

**A FOLLOW-UP OF THE 1961-1962 NORTHWEST IOWA
GRADUATES OF NETTLETON BUSINESS TRAINING
COLLEGE**

BY

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(Abstract)

A Follow-up of the 1961-1962 Northwest Iowa Graduates
of Nettleton Business Training College

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The business school is a special type of school with special objectives. The writer felt there was a need for more research to help counselors, teachers, students and other interested persons understand the business college and its students.

Statement of Problem

The purpose of this investigation has been to answer the following questions concerning Nettleton Business Training College:

1. What type of academic standards did a student who enrolled at Nettleton Business Training College maintain in high school and at Nettletons?
2. What information can be obtained that would benefit high school counselors who must counsel students who want to pursue a business career?
3. How would students who graduated from Nettleton Business Training College evaluate their curricula and the services provided?

Procedures of Investigation

The following procedures were followed in carrying out this investigation:

1. Related follow-up studies of four year college graduates, with degrees in business education, were reviewed.

2. The preliminary study entitled the Specialty Oriented Student Research Program was reviewed.
3. The high school transcripts were reviewed.
4. The Nettleton Business Training College transcripts were reviewed.
5. A questionnaire was constructed and sent to the 1961-1962 Northwest Iowa Graduates of Nettleton Business Training College.

Summary

From the materials read, transcripts evaluated, students interviewed, and the questionnaire, the writer draws the following conclusions:

1. There seems to be a need for business colleges. The business college is a special school, with special objectives and is not a substitute for other types of educational institutions.
2. Nettleton Business Training College has a record that extends over 60 years. They are accredited by the only official United States Office of Education accreditation agency, the Accrediting Commission for Business School.
3. A successful business college graduate should have developed both technical skills and desirable personal qualities.
4. The modal Secretarial Student in the Specialty Oriented Research Program would be a female who has graduated from high school and ranks in the top 50% of the class. She lives within a 100 miles radius of the school and feels she has to work harder at the business college than she did in high school. She learned of the school through a friend and feels her education will cost her \$1500.

5. The modal Business Administration or Accounting student in the Specialty Oriented Student Research Program would be a male who graduated in the top 50% of his high school class. He lives within a 50 mile radius of the college and had to work harder at the business college than he did in high school.
6. The modal Nettleton Business Training College graduates would be in the top 50% of their high school graduating class. Their Grade Point Average in high school business courses would be 3.47 compared with 3.40 while attending Nettleton Business Training College. Their overall Grade Point Average in high school was 2.97 compared with an English Grade Point Average of 2.99. The students would expect to earn up to \$299 per month on their first job. The students would obtain their first job through the Nettleton Business Training College Placement Service or through friends or relatives. The students obtained their second position through friends or relatives. The Nettleton Business Training College Counselor, visit to the school, and the literature about the school were the things that influenced the students to attend Nettletons. The least influential was the high school counselor and teacher. The students should expect to spend over 60 minutes a day on studies at Nettletons which is the same or less than the time spent in high school. Their formal education will probably stop with the training received at Nettletons.
7. Nettleton Business Training College seems to be providing adequate services and training for its graduates.

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CHAPTER I

INTRODUCTION

Business colleges have been a part of the American scene for several decades. If one would read the list of names drawn up by J. W. Miller and William J. Hamilton's The Future of the Business School,¹ you would find listed such famous business college graduates as Herbert Hoover, former President of the United States; Henry Ford, of the Ford Motor Company; John B. Rockefeller, founder of the Rockefeller Foundation; and Harvey B. Firestone, of Firestone Rubber Company.

The investigator's own interest in business schools started in a conference with one of the business education teachers in the LeMars Community High School. It was found that very little research has been conducted on the business college itself and the type of students it enrolls. Mr. Rhude, President of Nettleton Business Training College, told a group of high school counselors that there was a need for more research concerning business colleges and their graduates. A later conference with Mr. Rhude led to the selection of the present problem.

Statement of the Problem

The problem to be investigated is three-fold.

1. What type of academic standards did a student who enrolled at Nettleton Business Training College maintain in high school and at Nettletons?

¹An unpublished book that can be secured from the National Association of Business Schools. This was stated in a letter from Mr. A. L. Rhude, June 28, 1963.

2. What Information can be obtained that would benefit high school counselors who must counsel students who want to pursue a business career?
3. How would students who graduated from Nettletons Business Training School evaluate their curricula and the services provided?

Need for Study

With the examination of literature, it became apparent that very little research material was available to counselors about business college graduates. There was also a lack of information about the students who enroll in business colleges. Dr. Kenneth Hoyt² pointed out that the school counselor has never been in a position to help the students interested in the business world because of the lack of material. Mr. Rhude felt that the need for more information was vital. He sponsored the questionnaire, provided materials for the letter, opened up all records to the writer and even consented to let the members of his staff help in contacting the people involved in the follow-up. It became apparent that this study would help meet several requirements for continuous accreditation of Nettleton Business Training School.³ This combination of the requirements to be met, and the lack of material about the business colleges and their students, brought about the need for this investigation.

²Hoyt, Dr. Kenneth, The Specialty Oriented Student Research Program, pp. 1, 2.

³The accrediting agency is the Accrediting Commission for Business Schools, Administrative Office Suite 406, 1518 K Street, N.W., Washington 5, D.C.

Procedure

The following procedures were used in this investigation:

1. Related follow-up studies of four year college graduates with degrees in business were reviewed.
2. The preliminary study entitled the Specialty Oriented Student Research Program⁴ was reviewed to understand the purpose and need of a study similar to the writer's investigation. This study will also show the modal student in five different cities.
3. The high school transcripts at Nettleton Business Training College were reviewed. The transcripts were used to evaluate the student according to rank in class, grade point average in business courses, English courses, and other academic courses.
4. The Nettleton Business Training College transcripts were reviewed to determine what type of grades the students made while in attendance.
5. The high school transcripts and the Nettleton Business Training College transcripts were used to evaluate the type of academic students enrolled at Nettletons, and to see the overall grade point average from high school and the grade point average at Nettletons. These averages were then evaluated to see if the students showed an improvement while in attendance at Nettletons.
6. A questionnaire was constructed and validated by a panel of experts consisting of: Dr. Franks, the head of the Education Department at Montana State College; Mr. Rhude, the President

⁴This study is headed by Dr. Kenneth Hoyt, University of Iowa, and will take several years to complete.

of Nettletons; Dr. Herrick, the head of Sociology Research at Westmar College; and the business teachers of the LeMars Community High School.

