

**OFFICE OCCUPATIONS SURVEY  
OF CLARKSVILLE, TENNESSEE**



**WILLINE CHADWICK McKEE**



To the Committee on Graduate Study:

I am submitting to you a thesis written by Willine Chadwick McKee entitled "Office Occupations Survey of Clarksville, Tennessee." I recommend that it be accepted for six quarter hours credit in partial fulfillment of the requirements for the degree of Master of Arts with a major in education.

J. G. Woodward

Director of Graduate School

Harold S. Pryor

Major Professor

George C. Guise

Willie Stevens

OFFICE OCCUPATIONS SURVEY OF  
CLARKSVILLE, TENNESSEE

Page  
iii

A thesis submitted to  
The Graduate Faculty of Austin Peay State College  
in partial fulfillment of the  
requirements for the degree of

1  
2  
4  
4  
8  
9  
11  
14  
15  
15  
18  
19  
20  
23  
24  
26  
26  
28  
32  
34  
35  
37  
42  
41  
43  
46  
51  
52  
53  
55  
58  
58  
60  
62

MASTER OF ARTS IN EDUCATION

1953

by

Willine Chadwick McKee

August, 1953

## TABLE OF CONTENTS

LIST OF TABLES .....	Page iii
Chapter	
I. DEFINITION OF THE PROBLEM .....	1
Purpose of the Study .....	2
Scope of the Study .....	4
Importance of the Problem .....	4
Definition of Terms .....	8
Sources of Data and Methods of Procedure.....	9
Review of Related Studies .....	11
Organization of the Study .....	14
II. THE SETTING OF THE STUDY .....	15
Historical Background .....	15
Location, Climate, and Government .....	18
Agriculture .....	19
Economic Factors .....	20
Religion, Recreation, and Culture .....	23
Summary .....	24
III. THE OCCUPATIONAL INVENTORY .....	26
Types of Businesses Employing Office Personnel .....	26
Methods of Obtaining New Employees .....	28
Number of Employees in Offices .....	32
Classification of Office Jobs .....	34
Minimum and Maximum Salaries .....	35
Future Occupational Opportunities .....	37
IV. THE BUSINESS EDUCATION CURRICULUM .....	41
The Present Business Education Curriculum .....	41
Weaknesses in Personal Traits .....	43
Weaknesses in Training .....	46
Suggested Improvements in Business Education Curriculum .....	51
Favorable Comments .....	52
Unfavorable Comments .....	53
Summary .....	55
V. CONCLUSIONS AND RECOMMENDATIONS .....	58
Summary and Conclusions .....	58
Recommendations .....	60
BIBLIOGRAPHY .....	62
APPENDIX .....	



# LIST OF TABLES

Table		Page
1.	Students Enrolled in Business Courses 1949-1953 .....	6
2.	Population Growth of Clarksville Since 1930 .....	18
3.	Type of Office or Business .....	29
4.	Methods of Obtaining New Employees .....	31
5.	Number of Employees in Offices .....	33
6.	Classification of Office Jobs .....	35
7.	Minimum Salaries .....	38
8.	Maximum Salaries .....	39
9.	Minimum Training Preferred by Employers .....	43
10.	Important Personality Traits .....	45
11.	Most Prevalent Undesirable Personal Traits .....	47
12.	Training Weaknesses .....	49
13.	Business Subjects Every Prospective Office Worker Should Study .....	50

## CHAPTER I

### DEFINITION OF THE PROBLEM

Education in its broadest sense is preparation for complete living for good, useful citizenship. An individual's occupation plays a vital role in his life, and an important function of education is to teach individuals to make a living. Of special significance in the field of business education is the function of teaching individuals how to earn a living. "Business is human service. Therefore, business education is an integral part of the total program of education and training for complete living."<sup>1</sup>

Little has been done to bring to the attention of the educational world in general the values of business education in developing individuals who are able to take their places in the world as well-adjusted citizens. In the process of learning how to earn a living, the individual not only masters the techniques of his craft, but he also learns to adjust himself to the demands of the world in which he is now living and to be able to continue to adjust to demands as they change.

The business education student must meet employment standards for the specific skills that make up his job. Because these standards are set up by agencies outside the school, they are somewhat more objective than school standards are apt to be. In the process of learning, the business education student must constantly be evaluating himself

---

1. Shelby M. Jackson, "The Place of Business Education in a Total Education Program," *The Balance Sheet*, 34 (March, 1953), 296.



in terms of how well he is achieving these standards. In the process of teaching, the business education teacher not only needs to know the standards for the specific skills that will make up the students' jobs, but will need to help the student to develop those qualities of personality and character that will make it possible for him to succeed in business life.

In order to plan a more effective business education program, it is necessary to have valid information relative to the knowledge, skills, qualities of personality and character which are marketable in the business world. Thus, in seeking to obtain such data, there this appears to be justification for this study.

### Purpose of the Study

The general purpose of this study is to determine the office occupational needs of local businesses and the knowledge, skills, and qualities of personality and character that are needed to be an effective office worker. This information should be valuable in planning a more functional business education program at Clarksville High School.

To achieve this purpose, it seems appropriate to attempt to answer several important questions. Such questions should serve as guides in attacking the problem. They are:

1. What are the present geographic, commercial, sociological, and educational conditions in Clarksville today?
2. What types of businesses employ office workers?
3. What agencies do businesses use to obtain employees?

4. How many office workers are employed in Clarksville at the time of this survey?
5. How are the office workers in this survey classified: ~~needed~~ clerical, stenographic, secretarial, bookkeeping, or bookkeeping-stenographic?
6. What is the minimum salary paid office workers in these various classifications? The maximum salary?
7. What educational training do employers consider necessary for office workers?
8. How many office workers in Clarksville at the time of this survey are graduates of Clarksville High School who have had no further educational training?
9. Do employers anticipate expansion of their businesses in the next five years, and, if so, how many office jobs will result?
10. What personal traits do employers consider to be of greatest importance for the success of their employees?
11. What weaknesses do employers find in the training of their employees?
12. What negative personal characteristics do employers find most often among their employees?
13. What business subjects do employers think every prospective office worker should study sometime during his four years in high school?
14. What criticisms do employers have regarding their experience with business education students of Clarksville High School?



and what changes do they suggest which would result in better-trained office workers?

The answers to these questions will provide information needed in planning a more effective and functional business education program at Clarksville High School and in guiding and training students for the kinds of positions surveyed in this study.

### Scope of the Study

This study is concerned with an office occupations survey of greater Clarksville. The survey is to include all business firms--stores, offices, and factories--that employ one or more persons in an office position.

Although the study is made from the vocational point of view, the fact should be emphasized that every person has use for business education in its personal or non-vocational aspect. "We may not earn our living in a business occupation, but we can make our daily living more pleasant and satisfying if we know how to use the implements and services placed at our disposal by the American business system."<sup>2</sup>

### Importance of the Problem

Previous to this time there has never been a business occupational survey made of Clarksville for the purpose of revising the business education curriculum of the high school.

---

2. Carl F. Hansen, "Business Education is Big Business," The Balance Sheet, 34 (December, 1953), 151.

The study is being made in order to determine the effectiveness of the high school business education curriculum in preparing students for positions available in the community and as a basis for recommending such changes as seem desirable. Since curriculum construction and vocational guidance are so closely related, the findings will also be of value in the operation of the guidance program.

The enrollment in business classes offered in Clarksville High School indicates high pupil interest. A tabulation made from permanent record cards on file in the City Superintendent's office indicates that during the last five years, 1949-1953, 71 per cent of the 789 graduates have had one or more business courses. (See Table 1.)

The school is responsible for making adequate provision for the needs of the students who desire business education. The community occupations survey is recommended for the purpose of discovering defects in the business education curriculum.

The community occupational survey may serve several important purposes in the guidance of boys and girls. It is used most frequently as a technique for securing occupational information. There are other purposes, however, which are also significant. One is the use of the survey to develop a better understanding of the community by the school and a clearer interpretation of the program and objectives of the school by the community.<sup>3</sup>

Carl F. Hansen lists a survey of the business community as the first important step that can be taken to help educators prepare

---

3. Clifford E. Erickson, A Basic Text for Guidance Workers, p. 314. New York: Prentice-Hall, Inc., 1947.



TABLE 1

## STUDENTS ENROLLED IN BUSINESS COURSES 1949-1953\*

Year	Number Graduates	Number Taking Business Courses	Per Cent
1949	170	115	68
1950	146	110	75
1951	171	116	68
1952	145	99	68
1953	157	119	76
TOTAL	789	559	71

\*From a tabulation of permanent record cards of graduates from Clarksville High School on file in the City Superintendent's office.

youth for more intelligent business living.<sup>4</sup>

This survey of office occupations, conducted with the cooperation of local business men, will do much to create an awareness of the importance of business education in the minds of the businessmen in the community and serve to establish good public relations for the business education department and the entire program of Clarksville High School.

