

A SURVEY TO DETERMINE THE ADEQUACY
OF OFFICE PRACTICE INSTRUCTION

BY

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ABSTRACT

The purpose of this study was to evaluate whether the office practice course at Santa Barbara High School, Santa Barbara, California, adequately met the needs of the graduates upon initial employment; to secure information from employers regarding entry level salaries, skills, and brands of typewriters; and to determine the extent the proportional spacing typewriter is used in local business.

A questionnaire was compiled for the graduates and for the employers. Forty-eight graduates from the 1967 through January, 1969, office practice classes were sent the questionnaire. A cross-section of 19 local businesses was selected to participate in the study. The questionnaire was answered by 71 per cent of the graduates and 100 per cent of the employers.

The findings indicate that 61.8 per cent of the graduates answering the questionnaire were working as secretaries or in a clerical capacity. All of them indicated that they had received adequate training for their entry level job and many felt they had more knowledge than they needed. Of those graduates who used the typewriter only 12 per cent used a proportional spacing typewriter. None of the students had received training on the proportional spacing typewriter in high school office practice classes, but 47.1 per cent felt that they should have received this training. Employers indicated that entry level salaries ranged from \$280 to \$498 for general office workers, \$350 to \$550 for secretaries, and \$359 to \$428 for related positions. Many employers felt that graduates had good typing skills but a large percentage of employers indicated that many students were not prepared to perform all office typing tasks competently. Brands of typewriters varied from office to office. Within each office one brand was usually predominant. Of the total typewriters used in employers' offices 98.0 per cent were electric. The proportional spacing typewriter comprised 48.3 per cent of the typewriters used in employers' offices. A working knowledge of transcribing equipment, calculators, and duplicators was also considered important.

CHAPTER I

INTRODUCTION

The first patent for a writing machine was granted to Henry Mill in Britain in 1714. From this primitive beginning we have evolved to the typewriters of today. (9)

In 1867 there were no typewriting classes; but today, typewriting is one of the most popular subjects in the secondary curriculum and is taught in almost every type of educational institution. (20)

Since the advent of electric typewriters and data processing, typewriting is changing and being used for more purposes. Research must be implemented to determine what applications are relevant to office work so that learning efficiency will be increased. (13)

In many secondary schools typewriting knowledge is applied to business skills in office practice classes. These classes are designed to help students obtain and hold office jobs. More and more businesses are using the IBM Executive typewriter for prestige purposes.

It enables you, with the greatest of ease, to create copy with a clear, professional appearance. Since clarity and readability are key ingredients in communicating by means of the printed page, the abilities of the "Executive" Typewriter can be of dramatic importance. (5)

To date little or no research has been done to determine the role of the proportional spacing typewriter in the office occupations curriculum. Employers' and workers' opinions

should be solicited so that a meaningful program for office training can be implemented.

STATEMENT OF PROBLEM

The purpose of this study was to evaluate whether the office practice course at Santa Barbara High School, Santa Barbara, California, adequately met the needs of the graduates upon initial employment; to secure information from employers regarding entry level salaries, skills, and brands of typewriters; and to determine the extent the proportional spacing typewriter is used in local businesses.

PROCEDURE

The procedure involved in this study was to construct two questionnaires, one of which was sent to office practice students who graduated from Santa Barbara High School in 1967 through January of 1969, the other questionnaire went to a cross section of employers in the greater Santa Barbara area.

The employers were selected so that a cross section of types and sizes of businesses would be represented in the survey. The data from the questionnaires was analyzed and the results are in Chapter III.

LIMITATIONS

The study was limited to students from the 1967 through January, 1969, graduating classes. Students who had not yet

graduated were not included. Answers were not returned by 29.2 per cent of the students.

The employers in the study were from 19 firms in the community. Although they represented all sizes and types of businesses that are located in the area, they do not represent a ratio of the businesses in each category. Company policy prevented personnel directors of some of the larger firms from answering all of the questions.

CHAPTER II

REVIEW OF LITERATURE

Several studies have been made to follow up clerical high school graduates. These studies are significant in that they indicate a general trend over the country as to the types of positions which are open to high school graduates and the kinds of tasks they are expected to perform.

Elaine Dymczyk conducted a follow up study of selected graduates in Cromwell, Connecticut, to determine the effectiveness of high school business courses as preparation for positions in business. She mailed questionnaires to the students and interviewed the employers personally. She found that more than half of the former students were employed in business. The most common duties were filing, answering the telephone, sorting the mail, and bookkeeping. The typewriter was the most frequently used machine and the demand for data processing is increasing. (3)

Stephanie A. Hays polled the 1962-66 office practice graduates of Kaneland, Illinois, High School to evaluate the effectiveness of the office practice class. Half of the graduates indicated that typing and office practice were valuable. Most of the individuals were able to obtain and hold jobs. Three-fourths of them had gone into office work. Typing and filing were the most common activities and the most used machines were the electric and manual typewriters. (7)