7. The questionnaire was administered to several business college students. This was done to help establish validity. The students suggested several changes that were used in the revision. The questionnaires were then sent to the 1961-1962 graduates of Nettleton Business Training College.
8. The questionnaire was followed-up with personal interviews, letters, and telephone calls. These methods helped to obtain a suitable return and insured reliability of the questionnaire.

Limitations

The problem was limited to the selection of thirty-six Northwest Iowa graduates of the Sioux City Nettleton Business Training College. Before 1960, the school had been called the National Business School and was not affiliated with the chain of Nettleton schools. In 1960, Mr. C. D. Rohlfss, then the President of the Nettleton schools, purchased the National Business School and changed the name to Nettleton Business Training College. Mr. Rhude was appointed the President. The thirty-six students selected for this investigation were among the first graduates of the Nettleton program under the administration of President Rhude.

Definitions

The terms used in this paper needing clarification are the following: business college, business college graduates, college graduates, NBT, and SOS.

"Business college" is a school that offers a program for students that want to specialize in a business field but do not want to attend a Junior College or a four year college.

"Business college graduates" will include those students that attended a business college and met its requirements for graduation.

"College graduates" are those students who have attended a four year college, met the requirements for graduation, and majored in business.

"NBT" stands for the Nettleton Business Training College in Sioux City, Iowa. This school is one school in a chain of business schools. Other schools are located in Sioux Falls, South Dakota, Lincoln and Omaha, Nebraska.

"SOS" stands for the Specialty Oriented Student Research Program headed by Dr. Kenneth B. Hoyt of the University of Iowa.

CHAPTER II

REVIEW OF LITERATURE

Need and Purpose of Business Schools

The writer felt that there was a lack of information about business colleges; their purpose; the students who attend the colleges; and information that would be available for counselors who must counsel students about a vocation in the business world. The writer reviewed the available material with the hope that the information gathered would be of some benefit to other counselors.

Boling¹ states that the business school should excel in their public relationship with guidance counselors because if they do not it will be a detriment to itself and to the industries. Magnesen² states that the counselors and the public should understand the business colleges. He states that people should visit the business colleges and ask questions that will benefit the student, the counselor, and the public. This should be done to help them understand what the business colleges are trying to accomplish.

In the Directory, a two year business college is defined as:

... a post-high school institution which offers at least one program of instruction two school years in length, the objectives of which are measured primarily in vocational competence, and completion of a course is determined to a large degree through the measurement of skill attainment. It may not consist of a combination of two one-year programs unless one is prerequisite of the other.

¹Boling, Clem, Increasing Opportunities for Business College Education, p. 104.

²Magnesen, V.A., "Don't Overlook the Business College," Business Education World Vol. 41, No. 2, pp. 16, 17, 18, 43, October, 1960.

Such an institution does not grant degrees, but confers suitable certificates or diplomas which indicate the skill or vocational competence attained.³

The objectives for business schools are set down by the Accrediting Commission for Business Schools.⁴ The greatest emphasis is placed on relatively short and intensive courses that will build skills that can be used in terms of vocational or occupational competence. The instructional method should place emphasis on individual progress. The guidance service should be highly personalized. It should include "In terms of occupational and placement; limit guidance testing largely to occupational aptitudes, skills, ability, . . . and student educational history recorded in terms largely related to skill achievement."⁵

Boling pointed out a need for business colleges in our society when he said that:

Each year hundreds of thousands of high school graduates find it impractical to consider a four year college course; but are interested in education, success and comfortable incomes. . . this is resulting and will continue to result in pressure on private business schools.⁶

Shankel⁷ pointed out that while a broad educational background is essential to success, a college degree is not, and that the business college

³Directory of Accredited Institution and Operating Criteria, 1962-1963, p. 6.

⁴Ibid., p. 33.

⁵Ibid., p. 33, 34.

⁶Boling, op. cit., p. 103.

⁷Shankel, Carolyn M., A Study of the Status of Certified Shorthand Reporters In the State of Kansas, pp. 45

seems to provide an adequate source of instruction for the necessary skills needed by the business student.

Magnesen⁸ states that we should look at the private business college as a school that supplements rather than conflicts with what is being taught in the high school. He also explains what he thinks is the purpose of the business school:

A business school could take the student with no high school business training and equip him with marketable skills in much shorter time than the junior college or college because of the concentrated program it offers.

A business college could take the student with a business background in high school whose skills were not yet developed to the fullest and bring this person to the point where his skills would be marketable. . . . A person could take this person and, through a concentrated effort based on individual attention, improve not only her . . . skill but her self confidence as well.

Finally, a business school could take the student with a high school business background and an average, above average, or even superior skills and round off her education through developing her poise and self-confidence in addition to strengthening the already satisfactory or superior skills. This person would certainly be in greater demand than if she had left school and applied for a job without any further training.⁹

The need and purpose of a business school could be summarized with an article taken from the Rowe Budget:

Nearly a hundred years ago--in 1866--an association of business schools issued an 'Address to the Public,' which said: 'We desire to state most explicitly that we do not for a moment entertain the thought that our schools can in any way be substituted for those whose object is the general education of the people. On the contrary, we believe that in any healthy system of education, the special school can only be founded on the general school. We have

⁸Magnesen, op. cit., p. 16.

⁹Ibid., pp. 17, 18.

no desire to offer any inducement to young men to draw them away from their general studies prematurely, for we believe that the highest culture is just as essential for those who occupy high positions in business life as for any other class of students!