Findings of the survey show that 45 per cent of the 408 office employees in Clarksville are graduates of Clarksville High School without further educational preparation. Findings from the survey will aid guidance directors in their work of counseling business students and in perfecting the vocational guidance program.

The importance of information regarding employment is given by Erickson as follows:

Helping the pupil to choose, prepare for, and find his place in the field into which he fits best is the heart of a guidance program. He will be most likely to make a wise choice if he has adequate knowledge of his assets and his limitations, the personal and skill requirements of the fields of his choice, and the area and incidence of the occupations considered.<sup>5</sup>

In planning business education programs, consideration should be given to the opinions of the employers. There can be no better

---

4. Carl F. Hansen, "Business Education is Big Business," The Balance Sheet, 34 (December, 1952), 157.

5. Op. cit., p. 314.



source as to what knowledge and skills are readily marketable than business itself. The employer passes judgment on the efficiency of the work done by the employee. Since the employee's work depends on his previous training, the employer is, in effect, passing judgment on the training the employee has received.

In summary, the findings of this community occupational survey should be important for these reasons:

1. It should provide administrators and guidance directors of Clarksville High School with information regarding the occupational opportunities within the city.
2. It should serve as a basis for reorganization of the business education curriculum at Clarksville High School.
3. It should aid guidance directors in their work of counseling business pupils and in perfecting their vocational guidance program.
4. It should establish good public relations for the school in the business community.

#### Definition of Terms

In this study certain terms have been used with definite and limited meanings. In order to better understand the study, these terms have been defined as follows:

Occupational survey - a study of occupations undertaken to determine the extent and nature of the labor supply, the current and probable future labor demands, and the kinds and extent of vocational

education that are needed and anticipated.<sup>6</sup>

Business education - the phase of education that deals directly with the relationships, attitudes, skills, and knowledge necessary to understand and to adjust to that great economic and social institution, business.<sup>7</sup>

Clerical work - those jobs which are designed specifically for non-stenographic employees who perform the more routine jobs in business.

Stenographic work - those jobs which require skill in dictation and transcription.

Bookkeeping work - those jobs in which office workers have been trained in handling bookkeeping recording activities that are performed in an office.

Bookkeeping-stenographic work - those jobs which combine the duties of a stenographer and bookkeeper.

#### Sources of Data and Methods of Procedure

This study was made from an analysis of 180 inquiry blanks as well as data secured from textbooks, professional magazines, periodicals, and other sources.

---

6. Encyclopedia of Modern Education, p. 559. New York: Philosophical Library, Inc., 1943.

7. Carlos K. Hayden, Major Issues in Business Education, p. 1. Cincinnati: South-Western Publishing Company, 1951.



and unpublished materials. Studies having to do with community surveys were studied in an effort to discover the best method of securing the desired information in the most reliable form and of securing the highest percentage of returns.

The first step in making the survey was to devise an effective questionnaire. With the purpose of the survey in mind a tentative plan for an inquiry blank was proposed. This inquiry blank was submitted to a jury composed of members of the business education departments of Austin Peay State College and Clarksville High School and to two Clarksville businessmen for their suggestions and criticisms. A new inquiry blank was prepared combining the suggestions of these critics and this revised blank was submitted to them again. With minor changes this questionnaire was approved as being valid for use in the survey. (See Appendix A.)

The next step in making the survey was to create interest in the findings of such a study on the part of businessmen of the community. For ten days before any of the inquiry blanks were sent out, newspaper articles with pictures and radio announcements concerning the proposed survey were featured by cooperative press and radio agencies. A student member of the business education department of Clarksville High School attended weekly meetings of all civic and men's clubs to explain the purpose of the survey and to ask for the cooperation of local business men and women.

In the meantime, with the cooperation of the high school principal and other teachers in the business education department,

a group of senior business students were being trained to distribute the inquiry blanks. These students were carefully chosen on the basis of intelligence, good personality, attractive appearance, and willingness to take part in the survey. The group met at a regular period and were given specific training in introducing themselves, answering questions about the inquiry blanks, explaining the survey, and the importance of their part in representing the school. The experiences of the students in interviewing techniques, such as making a good appearance, being prompt, having a businesslike approach, making a good impression, and using the telephone, were invaluable in developing skills necessary for the training of competent workers in the business world.

Of the 211 inquiry blanks that were sent out, 180, or 85 per cent, were returned. Each inquiry blank was numbered on both of its two pages and the stapled pages separated. This provided an easy method of tabulating each question. A large scale table with columns for every possible answer was drawn for each question, and all thirteen questions of the inquiry blank were first tabulated separately. From the large tables the material for each question was organized into similar but more compact tables. All data relating to the findings of this study is included in these tables from which chapters 3 and 4 are drawn.

#### Review of Related Studies

A questionnaire survey of a selected group of twenty member firms of Chicago was conducted to determine the degrees of proficiency required and the most apparent deficiencies in skills and personal



qualities found in employees at that time; the survey was made by Laura Brown.<sup>8</sup> Spelling ranked first as being most frequently indicated as a deficiency in employees. Accuracy followed close behind spelling, with attendance and punctuality and the assuming of responsibility next in order. Penmanship and vocabulary concluded the list of significant responses.

A survey of office occupations in Dowagiac, Michigan, by Elaine Sheltraw<sup>9</sup> was made to evaluate occupational training, placement, and adjustment of students. One of the purposes of the survey was to determine the number of jobs in the different office occupations in the community. The survey revealed that there were almost twice as many persons employed in the general clerical field as in either the stenographic or bookkeeping occupations. These findings indicated that more emphases should be placed on the general clerical curriculum in the high school business department.

A survey of office occupations in East Chicago, Indiana, by Joseph Macek,<sup>10</sup> was conducted for the purpose of learning more about the kinds of jobs that might be filled by high school graduates, to determine the personal and vocational qualifications for these jobs, and

---

8. Laura L. Brown, "A Survey of Twenty Business Firms," The Balance Sheet, 34 (September, 1952), 11-15.

9. Elaine Sheltraw, "Survey of Office Occupations," The Balance Sheet, 32 (September, 1950), 26-30.

10. Joseph Macek, "Indiana Office Occupations Survey," The Balance Sheet, 34 (October, 1952), 70-75.

to devise a business education curriculum to meet the needs of business and industry in the area. The survey was conducted by means of questionnaires and personal interviews. The survey indicated that office positions were available in three large areas--clerical, stenographic, and bookkeeping. The survey showed deficiencies in the following skills and work habits: penmanship, spelling, concentration, arithmetic, following directions, grammar, vocabulary, and filing. Some of the conclusions reached as a result of this survey were that there is a demand for general clerical workers and a need for a general clerical branch of the business education curriculum to take care of the slow learners and those students not capable of mastering shorthand and bookkeeping.

In Bad Axe, Michigan, a county seat with a population of 3,000, William Logan<sup>11</sup> conducted a survey of occupations. This study had as its aims: (1) to determine the classification and number of jobs, (2) to determine the occupational opportunities and (3) to improve school-business relationships so as to meet more fully the responsibilities of the business department. The survey revealed a predominance of employees working in offices and retail positions. The fact that very few of these employees had received any training other than high school work indicated that the high school business department had an

---

11. William E. Logan, "Michigan High School Conducts Survey," The Balance Sheet, 33 (October, 1951), 74-76.



important responsibility in providing the best possible training for the various classifications pertaining to office and retailing positions.

### Organization of the Study

In order to complete the study, it seemed appropriate to organize the study as follows:

Chapter II. The Setting of the Study.

Chapter III. The Occupational Inventory.

Chapter IV. The Business Education Curriculum.

Chapter V. Conclusions and Recommendations.

The bibliography, which contains the references used in the preparation of the study, and the appendix, which is composed of a copy of the inquiry blank used in the survey, follow the last chapter.

## CHAPTER II

### THE SETTING OF THE STUDY

Any program of education for work must of necessity be based on consideration of the size of the community, its background, economic factors, and other essential knowledge. The purpose of this chapter is to examine the setting for this survey of office occupations.

#### Historical Background

Clarksville, Tennessee, built upon the banks of the Cumberland River, is forty-five miles northwest of Nashville, the state capitol. Clarksville is the seat of Montgomery County which lies in the heart of the Black Patch tobacco belt.