Lois H. Hobart attempted to discover whether the curriculum in Bryon, Illinois, High School adequately met the needs of the graduates in initial employment. Of those polled 64.7 per cent were employed in nonoffice jobs. Office workers most frequently held the positions of typist, file clerk, or machine operator. The typewriter was the machine most frequently used. Their major duties included typing, bookkeeping, filing, and receptionist. Graduates expressed the opinions that the best high school courses were office practice, typing, shorthand, bookkeeping, general business, English, and math. Shorthand was very important in obtaining positions. (8)

Joyce M. Niemeier sent questionnaires to the clerical and secretarial graduates of Roxanna, Illinois. Over one-third of the former students had first secured employment in St. Louis with one-fifth still employed there. Over one-third were first employed in business with 25 or fewer employees. Office work was done by three-fourths of the graduates. For their first positions two-thirds of them had a personal interview and one-half of them took employment tests. Two years of shorthand were helpful in obtaining some positions. Only one-eighth indicated that PBX training had been helpful. Shorthand was used more in advanced positions. (17)

Various individuals have conducted surveys of employers. These studies are also important in indicating the general opinions and requirements of employers.

Elaine D. Pekar in Joliet, Illinois, studied the standards for initial employment of beginning office workers in selected

businesses in the area. A written questionnaire was followed up with a personal interview. The skills required were typing 50 words per minute and shorthand 80 to 90 words per minute. Selection of employees was based on application blanks, personal interview, and school records. Personal appearance and a pleasing personality were considered important. (19)

Determining the role of public schools in meeting office employment needs of business and industry in Monroe County, Alabama, was the purpose of Conrad W. Wall's study. He found that the majority of those polled agreed that business departments were doing a satisfactory job but that there was room for improvement. (22)

A survey of business firms in Sioux Falls, South Dakota, to determine employment standards for beginning typists was conducted by Russell C. Beldin. He interviewed 30 personnel managers. Beldin found that graduates can market typing skills. There was an indication that five and ten minute timed writings should be continued in classes. A clerk typist should be able to type at approximately 40 words per minute or more. Secretaries and stenographers should type 50 to 60 words per minute. Employment tests were administered by 67 per cent of the managers and 77 per cent had electric typewriters. (1)

The major job opportunities available to East Hartford, Connecticut, High School business students in the greater Hartford area was surveyed by Paul T. Culton. Former employers

of high school graduates were sent questionnaires. General office clerk and file clerk were the jobs most frequently available to high school graduates. Inexperienced workers were paid \$51 to \$60 per week. The survey indicated a constant and continuing need for office workers in the area. (2)

Charles R. Kesten surveyed the standards utilized in evaluating the preparation of applicants for various beginning office positions. Thirty personnel directors were interviewed. High school was required unless there was previous experience. Typing rates varied from 40 to 60 words per minute with four or less errors. Shorthand speeds ranged from 60 to 120 words per minute with 90 per cent accuracy. Machine ability other than the typewriter was not measured. Personality characteristics, attitude, attendance, appearance, dependability, ability to get along with others, and the desire to learn were a part of the criterion used by these personnel directors in selecting employees. Most of them used the Wisconsin State Employment testing program. (10)

The Occupational Outlook Handbook for Stenographers, Secretaries, and Typists indicates that openings in these categories may total more than 200,000 annually. There will be a large number of new jobs opening up and replacements will be required. Business expansion is causing the need for more paper work and thus more workers. (4)

The Santa Barbara County Vocational Advisory Council concluded that the greatest total county worker needs are in the

clerical, sales, and service occupations. Clerical and sales jobs appeared to have the greatest growth rate potential within the 1968-69 year. The bulk of current entry level jobs in the Southern portion of the County are in the clerical, sales, service, and structural occupations. (14)

The Santa Barbara Personnel Association conducted a survey to be used by participating firms to determine whether their salaries were competitive. The study covered 33 companies, 53 job classifications, 2,600 employees in skilled jobs, and up to 10,000 employees in skilled and semi-skilled jobs. Their findings indicate that Santa Barbara salaries are going up. Large cities are beginning to influence salary growth. Santa Barbara salaries are low and always have been in relation to other communities but this seems to be changing. Salaries are increasing faster than the cost of living at the present time. (6)

SUMMARY

The United States Department of Labor conducts comprehensive studies of the labor market in the country. This information is also compiled by local employment offices so that local and national information can be utilized by schools to help them plan and evaluate their programs.

Studies conducted by individuals show many limitations. Samplings are small and statistical evidence is lacking. Research in business education is often done by novices who

are not themselves researchers. "Certainly the situation needs remedying." (22) These studies may, however, be useful in indicating what students' and employers' needs are in various areas in relation to educational preparation. Government agencies have not shown through survey what kinds and levels of skills are most important to entry level employment. A great many more of these studies will have to be done in more parts of the country in order to determine any national needs or trends. Competent researchers should begin doing more of this work, but for the time being it will be up to educators to make these studies and to see that they are valid and reliable.

CHAPTER III
EXPERIMENTAL PROCEDURES

This study included 48 students who successfully completed the office practice class and graduated from Santa Barbara High School and 19 local businesses. Both groups were sent questionnaires.

Student Questionnaires

Answers were returned by 34 or 70.8 per cent of the students (See Table I).

