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A follow-up study of 1944 through 1949 business graduates of Greenfield High School, Greenfield, Massachusetts, who have held office and clerical positions.

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Thesis

A FOLLOW-UP STUDY OF 1944 THROUGH 1949 BUSINESS
GRADUATES OF GREENFIELD HIGH SCHOOL, GREENFIELD,
MASSACHUSETTS, WHO HAVE HELD OFFICE AND CLERICAL
POSITIONS

Submitted by

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(B. S. in Bus. Admin., Northeastern University, 1947)

In partial fulfillment of the requirements for
the degree of Master of Education

1951

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CHAPTER I
INTRODUCTION

Statement of the Problem

The purpose of this study was to make a follow-up survey and job-activity analysis of the 1944-1949 business department graduates who have held general clerical or other office positions and to study the implications of the findings for revision of the business curriculum of Greenfield High School.

Analysis of the Problem

Data were collected and tabulated to provide answers to the following questions:

1. In what positions were graduates employed by business organizations?
2. What was the distribution of jobs held by graduates according to types of business concerns employing graduates for office jobs?
3. How long did it take graduates to obtain the first office job after completing their formal education?
4. What was the status of the graduates in regard to employment at the time of the study?
5. Through what sources did beginners obtain their first position?
6. To what extent were graduates satisfied with their present jobs?
7. What duties were performed by graduates employed in office and clerical jobs?

8. Where did graduates feel office duties should be taught?

Justification of the Problem

The last complete follow-up survey of Greenfield High School business department graduates for curriculum revision purposes was made in 1930. Since that time, the only investigations concerning business graduates were made by individual teachers who were interested in maintaining personal but casual contact with them after graduation.

These individual findings were not directly used for adjusting the curriculum. Consequently, the current study should provide the school system with up-to-date information about those business graduates who have been engaged in office and clerical positions.

Business teachers will have information available relative to those duties which should be given greater emphasis in their instruction of business skills and office practice.

This information will also aid the guidance and placement departments in selecting and recommending business students for various office jobs available in the community.

Finally, this study should contribute much towards evaluating the business curriculum offered students interested in becoming office workers.

Delimitation of the Problem

In order to develop that phase of the high school curriculum affecting the business education offered students in Greenfield, this study was limited to those 1944-1949 business graduates who have held office and clerical positions since graduation.

Furthermore, the survey was restricted to specific duties performed by the graduates without any reference to the desirable personality traits which were considered essential in various business situations.

Definition of Terms

Good¹ gives the following definitions for the terms used in this study:

Business Education: that area of education which develops skills, attitudes, and understandings essential for the successful direction of business relationships.

Clerical Work: office work performed by a clerk, especially that pertaining to written records, including the filling out of office forms, the keeping of accounts, the compilation of statistics, and correspondence.

Office Occupations: occupations associated with the management and operation of offices, especially those involving skills such as typewriting, stenograph, and accounting.

¹Good, Carter V., Editor, Dictionary of Education, McGraw-Hill Book Company, Inc., New York and London, 1945.

Organization of Chapters

An introduction to the problem in this study is given in Chapter I. In Chapter II, a background study of the community in which the survey was conducted is given.

Before any work was done on the survey, a study of various theses related to the subject matter covered in the survey was made, and summaries of these studies are presented in Chapter III.

Review of related literature paved the way for setting forth the method of procedure that was followed in gathering the necessary data for this study. A summary of the procedures is listed in Chapter IV.

Chapter V reports the analysis and interpretation of the data sheets received from the graduates. The analysis and interpretation of the check lists completed by the graduates interviewed are reported in Chapter VI.

In Chapter VII, a summary of findings and conclusions is presented. Finally, in Chapter VIII, recommendations are made based on the results of the survey.

CHAPTER II

BACKGROUND OF STUDY

Location

Greenfield, Massachusetts, is located in the Connecticut River Valley. It is 98 miles west of Boston, 36 miles north of Springfield, 91 miles east of Albany, and 170 miles from New York. It is the county seat of Franklin County and an important trading center.

Population

According to the 1945 State Census, the Greenfield population was 17,020. Of this total, the population density in persons per square mile was determined to be 795.3. Those over 65 years of age totalled 1,472, whereas, those under 21 years of age numbered 35 per cent of the total population reported in the 1940 Census.

The percentage of population living on farms was placed at 4 per cent (1940 Census). The same Federal Census showed that foreign-born residents totalled 1,712.

Historical and Area Data

Greenfield was settled in 1686 and incorporated as a town in 1753.

The town contains 13,943 acres in land, which is

equivalent to 21.4 square miles. The percentage of the total area available for crops is 25 per cent while woodland has a coverage of 42 per cent of the total area. Exclusive of buildings, farm land value per acre has been estimated at \$112.

Retail Trade, Manufacturing, and Housing

The estimated trading population was 55,000, and the estimated retail sales amounted to \$27,039,000 in 1947. The retail sales in dollars per capita amounted to \$1,589 with a retail setup of 276 establishments. In addition to the many local business proprietorships, a few of the better known national retail stores represented locally are Sears, Roebuck and Company, Penny's, Enterprise, Kresge, and The Outlet.

Among other diversified products, Greenfield manufactures taps and dies, machine tools, mailing machines, hand tools, handbags, machinery, sterling silverware, steel stamps, paper draperies, rakes and snow shovels, foundry products, dresses, photographic appliances, photo engraving, mist sprayers, paper boxes, and screw machine products.

Homes in Greenfield totalled 3,469 in 1947. Owner-occupied homes were estimated to be 3,122 as compared to an estimated rental of 347. These facts definitely showed that the major section of the town was residential in 1947.

Vital Statistics

For the ten-year period beginning in 1938 and ending in 1947, a decided upward trend, especially for the last two years, in the number of births was recorded. As compared to 350 births in 1938, 600 in 1942, and 750 in 1946, a new high of 895 was reached in 1947. The problem which this birth-rate will create in the school system was apparent and the school board was contemplating provision of additional facilities for the increased enrollment expected in the school system.

Greenfield School System

In 1947, public school enrollment reached 2,265 and in 1948 increased to 2,502. As a result of the high birthrate during World War II, enrollment in the public schools was expected to rise steadily for several years to come.

The breakdown of the total enrollment in public schools in 1948 was as follows:

Elementary	1,373
Junior High School	540
Senior High School	425
Vocational School	143
Liberal Arts for Girls	<u>21</u>
Total	2,502

In addition to the public school system, the parochial school enrollment (eight grades only) was 377 in 1947; and the only private school had 70 girls enrolled in 1947.

Outside the town limits, several private schools draw to some extent from the population in Greenfield. Consequently, the public school system has a great task for providing education.

Nature of Educational Program

At the time of this study, the public school system in Greenfield followed the six-three-three pattern in education. That is to say, the elementary grades consisted of the first six years; the seventh, eighth, and ninth grades were considered the junior high school; the remaining 10th, 11th, and 12th grades represented the senior high school.

The elementary grade level concerned itself chiefly in training the pupils for the fundamental skills--reading, writing, and arithmetic.

The seventh grade consisted of a core curriculum to be followed by all pupils. In the seventh grade, concentration was placed on individual and social development. In addition to English and arithmetic, pupils were required to participate in social studies, science, physical education, general shop (boys) or household arts (girls), music appreciation, art, guidance, and club.

The eighth grade also consisted of a core curriculum required of all pupils. In addition, a selection of electives was provided which consisted of French (recommended for pupils intending to follow in the college

preparatory curriculum in the senior high school), art, music appreciation, and chorus.

In the ninth grade, a large portion of the work was elective and chosen in accordance with the pupil's plans for senior high school work. At the end of his work in this grade, each pupil chose one of the three curricula listed in the senior high school program of studies or enrolled in one of the divisions of the vocational school. Since this choice was a serious matter, the program selected by each pupil was approved by his parent and his school counselor.

The following subjects were required of all ninth grade pupils: English, mathematics, physical education, guidance, and club. The electives that were offered for selection by the pupil were as follows: general science, junior business training, ancient history, social studies, Latin, French, mechanical drawing, general shop, household arts, art, music appreciation, and chorus.

Since the public school system in Greenfield was maintained for all students, it was also possible to arrange special programs to suit special needs.

The school day for the junior high school was 8:10 a.m. to 11:50 a.m. and 1:20 p.m. to 3:15 p.m.

The senior high school offered the following curricula: college preparatory, liberal arts, and commercial; while the vocational school consisted of the cabinet, auto, print, and

machine shops. The school day was 8:10 a.m. to 2:00 p.m. for the senior high school and 8:10 a.m. to 2:30 p.m. for the vocational school. In both schools, a 27-minute lunch period was provided.

Since the periods were 60 minutes in length, a substantial portion of each class period in academic subjects was usually devoted to supervised study. This arrangement lessened the amount of homework but did not remove the necessity for some homework in certain subject matter.

As far as possible, the programs for the pupils were planned to meet individual needs. However, it was sometimes difficult to arrange unusual combinations of electives, since a program for the entire school must be constructed which would best serve the interests of all pupils.

A guidance counselor was assigned for each of the grades beginning with the seventh grade through the 12th grade.

Commercial Curriculum

The business curriculum offered definite vocational preparation for pupils who desired preparation for office or secretarial work. Pupils who successfully completed the work in this curriculum were expected to be ready for their positions.

In addition, all students were required to take certain courses as the basis of a general education background that concerns every member of organized society.

In grade ten, tryout courses were given in stenography, typewriting, and bookkeeping. Stenography II could have been elected only by pupils who had earned marks of "C" or better in stenography I, which was the tryout course in stenography; and stenography III could have been elected only by pupils who had earned marks of "C" or better in stenography II. The same requirement applied in the case of typewriting and bookkeeping as in the case of stenography.

In the ninth grade, students were free to choose the commercial course without taking any pre-examination as a basis for eliminating unqualified students. However, the guidance counselor provided advice and recommendations to each individual. Nevertheless, if a student insisted in taking a certain course, the student was permitted to take the tryout course.