Clarksville's history goes back to April 12, 1780, when Moses Renfroe and his small company disembarked from Colonel John Donelson's famous expedition on the good boat Adventure and landed at the mouth of a river which Renfroe named Red River at the point where it empties into the Cumberland. This small settlement was completely destroyed by Indians in less than two months and Moses and all his company were killed.<sup>1</sup>

The original proprietors of Clarksville were Colonel John Montgomery and Colonel Martin Armstrong. Colonel Armstrong met Colonel Montgomery in 1775 and learned of his dream of a town in the fork of the Cumberland and Red Rivers. The two pioneers became partners and

---

1. Clarksville Sesqui-Centennial Historical Book, 1784-1934, p. 3.



in January, 1784, dedicated two hundred acres of their vast land holdings for the purpose of building a town. The town was named Clarksville for General George Rogers Clark, a distinguished Revolutionary soldier known to all pioneers. The founders chose a lovely site for the town, gently rolling hills and valleys covered with great forests.<sup>2</sup>

For the first four years of its existence Clarksville was in Davidson County, North Carolina. In November, 1788, the Legislature of North Carolina passed an act organizing Tennessee County and Clarksville became the county seat. In 1796 this county was divided into Montgomery and Robertson.<sup>3</sup>

The horrors of Indian warfare and the Spanish monopoly of the Mississippi River were obstacles to the early settlers. The Indian hostilities ceased in 1796, and from that time Clarksville began to grow.<sup>4</sup>

By 1805, Clarksville had grown beyond its original townsite. By 1826, 215 white people resided in the city. An act of legislature in 1855 made Clarksville a city and changed and simplified its boundary lines. Four years later, in 1859, the city contained 400 homes and 5,000 inhabitants and had for years been one of the most important

---

2. Standard Market Data for Clarksville, Tennessee. Leaf-Chronicle Company, p. 2.

3. Clarksville Sesqui-Centennial Historical Book, 1784-1934. p. 5.

4. Ibid., p. 5.

communities in what is now known as Middle Tennessee. At that time, Clarksville had had a newspaper for more than half a century. The public buildings were seven churches, a courthouse, market house, jail, Masonic Hall, a Female Academy, a Male Academy, and a public school building. In the same year the Memphis-Clarksville division of the Louisville and Nashville Railroad was completed and the town rapidly developed.<sup>5</sup>

The Civil War took a heavy toll of the men in Clarksville. Early in February, 1862, after the fall of Fort Donelson, Clarksville surrendered to General Grant and was under martial law for the duration of the war.<sup>6</sup>

Until the coming of cheap electric power to Middle Tennessee, Clarksville's interests were primarily and naturally agricultural. The city's growth has been slow and solid. A century ago the population numbered around 5,000 persons and this population remained relatively static until 1930. In the slightly more than two decades from 1930 until 1952 the population increased rapidly to 21,403. (See Table 2.) This growth was due to the establishment of an Army training camp, now Fort Campbell, in March, 1942, and the industrial and manufacturing developments as a result of World War II.<sup>7</sup>

---

5. Clarksville Sesqui-Centennial Historical Book, p. 5

6. Ibid., p. 19.

7. Clarksville Welcomes You. Clarksville Chamber of Commerce, p. 6. Clarksville, Tennessee: Leaf-Chronicle Company.



TABLE 2

## POPULATION GROWTH OF CLARKSVILLE SINCE 1930\*

Year	Population
1930	9,229
1940	11,724
1950	16,209
1952	21,403

\*Clarksville Chamber of Commerce

## Location, Climate, and Government

Within a radius of 500 miles of Clarksville there are approximately 54,000,000 people, or 40 per cent of the population of the United States. Within this radius there are such cities as Pittsburgh, Detroit, Cleveland, Chicago, Milwaukee, Kansas City, St. Louis, Cincinnati, Louisville, Tulsa, New Orleans, Memphis, and Atlanta.

Many highways lead in and out of Clarksville including U. S. 41 between Chicago and the Gulf; the Austin Peay memorial highway running the full length of Tennessee; highways 48, 13, and 112; and a multiple of county roads feeding into Clarksville and to these main highways.<sup>8</sup>

Clarksville is located in a moderate climate and has an annual average of 206 growing days. The city is served by two 154,000 volt transmission lines of the T.V.A., one of which comes directly from

---

8. Clarksville, Tennessee, p. 2. Clarksville Chamber of Commerce.

Kentucky Dam. The electric distribution system is owned and operated by the City of Clarksville.<sup>9</sup>

Clarksville is governed by a mayor and twelve aldermen, elected by the people for two-year terms. Property valuations are approximately nine million dollars for business property and twenty-three million dollars for residential property.<sup>10</sup>

There is within Clarksville and the vicinity an ample high-grade labor of native stock. In addition, many nearby towns in surrounding counties are sources for additional permanent or seasonal labor. A large part of this labor is land-based and comes from rural self-sustaining families.<sup>11</sup>

Fort Campbell, located just six miles from Clarksville, provides facilities for 19,579 military personnel. The families of many of these military people live in and around Clarksville.<sup>12</sup>

#### Agriculture

Clarksville is the home of the famous "Four Pillars of Income" agricultural program: tobacco for winter income, lambs and wool for spring, wheat for summer, and cattle and hogs for fall income.<sup>13</sup>

---

9. Facts About Clarksville, Tennessee, p. 1. Prepared by the Department of Electricity in cooperation with the Chamber of Commerce.

10. Clarksville Welcomes You, p. 8.

11. Ibid., p. 5.

12. Ibid., p. 3.

13. Clarksville, Tennessee, p. 6.



As the world's largest dark-fired tobacco market, Clarksville sells from its warehouses approximately fifteen million pounds of tobacco annually. The tobacco interests maintain many warehouses and factories.<sup>14</sup>

#### Economic Factors

Clarksville has a weekly industrial payroll of approximately \$200,000. During the tobacco season this payroll is increased approximately \$12,000 weekly.<sup>15</sup>

Clarksville has major plants of the following corporations: The B. F. Goodrich Company, heel and sole division; Acme Boot Manufacturing Company, world's largest makers of cowboy boots; Iglehart Brothers, flour milling division of General Foods Corporation; Kraft Foods Company, cheddar cheese manufacturing; Petri Cigar Corporation, division of the Petri Wine Company of California and makers of custom cigars for retail consumption; Tennessee Packers, Inc., packers of the famous Frosty Morn meat products; American Snuff Company, makers of nationally advertised brands of snuff; Mason and Hughes Manufacturing Company, makers of work clothing; Gresham Shirt Company, makers of sport shirts; Bootster Manufacturing Company, makers of children's cowboy regalia; Blue Ribbon Feed Company, makers of livestock feeds;

---

14. Facts About Clarksville, Tennessee, p. 2.

15. Clarksville, Tennessee, p. 6.

Clarksville Milling Company, makers of flour and stockfeeds; Ringgold Milling Company, makers of flour and livestock feeds; Clarksville Foundry; Twin Brush Corporation; Clarksville Concrete Block Company; and I. W. Manning Ready Mixed Concrete Company.<sup>16</sup>

Added to the industrial income of Clarksville is the payroll of both military personnel and civilian personnel at Fort Campbell.

Clarksville has a modern retail district with retail stores ranging from department stores to specialty shops. The retail merchants maintain the Clarksville Retail Credit Bureau through which the merchants carry on an organized program to develop the retail trade of the city.

Clarksville has up-to-date laundries and dry cleaning plants.

The combined deposits of the three banks of Clarksville are over \$13,000,000, and there has not been a bank failure in Clarksville since 1891. The Northern Bank of Tennessee, which was established in 1854, is the oldest bank in Tennessee. The largest bank, the First National Bank, was established in 1865. The First Trust and Savings Bank was established in 1906. Clarksville has one trust company, one building and loan association, and one finance company.<sup>17</sup>

Clarksville is one of the oldest wholesale centers in the state. Because of its strategic location between Louisville and Memphis,

---

16. Clarksville Welcomes You, p. 5.

17. Clarksville, Tennessee, p. 4.



Clarksville became a central distribution point dating back to the days of steamboats. Through the years Clarksville has maintained a strong position in the wholesale distribution of groceries and hardware.<sup>18</sup>

Boillin-Harrison Company, Wholesale Grocers, is one of the largest wholesale grocers in the state and serves an area that extends over a radius of 150 miles from Clarksville. The Elder-Conroy Hardware Company and the Riley Hardware Company cover the same area in Tennessee and Kentucky with wholesale distribution of hardware.<sup>19</sup>

Clarksville is served by two railroads, the Tennessee Central and the Louisville and Nashville, with connections all over the nation. Three bus companies, the Greyhound, Western Kentucky Stages, and Southside Lines, serve the area; and three large trucking firms with nation-wide connections operate in the city. Clarksville's airport, Outlaw Field, is a modern airport with hard-surfaced and lighted runways; a new administration building has just been completed and full-time flight service and maintenance crews are on duty at the airport day and night.<sup>20</sup>

The services of twenty doctors, seventeen attorneys, and ten dentists are available to the people of Clarksville. A modern newspaper

---

18. Clarksville Welcomes You, p. 14.

19. Ibid., p. 15.

20. Ibid., p. 3.

plant publishes a daily newspaper, the Clarksville Leaf-Chronicle, the oldest newspaper in Middle Tennessee, established in 1808. WJZM is a locally operated radio station and is the outlet in this section for the Mutual Broadcasting System.

#### Religion, Recreation, and Culture

Clarksville has a total of thirty churches representing eleven denominations: Baptist, Methodist, Episcopal, Christian, Church of Christ, Nazarene, Catholic, Church of God, Church of Latter Day Saints, Seventh Day Adventists, and Presbyterian.