TABLE I. STUDENTS CONTACTED

	Number	%
Students Contacted	48	100.0
Students Responding	34	70.8
Students Not Answering	14	29.2

The largest number of students contacted came from the 1966-67 classes, 70.8 per cent. Of this group 67.6 per cent returned the questionnaire but they comprised only 47.9 per cent of the total students polled. One of the reasons that there were more students in this group was that juniors were allowed to take this course and some of those who had completed the course from the 1968 and 1969 classes had not yet graduated from high school. At Santa Barbara High School there is a large number of students who complete the required courses by

the end of January and they are permitted to go on to school or to work. Those who finished in January of 1969 are, therefore, included in this survey.

Of the 14 students who did not respond to the questionnaire, some had moved to other parts of the country and left no forwarding address and three preferred not to be included in the survey (See Table II).

Ten of the students contacted or 20.9 per cent were married. Eighteen were of Spanish American descent and the remainder were Caucasian.

TABLE II. STUDENTS CONTACTED BY YEAR OF GRADUATION

Year	Students Contacted	%	Students Responding	%	Students Not Responding	%
1966-67	34	70.8	23	47.9	11	22.9
1967-68	10	20.0	7	14.6	3	6.3
1968-69	4	9.2	4	8.3	0	0.0
Total	48	100.0	34	70.8	14	29.2

Table III shows how many students enrolled in courses in the secretarial option. All of the students completed two or more business courses. One enrolled in all of the courses under this option and two finished all of the subjects except Business English. Business English was offered only one semester during this time period.

Santa Barbara High School operates on a semester schedule. Students may elect to take courses for only one semester.

Courses are numbered by semester. For this reason the first semester of a course shows a larger enrollment than succeeding semesters. The large number of courses required by the State of California for high school graduation also limits the number of semesters that students can elect subjects.

TABLE III. SECRETARIAL COURSES SUCCESSFULLY COMPLETED

Class	Number of Students	%
Typing 1	33	97.1
Typing 2	32	94.1
Typing 3	28	82.4
Typing 4	18	52.9
Shorthand 1	24	70.6
Shorthand 2	20	58.8
Shorthand 3	12	35.3
Shorthand 4	9	26.5
Office Practice 1	34	100.0
Office Practice 2	18	52.9
Bookkeeping 1	12	35.3
Bookkeeping 2	7	20.6
Business English 1	1	2.9
Business Machines 1	24	70.6
Data Processing 1	3	8.8

Since graduation 16 or 47.1 per cent indicated that they had gone on to school for additional training (See Table IV). Of those nine (56.2 per cent) attended the Junior College. Santa Barbara Junior College is centrally located, has an outstanding reputation, has a large business department, and charges \$8 plus books per semester. For these reasons most students attend the Junior College for at least the first two years, and nearly all terminal students enroll there. There

were five or 31.3 per cent of the students taking further training who intended to work toward a degree or certificate. Nine people (26.5 per cent) were attending school at the time of the survey.

TABLE IV. OBTAINED ADDITIONAL TRAINING

	Number	%
Additional Training		
Yes	16	47.1
No	18	52.9
Where		
Adult Education	1	6.2
Business School	1	6.2
Junior College	9	56.3
Degree or Certificate	5	31.3

When the girls were asked whether they planned to take additional training, beyond what they already had, 58.9 per cent indicated that they did (See Table V). Most of them intended to get this education in adult education classes or at the Junior College. There were three, however, who planned to go to school for four or five years and earn Bachelors Degrees and teaching certificates. One of them hopes to become a business teacher.

At this point in their lives most of the young people were still undecided about the amount and kind of schooling they would seek. Sixty-five per cent were undecided about the length of time they would spend in school, and 40 per cent had

not chosen a major. Only 24 per cent of those seeking further training chose business.

TABLE V. PLANNED ADDITIONAL TRAINING

	Number	%
Additional Training		
Yes	20	58.9
No	14	41.1
Where		
Adult Education	9	45.0
Junior College	7	35.0
State College	2	10.0
University	2	10.0
How long		
2 years	3	15.0
3 years	1	5.0
4 years	1	5.0
5 years	2	10.0
Undecided	13	65.0
Major		
Beauty	1	5.0
Business	5	25.0
Data Processing	1	5.0
English	1	5.0
Math	1	5.0
Teaching	2	10.0
X-ray Technology	1	5.0
Undecided	8	40.0

Most of the students were employed on either a full-time or a part-time basis. All but six of them were working in a business occupation. General office or secretarial jobs were held by 21 or 65.6 per cent. Only two, both of whom were recent mothers, were not working at all. Table VI gives a breakdown of those who were working and the kinds of jobs held.

TABLE VI. NUMBER EMPLOYED AND JOB TITLE

	Number	%
Employed		
Yes	32	94.1
No	2	5.9
Part-time	20	62.5
Full-time	12	37.5
Job Title		
Assembly Line	2	6.3
Cashier	1	3.1
Child Care and Housework	2	6.3
*General Office	12	37.5
Key Punch	1	3.1
Model	1	3.1
Nurses Aide	1	3.1
Print A Sign	1	3.1
Sales Clerk	2	6.3
*Secretary	9	28.1

*Two secretaries were also bookkeepers and one general office was also a sales clerk.

