

AN ABSTRACT OF THE THESIS OF

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Title: A SURVEY OF 100 SELECTED BUSINESSES IN HUTCHINSON,
KANSAS, TO EVALUATE THE SECRETARIAL SCIENCE PROGRAM AT
HUTCHINSON COMMUNITY COLLEGE

Abstract approved:

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The purposes of this study were to determine the curriculum needs of the secretarial science program at Hutchinson Community College. To help determine this, a questionnaire was sent to 100 randomly selected businesses in the Hutchinson, Kansas, area. Eighty-five questionnaires were returned. Some questions on the questionnaire were left unanswered, and many marked more than one response per question.

Summary

1. The majority of the businesses employed between 0 and 5 full-time clerical employees.
2. Opportunity for job advancement exists in the Hutchinson, Kansas, area for clerical/secretarial employees.

3. Fifty percent of the respondents indicated a willingness to provide part-time training positions.

4. Eighty-eight percent of the businesses used electric typewriters.

5. Typewriting skill of at least 50 WPM and shorthand skill of 80 WPM was the minimum speed required for initial employment.

6. Alphabetic and numeric filing methods were used most often.

7. Seventy-nine percent of the businesses indicated a knowledge of bookkeeping/accounting was necessary for clerical/secretarial employees.

Conclusions

1. The majority of graduates will be employed by small offices.

2. There are sufficient training positions available to secretarial science students in Hutchinson, Kansas.

3. Secretarial science students should prove a proficiency in typewriting of at least 50 WPM and 80 WPM in shorthand.

4. A knowledge of bookkeeping/accounting is necessary for secretarial science students.

Recommendations

1. Curriculum in the secretarial science program should include subjects in all clerical areas.

2. Instruction should continue to be given on automatic typewriters, ten-key and full-key adding machines, electronic printing and display, and printing calculators, transcribing machines, computers, and electric typewriters.

3. The content of the records management course should not include special coded methods.

4. A survey of businesses should be made periodically to keep the secretarial science program abreast of current community needs.

5. Further research is needed to assess more accurately the kinds of office machines used.

6. Further research is indicated to determine personality traits deemed desirable in clerical/secretarial employees.

A SURVEY OF 100 SELECTED BUSINESSES IN HUTCHINSON,
KANSAS, TO EVALUATE THE SECRETARIAL SCIENCE
PROGRAM AT HUTCHINSON COMMUNITY COLLEGE

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Chapter 1

INTRODUCTION

Office education teachers continue to be challenged with the responsibility of keeping abreast of changing employment demands and of affording students an opportunity to develop salable skills.¹

An effective office training program is continually changing to meet the needs of both the students and the community. Training students to compete in today's tight job market is quite different from training students five years ago.²

Business and industrial firms and public education agencies must work together to provide education and training for post-secondary students as well as adults--the employed and the unemployed.

Keeping students up to date in the office education area is important because large numbers of students will be

¹Toby B. Jalowsky and Terry M. Frame, "The Word Processing Center and Its Effect on Office Education," Business Education World, LIV (May-June, 1974), 29.

²Norman J. Ganser, "The Tight Job Market Curriculum: Skills and Strategy," The Balance Sheet, LVII (March, 1976), 252.

directly involved in the office occupations.¹ Approximately one out of every six people in the labor force today is involved in office work.²

Perhaps the most important business approach from which educational leaders could profit is the requirement to start where a need . . . exists.³ Whether temporary or permanent, curriculum changes should be based on definite knowledge of local community needs. Such definite knowledge can only result from some type of local survey; it cannot come from the mere personal opinions of either teachers or school officials.⁴

The Problem

A survey of 100 selected businesses in Hutchinson, Kansas, was made to determine if the secretarial science program is meeting the needs of the Hutchinson, Kansas, business community.

¹Jo Ann Hennington, "Developing Education for Business in the Secondary School," Curriculum Development in Education for Business, Fifteenth Yearbook of the National Business Education Association (Reston, VA: National Business Education Association, 1977), p. 97.

²Frank Nelson, "Developing Junior College Business Education Models," The Journal of Business Education, XLIX (March, 1974), 246.

³Leonard L. Kilgore, "Adaptation of Business and Industrial Technology to Education," The Balance Sheet, LVII (March, 1976), 266.

⁴R. G. Walters, The Community Survey, Monograph 58, (Dallas: South-Western Publishing Co., 1943), 5.

Statement of the Problem

The purposes of this study were to determine the curriculum needs of the secretarial science program at Hutchinson Community College and to determine the skills necessary for students to obtain initial employment and job advancement.

This study was concerned with the following questions:

1. Do employers think there is a need for the secretarial science program at Hutchinson Community College?
2. Which firms would be willing to provide part-time training in their firms for community college students?
3. What kinds of office equipment are being used in the Hutchinson, Kansas, area?
4. What are the minimum skills required for initial employment? for advancement?
5. Are pre-employment tests administered to job applicants? What skills do these tests measure?
6. Is there a need for present employees to upgrade their skills?

Significance of the Study

To achieve accountability, curriculum planning must be completed by establishing the occupational market

available to students enrolling in the business classes offered at a given school.¹

Hennington stated that a comprehensive study should be made of the employment area served by the school district to establish the need for business education programs.² To every extent possible, education for business curriculums should be based upon empirical evidence of the current and projected needs of the community according to Walls.³ "This would require continuing studies of employment needs. . . ."⁴

To serve the community well, a program of occupational education at the local level must be comprehensive in scope. This means that education must be inclusive in terms of occupations, in types of service, and in the group of people it reaches.

Most communities differ insofar as business activities are concerned. There are differences in kinds of business enterprises, in kinds of workers employed, in requirements for workers in the same occupations, in the

¹Nelson, op. cit.

²Hennington, op. cit., p. 87.

³Elizabeth Walls, "Developing Education for Business in Two-Year Postsecondary Schools," Curriculum Development in Education for Business, Fifteenth Yearbook of the National Business Education Association (Reston, VA: National Business Education Association, 1977), p. 122.

⁴Ibid.

equipment employees are required to use, in opportunities and requirements for advancement.¹

Walls also stated that provision should be made for continuous evaluation as a part of the maintenance, improvement, or restructuring of the curriculum. The development of specific performance objectives would be an essential part of this evaluation process.²

Because vocational education has goals that involve preparation for the world of work, from the beginning it has been found necessary to turn to those who represent the occupational world for advice and information concerning the nature and content of the program.³

The end result of a student completing the curriculum of a vocational program is normally immediate employment; and, therefore, information such as current and projected employment demand must be considered. Nelson stated, (sic) "This required continuing studies of employment needs through community surveys including written surveys, coordinator contacts, and advisory committees."⁴

¹Walters, op. cit.

²Walls, op. cit.

³U. S. Department of Labor, Bureau of Labor Statistics. Organization and Operation of a Local Program of Vocational Education, (Western New York School Study Council, State University of New York at Buffalo, 1968), p. 29.

⁴Nelson, op. cit., p. 247.

Lansing Community College attributes much of the success of its programs to maintaining proper criteria for curriculum development as well as carrying out a continuing evaluation. One specific criteria mentioned was a survey of business, industry, and government agencies to determine present and future community employment needs.¹

Delimitations of the Study

This study was delimited to 100 businesses in the Hutchinson, Kansas, community.

Definition of Terms

The definitions given for the following terms will be used for the purpose of this study.

Automated Word Processing

Broadly, the automation of document production. Among other definitions: (1) An automated system designed to cut the cost and time of the originate/dictate, check/type/retype, sign/mail/distribute cycle of producing business documents. (2) The combination of people, procedures, and equipment that transforms ideas into printed communications and helps facilitate that flow of related office work.²

¹Walls, op. cit., p. 132.

²Marly Bergerud and Jean Gonzalez, Word Processing Concepts and Careers, (New York: John Wiley & Sons, 1978), p. 223.

Community College

A college typically set up to meet the educational needs of a particular community and offering 2-year training, either terminal or preparatory, in professional and liberal arts field.¹

Office Education

The in-school phase of instruction that is offered in conjunction with Cooperative Education. Office Education contains units of study that are directly related to the duties performed by a student on the job.²

Records Management

The practice of preventing unnecessary forms and reports from being established, destroying papers that are no longer necessary, and streamlining present records.³

Methods of Procedures

Four secretarial science instructors at Hutchinson Community College agreed there was a need to determine what minimum standards for skill subjects were being required in the business world to realistically set classroom standards

¹Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Co., Inc., 1973), p. 114.

²Kansas State Department of Education, Topeka, Kansas, Kansas Business Education Guidelines, (Emporia: Flint Hills Area Vocational Technical School, 1973), p. 149.