Clarksville is one of the few cities in the state that maintain a year-round recreational program. A new city swimming pool has just been completed at a cost of \$20,000.<sup>21</sup> Each of the civic clubs sponsors a Little League baseball team each summer and a large number of boys participate in this activity.

The city has a country club with a nine-hole golf course. There are four motion picture theaters, two in downtown Clarksville and two drive-in theaters on the outskirts of the city.

Clarksville has a new football stadium and a permanent county fair ground. Three miles from the city is Dunbar Cave and Idaho Springs, a summer resort, which provides swimming, fishing, picnicking, and cave trips.

---

21. Ibid., p. 11.



There are a great many civic and cultural clubs for both men and women including units of national organizations such as Rotary, Kiwanis, Civitan, Lions, Moose, Jaycees, Jaycettes, Business and Professional Women, Garden Club, and others. The Federated Women's Clubs of the city maintain their own clubhouse. The American Legion and the Veterans of Foreign Wars own their own clubhouses, and both these organizations have ladies' auxiliaries. The city contributes to the operation of a United Service Organization club with a planned program of recreation for the enlisted men at Fort Campbell.<sup>22</sup>

Clarksville is in the midst of the development of a \$1,500,000 program of new schools. The city now has four elementary grade schools, one parochial school, and a joint county and city high school. Austin Peay State College is located on the old Southwestern University campus and has a building program which, when completed, will provide the school with buildings equal to those of any other state college in Tennessee.<sup>23</sup>

#### Summary

Standards of living in Clarksville, Queen City of the Cumberland, are high, whether measured by the dollar yardstick as applied to spendable income, savings, and retail sales, or by those intangible

---

22. Ibid., p. 13.

23. Ibid., p. 8.

factors which make for culture, gracious living, and community progress. Clarksville is a city of beautiful homes, efficient municipal services, fine churches, accredited public schools, a state college, and civic clubs, and professional clubs--all evidences of high living standards.

The economic growth and progress of the city are evident in the remarkable records of the several sources which contribute to the income and well being of the city. Employment in manufacturing has increased by 142 per cent since 1939. Retail sales in Clarksville in 1948 were 2.77 times as large as in 1939. According to the U. S. Census of Agriculture in 1945, value of the farm products in the Clarksville retail trading zone was \$24,007,318, and the gross farm income for that year was \$29,333,784. Fort Campbell, the permanent headquarters of the U. S. Army's 11th Airborne Division, has an annual payroll that exceeds fifteen million dollars. Clarksville now has private, commercial, and municipal construction in progress totalling nearly  
24  
ten million dollars.

The purpose of this chapter has been to delineate the City of Clarksville for a complete picture of its people, history, economy, and cultural background.

---

24. Standard Market Data for Clarksville, Tennessee, p. 8. Leaf-Chronicle Company.



## THE OCCUPATIONAL INVENTORY

Since the general purpose of this study is to determine the office occupational needs of local businesses and the knowledge, skills, and qualities of personality and character that are needed to be an effective office worker, the findings of this study have been divided into two parts. Part I, covered in this chapter, will deal with the occupational needs of Clarksville and the opportunities available in various job classifications, salaries, and means of obtaining jobs. Part II, covered in Chapter IV, will deal with the qualities of personality and character desired by employers and the relationship to the business education curriculum at Clarksville High School of all the findings of the survey.

This chapter will present the findings of the survey in regard to the following six sections of the inquiry blank:

1. Types of businesses employing office personnel.
2. Methods of obtaining new employees.
3. Number of employees included in survey and in each office.
4. Classification of office jobs included in the survey.
5. Minimum salaries of office positions.
6. Maximum salaries of office positions.

#### Types of Businesses Employing Office Personnel

A total of 180 businesses employing office personnel cooperated in this study of office jobs in five specific job

classifications--clerical, stenographic, secretarial, bookkeeping, and bookkeeping-stenographic. The inquiry blank contained three types of business offices and a fourth line for other types. Bank, insurance, and real estate were one classification; sales and service were the second type or classification; and professional was the third type.

Exactly one-half, or 50 per cent, of the inquiry blanks were returned from offices classified as sales and service. This classification covers all stores, retail and wholesale, and all businesses selling services, such as dry cleaning, laundry, repair, and maintenance, in which one or more persons hold an office position.

The next largest classification of offices was that of the professional offices of doctors, lawyers, dentists, accountants, and architects. Out of 180 inquiry blanks 42 came from this type of office in which one or more persons hold an office job. Returns from the professional offices represented 24 per cent of the total returns of the survey.

Sixteen of the inquiry blanks were returned from insurance offices with office personnel; this number represents 9 per cent of the total inquiry blanks. Federal, state, county, and city government offices accounted for the return of 13 inquiry blanks where employees held one or more of the office jobs covered in this study. Government offices represent 7 per cent of the 180 offices cooperating in the survey.

Eleven manufacturing offices returned inquiry blanks, and this number represented 6 per cent of the returns of the survey. The four



banks in Clarksville cooperated in this survey; banking offices represent 2 per cent of the total offices.

Under "other" four business offices were included; these were the National Red Cross, United Service Organization, Girl Scout Headquarters, and Rent Control office. These four offices represented 2 per cent of the 180 offices that indicated interest in the survey by returning an inquiry blank. (See Table 3.)

Replies to the inquiry blanks indicate that by far the greatest opportunity for jobs in the positions covered in this survey are in retail, wholesale, and service offices. It is interesting to note that one-half of the offices belong to this category.

The professional office offers the next largest group of jobs with 42 out of 180 offices. Consideration should be given, when studying the business education curriculum at the high school, to the fact that 74 per cent of the offices in Clarksville employing office personnel are wholesale, retail, service businesses, and professional offices. These findings indicate that more emphasis should be placed on training for this type of work in the high school business department.

#### Methods of Obtaining New Employees

Not only is it important for the business student to know the number and kinds of jobs in the different office occupations in the community but he needs to know the best way of applying for a job. One of the objectives of this survey was to determine the methods of obtaining new employees in business offices. The inquiry blank asked

TABLE 3

## TYPE OF OFFICE OR BUSINESS

	Number	Per Cent
Sales or Service	90	50
Professional	42	24
Insurance	16	9
Government	13	7
Manufacturing	11	6
Banks	4	2
Other	4	2



employers to rank the following agencies according to the frequency in which they are used to obtain employees: personal application, public schools, business schools, newspaper advertising, employment agencies, employees or friends.

Employers indicated that personal application or interview is the most frequent source of obtaining new employees. Employees and friends were ranked as the next most frequent source of obtaining new employees. Employment agencies and public schools are used about the same number of times, and newspaper advertisement ranked fourth. Business schools ranked very low with only 20 employers using this method of obtaining employees. (See Table 4.) Consideration must be given to the fact that there are no business schools in Clarksville and employers who use this method must write, telephone, or visit the business schools in nearby towns.

Replies to this question relating to methods of obtaining employees indicated that the employer greatly prefers the personal interview. On the assumption that the employer prefers seeing and talking with prospective employees, as a result of this finding, greater emphasis in the high school business curriculum should be placed on interviewing techniques, such as making a good appearance, being prompt, and having a businesslike approach in an office.

Further indication of the personal touch in securing employees was that the method of obtaining employees through the recommendation of other employees and friends of the employer was ranked second in use. Seven employers did not answer this question.

TABLE 4  
METHODS OF OBTAINING NEW EMPLOYEES

	Unranked	1	2	3	4	5	6	Average Rank
Personal application	58	67	9	4	0	0	0	1.12
Employees and Friends	18	13	27	6	4	0	1	2.09
Public Schools	12	8	17	3	4	5	1	2.41
Employment Agencies	18	9	21	3	1	3	3	2.42
Newspaper Advertising	7	6	5	5	4	3	0	2.69
Business Schools	4	0	2	5	3	1	5	4.12



### Number of Employees in Offices

The inquiry blank asked for the number of male and female office employees in each office and asked that the employer indicate whether there were one, two, three, four, five, or more office employees in his business. The trend in offices is that the larger the staff the more specialization there is in job portfolio or specification. The same trend indicates that in businesses with one or two office employees these employees must assume more varied responsibilities and have wider abilities. The purpose of this question was, therefore, to discover the size of staffs employed for clerical purposes in each office in Clarksville in order to determine whether the need in high school business training is for general or specialized training.

The number of office positions studied in this survey included those of 367 women employees and 39 men employees, a total of 406 positions as clerks, stenographers, secretaries, bookkeepers, and bookkeeper-stenographers. It is apparent that women dominate these fields when they fill 90 per cent of the jobs. (See Table 5.)

Of the 180 inquiry blanks eight employers did not answer this question. Of the remaining 172 offices, employers indicated that 103 businesses employed only one office worker; this represented a total of 59 per cent of the 172 offices. There were 40 offices, or 23 per cent, in which two office workers were employed. Eight per cent of the offices employed three office workers; 7 per cent employed five or more workers; and 3 per cent employed four workers. (See Table 5.)