Table VII shows that the monthly salaries range from less than \$300 to over \$400. In all but two cases those who worked part-time made less than \$300 while those who were working full-time usually started at \$350 to \$400 per month. Two full-time workers made less than \$300 and one part-time employee was paid over \$300. Those girls who were secretaries in large organizations were usually paid the larger salaries.

The classifications of the businesses which employed these young people is given in Table VIII. The table indicates that they were working for a cross section of local businesses. The largest number (55.8 per cent) worked for government, retail, and financial concerns.

TABLE VII. SALARIES EARNED

	Part-time	%	Full-time	%
\$000-299	11	34.3	2	6.3
300-399	1	3.1	14	43.7
400-499	0	0.0	4	12.5

The study shows that the students are using typewriters from several different manufacturers. Both manual and electric machines were used, but 68 per cent typed on electric typewriters. Table IX gives the brands of machines that were used. Of the total typewriters used 46 per cent used an IBM machine. Only 12.0 per cent typed on an IBM Executive typewriter. The Smith Corona Marchant was used by 20 per cent and the Underwood by 16 per cent. The Underwood was the most used manual typewriter.

TABLE VIII. BUSINESSES EMPLOYING THE GRADUATES

Business	Number	%
Retail	6	18.5
Government	7	21.8
Legal	1	3.2
Wholesale Distribution	1	3.2
Manufacturing and Food Processing	3	9.3
Real Estate, Insurance, Banking	5	15.5
Building Trades and Supplies	2	6.3
Printing and Publishing	1	3.2
Medical Offices and Hospitals	1	3.2
Business and Financial Management	2	6.3
Hotels, Restaurants, Personal Service	2	6.3
Recreation and Entertainment	1	3.2

Of those employees who used typewriters, 18 or 78.3 per cent learned to use the typewriter in school, while five or 21.7 per cent had not used the machine until they were on the job.

TABLE IX. BRANDS OF TYPEWRITERS USED BY GRADUATES

*Brand	Manual	%	Electric	%
IBM Executive			3	12.0
IBM Selectric			4	16.0
IBM Standard			4	16.0
Olympia			1	4.0
Remington Rand	1	4.0		
Royal	1	4.0		
Smith Corona Marchant	2	8.0	3	12.0
Underwood	4	16.0		

*Two used more than one machine (23 graduates used typewriters)
Nine used no typewriter

When these students were enrolled in the office practice class in high school they did not have the opportunity to use the IBM Executive typewriter. Some of them did learn this, however, when they went on to school. The number who received this training later and those who felt that it should be included in the high school office practice class is shown in Table X.

Nearly half (47.1 per cent) felt that they should have had an opportunity in high school to learn to use the IBM Executive typewriter and 23.5 per cent were undecided. At this point most of the students had not advanced to positions which

required the use of this machine, therefore, they were not sure whether this information would be needed for future jobs.

TABLE X. IBM EXECUTIVE TYPEWRITER TRAINING

	Yes	%	No	%	Undecided	%
Received training on the IBM Executive typewriter in school	11	32.4	23	67.6	0	0.0
Feel they should have been trained on the IBM Executive typewriter in high school	16	47.1	10	29.4	8	23.5

Table XI gives a list of the kinds of tasks which were performed and how important the workers felt they were in relation to their other duties. Over half of them indicated that they typed from rough draft, that they typed forms and letters, and that they regarded these tasks as an important part of their job.

TABLE XI. IMPORTANCE OF TASKS PERFORMED ON THE TYPEWRITER

	Importance				Not Part of Job	%
	More	%	Less	%		
Composing	5	21.7	9	39.1	9	39.0
Copy Typing	10	43.5	5	21.7	8	34.8
Dictation & Transcription	6	26.1	7	30.4	10	43.5
Typing Forms	16	69.6	1	4.3	6	26.1
Typing from Rough Draft	16	69.6	5	21.7	2	8.7
Typing Letters	16	69.6	5	21.7	2	8.7
Typing Tabulations	10	43.5	5	21.7	8	34.8

Employer Questionnaire

Local businesses were selected to participate in the survey on the basis of size and type of business. At least one business was represented from nine of the classifications of businesses in the community. The personnel director or manager of the company was contacted by phone and asked whether he would be willing to complete the questionnaire. There were ten individuals who could not be reached by telephone and one indicated that she did not have the time. In all 30 firms were called, 19 of them indicated that they would be more than willing to answer the questionnaire. A letter and the questionnaire were mailed to them. All of the employers who received the questionnaire returned it. Because of company policy some were unable to give complete answers. Those questions which could not be answered required specific information usually referring to salaries, equipment, and

TABLE XII. CLASSIFICATION OF PARTICIPATING COMPANIES

Business	Number	%
Manufacturing and Food Processing	4	21.2
Research	4	21.2
Real Estate, Insurance, Banking	2	10.5
Government	2	10.5
Legal	2	10.5
Printing and Publishing	3	15.7
Medical Offices and Hospitals	1	5.2
Advertising	1	5.2
Total	19	100.0

number of employees. However, most of the questions were answered and several made additional comments.