The language of that statement may seem a bit old-fashioned to us in 1962, but the underlying idea is as relevant today as it was then. The business school is not a substitute for any other type of educational institution. It is a 'Special' school with a special objective. It fills a need--a growing need.¹⁰

The Specialty Oriented Student

Research Program

The SOS program was reviewed to understand the purpose and need of a study similar to the writer's investigation. The writer will describe the modal Secretarial and Administrative student enrolled in the following schools:

1. Capital Business College, Jefferson City, Missouri
2. Madison Business College, Madison, Wisconsin
3. Gem City Business College, Quincy, Illinois
4. Kansas City Business College, Kansas City, Missouri
5. American Institute of Business, Des Moines, Iowa

Dr. Kenneth B. Hoyt stated that the SOS project "Began with an expressed concern over the lack of ability on the part of school counselors to be of concrete assistance to secondary school age students contemplating attendance at . . . business schools."¹¹ He later found that the project held other potentialities. The study helped to develop a concept of what is a "Specialty Oriented Student." The term is defined as follows:

¹⁰"Article 21," Career Guidance Digest, Vol. 2, No. 1, pp. 2, 3, January, 1963.

¹¹Hoyt, op. cit., p. 1.

The Specialty Oriented Student is one whose motivation toward educational achievement are built largely around a desire to acquire a specific occupational skill or set of skills. Courses designed to broaden his potential for a vocational living have little or no appeal to this student. He may be described as expressing relatively more interest in being "trained" than in being "educated."¹²

The study would benefit vocational rehabilitation counselors, employment services, veterans administration, the Bureau of Indian Affairs, and the adult education setting. It might also be used to stimulate public and private school education interest in the Specialty Oriented Student.¹³

Modal Secretarial Student at Gem City Business College:¹⁴

1. Female, who graduated from high school and ranks in the top 50% of her class.
2. She lives within 100 miles of the school.
3. She learned of the school through a friend or through literature sent through the mail.
4. She has to work as hard or harder than when she was in high school.
5. Her education will cost her up to \$1500.

Modal Administrative or Accounting Student at Gem City Business

College:

1. Male, who graduated from high school and ranks in the top 50% of his class.
2. He lives within 100 miles of the school.
3. He had to work as hard or harder than when he was in high school.

¹²Hoyt, op. cit., p. 3.

¹³Hoyt, op. cit., pp. 2, 4, 5, 6.

¹⁴Hoyt, Preliminary Report of Specialty Oriented Student Research Program, Gem City Business College, Quincy, Illinois, p. 34.

4. His education will cost him up to \$1000.

Modal Secretarial Student at Capital Business College:¹⁵

1. Female, who graduated from high school and ranks in the top 50% of her class.
2. She lives within 25 miles of the school.
3. She learned of the school through literature or some advertising media.
4. She has to work harder in the business college than when she was in high school.
5. Her education will cost her up to \$2000.

Modal Administrative or Accounting Student at Capital Business College:

1. Male, who graduated from high school and ranks in the top 50% of his class.
2. He lives within 50 miles of the school.
3. He learned of the school through a friend or literature received in the mail.
4. He has to work harder in the business college than when he was in high school.
5. His education will cost up to \$2000.

Modal Secretarial Student at Madison Business College:¹⁶

1. Female, who graduated from high school and ranks in the top 50% of her class.
2. She lives within 50 miles of the school.

¹⁵Hoyt, Preliminary Report of Specialty Oriented Student Research Program, Capital Business College, Jefferson City, Missouri, p. 25.

¹⁶Hoyt, Preliminary Report of Specialty Oriented Student Research Program, Madison Business College, p. 7.

3. She has to work harder at the business college than when she was in high school.
4. Her education will cost up to \$3000.

Modal Administrative or Accounting Student at Madison Business College:

1. Male, who graduated from high school and ranks in the top 50% of his class.
2. He lives within 50 miles of the school.
3. He has to work harder at the business college than when he was in high school.
4. His education will cost up to \$3000.

Modal Secretarial Student at Kansas City Business College:¹⁷

1. Female, who graduated from high school and ranks in the bottom 50% of her class.
2. She lives within 25 miles of the school.
3. She learned of the school through a friend, a teacher or a counselor.
4. She has to work harder in the business college than she did in high school.
5. Her education will cost up to \$2000.

Modal Administrative or Accounting Student at Kansas City Business College:

1. Male, who graduated from high school and ranks in the top 50% of his class.
2. He lives within 25 miles of the school.

¹⁷Hoyt, Preliminary Report of Specialty Oriented Student Research Program, Kansas City Business College, Kansas City, Missouri, p. 25.

3. He learned of the school through a friend, a teacher, or a counselor.
4. He has to work harder in the business college than he did in high school.
5. His education will cost up to \$2000.

Modal Secretarial Student at American Institute of Business:¹⁸

1. Female, who graduated from high school and ranks in the top 50% of her class.
2. She lives within 200 miles of the school.
3. She learned of the school through a friend, a teacher or a counselor.
4. She has to work as hard or harder in the business college than she did in high school.
5. Her education will cost her up to \$1500.

Modal Administrative or Accounting Student at American Institute of

Business:

1. Male, who graduated from high school and ranks in the top 50% of his class.
2. He lives within 200 miles of the school.
3. He learned of the school through a friend, a teacher or a counselor.
4. He has to work harder in the business college than he did in high school.
5. His education will cost up to \$3000.

¹⁸Hoyt, Preliminary Report of Specialty Oriented Student Research Program, American Institute of Business, Des Moines, Iowa, p. 36.

English and the Business Student

A recent study by Cook¹⁹ seems to stress to persons interested in the business world that they should be concerned with English. Davidson²⁰ found very little criticism of the mechanical skills but a serious amount of criticism directed toward transcription skills, such as letter composition, spelling, punctuation and accuracy. There was also dissatisfaction expressed concerning grammar, vocabulary, and reading.

English grades have been used as a criteria for predicting success in other fields. The Russon²¹ and Missling²² studies substantiates this in relation to business courses. Kunhardt²³ shows that a student, who is to be successful in Shorthand, should have a B (three point) or better English grade before being recommended for enrollment.

In a statement taken from a study by Grace, it sums up the need for the business college to teach English:

Business schools may have to sacrifice some other type of instruction in order to place more emphasis on basic grammar that should have been learned in the grades. Certain business schools

¹⁹Cook, Angeline, A Follow-up Study of the 1951-1960 Business Administration Graduates of Berry College, p. 116.