TABLE 5  
NUMBER OF EMPLOYEES IN OFFICES

	Number	Percentage
Offices employing one worker	103	59
Offices employing two workers	40	23
Offices employing three workers	14	8
Offices employing four workers	4	3
Offices employing five or more workers	11	7
Total Women Employees	367	90
Total Men Employees	39	10



An analysis of the number of male and female office employees indicates that the jobs covered in this survey are predominantly positions for women.

Since the survey reveals that 81 per cent of the businesses taking part employ one or two office employees, it would seem advisable to emphasize to students taking business education subjects that most office positions require a general business background instead of a specialized course.

#### Classification of Office Jobs

One of the problems of this survey was to determine the number of jobs in the different office occupations in the community. The questionnaire asked employers to indicate how many clerks, stenographers, bookkeepers, secretaries, and bookkeeper-secretaries they employed. Seven employers did not answer this question.

Tabulation of these answers indicate that 37 per cent of the employees under these five categories are employed as clerks. The next largest category was that of bookkeeper with 27 per cent of the employees. Third was secretarial with 18 per cent. The bookkeeping-stenographer position was fourth in number with 13 per cent. Stenographic trailed fifth with only 5 per cent. (See Table 6.)

It is interesting to note that more than one-third of the 395 jobs classified were in the general clerical field. This finding indicates that more emphasis should be placed on the general clerical curriculum in the high school business education department.

TABLE 6  
CLASSIFICATION OF OFFICE JOBS

	Number	Percentage
Clerical	147	37
Stenographic	22	5
Bookkeeping	105	27
Secretarial	71	18
Bookkeeping-Stenographic	50	13

Almost one-third, 27 per cent, of the positions were in bookkeeping occupations. The question here would seem to be whether the one-year bookkeeping course provides sufficient training for business education students to fill successfully a specialized job such as these.

The low percentage of stenographic positions, only 5 per cent, is probably due to a misunderstanding on the part of many employers and employees as to the difference between stenographic and secretarial positions. Since these classifications are generally considered very similar, a more valid finding might be to combine the two in finding the percentage of office positions requiring skill in shorthand and typing. This combination would result in 23 per cent of the jobs requiring this specialized training.

#### Minimum and Maximum Salaries

Another of the objectives of this occupational survey was to



determine the minimum and maximum salaries in the different office occupations. Fifty-four employers, or exactly 30 per cent, of the 180 did not answer the question regarding minimum salaries. Eighty employers, or 44 per cent, did not answer the question referring to maximum salaries.

Clerks: beginning minimum salaries for clerks ranged from \$20-\$24 weekly to \$50-\$54 weekly. Maximum salaries paid to clerical employees ranged from \$25-\$29 weekly to \$75-\$79 weekly. The median beginning salary was \$30-\$34 weekly, and the median maximum salary was \$40-\$44 weekly.

Stenographers: beginning minimum salaries for this job classification began at \$25-\$29 weekly with the highest \$45-\$49 weekly. Maximum salaries ranged from \$30-\$34 to \$55-\$59 weekly. The median beginning salary was \$30-\$34 weekly, and the maximum was \$40-\$44 weekly.

Secretaries: Two employers listed beginning salaries for secretaries as low as \$15-\$20 weekly and the highest were \$50-\$54 weekly. Maximum salaries for secretaries began at \$30-\$34 weekly and included a maximum of \$55-\$59 weekly. Median minimum salary was \$30-\$34 weekly, and the median maximum salary was \$45-\$49 weekly.

Bookkeepers: beginning minimum salaries for bookkeepers covered the widest range, from \$15-\$19 weekly, paid by one employer, to \$80-\$84 weekly. Maximum salaries also had a wide range, from \$25-\$29 weekly to \$95-\$100 weekly. The median minimum salary was \$30-\$34 weekly, and the median maximum salary was \$45-\$49 weekly.

Bookkeeper-stenographer: beginning minimum salary schedule shows a low of \$20-\$24 weekly and a high of \$50-\$54 weekly. Maximum salaries began at \$30-\$34 weekly and were as high as \$55-\$59 weekly. The median minimum salary was \$30-\$34 and the median maximum salary was \$45-\$49 weekly. (See Tables 7 and 8 for a tabulation of this information.)

The large percentage of employers who refused to answer questions referring to the minimum and maximum salaries paid their office employees indicate that these employers consider this information as confidential. From the employers who answered this question, the findings reveal that there is no difference in the median minimum salary paid to employees in the five categories included in this study. Median maximum salaries for clerks and stenographers are approximately \$5.00 lower weekly than those for secretaries, bookkeepers, and bookkeeper-stenographers. These findings indicate that, although positions in the five categories do not differ in beginning salaries, additional skills and knowledge pay off with increased time on the job. This information should be of use in vocational guidance to stimulate the business student for further business training.

#### Future Occupational Opportunities

In order to determine the possible number of jobs in the different office occupations in the future due to expansion of present businesses, employers were asked whether or not they anticipated expansion of their business in the next five years.



TABLE 7

## MINIMUM SALARIES

Weekly	Clerk	Steno- grapher	Secre- tary	Book- keeper	Bookkeeper- Stenographer
\$15-19			2	1	
\$20-24	4			1	3
\$25-29	10	4	7	9	4
\$30-34	23*	10*	14*	19*	15*
\$35-39	5	2	4	5	3
\$40-44	2	3	4	14	3
\$45-49	1	2	1	5	
\$50-54	1		1	4	1
\$55-59					
\$60-64					
\$65-69					
\$70-74					
\$75-79				1	
\$80-84				1	

\*Median

TABLE 8

## MAXIMUM SALARIES

Weekly	Clerk	Steno- grapher	Secre- tary	Book- keeper	Bookkeeper- Stenographer
\$25-29	1			1	
\$30-34	5	1	3	3	1
\$35-39	5	1	3	5	3
\$40-44	11*	3*	3	8	4
\$45-49	3		4*	7*	7*
\$50-54	3	4	4	9	3
\$55-59		1	2	1	4
\$60-64	2			3	
\$65-69	2			3	
\$70-74					
\$75-79	1			1	
\$80-84				1	
\$85-89					
\$90-94				1	
\$95-100				2	

\*Median



Twenty-two employers, or 12 per cent of the 180, did not answer this question.

Out of 180 employers, 101, or 56 per cent, indicated that they did not anticipate expansion.

Fifty-seven employers, 34 per cent, answered that they expected expansion in their business during the specified period.

For the employers who anticipated expansion, 24 estimated that one additional office worker would be needed. Nine estimated 2 additional workers; one, 5 additional workers; and seven made indefinite estimates. Two employers who expected expansion indicated that they would not need any new office employees. The estimated number of new office jobs from expansion in the next five years was 88.

No attempt has been made in this study to determine the turnover in the office positions. Since the amount of turnover and the number of new jobs opening up in the future will determine future job opportunities, the only source of information regarding this must be the number of new jobs. The estimated number of new jobs is 21 per cent of the total jobs covered in this survey (406) and indicates that expansion and turnover will provide adequate job opportunities in office positions.

## THE BUSINESS EDUCATION CURRICULUM

The purpose of this chapter is to discuss the present business education curriculum at Clarksville High School and to present suggestions for the improvement of the business education curriculum. Data relative to the weaknesses in training and weaknesses in personal traits of the office employees covered in this survey will be examined. These purposes will be achieved in the following ways: (1) by presenting briefly the present business education curriculum at Clarksville High School, (2) by examining the weaknesses in employees as they relate to business education training, and (3) by presenting suggested improvements in the business education curriculum at Clarksville High School.

## The Present Business Education Curriculum

Business education in Clarksville High School accepts the dual objectives of two major points of view regarding business education. One point of view holds that business training should be aimed at the acquisition of specific skills, knowledge, and abilities needed for a specific job or type of job. The general objective of this viewpoint is immediate efficiency on the job. The other point of view maintains that vocational business training should aim at the acquisition of general knowledge and background information in the field of business, with a view toward preparing for any one of a variety of jobs in the same general field and with only just enough specific skill to gain



effective entrance into that field.

The business education curriculum at Clarksville High School at present offers five courses; two of these courses provide students with the necessary training for specific jobs, and the other three provide general knowledge and background information in the field of business.

These five courses are:

1. General business: Offered on the tenth grade level. This course is an introduction to business and presents budgeting, banking, general business information, and record keeping in simple terms. A student would find this course helpful in clerical work.

2. Shorthand: A two-year course offered to eleventh and twelfth grade students who must have ranked in the upper half of their class in English the previous year. This course and the typing course which is required with it prepare the students for stenographic work.

3. Typing: A two-year course integrated with the shorthand course. This course trains typists for business and is to be distinguished from the next course listed as General Typing.

4. General typing: A one-year course with emphasis on typing for personal use but including some training in business letters and reports. This course could help a student in work as a typist or clerk.