³Good, op. cit., p. 348.

for grading purposes. A knowledge of equipment being used by businesses was also desirable in equipping the classrooms.

A survey instrument was developed during the first summer session at Emporia State University, 1978. The questionnaire was reviewed by the two coordinators of the Hutchinson Community College Secretarial Science Program. With their suggestions, a revised questionnaire was developed and reviewed by six summer school students at Emporia State University and a graduate committee to test their understanding of the form.

From the suggestions offered by the summer school students and the graduate committee, revisions were made and the revised instrument was field tested by personally interviewing six business firms in Hutchinson, Kansas. Suggested revisions were made and the final survey instrument was duplicated. The letter of transmittal and follow-up letter were individually typed and addressed on a magnetic card IBM Selectric typewriter on Hutchinson Community College letterhead stationery.

Businesses listed in the Hutchinson, Kansas, City Directory were assigned a number and a table of random numbers was used to select 100 businesses to receive the questionnaire. The letter of transmittal (Appendix A) and questionnaire (Appendix A) were sent to the 100 representative businesses on July 10, 1978. Of the 100 forms mailed, 49, or 49 percent were returned. A post card (Appendix A) was sent

as a reminder for those not yet returned on August 1, 1978. Of the remaining 51 forms not returned, 17, or 33 percent returned the questionnaire.

On September 1, 1978, a follow-up letter (Appendix A) and another questionnaire were sent to those who had not responded. As a final total, 85 percent of the firms contacted returned the questionnaire.

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

The results as collected were used to evaluate the present secretarial science program and make recommendations for improvement of the curriculum.

Chapter 2

REVIEW OF RELATED LITERATURE

Much research has been done and articles have been written showing the need for office education and the need for competencies in specific areas. Chapter 2 contains an overview of the need for office education in the curriculum and the specific areas of study to be included in the program.

Overview of Office Education

The Bureau of Labor Statistics reports that many new clerical positions are expected to open as industries employing large numbers of clerical workers continue to expand. The Bureau predicts that the need for clerical workers as a group is expected to increase by almost two-fifths between 1972 and 1983.¹ The anticipated increase in clerical workers is projected at one-third--an increase to more than 20 million by 1985.²

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

In 1972, the Bureau of Labor Statistics' estimate for typists alone was 1,021,000. Employment trends and prospects indicate a rapid employment growth with good opportunities for competent typists, especially those familiar with automatic typewriters.¹

In the United States, more than 15 million individuals are employed as clerical workers. They comprise the largest occupational group and are also identified as the fastest growing occupational group for the 10-year period ending in 1985.² Counting clerical jobs resulting from growth as well as replacements, over one and a half million new clerical workers will be needed each year.³ Moskovis stated that the percentage of office workers is growing faster than that of the total work force.⁴

Snow commented that, before the present time, social change came so slowly man did not really see it in his lifetime; now it swirls past so fast that one can't even imagine its implications on the future.⁵

¹Holmes, op. cit.

²Ibid.

³B. June Schmidt, "Recordkeeping-Accounting Competencies Needed by Potential Office Workers," Business Education Forum, XXXII (January, 1978), 13.

⁴L. Michael Moskovis, "Education for Offices of the Future," Business Education Forum, XXXI (November, 1976), 3.

⁵F. Kendrick Bangs, "An Era of Special Opportunity for Business Education," Business Education Forum, XXXIX (October, 1974), 8.

Changing emphasis and concerns are more prevalent today than ever before. Business programs must prepare students for present-day jobs in a constantly changing job market.¹

Kingston stated planning and accountability must be provided and considered, such as:

1. Current and usable information that identifies and projects job market opportunities and needs in the labor market served by the district.

2. Job performance requirements that specify and update, as a basis for instruction, skills and knowledges required by each occupation in the program.²

The most important single factor in teaching office education is its dynamic nature. Educators must keep current with the major changes taking place in today's offices as well as plan for the office of the future in order to provide up-to-date preparation for students seeking office occupations.³

Trends in administrative services management, office technology, productivity, and personnel administration

¹R. B. Russell, "What's Happening in Business Teacher Education," Business Education Forum, XXIX (December, 1974), 24.

²Carmela C. Kingston, "Evaluating Instructional Objectives in Cooperative Programs," Evaluation and Accountability in Business Education, Sixteenth Yearbook of the National Business Education Association (Reston, VA: National Business Education Association, 1978), p. 253.

³Anita Weier, "Accent on Office Trends," Business Education Forum, XXXI (April, 1977), 13.

provide challenges to the teaching responsibilities in office education.¹

Because there is an obligation to open doors of opportunities in office careers for students, a comprehensive office education course of study should be offered which permits students to obtain sufficient knowledge and preparation of vocational job skills for entry-level positions and to establish a commitment for advancement in a career.²

Vocational skills acquired in the classroom are usually consistent with skills required in business and industry. Classroom tasks for vocational business and office subject matter are continuously validated by surveying the needs of the businesses.³

The community survey provides information that can be used in curriculum planning. For example, the survey results can help a teacher decide whether to place more emphasis on one particular type of machine or to provide a broader background in office procedures.⁴

Roman suggested the survey as the means for evaluating the program and modifying, if necessary, to keep the

¹Ibid.

²Ibid.

³Anthony G. Porreca, "Decisions Ahead for Business and Office Education Administrators and Supervisors," Business Education Forum, XXX (May, 1976), 31.

⁴Edward G. Thomas and James R. Busher, "Guidelines for Conducting an Office Equipment Survey in Local Business Firms," Business Education World, LVI (May-June, 1976), 13.

school programs abreast with changing pupil and societal needs.¹

In planning vocational matter, the typical practice is to identify the behaviors and tasks the adult performs on the job in business and industrial enterprises.² Numerous office education research studies follow this process of examining and validating subject matter in relation to the actual practices in the business office.³ If instruction is to be functionally related to occupational conditions, the need for some sources of current information is clear.

Changes in the traditional secretarial position have occurred as requirements of the job have been altered. In addition, the subject matter areas included in the program should be current and reflect changes occurring in the field.

Arbuckle stated the greatest challenge to business education today is to provide students with a knowledge and

¹John C. Roman, The Business Curriculum, Monograph 100, (Cincinnati, OH: South-Western Publishing Co., 1960), p. 1.

²Porreca, op. cit.

³Ibid.

⁴Merton E. Powell, "Word Processing Implications for Secretarial Programs," Business Education Forum, XXXI (October, 1976), 23.

understanding of the functions of business in our society, how it operates, and how it performs.¹

While methodology and materials or equipment help make the subject matter areas understandable and interesting, it is the content of a course of study that is critical.² The content of a secretarial course or curriculum should include knowledges and understandings of business and economic problems considered important by employers. Skills and abilities are needed to be able to perform satisfactorily the tasks of a specific position.

Business education curriculums must be oriented to the individual needs of the groups served and must provide for job entry at different levels.³ Vocational business education programs are designed to provide the competencies necessary to find employment in a particular field.⁴

Moskovis stated that schools must continue to offer relevant programs which permit students to obtain entry-level jobs while arming them with sufficient knowledge and job commitment to allow for advancement.⁵

¹Ernest C. Arbuckle, "Today's Challenge to Business Education," Business Education Forum, XXXI (October, 1976), 18.

²Powell, op. cit.

³Walls, op. cit., p. 121.

⁴Powell, op. cit.

⁵Moskovis, op. cit., p. 4.

Standards of achievement are too often representative of the classroom rather than of the business office. Specific tasks to be performed . . . should be determined and minimum performance levels for these tasks need to be identified.¹

With changing job requirements, both educators and businesses have a job to do in helping young people qualify themselves.

Culmination of the program for the student would include a real world environment via the use of the simulation and, if at all possible, a well-supervised and coordinated cooperative program to provide on-the-job experience.²

Ginn, a businessman stated,

. . . I think that perhaps business training needs added emphasis on "real world" experiences versus "textbook" training alone. As business operations become more and more sophisticated and complex, business education simply must keep pace in the process to provide the most up-to-date training and guidance.³

As a result of high unemployment, the business educator must review the office training curriculum and reassess priorities.⁴ Even though the projected office jobs available will be increasing, business educators must emphasize that there will be competition in the job market.⁵

¹Nelson, op. cit., p. 247.

²Ibid., p. 246.

³Ronald Bo Ginn, "An Insider's Outside View of Business Education," Business Education Forum, XXIX (April, 1975), 40.

⁴Ganser, op. cit.

⁵Bangs, op. cit.