In order to fulfill the requirements for graduation from the business curriculum, five units of vocational work were required to have been chosen from the following list:

Stenography	2 units	Bookkeeping	2 units
Typewriting	2 units	Office Practice	1 unit

In each of the subjects, the work of one year as listed in the 11th and 12th grades for the business curriculum constituted a unit. At least two units of this

work were to be in one of the three fields in which two units were offered.

If a pupil failed typewriting in the tryout course, the second year in stenography could not have been elected, although the pupil may have passed the tryout course in shorthand. This situation automatically eliminates the pupil from graduating with a business education diploma since the unit requirements were not fully satisfied.

The five units of work referred to in the preceding paragraph were to be passed with no mark lower than "C." Pupils who attempted the commercial program but received a mark of "D" in one or more of the five required units received credit toward graduation from the liberal art curriculum.

The commercial diploma named the field in which a pupil had majored as "Commercial in Stenography," "Commercial in Typewriting," or "Commercial in Bookkeeping."

The work in stenography III, typewriting III, and office practice classes during the second half of the 12th grade was devoted as far as possible to practical office projects and to office experience within the school system. This practical work was intended to give the pupil experience similar to that which was to be found in the initial position.

In addition to the skill subjects, each business student was required to take physical fitness, English,

biological science, current history, guidance, household arts (for girls), U. S. history and civics, and practical mathematics. The student was then permitted to elect whatever additional skill courses he desired. General courses such as art, mechanical drawing, industrial history, economics and commercial law, markets and sources, practical physics and chemistry, and world science were offered as electives.

Thus, the business curriculum provided a concentrated training in skill subjects with a general education background.

CHAPTER III

REVIEW OF RELATED LITERATURE

Before any attempt was made to conduct this follow-up study of business graduates from Greenfield High School, a review of related literature was made as a basis for obtaining valuable aids in developing procedures and techniques that could be used to advantage in conducting this survey. Furthermore, the results of surveys made by others provided valuable information and encouragement for similar studies on a local level.

An interesting summary reported in an extensive study made by Thatcher¹ presented these significant results:

1. Of the 151 respondents, 115, or 76 per cent, were doing office work at the time of the study.
2. Only 45 of the 122 graduates who were full-time office employees, or had held full-time office jobs, indicated that the first job was obtained through school authorities.
3. Only 14, or 9 per cent, of the 151 respondents had secured additional business training since high school.
4. A large percentage (87 to 97 per cent of each class) of the respondents felt that their high school business training was adequate for success in the job held at the time of the study.

¹Thatcher, Carolyn A., A Job-Activity Analysis and Follow-up Study of 1947, 1948, and 1949 Graduates of the Business Department of Gardner High School, Gardner, Mass., Master's Thesis, Boston University, 1950.

5. All of the typing activities ranked in the upper half in total frequency of performance. Those activities rating 50 per cent or higher in time-frequency were: "Addressing envelopes," "Copying from handwriting," "Billing," and "Typing inter-office correspondence."

6. The majority of stenographic and secretarial activities ranked in the upper half for total frequency of performance. Those activities with a time-frequency rating of 50 per cent or higher were: "Handling telephone calls for employer," "Taking dictation in shorthand and transcribing," "Doing office housekeeping," "Taking charge of office during employer's absence," and "Keeping salesmen's records."

7. The majority of the general office activities ranked high in total frequency of performance. The activities in this classification which had a time-frequency rating of 50 per cent or higher were: "Answering telephone," "Folding letters and inserting into envelopes," "Meeting callers and receiving clients," "Waiting on customers," "Figuring and checking invoices," "Opening, sorting, and distributing mail," "Making out receipts," "Writing orders (from telephone or correspondence)," "Doing cashier work," "Posting checks and deposits," "Pricing customers' orders," "Keeping a checkbook," "Timekeeping," and "Expediting customers' orders."

8. Although bookkeeping activities ranked in the lower half as far as total frequency of performance was concerned, those who performed such duties considered them to be of major importance for the most part. "Balancing cash," "Posting to accounts receivable ledger," "Making sales journal entries," and "Making purchases journal entries," had a time-frequency rating of 50 per cent or higher.¹

¹Ibid, pp. 64-68.

Not only does the follow-up study of graduates provide an educational system with significant data for revising or evaluating a curriculum which has been offered to business students over a period of time, but the results of a newly organized program of study have been evaluated through such a survey.

In 1940, the Oak Park Township High School initiated a vocational office-practice course in the hope of serving students of low mental or linguistic ability. The results of that program have been surveyed through a follow-up study of graduates. The findings of the survey were reported by Seymour and Hartmann.¹

We noted with interest that our course had reached not only the student group with lower ranges of intelligence but also some above-average students whose academic accomplishments were lower than their abilities warranted.

We found in the records of employment that more than 50 per cent of the 180 graduates had remained with the same company throughout employment, with two indicating service for as long as $5\frac{1}{2}$ years. We concluded that the girl of low I. Q. with a class ranking higher than expected achievement is likely to remain with one concern, being satisfied with the accomplishment of having obtained a job.

¹Seymour, George, and Bernice Hartmann, As reported in "What Happened to the Graduates of Our Office-Practice Course," Business Education World, vol. 30, March, 1950.

Aside from the students who went directly into college training, only 22 per cent of the others continued after-school training. This indicates that the training in high school should be of such quality as to be marketable.

The large firms will probably continue in-service training; but with the changing economic conditions, the nature of that training will return to the specific on-the-job training of the past. In that event, the private schools, universities, public trade schools, and educational departments of business-machine firms will doubtless find themselves giving more and more post-high school training in the necessary skills.

Evidence shows that our course has been successful in giving vocational competency to many students of low ability who have the desire to succeed and who have purposeful objectives. Several letters acknowledging this fact accompanied the returned questionnaires.

One gratifying observation volunteered by our correspondents was their belief that we should do more to stress courtesy and refinement of manners. We admit it and are wondering about holding a series of lectures on the subject by personnel people and former students. Along this same line is a growing recognition that we must do more to change our graduates' attitudes toward work itself.

From the point of view of value to the present classes in office practice, the survey's greatest contribution has been its tremendous motivation in teaching. The unifying force of a department project, the evidence (in view of the last objective of our office-practice course) that the office-practice course could be a cog in a wheel of activity, the acceptance by students of the answers provided by their predecessors.¹

¹Ibid, pp. 330-331.

Since vocational training is one of the major objectives of business education, business teachers should be aware of the need to adjust their classroom work to the actual duties performed by their students on the job.

To reveal the frequency of office duties performed by employees, an extensive survey was conducted by the Pittsburgh Public Schools.¹ The investigation covered 1,668 employee returns from 33 firms which included the following major occupational groups: Stenographic, 443; General Clerical, 648; Record Keeping, 464; and Machine Operators, 113. This survey is a most significant study and should be studied in detail by business teachers.

Another job-activity analysis and follow-up study which revealed the distribution of business graduates in beginning jobs was made by Ryan.²

The great majority of graduates were placed in office positions in less than six months after graduation. Sixty-six per cent of those placed were referred to their office jobs by school authorities.

Over 87 per cent of graduates replying were engaged in office-type jobs.

¹As reported in "Pittsburgh Analysis of Office Duties," The Journal of Business Education, vol. 24, January, 1949, p. 26.

²Ryan, Mary Agnes, A Job-Activity Analysis and Follow-Up Study of 1946, 1947, and 1948 Business Department Graduates of Nashua High School, Nashua, New Hampshire, Master's Thesis, Boston University, 1949.

Graduates on the whole adjusted to their jobs in the business community with a minimum amount of difficulty, and with personal satisfaction to themselves.

Graduates on the whole felt that their high school preparation was adequate to meet their employment and specific job needs.

Respondents felt strongly that job counseling services should be extended to serve the needs of graduates after graduation from school.

Duties and office activities of a general clerical nature far outnumbered the specialized type of activities, such as stenographic and bookkeeping activities.

Typing and filing activities were the most numerous and the most commonly advocated for school training by the graduates.¹

In passing, the results of a study made by Juckett² may be mentioned to show that differences existed in certain areas among similar surveys.

Sources from which the graduates learned of their initial and present positions varied. The most effective procedure for obtaining positions was by personal application. Through this source, 25.4 per cent of the graduates obtained their initial positions and 35.3 per cent obtained their present positions. Only 2.5 per cent of the initial positions and 2.5 per cent of the present positions were obtained through the university placement services.³

¹ Ibid, pp. 71-72.

² Juckett, L. R., Study of the Business Administration Graduates of the University of Scranton, Master's Thesis, Boston University, 1949.

³ Ibid, p. 36.

Thus, the significance of research undertaken for the purpose of collecting data concerning a particular group of graduates directly affects the specific area in which the study was made. At the same time, local surveys provide results with which comparisons could be made in other areas of similar research.

A study which has been completed by Stockman¹ was undertaken for the purpose of collecting data that could be used as the basis for constructing an effective course in office practice. Some of the results of the study are as follows:

It was found that 65.5 per cent of recently employed graduates were doing general clerical work, 20.6 per cent were engaged in stenographic and secretarial jobs, and 10.8 per cent were concerned primarily with book-keeping activities. All but 29 of the 427 respondents have one or more general clerical duties to perform. The 29 were employed in large firms where a high degree of specialization characterized the office work. The 398 employees who had general clerical duties to perform, checked 4,288 separate activities, an average of 10.8 activities each.

Some interesting facts were revealed with regard to typewriting. The typewriter was used by all but 14.3 per cent of the employees who answered the questionnaire.

¹Stockman, Edgar R., As reported in "An Integrated Office Practice Course of Study for Secondary Schools," American Business Education, vol. 6, December, 1949.

Typewriting has largely taken the place of longhand as a means of filling in forms. Of the 366 employees using the typewriter, 44.8 per cent of them are asked to compose letters with instructions as to letter content, and 30.3 per cent compose letters with no instructions as to content. Some instruction in this activity should be included in the training program for these beginning workers. A total of 22 distinct typewriting activities was reported. This wide use of the typewriter in business office service indicates that ability to type plain copy at high rates of speed with few errors, while desirable, is not enough training to prepare adequately beginning office workers for the kind of typing they will do.

