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A survey of the 1954-1959 business graduates of Amesbury High School, Amesbury, Massachusetts

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Thesis

A SURVEY OF THE 1954-1959 BUSINESS GRADUATES OF AMESBURY HIGH SCHOOL AMESBURY, MASSACHUSETTS

Submitted by

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CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this thesis was to make a survey of the 1954-1959 business graduates of Amesbury High School, Amesbury, Massachusetts, to determine the effectiveness of the business education curriculum in preparing the graduates for the business world and to study the implications for curriculum revision.

Analysis of the Problem

In order to accomplish the purpose for which this survey was made, the following problems were established:

1. To determine the types of positions held by the 1954-1959 business graduates

2. To ascertain the number of graduates who attended schools of higher learning after graduation from high school

3. To determine the fields of study pursued by graduates beyond their high school education

4. To ascertain the sources through which graduates secured their first positions

5. To determine the jobs and activities for which more instruction was needed in the opinion of the graduates

6. To determine whether the shorthand, typewriting, and bookkeeping knowledges and skills developed in high school were adequate to meet the demands of business

7. To determine which business subjects studied in high school were considered very valuable and which were considered of little or no value by the graduates

8. To determine the business courses not offered or not taken in high school which the graduates considered would have been helpful

9. To obtain suggestions from the graduates concerning the improvement of the business education program at Amesbury High School

Justification of the Problem

To determine whether or not the business curriculum is meeting the needs of the business world, a survey of business graduates is necessary to close the existing gap between school and business. A survey of graduates is one of the best means of evaluating the effectiveness of the business education program.

Dame[1], writing on the business education curriculum in the secondary school, made the following statement:

> Schools providing vocational preparation in business have not fulfilled their complete responsibility to their students if they do not follow them on the job. It is the definite responsibility of schools to ascertain whether the trainees are making satisfactory adjustment and progress in the job.

Dame continues with "the follow-up is more than a paper study, however; it should be a continuous function." The values of follow-up studies may be summarized as follows:

1. Assisting those prepared in business subjects to make satisfactory job adjustments.
2. Furnishing a basis for remedial work as carried on in evening or part-time courses.
3. Furnishing a basis for analyzing the need for courses that lead to job promotion and the development of in-service courses of this type.
4. Serving as a background in determining desirable types of training.
5. Helping to determine the degree to which the vocational business training program is either strong or weak in meeting the needs of the community.
6. Assembling information about possible jobs as well as successes and failures in jobs.

To meet the needs of business, the school must constantly concern itself with changes in the community which it serves.

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[1]Dame, J. Frank, "There Is An Adequate Selection, Guidance Placement, and Follow-up Plan," The Bulletin of the National Association of Secondary-School Principals," Vol. 33, No. 165, November 1949, p. 63.

In the following paragraphs Phillips[1] points out that surveys and follow-up studies assist pupils in determining the existing opportunities for placement and advancement:

> Pupils currently attending school will find inspiration and a fund of data for their study and guidance if they will review the business careers of their predecessors. The information from follow-up studies may be used to show pupils currently enrolled the skills required, the personality traits desired, and the work habits expected for initial employment. This information should be useful to them in determining where the greatest opportunities are for both placement and advancement. . . .
>
> A follow-up study will raise and help to answer a number of questions which should lead to the improvement of the business course offerings of a school. It will indicate which occupations are most frequently entered by graduates and drop outs, which occupations are entered within a comparatively brief time after leaving school, what training is required for these jobs, where the bulk of pupil enrollment should occur, what type of instruction is most meaningful, what equipment is used on the job, which operations may be learned on the job, and which operations should be learned in school. . . .
>
> Follow-up studies are important to employers as a further means of establishing closer relations between business and school. One supports what one understands, and employers will have a better understanding of schools through the pupils they employ. They will recognize that follow-up studies are mutually beneficial and they will be interested in the findings. . . .

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[1]Phillips, Estelle S., "Guidance Problems in Placement and Follow-Up," The 1954 Yearbook, Eastern Business Teachers Association and National Business Teachers Association, Vol.XI, p. 269.

In the same article, Phillips[1] states that the survey acts as a guide in evaluating the offerings of the business education program.

Surveys and follow-up studies provide information to which school officials can give consideration toward the reorganization of courses, materials, and equipment in the business program.

In the following statement, Strong[2] recognizes the community and its surroundings as a determining factor for course offerings: "A careful survey of the occupations within geographical areas proves to be a sound basis for deciding upon the subjects to be offered."

It should be pointed out that no survey of business graduates of Amesbury High School has been made and this, too, indicates the need for such a survey.

Delimitation of the Problem

This study was limited to a job-activity analysis and follow-up study of 1954-1959 graduates of the business department of Amesbury High School.

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[1]Phillips, op. cit., pp. 275-276.

[2]Strong, Earl P., The Organization, Administration, and Supervision of Business Education, The Gregg Publishing Company, 1944, p. 251.

Organization of the Study

Chapter I contains the statement, analysis, and justification of the problem. Chapter II contains a review of related research studies. In Chapter III the procedures used in carrying out this study are presented. The data from the survey report forms are analyzed and interpreted in detail in Chapter IV. Chapter V contains the summary of findings of the study and recommendations for improving the business program at Amesbury High School.

CHAPTER II

REVIEW OF RELATED RESEARCH

A survey of the high school graduates was conducted to determine how well the graduates are adjusting in the business community and to obtain information which will aid business teachers and school administrators in revising the business curriculum.

To determine to what extent the business education curriculum is meeting the needs of the graduates in Dover, New Hampshire, and surrounding communities and to determine the duties most frequently performed by the graduates, O'Brien[1] conducted a follow-up study of the 1950-1958 business graduates of Dover High School.

From the one hundred seven questionnaires returned, the following findings were written:

1. High school education was terminal for 89, or 74.8 per cent of the graduates; 27, or 25.2 per cent, continued schooling beyond high school.
2. Sixty-six, or 62.2 per cent, of the graduates were not required to take an employment test to secure their first position.
3. Those respondents who were required to take employment tests reported that the most common tests were typewriting tests, intelligence or aptitude tests, and arithmetic tests.

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[1] O'Brien, Louise R., A Follow-up Study of the 1950-1958 Business Graduates of Dover High School, Dover, New Hampshire, Master's Thesis, Boston University, Boston, Massachusetts, 1959, 50 pp.

4. The majority of those receiving on-the-job training indicated that most of this training was in the areas of business machine operation and telephone technique.

5. The filing systems in most frequent use were alphabetic used by 80, and numeric used by 30.

6. The adding machine, calculator, and liquid duplicator were the most commonly used business machines other than the typewriter.

7. Manual typewriters were used by 95 of the respondents, and electric typewriters were used by 24 of the respondents.

8. A course in business mathematics would have proved extremely helpful to 21 graduates and moderately helpful to 45.

In 1958, Lefebvre[1] conducted a survey to determine how well the business program of Somersworth High School, Somersworth, New Hampshire, prepared the graduates.

Among the findings of her survey were the following:

1. Of the 135 respondents, 50 indicated that they had completed some schooling beyond high school. Twenty-six attended school full time; 24 attended evening school. Two received degrees upon graduation from a four-year college.

2. Of the 90 graduates who were doing office work at the time of the survey, 44 used shorthand extensively or moderately and 46 used shorthand slightly or not at all.

3. Two composed their own letters extensively on their first jobs; 36 were asked to compose their own letters occasionally; 97, very infrequently.