²⁰Davidson, Donald Lloyd, A Study of Requirements for and Deficiencies of Beginning Office Workers in Selected Waterloo Industries, p. 77.

²¹Russon, Allen R., Prediction of Scholastic Achievement of Business Education Majors at the College Level, p. 55.

²²Missling, Lorraine, Prognostic Testing in Shorthand, p. 44.

²³Kunhardt, Barbara H., A Follow-up Study of the Business Graduates of the Classes of 1945, 1946, and 1947, of the Roger Dudlowe High School, Fairfield, Connecticut, p. 77.

have been placing this emphasis, and their graduates are given preference by employers who carefully evaluate their employees' work.²⁴

Personal Traits of Business Students

The Career Guidance Digest²⁵ points out that 62% of the girls in the graduating classes do not go to college and, therefore, need to perfect their skills. The skills are not only typing, steno, spelling, grammar, and punctuation but also tact, integrity, business ethics, social aplomb, and office loyalty. The Carnegie Foundation²⁶ showed that 85% who are discharged lose their job because of undesirable personality traits. The Harvard Survey²⁷ showed that 65% of all employees who lose their jobs do so because of a lack of desirable personal traits.

Sarthou²⁸ and Robek²⁹ state that the necessary personality traits are maturity, willingness to help, ability to get along, poise, self reliance, responsibility, attendance, punctuality, efficiency, dependability, loyalty, and grooming.

²⁴Grace, Paul, "Business Colleges Should Stress Good English," Business Education World Vol. 42, No. 10, pp. 25, 32, June, 1962.

²⁵"The Forgotten 62%," Career Guidance Digest Vol. 1, No. 1, pp. 1, 2, 3, 4, October, 1962.

²⁶Gibson, Jessie Jo, "The Purchasing Power of Personality," The Journal of Business Education, Vol. 14, September, 1938, p. 9.

²⁷Ibid., p. 9.

²⁸Sarthou, Adelina, A Survey to Determine the Educational Needs of Secretaries in Service, p. 38.

²⁹Robek, Mary F., "Survey Shows Secretaries Need Personality Plus Skills," Career Guidance Digest Vol. 2, No. 2, February, 1963, pp. 2, 3.

Finkelhor³⁰ shows the following things about grooming:

1. 68% of employers refuse to hire a girl with poor posture.
2. 68% of the employers considered bitten fingernails a cause for failure to hire.
3. 72% of the employers would not hire a gum chewing worker.
4. 75% of the employers would not hire workers who wore unsuitable clothes.
5. 66% of the employers considered an elaborate hairdress as adequate cause for refusing to employ.

It was found that 73% of the employers interviewed considered red fingernails as a part of the acceptable grooming.

Davidson claimed that personal traits ". . . often are held above actual job performance."³¹

The study by Fitzgerald showed that beginning office workers were deficient in the following personality traits:

Accuracy, initiative, dependability, ability to follow directions, office behavior, ability to work under pressure, industry, attendance, personal appearance and . . . each of these factors should be stressed in the preparation of the student for business.³²

Some suggestions she received from the businessmen concerning personality were:

³⁰Finkelhor, Dorothy C., Occupational Adjustments of Beginning Office Workers, p. 76.

³¹Davidson, op. cit., p. 62.

³²Fitzgerald, Mary, A Survey of the Opinion of Businessmen Concerning Beginning Office Workers, With Implication for the Business Education Program At St. John Nepomucene Commercial School, Bridgeport, Connecticut, p. 37.

1. Teach them to respect persons of higher authority and teach them the art of getting along with fellow employees.
2. Develop in the individual a serious outlook toward the job. Emphasize that it is better to ask questions than to guess, and train them to admit errors when they are at fault.
3. Create awareness of responsibility. Emphasize thinking out the details of a job. Arouse the feeling of pride in work turned out.
4. Stress proper attire for office work. Impress on the student the necessity of good English in conversation.
5. Give a little more than is expected of them on any given job.
6. More emphasis should be placed on discipline, respect, orderliness, and neatness with less emphasis on extra curricular activities.
7. Teach the student how to be pleasant and courteous over the telephone.
8. Perhaps the schools could give more instruction in office etiquette and office behavior.³³

Robek sums up the value of skills in relation to personal qualities by the statement, "An observation from the many comments made is that both technical skills and desirable personal qualities are necessary for success. One without the other is useless to business."³⁴

³³ Ibid., p. 38.

³⁴ Robek, op. cit., p. 3.

CHAPTER III

HISTORY, POLICIES, AND ACCREDITATION OF NBT

History and Policies

Mr. Rhude, the President of NBT, states his philosophy that has helped NBT grow.

There are golden opportunities ahead for men and women in the field of business. However, the golden opportunities are open only to those who have proper training and qualifications--the field is one of the world's most exacting professions. It requires top grade personnel with the best training possible.¹

The members of the faculty and staff, who train the students enrolled at NBT, have an academic background that includes business training at such institutions as Michigan State University, Northwestern University, University of Iowa, University of Nebraska, and Columbia University.²

The chain of Nettleton Business Training Colleges was started in 1902 by Mr. C. D. Rohlfss. The first school was established in Sioux Falls, South Dakota. Sioux City NBT became affiliated in 1960. Upon purchasing schools in Lincoln and Omaha, Nebraska, in 1963, Nettleton now claims to be the second largest chain of business colleges in the United States.

The chain of colleges consists of two year schools of business offering eight diploma courses and is affiliated with the Automation Institute of America, Omaha, Nebraska. Automation Institute offers two courses in IBM training.

¹NBT College Catalog, NBT College, Sioux City, Iowa, 1963, p. 1.

²This and following information about NBT was taken from NBT College Catalog, NBT College, Sioux City, Iowa, 1963, p. 22.

NBT provides dormitory space that will accomodate 90 girls and 26 boys. It also provides off campus housing for those students who receive permission from their parents to find other living accomodations.

Students are encouraged to enroll and pay their fees for only a month at a time so in the event they do not make the academic standards or must drop out because of some personal reason, they will have paid only for the education received. Some students who insist on paying for the complete course are guaranteed they will receive a proportionate refund of tuition if they drop out for reasons of permanent physical disability of the student or death in the immediate family.