Graduates must, of course, possess marketable entry-level skills; but more importantly, students must be trained to advance in a much more competitive business world.¹

Teachers should demand work which meets the highest professional standards. Justification will not be sheer numbers, but the product developed for business.

New machines and equipment require new skills. Changing technology necessitates refinement in office procedures and administrations.² Machines will never replace the secretary, but the secretary must be familiar with all the office equipment on the market.³

Specific Areas of Study

There is strong support for each of the subjects and courses being offered in the present secretarial science program at Hutchinson Community College as evidenced from the following references.

Typewriting

Many tasks performed by clerical or secretarial employees include some kinds of typewriting. The recent

¹Ibid.

²Jalowsky and Frame, op. cit., p. 15.

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.

trend shows that most of the offices are using electric typewriters.

Cook and Lanham cited a study done by Ober which found that nearly 95 percent of the work samples were typed on electric typewriters, about evenly divided between standard electrics and selectrics.¹

Shorthand

Business executives and business educators have been hearing periodically for more than 50 years that manual shorthand is on the way out. Predictions have been made that dictating machines will take over completely within the next few years. However, even large firms that use a centralized word processing system still have secretaries who write shorthand for their top executives. Many executives do not like the impersonality of a centralized system and find it difficult to make deletions and corrections in their dictation.² Also, employers find that stenographers who have had manual shorthand training frequently make the best transcribers.³

¹Fred S. Cook and Frank W. Lanham, "A Comparison of Business Typing Tasks and Textbook Typing Problems," Business Education World, LVI (May-June, 1976), 15.

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. 204.

³Ibid.

Training on transcribing machines and in manual writing should be included in the curriculum so that stenographers will be capable of working efficiently in any type system, whether it be all machine dictation, all manual writing, or a combination of the two.¹

Even a secretary who usually takes shorthand dictation may use a machine when her employer wishes to dictate at home, after hours, or while on a business trip.²

With the advent of word processing systems, office equipment manufacturing companies have been aggressively promoting the idea that machine dictation must displace dictation given to a manual shorthand writer. The idea that an "either-or" situation exists in training stenographers cannot be accepted. Stenographic students need preparation for all input systems.³

In establishing the terminal objective of a stenographic program including shorthand and transcription, it is first necessary to establish those competencies needed by the learner in order to obtain employment in a business office.⁴

¹Ibid.

²Lois I. Meyer, "Learning to Transcribe from Machine Dictation," Business Education Forum, XXX (February, 1976), 15.

³Hampton, op. cit., p. 203.

⁴E. Roy Smith, "Evaluating Instructional Objectives in the Stenographic Area," Evaluation and Accountability in Business Education, Sixteenth Yearbook of the National Business Education Association (Reston, VA: National Business Education Association, 1978), p. 188.

The secretary or stenographer who handles correspondence in any office should be prepared to transcribe from a machine, as the use of recorded media is widespread in small offices as well as in large ones.¹

Office Machines

Previously, office machines were thought to be those capable of doing mathematical computations only. In the emerging data processing society, business machines encompass a large array of equipment. Machines of interest in this study included typewriters, copying equipment, adding and calculating machines, and transcribing machines.

Modern business is demanding that larger quantities of printed information be duplicated or reproduced in the "in-plant printing center." Therefore, education must provide the office reprographic skills necessary for entry-level employment in such areas as (1) fluid process, (2) stencil duplicating, (3) offset press, (4) special and automatic typewriters, and (5) office copier.²

To provide training on those machines most representative of current business usage, the business educator must survey business firms. The survey provides the school or school system with information on which to

¹Meyer, op. cit.

²Dennis Bauer, "New Dimensions for Office Reprographics," Business Education Forum, XXX (November, 1975), 16.

base decisions about selecting, discarding, or replacing equipment.¹

Computers

Businesses and teachers are experiencing a phenomenon within a lifetime: the origin and development of a new industry--the computer--and its attendant technology. And, as the industry produces new tools and mechanisms, training programs and facilities must follow: education, training, retraining, and upgrading the skills, knowledge and techniques of the employment force.²

At first, computers were too expensive for general use; but during the past ten years, costs have dropped, speed of operation has increased, and memory units have been expanded.³ The reduction in size and cost has made computer usage an integral part of business today and more businesses are including them in their operations. The computer has not replaced office workers as earlier prophesied, but it has created a vast volume of paper work and increased the demand for clerical workers.⁴

With the wide scope of applications available through the use of a minicomputer that can fit the budget of almost

¹Thomas and Busher, op. cit.

²Paul M. Pair, "The Emerging of a New Professional Society," Business Education Forum, XXIX (December, 1974), 18.

³Bangs, op. cit., p. 8.

⁴Hennington, op. cit., p. 102.

every business firm, there is little doubt that minicomputer systems will have a profound impact on the American business scene.¹

Technical Clerical Positions

Anyone interested in becoming a technical secretary will find opportunities in electronics, synthetics, aerospace, and communications industries as well as in construction firms and architectural businesses.² Frequently, these secretaries serve as administrative assistants, since scientists and engineers are known to dislike office routine, preferring to spend more of their time in the laboratory.³ The technical secretary also needs to have skill in typing numbers, formulas, and statistical tabulations; and a proficiency in mathematics is helpful.⁴

Secretaries must be familiar with "corporate" language. Great stress has been on medical and legal secretaries to learn the language of their profession, but secretaries in the general business world and technical world must also learn the language of their business.⁵ The technical

¹Lloyd Brooks and Robert Behling, "Minicomputers in the Business Teacher's Future," Business Education Forum, XXXII (January, 1978), 22.

²Elizabeth Walls, "Help Your Students Choose a Different Secretarial Career," Business Education Forum, XXXII (January, 1978), 17.

³Ibid.

⁴Ibid.

⁵Snelling, op. cit., p. 4.

secretary must be familiar with the technical vocabulary in a particular field of interest (much of which may be learned on the job).¹

Filing

With the mass of paperwork which today's high-speed machines can produce, the job of filing and retrieving records and of records management is increasing in importance.²

In addition to all the paper maintained, much of the pertinent information needed by business is stored on other media such as microfilm, microfiche, magnetic tape, magnetic disc, punched cards, and punched-paper tape. This variety emphasizes the fact that business is not concerned with the media, but it must have the information contained to function effectively.³

Business needs records management students who not only understand the basic filing methods and equipment, but who are capable of combining all available resources into an efficient and usable records management or information system.⁴

¹Walls, op. cit.

²Galen Stutsman, "Survey Stresses Need for Filing Instruction," The Journal of Business Education, XLIX (March, 1974), 263.

³Erma Ruth Wood, "Let's Put Management into Records Management Classes," Business Education Forum, XXX (November, 1975), 22.

⁴Ibid.

Bookkeeping/Accounting

Before establishing the curriculum, the business teacher must first determine the objectives of the record-keeping/bookkeeping/accounting courses. Some of the objectives are concerned with the community, school, counseling, and required skills, so consideration must be given to these¹

Executives may require someone with an accounting background who can keep tax records, expenditures, or even do personal bookkeeping.²

The most important objective of accounting at the community college and university levels is that students acquire the background needed for career employment.³

Adult Education

Business educators must not think of business needs in the narrow terms of first jobs only. The changing nature and functions of office work emphasize the need for continuing education for students training in this field.⁴ Another

¹John E. Binnion and Edward G. Thomas, "Evaluating Instructional Objectives in Recordkeeping/Bookkeeping/Accounting," Evaluation and Accountability in Business Education, Sixteenth Yearbook of the National Business Education Association (Reston, VA: National Business Education Association, 1978), p. 214.

²Snelling, Sr., op. cit., p. 2.

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

⁴Hennington, op. cit.

area of service which would be found is supplementary or upgrading training for employed workers.

Community college programs in business will be a large part of the postsecondary education . . . these programs will be for occupational preparation and for upgrading the occupational skills that employed individuals already possess.¹

Word Processing

Automated word processing (AWP) in office operations has increased in importance during the last decade. In modern, corporate-style offices where AWP has been implemented, significant changes have been made in secretarial tasks, routines, procedures, and relationships with other personnel.² Also, modern word processing centers constitute the most innovative changes in the business communications system in recent years.³

In an attempt to stabilize costs, increase productivity, and improve the level of service to customers, many businesses are installing word processing centers, which combine up-to-date equipment with streamlined paper handling procedures.⁴ The growing use of word processing

¹Walters, op. cit.

²Powell, op. cit.

³Jalowsky and Frame, op. cit., p. 14.

⁴Ibid.

in the modern office has opened a new field of job opportunities for secretaries.