4. Eighty-six of the graduates found their bookkeeping knowledge adequate.

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[1]Lefebvre, Martha A., A Follow-up Study of the 1950-1957 Business Graduates of Somersworth High School, Somersworth, New Hampshire, Master's Thesis, Boston University, Boston, Massachusetts, 1958, 57 pp.

5. Sixty of the respondents made no change in employment since graduation; 25 had made more than two changes during the period of their employment.

6. Average weekly salary reported by the business graduates working at the time of the survey was $56.55.

7. In evaluating the subjects taken in high school that proved valuable in employment, typewriting led the list, with English, second and office practice, third.

Among the suggestions made by the graduates of Somersworth High School for the improvement of the business education program were the provision for training on business machines, a refresher course in mathematics, two years of bookkeeping, a course in office procedures and more emphasis on business English.

To evaluate the clerical practice course of the business education curriculum, Kennedy[1] sent 417 questionnaires to the 1952 and 1953 graduates of the clerical practice department of Somerville High School.

The following findings were among those developed by the writer:

1. Sixty-two respondents attended 30 different schools for advanced study.

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[1]Kennedy, Kathryn Anne, A Follow-up Study and Job Analysis of the 1952 and 1953 Graduates of the Clerical Practice Department of Somerville High School, Somerville, Massachusetts, Master's Thesis, Boston University, Boston, Massachusetts, 1955, 69 pp.

2. In their beginning positions, 26.9 per cent of the graduates were general office workers; 8.2 per cent, file clerks; 8.2 per cent, typists; 5.8 per cent, clerk typists. Nine of them were doing work which differed from the type of their high school training course of study.

3. The ten most frequently performed activities as tabulated were: using office machines, typewriting, filing, telephoning, handwriting, posting entries, recording entries, using the comptometer, general bookkeeping, and messenger work.

4. One hundred fifteen used some form of arithmetic in their particular occupations.

5. More work on the bookkeeping machine and the IBM and the use of the telephone were three areas which the graduates believed could be given more emphasis in high school.

Thatcher[1] conducted a job activity and follow-up study of the business department graduates of Gardner High School to determine for curriculum revision purposes the activities and duties most frequently performed by office workers.

These findings were based on the replies of one hundred fifty-one graduates:

1. Only 45 of the 122 graduates indicated that the first job was obtained through school authorities.

2. The respondents were practically unanimous in thinking that the school should maintain a placement service to assist graduates in obtaining employment beyond the initial job.

3. Seventy-six were employed in offices of manufacturing concerns.

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[1]Thatcher, Carolyn Ainsworth, A Job-Activity Analysis and Follow-up Study of 1947, 1948, and 1949 Graduates of the Business Department of Gardner High School, Gardner Massachusetts, Master's Thesis, Boston University, Boston, Massachusetts, 1950, 77 pp.

4. All of the typing activities ranked in the upper half in total frequency of performance.

5. The bookkeeping activities ranked in the lower half as far as total frequency of performance was concerned.

6. The majority of the stenographic and secretarial activities ranked in the upper half for total frequency of performance.

7. The majority of the filing activities ranked in the upper half for total frequency of performance.

8. The majority of the general office activities ranked high in total frequency of performance.

Among the recommendations by Thatcher offered for improving the curriculum are the following: more business machine training, more practice in shorthand, in dictation and transcription, more training in filing, drill in simple arithmetic, more practice in composing letters at the typewriter, training in answering the telephone and taking messages, and stressing accurate work and proofreading.

The purposes of the Kelleher[1] study were to determine how well the business program graduates were prepared for their work and to obtain information which might be helpful in improving the business education program of the Attleboro High School.

The findings of this survey revealed:

1. Graduates indicated that they used the typewriters most frequently. Next in order of use were the adding machines and calculators.

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[1]Kelleher, Helen L., A Follow-up Study of the 1951-1955 Business Graduates of the Attleboro High School, Attleboro, Massachusetts, Master's Thesis, Boston University, Boston, Massachusetts, 1956, 52 pp.

2. Only 46 pre-employment tests were given to the 81 graduates responding. Typewriting tests were the most frequently administered pre-employment tests, with 18 graduates having taken them. Fourteen intelligence tests were taken by respondents and four Civil Service Tests. On the whole, employment tests were not too prevalent in Attleboro.

3. The survey indicated that business graduates would look for these qualities in a new job: good salary, pleasant working conditions, opportunity for advancement, retirement and sick benefits, diversified duties, and bonus or profit-sharing plans.

4. Business subjects most studied by the respondents in high school were: typewriting I, typewriting II, and office practice.

5. Bookkeeping II was found to be the business subject not taken in high school that the greatest number of graduates believed would have been of value to them on the job. Shorthand II and office practice were also mentioned.

6. General clerical duties were the ones most frequently performed by graduates on their initial jobs. After telephone duties and alphabetic filing which rated one and two respectively, were listed the typing of form letters, envelopes, bills and invoices, and stencils. Other duties that had a high frequency were: handling the mail, composing letters at the typewriter, and taking direct dictation and transcribing notes.

The studies reviewed on the foregoing pages reveal to business educators the need for such surveys. Graduates of the mentioned schools provided valuable data for future training and placement of students.

In order to evaluate effectively the business education program of the Amesbury High School, findings obtained through a follow-up study may result in curriculum changes helpful to the school, employer, and community, as well as the student himself.

Procedures used in conducting the study are presented in the chapter which follows.

CHAPTER III

PROCEDURES

The following procedures were followed in conducting this study:

1. Approval to carry out the survey of the business graduates of Amesbury High School was obtained from the superintendent of schools and the principal of the high school.

2. Related studies were reviewed to provide background for this study.

3. A questionnaire was developed and submitted to the superintendent, principal, and members of the seminar class at Boston University for suggestions and criticisms.

4. A letter of transmittal was prepared to accompany the questionnaire.

5. The names of the business graduates of all classes from 1954 through 1959 were obtained from the permanent records of the high school.

6. The revised questionnaire and letter of transmittal were mailed to one hundred eighty-nine graduates of the business department on April 15, 1960.

7. On April 29, 1960, a postal card was sent as a reminder to those graduates who had not returned the forms.

8. The data returned were tabulated and analyzed.

9. Based upon the findings of the survey, the summary, conclusions, and recommendations were formulated.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE DATA

This survey of the 1954-1959 business graduates of Amesbury High School was made to determine the effectiveness of the business education curriculum in preparing the graduates for the business world and to study the implications for curriculum revision.

A questionnaire was used to secure information concerning the types of positions held by the graduates, the number of graduates who attended higher schools of learning after high school, the fields of study pursued by graduates beyond their high school education, the sources through which graduates secured their initial positions, the jobs and activities which need more instruction in the opinion of the graduates, the extent to which business skills and knowledges were adequate, and the degree to which business subjects taken in high school were of value in positions held.

A five-page questionnaire was mailed to 189 Amesbury High School business graduates who had graduated from 1954 to 1959. Of this number, 101, or 52.8 per cent, of the graduates responded.

The data obtained from the respondents have been summarized in the following tables. The returns by classes are tabulated in Table I.

TABLE I

RETURNS FROM THE QUESTIONNAIRES BY CLASSES

Class	Number Sent Out	Number Returned	Per Cent of Returns
1954	35	14	40
1955	25	13	52
1956	30	15	50
1957	22	11	50
1958	45	28	62.2
1959	32	20	62.5
Total	189	101	53.4

As shown in Table I, 53.4 per cent of the graduates responded. Returns from the class of 1954 show the lowest percentage of response. The class of 1959 sent in the highest percentage of response, with 62.5 per cent.