Of the 427 beginning office workers studied, 193 made use of shorthand. Taking letter dictation made up 95.8 per cent of the shorthand activities. A little more than a third (39.4 per cent) of these beginning workers took dictation from more than one dictator.

A list of 31 bookkeeping activities was reported. Of the 198 employees concerned with bookkeeping activities, trial balances were prepared by 43, or 21.7 per cent; balance sheets by 23, or 1.6 per cent; and profit and loss statements by 15, or 8.1 per cent. This latter activity was 26th in the frequency list, while the preparation of balance sheets was 21st.

Thirty filing duties were reported by 345 beginning office employees. The 275 employees who have alphabetical filing to perform represent 64.4 per cent of all the 427 employees. More employees are concerned with numerical, geographical, and subject filing combined.¹

¹Ibid, p. 125.

According to conclusions drawn by Strauch¹ from a similar study, the clerical worker performs a variety of duties.

In considering the data secured from the questionnaires used in this survey, and from the conversations with various employers interviewed in connection with the survey, it is evident that our future clerical workers must be taught, and not merely given an acquaintance with, the proper and efficient way of performing many of the above-mentioned duties. They must have an understanding of the basic knowledges concerning telephoning, banking and postal services, business forms, office courtesy, office procedures, etc., as well as the necessary skills pertaining to the operation of the various office machines. The clerical worker must be capable of performing well these many and diversified duties that are a part of every well-organized business office. He is the backbone of its operations.²

Courses based on such studies should not only prepare the pupil to fit into the employment situation as it now exists. The training provided in these courses should also prepare each pupil to improve the bookkeeping methods, the stenographic and secretarial techniques, and clerical procedures in the particular office job he eventually undertakes.

¹ Strauch, Juliabel, As reported in "Clerical Workers are the Backbone of an Office," The Journal of Business Education, vol. 26, September, 1950.

² Ibid, p. 14.

Smith¹ made an analysis of the bookkeeping systems used by typical retail, wholesale, professional, and personal service enterprises located in the town of Many, Louisiana, in order to find out how to correlate high school bookkeeping instruction with actual practice. Her findings revealed the following facts:

All of the enterprises, with the exception of two, required the services of a person performing other duties along with recording of the daily business transactions. This indicates that high school graduates may find positions in business which are not classified as "bookkeeping" positions and still be required to perform some of the functions of a bookkeeper.

All enterprises studied used some method of recording entries, but no one enterprise followed the same procedure as that of another enterprise. This indicates that high school pupils should be taught general principles and their application in many different situations rather than the mastery of any set routine.

Those organizations which are branches of a company generally maintain records on reports furnished by the central office at different intervals during the year.

A number of the enterprises keep records only to provide information for making Income Tax returns, but others use records for the purpose of knowing the financial condition of their business as well as for preparing tax returns.²

¹Smith, Mildred L., As reported in "Research Notes," American Business Education, vol. 4, March, 1948.

²Ibid, pp. 228-229.

In a similar study, McVey¹ offered the following recommendations as they may be applied to typists:

Typewriting students should develop a high degree of skill in alphabetical filing.

Training in the use of the adding machine should emphasize skill in addition.

Greater emphasis should be placed on spelling, punctuation, and grammar.

Typewriting students should be given more opportunity to type real business forms. The typewriting class could make use of the various business forms which have been duplicated by the office-practice class.

More training should be given in typewriting from rough draft, proofreading, typing with multiple carbons, use of master copies, cutting stencils, etc.

Students should be trained to work under pressure. Typewriting students should be assigned work which must be completed by a given date.

Typewriting teachers should become acquainted with the various types of tests given to typists in order to coach their students along these lines.

Greater emphasis should be placed on personal qualities such as neatness, accuracy, dependability, and responsibility.

Office standards should be the goal of the typewriting class.²

¹McVey, Jennie M., A Job Analysis of Duties and Tasks Performed by Typists, Master's Thesis, Boston University, 1949.

²Ibid, pp. 105-107.

To determine office standards and procedures that existed in various business offices as they related to opportunities for high school graduates, a city-wide school survey of 40 large Los Angeles offices was conducted. As reported by Morrell,¹ several of the following worth-while recommendations were made:

Less importance should be placed upon the development of speed in excess of 50 words a minute. More emphasis should be placed on the skills of typing, such as writing of numbers, tabulation placement, and on accuracy in general.

Less importance should be placed upon the development of speed in excess of 100 words per minute in shorthand. More emphasis should be placed on accuracy of transcription.

Since the majority of graduates are placed in their initial jobs as clerks of one type or another, more emphasis might be placed on the clerical major in business education. Also more clerical experience might be incorporated in the courses of study of other business education majors.

Counselors should be informed that business is willing to hire students who have had a major in business immediately upon their graduation from high school. Business men will employ these graduates although they have had no previous business experience.

Since some large organizations are employing the use of tests in skill in hiring office personnel, some training in the taking of such tests should be part of the high school experience of every student.

¹Morrell, Donald G., As reported in "Los Angeles Office Standards Survey," The Journal of Business Education, vol. 25, February, 1950.

A method should be devised whereby schools will be equipped to furnish information quickly regarding the grades and characters of graduated students to business men who phone the school. Business men want this information while the applicant is in their office.

Far more emphasis should be placed on personality factors in the teaching of all business subjects so it will be a continuous indoctrination throughout the years during which the student is learning the skills necessary in business.

There would be great value in a well-prepared course in job ethics and business behavior. This course could be general in nature and yet sufficiently flexible to permit adaptability to particular schools. Evidently, appearance and speech during the interview for employment has not been well-taught to our students.¹

Since the foregoing studies represent the results of surveys made in specific local situations, the writer made a similar study of business department graduates from Greenfield High School, Greenfield, Massachusetts. Not only was the survey made to gather information concerning these graduates as to their status in business, but this study was made to determine the nature of certain problems the beginning office worker faced after leaving high school.

¹Ibid, pp. 26-27.

CHAPTER IV

METHOD OF PROCEDURE

In developing this thesis, the following steps were taken:

1. Permission and approval of school authorities were secured to make a follow-up study.

2. Teachers in the business education department were consulted to determine the feasibility in conducting the survey at that particular time.

3. In reaching the 1944-1949 business department graduates through personal interviews, a data sheet and check list were prepared.

4. A list of personal questions was included in the data sheet. These questions were to be answered by the business graduates relative to both their beginning and present office positions.

5. To obtain information about the frequency of performance of job activities and where they should be taught, a check list of 68 different duties was compiled.

6. With the aid of the business department teachers, a personal interview was made with each of the 66 business graduates selected for this study.

7. After each graduate was contacted, the information from the data sheets and check lists was collected and tabulated.

8. From the final results of the survey, the summary and conclusions were formulated.

9. Finally, suggestions and recommendations were made, based upon the findings of the study.

In establishing a sound basis for making a follow-up study that would be worth-while, the assistance of school officials and business teachers was of great importance. Although an extensive survey of business graduates had not been made for several years, individual teachers had kept close contact with many of the students.

A list of 84 duties which Freeman¹ reported had been used in a similar study made by the Pittsburgh Public Schools was checked by the business teachers. These teachers were familiar with local business organizations and the duties demanded of office workers, especially as beginners. From this list, a selection of 68 duties which were thought to be most applicable to the study was made.

An agreement could not be reached as to the organization of these duties into any specific categories. Consequently, the final decision was to list the 68 duties in the check list without any special arrangement of divisions.

On an experimental basis, the check list was presented to 23 individuals who were registered in evening classes. These classes were held to provide instruction in beginning and advanced courses in stenography, typewriting, and book-keeping. All of these individuals had been or were engaged in some form of office work.

¹Freeman, M. Herbert, As reported in "Duties of Office Employees," American Business Education, vol. v, March, 1949, pp. 229-231.

As a result, the data sheet and check list were found to be satisfactory after a few minor changes were made through suggestions by the experimental group.

In selecting the graduates to be interviewed, only those graduates who had been or were engaged in office work and would be willing to have personal interviews were considered for this study. As a result, 66 graduates which represented a cross-section of each graduating class made up the interview list. With the assistance of the business department teachers, each of the selected business graduates was contacted through a personal interview.

The interview survey was based upon definite points so that results could be tabulated, and an opportunity was given for suggestions from the persons interviewed. To interpret and to make the data more understandable, charts and tables were constructed showing the results of the interview survey. From these results, the summary and conclusions were made. Finally, recommendations were stated by the writer.

CHAPTER V

ANALYSIS AND INTERPRETATION OF THE RESPONSES FROM DATA SHEET

In contacting the various business graduates from Greenfield High School for the years 1944-1949, a follow-up study was made through personal interviews with each graduate. Only those graduates who were available during the time of the survey and who had been employed as an office worker since graduation were interviewed.

Of the total number of 129 business graduates who had received diplomas in the years 1944-1949, 66 graduates were contacted for this study. In Table I, the total number of graduates who had received diplomas in the business curriculum and the total number of graduates interviewed in each respective graduating class are indicated.

TABLE I
THE DISTRIBUTION OF BUSINESS GRADUATES INTERVIEWED
BY CLASSES

Class	Number of Graduates	Number of Graduates Interviewed	Per cent of Interviews
1944	20	7	35.0
1945	23	13	56.5
1946	22	8	36.4
1947	14	9	64.3
1948	29	16	55.2
1949	21	13	61.9
Totals	129	66	

These 66 graduates were first asked to complete a data sheet which consisted of several questions of a personal nature regarding their employment as office workers. One of the questions concerned itself with the length of time it took the graduates to obtain their first office position. As reported in Table II, 69.7 per cent of the graduates acquired their first office positions before finishing school as compared to 30.3 per cent of those interviewed who required from one to eight months after graduation.

