

AN ABSTRACT OF THE THESIS OF

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Title: A STUDY TO DETERMINE THE ENTRY-LEVEL REQUIREMENTS FOR CLERICAL/
SECRETARIAL EMPLOYEES IN 100 SELECTED BUSINESSES IN TOPEKA, KANSAS

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The purpose of this study was to determine if the business curriculum at Shawnee Heights High School is meeting the needs of selected businesses in Topeka, Kansas, and to recommend curriculum changes. A survey instrument was mailed to 100 businesses in Topeka, Kansas. Sixty-six questionnaires were returned. From the data collected, conclusions were drawn and recommendations were made for the improvement of the curriculum in the business department of Shawnee Heights High School.

Summary

Opportunities exist in the Topeka business community for skilled high school graduates in clerical/secretarial positions.

Typewriting skills are required at 60 words per minute and shorthand is required at the speed of 80 words per minute.

Electric typewriters and electronic office machines are used by the greater majority of businesses surveyed.

Shorthand is required in one or more clerical/secretarial positions by 34 percent of the respondents.

Bookkeeping/accounting is required by 41 percent of the respondents.

Conclusions

1. The Topeka business community requires for the most part typewriting skills of 60 words per minute and shorthand skills of 80 words per minute.
2. A knowledge of bookkeeping/accounting, data processing, and word processing is an asset for clerical/secretarial applicants.
3. Emphasis should be placed on developing attitudes, punctuation, spelling, personal traits, work habits, and decision-making abilities in the office training classes.
4. There are excellent opportunities for the skilled high school graduate to obtain employment in clerical/secretarial positions in the Topeka business community.

Recommendations

1. Shawnee Heights should continue to offer its present business courses.
2. Further research is necessary to determine the shorthand needs and preferences of the Topeka business community.
3. Word processing preparation should be incorporated into the present curriculum.
4. A course in data processing should be offered to students preparing for clerical/secretarial positions.

5. More emphasis should be placed on English grammar, spelling, proofreading, proper attitudes toward work, and acquiring excellence in basic secretarial skills. These can be incorporated into the present curriculum.

A STUDY TO DETERMINE THE ENTRY-LEVEL REQUIREMENTS FOR
CLERICAL/SECRETARIAL EMPLOYEES IN 100 SELECTED
BUSINESSES IN TOPEKA, KANSAS, 1979

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Chapter 1

INTRODUCTION

Thirty-one years ago a statement was made by a business educator that the constantly changing business world presented an ever-increasing need for evaluation, improvement, and revision in the business curriculum of the high schools.¹ This statement is more true today than it was in 1948. The dynamics of modern business practices and the changing technology of today present an even greater challenge to business educators to prepare students for employment in this constantly changing world of work.

Business training in the high schools should be as flexible and adjustable as business itself.² One of the goals of business education is relevance in the classroom. Relevance is being discussed and sought everywhere. Much emphasis is being placed on teacher accountability and competency-based education. Nowhere is relevancy more important, however, than in the office skills classes of today's high schools. With all the technology of our complex business world, the demand for office workers is growing faster than that of the total work force.³

¹Marguerite Crumley, "A Guide for Advisory Committees in Business Education," The Balance Sheet, XXIX (April, 1948), 344.

²Ibid.

³L. Michael Moskovic, "Education for the Office of the Future," Business Education Forum, XXXI (November, 1976), 3.

When high school graduates enter the working world, employers ask if the students have the appropriate knowledge and skills for entry-level jobs in their businesses. The only way a question like this can be answered is through communication with the employers themselves in the community in which most graduates will be working. The most effective way of obtaining information necessary for the evaluation, improvement, and revision in the business curriculum is through the questionnaire survey.¹ Without effective communication between business teachers and employers, the goals of business education will be impossible to attain.²

The Problem

A concern of the business department faculty at Shawnee Heights High School has been to determine if the course offerings are meeting the needs of the business community.

Statement of the Problem

The purpose of this study was to determine if the business curriculum at Shawnee Heights High School is meeting the needs of selected businesses in Topeka, Kansas, and to recommend curriculum changes.

Answers to the following specific questions were sought:

1. What are the entry-level skill competencies required to obtain employment in office jobs?

¹Christine Stiegler, "A Questionnaire Evaluation of Your B.E. Program," Business Exchange, I (April, 1979), 20.

²Gerald W. Maxwell and William L. Winnett, "Assessing Relevance in Business Education," Relevance in the Education of Today's Business Student, Eleventh Yearbook of the National Business Education Association (Reston, VA: National Business Education Association, 1973), p. 289.

2. What are the employment opportunities for high school graduates in the Topeka business community?
3. How does the employer determine the competencies of the applicants for these positions?
4. What hiring procedures are used by the employers for these positions?
5. Do employers find that their entry-level office jobs are being filled successfully by high school-trained applicants?
6. What types of equipment are used by businesses in the Topeka business community?
7. What curriculum changes, if any, should be made to prepare students to meet entry-level skill competencies in Topeka?

Importance of the Study

A community survey is relevant only to the institutions within that community. To depend upon findings of surveys made in other areas would provide no useful information to a local school in planning curriculum and setting standards. Employers require different opportunities for advancement. Each community will require its own specific skills and knowledge of entry-level workers. For instance, agriculture, manufacturing, or shipping communities each require different needs. Therefore, to set up a business curriculum, establish standards of achievement, and select equipment in a high school business department would require an investigation of the specific needs of the local community. Most high school graduates who enter the working world do so in their own communities.¹

¹R. G. Walters, *The Community Survey*, Monograph, No. 58, (Dallas: South-Western Publishing Co., 1943), 5.

The school should consider the local needs in the preparation of students for the working world. " . . . education, thus business education, has not been able to exist apart from what its supportive social structure perceives as relevant."¹

Once a positive relationship is established between the standards required by businesses themselves and the standards of performance in the classroom, the students should be made aware of the relationship.² When students are aware that their classwork is relevant to their needs, they are more motivated and will work harder. This motivation and effort will result in developing a higher level of skill and a feeling of accomplishment, which will be carried over into the working world.³

Delimitations of the Study

This study was delimited to determining entry-level skills, competencies, standards, and employment procedures in 100 selected businesses in Topeka, Kansas.

¹Maxwell and Winnett, op. cit., p. 281.

²Ibid., p. 285.

³Ibid., p. 291.

Definition of Terms

The following terms are used in this study and are defined for clarification.

Secretary (clerical)

The person whose duties include scheduling appointments, giving information to callers, taking dictation, and otherwise relieving officials of clerical work and minor administrative and business detail.¹

Clerk Typist

The person whose duties include compiling data and operating a typewriter in performance of routine clerical duties to maintain business records and reports.²

Typist

The person whose duties include typing letters, reports, stencils, forms, addresses, and other straight-copy material from rough draft or corrected copy.³

Bookkeeper

The person whose duties are concerned with computing, classifying, and recording numerical data to keep a set of financial records complete.⁴

¹U. S. Department of Labor, Employment and Training Administration. Dictionary of Occupational Titles, Fourth edition. (Washington, D.C.: Government Printing Office, 1977), p. 153.

²Ibid., p. 154.

³Ibid., p. 156.

⁴Ibid., p. 164.

File Clerk

The person whose duties include filing correspondence, cards, invoices, receipts, and other records in alphabetical or numerical order, or according to subject matter, phonetic spelling, or other systems.¹

Transcribing Machine Operator (clerical)

The person whose duties include operating a typewriter to transcribe letters, reports, or other recorded data heard through earphones from transcribing (voice reproducing) machines.²

Clerical Worker

The person whose duties include office work, especially that pertaining to written records, including filling out office forms, keeping accounts, compiling statistics, and correspondence.³

Clerk

The designation of one of a large group of office workers who are not employed in the more clearly defined occupations, such as accounting, bookkeeping, or stenography, but who do a variety of tasks including preparing office forms and statistics and the operating of various office machines.⁴

¹Ibid., p. 158.

²Ibid., p. 156.

³Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1973), p. 15.

⁴Ibid., p. 106.

Employability Standard

A criterion by which achievement is measured in the business curriculum. For instance, a student has met the standard of employability when he has attained the minimum achievement in a business skill equal to or above that required for entry-level employment.¹

Methods of Procedure

An investigation into the entry-level requirements for employment in office positions in the business community of Topeka, Kansas, has been needed for some time in order to evaluate the business curriculum at Shawnee Heights High School. After discussing this problem with the school principal, it was decided to proceed with the project.

A survey instrument was developed to show skill requirements, machines used, certain tasks performed, tests administered, and other employment standards. The questionnaire was developed with the help of the faculty in the business department, a school counselor, and the principal. The instrument was then presented to a graduate committee at Emporia State University for review.

After review by the graduate committee and subsequent revisions made, the instrument was prepared for mailing. One hundred businesses were selected to receive the questionnaire (Appendix A). The procedure for selecting these businesses was the use of a list from the Topeka Chamber of Commerce, the City Directory of Topeka, and the telephone directory yellow pages. One hundred businesses were randomly selected from these three sources.

¹Ibid., p. 211.

The questionnaires were then mailed, along with a letter of transmittal (Appendix B) on November 29, 1980. Of the 100 forms mailed, 54, or 54 percent were returned. Telephone calls were made on or around December 10, 1979, as a reminder to those businesses who had not responded. Of the remaining forms not returned, 12, or 35 percent, returned the questionnaire. A list of the 100 businesses is included in Appendix B.

Data from the questionnaires were tabulated and percentages calculated on the basis of the responses of all businesses. The results are shown in tables in this study.

From the data analyzed, conclusions were drawn and recommendations were made for the improvement of the curriculum in the business department of Shawnee Heights High School.

Chapter 2

REVIEW OF RELATED LITERATURE

Before the survey was conducted, it was important to review related literature of the last five years. The literature selected revealed a growing need for office education in the high school curriculum and stated specific standards of achievement necessary to meet the criteria set by businesses today. Chapter 2 contains an overview of this information.

Education for Office Occupations

By 1980, the total labor force in America may well reach over 93 million.¹ Estimates for 1980 indicate that 37 percent of this total labor force will be engaged in business occupations.²

The specific classification into which office workers should be placed is often unclear. Some accountants are classed as bookkeepers, some bookkeepers as clerks. Some clerks do more secretarial work than some secretaries. All business workers, however, need skills in typing, recording, arithmetic, communication, and in dealing with people. Therefore, maintaining unity and cooperation among all phases of business education is of utmost importance.³

¹Louis C. Nanassy, Dean R. Malsbary, and Herbert A. Tonne, Principles and Trends in Business Education (Indianapolis: The Bobbs-Merrill Company, Inc., 1976), p. 45.