TABLE II

EMPLOYMENT STATUS OF THE GRADUATES

AT THE TIME OF THE SURVEY

Status	Number
Employed full time	55
Housewife	40
Student full time	3
Employed part time and student part time	2
Employed part time and dancing school owner	1
Unemployed	0
Total	101

Table II shows the employment status of the 101 respondents at the time of the survey. Fifty-five of the graduates were employed full time. Forty reported that they were housewives. Of the three graduates who indicated that they were full-time students, two were attending Lynn Burdett and one was attending McIntosh Business School. Three of the respondents were employed part time, two of which were part-time students and one was a dancing school operator.

TABLE III

SCHOOLS ATTENDED BY GRADUATES AFTER HIGH SCHOOL

Name of School	Number Attending	Field of Study
Lynn Burdett	8	Secretarial
Stenotype	6	Secretarial
McIntosh Business School	5	Secretarial
Chandler School	4	Secretarial
IBM School	4	Key punch operator
Fazio Institute of Beauty Culture	4	Hairdressing
Beverly Hospital of Practical Nursing	1	Practical nursing
Cambridge School of Radio Broadcasting	1	Radio broadcasting
Comptometer School	1	Comptometer operator
Fisher Junior College	1	Secretarial
Mass. College of Art	1	Art teacher
Merrimack College	1	Liberal arts
National School of Aeronautics	1	Airline study
Plus Calculator School	1	Machine operator
Total	39	

Table III shows the various schools attended by the respondents after graduation and the field of study chosen.

Thirty-nine of the respondents continued their education. Thirty, of those who continued their education, attended business schools. Of the remaining nine, four chose a hairdressing school and the others pursued art education, airline study, liberal arts, practical nursing, and radio broadcasting.

TABLE IV

FIRMS EMPLOYING AMESBURY HIGH SCHOOL GRADUATES

Firms	Number of Graduates
CBS Hytron, Newburyport	13
Western Electric, North Andover	9
Bailey Company, Amesbury	6
Barr & Bloomfield Shoe Mfg. Co., Seabrook	6
Henschel Corp., Amesbury	6
Kemtron Products, Newburyport	5
CBS Electronics, Newburyport	4
Merrimac Hat Corp., Amesbury	4
Newbury Shoe Company, Newburyport	4
Sears Roebuck and Company, Amesbury	4
Louis Shoe Company, Amesbury	3
Merrimack Essex Electric Company, Amesbury	3
Ornsteen Shoe Corp., Haverhill	3
Chase & Shawmut, Newburyport	2
General Electric Company, Lynn	2
Sylvania Electric Products, Ipswich	2
Towle Manufacturing Company, Newburyport	2
America Fore Insurance Co., Kansas City, Mo.	1
Town of Amesbury, Amesbury	1
Arlan's Department Store, New Bedford	1
AETNA Insurance Company, Boston	1
Automatic Radio Manufacturing Co., Inc.	1
Bell Shops, Lynn	1
Bennett and Northrop, Boston	1
Beverly Hospital Beverly	1
Bradford Junior College, Bradford	1
Chernoff and Joseph, Accountants, Boston	1
Chounard's Beauty Salon	1
Lloyd Clough, Salisbury	1
Colonial Shoe Ornament Company, Haverhill	1

TABLE IV (continued)

FIRMS EMPLOYING AMESBURY HIGH SCHOOL GRADUATES

Firms	Number of Graduates
Commonwealth Eng. Co., Dayton, Ohio	1
Benjamin Currier, Lynn	1
Eastern Lumber Company, Amesbury	1
Filene's, Boston	1
Foodliner, Amesbury	1
J. M. Fields, Haverhill	1
R. B. Fraser Company, Amesbury	1
Godfrey and Cabot, Boston	1
Graf Brothers, Salisbury	1
Haverhill Shoe Novelty, Haverhill	1
Helen Horgan, Hairdresser, Haverhill	1
F. M. Hoyt, Amesbury	1
Internal Revenue, Lawrence	1
Internal Revenue, Portsmouth, N. H.	1
Lin-rud-die, Haverhill	1
Local Finance, Elkhart, Indiana	1
Lumberman's Insurance Company, Boston	1
Massachusetts Rating Bureau, Boston	1
Mass. Registry of Motor Vehicles, Boston	1
Merchant's National Bank, Newburyport	1
Morrison-Knudsen, San Francisco, Calif.	1
New England Tel. and Tel. Company, Boston	1
New England Tel. and Tel. Company, Salem	1
N. M. Fire Insurance Co., Albuquerque, N. M.	1
O'Neil and Conley, Attorneys, Amesbury	1
Pamco, Inc., Boston	1
R. W. Pearson, M. D., Newburyport	1
Phoenix Insurance Company	1
Pope Machinery Corp., Haverhill	1
Portsmouth Hospital, Portsmouth, N. H.	1

TABLE IV (continued)

FIRMS EMPLOYING AMESBURY HIGH SCHOOL GRADUATES

Firms	Number of Graduates
Portsmouth Naval Shipyard, Kittery, Maine	1
Powow River National Bank, Amesbury	1
Raytheon Corp., Andover	1
Raytheon Corp., Burlington	1
Ruth Shoe Company, Newburyport	1
Town of Salisbury, Salisbury	1
Sandler's, Newburyport	1
Lemuel Shattuck Hospital, Beverly	1
Angie Sheehan, Hairdresser, Newburyport	1
Sig-Trans, Inc., Amesbury	1
Tracerlab, Inc., Waltham	1
Jon Vall, Hairdresser, Haverhill	1
Western Union, Newburyport	1

Table IV indicates the firm or firms that had employed the graduates. A large number had been employed by CBS Hytron in Newburyport, and the second largest number was employed by the Western Electric Company in North Andover.

The data reveal that the majority of the respondents were employed out of town. Ninety-eight graduates had obtained out-of-town positions, and thirty-eight graduates had obtained local employment.

Table V shows the types of work performed by the graduates on the various positions. The first ten in order of frequency of performance were these positions: secretary, clerk typist, general office clerk, payroll clerk, mounter, factory worker, stenographer, bookkeeper, cashier, and hairdresser.

The second ten in order of frequency of performance were these positions: IBM operator, assembler, billing clerk, record clerk, credit clerk, file clerk, switchboard operator, calubrator, dental assistant, and medical clerk.

Other types of positions held in order of frequency were: medical secretary, receptionist, salesclerk, staff nurse, teletypist, welder, and wirer.

TABLE V

TYPES OF POSITIONS HELD BY THE GRADUATES

Type of Position	Number
Secretary	22
Clerk typist	14
General office clerk	12
Payroll clerk	12
Mounter	6
Factory worker	5
Stenographer	5
Bookkeeper	4
Cashier	4
Hairdresser	4
IBM operator	4
Assembler	3
Billing clerk	3
Record clerk	3
Credit clerk	2
File clerk	2
Switchboard operator	2
Calubrator	1
Dental assistant	1
Medical clerk	1
Medical secretary	1
Receptionist	1
Salesclerk	1
Staff nurse	1
Teletypist	1
Welder	1
Wirer	1

TABLE VI

SOURCES THROUGH WHICH GRADUATES

SECURED THEIR FIRST POSITIONS

Source	Number of Responses	Per Cent of the Total
Personal application	45	47.5
Employment agency	17	17.9
Friend or family	13	13.7
High school teacher	9	9.5
College placement	6	6.3
Newspaper advertisement	3	3.1
High school guidance director	1	1.0
Other	1	1.0
Total	95	100.0

The data presented in Table VI show that 45, or 47.5 per cent, of the respondents obtained their first positions from personal applications. Employment agencies were responsible for the placement of 17, or 17.9 per cent, of the 95 responding. Thirteen, or 13.7 per cent, were assisted by friends or the family.

