A STUDY OF THE DEMANDS AND NEEDS UPON THE MASON SCHOOL DISTRICT BUSINESS EDUCATION DEPARTMENT AND A PROPOSAL FOR OR AGAINST CURRICULUM CHANGES

An Independent Study for the Degree of M. A.

MICHIGAN STATE UNIVERSITY

Eleanor K. Cozadd

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A STUDY OF THE DEMANDS AND NEEDS UPON THE HIGH SCHOOL DISTRICT BUSINESS EDUCATION DEPARTMENT AND A PROPOSAL FOR OR AGAINST CURRICULUM CHANGES

An Abstract of

An Independent Study

Presented to

The Faculty of the Department of Business Education

Michigan State University

In Partial Fulfillment

of the Requirements for

The Degree

Master of Arts in Business Education

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by

Eleanor K. Cozadd

July, 1965

As it will be necessary to expand and possibly make changes in the business curriculum of Mason High School within the next few years, it has become necessary to make a study of the demands and needs on the Business Education Department to determine what specific changes might be necessary.

The main objectives of the Business Education Department are, (1) to provide knowledges and skills which will insure vocational competence for all students who desire and can profit from such training, (2) to provide the college preparatory student with more working tools while continuing his education, (3) to contribute to the general education of students as consumers, and for their own personal use outside their vocations. Is the instruction and course content carrying out these objectives? To find an answer, the following methods and procedures were followed.

Business Education majors were determined from the graduating classes from 1960-1964. Each class was then divided into quartiles according to grade-point average, and three Business Education majors were picked at random from each quartile and paired with a non-Business Education major of like point average from the same class. This resulted in 15 Business Education majors and 15 non-Business Education majors from each quartile, making a total of 120 students to whom questionnaires were sent. Two different letters and questionnaires were sent to the two groups. Both groups were questioned about post-high school education, whether or not they had or had had a full-time or part-time job, and the

kind of job (office, distributive, trade, industrial, or other). In addition, the Business Education graduates were requested to check whether certain duties were performed on the job and whether certain machines were used on the job. The non-Business Education graduates were asked to check the business courses taken and in another box, the business courses they would like to have taken. The letters and questionnaires were mailed on March 3, 1965 and the returns, without a follow-up, totalled 55.8 per cent.

Of the questionnaires sent to the upper half of the classes, 75 per cent returned theirs and 36.7 per cent of the lower half of their classes returned the questionnaires so the responses tend to reflect the opinions of the better students to a greater degree.

Over one third of the Mason graduates major in Business Education. Of those who responded to the questionnaire, all have jobs except one student, and of these, 82.9 per cent are employed in the greater Lansing area. Only 14.3 per cent are employed in the city of Mason.

Of the Business Education respondents, 74.3 per cent have full-time jobs and 22.8 per cent have part-time jobs. There are 82.3 per cent who are employed in offices. Of these, 42.8 per cent take shorthand, 100 per cent type, 96.4 per cent do some form of filing, 75 per cent do bookkeeping or recordkeeping. About 50 per cent use manual typewriters and 50 per cent use electric typewriters in their jobs. About one third of the respondents use adding machines and ditto machines and more than one third use the mimeograph machine and direct copy machine. All use the telephone.

Most of the non-Business Education graduates took Typing and almost two thirds of these make use of this skill in college and for their own personal uses. Over one third took Bookkeeping.

The study indicates that there is adequate preparation in the clerk-typist, stenographic and bookkeeping areas except for lack of instruction in filing. There should be more course offerings for the below-average student and for boys. In addition, more emphasis should be placed on consumer education.

The findings indicate that the staff is performing adequately preparing their students within the framework of the courses as now offered.

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CHAPTER I

SUMMARY

Findings

The findings of the questionnaires and check sheets sent to selected Business Education and non-preference or college preparatory graduates of Mason High School from 1960 to 1964 are as follows:

Of the 60 questionnaires and check sheets sent to the selected Business Education graduates, 35 were filled in, checked, and returned and of the 60 sent to the non-Business Education graduates, 32 were completed and returned.

Returns The returns of the questionnaire for both Business Education and non-Business Education majors are shown in Appendix I (p. 31). The final returns of the mailing were an over-all 55.8 per cent with 58.3 per cent of the Business Education graduates returning their questionnaires and check sheets, and 53.3 per cent of the non-Business Education graduates returning their questionnaires and check sheets.

Of those sent questionnaires from the upper half of their classes, 75 per cent returned theirs and 36.7 per cent of the lower half of their classes returned the questionnaires. Consequently, the returns reflect the better student to a greater degree than the student in the lower half of his class. This response from the better student is often characteristic of follow-up research. "For example, in follow-up studies of graduates it is very probable that those who can report success in their

after-graduation experiences will be most likely to return questionnaires."[1]

Business Education Majors Of 647 graduates from 1960 to 1964, 127 (19.6 per cent) are considered Business Education majors. Of these, 125 (98.4 per cent) are girls and 2 (1.6 per cent) are boys. The boys graduated in 1964 and were in the third quartile.

The distribution of these students by quartiles and years is shown in Table I (p. 23). There were 33 (26 per cent) in the first quartile, 43 (33.9 per cent) were in the second quartile, 33 (26 per cent) in the third quartile and 18 (14.1 per cent) in the fourth quartile. Approximately 60 per cent of the Business Education majors were in the upper half of their classes and 40 per cent were in the lower half of their classes.