²Ibid., p. 49.

³Ibid., p. 50.

A study was done in California in 1979 concerning entry-level office occupations. An entry-level office occupation in the study was defined as a beginning job acquired by a person with little or no prior work experience and with little or no formal education or special training beyond the secondary school. Forty businesses were chosen for the study throughout California, most being chosen because they employ sizable numbers of office personnel and are well known in their industry.¹

According to the responses, the skill most often required for clerical and secretarial positions is typing. The next most frequently asked for skills are machine transcription, shorthand, and good communication.²

Dawson conducted a study of entry-level office workers in Leavenworth, Kansas.³ Twenty-five businesses were interviewed to determine the entry-level employment requirements for office workers in Leavenworth. The study concluded that beginning office workers start in a clerical position rather than a stenographic or secretarial position. Leavenworth County businessmen expect beginning clerical workers to be accurate and responsible and to have a high degree of accuracy in typewriting. General duties for the office worker in Leavenworth County were listed as: being as accurate as possible, being an asset when meeting the public, checking figures, using a variety of duplicating equipment,

¹G. W. Maxwell and Judith Knight O'Hare, "Emerging Office Occupations," The Changing Office Environment, Eighteenth Yearbook of the National Business Education Association (Reston, VA: National Business Education Association, 1980), p. 185.

²Ibid.

³George H. Dawson, "Employment Requirements for Entry-level Office Workers in Selected Businesses in Leavenworth County, Kansas" (Master's research project, Emporia State University, 1974), p. 41.

filing, placing outgoing calls, answering incoming calls, typing, and operating office machines.¹

Weyrich conducted a study to determine if South Dakota business and office education programs are preparing students to meet the needs of the business offices. From the interviews conducted with businessmen and educators, the following findings were the most important: (1) Employment tests are administered in the skills areas by some businesses. (2) Speed and accuracy requirements in the skills areas were used for hiring purposes. (3) Smaller offices placed more emphasis on personality and appearance, while the larger office employers emphasized employment tests when hiring employees. (4) All business employers included in this study used personal interviews in hiring new employees.

Other findings in Weyrich's study revealed that the South Dakota Job Service was used by 60 percent of the employers for locating new employees. All business offices provided some method of acquainting entry-level employees with the routine of the office. Approximately one-third of the office employers ranked entry-level employees below average in spelling, grammar, punctuation, written expression, telephone techniques, handwriting, and composing. Among other findings the study revealed were: (1) The alphabetic method of filing was used in all offices. (2) Computers or terminals with access to computers were found in 40 percent of the offices. (3) The majority of business and office education students were taught machine skills which were similar to the skills necessary to operate machines in most business offices. (4) Personal attributes and skills

¹Ibid.

necessary in business offices were stressed in the programs of the high schools. (5) Speed and accuracy requirements in skill subjects were similar to the standards set by business offices. (6) Sixty-seven percent of the schools offered students the opportunity to participate in on-the-job training and/or a cooperative work program. (7) Forty-one percent of the employers believed the number of office employees in clerical positions would increase within the next five years.¹

Weyrich's study revealed that 75 percent of the office employees in the businesses surveyed were high school graduates. Therefore, sufficient opportunities for employment for high school business and office education graduates do exist. Therefore, it is the responsibility of schools and the business community alike to convince young people that the jobs are going to be available and office education is necessary to find them.²

Bookkeeping/Accounting

Accounting in business occupations has changed considerably. The general bookkeeper has disappeared from most business offices and has been replaced by workers with professional backgrounds.³ Many of the accounting occupations have been split into segments including professional

¹Yvonne M. Weyrich, "A Study to Determine if South Dakota Business and Office Education Programs are Preparing Students to Meet the Needs of the Business Offices," Dissertation Abstracts International, XXXVII (May, 1977), 6915-A.

²Ibid.

³Nanassy, Malsbary, and Tonne, op. cit., p. 245.

accounting, recordkeeping, bookkeeping, and computer operation. Estimates indicate that now well over 90 percent of all bookkeeping activity is computerized.¹

Does this mean that the topic of accounting careers should never be mentioned to the high school student, nor the subject offered in the business curriculum? An accounting instructor should not mislead his students by implying they will be ready for high-paying accounting jobs upon completion of a high school accounting course, but a positive approach can be taken by showing the students the "light at the end of the tunnel" and informing them of the types of positions available in the accounting profession and what level of education and/or experience is necessary to qualify for these positions.²

Wunsch stated that the primary objective of high school accounting is for students to acquire knowledge, skills, and attitudes needed for employment within a variety of careers in the business world. Accounting courses can meet important needs of students as well as meet the needs of the business world. If the accounting students are supported by a well-rounded business curriculum, they will be able to obtain initial employment that may ultimately lead to full-charge bookkeeping duties.³

Casady supported these statements by stating that the student who studies bookkeeping/accounting will have an opportunity at many entry-

¹Ibid., p. 246.

²Tim Armstrong, "Accounting Must Appeal," Business Education Forum, XXXIII (December, 1978), 13.

³Michael R. Wunsch, "Issues in Teaching Accounting," Business Education * Yesterday, Today, & Tomorrow, Fourteenth Yearbook of the National Business Education Association (Reston, VA: National Business Education Association, 1976), p. 143.

level positions in the accounting field such as accounting clerk, accounts payable bookkeeper, accounts receivable bookkeeper, billing clerk, bookkeeper, bookkeeping machine operator, cashier, cost clerk, data processing equipment operator, general clerk, payroll clerk, posting clerk, etc.

Casady also emphasized that few other courses offer such a challenge to business educators and such an opportunity for students to acquire relevant and useful knowledge. "Bookkeeping/accounting has almost unlimited potential for providing students with entry-level skills, information and knowledge which can be applied by all people in their business and personal lives" ¹

A study by Seymour in 1975 revealed that the most frequently performed duties of entry-level bookkeeping/accounting employees included recording daily sales, making cash deposits, sorting accounts receivable and accounts payable invoices, checking and balancing cash, reconciling bank statements, preparing a balance sheet, writing checks, writing payroll checks, preparing income statements, journalizing and posting. Among other duties listed were operating a computer and preparing government reports. ²

Seymour's study indicated that the typewriter, ten-key adding machine, and copying machines were the machines most frequently used by entry-level bookkeeping/accounting employees. ³ The study revealed that

¹Cleo P. Casady, "The Value of High School Bookkeeping Courses," Business Education Forum, XXIX (October, 1974), 19.

²Sondra K. Seymour, "A Study of Employment Requirements for Entry-level Bookkeeping/Accounting Positions in Selected Businesses in Beloit & Concordia, Kansas" (Master's research project, Emporia State University, 1974), p. 43.

³Ibid., p. 44.

the most important general qualifications looked for by employers were character references, work experience, and the results of the interview.¹

A survey of 65 supervisors in 1968 revealed weaknesses in the vocational bookkeeping and accounting classes. Some of the more startling findings at that time were as follows:

1. The aims and goals of the courses were outdated and based on jobs that, in many cases, no longer existed.
2. The curriculum was unorganized, with no planned sequence of study.
3. The course content was too narrow, usually just an extension of the secretarial program.
4. There was failure to emphasize the relevance of the course.
5. There was little effort to test job competency. Little effort was extended to conduct research and surveys to better plan the aims and goals of the course.
6. Teachers had limited accounting background and could not relate well to actual office experience in the accounting field.²

Today, however, much more emphasis is placed on relevance. The objectives most often listed in the current accounting textbooks are as follows:

1. To learn how to make better records for personal and home use.

¹Ibid.

²Padmakar M. Sapre and Roscoe D. Perritt, "A Historical Development of Accounting and Data Processing," Business Education * Yesterday, Today, & Tomorrow, Fourteenth Yearbook of the National Business Education Association (Reston, VA: National Business Education Association, 1976), pp. 13-14.

2. To be able to interpret and analyze business papers and records in the capacity of consumer in the office and at home.

3. To study records and reports as an aid in the management of business enterprise.

4. To prepare for positions in recordkeeping, accounting, and data processing.¹

The time has come to scrutinize the course content of the book-keeping/accounting classes in the high school curriculum. The impact of the use of machines and electronic devices has changed the entire office scene. Teachers need to be aware of these changes and involved in the revision and updating of the high school accounting curriculum.²

The Secretarial Program

The long list of what every secretary should know continues to get longer as our society changes and becomes more complex. The stereotype picture of the secretary is getting a new image, that of the professional secretary. New demands call for not only manual skills, but decision-making and conceptual skills.³ The secretary emerges as the person who "turns up wherever business is done, remembering what you forget, doing what you haven't time to do, . . . You dictate a letter and it's she who

¹Nanassy, Malsbary, and Tonne, op. cit., p. 248.

²Mary Louise Corey, "Program Revitalization Needs Leadership From the Top," Business Education Forum, XXVIII (May, 1974), 34.

³Robert O. Snelling, Sr., "The Businessman Looks at Secretarial Education," Effective Secretarial Education, Twelfth Yearbook of the National Business Education Association (Reston, VA: National Business Education Association, 1974), p. 3.

writes it down. You need a speech that somebody made two or three years ago . . ."¹

There are certain knowledge bases critical to entry-level jobs in the business world. Typewriters may someday in the future be replaced by voice-activated dictation machines which print out what is spoken into them. However, the typewriters and secretarial positions will not be immediately replaced by such high technology. Some employers will never be able to get used to talking to a machine. Some executives cannot do it now The skills of typewriting and stenography will continue to be required. The better the skills the more chance the person will have of being hired.²

Business educators must get across to students--prospective employees--that job hunting is the act of placing their skills on the market. An employee's future is determined by an evaluation made in a few minutes of face-to-face contact.³ As stated previously, the desired qualifications for secretaries do not change much over the years. Businessmen are finding that some of these desired qualities are still lacking in the "trained" products they see today. Today's high school graduates should be prepared to get and keep jobs. Preparation for the business world goes beyond the manual skills. Decision-making is an important part of the duties of today's secretaries. "We must recognize

¹LaVerne C. Ryan, "Wanted: Secretary...." Business Education Forum, XXVIII (May, 1974), 35.