Research on the impact of AWP on the traditional secretarial curriculum was conducted in the metropolitan Denver, Colorado, area and Powell stated, ". . . an assumption of the study was that certain secretarial tasks and duties must be performed regardless of whether the firm has a traditional secretarial system or an AWP system."¹ The final results of the study revealed the need for a distinct curriculum for training administrative and correspondence secretaries for employment in an AWP system.²

Business and office education teachers are responsible for preparing students for secretarial positions in AWP systems. An important consideration in determining curriculum content for changing office operations is to test the subject matter being taught to determine its relevance to new systems involved in a particular job.³

Businessmen and educators will have to work together in exploring subject matter areas to be taught to students interested in an AWP secretarial career. If, after informally or formally surveying local businesses, a teacher finds that word processing centers are being organized, business courses must be modified in order to equip students with

¹Powell, op. cit., p. 24.

²Ibid.

³Ibid., p. 23.

word processing skills necessary for entry-level jobs.¹

Internships or part-time employment in word processing centers is recommended as a prerequisite to entry-level employment.²

Secretarial and/or clerical programs limited to typewriting, shorthand, and business machines are obsolete in the context of the word processing center.³ The typist who works in a word processing center and keyboards the recorded media must be especially proficient.⁴ The correspondence secretary in a word processing system must be proficient in transcription techniques to be able to direct and evaluate the work of the transcribers in the system.⁵

Summary

Current studies and projections indicate the need for office personnel will continue to grow because of replacements and the new jobs that are being established due to modern technology and improved methods of communications. Educators need to keep informed of the technology and methods used by business to insure instructions given in the classroom will meet the demands graduates encounter on the job.

¹Jalowsky and Frame, op. cit., p. 15.

²Ibid., p. 29.

³Ibid.

⁴Meyer, op. cit.

⁵Ibid.

The methods used by businesses is as equally important as the kinds of equipment used. Business educators need to be aware of the equipment used in business offices so similar kinds of equipment will be utilized in the classroom for training purposes.

Chapter 3

PRESENTATION OF DATA

The purposes of this study were to determine the curriculum needs of the secretarial science program at Hutchinson Community College and to determine the skills necessary for students to obtain initial employment and job advancement. To help determine this, a questionnaire was sent to 100 randomly selected businesses in the Hutchinson, Kansas, area. Eighty-five questionnaires were returned, with 7 businesses indicating the business was no longer operating. The remaining 78 responses represented 13 areas: retail sales, 20 responses, or 25.64 percent; manufacturing, 13 responses, or 16.66 percent; finance-investments, 8, or 10.26 percent; service contracting, 7, or 8.97 percent; legal, 7, or 8.97 percent; real estate, 6, or 7.69 percent; medical, 4, or 5.12 percent; grain, 3, or 3.84 percent; news media, 3, or 3.84 percent; accountants, 2, or 2.56 percent; insurance, 2, or 2.56 percent; and travel agency, abstract company, architect, each 1, or 1.28 percent.

Some questions on the questionnaire were left unanswered by some of the businesses responding, and many of the businesses marked more than one response per question.

The 78 businesses employed 71 part-time clerical persons and 695 full-time clerical employees. There were

52 businesses that employed 0 to 5 full-time employees, or 66.66 percent of those responding. Thirteen businesses employed 6 to 10 persons, being 16.66 percent. One business employed 11 to 15 clerical personnel, or 1.28 percent. There was no representation in the 16 to 20 range and 4 employed 21 to 25, or 5.12 percent. Five, or 6.41 percent, employed 26 or more clerical personnel. These represented 1 from each of the following groups: medical, finance-investment, grain, food distributor, and manufacturing. The largest employer employed 150 full-time clerical personnel.

Table 1 shows where the businesses recruit clerical/secretarial personnel. Many of the respondents indicated using more than one source. The three sources used most often were: word of mouth, which was used by 51, or 65.38 percent, of the respondents; public employment agency, which was used by 42, or 53.85 percent, of the respondents; and newspaper advertisement, which was used by 35, or 44.87 percent, of the respondents. The community college was used by 25, or 32.05 percent, of the respondents. Seven, or 8.97 percent, of the respondents marked "other" and listed those means as: walk-in, in-house recruiter, employment agency operated within the company, and business college, each listed once, or 1.28 percent; and application files was listed twice, or 2.56 percent.

Businesses were asked how difficult clerical/secretarial positions were to fill. Table 2 shows that 9, or 11.54 percent, found the vacancies easy (6 to 10 qualified

Table 1
Sources of Clerical/Secretarial Applicants
for Selected Businesses in
Hutchinson, Kansas, 1978

Source	Number	Percent
Private Employment Agency	19	24.36
High Schools	10	12.82
Community College	25	32.05
Trade Schools	11	14.10
Public Employment Agency	42	53.85
Within Company	19	24.36
Newspaper Advertisement	35	44.87
Word of Mouth	51	65.38
Other	7	8.97

Table 2
Difficulty of Filling Clerical/Secretarial
Vacancies by Selected Businesses
in Hutchinson, Kansas, 1978

Response	Number	Percent
Easy (6 to 10 Qualified Applicants)	9	11.54
Medium (3 to 5 Qualified Applicants)	35	44.87
Difficult (0 to 2 Qualified Applicants)	26	33.33
Other	3	3.85

applicants) to fill; 35, or 44.87 percent, found the vacancies medium difficult (3 to 5 qualified applicants) to fill; 26, or 33.33 percent, found the vacancies difficult (0 to 2 qualified applicants) to fill. Three, or 3.85 percent, indicated other, and responded that the positions were easy to find applicants, but not with sufficient qualifications for the vacancy.

Table 3 reveals the responses of businesses that provide opportunity for job advancement with 62, or 79.49 percent, responding yes; and 11, or 14.10 percent, responding no. Table 4 shows how job advancements are determined. Twelve, or 15.38 percent, indicated advancement was determined by seniority; 60, or 76.92 percent, by increased knowledge about the business; 45, or 57.69 percent, by improved skills; and 7, or 8.97 percent, by other means, such as: educational degree, ability to perform a variety of tasks, merit, qualifications, attitude, length of previous service in former employment, economic conditions, and ambition.

Office Education Program

Businesses were asked if there was a need for a cooperative office education program at Hutchinson Community College, and 54, or 69.23 percent, indicated yes; 1, or 1.28 percent, indicated no; and 21, or 26.92 percent, indicated a need for more information before an opinion could be given. These results are shown in Table 5.

Table 3

Opportunity for Job Advancement Within Selected
Business Firms Employing Clerical/Secretarial
Employees in Hutchinson, Kansas, 1978

Response	Number	Percent
Yes	62	79.49
No	11	14.10

Table 4

Method of Advancements for Clerical/Secretarial
Employees in Selected Businesses
in Hutchinson, Kansas, 1978

Response	Number	Percent
Seniority	12	15.38
Increased Knowledge About the Business	60	76.92
Improved Skills	45	57.69
Other	7	8.97

Table 5

Need for a Cooperative Office Education Program at
Hutchinson Community College as Indicated by
Selected Businesses in Hutchinson,
Kansas, 1978

Response	Number	Percent
Yes	54	69.23
No	1	1.28
Don't Know	21	26.92

Table 6 shows the companies indicating an interest in employing persons receiving clerical/secretarial training at the community college. Sixty-seven, or 85.90 percent, indicated yes; and 8, or 10.26 percent, indicated no. As shown in Table 7, 39, or 50 percent, indicated a willingness to provide part-time training in the firm for community college clerical/secretarial students; and 32, or 41.03 percent, responded no. Three, or 3.84 percent, responded more information was needed before a decision could be reached on the question.

Businesses indicating a willingness to provide part-time training could provide training in the following positions: receptionist was available by 16, or 20.51 percent, of the businesses; typist by 25, or 32.05 percent; file clerk by 18, or 23.08 percent; bookkeeper/accountant by 17, or 21.79 percent; secretary by 14, or 17.95 percent; and other positions by 11, or 14.10 percent. The other positions were: teller, proof machine operator, teletype operator, sales in addition to clerical duties, key punch operator, travel consultant, and EDP operator. The responses are revealed in Table 8.