Employment Breakdown The employment breakdown of both the Business Education majors and the non-Business Education majors who returned their questionnaires is shown in Table II (p. 24).

Of the Business Education respondents, 74.3 per cent have full-time jobs and 22.8 per cent have part-time jobs. Those with part-time jobs are working and going to school also, except in one instance, and she is working part time because she is pregnant.

The one Business Education graduate with no job, though fully qualified as a stenographer, is 17 years old, so has been underage to qualify for the kind of job she wants. Her poor attendance record in high school has also been a liability.

Of the Business Education respondents, 82.3 per cent are employed in office jobs, and 5.9 per cent are in distributive jobs. Those who

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[1] Lawrence A. Erickson and Mary Allen Oliverio, Evaluation Criteria for Survey Instruments in Business Education, Monograph 111 (Cincinnati: South-Western Publishing Company, 1967) p. 5

are in distributive, are working part time and going to school also. Of the 2 (5.9 per cent) who are in industrial jobs, one, a boy, was in the third quartile, and the other, a girl, was in the fourth quartile of their graduating classes. There was also one who was employed as a part-time waitress and one employed as a part-time nurses aid while going to school.

In Table VII (p. 26) the location of employment of the selected Business Education respondents who graduated from 1960 to 1964 is shown. Of these, 29 (82.9 per cent) are employed in the greater Lansing area. There are 54.3 per cent who are employed in the city of Lansing. Of this figure, 20 per cent are employed by the State of Michigan in civil service jobs, and 34.3 per cent are employed by businesses in Lansing. Only 5 (14.3 per cent) are employed in Mason, and 5 (14.3 per cent), are employed in East Lansing with 3 of these (8.6 per cent) employed by Michigan State University. There is a strong tendency for the graduates to look for employment in this part of the state, their home area.

Higher Education The returns from the respondents show that about 79 per cent of the students take some form of post-high school training. Of this figure, about 47.7 per cent attend a community or four-year college or university. It was not the purpose this study to determine the breakdown of education beyond high school as a study is being made by the guidance department this summer.

Shorthand Of those Business Education majors employed in offices, 12 (42.8 per cent) take shorthand frequently and 4 (14.4 per cent) take shorthand seldom. There were 16 (57 per cent) who checked that they transcribed from notes frequently and 7 (5 per cent) who checked that they seldom transcribed from notes. The investigator assumes that the discrepancy occurs because the respondents sometimes transcribe from

handwritten notes. There was no indication that another type of shorthand was learned in post-high school training.

Of those who take shorthand frequently, 51.7 per cent were in the upper half of their graduating classes. Of these 18 students, two have taken refresher courses at Eastern High School, Lansing, three have attended Lansing Business University and four are attending Lansing Community College. It appears that the better students are those with the stenographic and secretarial positions. There are several comments to the effect that they considered their high school training adequate.

Typewriting All of the business education majors who work in offices do some kind of typing. Certain typing duties are listed in Table IV (p. 76).

Business forms are typed frequently by 70.6 per cent of the respondents and 21.4 per cent seldom type these. There are 71.6 per cent who type business letters frequently and 7.1 per cent checked this as seldom. Statistical typing is done by 50 per cent of the respondents frequently, and 32.6 per cent checked seldom. The same percentage, 50 per cent, type straight copy frequently, but 17.8 per cent seldom type straight copy. Stencils are typed by 50 per cent of the respondents frequently and 3.6 seldom type them. Manuscript typing is done frequently by 21.4 per cent and seldom typed by 32.6 per cent. Master copies are typed by 71.4 per cent of these graduates frequently. A small percentage also stated that they type multilith copies and mats for printing.

All of these papers and copies are included in the course training except mats for printing and multilith copies and these can be learned easily on the job.

Filing The data in Table V (p. 26) with regard to filing shows that 96.4 per cent of the respondents who work in offices do some type of filing. Alphabetical filing is done by 93 per cent frequently and 7.1 per cent seldom do it. Numerical filing is done frequently by 64.3 per cent, 7.1 per cent do geographical filing and 7.1 per cent frequently file by subject.

Bookkeeping and Recordkeeping When checking Table VI (p. 27) one notes that 75 per cent of those who work in offices do some type of bookkeeping or recordkeeping. General records are kept frequently by 60.7 per cent and 39.3 per cent keep personnel records. Eight of them, or 28.6 per cent checked that they are bookkeepers. There are 25 per cent who write checks and 23 per cent who prepare payrolls. Customer statements are prepared by 35.7 per cent. Students are introduced to most of these latter operations in bookkeeping but not to a great degree, as the emphasis is on double-entry bookkeeping.

Miscellaneous Duties In Table VII (p. 28) a list of miscellaneous duties is given with the percentage of frequency of performance on the job. Of the respondents, 78.6 per cent receive callers, 39.3 per cent make appointments, 32.2 per cent act as cashiers, 17.7 per cent do stock work, and 28.6 per cent wait on customers. Students who take Office Practice are introduced to most of these duties as they receive callers, make appointments, act as cashier, wait on customers and answer the phone. As the number who are able to take this course is limited, about one half of the Business Education graduates do not receive this training.

