A SURVEY OF BUSINESS OFFICES IN HOPKINSVILLE, KENTUCKY, WITH IMPLICATIONS FOR THE BUSINESS EDUCATION CURRICULUM OF CHRISTIAN COUNTY HIGH SCHOOL

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May 21, 1965

To the Graduate Council:

I am submitting a thesis written by Dorothy Martin Cochran entitled "A Survey of Business Offices in Hopkinsville, Kentucky, with Implications for the Business Education Curriculum of Christian County High School." I recommend that it be accepted for six quarter hours credit in partial fulfillment of the requirements for the degree fo Master of Arts, with a major in Education.

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Dean of the Graduate School

A SURVEY OF BUSINESS OFFICES IN HOPKINSVILLE, KENTUCKY, WITH IMPLICATIONS FOR THE BUSINESS EDUCATION CURRICULUM OF CHRISTIAN COUNTY HIGH SCHOOL

An Abstract of a Thesis

Presented to

The Graduate Council

Austin Peay State College

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

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by

Dorothy Martin Cochran

May 1965

A SURVEY OF BUSINESS OFFICES IN HOPKINSVILLE, KENTUCKY, WITH IMPLICATIONS FOR THE BUSINESS EDUCATION CURRICULUM OF CHRISTIAN COUNTY HIGH SCHOOL

AN ABSTRACT OF A THESIS

Problem and Purpose

The study was made to find current information that could be used (1) to implement an effective and functional business education program at Christian County High School, (2) to aid the local businessmen by identifying employable skills and attitudes in students of Christian County High School, and (3) to create an awareness in the minds of the local citizens of the importance of the business education department of Christian County High School.

Methods and Procedures

An intensive study of related literature and similar surveys was made. An inquiry form consisting of a questionnaire and an opinionnaire was mailed to three hundred businessmen. One hundred and ninety-four (65 per cent) returned an inquiry form. Information from these forms became the basis for the study. Additional study of the local community and an evaluation of the present Christian County High School business education curriculum aided in the study.

Summary of the Findings

Some of the more important findings which were revealed

by analyses of data were as follows:

1. Business education programs must be based on standards of agencies outside of school as well as school standards.

2. Fifty-one per cent of Hopkinsville business offices were sales and service offices.

3. Sixty-seven per cent of Hopkinsville businessmen preferred personal application for securing new employees.

4. More job opportunities were available in the catagory, clerical workers, than any other catagory; bookkeepers ranked second in number of job opportunities.

5. Stenographers received the highest average maximum salary; bookkeepers and stenographers combined ranked second highest in average maximum salary.

6. Ninety-six per cent of the office positions employed high school graduates.

7. More employers preferred college training for bookkeepers than they required for clerical or stenographic workers.

8. Typewriters, adding machines, calculators, and checkwriters were owned by businessmen in larger quantities than any other office machines.

9. Businessmen anticipated a 15 per cent increase in job opportunities because of expansion and automation.

10. Lack of initiative, lack of responsibility, and talking too much were the three negative characteristics listed most by employers.

11. Spelling, arithmetic, and general business information were the three training weaknesses listed by more employers than any other weakness.

12. More employers were concerned with attitudes and personal traits than for any particular skill possessed by their employees.

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Summary of Recommendations

Eleven of the more important recommendations were as follows:

1. The business education department and the guidance department of Christian County High School should make provisions to counsel students to prepare themselves competently to meet the changing needs of industry.

2. Emphasis should be placed on training students in the business department of Christian County High School for jobs in offices of retail stores, businesses selling services, and professional offices.

3. The techniques of interviewing, using a business-like approach, and such personal traits as being prompt, looking neat and clean, and getting along with peers as well as superiors should be emphasized in the total curriculum; but especially these traits should be emphasized in secretarial office practice.

4. The knowledge that stenographers received the highest average maximum salary and that bookkeepers and stenographers combined ranked second should aid the business teachers and guidance counselor in stimulating the students to secure proficiency in the skills of stenography and bookkeeping.

5. All paths of encouragement possible should be used to help students stay in school until graduation; students in bookkeeping should be urged to seek further education after high school because of the requirements stressed by businessmen.

6. Business students should be trained in the operation of typewriters, adding machines, and calculators.

7. Emphasis should be placed on those learnings necessary to train clerical workers for work in small offices as well as some specialization which would be needed for employment in large offices.

8. Emphasis in training should be stressed in spelling, arithmetic, and general business knowledge; development of initiative, responsibility and business-like attitudes should also be stressed.

9. Attitudes required by employers should be stressed strongly in the business department; however, proper attitudes should be a point of major emphasis in all departments of the high school. Teachers must work toward developing the attitudes of students in good human relations if the students are to be able to take their proper place in our complex society.

10. Four new courses were recommended to be added to the business education curriculum at Christian County High School to meet the needs as indicated by this study. The courses were as follows: (1) Shorthand II, (2) Business English, (3) Business Arithmetic, (4) Distributive Education.

11. Additional studies recommended by the writer were as follows: (1) an evaluation of the business education curriculum each year, (2) an office occupation and attitude survey to be made at least every five years to study the trend and to secure knowledge of the changing needs of the local businessmen, (3) a follow-up study of graduates of the Christian County High School to secure opinions concerning the preparation received during high school, (4) a study of research on data processing, programming, and electronic equipment used in the local community, and (5) a study of the correlation between attitudes and skills and knowledges.

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Dorothy Martin Cochran

Dorothy Martin Cochran

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CHAPTER I

INTRODUCTION

Automation and new methods of production, distribution, and management of goods and services are demanding new skills and making formerly acquired skills obsolete. Because of this change the business education program must be patterned on conditions that are changing.

Students of business education must meet standards of skills set by agencies outside of school and must develop attitudes and abilities to meet the needs of the constantly changing business world of today. Shartle emphasizes:

> The schools are often criticized by industry and business for not relating educational programs to the actual requirements of jobs. Students are also frequently critical of education programs in the light of the actual needs that graduates and others who leave school encounter in trying to secure and hold a job. Realistic information about the jobs and industries in a community can contribute much to educational planning.[1]

When the business education teacher meets the challenge of training students to acquire the specific skill that compose the jobs in business, he is instrumental in creating a reservoir of occupational trained personnel to help

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[1] Carroll L. Shartle, Occupational Information, Its Development and Application (Englewood Cliffs, New Jersey: Prentice-Hall Company, 1959), p. 8.

eliminate unemployment problems. The acquisition of skills that are marketable could help maintain and increase the present high standard of living.

To teach properly, business education teachers must utilize many methods of research to secure information concerning requirements of businessmen in skills, attitudes, and qualities of personality necessary to become employable and to remain employed. M. D. Mobley, executive secretary of the American Vocational Association says:

> If public schools fail to meet the challenge, private groups within industry, labor organizations or other agencies of the government will perform the service. . . and it would be a mistake for the public to relinquish its interest in, and control of this important phase of vocational education.[2]

I. THE PROBLEM

Statement of the Problem

The purpose of the study was to survey the greater portion of the population of local business offices of Hopkinsville, Kentucky, to secure certain information that could be used (1) to implement an effective and functional business program at Christian County High School; (2) to aid the local businessmen, as well as the students, in identifying employable

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[2] M. D. Mobley, "Vocational Education Outlook for the 60's," Overview (January 1960), p. 41.

skills and attitudes, in Christian County High School students; and (3) to create an awareness in the minds of the local citizens of the importance of the business education department of Christian County High School.

Importance of the Study

A study of the office skills and attitudes for the purpose of evaluating the business education curriculum at Christian County High School had not been made previous to this study. Taylor states:

> We must identify and recognize the current and future needs of business education. Through research, survey, analysis, and consultation, in cooperation with business leaders, we must determine the skills and knowledge that are and will be needed. Based on this type of research we must be prepared to revamp our educational facilities and practices. . . . We cannot hold blindly to tradition.[3]

The need for current information to develop employable skills and attitudes in students at Christian County High School has been demonstrated by students who sought employment in the community but were not employed due to the lack of needed skills.

Tabulation by the researcher from the permanent folders in the Guidance Counselor's Office of Christian County High School of the graduates from 1959 through 1964 indicated that

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[3]James Taylor, "Image and Innovation," Balance Sheet, XLL, No. 1 (September, 1963), p. 11.

91 per cent of the 783 graduates had taken one or more business subjects. (See Table I.) Of those taking business courses 29 per cent had only one course, typewriting. The taking of only one business subject could indicate that these students took the typing for personal use and not to become employable in local business offices. The remaining 61 per cent took two or more subjects in the business department. This high percentage of graduates who had taken two or more business subjects could be an indicator of the importance and interest of graduates from Christian County High School in business training to become employable.

The nucleus of an effective business education program must be current, with valid information relative to the knowledge, skills, qualities of personality and character required in business. The study of requirements of employees in the business offices of Hopkinsville, Kentucky, was a method of detecting inconsistencies between the curriculum in the business department of Christian County High School and the current requirements of the businessmen in the local community. Blackstone tells us:

> The growing importance of office workers is one of the facets of tomorrow's complex vocational structures. The secretary, the bookkeeper, the business machine operator are as essential to the business manager as the foreman is; as essential to the school administrator

TABLE I

HIGH SCHOOL GRADUATES ELECTING TO TAKE BUSINESS SUBJECTS
AT CHRISTIAN COUNTY HIGH SCHOOL
HOPKINSVILLE, KENTUCKY
1959-1964*

Year	Total high school graduates	Graduates who took one or more business subjects	Per cent who took one or more business subjects	Graduates who took typewriting only	Per cent who took typewriting only
1959-60	155	147	95	31	20
1960-61	148	140	95	45	30
1961-62	120	111	93	45	38
1962-63	151	136	90	54	36
1963-64	209	179	86	53	25
Totals	783	713	**	228	***

* Tabulation made from permanent folders of graduates maintained in the Guidance Counselor's office at Christian County High School, Hopkinsville, Kentucky.

** Ninety-one per cent of all graduates took one or more business subjects.

*** Twenty-nine per cent of all graduates took typewriting only.

as the teacher is; as essential to the scientist as the technician is.[4]

The study of requirements of office workers by the local businessmen of Hopkinsville, Kentucky, was of particular importance to the researcher since she is presently a member of the business education department of Christian County High School and since so many students in Christian County High School were taking business subjects.

Based upon the premise that no guidance program can be useful unless it has the tools to help students assume the role for which they are best fitted, the information gathered from this survey could be of prime importance in counseling. Dame and Brinkman emphasize:

> Too often students' opinion concerning various occupational fields is formed by hearsay and snap judgment. Because a student may lack direction, he may drift along with the crowd into an occupational situation that does not fit his skills, knowledge or personality attributes.[5]

Information obtained from a survey of the attitudes and skill requirements by businessmen in Hopkinsville, Kentucky, could be profitable in the following ways: (1) enrichment of the current business curriculum in Christian

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[4]Bruce I. Blackstone, "Education for Office Occupation," Balance Sheet, XXXXII, No. 6 (February, 1961), p. 244.

[5]J. Frank Dame and Albert R. Brinkman, Guidance in Business Education (Cincinnati: South-Western Publishing Company, 1961), p. 89.

County High School to fit the needs of students in developing employable skills through knowledge of current requirements by businessmen, (2) businessmen could become aware of the improved functions of the business department of Christian County High School, and realize that the school is striving to meet the challenge of training the students in the new technology and new methods required, (3) information secured could aid in an improved counseling program for the business students, and (4) occupational information could be provided to the Administrators and the Counselor of Christian County High School concerning local opportunities of office workers in the Hopkinsville, Kentucky, area.

Limitation of the Study

The study surveyed only the business offices of Hopkinsville, Kentucky, and the surrounding area that may draw personnel from Christian County High School.

The names of the business offices for the survey were taken from the Hopkinsville Chamber of Commerce List which included approximately 350 business names. The fact these businesses were listed as members of the Chamber of Commerce indicated to the researcher that the businessmen in these businesses were interested in helping to develop the community. Therefore, the Chamber of Commerce List was deemed

the source most available for getting the names of the businesses, the manager's or owner's name, and his address and phone number.

No attempt was made to contact all the businesses personally because of the lack of personnel available to make the contacts and lack of time on the part of the researcher.

The Chamber of Commerce List was checked by two local businessmen and the Secretary of the Chamber of Commerce for the purpose of deleting names of businesses that had ceased operations or businesses that did not employ at least one office employee full-time.

However, lack of information caused some names to remain on the Chamber of Commerce List which should have been deleted. Therefore, inquiry forms were mailed to eight or more businessmen whose names should have been removed from the list. Eight of these businessmen returned the inquiry forms with the notation that the survey did not apply to them either because of the lack of employment of at least one office employee or the fact that the business was no longer actively engaged in a business operation.

No attempt was made by the researcher to survey the small surrounding rural settlements that occasionally employed Christian County High School students because these settlements furnished job opportunities for such a small per

cent of Christian County High School graduates. The Guidance Counselor at Christian County High School was the source of this knowledge.

The Chamber of Commerce List was considered to be inclusive enough of all businesses in Hopkinsville, Kentucky, to establish reliable information for the study to be valid.

The information asked for on the inquiry form consisted of fifteen open and closed-form questions which are described in detail in the section, Methods and Procedures. The information received from the businessmen who returned the questionnaire was used as the basis for this study.

No attempt was made to contact all the offices which returned an inquiry form, but in a large number of cases, the businessmen were called on the telephone to seek additional information on the inquiry form returned by the businessmen.

Assumptions

After holding conferences with the administrators and the business teachers of Christian County High School, studying business surveys, reading related materials, and investigating the methods and procedures involved in research, the writer derived the following assumptions: (1) Coordinating and upgrading the Christian County High School curriculum were desired by the administrators and the business teachers of

Christian County High School, (2) The analyses of the office workers inquiry form could provide the needed information for meeting the changes in the curriculum, and (3) Proposed changes in the business education curriculum at Christian County High School could result.

II. DEFINITION OF TERMS

"No matter how valuable a scholar's work, it becomes a contribution to the field of knowledge only when it is adequately communicated to others."[6]

For the purpose of clearer communication, certain terms used in this study with limited meaning have been defined as follows:

Business education teachers. This term refers to teachers who are teaching business subjects in secondary high schools.