When a student enrolls at NBT he agrees to attend all classes regularly and if he does not adhere to this regulation he may be expelled. Class absenteeism is not tolerated. In the event a student must be absent for a good reason, make-up work will be assigned when it appears to be to the student's benefit.

The eight courses offered at NBT are approved by the United Business Schools Association, the Veterans Administration, the Iowa Association of Private Commercial Schools, and the Iowa State Department of Education.

NBT College is affiliated with the American Accountants Training Association, the Speedwriting Institute, the Nancy Taylor School, the Weaver School of Real Estate and the International Career Management Institute, and received Accreditation by the Accrediting Commission for Business Schools, Washington, D. C.

Accreditation

"Accredited" is a term that some counselors use as evidence of approval for students who want to enroll in certain schools. Counselors

have found that the terms mean different things to different people. Public Law 550 and subsequent legislation directs the United States Office of Education to maintain a list of recognized accrediting agencies. Such recognition is based on criteria especially developed by the United States Office of Education. The Accrediting Commission for Business Schools meet these requirements and is officially recognized by an office of the United States Commission of Education as the National Accrediting Agency for this field.³

There are 1500 business colleges in the United States and 117 are listed by the Accrediting Commission for Business Schools. "It is the only recognized agency that provides this service for our field of specialized business education."⁴

To be eligible for accreditation an Institution must be able to give an affirmative answer to the following questions:

1. Is the Institution predominantly organized for the purpose of training for business careers?
2. Is the educational program reasonably one post-secondary level?
3. Is education the principal activity of this Institution?
4. Is the program of the Institution a residence program?
5. Has the Institution and its program been established for a period of three years or more?
6. If the Institution seeking accreditation is a department or division within an educational Institution having other objectives, is it separately administered?

³Directory of Accredited Institution and Operating Criteria, op. cit., p. 6.

⁴Ibid., p. 6.

7. If the Institution is operated as a unit in an organization consisting of two or more colleges, is the Institution separately administered, with separate teaching staff, class schedules, catalogs, and library?
8. Is the Institution legally organized and authorized to conduct its program under the laws of its own state and community? Where the laws of the state are silent on such matters the Institution must be appropriately organized: i.e., its organization and practices for comparable institutions in the same general geographic location.
9. Does the Institution offer at least a program two years in length, or if it is a shorter program (but in no case less than one school year in length) is the program a reasonable part of a two-year post-secondary program?
10. Is the nature of this program such that it does not have access to accreditation by another well recognized accrediting agency?⁵

NBT is now accredited and will try to maintain its accreditation by meeting the requirements set forth by the Accrediting Commission for Business Schools.⁶

⁵Ibid., p. 22.

⁶Stated by Mr. Rhude in an interview January 5, 1963. It was also stated that should an individual wish information on the accrediting process he could write to the following: Administrative Office, Suite 406, 1518 K Street, N.W., Washington 5, D.C.

CHAPTER IV

SUMMARY OF THE QUESTIONNAIRE

The questionnaire and transcripts show several things about the selected group of 1961-1962 NBT graduates. These results might help the counselors of Northwest Iowa counsel students interested in NBT.

Summary of the high school transcripts:¹

1. 43% of the students ranked in the top quarter.
2. 14% of the students ranked in the second quarter.
3. 29% of the students ranked in the third quarter.
4. 14% of the students ranked in the bottom quarter.
5. The students earned a 3.47 grade point average in the business courses.
6. The students earned a 2.97 grade point average in all courses.
7. The students earned a 2.99 grade point average in the English courses.

Summary of the NBT transcripts:

1. The students earned a 3.40 grade point average while in attendance.

Summary of the questions:

1. The beginning monthly salary range on the first job after graduation:

¹In these results, all percentages will be rounded off which makes the results come out a little short or long. The grade point averages will be rounded off to the nearest hundredths. The grade point averages will be out of a possible four (4.00) points.

Less than \$200.....14%
 \$200-249.....35%
 \$250-299.....10%
 \$300-349.....17%
 \$350-399.....05%
 No answer.....15%
 Part time, \$1.25 per hour...04%

2. 31% of the students changed jobs. The reasons for changing jobs are:

Better opportunity.....33%
 More Salary.....22%
 Better Working Conditions...22%
 Married or nicer people.....22%

3. The source which was instrumental in obtaining the students first position:

Placement Service of NBT....41%
 Friend or relative.....21%
 NBT teacher.....14%
 Professional Service.....10%
 NBT Counselor.....07%

The remaining responses were answered evenly between: the State Employment Service, the Civil Service, the State University of Iowa Placement Service, and "held it as a part time job".

4. The source which was instrumental in obtaining the second position:

Friends or relatives.....50%
 NBT Placement Service.....25%
 State Employment Service....25%

5. What influenced the student most in his decision to attend NBT:

NBT Counselors.....28%
 Visit to NBT.....24%
 Literature received.....14%
 High School Teacher.....10%
 Friends.....10%
 High School Counselor.....03%

Remaining responses were evenly divided between: parents, closer to home, and insufficient funds to attend college.

6. What influenced the student the least in his decision to attend

NBT:

High School Counselor.....	10%
Teachers in High School.....	33%
Friends.....	13%
Visit to School.....	07%
Literature received.....	03%
NBT Counselors.....	03%

7. The business course in high school that seemed to help the most for your training at NBT:

Bookkeeping.....	39%
Typing.....	28%
Shorthand.....	17%
Business Math.....	06%
Office Practice.....	06%

Remaining responses were: "no business courses in high school".

8. The business course in high school that helped the least for the training received at NBT:...

Business Law.....	21%
Typing.....	21%
Shorthand.....	14%
Bookkeeping.....	08%
Business Math.....	03%
Office Practice.....	03%
No High School Business.....	21%
Other responses.....	09%

9. The non-business course in high school that seemed to help the most for the training at NBT:

English.....	66%
Math.....	31%
Science.....	03%

10. The non-business course in high school that seemed to help the least for the training at NBT:

Science.....	69%
Social Studies.....	17%
Foreign Language.....and	
Math.....	14%

11. 69% of the students would enroll in the same program from which they graduated.