Equipment Used by Businesses

Kinds of typewriters used by the 78 businesses are shown in Table 9. Sixty-nine, or 88.46 percent used electric typewriters; 27, or 34.62 percent, used manual typewriters; and 10, or 12.82 percent, had executive typewriters. Of the

Table 6

Firms Indicating an Interest in Employing Persons
Receiving Clerical/Secretarial Training
at Hutchinson Community College
in Hutchinson, Kansas, 1978

Response	Number	Percent
Yes	67	85.90
No	8	10.26

Table 7

Firms Indicating a Willingness to Provide
Part-time Training Positions for
Community College Students in
Hutchinson, Kansas, 1978

Response	Number	Percent
Yes	39	50.00
No	32	41.03
Maybe	3	3.84

Table 8

Part-time Training Station Positions Available
to Students in the Secretarial Science Program
at Hutchinson Community College in
Hutchinson, Kansas, 1978

Positions	Number	Percent
Receptionist	16	20.51
Typist	25	32.05
File Clerk	18	23.08
Bookkeeper/Accountant	17	21.79
Secretary	14	17.95
Other	11	14.10

Table 9

Kinds of Typewriters Used by Selected Businesses
in Hutchinson, Kansas, 1978

Typewriters	Number	Percent
Electric	69	88.46
Manual	27	34.62
Executive	10	12.82

businesses indicating brands of typewriters used, 48, or 61.54 percent, used IBM electric typewriters; 4, or 5.13 percent, used Olympia; 4, or 5.13 percent, used Royal; 1, or 1.28 percent, used Underwood; 4, or 5.13 percent, used Smith-Corona; and 1, or 1.28 percent, used Secretarial. Fourteen, or 17.95 percent, used Royal manual typewriters; 6, or 7.69 percent, used Olympia manual; 2, or 2.56 percent, used Smith-Corona manual; and 1, or 1.28 percent, used Underwood manual.

Table 10 reveals that 23 businesses used automatic typewriters. Brands used by these businesses were: Telex, 3, or 3.85 percent; Magnetic tape, 2, or 2.56 percent; Memory, 8, or 10.26 percent; Magnetic card, 8, or 10.26 percent; and other, 2, or 2.56 percent. One of the respondents indicating "other" listed it as a DEC minicomputer, and the other respondent indicating "other" did not specify brand.

The kinds of copying equipment used by businesses are shown in Table 11. Xerox was the brand used most often with 25, or 32.05 percent, using that brand. Savin and 3-M brands were next with each used by 12, or 15.38 percent, of the respondents. The remaining brands and/or types listed on the questionnaire (IBM, Spirit Duplicator, Mimeograph, CRT & Printers, and Offset Duplicator) were used by no more than 7 of the respondents. Thermofax and Sharp copiers each had 0 responses. Seventeen, or 21.79 percent, indicated "other" and listed the following brands or types: Apeco, Royal Bond, Scott, Saxon, Pitney-Bowes, Canon, Mita Copystar, Toshibafax, and addressograph.

Table 10

Kinds of Automatic Typewriters Used by Selected
Businesses in Hutchinson, Kansas, 1978

Brand	Number	Percent
Telex	3	3.85
Magnetic Tape	2	2.56
Memory	8	10.26
Magnetic Card	8	10.26
Other	2	2.56

Table 11

Copy Equipment Used by Selected Businesses
in Hutchinson, Kansas, 1978

Brand or Type	Number	Percent
Xerox	25	32.05
IBM	5	6.41
3-M	12	15.38
Spirit Duplicator	4	5.12
Mimeograph	7	8.97
Thermofax	0	0.00
Savin	12	15.38
Sharp	0	0.00
CRT & Printers	2	2.56
Offset Duplicator	3	3.85
Other	17	21.79

Adding machines and calculators used by the 78 businesses are shown in Table 12. Fifty-one, or 65.38 percent, used ten-key adding machines; 19, or 24.36 percent, used full-key adding machines; 45, or 57.69 percent, used electronic printing calculators; 27, or 34.62 percent, used ten-key printing calculators; 2, or 2.56 percent, used rotary calculators; and 33, or 42.31 percent, used electronic display calculators.

Table 13 lists the different kinds of transcribing machines used by the representative businesses. Ten, or 12.82 percent, of the businesses used the standard cassette; 11, or 14.10 percent, used belt; 1, or 1.28 percent, used disc; 9, or 11.54 percent, used mini-cassette; 2, or 2.56 percent, used loop and 4, or 5.13 percent, indicated "other." Those listed as "other" were Dictaphone Think Tank and reel to reel machine.

Thirty-seven businesses used computers; the results and brands used are shown in Table 14. Three, or 3.85 percent, used Burroughs computer; 8, or 10.26 percent, used key punch; 4, or 5.13 percent, used NCR; 3, or 3.85 percent, used Wang; and 19, or 24.36 percent, used IBM.

Provisions were made for businesses to list any other miscellaneous equipment used that was not specified on the questionnaire. These results are recorded in Table 15. Collators were used by 5, or 6.41 percent; word processing systems used by 1, or 1.28 percent; binders used by 3, or 3.85 percent; and 10, or 12.82 percent, indicated "other."

Table 12
Adding Machines and Calculators
Used by Selected Businesses
in Hutchinson, Kansas, 1978

Type	Number	Percent
Ten-Key Adding	51	65.38
Full-Key Adding	19	24.36
Electronic Printing Calculator	45	57.69
Ten-Key Printing Calculator	27	34.62
Rotary Calculator	2	2.56
Electronic Display Calculator	33	42.31
Other	0	0.00

Table 13
Transcribing Machines Used
by Selected Businesses in
Hutchinson, Kansas, 1978

Types	Number	Percent
Standard Cassette	10	12.82
Belt	11	14.10
Disc	1	1.28
Mini-cassette	9	11.54
Loop	2	2.56
Other	4	5.13

Table 14

Brand of Computers Used by Selected Businesses
in Hutchinson, Kansas, 1978

Brand	Number	Percent
Diablo	0	0.00
Burroughs	3	3.85
Key Punch	8	10.26
NCR	4	5.13
Wang	3	3.85
IBM	19	24.36

Table 15

Miscellaneous Equipment Used by Selected Businesses
in Hutchinson, Kansas, 1978

Equipment	Number	Percent
Collators	5	6.41
Word Processing Systems	1	1.28
Binders	3	3.85
Other	10	12.82

The other equipment was: postal machine, teletype, bookkeeping machine, CRT, Frieden add-punch, NCR posting, and DMC terminals.

Skills Needed by Employees

The minimum typing speed required for initial employment by the responding businesses is shown in Table 16. Eight, or 10.26 percent, of the businesses required 40 WPM; 30, or 38.46 percent, required 50 WPM; 22, or 28.21 percent, required 60 WPM; 5, or 6.41 percent, required 70 WPM; and 1, or 1.28 percent, required over 80 WPM.

The minimum shorthand speed required for initial employment is shown in Table 17. Eight, or 10.26 percent, of the businesses required 70 WPM; 10, or 12.82 percent, required 80 WPM; 3, or 3.85 percent, required 90 WPM; 2, or 2.56 percent, required 100 WPM; 1, or 1.28 percent, required 120 WPM; and none required over 120 WPM.

Only 6 respondents indicated a higher speed for either typewriting or shorthand for the more advanced positions in the company. There was 1 response each for typewriting speeds of 60 WPM, 75 WPM, and 80 WPM; and 1 response each for shorthand speeds of 50 WPM, 100 WPM, and 125 WPM. These results are shown in Table 18.

Responses to the question concerning pre-employment tests being given for typewriting and shorthand skills are shown in Table 19. Eighteen, or 23.08 percent, indicated giving pre-employment tests and 52, or 66.66 percent,

Table 16
Minimum Typing Speed for Initial Employment
Required by Selected Businesses
in Hutchinson, Kansas, 1978

Speed	Number	Percent
40 WPM	8	10.26
50 WPM	30	38.46
60 WPM	22	28.21
70 WPM	5	6.41
80 WPM	0	0.00
Over 80 WPM	1	1.28

Table 17

Minimum Shorthand Speed for Initial Employment
Required by Selected Businesses
in Hutchinson, Kansas, 1978

Speed	Number	Percent
70 WPM	8	10.26
80 WPM	10	12.82
90 WPM	3	3.85
100 WPM	2	2.56
120 PWM	1	1.28
Over 120 WPM	0	0.00

Table 18

Required Typewriting Speed and Shorthand Speed for
Advanced Positions in Selected Businesses
in Hutchinson, Kansas, 1978

Speed	Typewriting		Shorthand	
	Number	Percent	Number	Percent
60 WPM	1	1.28		
75 WPM	1	1.28		
80 WPM	1	1.28		
50 WPM			1	1.28
100 WPM			1	1.28
125 WPM			1	1.28

Table 19

Firms Administering Pre-employment Tests
for Typewriting and Shorthand Skills
in Hutchinson, Kansas, 1978

Response	Number	Percent
Yes	18	23.08
No	52	66.66

indicated not giving pre-employment tests. Of those responding yes to giving pre-employment tests, Table 20 lists the areas covered by the tests. Fifteen, or 19.23 percent, of the businesses used a speed test; 6, or 7.69 percent, used a problem letter; 6, or 7.69 percent, tested transcription skills; 7, or 8.97 percent, tested English skills; and 7, or 8.97 percent indicated "other." Spelling, ability to follow instructions, and accuracy were the other skills tested.