Questionnaire. This particular questionnaire was a list of planned questions relating to business skill requirements by the local businessmen of Hopkinsville, Kentucky.

Clerical office personnel. A classification title is given for the clerical jobs, requiring little or no

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[6]William Giles Campbell, Form and Style in Thesis Writing (Boston: Houghton Mifflin Company, 1954), p. 61.

previous training. "The performance of routine clerical duties such as addressing envelopes, keeping simple records, gathering and delivering messages, assisting in operation of office machines and ability to do simple typing is involved."[7]

Stenographic office personnel. This type of worker only takes dictation and transcribes notes from shorthand.

Bookkeeper. "This type of worker keeps complete and systematic sets of records of business transactions in record books and on forms; balances books and compiles at regular intervals to show receipts, expenditures, accounts payable, accounts receivable, profit and loss, and many other items pertinent to the operation of a business."[8]

Saleswork and bookkeeping combined. This type of worker combines the duties of a bookkeeper as used in this study with some selling to retail customers over-the-counter.

Opinionnaire. This particular opinionnaire was a list of planned questions relating to the attitudes which businessmen of Hopkinsville, Kentucky, felt were required of office workers.

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[7]United States Employment Service, Dictionary of Occupational Titles, Vol. I, Second Edition prepared by Division of Occupational Analysis (Washington: Government Printing Office, March 1949), p. 264.

[8]Ibid., p. 121.

Inquiry form. "This was a two-page form, one page of which was a questionnaire and the other page was an opinionnaire."[9]

Survey. "An investigation of the personnel requirements of local business and industrial establishments was made by use of the inquiry form."[10]

Business curriculum. "The systematic group of courses or sequence of subjects designed to train an individual for effective service in business."[11]

Technology. "The knowledge of science or systematic knowledge of the industrial arts, especially as applied to manufacturing is of prime importance in training office workers."[12]

Business education. "An area of education which develops skills, attitudes, and understandings which is essential for the successful direction of business relationships."[13]

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[9]John W. Best, Research in Education (Englewood Cliffs, New Jersey: Prentice-Hall Company, 1959), p. 142.

[10]Carter V. Good (ed.), Dictionary of Education (New York: NcGraw-Hill Book Company, incorporated, 1959), p. 543.

[11]Ibid., p. 151.

[12]Ibid., p. 555.

[13]Ibid., p. 71.

III. REVIEW OF RELATED LITERATURE AND RESEARCH

In order to obtain a thorough knowledge of current trends in the guidance of business education students, a careful check was made of related literature and research studies. The Educational Index, Reader's Guide, Business Education World, Business Teacher, The Balance Sheet, and information on surveys similar to the one conducted by the writer were investigated.

Dobson[14] maintains that the status of an educational institution's curriculum is dependent upon several types of investigation. He states that the types of investigation best adapted to the business curriculum are the job opportunity survey and an office job analysis.

J. Frank Dame[15] emphasizes that to meet community needs, the schools must know what the businessmen expect of employees and the best method to secure this information is by a survey. He states that ignorance of occupational opportunities and requirements is inexcusable in a business teacher.

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[14]Anson Clark Dobson, "Implications for a Business Education Program from a Job Analysis Survey" (unpublished Master's thesis, Chico State College, Chico, California, 1955), p. 3.

[15]J. Frank Dame and Albert R. Brinkman, Guidance in Business Education (Cincinnati: Southwestern Publishing Company, 1954), p. 61.

Hollis Guy[16] at a meeting of the United Business Education Association, stated that this current period of transition can be a critical one for business education.

Cornwell[17] conducted an occupational survey of the business firms in Sitka, Alaska, and the related requirements for business education courses at the junior college and high school levels. An examination of the courses offered was made to show whether the curriculum was extensive enough to enable the students to qualify for positions in the Sitka, Alaska, area. The conclusion was that the business curriculum in the Sitka High School offered a good selection of traditional business courses which have vocational skill value but did not offer very much concerning courses with social or personal values. As a result three courses were proposed as additions to the curriculum. They were Consumer Demands, Creative Writing in Business, and Readings in Business.

In a study of business firms located on Route 128, Boston, Massachusetts, to determine occupational opportunities

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[16]Hollis Guy, "Challenges in Business Education," The National Business Education Quarterly, Vol. 26, (December, 1957), p. iii.

[17]Gerald Dale Cornwell, "An Occupational Survey of the Business Firms in Sitka, Alaska, and the Related Requirements for Business Education Courses at the Junior College and High School Levels" (unpublished Master's thesis, Chico State College, Chico, California, 1961), p. 50.

for business graduates of local high schools, Hall[18] obtained the following information:

1. Newspapers were used most frequently as a means of securing new employees.

2. Employment tests were used by 73 per cent of the respondents, the most common tests being typing, clerical aptitude, and intelligence.

3. Initiative was a trait that 69 per cent of the businessmen felt should be given more emphasis in school.

4. More than 50 per cent of the respondents stated that accuracy, neatness, ability to get along with others, and cooperation needed greater emphasis.

A recommendation was made by Hall that students be taught how to read want ads properly, types of employment tests be studied and initiative, accuracy, neatness, and ability to get along with others were to be stressed in the business curriculum as well as other curricula in the school.

In Cedar Falls, Iowa, Bill Shylman[19] made a survey of Iowa Falls, Iowa, to assist in the revision of the high school business education curriculum at the Iowa Falls High

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[18]Sister Winifred Hall, "Survey of Business Firms Located on Route 128 to Determine Occupational Opportunities for the Graduates of the Business Department of Local High Schools" (unpublished Master's thesis, Boston University, Boston, Mass., 1959), pp. 60-63.

[19]Bill Duane Shylman, "A Business Survey of Iowa Falls, Iowa, to Assist in the Revision of the High School Business Education Curriculum" (unpublished Master's thesis, State College of Iowa, Cedar Falls, Iowa, 1961), pp. 9-10, 164-66.

School. The main purposes of the study were:

1. to determine the standards Iowa Falls business manager and owners required of employees

2. to determine duties performed by managerial personnel

3. to determine what business knowledges, competencies, and skills Iowa Falls businessmen believed youth should possess

The conclusions of the Iowa Falls survey were:

1. Students should be made aware of the importance of being able to get along with people and the possession of good personality characteristics.

2. Bookkeeping should be offered at the eleventh grade level; this would enable cooperative business training students to be more qualified for training and would permit them to enroll in fourth year English in order to meet college entrance requirements.

3. The business department or the mathematics department should provide proper instruction for students in mathematics for business.

4. Further research should be undertaken to determine the success or failure of students graduating from the business education department.

Omar[20] made a study of business firms in the Providence, Rhode Island, metropolitan area, to determine some of the deficiencies of beginning office employees with reference

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[20]Sister Loretta Marie Omar, "A Study of Business Firms in the Providence Metropolitan Area to Determine Some of the Deficiencies of Beginning Office Employees" (unpublished Master's thesis, Boston University, School of Education, Boston, Mass., 1960), pp. 38-43.

to preparation, personal traits, and work habits to help in revision of the curriculum at St. Teresa High School. Some of the conclusions of the study were:

1. Spelling was the subject needing the greatest emphasis.

2. Basic English, arithmetic, accurate typewriting, and increased business machine training was listed as next in importance.

3. A business English and letter writing course should be developed for all business students since inability to compose letters was the most common deficiency noted by the businessmen.

4. A recommendation for a further survey of job-activities and for the types of machines used in the community was made.

Only studies of similar business surveys made since 1959 were previewed for the survey made in Hopkinsville, Kentucky. However, an exception was made in the case of the survey made in 1953 of the Clarksville, Tennessee, business offices by Mrs. Willine Chadwick McKee.[21] The writer was of the opinion that since Clarksville, Tennessee, and Hopkinsville, Kentucky, were so closely related geographically that the value of the survey was significant enough to include in the related studies.

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[21] Mrs. Willine Chadwick McKee, "Office Occupations Survey of Clarksville, Tennessee" (unpublished Master's thesis, Austin Peay State College, Clarksville, Tennessee, 1953), 63 pp.

The survey of office occupations in Clarksville, Tennessee, was conducted for the purpose of determining the office occupational needs of local businesses. The information obtained was to be used in making changes in the business education program at Clarksville High School, Clarksville, Tennessee. The conclusions drawn from the survey were:

1. All business departments should re-evaluate their teaching of the fundamental tools such as grammar, spelling, and arithmetic.

2. The business education department and all teachers in the school should emphasize personal traits as well as vocational competency as essentials to success in business.

3. Teachers must do their part in providing experiences that will help the students to develop good attitudes.

4. The need for bookkeepers and the importance of simple bookkeeping in clerical work should be emphasized in planning the work of all business students.

5. Students should be encouraged to continue their business training as far as possible because of higher salaries paid for additional training.

The foregoing studies have brought to light much information that should be of interest to all business teachers. Studies such as the ones reviewed show that business teachers are not only aware of the value of surveys, but they are taking practical steps to share the knowledge gained from such work with students, fellow teachers, and the

community involved.

The preliminary inquiry of related information was helpful in the final analysis of the Hopkinsville, Kentucky, study. This related information helped in the construction of the questionnaire, interpretation of findings, and aided in suggesting recommendations.

The investigation of related research and literature has enabled the researcher to become better acquainted with the objectives of business education, methods used in conducting a survey, and the philosophies of well-known business educators.

IV. METHODS AND PROCEDURES OF THE STUDY

Through study of related research and literature, pertinent and helpful data relative to possible methods to use in approaching the problem of surveying the offices of Hopkinsville, Kentucky, were secured. Upon investigation of possible methods of research, the use of the inquiry form was decided to be best. This method seemed to be the most logical method to use in procuring the needed information because of lack of time on the part of the investigator to make personal contacts with such a large number of offices to be surveyed.

Discussion with school officials and administrators relative to the methods and procedures of the study were held.

Discussions were also held in the business classes at Christian County High School with the result of many students volunteering to help with the survey.

Construction of the Inquiry Form

The inquiry form used was constructed in the following manner:

1. An inquiry form combining questions used in similar surveys and those questions that related to the local community which the investigator considered important was constructed.

2. This form was then submitted to an evaluation committee composed of a member of the business education department of Austin Peay State College and the three other teachers of the business education department of Christian County High School. The changes suggested by the evaluation committee were incorporated in the revised inquiry form.

4. Copies of the inquiry form were duplicated and the researcher personally took them to eleven businessmen who were selected at random to check the clarity of the questions. This suggestion came from Best who emphasized:

> In addition to the problem of knowing what he wants, there is the difficulty of wording the questionnaire clearly. The limitations of words are particular hazards in the questionnaire. The same words may mean

different things to different people.

. . . . . .

> The questionnaire maker must depend on words alone. It is apparent that he cannot be too careful in phrasing questions to insure their clarity of purpose.[22]

5. The sample of the eleven inquiry forms was collected personnally by the researcher who talked to each of the businessmen concerning his understanding of the questions. Ideas for additions and deletions of questions from the businessmen were sought. Suggestions from the sample resulted in a need of still another revision of the inquiry form.

6. A new inquiry form (See Appendix A) based on suggestions made by the evaluation committee plus the suggestions of the eleven businessmen was prepared. This inquiry form was mimeographed and mailed with an enclosure of a cover letter (See Appendix B), and a self-addressed, stamped envelope to 300 businessmen.

Information on the Inquiry Form

The inquiry form consisted of a one-page questionnaire and a one-page opinionnaire. The type of questions on the inquiry form were mainly closed form, but to get certain information without bias, some open form questions were used.

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[22] John W. Best, Research in Education (Englewood Cliffs, New Jersey: Prentice-Hall Company, 1959), p. 146.

A summary of the questions contained in the questionnaire were:

1. What are the types of local businesses that employ office workers?

2. From what agencies do the employers secure their office workers?

3. Are the high school records of prospective employees used as references before hiring?

4. How many full-time women and men are employed by local businessmen?

5. How many part-time women and men are employed by local businessmen?

6. What kind of office machines are used, how many, and what brand?

7. What is the minimum salary paid office workers in local offices? The maximum salary?

8. What is the minimum training that businessmen would accept from office workers?

9. How many of the office workers are graduates of Christian County High School?

10. Did the businessmen anticipate an expansion of their businesses in the next five years and would this expansion require additional workers?

11. Did the businessmen anticipate a decrease in office workers due to installation of automated equipment?

A summary of the questions contained in the opinionnaire were:

1. What personal traits are considered to be of the greatest importance for the success of employees?

2. What were the weaknesses of the training of high school graduates?

3. What were the negative characteristics found among employees which employers considered most prevalent?

4. What business subjects did the businessmen think every high school boy should study? What subjects should every high school girl study? What subjects should both boys and girls study?

5. What were the criticisms of business education in Christian County High School and suggestions for changes the businessmen believed would result in better trained office workers than were now being trained?

Analysis of the Inquiry Form

As the inquiry forms were returned each day from the businessmen, the list of names was checked. At the end of the second week, students of Christian County High School, who had been trained in telephone techniques, assisted the researcher in making phone calls to businessmen who had not returned the inquiry form. The businessmen who had not returned the inquiry form but had indicated that they would

complete one were taken a second form for completion.

The Hopkinsville, Kentucky, study of office workers was based on the analysis of the information received from 194 inquiry forms. This number represented 64.7 per cent of the 300 inquiry forms mailed.

Publicity Concerning the Survey

While the inquiry form was being constructed, publicity concerning the survey was launched. The two local radio stations carried the information concerning the office occupational survey which was to be conducted. One local station taped a program on which the investigator explained the survey. This recording was run several times. The local newspaper carried a report of the survey. (See Appendix C.)

The day the inquiry forms were placed in the mail, the local newspaper featured a picture of the researcher with some students placing the forms in the post office. This picture was displayed in a very conspicious space on the front page of the local newspaper.

The second week after the inquiry form was placed in the mail, letters to the local club presidents were mailed, asking them to make an announcement at the club meeting to remind the businessmen to return the inquiry forms.

