typewriting	161,	162
Typewriting and Office Practice	163	
Elementary Accounting	241,	242
Advanced Shorthand and Typewriting	261	
Advanced Shorthand, Dictation, and Transcription	262	
Business Principles	264	
Office Management and Procedure	267	
Business Statistics	346	
Business Correspondence	389	
Business Law	361,	362
The Economics of Money and Credit*	363	
Banking*	364	
Intermediate Accounting	365	
Advanced Accounting	366	
Business Organization and Finance	367	
Cost Accounting	369	
Principles of Marketing	371	
Business Psychology	372	
Life Insurance	373	
Personnel Management	374	
Salesmanship	375	
Mathematics of Finance*	379	
Auditing Principles*	381	
Credit and Collections*	385	
Investments*	386	
Organization and Teaching of Commercial Subjects	397	

<u>Name of Course</u>	<u>Number of Course</u>	
<u>1948-1949 (Continued)</u>		
Corporation Finance*	469	
Marketing Problems*	471	
Income Tax Accounting Procedure*	483	
Teaching Bookkeeping and Commercial Arithmetic	497	
Foundation of Business Education	561	
Curriculum Construction in Business Education	563	
Thesis	565,	566
Supervised Research	595,	596
Analysis of Financial Statements	564	
Marketing Research	371	
Retailing	376	
Property Insurance*	473	
<u>1949-1950</u>		
Shorthand and Typewriting	161,	162
Typewriting and Office Practice	163	
Elementary Accounting	241,	242
Advanced Shorthand and Typewriting	261	
Advanced Shorthand, Dictation and Transcription	262	
Business Principles	264	
Office Management and Procedure	267	
Business Statistics	346	
Business Correspondence	389	
Business Law	361,	362
The Economics of Money and Credit*	363	
Banking*	364	
Intermediate Accounting	365	
Advanced Accounting	366	
Business Organization and Finance	367	
Cost Accounting	369	
Principles of Marketing	371	
Business Psychology	372	
Life Insurance	373	
Personnel Management	374	
Salesmanship	375	
Mathematics of Finance*	379	
Auditing Principles*	381	
Credit and Collections*	385	
Investments*	386	
Organization and Teaching of Commercial Subjects	397	
Corporation Finance*	469	
Marketing Problems*	471	
Income Tax Accounting Procedure*	483	
Teaching Bookkeeping and Commercial Arithmetic	497	

<u>Name of Course</u>	<u>Number of Course</u>
<u>1949-1950 (Continued)</u>	
Foundation of Business Education	561
Curriculum Construction in Business Education	563
Thesis	565, 566
Supervised Research	595, 596
Analysis of Financial Statements	584
Marketing Research	571
Retailing	376
Property Insurance*	473
Beginning Typewriting	120
Problemin Business*	415, 416, 417
<u>1950-1951, 1951-1952</u>	
Beginning Typewriting	120
Secretarial Science	161, 162
Typewriting and Office Practice	163
Elementary Accounting	241, 242
Advanced Shorthand and Typewriting	261
Advanced Shorthand, Dictation and Transcription	262
Business Principles	264
Office Management and Procedure	267
Business Statistics	346
Business Law	361, 362
The Economics of Money and Credit*	363
Banking*	364
Advanced Accounting	365, 366
Business Organization and Finance	367
Cost Accounting	369
Principles of Marketing	371
Business Psychology	372
Life Insurance	373
Personal Management	374
Salesmanship	375
Retailing	376
Mathematics of Finance*	379
Auditing Principles*	381
Transportation	382
Credit and Collections*	383
Investments*	386
Business Correspondence	389
Organization and Teaching of Commercial Subjects	397
Problems in Business*	415, 416, 417
Highway Transportation*	463
Air Transportation*	464
Corporation Finance*	469
Marketing Problems*	471
Property Insurance*	473
Income Tax Accounting Procedure*	483