Table XII gives the classification of the companies who returned the questionnaire and Table XIII indicates the approximate number of employees employed by these firms. It was not possible to obtain information from firms in the ratio of the number of firms that actually exist in each group.

In the Santa Barbara area the greatest number of firms (42.1 per cent) have 100 or fewer employees. Most of the businesses are privately owned, however, there are a few branches of large corporations in the group.

TABLE XIII. SIZE OF COMPANIES

*Number of Employees	Number of Companies	%
801-2200	1	5.2
701- 800	1	5.2
601- 700	1	5.2
501- 600	1	5.2
401- 500	0	0.0
301- 400	1	5.2
201- 300	1	5.2
101- 200	2	10.5
1- 100	8	42.1
*Owner only with no employees	2	10.5
No answer	1	5.2

The level of education that these employers require for initial employment is given in Table XIV. In all cases a high school diploma was the minimum requirement. All of the companies did not have every job title given in the table.

TABLE XIV. LEVEL OF EDUCATION REQUIRED FOR EMPLOYMENT

Level	General Office	%	Secretary	%	Similar Positions	%
High School Diploma	15	79.2	10	52.6	7	36.9
Business School	1	5.2	5	26.4	1	5.2
One Yr Junior College	1	5.2	2	10.5	2	10.5
AA Degree	1	5.2	0	0.0	0	0.0
No Answer	1	5.2	2	10.5	9	47.4

The jobs which are open to recent high school graduates are tabulated in Table XV. Five businesses of the 19 responding to the questionnaire indicated no hiring of recent high school graduates. However, there were 24 different jobs which could be filled by recent graduates. The greatest number of opportunities for initial employment were as clerk-typist and clerk. Four companies had no jobs for recent graduates.

TABLE XV. JOBS OPEN TO RECENT HIGH SCHOOL GRADUATES

Job	Number	%
Mail Clerk	2	10.5
Receptionist	1	5.2
Clerk-typist	9	47.4
Stenographer	2	10.5
Secretary	1	5.2
Storehelper	1	5.2
Clerk	6	31.5
Duplication	1	5.2
Varitype Operator	1	5.2
None	4	21.2
No answer	1	5.2

The entry level salaries for the general classifications of jobs are given in Table XVI. General office workers' salaries ranged from \$280 to \$498 per month. Entry salaries for secretaries ranged from \$350 to \$550 per month. Similar office positions varied from \$359 to \$428 per month. Secretaries were usually paid a monthly salary while other groups were paid by the hour or week.

TABLE XVI. ENTRY LEVEL SALARIES

*Amount	General Office		Secretary		Similar Positions	
		%		%		%
\$250-299	2	10.5	0	0.0	0	0.0
300-349	7	37.0	0	0.0	0	0.0
350-399	4	21.4	3	15.7	2	10.5
400-449	2	10.5	8	42.0	2	10.5
450-499	1	5.2	3	15.7	0	0.0
500-549	0	0.0	0	0.0	0	0.0
550-599	0	0.0	1	5.2	0	0.0

*No answer 2 (10.5 per cent)

The employers were asked to rate high school graduates' typing performance. The results of these opinions are tabulated in Table XVII. Additional comments were made by the employers with reference to the fact that prospective employees should also be able to type all kinds of letters and stencils. The results seem to indicate that employers are not entirely satisfied with the typing preparation of high school graduates. One reason for this may be the large numbers of

students who take only one semester of typing in junior high school and then seek a typing job after high school.

TABLE XVII. HIGH SCHOOL GRADUATES TYPING PREPARATION

	Yes	%	No	%	No Answer	%
Forms	9	47.4	3	15.7	3	15.7
Rough Draft	9	47.4	1	5.2	5	26.4
Straight Copy	9	47.4	2	10.5	4	21.2
Satisfactory Speed	5	26.4	7	36.9	7	36.9
Satisfactory Accuracy	3	15.7	9	47.4	7	36.9
No Answer					4	21.2

Table XVIII gives the numbers and brands of typewriters used in the offices of these companies. Only two per cent of the typewriters were manual. Of the machines being used 86.9 per cent were made by IBM and 48.3 per cent were IBM

TABLE XVIII. BRANDS OF TYPEWRITERS USED BY EMPLOYERS

Brand	Manual	%	Electric	%
Duro			10	1.7
IBM Executive			281	48.3
IBM Selectric			86	14.8
IBM Standard			168	28.8
Olympia	2	0.3		
Remington			3	0.5
Royal			19	3.3
Smith Corona Marchant			3	0.5
Various Makes	10	1.7		
Total	12	2.0	570	98.0

Executive typewriters. The Duro machine which has the paper tape memory comprised 1.7 per cent of the total machines.

In Table XIX preferences as to hiring people with or without experience on the IBM Executive typewriter is given. The greatest number (84.2 per cent) indicated first choice to those persons with formal training and practical experience on the typewriter, second choice to those with practical experience only, and third choice to those with only formal training on the IBM Executive typewriter.