²Marla S. Batchelder, "The Fog in the Crystal Ball--The Employee Skills Big Business Needs in the Next 20 Years" (Handout given during Summer, 1980, Emporia State University).

³Ryan, op. cit.

the necessity for positive attitudes, and if we can master this task, our secretaries will be better able to fulfill the needs of their chosen profession."¹

A study was done of 25 Topeka, Kansas, businesses by Jaquith in 1972, which revealed major weaknesses of beginning office workers to be spelling and attitude. Other areas of weaknesses were appearance, work attitudes, and the lack of experience.²

According to a recent national survey of 2,696 small businessmen, it is difficult to locate applicants who have the skills to work productively without further training. Another complaint about recently employed workers was that they did not have "job-related skills." Also mentioned was the lack of reading, writing, and simple arithmetic skills.³

A New York State study in 1976 revealed the following: Most respondents considered personality, appearance, prior work experience, and school attendance patterns when determining employability for clerical and stenographic tasks. One of the major areas of weakness in beginning employees was lack of productivity (number of units of work produced in a fixed period of time) and poor language arts skills.

In summary, the study revealed that the technical training of business education students in a high school in New York is more than adequate, that human relations skills might be emphasized to a greater

¹Ibid., p. 36.

²Marita Jquith, "Employment Standards for Beginning Office Workers in Twenty-five Selected Businesses in Topeka, Kansas" (Master's research project, Emporia State University, 1972), p. 42.

³Gloria Ortner Chapman, "Help From Recent Research for Educating Students for Tomorrow's Jobs" (Handout given during Summer, 1980, Emporia State University).

degree and it is recommended that business education students may further enhance the skills they are learning by doing part-time office work outside school.¹

Today's business educators of our nation's secretaries face the challenge of grooming them beyond manual skills.² Toffler challenged educators to turn out people who are inventive and can cope with change.³ No longer is there a place for the person to repeat a process a number of times a day in the business world and educators need to be sensitive to the demands of modern business.⁴

Whether one agrees fully with Toffler's analysis or not, it is evident that education for business must be rooted in a hard-headed assessment of a future characterized by constant change and it must be sensitive to both societal and individual needs.⁵

Jaquith's study revealed the following recommendations from businessmen for the improvement of office education:

Have a secretary concentrate on all phases of doing her work, i.e., shorthand, grammar, telephone answering; but perhaps as important is her ability to use common sense and the ability to recognize what the boss wants.⁶

¹Business Criteria for Entry-level Office Employee Competencies" (Handout given during Summer, 1980, Emporia State University).

²Ryan, op. cit.

³Alvin Toffler, Future Shock (New York: Bantam Books, Inc., 1970), pp. 417-427.

⁴Stowell Symmes, "The Contribution of Secondary Schools to Education for Business," Foundations of Education for Business, Thirteenth Yearbook of the National Business Education Association (Reston, VA: National Business Education Association, 1975), p. 282.

⁵Ibid.

⁶Jaquith, op. cit., p. 45.

The value of office and secretarial people is rapidly increasing within the human resource movement. The role of the secretary today is that of very high-level administrative assistant. This new role for the secretary demands a need for better preparation and a better means of performance evaluation.¹

Shorthand. For the last 50 years, business executives and business educators have been hearing the threatened obsolescence of manual shorthand.² However, a recent United States Department of Labor Bulletin revealed that shorthand skill is still the basic factor considered when business hires and promotes secretaries.³ A study of the trends and practices of business will help keep educators informed about the demand for shorthand and assist them in making curriculum decisions.⁴

Maxwell and O'Hare report conflicting responses concerning shorthand in the studies conducted in California. Nine companies indicated that there is a reduced need for shorthand, while eight noted that shorthand is required for most secretarial positions. Another response was

¹Venetta B. Kell, "Evaluative Techniques for Collegiate Secretarial Instruction," Effective Secretarial Education, Twelfth Yearbook of the National Business Education Association (Reston, VA: National Business Education Association, 1976), p. 203.

²Donald F. Hampton, "Issues in Teaching Shorthand," Business Education * Yesterday, Today, & Tomorrow, Fourteenth Yearbook of the National Business Education Association (Reston, VA: National Business Education Association, 1976), p. 203.

³U. S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook, 1976-77 edition. (Washington, D.C.: Government Printing Office, 1976), p. 17.

⁴Jo Ann Hennington, "Is There Need for Shorthand in the Business Curriculum of Tomorrow?" Century 21 Reporter, (Spring, 1979), 1.

that shorthand is still important for higher level secretarial jobs, especially for executive secretaries.¹

In a study done by Redman in 1972, it was found that the demand for stenographers is higher because of both personal and vocational uses of shorthand. More creative and interesting positions in stenography will remain and require more skill than presently required. The study indicated that the trend in business education will be greater on transcription and mailability than on speed development. A definite trend is away from setting school standards in terms of words per minute and more toward transcription production of mailable material.¹

Lynn England conducted a study in Topeka, Kansas, in 1972, which revealed standards set by employers for shorthand skill. More shorthand employment tests were dictated at 80 words per minute than at any other speed. Of the participants in the survey, 42 percent used only manual shorthand in their jobs, 20 percent used transcribing machines exclusively for dictation/transcription purposes, and 37 percent wrote shorthand notes manually and also operated transcribing machines in their positions. Tests of shorthand skill were conducted by 84 percent of the businesses surveyed. Seventy percent of the businesses indicated accuracy is one of the considerations in evaluating transcription.³

Today's high level of decision making and communication within businesses require the use of an administrative assistant--the skilled

¹Maxwell and O'Hare, op. cit.

²Clarence J. Redman, "An Analysis of the Status and Trends of Business Education in a Selected Group of Western Kansas Secondary Schools" (Master's thesis, Emporia State University, 1972), pp. 65-66.

³Lynn England, "Shorthand Employment Requirements and Usage in Selected Businesses in Topeka, Kansas" (Master's research project, Emporia State University, 1972), p. 75.

secretary--to serve as a teammate and this teammate should possess shorthand. The reasons why this statement is true are: (1) The confidentiality of much of an executive's decisions requires other than the "rank-and-file" word processors, as they are not sensitive to handling this information. An executive secretary who has high-level shorthand, English, and typing skill is essential at this level and for this purpose. (2) The "turn-around" time in a modern word processing center is a drawback to the quick action sometimes needed in decision making of high level employees. Secretaries are closer to the management personnel and can sense the need for quick action and assist in fast, effective corporate communication. (3) The complex business world often requires reports that are not easily prepared by automatic systems.¹

Schlenger stated that even the most sophisticated word processing system will not eliminate the need for shorthand and that there is a level in every organization where there is an absolute need for secretaries with shorthand. He also stated that these word processing systems may increase reliance on shorthand skills on the part of top-level secretaries. These key people in the organization must come from experienced people "down the line."²

A survey conducted by Dartnell in 1977 showed an unmistakable trend toward increased use of shorthand dictation for secretaries who worked their way from entry-level to top-level positions.³

¹Stephen A. Schlenger, "Shorthand, an Integral Part of the Office of Tomorrow," Century 21 Reporter, (Spring, 1979), 7.

²Ibid.

³Hennington, op. cit., p. 2.

A Business Week survey in 1977 showed that good shorthand skills are so rare that anyone possessing them can command a salary of \$1,000 per month and emphasized the fact that the secretarial shortage is not getting any better.¹

One look at any classified ad section of a large newspaper will reveal the difference between salaries for office positions requiring shorthand and those not requiring shorthand. Hess reported a study done by Robertson in Portland, Oregon, which revealed that over 50 percent of the large companies offered greater opportunities for advancement within the organization to employees with shorthand skills. Robertson also pointed out that beginning secretarial and clerical employees with shorthand are paid higher salaries.²

In several research studies comparing the status of shorthand with that of machine-recorded dictation, shorthand was used more often.³

In an April, 1978, issue of U. S. News & World Report, an occupational outlook indicated there would be 295,000 average annual openings for secretary/stenographers to 1985.⁴

Another Dartnell survey revealed that 46 percent of the secretaries responding took dictation only on a face-to-face basis, 17 percent transcribed from dictation equipment, while 37 percent used both methods.⁵

¹Ibid.

²Susie J. Hess, "Shorthand and the Changing Office Scene," Business Education World, LVII (November-December, 1976), 29.

³Ibid., p. 11.

⁴"Official Look at Where Jobs Will Open Up in Next Few Years," U. S. News & World Report, April 3, 1978, pp. 80-81.

⁵Hennington, op. cit.

The trend certainly seems to be not away from the use of shorthand skills but more toward the use of both shorthand and machine skills. The secretary with shorthand can learn the skill of machine-recorded dictation in a short time with little training. It is a far greater advantage to possess shorthand skill from the beginning and learn to transcribe from the machine-recorded dictation in a short time.¹

Other surveys revealed similar findings. For instance, a Michigan survey revealed that out of 117 large businesses and 2,953 secretaries, 76 percent used shorthand and 98 percent used symbol shorthand systems. A Washington, D.C., task analysis of 120 government or government-related agencies in 1978 indicated taking dictation in shorthand to be a major task of 93.3 percent of the experienced or supervisory secretaries surveyed. To qualify as a secretary, a government employee had to take dictation successfully at 80 words per minute.²

"Business students must realize that the ability to take shorthand may make the difference in their being chosen for an excellent job with advancement potential."³

Word Processing. According to a study by Powell, all secretarial programs should include information and guidance on the word processing concept. The study revealed that training on magnetic-media typewriters in school was not as important as the preparation for changing conditions

¹Hess, op. cit.

²Hennington, op. cit., pp. 7-8.

³Ibid., p. 12.

and procedures. Rather than training on the equipment itself, the study indicated greater emphasis should be given to teaching English grammar, spelling, proper attitudes toward work, ability to get along with others and acquiring excellence in performance of all basic secretarial skills.¹

Maxwell and O'Hare's study revealed the new occupations in the clerical/secretarial areas to be word processing operators. The study also indicated a trend toward more males in some clerical office jobs.²

Maxwell and O'Hare's study indicated word processing skills are not in high demand because not all companies interviewed used word processing equipment at the time of the study. Because of the many different types of equipment, good typing and editing skills are more in demand because people with these skills can be trained on the equipment.³

Word processing is creating many new job opportunities. It is important that students are made aware of the nature of these jobs and the kinds of responsibilities they require.