<u>Name of Course</u>	<u>Number of Course</u>
<u>1950-1951, 1951-1952 (Continued)</u>	
Teaching Bookkeeping and Commercial Arithmetic*	497
Foundation of Business Education	561
Curriculum Construction in Business Education	563
Analysis of Financial Statements	564
Thesis	565, 566
Marketing Research	571
Supervised Research	595, 596
<u>1952-1953, 1953-1954</u>	
Beginning Typewriting	120
Secretarial Science	161, 162
Typewriting and Office Practice	163
Elementary Accounting	241, 242
Advanced Shorthand and Typewriting	261
Business Principles	264
Office Management and Procedure	267
Business Statistics	346
Advanced Secretarial Training	360
Business Law	361, 362
The Economics of Money and Credit*	363
Banking*	364
Advanced Accounting	365, 366
Business Organization and Finance	367
Cost Accounting	369
Advertising Principles	370
Principles of Marketing	371
Business Psychology	372
Life Insurance	373
Personnel Management	374
Salesmanship	375
Retailing	376
Mathematics of Finance*	379
Auditing Principles*	381
Transportation	382
Credit and Collections*	385
Investments*	386
Business Correspondence	389
Organization and Teaching of Commercial Subjects	397
Problems in Business*	415, 416, 417
Highway Transportation*	463
Air Transportation*	464
Corporation Finance*	469
Marketing Problems*	471
Property Insurance*	473
Income Tax Accounting Procedure*	483
Teaching Bookkeeping and Commercial Arithmetic*	497



<u>Name of Course</u>	<u>Number of Course</u>
<u>1950-1951, 1951-1952 (Continued)</u>	
Foundation of Business Education	561
Curriculum Construction in Business Education	563
Analysis of Financial Statements	564
Thesis	565, 566
Marketing Research	571
Supervised Research	595, 596
<u>1954-1955</u>	
Secretarial Science	161, 162
Typewriting and Office Practice	163
Elementary Accounting	241, 242
Advanced Shorthand and Typewriting	261
Business Principles	264
Office Management and Procedure	267
Advanced Accounting	341, 342
Business Statistics	346
Advanced Secretarial Training	360
Business Law	361, 362
The Economics of Money and Credit*	363
Banking*	364
Business Organization and Finance	367
Cost Accounting	369
Advertising Principles	370
Principles of Marketing	371
Business Psychology	372
Life Insurance	373
Personnel Management	374
Salesmanship	375
Retailing	376
Mathematics of Finance*	379
Auditing Principles*	381
Transportation	382
Credit and Collections*	385
Investments*	386
Business Correspondence	389
Organization and Teaching of Commercial Subjects	397
Problems in Business*	415, 416, 417
Highway Transportation*	463
Air Transportation*	464
Corporation Finance*	469
Marketing Problems*	471
Property Insurance*	473
Income Tax Accounting Procedure*	483
Teaching Bookkeeping and Commercial Arithmetic*	497
Foundation of Business Education	561



<u>Name of Course</u>	<u>Number of Course</u>
<u>1954-1955 (Continued)</u>	
Curriculum Construction in Business Education	563
Analysis of Financial Statements	564
Thesis	565, 566
Marketing Research	571
<u>1955-1956</u>	
Secretarial Science	161, 162
Typewriting and Office Practice	163
Elementary Accounting	241, 242
Advanced Shorthand and Typewriting	261
Business Principles	264
Office Management and Procedure	267
Advanced Accounting	341, 342
Business Statistics	346
Advanced Secretarial Training	360
Business Law	361, 362
The Economics of Money and Credit*	363
Banking*	364
Business Organization and Finance	367
Cost Accounting	369
Advertising Principles	370
Principles of Marketing	371
Business Psychology	372
Life Insurance	373
Personnel Management	374
Salesmanship	375
Retailing	376
Mathematics of Finance*	379
Auditing Principles*	381
Transportation	382
Credit and Collections*	385
Investments*	386
Business Correspondence	389
Organization and Teaching of Business Education	397
Problems in Business*	415, 416, 417
Highway Transportation*	463
Air Transportation*	464
Corporation Finance*	469
Marketing Problems*	471
Property Insurance*	473
Income Tax Accounting Procedure*	483
Teaching Bookkeeping and Commercial Arithmetic*	497
Foundation of Business Education	561
Curriculum Construction in Business Education	563
Analysis of Financial Statements	564
Thesis	565, 566
Marketing Research	571