The business department of Amesbury High School, college placement, newspaper advertisements, high school guidance director, and other sources helped the remaining 20.9 per cent of the graduates secure positions.

TABLE VII

EXTENT TO WHICH THE GRADUATES FOUND THEIR SHORTHAND SPEED ADEQUATE

Extent	Number of Responses	Per Cent of the Total
Yes	19	42.2
No	7	15.6
In most cases	1	2.2
Have not used this skill	18	40.0
Total	45	100.0

The graduates were asked to indicate the extent to which they found their shorthand speed adequate. According to the results tabulated in Table VII, 19, or 42.2 per cent, of the graduates reported that they had used this skill and found it to be adequate in their employment. Seven, or 15.6 per cent, indicated that they had encountered some difficulty in taking dictation, whereas one, or 2.2 per cent, felt that his speed was adequate in most cases.

Eighteen, or 40 per cent, of the graduates reported that this skill was not used in the positions they had held.

TABLE VIII

EXTENT TO WHICH THE GRADUATES FOUND THEIR TYPEWRITING SPEED ADEQUATE

Extent	Number of Responses	Per Cent of the Total
Yes	54	62.8
No	11	12.8
In most cases	11	12.8
Have not used this skill	10	11.6
Total	86	100.0

Table VIII reveals that 54, or 62.8 per cent, of the graduates who used their typewriting skill found their speed adequate. Eleven, or 12,8 per cent, reported that their speed did not meet the demands of their employers, whereas 11, or 12.8 per cent, felt that this skill had been developed for employment standards in most cases.

Ten, or 11.6 per cent, indicated that their positions did not require this skill.

TABLE IX

EXTENT TO WHICH THE GRADUATES FOUND THEIR BOOKKEEPING KNOWLEDGE ADEQUATE

Extent	Number of Responses	Per Cent of the Total
Yes	20	24.1
No	14	16.8
In most cases	18	21.7
Have not used this skill	31	37.4
Total	83	100.0

Table IX reveals that 20, or 24.1 per cent, of those who used bookkeeping in their work had no difficulty in positions held. Fourteen, or 16.8 per cent, indicated that their knowledge was not adequate, whereas 18, or 21.7 per cent, felt their knowledge met business standards in most cases.

Thirty-one, or 37.4 per cent, of the graduates indicated that bookkeeping was not used in the type of positions they had held.

TABLE X

THE MOST VALUABLE SUBJECTS TO THE GRADUATES IN THEIR WORK

Subject	Number of Graduates*
Typewriting	80
General Business	52
Business Arithmetic	44
Bookkeeping	40
Secretarial Office Practice	38
Clerical Office Practice	32
Transcription	25
Shorthand	24
Consumer Economics	19
Retail Selling	13

*The graduates checked more than one subject.

The graduates were asked to indicate the business subjects taken in high school which had been valuable or useful in their work. As shown in Table X, typewriting was considered the most valuable subject by 80 of the respondents; general business by 52; business arithmetic by 44; bookkeeping by 40; secretarial office practice by 38; clerical office practice by 32; transcription by 25; shorthand by 24; consumer economics by 19; and retail selling by 13.

TABLE XI

SUBJECTS CONSIDERED TO BE OF LEAST VALUE TO THE GRADUATES

Subject	Number of Graduates*
Retail Selling	43
Bookkeeping	33
Consumer Economics	32
Shorthand	21
Transcription	19
General Business	15
Business Arithmetic	14
Typewriting	6
Secretarial Office Practice	6
Clerical Office Practice	2

*The graduates checked more than one subject.

The graduates were asked to indicate the business subjects taken in high school which had been of little value or use to them in their work.

Table XI shows that retail selling was found to be least helpful by 43 of the graduates. No other subject was considered to have very little value by more than one-third of the respondents.

TABLE XII

SUBJECTS NOT TAKEN OR NOT OFFERED IN HIGH SCHOOL WHICH GRADUATES FELT WOULD HAVE BEEN OF VALUE TO THEM

Subject	Number of Graduates
Shorthand	15
Bookkeeping II	10
Business English	9
Mathematics	7
Grooming	4
Transcription	3
IBM operation	2
Switchboard operation	2
Dictaphone and Ediphone	2
Clerical Office Practice	2
Psychology	1
Consumer Economics	1
Retail Selling	1

As revealed in Table XII, 15 of the graduates indicated that they felt a need for shorthand. Bookkeeping II was next in rank. Nine of the respondents suggested that a course in business English be offered in the business program. A need for more mathematics was expressed by 7 of the graduates.

Other areas which a few graduates indicated would have been of value are: grooming, transcription, IBM operation, switchboard operation, dictaphone and ediphone, clerical office practice, psychology, consumer economics, and retail selling.

The graduates were asked to indicate the activities they performed on their first positions.

From the information obtained from the employed respondents, Table XIII was prepared to show the frequency with which the different job activities were performed.

The total performance frequencies for the 74 activities are arranged so that the one with the highest frequency is listed first and the one with the lowest frequency is listed at the end.

Answering the telephone heads the list with 64 responses. Making a profit and loss statement and operating a billing machine end the list, each with a frequency of 4.

The ten activities most frequently performed were as follows: answering the telephone, alphabetic filing, addressing envelopes, folding letters and inserting into envelopes, typing reports, composing letters at the typewriter, typing letters from longhand, typing cards for filing, filling in printed forms, and meeting callers.

The second ten activities in order of frequency of performance were as follows: typing form letters; numeric filing; copying from rough drafts; ordering supplies; operating ten-key adding machine; operating electric typewriter; typing orders; typing bills and invoices; opening, sorting, and distributing mail; and operating Burroughs adding machine.

TABLE XIII

OFFICE ACTIVITIES PERFORMED BY THE RESPONDENTS, ARRANGED IN ORDER OF FREQUENCY

Rank	ACTIVITIES	Total Frequency	Classification
1	Answering the telephone	64	Stenographic-Secretarial
2	Alphabetic filing	61	Filing
3	Addressing envelopes	60	Typewriting
4	Folding letters and inserting into envelopes	54	General office
5	Typing reports	49	Typewriting
6	Composing letters at the typewriter	47	Stenographic-Secretarial
7	Typing letters from longhand	45	Typewriting
8.5	Typing cards for filing	44	Typewriting
8.5	Filling in printed forms	44	Typewriting
10	Meeting callers	40	Stenographic-Secretarial
11.5	Typing form letters	38	Typewriting
11.5	Numeric filing	38	Filing
13.5	Copying from rough drafts	34	Typewriting
13.5	Ordering supplies	34	General office
15	Ten-key adding machine	33	Office machines
16.5	Electric typewriter standard	32	Office machines
16.5	Typing orders	32	Typewriting

TABLE XIII (continued)

OFFICE ACTIVITIES PERFORMED BY THE RESPONDENTS, ARRANGED IN ORDER OF FREQUENCY

Rank	ACTIVITIES	Total Frequency	Classification
18.5	Typing bills and invoices	31	Typewriting
18.5	Opening, sorting, and distributing mail	31	General office
20.5	Burroughs adding machine	30	Office machines
20.5	Reporting on repairs, upkeep of office, equipment, and supplies	30	Stenographic-Secretarial
22.5	Taking dictation in shorthand and transcribing	29	Stenographic-Secretarial
22.5	Cutting stencils	29	Typewriting
24	Typing inter-office communications	28	Typewriting
25	Typing telegrams	26	Typewriting
27.5	Typing postal cards	25	Typewriting
27.5	Making master sheets for liquid and gelatin duplicators	25	Typewriting
27.5	Comptometer or Burroughs calculator for adding	25	Office machines
27.5	Monroe, Marchant, or Friden	25	Office machines
32.5	Typing checks	24	Typewriting
32.5	Typing statistical work	24	Typewriting