5. Bookkeeping: A one year course designed to give the student a knowledge of the principles of bookkeeping. This course prepares a student for a bookkeeping job.

Since a study of the findings of this survey has shown that 45 per cent of the 408 office employees in Clarksville are graduates of Clarksville High School who have had no further educational training, this business education training should prepare many graduates for the jobs which they will fill in their community.

Employers feel that in most cases high school training is adequate for their office employees. Out of 102 employers 86 indicated that high school training was all they required for clerical employees. Out of 98 employers 76 indicated high school training was adequate for stenographic employees, and 77 out of 109 employers believed high school training was adequate for bookkeepers. (See Table 10.)

TABLE 10  
MINIMUM TRAINING PREFERRED BY EMPLOYERS

Training	Clerical	Stenographic	Bookkeeping
High School	86	76	77
Business School	12	20	23
College	4	2	9

#### Weaknesses in Personal Traits

The importance of personal traits in business employees, emphasized in a recent study, showed that poor character traits resulted in the discharge of employees in 90 per cent of the cases studied. Many employers prefer hiring a new worker who has the proper



attitudes to one with knowledge and skills only, even if it means training for the job in the office.<sup>1</sup>

Therefore, business education teachers are not preparing students to enter a business office unless they have given attention to the development of the student's personality and character.

One of the objectives of this survey was to determine the qualities of personality and character that are needed to be an effective office worker. Employers were asked to rate these traits in the order of their importance: honesty, accuracy, courtesy, dependability, efficiency, good health, initiative, intelligence, loyalty, neatness, and pleasing personality.

Thirty-two inquiry blanks were returned with this question marked as "all traits important." Six employers did not answer this question at all. The remaining 142 employers ranked the personal traits in this order of importance: honesty, accuracy, dependability, efficiency, and loyalty as the five most important. (See Table 11.) Three employers added enthusiasm to the list of traits as a desirable personal trait.

Employers were asked to check the negative personal traits most often found among their employees from the following list: disloyal, lazy, lacks responsibility, uncooperative, poor personality, unable to get along with others, overly sensitive, careless in appearance, talks

---

1. Selma Nelson, "Personal Trait Development," The Balance Sheet, 33 (February, 1952), 6.

TABLE 11

## IMPORTANT PERSONALITY TRAITS

	Ranked					Average
	1	2	3	4	5	
Honesty	56	23	8	10	6	1.9
Accuracy	34	21	8	9	8	2.2
Dependability	24	26	20	10	10	2.5
Efficiency	19	20	17	11	11	2.7
Loyalty	11	10	4	10	9	2.8
Good Health	4	1	4	2	3	2.9
Intelligence	9	9	9	8	10	3.0
Pleasing Personality	9	11	8	12	8	3.0
Courtesy	4	17	24	12	13	3.2
Initiative	4	4	6	9	6	3.3
Neatness	3	2	7	4	7	3.4



too much, and discourteous. An analysis of the data reveals that lack of a sense of responsibility is the strongest negative trait found among employees. Talking too much was the second least desirable trait. Laziness, being overly sensitive, and poor personality were listed as the next three weaknesses. (See Table 12.) Six employers did not answer this question. Four employers, in the space provided for listing additional weaknesses, gave a lack of energy, interest, and initiative as personal traits they had encountered; three listed employees who had too much interest in their personal affairs and too little in business affairs during office hours. Three commented that employees expect too much for the little training and preparation they bring to their jobs; and one employer remarked that many employees seem to lack pride in doing a good job.

### Weaknesses in Training

Formal education for many business education students ceases upon graduation from high school. These students almost immediately become workers in business or industry. This survey asked the question of employers: What preparation would have been better for these graduates now that their formal education is completed and they are in the business world and confronted with the necessity for earning a living?

Employers were asked to rank the following weaknesses in training: arithmetic, bookkeeping, general business information, machine operation, penmanship, shorthand speed, typewriting speed,

TABLE 12

## MOST PREVALENT UNDESIRABLE PERSONAL TRAITS

Trait	Times Checked
Lacks Responsibility	95
Talks too much	47
Lazy	38
Overly sensitive	34
Poor personality	31
Careless appearance	23
Unable to get along with others	21
Uncooperative	18
Disloyal	9
Discourteous	9



spelling, spoken English, and written English. Of the 180 inquiry blanks, 22 per cent of the employers did not answer this question. The survey findings revealed that spelling headed the training weaknesses with arithmetic, machine operation, and penmanship following in that order. (See Table 13.)

A great deal of interest was expressed in the question of what business subjects should be studied by every prospective office worker some time during his four years in high school; this interest was revealed by the fact that only 14 employers left this question unanswered. Boys should study business arithmetic according to opinion of forty-two employers; salesmanship, spelling, and bookkeeping were the next three subjects employers thought all boys should study in high school. The four subjects girls should study were listed as shorthand, secretarial practice, bookkeeping, and typing.

The subjects that both boys and girls should study were headed by spelling with 100 employers listing this subject. Bookkeeping was second with 99 employers listing it; business arithmetic was third, and business correspondence fourth in order of importance. Seventy-one employers believed that typing should be studied by both boys and girls and ranked it fifth. (See Table 14.) Three other subjects--office management, public relations, and tax accounting--were added as subjects to be studied by both boys and girls.

In summary, office positions require steady, industrious, and well-adjusted individuals who have had an opportunity to get as broad a

TABLE 13  
TRAINING WEAKNESSES

	Ranked					Average
	1	2	3	4	5	
Spelling	46	26	9	6	6	1.9
Arithmetic	20	22	8	6	4	2.2
Machine operation	4	4	3	1	1	2.3
Penmanship	15	9	12	5	5	2.4
Shorthand speed	6	5	4	3	2	2.5
General Business information	16	13	9	8	7	2.6
Written English	9	12	17	7	4	2.7
Spoken English	6	9	8	6	6	2.9
Typing Speed	1	4	5	1	3	3.0
Bookkeeping	7	2	3	9	6	3.2



TABLE 14

## BUSINESS SUBJECTS EVERY PROSPECTIVE OFFICE WORKER SHOULD STUDY

<u>Boys</u>		<u>Girls</u>	
Business Arithmetic	42	Shorthand	63
Salesmanship	35	Secretarial Practice	61
Spelling	34	Bookkeeping	52
Bookkeeping	34	Typing	49
Business Correspondence	31	Spelling	48
Business Law	29	Business Correspondence	39
General Bus. Information	28	Filing	33
Business English	25	Business Arithmetic	31
Penmanship	24	Business English	31
Typing	23	Office Machines	28
Office Machines	15	General Bus. Information	27
Shorthand	14	Salesmanship	21
Filing	10	Penmanship	16
Secretarial Practice	6	Business Law	13

Both Boys and Girls

Spelling	100
Bookkeeping	99
Business Arithmetic	87
Business Correspondence	76
Typing	71
General Bus. Information	70
Business English	66
Penmanship	55
Shorthand	50
Office Machines	43
Filing	38
Business Law	29
Salesmanship	26
Secretarial Practice	25

general background as possible in order that they may be well-rounded workers rather than specialists in any particular field. What does an interviewer look for in an applicant when he is trying to decide whether or not to offer the applicant a job? First of all, the interviewer looks for good personal qualifications. No matter how skillful an applicant may be in performing certain duties, he is useful in a business only if he is honest, accurate, dependable, efficient, and loyal.

It is not enough for the typist to be able to type at fifty words a minute or for the shorthand writer to take dictation at one hundred words a minute. The work is unsatisfactory if the spelling and punctuation are incorrect. Employers have shown that many jobs in business require a thorough knowledge of basic arithmetic for effective office work.

#### Suggested Improvements in Business Education Curriculum

Teachers in business education realize that much of the job of educating for general business will be done, if it is done at all, as part of the work in mathematics, the language arts, homemaking, science, and the social studies. One of the problems in education is how to connect the learning activities in these fields with what the students need to know in business. At present, the points of contact are not clear, and the transfer of skills, knowledge, and attitudes is left to chance.

This survey of needs in the Clarksville business community has



been made in order to evaluate the business education curriculum but it must be emphasized that adjustment of the curriculum in line with the results of this survey would, of necessity, be the combined responsibility of all who are concerned with the education of the student.

### Favorable Comments

Various employers criticized business education at Clarksville High School and suggested changes which they believed would result in better trained office workers. On 180 inquiry blanks, 34 per cent, 62 employers, offered criticism and suggestions.

Favorable criticism was shown in such comments from employers as the following:

I think you are doing a good job.

We have been well pleased with high school graduates who have and who are now working in our office.

Continue to hammer on proper attitudes. Stress proficiency in skills, etc. Judging by the ones I have, and have had, you are doing a swell job.

Business education program fine. Exceptionally fine young business people result from this program.

You are doing a good job. If I have a suggestion, it is, continue to emphasize importance of all subjects as a means to an end. Prime motive of all their education is that each do a job to the best of his or her ability.