<u>Name of Course</u>	<u>Number of Course</u>
<u>1956-1957</u>	
Secretarial Science	161, 162
Typewriting and Office Practice	163
Elementary Accounting	241, 242
Advanced Shorthand and Typewriting	261
Business Principles	264
Office Management and Procedure	267
Advanced Accounting	341, 342
Business Statistics	346
Advanced Secretarial Training	360
Business Law	361, 362
Banking*	364
Business Organization and Finance	367
Cost Accounting	369
Advertising Principles	370
Principles of Marketing	371
Business Psychology	372
Life Insurance	373
Personnel Management	374
Salesmanship	375
Retailing	376
Mathematics of Finance*	379
Auditing Principles*	381
Transportation	382
Credit and Collections*	385
Investments*	386
Business Correspondence	389
Organization and Teaching of Business Education	397
Problems in Business*	415, 416, 417
Governmental Accounting*	460
Conservation of Natural Resources*	461
Corporation Accounting*	462
Highway Transportation*	463
Air Transportation*	464
Corporation Finance*	469
Marketing Problems*	471
Property Insurance*	473
Income Tax Accounting Procedure*	483
Teaching Bookkeeping and Commercial Arithmetic*	497
Foundation of Business Education	561
Curriculum Construction in Business Education	563
Analysis of Financial Statements	564
Thesis	565, 566
Marketing Research	571

<u>Name of Course</u>	<u>Number of Course</u>
	<u>1957-1958</u>
Secretarial Science	161, 162
Typewriting and Office Practice	163
Elementary Accounting	241, 242
Advanced Shorthand and Typewriting	261
Business Principles	264
Office Management and Procedure	267
Advanced Accounting	341, 342
Business Statistics	346
Advanced Secretarial Training	360
Business Law	361, 362
Banking*	364
Business Organization and Finance	367
Cost Accounting	369
Advertising Principles	370
Principles of Marketing	371
Business Psychology	372
Life Insurance	373
Personnel Management	374
Salesmanship	375
Retailing	376
Mathematics of Finance*	379
Auditing Principles*	381
Transportation	382
Credit and Collections*	385
Investments*	386
Business Correspondence	389
Organization and Teaching of Business Education	397
Problems in Business*	415, 416, 417
Governmental Accounting*	460
Conservation of Natural Resources*	461
Corporation Accounting*	462
Highway Transportation*	463
Air Transportation*	464
Corporation Finance*	469
Marketing Problems*	471
Property Insurance*	473
Income Tax Accounting Procedure*	483
Teaching Bookkeeping and Commercial Arithmetic*	497
Foundation of Business Education	561
Current Problems in Business Education	562
Curriculum Construction in Business Education	563
Analysis of Financial Statements	564
Thesis	565, 566
Marketing Research	571