TABLE XIII (continued)

OFFICE ACTIVITIES PERFORMED BY THE RESPONDENTS, ARRANGED IN ORDER OF FREQUENCY

Rank	ACTIVITIES	Total Frequency	Classification
32.5	Checking bills and invoices	24	General office
32.5	Making out requisitions	24	General office
32.5	Subject filing	24	Filing
32.5	Taking dictation at the typewriter	24	Stenographic-Secretarial
36	Making appointments	23	Stenographic-Secretarial
37	Keeping a follow-up file	22	Filing
38.5	Cross referencing	21	Filing
38.5	Balancing cash	21	Bookkeeping
40.5	Making bank deposits	20	General office
40.5	Mimeograph	20	Office machines
43.5	Doing cashier work	19	General office
43.5	Figuring payrolls	19	Bookkeeping
43.5	Comptometer or Burroughs calculator for multiplying	19	Office machines
43.5	Waiting on customers	19	General office
46	Making entries in general journal	18	Bookkeeping
47.5	Planning work for others	17	Stenographic-Secretarial
47.5	Comptometer or Burroughs calculator for dividing	17	Office machines

TABLE XIII (continued)

OFFICE ACTIVITIES PERFORMED BY THE RESPONDENTS, ARRANGED IN ORDER OF FREQUENCY

Rank	ACTIVITIES	Total Frequency	Classification
49.5	Making out receipts	16	General office
49.5	Typing legal documents	16	Typewriting
51.5	Typing articles and manuscripts	15	Typewriting
51.5	Typing from Ediphone, Dictaphone, Audograph, Soundscriber	15	Stenographic-Secretarial
53	Ditto duplicating	14	Office machines
54.5	Operating switchboard	13	General office
54.5	Figuring discounts	13	Bookkeeping
56.5	Supervising employees at any time	12	Stenographic-Secretarial
56.5	Posting to general ledger	12	Bookkeeping
58	Making entries in petty cash book	11	Bookkeeping
59	Bookkeeping machine	10	Office machines
60.5	Making entries in purchase journal	9	Bookkeeping
60.5	Keeping a checkbook	9	General office
62.5	Making a balance	8	Bookkeeping
62.5	Interviewing applicants	8	Stenographic-Secretarial
65.5	Posting to acct's rec. ledger	7	Bookkeeping

TABLE XIII (continued)

OFFICE ACTIVITIES PERFORMED BY THE RESPONDENTS, ARRANGED IN ORDER OF FREQUENCY

Rank	ACTIVITIES	Total Frequency	Classification
65.5	Posting to acct's pay. ledger	7	Bookkeeping
65.5	Taking dictation of minutes and transcribing	7	Stenographic-Secretarial
65.5	Typing policies	7	Typewriting
69.5	Making entries in sales journal	6	Bookkeeping
69.5	Figuring interest on notes, drafts, etc.	6	Bookkeeping
69.5	Making a trial balance	6	Bookkeeping
69.5	Sunstrand	6	Office machines
72	Geographic filing	5	Filing
73.5	Making a profit and loss statement	4	Bookkeeping
73.5	Billing machine	4	Office machines

In Table XIV the job activities are listed according to major classifications and then in the order of frequency of performance within each classification.

Fifty-eight per cent of all of the stenographic and secretarial activities which were listed on the questionnaire appear in the first half of the 74 activities listed in order of frequency of performance.

The bookkeeping frequencies were very low in comparison to those in the stenographic, typewriting, office machines, filing, and general office areas. The highest frequency shown is 20, balancing cash.

Table XIV reveals that 84 per cent of the typewriting activities which were listed on the questionnaire appear in the first half of the 74 activities listed in order of frequency of performance. The typewriting activities with the highest frequencies are also closely related to secretarial duties: addressing envelopes, typing reports, typing letters from longhand, typing cards for filing, et cetera.

In the filing area, Table XIV shows that the highest frequency is alphabetic filing, 61.

TABLE XIV

OFFICE ACTIVITIES PERFORMED BY THE RESPONDENTS ACCORDING TO TYPE OF ACTIVITY, EXTENT OF INSTRUCTION NEEDED, AND ORDER OF FREQUENCY

Rank	ACTIVITIES	Total Frequency	Instruction in School		
			Adequate	More	None
	Stenographic-Secretarial				
1	Answering the telephone	64	31	14	19
2	Composing letters at the typewriter	47	22	24	1
3	Meeting callers	40	21	9	10
4	Reporting on repairs, upkeep of office, equipment, and supplies	30	13	5	12
5	Taking dictation in shorthand and transcribing	29	23	6	0
6	Taking dictation at the typewriter	24	12	10	2
7	Making appointments	23	12	3	8
8	Planning work for others	17	6	4	7
9	Typing from Ediphone, Dictaphone, Audograph, Soundscriber	15	5	10	0
10	Supervising employees at any time	12	4	2	6
11	Interviewing applicants for employment	8	4	4	0
12	Taking dictation of minutes and transcribing	7	3	3	1

TABLE XIV (continued)

OFFICE ACTIVITIES PERFORMED BY THE RESPONDENTS ACCORDING TO TYPE OF ACTIVITY, EXTENT OF INSTRUCTION NEEDED, AND ORDER OF FREQUENCY

Rank	ACTIVITIES	Total Frequency	Instruction in School		
			Adequate	More	None
	Bookkeeping				
1	Balancing Cash	20	12	8	0
2	Figuring Payrolls	19	14	4	1
3	Making entries in general journal	18	10	8	0
4	Figuring Discounts	13	9	3	1
5.5	Posting to general ledger	12	8	4	0
5.5	Making entries in petty cash book	11	5	6	0
7	Making entries in purchase journal	9	6	3	0
8	Making a balance sheet	8	6	1	1
9.5	Posting to acct's rec. ledger	7	6	1	0
9.5	Posting to acct's pay. ledger	7	6	1	0
12	Making entries in sales journal	6	4	2	0
12	Figuring interest on notes, drafts, etc.	6	5	0	1

TABLE XIV (continued)

OFFICE ACTIVITIES PERFORMED BY THE RESPONDENTS ACCORDING TO TYPE OF ACTIVITY, EXTENT OF INSTRUCTION NEEDED, AND ORDER OF FREQUENCY

Rank	ACTIVITIES	Total Frequency	Instruction in School		
			Adequate	More	None
	Bookkeeping (continued)				
12	Making a trial balance	6	4	1	1
14	Making a profit and loss statement	4	3	0	1
	Typewriting				
1	Addressing envelopes	60	52	2	6
2	Typing reports	49	41	6	2
3	Typing letters from longhand	45	33	7	5
4.5	Typing cards for filing	44	37	0	7
4.5	Filling in printed forms	44	34	2	8
6	Typing form letters	38	31	3	4
7	Copying from rough drafts	34	27	5	2
8	Typing orders	32	25	2	5
9	Typing bills and invoices	31	24	5	2
10	Cutting stencils	29	25	4	0
11	Typing inter-office communications	28	25	1	2
12	Typing telegrams	26	19	3	4
13.5	Typing postal cards	25	18	0	7