The office of the future in which word processing is efficiently used, will bring about new work habits, new patterns of work flow, and new job descriptions. Word processing is not, or should not be, simply an imposition of new equipment on an old office routine⁴

¹Merton Elwood Powell, "The Modern Automated Word Processing System--Its Implications for Changes in the Curriculum for Business and Office Education," Dissertation Abstracts International, XXXVI (November, 1979), 2582-A.

²Maxwell and O'Hare, op. cit., p. 186.

³Ibid., p. 184.

⁴Kathleen Wagoner, "Word Processing Enters the Business Curriculum," Journal of Business Education, LVIII (October, 1978), 15-17.

Typewriting. Prospects in employment for competent typists

continues to grow. The Bureau of Labor estimates for typists alone in 1972 was 1,021,000.¹ A U. S. News & World Report article estimated an average annual number of openings for typists to be 63,000 to 1985.²

Holmes listed the following qualifications of a person employed as a typist: (1) A typist is skilled in human relations. (2) A typist is a resource person. (3) A typist works from rough draft. (4) A typist is accurate. (5) A typist is a composer. (6) A typist is aware of standards of performance.

Business educators should keep abreast of new trends and practices in business and re-examine standards in light of new developments, experiments, and research. Educators must be able to evaluate and differentiate between "novel change" and change that will really make a contribution.³

LaPota, in a study of business firms in Coffeyville, Kansas, in 1977, found that typewriting skills were required as an entry-level skill by a large number of the firms surveyed.⁴

By conducting surveys and doing research into the requirements for entry-level employment, business educators can more adequately evaluate their own standards.⁵

¹Lorene Barnes Holmes, "Now is the Time For All Good Typewriting Teachers to Come to the Aid of Their Students," Business Education Forum, XXX (February, 1976), 16.

²U. S. News & World Report, op. cit.

³Holmes, op. cit.

⁴Carolyn Cook LaPota, "A Survey to Determine the Office Machines Used and Entry-level Office Machine Skills Required in Business Firms in Coffeyville, Kansas" (Master's research project, Emporia State University, 1977), p. 57.

⁵Margaret J. Hilton, "Employment Testing of Typewriting Skills," Business Education Forum, XXX (March, 1976), 33.

The objectives of business education have two purposes: (1) to provide training for specific types of jobs, and (2) to develop ability to use these skills in the environment of business.¹

In order to arrive at specific objectives, the preferred method has been to investigate the typing duties that are common to most office typing jobs, and use that as a basis for the typewriting curriculum.²

A survey of employment agencies in Cleveland, Ohio, to determine the standards required for typists and the nature of employment tests being used revealed the following: (1) Nineteen of the 20 agencies give only 5-minute straight-copy speed tests. (2) Almost all of the agencies suggest a speed of 45-50 words per minute for an entry-level job. (4) For the junior typist, speeds from 50 to 65, with most agencies requiring 50 words per minute. (5) The senior typist has standards ranging from 50 to 80 words per minute, with most agencies suggesting 65-70 words per minute for this top level.³

A series of dialogues with businessmen revealed that they are having to decrease skill requirements because they simply are not able to get the people with skills they should have. One businessman commented that today they are almost proud of somebody who can type 35 words per minute, but when the businessman was in high school, students were not considered adequate in typing unless they typed 65 words per minute on a manual typewriter. Teachers and supervisors of business must get

¹Nanassy, Malsbary, and Tonne, op. cit., p. 8.

²Allien R. Russon and S. J. Wanous, Philosophy and Psychology of Teaching Typewriting (2nd ed.; Cincinnati: South-Western Publishing Co., 1973, pp. 26-28.

³Hilton, op. cit., pp. 30-33.

together and discuss the problems the teachers have reaching the students and the problems supervisors are having after they get them.¹

Business teachers should maintain full responsibility for methods of teaching. Even though job requirements should always be the basis for final program standards, the standards in the classroom should be made by professional educators.²

Office Machines. New technology and trends are bringing about changes in the field of reprographics, or reproduction processes. These changes must be reflected in the high school classrooms. We cannot adequately prepare students for tomorrow's business jobs with obsolete or antiquated office skills. Reprographics has two major components: (1) the preparation of a master--such as a fluid master, a stencil, an offset master, or a paste-up to be used as camera-ready copy; and (2) the reproduction of multiple copies from the master--by fluid, stencil, offset duplicator, office copier, or printer.³

Out of 182 employees interviewed in a recent survey, skill tests in typing, shorthand, and office machines were the most frequently used instruments and measures to select office personnel. Surveys have revealed that office employees expressed serious reservations about the quality of

¹Norman E. Melick, "Supervisors of Entry-level Business Employees," Relevance in the Education of Today's Business Student, Eleventh Yearbook of the National Business Education Association (Reston, VA: National Business Education Association, 1973), p. 17.

²Maxwell and Winnett, op. cit., p. 285.

³Judith A. Scharle, "Office Reprographics: A New Challenge for the Business Educator," Business Education World, LIX (March-April, 1979), 22.

selection tests used, and in some instances, suggested that parts of the selection criteria were not appropriate since the measured skills and abilities were not required in their jobs.¹

Although there has been a relative increase in the number of machine operators, the number still is a small proportion of those in business occupations or in clerical occupations.²

Some machines are being used less frequently. For instance, the comptometer is now little used. Spirit duplicators and stencil duplicators are used much less than even ten years ago because of the greater ease in operation and reduction in cost of various offset processes. The ten-key computerized calculating machine comes close to the typewriter in frequency of use.

Few workers use any of the machines on a full-time basis, although thousands of workers use some of the machines incidentally in their regular duties. Providing students with some acquaintanceship and familiarity with such devices as addressing, calculating, canceling, and duplicating machines would prove much more valuable than detailed instruction in the use of office machines.³

Allison, in a study done in Hutchinson, Kansas, in 1978, concluded that there is such a variety of brands of copying equipment used, it would be impossible to have a representative group of equipment available for instruction purposes. Allison also found that the rotary calculator is used by only 2.56 percent of the businesses surveyed. Among other

¹Gene L. Houser and Gerald L. Hershey, "Training and Development of Office Employees: Implications for Business Educators," Business Education Forum, XXX (April, 1976), 21.

²Nanassy, Malsbary, and Tonne, op. cit., p. 289.

³Ibid.

findings in this study were: (1) There is need for instruction on the use of computers. (2) Over 47 percent of the businesses use transcribing machines. (3) The adding/calculating machines used most often were ten-key, electronic printing, electronic display, ten-key printing calculator, and full-key adding machine. (4) Typewriting skill required was minimum speed of 50 words per minute which was required by 3.46 percent of the respondents.¹

Summary

Although modern technology and procedures have entered the business world, new machines and equipment have appeared on the scene, and the electronic world is here, research indicates that people are not being replaced by machines. The qualified office worker is more and more in high demand. Employers are using high-school trained workers and the opportunities are excellent for the skilled employee. Typewriting skills at average speeds of 60 words per minute and shorthand skills at 80 words per minute are in demand. Skill and familiarity with office machines is needed, as well as ability to be trained on the job in other tasks. Employers are concerned about employees having not only these specific office skills, but also decision-making and conceptual skills. Entry-level applicants for office jobs today must have communication skills, basic arithmetic skills, ability to relate to people, and the ingenuity and ability to cope with change. Business educators need to keep abreast

¹Sandra Allison, "A Survey of 100 Selected Businesses in Hutchinson, Kansas, to Evaluate the Secretarial Science Program at Hutchinson Community College" (Master's thesis, Emporia State University, 1978), pp. 66-69.

of the standards of employability used by business and the non-manual skills required for the job, and incorporate them into the classroom experiences.

Chapter 3

PRESENTATION OF DATA

The purpose of this study was to determine if the business curriculum at Shawnee Heights High School is meeting the needs of selected businesses in Topeka, Kansas, and to recommend curriculum changes. To determine the needs of the Topeka, Kansas, business community, a questionnaire survey was sent to 100 selected businesses. Sixty-six questionnaires were returned, representing the following areas: retail sales, manufacturing, insurance, real estate, educational institutions, accounting, architecture, law, news media, transportation, wholesale sales, mental health, hotel/motel, communications, and non-profit organizations.

The 66 businesses responding employed 1,438 full-time and 190 part-time clerical/secretarial employees. Thirty, or 45 percent, of the respondents indicated hiring recent high school graduates each year. Table 1 shows employment opportunities for high school graduates completing a business program. Many of the respondents indicated opportunities in more than one area. The area marked most often was clerical (file clerk, general clerk, payroll clerk), which was used by 51, or 77 percent. The second area most often marked was secretarial and stenographic, which was indicated by 44, or 67 percent. The third area most often marked was bookkeeping and accounting, which was 26, or 39 percent. Twenty-one businesses marked "other" and among those listed were: bank teller,

Table 1

Clerical/Secretarial Employment Opportunities Within
Selected Firms in Topeka, Kansas, 1979, for High
School Graduates Completing a Business Program

Response	Number	Percent
Clerical (File clerk, general clerk, payroll clerk)	51	77
Secretarial and Stenographic	44	67
Bookkeeping and Accounting	26	39
Data Processing (Data entry operator, tabulating machine operator)	18	27
Other	21	32

receptionist, claims processors, rate/endorsement clerks, CRT operators, file processors, and policy typists.

Table 2, page 35, reveals the methods used to fill clerical/secretarial vacancies in selected businesses. The most often used method indicated was word of mouth, with 46, or 70 percent. Public employment agencies were the next most used method with 38, or 58 percent. Ads in the newspaper and vocational or business school placement offices were the third most often listed method, with 37, or 56 percent. Private employment agencies were the fourth most often used method with 36, or 55 percent of the respondents. High school teachers were listed by 14, or 21 percent, of the respondents and high school guidance offices by 8, or 12 percent, of the respondents.

Businesses were asked if there were opportunities for job advancement for high school graduates in clerical/secretarial positions. Fifty-three or 80 percent responded yes, 8, or 12 percent, responded no. Table 3, page 36, reveals these figures.

Table 4, page 37, reveals the methods of advancement for high school graduates in selected businesses. Fifty-four, or 82 percent, of the respondents, answered experience on the job. The next most often used method of advancement was improvement in skills, with 52, or 79 percent, of the respondents. The ability to organize and to supervise was the third most often used method, with 42, or 64 percent, of the businesses responding.