<u>Name of Course</u>	<u>Number of Course</u>
<u>1958-1959</u>	
Secretarial Science	161, 162
Typewriting and Office Practice	163
Elementary Accounting	241, 242
Advanced Shorthand and Typewriting	261
Business Principles	264
Office Management and Procedure	267
Advanced Accounting	341, 342
Business Statistics	346
Advanced Secretarial Training	360
Business Law	361, 362
Banking*	364
Business Organization and Finance	367
Cost Accounting	369
Advertising Principles	370
Principles of Marketing	371
Business Psychology	372
Life Insurance	373
Personnel Management	374
Salesmanship	375
Retailing	376
Mathematics of Finance*	379
Auditing Principles*	381
Transportation	382
Credit and Collections*	385
Investments*	386
Business Correspondence	389
Organization and Teaching of Business Education	397
Problems in Business*	413, 416, 417
Governmental Accounting*	460
Conservation of Natural Resources*	461
Corporation Accounting*	462
Highway Transportation*	463
Air Transportation*	464
Corporation Finance*	469
Marketing Problems*	471
Property Insurance	473
Income Tax Accounting Procedure*	483
Teaching Bookkeeping and Commercial Arithmetic*	497
Advanced Accounting Theory	560
Foundation of Business Education	561
Current Problems in Business Education	562
Curriculum Construction in Business Education	563
Analysis of Financial Statements	564
Thesis	565, 566
Marketing Research	571



<u>Name of Course</u>	<u>Number of Course</u>
<u>1959-1960</u>	
Secretarial Science	161, 162
Typewriting and Office Practice	163
Elementary Accounting	241, 242
Advanced Shorthand and Typewriting	261
Business Principles	264
Office Management and Procedure	267
Advanced Accounting	341, 342
Business Statistics	346
Advanced Secretarial Training	360
Business Law	361, 362
Banking*	364
Geography of Industry and Industrial Resources*	366
Business Organization and Finance	367
Cost Accounting	369
Advertising Principles	370
Principles of Marketing	371
Business Psychology	372
Life Insurance	373
Personnel Management	374
Salesmanship	375
Retailing	376
Mathematics of Finance*	379
Auditing Principles*	381
Transportation	382
Credit and Collections*	385
Investments*	386
Business Correspondence	389
Organization and Teaching of Business Education	397
Problems in Business*	415, 416, 417
Governmental Accounting*	460
Conservation of Natural Resources*	461
Corporation Accounting*	462
Corporation Finance*	469
Marketing Problems*	471
Business for the Professional Secretary	472
Property Insurance	473
Income Tax Accounting Procedure*	483
Teaching Bookkeeping and Commercial Arithmetic*	497
Advanced Accounting Theory	560
Foundation of Business Education	561
Current Problems in Business Education	562
Curriculum Construction in Business Education	563
Analysis of Financial Statements	564
Thesis	565, 566
Business Organization and Policy	567
Marketing Research	571

**APPENDIX D**



Gintz Apt. #27  
Huntsville, Texas  
June 7, 1962

Dear Graduate:

Your help is needed! Not only can you help, but a study now being conducted at Sam Houston State Teachers College may be of interest to you as well, because it could give you an opportunity to express some of the feelings you have about your major department. Everyone at one time or another comments on things he liked or disliked about his school. This could be your opportunity to express your views without revealing your name, and only by your reply can an accurate evaluation be made.

This inquiry is being sent only to graduates who were awarded the B.B.A. degree during the last ten years. The purpose in obtaining this information is to: 1) find out what you as an individual thought of the business department when you attended Sam Houston, and 2) make a compilation of group information in order to evaluate and improve the department.

All data will be treated as group data. Individuals will not be identified in the reporting of findings. This means your reply will be held in strictest confidence, leaving you free to express any feelings you have about the department.

Your cooperation will be appreciated by the college, by its present and future students, and of course, by me.

Very truly yours,

Raymond D. Chachere

AN EVALUATION OF THE SAM HOUSTON STATE TEACHERS COLLEGE BUSINESS  
ADMINISTRATION DEPARTMENT BY 1950 TO 1960 B. B. A. GRADUATES

Name Mr.  
Miss  
Mrs. \_\_\_\_\_  
Last First Middle Maiden (for those now married)