Comments concerning the Survey

During the time the survey was being publicized, many favorable comments were made personally to the researcher by the businessmen. One office manager who supervised thirty-two office employees said:

> We think what you are doing on that survey is a good thing to do. It is good to find out actually what is needed and to teach the boys and girls in high school before they try to get a job in industry and become frustrated because of either lack of the right skill or right personality traits.[23]

V. ORGANIZATION OF THE STUDY

The remainder of the study is organized in the following manner:

CHAPTER II. LOCAL SETTING OF THE STUDY. This section of the study includes the cultural and historical background, educational facilities, population and labor market, transportation, utilities, recreational facilities, civic clubs and religious organizations, natural resources, and industrial growth of Hopkinsville, Kentucky.

CHAPTER III. THE BUSINESS EDUCATION CURRICULUM AT CHRISTIAN COUNTY HIGH SCHOOL. This chapter includes the present Christian County High School business education

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[23] John B. Mason, Pennyrile Electric Cooperative, Hopkinsville, Kentucky, May, 1964.

curriculum's general objectives and expected outcomes, the specific objectives and expected outcomes, and the content of the business curriculum.

CHAPTER IV. ANALYSIS AND RESULTS OF THE OFFICE REQUIREMENTS AND ATTITUDE SURVEY. This chapter presents the types of businesses employing office personnel; methods of obtaining new employees; number of employees included in the survey and classification of office jobs, kinds, brands, and number of office machines being used in Hopkinsville, Kentucky; effects of expansion and automation on number of office workers to be employed; and skills, training, and qualities of employees.

CHAPTER V. PROPOSED CHANGES IN BUSINESS EDUCATION CURRICULUM OF CHRISTIAN COUNTY HIGH SCHOOL. This chapter presents the proposed changes in the presently offered courses, additional proposed course offerings in the business department and in other departments, contingent on the results of the study.

CHAPTER VI. CONCLUSIONS AND RECOMMENDATIONS. This chapter presents the conclusions and recommendations of the researcher which were based on information received and analyzed from the study.

BIBLIOGRAPHY. The bibliography, which contains sources used in the preparation of the study, follows the last chapter.

APPENDICES. Appendix A is composed of a copy of the inquiry blank used in the survey. Appendix B is composed of the cover letter accompanying the inquiry form. Appendix C is composed of a sample of the publicity picture and news items used for publicity of the survey.

CHAPTER II

LOCAL SETTING FOR THE STUDY

Probably one of the most persistent phases in educational thinking today is "needs of the learner." Grinnel and Young tell us that:

> While the needs of individuals differ in degree, and, to some extent, in kind, it becomes apparent that pupil needs often grow out of hometown conditions.[1]

If needs grow out of hometown conditions, then the characteristics of Christian County and Hopkinsville, Kentucky, should be examined before any changes of curriculum are recommended for the school.

I. CULTURAL AND HISTORICAL BACKGROUND

Christian County, the second largest county in Kentucky, was formed in 1796 and named in honor of Colonel William Christian, soldier, statesman, and brother-in-law of Patrick Henry. It is located in the southwestern part of Kentucky on the Tennessee line.

When the county court located the county seat in 1797, Hopkinsville was chosen as the spot. From 1797 to

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[1] J. E. Grinnel and Raymond J. Young, The School and the Community (New York: The Ronald Press Company, 1955), p. 49.

1804 the town was called Elizabeth. In 1804 it was renamed Hopkinsville for General Samuel Hopkins of Revolutionary War fame. The name was changed because there was another Elizabeth, Kentucky. "This was indeed fortunate because there are no other Kentucky towns, or other in the United States, which bear this name."[2] The old homes of Hopkinsville sprawl along tree-lined streets. One of the most famous of these is the Dillard House. This frame house was built in 1856 in the shape of a steamboat. During the Civil War, it was the headquarters of the occupying federal troops. This residence is now occupied by an antique store which is nation-wide in the sales coverage.

December 7, in Hopkinsville, is the anniversary of its occupation by night riders in 1907. The night riders were groups of farmers who attempted to organize against the tobacco companies because of low tobacco prices. The night riders often used violence in their dealings and made Hopkinsville one of their targets because of its tobacco houses. They entered town on horseback at night, burned the warehouses and took over all the communication offices. After they finished

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[2] Industrial Resources, Hopkinsville, Kentucky, Prepared by Hopkinsville and Christian County Chamber of Commerce and the Kentucky Department of Commerce, Frankfort, Kentucky, June, 1963. (Appendix A.).

they rode out of town with a posse in hot pursuit. After the raid, a legend grew around a warning by the Hopkinsville mayor that the night riders had better not show their faces in his town.

Hopkinsville is a third-class city governed by a mayor and twelve councilmen. Christian County is governed by a fiscal court composed of a county judge and eight magistrates.

II. EDUCATIONAL FACILITIES

Education has long been a force in the life of Hopkinsville. The first public school was organized in 1842 by a Mr. Stevens, seven years before a provision was made in the state constitution for common schools. Bethel College for women was chartered in 1851 and organized by members of the Baptist Church in 1854. The school was aided for a time in educating the women of southern Kentucky by South Kentucky College, a college also begun for women, though later included men also. Bethel College was made coeducational in 1953 and operated as such until 1964. The Baptists of Kentucky voted to close the college because of lack of funds and because of the state's intention to operate a two-year state college in Hopkinsville, Kentucky.

The graded schools in the Hopkinsville independent system has progressed at a rapid rate of growth in the past

five or more years. In 1959 the Belmont School, grades 1-7, was built at a cost of $356,596. In 1960 two rooms were added to the Booker T. Washington School (colored) at a cost of $18,050. In 1961 Indian Hills School was constructed at a cost of $295,400. In 1961 four rooms were added on two schools at a cost of $70,000. In 1961 the Hopkinsville High School was renovated at a cost of $75,000 and is now used as a junior high school, grades 7-9. A new high school was completed in 1963 at a cost of $650,000. "Approximately 90 per cent of the students entering this school system complete graduation. Of those graduating, 50 per cent attend college."[3]

The graded schools in Christian County have also progressed at a rapid rate of growth in the past five or more years. A large consolidated high school was completed in 1959. This school is located on the north side of Hopkinsville, Kentucky. In 1960 an addition to this high school (Christian County High School) was completed at a cost of $535,000. In 1964 a second addition was added.

"The student-teacher ratio in Hopkinsville High School is 18-1; in Christian County High School 23-1; and Fort Campbell High School 20-1."[4]

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[3] Ibid., p. 24.

[4] Ibid., p. 24.

A new University of Kentucky Community College (2 year) is scheduled to open September, 1965, in Hopkinsville on a 70-acre campus which adjoins the Christian County High School campus.

"In addition to the school libraries, library service is provided by the Hopkinsville Public Library with 12,000 volumes, with an annual circulation of 36,200."[5]

Christian County is also served by a bookmobile.

III. POPULATION AND LABOR MARKET

Hopkinsville has shown a net increase in population for each decade of this century, with the largest being in the 1950's. (From 1900 to 1960, Hopkinsville has shown a 233 per cent increase in population. From 1910 to 1960, Christian County has shown a 46.5 per cent increase in population.) The population of Hopkinsville in the last census of population was 19,465 with the entire county population being 56,904.

The Hopkinsville labor supply area is defined for the purpose of this statement to include Christian, and the adjacent countries of Trigg, Caldwell, Hopkins, Muhlenberg, and Todd. The total estimated available supply of labor is

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[5] *Ibid.*, p. 27.

three major groups: the currently unemployed, men who shift from low paying jobs such as agriculture and women who would enter the labor force if jobs were available, and the future labor supply due to aging of population. "The total population of the Hopkinsville supply area was reported to be 156,460 by the 1960 United States Census of Population, which was an increase of 7,013 persons since the 1950 census count of 149,447. The entire increase in population of the supply area was in Christian County."[6]

IV. TRANSPORTATION

Hopkinsville is served by three railroads: Louisville and Nashville Railroad, Illinois Central Railroad, and Tennessee Central Railway. The U. S. Routes that serve Hopkinsville are 41 North and South, 41-A, and 68 East and West. Common carrier truck lines are provided by six companies.

Hopkinsville is served by the Southeastern Greyhound Bus Line, the West Kentucky Stages, and the Bowling Green-Hopkinsville Bus Company.

Commercial service by air is provided by Outlaw Airport, located 18 miles from Hopkinsville. The Hopkinsville-Christian County Airport, located approximately two and

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[6] Ibid., p. 4.

one-half miles from downtown Hopkinsville, can handle small aircraft. Facilities are a 3,000 x 75 feet paved runway, airplane tie-down area and automobile parking lot. The landing and tie-down area is fenced, and the total airport area is sixty-five acres.

V. UTILITIES

Power for Hopkinsville is provided by the Electric Plant Board. Christian County is served by the Pennyrile Rural Electric Cooperative Corporation. Both purchase power from TVA. Hopkinsville is served by the Western Kentucky Gas Company with natural gas and water is supplied by a municipally-owned water works system.

VI. RECREATIONAL FACILITIES

The Hopkinsville Recreation Commission operates nine playgrounds. All have a supervised program during the summer months.

The activities on the playgrounds are varied and for all age groups. These activities are sponsored by varous organizations, civic clubs, and the City of Hopkinsville.

Other facilities include one skating rink, two public swimming pools, a controlled hunting farm for quail and pheasant, a public driving range, a minature golf course,

two country clubs, a program called "Teen Town," held on Friday and Saturday nights at the Memorial Building which provides recreation and entertainment for the teenager of the city and county. The membership of the "Teen Town" organization is 400.

VII. CIVIC CLUBS AND RELIGIOUS ORGANIZATIONS

The civic clubs of Hopkinsville and Christian County are: Kiwanis, Rotary, Civitan, Pioneers, Inc., Lions, Chamber of Commerce, Junior Chamber of Commerce, Christian County Farm Bureau, Artificial Breeders Association, Soil Improvement Association, 31 Fescue Association, Grade-A Milk Producers Association, Athenaeum Club, Community Concert Association, Hopkinsville Hunting and Fishing Club, Hopkinsville Golf and Country Club, and Skyline Country Club.

The following religions are represented in Hopkinsville and Christian County: Assembly of God, Baptist, Catholic, Christian, Church of Christ, Church of God, Church of the latter Day Saints, Church of the Nazarene, Episcopal, Jehovah's Witnesses, Jewish, Methodist, Pentecostal Holiness, Presbyterian, Universalist, Lutheran, and Salvation Army.

VIII. NATURAL RESOURCES

"According to a census there were 1991 farms covering

344,105 acres, and averaging 172.8 acres per farm. The average value per farm is $23,381, with the average value per acre at $135.28."[7]

The principal mineral resources of Christian County consist of petroleum and natural gas, limestone, coal, and clay. Transported and residual sand deposits suitable for general construction purposes are available locally, and rock asphalt, in small non-commercial qualities, occurs in the northern portion of the country.

There are approximately 135,000 acres of forested land in Christian County covering 29 per cent of the total land area. The principal types of trees are oak, hickory, beech, yellow poplar, sweet gum and red cedar.

IX. INDUSTRIAL GROWTH

Industrial growth in Hopkinsville in the past ten years meant much to the economy of the community. Hopkinsville has more than doubled industrial employment in the past ten years.

> The following increase in population was: Hopkinsville, 55 per cent; Christian County, 34 per cent; the United States, 18 per cent; and Kentucky, 3 per cent. In that same ten years, the industrial growth increased 106 per cent, or more than three times our country growth and thirty-six times our state growth. In the

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[7]Kentucky Agricultural Statistics, 1960, Kentucky Crop and Livestock Reporting Service, p. 5.

past six years we have had a 61 per cent increase in industrial workers. This rate is far ahead of the state average. Much of Hopkinsville's industrial growth was through the expansion of existing manufacturing concerns.[8]

X. SUMMARY

Christian County is the second largest county in Kentucky. Hopkinsville is the county seat of Christian County.

Educational facilities of Christian County include two high schools, one junior high school, and fifteen elementary schools. A University of Kentucky community college (2 year) is scheduled to open in September, 1965, in Hopkinsville, Kentucky.

Christian County has had a continuous increase in population for each decade. The last population census showed 56,904 for Christian County.

The county seat of Hopkinsville is served by three railroads, United States highways in all directions, and two local air fields.

Hopkinsville has more than doubled industrial employment in the past ten years.

This chapter has been included in the study to portray the area served by Christian County High School.

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[8]Hopkinsville Chamber of Commerce, Directory and Buyers' Guide, Hopkinsville, Kentucky, 1963, p. 10.

CHAPTER III

THE BUSINESS EDUCATION CURRICULUM AT CHRISTIAN COUNTY HIGH SCHOOL

Consensus of opinion from research was that no changes in curriculum should be attempted until the present curriculum was studied and understood. The purpose of this chapter was to present the business education curriculum at Christian County High School.

A bulletin[1] prepared by the business education department of Christian County High School sets forth certain information concerning objectives, content of courses, and outcomes. A summary of this information follows:

I. GENERAL OBJECTIVES

The business education department at Christian County High School operates under two general objectives: (1) to contribute to the general education of the learner, and (2) to provide vocational fitness for those educable and employable.

II. EXPECTED OUTCOMES FROM THE GENERAL OBJECTIVES

The expected outcomes from the general objectives were to train students sufficiently to continue their business

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[1]Business Education Department, Christian County High School, "Plan of Action, 1963-64," pp. 2-5. (mimeographed)

education by further study and also to develop immediate efficiency for those who enter the business field directly upon graduation. This study placed special emphasis upon the vocational fitness for those educable and employable.

III. SPECIFIC OBJECTIVES

Certain specific objectives were derived from the general objective concerning the contribution to the broad education of the learners. These specific objectives were:

1. to aid the students in developing the ability to think intelligently
2. to contribute to the students' sense of tolerance and respect for the rights of others
3. to aid the young people to develop sufficient mastery of one or more specific job skills that will enable them to make entry into initial employment
4. to show young people how to develop work habits that are necessary for sustained, quality performance
5. to challenge the students to acquire economic intelligence in business aspects of individual and social life.