TABLE XIV (continued)

OFFICE ACTIVITIES PERFORMED BY THE RESPONDENTS ACCORDING TO TYPE OF ACTIVITY, EXTENT OF INSTRUCTION NEEDED, AND ORDER OF FREQUENCY

Rank	ACTIVITIES	Total Frequency	Instruction in School		
			Adequate	More	None
	Typewriting (continued)				
13.5	Making master sheets for liquid and gelatin duplicators	25	22	3	0
15.5	Typing checks	24	19	1	4
15.5	Typing statistical work	24	17	5	2
17.5	Typing legal documents	16	6	7	3
17.5	Typing articles and manuscripts	15	12	3	0
19	Typing policies	7	5	0	2
	Office Machines				
1	Ten-key adding machine	33	29	4	0
2	Electric typewriter standard	32	21	11	0
3	Burroughs adding machine	30	29	1	0
4.5	Comptometer or Burroughs calculator for adding	25	18	6	1
4.5	Monroe, Marchant, or Friden	25	16	9	0
6	Mimeograph	20	17	3	0

TABLE XIV (continued)

OFFICE ACTIVITIES PERFORMED BY THE RESPONDENTS ACCORDING TO TYPE OF ACTIVITY, EXTENT OF INSTRUCTION NEEDED, AND ORDER OF FREQUENCY

Rank	ACTIVITIES	Total Frequency	Instruction in School		
			Adequate	More	None
	Office Machines (cont.)				
7	Comptometer or Burroughs calculator for multiplying	19	11	8	0
8	Comptometer or Burroughs calculator for dividing	17	8	9	0
9	Ditto duplicator	14	13	1	0
10	Bookkeeping	10	0	10	0
11	Sunstrand	6	2	4	0
12	Billing machine	4	0	3	1
	Filing				
1	Alphabetic	61	53	6	2
2	Numeric	38	32	4	2
3	Subject	24	22	1	1
4	Keeping a follow-up file	22	15	5	2
5	Cross referencing	21	17	4	0
6	Geographic	5	3	2	0

TABLE XIV (continued)

OFFICE ACTIVITIES PERFORMED BY THE RESPONDENTS ACCORDING TO TYPE OF ACTIVITY, EXTENT OF INSTRUCTION NEEDED, AND ORDER OF FREQUENCY

Rank	ACTIVITIES	Total Frequency	Instruction in School		
			Adequate	More	None
	General Office				
1	Folding letters and inserting into envelopes	54	43	5	6
2	Ordering supplies	34	23	3	8
3	Opening, sorting, and distributing mail	31	17	4	10
4.5	Checking bills and invoices	24	16	5	3
4.5	Making out requisitions	24	17	6	1
6	Making bank deposits	20	15	3	2
7.5	Doing cashier work	19	11	3	5
7.5	Waiting on customers	19	9	1	9
9	Making out receipts	16	13	0	3
10	Operating switchboard	13	0	8	5
11	Keeping a checkbook	9	6	3	0

In Table XV the job activities are listed in order of frequency of performance. This table indicates the opinion of the graduates concerning the adequacy of instruction on the job activities performed.

To compute the percentage of additional training needed, the number indicating more instruction needed in school was divided by the total frequency.

The first ten activities on which adequate instruction was given were: typing cards for filing; making out receipts; typing policies; figuring interest on notes, drafts, etc.; making a profit and loss statement; filling in printed forms; addressing envelopes; Burroughs adding machine; typing inter-office communications; and subject filing.

Suggested increases in emphasis of school training are in the office machine area. The first five activities on which training was needed were: operation of bookkeeping machine; operation of billing machine; operation of Sunstrand calculator; typing from Ediphone, Dictaphone, Audograph, Soundscriber; and operating switchboard.

Included in the second five activities on which training was needed were: composing letters at the typewriter, making entries in petty cash book, interviewing applicants for employment, making entries in general journal, and typing legal documents.

TABLE XV

OPINION OF THE GRADUATES CONCERNING THE ADEQUACY OF INSTRUCTION ON THE JOB ACTIVITIES PERFORMED

Rank	ACTIVITIES	Total Freq.	Instruction			Per Cent Indicating More Instruction
			Adequate	None	More	
1	Answering the telephone	64	31	19	14	22*
2	Alphabetic filing	61	53	2	6	10
3	Addressing envelopes	60	52	6	2	3
4	Folding letters and inserting into envelopes	54	43	6	5	9
5	Typing reports	49	41	2	6	12
6	Composing letters at the typewriter	47	22	1	24	51
7	Typing letters from longhand	45	33	5	7	16
8.5	Typing cards for filing	44	37	7	0	0
8.5	Filling in printed forms	44	34	8	2	5
10	Meeting callers	40	21	10	9	23
11.5	Typing form letters	38	31	4	3	8
11.5	Numeric filing	38	32	2	4	11
13.5	Copying from rough drafts	34	27	2	5	15
13.5	Ordering supplies	34	23	8	3	9
15	Ten-key adding machine	33	29	0	4	12
16.5	Electric typewriter standard	32	21	0	11	34

*Based on total performing the activity and not on the number of respondents.

TABLE XV (continued)

OPINION OF THE GRADUATES CONCERNING THE ADEQUACY OF INSTRUCTION ON THE JOB ACTIVITIES PERFORMED

Rank	ACTIVITIES	Total Freq.	Instruction			Per Cent Indicating More Instruction
			Adequate	None	More	
16.5	Typing orders	32	25	5	2	7
18.5	Typing bills and invoices	31	24	2	5	16
18.5	Opening, sorting, and distributing mail	31	17	10	4	13
20.5	Burroughs adding machine	30	29	0	1	3
20.5	Reporting on repairs, upkeep of office, equipment, and supplies	30	13	12	5	17
22.5	Taking dictation in shorthand and transcribing	29	23	0	6	21
22.5	Cutting stencils	29	25	0	4	14
24	Typing inter-office communications	28	25	2	1	4
25	Typing telegrams	26	19	4	3	11
27.5	Typing postal cards	25	18	7	0	0
27.5	Making master sheets for liquid and gelatin duplicators	25	22	0	3	12
27.5	Comptometer or Burroughs calculator for adding	25	18	1	6	24
27.5	Monroe, Marchant, or Friden	25	16	0	9	36

TABLE XV (continued)

OPINION OF THE GRADUATES CONCERNING THE ADEQUACY OF INSTRUCTION ON THE JOB ACTIVITIES PERFORMED

Rank	ACTIVITIES	Total Freq.	Instruction			Per Cent Indicating More Instruction
			Adequate	None	More	
32.5	Typing checks	24	19	4	1	5
32.5	Typing statistical work	24	17	2	5	20
32.5	Checking bills and invoices	24	16	3	5	21
32.5	Making out requisitions	24	17	1	6	25
32.5	Subject filing	24	22	1	1	4
32.5	Taking dictation at the typewriter	24	12	2	10	42
36	Making appointments	23	12	8	3	13
37	Keeping a follow-up file	22	15	2	5	23
38.5	Cross referencing	21	17	0	4	19
38.5	Balancing cash	21	13	0	8	38
40.5	Making bank deposits	20	15	2	3	15
40.5	Mimeograph	20	17	0	3	15
43.5	Doing cashier work	19	11	5	3	16
43.5	Figuring payrolls	19	14	1	4	21
43.5	Comptometer or Burroughs calculator for multiplying	19	11	0	8	42

TABLE XV (continued)