TABLE II

LENGTH OF TIME REQUIRED BY 66 BUSINESS GRADUATES TO SECURE
INITIAL OFFICE POSITIONS

Length of Time	Number of graduates	Per cent
Before graduation	46	69.7
One month after graduation	8	12.1
Three months after graduation	5	7.6
Two months after graduation	4	6.1
Four months after graduation	1	1.5
Seven months after graduation	1	1.5
Eight months after graduation	1	1.5
Totals	66	100.0

The fact that the school system maintained a guidance and placement department, and because job opportunities for office workers were plentiful during the years 1944-1949 may have been largely responsible for the high per cent of placements before graduation.

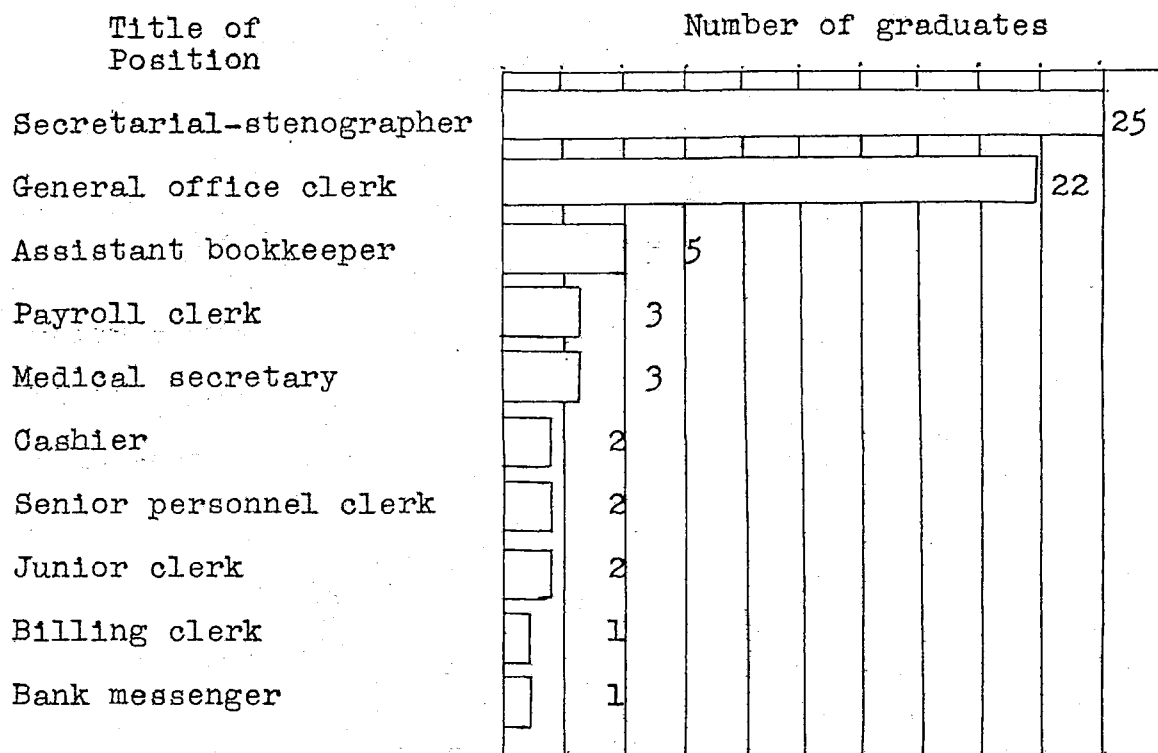


Fig. 1. Distribution of Positions Held By 66 Business Graduates

Fig. 1 shows 25, or 37.9 per cent, of the 66 graduates interviewed held secretarial-stenographic positions; and 22, or 33.3 per cent, were employed as general office clerks. Five graduates reported that they were employed as assistant bookkeepers. The remainder of the graduates interviewed were employed as payroll clerks, medical secretaries, cashiers, senior personnel clerks, junior clerks, billing clerk, and bank messenger.

As pointed out in Chapter II, a wide and varied number of business organizations existed in Greenfield at the time of this study. Consequently, the graduates interviewed were asked to state exactly the nature of the business in which they held office jobs.

TABLE III

TYPES OF BUSINESSES IN WHICH 66 GRADUATES WERE EMPLOYED

Type of Business	Number of Graduates	Per cent
Manufacturing	18	27.3
Town of Greenfield*	10	15.2
Construction	4	6.1
Public Utilities	4	6.1
Retail Department Store	4	6.1
Physician	3	4.6
Bank	3	4.6
Retail Automobile Dealer	2	3.0
Insurance Agency	2	3.0
Lawyer	2	3.0
Advertising Agency	2	3.0
Retail Hardware Store	1	1.5
Public Library	1	1.5
Retail Grain Company	1	1.5
Retail Grocer	1	1.5
Dentist	1	1.5
Personal Loan Agency	1	1.5
Private School	1	1.5
Public Accountant	1	1.5
Wholesale Farm Produce	1	1.5
Retail Fuel Company	1	1.5
Public Hospital	1	1.5
Tree Expert	1	1.5
Totals	66	100.0

*Secretarial and clerical positions held by graduates in the offices of various municipal departments, including the streets and engineering departments, the treasurer's, tax collector's, old-age assistance, registry of deeds, and clerk of the courts offices.

As indicated in Table III, 18, or 27.3 per cent, of the 66 graduates interviewed were employed by manufacturing industries such as textile, tap and die, and silver shops; 10, or 15.2 per cent, of the graduates reported that they

held office positions in retail automobile, hardware, grain, grocer, fuel, and department stores; the town of Greenfield employed 10 of the graduates; construction and public utilities were each represented by four graduates; three graduates were employed by physicians and banks; two graduates worked for insurance, law, and advertising firms; one graduate was employed by each of the remaining businesses which included the dentist, public library, personal loan agency, private school, public accountant, wholesale farm produce, public hospital, and tree expert.

Since all of the 66 graduates interviewed were still employed at the time of this study, a complete report was possible in regard to the time each of the graduates was employed in the position held at the time of this study. Table IV reports that most of the graduates had been employed in their jobs for a year or more. Those employed for two years totaled 15, or 22.7 per cent; 12 graduates had been on the job for one year; six graduates reported that they had remained four years; five graduates were employed for three years; and four of those interviewed stated that they had been in their respective positions for five years. One of the graduates reported that she had been on the job for six years. Of the remaining 23 graduates, 17 had been in their positions for less than six months. For the most part, the latter group consisted of the most recent graduates that were interviewed in this survey.

TABLE IV

LENGTH OF TIME GRADUATES HAD BEEN EMPLOYED ON THE JOB
HELD AT THE TIME OF THIS STUDY

Time	Number of Graduates	Per cent
2 years	15	22.7
1 year	12	18.1
4 years	6	9.1
3 years	5	7.6
3 months	5	7.6
5 years	4	6.1
1 month	4	6.1
5 months	3	4.6
4 months	3	4.6
9 months	2	3.0
6 months	2	3.0
2 months	2	3.0
6 years	1	1.5
8 months	1	1.5
7 months	1	1.5
Totals	66	100.0

In determining the range in salary scales among the various graduates interviewed, the question concerning the starting pay for the job held at the time of this study was included in the interviews.

Of the 57 graduates who answered the question, Fig. 2 shows that 43 received starting salaries between \$21 and \$30. Ten of the graduates received under \$21; one graduate received a salary of \$65; two graduates started in the \$31-\$35 bracket; and one graduate reported receiving a salary in the \$36-\$40 range.

Number of
graduates

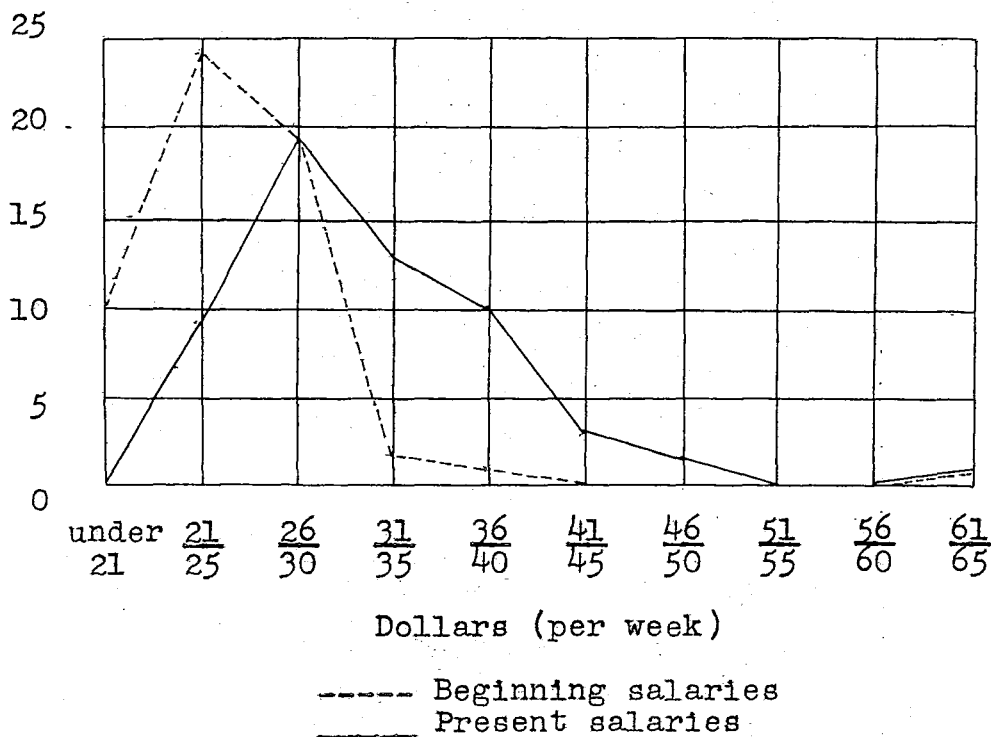


Fig. 2. Beginning and Present Salaries of 57 Graduates in the Positions Held at the Time of the Study

Of equal significance, Fig. 2 reports salaries received by the 57 graduates in the positions held at the time of this study. None of the graduates interviewed received under \$21. Thirty-two graduates received salaries between \$26 and \$35, nine graduates stated they received wages within the \$21-\$25 salary bracket, ten graduates reported salaries within the \$36-\$40 range, and five graduates received between \$41-\$50. The graduate who started at \$65 reported the same salary as the one received at the time of this study, since she had been employed for only two months in the position she held.