Table 5, page 38, shows the companies willing to defray the cost of further education for clerical/secretarial employees. Thirty-eight, or 58 percent, responded yes; 26, or 39 percent, responded no.

Table 2

Methods Used to Fill Clerical/Secretarial Vacancies
in Selected Businesses in Topeka, Kansas, 1979

Response	Number	Percent
Word of mouth	46	70
Public employment agencies	38	58
Ads in the newspaper	37	56
Vocational or business school placement offices	37	56
Private employment agencies	36	55
Recommendations by relatives, friends, etc.	31	47
Within the company	26	39
High school teachers	14	21
High school guidance offices	8	12
Other	9	14

Table 3

Opportunity for Job Advancement for High School
Graduates in Clerical/Secretarial Positions
Within Selected Business Firms
in Topeka, Kansas, 1979

Response	Number	Percent
Yes	53	80
No	8	12

Table 4

Method of Advancements for High School Graduates
in Clerical/Secretarial Positions Within
Selected Business Firms in
Topeka, Kansas, 1979

Response	Number	Percent
Experience on the job	54	82
Improvement in skills	52	79
Ability to organize and supervise	42	64
On-the-job training provided by the firm	41	62
Further education outside the firm	30	45
Other	8	12

Table 5

Firms Offering to Defray the Cost of Further
Education for Clerical/Secretarial Employees
in Topeka, Kansas, 1979

Response	Number	Percent
Yes	38	58
No	26	39

Businesses were asked to indicate the importance placed on the appearance of the completed application form. Forty, or 61 percent, of the businesses responded very important; 18, or 27 percent, responded somewhat important; and 1, or 2 percent of the businesses, responded not very important. These figures are revealed in Table 6, page 40.

Entry-level Competencies

Table 7, page 41, reveals the ranking of personal traits considered in hiring clerical/secretarial employees. The largest number of businesses ranked intelligence as the first most important, with 32 percent. Maturity and personality were ranked equally as the second most important trait, with 12 percent each. The third most important was appearance, with 21 percent responding. Appearance was ranked as fourth most important by 18 percent of the respondents.

Businesses were asked if pre-employment tests were administered for clerical/secretarial positions. Twenty-six, or 39 percent, responded yes. Thirty-seven, or 56 percent, responded no. Many of the businesses responding no revealed that testing was done for them by employment agencies. These figures are revealed in Table 8, page 42.

Table 9, page 43, shows the emphasis placed by employers on the pre-employment test results. Seventeen, or 26 percent, indicated a major emphasis was placed on these results. Eleven, or 17 percent, indicated some emphasis is placed on these results, and 1, or 2 percent, responded that little emphasis is placed on pre-employment test results.

Table 10, page 43, shows the length of pre-employment typewriting tests given by businesses. Sixteen, or 24 percent, responded five minutes.

Table 6
Importance Placed on Appearance of Application
Form by Selected Businesses
in Topeka, Kansas, 1979

Response	Number	Percent
Very important	40	61
Somewhat important	18	27
Not very important	1	2

Table 7

The Most Important Personal Traits Considered in Hiring Clerical/Secretarial Employees as Indicated by Selected Businesses in Topeka, Kansas, 1979

Personal Trait	Percent of Firms Ranking			
	First Most Important	Second Most Important	Third Most Important	Fourth Most Important
Intelligence	32	10	12	15
Appearance	15	10	21	18
Personality	10	12	2	15
Speech	9	2	10	6
Manners	6	6	0	6
Enthusiasm	3	10	15	12
Maturity	2	12	9	2
Poise	0	6	1	2
Leadership	0	0	6	2

Table 8

Firms Administering Pre-employment Tests
for Clerical/Secretarial Positions
in Topeka, Kansas, 1979

Response	Number	Percent
Yes	26	39
No	37	56

Table 9

Emphasis Placed on Pre-employment Test Results
for Clerical/Secretarial Employees by Selected
Businesses in Topeka, Kansas, 1979

Response	Number	Percent
Major emphasis	17	26
Some emphasis	11	17
Little emphasis	1	2

Table 10
Length of Pre-employment Typewriting Test
Given by Selected Businesses in
Topeka, Kansas, 1979

Response	Number	Percent
3 Minutes	2	3
5 Minutes	16	24
10 Minutes	0	0
Other	0	0

Table 11, page 46, shows the minimum typewriting speed required for entry-level employment. Many of the businesses did not respond. Sixty words per minute was the required speed indicated by 14, or 21 percent of the respondents. Ten, or 15 percent, indicated 50 words per minute. Five, or 8 percent, of the businesses indicated 40 words per minute.

Table 12, page 47, indicates the businesses requiring shorthand for entry-level clerical/secretarial positions. In the category of secretaries, 18, or 27 percent, indicated yes. Fifteen, or 23 percent, require shorthand for private/executive secretarial positions. Twenty-eight, or 42 percent, indicated that shorthand is not required for clerical/secretarial positions. Fifty-two percent of the respondents require shorthand for one or more entry-level positions. Forty-two percent of the respondents indicated shorthand is not required for entry-level positions.

Businesses were asked if a pre-employment shorthand test was administered. Ten, or 15 percent, responded yes. Fourteen, or 21 percent, responded no. These figures are revealed in Table 13, page 48.

Table 14, page 49, indicates the minimum shorthand speed required on pre-employment tests. Out of the ten businesses responding, 2, or 3 percent, indicated 70 words per minute; 4, or 6 percent, indicated 80 words per minute; 2, or 3 percent, indicated 90 words per minute; none of the firms indicated 100 words per minute; 1, or 2 percent, indicated 120 words per minute; and 1, or 2 percent, indicated "other."

Businesses who do not administer pre-employment shorthand tests were asked to indicate the required speed for entry-level positions. Of the 21 businesses responding, 4, or 6 percent, indicated 70 words per minute; 7, or 10 percent, indicated 80 words per minute; 3, or 5 percent indicated 90 words per minute; and 7, or 10 percent, indicated 100 words per minute. Table 15, page 50, reveals these figures.

Table 11

Minimum Typewriting Speed Required for Entry-level
Clerical/Secretarial Employment in Selected
Businesses in Topeka, Kansas, 1979

Response	Number	Percent
40	5	8
50	10	15
60	14	21
70	2	3
80	1	2
Over 80	1	2

Table 12
Entry-level Positions Requiring Shorthand
Within Selected Businesses in
Topeka, Kansas, 1979

Response	Number	Percent
Secretary	18	27
Private/Executive Secretary	15	23
Clerk Typist	1	2
Receptionist	0	0
Not Required	28	42

Table 13

Firms Administering a Pre-employment Shorthand Test
Within Selected Businesses in
Topeka, Kansas, 1979

Response	Number	Percent
Yes	10	15
No	14	21

Table 14

Minimum Shorthand Speed Required on Pre-employment Tests
for Clerical/Secretarial Employees Within Selected
Businesses in Topeka, Kansas, 1979

Response	Number	Percent
70 WPM	2	3
80 WPM	4	6
90 WPM	2	3
100 WPM	0	0
120 WPM	1	2
Other	1	2

Table 15

Shorthand Speed Required by Firms Not Administering
Pre-employment Tests for Clerical/Secretarial
Employees Within Selected Businesses in
Topeka, Kansas, 1979

Response	Number	Percent
70 WPM	4	6
80 WPM	7	10
90 WPM	3	5
100 WPM	7	10

Businesses were asked to indicate if a knowledge of bookkeeping/ accounting was required for clerical/secretarial employees. Twenty-seven, or 41 percent, responded yes. Thirty, or 45 percent, responded no.

Table 16, page 52, reveals these figures.

Table 17, page 53, reveals the number of businesses that require knowledge of technical terminology for clerical/secretarial positions. Forty-one, or 62 percent, indicated yes. Twenty, or 30 percent, indicated no.

Table 18, page 54, shows the number of firms requiring punctuation skills of their clerical/secretarial employees. Fifty-six, or 85 percent, responded yes. Three, or 5 percent, responded no.

Table 19, page 55, shows the response of businesses when given the opportunity to rank the beginning clerical/secretarial employees on attitudes, traits, and work habits.

Table 20, page 56, reveals whether or not the beginning clerical/secretarial employees have had excellent, good, or poor entry-level competencies in knowledge and skills.

Businesses were asked whether on-the-job training in technical terminology is provided for clerical/secretarial employees. Fifty-one, or 77 percent responded yes. Seven, or 10 percent, responded no. Table 21, page 57, reveals these figures.

Forty-five, or 68 percent, of the firms provide the use of an employees handbook or manual. Of the 58 businesses answering the question, 13, or 20 percent responded no. These figures are shown in Table 22, page 58.

Table 16
Firms Requiring a Knowledge of Bookkeeping/Accounting
for Clerical/Secretarial Employees
in Topeka, Kansas, 1979

Response	Number	Percent
Yes	27	41
No	30	45

Table 17

Knowledge of Technical Terminology Required for
Clerical/Secretarial Employees Within
Selected Businesses in
Topeka, Kansas, 1979

Response	Number	Percent
Yes	41	62
No	20	30

Table 18
Firms Requiring Punctuation Skills by Their
Clerical/Secretarial Employees
in Topeka, Kansas, 1979

Response	Number	Percent
Yes	56	85
No	3	5

Table 19

Firms Indicating Whether or Not the Majority of Beginning Clerical/Secretarial Employees
Have Had Excellent, Good, or Poor Entry-level Competencies
in Attitudes, Traits, and Work Habits

Response	Number			Percent		
	Excellent	Good	Poor	Excellent	Good	Poor
Attendance	26	33	2	39	50	3
Pride in work	16	39	2	24	59	3
Initiative	11	40	4	17	61	6
Responsibility	13	38	4	20	58	6
Leadership ability	6	37	11	9	56	17
Grooming	13	41	2	20	62	3
Punctuality	19	38	2	29	53	3
Relationship with fellow employees	19	35	1	29	53	2
Accept criticism graciously	8	42	4	12	64	6
Ability to listen	16	36	4	24	55	6
Ability to follow directions	13	40	1	20	61	2
Use of dictionary & other references	11	36	8	17	55	12
Willingness to do "little extras"	16	33	7	24	50	11
Seeing a job through to completion	11	38	4	17	58	6

Table 20

Firms Indicating Whether or Not the Majority of Beginning Clerical/Secretarial Employees
Have Had Excellent, Good, or Poor Entry-level Competencies
in Knowledge and Skills

Response	Number			Percent		
	Excellent	Good	Poor	Excellent	Good	Poor
Shorthand	3	13	18	5	20	27
Filing	11	38	4	17	58	6
Arithmetic	5	41	4	8	62	6
Ability to read	11	36	5	17	55	8
Spelling	12	26	14	18	39	21
Handwriting	8	39	5	12	59	8
Accuracy in typewriting	7	40	5	11	61	8
Speed in typewriting	6	40	4	9	61	6
Use of business machines	4	36	7	6	55	11
Use of transcribing machines	7	24	9	11	37	14
Vocabulary	6	34	11	9	52	17

Table 21

Firms Providing On-the-job Training in Technical Terminology
for Clerical/Secretarial Employees Within Selected
Businesses in Topeka, Kansas, 1979

Response	Number	Percent
Yes	51	77
No	7	10

Table 22
Firms Providing the Use of an Employees Handbook
or Manual Within Selected Businesses
in Topeka, Kansas, 1979

Response	Number	Percent
Yes	45	68
No	13	20

Table 23, page 60, shows the filing storage systems used by the respondents. The traditional storage unit was used by 59, or 89 percent. Microfiche was used by 20, or 30 percent, of the respondents, and microfilm was used by 19, or 29 percent. Many of the respondents used more than one system.