Table 21 shows the methods of filing used by the respondents with 74, or 94.87 percent, using the alphabetic method; 42, or 53.85 percent, using numeric method; 8, or 10.26 percent, using geographic; and 4, or 5.13 percent, indicating "other," which were chronologic, subject, and color coding.

Seven, or 8.97 percent, of the businesses responding use microfilm equipment; and 9, or 11.54 percent, use microfiche equipment. These results are shown in Table 22.

A knowledge of bookkeeping/accounting for clerical/secretarial personnel was necessary by 62, or 79.49 percent, of the businesses responding, as shown in Table 23.

Table 24 shows 43, or 55.13 percent, of the businesses canvased use technical terminology in the business; however, every respondent indicated this knowledge is gained on the job.

Thirty-two, or 41.03 percent, indicated providing an in-house training program (Table 25) and Table 26 reveals

Table 20

Kinds of Pre-employment Tests Given by Selected
Businesses in Hutchinson, Kansas, 1978

Test	Number	Percent
Speed	15	19.23
Problem Letter	6	7.69
Transcription	6	7.69
English	7	8.97
Other	7	8.97

Table 21

Methods of Filing Used by Selected Businesses
in Hutchinson, Kansas, 1978

Method	Number	Percent
Alphabetic	74	94.87
Numeric	42	53.85
Geographic	8	10.26
Other	4	5.13

Table 22

Special Filing Equipment Used by Selected
Businesses in Hutchinson, Kansas, 1978

Equipment	Number	Percent
Microfilm	7	8.97
Microfiche	9	11.54
Other	0	0.00

Table 23

Firms Requiring a Knowledge of Bookkeeping/
Accounting by Their Clerical/Secretarial
Employees in Hutchinson, Kansas, 1978

Response	Number	Percent
Yes	62	79.49
No	14	17.95

Table 24

Firms Requiring a Knowledge of Technical
Terminology by Their Clerical/
Secretarial Employees in
Hutchinson, Kansas, 1978

Response	Number	Percent
Yes	43	55.13
No	32	41.03

Table 25

Firms Providing In-house Training for
Clerical/Secretarial Employees
in Hutchinson, Kansas, 1978

Response	Number	Percent
Yes	32	41.03
No	41	52.56

Table 26

Firms Willing to Participate in a Clerical/
Secretarial Retraining Program Offered
by Hutchinson Community College in
Hutchinson, Kansas, 1978

Response	Number	Percent
Yes	19	24.36
No	35	44.87
Maybe	17	21.79

the interest of the respondents in a retraining program being offered by Hutchinson Community College. Nineteen, or 24.36 percent, indicated they would be interested in such a program; 35, or 44.87 percent, indicated not being interested in such a program; and 17, or 21.79 percent, indicated possible interest in a retraining or up-grading program at the community college.

Chapter 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purposes of this study were to determine the curriculum needs of the secretarial science program at Hutchinson Community College and to determine the skills necessary for students to obtain initial employment and job advancement.

Current studies and projections indicate the need for office personnel will continue to grow because of replacements and the new jobs that are being established due to modern technology and improved methods of communications. Educators need to keep informed of the technology and methods used by businesses to insure instructions given in the classroom will meet the demands graduates encounter on the job.

To help determine the curriculum needs of the secretarial science program at Hutchinson Community College, a questionnaire was sent to 100 randomly selected businesses in the Hutchinson, Kansas, area. Eighty-five questionnaires were returned, with 7 businesses indicating the business was no longer operating. The 13 areas represented by the 78 responding companies were: retail sales, manufacturing, finance-investments, service contracting, legal, real estate, medical, grain, news media, accountants, insurance, travel

agency, abstract company, and architecture. Some questions on the questionnaire were left unanswered by some of the businesses responding, and many of the businesses marked more than one response per question.

Summary

The following summary pertains to the responses from the questionnaires and how they relate to the secretarial science program at Hutchinson Community College.

1. Word-of-mouth was the source used by the majority of businesses in filling clerical/secretarial vacancies, with 65.38 percent using that source. Public employment agency was used by 53.85 percent and newspaper advertising was third most popular, with 44.87 percent of the businesses using that source.

2. The majority of the businesses represented by the questionnaire employed between 0 and 5 full-time clerical employees.

3. Over 33 percent of the businesses indicated it was difficult to find qualified applicants for the vacancies in the clerical/secretarial positions.

4. Opportunity for job advancement exists in the Hutchinson, Kansas, area as evidenced by 79.49 percent of the responding businesses. Advancements are determined by increased knowledge about the business and by improved skills.

5. The majority of businesses believed there is a need for the secretarial science program at Hutchinson

Community College, and 26.92 percent indicated a need for more information about the program.

6. Fifty percent of the respondents indicated a willingness to provide part-time training positions for Hutchinson Community College secretarial science students.

7. Over 57 percent of the businesses indicated available training positions requiring typewriting skill.

8. Eighty-eight percent of the businesses responding to the questionnaire indicated the use of electric typewriters in the firm.

9. Only 23 of the 78 responding businesses indicated using automatic typewriters in their offices.

10. The five adding machines and calculators used most often are ten-key adding machine, electronic printing calculator, electronic display calculator, ten-key printing calculator, and full key adding machine.

11. Transcribing machines were used by 47.73 percent of the businesses.

12. Computers were used by 47.45 percent of the businesses represented, with IBM being the one used most often.

13. Typewriting skill of at least 50 WPM was required by 38.46 percent of the businesses as the minimum speed.

14. Shorthand was used by 30.77 percent of the businesses responding with the largest percent requiring a minimum speed of 80 WPM.

15. Speed tests in typewriting and shorthand, typing problem letters, transcribing from shorthand or transcribing machines, and completing tests measuring ability in the English language are administered by many prospective employers.

16. Alphabetic and numeric filing methods were used by most of the businesses with alphabetic being used by 94.87 percent of the respondents and numeric by 53.85 percent. Some businesses indicated using both.

17. Special filing equipment was used by 20.51 percent of the businesses.

18. Seventy-nine percent of the businesses responding indicated a knowledge of bookkeeping/accounting was necessary for clerical/secretarial employees.

19. A large number, 55.13 percent, of the businesses indicated a need for a knowledge of technical terminology for clerical/secretarial employees; however, every business indicated the knowledge was learned on the job.

20. More than half the respondents indicated the business did not offer in-house training; however, 44.87 percent indicated no interest in a retraining program being offered by Hutchinson Community College.

Conclusions

1. It appears the graduates of the secretarial science program will be employed primarily by small offices.

2. Use of the public employment agency is the best source to use when seeking employment in the clerical area.

3. It appears the secretarial science program could be valuable to clerical/secretarial employees in job advancement by improving the clerical skills.

4. It appears the secretarial science program enjoys a reputation for training qualified clerical/secretarial personnel, as 85.90 percent of the businesses indicated an interest in employing graduates of the program.

5. Fifty percent of the businesses indicating a willingness to provide part-time training is evidence of strong support for the secretarial science program and cooperation between the community and the Hutchinson Community College.

6. Typewriting appears to be a subject that should be required of all clerical/secretarial students as 57.68 percent of the businesses indicated training positions requiring typewriting skill.

7. It appears that IBM brand electric typewriters are used by the majority of businesses.

8. Automatic typewriters are not widely used by Hutchinson, Kansas, businesses at this time.

9. It appears there is not a need to have instruction of copying equipment, as there is such a variety of brands and methods used, it would be impossible to have a representative group of equipment available for instructional purposes.

10. It appears there is no longer a need to provide instruction on the rotary calculator as only 2.56 percent of the businesses are still using that type of machine.

11. Training on transcribing machines in the secretarial science program is indicated because over 47 percent of the businesses use transcribing machines.

12. There is a need for instruction on the use of computers.

13. So few businesses indicated a more advanced speed for either typewriting or shorthand skills at more advanced levels of employment, it would seem speed was not an important factor for advanced levels of employment.

14. With only 20.51 percent of the businesses using special filing equipment, it is indicated instruction would not be necessary in the classroom on this type of equipment.

15. There appears to be a need for accounting courses in the secretarial science program.

16. Indications are that instructions in technical terminology need not be provided by the secretarial science curriculum.