Specific objectives derived from the general objective concerning the provision of vocational fitness for those educable and employable were:

1. to base this education on sound guidance, which utilizes the learner's interests, abilities, and needs as determined through an adequate program of exploring, testing, and experiencing

2. to design the business curriculum to prepare the students for immediate employment with the following objectives in mind:

   a. to aid students in mastering certain office duties as handling mail, typing, filing, letter writing, reception work and some business machines

   b. to provide refresher training in once-learned skills that are partially lost if not used constantly

   c. to integrate the old and the new skills by means of a series of realistic office assignments

   d. to guide in the proper development of personal qualities so that the student will be more likely to succeed on the job.

IV. EXPECTED OUTCOMES OF THE SPECIFIC OBJECTIVES

The expected outcome from the specific objectives would equip the students with skills, knowledges, abilities, attitudes, and character to become employable immediately upon graduation from high school, or to make a worthwhile contribution to the general education of the learner.

V. CONTENT OF COURSES

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

The eight courses offered in the business education curriculum at Christian County High School are:

Typewriting I. This course is offered to sophomores, juniors, and seniors. The course is taught to integrate skill and production training so students will habitually do production typewriting needed to become employable as well as for personal use. Emphasis is given to accuracy, speed, and neatness in preparing business letters and reports.

Bookkeeping. This course is offered to juniors and seniors. The course is designed to give the students a knowledge of the principles of basic bookkeeping to prepare the student to acquire a bookkeeping job.

Salesmanship. This course is offered to juniors and seniors. The course is for one semester only, and is designed to give the students an appreciation of the key place of selling in the marketing of goods and services. The course is also designed to train the students in evaluating sales appeal and sales techniques.

Shorthand I. This course is offered to sophomores, juniors and seniors. The course is designed to enable the students to write and read accurately their notes from new material at the rate of sixty words per minute and to develop

skills that will be of value on the job. A student must have typing before entering this course.

Secretarial Office Practice. This course is offered to those students who have had Shorthand I. This is a continuation of the Shorthand I course with emphasis on more speed in taking notes. Secretarial Office Practice is a terminal course designed to aid the student in bridging the gap between formal class instruction and employment as a stenographer.

Economics. This course is offered to juniors and seniors. The course is designed to help the students acquire a general knowledge and background information in the field of economic problems which are basic to business and day-to-day living.

Clerical Office Practice. This course is offered to juniors and seniors. The course is designed to give to students, who will enter the employment field upon graduation, a general knowledge in business office procedures, filing, proper grooming, and ethical practices which are not included in secretarial office practice or other courses in the business department.

Business Law. This course is offered to seniors. The

course is designed to equip students with a technical vocabulary necessary to understand and use law in his personal, civic, and business affairs.

VI. SUMMARY

Courses offered in the business education department at Christian County High School are: (1) Typewriting I, (2) Bookkeeping, (3) Salesmanship, (4) Shorthand I, (5) Secretarial Office Practice, (6) Economics, (7) Clerical Office Practice, and (8) Business Law. The content of these courses is designed to develop the general and specific objectives and to achieve the expected outcomes.

The general objectives of the business education department at Christian County High School include provisions for the general education of the learner and also for vocational education. Specific objectives emphasize certain office duties, review of once-learned skills, and development of personal qualities.

The outcomes expected from the objectives are to equip students with skills and attitudes necessary for vocational fitness as well as a general education.

Information concerning the present business education curriculum at Christian County High School was included in this study because no change in curriculum should be made until the present curriculum is understood.

CHAPTER IV

ANALYSIS AND RESULTS OF THE OFFICE REQUIREMENT AND ATTITUDE SURVEY

Since the purpose of this study was to determine the requirements of the Hopkinsville business offices for office workers' skills, personality, and character, this chapter was divided into six parts for clarity of analysis. The divisions were as follows: (1) types of businesses employing office personnel, (2) methods of obtaining new employees, (3) classification of office jobs, (4) kinds of machines used in offices, (5) effects of expansion and automation of job opportunities, and (6) kinds of skills and qualities of personality traits desirable.

I. TYPES OF BUSINESSES EMPLOYING OFFICE PERSONNEL

A total of 194 Hopkinsville businesses employing office personnel cooperated in this study of office jobs in five specific classifications, clerical, stenographic, bookkeeping, saleswork and bookkeeping combined, and stenographic and bookkeeping combined.

The inquiry blank contained two classifications of business offices and a third line for "other" types. Professional was one classification; sales and services, the second classification; and "other" was listed for the third classification. (See Table II.)

TABLE II

TYPES OF OFFICES IN HOPKINSVILLE, KENTUCKY, WHICH EMPLOY ONE OR MORE OFFICE PERSONNEL 1964

Types of offices	Number of offices	Per cent of offices	Number of job opportunities	Per cent of job opportunities
Sales and service	99	51.0	437	53.5
Professional	24	12.4	74	9.1
Insurance	12	6.2	23	2.8
Manufacturing	10	5.2	70	8.6
Finance	9	4.6	40	4.9
Gasoline stations	8	4.1	8	1.0
Wholesale	8	4.1	40	4.9
Real estate	6	3.1	9	1.1
Utilities	4	2.1	54	6.6
Transportation	2	1.0	6	.7
Hospitals	2	1.0	26	3.2
Other	10	5.2	30	3.6
Totals	194	100.0	817	100.0

NOTE:
Listed by largest number of types of office to smallest number.

Ninety-nine (51 per cent) of the inquiry blanks were returned from offices classified as sales and service. This classification included retail stores and businesses selling services such as dry cleaning, laundry, repair, advertising, and maintenance. (All percentages referred to in the text of this study have been rounded off to the nearest whole per cent.)

The next largest classification of offices was professional offices such as doctors, lawyers, accountants, and architects. Twenty-four (12 per cent) of the inquiry blanks were in this classification.

Under the classification of "other," insurance offices were represented by twelve (6 per cent) of the total inquiry blanks; manufacturing by ten (5 per cent); finance by nine (5 per cent); gasoline stations and wholesale businesses each by eight (4 per cent); real estate by six (3 per cent); utilities by four (2 per cent); transportation businesses and hospitals each by two (1 per cent); and ten (5 per cent) under "other" which represented five inquiry forms without a name, one from a fraternal club, one from a bowling alley, one from a beauty school office, one from a local labor union, and one from a Fort Campbell exchange office.

Replies to the inquiry forms indicated that 437 (54 per cent) of the job opportunities were in offices classified as sales and service.

The next largest group of job opportunities was seventy-four (9 per cent) in the professional offices such as lawyers, doctors, accountants, and architects. Considering the two classifications, sales and service offices and professional offices together, 511 job opportunities (63 per cent) were in this classification.

Recommendations. Based on the findings of the types of businesses employing office personnel, more emphasis should be placed on training of students in the business department of Christian County High School for jobs in retail stores, businesses selling services such as dry cleaning, laundry, repair, advertising, and maintenance. Importance of training for professional offices such as doctors, lawyers, and accountants should be stressed.

II. METHODS OF OBTAINING NEW EMPLOYEES

A business teacher and business students need to know the kinds of jobs in the different office occupations in the community. They also need to know the best way of applying for a job. In this study one of the objectives was to ascertain the methods which local businessmen used to obtain their office employees.

The inquiry blank was constructed to allow employers to rank the following methods of securing employees according

to the frequency in which they were used to obtain employees; personal applications, public schools, business schools, newspaper advertising, employment agencies, employees or friends. (See Table III.)

One hundred and twenty-nine (67 per cent) of the businesses surveyed indicated that personal application was the most frequent source of obtaining new office employees.

The catagory, employees and friends, was ranked as the next most frequent source of obtaining new employees. Employment agencies were used almost as frequently as employees and friends. Newspapers ranked fourth. Business schools ranked very low as a source. However, the fact that there were no business schools nearer than Nashville, Tennessee, could account for the lack of their use.

Recommendations. Based on the findings which showed that 67 per cent of the employers surveyed in business offices of Hopkinsville listed as first choice personal application for securing new employees, emphasis in Christian County High School curriculum should be placed on interviewing techniques, such as being prompt, looking neat and clean, and having a businesslike approach to interviews.

Since the personal touch of employees and friends ranked second in preference by employers for securing new

TABLE III

SOURCES PREFERRED BY HOPKINSVILLE, KENTUCKY, EMPLOYERS TO OBTAIN NEW EMPLOYEES 1964

Sources	Preferences						Per cent*
	1	2	3	4	5	6	
Personal application	129	25	4	2	0	0	67
Employees and friends	26	37	14	3	2	0	13
Employment agencies	24	38	18	4	1	5	12
Newspaper advertising	9	23	13	1	3	3	5
Public schools	4	7	4	7	4	2	2
Business schools	2	5	5	6	3	3	1
Totals	194	135	58	23	13	13	100

* Based on first preference of the 194 business offices surveyed.

employees, emphasis in the curriculum at Christian County High School should be placed on students learning how to get along with fellow workers and their peers as well as superiors.

III. CLASSIFICATION OF OFFICE JOBS

The inquiry blank was constructed to allow the employers surveyed to indicate the number per office of full-time and part-time women and the full-time and part-time men office workers. This information was important to know in planning a high school curriculum since the trend toward more workers in an office requires more specialization of duties for employees. The fewer office employees in an office the greater the number of responsibilities each must be able to assume.

The purpose of securing information on the number of employees per office was to determine the need in business training at Christian County High School for general or specialized business training.

Number of Job Opportunities Studied and Number of Employees Per Office

The number of office workers' positions studied in the office occupations survey included 509 full-time women's positions, 308 full-time men's positions, 40 part-time

women's positions, and 35 part-time men's positions. (See Table IV.) Seven inquiry forms did not indicate the number of job opportunities and nine inquiry forms indicated only part-time job opportunities.

In Clarksville, Tennessee, in 1953, a survey[1] was made of 180 business offices. This survey indicated that 103 offices employed only one worker in comparison with only eleven offices employing five or more workers. Approximately ten years later in Hopkinsville, Kentucky, which is only twenty-five miles from Clarksville, Tennessee, a survey indicated there were forty-six offices employing one worker in comparison to the 103 in Clarksville. Also there were forty offices in Hopkinsville, Kentucky, employing five or more workers in comparison to Clarksville having only eleven offices with five or more employees. (See Table V.)

This trend could indicate that the number of offices employing one worker per office is diminishing and offices with five or more office workers were increasing. A trend study would tend to verify or refute the above statement.

Thirty-six offices (20 per cent) employed two office workers; twenty-one offices (12 per cent) employed three office workers; thirteen offices (7 per cent) employed four

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[1] McKee, op. cit., p. 33.

TABLE IV

NUMBER OF FULL-TIME AND PART-TIME OFFICE EMPLOYEES IN HOPKINSVILLE, KENTUCKY, BUSINESS OFFICES*
1964

	Full-time workers	Per cent full-time workers	Part-time workers	Per cent part-time workers
Women	509	62	40	53
Men	308	38	35	47
Totals	817	100	75	100

*Based on 178 business offices which reported.

TABLE V

A COMPARISON BETWEEN THE NUMBER OF EMPLOYEES PER OFFICE IN HOPKINSVILLE, KENTUCKY, IN 1964, AND IN CLARKSVILLE, TENNESSEE, IN 1953

Number employed in offices	Number of Hopkinsville offices	Per cent of Hopkinsville offices	Number of Clarksville offices	Per cent of Clarksville offices
One worker	46	26	103	60
Two workers	36	20	40	24
Three workers	21	12	14	8
Four workers	13	7	4	2
Five workers	22	12	-	-
Five or more workers	40	23	11	6
Totals	178	100	172	100

office workers; and twenty-two offices (12 per cent) employed five office workers.

An analysis of Table V indicated that the full-time jobs covered in this survey are predominantly for women; however, an equal opportunity for men and women in the part-time office jobs was indicated.

Recommendations. Since the number of business offices surveyed ranked about even in offices employing one worker only and those employing more than five, emphasis should be made on teaching specialization in business as well as general abilities required in small offices. However, as indicated by the comparison with the Clarksville, Tennessee, survey, the trend seemed to be toward larger offices. Because of this, more emphasis should be placed on specialization than has been in the past.

Since more job opportunities were available for full-time women than men, emphasis in counseling by the guidance counselors as well as the business teachers should be placed on getting girls to take business courses. However, there should be some emphasis to get both boys and girls to take business courses because of the number of part-time jobs available for both.

Minimum and Maximum Salaries

Another of the objectives of this survey was to secure

information concerning the minimum and maximum salaries in the different office occupations. Fifty-one employers (26 per cent) of the 194 employers did not answer the question regarding minimum salaries. Ninety employers (46 per cent) did not answer the question referring to maximum salaries.

The large percentage of employers who failed to answer questions referring to the minimum and maximum salaries paid their employees could indicate that these employers considered this information as confidential. Two employers of the group, who did not answer, made the following notation on his inquiry form: no maximum, depends on worker's ability; the other said that maximum depends on worker's individual merit and initiative.

Clerical (general office work). (See Tables VI and VII.) Beginning minimum salaries for clerical workers ranged from $20-$29 weekly to $80-$89 weekly. Maximum salaries paid to clerical employees ranged from $30-$39 to $110-and above. The average minimum beginning salary was $54.38 weekly, and the average maximum salary was $66.44 weekly. More job opportunities were available in the classification of clerical workers than in any of the other classifications studied.

Stenographic (dictation and transcription). Beginning minimum salaries for this catagory ranged from $30-$39 weekly to $70-$79 weekly. Maximum salaries for stenographic employees

TABLE VI

MINIMUM SALARIES REPORTED BY 143 HOPKINSVILLE, KENTUCKY, BUSINESSMEN FOR FULL-TIME EMPLOYEES 1964

Weekly salary	Clerical	Stenographer	Bookkeeper	Saleswork & bookkeeper	Bookkeeper & stenographer
$20-29	2	0	0	0	0
30-39	7	2	2	3	0
40-49	40	14	11	8	1
50-59	195*	26*	75*	12*	41*
60-69	41	8	15	5	10*
70-79	2	2	11	2	3
80-89	1	0	2	0	1
90-99	0	0	1	0	0
100-110	0	0	0	0	9
Total jobs available	288	52	117	30	65
*Average salary	$54.38	$53.35	$57.22	$52.83	$64.19

TABLE VII

MAXIMUM SALARIES REPORTED BY 104 HOPKINSVILLE, KENTUCKY, BUSINESSMEN FOR FULL-TIME EMPLOYEES 1964

Weekly salary	Clerical	Stenographer	Bookkeeper	Saleswork & bookkeeper	Bookkeeper & stenographer
$30-39	4	0	0	2	0
40-49	1	2	2	8	2
50-59	35	3	9	7	1
60-69	27*	5	18	11	2
70-79	28	8	37*	2*	4*
80-89	9	7	19	17	12
90-99	4	17*	6	1	3
100-110	2	50	7	10	3
110-and above	1	0	1	3	0
Total jobs available	111	92	99	61	27
*Average salary	$66.44	$93.41	$78.30	$74.93	$80.79

ranged from $40-$49 to $100-$110 weekly. The average beginning salary was $53.35 weekly, and the average maximum salary was $93.41 weekly. The classification, stenographer, received the highest average maximum salary of all the job opportunities studied.