The methods of filing used by the respondents is shown in Table 24, page 61. Fifty-seven, or 86 percent, used alphabetic. Thirteen, or 20 percent, used geographic. Thirty-four, or 52 percent, used numeric. Twenty-four, or 36 percent, used subject. One respondent listed "other" which was written on the questionnaire as "microfiche."

Filing tasks were assigned to entry-level clerical/secretarial employees as indicated by 58, or 88 percent of the respondents. Three, or 5 percent, of the respondents indicated filing tasks were not assigned. Table 5, page 62, reveals these figures.

Businesses were asked the types of copies made of outgoing letters. Thirty-eight, or 58 percent, used carbon copies. Dry copies were used by 42, or 64 percent. These figures are revealed in Table 26, page 63.

The methods of correction used by respondents is indicated in Table 27, page 64. Correction tape and liquid paper were used by 43, or 65 percent, of the respondents. Those businesses having typewriters with correcting features were 36, or 55 percent, of the respondents. Eleven, or 17 percent, used erasing. Many businesses marked more than one method.

Reports and business forms were typed by clerical/secretarial employees in 55, or 83 percent, of the businesses surveyed. Four, or 6 percent, of the respondents did not require reports and business forms. Table 28, page 65, reveals these figures.

Table 23
Filing Storage Systems Used
in Selected Businesses in
Topeka, Kansas, 1979

Response	Number	Percent
Traditional Storage Unit (file cabinet, etc.)	59	89
Microfiche	20	30
Microfilm	19	29

Table 24
Methods of Filing Used by Selected Businesses
in Topeka, Kansas, 1979

Response	Number	Percent
Alphabetic	57	86
Numeric	34	52
Subject	24	36
Geographic	13	20
Other	1	2

Table 25

Filing Tasks Assigned to Entry-level Clerical/Secretarial
Employees Within Selected Businesses
in Topeka, Kansas, 1979

Response	Number	Percent
Yes	58	88
No	3	5

Table 26
Types of Copies of Outgoing Letters
Required by Selected Businesses
in Topeka, Kansas, 1979

Response	Number	Percent
Dry copy	42	64
Carbon copy	38	58

Table 27
Methods of Correction Used by Clerical/Secretarial
Employees Within Selected Businesses
in Topeka, Kansas, 1979

Response	Number	Percent
Correction tape	43	65
Liquid paper	43	65
Correcting features of typewriter	36	55
Eraser	11	17

Table 28

Firms Requiring Clerical/Secretarial Employees
to Type Reports and Business Forms
Within Selected Businesses
in Topeka, Kansas, 1979

Response	Number	Percent
Yes	55	83
No	4	6

Office Equipment Used by Respondents

The kinds of typewriters used by the businesses surveyed are revealed in Table 29, page 67. Fifty-seven, or 86 percent, used electric typewriters. Manual typewriters were used by 11, or 17 percent, of the respondents. The executive typewriter was used by 14, or 21 percent of the respondents. Typewriters with self-correcting features were used by 36, or 55 percent of the respondents.

The types of automatic typewriters used by the respondents were Magnetic card, used by 16, or 24 percent; Memory, used by 10, or 15 percent; Magnetic tape, used by 6, or 9 percent; and 1 respondent responded "other." These figures are shown in Table 30, page 68.

Table 31, page 69, shows the types of machine transcribers used by the businesses surveyed. Thirty, or 45 percent, used cassette machines. Belt transcribers were used by 10, or 15 percent, of the respondents. Five, or 8 percent, used disc machines, and 7, or 10 percent, of the respondents indicated "other."

Table 32, page 70, shows the adding machines and calculators used by the respondents. Thirty-six, or 55 percent, of the respondents used electronic printing calculators. The electronic display calculator and ten-key printing calculators were used by 32, or 48 percent, of the respondents. Thirty, or 45 percent, used full-key adding machines. Five of the respondents, or 8 percent, used programmable calculators. Two of the respondents, or 3 percent, used rotary calculators.

Table 33, page 71, shows the types of computer equipment used by the respondents. CRT input devices were used by 21, or 32 percent. Printers were used by 11, or 17 percent. Central processing units were used by

Table 29
Kinds of Typewriters Used by Selected
Businesses in Topeka, Kansas, 1979

Response	Number	Percent
Electric typewriter	57	86
Self-correcting features	36	55
Executive typewriter	14	21
Manual typewriter	11	17

Table 30
Types of Automatic Typewriters Used by Selected
Businesses in Topeka, Kansas, 1979

Response	Number	Percent
Magnetic card	16	24
Memory	10	15
Magnetic tape	6	9
Other	1	2

Table 31
Types of Machine Transcribers Used by Selected
Businesses in Topeka, Kansas, 1979

Response	Number	Percent
Cassette	30	45
Belt	10	15
Disc	5	8
Other	7	10

Table 32
 Adding Machines and Calculators Used by Selected
 Businesses in Topeka, Kansas, 1979

Response	Number	Percent
Electronic printing calculator	36	55
Electronic display calculator	32	48
Ten-key printing calculator	32	48
Full-key adding machine	30	45
Programmable calculator	5	8
Rotary calculator	2	3

Table 33
Types of Computer Equipment Used by Selected
Businesses in Topeka, Kansas, 1979

Response	Number	Percent
CRT input device	21	32
Printer	11	17
Central processing unit	10	15
Mini computer	7	10
Magnetic tape device	7	10
Storage unit	6	9
Sorter	4	6
Card punch	3	5
Collator	3	5
MICR	3	5
Tape punch	2	3
Optical scanners	1	2

10, or 15 percent of the respondents. Mini computers and magnetic tape devices each had 7, or 10 percent. Six, or 9 percent, of the businesses used storage units, and three or 5 percent, used card punch, collator, and MICR equipment. Two, or 3 percent, used tape punch, and 1, or 2 percent, used optical scanners.

Table 34, page 73, shows the miscellaneous equipment listed by the businesses surveyed. Forty-eight, or 71 percent, listed copy machines under the "miscellaneous" heading. Fourteen, or 21 percent, used mimeograph machines. Offset duplicators and spirit duplicators were each used by 7, or 10 percent, of the businesses surveyed. The Thermofax machine was used by 2, or 3 percent, of the respondents.

Table 34
Miscellaneous Equipment Used by Selected
Businesses in Topeka, Kansas, 1979

Response	Number	Percent
Copy machines	48	71
Mimeograph machine	14	21
Spirit duplicator	7	10
Offset duplicator	7	10
Thermofax	2	3

Chapter 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine if the business curriculum at Shawnee Heights High School was meeting the needs of the business community of Topeka, Kansas.

A survey instrument was developed and mailed to 100 businesses in Topeka, Kansas. Sixty-six businesses responded, employing 1,438 full-time and 190 part-time clerical/secretarial employees. The areas represented were: retail sales, manufacturing, insurance, real estate, educational institutions, accounting firms, architecture, law, news media, transportation, wholesale sales, mental health, hotel/motel, communications, and non-profit organizations.

In answering questions on the survey, some businesses marked more than one answer per question and some questions were left unanswered.

Summary

The following is a summary of the results of the questionnaire survey.

Opportunities for high school graduates to enter office positions exist to a greater extent in the clerical (file clerk, general clerk, payroll clerk) area, with 77 percent of the businesses responding. The second largest area was secretarial/stenographic, with 67 percent of the businesses responding.

Seventy percent of the businesses surveyed indicated using word of mouth to fill clerical/secretarial vacancies. The next most used method was public employment agencies, with 58 percent. Ads in the newspaper and vocational or business school placement offices were the next most used methods, with 46 percent each.

Eighty percent of the businesses indicated job advancement opportunities existed within the company for high school graduates in clerical/secretarial positions. The method used for these advancements was largely experience on the job, which was used by 82 percent, and improvement in skills, which was used by 79 percent of the respondents.

The appearance of the application forms was considered very important by 66 percent of the businesses.

The businesses considered intelligence as the most important personal trait when hiring office employees.

Forty-five percent of the businesses did not require entry-level employees to have bookkeeping/accounting knowledge. Forty-one percent did require this knowledge. Several businesses did not respond.

Sixty-two percent of the businesses require technical terminology in the entry-level positions. However, much of this was taught on-the-job.

Few of the respondents answered the questions regarding shorthand speed required for entry-level employment. Of those responding, the greatest number indicated 80 words per minute. For the businesses not administering their own pre-employment shorthand tests, a minimum speed of 80 words per minute and 100 words per minute were each indicated by 10 percent of the respondents.

Punctuation skills were required for entry-level office employees by 85 percent of the employers.

Businesses were asked to rank attitudes, traits, and work habits of beginning employees. Using the rating of excellent, good, or poor, each of the 14 traits listed was ranked good by more than 50 percent of the employers.

Using the rating of excellent, good, or poor, 11 competencies of knowledge and skill were ranked good by 50 percent or more except shorthand, spelling, and the use of transcribing machines.

Employee handbooks were used in 68 percent of the businesses.

Traditional filing storage systems were used in 89 percent of the businesses, with 86 percent using alphabetic methods of filing. Sixty-six percent of the employers assigned filing tasks to entry-level employees.