Of the 66 graduates interviewed, only five reported that they had received formal education beyond high school. Two of the five graduates attended business schools for two years and specialized in medical-secretarial work, one of the graduates attended a junior college for two years and trained as an executive secretary, another graduate completed four years at a university as a psychology major, and the fifth graduate started a course at the university and completed only one year before discontinuing the course.

One other question asked the graduates which resulted in a one-sided report concerned the difficulty graduates experienced in getting a position after completing their formal education in school. Sixty-two graduates reported they did not experience any difficulty, whereas four graduates stated they did have difficulty in securing a job. Two of the four who did have difficulty stated that the employers desired experienced help. The remaining two graduates reported that no office jobs were available at the time of their graduation.

Whenever a follow-up study is made of graduates, one question which appears consistently deals directly with the sources through which graduates obtained their first position. In Fig. 3, the results indicate that the school remains a very important source through which graduates may obtain their first job.

Number of
graduates

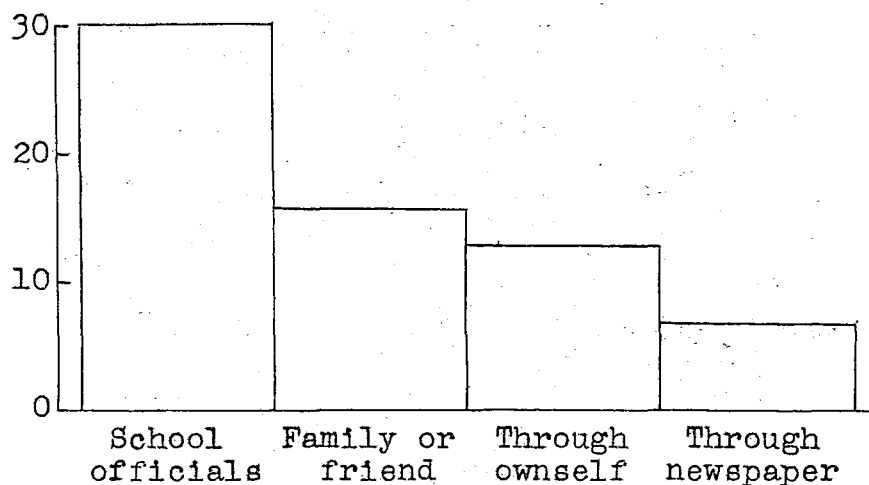


Fig. 3. Sources Through Which 66 Graduates Obtained Their First Positions

The school system covered in this study maintained a placement service for graduates as well as for undergraduates. The responsibility for placing students lay mainly with the guidance department. Business teachers were frequently asked to recommend various students whenever an office job was available. As reported in Fig. 3, 30, or 45.5 per cent, of the 66 graduates had obtained their first position through school officials.

Further examination of the results shows that the family or friend of the respondent was the source through which 16, or 24.2 per cent, of the graduates obtained the first job; 13, or 19.7 per cent, of the graduates interviewed stated that they had found their own first position; and 7, or 10.6, of the graduates made use of the want ad section of the newspaper. Although the data sheet listed

the public employment and private employment agencies, and other sources through which graduates may have obtained their first position, not one graduate had made use of those additional sources.

Number of
graduates

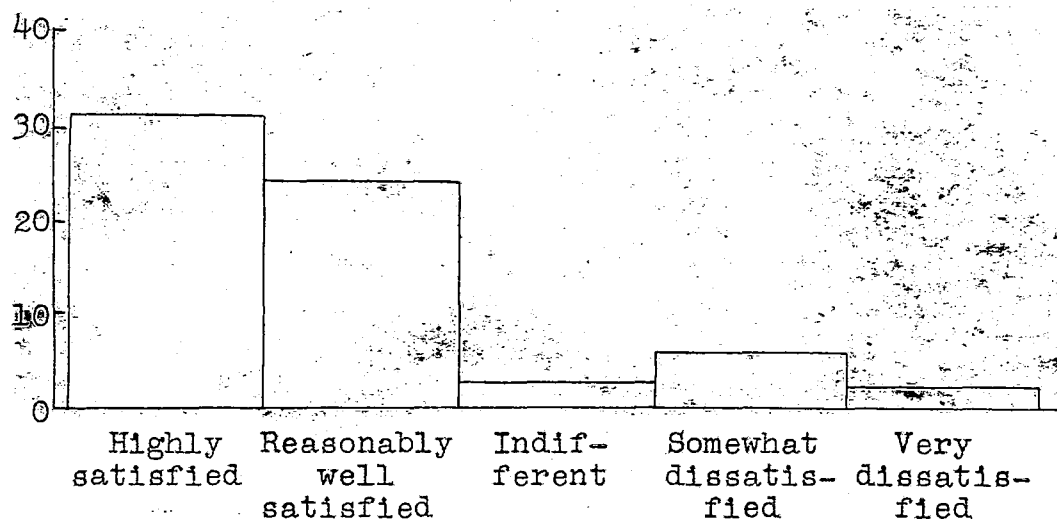


Fig. 4. Job Satisfaction of the 66 Graduates in the Positions Held at the Time of This Study

In another question, each graduate was asked to state the degree of satisfaction that existed within the job held by the graduate at the time of this study. Fig. 4 indicates a fairly favorable conclusion with the report that 31, or 46.9 per cent, of the graduates interviewed stated they were highly satisfied; 24, or 36.4 per cent, expressed themselves as reasonably well satisfied; six graduates were somewhat dissatisfied; three stated that they felt indifferent about their jobs; and two graduates were very dissatisfied.

Finally, individual comments and suggestions were expressed by the graduates interviewed. These suggestions certainly provide valuable information that may contribute much toward evaluating the business curriculum.

In general, the graduates felt that the skill training offered was very satisfactory and met the standards and requirements established by business organizations. However, many of the graduates emphasized the point that their general business education background was not as complete as their vocational skill training. As a few suggestions, graduates indicated a need for courses in business law, principles of marketing and economics, retailing, money and banking, and personality development.

The opinion was expressed by several graduates that greater concentration be given to grammar and vocabulary building. Command of the English language definitely was essential in fulfilling the duties and responsibilities of the office worker, according to these graduates.

Not only were graduates asked to answer the questions listed on the data sheet, but they were given an opportunity to indicate the specific duties that were performed by them in whatever office job they held at the time of this study. Chapter VI reviews the findings obtained from the check lists which were completed by the graduates at the time of the interview.

CHAPTER VI

ANALYSIS AND INTERPRETATION OF THE RESPONSES FROM THE CHECK LIST

In order to determine those duties most commonly performed in beginning office occupations by the 66 graduates who were interviewed for this study, a check list that consisted of 68 specific duties was used.

All of the 66 graduates interviewed filled in the check lists. As a result, Table V was constructed to show the order of total frequencies for each of the listed duties.

Table V provides a column for "Rank" which indicates the relative rank of the activities performed in the order of total frequencies. The "Total frequency" column lists the total frequency for each activity performed by the graduates interviewed. In addition, the following five headings show the approximate frequency of performance for each duty listed in the check list: "Frequently every day," "Occasionally every day," "Frequently during week," "Occasionally during week," and "Less often than weekly."

Under appropriate columns in the check lists, the graduates were asked to express their opinions as to whether the job activity performed should be taught in school, on the job, or both in school and on the job. The graduates were requested to express their opinions only for those duties which they actually performed.

Examination of Table V shows that the six activities performed by the largest number of graduates included "Make carbon copies," "Address envelopes," "Use standard typewriter," "Use telephone," "Use alphabetical filing," and "Fold, insert letters and seal envelopes," which were performed by 59, 58, 58, 57, 53, and 53 graduates, respectively. In the opinion of the majority performing these activities, all six of these activities should be taught in school, or both in school and on the job.

High in total frequencies, the duties, "Type letters," "Fill in printed forms," "Take dictation in shorthand and transcribe," and "Type out cards," were each performed by more than 50 per cent of the 66 graduates interviewed. The majority of these graduates reported that the duties should be taught in school.

Aside from the use of the standard typewriter, the hand-operated adding machine was performed by more graduates than any other business machine. Of the 38 graduates who indicated using the adding machine, 35 believed it should be taught in school, two stated that the school and the job should provide the necessary training, and one student expressed the opinion that the operation of the machine should be taught on the job exclusively.

Duties which are ordinarily considered to be general clerical work were well up on the frequency table. Included among these duties were "Type form letters," "Type out bills,

invoices, and statements," "Receive business callers," "Weigh mail, figure postage," "Prepare material for filing," "Open, sort, and distribute mail," and "Run errands." Except for running errands, the majority of graduates felt that these duties should be taught in school and both in school and on the job.

Further analysis of Table V indicates that the use of the electric adding machine by 28 graduates, operation of the calculating machine by 16 graduates, and use of the check-writing machine by 15 graduates present a need for preparing graduates for these specific activities. According to the opinions of the graduates, these duties should be taught in school.

Bookkeeping and record-keeping duties were placed in the center of the frequency table. These activities, which include preparing checks, writing out orders, preparing bills and invoices, making bank deposits, posting entries, taking care of supplies, balancing cash, keeping customer's accounts, reconciling bank statements, making out payrolls, taking inventory of stock, figuring discounts, preparing journal entries, and working on credit accounts, ranked from 21 through 41.5. Except for taking care of supplies in the stockroom and taking inventory of stock, most of the graduates stated that the bookkeeping and record-keeping activities should be taught in school as well as on the job.