Machines All of the machines not starred in Table VIII (p. 29) have been taught in Mason High School since 1953-4 so only the 1954 graduates had the advantage of training in their operations. Previous classes

have attained a working knowledge of adding machines in Bookkeeping and Office Practice, and the Typing II and Office Practice students have learned to operate the ditto and mimeograph machines.

Of the 28 Business Education respondents who work in offices, 50 per cent use manual typewriters frequently and 21.4 per cent use them seldom. Electric typewriters are used by 50 per cent of these respondents frequently and 14.3 per cent seldom. There are 32.1 per cent who use the ditto machine frequently and 39.3 per cent use the mimeograph machine frequently. The key-driven calculator is used frequently by 10.7 per cent of the respondents and 17.9 per cent use it part of the time.

There is a surprising figure of only 3.6 per cent using the rotary calculator frequently on the job and 7.1 per cent who seldom use it. None use the printing calculator frequently, and only 3.6 per cent checked that they seldom use it. Both ten-key and full-key adding machines are used frequently by 32.1 per cent of the graduates who sent in their questionnaires. There are 25 per cent who use the transcribing machines frequently. A direct-copy machine is used by 39.3 per cent of those who returned their check sheets. One of these (an A B Dick 110 Photocopier) is in the principal's office and those who take Office Practice are able to become familiar with this while taking the course.

Even though 100 per cent use the telephone, only those who take Office Practice get training in how to use the telephone correctly. All of the other machines listed are those which would have to be learned on the job.

Upon checking the 1964 Business Education respondents, the investigator found that on their present jobs they do not use many of the machines now taught in school. One can only conclude that those who use most of these machines either learned how to use them on the job

or during post-high school training. The investigator has no way of determining from the returns whether or not lack of training on these machines from 1960 to 1963 was a liability in finding a job.

College Preparatory or Non-Preference Student Of all the courses taken by the non-Business Education student, Typing I is by far the most popular. This can be seen by checking Table IV (p. 30) where one notes that 47.5 per cent of these respondents took Typewriting I and 9.4 per cent checked that they should have taken typing. This left only 3.1 per cent who expressed no opinion. There were 24.1 per cent who took Typewriting II and 21.9 per cent felt that they should have taken Typewriting II. The next most popular subject was Bookkeeping, with 34.4 per cent having taken it and 11.7 per cent expressing the opinion that they should have taken this subject. There were none who had taken Office Machines, probably because of the prerequisites for this course and the preference given to Business Education majors. There were 31.2 per cent of the respondents who checked that they should have taken Office Machines.

Of those who took Typing, 64.7 per cent typed papers required for their courses and 34.6 per cent of these typed papers for others. Only 33.3 per cent of those who took shorthand took lecture notes in shorthand and this only "sometimes." There were five respondents (15.6 per cent) who wish they had taken shorthand so they could take lecture notes in this medium.

With those who professed a wish that they had taken more business courses, the reasons were that they would have helped them to get better jobs, or that the training would have some personal use for them.

One respondent suggested bookkeeping II as better preparation toward accounting and data processing.

Conclusions

Mason High School does provide knowledge and skills which will insure students vocational competence in the typist-clerical, bookkeeping, and stenographic areas. Dame says, "Unless the schools, particularly the high schools, give thorough consideration to the occupational objective, they will fail in one of their prime objectives—that of providing students with the means of earning a livelihood."[2] With 82.3 per cent of the respondents in office jobs, the investigator feels that she can state with confidence that the department is preparing these students for office occupations. It must be remembered though, that 75 per cent of the business education respondents were from the upper half of their classes so this conclusion tends to reflect the returns of better students to a greater degree.

Even though about one fifth (mostly girls) of the Mason graduates are business education majors, the course of study is definitely oriented toward the average and better student and to preparing girls in vocational competence. There is little offered to the less than average student in the way of job preparation or business training and course offerings for boys is rather slim. It is interesting to note though, that with the majority of business education majors from the upper half of their classes, it follows that many of the better students are oriented toward the field of business. Dame says that this is often true. "The

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[2] Herbert A. Dame, Principles of Business Education, second edition (New York: Gregg Publishing Division, McGraw-Hill Book Company, Inc. 1947) p 14

deciding factor many times, is an economic one. The student, regardless of his intellectual ability, enrolls in the business course for 'bread and butter' reasons."[3]

Even though Shorthand is used by less than half of the students, the writer feels that there is a demand and need for it. Many of the girls have taken the clerk-typist jobs after taking the civil service examinations instead of waiting for openings for stenographers, even though they have passed the test for the higher rating--all because the clerk-typist openings come through first! This is partly because they tend to lack confidence and because they are anxious to become employed.

There is a need for instruction in filing. The department is already considering the inclusion of a unit during the second semester of Typewriting II. Except for filing, most of the deficiencies in training come in the areas which are easily picked up on the job and in which employers often prefer to train their employees in their own methods.

The fact that only one respondent used a rotary calculator frequently is surprising. Your investigator assumes that lack of training in high school (only 1964 graduates took office machines) might be responsible or the graduates have not been working long enough to have gained positions requiring the figuring which would necessitate the use of this type machine.