TABLE XIX. IBM EXECUTIVE TRAINING FOR PROSPECTIVE EMPLOYEES

	First Choice	%	Second Choice	%	Third Choice	%	*No Answer	%
Formal Training Only	0	0.0	5	26.4	6	31.5	7	36.9
Practical Experience Only	1	5.2	7	36.9	4	21.2	6	31.5
No previous Experience	0	0.0	0	0.0	5	26.4	13	68.3
Formal Training and Practical Experience	16	84.2	0	0.0	0	0.0	2	10.5

*One indicated that adjustment to the machine is all that is important

The employers felt that for the most part they were able to hire individuals who could operate an IBM Executive typewriter competently. If the person had no previous experience, they felt that on the job training was usually adequate. As

indicated in Table XX new employees did not always begin on the proportional spacing typewriter.

TABLE XX. AVAILABILITY OF TRAINED PERSONNEL

	Yes	%	No	%	No Answer	%
Can hire people trained on the IBM Executive typewriter	15	79.1	2	10.4	2	10.4
On the job training on the IBM Executive typewriter produces competency	12	63.1	3	15.7	4	21.2
New employees begin on the IBM Executive typewriter	13	68.3	4	21.2	2	10.4

The length of time required for on the job training on the IBM Executive typewriter can be found in Table XXI. Opinions varied from 10 days to one month or more for this type of on the job training.

TABLE XXI. ON THE JOB TRAINING FOR THE IBM EXECUTIVE

	Number	%
1-10 days	4	21.1
2 weeks	2	10.5
3 weeks	2	10.5
4-6 weeks	1	5.2
1 month	4	21.1
Depends on individual	2	10.5
No Answer	4	21.1

The job classifications which use the IBM Executive typewriter are in Table XXII. Secretaries (89.0 per cent) were the

overwhelming users of the typewriter. General office workers and technical typists also were provided with this machine.

TABLE XXII. JOB CLASSIFICATIONS WHICH USE THE TYPEWRITER

Job	Number	%
General Office	4	21.2
Secretary	15	89.0
Technical Typist	1	5.2
None	1	5.2
No Answer	2	10.5

The kinds of tasks which are performed on the typewriter are given in Table XXIII. These employers regard composing as the least important task. All of the other jobs were considered more important by over 60 per cent.

TABLE XXIII. IMPORTANCE OF SPECIFIC TYPING TASKS

	Importance				Not Part of Job	%	No Answer	
	More	%	Less	%			%	%
Composing	6	31.5	6	31.5	7	37.0	0	0.0
Copy Typing	14	73.6	4	21.2	1	5.2	0	0.0
Dictation and Transcription	12	63.1	5	26.4	3	10.5	0	0.0
Typing Forms	15	79.1	3	15.7	0	0.0	1	5.2
Typing from Rough Draft	15	79.1	4	21.0	0	0.0	0	0.0
Typing Letters	17	89.6	1	5.2	0	0.0	1	5.2
Typing Tabulations	12	63.1	5	26.4	2	10.5	0	0.0

Table XXIV shows that 100 per cent of the employers felt that typing was the most valuable office training in high

school. In addition to the office training categories listed in Table XXIV, one or more persons mentioned the following as valuable training: accuracy, spelling, key punch, computer orientation, MTST, filing, telephone, and receptionist.

TABLE XXIV. VALUABLE OFFICE TRAINING IN HIGH SCHOOL

	Importance				Not Part of Job	No		
	More	%	Less	%		%	Answer	%
Typing	19	100.0	0	0.0	0	0.0	0	0.0
Shorthand	9	47.4	5	26.4	4	21.0	1	5.2
Calculators	3	15.7	8	42.2	3	15.7	5	26.4
Duplicators	6	31.5	8	42.2	3	15.7	2	10.6
Transcribers	7	36.9	7	36.9	2	10.6	3	15.6

Those areas in which the employers felt that high school graduates need additional preparation are listed below.

Spelling was mentioned by four people while the other topics were listed by one or two persons.

Accuracy
Attitude
Communications
Department
Ditto
Dress
Etiquette
Filing
Grammar
Handwriting
Legal Shorthand
Legal Terms

Machine Transcription
Math
Mimeo
Neatness
On the Job Training
Phone
Receptionist
Shorthand
Spelling
Typing Ability
Vocabulary

INTERPRETATION OF RESULTS

The questionnaires were compiled and the data in this study was analyzed by percentages. For the office practice graduates' and the employers' questionnaires the answers were tabulated and percentages were established for responses given in a particular manner.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to evaluate whether the office practice course at Santa Barbara High School, Santa Barbara, California, adequately met the needs of the graduates upon initial employment; to secure information from employers regarding entry level salaries, skills, and brands of typewriters; and to determine the extent the proportional spacing typewriter is used in local business.

A questionnaire was compiled for the graduates and for the employers. Forty-eight graduates from the 1967 through January, 1969, office practice classes were sent the questionnaire. A cross section of 19 local businesses was selected to participate in the study. The questionnaire was answered by 71 per cent of the graduates and 100 per cent of the employers.

SUMMARY OF FINDINGS

The following are the major findings of this study:

(1) The students who did not plan to go on to college took more business courses in high school than those who planned to continue their education.

(2) Most companies will hire people with a high school diploma. A few require additional training. There will be more job openings in clerical and sales than in any other field.