Although alphabetical filing was previously reported among the high ranking activities, "Use numerical filing" ranked 28, "Use visible record filing" ranked 53, and "Use geographical filing" ranked 55.5. However, 30 graduates emphasized the point that these filing duties should be taught in school, eight graduates declared that they should be taught both in school and on the job, while no one expressed the opinion that these activities should be taught on the job exclusively.

The following office machine activities ranked low in frequency: "Use mimeograph duplicator" ranked 46.5, "Use ditto duplicator" ranked 55.5, "Operate dictaphone transcriber" ranked 64, and "Operate ediphone transcriber" ranked 66.5. Here again, the graduates definitely pointed out that the school should provide the training necessary to operate the machines.

The following duties were among the lower ranking activities performed by the graduates interviewed in this study: "Compute interest," listed by nine graduates; "Prepare financial statements," reported by nine graduates; "Type manuscript, legal forms," performed by eight respondents; and "Prepare vouchers" and "Prepare worksheets," each represented by five of the graduates interviewed.

TABLE V

THE TOTAL FREQUENCY OF THE 68 OFFICE ACTIVITIES
PERFORMED BY THE 66 GRADUATES INTERVIEWED,
ARRANGED IN ORDER OF FREQUENCY

Rank	Duties	Total Frequency	Approximate Frequency of Performance					Where Should Be Taught		
			Frequently Every Day	Occasionally Every Day	Frequently During Week	Occasionally During Week	Less Often Than Weekly	In School	On Job	In School and On Job
1	Make carbon copies	59	21	13	8	13	4	53	0	6
2.5	Address envelopes	58	18	20	6	9	5	43	3	12
2.5	Use standard typewriter	58	42	11	4	1	0	52	1	5
4	Use telephone	57	35	10	5	5	2	24	7	26
5.5	Use alphabetical filing	53	28	11	5	9	0	36	4	13
5.5	Fold, insert letters and seal envelopes	53	21	13	4	10	5	31	5	17
7	Type letters	50	17	9	5	14	5	36	1	13
8	Fill in printed forms	47	14	8	1	14	10	14	18	15
9	Take dictation in shorthand and transcribe	45	8	8	5	13	11	43	0	2
10	Type out cards	40	7	3	4	12	14	16	10	14
11	Use hand-operated adding machine	38	14	7	3	6	8	35	1	2
13	Type form letters	34	5	3	2	8	16	19	5	10
13	Type out bills, invoices, and statements	34	10	2	3	5	14	11	10	13
13	Receive business callers	34	15	5	1	4	9	13	6	15
15	Weigh mail, figure postage	33	13	2	2	4	12	17	8	8

Rank	Duties	Total Frequency	Approximate Frequency of Performance					Where Should Be Taught		
			Frequently Every Day	Occasionally Every Day	Frequently During Week	Occasionally During Week	Less Often Than Weekly	In School	On Job	In School and On Job
16	Prepare material for filing	32	13	9	2	4	4	16	8	8
17	Open, sort, and distribute mail	31	12	11	4	3	1	5	13	13
18	Run errands	30	7	7	3	6	7	3	23	4
19	Use electric adding machine	28	15	4	4	2	3	19	0	9
21	Type from rough drafts	27	4	3	1	6	13	12	4	11
21	Prepare checks	27	3	6	3	5	10	22	2	3
21	Write out orders	27	7	4	5	5	6	7	12	8
23.5	Prepare bills, invoices	26	11	3	4	2	6	8	6	12
23.5	Make bank deposits	26	2	6	5	5	8	15	7	4
25.5	Post entries to ledger	24	7	7	2	4	4	8	4	12
25.5	Take care of supplies(stockroom)	24	5	1	1	6	11	1	16	7
28	Use numerical filing	23	13	2	1	2	5	16	0	7
28	Balance cash	23	12	5	2	2	2	9	7	7
28	Type out statistical data	23	1	3	0	3	16	10	6	7
30.5	Keep customer's accounts	22	11	1	3	5	2	3	7	12
30.5	Make stencils	22	2	0	1	0	19	20	0	2
32.5	Reconcile bank statement	20	0	0	0	0	20	13	2	5
32.5	Make out payrolls	20	3	0	2	9	6	3	6	11
34	Make appointment arrangements with customers or clients	19	7	4	1	4	3	5	4	10

Rank	Duties	Total Frequency	Approximate Frequency of Performance					Where Should Be Taught		
			Frequently Every Day	Occasionally Every Day	Frequently During Week	Occasionally During Week	Less Often Than Weekly	In School	On Job	In School and on Job
35.5	Take inventory of stock	18	2	1	1	1	13	1	10	7
35.5	Figure discounts	18	4	0	3	4	7	11	3	4
37.5	Use calculating machines	16	7	3	1	2	3	11	0	5
37.5	Prepare journal entries	16	4	4	1	3	4	4	2	10
39.5	Use check-writing machine	15	4	4	0	4	3	6	6	3
39.5	Proofread	15	2	3	2	3	5	7	1	7
41.5	Work on credit accounts	13	6	2	1	1	3	5	2	6
41.5	Type out telegrams, radiograms	13	0	3	2	2	6	8	3	2
44	Prepare insurance and social security records	12	3	1	2	1	5	4	2	6
44	Prepare packages for shipment	12	1	2	0	2	7	3	4	5
44	Operate cash register	12	9	2	1	0	0	5	4	3
46.5	Use mimeograph duplicator	11	2	0	0	2	7	10	1	0
46.5	Compute time records	11	3	2	2	2	2	2	3	6
48.5	Prepare trial balance	10	1	0	0	0	9	3	2	5
48.5	Make price changes	10	4	3	0	1	2	1	8	1
50.5	Compute interest	9	2	1	0	0	6	3	1	5
50.5	Prepare financial statements	9	0	0	0	1	8	2	2	5
53	Use visible record filing	8	3	2	0	1	2	7	0	1
53	Sell merchandise at counter	8	4	1	2	1	0	1	5	2
53	Type manuscripts, legal forms	8	4	0	2	1	1	4	0	4

Rank	Duties	Total Frequency	Approximate Frequency of Performance				Where Should Be Taught			
			Frequently Every Day	Occasionally Every Day	Frequently During Week	Occasionally During Week	Less Often Than Weekly	In School	On Job	In School and On Job
55.5	Use geographical filing	7	4	2	0	0	1	7	0	0
55.5	Use ditto duplicator	7	2	0	0	2	3	5	1	1
58.5	Prepare vouchers	5	0	0	2	2	1	0	3	2
58.5	Prepare worksheets	5	3	0	0	0	2	1	1	3
58.5	Use portable typewriter	5	1	1	2	0	1	3	1	1
58.5	Use bookkeeping machine	5	0	0	1	0	4	1	3	1
62	Operate addressograph	4	2	1	0	0	1	0	3	1
62	Operate switchboard	4	1	0	1	0	2	0	4	0
62	Use electric typewriter	4	2	1	1	0	0	3	1	0
64	Operate dictaphone transcriber	3	1	0	0	0	2	2	0	1
66.5	Operate ediphone transcriber	2	1	0	0	0	1	1	0	1
66.5	Operate photostatic machine	2	1	0	0	0	1	0	1	1
66.5	Operate graphotype machine	2	2	0	0	0	0	0	2	0
66.5	Prepare bill of lading	2	0	0	0	1	1	1	1	0

In preparing Table VI, activities performed "Frequently every day" were considered Major Activities. Those duties done "Occasionally every day" and "Frequently during week" were regarded as Regular Activities. Duties performed "Occasionally during week" and "Less often than weekly" were considered as Occasional Activities.

By dividing the sum of the "Major" plus "Regular" activities by the sum of the "Major" plus "Regular" plus "Occasional" frequencies, a per cent was obtained which represents a relative frequency measure for each activity.

To facilitate interpretation of how the graduates felt about where the activity should be taught, activities listed in the columns, "In school" plus those listed as best taught "In school and on the job" were divided by the total "In school," "On the job," and "Both in school and on the job" frequencies. As a result, the answer, which was expressed as a per cent, indicates the emphasis that school instruction should maintain for the various activities listed.

With these two measures available, a basis for rating each duty was possible.

Table VI shows that, among the ten top-ranking duties, the following are high both in time-frequency and school-training percentages: "Use standard typewriter," "Use telephone," "Use alphabetical filing," "Make carbon copies," "Address envelopes," and "Fold, insert letters, and seal envelopes."

Both duties, "Type letters" and "Take dictation in shorthand and transcribe," were high in school-training percentages but low in time-frequency rating. However, since these activities had high total frequencies, they were considered significant and emphasis should be placed on these activities in the school training of business students.

Very few graduates reported using either the portable typewriter or the electric typewriter. However, these business machines have high time-frequency and school-training ratings. Each of the duties, "Use bookkeeping machine," "Operate addressograph," "Operate switchboard," "Operate photostatic machine," and "Operate graphotype machine," was also represented by a low percentage of graduates interviewed for this study. Thus, the number performing these activities does not justify immediate expenditures in the business machines listed above.

The activities, "Use hand-operated adding machine," "Use calculating machine," and "Use electric adding machine," placed high in both time-frequency and school-training which indicated that operational techniques should be included in the office machines course on a skill basis. Although very few graduates reported the following duties: "Operate dictaphone transcriber" and "Operate ediphone transcriber," a selected group of business students should be given the opportunity to acquaint themselves with the proper use of

the machines that are available in the Greenfield school system. The five graduates who did report the use of those machines were all of the opinion that the school should train the students in the operation of the dictaphone and ediphone transcribers.

Duties such as "Write out orders," "Take inventory," "Prepare packages for shipment," "Prepare vouchers," and "Prepare bill of lading," which rated low in time-frequency, should be given very little emphasis in the business curriculum.