Recommendations

1. Curriculum in the secretarial science program should include subjects in all clerical areas, as most graduates will be employed in small offices, indicating a need to be versatile.

2. Electric typewriters should be used in the classroom for training purposes.

3. Visitations should be made to businesses in the Hutchinson, Kansas, area to inform the community of the secretarial science program.

4. Businesses indicating a willingness to provide part-time training for community college secretarial science students should be contacted by a coordinator.

5. Secretarial science students should prove a proficiency in typewriting of at least 50 WPM.

6. Instruction should continue to be given on automatic typewriters.

7. Instruction should not be provided on copying equipment.

8. Instruction should continue to be given on the ten-key and full-key adding machines and the electronic printing, electronic display, and printing calculators. Instruction on rotary calculators should be omitted from the business machines course.

9. Instruction on transcribing machines should continue to be provided.

10. Instruction on computers should continue to be provided.

11. Typewriting speed of 50 WPM should be assigned an average "C" grade, with higher grades requiring higher speeds.

12. Shorthand speed of 80 WPM should be assigned an average "C" grade, with higher grades requiring higher speeds.

13. Students should be provided practice in taking pre-employment tests covering typewriting and shorthand speed, transcription, typing letters, and English skills.

14. The content of the records management course should have an emphasis on alphabetic and numeric filing and special coded methods should be omitted.

15. At least one course in accounting should be required of secretarial science students.

16. Business firms should encourage their employees to up-grade their skills and to seek instruction on up-to-date equipment.

17. A survey of businesses should be made periodically to keep the secretarial science program abreast of current community needs.

18. Further research is needed to assess more accurately the kinds of office machines used by businesses. It is the opinion of the writer some businesses mistakenly marked ten key printing calculator instead of electronic calculators because the electronic calculators have a ten-key keyboard.

19. Further research is indicated to determine personality traits deemed desirable in clerical/secretarial employees.

BIBLIOGRAPHY

BIBLIOGRAPHY

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APPENDIXES

APPENDIX A

Letter of Transmittal

Questionnaire

Post Card

Follow-up Letter

Thank-you Letter

HUTCHINSON COMMUNITY JUNIOR COLLEGE

1300 NORTH PLUM STREET AREA CODE 316-663-5781

79

HUTCHINSON, KANSAS 67501

July 10, 1978

Personnel Officer
Krause Plow Corporation
305 South Monroe
Hutchinson, Kansas 67501

Dear Personnel Officer:

In order to keep the secretarial science program at Hutchinson Community College relevant to the needs of the business community, we are asking your cooperation in completing a survey of business firms employing secretarial/clerical workers.

With improved techniques and modern technology, it is vital that we obtain current information of what businesses in Hutchinson expect from their secretarial/clerical employees. Having your responses included will enable us to offer a program of study that will better prepare our graduates for secretarial/clerical positions.

Your assistance in this survey will be appreciated and will be beneficial to both the business firms in Hutchinson and the secretarial science program at Hutchinson Community College.

We believe the enclosed questionnaire is self-explanatory; however, should you need further information please feel free to call.

An addressed, postage-paid envelope is enclosed for your convenience.

Sincerely,

Karen Wingfield, Coordinator
Home phone: 663-3221

Sandra Allison, Related
Instructor
Home phone: 662-8424

KW/SA

Enclosures: Two-page questionnaire
Self-addressed envelope

Secretarial Science Program
Community Survey

1. Name of firm or business _____
2. Address _____
3. Phone _____ 4. Nature of business _____
5. Person to contact about clerical/secretarial positions:

6. Total number of clerical/secretarial employees:
_____ part-time _____ full-time
7. Where do you go to find persons to fill clerical/secretarial jobs?

_____ private employment agency	_____ public employment agency
_____ high schools	_____ within the company
_____ community college	_____ newspaper advertisement
_____ trade schools	_____ word of mouth
_____ other, please specify _____	
8. When clerical/secretarial vacancies do occur, how difficult are they to fill?

_____ easy, (6-10 qualified applicants)	_____ difficult, (0-2 qualified applicants)
_____ medium, (3-5 qualified applicants)	_____ other, please specify
9. Is there opportunity for job advancement within your firm?

_____ yes	_____ no
-----------	----------
10. How are these advancements determined?

_____ seniority	_____ improved skills
_____ increased knowledge about the business	_____ other, please specify _____

The following questions relate to the cooperative office education program as offered at Hutchinson Community College

11. Do you believe there is a need for this cooperative education program at Hutchinson Community College:

_____ yes	_____ no
_____ don't know, need more information	
12. Would your firm be interested in employing persons who have received clerical/secretarial training at the community college?

_____ yes	_____ no
-----------	----------
13. Would your firm be willing to assist in providing part-time training at your firm for community college students?

_____ yes	_____ no
-----------	----------
14. If the answer to question 13 is yes, what kinds of part-time training positions would be available?

_____ receptionist	_____ bookkeeper/accountant
_____ typist	_____ secretary
_____ file clerk	_____ other, please specify _____

The following questions relate to the types of equipment your firm is using in the clerical/secretarial offices at the present time or anticipate using within the next year.

15. Typewriters:

_____ electric typewriter _____ executive typewriter
(brand name)
_____ manual typewriter _____
(brand name)
16. Automatic typewriters:

_____ Telex	_____ memory
_____ Mag tape	_____ Mag card
_____ other, please specify _____	

Copying equipment:

- Xerox
- IBM
- 3-M
- Spirit duplicator
- Mimeograph
- Thermofax
- Savin
- Sharp
- CRT & printers
- offset duplicator
- other, please specify _____

Adding machines and calculators:

- ten-key adding machine
- full-key adding machine
- electronic printing calculator
- other, please specify _____
- ten-key printing calculator
- rotary calculator
- electronic display calculator

Transcribing machines:

- standard cassette
- belt
- disc
- mini-cassette
- loop
- other, please specify _____

Computers:

- Diablo
- Burroughs
- key punch _____ (model no.)
- NCR
- Wang
- IBM _____ (type)

Miscellaneous equipment

- collators
- word processing systems
- binders
- other, please specify _____

following questions relate to the level of skills needed by your employees. Please check all of blanks as they apply to your business.

Minimum typewriting skill (words per minute) for initial employment

- 40 WPM
- 50 WPM
- 60 WPM
- 70 WPM
- 80 WPM
- over 80 WPM, please specify _____

Minimum shorthand skill (words per minute) for initial employment

- 70 WPM
- 80 WPM
- 90 WPM
- 100 WPM
- 120 WPM
- over 120 WPM

Is there a required level of skill for more advanced positions? If so,

- WPM for typewriting
- WPM for shorthand

Are pre-employment tests given for typewriting and shorthand skills?

- yes
- no

If the answer to question 25 is yes, which of the following skills do these tests measure?

- speed
- problem letter
- other, please specify _____
- transcription
- English

What method or methods of filing are used by your firm?

- alphabetic
- numeric
- geographic
- other, please specify _____

Special filing equipment used, if any

- microfilm
- other, please specify _____
- microfiche

Is a knowledge of bookkeeping/accounting needed by your clerical/secretarial employees?

- yes
- no

Is a knowledge of technical terminology used by your business needed by your clerical/secretarial employees?

- yes
- no

Is there an in-house training or retraining program for clerical/secretarial employees provided by your firm?

- yes
- no

Would your employees participate in a clerical/secretarial retraining program offered by Hutchinson Community College?

August 1, 1978

Dear Personnel Officer:

A few weeks ago I sent you a questionnaire about the secretarial science program at Hutchinson Community College. As of this date, I have not heard from you.

Your opinion is valuable in evaluating the secretarial science curriculum. Won't you please fill out and return the questionnaire.

Sincerely yours,

HUTCHINSON COMMUNITY JUNIOR COLLEGE

1300 NORTH PLUM STREET

AREA CODE 316-663-5781

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HUTCHINSON, KANSAS 67501

September 1, 1978

Personnel Officer
Decker-Mattison Company
500 West Second
Hutchinson, KS 67501

Dear Personnel Officer:

A few weeks ago I mailed a questionnaire to you concerning the secretarial/clerical program at Hutchinson Community College. Perhaps the questionnaire did not reach you or has been mislaid, so I have enclosed another one.

This study is important in helping us keep our curriculum updated in the secretarial/clerical program here at Hutchinson Community College. As an employer of secretarial/clerical personnel, your responses are of value and are needed.

Please use the enclosed, self-addressed envelope to send in your completed questionnaire. Your help will be sincerely appreciated.