12. 83% are not taking nor have not taken any additional training since graduation.
13. 97% of the students felt that NBT provided them with the necessary skills. The remaining 3% were in an occupation where they did not need the training received at NBT.
14. 90% of the students stated they developed self-confidence while attending NBT.
15. 64% of the students expressed a change of attitude toward advanced education but did not state if it was favorable or unfavorable.
16. 64% of the students stated that their attitude toward business college changed after enrolling at NBT.
17. What was the students feeling toward studying while enrolled at NBT:
 - Studied the same as in high school.....55%
 - Studied more at NBT.....38%
 - Studied more while in high school.....07%
18. The students that studied more at NBT:
 - Studied 60 minutes or more a day.....82%
 - Studied 59 minutes or less a day.....18%
19. Have you attended a post high school, besides NBT:
 - Have not attended a post high school....79%
 - Have attended a post high school.....21%
20. Reason for attending NBT after having attended another school:
 - Course offering
 - Helped to advance higher education
 - Specialized business course offers as much as a degree program

The courses offered at IBT² were evaluated in terms of "Helped Extensively", "Helped to Some Degree", "Very Little Help", and "No Help at All".

It was found that courses marked "Very Little Help" and "No Help at All" combined were:

Basic Accounting, Secretarial.....	33%
Basic Accounting, Accounting.....	36%
Business Letter English.....	30%
Business Psychology.....	56%
Typing I.....	40%
Auditing Theory.....	50%
Comptometer.....	60%
Fundamental Accounting Theory.....	30%
Business Writing.....	36%
Mimeograph.....	42%

²See Appendix for list of all courses offered at IBT and the list of original questions sent to the students.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

From the materials read, transcripts evaluated, students interviewed, and the results of the questionnaire, the writer draws the following conclusions:

1. There seems to be a need for business colleges. Students who want to specialize, who lack funds for a college education; who want a comfortable income, or who want to develop special skills, are the ones who enroll. The business college is a special school, with special objectives and is not a substitute for other types of educational institutions.

2. NBT has a record that extends over 60 years. They are accredited by the only official United States Office of Education accreditation agency, The Accrediting Commission for Business Schools. They seem interested in meeting the requirements for continuous accreditation.

3. A successful business college graduate should have developed both technical skills and desirable personal qualities. The most necessary skill is the use of English.

4. The modal Secretarial student in the SOS program would be a female who has graduated from high school. She ranks in the top 50% of the class. She lives within 100 miles of the school and feels she has to work harder at the business college than she did in high school. She learned of the school through a friend and feels her education will cost her around \$1500.

5. The modal Business Administrative or Accounting student in the SOS program would be a male who graduated in the top 50% of his high school class. He would live within 50 miles of the business college and had to work harder

at the business college than he did in high school. He learned of the school through a friend and feels his education will cost around \$1500.

6. The modal NBT graduate would be in the top 50% of their high school graduating class. Their grade point average in business courses while in high school would be 3.47. This is a little higher than the 3.40 grade point average for courses at NBT. Their English grade point average for high school was 2.99 which is a little higher than the 2.97 grade point average for all high school courses. The student should expect to earn up to \$299 per month on their first job and if they change jobs it will be for "better opportunity", "better working conditions", or "more salary". They will probably get their first position through the NBT Placement Service or through friends and relatives. The student chose NBT through the efforts of the NBT Counselor, a visit to NBT, and literature about NBT. The least influence on the student attending NBT was their high school counselor and teacher. The student who wants to enroll at NBT should enroll in Bookkeeping, Typing, Shorthand, English, and Math, while in high school. The majority will have to study the same as in high school while some will have to study a little more than when they were enrolled in high school. They will have to study over 60 minutes more a day. Their formal education will probably stop with training at NBT.

7. NBT seems to be providing adequate services and training for students. Courses that need to be evaluated by NBT would be Basic Accounting, Business Letter English, Business Writing, Business Psychology, Typing I, Auditing Theory, Comptometer, Fundamental Accounting Theory, and Mimeograph.

Recommendations

The writer feels the following recommendations should be carried out:

1. Continuous follow-up of these and other NBT graduates.
2. The materials that might be helpful from this and other studies should be made available to Counselors, teachers and other Interested persons.
3. A better relationship should be established between NBT and the counselors and teachers of the area NBT serves.
4. A program should be devised to educate the citizens as well as the educators on the need, purpose, and value of business colleges.
5. The employers of all graduates should be contacted to see if there are any weaknesses in the student's skills and personality traits that they have detected.

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APPENDIX A: SPONSOR'S LETTER

NETTLETON BUSINESS TRAINING COLLEGE

N. B. T. needs your cooperation! Yes, we need your help in making plans for the future and for the growth of N. B. T. so that we may keep up to date on all phases of business education for future students. You may help us by taking a few minutes of your valuable time in completing this questionnaire placing it in the envelope and sending it to Mr. Galusha.

Mr. Galusha selected you as one of the 1961-1962 graduates to help in this study. The results of this study, which will include high school records, N. B. T. evaluation, and the questionnaire, will in turn be used in making plans for the future of students at N. B. T. and also for counseling prospective students on the high school level. If you feel that you would like a copy of the compiled results, please note this at the bottom of the questionnaire under "Other Comments".

Please feel free to make any additional comments you feel will contribute to the success of future N. B. T. students.

Cordially yours,

A. L. Rhude
President

APPENDIX A: STUDENT SURVEY

The purpose of this survey is to gather information about the experiences of students who have participated in the program. The survey is designed to be completed by students who have completed the program and are currently enrolled in the program. The survey is designed to be completed by students who have completed the program and are currently enrolled in the program. The survey is designed to be completed by students who have completed the program and are currently enrolled in the program.

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APPENDIX B: QUESTIONNAIRE SENT TO STUDENTS

The purpose of this questionnaire is to gather information about the experiences of students who have participated in the program. The questionnaire is designed to be completed by students who have completed the program and are currently enrolled in the program. The questionnaire is designed to be completed by students who have completed the program and are currently enrolled in the program.

The questionnaire is designed to be completed by students who have completed the program and are currently enrolled in the program. The questionnaire is designed to be completed by students who have completed the program and are currently enrolled in the program. The questionnaire is designed to be completed by students who have completed the program and are currently enrolled in the program.