Although the following activities rated high in school-training, the low time-frequency rating suggests they be given minor attention in the business course: "Type form letter," "Type bills, invoices, and statements," "Receive business callers," "Weigh mail, figure postage," "Open, sort, and distribute mail," "Type from rough drafts," "Prepare checks," "Write out orders," "Prepare bills, invoices," "Make bank deposits," "Take care of supplies (stockroom)," "Type out statistical data," "Make stencils," "Reconcile bank statement," "Make out payroll," "Figure discounts," "Prepare journal entries," "Proofread," "Type out telegrams, radiograms," "Prepare trial balances," and "Compute interest."

Eight graduates reported use of the visible record filing system and seven graduates listed the use of the

geographical filing system. However, in both cases the time-frequency and school-training percentages were high enough to warrant some instruction in the business program.

TABLE VI

THE SIGNIFICANCE OF THE TOTAL FREQUENCY OF THE 68
OFFICE ACTIVITIES PERFORMED BY THE 66 GRADUATES INTERVIEWED
AND WHERE THESE ACTIVITIES SHOULD BE TAUGHT

Rank	Activity	Total Frequency	Major Activity (More than half of every day)	Regular Activity (Daily or often through the week)	Occasional Activity (Weekly or monthly)	$\frac{M+R}{M+R+O}$	School	Job	School and Job	$\frac{S+SJ}{S+J+SJ}$
1	Make carbon copies	59	21	21	17	71.2	53	0	6	100.0
2.5	Address envelopes	58	18	26	14	75.9	43	3	12	94.8
2.5	Use standard typewriter	58	42	15	1	98.3	52	1	5	98.3
4	Use telephone	57	35	15	7	87.7	24	7	26	87.7
5.5	Use alphabetical filing	53	28	16	9	83.0	36	4	13	92.5
5.5	Fold, insert letters, and seal envelopes	53	21	17	15	71.7	31	5	17	90.6
7	Type letters	50	17	14	19	62.0	36	1	13	98.0
8	Fill in printed forms	47	14	9	24	48.9	14	18	15	61.7
9	Take dictation in shorthand and transcribe	45	8	13	24	46.7	43	0	2	100.0

* The sum of "major" plus "regular" activities divided by the total of "major," "regular," and "occasional" activities.

** The sum of "school" plus "school and job" recommendations divided by the total of "school," "job," and "school and job" recommendations.

Rank	Activity	Total Frequency	Major Activity (More than half of every day)	Regular Activity (Daily or often through the week)	Occasional Activity (Weekly or monthly)	$\frac{M+R}{M+R+O}$	School	Job	School and Job	$\frac{S+SSJ}{S+J+SSJ}$
10	Type out cards	40	7	7	26	35.0	16	10	14	75.0
11	Use hand-operated adding machine	38	14	10	14	63.2	35	1	2	97.4
13	Type form letters	34	5	5	24	29.4	19	5	10	85.3
13	Type out bills, invoices, and statements	34	10	5	19	44.1	11	10	13	70.6
13	Receive business callers	34	15	6	13	61.8	13	6	15	82.4
15	Weigh mail, figure postage	33	13	4	16	51.5	17	8	8	75.8
16	Prepare material for filing	32	13	11	8	75.0	16	8	8	75.0
17	Open, sort, and distribute mail	31	12	15	4	87.1	5	13	13	58.1
18	Run errands	30	7	10	13	56.7	3	23	4	23.3
19	Use electric adding machine	28	15	8	5	82.1	19	0	9	100.0
21	Type from rough drafts	27	4	4	19	29.6	12	4	11	85.2
21	Prepare checks	27	3	9	15	44.4	22	2	3	92.6
21	Write out orders	27	7	9	11	59.3	7	12	8	55.6
23.5	Prepare bills, invoices	26	11	7	8	69.2	8	6	12	76.9
23.5	Make bank deposits	26	2	11	13	50.0	15	7	4	73.1

Rank	Activity	Total Frequency	Major Activity (More than half of every day)	Regular Activity (Daily or often through the week)	Occasional Activity (Weekly or monthly)	$\frac{M+R}{M+R+O}$	School	Job	School and Job	$\frac{S+SSJ}{S+J+SSJ}$
25.5	Post entries to ledger	24	7	9	8	66.7	8	4	12	82.0
25.5	Take care of supplies (stockroom)	24	5	2	17	29.2	1	16	7	83.3
28	Use numerical filing	23	13	3	7	69.6	16	0	7	100.0
28	Balance cash	23	12	7	4	82.6	9	7	7	69.6
28	Type out statistical data	23	1	3	19	17.4	10	6	7	73.9
30.5	Keep customer's accounts	22	11	4	7	68.2	3	7	12	68.2
30.5	Make stencils	22	2	1	19	13.6	20	0	2	100.0
32.5	Reconcile bank statement	20	0	0	20	0.0	13	2	5	90.0
32.5	Make out payrolls	20	3	2	15	25.0	3	6	11	70.0
34	Make appointment arrangements with customers or clients	19	7	5	7	63.2	5	4	10	78.9
35.5	Take inventory of stock	18	2	2	14	22.2	1	10	7	44.4
35.5	Figure discounts	18	4	3	11	38.9	11	3	4	83.3
37.5	Use calculating machine	16	7	4	5	68.8	11	0	5	100.0
37.5	Prepare journal entries	16	4	5	7	56.3	4	2	10	87.5
39.5	Use check-writing machine	15	4	4	7	53.3	6	6	3	60.0
39.5	Proofread	15	2	5	8	46.7	7	1	7	93.3

Rank	Activity	Total Frequency	Major Activity (More than half of every day)	Regular Activity (daily or often through the week)	Occasional Activity (Weekly or monthly)	$\frac{M+R*}{M+R+O}$	School	Job	School and Job	$\frac{S+SJ**}{S+J+SJ}$
41.5	Work on credit accounts	13	6	3	4	69.2	5	2	6	84.6
41.5	Type out telegrams, radiograms	13	0	5	8	38.5	8	3	2	76.9
44	Prepare insurance and social security records	12	3	3	6	50.0	4	2	6	83.3
44	Prepare packages for shipment	12	1	2	9	25.0	3	4	5	66.7
44	Operate cash register	12	9	3	0	100.0	5	4	3	66.7
46.5	Use mimeograph duplicator	11	2	0	9	18.2	10	1	0	90.9
46.5	Compute time records	11	3	4	4	63.6	2	3	6	72.7
48.5	Prepare trial balance	10	1	0	9	10.0	3	2	5	80.0
48.5	Make price changes	10	4	3	3	70.0	1	8	1	20.0
50.5	Compute interest	9	2	1	6	33.3	3	1	5	88.9
50.5	Prepare financial statements	9	0	0	9	0.0	2	2	5	77.8
53	Use visible record filing	8	3	2	3	62.5	7	0	1	100.0
53	Sell merchandise at counter	8	4	3	1	87.5	1	5	2	37.5
53	Type manuscripts, legal forms	8	4	2	2	75.0	4	0	4	100.0
55.5	Use geographical filing	7	4	2	1	85.7	7	0	0	100.0
55.5	Use ditto duplicator	7	2	0	5	28.6	5	1	1	85.7

Rank	Activity	Total Frequency	Major Activity (More than half of every day)	Regular Activity (Daily or often through the week)	Occasional Activity (Weekly or monthly)	$\frac{M+R*}{M+R+O}$	School	Job	School and Job	$\frac{S+SJ**}{S+J+SJ}$
58.5	Prepare vouchers	5	0	2	3	40.0	0	3	2	40.0
58.5	Prepare worksheets	5	3	0	2	60.0	1	1	3	90.0
58.5	Use portable typewriter	5	1	3	1	80.0	3	1	1	90.0
58.5	Use bookkeeping machine	5	0	1	4	20.0	1	3	1	40.0
62	Operate addressograph	4	2	1	1	75.0	0	3	1	25.0
62	Operate switchboard	4	1	1	2	50.0	0	4	0	0.0
62	Use electric typewriter	4	2	2	0	100.0	3	1	0	75.0
64	Operate dictaphone transcriber	3	1	0	2	33.3	2	0	1	100.0
66.5	Operate ediphone transcriber	2	1	0	1	50.0	1	0	1	100.0
66.5	Operate photostatic machine	2	1	0	1	50.0	0	1	1	50.0
66.5	Operate graphotype machine	2	2	0	0	100.0	0	2	0	0.0
66.5	Prepare bill of lading	2	0	0	2	0.0	1	1	0	50.0

Since teachers of the various business subjects would find the findings more useful if the list of significant duties in Table VI was reclassified and arranged under special headings, Table VII was prepared. The duties were classified as typing, bookkeeping, stenographic and secretarial, office machines, filing, and general clerical activities.

In addition, these activities are arranged in order of rank within each classification. The "time-frequency rating in per cent" and the "school-training rating in per cent" are shown for each activity. These percentages were taken from Table VI.