Sincerely,

Karen Wingfield
Coordinator

Sandi Allison
Related Instructor

sa

Enclosures

HUTCHINSON COMMUNITY JUNIOR COLLEGE

1300 NORTH PLUM STREET

AREA CODE 316-663-5781

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HUTCHINSON, KANSAS 67501

September 21, 1978

Mrs. Pat Nichols
Decker & Mattison Company
500 West Second
Hutchinson, KS 67501

Dear Mrs. Nichols:

I would like to thank you for your assistance in completing the questionnaire concerning the secretarial/clerical program at Hutchinson Community College.

The results have been tabulated from all the responses we received and are of great value to us in evaluating the curriculum of the secretarial science program at the College.

If we can be of any assistance to your businesses in any way, please contact us.

Again, thank you for taking time to help in this survey.

Sincerely,

Sandi Allison

S

APPENDIX B

List of businesses receiving questionnaire

List of businesses indicating a willingness to
provide part-time training positions

List of Businesses Receiving Questionnaire
Hutchinson, Kansas

1. Accountants Realty, 720 North Main
2. Architectural Millwork, 401 South Adams
3. Ark Veterinary Clinic, 1717 North Plum
4. Associates Veterinary, 701 North Main, (South Hutchinson)
5. Avco Financial Services, Inc., 328 North Main
6. B P H Tractor Co., Inc., 1035 West Fourth
7. Bailly Farm Supply, 2601 East Fourth
8. Beach, Ed Electric Co., Inc., 313 South Main
9. Betts Baking Co., 110 East Third
10. Bevan Motor Co., 108 West First Avenue
11. Bloskey, Terry, For Women, 108 North Main
12. Bottomly, Bob, Oldsmobile-Cadillac-Datsun, Inc., Corner East Eleventh
13. Boyd Motors, Inc., 124 West Second
14. Branine, Chalfant, Hyter & Hill, 502 First National Bank Building
15. Bunge Corporation, 702 Wiley Building
16. C-K Supply, Inc., 612 East First
17. Carey Salt Co., The, 1800 Carey Boulevard
18. Cargil Salt, Cleveland & Campbell
19. Central Glass Co., Inc., 209 West Second
20. Central Kansas Credit Union, 27th & Main
21. Cessna Fluid Power Division, 3742 East Fourth
22. Chemi-Sol Chemical & Sales Co., 2412 East Fourth
23. Coleman Transfer & Storage, Inc., 515 East Second
24. Collingwood Grain, Inc., 715 Wiley Building

25. Conklin, Stuart, Buick-Honda, 110 West Second
26. Continental Grain Co., 804 Wiley Building
27. Continental Realty, 500 North Main
28. Countryside Mobile Homes of Hutchinson, 700 North Main, (South Hutchinson)
29. Crawford-Harman, Inc., 2602 North Main
30. Davenport Auction-Realty, Inc., 27 South Main, (South Hutchinson)
31. Decker-Mattison Co., Inc., 500 West Second
32. DeMint Appliance Service, Inc., 317 North Main
33. Dental Center, 200 East Thirtieth
34. Dillon Companies, Inc., 2516 East Fourth
35. Gottschalk, Bolton & Juhnke, 421 West First
36. Eve, Inc., 225 South Main
37. Ewing Construction, Inc., 219 North Whiteside
38. Far-Mar-Co., Inc., 1600 North Lorraine
39. Financial Planning & Consulting Services, 520 First National Bank Building
40. First Federal Savings & Loan Assn., Main Street at Ninth Avenue
41. First National Bank, The, 1 North Main
42. First National Travel Agency, Inc., 201 East First
43. Galloway, Dexter E., 401 First National Center, 1 North Main
44. Gilliland, Hayes & Goering, 330 West First
45. Go-Steel, Inc., Avenue D and South Washington
46. Graber's, 22-30 West First
47. Great American Life Insurance Co., The, 23 East First
48. Hageman & Bartlett Accounting, 1210-A North Main
49. Hartman, M. W. Mfg. Co., Inc., 400 West Second

50. Home Credit Co., 14 West First
51. Huey, Bruce R., Builders, Wiley Building
52. Hutchinson Bag Corp., 215 South Poplar
53. Hutchinson Clinic, 1125 North Main
54. Hutchinson News, The, 300 West Second
55. Hutchinson Orthopaedic Clinic, 2415 North Main
56. Hutchinson Small Animal Hospital, 1201 East Thirtieth
57. Hutchinson Travel Agency, 19 West Second
58. Jayhawk Realty Co., Inc., 510 East Seventeenth
59. K S K U Stereo Radio, 2627 East Fourth
60. K W H K Broadcasting Co., Inc., 535 North Main
61. Kaiser Aluminum & Chemicals Sales, Inc., 300 East Avenue B
62. Kingsley-Wagner Supply, 115-21 East Sherman
63. Kirk, Earl Chrysler Plymouth, Inc., 100 West Second
64. Kline-Haverty Inc., 100 South Walnut
65. Knightly, J. William & Co., 316 West First
66. Krause Plow Corp., 305 South Monroe
67. Lane & Leslie Advertising Agency, Inc., 720 First National Bank Building
68. Leech Products, Inc., 1420 West Fourth
69. McNaghten Investment Co., Inc., 205 First National Center, 1 North Main
70. Man Del Co., 504 North Main
71. Mann & Co., 700 First National Bank Building
72. Martindell, Carey, Hunter, & Dunn, 601-10 Wolcott Building
73. Massey Ferguson, Inc., 1401 West Fourth
74. Messing, Terry Realtors, 1011 North Main
75. Miller, Hiatt, Dronberger, Arbuckle & Walker, 825 North Main

76. Mitchell, Wm. L., 119 West Sherman
77. Morton Salt Company, 1000 Morton Drive, (South Hutchinson)
78. Orkin Exterminating Co., Inc., 316b North Poplar, (South Hutchinson)
79. Oswald, John, Real Estate, 13 East Thirteenth
80. Packaging Corporation of America, P. O. Box 1267
81. Penn Mutual Life Insurance Co., First National Center, 1 North Main
82. Polaris Leasing Corporation, 1 Polaris Plaza
83. Reno County Abstract & Title, Inc., 301 First National Center, 1 North Main
84. Robinson Chevrolet, 1100 East Thirtieth
85. Rogg, R. W. & Associates, Inc., 800 North Grand
86. Salt City Federal Savings & Loan Assn., 501 East Thirtieth
87. Sears, Roebuck and Company, 15 North Adams
88. Security Pacific, 820 North Main
89. Shane Homes, Inc., 615 First National Bank Building
90. Shears', J. H. Sons, Inc., 819 West First
91. Stevens, Inc., 225 South Main
92. Stuckey Lumber & Supply Inc., 1103 North Lorraine
93. Sunflower Glass & Paint Co., Inc., 118 West Second
94. Syler Osteopathic Clinic, 14 West Sixth
95. Triple K Sales, 1220 West Fourth
96. Valley Federal Savings & Loan Assn., 1020 North Main
97. Waddell & Reed, Inc., 407 Wolcott Building, 201 North Main
98. Weinlood, Cole, Shaffer & Brown, 525 First National Center, 1 North Main

99. Woodwork Manufacturing & Supply, 16 West Fourth
100. Zephyr, Inc., 400 East Second

Businesses Indicating Possible Part-time Training Positions
for Secretarial Science Students

1. Baillys Farm Supply, Inc.
2. Continental Grain Company
3. Continental Realty
4. Bob Bottomley Oldsmobile-Cadillac-Datsun, Inc.
5. J. William Knightly & Company
6. K W H K Radio
7. Branine, Chalfant, Hyter & Hill
8. Galloway & Melvin Law Office
9. Law Offices of Mitchell and Henry
10. Cargill Salt
11. First National Bank
12. Stuart Conklin Buick-Honda
13. Hartmann Mfg. Co.
14. Far-Mar-Co, Inc.
15. John C. Oswald Real Estate
16. Sears, Roebuck and Company
17. Penn Mutual
18. Decker & Mattison Co., Inc.
19. Collingwood Grain, Inc.
20. Dillon Stores Co., Inc.
21. Hageman, Bartlett & Babcock Accounting
22. Hutchinson Travel Agency
23. J. H. Shears' Sons, Inc.
24. The Hutchinson News

25. Robinson Chevrolet
26. First Federal Savings & Loan Assn.
27. Stuckey Lumber & Supply
28. Coleman American Storage
29. R. W. Rogg & Associates
30. Lane & Leslie Advertising Agency, Inc.
31. Gottschalk, Bolton & Juhnke
32. Valley Federal Savings & Loan Assn.
33. Hutchinson Bag Corporation
34. Architectural Millwork, Inc.