Bookkeeping. Beginning minimum salaries for bookkeepers ranged from $30-$39 to $90-$99 weekly. Maximum weekly salaries ranged from $40-$49 to $110-and above. The average minimum weekly salary for bookkeepers was $57.22, and the average maximum salary was $78.30. Bookkeepers ranked second in number of job opportunities among those studied.

Saleswork and bookkeeping combined. The largest number of employees were listed in the range of $50-$59 minimum weekly salary. The minimum salary range was from $30-$39 to $70-$79 weekly, with the average beginning salary of $52.83 weekly. The maximum weekly salary paid for saleswork and bookkeeping combined ranged from $30-$39 to $110-and above. The average maximum weekly salary was $74.93.

Bookkeeper and stenographer combined. The minimum weekly range of salaries for bookkeeper and stenographer combined was from $40-$49 to $100-$110, and the maximum salary range was from $40-$49 to $100-$110. The average minimum

salary was $64.19, and the maximum average salary was $80.79 for bookkeeper and stenographer combined. The catagory, bookkeeper and stenographer combined, ranked second in the highest average salary paid.

Based on the data received from the employers who answered the question concerning minimum beginning and maximum salaries, the findings revealed that: (1) more jobs were available in the catagory, clerical workers, (2) bookkeepers ranked second in number of job opportunities, (3) stenographers received the highest average maximum salary of all the job opportunities studied, (4) bookkeeper and stenographer combined received the second highest average maximum salary.

Recommendations. Since more jobs were available in the catagories, clerical workers and bookkeepers, than in any other studied, emphasis should be placed on counseling students to consider these job opportunities and training for this type of work should be stressed more than in the past.

On the basis of the findings in this part of the study which revealed that higher salaries were paid to stenographers and bookkeeper-stenographers combined, the business teachers and guidance courselors at Christian County High School should be aided to better stimulate the students in securing proficiency in the skills of stenography and bookkeeping.

Minimum Training Preferred by Employers

In order to determine the minimum amount of training which employers preferred their employees to have, the employers were asked to check whether they preferred the minimum to be a high school or college graduate for clerical, stenographic, and bookkeeping work. (See Table VIII.)

Of the 159 employers who answered the question, 106 (67 per cent) indicated that they preferred a minimum of high school training for clerical workers, 63 employers (40 per cent) indicated a minimum of high school training for stenographic workers, 82 employers (52 per cent) indicated a minimum of high school training for bookkeepers. Twelve employers (7 per cent) preferred college graduates, one employer preferred his employees to have at least two years of college training, and one employer preferred at least one year of college training for clerical workers. Nineteen employers (12 per cent) indicated that they preferred their stenographic workers to be college graduates and one employer indicated he preferred at least two years of college training for his stenographic workers. Thirty-one employers (20 per cent) preferred their bookkeepers to be college graduates. One employer indicated a minimum of two years of college work for his bookkeeping employees.

TABLE VIII

MINIMUM TRAINING PREFERRED BY 159 HOPKINSVILLE, KENTUCKY, EMPLOYERS FOR OFFICE EMPLOYEES 1964

Minimum training	Clerical		Stenographic		Bookkeeping	
	Number*	Per cent	Number*	Per cent	Number*	Per cent
High school	106	67	63	40	82	52
College	12	7	19	12	32	20

*Indicates the number of employers' preferences.

Recommendations. Based on the information received from the question concerning the minimum training preferred by employers, indications are that in most offices high school training is sufficient, although more employers preferred college graduates for bookkeeping positions than for clerical or stenographic positions. This information should be of importance to the business teachers and guidance counselor at Christian County High School in encouraging the students in bookkeeping to seek further education after high school.

Number of Present Employees who are High School Graduates

At least a high school graduate was employed in 781 (96 per cent) of the 817 full-time office positions studied in this survey. This information was received from 167 employers. Only two employers indicated that none of their employees were high school graduates.

Recommendations. Based on the information that in 96 per cent of the office positions, employees are high school graduates, the Christian County High School faculty, guidance counselors, and administration could be aided in presenting concrete facts to students who might become drop-outs.

Employment of Christian County High School Graduates

Thirty-two employers (20 per cent) who answered the

question concerning the employment of Christian County High School graduates indicated that they employed forty (5 per cent) Christian County High School graduates at the present time. None was given as the answer by 121 employers in answering the question. Thirty-nine employers did not answer the question; two employers gave the answer as unknown. If the number of job opportunities from employers who did not answer the question or answered unknown were totaled and added to the ones who definitely stated that they had employees who were Christian County High School graduates, the number would only be 226, or 28 per cent of the 817 total job opportunities covered in this study.

From the researcher's personal knowledge, many of the employers who were surveyed did not take into consideration the fact that Christian County High School had been a consolidated high school for only five years. Prior to that time the smaller rural high schools were teaching business subjects. Perhaps this could account for the fact that so few listed employees as graduates of Christian County High School.

Recommendations. Since the findings of this survey revealed that only 40 (5 per cent) of the job opportunities studied in Hopkinsville, Kentucky, were filled by graduates of Christian County High School, the updating of the business

education department at Christian County High School could be needed.

Since Christian County High School had been in existence only five years, a further study was recommended with the objective of finding the number of office employees who were graduates of the small rural high schools which were later consolidated into Christian County High School. A further recommendation is made that this study include the number of employees who were graduates of Hopkinsville High School and those who were wives of service personnel who were not local graduates.

IV. KINDS, NUMBER, AND TRADE NAMES OF OFFICE MACHINES USED

At the request of the Christian County High School Principal and because of a special interest by the business education teachers, a question was included in the questionnaire to the employers of Hopkinsville, Kentucky, which asked for the number of machines used in offices, the kinds and the trade names.

Fourteen employers of the 194 surveyed did not answer the question concerning office machines. Forty-two employers did not indicate the trade name of the machines used in their offices. This explains the listing of unnamed brands at the bottom of each list of machines used. (See Table IX.)

TABLE IX

THE KINDS, NUMBER, AND TRADE NAMES OF OFFICE MACHINES USED IN HOPKINSVILLE, KENTUCKY, BUSINESS OFFICES 1964

Addressographs

Addressograph-Multigraph	13
Elliott	2
Master Addresser	1
Total	16

Adding machines

Burroughs	153
Victor	49
Underwood-Olivetti	32
Remington-Rand	24
National Cash Register	17
R. C. Allen	7
Smith-Corona	4
Clary	4
Monroe	3
Royal	1
Totalia	1
Addox	1
Unnamed brands*	114
Total	410

Bookkeeping machines

Burroughs	16
National	13
Underwood	3
Monroe	2
IBM	1
Unnamed brands*	7
Total	42

Calculators

Friden	21
Marchant	18
Burroughs	13
Victor	12
Monroe	7
Olivetti	6
Remington Rand	2
Unnamed brands*	14
Total	93

Cash registers

National	38
R. C. Allen	5
Burroughs	4
Moore	2
Sweda	2
McCasky	1
Unnamed brands*	18
Total	70

Check-writers

Paymaster	13
Todd	12
F & E	3
Protectograph	2
Excel Hedman	2
Speedrite	2
Burroughs	2
Unnamed brands*	26
Total	62

TABLE IX (Continued)

Dictaphones

Edison	4
Soundscriber	3
Gray Key Noter	2
IBM	1
Webster	1
Norelco	1
Victor	1
Continental	1
Comptometer	1
Unnamed brands*	11
Total	26

Duplicators and Photo-Copy machines

A. B. Dick	11
Verifax	3
Speed-O-Print	4
Thermo-Fax	4
Multigraph	4
Gestetner	2
Rex Rotary	2
Ditto	1
Smith Corona	1
Old Town	1
Wolber-Copy-Rite	1
Conqueror	1
Standard Rocket	1
Kodak	1
Multilith	1
Print-O-Matic	1
Unnamed brands*	21
Total	60

Mimeoscopes

Rex Rotary	2
Speed-O-Print	1
Unnamed brands*	2
Total	5

Typewriters

Standard:	
Royal	144
Underwood	128
Smith Corona	21
Remington	9
Unnamed brands*	92
Total	394
Electric:	
IBM	42
Royal	16
Remington	2
Smith Corona	1
Unnamed brands*	11
Total	72

Other machines listed but not asked for on survey list

Offset printer	1
Validator-Burroughs	2
Postage meter	1
Flexo-writer-Friden	1

* Trade names not indicated by businessmen reporting.

A total of 466 typewriters was listed with 394 of these being standard typewriters and 72 (15 per cent) electric typewriters. In addition to standard and electric typewriters, fourteen other kinds of machines were listed by employers. They were: 410 adding machines, 93 calculators, 70 cash registers, 62 checkwriters, 42 bookkeeping machines, 60 duplicators and photo-copy machines, 26 dictaphones, 16 addressographs, 5 mimeoscopes, 2 validators, and 1 each of a postage meter, an off-set printer, and a flexo-writer.

For each kind of machine shown on the questionnaire as being used in the Hopkinsville business offices a variety of brands was indicated.

Recommendations. On the basis of so many different brands being used in the Hopkinsville offices, no one particular brand was recommended over another for use in teaching at Christian County High School.

Since 15 per cent of all typewriters used in Hopkinsville business offices were electric, some training should be given to typewriting students on electric typewriters to equip the students properly for employment in the Hopkinsville business offices.

The knowledge of what kind of machines used in the Hopkinsville business offices could be beneficial in the

purchasing of equipment and adding an office machines course to the business education curriculum of Christian County High School.

V. EFFECTS OF EXPANSION AND AUTOMATION

To determine the possible number of new job opportunities in the different office occupations, employers were asked to anticipate expansion of their businesses which would require more workers.

Twenty-five employers did not answer the question. Of the 179 employers who answered the question, 91 employers (51 per cent) anticipated an expansion in their business which would require additional workers. Of the 91 employers who anticipated a need for additional workers because of expansion, 15 employers (8 per cent) did not indicate how many. The 76 employers who did answer indicated an expected need of 126 additional office workers because of expansion of businesses.

No attempt was made to study the turnover in office positions. Since the amount of turnover and new jobs in the future will determine future job opportunities, the only source of information is the number of new jobs. The anticipated number of new jobs was 15 per cent of the total jobs (817) included in the survey.

Recommendations. Since the amount of turnover and new jobs will determine future job opportunities, no recommendation could be made because of lack of information on turnover in jobs. However, from current readings, the indications are that there will be a greater increase in graduates than there will be in expansion of job opportunities. Therefore, students should be advised of the possibility of greater competition for the available jobs.

VI. SKILLS, TRAINING, AND QUALITIES OF PERSONALITY TRAITS

Readings in current literature stresses the importance of training students in personal traits in business employees. Because of this and a genuine desire of the business teachers and administrators of Christian County High School to help develop the students' skills, personality, and character, one of the objectives of this study was to determine the requirements of the Hopkinsville employers for high school graduates to become effective office employees.

Important Personality Traits of Employees

The employers were asked in the inquiry blank to rank certain personal traits of employees in the order of their importance. Ninety-seven employers (50 per cent) did not list the information as requested. Nine employers did not answer the question at all; thirteen just made the statement that all traits listed were important; nineteen employers just placed a check by

the traits they considered; 56 listed only the first five or less traits they considered important. The ninety-seven employers who did complete the question fully ranked the personal traits in this order of importance: honesty, accuracy, intelligence, dependability, loyalty, efficiency, initiative, pleasing personality, courtesy, neatness, and good health. (See Table X.) Three employers added ability to get along with other employees, good telephone voice and good manners, and willingness to work as additional desirable personal traits.

Recommendations. Based on the information received from ninety-seven Hopkinsville employers that honesty, accuracy, and intelligence were ranked as the three most important traits for employees to possess, the entire Christian County High School faculty as well as the administration and guidance counselor should stress the importance of developing these characteristics in the students.

Most Prevalent Negative Characteristics of Employees

Employers were asked to check the negative characteristics found in employees. Negative characteristics listed on the inquiry form for employers to check were: disloyalty, lazy, lacks responsibility, uncooperative, poor personality, unable to get along with others, lacks initiative, careless in appearance, talks too much, and discourteous.

TABLE X

IMPORTANT PERSONALITY TRAITS OF EMPLOYEES REPORTED BY NINETY-SEVEN HOPKINSVILLE, KENTUCKY, EMPLOYERS 1964

Personality traits	Rank*							
	1	2	3	4	5	6	7	8
Honesty	65	21	12	11	10	4	3	3
Accuracy	34	18	13	13	11	8	2	7
Intelligence	28	14	11	11	14	10	9	8
Dependability	27	28	31	18	9	4	5	2
Loyalty	21	14	9	13	9	10	6	10
Efficiency	20	24	22	14	12	5	10	7
Initiative	19	14	12	11	7	11	8	8
Pleasing Personality	13	10	8	6	8	8	8	11
Courtesy	12	18	7	13	11	14	10	6
Neatness	7	9	0	6	6	9	13	3
Good Health	5	9	0	3	4	6	9	8

*Personality traits were listed in this table according to number of times checked in rank one of importance by employers.

Forty-seven employers did not answer the question of negative personal characteristics found in employees. Of the 147 employers who did answer the question concerning negative personal characteristics, four employers added the following negative traits to the list: inability to take corrective criticism without becoming sullen, dishonesty, employee does not have business interest at heart, and employee does not work or learn more about his job.