Businesses used both carbon copies and dry copying methods for letters. Fifty-eight percent used carbon copy and 64 percent marked dry copy. Many of the businesses used both methods.

Reports and business forms were tasks assigned to entry-level employees by 83 percent of the respondents.

Only 17 percent of the businesses indicated the eraser was used to correct errors. Both correction tape and liquid paper were used by 65 percent of the respondents, with 55 percent using correcting features of a typewriter.

Electric typewriters were used by 86 percent of the businesses surveyed. Seventeen percent had one or more manual typewriters. The executive typewriter is being used by 21 percent of the businesses.

Magnetic card typewriters are being used by 24 percent of the businesses surveyed. Other automatic typewriters used are magnetic tape and the memory typewriter.

The cassette machine transcriber is used by more businesses than any other type, with 45 percent responding. The belt transcriber is used by 15 percent of the businesses, and the disc transcriber is used by 8 percent.

The adding machines and calculators used were electronic printing, with 55 percent; electronic display and ten-key printing, with 48 percent each; the full-key adding machine, with 45 percent. Only 3 percent of the businesses used the rotary calculator, and the programmable calculator was used by 8 percent of the businesses.

Seventy-one percent of the businesses used copying machines of some type. Offset and spirit duplicators were used by ten percent of the respondents, mimeographs were used by 21 percent, and only 3 percent used Thermofax machines.

Over 50 percent of the businesses surveyed used computer equipment. The CRT input device was marked by 32 percent of the businesses.

Conclusions

1. It appears there are excellent opportunities for the skilled high school graduate to obtain employment in clerical/secretarial positions in the Topeka business community.

2. Next to word of mouth, the public employment agencies are the best source to use in seeking office positions.

3. Job advancements are largely based on job experience and improvement in skills.
4. Intelligence is considered the most important personal trait when hiring entry-level clerical/secretarial employees.
5. Less than 50 percent of the employers administered pre-employment tests.
6. It appears typewriting skills are in demand and businesses prefer students to have a minimum skill of 60 words per minute.
7. Shorthand is an asset in securing entry-level secretarial positions, with 80 words per minute as the speed most often required.
8. Emphasis should be placed upon developing attitudes, personal traits, work habits, and decision-making abilities.
9. It appears bookkeeping/accounting knowledge is needed in the high school curriculum, as 41 percent of the businesses require this knowledge.
10. Punctuation and spelling should be emphasized and included in the high school curriculum whenever possible.
11. It appears transcribing machines are used to a great extent in business offices, with the cassette being used most often.
12. Error corrections are made to a greater extent by using liquid paper, correction tape, and self-correcting features of a typewriter.
13. Over 50 percent of the businesses use computer equipment.
14. Electronic adding machines and calculators are in greater use in Topeka than non-electronic types. The rotary calculator should not be included in the high school machines classes.

15. Students should be trained on electric typewriters.

16. The typing of reports and business forms were required by the majority of business firms.

17. Carbon copies are still being used in businesses in Topeka.

18. Training for word processing can best be done by emphasizing English grammar, spelling, proofreading, proper attitudes toward work, and acquiring excellence in basic secretarial skills, rather than detailed instruction on word processing equipment.

Recommendations

1. Shawnee Heights High School should continue to offer bookkeeping/accounting courses.

2. Shorthand should continue to be offered and students should be encouraged to enroll for at least one year, acquiring the ability to produce mailable copy from dictation taken at the rate of at least 80 words per minute.

3. There should be an emphasis on punctuation, spelling, and mailability in typewriting classes. Business reports and forms should be an important part of the typewriting instruction.

4. Emphasis on speed in typewriting classes should be aimed at acquiring at least 60 words per minute for employability.

5. Instruction on transcribing machines should continue to be provided, with emphasis on mailable copy.

6. Instruction should be given on the electronic adding and calculating machines; rotary calculator instruction should not be presented.

7. Electric typewriters should be used in all typewriting classes. When possible, some acquaintanceship with automatic typewriters should be provided clerical/secretarial students.

8. Office simulation classes should continue to be offered in the Shawnee Heights curriculum, giving students "on-the-job" experiences in decision-making, work relations, development of initiative and responsibility, production work, punctuality, and non-skill working competencies of many types.

9. Filing should continue to be included in the curriculum with emphasis on the alphabetic and numeric methods.

10. Business relations classes should continue to be included in the curriculum, with emphasis on developing responsibility, leadership ability, punctuality, relations with other people, good grooming, and other proper work attitudes and traits.

11. Instruction in data processing should be offered in the business curriculum at Shawnee Heights.

12. The Secretarial Office Procedures and Intensive Clerical Training classes should continue to be offered with emphasis on job preparation.

13. Shawnee Heights Business Education Department should make business surveys periodically in order to stay aware of curriculum needs.

14. Further research is needed to determine more accurately the needs and preferences of employers concerning shorthand as a requirement for entry-level employment.

15. Word processing preparation should be incorporated into the present business courses.

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APPENDIXES

APPENDIX A

Questionnaire

BUSINESS COMMUNITY SURVEY

Name of Business _____

Address _____ Phone _____

Completed by _____ Title _____

GENERAL INFORMATION

1. Indicate the categories of positions in your business that could be filled by hiring high school graduates completing a business program.
 - Bookkeeping and accounting
 - Clerical (File clerk, general clerk, payroll clerk)
 - Data processing (Data entry operator, tabulating machine operator)
 - Secretarial and Stenographic
 - Other (please specify) _____
2. Approximately how many graduates of a high school business program do you employ each year? _____
3. Indicate the total number of clerical/secretarial employees employed in your business? part-time full-time
4. Do you employ clerical/secretarial employees who have had no previous office work experience? yes no
5. Is there opportunity for advancement in clerical/secretarial positions by high school graduates within your firm? yes no
6. Upon what are these advancements decided?

<input type="checkbox"/> experience on the job	<input type="checkbox"/> further education outside the firm
<input type="checkbox"/> improvement in skills	<input type="checkbox"/> on-the-job training provided by firm
<input type="checkbox"/> ability to organize and supervise	<input type="checkbox"/> other (please specify) _____
7. Does your firm help defray the cost of further education for your clerical/secretarial employees? yes no
8. What methods do you use to find new employees? (Check all that apply.)

<input type="checkbox"/> ads in the newspaper	<input type="checkbox"/> vocational or business school
<input type="checkbox"/> word of mouth	<input type="checkbox"/> placement offices
<input type="checkbox"/> private employment agencies	<input type="checkbox"/> within the company
<input type="checkbox"/> public employment agencies	<input type="checkbox"/> recommendations by relatives, friends, etc.
<input type="checkbox"/> high school teachers	<input type="checkbox"/> other (please specify) _____
<input type="checkbox"/> high school guidance offices	

APPLICATION PROCEDURES

9. Do you review the applicant's high school record prior to employment?
 - yes no
10. Do you have your applicants complete an application blank?
 - yes no
11. How long is an application kept on file at your office?
 - no longer than 30 days no longer than one year
 - no longer than 90 days other (please specify) _____

12. What importance is placed on the appearance with which an application form is completed?
 very important somewhat important not very important
13. Do you interview each applicant for jobs in your firm? yes no
14. Listed below are a number of personal traits. Please rank the four most important to you when considering an applicant for employment in your firm. Rank the most important as (1), next important as (2), etc.
- | | | |
|-------------------------------------|---------------------------------------|-------------------------------------|
| <input type="checkbox"/> appearance | <input type="checkbox"/> speech | <input type="checkbox"/> enthusiasm |
| <input type="checkbox"/> manners | <input type="checkbox"/> intelligence | <input type="checkbox"/> maturity |
| <input type="checkbox"/> poise | <input type="checkbox"/> personality | <input type="checkbox"/> leadership |

ENTRY-LEVEL COMPETENCIES

15. Do you administer pre-employment tests? yes no
 If no, please go to question 22.
16. How much emphasis do you place on the results of these tests?
 major emphasis some emphasis little emphasis
17. If you give a typewriting pre-employment test, at what speed (words per minute) are the applicants required to typewrite?
 40 70
 50 80
 60 over 80
18. What is the composition of your pre-employment typewriting test?
 straight copy only statistical typewriting
 letters other (please specify) _____
19. What is the length of your pre-employment typewriting test?
 3 minutes 10 minutes
 5 minutes other (please specify) _____
20. If shorthand is a requirement for an entry-level clerical/secretarial employee, do you administer a shorthand test? yes no
21. If you do give a shorthand pre-employment test, at which dictation speed must an entry-level applicant pass the test?
 70 100
 80 120
 90 other (please specify) _____
22. Which entry-level positions require shorthand?
 secretary private/executive secretary not required
 receptionist clerk typist
 other (please specify) _____
23. If a shorthand pre-employment test is not administered, what dictation speed is required for employment?
 70 100
 80 120
 90 other (please specify) _____
24. If a typewriting pre-employment test is not administered, what is the speed (words per minute) required for employment? _____

Do you prefer clerical/secretarial employees to have shorthand skill for entry-level positions? yes no

Indicate whether or not the majority of your beginning clerical/secretarial employees have had excellent, good, or poor entry-level competencies in the following areas:

Attitudes, Traits and Work Habits

	<u>Excellent</u>	<u>Good</u>	<u>Poor</u>
attendance	_____	_____	_____
pride in work	_____	_____	_____
initiative	_____	_____	_____
responsibility	_____	_____	_____
leadership ability	_____	_____	_____
grooming	_____	_____	_____
punctuality	_____	_____	_____
relationship with fellow employees	_____	_____	_____
accept criticism graciously	_____	_____	_____
ability to listen	_____	_____	_____
ability to follow directions	_____	_____	_____
use of dictionary and other references	_____	_____	_____
willingness to do "little extras"	_____	_____	_____
see a job through to completion	_____	_____	_____
other (please specify) _____	_____	_____	_____

Knowledge and Skills

	<u>Excellent</u>	<u>Good</u>	<u>Poor</u>
shorthand	_____	_____	_____
filing	_____	_____	_____
arithmetic	_____	_____	_____
ability to read	_____	_____	_____
spelling	_____	_____	_____
handwriting	_____	_____	_____
accuracy in typewriting	_____	_____	_____
speed in typewriting	_____	_____	_____
use of business machines	_____	_____	_____
use of transcribing machines	_____	_____	_____
vocabulary	_____	_____	_____
other (please specify) _____	_____	_____	_____

Do your entry-level employees have the use of an employees handbook or manual? yes no