As most of the adult population of the Mason school district is employed in the Lansing, East Lansing area, it is not surprising that a

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[3]Ibid (This refers to page 2.), not to any other.)

great number of the Mason graduates find employment there also. There is a lack of job opportunities in Mason. With a mobile population prevalent all over the United States, only in the most isolated small communities do most of the population live and work in the same place. The employment characteristics of Mason only continue the pattern all over the country. One important finding is that few graduates leave the greater Lansing area (includes Mason) for employment elsewhere. There are enough job opportunities in the area and they do not have to migrate to other parts of the state and to other states to find employment. Marriage appears to be the reason for those who are employed elsewhere. Obviously, if older graduates had been contacted, especially college and university graduates, employment elsewhere might be more prevalent and for other reasons.

With about 70 per cent of all graduates of Mason High School availing themselves of some form of post-high school education, it seems strange that the findings of the study indicated that only 47.7 per cent of the respondents are following a degree program, especially when Mason is located in the backyard, so to speak, of Michigan State University. Is it because so many better students follow the business course on curriculum and do not feel the need of a degree program? The answer to this question could result in an interesting study for someone to make in the future.

The college preparatory and non-preference students appear to be quite adequately trained and satisfied with the business courses taken. Typing is not only popular with them, but almost two thirds of the respondents make use of it in their personal lives and in college.

The consumer aspect and personal aspect of business courses now taught appear to be inadequate, but this is because no more could be crowded into the course offerings as they now stand. The business curriculum is definitely still oriented, except possibly in Bookkeeping, where certain personal and consumer aspects are covered.

This study tends to confirm the opinions already held by the administration—that the Business Education department is doing an adequate job preparing students with the means of earning a livelihood.

Recommendations

The investigator suggests that consideration be given to the following suggestions:

(1) That more boys be encouraged to take business subjects. Most boys now take Typewriting and many enroll in the Bookkeeping course. They should be alerted to the values of Shorthand.

(2) Offer Bookkeeping II. Boys especially, are showing an interest in more than one year of this subject.*

(3) Offer a course in Salesmanship with the thought that it might be expanded in the future to a sequence in Distributive Education which could lead to a cooperative work program.

(4) Set up another machines course without transcribing machines so that those students who are not in the stenographic sequence could take office machines. This is not to say that the present machines course should be changed, but it should be offered more than one period a day.

(5) Include a unit of Filing during the second semester of Typewriting II.

(6) Require all students to take consumer economics to be taught either in the business department or social studies.

(7) Offer a one-semester course in Business Law or advanced General Business at the 12th grade level which would include business law, business management and other related areas.

(8) Offer a one-semester course in Notehand for the college-bound student.

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*This is supported mainly through the writer's experience in teaching bookkeeping and knowledge of the local scene.

(9) Increase the number of students in Office Practice so that more of them can gain experience in a variety of office duties.

It is the feeling of the writer, that if the above recommendations are carried out, the Business Education department of Mason High School would be able to carry out all of its objectives.

CHAPTER II

PURPOSE OF STUDY

Introduction

Because it will be necessary to expand and possibly make changes in the business curriculum of Mason High School within the next few years, this study was made to determine how effective its present training is. Lyllie states, "Before changes in curriculum, instructional practices, course content, or other facets of a departmental program leading to improvement in Business Education programs can take place, an objective appraisal of what conditions and practices (both strengths and weaknesses) currently exist must be made."[4]

The main objectives of the Business Education department in Mason High School are as follows:

(1) To provide knowledges and skills which will insure vocational competence for all students who desire and can profit from such training.

(2) To provide the college preparatory student with more working tools while continuing his education.

(3) To contribute to the general education of students as consumers, and for their own personal use outside their vocations.

In an attempt to find out whether or not these objectives are being met, a representative group of students were contacted--both

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[4] Eugene Donald Lyllie, An Evaluation Plan, Monograph 109 (Cincinnati: South-Western Publishing Company, 1963) p 1

Business Education majors and a matching group who were either college preparatory or non-preference students--and asked certain questions concerning these aims.

Specifically, the investigator confined the study to finding answers to the following questions:

(1) How many Business Education majors graduate from Mason High School and how do they rate scholastically in comparison with other Mason graduates?

(2) Are the Business Education majors trained to fulfill the requirements for positions in the field in which they have been trained?

(3) Are they employed in Mason? Lansing and East Lansing area?

(4) Are the non-Business Education graduates sufficiently trained in skills for use as working tools while acquiring more education and for personal use?

(5) Have all Mason graduates sufficient training as consumers?

Also considered were the following:

(1) What percentage of students are taking or have taken some form of post-High School training and education?

(2) What percentage of Business Education majors are girls? boys?

Delimitations

The questionnaires and check sheets were sent only to a random sampling of Mason High School graduates from 1960 through 1964.

Definition of Terms

A Business Education major is referred to as a girl with at least five (5) credits in Business Education subjects and Business English and a boy having at least four and one-half (4½) credits in Business Education subjects and Business English. (The credit requirements are lower for boys because they rarely take Shorthand and do not take Office Practice.)

A college preparatory student is one who takes subjects in preparation for a degree program in a college or university.

A non-preference student is one who follows no particular course of study.

A non-Business Education major is either college preparatory or non-preference student.

The following is a list of the courses included in the business curriculum of Mason High School. All are one-year courses and earn one credit except where otherwise indicated.

General Business--taught in the Junior High School at the ninth grade level.
Bookkeeping I
Intermediate Typewriting--remedial for those who were below-average students in Typewriting I.
Office Machines--one semester, one-half credit.
Office Practice--one semester, one-half credit.
Shorthand I and II
Typewriting I and II
Business English
Economics has not been included in the survey as it is taught in the social studies department.

Except for certain subjects which are required for all students, the elective sequence curriculum pattern (no specific curriculum) is followed in Mason. The selection of all subjects is made by the students and parents through the guidance of the homeroom advisors and the counseling department.

CHAPTER III

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Much has been written in regard to the necessity of schools keeping up with an expanding school population and the changes necessary in the high school business curriculum as a result of

the increased number of students who will be affected by the changes in occupations. "Constant changes in occupational life, result in a need for constant changes in training procedures. New courses must constantly be devised to meet changed job situations."[5]

Basic to any evaluation is evidence as to the effectiveness and usefulness of the training and knowledge received in the educational facility. If changes are to be made, they must be made intelligently and with reason.

Methods for School Surveys

Educational surveys have probably been the most popular form of research in the field of education. Van Dalen states, "By 1938, a total of 3,022 public school surveys were listed in the bibliographies prepared by Smith and O'Dell.[6] Hundreds of others have been made for local use that were never published and since that time a multiplicity of published and unpublished reports have appeared."[7]

Most school surveys have been done at the local level and even though the self survey remains popular today, the cooperative survey has been gaining ground. The investigator is in effect doing a cooperative survey in that a member of the high school business education staff

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[5] Ronne, op. cit., p 239

[6] H. L. Smith and E. A. O'Dell, Bibliography of School Surveys and of References on School Surveys (Indiana University, Bulletin of the School of Education, Vol. 14, no. 3, 1938)

[7] Deobold B. Van Dalen, Understanding Educational Research (New York: McGraw-Hill Book Company, Inc. 1962) p 169

is conducting the survey as a graduate student in the School of Education, Michigan State University, and has a knowledge of the local scene.

Survey data may be gathered from every member of a population or from a carefully selected sample. The latter was used in this study.

After the nature of the population was determined, (graduates from 1960-1964) the type of sampling design (random sampling of matched pairs of Business Education majors and non-Business Education majors) was determined, and mailed questionnaires and check sheets were used as that medium which would provide the desired precision at minimum cost. Van Dalen suggests stratified random sampling--"The researcher divides his population into strata by some characteristic and from each of these smaller homogeneous groups draws at random a predetermined number of units." This was the method chosen for the sampling, as each of the graduating classes was divided into quartiles by rank in class and a specified number were taken from each quartile.

Related Information

To the best knowledge of the investigator, this is the first study of Business Education graduates which has been made in the Detroit Public Schools, and no evidence could be located that a study has been made using a comparable technique. Because of the local feature of the geographic location and nature of the Detroit District, it was difficult to compare findings of follow-up studies which have been made in other schools.

Because of Detroit's proximity to Windsor, Ontario, and the local situation, one can conclude that the vocational emphasis of its graduates would go to

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[6] Ibid. (This refers to page 208, not to any other.)

government jobs will increase. "Because government services are increasing and most of its service is of a business nature, "Government service will be in an area of considerable opportunity for employment and for training in business subjects."[9] Upon reference again to Table III (p. 25), it shows that at least 20% of the business education graduates are employed by the state government. This figure does not represent those who are employed by other governmental agencies.

A follow-up study by the Bureau of Labor Statistics conducted in October, 1960, concerning all of June, 1960 high school graduates in the United States, shows that, "Clerical, operative and kindred workers, accounted for 36.3% of the 549,000 June, 1960 graduates employed."[10] By referring again to Table II (p. 24) one can determine that by including both full-time and part-time office workers, 66.2% of these respondents have clerical, operative and kindred jobs. There was no indication that the national figure of 36.3% included only full-time workers so the investigator concludes that boys graduates are employed in office jobs well above the figures given for the national average.

Shorthand, a subject taken primarily by girls, is suggested as a course some boys should take. Rogers says, "There is a . . . demand for more able and ambitious high school graduates with the job values of shorthand and typing for a shortcut to management positions."[11]

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[9] Jones, op. cit., p. 111

[10] [illegible] Division, "Studies of High School Graduates: January," National Education Association Research Bulletin ([illegible], 1960) pp. 42-3

[11] Josephine J. Rogers, "Shorthand— [illegible] Boys," The Vocational Guidance Quarterly ([illegible], 1956), p. 30

This is evidenced through conversations with representatives of leading business University who each year ask the counselors and business teachers for boys who have had Shorthand and Typing. They state there is an unfulfilled demand for male secretaries.

Reisbin found that "after bookkeeping, distributive functions provided the best opportunities for male graduates,"[12] in Canada. He found no openings for male shorthand graduates. The investigator believes that the geographical location (Ontario, Canada) has a bearing on his conclusion as it relates to shorthand.

CHAPTER IV

PROCEDURE

The records of the classes for 1950 through 1954 were checked to identify Business Education majors. Each class was then divided into quartiles according to grade-point average and three Business Education majors were picked at random in each quartile. The names chosen were those which fell in or near the middle of the quartile and each of these was matched with a non-Business Education major of similar point average. If possible, the student was paired with the name above, or the name below, so that the control group had a comparable overall point average. There were none in the lowest quartile of 1954 graduates, so six pairs were taken from the lowest quartile of 1953. This was justifiable because rank in class had an important bearing on our findings and the year of graduation was not of major importance. The lack of Business

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[12] James C. Reisbin, Survey of Male Graduates [illegible] of the Stenographic Course [illegible] (unpublished) Master's, 1953, [illegible] University.

education graduates in the 1-64 lowest quartile indicates a possible trend and gives support to the conclusion that more should be done for the poorer students.

As a result, for the five years, there were 15 Business Education majors and 15 non-Business Education majors from each quartile, making a total of 120 students who were sent questionnaires and check sheets.

Different questionnaires and check lists were sent to the two groups. All were asked about further education beyond high school, whether or not they had a full-time or part-time job, and whether their employment was in office, distributive, trade, industrial or other. In the event that a student was not now working, we asked what his last job had been. The control group was given two check lists. On one they were to check the business courses taken, and on the other list they were to check the business courses they wished they had taken. (See Appendix II, pp 32 and 33)

Business Education majors were sent a check list consisting of various office duties and types of office machines, with the request that they check them as to whether these duties were performed and whether the machines were used frequently, seldom or never. They were also asked for further comments. (Appendix III, pp 34 and 35)

A covering letter, written on school stationery, signed by the senior member of the department, together with the questionnaire and a stamped addressed envelope, were mailed to the 120 graduates on March 3, 1969. Of these, 12 were returned because of out-of-date addresses. These were then mailed to current addresses. None were returned. By March 26, 51.7% had returned their questionnaires. The overall return from the mailing without a follow up, was 55.8%. This was believed to be adequate for the purposes of this study.

CHAPTER V

BACKGROUND

The Mason Public School District covers an area of 110 square miles, has a total population of 11,[illegible] people and a school enrollment of 3100 pupils. About 60% of these students are transported by bus. There are 556 students in the three-grade high school which is located in Mason, Michigan, about 12 miles south of Lansing and East Lansing. Mason has almost no industry and is a city of 5000 persons of middle to lower incomes, most of whom have no more than a high school education. The occupational opportunities available in the community are not numerous so the majority of its adult population and that of the surrounding area are employed by the factories and businesses or the State of Michigan in Lansing. In addition, many are employed by Michigan State University in East Lansing. Not too many years ago, this was a farm community, but the number of people actively engaged in farming full time has declined greatly in the last few years.

There is an excellent attitude toward business education in the school district and as a result, many college preparatory students take courses in the business department in addition to those subjects required for degree programs.

Mason's proximity to Michigan State University and Lansing Community College is instrumental in encouraging some of the students to continue their education, and other Mason graduates also go to Lansing Business University for further education.

CHAPTER VI

SUMMARY

The investigator, a member of the Business Education department of Macon High School, suggests that the findings of this study show that the department is adequately preparing its graduates in the skills necessary for office occupations, except for lack of instruction in filing. There should be more course offerings for the below-average students and for boys. In addition, more emphasis should be placed on consumer education.

The findings show that the staff is adequately preparing their students within the framework of the courses now offered. It is hoped that serious consideration will be given to the recommendations offered in this study.

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TABLE I

BUSINESS EDUCATION MAJORS

Year	Total Graduates	Bus. Ed. Majors	Quartile 1	2	3	4
1964	145	28	9	11	8*	0
1963	134	25	5	7	7	6
1962	135	25	4	8	8	5
1961	136	24	7	7	7	3
1960	127	25	8	10	3	4
Totals	647	127	33	43	33	18
Per Cent of Total Graduates		19.6	26	33.9	26	14.1

*This figure includes 2 boys

TABLE II

EMPLOYMENT BY [illegible]

	Business Education Majors		Non-Business Education Majors	
	Number	Per Cent	Number	Per Cent
Full-Time Jobs	26	74.3	15	46.9
Part-Time Jobs	8	22.8	13	40.6
No Job	1	2.9	4	12.5
Office	28	82.3	8	28.6
Distributive	*2	5.9	5	17.9
Industrial	2	5.9	6	21.4
Trade	0	0	3	10.7
Other	**2	5.9	***6	21.4

*Part-time
**Waitress, Nurses Aid (both part-time)
***Pre-mortuary, Food Service, 2 Teacher Aids, Waitress--all part-time. Nursing--full-time.

TABLE III

LOCATION OF EMPLOYMENT OF
SELECTED BUSINESS EDUCATION GRADUATES
1960-1964

Place	Number	Per Cent
Lansing		
State of Michigan	7	20
Other	12	34.3
East Lansing		
Michigan State University	3	8.6
Other	2	5.7
Mason	5	14.3
Total in Area	29	82.9
Michigan		
Outside Lansing Area	3	8.6
Other States	2	5.7
Not Employed	1	2.8
Total	35	100.0

TABLE IV

TYPING DUTIES

	Frequently		Seldom		Never	
	Per Cent	Number	Per Cent	Number	Per Cent	Number
Typing (all kinds)	100	28	0	0	0	0
Business Forms	78.6	22	21.4	6	0	0
Business Letters	78.6	22	7.1	2	14.3	4
Statistical	50	14	28.6	8	21.4	6
Straight Copy	50	14	17.8	5	32.2	9
Legal Papers	17.8	5	25	7	57.2	16
Manuscripts	21.4	6	28.6	8	50	14
Ditto (Masters)	21.4	6	3.6	1	75	21
Mimeo (Stencils)	50	14	3.6	1	46.4	13
Multilith	3.6	1	3.6	1	92.8	26
Mats for Printing	3.6	1	0	0	96.4	27

TABLE V

FILING

	Frequently		Seldom		Never	
	Per Cent	Number	Per Cent	Number	Per Cent	Number
Filing (all kinds)	96.4	27	0	0	3.6	1
Alphabetical	93	26	*7.1	2	0	0
Geographical	7.1	2	10.7	3	82.2	23
Numerical	64.3	18	10.7	3	25	7
Subject	7.1	2	0	0	92.9	26

*Also one in Distributive

TABLE VI

BOOKKEEPING AND RECORD KEEPING

	Frequently		Seldom		Never	
	Per Cent	Number	Per Cent	Number	Per Cent	Number
Bookkeeping or Record Keeping	75	21	0	0	25	7
Keep Records	60.7	17	10.7	3	28.6	8
Bookkeeping	28.6	8	10.7	3	60.7	17
Journalizing	25	7	10.7	3	64.3	18
Keeping Ledgers	21.4	6	10.7	3	67.9	19
Recording in Combination Journal	14.3	4	7.1	2	78.6	22
Write Checks	25	7	10.7	3	64.3	18
Make out Customer Statements	35.7	10	3.6	1	60.7	17
Prepare Payroll	25	7	0	0	75	21
Do Personnel Records	39.3	11	10.7	3	50	14
Prepare Travel Vouchers	3.6	1	0	0	96.4	27
Prepare Student Attendance Records	3.6	1	0	0	96.4	27
Prepare Dropout Information	3.6	1	0	0	96.4	27
Cash Receipts and Accounts Receivable	3.6	1	0	0	96.4	27
Tax Papers	0	0	3.6	1	96.4	27

TABLE VII

MISCELLANEOUS DUTIES

	Frequently		Seldom		Never	
	Per Cent	Number	Per Cent	Number	Per Cent	Number
Receive Callers	78.6	22	7.1	2	14.3	4
Make Appointments	39.3	11	28.5	8	32.2	9
Act as Cashier	32.2	9	3.6	1	64.2	18
Do Stock Work	10.7	3	10.7	3	78.6	22
Wait on Customers	28.6	8	21.4	6	50	14

TABLE VIII

MACHINES

	Frequently		Infrequently		Never	
	Per Cent	Number	Per Cent	Number	Per Cent	Number
Manual Typewriter	50	14	21.4	6	28.6	8
Electric Typewriter	50	14	14.3	4	35.7	10
Ditto Machine	32.1	9	7.1	2	60.8	17
Mimeograph Machine	39.3	11	7.1	2	53.6	15
Key-Driven Calculator	10.7	3	17.9	5	71.4	20
Rotary Calculator	3.6	1	7.1	2	89.3	25
Printing Calculator	0	0	3.6	1	96.4	27
Ten-Key Adding Machine	32.1	9	17.9	5	50	14
Full-Key Adding Machine	32.1	9	7.1	2	60.8	17
Direct Copy Machine	39.3	11	7.1	2	53.6	15
Transcribing Machine	25	7	10.7	3	64.3	18
Addressograph Machine*	17.9	5	3.6	1	78.5	22
Bookkeeping Machine*	14.3	4	0	0	85.7	24
Billing Machine*	3.6	1	3.6	1	92.8	26
Cash Register*	7.1	2	0**	0	92.9	26
Key Punch*	3.6	1	0	0	96.4	27
Telephone	100	28	0	0	0	0
Switchboard*	10.7	3	0	0	89.3	25
Postage*	3.6	1	0	0	96.4	27
Folding Machine*	3.6	1	0	0	96.4	27
Collating Machine*	7.1	2	0	0	92.9	26

*Skill not taught in the Department.

**Used by one in Distributive

TABLE IX

ANALYSIS OF BUSINESS COURSES TAKEN
BY
SELECTED NON-BUSINESS HIGH SCHOOL GRADUATES

	Those Taken		Would Have Taken	
	Per Cent	Number	Per Cent	Number
*General Business	9.4	3	21.9	7
Typing I	87.5	28	9.4	3
Typing II	28.1	9	21.9	7
Intermediate Typing	0	0	6.2	2
Bookkeeping	34.4	11	18.7	6
Shorthand I	9.4	3	**31.2	10
Shorthand II	6.2	2	15.6	5
Office Machines	0	0	31.2	10
Office Practice	3.1	1	18.7	6
Business English	12.5	4	25	8

*Taught in Junior High School at 9th grade level.

**Five of these, or 15.6% wish they had taken shorthand for lecture notes in college.
Three say they could have gotten better jobs.

33.3% of the ones who took shorthand, take lecture notes in shorthand.

60.7%, or 17, who took typewriting, type papers required for courses.

28.6%, or 8, who took typewriting, type papers for others.

APPENDIX I

	Business Education				Non-Business Education			
Quartile	1	2	3	4	1	2	3	4
1964	3	3	3	0*	2	3	2	0*
1963	3	2	1	2**	3	2	1	2**
1962	2	2	3	0	3	3	1	0
1961	2	1	0	0	3	2	2	0
1960	1	3	1	3	1	1	1	0
Totals	11	11	8	5	12	11	7	2
Per Cent Returned	73.3	73.3	53.3	33.3	80	73.3	46.7	13.3
Per Cent of Total Sent		53.3				53.3		

Over-All Percentage: 1 and 2 quartiles 75% returns
3 and 4 quartiles 36.7% returns

*None sent from this group. No Business Education majors.
**Six sent from this group.

ASON PUBLIC SCHOOLS

ASON -:- MICHIGAN

March 3, 1965

Dear Graduate

The Business Department of your High School is reviewing its curriculum to determine whether or not it is preparing its graduates in the areas essential to doing a good job on the job. In order to judge more effectively, we feel that we should check with you since you are one of our graduates.

Please take ten minutes of your time and fill in the enclosed questionnaire and check sheet, put it in the enclosed envelope and return it to us. It will help a great deal in determining whether or not changes should be made in the curriculum. No one will know where we received the information. Do not sign your name--that will be confidential.

We would appreciate your returning the questionnaire by March 15 so that we may act on the results as soon as possible.

Cordially yours

Business Education Department

ec

P. S. Remember, if you don't fill it out now, you may forget it later.

Year graduated _____

APPENDIX II

Please list below any additional education you have had since leaving this school.

Institute	City and State	Course of Study (Minor, if any)

If you were ever employed or if you are employed now, will you give us the following information: Part time _____ Full time _____

Employer or Firm	City and State	Current or Last Job

Is this job in: (please check one) Office ___ Distributive ___ Industrial ___

Trade ___ Other ___ (please explain) _____

Please check the following duties performed as to their frequency, using the following: F—Frequently S—Seldom N—Never

	F	S	N
Do you:			
take shorthand			
transcribe from notes			
Do you type:			
business forms			
business letters			
statistical information			
straight copies			
legal papers			
manuscripts			
ditto			
mimeo			
others (please explain)			
_____			
Do you file:			
alphabetically			
geographically			
numerically			
others (please list)			
_____			
Do you:			
receive callers			
make appointments			
act as a cashier			
do stock work			
wait on customers			

In what way could your business training in high school have been more helpful to you?

_____

_____

_____

If you have any additional comments please write on the back.

	F	S	N
Do you keep records			
Are you a bookkeeper			
journal			
ledger			
combination journal			
Do you:			
write checks			
prepare customer statements			
prepare payroll			
keep personnel records			
others (please list)			
_____			
Do you operate a:			
manual typewriter			
electric typewriter			
ditto machine			
mimeograph			
key-driven calculator			
rotary calculator			
printing calculator			
ten-key adding machine			
full-key adding machine			
direct copy machine			
transcribing machine			
addressograph			
bookkeeping machine			
billing machine			
cash register			
key punch			
telephone			
switchboard			
others (please list)			

_____

_____

APPENDIX III

ASON PUBLIC SCHOOLS

ASON -:- MICHIGAN

March 3, 1965

Dear Graduate

The Business Department of your High School is reviewing its curriculum to determine whether or not it can do more for the college prep student in aiding him to make his college courses easier, and to give him more tools to work with while he is getting his education beyond high school. In order to judge more effectively, we feel that we should check with you since you are a graduate of Mason.

Please take ten minutes of your time and fill in the enclosed questionnaire and check sheet, put it in the enclosed envelope and return it to us. Your help is needed in our efforts to determine whether or not changes should be made in the curriculum. No one will know where we received the information. Do not sign your name--that will be confidential.

We would appreciate your returning the questionnaire by March 15 so that we can act on the results as soon as possible.

Cordially yours

Leona Simpson

Business Education Department

ec

P. S. Remember, if you don't fill it out now, you may forget it later.

Year graduated _____

APPENDIX III

Please list below any additional education you have had since leaving this school.

Institute	City and State	Course of Study (Minor, if any)

If you were ever employed or if you are employed now, will you give us the following information: Part time _____ Full time _____

Employer or Firm	City and State	Current or Last Job

Is this job in: (please check one) Office ____ Distributive ___ Industrial ____
Trade ____ Other ____(please explain) _____

_____

Which of the following courses did you take in high school? (please check)

General Business ___
Typing I ___
Typing II ___
Intermediate Typing ___
Bookkeeping ___
Shorthand I ___
Shorthand II ___
Office Machines ___
Office Practice ___
Business English ___

If you took shorthand, do you take lecture notes in shorthand? ___

If you took typing, do you type the papers required for your courses? ___

Do you type papers for others? ___

Which of the following courses do you wish you had taken in high school? (please check)

General Business ___
Typing I ___
Typing II ___
Intermediate Typing ___
Bookkeeping ___
Shorthand I ___
Shorthand II ___
Office Machines ___
Office Practice ___
Business English ___
(Other) ___
(Please explain)

_____
_____
_____

Additional comments:

In what way could additional business courses have been helpful to you?