Lack of initiative was checked by more employers than any other negative personal trait. (See Table XI.) Ninety-five employers (65 per cent) checked lack of initiative. The other traits that were checked by employers were as follows: lack of responsibility by eighty-eight (60 per cent), talks too much by sixty-two employers (42 per cent), lazy by fifty-six employers (38 per cent), poor personality by thirty-five employers (24 per cent), careless in appearance by thirty-three employers (22 per cent), and the traits of disloyalty, uncooperativeness, discourtesy, and inability to get along with others were each checked twenty-five times (17 per cent) by the 147 employers.

Recommendations. Since the information revealed in the survey that the three negative traits found most often in office employees were lack of initiative, lack of responsibility, and talking too much, emphasis in all areas of the school and

TABLE XI

MOST PREVALENT NEGATIVE PERSONALITY TRAITS OF OFFICE EMPLOYEES REPORTED BY 147 HOPKINSVILLE, KENTUCKY, EMPLOYERS 1964

Negative personality Trait	Per cent of responses	Number of responses
Lacks initiative	65	95
Lacks responsibility	60	88
Talks too much	42	62
Lazy	38	56
Poor personality	24	35
Carelessness in appearance	22	33
Disloyal	17	25
Uncooperative	17	25
Discourteous	17	25
Unable to get along with others	17	25

NOTE: The negative personality traits were listed in order of largest per cent of employers who checked the trait.

community activities should be placed on developing initiative, responsibility, and more business-like attitudes for all students, but especially for those who are being trained to become immediately employable.

Training Weaknesses of High School Graduates

Employers were asked to rank the following weaknesses of training in high school graduates: arithmetic, bookkeeping, general business information, machine operations, penmanship, shorthand speed, spelling, oral and written English (See Table XII.)

Eleven employers did not answer the question concerning weaknesses of training for high school graduates. Of the 183 employers who did rate this question, spelling was rated as the number one training weakness with arithmetic, general business information, penmanship, oral and written English, shorthand speed, and bookkeeping in that order.

Recommendations. The weakness of spelling indicated as the number one weakness of business students should serve as a guideline to English teachers as well as business teachers to stress more spelling in the total curriculum than was being stressed. Arithmetic and penmanship sould also be emphasized more than at present by all departments.

TABLE XII

TRAINING WEAKNESSES OF HIGH SCHOOL GRADUATES FOR OFFICE OCCUPATIONS REPORTED BY 183 HOPKINSVILLE, KENTUCKY, EMPLOYERS, 1964

Training weaknesses	Rank*				
	1	2	3	4	5
Spelling	49	24	16	11	3
Arithmetic	30	20	9	12	13
General business information	26	15	11	5	7
Penmanship	23	24	16	9	1
Spoken English	14	19	13	11	10
Written English	11	19	22	8	7
Shorthand speed	7	5	7	5	2
Bookkeeping	3	15	3	3	6
Machine operations	5	4	4	4	2

*Training weaknesses were listed in this table according to the number of times chekced in rank one of importance by employers.

Business Subjects Every Prospective Office Employee Should Study

The question on the inquiry form concerning what business subjects boys and girls should study during high school was of special interest to employers. This interest was indicated by the fact that only nine employers of the 194 failed to answer the question.

The business subjects that employers checked which should be studied by boys were ranked in this order: salesmanship by thirty-three employers, general business information by twenty-eight employers, business law and business arithmetic each by twenty-seven employers, bookkeeping by twenty-three employers, spelling by twenty-one employers, business correspondence by nineteen employers, business English and typewriting each by sixteen employers, penmanship by thirteen employers, office machines by eleven employers, filing by seven employers, shorthand by five employers, and secretarial office practice by three employers. (See Table XIII.)

The business subjects that the 185 employers checked which should be studied by girls were ranked in the following order: shorthand first by fifty-eight employers, secretarial office practice and filing by forty-five employers, bookkeeping by thirty-four employers, typewriting by thirty-three employers, business arithmetic by twenty-six employers, business

TABLE XIII

BUSINESS SUBJECTS EVERY PROSPECTIVE OFFICE EMPLOYEE SHOULD STUDY AS INDICATED BY 185 EMPLOYERS, HOPKINSVILLE, KENTUCKY 1964

Boys		Girls	
Salesmanship	33	Shorthand	58
General Business Information	28	Secretarial Office Practice	45
Business Law	27	Filing	45
Business Arithmetic	27	Bookkeeping	34
Bookkeeping	23	Typewriting	33
Spelling	21	Business Arithmetic	26
Business Correspondence	19	Business Correspondence	25
Typewriting	16	Spelling	23
Business English	16	Office Machines	21
Penmanship	13	General Business Information	20
Office Machines	11	Business English	16
Filing	7	Penmanship	13
Shorthand	5	Business Law	7
Secretarial Office Practice	3	Salesmanship	6

Both Boys and Girls	
Bookkeeping	95
Typewriting	93
Spelling	90
General Business Information	85
Business Arithmetic	81
Business Correspondence	76
Business English	73
Penmanship	56
Business Filing	44
Office Machines	43
Salesmanship	35
Business Law	30
Secretarial Office Practice	14
Shorthand	14

correspondence by twenty-five employers, spelling by twenty-three employers, office machines by twenty-one employers, general business information by twenty employers, business English by sixteen employers, penmanship by thirteen employers, business law by seven employers, and salesmanship by six employers.

The employers checked the subjects which they indicated should be studied by both boys and girls in the following order of importance: bookkeeping, typewriting, spelling, general business information, business arithmetic, business correspondence, business English, penmanship, business filing, office machines, salesmanship, business law, secretarial office practice, and shorthand.

Recommendations. Hopkinsville, Kentucky, employers checked shorthand on the inquiry form as the subject they believed girls should study as their first choice, salesmanship was checked as the first choice for boys to study, and bookkeeping was checked as the first choice for both boys and girls to study. Because of this information from the businessmen, the business education teachers at Christian County High School should stress shorthand for girls, salesmanship for boys, and bookkeeping for both boys and girls as skills needed to aid students in preparation for employment in office occupations.

VII. EMPLOYERS COMMENTS AND SUGGESTIONS

In preparation of the inquiry form concerning requirements for office workers a space was provided for the employers to criticize the business education curriculum at Christian County High School and to suggest changes which the employers believed would result in better trained office workers.

Ninety-three (48 per cent) of the employers made comments. Of the ninety-three comments by employers, thirty-six indicated they had not had enough experiences with Christian County High School graduates to criticize the attitudes and skills. (See Table XIV.)

Favorable comments (quoted as follows) were made by thirteen employers.

1. I praise you for working at such a worthwhile survey.
2. This is an interesting and comprehensive occupation survey.
3. I find most Christian County High School boys and girls well trained, well mannered, and anxious to please.
4. I would like to commend you on your originality in making such a needed survey.
5. I have heard many complimentary remarks concerning Christian County High School business education.
6. I am well pleased with the girl I have employed from Christian County High School.
7. Christian County High School students generally do an excellent job.

TABLE XIV

SUMMARY OF HOPKINSVILLE, KENTUCKY, EMPLOYERS' COMMENTS AND SUGGESTIONS 1964

Kinds of comments	Number of comments
Favorable comments concerning:	
Curriculum at Christian County High School	4
Survey of office employees' requirements	9
	13
Comments on skill weaknesses in:	
Written and oral English	8
Arithmetic	7
Spelling	5
Shorthand	2
Bookkeeping	1
Distributive education	1
Miscellaneous	1
	25
Comments on weaknesses in:	
Attitude and personal traits	19

8. I have no criticism, but you are to be congratulated on this survey effort! This most certainly is a step in the right direction.

9. I think the business education offered at Christian County High School is good.

10. Christian County High School business education is above average.

11. From past experience, schools in this locality are offering ample training for persons entering the business field.

12. I am sure that Christian County High School business education is comparable to other schools.

13. Since the consolidation of Christian County system, I believe the students are receiving better education, especially along the lines they will need when they finish school.

Criticisms and suggestions were made concerning weaknesses in training and personal traits by forty employers. The criticisms and suggestions made by employers did not apply to Christian County High School graduates exclusively but to any high school graduates with which the employers were familiar.

Criticisms of weaknesses of oral and written English (quoted as follows) were made by eight employers:

1. Weaknesses we notice most is in oral and written English.

2. High school graduates--woeful lack of knowledge of basic good English.

3. English--more study needed including speaking, writing, and literature.

4. All high schools should increase emphasis on oral English.

5. Our experience has been that penmanship and English are the ones needing more attention.

6. Not enough provision for practice in writing or composition--poor vocabulary--all need more emphasis.

7. Students have little ability to write and speak correctly.

8. The greatest weakness I have seen in recent graduates in both of our schools is English--spelling, oral, and written.

Criticisms of weaknesses in spelling (quoted as follows) were made by five employers.

1. More spelling for typewriting and general office work is needed.

2. Teach them penmanship and spelling.

3. Teach students to spell.

4. Increase emphasis on business correspondence to include spelling.

5. More study is needed on spelling.

Criticisms of weaknesses in arithmetic (quoted as follows) were made by seven employers.

1. In general, both sexes are weak in mathematics.

2. Stress in all commercial courses the profit system and how to figure differences between a mark-up on cost and per cent of profit on sales.

3. Teach students how to add sales tickets accurately.

4. The use of practical math is a great deficiency.

5. Arithmetic needs attention.

6. Young people today lack the ability to budget income and prepare for an emergency (financial) should it arise.

7. There seems to be a surprising lack of knowledge on everyday information, i.e., how to write a check or when a check is correctly drawn or endorsed, how to count change, ability to use a simple adding machine, how to receive a telephone call (business) various classes of postage, specific postal services offered, ordinary courtesy when dealing with a customer, how to keep a checking account balance, comparative shopping, essentials of various charge accounts, time buying, hidden interest charges, utility account billing, various forms of telegrams, forms of money orders, classes of rail or air travel tickets. A business course should certainly start after the "business of living" fundamentals are reasonably understood. How many seniors, boys or girls, could plan a budget such as might be useful in the early years of marriage? A glossary of business terms as: prepaid, postage paid, C.O.D., F.O.B., 10% E.O.M., back ordered and others. Since one out of three adults become involved in the "stock market" would it be amiss to teach some terminology such as sales, mortgage, binder, conditional sales contract, closing costs, bonds; certainly, real estate terms should be included.

Comments on weaknesses in shorthand (quoted as follows) were made by two businessmen.

1. More job openings would be available for young ladies if they could take dictation properly.

2. We find it impossible to hire a girl out of high school who can satisfactorily take shorthand.

One employer commented on bookkeeping weaknesses as quoted:

1. High school graduates should have bookkeeping and some business training, even if they are not going into business--now, every person needs it for his own records, etc.

One employer made the comment that more discipline was needed but did not indicate in what way.

Another employer indicated in his comments that a distributive education program for potential business students would give the students a chance to meet some of the problems of the future before they graduate from high school. The employer went into detail instructions on organization of the program of distributive education.

Weaknesses in personal traits (quoted as follows) were commented on by nineteen employers:

1. Too many of the young people are more interested in five o'clock and payday, than in their individual responsibility. It is difficult to make them realize that advancement depends on their own willingness to "put out" and that competence and industry are noticed.

2. The major problem we have with young people is their attitude toward our work as well as work in general. It seems the school system is not teaching them the value of money, how to use it, etc.

3. In most cases our dismissal of employees is due not to lack of training but attitude, dishonesty, and, in some cases, not knowing how to handle their own financial obligations.

4. Do the impossible--instill some initiative into the young people.

5. Students should be taught that they are selling their abilities and time to their employer and should be ready to do any job assigned.

6. Teach them that they have to work, that the opportunity to work is a privilege and that the world does not owe them anything--but they have to find where they fit.

7. Stress ability to meet the public with courtesy and patience.

8. The acceptance of responsibility is lacking in youth today.

9. Willingness to learn is primary; initiative, thoroughness, interest in the purpose of a business enterprise.

10. All graduates will benefit if you give an "extra" along with the mechanics that you teach--that "extra" being loyalty, willingness, and sincerity.

11. Be courteous to customers is what a student should be taught.

12. The biggest shortcoming of all employees is the ability to think for themselves. It seems to me, and I have heard it said so many times by business people, that employees are fine as long as you can show them in detail what must be done.

13. Should stress responsibility and initiative as being very important.

14. Our greatest criticism is the applicants' laxity in personal appearance.

15. High school graduates do not want to accept responsibility and have the initiative to do things on their own.

16. The person applying for a job needs to know how to apply, and this should include knowing what he can offer the company in the way of past training, experience, etc.

17. It is the desire or willingness to learn and work that makes a good employee. If teachers and parents could instill this desire in youth, it would help more than anything else.

18. We primarily look for initiative, loyalty, and such other traits that are usually inherent in a person. From the school we would look to see that the person had proficiency and neatness of appearance.

19. The most important thing to me is the employee being able to get along with and cooperate with other employees. I do not care how capable a person is,

if he creates problems with personnel he is not desirable and will last only a short time as an employee.

An analysis of the criticisms and suggestions for changes made by the employers in the office occupations survey of Hopkinsville, Kentucky, indicated that more employers were concerned with weaknesses of attitude and personal traits than lack of skills. Irene Place of the University of Michigan states:

> A problem in teaching human relations, then, is to find teachers who will work with the subject matter at every opportunity, who will build a desire in students to learn how to practice good human relations, and who will help students understand the importance and what it involves.[2]

Recommendations. Based on the concern of employers surveyed for the lack of proper attitude and personal traits of employees and the opinions of authorities in the field of business, teachers of business education, as well as other teachers in the schools, should continually work toward developing the attitudes of students in good human relations, along with skills and knowledges, if students become effective office workers. In preparing effective office workers, the local businessmen will be aided in securing good personnel and will help unemployment problems. This will help maintain and increase the present high standard of living in the Hopkinsville area.

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[2]Irene Place, "Desired Outcomes in the Developments of Human Relations Knowledges, Skills, and Attitudes," New Perspectives in Education for Business. (Washington, D. C.: National Education Association, 1963), pp. 215-217.