OPINION OF THE GRADUATES CONCERNING THE ADEQUACY OF INSTRUCTION ON THE JOB ACTIVITIES PERFORMED

Rank	ACTIVITIES	Total Freq.	Instruction			Per Cent Indicating More Instruction
			Adequate	None	More	
43.5	Waiting on customers	19	9	9	1	5
46	Making entries in general journal	18	10	0	8	44
47.5	Planning work for others	17	6	7	4	24
47.5	Comptometer or Burroughs calculator for dividing	17	8	0	9	53
49.5	Making out receipts	16	13	3	0	0
49.5	Typing legal documents	16	6	3	7	44
51.5	Typing articles and manuscripts	15	12	0	3	20
51.5	Typing from Ediphone, Dictaphone, Audograph, Soundscriber	15	5	0	10	67
53	Ditto duplicating	14	13	0	1	7
54.5	Operating switchboard	13	0	5	8	62
54.5	Figuring discounts	13	9	1	3	23
56.5	Supervising employees at any time	12	4	6	2	17
56.5	Posting to general ledger	12	8	0	4	33
58	Making entries in petty cash book	11	5	0	6	55
59	Bookkeeping machine	10	0	0	10	100

TABLE XV (continued)

OPINION OF THE GRADUATES CONCERNING THE ADEQUACY OF INSTRUCTION ON THE JOB ACTIVITIES PERFORMED

Rank	ACTIVITIES	Total Freq.	Instruction			Per Cent Indicating More Instruction
			Adequate	None	More	
60.5	Making entries in purchase journal	9	6	0	3	33
60.5	Keeping a checkbook	9	6	0	3	33
62.5	Making a balance sheet	8	6	1	1	12
62.5	Interviewing applicants for employment	8	4	0	4	50
65.5	Posting to acct's rec. ledger	7	6	0	1	14
65.5	Posting to acct's pay. ledger	7	6	0	1	14
65.5	Taking dictation of minutes and transcribing	7	3	1	3	43
65.5	Typing policies	7	5	2	0	0
69.5	Making entries in sales journal	6	4	0	2	33
69.5	Figuring interest on notes, drafts, etc.	6	5	1	0	0
69.5	Making a trial balance	6	4	1	1	17
69.5	Sunstrand	6	2	0	4	67
72	Geographic filing	5	3	0	2	40
73.5	Making a profit and loss statement	4	3	1	0	0
73.5	Billing machine	4	0	1	3	75

CHAPTER V

SUMMARY OF FINDINGS AND RECOMMENDATIONS

This survey of the 1954-1959 business graduates of Amesbury High School was made to determine the effectiveness of the business education curriculum in preparing the graduates for the business world and to study the implications for curriculum revision.

Summary of the Findings

1. Of the 189 questionnaires which were sent to the 1954-1959 business graduates of Amesbury High School, 101, or 53.4 per cent, were returned.

2. Fifty-five of the respondents were employed full time at the time of this survey. Forty were housewives; three were attending school full time; and three were employed part time.

3. Of the 101 respondents, 39 indicated that they had continued their education beyond high school. Thirty of those who continued their education attended business schools.

4. Thirteen of the 101 graduates had been employed by CBS Hytron, Newburyport, and the second largest number had been employed by the Western Electric Company in North Andover. Ninety-eight graduates had obtained out-of-town positions, and 38 graduates had obtained local employment.

5. Twenty-two of the 101 respondents indicated that they had held secretarial positions. Second in frequency, as indicated by the graduates, was clerk typing. Twelve of the graduates held positions as payroll clerks, and twelve as general office clerks. The next ten in order of frequency of performance were these positions: mounter, factory worker, stenographer, bookkeeper, cashier, hairdresser, IBM operator, assembler, billing clerk, and record clerk.

6. Of the 95 responding, 45 obtained their first positions from personal applications. Employment agencies were responsible for the placement of 17. Thirteen of the 95 respondents were assisted by friends or the family. The business department of Amesbury High School, college placement, newspaper advertisements, high school guidance director, and other sources helped the remaining 20.9 per cent of the graduates secure positions.

7. Nineteen, or 42 per cent, of the 45 respondents who had used shorthand found their speed to be adequate in their employment. Seven, or 15.6 per cent, indicated that they had encountered some difficulty in taking dictation, whereas one, or 2.2 per cent, felt that his speed was adequate in most cases. Eighteen, or 40 per cent, of the graduates reported that this skill was not used in the positions held.

8. Fifty-four, or 62.8 per cent, of the 86 graduates who had used their typewriting skill found their speed adequate. Eleven, or 12.8 per cent, reported that their speed did not meet the demands of their employers, whereas 11, or 12.8 per cent, felt that this skill had been developed for employment standards in most cases.

9. Twenty, or 24.1 per cent, of those graduates who had used bookkeeping found their knowledge to be adequate. Fourteen, or 16.8 per cent, indicated that their knowledge was not adequate, whereas 18, or 21.7 per cent, felt their knowledge met business standards in most cases. Thirty-one, or 37.4 per cent, did not use this knowledge.

10. The results of the study revealed that typewriting was considered the most valuable subject by 80 of the 101 respondents; general business by 52; business arithmetic by 44; bookkeeping by 40; and secretarial office practice by 38. The last five subjects in order of frequency of performance were: clerical office practice, transcription, shorthand, consumer economics, and retail selling.

11. Of the 101 respondents, 15 indicated that they felt a need for shorthand. Bookkeeping was next in rank, with 10 reporting. Nine of the respondents suggested that a course in business English be offered in the business program. A need for more mathematics was expressed by 7 of the graduates.

12. The ten activities most frequently performed were from the stenographic, typewriting, filing, and general office areas. Bookkeeping and office machine activities were among those appearing in the lower frequencies.

13. Fifty-eight per cent of all of the stenographic and secretarial activities which were listed on the questionnaire appear in the first half of the 74 activities listed in order of frequency of performance. The bookkeeping frequencies were very low in comparison to those of the stenographic, typewriting, office machines, filing, and general office areas. Eighty-four per cent of the typewriting activities which were listed on the questionnaire appear in the first half of the 74 activities listed in order of frequency of performance.

14. The first ten activities on which adequate instruction was given were: typing cards for filing; making out receipts; typing policies; figuring interest on notes, drafts, etc.; making a profit and loss statement; filling in printed forms; addressing envelopes; operating Burroughs adding machine; typing inter-office communications; and subject filing.

15. The graduates suggested increased emphasis of school training in the office machine area. The first five activities on which training was needed were: operation of bookkeeping machine; operation of billing machine; operation of Sunstrand calculator; typing from Ediphone, Dictaphone, Audograph, Soundscriber; and operating switchboard.

RECOMMENDATIONS

The following recommendations are made on the basis of the interpretation of the data of this survey:

1. As high school training is terminal for 61 per cent of the business graduates, the vocational program in business education should be expanded and intensified.

2. Since the data indicated that 60 of the 101 respondents had held positions as secretaries, clerk typists, payroll clerks, and general office clerks, it is recommended that general background courses such as business English, business law, and business organization be included in the business curriculum. This background will provide the business community with office employees of a high degree of occupational ability.

3. Typewriting, being listed as the most valuable subject, should include more provisions for training on the electric typewriter. It is recommended that one room at Amesbury High School be equipped with electric typewriters so that more of the seniors will have an opportunity to have more than an introductory course in the operation of electric typewriters.

4. Beginning in the first year of high school, business students should be given a separate course in English to include the principles of business English.

5. Since the graduates suggested increased instructional emphasis in the office machines area, it is recommended that more adding machines and calculators be made available to offer a separate course in business machines.