TABLE VII
SIGNIFICANCE OF ACTIVITIES IN EACH CLASSIFICATION

Rank	Activity Classification	Time- frequency rating in per cent	School- training rating in per cent
<u>TYPING ACTIVITIES:</u>			
1	Make carbon copies	71.2	100.0
2.5	Address envelopes	75.9	94.8
2.5	Use standard typewriter	98.3	98.3
5.5	Fold, insert letters, and seal envelopes	71.7	90.6
7	Type letters	62.0	98.0
8	Fill in printed forms	48.9	61.7
10	Type out cards	35.0	75.0
13	Type form letters	29.4	85.3
13	Type out bills, invoices, and statements	44.1	70.6
21	Type from rough drafts	29.6	85.2
28	Type out statistical data	17.4	73.9

Rank	Activity Classification	Time- frequency rating in per cent	School- training rating in per cent
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TYPING ACTIVITIES: (continued)

30.5	Make stencils	13.6	100.0
39.5	Proofread	46.7	93.3
41.5	Type out telegrams, radiograms	38.5	76.9
53	Type manuscripts, legal forms	75.0	100.0
58.5	Use portable typewriter	80.0	90.0

BOOKKEEPING ACTIVITIES:

25.5	Post entries to ledger	66.7	82.0
28	Balance cash	82.6	69.6
30.5	Keep customer's accounts	68.2	68.2
32.5	Reconcile bank statement	0.0	90.0
32.5	Make out payrolls	25.0	70.0
35.5	Take inventory of stock	22.2	44.4
37.5	Prepare journal entries	56.3	87.5
41.5	Work on credit accounts	69.2	84.6
44	Operate cash register	100.0	66.7
48.5	Prepare trial balance	10.0	80.0
50.5	Compute interest	33.3	88.9
50.5	Prepare financial statements	0.0	77.8
58.5	Prepare worksheets	60.0	90.0

STENOGRAPHIC AND SECRETARIAL
ACTIVITIES:

4	Use telephone	87.7	87.7
9	Take dictation in shorthand and transcribe	46.7	100.0
13	Receive business callers	61.8	82.4
34	Make appointment arrangements with customers or clients	63.2	78.9

FILING ACTIVITIES:

5.5	Use alphabetical filing	83.0	92.5
16	Prepare material for filing	75.0	75.0
28	Use numerical filing	69.6	100.0
53	Use visible record filing	62.5	100.0
55.5	Use geographical filing	85.7	100.0

Rank	Activity Classification	Time- frequency rating in per cent	School- training rating in per cent
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GENERAL CLERICAL ACTIVITIES:

15	Weigh mail, figure postage	51.5	75.8
17	Open, sort, and distribute mail	87.1	58.1
18	Run errands	56.7	23.3
21	Prepare checks	44.4	92.6
21	Write out orders	59.3	55.6
23.5	Prepare bills, invoices	69.2	76.9
23.5	Make bank deposits	50.0	73.1
25.5	Take care of supplies(stockroom)	29.2	83.3
35.5	Figure discounts	38.9	83.3
44	Prepare insurance and social security records	50.0	83.3
44	Prepare packages for shipment	25.0	66.7
46.5	Compute time records	63.6	72.7
48.5	Make price changes	70.0	20.0
53	Sell merchandise at counter	87.5	37.5
58.5	Prepare vouchers	40.0	40.0

OFFICE MACHINES ACTIVITIES:

11	Use hand-operated adding machine	63.2	97.4
19	Use electric adding machine	82.1	100.0
37.5	Use calculating machine	68.8	100.0
39.5	Use check-writing machine	53.3	60.0
46.5	Use mimeograph duplicator	18.2	90.9
55.5	Use ditto duplicator	28.6	85.7
58.5	Use bookkeeping machine	20.0	40.0
62	Operate addressograph	75.0	25.0
62	Operate switchboard	50.0	0.0
62	Use electric typewriter	100.0	75.0
64	Operate dictaphone transcriber	33.3	100.0
66.5	Operate ediphone transcriber	50.0	100.0
66.5	Operate photostatic machine	50.0	50.0
66.5	Operate graphotype machine	100.0	0.0
66.5	Prepare bill of lading	0.0	50.0

CHAPTER VII

SUMMARY OF FINDINGS AND CONCLUSIONS

This study was made to gather personal data from the business graduates and to obtain information relative to duties they performed in office jobs since their graduation from Greenfield High School. The information obtained from the data sheets and check lists was the primary basis for determining whether or not any curriculum revision should be considered in the Greenfield High School.

Sixty-six graduates, which represented 51.2 per cent of the business graduates for the years 1944 through 1949, were interviewed. The following findings were summarized from the data sheet:

1. All of the 66 business graduates interviewed were employed in office jobs at the time of this study.

2. Of the 66 graduates included in this study, 46, or 69.7 per cent, secured office positions before graduation; 17, or 25.8 per cent, obtained office employment between one and three months after graduation; and three, or 4.5 per cent, graduates secured an office position between four and eight months after graduation.

3. Twenty-five graduates indicated that they were employed as secretarial-stenographic office workers and 22 graduates reported that they were employed as general office clerks. The remaining graduates were employed as assistant bookkeepers, as payroll clerks, medical secretaries,

cashiers, senior and junior clerks, billing clerk, and bank messenger.

4. Although graduates were employed in several different businesses, manufacturing concerns employed 18, or 27.3 per cent of the graduates. The offices of various municipal departments of the town of Greenfield and the retail businesses were the next highest single areas in which graduates found employment.

5. Of the 66 graduates interviewed, 43 had been employed over a year in the job held at the time of this study.

6. In reference to salaries, 43 graduates received between \$21 and \$30 as starting salaries in positions held at the time of the study. Thirty-two graduates received between \$26 and \$35 as present salaries in the same positions.

7. Of the 66 graduates interviewed, only five reported that they had received formal education beyond high school. Two of the five graduates attended business schools for two years and specialized in medical-secretarial work, one of the graduates attended a junior college for two years and trained as an executive secretary, another graduate completed four years at a university as a psychology major, and the fifth graduate started a course at the university and completed only one year before discontinuing the course.

8. Sixty-two graduates reported that they did not experience any difficulty in getting a position after completing their formal education in school.

9. Of the 66 graduates interviewed, 30, or 45.5 per cent, of the graduates reported that they had obtained their first positions through school officials. Sixteen, or 24.2 per cent, of the graduates obtained the first job through the family or friend.

10. This study indicates a fairly favorable conclusion in respect to job satisfaction of the graduates in the positions held at the time of the study. Thirty-one of the graduates stated they were highly satisfied and 24 of them expressed themselves as reasonably well satisfied.

11. In general, the graduates felt that the vocational skill training offered to them was very helpful. However, they emphasized that their general business education background was limited. As a result, the graduates stated they were handicapped in applying themselves in the beginning positions they had held after graduation.

The following findings and conclusions were drawn from the job-activity check lists completed by the graduates:

1. Typing activities were the most frequently performed duties and the graduates felt that these duties should definitely be taught in school. The following

activities ranked high in frequency performance: making carbon copy, addressing envelopes, using the typewriter, and typing letters.

2. The stenographic duties ranked high in respect to the number of graduates who performed these activities. Although the time-frequency percentage was low for taking dictation in shorthand and transcribing, all of the graduates emphasized that the school should continue the intensive skill training of stenographic activities.

3. Table V reports that bookkeeping and record-keeping activities, such as posting entries to the ledger, keeping customer's accounts, making out payrolls, and reconciling bank statements, were less frequently performed by graduates than typing and stenographic duties. However, the graduates who were interviewed were very much in favor of having the school as well as the employer assume the responsibility in providing adequate training of these activities.

4. The proper operation of business machines was considered to be mainly a school function by the graduates. Both the hand-operated and electric adding machines ranked high according to number of graduates operating them.

5. Of the several filing activities reported, Table VI shows that the use of the alphabetical filing system ranked high both in number of graduates performing the

activity and in time-frequency rating. The graduates were definitely convinced that this activity should be taught in the school.

6. According to the results reported in Table VI, the general clerical activities maintained a high degree of significance among those activities performed by the graduates interviewed. These activities included the following: weighing mail and figuring postage; opening, sorting, and distributing mail; preparing checks; writing out orders; and making bank deposits.

CHAPTER VIII

RECOMMENDATIONS FOR IMPROVING THE BUSINESS EDUCATION PROGRAM

As a result of the findings of this study, the following recommendations are made:

1. Consideration should be given in the classroom to the list of typewriting, stenographic and secretarial, filing, bookkeeping, and general clerical duties which the graduates stated should be taught in school and which ranked high in frequency of performance on the job.

2. The office practice course should emphasize skill in the use of both the hand-operated and electric adding machine.

3. Business students should develop a high degree of skill in filing, especially in the use of the alphabetical system.

4. A general clerical curriculum should be developed to provide clerical training for those students who cannot meet the requirements of the present vocational business curriculum, but who are interested and capable of preparing themselves for routine office work.

5. Business students should be given courses such as economics, business law, money and banking, retail and selling, and principles of marketing as a basis for the general education background essential in understanding the function of business.

6. Greater emphasis should be placed on spelling, punctuation, and grammar.

7. Secretarial students should be given more opportunity to work under practical business situations. A survey of business organizations is recommended to determine whether or not a work experience program could be developed to accomplish this suggestion.

8. The school guidance and business departments should work together in placing business graduates in jobs.

9. A similar study should be made in order to determine the job opportunities for business graduates.

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APPENDIX

A SURVEY OF OCCUPATIONAL DUTIES OF THOSE GREENFIELD HIGH SCHOOL
COMMERCIAL GRADUATES EMPLOYED AS OFFICE AND CLERICAL WORKERS

A. Personal Data:

1. Name _____
2. Title of your position _____
 Name of employer _____
 Business or product _____
 Time employed in present position: _____ years _____ months _____ weeks
 Starting pay for present position: _____ per week _____ per hour
 Name other jobs you have held _____

How long did it take to obtain first job after completing your education?
 _____ years _____ months _____ weeks _____ days

3. Indicate education received beyond High School by encircling number of years completed:

	<u>Years Completed</u>	<u>Check One</u>
A. Business School	1 2 3 4	Certificate <input type="checkbox"/> Yes <input type="checkbox"/> No
B. College or University	1 2 3 4 5	Degree <input type="checkbox"/> Yes <input type="checkbox"/> No
C. Vocation prepared for	_____	

4. Are you: (Check one)

A. Employed for wages full time? _____ B. Part time? _____

If employed full time, what is your weekly income?

_____ under \$21	_____ \$36-40	_____ \$56-60
_____ 21-25	_____ 41-45	_____ 61-65
_____ 26-30	_____ 46-50	_____ 66-70
_____ 31-35	_____ 51-55	_____ over 70

5. In what way did you obtain your first position? (Check one)

A. Family or friend
 B. Public employment agency
 C. Private employment agency
 D. School officials
 E. Newspapers
 F. Found it yourself
 G. List below other source _____

6. How well are you satisfied with your present job? (Check one)

A. Highly satisfied _____
 B. Reasonably well satisfied _____
 C. Indifferent _____
 D. Somewhat dissatisfied _____
 E. Very dissatisfied _____

7. Did you experience any difficulty in getting a position after completing your formal education in school? Yes
 No

If answer is yes, what do you consider the reasons for the difficulty?