VIII. SUMMARY

The data analyzed from the study of the requirements of Hopkinsville employers for office workers' skills and personality traits revealed the following information:

1. The most job opportunities (54 per cent) were in sales and service offices.

2. Personal interview was the method most used by employers to obtain new employees.

3. More job opportunities were in clerical work than any other classification; stenographers received the highest maximum salary; bookkeepers were expected to seek more training after high school; ninety-six per cent of the employers surveyed required a minimum of a high school education for their employees.

4. More adding machines, typewriters, and calculators were in the Hopkinsville, Kentucky, business offices than any other machines.

5. The characteristics in employees considered most important were honesty, accuracy, and intelligence; the most prevalent negative personality traits were lack of initiative and lack of responsibility; the most prevalent training weakness was spelling and arithmetic.

Recommendations were made to the business department to train students in work for sales and service offices, proper interviewing techniques, and operations of adding machines, typewriters, and calculators. Special emphasis was also recommended for training clerical workers. Honesty, accuracy, initiative, and responsibility were personal traits that were recommended to be stressed by all departments of Christian County High School.

CHAPTER V

EVALUATION OF PRESENT COURSES AND PROPOSED CHANGES IN BUSINESS EDUCATION CURRICULUM OF CHRISTIAN COUNT HIGH SCHOOL

The purpose of this chapter was to evaluate courses presently offered and to recommend additional course to be added to the business education department and other departments at Christian County High School. The findings from the analysis of the Office Occupational Survey made in Hopkinsville, Kentucky, and standards and evaluations by authorities in the field of business education were used as a basis for the proposals and recommendations made for the business education curriculum at Christian County High School.

The authors of New Perspectives in Education for Business say:

> All persons who are concerned with education for business must periodically evaluate existing curricula and instructional procedures to make sure that they are in line with modern developments in technology and business practices. One of the best means of making this evaluation is to identify the desired outcomes of education for business--that is, what should be the results of education for business--and evaluate practices in terms of these outcomes.[1]

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[1]Doris H. Crank and Floyd L. Crank (ed.), New Perspectives in Education for Business (Washington, D. C.: National Business Education Association, 1963), p. 28.

A report on a survey conducted by the University of California, Los Angeles, in the 1962-63 school year included the following closing statements:

> About one-half of the schools in the UCLA Survey indicated that business curriculums were under study and that changes were being planned. This is encouraging news, particularily when one notes the wide variety of program changes under consideration. The recommendation is made that business educators in all schools give serious thought to course and program revision. Consideration should be given to shortening some courses, combining others, initiating new programs, rescheduling some courses to meet three and four periods each week, and relating business courses to those offered in other departments. Experimentation is the magic word of the day. The teacher of such old subjects as mathematics and science have recently applied the magic word to their subjects with interesting if not fantastic results. Application of the same word by business educators to their courses might bring about equally gratifying changes.[2]

The Bureau of Instructional Services of the Kentucky State Department of Education stipulated in a 1963 circular, Twelve Grade Program of Studies of Kentucky Schools,[3] that business education departments of comprehensive high schools must have four core units. These units may be selected from

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[2]S. J. Wanous, "An Evaluation of Curriculum Practices and Trends in Business Education," Recent and Projected Developments Affecting Business Education, National Business Education Yearbook (Washington, D. C.: National Business Education Association, 1964), p. 37.

[3]Kentucky Bureau of Instructional Services, Twelve Grade Program of Studies of Kentucky Schools: 1963. Circular Number 3.

the following courses: Typewriting, Bookkeeping I, Bookkeeping II, Secretarial Office Practice, Shorthand I, Shorthand II, Distributive Education, one-half unit each of Salesmanship, Commercial Law, Business English, Consumer Economics, Business Economics, Business Arithmetic, Economic Georgraphy, and Advanced Business Practice.

Since six and one-half units were presently being offered in the business education department at Christian County High School, the requirements by the State Department for number of units were being adequately met. The writer was of the opinion that any changes made should be in presently offered courses, or in discontinuing certain courses now offered or to be replaced by more beneficial courses which would meet the needs of the students and the local business offices.

The courses offered at Christian County High School in the business education department were: Typewriting I, Bookkeeping I, Shorthand I, Secretarial Office Practice, Clerical Office Practice, Economics (½ unit), Business Law (½ unit), and Salesmanship (½ unit).

Analysis of the survey of the 194 business offices in Hopkinsville, Kentucky, indicated that 54 per cent of the office positions were in the catagory of sales and services such as dry cleaning, laundry, retail, advertising, and repair. (See Table II, page 44.)

The second largest catagory accounted for 9 per cent of the office positions which were in the professional offices such as doctors, lawyers, and accountants.

The large number of offices in the catagories just mentioned could become guidelines for business teachers to stress terminology and problem-solving that are necessary in those situations which employees would encounter in offices that are professional or deal with sales and services.

I. CHANGES IN COURSES PRESENTLY OFFERED

The specific courses presently offered in the business education curriculum at Christian County High School that could meet the needs with proposed changes in the sales and service as well as professional offices were: bookkeeping, typewriting, salesmanship, secretarial office practice, commercial law, and business economics.

Business Economics

The Kentucky State Department of Education allows the business education department to choose from one to three economic courses; economic geography, consumer economics, and business economics.

In the light of the findings from the Office Occupations Survey of Hopkinsville, Kentucky, from opinions of authorities in the field of economics, and from the number of courses in economics

allowed by the Kentucky State Department of Education, the writer was of the opinion that more time should be devoted in the school curricula to development of economic understandings. In particular: (1) that whenever feasible, students take a course in business economics, (2) that all students majoring in business be required to take a course in business economics, and (3) that development of economic understandings be emphasized throughout the entire school curricula. This economic understanding should emphasize rational ways of thinking about economic problems, as well as knowledge of fundamental economic institutions and concepts for analyzing economic issues.

The findings in the survey which prompted the belief of the writer that more time be allotted to economics in the Christian County High School curricula were as follows: (1) the fact that the businessmen surveyed listed lack of responsibility and lack of initiative as the most prevalent negative personal characteristic of their employees, and (2) many businessmen made personal comments concerning rational ways of thinking about economic concepts. An example of one personal comment expressed by an employer was that, in most cases, dismissal of employees was not because of lack of training but attitude and not knowing how to handle their own financial obligations. Another comment made was to teach them that they have to work, that the opportunity to work is a privilege.

Concern for the economic literacy of every citizen in the United States is evidenced by the growing number of studies in the field of economics. A report by the National Task Force on Economic Education states:

> Economic understanding is essential if we are to meet our responsibility as citizens and as participants in a basically private enterprise economy. . . we face economic problems at every turn in our day-to-day private affairs.[4]

The recommendation of the National Task Force on Economic Education further states that all business education curricula include a required course in economics.[5]

Since a large percentage of young people obtain little or no formal schooling beyond high school, it seems evident that an expected outcome of education for business on the high school level is the development of economic literacy.

Secretarial Office Practice

In consultation with the Kentucky State Supervisor, The Christian County High School Curriculum Supervisor, and the Guidance Counselor, and in the light of the findings of

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[4]Committee for Economic Development, Economic Education in the Schools. Report of the National Task Force on Economic Education. (New York: the Committee, 1961), p. 7.

[5]Ibid., p. 70.

the survey, an evaluation was made of Clerical Office Practice and Secretarial Office Practice and the following proposed changes were made: (1) that Clerical Office Practice be dropped from the business curriculum and Shorthand II be added, (2) the content of the course, Secretarial Office Practice, should emphasize certain skills as filing, general business information, operations of simple machines such as mimeograph and fluid duplicators, and certain personal traits as ethics in business, proper dress, interviewing techniques, honesty, and ability to get along with peers as well as superiors.

Shorthand II

The recommendation to add Shorthand II was based on the fact that approximately 31 per cent of the businessmen in the survey listed shorthand as the subject that every prospective girl office worker should study. The consensus of opinion of the business education faculty and the guidance counselor was that for most workers to be efficient in shorthand at least two years of study in shorthand was needed.

Bookkeeping, Typewriting, Commercial Law, and Salesmanship

The needs for more accuracy, knowledge of writing checks, balancing checking accounts, figuring interest rates, and other skills which were listed as needs for efficient employees by

the businessmen could be met by greater emphasis on these traits in bookkeeping, typewriting, commercial law, and salesmanship.

II. ADDITIONAL COURSES RECOMMENDED

Business English

To implement the business education program to meet the needs of the students, business English for grade twelve was recommended. In business English the students could become familiar with the terse writing used in professional offices and improve oral and written English and spelling which were listed as weaknesses by the employers surveyed. This assumption was strengthened by the number of employers who made personal comments on weaknesses of spelling, oral and written English. Carmichael, Emeritus Professor of Business Education at Ball State Teachers College, believes:

> The ability to express ideas in writing and in speaking heads the list of requirements for success. An individual's effectiveness as a business worker depends upon his ability to reach others through the written or spoken word; and the farther away his job is from manual work, or the larger the organization of which he is an employee, the more important it is that he knows how to convey his thoughts in writing and speaking.[6]

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[6] Vernal H. Carmichael, "Outcomes in the Refinement of Oral and Written Communication Skills," New Perspectives in Education for Business (Washington, D. C.: National Business Education Association, 1963), p. 183.

Carmichael further states that, at every turn, a person is judged by the quality of his written expression. He emphasized that employers put a premium upon accuracy in written expression, because accuracy makes for ease of interpretation.

The writer is of the opinion that business English should be taught in the business education department by business education teachers because of the background of business knowledge necessary to stress businessmen's needs in the area of business terminology and the terse writing composition used by businessmen.

Business Arithmetic

The vocational competency of business students could be strengthened by offering business arithmetic for tenth grade students. Employers who were surveyed in Hopkinsville, Kentucky, stressed that arithmetic was found to be a weakness in training of employees during high school. Furthermore, a number of the businessmen felt arithmetic weakness was prevalent enough to make personal comments concerning it.

Joseph Gruber, member of the Board of Education, New York City Public Schools, said:

> The need for the refinement, and further development, of computational knowledges and skills is readily apparent when we consider that business arithmetic can and should serve a three-fold purpose: (1) to meet the personal and consumer needs of the student, (2) to further

vocational preparation for a business job, and (3) to serve as a background for other business subjects.[7]

Distributive Education

Since more than one-half of the offices surveyed in Hopkinsville, Kentucky, were sales and service offices, a course in distributive education could be beneficial to students enrolled, industries involved, and to the community served. The United States Department of Labor estimates that distributive occupations account for about one-fifth of the labor force.

One employer, who was surveyed, stated that distributive education was so important that he wanted to include a detailed outline on his inquiry form of what the distributive course should include.

The purposes of a course in distributive education set forth by the United States Office of Education bulletin were:

> (1) to offer instruction in distribution, (2) to aid in improving the techniques of distribution, and (3) to develop an understanding of the wide range of social and economic responsibilities which accompany the right to engage in distribution in a free competitive society.[8]

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[7] Joseph Gruber, "Outcomes in the Refinement of Computational Knowledges and Skills," New Perspectives in Education for Business, National Business Education Yearbook (Washington, D. C.: National Business Education Association, 1963), p. 170.

[8] United States Department of Health, Education, and Welfare, Office of Education, A Study of Curriculum Development in the High School Cooperative Program. OE-82000. Vocational Division Bulletin No. 281 (Washington, D. C.: Government Printing Office, 1960), p. 22.

The significance of the distributive education is recognized in a Guide for Distributive Education which states:

> . . .Millions of people are employed in retail and allied businesses; retail business in the United States yearly amounts to billions of dollars; and that distribution is a fast-changing, keen, competitive field covering all levels of responsibility.[9]

III. SUMMARY OF EVALUATION AND PROPOSED CHANGES

A summary of the recommended changes or additions to courses in the curricula of Christian County High School based on findings from the Survey, readings from authorities in the field of business, and requirements of the Kentucky State Department of Education were:

1. Specific courses now offered which could meet the needs of students and businessmen as revealed by the Survey were typewriting, salesmanship, secretarial office practice, commercial law, bookkeeping, shorthand, and business economics.

2. Clerical office practice should be dropped and shorthand II added to the business education curriculum.

3. Three other new courses could implement the curriculum. The new courses were business English, business

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[9]Kentucky State Department of Education, Bureau of Vocational Education, Division of Trade and Industrial and Distributive Education, A Guide for Distributive Education (Frankfort, Kentucky, 1964), p. 1.

arithmetic, and distributive education.

4. The additional course in Business English should include both written and oral English, as well as spelling, and especially strong emphasis on professional vocabulary.

5. The Business English course should be taught in the business department by business education teachers because of the need of a background of business knowledge by the instructor.

Information presented in this chapter was for the purpose of evaluating the presently offered courses in the business education department of Christian County High School and to recommend additional courses. This information was based on: (1) findings of the survey, (2) studies of opinions of authorities in the field of business education, and (3) requirements by the Kentucky State Department of Education.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary, important conclusions, and recommendations which became evident from the study of the office occupations survey in Hopkinsville, Kentucky.

I. SUMMARY

This study was to survey a sample of the business offices of Hopkinsville, Kentucky, to secure certain information that could be used (1) to implement an effective and functional business program at Christian County High School, (2) to aid the local businessmen, as well as the students, in identifying employable skills and attitudes in Christian County High School students, and (3) to create an awareness in the minds of the local citizens of the importance of the business education department of Christian County High School.

An intensive study was made of related literature for the purpose of ascertaining the best methods to be used and to learn what had been done by other researchers.

The method of the study was to utilize an inquiry form. The inquiry form was mailed to three hundred businessmen in Hopkinsville, Kentucky. No attempt was made to include in the survey the surrounding area that may draw personnel from

Christian County High School. One hundred and ninety-four businessmen (67 per cent) completed and returned the inquiry form which became the basis of this study.

Local radio stations, newspapers, and civic clubs provided needed publicity for the survey. From this publicity interest prompted questions from local citizens concerning the outcome of the survey involved in this study.

A study of the local community was made to portray the area served by Christian County High School and to present a picture of the people, history, economy, and cultural background of Christian County High School.

The content of the business education curriculum with the general and specific objectives and the general and specific outcomes were outlines because consensus of opinion from research was that no changes of a curriculum should be made until the present curriculum was studied.