6. As indicated by those graduates who used bookkeeping in their employment, consideration should be given to offering a course in Bookkeeping II.

7. Periodic surveys of the business graduates of Amesbury High School should be made in order that the business program be adapted to the changes as they occur in the business community.

8. For a more complete evaluation of the business program of Amesbury High School, it is recommended that an advisory committee of businessmen from the community and the business teachers of Amesbury High School be formed to discuss common problems. Such a program would be invaluable to the administration and the business department in problems concerning the curriculum and facilities for the business students.

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APPENDIX

SURVEY OF THE 1954-1959 BUSINESS GRADUATES
OF
AMESBURY HIGH SCHOOL

1. Name _____
Last First Middle

Maiden name (if married) _____

2. What are you doing at the present time?

( ) employed full time
( ) employed part time
( ) student full time
( ) student part time
( ) unemployed
( ) house wife
( ) other: _____

3. Have you obtained education beyond high school?

( ) Yes
( ) No

If yes, please complete the following:

NAME OF SCHOOL ATTENDED	FIELD OF STUDY	YEARS ATTENDED		DIPLOMA OR DEGREE
		From	To	

4. List or indicate positions held since leaving high school.

EMPLOYER	LOCATION	POSITION	DATES		GROSS WEEKLY SALARY
			From	To	

5. Through what sources did you obtain your first position?

( ) friend or family
( ) high school teacher
( ) high school guidance director
( ) newspaper advertisement
( ) personal application
( ) Civil Service exam
( ) Employment Agency
( ) Other: _____

6. CHECK LIST OF ACTIVITIES PERFORMED ON FIRST POSITION

In Column 2 indicate with a check mark the activities you performed on your first position.

In Columns 3, 4, and 5 indicate the extent that instruction should be given in the high school program.

ACTIVITIES	Activities you performed on your first job	Adequate instruction needed in school	More instruction needed in school	No instruction needed in school
(1)	(2)	(3)	(4)	(5)
Stenographic-Secretarial Activities				
1. Taking dictation in shorthand and transcribing				
2. Typing from Ediphone, Dictaphone, Audograph, Soundscriber				
3. Composing letters at the typewriter				
4. Taking dictation at the typewriter				
5. Supervising employees at any time				
6. Planning work for others				
7. Interviewing applicants for employment				
8. Taking dictation of minutes and transcribing				
9. Reporting on repairs, upkeep of office, equipment, and supplies				
10. Answering the telephone				
11. Meeting callers				
12. Making appointments				
13. Other stenographic or secretarial duties not listed				
Bookkeeping Activities				
14. Making entries in General Journal				
Petty Cash Book				
Sales Journal				
Purchase Journal				
15. Balancing Cash				

ACTIVITIES	Activities you performed on your first job	Adequate instruction needed in school	More instruction needed in school	No instruction needed in school
(1)	(2)	(3)	(4)	(5)
Bookkeeping Activities (continued)				
16. Posting to General Ledger				
Acct's Rec. Ledger				
Acct's Pay. Ledger				
17. Making a Trial Balance				
18. Making a Profit and Loss Statement				
19. Making a Balance Sheet				
20. Figuring Discounts				
21. Figuring Interestion Notes, Drafts, etc.				
22. Figuring Payrolls				
23. Other bookkeeping activities not listed:				
Typewriting Activities				
24. Typing letters from longhand				
25. Typing telegrams				
26. Addressing envelopes				
27. Typing reports				
28. Typing cards for filing				
29. Typing bills and invoices				
30. Cutting stencils				
31. Filling in printed forms				
32. Typing orders				
33. Typing checks				
34. Typing form letters				
35. Typing legal documents				
36. Typing articles and manuscripts				
37. Typing statistical work				
38. Typing inter-office communications				
39. Copying from rough drafts				
40. Typing policies				
41. Typing postal cards				
42. Making master sheets for liquid and gelatin duplicators				
43. Other typing duties not listed:				
Office Machines				
44. Ten-key adding machine				
45. Burroughs adding machine				
46. Sunstrand				

ACTIVITIES	Activities you performed on your first job	Adequate instruction needed in school	More instruction needed in school	No instruction needed in school
(1)	(2)	(3)	(4)	(5)
Office Machines (cont.)				
47. Monroe, Marchant or Friden				
48. Billing machine				
49. Comptometer or Burroughs calculator for				
adding				
multiplying				
dividing				
50. Bookkeeping				
51. Electric typewriter				
standard				
executive				
52. Mimeograph				
53. Gelatin duplicator				
Ditto				
Hectograph				
54. Listing machine				
55. Other machines not listed:				
Filing Activities				
56. Alphabetic				
57. Numeric				
58. Subject				
59. Geographic				
60. Soundex				
61. Sorting and coding material				
62. Cross referencing				
63. Keeping a follow-up file				
64. Other filing duties not listed:				
General Office Activities				
65. Ordering supplies				
66. Opening, sorting, and distributing mail				
67. Making bank deposits				
68. Checking bills and invoices				
69. Folding letters and inserting into envelopes				
70. Doing cashier work				
71. Taking inventory				
72. Waiting on customers				
73. Keeping a checkbook				
74. Making out receipts				
75. Making out requisitions				
76. Operating switchboard				
77. Activities not listed:				

7. Have you found your high school shorthand speed adequate?

( ) Yes ( ) In most cases
( ) No ( ) Have not used this skill

8. Have you found your high school typewriting speed adequate?

( ) Yes ( ) In most cases
( ) No ( ) Have not used this skill

9. Have you found your high school bookkeeping knowledge adequate?

( ) Yes ( ) In most cases
( ) No ( ) Have not used bookkeeping

10. What was your highest shorthand speed on a five-minute take in high school?

( ) 60; ( ) 70; ( ) 80; ( ) 90; ( ) 100; ( ) 120

11. What was your highest typewriting speed on a five-minute test in high school? (net rate)

( ) 45; ( ) 50; ( ) 55; ( ) 60; ( ) 65; ( ) 70; ( ) 75

12. Please indicate with a check mark the business subjects taken in high school which have been valuable or useful or of little value or use to you.

SUBJECT	Valuable or Useful	Of Little Value or Use
Shorthand		
Typewriting		
Transcription		
Clerical Office Practice		
Secretarial Office Practice		
Bookkeeping		
General Business		
Business Arithmetic		
Consumer Economics		
Retail Selling		

13. What business subjects not offered (or not taken) in high school would have been of value to you?

_____ _____

_____ _____

14. As a result of your working experience, what suggestions would you make to improve the business program at Amesbury High School?

JULIA KEOSEIAN

90 Bradford Avenue

Haverhill, Massachusetts

April 15, 1960

Dear Graduate:

You are now in a position to render a real service to Amesbury High School and to the future graduates of our Commercial Department.

In order to meet the needs of our business students and our community, we are conducting a survey to obtain information that will help us to evaluate and to improve our business training. Without your help, our survey cannot be successful.

All information will be held in strict confidence. Names will not be used in any report made on the basis of this study. Please be frank in your answers and opiniens on the enclosed survey report.

I shall greatly appreciate your prompt reply. A stamped, self-addressed envelope is enclosed for your convenience. Please return the questionnaire within a few days.

Sincerely yours,

Julia Keosian

Julia Keoseian

Enclosures 3

FOLLOW-UP POSTAL CARD

April 29, 1960

Dear Graduate:

The Amesbury High School would appreciate the return of the questionnaire which was sent to you on April 15.

Your response to this request will be of value to present and future students.

Sincerely yours,

Julia Keoseian