(3) Of the graduates answering the questionnaire, 61.8 per cent were working as secretaries or in a clerical capacity.

(4) There are a variety of positions in businesses of all types and sizes for high school graduates.

(5) Typewriters in local offices were purchased from a variety of manufacturers.

(6) The IBM Executive typewriter was used by 48.3 per cent of the employers and 12 per cent of the graduates. Employers indicated that they would prefer to hire people who had formal training and practical experience on the typewriter. And 47.1 per cent of the graduates felt they should have been trained on the IBM Executive typewriter.

(7) The typing tasks performed by students on the job included all of the basic problems taught in the typing course at Santa Barbara High School. High school students are usually prepared to do the typing tasks asked of them on the job, but a large percentage of the employers indicated dissatisfaction in this area.

(8) Employers indicated that entry level salaries ranged from \$280 to \$498 for general office workers, \$350 to \$550 for secretaries, and \$359 to \$428 for related positions.

(9) A working knowledge of transcribing equipment, calculators, and duplicators was considered by employers to be important. However, typing and shorthand were considered the most important skills.

CONCLUSIONS

From the summary of findings the following conclusions may be drawn:

(1) The number of students who end their education with high school clearly indicates that the high school must do a competent job of training the youth so that they will be able to obtain and hold positions in the community.

(2) In order to obtain office employment, a student must finish high school. Any student's chances of being employed will be better if he has a clerical or sales skill.

(3) Approximately two-thirds of the office practice graduates hold office positions.

(4) Students should be provided with a broad foundation so that they will be able to cope with future demands.

(5) Students should be trained to operate all types of typewriters.

(6) Schools should have the kinds of equipment that is found in local business. Proportional spacing typewriters should be included in this inventory, since they comprise nearly one-half of the machines in businesses in Santa Barbara.

(7) Business teachers need to discover why some employers are dissatisfied with high school graduates' typing performance.

(8) Most graduates starting salary in an office occupation will range from \$300 to \$400 per month.

(9) Students should be trained on transcribing equipment, calculators, and duplicators. The importance of typing and shorthand should be made apparent to students and parents.

RECOMMENDATIONS

The following recommendations are made as a result of the findings of this study:

(1) The largest number of job openings in Santa Barbara County occur in the clerical and sales areas, therefore, time and money must be made available so that curriculum can be designed to meet the needs of the terminal students. The county articulation committees should consider studying the implications of this report and make recommendations to the districts.

(2) Programs should be implemented to keep students in school until they graduate and to give them marketable skills in high school. The assumption should not be made that they can get training for jobs elsewhere, since many end their education with high school.

(3) Continuous follow up studies should be conducted by the Business Department to determine whether its curriculum is keeping up with the needs of its students.

(4) Continuous follow up studies should be conducted by the Santa Barbara School System of its graduates to determine what they are doing and what could be done to better prepare

them for employment. Intellectual knowledge is important but physical needs must be met first.

(5) An informal survey of local business before typewriters are replaced would help educators determine what brands are used in the community and, therefore, what machines could be used in the classroom to train students for competent employment.

(6) Partly because of the results of this survey six new IBM Executive typewriters are now in the office practice classroom at Santa Barbara High School. A comprehensive programmed course of study should be completed so that the students will be able to receive meaningful training on the machines.

(7) An advisory committee composed of local businessmen should be organized and problems and plans should be discussed. Business teachers need to acquaint employers with what they can do in the classroom and employers need to express their opinions as to what is important in the business curriculum. The Business Department has a poor image in the community and this could help to improve it.

(8) Students should be given a realistic idea of salaries and some guidance on budget planning and use.

(9) A part of the Business Department's follow up study should include a determination of the types of equipment on which employers feel students should receive training. News media, student bulletins, and other means should be utilized to emphasize the importance of skills to students and parents.

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APPENDIX

LETTER WHICH ACCOMPANIED STUDENT QUESTIONNAIRE

In order to discover whether our office practice class at Santa Barbara High School is meeting the needs of our students, I am sending questionnaires to the graduates of the course. This study will be used as a part of the requirements for my masters degree at Montana State University.

Would you please fill out the enclosed questionnaire and return it to me as soon as possible. A self-addressed envelope is enclosed for your convenience.

The information which we obtain from you will be valuable to us in deciding what improvements need to be made in the class. Your opinions and experiences will be helpful in determining what parts of the course should be changed and what should be continued or expanded. Please feel free to offer comments and criticisms.

Since you graduated we have added some new equipment such as a new mimeograph, spirit duplicator, thermofax, and transcribing machines. These new ones work much more smoothly.

Best of luck to you and if you are around school stop and see us.

Sincerely yours

(Mrs.) Charlet Sue Beland

Enclosures 2

SANTA BARBARA HIGH SCHOOL

OFFICE PRACTICE GRADUATES QUESTIONNAIRE

Please answer all questions.

1. Name _____ 2. Year you graduated from SBHS _____

3. Indicate the secretarial courses you took while attending SBHS by circling the number of semesters for each course.

Typing	1	2	3	4
Shorthand	1	2	3	4
Office Practice	1	2		
Bookkeeping	1	2		
Business English	1			
Business Machines	1			
Data Processing	1			

4. Have you gone to school for advanced training since high school graduation? Yes No

If yes, where? _____ Degree or Certificate _____

Yes No Are you attending school at present?