I have had many fine young people from CHS. They come with uncertainties, inexperience, some fears, and timidity but with no real handicap that time and growth fail to take care of. When you have finished your work with them, the lack is simply a practical everyday experience on the job. I consider that it is our responsibility here to see that the opportunity for development is available.

No criticism. Might emphasize importance of selecting vocation. Have found CHS stacks up with the best of the schools.



The program seems to be well rounded. The high school girls we have used have been very satisfactory.

### Unfavorable Comments

Employers' criticism and suggestions were made regarding weaknesses in training and weaknesses in personal traits. Criticism of a weakness in spelling was made by twenty-one employers, some of which are as follows:

#### Spelling

In my opinion more emphasis should be placed on spelling; also, on accuracy and neatness.

Believe you have done a good job in general, but urge even more emphasis on such fundamentals as penmanship, arithmetic, spelling, punctuation, initiative, energy, and high ideals.

They need to spell correctly, write clearly, and pay attention to instruction given them.

Emphasize writing, spelling, arithmetic, English, how to read and to know what is read.

I find they need spelling, arithmetic, and to take responsibility.

Teach every one to spell. The average boy and girl coming out of high school cannot spell cat.

We have found that most high school students are very poor in spelling and also in lack of responsibility.

Most girls who have come to us out of any high school can't spell or do simple arithmetic.

Cannot spell and generally show lack of understanding of common business terms. Generally at a complete loss concerning the most elementary math.

Need more penmanship, spelling, arithmetic, building of confidence, and ability to meet the public.

We would particularly stress for young people planning to work in offices, spelling, penmanship, neatness, and accuracy.



All the high school students that have worked for us are short on spelling and arithmetic.

I find that a great majority of students are very poor spellers. Perhaps more time could also be spent in studying business arithmetic, business correspondence, and typewriting.

The two secretaries I have had have been graduates of the high school and I believe both had business courses there. Their shorthand and typing were good and improved considerably with practice. But neither could spell or write letters.

### Office machines

It is my opinion that any student who is interested in banking should have some experience in the operation of various bookkeeping and office machines which are used in businesses today.

A course in business machines would be a most helpful subject. Students going into the business field need to know how to use adding machines, calculators, mimeograph, and ditto machines.

### Training skills

Due to the fact that we have only employed secretaries or stenographers, I have found the most prevalent deficiency to be English, such as spelling, sentence structure, punctuation, and a pronounced lack of knowing how to use a dictionary to the best advantage.

In our line of work more stress should be put on the 3 R's.

Stress simple arithmetic, penmanship.

The knowledge of math is very poor, especially in everyday math.

Stress more typing for girls, even at the expense of bookkeeping.

### Bookkeeping

I think the people who are going to do general office work should be strongly advised to take bookkeeping.

Five other employers put special emphasis on the need for teaching bookkeeping. Two employers stated that they believed the school program would be of greater value to the students if the daily schedule was set up so that students can work during school terms,

for example, from noon until closing time.

### Personal traits

Eleven employers stressed training in personal traits and characteristics. More emphasis was placed on teaching the student to accept responsibility than any other personal trait. Other comments were:

Teach the students that the application of common sense to all problems of a moderate amount of work is far more desirable than a get-the-job-done attitude which produces an enormous quantity of errors which someone has to correct.

Instill determinations in the minds of the students.

Train them in initiative and enthusiasm for the job. The best advice we have ever heard for a young person taking a new job was from a father to his son when starting to work. The father said: "Son, make yourself so useful, they can't get along without you."

Table 15 gives a tabulated analysis of all criticisms and suggestions contained in the sixty-two comments of employers and shows a breakdown of these comments as to specific improvements.

### Summary

From a careful analysis of the data the following statements reflect some of the important generalizations that can be made. They are:

1. The business education curriculum at Clarksville High School offers courses that provide immediate skills for jobs and courses that provide general knowledge and background information in the field of business.



TABLE 15

## EMPLOYERS' CRITICISMS AND SUGGESTIONS

	Number
Correct deficiencies in:	
Spelling	21
Written English	16
Arithmetic	15
Reading	6
Penmanship	4
Office Practice	4
Bookkeeping	3
Typing	2
Office Machines	2
Salesmanship	1
Shorthand	1
Teach these attitudes:	
Responsibility	5
Accuracy	4
Initiative	2
Personality	2
Interest in business	2
How to meet the public	2
Neatness	2
Enthusiasm	1
To use time well	1
Determination	1
Common sense	1
Efficiency	1
Loyalty	1
High ideals	1
Energy	1

2. Employers feel that in most office positions high school training is adequate.

3. Personal traits most important for office workers are data honesty, accuracy, and dependability.

4. Undesirable personal traits most often found among office workers are lack of responsibility, talking too much, and laziness.

5. Training weaknesses among office employees were in spelling, arithmetic, machine operation, and penmanship.

6. Employers believe that all prospective office workers should study spelling, bookkeeping, business arithmetic, and business correspondence.

7. The suggested improvements from employers show a major need for improvement in three essentials, spelling, written English, and arithmetic.

8. Employers indicated that attention should be concentrated on the development of desirable personal traits.



## CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to present the important, of conclusions and recommendations which have been gleaned from the data presented in previous chapters. This will be achieved in the following ways: (1) by presenting an overall summary of the study along with the most salient conclusions and (2) by making overall recommendations.

## Summary and Conclusions

The general purpose of this study has been to determine the office occupational needs of local businesses and the knowledge, skills, and qualities of personality and character that are needed to be an effective office worker. This information should be valuable in planning a more functional business education program at Clarksville High School.

To give specific direction to the study, several questions were asked and answers have been sought to these questions. A questionnaire was developed with which the desired information was gathered. This data was then organized and analyzed; and it is from this source that the purpose of the study has been achieved. The attainment of this purpose has been done in part by reaching the following conclusions:

1. Clarksville is a city of high living standards, of continuing growth and progress in retail sales, manufacturing, and agriculture.
2. Businesses that employ office workers are largely sales and service businesses and offices of professional men.

3. The business education department of the high school should impress students with the importance of interviewing techniques, of making a good personal appearance and a good impression, since findings of this survey show that employers greatly prefer the personal interview as a method of obtaining new employees.

4. The number of office positions studied in this survey included those of 367 women employees and 39 men employees.

5. The largest field of office jobs seems to be in the generalized clerical field and in small offices of one or two employees.

6. Business students may expect a beginning salary of approximately the same in all fields of office work. However, employees who possess more specialized knowledge and skills receive more increases in salary and higher salaries.

7. Most employers consider a graduate of high school able to perform effectively in the office positions covered in this survey.

8. Of the 408 office employees covered in the survey 45 per cent are graduates of Clarksville High School without further educational training.

9. The expansion of Clarksville businesses with new office positions and a normal rate of turnover in office positions will result in adequate job opportunities for business graduates of Clarksville High School.

10. Employers consider honesty, accuracy, and dependability as the most important personal traits of an effective office worker.



11. Deficiencies in spelling and arithmetic are the outstanding training weaknesses.

12. Lack of responsibility, talking too much, and laziness are negative personal characteristics most often found among employees.

13. Employers think every prospective office worker should study spelling, bookkeeping, and business arithmetic in high school.

#### Recommendations

After a careful analysis of the data used in the study, the following recommendations are made:

1. Not only the business education department, but all departments of the high school should re-evaluate their teaching of the fundamental tools such as grammar, spelling, and arithmetic. Emphasis should be placed on neat and clear penmanship.

2. The business education department and guidance leaders should stress to all business education students the need for as much training as possible in spelling, written and oral English, business arithmetic, and bookkeeping.

3. The business education department and all teachers in the school should emphasize that personal traits as well as vocational competency are essential to success in business.

4. Teachers and the school must play their part in providing experiences that will help the students develop good attitudes.

5. The need for bookkeepers and the importance of simple bookkeeping in clerical work indicate that the business education and

guidance departments should emphasize this course of study in planning the work of all business students.

6. Office practice courses in the high school should stress vocabulary, professional terms, and knowledge that would be especially useful in sales, service, and professional offices.

7. The business education department and guidance department of the high school should train students in interviewing techniques since findings of this study show that employers greatly prefer the personal interview as a method of obtaining new employees.

8. Students should be encouraged to continue their business training as far as possible because of the higher salaries paid for additional training and specialized business education.



## BIBLIOGRAPHY

- Bradish, Ruth. "Writing Letters to Mail," The Balance Sheet, 32 (December, 1950), 157-161.
- Brown, Laura L. "A Survey of Twenty Business Firms," The Balance Sheet, 34 (September, 1952), 11-14.
- Clarksville Sesqui-Centennial Historical Book, 1784-1934. Pp. 1 / 60.
- Clarksville, Tennessee. A Good Place to Live. Clarksville Chamber of Commerce. Pp. 1 / 8.
- Clarksville Welcomes You. Clarksville Chamber of Commerce. Clarksville, Tennessee: Leaf-Chronicle Company. Pp. 1 / 28.
- Cooper, Nan. "The Place of Guidance in Vocational Education," The Balance Sheet, 32 (December, 1950), 150-154.
- Copeland, John C. "Occupational Survey of Elizabethton, Tennessee, with Implications for the Business Curriculum." Unpublished Master's Thesis, University of Tennessee, Knoxville, Tennessee, 1941. Pp. iv / 100.
- Encyclopedia of Modern Education. New York: Philosophical Library, Inc., 1943. Pp. 559.
- Erickson, Clifford E. A Basic Text for Guidance Workers. New York: Prentice-Hall, Inc., 1947. Pp. xi / 466.
- Facts About Clarksville, Tennessee. Prepared by the Department of Electricity in cooperation with the Chamber of Commerce. Pp. 1 / 8.
- Forkner, Hamden L. A Study of Business Education in Two Major Cities. Cincinnati: South-Western Publishing Company, 1941. Pp. 3 / 45.
- Hansen, Carl F. "Business Education is Big Business," The Balance Sheet, 34 (December, 1952), 151-153.
- Hayden, Caros K. Major Issues in Business Education. Cincinnati: South-Western Publishing Company, 1951. Pp. iv / 104.
- Jackson, Shelby M. "The Place of Business Education in a Total Education Program," The Balance Sheet, 34 (March, 1953), 296-299.
- Logan, William E. "Michigan High School Conducts Survey," The Balance Sheet, 33 (October, 1951), 74-76.
- Macek, Joseph. "Indiana Office Occupations Survey," The Balance Sheet, 34 (October, 1952) 70-76.

Nelson, Selma. "Personal Trait Development," The Balance Sheet, 33  
(February, 1952), 6-9.

Sheltraw, Elaine. "Survey of Office Occupations," The Balance Sheet,  
32 (September, 1950), 26-30.

Standard Market Data for Clarksville, Tennessee. Leaf-Chronicle  
Company. Pp. 1 / 8.

Tweed, Flavia. "A Survey of Business Occupations in Fort Smith,  
Arkansas." Unpublished Master's Thesis, University of Tennessee,  
Knoxville, Tennessee, 1940. Pp. vi / 137.

APPENDIX



Sales or service

Other

How do you go to obtain employees? Write the method most often, 2 used next often, etc.

\_\_\_\_ Newspaper Advertising

\_\_\_\_ Employment Agencies

\_\_\_\_ Employees or friends

Office employees in your business at present.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ Other \_\_\_\_\_

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ Other \_\_\_\_\_

Office employees classified? Indicate number in each classification.

\_\_\_\_ Bookkeeping

\_\_\_\_ Bookkeeping-stenographic

Other \_\_\_\_\_

Approximate salary paid office personnel:

\_\_\_\_ Bookkeeping

\_\_\_\_ Bookkeeping-stenographic

Other \_\_\_\_\_

Salary paid office personnel:

\_\_\_\_ Bookkeeping

\_\_\_\_ Bookkeeping-stenographic

Other \_\_\_\_\_

Indicate you prefer your business employees to have:

\_\_\_\_ Clerical      \_\_\_\_ Stenographic      \_\_\_\_ Bookkeeping

\_\_\_\_ \_\_\_\_\_      \_\_\_\_ \_\_\_\_\_      \_\_\_\_ \_\_\_\_\_

\_\_\_\_ \_\_\_\_\_      \_\_\_\_ \_\_\_\_\_      \_\_\_\_ \_\_\_\_\_

\_\_\_\_ \_\_\_\_\_      \_\_\_\_ \_\_\_\_\_      \_\_\_\_ \_\_\_\_\_

Are you a graduate of Clarksville High School

\_\_\_\_ Yes      \_\_\_\_ No

How long will your business be in the next five (5) years; if

\_\_\_\_ No additional office workers?

\_\_\_\_ Yes, additional office workers? \_\_\_\_\_

\_\_\_\_ WORKING EXPERIENCES

\_\_\_\_ Indicate in order of greatest importance for the

\_\_\_\_ Figure 1 is first of the traits that ranks

\_\_\_\_ first of the next in importance, etc.

\_\_\_\_ Loyalty

\_\_\_\_ Neatness

Inquiry Blank  
OFFICE OCCUPATIONS SURVEY  
Clarksville High School

FIRM NAME \_\_\_\_\_

Name of person giving information \_\_\_\_\_

Indicate the type of office or business:

\_\_\_\_ Professional  
\_\_\_\_ Bank, insurance, real estate  
\_\_\_\_ Sales or service  
\_\_\_\_ Other \_\_\_\_\_

Which of the following agencies do you use to obtain employees? Write the figure 1 in front of the agency used most often, 2 used next often, etc.

\_\_\_\_ Personal application  
\_\_\_\_ Public Schools  
\_\_\_\_ Business Schools  
\_\_\_\_ Newspaper Advertising  
\_\_\_\_ Employment Agencies  
\_\_\_\_ Employees or friends

Indicate the number of office employees in your business at present.

FEMALE 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ Other \_\_\_\_\_  
MALE 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ Other \_\_\_\_\_

How are these office workers classified? Indicate number in each classification.

\_\_\_\_ Clerical  
\_\_\_\_ Stenographic  
\_\_\_\_ Secretarial  
\_\_\_\_ Bookkeeping  
\_\_\_\_ Bookkeeping-stenographic  
\_\_\_\_ Other \_\_\_\_\_

Indicate the minimum beginning salary paid office personnel:

\_\_\_\_ Clerical  
\_\_\_\_ Stenographic  
\_\_\_\_ Secretarial  
\_\_\_\_ Bookkeeping  
\_\_\_\_ Bookkeeping-stenographic  
\_\_\_\_ Other \_\_\_\_\_

Indicate the maximum salary paid office personnel:

\_\_\_\_ Clerical  
\_\_\_\_ Stenographic  
\_\_\_\_ Secretarial  
\_\_\_\_ Bookkeeping  
\_\_\_\_ Bookkeeping-stenographic  
\_\_\_\_ Other \_\_\_\_\_

Indicate the minimum training you prefer your business employees to have:

	Clerical	Stenographic	Bookkeeping
High School graduate	_____	_____	_____
Business College graduate	_____	_____	_____
College graduate	_____	_____	_____

How many of your office employees are graduate of Clarksville High School without further educational training? \_\_\_\_\_

Do you anticipate expansion of your business in the next five (5) years; if yes, will this expansion require additional office workers?

No \_\_\_\_\_ Yes \_\_\_\_\_ How many estimated additional office workers? \_\_\_\_\_

EMPLOYERS' OPINIONS AND RECOMMENDATIONS

Check the personal traits which you consider to be of greatest importance for the success of your employees. Write the figure 1 in front of the trait that ranks first in your opinion, the figure 2 in front of the next in importance, etc.

____ Accuracy	____ Good Health	____ Loyalty
____ Courtesy	____ Honesty	____ Neatness
____ Dependability	____ Initiative	____ Pleasing personality
____ Efficiency	____ Intelligence	____ Other _____



Indicate the weaknesses you find in the training of high school graduates in the order of importance, by the figure 1 in front of the most prevalent, the figure 2 in front of the next, etc:

- |   |  |
|---|--|
| <input type="checkbox"/> Arithmetic                   | <input type="checkbox"/> Shorthand speed   |
| <input type="checkbox"/> Bookkeeping                  | <input type="checkbox"/> Typewriting speed |
| <input type="checkbox"/> General business information | <input type="checkbox"/> Spelling          |
| <input type="checkbox"/> Machine operation            | <input type="checkbox"/> Spoken English    |
| <input type="checkbox"/> Penmanship                   | <input type="checkbox"/> Written English   |

List others:

---



---

Indicate negative personal characteristics most often found among employees in your experience.

- |   |  |
|---|--|
| <input type="checkbox"/> Disloyal             | <input type="checkbox"/> Unable to get along with others |
| <input type="checkbox"/> Lazy                 | <input type="checkbox"/> Overly sensitive                |
| <input type="checkbox"/> Lacks responsibility | <input type="checkbox"/> Careless in appearance          |
| <input type="checkbox"/> Uncooperative        | <input type="checkbox"/> Talks too much                  |
| <input type="checkbox"/> Poor personality     | <input type="checkbox"/> Discourteous                    |

List others:

---



---

Indicate the business subjects which you think every prospective office worker should study sometime during his four years in high school. Which should be studied by boys, by girls, by both? Check six (6) or more.

<u>SUBJECT</u>	<u>BOYS</u>	<u>GIRLS</u>	<u>BOTH</u>
Bookkeeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Arithmetic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Correspondence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Filing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Business information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office Machines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Penmanship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salesmanship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secretarial Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shorthand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Typewriting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Business Subjects:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In terms of your experience, criticize business education in Clarksville High School and suggest changes which you believe would result in better trained office workers for your type of business. (Use back of this sheet, if necessary)

---



---