A FOLLOW-UP STUDY OF THE 1961-1962 BUSINESS GRADUATES OF HETTLETON BUSINESS
TRAINING SCHOOL, SIOUX CITY, IOWA

NAME _____ SEX: M or F
LAST FIRST MIDDLE CIRCLE ONE

PRESENT ADDRESS _____
STREET CITY STATE

1. WHAT WAS YOUR FIRST POSITION AFTER GRADUATION?

- A) _____ NAME OF FIRM
B) _____ ADDRESS OF FIRM
C) _____ NATURE OF FIRM'S BUSINESS
D) _____ NATURE OF YOUR WORK

2. WHAT POSITION DO YOU HOLD AT THE PRESENT TIME? If the same as above
leave the following blank and go on to the next question.

- A) _____ NAME OF FIRM
B) _____ ADDRESS OF FIRM
C) _____ NATURE OF FIRM'S BUSINESS
D) _____ NATURE OF YOUR WORK

3. INDICATE YOUR BEGINNING MONTHLY SALARY RANGE ON YOUR FIRST JOB AFTER
GRADUATION BY AN "X".

_____ LESS THAN \$200	_____ \$300-349	_____ \$450-499
_____ \$200-249	_____ \$350-399	_____ \$500 or OVER
_____ \$250-299	_____ \$400-450	

4. IF YOU HAVE CHANGED JOBS SINCE YOUR FIRST POSITION PLEASE CHECK "X" THE
REASON(S).

_____ BETTER WORKING CONDITIONS	_____ BETTER OPPORTUNITY	_____ OTHERS, Please specify below
_____ MORE SALARY	_____ CLOSER TO HOME	

5. INDICATE THE SOURCE WHICH WAS INSTRUMENTAL IN OBTAINING YOUR first
position BY AN "X" AND IF YOU HAVE CHANGED POSITIONS MAKE A "XX" IN
FRONT OF YOUR present position.

_____ NBT teacher	_____ friend or relative	_____ State employ- ment Service
_____ NBT counselor	_____ newspaper or radio advertisement	_____ Other (specify below)
_____ NBT PLACEMENT SERVICE	_____ professional Place- ment service	

PLACE AN "X" IN THE APPROPRIATE SPACE PROVIDED IN THE FOLLOWING QUESTIONS.

6. WHAT INFLUENCED YOU MOST IN YOUR DECISION TO ATTEND NBT?

_____ TEACHER	_____ HIGH SCHOOL COUNSELOR	_____ NBT COUNSELOR	_____ VISIT TO SCHOOL
_____ FRIEND	_____ LITERATURE ON SCHOOL	_____ OTHERS: (Please specify below)	

7. WHAT WAS THE LEAST INFLUENTIAL IN YOUR DECISION TO ATTEND NBT?

_____ TEACHER	_____ HIGH SCHOOL COUNSELOR	_____ NBT COUNSELOR	_____ VISIT TO SCHOOL
_____ FRIEND	_____ LITERATURE ON SCHOOL	_____ OTHERS: (Please specify below)	

8. WHAT BUSINESS COURSE IN HIGH SCHOOL SEEMED TO HELP YOU THE MOST FOR YOUR TRAINING RECEIVED AT NBT?

_____ BUSINESS LAW	_____ BUSINESS MATH	_____ TYPING	_____ SHORTHAND
_____ BOOKKEEPING	_____ OFFICE PRACTICE	_____ OTHERS (specify below)	

9. WHAT NON-BUSINESS COURSE IN HIGH SCHOOL SEEMED TO HELP YOU THE MOST FOR YOUR TRAINING RECEIVED AT NBT?

_____ ENGLISH COURSES	_____ SOCIAL STUDIES	_____ SCIENCE COURSES	_____ MATH COURSES	_____ OTHERS (specify below)
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10. WHAT BUSINESS COURSE IN HIGH SCHOOL SEEMED TO HELP YOU THE LEAST FOR YOUR TRAINING RECEIVED AT NBT?

_____ BUSINESS LAW	_____ BUSINESS MATH	_____ TYPING	_____ SHORTHAND
_____ BOOKKEEPING	_____ OFFICE PRACTICE	_____ OTHERS (specify below)	

11. WHAT NON-BUSINESS COURSE IN HIGH SCHOOL SEEMED TO HELP YOU THE LEAST FOR YOUR TRAINING RECEIVED AT NBT?

_____ ENGLISH COURSES	_____ SOCIAL STUDIES	_____ SCIENCE COURSES	_____ MATH COURSES	_____ OTHERS (specify below)
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12. IF YOU WERE JUST STARTING TO NBT WHAT COURSE WOULD YOU TAKE?

_____ SAME _____ DIFFERENT (specify if you checked different) _____

13. HAVE YOU HAD ADDITIONAL TRAINING SINCE LEAVING NBT?

I HAVE NOT HAD ADDITIONAL TRAINING _____ I HAVE HAD ADDITIONAL TRAINING _____ (IF YOU HAVE HAD ADDITIONAL TRAINING PLEASE SPECIFY BELOW) _____

14. DO YOU FEEL THAT NBT PROVIDED YOU WITH THE NECESSARY SKILLS FOR YOUR POSITION?

_____ I FEEL THAT NBT PROVIDED ME WITH THE NECESSARY SKILLS _____ I FEEL THAT NBT DID NOT PROVIDE ME WITH THE NECESSARY SKILLS

IF YOU FEEL THAT NBT DID NOT PROVIDE YOU THE SKILLS, HOW COULD THEY HAVE HELPED YOU?

PLACE AN "X" IN THE APPROPRIATE SPACE PROVIDED IN THE FOLLOWING QUESTIONS.

15. DO YOU FEEL YOU HAVE DEVELOPED SELF CONFIDENCE?

_____ I FEEL I DEVELOPED SELF CONFIDENCE AT NBT _____ I FEEL I HAD MORE SELF CONFIDENCE WHEN I GRADUATED FROM HIGH SCHOOL _____ I FEEL MY SELF CONFIDENCE STAYED THE SAME

16. DO YOU FEEL THAT YOUR ATTITUDE TOWARD ADVANCED EDUCATION CHANGED?

MY ATTITUDE CHANGED SINCE ENROLLING AT NBT _____ MY ATTITUDE DID NOT CHANGE SINCE ENROLLING AT NBT _____ MY ATTITUDE WAS FAVORABLE _____ UNFAVORABLE

17. DO YOU FEEL YOUR ATTITUDE TOWARD BUSINESS SCHOOLS CHANGED?

MY ATTITUDE CHANGED SINCE ENROLLING AT NBT _____ MY ATTITUDE DID NOT CHANGE SINCE ENROLLING AT NBT _____ MY ATTITUDE WAS FAVORABLE _____ UNFAVORABLE

18. WHAT IS YOUR FEELING TOWARD OUTSIDE STUDYING AT NBT?

_____ I STUDIED MORE IN HIGH SCHOOL _____ I STUDIED THE SAME AS IN HIGH SCHOOL _____ I STUDIED MORE AT NBT THAN IN HIGH SCHOOL

IF YOU ANSWERED "I STUDIED MORE AT NBT..." PLEASE SPECIFY IN MINUTES PER DAY HOW MUCH MORE _____ 15 _____ 30 _____ 45 _____ 60 _____ MORE THAN 60 minutes please specify _____

19. HAVE YOU ATTENDED A POST HIGH SCHOOL GRADUATE SCHOOL BESIDE NBT?

_____ I HAVE NOT ATTENDED A POST GRADUATE SCHOOL _____ I HAVE ATTENDED A POST GRADUATE SCHOOL (If so, please specify) _____

IF YOU ATTENDED ANOTHER SCHOOL BEFORE ATTENDING NBT PLEASE MARK AN 'X' BEFORE THE REASON(S) YOU CHANGED AND ATTENDED NBT.

_____ PAST INTEREST

_____ FRIEND INFLUENCE

_____ PAST CLASSES IN HIGH SCHOOL

_____ OTHERS (please specify) _____

20. IF YOU WERE ENROLLED IN THE ACCOUNTING OR MANAGEMENT COURSES AT NBT YOU SHOULD FILL OUT THE FOLLOWING COLUMNS BY PLACING AN 'X' IN THE APPROPRIATE COLUMN. IF YOU WERE ENROLLED IN THE SECRETARIAL OR STENOGRAPHIC COURSES YOU SHOULD GO ON TO THE NEXT QUESTION. ACCT. WILL MEAN ACCOUNTING IN THE FOLLOWING QUESTIONS.

NAME OF COURSE	WAS NOT ENROLLED	HELPED EX- TENSIVELY	HELPED TO SOME DEGREE	VERY LITTLE HELP	NO HELP AT ALL
BASIC ACCT.					
FUNDAMENTAL ACCT. THEORY					
FUNDAMENTAL ACCT. PRACTICE					
ADVANCED ACCT.					
PAYROLL ACCT.					
ACCT. MACHINE					
COST ACCT. THEORY					
AUTOMATION PRINCIPALS					
AUTOMATION ACCT.					
PUBLIC ACCT. PRACTICE					
FINANCIAL ANALYSIS					
BUSINESS MATH					
WORD STUDY					
BUSINESS WRITING					
BUSINESS LETTER ENGLISH					
BUSINESS LAW					
BUSINESS PSYCHOLOGY					
APPLIED ECONOMICS					

NAME OF COURSE	WAS NOT ENROLLED	HELPED EX- TENSIVELY	HELPED TO SOME DEGREE	VERY LITTLE HELP	NO HELP AT ALL
TYPING I					
TYPING II					
TYPING III					
READING SPEED & COMPREHENSIVE					
BUSINESS ORGAN- IZATION & MAN- AGEMENT					
AUDITING THEORY					
COMPTOMETER					
CPA PROBLEMS					
FEDERAL TAXATION					
PRINCIPLES OF ADVERTISEMENT					
PRACTICAL SALESMANSHIP					
NANCY TAYLOR (GIRLS ONLY)					

21. IF YOU WERE ENROLLED IN THE SECRETARIAL COURSE OR THE STENOGRAPHIC COURSES AT NBT YOU SHOULD FILL OUT THE FOLLOWING COLUMNS BY PLACING AN "X" IN THE APPROPRIATE COLUMN. IF YOU WERE ENROLLED IN THE ACCOUNTING OR MANAGEMENT COURSES YOU SHOULD GO ON WITH THE NEXT QUESTION. ACCT. WILL MEAN ACCOUNTING IN THE FOLLOWING QUESTIONS.

NAME OF COURSE	WAS NOT ENROLLED	HELPED EX- TENSIVELY	HELPED TO SOME DEGREE	VERY LITTLE HELP	NO HELP AT ALL
BASIC ACCT.					
FUNDAMENTAL ACCT. THEORY					
BUSINESS LETTER ENGLISH					
BUSINESS MATH					
BUSINESS LAW					
BUSINESS WRITING					
WORD STUDY					
BUSINESS PSYCHOLOGY					

NAME OF COURSE	WAS NOT ENROLLED	HELPED EX- TENSIVELY	HELPED TO SOME DEGREE	VERY LITTLE HELP	NO HELP AT ALL
MANAGEMENT					
APPLIED ECONOMICS					
TYPING I					
TYPING II					
TYPING III					
TYPING IV					
ELECTRIC SHORTHAND THEORY					
DICTATION I					
DICTATION II					
DICTATION III					
SHORTHAND TRANSCRIPTION					
SECRETARIAL PRODUCTION					
FILING					
MEMOGRAPHING					
DICTAPHONE					
CAREER CONDUCT					
CIVIL SERVICE TESTING					
READING SPEED & COMPREHENSIVE					
BUSINESS ORGAN- IZATION & MAN- AGEMENT					
ADVANCED RECEP- TIONIST TRAINING					
NANCY TAYLOR (GIRLS ONLY)					
OTHER COMMENTS					

22. PLEASE CHECK IF YOU DESIRE A SUMMARY OF THE RESULTS: _____
DO YOU HAVE ANY SUGGESTION AS TO HOW NBT COULD IMPROVE WHAT IT HAS TO
OFFER FUTURE STUDENTS? USE THE BACK OF THIS SHEET IF YOU NEED ROOM TO
WRITE.