Address \_\_\_\_\_  
Number and Street City State

Year of Graduation \_\_\_\_\_ Age at Graduation \_\_\_\_\_

1. What was your first job after graduation from S.H.S.T.C.? (check one)
- |                        |                                  |
|------------------------|----------------------------------|
| a. _____ Accounting*   | h. _____ Profession*             |
| b. _____ Agriculture   | i. _____ Secretarial             |
| c. _____ Clerical      | j. _____ Selling                 |
| d. _____ Homemaking    | k. _____ Teaching (school)       |
| e. _____ Industry*     | l. _____ Principal (school)      |
| f. _____ Insurance     | m. _____ Superintendent (school) |
| g. _____ Own Business* | n. _____ Other*                  |

\*Use this space to denote area of specialization of work \_\_\_\_\_

2. What type of work are you now doing? (use choices given in #1)
- \_\_\_\_\_
3. a. Are you still employed by your original employer? \_\_\_\_ Yes \_\_\_\_ No
- b. If not, how long did you work for your first employer?
- |                           |                            |
|---------------------------|----------------------------|
| a. _____ less than 1 year | c. _____ 2 years           |
| b. _____ 1 year           | d. _____ more than 2 years |
4. If answer to 3a was no, how many times have you changed jobs including your present job?
- |                |                                |
|----------------|--------------------------------|
| a. _____ once  | c. _____ three times           |
| b. _____ twice | d. _____ more than three times |
5. When you received your college training, did you intend to do the type of work you are now doing? \_\_\_\_ Yes \_\_\_\_ No
6. Could a person without a B.B.A. degree qualify for employment in the type of work you do? \_\_\_\_ Yes \_\_\_\_ No
7. Do you feel that your college training adequately prepared you for your present job? \_\_\_\_ Yes \_\_\_\_ No
8. Have you advanced in your present employment? (check)
- |                      |              |             |
|----------------------|--------------|-------------|
| Advanced in salary   | a. _____ Yes | b. _____ No |
| Advanced in position | c. _____ Yes | d. _____ No |

9. Did you attend another college before entering Sam Houston?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, state which college \_\_\_\_\_

10. Have you received an additional degree since leaving Sam Houston?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, state what degree and where obtained \_\_\_\_\_

11. Did you receive a teaching certificate while attending Sam Houston?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No

12. Have you ever taught school? \_\_\_\_\_ Yes \_\_\_\_\_ No

13. If you did not receive a teaching certificate would you earn one if you were to go through school again? \_\_\_\_\_ Yes \_\_\_\_\_ No

14. Did either of your parents attend Sam Houston? \_\_\_\_\_ Yes \_\_\_\_\_ No

15. If you have children would you like for them to be graduated from Sam Houston? \_\_\_\_\_ Yes \_\_\_\_\_ No

16. Do you belong to the ex-students association? \_\_\_\_\_ Yes \_\_\_\_\_ No

17. How do you rate Sam Houston's business department?  
 \_\_\_\_\_ Superior \_\_\_\_\_ Average  
 \_\_\_\_\_ Good \_\_\_\_\_ Below average

18. What courses do you feel have helped you most in your employment? List 3 choices for each of the following in order of importance.  
Business Department Courses in other Departments

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

19. What courses do you feel have helped you the least in your employment? List 3 choices for each of the following in order of relative unimportance. Please fill in even though choice is hard to make.

Business Department  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

Courses in other Departments  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

20. Please check which of the following need improving most in the business department at Sam Houston? (check one)

- a. \_\_\_\_\_ Equipment  
 b. \_\_\_\_\_ Methods of Instruction  
 c. \_\_\_\_\_ Qualifications of Instructors  
 d. \_\_\_\_\_ Standards of Achievement  
 e. \_\_\_\_\_ Others (Specify) \_\_\_\_\_

21. If I were beginning my undergraduate preparation all over again, I would plan to spend more time and emphasis upon:
22. If I were beginning my undergraduate preparation all over again, I would want to spend less time and emphasis upon:
23. Other comments: (Use the back of this page if additional space for answers is needed.)

Vita was removed during scanning