Please list any additional skill areas needed by beginning office workers interviewed by your firm in recent months. _____

Is a knowledge of bookkeeping/accounting needed by your clerical/secretarial employees? yes no

Is a knowledge of technical terminology used in your business needed by clerical/secretarial employees? yes no

Is this technical terminology taught on the job? yes no

Are entry-level clerical/secretarial employees assigned filing tasks? yes no

33. Please check all filing storage systems used in your offices.
 traditional storage unit (file cabinet, etc.)
 microfilm
 microfiche
34. Which methods of filing are used by your firm?
 alphabetic subject
 geographic other (please specify) _____
 numeric
35. Are your clerical/secretarial employees required to punctuate correspondence they type? yes no
36. What method of correction do your clerical/secretarial employees use on correspondence to be sent out of the office?
 eraser liquid paper
 correction tape correcting features of typewriter
 other (please specify) _____
37. Are your clerical/secretarial employees asked to type reports and business forms? yes no If yes, please specify: _____
38. For copies of outgoing letters, is a carbon copy or a dry copy prepared?
 carbon copy dry copy (name of machine) _____

OFFICE EQUIPMENT USED IN YOUR BUSINESS

39. Please check ALL types of equipment your clerical/secretarial employees use in your business.

Adding machines and calculators

full-key adding machine ten-key printing calculator
 electronic printing calculator rotary calculator
 electronic display calculator programmable calculator
 other (please specify) _____

Typewriters

Brand

electric typewriter executive typewriter
 manual typewriter self-correcting features
Automatic typewriters: Mag card memory
 Mag tape other (please specify) _____

Transcribers

cassette belt disc other (please specify) _____

Computers

optical scanners sorter MICR
 CRT input device central processing unit magnetic tape device
 mini computer card punch printer
 tape punch collator storage unit
 other (please specify) _____

Miscellaneous equipment:

spirit duplicators Thermofax copy machines
 mimeograph machine offset duplicator other
(please specify) _____

APPENDIX B

Letter of Transmittal

List of businesses receiving questionnaire



SHAWNEE HEIGHTS

UNIFIED SCHOOL DISTRICT NO. 450

Tecumseh, Kansas 66542 (913) 379-0584

Ferman P. Marsh - *Superintendent of Schools*
Lester A. Wetter - *Assistant Superintendent*

Stewart Bross, Principal
Shawnee Heights High School
Shawnee Heights Road & 45th St.

Phone 379-0532

Irl George, Ass't Principal
James O'Donnell, Ass't Principal

November 29, 1979

Personnel Officer
Kansas City Life Insurance Co.
2063 East 29th
Topeka, KS 66612

Dear Personnel Officer:

A concern of the business department faculty at Shawnee Heights High School has been to determine if the course offerings are meeting the needs of the business community in Topeka.

In order to determine if the graduates of Shawnee Heights have the appropriate knowledge and skills for entry-level positions in this community, we are conducting a survey of business firms employing secretarial/clerical workers. These results will enable us to develop curriculum, establish standards of achievement, and select equipment for our students that will prepare them for employment in business occupations.

Your assistance in completing the enclosed questionnaire will be greatly appreciated. An addressed, stamped envelope is enclosed for your convenience.

If you should need any help in completing the survey, please call or write me.

Sincerely,

Jean Lindsey, Chairman
Business Education Department

Enclosure

List of Businesses Receiving Business Community Survey
Topeka, Kansas, 1979

1. Adams Business Forms, Inc., P. O. Box 91
2. Aetna Life & Casualty, 820 Quincy
3. Allis Chalmers Corporation, P. O. Box 521
4. Allstate Insurance, 3500 Topeka
5. American Family Insurance, 2900 Topeka
6. American Fidelity Assurance, 4125 Gage Center Drive
7. American Red Cross, 1221 West Seventeenth Street
8. American Savings Association of Kansas, 1035 South Topeka
9. American States Insurance, 3400 Van Buren
10. American United Life Insurance, 3401 Harrison
11. American Yearbook, P. O. Box 1903
12. Atchison, Topeka & Santa Fe Railway Co., 900 Jackson, P. O. Box 1738
13. Bankers Life & Casualty Company, 220 West Thirty-third
14. Bankers Life Nebraska, 100 East Ninth
15. Blakely CG & CO Insurance, 400 Kansas
16. Blue Cross Blue Shield, P. O. Box 239
17. Brown Dwight & Associates, 603 Topeka
18. Baranski and Associates, 214 South West Sixth
19. California Pacific Insurance, Eighth & Jackson
20. Capital City State Bank, 3710 Topeka
21. Capital Federal Savings & Loan, 700 Kansas
22. Columbian National Title Insurance, 820 Quincy
23. Commerce Bank & Trust, Thirty-first & Topeka
24. Del Creason & Associates, PA, 1719 1-2 South West Gage
25. Dickinson, J. A. & Associates, 612 East Seventh

26. E. I. Dupont deNemours & Co., P. O. Box 481
27. Ed Marling Stores, 618 Kansas
28. Eicholtz & Groth Architects, 914 Merchants Bank
29. Eidson, Lewis, Porter & Haynes, 900 Jackson
30. Emerson-Franzke Advertising Agency, 900 Jackson
31. Equitable Life Assurance, P. O. Box 889
32. Fairlawn Plaza State Bank, 5325 West Twenty-first
33. Family Practice Group, 631 Horne
34. Fidelity State Bank & Trust, 600 Kansas
35. Fidelity Union Life Insurance Co., 1624 South West Washburn
36. Fleming Foods Company, P. O. Box 1160
37. First National Bank of Topeka, 534 Kansas
38. First National Bank, P. O. Box 88
39. Falley's, Inc., 3120 Kansas
40. Fisher, Patterson, Saylor, & Smith, 534 Kansas
41. Frito-Lay, Inc., P. O. Box 19093
42. General Foods Corporation, 2200 Brickyard Road, Route 6
43. Globe Life & Accident Insurance Co., 3320 Harrison
44. Goodyear Tire and Rubber Co., P. O. Box 1069
45. Goodell, Stretton, Edmonds, Palmer, & Wright, 215 East Eighth
46. Griffith & Blair Realtors, 2222 West Twenty-ninth
47. Hallmark Cards, Inc., P. O. Box 1426
48. Harry Turner & Associates, 1801 Gage
49. Hiatt, Crockett, Hiatt, & Carpenter, Casson Building, 603 Topeka
50. Highland Park Bank & Trust, 2100 South East Twenty-ninth
51. Hill's Division, P. O. Box 148
52. Horst, Terrill & Darst Architects PA, 2900 MacVicar

53. Household Finance Corporation, 732 Kansas
54. Hussey Insurance Agency, Eighth & Jackson
55. J. C. Penney Company, Inc., 3640 Topeka
56. Kansas City Life Insurance Co., 2063 East Twenty-ninth
57. Kansas Power & Light Company, P. O. Box 889
58. Kansas Secured Title & Abstract Co., 634 Kansas
59. Kansas Society of Architects, AIA, 724 South Kansas
60. Kaw Valley State Bank & Trust Co., 1110 North Kansas
61. Kemper Insurance Companies, 1335 Kansas
62. Knight, Remmele & Eaton, 3518 South West Burlingame
63. Legal Aid Society of Topeka, Inc., 112 South West Sixth
64. Macy's Department Store, 800 Kansas
65. McCullough, Wareheim & LaBunker, 1507 South Topeka
66. Memorial Hospital, 417 East Sixth
67. Menninger Foundation, Inc., P. O. Box 829
68. Mental Health Association, 1205 Harrison
69. Merchants National Bank, Eighth & Jackson
70. Metropolitan Life Insurance Co., 3320 Harrison
71. MFA Insurance Co., 6210 West Tenth
72. Mize, Houser, Mehlinger & Kimes, 1 Townsite Plaza
73. Montgomery Ward & Co., 320 Kansas
74. Mutual of Omaha Co., 3035 South Topeka
75. Myers & Stauffer, 909 South East Topeka
76. New England Life Insurance Co., 800 Jackson
77. North Plaza State Bank, 2014 North Topeka
78. Patterson Advertising Agency, 2900 Plass Court
79. Paine Webber, Inc., 3 Townsite Plaza

80. Pioneer National Life Insurance Co., 235 South Topeka
81. Preferred Risk Insurance Co., 2219 West Twenty-ninth
82. Ramada Inns, 420 East Sixth, P. O. Box 1598
83. Seymour Foods, Inc., P. O. Box 1220
84. Shaw, Hergenreter, Quarnstrom & Wright, Capitol Federal Building,
700 Kansas Avenue
85. Southwest State Bank, 1600 South West Washburn
86. St. Francis Hospital, 1700 West Seventh
87. Sears, Roebuck and Company, 3500 Topeka
88. Security Benefit Life Insurance Co., 700 Harrison
89. Southwest Publishing & Mailing Co., 6210 West Tenth
90. Southwestern Bell Telephone, 220 East Sixth
91. Stauffer Publications, Inc., Sixth & Jefferson
92. Stormont-Vail Hospital, 1500 West Tenth
93. Topeka Bank & Trust, 701 Kansas
94. Topeka Inn Management, Inc., 2209 West Twenty-ninth
95. Town & Country, 1725 Gage
96. Victory Life Insurance Co., 300 West Eighth
97. Volume Shoe Corporation, P. O. Box 1189
98. Washburn University of Topeka, Seventeenth & College
99. Whelan's, Inc., P. O. Box 1340
100. WIBW TV AM-FM, 5600 South West Sixth

APPENDIX C

**Description of Shawnee Heights High School
and the Business Courses Offered**

DESCRIPTION OF SHAWNEE HEIGHTS HIGH SCHOOL
AND THE BUSINESS COURSES OFFERED

Shawnee Heights High School is located approximately 15 miles southeast of Topeka, Kansas, with an enrollment in the upper three grades of about 900 students. The business department includes three and one-half business teaching positions, serving nearly 400 students.

The current business course offerings include:

1. Accounting (3 semesters)
2. Typewriting (3 semesters)
3. Shorthand (2 semesters)
4. Machine transcription (1 semester)
5. Business law (1 semester)
6. Retail Selling (1 quarter)
7. Consumer Economics (1 semester)
8. Secretarial Office Procedures
9. Intensive Clerical Training
10. Office Simulation
11. Business Relations
12. General Business (1 year)
13. Filing
14. Office Machines