The analyses and results of the office requirements and attitude survey were depicted in thirteen tables. These tables included: (1) types of businesses employing office personnel, (2) methods of obtaining new employees, (3) total number of full-time and part-time employees, (4) a comparison between the number of employees per office in Hopkinsville, Kentucky, in 1964, and Clarksville, Tennessee, in 1953, (5) minimum salaries for full-time employees, (6) maximum salaries

for full-time employees, (7) minimum training preferred by Hopkinsville employers, (8) the kinds, number, and trade names of office machines used in Hopkinsville, Kentucky, business offices, (9) important personality traits, (10) most prevalent negative personality traits of office employees, (11) training weaknesses of high school graduates for office occupations, (12) business subjects every prospective office employee should study, and (13) a summary of Hopkinsville employers' comments and suggestions.

From the tables included in the study, a clearer picture of the needs of the employers surveyed was gained and this information was applied to the study of the existing curriculum of the business education department of Christian County High School.

II. CONCLUSIONS

A careful analyses of all data used in this study revealed the following pertinent facts:

1. Business education programs must be based on standards of skills and attitudes set by agencies outside the school, as well as in the school, to meet the needs of the constant changes in business.

2. Ninety-one per cent of the graduates of Christian County High School took one or more business subjects; 29 per

cent of those taking business courses took typewriting only; the remaining 62 per cent took two or more business courses.

3. Fifty-one per cent of the business offices in Hopkinsville, Kentucky, were sales and service offices with 54 per cent of the job opportunities in this catagory; 12 per cent were professional offices with 9 per cent of the job opportunities in this catagory.

4. Sixty-seven per cent of the Hopkinsville businessmen surveyed preferred personal application for securing new employees; 13 per cent preferred recommendations of employees and friends.

5. The number of full-time office positions surveyed for women was 509; the full-time office positions for men were 308.

6. Twenty-six per cent of the offices surveyed employed one clerical worker; 23 per cent of the offices employed five or more employees per office.

7. More job opportunities were available in the catagory, clerical workers, in the range of $50.59, than in any other catagory studied; bookkeepers ranked second in number of job opportunities.

8. Stenographers received the highest average maximum weekly salary; bookkeeper and stenographer combined received the second highest average maximum weekly salary of all jobs studied.

9. Ninety-six per cent of the businessmen preferred high school graduation as the minimum training needed.

10. Of the employers surveyed more preferred college training for bookkeepers than for clerical or stenographic workers.

11. Only 5 per cent of the job opportunities were held by graduates of Christian County High School graduates.

12. Typewriters, adding machines, calculators, and check-writers were the machines listed as being owned in greater quantity than any other machines.

13. Fifteeen per cent of the typewriters in the business offices were electric typewriters.

14. Businessmen indicated a variety of brands for all machines being used in the business offices.

15. Employers anticipated a 15 per cent increase in job opportunities because of expansion and automation.

16. Employers indicated that honesty, accuracy, and intelligence were the three most important personal traits.

17. Employers indicated that lack of initiative, lack of responsibility, and talking too much were the three leading negative characteristics of their employees.

18. Spelling, arithmetic, and general business information were listed as the three leading training weaknesses of employees.

19. Of the employers surveyed, more indicated that boys should study salesmanship; girls should study shorthand; but that both boys and girls should study bookkeeping.

20. Of the employers surveyed, more were concerned with proper attitudes and personal traits than for any particular lack of skill.

21. Further research by the business education department of Christian County High School, additional courses added to the curriculum, and changes in presently offered courses was needed to identify and develop certain skills and attitudes which became evident from the survey.

III. RECOMMENDATIONS

On the basis of the findings in this survey, certain recommendations were made. The expected outcome of these recommendations was to meet the needs of the students at Christian County High School more adequately and to enable them to be better equipped for office occupations than students have been in the past. Meeting the students' needs will, in turn, meet the needs of the local businessmen and the community as a whole. The recommendations were as follows:

1. The business education department and the guidance department of Christian County High School should make provisions to counsel students to prepare themselves competently

to meet the changing needs of industry.

2. The high percentage of graduates who take business courses should indicate that importance should be placed on the content of the business courses to equip the students to become employable or to use the skills and attitudes to become good citizens.

3. Emphasis should be placed on training students in the business department of Christian County High School for jobs in offices of retail stores, businesses selling services, and professional offices.

4. The techniques of interviewing, using a business-like approach, and such personal traits as being prompt, looking neat and clean, and getting along with their peers as well as their superiors should be emphasized in the total curriculum; but especially these things should be emphasized in Secretarial Office Practice.

5. Since more job opportunities were available for full-time women than men, emphasis in counseling should be on interesting girls to take business courses. However, there should be some emphasis to get both boys and girls to take business courses.

6. Training for general abilities needed in small offices as well as specialization needed by workers in large offices should be stressed.

7. Emphasis should be placed on those learnings necessary to train clerical workers and bookkeepers.

8. The knowledge that stenographers received the highest average maximum weekly salary and that stenographer-bookkeeper combined ranked second should aid the business teachers and guidance counselor in stimulating the students to secure proficiency in the skills of stenography and bookkeeping.

9. All paths of encouragement possible should be used to help students stay in school until graduation.

10. Students in bookkeeping should be urged to seek further education after high school because of the requirements stressed by businessmen.

11. An additional survey should be made to find further information concerning the small number of job opportunities held by Christian County High School students.

12. Business students should become cognizant of the operation of typewriters (electric and manual), adding machines, calculators, and check-writers.

13. Since so many different brands of machines were in use in the local offices, no particular brand of machine was recommended for use in teaching.

14. Since the amount of turnover and new jobs will determine future job opportunities, no recommendation could be made because of lack of information on turnover in jobs. However,

from current readings, the indications are that there will be a greater increase in graduates than there will be in expansion of job opportunities. Therefore, students should be advised of the possibility of greater competition for the available jobs.

15. Honesty, accuracy, and development of the mind should be stressed by the entire faculty of Christian County High School as well as the administration and guidance department.

16. Stress in all areas of school and community activities should be placed on developing initiative, responsibility, and more business-like attitudes by all students, and especially for those who are being trained to become immediately employable.

17. Emphasis in training should be concentrated on spelling, arithmetic, and general business knowledge.

18. The teachers in the business education department should emphasize shorthand for girls, salesmanship for boys, and bookkeeping for both boys and girls as skills needed to aid students in preparation for employment in office occupations.

19. Attitudes that are required in business should be especially stressed in the business department; however, proper attitudes should be a point of major emphasis in all departments of the high school. Teachers should continually work toward developing the attitudes of students in good human relations if students are to take their proper places in our complex society.

20. Four new courses were recommended to be added to the business education curriculum at Christian Counth High School to meet the needs as indicated by this study. The courses were: (1) Shorthand II, (2) Business English, (3) Business Arithmetic, and (4) Distributive Education.

21. Clerical Office Practice which was presently offered at Christian County High School should be discontinued. Secretarial Office Practice should stress skills and personal habits which were identified as needs for employees in the Office Occupations Survey in Hopkinsville, Kentucky.

22. The researcher recommended: (1) an evaluation of the business education curriculum each year, (2) an office occupation and attitude survey to be made at least every five years to study the trend and to secure knowledge of the changing needs of the local businessmen, (3) a follow-up study of graduates of the Christian County High School to secure their opinions concerning the preparation received during high school, (4) a study of research on data processing, programming, and electronic equipment being used in the local community, and (5) a study of the correlation between attitudes and skills and knowledges.

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APPENDICES

Appendix A

Inquiry Form

OFFICE OCCUPATIONS SURVEY
Christian County High School

Name of Company _____

Name of person giving information _____

1. Indicate the type of office or business:
   ____Professional ____Sales or Service Other _____

2. 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 ____Newspaper advertising
   ____Business Schools ____Employment Agencies
   ____Employees or friends
   Do you check for references from high school records of your prospective employees _____

3. Indicate the number of office employees in your business at present:
   ____Full time Women ____Part time Women
   ____Full time Men ____Part time Men

4. Please indicate how many and brand of machines used in your office. Also indicate the number of girls and/or boys operating the machines.

How Many		Brand	Girls	Boys
	Adding machine			
	Standard typewriter			
	Electric typewriter			
	Fluid Duplicator			
	Mimeograph			
	Mimeoscope			
	Cash Register			
	Check writer			
	Dictaphone			
	Addressograph			
	Bookkeeping machine			
	Calculator			

5. Indicate the approximate minimum beginning weekly salary paid office personnel:
   ( )_____Clerical (general office work) ( )_____Bookkeeping
   ( )_____Stenographic (dictation and transcription) ( )_____Bookkeeping-Steno
   ( )_____Saleswork & bookkeeping combined
   Please indicate in bracket by each classification the No. in each group.

6. Indicate the approximate maximum salary paid office personnel:
   ( )_____Clerical ( )_____Bookkeeping
   ( )_____Stenographic ( )_____Bookkeeping-Steno
   ( )_____Saleswork & bookkeeping combined

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

	Clerical	Stenographic	Bookkeeping
High School graduate			
College Graduate			

8. How many of your office employees are graduates of a high school _____.
9. How many of your office employees are graduates of Christian County High School _____.
10. 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? _____
11. Do you anticipate a decrease in workers due to installation of automated equipment? No Yes How much of a decrease in workers?

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 trait next in importance, etc.

_____ Accuracy
_____ Courtesy
_____ Dependability
_____ Efficiency
_____ Good Health
_____ Initiative
_____ Honesty
_____ Intelligence
_____ Loyalty
_____ Neatness
_____ Pleasing personality
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 most prevalent, etc.

_____ Arithmetic
_____ Bookkeeping
_____ General Business information
_____ Machine operation
_____ Penmanship
_____ Shorthand speed
_____ Spelling
_____ Spoken English
_____ Written English

List Others: _____

Indicate negative personal characteristic which you may have found among employees.

_____ Disloyal
_____ Lazy
_____ Lacks responsbility
_____ Uncooperative
_____ Poor Personality
_____ Unable to get along with others
_____ Lacks initiative
_____ Careless in appearance
_____ Talks too much
_____ 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, or by both? Check six (6) or more.
Write the figure 1 in subject consider most important, 2 as next important, etc.

Subject	Boys only	Girls only	Both
Bookkeeping			
Business Arithmetic			
Business Correspondence			
Business English			
Business Law			
Filing			
General Business Information			
Office Machines			
Penmanship			
Salesmanship			
Secretarial Practice			
Shorthand			
Spelling			
Typewriting			
Other Business Subjects:			

In terms of your experience, criticize business education in Christian County 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.)

_____

_____

PLEASE RETURN TO Mrs. D. Cochran, Christian County High
Hopkinsville, Ky.

Appendix B

Cover Letter

CHRISTIAN COUNTY HIGH SCHOOL
I. FRED PORTER, PRINCIPAL
GLASS AVENUE
HOPKINSVILLE, KY.

February 10, 1964

FROM: Christian County High School Business Department

TO: All Local Businessmen of Hopkinsville, Kentucky

Our Business Education Program in the high school will be efficient only to the degree that it develops the skills required for the positions available in this vicinity. We earnestly desire our business curriculum to help our students meet the demands of local businessmen. Our graduates will be the future employees in the business establishments in this area; therefore, we would like to know exactly what those business establishments expect in prospective employees. With this information, we can revise our program, if necessary, to fit a student adequately for his future in business.

Would you help us to help our students by answering the enclosed survey as completely as you can? This survey has been constructed for your convenience. Most of the items are checklists so that you can merely check the items as you proceed. Although you may not employ any of our graduates, we shall appreciate your answers to the questions.

Your interest and cooperation will be of great value to the school. We shall appreciate your completing this survey at your earliest convenience and returning it to us in the enclosed stamped, self-addressed envelope.

Any and all information given to the school will be strictly confidential. The results of the survey will be tabulated in table form using only numbers.

Yours very truly,

CHRISTIAN COUNTY HIGH SCHOOL
Business Education Department

DMC
Enclosures (2)

Appendix C

Publicity Pictures and News Items

R.S.V.P. . . . The success of a survey to determine the employment needs of high school graduates in the field of office occupations will depend upon the information business men give to several hundred questionnaires being mailed by students of the business department of Christian County High School and their instructor. Information secured will be used in training students to fit the needs of the local employment market. Left to right are Ronnie Rager, Mrs. Ralph Cochran, instructor, Donna Francis, Sue Henderson and Linda K. Hancock.

By County High Unit

Business-Job Survey Begins

The commercial department at Christian County High School is conducting a research survey of local business opportunities.

Mrs. Ralph Cochran, instructor, said the mail survey is in connection with an evaluation and study of courses being offered at County High. This is the first time such a study has been undertaken here.

"It is hoped that it will ultimately help the businessmen of this vicinity by providing more personnel trained in the specific skills needed locally as well as being beneficial to the young people by better fitting them to obtain employment upon graduation," Mrs. Cochran said.

Businessmen will be receiving a questionnaire in the mail within a few days, the instructor explained. Their prompt attention in answering this form will be appreciated, she added.

THE
ROTARY RAMBLER
122

HOPKINSVILLE
District 671

ROTARY CLUB
Organized 1920

"Service Above Self"

Tuesday, February 4, 1964

Mr. Arnold Myers has the program today and is presenting Miss Millie Wood. The program is to be in two parts, a pantomime and a monologue. He promises a most interesting program.

We were extremely empressed with the appearence and program of Dr. Oswald last week. Obviously our state is headed for even better things in the educational line.

President Hammond advises that he is heart sick over the attendance record last week, and threatens to wear his red coat again if matters do not improve.

February -- Jack Haddock
March -- Bill Munday
April -- Ralph Cochran
May -- Howard Stone
June -- Frank Wiedmer

Please feel free to pass news on to these gentlemen even if it is state or risque.

BUSINESS RESEARCH SURVEY BEING MADE

A research survey of the local business opportunities is being made by the Commerical Department of Christian County High School in connection with an evaluation and study of courses being offered.

This is the first time such a study has been made here. It is hoped that it will ultimately help the business men of this vicinity by providing more personnel trained in the specific skills most needed locally, as well as being beneficial to the young people by better fitting them to obtain employment upon graducation.

Businessmen belonging to Rotary, Kiwanis, Lions, and other clubs will be receiving a questionnaire in the mail within a few days. Their prompt attention to this form will be appreciated.

EDITOR: Cliff Clay