Yes No Do you plan to take additional training?

If yes, where? _____ How Long? _____ Major _____

5. Yes No Are you presently employed?

_____ Part-time _____ Full-time

What is your job title? (Circle one)

Secretary General Office Other _____

What is your approximate monthly salary? (Circle one)

\$0-299 \$300-399 \$400-499 \$500-

6. What type of business are you employed by? (Check one)

☐ Retail	☐ Manufacturing and food process.
☐ Public Utilities	☐ Real Estate, Insurance, Banking
☐ Government	☐ Building trades and supplies
☐ Transportation	☐ Printing and publishing
☐ Oil and Mining	☐ Medical Offices and Hospitals
☐ Legal	☐ Business and financial management
☐ Wholesale dist.	☐ Hotels, Restaurants, Personal Ser.
☐ Auto Sales and Ser.	☐ Recreation and Entertainment

OFFICE PRACTICE GRADUATES QUESTIONNAIRE

PAGE TWO

7. Do you use a typewriter? Yes No
 Make of typewriter you use in your office.

Manual

Make (Brand Name) _____

Electric

Make

IBM Standard _____

IBM Selectric _____

IBM Executive _____

Other _____

8. Did you learn to use this machine in school or on the job?

9. Were you trained to use the IBM Executive Typewriter in school? Yes No
 Yes No Do you feel you should have received this training?
10. Tasks performed on the machine. (Indicate the importance of the task by placing a check in the appropriate box)

	More	Less	Not Part of Job
Typing tabulations			
Copy typing			
Typing from rough draft			
Typing forms			
Typing letters			
Dictation and transcription			
Composing			

11. Comments or recommendations:

LETTER WHICH ACCOMPANIED EMPLOYER QUESTIONNAIRE

Enclosed you will find the questionnaire which we discussed by telephone this afternoon. It should require approximately 15 to 20 minutes of your time.

As I indicated to you, I am doing this research for my masters thesis. This information will be useful also to us in the business department of the Santa Barbara Schools.

The thesis will be devoted to the field of secretarial training. I am basically concerned about typing and shorthand, and related secretarial skills, and the makes of typewriters used in the community.

The sources of my information will of course be kept confidential. A self-addressed envelope is enclosed for your convenience in returning the questionnaire.

Your co-operation is greatly appreciated. If you should have any questions, please do not hesitate to call me at Santa Barbara High School, 966-9101, or at home, 962-6748, from 3:30 to 5 p.m.

Sincerely

(Mrs.) Charlet Beland

Enclosures 2

EMPLOYER'S QUESTIONNAIRE

TYPING PREPARATION OF HIGH SCHOOL GRADUATES

Please answer all questions.

1. Name of your company _____
2. Classification of the business _____
3. Approximate number of employees _____
4. Official interviewed _____
5. Level of education required for employment

	No Diploma	HS Diploma	Bus. School	1 yr JC	AA	BS BA	Other
General Office							
Secretary							
Other similar positions							

6. Which office jobs in your company, if any, are open to recent high school graduates? _____
7. What are the entry level salaries for

General Office _____
 Secretary _____
 Other similar positions _____

8. Rating of high school graduates

Are they prepared to type

FORMS Yes No ROUGH DRAFT Yes No STRAIGHT COPY Yes No
 Other _____

Yes No Is their speed satisfactory?

Yes No Does their accuracy meet your standards?

9. Make and number of typewriters in your office.

	Make (Brand Name)	Number
<u>Manual</u>	_____	_____
<u>Electric</u>	IBM Standard	_____
	IBM Selectric	_____
	IBM Executive	_____
	_____	_____

EMPLOYER'S QUESTIONNAIRE

PAGE TWO

10. If an IBM Executive is used, which people would you prefer to hire? (Indicate first, second, third...choice)

☐ Those who have had formal training on the Executive.
☐ Those who have had only practical experience on the Executive.
☐ Those with no previous experience on the Executive.
☐ Those with formal training and practical experience on the Executive.

11. Are you able to hire people who can use the IBM Executive typewriter competently? Yes No

Yes No If your employees have not had previous training on the Executive typewriter, do you feel that they are able to gain all of the necessary competence on the Executive after they are employed?

☐ Approximately how long does it take to train a person on the job to use the Executive typewriter proficiently?

12. Do your new employees begin on proportional spacing typewriters? Yes No

13. Which job classifications would use the Executive typewriter? _____

14. Indicate the typing tasks performed and the importance of each task.

	Importance		Not Part of Job
	More	Less	
Typing from rough draft			
Typing tabulations			
Copy typing			
Typing forms			
Typing letters			
Dictation and transcription			
Composing			

EMPLOYER'S QUESTIONNAIRE

PAGE THREE

15. Preparation you consider valuable

	Importance		Not part of Job
	More	Less	
Typing			
Shorthand			
Machines			
Calculators			
Duplicators			
Transcribers			

Other _____

16. In what areas do high school graduates need additional preparation? _____

17. Comments or recommendations: