

A STUDY OF THE BUSINESS GRADUATES OF COVINGTON HIGH SCHOOL
COVINGTON, VIRGINIA, FOR THE YEARS 1946-1950

by

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Thesis submitted to the Graduate Faculty of the

Virginia Polytechnic Institute

in candidacy for the degree of

MASTER OF SCIENCE

in

Business Education

APPROVED:

APPROVED:

Director of Graduate Studies

Head of Department

Dean of Applied Science and
Business Administration

Supervisor or Major Professor

August, 1951

Blacksburg, Virginia

Huffman

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C. D. [unclear] FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION
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It is the sincere hope of the writer that this study may be used in some way to benefit the school system in which she has had many pleasant and challenging experiences in teaching.

B. A. J.

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CHAPTER I

THE PROBLEM

Need for the Study

The effectiveness of a business education program can be determined through follow-up. Follow-up studies in business education will give a business education department a picture of the work being done by its graduates and will help the instructors in the department to decide whether or not their courses were such that the graduates were able to meet the requirements of business in their community.

In an issue of The National Business Education Quarterly prepared especially for the high school principals of America, J. Frank Dame speaking of follow-up states:

Schools providing vocational preparation for business have not fulfilled their complete responsibility to their pupils if they do not follow their students on the job. It is the definite responsibility of the school to ascertain whether the trainees are making satisfactory adjustments and progress in the job.¹

In order to examine the success of the business graduates of Covington High School, this follow-up study was instituted. Although the Chairman of the Business Education Department had kept in as close touch as possible with the graduates, as far as could be determined,

1. Dame, J. Frank, "There is an Adequate Selection, Guidance, Placement and follow-up Plan," The National Business Education Quarterly, XVIII (Winter 1949), p. 63.

no formal study of this kind had ever been made at the school. It was felt that accrued benefits would result for the improvement of the Business Education Department and the Guidance Services of the Covington High School.

Statement of the Problem

The problem of this investigation was to determine what use the business graduates of Covington High School for the years 1946-1950 made of the business subjects they satisfactorily completed.

Purposes of the Study

There were five purposes for which this study was made.

They were:

- (a) To determine in what types of employment the high school business graduates are engaged.
- (b) To determine the value of the business education courses to the business graduates according to their opinions.
- (c) To determine what the employers consider the major weaknesses of the business graduates they employ.
- (d) To obtain suggestions for the improvement of the business education curriculum at Covington High School that would be beneficial in training students for employment on the initial job.
- (e) To provide information for the Guidance Services.

Delimitations

This study was delimited to the business graduates of the classes of 1946, 1947, 1948, 1949 and 1950 of Covington High School. Only graduates who had satisfactorily completed four or more Carnegie units of credit in business education of which two units must have been in shorthand and two units in typewriting were included in this study.

Definitions

In order to clarify certain terms used throughout this study the following definitions are given.

The term "business graduates" refers to those students having four or more Carnegie units of credit in business education of which two units must be in shorthand and two units in typewriting.

CHAPTER II

BACKGROUND

Description of the Community

Alleghany County is in the heart of the Alleghany Mountains in the western part of Virginia. It has an area of 452 square miles or 289,280 acres. A recent survey made by the Industrial Development Committee of the Covington, Virginia, Chamber of Commerce describes the area as follows:

. . . The elevation varies from 1,250 feet at Covington to 4,000 feet on the mountains that surround the Covington area. . . . Approximately 28.2 per cent, or 81,367 acres, of the county are in farm lands. . . . The Covington area has abundant natural resources which are adaptable to the needs of industry. Among these are mineral resources, timber resources and water resources.¹

Covington, Virginia, is the County seat of Alleghany County. Almost surrounded by mountains, it is located in a broad valley on the Jackson River. Better known as the "Industrial and Trading Center of the Alleghanies," Covington serves a large mountain area comprising several counties in western Virginia and three counties in eastern West Virginia. For several generations Covington has been the employment and trading center of a large surrounding area.

1. The Industrial Development Committee of the Chamber of Commerce, Economic and Industrial Survey of Covington and Alleghany County. (Chamber of Commerce: Covington, Virginia, 1950), pp. 2, 5, 8.

The Chamber of Commerce study states:

Greater Covington (Covington town and adjoining suburbs) has a population of approximately 15,000. Of these, about 6,300 live within the corporate limits and about 9,000 in the suburban areas adjacent to the corporate limits. Alleghany County has a population of 23,462, according to the 1950 census, preliminary figures. The City of Clifton Forge, an independent city within the County, 12 miles east of Covington has an additional 5,769 persons. Within a 20-mile radius of Covington, in the adjoining counties, live an estimated additional 12,500 people. This makes a population of almost 50,000 who live within a driving range of Covington and who could commute to work in Covington from their present homes.¹

Approximately 89 per cent of the population is native white, 10 per cent, colored; and 1 per cent is foreign born.

The major industries in Covington and the vicinity produce high grade craft and book papers, rayon yarn, rayon cloth, flour and feed, bottled beverages, creamery products, bread, chemicals from pulpwood, lumber and lumber products.

Quoting from the survey sponsored by the Chamber of Commerce:

West Virginia Pulp and Paper Company manufactures various types of paper and chemical by-products, employs about 2100 men and 150 women. The Industrial Rayon Corporation manufactures viscose rayon yarn; employs about 600 men and 550 women; also knits a large quantity of yarn it produces. Wm. Klopman & Sons Company, a plant of Wm. Klopman & Sons of New York, is engaged in weaving of rayon yarn. This plant employs about 275 men and women, about equally divided. Alleghany Milling Company and McAllister & Bell, Inc., manufacture flour, meal and feed.²

1. Ibid., p. 4.

2. Ibid., p. 5.

The public utilities and transportation facilities serving this area are briefly described as follows by the Chamber of Commerce:

Covington and a large part of Alleghany County are served by the lines of the Virginia Electric and Power Company. The REA Cooperatives serve the northern and southern sections of the county. Natural gas is supplied to Covington and vicinity by the Virginia Gas Distribution Corporation. Telephone service is supplied by the Clifton Forge-Waynesboro Telephone Company which through its connections has direct lines to Washington, New York and other important points, giving Covington excellent service. Telegraph and cable service is supplied by Western Union.¹

Covington is afforded highway transportation by U. S. 60, a trans-continental East-West highway and by U. S. 220, a North-South highway. These, with their connections, link Covington to all the important parts of its surrounding territory with hard surfaced highways. . . . Covington has a bus system connecting the downtown section with the residential and industrial districts. . . . Several local county bus lines also run into Covington to bring in workers and traders. . . . Railway transportation is furnished by the double track main lines of the Chesapeake and Ohio Railway. . . . A number of trucking lines enter Covington and several of these have local terminals.²

One evening newspaper, The Covington Virginian, is published daily except Sunday. Radio Station WKBY which is located in Covington covers the trading area.

1. Ibid., p. 7.

2. Ibid., p. 6.

Description of the School

Educationally the area is advancing. This is evidenced by the following quotation from the survey report previously referred to:

. . . The Alleghany County school system has a total of 18 schools--16 for white children and 2 for colored children. The total enrollment of the school system as of March, 1950, was 5,114, with 182 teachers, the total staff being 241. The school system runs 20 school buses over the various areas in the county which allows children in the area to be centrally located in high schools.¹

Covington High School, Covington, Virginia, is the largest senior high school in Alleghany County. In a letter to the writer of this study, Mr. W. R. Beazley, Superintendent of Schools of Alleghany County, describes the area limits of this school as follows:

. . . In addition to serving the Town of Covington, the Covington High School serves an area fifteen miles in length and three miles wide. Approximately one-third of the enrollment of Covington High School is transported to and from school in school buses.²

Records in the high school office also show that Covington High School has been accredited by the Southern Association of Colleges and Secondary Schools since 1933. It is also fully accredited by the State Board of Education.

1. Ibid., p. 10.

2. Letter from Mr. W. R. Beazley, Superintendent of Alleghany County Schools, July 5, 1951.

At present, the school is housed in a modern building but the enrollment has outgrown its classroom space. Data from annual reports compiled by the Principal of Covington High School reveal that the enrollment and number of faculty members of Covington High School for the period covered by this study ranged from 542 students in grades nine through eleven, 23 full-time teachers and 2 part-time teachers in 1946 to 671 students, 27 full-time teachers and 2 part-time teachers in 1950.¹ Graduates for the five-year period totaled 627. Of that number 271 were boys and 356 were girls.

TABLE 1

NUMBER OF BUSINESS GRADUATES, 1946-1950

Year	Male	Female	Total ^a
1946	1	13	14
1947	2	24	26
1948		26	26
1949	1	21	22
1950	4	13	17
Total	8	97	105

^aTaken from Records in Covington High School Office at Covington, Virginia.

1. Principal's Annual Reports (Covington High School: Covington, Virginia, 1946-1950).

Number of Business Graduates

This study includes those graduates who received four or more Carnegie units of credit in business subjects of which two units must be in shorthand and two units in typewriting. The total number of business graduates for the years 1946-1950 was 105. Table 1 presents the number of business graduates classified according to sex, for each of the five years. The number of male graduates is very small. This is partly due to the fact that the business curriculum at Covington High School is "one track" -- strictly stenographic.

TABLE 2

NUMBER OF GRADUATES WHO RECEIVED FOUR OR MORE UNITS IN BUSINESS SUBJECTS

Units ^a	Male	Female	Total ^a
4		2	2
5	1	7	8
6	3	75	78
7	4	10	14
Total	8	94	102

^aTaken from Records in Covington High School Office, Covington, Virginia.

Table 2 lists the number of graduates who received four or more units in business subjects. Of the 102 graduates selected for this study, two had four units in business subjects, eight had five units, seventy-eight received six units, while fourteen received as many as seven units. Business English was included in the seven units.

Description of the Curricula

From an interview with the Principal of Covington High School, it was disclosed that Covington High School has offered three curricula since 1944. These curricula are (a) academic, (b) business, and (c) general. In addition to the regular courses in English, mathematics, science, social studies, foreign languages, and courses in business education, students showing interest and ability are permitted to choose electives from such courses as art, fundamentals of electricity, fundamentals of radio, geography, home economics, industrial arts, international relations, sociology, psychology, music (vocal and band), and diversified occupations.

The Guidance Bulletin for the school year 1945-1946 listed beginning in the ninth grade the following business subjects required for a business diploma: Two years of shorthand, two years of type-writing, one year of bookkeeping, and one year of commercial math.¹

1. Guidance Bulletin. (Covington High School: Covington, Virginia, 1946), p. 2.

Beginning with the 1946-1947 school year, general business was required of all business diploma students entering the ninth grade. A year-course in Business English was added to the business curriculum during the 1949-1950 school year. The senior English requirements were changed and all business diploma students were scheduled for Business English in place of the English required of students in other curricula.¹

On page 3 in the Guidance Bulletin for 1950, this special note is given:

For admission to the business curriculum, a student must have a general average of 80 for the first two years of high school and an average of 85 in English.²

Students in other curricula at Covington High School are permitted to elect one year in each of the following business subjects: bookkeeping, typewriting, general business and commercial math. The practice of permitting students in other curricula to elect business subjects is consistent with the guiding principles in The Evaluative Criteria. In this statement, business education is briefly described as follows:

Business education consists of those courses, activities, and units of instruction designed to meet the common needs in the area of business of all pupils and vocational business needs of pupils who desire to prepare for employment in business occupations.³

1. Guidance Bulletin, (Covington High School: Covington Virginia, 1950), p. 3.

2. Ibid., p. 3.

3. Cooperative Study of Secondary School Standards Evaluative Criteria. (Washington 6, D. C., 1950).

A "one track" business curriculum continues to be offered at the school. The present requirements for the business diploma at Covington High School as listed in a recent guidance bulletin are as follows: English (which includes Business English) 4 units; mathematics, 1 unit; general business, 1 unit; typewriting, 2 units; shorthand, 2 units; bookkeeping, 1 unit; vocational civics, 1 unit; American History, 1 unit; U. S. Government, 1/2 unit; science, 1 unit; electives 1 1/2 units.¹

Equipment of the Business Department

For the period covered in this study, the special equipment of the business department consisted of the following: 36 Underwood typewriters, 1 A. B. Dick mimeograph, Model 90, 1 standard size vertical filing cabinet, 15 miniature filing practice sets, 1 interval timer, 36 regular style chairs, and 36 individual tyewriting tables, all of the same height.

1. Guidance Bulletin, (Covington High School: Covington, Virginia, 1950), p. 3.

CHAPTER III

PROCEDURES

This chapter deals with the procedures of the study and the following topics will be discussed: (a) endorsement of the study, (b) methods of research used, (c) compilation of certain data from school records, (d) verification of addresses, (e) preparation of questionnaire, (f) validation of questionnaire, (g) final questionnaire, (h) interviews with businessmen, and (i) public relations program.

Endorsement of the Study

The endorsement of the study by Mr. W. R. Beazley, Superintendent of Alleghany County Schools, and Mr. W. R. Curfman, Principal of Covington High School, was secured to stimulate cooperative response from the graduates and employers. Permission to use information from the school records was granted.

Methods of Research Used

Data required for this survey were obtained through both questionnaire and interview. A questionnaire was sent to each business graduate who could be located and selected employers of office workers were interviewed.

Compilation of Certain Data from School Records

The names and addresses of business graduates were selected from the permanent records in the school office. Other information secured from the permanent records included: date of graduation, sex, name and address of parent or guardian, and business subjects completed. A copy of this data sheet may be found in Appendix A.

Verification of Addresses

Many of the addresses of the graduates were verified by students still enrolled in business courses at Covington High School. If business students did not know the addresses, other students and teachers in the school and the local post office were consulted. Parents or friends living in Covington were telephone or visited. If there was any doubt as to the correctness of the address of any of the graduates, a double postal card was mailed to the suggested address. See Appendix B for a copy of this postal card. It was requested that the reply card be filled in and returned to the school. From a list of 105 names, 102 were verified. Three girls who had married and moved from the county could not be located.

Preparation of Questionnaire

The next step in the survey was to prepare the questionnaire to be sent to the business graduates. Plans of other schools having made follow-up studies were examined. After an examination of numerous follow-up studies, questions to be answered in this study were formulated. From these questions, rough drafts of tables which would

eventually present the data were set-up.

The questionnaire was then devised. It was so constructed that a minimum of writing would be required on the part of each respondent. The questionnaire was divided into four parts: (a) general information, (b) additional training, (c) employment record, and (d) suggestions for improvement of high school business education. The first part of the questionnaire was designed to secure such general information as name, address, year of graduation, and marital status. As previously stated, the second part contained questions relating the post high school training. The third part of the questionnaire was planned to secure information about the present occupational status of the graduate, the means by which he obtained his first job, the value of business subjects studied in high school, the kinds of work engaged in since graduation, and the types of office machines used. The fourth part provided space for specific suggestions that might be used in the revision of the business education curriculum.

Validation of Questionnaire

After a preliminary questionnaire had been developed, it was further evaluated on the basis of criteria which the National Committee on Research in Secondary Education had set-up.¹ Recent books on methods of research refer to this same criteria. The questionnaire was then

1. "An Outline of Methods of Research with Suggestions for High School Principals and Teachers," Bureau of Education Bulletin, No. 24 (Washington, 1926), pp. 23-25.

submitted to an advisory committee for criticism and suggested changes. After incorporating the suggested changes, it was given to ten graduates, two from each class. They were requested to fill in the questionnaire and return it with suggestions for improving the form. A copy of this questionnaire is in Appendix C.

The returned trial questionnaires were studied carefully and compared with the information from the permanent high school records to check the reliability of answers pertaining to business subjects completed in high school and the date of graduation. The next step was to check to see if all material from the trial questionnaire could be tabulated.

Criticisms the respondents made were considered and the questionnaire was revised once more. The final questionnaire, a sheet, "Definition of Job Titles," and a letter signed by the principal and the business teacher together with a stamped, self-addressed envelope were mailed to one hundred two graduates. A copy of the questionnaire may be found in Appendix F; the letter, in Appendix E; and the "Job Titles," in Appendix D.

Ten days after the mailing of the final questionnaire, those who had not returned the completed form were called over the telephone, visited or mailed a postal card. This plan of follow-up was continued at intervals of one week. A copy of the postal card follow-up will be found in Appendix G. Alverna M. Koch¹ also used a postal follow-up in

1. Koch, Alverna M., "An Historical Study of the Commercial Department Graduates of Lima High School, Lima, Peru, and a Survey of Graduates from 1919 through 1945" (Unpublished Master's Thesis, Bowling Green University, 1948), p. 51.

a survey of graduates of Lima High School, Lima, Peru.

Interviews with Businessmen

Next, the interview form to be used when visiting businessmen was prepared which was an adaptation of a questionnaire used in a follow-up study made by Lucille W. Walker¹ to secure information from employers of office workers.

From the questionnaires returned by the business graduates, a list of employers of office workers was compiled. To the selected group of employers a letter was mailed explaining the purpose of the study and requesting an interview.

The card form used for recording the time of appointments for interviews with the employers was adapted from a form for arranging interviews in Dorothy Finkelhor's study.² A copy of the card record may be found in Appendix I; the interview form, in Appendix J; and the letter sent to employers, in Appendix H.

Public Relations Program

While the questionnaire, letter and interview form were in process, a public relations program was carried on. As previously

1. Walker, Lucille W., "A Follow-up Study of High School Graduates of Fayette County, West Virginia" (Unpublished Master's Thesis, Ohio State University, 1948), p. 107.

2. Finkelhor, Dorothy C., "Occupational Adjustments of Beginning Office Workers" (Unpublished Master's Thesis, University Pittsburgh, 1941), p. 111.

mentioned, the endorsement of the study by the superintendent of schools and by the high school principal was secured to stimulate cooperative response from the business graduates and employers.

The business education students and teachers in the school were informed of the value of such a study. They assisted in verification of addresses of the graduates. The cooperation of students in delivering and collecting questionnaires from graduates was solicited.

A description of the study as shown in Appendix K was published in the town newspaper, The Covington Virginian. This news item appeared two days prior to sending out questionnaires to the business graduates. A similar article appeared in The Roanoke Times, the largest newspaper in that part of the State of Virginia, which many of the residents of Alleghany County read. This announcement came at the time that letters were mailed to business employers in the county. Copies of both news items may be found in Appendix K.

CHAPTER IV
ANALYSIS OF DATA

Introduction

The next step in this study was to summarize and analyze the data collected from the office files of Covington High School, questionnaires of graduates, and interviews with businessmen in Covington, Virginia.

Questionnaire Returns

Questionnaires were sent to one hundred two graduates who had completed four or more units in business subjects for the years 1946-1950. One hundred two replies, or 100 per cent returns, were received. (See Table 3.) The data furnished were tabulated as of June 15, 1951.

The high percentage of returns is considered significant since returns ranging from 30 to 50 per cent are considered satisfactory for a mailed questionnaire of this type.¹ Such a high percentage of returns is partly due to the fact that 80 of the 102 respondents lived in Alleghany County where Covington High School is located. They apparently continued to have an interest in the activities of the school from which they graduated; also appeared to

1. Dame, J. Frank, Brinkman, Albert R., and Weaver, Wilbur R., Prognosis, Guidance and Placement in Business Education, (Chicago: South-Western Publishing Company, 1944), p. 188.

maintain close relationship with students currently enrolled in school.

TABLE 3
QUESTIONNAIRES SENT AND RETURNED

Year of Graduation	Number Graduated	Questionnaires Sent	Questionnaires Returned	Per Cent Returned
1946	14	14	14	100
1947	26	25	25	100
1948	26	26	26	100
1949	22	21	21	100
1950	17	16	16	100
Total	105	102	102	100

NOTE: Three girls who had married and moved from the county were not located.

Personal Data About Business Graduates

Tables 4 and 5 indicate the personal status of 8 male graduates and 94 female graduates.

Where the Business Graduates Live. From the address given by the graduates on the questionnaire, Table 4 was compiled showing whether or not graduates remained in Alleghany County, moved to other towns or cities within the State, or went to other states.

TABLE 4

LOCATION OF BUSINESS GRADUATES, SPRING 1951

Location	Male	Female	Total	Per Cent
Residing in Alleghany County	6	74	80	78.4
Residing in State of Virginia outside of Alleghany County		13	13	12.8
Residing outside the State of Virginia	2	7	9	8.8
Total	8	94	102	100.0

Table 4 indicates that 80, or 78.4 per cent, of the graduates remained in Alleghany County; 13, or 12.8 per cent, moved to other towns or cities within the State of Virginia, and 9, or 8.8 per cent, went outside the State. Only two of the boys lived outside the State and one of those was in military service at the time this study was made. The remaining six male graduates resided in Alleghany County. Seventy-four female graduates lived in Alleghany County; thirteen resided in towns and cities within the State outside of Alleghany County; and seven lived outside the State. Data not shown in the table reveals that nine of the graduates listed as residing outside the State of Virginia lived in seven different states and Bermuda.

TABLE 5

MARITAL STATUS OF BUSINESS GRADUATES, SPRING 1951

Sex	Married		Single	
	Number	Per Cent	Number	Per Cent
Male	1	12.5	7	87.5
Female	51	54.2	43	45.8
Total	52	51.0	50	49.0

Marital Status. Table 5 gives the marital status of the graduates included in this study. As shown in Table 5, 52 graduates, or 51 per cent, of the graduates are married while 50, or 49 per cent, are single. Since only eight boys are included in this study, the figures are not important. Only one of the boys, a graduate of the year 1946, is married. However, it is significant that 51, or 54.2 per cent, of the female graduates are married. Data not shown in the table reveal that the greatest per cent of marriages occurred among graduates of the years 1946, 1947, and 1948. This is naturally expected since these represented the three oldest groups.

Almost without exception, others who have made similar follow-up studies found that the women graduates are married within a few years after leaving high school. In analyzing the marital status of women graduates and drop-outs, Lopeman¹ found that two-

1. Lopeman, Harriet, "A Study of High School Graduates and Drop-outs of Danvers High School" (Unpublished Master's Thesis, Northwestern University, 1948), p. 12.

thirds of the women graduates and drop-outs are married within a few years after leaving high school. Therefore, the emphasis of vocational training in high school should be to prepare the female graduates for an initial position and some advancement. This conclusion does not apply to the male graduates, however, as marriage increases their desire for advancement in a position.

Educational Data About Business Graduates

Tables 6, 7, 8, 9, and 10 exhibit educational data pertaining to the business graduates of Covington High School for the years 1946-1950, inclusive.

Business Subjects Studied in High School. Table 6 presents a tabulation of the number of business graduates who took each of the business subjects offered at Covington High School. Of the 102 individuals returning the questionnaire, 102, or 100 per cent, had taken two years of shorthand and two years of typewriting. Ninety-six had completed one year of bookkeeping; 63, one year of commercial math; 30, one year of general business while only 15 completed a one-year course in Business English. All business graduates were required to take two units each in shorthand and typewriting. General business was added to the business curriculum in 1946 as a required subject for business students entering the ninth grade. Fewer pupils than previously elected commercial math after general business was added. Business English was added in 1949 and only the business graduates of the Class of 1950 had an opportunity to take this one-year course in the senior year.

TABLE 6

BUSINESS SUBJECTS STUDIED IN HIGH SCHOOL

Subject	Male	Female	Total
Shorthand (First Year)	8	94	102
Shorthand (Second Year)	8	94	102
Typewriting (First Year)	8	94	102
Typewriting (Second Year)	8	94	102
Bookkeeping (First Year)	8	88	96
Commercial Math	3	60	63
General Business	4	26	30
Business English	4	11	15

TABLE 7

PRESENT EDUCATIONAL STATUS OF BUSINESS GRADUATES

Educational Status	Male	Female	Total	Per Cent
Post High School Education	3	27	30	29.4
High School Education only	5	67	72	70.6
Total	8	94	102	100.0

Present Educational Status of Business Graduates. Table 7 exhibits a summary of responses in answer to the question: "Have you had any additional education after graduation from high school?" Of the 102 graduates in question, 30, or 29.4 per cent, took additional training. The data not shown in the table reveal that nine graduates for the year 1947 took additional training. The next highest count was seven for 1948; six for 1949; and four each for 1946 and 1950. Only three of the male graduates took further training. Thus, 72, or 70.6 per cent, of the graduates had only a high school education.

Lopeman¹ found that out of 131 graduates and drop-outs 54, or 41.2 per cent, had attended school beyond high school.

Ritchie's study² of 251 graduates showed that 74 men and 55 women took additional training after leaving high school, that is 51.5 per cent.

DeShazo³ learned in her research that 46, or 44.7 per cent, of 103 business graduates at Lane High School took additional training.

No reliable explanation can be made for the difference between the Covington High School business graduates and other graduates with respect to securing further training beyond that available in the four-year high school course.

1. Lopeman, op. cit., p. 13.

2. Ritchie, Samuel B., "A Follow-up Study of 251 Flint High School Graduates Employed in Flint, Michigan, 1937-1941" (Unpublished Master's Thesis, University of Michigan, 1943, p. 23.

3. DeShazo, Jean Virginia, "An Occupational Survey of the Business Graduates of Lane High School, Charlottesville, Virginia, 1945-1949" (Unpublished Master's Thesis, Virginia Polytechnic Institute, 1950), p. 28.

TABLE 8

BUSINESS GRADUATES WHO SECURED FURTHER EDUCATION

Types of Education	Male	Female	Total
College	1	10 ^a	11
Post-graduate High School	1	8	9
Hospital Training Schools		6	6
Business School		3	3
Correspondence Courses	1	1	2
Naval Ordnance In-service Training		1	1
Total	3	29	32 ^b

^aTwo graduated with college degrees in 1951.

^bTwo pursued two types of education which accounts for thirty-two types of education for thirty graduates.

Additional Training. Table 8 presents the types of post-high school education selected by the graduates. Thirty of the graduates continued their education either in college, business school, hospital training schools, naval in-service training for office workers, correspondence courses, or a post-graduate high school course. Of the ten girls who attended college, five pursued courses in business education. Two of the girls were graduated in June, 1951 with college degrees. One of them majored in business education and plans to enter

the teaching profession. On the returned questionnaire, the six graduates who entered hospital training schools stated that they had found their business training, especially shorthand and typewriting, very useful in their nurses' training. Only three of the graduates attended a private business school, while nine returned for a post-graduate high school course. Two took correspondence courses and one an in-service training course in connection with his job.

The sources from which the graduates received their training are included in Table 9. This table is supplementary to Table 8.

After a study of the data in Tables 7, 8, and 9, the conclusions drawn were: (a) Nearly all of the graduates included in this study had taken all of their business training at Covington High School; (b) approximately one-third of the business graduates felt a need for additional training in other courses after leaving high school; and (c) some were also willing to take the time for additional training while they were employed.

TABLE 9

SOURCES OF TRAINING AFTER HIGH SCHOOL GRADUATION

Sources	Male	Female	Total
<u>Colleges</u>			
Madison College		3	3
Erskine College	1	1	2
Emory and Henry College		1	1
Georgetown College		1	1
Johnson Bible College		1	1
Lynchburg College		1	1
Radford College		1	1
University of Richmond		1	1
Westminster Choir College		1	1
<u>Business Schools</u>			
Covington Business School		1	1
Dunsmore Business College		1	1
West Virginia Business College		1	1
<u>Hospital Training Schools</u>			
Chesapeake and Ohio Hospital		3	3
Lynchburg General Hospital		1	1
University of Virginia Hospital		1	1
Woman's Hospital of Philadelphia		1	1
<u>High School Post-Graduate Courses</u>			
Covington High School	1	8	9
<u>Correspondence Courses</u>			
	1	1	2
Total	3	29	32 ^a

^aTwo pursued two types of training which accounts for thirty-two types of education for thirty graduates.

TABLE 10
 FURTHER TRAINING RECEIVED
 AFTER GRADUATION FROM COVINGTON HIGH SCHOOL

Business Subjects Studied

Subject	Number of graduates who checked
Shorthand dictation	9
Shorthand transcription	9
Typewriting	9
Bookkeeping	8
Business English	7
Office Machines	7
Office Practice	4
Salesmanship	3
Business Law	3
Filing	2
Introduction to Business	2
Advertising	1
Business Etiquette	1

NOTE: No subjects checked by males.

Business Subjects Studied After Graduation from High School.

According to the tabulations in Table 10, a large majority of the graduates had had no business education since graduation from high school. The largest group who took additional training enrolled in skill subjects such as shorthand, typewriting, bookkeeping, and office machines. Nine graduates checked both shorthand and typewriting; eight checked bookkeeping; and seven checked office machines. Seven listed Business English; four, office practice; three, salesmanship and business law; two, filing and introduction to business; advertising and business etiquette received one check each.

Employment Data About Business Graduates

This section of the study deals with employment data about the business graduates of Covington High School. As was suggested by Dr. E. G. Blackstone of Iowa State University,

. . . One vital set of necessary facts is that which relates to what happens to commercial students after they leave school. . . . Do we provide training for the positions they do secure when they first leave school?¹

Reaction of Business Graduates to Their Employment Status.

According to Table 11, ninety-three of the 102 graduates who returned questionnaires stated that they had been employed at one time or another. Five of the nine who had never worked were married immediately upon

1. Speech given by E. G. Blackstone at a meeting of the Iowa State Commercial Teachers Association, November 1, 1928.

graduation from high school and set-up housekeeping and the remaining four pursued further training. In the same table replies to the question, "Are you doing the type of work you wanted to do at the time of high school graduation?" are summarized. To this question, fifty-two answered "Yes"; twenty-two replied "No."

This seems to indicate they needed more help than the high school is furnishing in obtaining a job. In view of the fact that similar situations prevail in other schools, J. Frank Dame made the following statement:

An adequate placement service should be maintained by each school teaching business subjects. . . . Just as the school has an accepted responsibility in terms of aiding the college preparatory pupil to get into the college of his choice, it, likewise, has a major obligation to help in terms of vocational placement. . . .¹

1. Dame, J. Frank, "There is an Adequate Selection, Guidance, Placement, and follow-up Plan," The National Business Education Quarterly, XVIII, No. 2 (Winter 1949), p. 62.

TABLE 11

REACTION OF BUSINESS GRADUATES TO THEIR EMPLOYMENT STATUS

Answers	Employed At One Time or Another	Doing Work Desired
Yes	93	52
No	9	22
No Answer		28
Total	102	102

NOTE: Percentages were not figured for items in this table and for many of the tables that follow due to the fact that the total number of cases studied is so near 100.

Employment Status of Business Graduates, Spring, 1951.

Tables 12, 13, 14 and 15 present data pertaining to the employment status of the business graduates in the spring of 1951.

TABLE 12

EMPLOYMENT STATUS OF BUSINESS GRADUATES, SPRING 1951

Employment Status	Male	Female	Total
Currently Employed	7	56	63
Currently Unemployed or Housekeeping		26	26
In School	1	12	13
Total	8	94	102

Table 12 summarizes the employment status of the business graduates in the spring of 1951. They were placed in three groups: (a) currently employed, (b) currently unemployed or housekeeping, and (c) in school. Sixty-three of the graduates were employed, 13 were continuing their education, 25 were not working because of their marriage and only one was really unemployed. The unemployed graduate indicated that she expected to join the strictly housekeeping group within a short time. It is interesting to note the small number unemployed at the time the study was made. It is true, of course, that due to an unusual employment trend existing during the period, it was not difficult for a person with any degree of skill to find a job. Data not presented in the table shows that six of the employed female graduates were also housekeeping. Since there is a tendency for the

graduates to work after marriage, they must not only be trained for the initial job, but they must be prepared to take advantage of any promotions that may come their way.

TABLE 13
LOCATION OF EMPLOYED BUSINESS GRADUATES, SPRING 1951

Location	Male	Female	Total	Per Cent
In Alleghany County	6	49	55	87.3
In State of Virginia outside of Alleghany County		5	5	7.9
Outside the State of Virginia	1	2	3	4.8
Total	7	56	63	100.0

Does the community absorb our product? Table 13 indicates that fifty-five, or 87.3 per cent, of the business graduates were employed in Alleghany County at the time this study was made. Fifty-three of the fifty-five graduates worked in Covington and the remaining two were employed in Clifton Forge. Only eight were employed outside of Alleghany County.

Since the findings show that the majority of the business graduates remained in Alleghany County work, it is important that the school give more study to the needs of its community in order to decide what the local businessmen require of their employees.

TABLE 14

BUSINESS OCCUPATIONS OF BUSINESS GRADUATES, SPRING 1951

Occupations	Male	Female	Total
<u>Office</u>			
General Clerk	2	16	18
Secretary		8	8
Stenographer		6	6
Sales Clerk		3	3
Bookkeeper	1	2	3
Cashier		2	2
Clerk Typist		2	2
Teller		2	2
Billing Clerk		1	1
Messenger-Runner		1	1
Pay-Roll Clerk		1	1
PBX Operator		1	1
Receptionist		1	1
<u>Other Businesses</u>			
Dental Assistant		1	1
Filling Station Assistant	1		1
Laundry Truck Driver	1		1
Total	5	47	52

Table 14 indicates that fifty-two graduates were employed in business occupations. This classification is subdivided into two groups: (a) office occupations and (b) other businesses. Forty-nine of the graduates were employed in office occupations. General clerk led the list with a count of eighteen; secretary received a score of eight and stenographer, six points. Sales clerks and bookkeepers scored three each; cashiers, clerk-typists and tellers, two each; while the remaining occupations in the office group received only one point each.

In Table 15, fifty of the graduates were engaged in occupations other than those listed under the heading, business occupations.

TABLE 15
OTHER OCCUPATIONS OF BUSINESS GRADUATES, SPRING 1951

Occupations	Male	Female	Total
Housekeeping		25	25
In School	1	12	13
Factory Work	1	7	8
Domestic Servant		1	1
Military Service	1		1
Nurse		1	1
Unemployed		1	1
Total	3	47	50

These findings indicate it would be wise for the school to take an inventory of its business curriculum which at the time of this study offered training for stenographers only. Table 14 reveals that a large number of clerical or partly clerical positions are held by the graduates of the Covington High School Business Education Department.

Aside from census reports and statistical data that remind us that the percentage of gainfully employed workers in clerical jobs have increased, there are other factors that indicate a continued sharp

increase in the number so employed. It is obvious that it is taking more and more workers to run modern business. The high school must recognize the trends.

It is believed by some in the field of business education that all too often the business departments of the secondary school emphasize the training of stenographers and bookkeepers and sometimes neglect the training of clerical students--the people who in the future will be performing a high percentage of duties in a business office.

Based upon a survey of business offices in Pekin, Illinois area,

Strauch¹ states:

. . . . It is evident that our future clerical workers must be taught, and not merely given an acquaintance with, the proper and efficient way of performing many types of office duties. . . .

In writing about "job-centered business education," Mr.

A. L. Walker, Supervisor of Business Education Service, Virginia State Board of Education says:

. . . . Far too many students are currently enrolled, for instance, in stenographic or secretarial courses to the almost utter neglect of office clerical opportunities in business. General office clerks, file clerks, and clerk-typists positions are too often filled from the roster of stenographic eligibles--workers whose primary training may not have included specific preparation for many of the important duties that they must perform in general clerical positions. . . .²

1. Strauch, Juliabel, "Clerical Workers Are the Backbone of An Office," The Journal of Business Education, XXVI (September 1950), p. 13.

2. Walker, A. L., "Job-Centered Business Education," NEA Journal, XXXVIII (May 1949), p. 348.

Implications reached from the study of information in Tables 14 and 15 are that the business graduates are engaged in a number of occupations. The training program of these individuals should prepare them to handle a variety of tasks and duties. They must be given a well-rounded and thorough background so that they will be able to handle many duties capably.

TABLE 16

REASONS FOR WHICH PRESENT POSITIONS WERE CHOSEN

Reasons	Number of graduates who checked
Type of work liked	32
Could not get the type of work wanted	11
Opportunity for advancement	10
Opportunity for valuable experience	9
Miscellaneous	4
No answer	36
Total	102

Reasons for Which Present Positions Were Chosen. In Table 16, it is interesting to note that the largest number of graduates, thirty-two to be exact, chose their positions because these positions provided the types of work liked. Eleven selected their positions because they could not get the type of work they wanted; ten, because

the positions afforded opportunity for advancement; and nine felt the positions afforded opportunity for valuable experience. The reasons which rated only one or two counts were grouped under miscellaneous. Examples of these miscellaneous reasons are: not satisfied with previous job, needed to work, clerical pay insufficient.

TABLE 17

TYPES OF BUSINESS CONCERNS EMPLOYING BUSINESS GRADUATES
SPRING 1951

Business	Number of graduates employed
Merchandising	22
Manufacturing	20
Financial	4
Governmental	4
Insurance and Real Estate	3
Professional	3
Laundries and Cleaning Plants	2
Public Utilities	2
Miscellaneous	3
Total	63 ^a

^aTotal agrees with the number currently employed as summarized in Table 12.

Types of Business Concerns Employing Business Graduates.

Merchandising businesses are those businesses engaged in the buying and selling of the finished product. Manufacturing businesses are those suggested by the word, manufacturing. Those concerns that had but one count each were grouped and called miscellaneous.

Table 17 presents the types of business concerns employing the business graduates. Merchandising businesses ranked first. The fact that manufacturing ranked second is quite understandable in view of the fact that Covington is largely industrial. This information should be helpful to the school in placing graduates in employment. Table 17 also reveals that the contents of the various courses in the curriculum can not emphasize any one type of business, industry, or profession. The student must be trained to work in many types of offices. He must be given a thorough background in the fundamental skills and duties that he will be called upon to perform so that he can adjust quickly to the position in which he finds himself.

TABLE 18

TIME LAPSE FROM DATE OF GRADUATION TO REGULAR EMPLOYMENT

Weeks	Male	Female	Total
0	2	15	17
1		5	5
2		4	4
3	1	3	4
4	1	7	8
5		1	1
6		3	3
7		1	1
8		1	1
Months			
3		9	9
4		2	2
5	1	2	3
6	1	1	2
7		2	2
8			
9		2	2
10			
11		2	2
12		2	2
Over a year		2	2
No answer	2	21	23
Did not work		9	9
Total	8	94	102

Median 4 weeks

Time Lapse from Date of Graduation to Regular Employment.

Table 18 summarizes the replies to the question, "How many weeks elapsed after graduation from high school before securing regular work?" Several graduates reported on this question. Seventeen graduates indicated they were able to get regular employment immediately. Within eight weeks forty-four of the seventy graduates filling in this part of the questionnaire had regular work. Nine of the graduates had never worked. Four of them were married immediately upon graduation from high school and five were attending school. Twenty-three gave no answer.

The median for the group is four weeks. The reason for the time lapse, where one of considerable length does exist, is in most cases one of personal choice on the part of the graduate. A number of the graduates had temporary or part-time employment before graduating from high school. Upon graduation, several of them transferred immediately from part-time employment to full-time work.

In training Covington High School business students to go into the business world, the fact that they, for most part, are going into work immediately should be kept in mind. It is important that the final weeks of training approximate as nearly as possible the work the student can be expected to be called upon to perform. Such training will give the graduate going into the business world confidence and assurance that he is able to do the job he has obtained.

TABLE 19
METHOD OF SECURING FIRST POSITION

How Position Was Found	Male	Female	Total
Personal application	2	36	38
Aid of friend or relative	3	18	21
Help of business teacher	1	13	14
Letter of application	1	3	4
Through state employment agency		4	4
Answered advertisement		3	3
Help of another teacher		3	3
Contacted by employer		2	2
Help of high school office	1	1	2
Put advertisement in paper		1	1
Through private employment agency		1	1
No answer		9	9
Total	8	94	102

Method of Securing First Position. Many times the question is raised "How did you find your job?" It will be observed in Table 19 that thirty-eight graduates secured their first position through their own efforts (personal application). Twenty-one of the graduates were recommended by friends or relatives while fourteen received direct assistance from business teacher.

The Business Education Department of Covington High School should be interested in helping its students find positions suited to the abilities of the graduates. The department can be a real help not only to the students but to the businessmen of the community as well. The help given is one way of building goodwill for the department and the school.

Similar studies reveal similar data. Ritchie says in regard to 251 graduates of Flint High School (Michigan): "About one-third of the jobs were secured by personal application."¹ Bradley's study² of the graduates of Berkley High School (Michigan) found that self-initiative (application in person) of the graduates was responsible for the finding of 55.6 per cent of the jobs they entered and 32.6 per cent obtained their jobs through a friend or "pull." In a study made by Abraham³, the aid of friend or relative ranked first; application for a position received second place; and school placement ranked third.

Since the majority of the Covington High School business graduates included in this study obtained their first position through their own efforts, it is important that the high school teach the graduates how to apply in person and what to do when asked to go for interviews with prospective employers.

1. Ritchie, op. cit., p. 28.

2. Bradley, Hetty Louise, "A Follow-up Study of the Commercial Graduates of Berkley High School" (Unpublished Master's Thesis, University of Michigan, 1943), p. 46.

3. Abraham, Anna Louise, "A Study of Royerton (Indiana) High School Graduates Who Have Had Business Education" (Unpublished Master's Thesis, Ball State Teachers College, 1947), p. 12.

To elaborate on the value of friends or relatives in securing a position is not necessary. The valuable assistance they can render to those in need of help has long been known.

It must not be overlooked that the Business Education Department and the Guidance Services of Covington High School could render a real service both in helping its students find positions that are suited to their abilities and in helping the businessmen to find suitable employees. As suggested by Benjamin Rowe,

The transfer of youth from school to occupational activities is a vitally important process and must be viewed as one step in the educational progress of the individual, just as transfer from one school to the next higher school is now considered such a step. Obviously, helping the individual to get off to a good start in employment life is really another step toward his continued development or education, an education to which the school has made its contribution for several years.¹

It is gratifying to note in the tabulations that the help of the business teacher ranked third as a means of securing employment. While there is no formal placement department in the school, the Chairman of the Business Education Department at Covington High School has for a long time acted as unofficial placement officer. When calls come to the high school office for employees for office positions, they are relayed to the Chairman of the Department. The coordinator of diversified occupations in the school generally receives the message when other types

1. Rowe, Benjamin, "The Role of Placement in the Schools," The Journal of Business Education, XXVI (1950), p. 63.

of employees are needed. The Chairman of the Business Department, through her community relationships, should be able to do a better job of vocational guidance for the business student than any one else since she is kept informed on employment trends in the school service area. As suggested by Stevens¹, community relationships of the business teacher could serve as a means of learning about the performance of graduates on the job.

TABLE 20

NUMBER OF POSITIONS HELD BY BUSINESS GRADUATES
OUTSIDE THE HOME SINCE GRADUATION FROM HIGH SCHOOL

Positions	Male	Female	Total
None		9	9
One Position	5	31	36
Two Positions	2	37	39
Three Positions		10	10
Four Positions	1	1	2
Five Positions		1	1
No Answer		5	5
Total	8	94	102

Median 2 positions

1. Stevens, Harriet, "A Follow-up of the Commercial Graduates of West High School, Aurora, Illinois" (Unpublished Master's Thesis, State University of Iowa, 1947), p. 17.

Number of Positions Held by Business Graduates Outside the Home Since Graduation from High School. Graduates were asked the number of different positions they had held outside the home since graduation from high school. Table 20 provides this information. Graduates holding two positions ranked first with 39. One position was held by 36 graduates; three positions by 10; four positions by 2; and 5 positions by 1. Nine did not hold any positions outside the home. Twenty-two of the graduates were still working at their first position at the time this study was made. The median for the group is two positions. The figures imply that the graduates have been able to do the work required of them on their first job after graduation.

Other studies in the field show somewhat similar distribution. The study made by DeShazo¹ showed that the graduates holding only two jobs ranked first. Lopeman² in a study of graduates and drop-outs at Danvers Community High School (Indiana) found that the majority of the graduates and drop-outs had held one, two, or three jobs.

1. DeShazo, op. cit., p. 27.

2. Lopeman, op. cit., p. 21.

TABLE 21

TYPES OF EMPLOYMENT IN WHICH BUSINESS GRADUATES
HAVE BEEN ENGAGED

Types of Employment	Number of graduates who checked
Housekeeping	43
Sales Clerk	30
Bookkeeper	29
Typist	26
Cashier	23
Stenographer	21
File Clerk	20
Adding Machine Operator	20
Clerk-Typist	19
Secretary	19
Billing Clerk	13
Mail Clerk	12
Pay Roll Clerk	11
Factory Work	9
Addressing Machine Operator	8
Messenger Runner	8
Transcribing Machine Operator	8

TABLE 21 - Continued

Types of Employment	Number of graduates who checked
Receptionist	7
Timekeeper	5
Duplicating Machine Operator	5
General Clerk	4
PBX Operator	3
IBM Proof Machine Operator	3
Teletype Operator	3
Cost Clerk	2
Teller	2
Nurse	2
Clerk at Swimming Pool	1
Laundry Truck Driver	1
Music Director	1
Service Station Attendant	1
Telephone Operator	1
No Answer	4

Types of Employment in Which Business Graduates Have Been

Engaged. Additional facts considered important concerning the business graduates of Covington High School were the kinds of work they had been engaged in since graduation. In this section of the questionnaire, four graduates failed to check the list, leaving ninety-eight questionnaires that could be tabulated. The results are presented in Table 21. Housekeeping led the list. Forty-three of the fifty-one married female graduates indicated they had done housekeeping. (See Table 5.) Sales clerk ranked second; bookkeeper, third; typist, fourth; cashier, fifth; and stenographer won sixth place. File clerk and adding machine operator tied for seventh place while clerk-typist and secretary tied for eighth place. Other types of work engaged in may also be found in Table 21.

The data given in Table 21 should be useful to Covington High School in helping students determine the kinds of jobs available in the Covington area for young men and women.

TABLE 22

BUSINESS MACHINES BUSINESS GRADUATES HAVE USED IN EMPLOYMENT

Machines Used	Number of graduates who checked
Typewriter	74
Adding Machine	69
Calculating Machines	32
Stencil Duplicator	19
Bookkeeping Machine	14
Addressograph	11
Fluid Duplicator	11
Posting Machine	10
Dictaphone	8
Cash Register	8
Billing Machine	5
IBM Proof Machine	4
Teletype Machine	4
Check Writer	2

Business Machines Business Graduates Have Used in Employment.

Tables 22 and 23 contain a list of the business machines the business graduates used in employment. Table 22 indicates the kinds of business machines used by the business graduates. The tabulations were made

from replies of eighty-five graduates. Seventeen failed to check any machines. It will be seen from Table 22 that the typewriter, the adding machine, the calculating machines and the stencil duplicator were used most frequently. The typewriter received 74 checks; the adding machine, 69; the calculating machines, 32; the stencil duplicator, 19; the bookkeeping machine, 14; the addressograph and the fluid duplicator, 11 each; the posting machine, 10; the dictaphone and the cash register, 8 each; and the billing machine received 5 checks. The others mentioned in Table 22 were checked less than five times.

Table 23 is supplementary to Table 22. This table lists the various kinds of calculating machines the graduates had used in business employment.

TABLE 23

KINDS OF CALCULATING MACHINES BUSINESS GRADUATES
HAVE USED IN EMPLOYMENT

Calculators Used	Number of graduates who checked
<u>Key Driven</u>	
Burroughs	18
Comptometer	5
<u>Crank Driven or Rotary</u>	
Marchant	2
Remington Rand	2
<u>Unspecified Kinds</u>	5

These findings lead to comparison with other studies. Koch¹ in her study of the Commercial Department of Lima High School (Peru) learned that graduates checked the typewriter as the most used machine in their work; the adding machine was second; the calculator, third; and the mimeograph ranked fourth. Walker² in Fayette County, West Virginia, found that the graduates ranked the office machines used on the job in order as; typewriter, adding machine, cash register and mimeograph.

At the time of this study, the Business Education Department at Covington High School was equipped only with typewriters and a stencil duplicator. Data in Table 22 indicates that more office machines need to be added to the equipment of the Department. The students should be given actual practice on various types of office machines. Mr. Ralph Snyder of Fullerton Junior College, Fullerton, California, in speaking of equipment for the business department says:

Almost every business trained student who does work in an office will have to use various types of office equipment. His value in that office will be greatly increased if he has already learned in school the use and operation of the common types of office machines. . . .³

1. Koch, op. cit., pp. 24-25.

2. Walker, Lucille, op. cit., p. 63.

3. Snyder, Ralph R., "Equipment for the Business Education Department," American Business Education Yearbook, V (1948), p. 174.

TABLE 24

SKILLS AND KNOWLEDGES ACQUIRED ON THE JOB AFTER EMPLOYMENT
WHICH WERE NOT ACQUIRED IN SCHOOL

Skills and Knowledges	Number of graduates who checked
Meeting the public	60
Filing	40
Making long distance calls	34
Learning proper office conduct	32
Learning to fill in forms in the most efficient manner	28
Learning the importance of the economy of motion to conserve time and energy	25
Handling a carbon pack	23
Operating a calculating machine	22
Completing work within a given time with speed and accuracy	21
Typing numbers accurately	20
Typing quickly and accurately from rough draft copy	19
Conserving materials and supplies	17
Sending telegrams	17
Judging centering	15
Placing and handling materials so that they may be used with the least expense of time and energy	15
Learning proper desk arrangement for filling in checks, invoices and other forms filled out in quantity	14

TABLE 24 - Continued

Skills and Knowledges	Number of graduates who checked
Operating a stencil duplicator	13
Learning the technique of erasing properly	13
Operating an adding machine	11
Preparing stencils for duplication	9
Preparing rough drafts to be copied	9
Operating a fluid duplicator	8
Learning to make mathematical placement for tabulations	6
Operating a transcribing machine	5
Aligning information to be filled in on duplicated form letters	4
Learning office techniques and shortcuts that will develop a more efficient worker	3
Operating a Burroughs calculating machine	3
Miscellaneous typewriting activities	5
Miscellaneous non-specialized activities	10
No answer	24

Skills and Knowledges Acquired on the Job Which Were Not Acquired in School. It is interesting and challenging to note the inadequacies graduates have found in their training for business employment. Seventy-eight graduates checked the part of the questionnaire which provided data on skills and knowledges acquired on the job. Table 24 presents these skills and knowledges. The twenty-four graduates who failed to check this part of the questionnaire were principally those who had never worked (attending school or housekeeping) and a few of those who were engaged in factory work.

Meeting the public was checked by 60 graduates, or by all but 18 of those, who answered this part of the questionnaire. Filing was checked by 40; making long distance calls, 34; and learning the proper office conduct, 32. Learning to fill in forms in the most efficient manner was checked by 28; learning the importance of the economy of motion to conserve time and energy, 25; handling a carbon pack, 23; operating a calculating machine, 23; completing work within a given time with speed and accuracy, 21; and typing numbers accurately, 20.

In the group, miscellaneous typewriting activities, were such items as establishing the habit of checking the typewriter quickly to be sure it is ready for work, learning to type legal papers of all kinds, learning to type labels, and learning to punctuate while composing at the typewriter.

Under the heading non-specialized activities were grouped such items as learning to type financial statements, developing habits of neatness and accuracy in work, operating a bookkeeping machine, learning

to check work copied from one record to another, acquiring the habit of proofreading and comparing addresses on letters, and writing office correspondence on own initiative.

Some of the skills and knowledges listed would not require additional equipment in the business education department but would necessitate better teaching with special emphasis on certain skills in which the employed graduates have found a deficiency. (See Table 24.) Special equipment such as office machines would be needed if the graduates developed certain machine skills while still in high school. The business education department should strive as much as possible for a satisfactory business education curriculum.

TABLE 25
 HIGH SCHOOL BUSINESS SUBJECTS
 FOUND MOST USEFUL ON THE JOB

Subject	Number of graduates who checked
Typewriting	53
Bookkeeping	33
Shorthand	30
Commercial Math	15
Business English	11 ^a
General Business	10 ^b

^aBusiness English was added to the curriculum in the spring of 1950.

^bGeneral Business first taught in ninth grade in the fall of 1946.

Reaction of Business Graduates to High School Business Subjects

The opinions of graduates to the value of high school business subjects in relation to their employment are summarized in Table 25. Eighty-nine of the graduates answered this part of the questionnaire; 13 failed to answer. The three subjects leading the list as most useful are: typewriting with 53 checks; bookkeeping, 33; and shorthand, 30. Business English and general business scored the lowest partly due to the fact that a number of the business graduates did not have an opportunity to take

these two subjects. General business was first taught in the ninth grade at Covington High School in the fall of 1946. Business English was added in the spring of 1950.

The main significance of Table 25 is that typewriting exceeds other business subjects as the subject found to be most valuable in business employment.

It is interesting to note the similarity in other surveys. In a study of the business graduates of Royerton (Indiana) High School, Abraham¹ learned that typewriting headed the list of subjects found to be of most value on the job. Koch² in her study in Lima, Peru, and DeShazo³ in her survey in Charlottesville, Virginia, found typewriting leading the list of most useful subjects in employment.

1. Abraham, op. cit., p. 15.

2. Koch, op. cit., p. 26.

3. DeShazo, op. cit., p. 22.

TABLE 26

SUGGESTIONS OFFERED BY BUSINESS GRADUATES FOR IMPROVEMENT OF
 COVINGTON HIGH SCHOOL BUSINESS EDUCATION DEPARTMENT

Suggestions	Frequency
Make available to students such office machines as adding machines, calculators, duplicators, and voicewriting machines	37
Provide an office practice course for students working for a business diploma	18
Place more emphasis on the way to meet the public and proper office conduct	18
Equip the typewriting room with various makes of typewriters including electric, noiseless and elite font machines	13
Provide a broader business curriculum--offer more business subjects	11
Teach filing	10
Require Business English of all business diploma students	6
Stress accuracy and give more drill on numbers in typewriting	5
Discuss new ideas and trends in business	4
Add a second year of bookkeeping	4
Use more visual aids in teaching the business subjects	3
Place more emphasis on the part that personality plays on the job	2
Miscellaneous	9

Suggestions Offered by Business Graduates for Improvement of
Covington High School Business Education Department

The last statement on the questionnaire asked the graduates to list any suggestions they had for the improvement of the Business Education Department at Covington High School. Fifty-six graduates offered suggestions. These suggestions are listed in Table 26. Make more office machines available to students topped the list with a score of thirty-seven. Provide an office practice course, place more emphasis on the way to meet the public and proper office conduct were suggested by eighteen. Equip the typewriting room with various makes of typewriters was suggested by thirteen; provide a broader business curriculum, eleven; teach filing, ten; require Business English of all business diploma students, six.

Those suggestions of one count were grouped and listed under miscellaneous. Examples of suggestions with one count each are: emphasize the importance of thoroughness in all work, revise the book-keeping course, use more business tours, have representatives from all phases of businesses give talks, place more emphasis on the importance of good penmanship in all work, and help students to find jobs for which they are qualified.

A few of the comments made by the fifty-six business graduates who supplied data for Table 26 are as follows:

I suggest that some of the business machines that are used by a majority of the business offices be added to the business department's equipment. . . .

Covington is a growing industrial community and the graduates of Covington High School will have an opportunity to enter general clerical positions as well as become stenographers. Therefore, training for general clerical workers as well as stenographers should be provided.

The business department should be equipped with various kinds of office machines so that the business students while still in school might learn to operate such office machines as adding machines, calculators, duplicators, and voicewriting machines.

I suggest that more emphasis be placed on business etiquette and how to meet the public.

I think the business department's offerings should be enlarged so the business students will have a variety of business subjects from which to choose. All students even in business do not have the same interests and abilities.

. . . . Provide actual office experience through an office practice course. It would be fine if an office practice course could be organized on a cooperative plan similar to the distributive occupations course at CHS. Only practice under real office conditions can develop the poise and confidence necessary for an efficient office worker.

Offer a course in filing and a course in office machines.

Use more visual aids in teaching--films, actual business forms, charts, and other supplementary materials which can be used to enrich the subject.

Office training should be provided for business students if the school expects to turn out efficient office workers. Poise is developed if individuals have the opportunity to work under real office conditions. Such experiences help to relieve the beginning worker of the nervous tension that is noticeable in many beginning workers.

Take the students on more tours to places of business.

Discuss new ideas and trends leading to efficiency in performing office routines. This may be done through class discussion as well as through a business education club.

The typewriting room should be equipped with all makes of typewriters, including electric, noiseless and elite font machines.

Place more emphasis on personality development. A pleasing personality is so necessary in office work.

Require Business English of all business diploma students.

Invite representatives from all phases of business to meet with the business students.

Since Covington is an industrial community, an office practice course and a clerical training course should have a place in the curriculum.

A revision of the bookkeeping course would be a practical move.

Business students should have an opportunity to get office experience before they graduate from high school. This experience can best be obtained through a well-organized office practice course.

Place more emphasis on accuracy and thoroughness in all work.

After receiving adequate knowledge some of the graduates are unable to obtain positions using these skills. Placing students in jobs they are qualified to do would encourage them and at the same time offer experiences for the work they may later find for themselves.

Place more emphasis on the importance of knowing how to meet people and the proper attitude toward employer and fellow-workers.

It is most interesting that so many graduates wanted business machines added to the curriculum of the business department. This recommendation reinforces the almost established fact that "this is a machine world in all lines of endeavor."¹ Closely related to the above suggestion was the one that an office practice course be provided for students working for a business diploma. The general trend in the field of office training according to Mrs. Irol Balsley² of Indiana University is toward a general office practice course carefully planned and based on job opportunities and requirements.

It is not surprising that placing more emphasis on the way to meet the public and proper office conduct should rank high in the list of suggestions made by the graduates for the improvement of high school business education. It has long been known that proficiency in the skills is not enough if an employee is to succeed. Equally important for continuing employment is an adaptable personality. Business is insisting that the school can do a great deal toward developing employable personalities. Felter believes:

. . . . The development of good personality traits and habits can not be left to chance. . . .³

1. Abraham, op. cit., p. 21.

2. Balsley, Irol, "Recent Developments in Business Education," The American Business Education Yearbook, V (1948), pp. 314, 318.

3. Felter, Emma K., "Education for General Clerical Positions," UBEA Forum, IV (February 1950), p. 16.

Among the more important qualities contributing to the employable personality which may be developed in business education courses are the following: ability to adjust, attitude toward work, preparation for a job, business dress, punctuality and manners.¹

According to the results of the tabulations in Table 26, the business graduates indicated a definite need for a practical, worthwhile business education curriculum. The administration should strive to add these much needed improvements to the Business Education Department; thus, offer a functional business curriculum at Covington High School that will meet the needs and abilities of the students.

1. Bovell, C. H., and Others, "Improving Learning and Achievement in the Development of Employable Personalities in Business Education," The American Business Education Yearbook, II (1945), pp. 336-39.

Employer Reactions to High School Business Graduates

This study was also concerned with the reactions of employers. In order to avoid a one-side evaluation of the present business curriculum at Covington High School, not only was it necessary to make a follow-up study of the business graduates themselves, but it also seemed necessary to ask their employers what they thought of the graduates whom they employed.

TABLE 27

TYPES OF BUSINESSES IN WHICH INTERVIEWEES WERE LOCATED SPRING 1951

Type of Business	Number of interviewees
Merchandising ^a	11
Governmental	4
Manufacturing	3
Professional	3
Public Utilities	2
Financial	2
Insurance and Real Estate	2
Laundry and Dry Cleaning	1
Miscellaneous	2
Total	30

^aThose businesses engaged in the buying and selling of the finished product.

Types of Businesses in Which Interviewees Were Located,

Spring 1951. A list of employers of office workers was compiled from the names and addresses given on the questionnaires returned by the graduates. Interviews were arranged with thirty representatives who were in charge of employment in firms which were located in Covington. A sampling was made so that the various types of businesses employing Covington High School business graduates would be represented. The results of these interviews were tabulated and are presented in the pages that follow. Table 27 exhibits the types of businesses in which interviewees were located.

TABLE 28

NUMBER OF OFFICE EMPLOYEES HIRED DURING THE PAST YEAR
BY BUSINESSES WHICH THE INTERVIEWEES REPRESENTED

Number Hired	Number of Businesses Reporting
0	12
1	9
2	3
3	2
4	1
5	1
More than five	2
Total	30

College Trained or Non-College Trained Office Workers. In this part of the study, spot tables¹ can best be used to highlight certain data resulting from interviews with employers. Employers were asked if they gave preference to college trained office workers. Their replies were as follows:

Yes	13
No	17

1. Flesch, Rudolph, "How to Say It With Statistics," Printer's Ink, Vol. 233 (December 8, 1950), pp. 23-24.

Number of Office Employees Hired During the Past Year By

Businesses Which the Interviewees Represented. Table 28 lists the number of employees hired during the past year. Twelve of the interviewees stated that businesses they represented had no openings for office workers during the past year. These twelve represented businesses which generally employ only one or two workers in the office. Nine firms hired one office worker each during the one-year period; three, as many as two new workers; and two firms employed as many as three new office workers. Four of the interviewees indicated their firms employed four or more office workers during the past year. Those quoting more than five new office workers represented the two largest firms in the community whose business would necessitate the employment of a large number of workers. However, in certain cases, the turnover may run unusually high at certain periods, and this trend was indicated by the firms employing five or more new office workers during the past year. One of these firms hired ten new office workers and the other twenty-four new office workers.

Office Workers with Work Experience or No Work Experience.

Another question asked during the interview: "Do you employ high school graduates for office jobs who have not had work experience but have had business training in high school?" The responses were:

Yes	25
No	5

Types of Office Jobs. Fifteen interviewees indicated their businesses employed more than one type of office workers. Those who answered "Yes" stated that the graduates were assigned the following jobs:

<u>Types of Jobs</u>	<u>Employers Reporting</u>
General Office Clerks	23
Stenographers	14
Bookkeepers	11
Typists	3

As can be seen from the above types of jobs, general office clerks lead the list, with stenographers next, and bookkeepers (actually record keepers in most cases) claim third place. Therefore, the business graduates of Covington High School are employed in a variety of business occupations and business firms.

Recommendation or No Recommendation from High School. Businessmen often fail to refer to the high school for recommendation of the graduates who apply for jobs. Of this group of thirty employers, when asked if they referred to the high school for recommendation of the graduate who applied for a job, the replies were as follows:

Yes	21
No	9

TABLE 29

BEGINNING MONTHLY SALARIES FOR OFFICE EMPLOYEES

Salary Group	Frequency
\$160 - 169	2
150 - 159	4
140 - 149	2
130 - 139	5
120 - 129	8
110 - 119	0
100 - 109	4
90 - 99	2
80 - 89	2

Median \$120

NOTE: One provided no information

Beginning Monthly Salaries for Office Employees. The average beginning monthly salaries paid beginning office workers in Covington as reported by thirty interviewees ranged from \$80 to \$169. See Table 29 for the salary range and frequency of each figure. The median for beginning salaries reported by interviewees was \$120.

TABLE 30

TYPE OF TESTS USED FOR APPLICANTS OF OFFICE JOBS

Type of Test	Frequency
Clerical Aptitude Test	7
Typewriting Test	6
Shorthand Test	4
Intelligence Test	4
Merit Examination	2
Personal Inventory	1
General Test	1

Type of Tests Used for Applicants of Office Jobs. Table 30 indicates that a clerical aptitude test is most often used for applicants of office jobs by the thirty employers interviewed. Twenty employers stated that they did not give any type of test to applicants.

TABLE 31
SKILLS NECESSARY FOR OFFICE WORK

Skills	Frequency
Typewriting	30
Adding Machine Operation	24
Shorthand	20
Mimeograph Operation	13
Calculator Operation	7
Filing	4
Bookkeeping	3
Spelling	2
English	2

Skills Necessary for Office Work. According to the findings in Table 31, skill in typewriting is considered the most essential for office work. Adding machine operation is listed second and shorthand ranks third.

TABLE 32

PHASES OF OFFICE WORK IN WHICH HIGH SCHOOL OFFICE WORKERS
FROM COVINGTON HIGH SCHOOL NEED MORE TRAINING

Phases of Work	Frequency
Meeting the public and proper office conduct	13
English fundamentals	11
Letter writing	11
Spelling	10
Arithmetic fundamentals	10
Proper attitude toward work	10
Filing	9
Importance of a pleasant voice in business	9
Accuracy in typewriting	9
Following directions, both oral and written	8
Thoroughness and accuracy in work	8
Operation of common office machines	8

Phases of Office Work in Which High School Office Workers from Covington High School Need More Training. A summary of the replies of employers to the question, "What things have you had to teach the high school office workers from Covington High School that you think should be taught in their high school business training?" is given in Table 32. A study of the table is proof of the fact that businessmen in Covington like those elsewhere are looking for employable personalities. So, the

ability to meet the public and proper office conduct are at the top of the list. English fundamentals and letter writing tie for second place. Spelling, arithmetic fundamentals, and proper attitude toward work rank third. Filing, importance of a pleasant voice in business, and accuracy in typewriting claim fourth place. Following directions, thoroughness and accuracy in work, operation of common office machines such as adding machines, calculating machines, and duplicators rank fifth.

A few of the items mentioned less than eight times are: logical thinking, proper use of the telephone, poise and self-confidence, more drill given in typewriting numbers, more training in typewriting of balanced arrangement of material on a page, systematic habits, and punctuality.

Francis Haskell, Officer Manager and Assistant Treasurer of Wallace Barnes Company, Division of Associated Spring Corporation, Bristol, Connecticut, in an issue of the NOMA Forum summarizes what employers expect of office beginners:

As employers of beginning office workers, we look for mental alertness as well as sound training in such fundamentals as language and arithmetic. Equally important are the inculcation of a good job attitude and the development of the new employee as a personality who should be able to assume responsibility and work successfully with others. If thoroughness and persistence have been stressed in the schools through some definite training toward developing those attitudes, our new employee will have information that is vitally necessary to get and to hold an office job The more we cooperate with the schools, the nearer we shall approach to obtaining the kind of beginning office employee we wish to have in our offices.¹

1. Haskell, Francis L., "What to Expect of Office Beginners," NOMA Forum, XXV (November 1950), pp. 3, 6.

CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

Summary

Restatement of the Problem. This study was made to determine what use the business graduates of Covington High School for the years 1946-1950 made of the business subjects they satisfactorily completed. More specifically the problem was intended (1) to determine the types of employment in which the high school business graduates are engaged; (2) to determine the value of business education courses to business graduates according to their opinions; (3) to determine what the employers consider the major weaknesses of the business graduates they employ; (4) to obtain suggestions for the improvement of the business education curriculum at Covington High School that would be beneficial in training students for employment on the initial job; and (5) to provide information for the Guidance Services.

Scope, Techniques, and Methods. This investigation includes the study of the 102 business graduates of Covington High School (Virginia) for the years 1946-1950.

A letter, a questionnaire, and a sheet of "Definitions of Job Titles" were sent to 102 business graduates to obtain personal, educational, and employment data about each; reactions to their high school business subjects; and their suggestions for the improvement of the Business Education Department. Thirty businessmen were interviewed to secure their reactions to employment of many of these graduates.

Findings and Recommendations

Following are some findings together with recommendations for the improvement of the business education curriculum at Covington High School.

Finding No. 1

Not only were there 100 per cent returns from the questionnaires sent to the business graduates, but also splendid cooperation was secured from the employers interviewed. (See Tables 3 and 27.) It was found that 80 graduates, or 78.4 per cent, resided in Alleghany County and that 55 of the employed graduates, or 87.3 per cent, worked in Alleghany County. (See Tables 4 and 13.) Also, 52 graduates, or 51 per cent, were married. (See Table 5.)

Recommendation. Thus, it is evident that a survey of the business graduates can make it possible to keep the business education instruction close to the needs of the business community. Follow-up studies also will help to determine the location of the graduates, their personal and employment status, and whether the business curriculum is satisfactory. Such a study should be made by the Business Education Department in cooperation with the principal. The data secured from the study then can be used for curriculum revision if needed. Follow-up studies will also help to develop a better relationship between the school and business. It is further recommended, in order to secure the cooperation of pupils after graduation, that instruction in the purposes and values of a follow-up program should be provided while the pupils are still in school.

Finding No. 2

Seventy-two graduates, or 70.6 per cent, had only a high school education. (See Table 7.) Also, the large majority of the business graduates had no additional business education since graduation from high school. ((See Tables 6, 8, 9 and 10.)

Recommendation. Since it appears that the school is largely the source of business training for its business graduates, it should provide an adequate offering in the business curriculum to meet the needs of the business community.

Finding No. 3

Only 52 graduates, or 51 per cent, are doing the type of work they wanted to do at the time of high school graduation. (See Table 11.) Only 32 graduates, or 31 per cent, indicated that they chose their present positions because these positions provide the type of work they liked. (See Table 16.) It was found that the business graduates have been engaged in a variety of occupations. (See Tables 20, 21.)

Recommendation. The administration is urged to provide the funds and the trained personnel so that the Guidance Services of the school may be expanded and provision may be made for more guidance in occupational choice and training and more help in obtaining a job best suited to the abilities of the student.

Finding No. 4

The business graduates are engaged in a number of occupations. (See Tables 14 and 15.) Fifty-two graduates, or 51 per cent, are working at jobs that require some knowledge of business subjects. Forty-nine of these are engaged in office jobs with general clerical positions leading the list; secretarial, second; and stenographic, third. Bookkeeping is fifth on the list with only three office workers holding such a position. More graduates are employed in merchandising and manufacturing businesses than in any other kind. (See Table 17.)

Recommendation. Training for clerical, as well as secretarial-stenographic positions, should be provided. Since the graduates employed in the Covington area will be working in many types of offices, they should be given a thorough background in the fundamental skills and duties of office work so that they may be able to make an easy and suitable adjustment.

Since this study reveals that more of the business graduates are engaged in general clerical jobs than any other types of office work, it is recommended that shorthand not be required of all business graduates.

Because one year of bookkeeping as now offered appears sufficient to meet the needs of the business graduates, advanced or second year bookkeeping is not recommended.

Finding No. 5

Over half of the business graduates found regular employment within three months after graduation. (See Table 18.) A number of these graduates had temporary or part-time employment before graduation from high school. Sixty-three of the graduates, or 61 per cent, were employed at the time of this study. There was only one unemployed. The remainder were either pursuing further education or housekeeping.

Recommendation. Since the business graduates are, for the most part, going to work immediately, it is important that the final weeks of training approximate as nearly as possible the work the student can be expected to perform on a job. Since there is a growing tendency for more female graduates to work after marriage, they must not only be trained for the initial job, but also for advancement.

Finding No. 6

Thirty-eight graduates, or 36 per cent, listed their own efforts (personal application) as being the method used in finding their first position. Twenty-one graduates, or 20 per cent, received help in securing their jobs through friends or relatives; and fourteen graduates, or 13 per cent, through the business teacher. (See Table 19.)

Recommendation. The graduates should be taught how to make personal application for a job since the majority obtain their first positions through their own efforts. Here is another place where the Business Education Department and the Guidance Services can render a real service. They can help the graduates find positions suited to

their abilities, and they can help businessmen find suitable employees.

Finding No. 7

The business machines used by the greatest number of graduates in their work were typewriters, adding machines, calculating machines, and stencil duplicators. (See Tables 22 and 23.)

Recommendation. The Business Education Department should have these types of office equipment so that the students will have an opportunity to learn their use and operation thereby increasing the students' value to business firms. Such equipment should be modern, easily available to the business teachers, and in good in good working order.

Finding No. 8

In some instances, the inadequacies in high school business training as listed by both the business graduates and the employers were identical. The needs for better training as listed by the graduates were as follows: (a) meeting the public, (b) filing, (c) making long distance calls, (d) learning proper office etiquette, (e) learning to fill in forms in the most efficient manner, (f) learning the importance of the economy of motion to conserve time and energy, (g) handling a carbon pack, (h) completing work within a specified time, and (i) typewriting numbers accurately. (See Table 24.)

The major weaknesses of high school graduates as given by their employers were as follows: (a) getting along with others,

(b) English fundamentals, (c) letter writing, (d) spelling, (e) arithmetic fundamentals, (f) proper attitude toward work, (g) filing, (h) following directions, (k) thoroughness and accuracy in work, and (l) operation of common office machines such as adding, calculating, and duplicating machines. (See Table 32.)

Recommendation. The inadequacies in high school business training as revealed by both groups should be lessened as much as possible by using improved methods of teaching, offering additional business subjects and providing equipment, furniture and appliances necessary to implement the instructional program.

General business, combining both business and economic understandings and business arithmetic, as the first course required of all business pupils will, if properly taught, go a long way toward eliminating some of the inadequacies.

The school also needs to give more emphasis to spelling, punctuation, grammar, and letter writing. The business students are already being grouped into one section of senior English and the course is taught by the regular English teacher. Thus, senior English is being adapted to the needs of the business pupils. It is recommended that the English teacher who teaches the section for business pupils and the members of the Business Education Department staff work together more closely in order to provide functional English for these pupils.

A course in general office practice which includes machine practice and office procedures should be offered. The course should be organized to resemble work in offices. In a general office practice

course, emphasis should be placed on integrating skills already developed, filing using the telephone, operating office machines, developing a business-like personality, developing job attitudes, and so on.

If it is possible to provide actual work experience for the student in the local business offices, it would result in closer cooperation of the school and the businessmen. For suggestions, see the Course of Study for Clerical Practice and Vocational Office Training in the State of Virginia.¹

Finding No. 9

Typewriting was listed most frequently as the business subject of greatest value in the work of the graduates. Bookkeeping ranked second and shorthand, third. (See Tables 25 and 31.)

Recommendation. In view of the fact that typewriting was found to be the most used and most valuable business subject in the curriculum, its content should be enriched and enlarged. It is recommended that the fourth semester of typewriting as such become a general office practice course to be offered with emphasis on the application of typewriting to general office practice. For suggestions, see the Course of Study for Typewriting in the State of Virginia.²

1. Business Education Service of the Division of Vocational Education, State Course of Study for Business Education, Part III. Clerical Practice and Vocational Office Training, 1950.

2. Business Education Service of the Division of Vocational Education, State Course of Study for Business Education, Part II, Typewriting, 1950.

Finding No. 10

A few of the suggestions offered by the business graduates for the improvement of the Business Education Department were (a) to make more office machine instruction available, (b) provide an office practice course, (c) place more emphasis on how to meet the public and how to conduct oneself in the office properly, (d) equip the type-writing room with various makes of typewriters including electric, noiseless and elite font machines, (e) provide a broader business curriculum, (f) teach filing, and (g) require ample experience with English fundamentals. (See Table 26.)

Further results of interviews with employers of business graduates follow:

(a) Twenty-five employers, or 83 per cent, stated they would employ high school graduates who have not had work experience but have had business training in high school.

(b) Twenty-one employers, or 70 per cent, indicated that they refer to the high school for recommendation of the graduates who apply for jobs.

(c) A total of seventy-four office workers have been employed during the past year in the business establishments of the thirty employers interviewed. (See Table 29.) Twelve of the employers stated that the firms they represented had no openings for office workers during the past year. These, in most instances, represented businesses which employ only one or two workers in their offices.

(d) Beginning monthly salaries listed for the office workers ranged from \$80 to \$169 per month with a median of \$120. (See Table 29.)

(e) Fifteen of the employers indicated that their firms employed more than one type of office worker. General office clerks led the list; stenographers ranked second; bookkeepers (actually record keepers in most instances) claimed third place.

(f) Two-thirds of the employers stated that they did not give any type of test to applicants. Clerical aptitude tests were those most used by employers who indicated they tested job applicants.

(g) Skills necessary for office work as listed by the largest percentage of employers were typewriting, adding machine operation, shorthand, and stencil duplicator operation. Typewriting was considered as the most essential business skill for office work.

Recommendation. The school should use the foregoing suggestions to improve the Business Education Department and its Guidance Services. By so doing, the school will be able to render a greater service to its present and future business students. Because the study gives a summary of the personal, educational, and employment status of 102 business graduates of the Covington High School for the five-year period of 1946-1950, it is a valid source of occupational information for teaching the business students of the Covington area.

Recommendation for Program of Studies

The suggestions of the graduates and businessmen for improving the instruction in business education should be used in revising the business education curriculum. As a result of the findings in this study, it seems the school needs a good two-way business curriculum.

THE PROPOSED COVINGTON HIGH SCHOOL BUSINESS EDUCATION
PROGRAM OF STUDIES

<u>Stenographic</u>		<u>Clerical</u>	
General Business	1 unit	General Business	1 unit
Typewriting	1½ units	Typewriting	1½ units
Stenography	2 units	Bookkeeping	1 unit
Office Practice	½ unit	Office Practice	½ unit

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VITA

VITA

I was born in Alleghany County, Virginia. My elementary and high school education was received in the public schools of Clifton Forge, Virginia. In 1924 I was graduated from Clifton Forge High School.

My undergraduate work was completed at State Teachers College (now Longwood College), Farmville, Virginia. On June 5, 1928, I received the Bachelor of Science degree in Education from that institution. Following graduation from Farmville Teachers College I studied library science at the University of Virginia during the summers of 1936, 1937 and 1938.

Courses in business education were pursued at Mary Washington College, Fredericksburg, Virginia, during the summers of 1931, 1934 and 1935. Also, during the fall of 1934 and spring of 1935, the study of business education was continued at night school classes at West Virginia Business College, Bluefield, West Virginia. During the summer of 1940 additional courses in business education were taken at Bowling Green College of Commerce, Bowling Green, Kentucky. Extension courses of the University of Virginia in personnel management and guidance in the secondary school have also been completed. For the past four summers (1948-1951) I have attended the Virginia Polytechnic Institute, Blacksburg, Virginia, completing requirements for the Master of Science degree in Business Education.

From 1928-1929 I taught in Alleghany County, Virginia, at Selma Elementary School. In the fall of 1930 I taught in the Graham Elementary School at Bluefield, Virginia. This position was held for five years. From September 2, 1935 to January 31, 1940, I served as instructor of business subjects, teacher-librarian and secretary to the principal of Graham High School, Bluefield, Virginia. On February 1, 1940, I accepted a teaching position at Andrew Lewis High School, Salem, Virginia, which was held until June, 1946. At Andrew Lewis High School, I taught business subjects and served as clerical assistant in the school bookstore and the school office. During the summer of 1944 I served as summer school instructor at Kennett's School of Commerce (now Virginia Southern College) in Roanoke, Virginia. In September 1946 I became instructor of business subjects at Woodrow Wilson High School, Portsmouth, Virginia. Also, for one year I assisted in the adult education program in the City of Portsmouth, serving as instructor of business subjects in the evening classes. Since September 1947, I have been teaching business subjects at Covington High School, Covington, Virginia.

I was contributor to the Revised Course of Study in Typewriting for the State of Virginia (1948); also served as a member of workshop groups which helped to formulate Clerical Practice and Vocational Office Training Course of Study for the Secondary Schools of the State of Virginia (1949); a Manual of Administration and Procedures for Business Education (1950); and a Course of Study for General Business (1951).

APPENDIX A

INFORMATION FROM THE PERMANENT RECORD

Covington High School
Covington, Virginia

Male _____

Date of Graduation _____

Female _____

Student's Name _____
Last First Middle

Address _____ Telephone _____
Street City State

Corrected Address _____

Parent or Guardian _____

Address _____ Telephone _____
Street City State

Business Subjects Completed:

Units

_____ General Business

_____ Commercial Math

_____ Bookkeeping (First Year)

_____ Business English

Units

_____ Shorthand (First Year)

_____ Shorthand (Second Year)

_____ Typewriting (First Year)

_____ Typewriting (Second Year)

APPENDIX B

POSTAL CARD FOLLOW-UP

This postal card was used to verify addresses of certain business graduates.

(Date)

Dear Graduate:

We are making a special effort to bring our records up-to-date since you graduated from COVINGTON HIGH SCHOOL. Will you fill in the stamped self-addressed reply card TODAY and RETURN it to us immediately?

Thank you for your assistance in this matter.

Sincerely,

W. R. Curfman, Principal
Beulah Jones, Business Teacher

(Reply Card)

Year graduated from Covington High School _____

Name as given on high school record (Filled in before mailing)

Name (if married) _____

Present address _____
Street City State

Telephone Number _____
(If no phone give nearest phone by which you can be reached)

Are you employed at present? Yes _____ No _____

If employed give: Firm _____

Address _____

APPENDIX C

QUESTIONNAIRE TO COVINGTON HIGH SCHOOL BUSINESS GRADUATES
FOR THE YEARS 1946-1950

III. EMPLOYMENT RECORD

1. Have you ever been employed? Yes _____ No _____

2. After graduation from Covington High School, how did you obtain your first job? (Check only one)

- Aid of friend or relative
 Help of high school office
 Help of business teacher
 Help of teacher (other than business teacher)
 By personal application at random (applying in person)
 By letter of application
 Answered advertisement
 Through state employment agency (USES)
 Through private employment agency
 Competitive examination
 OTHER WAYS (specify) _____

3. How many weeks elapsed after graduation from Covington High School before securing temporary work? _____ Regular work? _____

4. What is your present occupation?

- Going to school
 Housekeeping
 Military service What branch? _____
 Profession (which one)
 Nurse
 Teacher
 Other (name) _____
 Business
 Accountant
 Adding Machine Operator
 Addressing Machine Operator
 Auditor
 Billing Clerk
 Bookkeeper
 Cashier
 Cost Clerk
 Clerk-Typist
 Credit Manager
 Duplicating Machine Operator
 File Clerk
 General Clerk
 Mail Clerk
 Messenger--Runner
 Office Manager
 Pay-Roll Clerk
 PBX Operator
 Receptionist
 Sales Clerk
 Secretary
 Stenographer
 Teller
 Timekeeper
 Transcribing
 Machine Operator
 Typist
 Unemployed
 Other (name) _____

5. By whom are you employed at present?

Firm _____
 Address _____
 Supervisor's Name _____
 What department are you in _____
 Employment began: Year _____ Month _____

QUESTIONNAIRE TO COVINGTON HIGH SCHOOL BUSINESS GRADUATES
FOR THE YEARS 1946-1950

III. EMPLOYMENT RECORD

6. Why did you choose the position you now have?
 Type of work you like
 Couldn't get the type of work wanted
 Opportunity for valuable experience
 Offers opportunity for advancement
 Greatest value to the war effort
 Other (specify) _____
7. Are you doing the type of work you wanted to do at the time of high school graduation? Yes _____ No _____
8. What is the number of different jobs held outside the home since graduation from high school? (Include those lasting as long as one month) _____
9. Check any of the following types of work engaged in since graduation.
- | | |
|---|---|
| <input type="checkbox"/> Accountant | <input type="checkbox"/> Messenger-Runner |
| <input type="checkbox"/> Adding Machine Operator | <input type="checkbox"/> Office Manager |
| <input type="checkbox"/> Addressing Machine Operator | <input type="checkbox"/> Pay-Roll Clerk |
| <input type="checkbox"/> Auditor | <input type="checkbox"/> PBX Operator |
| <input type="checkbox"/> Billing Clerk | <input type="checkbox"/> Receptionist |
| <input type="checkbox"/> Bookkeeper | <input type="checkbox"/> Sales Clerk |
| <input type="checkbox"/> Cashier | <input type="checkbox"/> Secretary |
| <input type="checkbox"/> Cost Clerk | <input type="checkbox"/> Stenographer |
| <input type="checkbox"/> Clerk-Typist | <input type="checkbox"/> Teller |
| <input type="checkbox"/> Credit Manager | <input type="checkbox"/> Timekeeper |
| <input type="checkbox"/> Duplicating machine operator | <input type="checkbox"/> Transcribing Machine |
| <input type="checkbox"/> File Clerk | <input type="checkbox"/> Operator |
| <input type="checkbox"/> Housekeeping | <input type="checkbox"/> Typist |
| <input type="checkbox"/> Mail Clerk | <input type="checkbox"/> Other (name) _____ |
10. Check the office machines you have used on your past or present jobs since graduation from high school.
- | | |
|---|--|
| <input type="checkbox"/> Typewriter | <input type="checkbox"/> Mimeograph |
| <input type="checkbox"/> Adding machines | <input type="checkbox"/> Ditto |
| <input type="checkbox"/> Calculating machines | <input type="checkbox"/> Dictaphone |
| <input type="checkbox"/> Burroughs | <input type="checkbox"/> Addressograph |
| <input type="checkbox"/> Comptometer | <input type="checkbox"/> Bookkeeping machine |
| <input type="checkbox"/> Monroe | <input type="checkbox"/> Posting machine |
| <input type="checkbox"/> Others (name) _____ | <input type="checkbox"/> Others (name) _____ |
11. From the business subjects you studied in high school, check the ones you have found most useful in business employment.
- | | |
|---|---|
| <input type="checkbox"/> Bookkeeping | <input type="checkbox"/> General Business |
| <input type="checkbox"/> Business English | <input type="checkbox"/> Shorthand |
| <input type="checkbox"/> Commercial Math | <input type="checkbox"/> Typewriting |

QUESTIONNAIRE TO COVINGTON HIGH SCHOOL BUSINESS GRADUATES
FOR THE YEARS 1946-1950

III. EMPLOYMENT RECORD

12. Check skills and knowledges you learned on the job after employment which were not learned in school.
- Type numbers accurately
 - Typewrite quickly and accurately from rough draft copy
 - Prepare rough drafts to be copied
 - Complete work within a given time with speed and accuracy
 - Importance of economy of motion to conserve time and energy
 - Place and handle the materials so that they may be used with least expense of time and energy
 - How to handle a carbon set-up
 - How to judge centering
 - How to make mathematical placement for tabulations
 - How to erase properly
 - How to fill in forms in the most efficient manner
 - Proper desk arrangement for filling in checks, invoices, and other forms filled out in quantity
 - How to align information to be filled in on duplicated form letter
 - Prepare stencils for duplication
 - Operate a stencil duplicator
 - Operate a fluid duplicator
 - Conserve materials and supplies
 - Filing
 - How to meet the public (handling office callers)
 - Proper office conduct (business etiquette)
 - Operate a transcribing machine
 - Operate a calculating machine
 - Make long distance calls
 - Send telegrams
 - OTHERS (specify) _____

IV. SUGGESTIONS FOR IMPROVING HIGH SCHOOL BUSINESS EDUCATION

1. Please list below any suggestions you have for improvement of the business education department at Covington High School.

PLEASE FILL IN AND RETURN THIS QUESTIONNAIRE in stamped, self-addressed envelope to Miss Beulah Jones, Business Teacher, Covington High School, Covington, Virginia. Thank you for your assistance!

APPENDIX D

"DEFINITION OF JOB TITLES"

Information taken from the **DICTIONARY OF OCCUPATIONAL TITLES**, United States Employment Service.

(Use this classification in classifying jobs in Part III, questions 4 and 9, of questionnaire)

1. **Accountant**. A term applied to any accountant who verifies addition, checks audits, postings, and vouchers, analyzes accounts and prepares statements, working under supervision.
2. **Adding Machine Operator**. Adds and subtracts groups of numbers, using an electrically driven or lever operated machine that automatically performs the computations and records the results, usually on a roll of paper; writes the computed answers on records or reports from which the original figures were obtained.
3. **Addressing Machine Operator**. Operates a manually powered or electrically powered machine that automatically prints names, addresses, code numbers, and similar information on items, such as envelopes, accounting forms and advertising literature.
4. **Auditor**. Examines the accounts or books of an establishment as prepared by Accountants, Bookkeepers and other clerical workers to determine if the accounts of the various types of transactions have been entered properly in books. May operate adding machine, a calculating machine, and a typewriter.
5. **Billing Clerk**. Prepares statements, bills, and invoices, by hand or on a typewriter, to be sent to customers, showing an itemized account of the amount they owe, obtaining information from purchase orders, sales, and charge slips, or from other records; addresses envelopes and inserts bills preparatory to mailing; checks billings with accounts receivable ledger and may post receipts of money received to the proper account.
6. **Bookkeeper**. Keeps a complete and systematic set of records of all business transactions of an establishment, examining and recording the transactions in proper record books and on special forms; balances books and compiles reports at regular intervals to show the receipts, expenditures, accounts payable, accounts receivable, profit or loss, and many other items pertinent to the operation of a business.
7. **Cashier**. Keeps a record of each transaction, receipts and disbursements, incident to the conduct of a business; enters data to proper accounts and periodically balances cash books; receives

incoming cash from company employees, customers, or by mail.... May operate an adding machine, a calculating machine, and a check-writing machine.

8. Cost Clerk. A checker who checks cost or price of each item purchased by a company, as shown on invoices or bills, against vendor's catalog or price list, in order to make sure the company has paid or been charged with the correct amount of each item.
9. Clerk-Typist. Does the general clerical work not requiring special schooling or majority of duties: typewrites letters, reports, and other matter from rough draft or corrected copy; files records and reports; makes out bills, and does other clerical work, performing one or a combination of clerical duties as assigned.
10. Credit Manager. Manages the credit and collection department of a commercial house, department store, hotel, or similar establishment; investigates financial standing and reputation of the prospective customer who is seeking to establish credit.
11. Duplicating Machine Operator. Reproduces duplicate copies of typewritten or handwritten matter, using a machine that forces ink through a cut stencil onto the sheets of duplicate paper; attaches stencil to cylinder of machine and places quantity of paper on feed table; makes adjustments, such as for ink and paper feed counter, and cylinder speed; starts machine and observes operation.
12. File Clerk. Keeps correspondence, cards, invoices, receipts, and other records arranged systematically according to subject matter, in file cabinets, drawers, boxes or in special filing cases; reads information on incoming materials, sorts and places it in proper position in filing which is usually indexed for ready reference; locates and removes material from file when requested.
13. General Clerk. Depending upon the size and type of office, performs any combination of the following or similar clerical duties; makes up and files reports; tabulates and posts data in various record books; takes telephone orders; sends out bills; checks calculations; keeps a small set of books, takes inventories, adjusts complaints, operates various office machines, such as duplicating machine. May be required to do miscellaneous typing.
14. Mail Clerk. Prepares incoming mail for distribution and outgoing mail for mailing; opens, sorts, and stamps time on incoming mail; examines, seals, and stamps outgoing mail.
15. Messenger-Runner. Sorts and delivers letters, messages, packages, documents, records, inter-office memoranda and other items to offices or departments within an establishment, plants, and banks;

makes trips to and from outside establishments to deliver or to obtain messages or small articles.

16. Office Manager. Supervises and directs clerical employees in the business office or an establishment; hires and discharges subordinates; assigns duties; coordinates the work of the office with other departments; performs supervisory duties.
17. Pay-roll Clerk. Computes wages of company employees and writes the necessary corresponding data on the pay-roll sheets; calculates each worker's earnings based on Timekeeper's report, individual time cards, and work or production tickets; posts calculated data on pay-roll sheet.
18. PEX Operator. Operates a cordless telephone switchboard to relay to the different phones in the establishment, incoming and inter-office calls and makes connection with outside line for outgoing calls; manipulates switch keys to receive incoming calls to make connections, to relay calls and to ring phones.
19. Receptionist. Answers inquiries from persons coming into an establishment, directing them to where they may receive more pertinent information and also giving them information regarding certain activities being carried on in the establishment, and the location of various departments, offices and employees within the firm, in a retail establishment, informs customers of location and price of store merchandise.
20. Secretary. Performs general office work in relieving executives and other company officials of minor executive and clerical duties; takes dictation, using shorthand or uses a Stenotype machine, transcribes dictation or the recorded information reproduced on a transcribing machine, makes appointments for executive and reminds him of them; interviews people coming into the office, directing the other workers those who do not warrant seeing the executive; answers and makes phone calls; handles personal and important mail, writing routine correspondence on own initiative.
21. Stenographer. Takes dictation in shorthand of correspondence, reports, and other matters and transcribes dictated material, writing it out in longhand or using a typewriter. May perform a variety of related clerical duties. May take dictation on a Stenotype machine, or may transcribe from a sound producing record.
22. Teller. Performs a service for bank customers by receiving, paying out, and keeping accurate records of all money involved in banking transactions; receives deposits and pays out withdrawals; writes up or signs a deposit or withdrawal slip to be used later in balancing books.

23. Timekeeper. Keeps a daily record showing time of arrival on the job and departure from work of company employees; fills out time sheets, time cards, or supervises the use of time clocks, depending on the system used to recording the hours of work; periodically computes total time worked by each employee as a basis for making up pay-roll.
24. Transcribing Machine Operator. Transcribes the message, reproduced in sound from the wax record of a transcribing machine, places cylindrical record on machine and places needle on the record; starts machine and regulates speed of record rotation and tone of voice; types message as heard in earphones.
25. Typist. Typewrites letters, addresses envelopes, copies data from one record to another, fills in report forms, and does miscellaneous typing, all the work being routine or straight copy from rough draft or corrected copy. May make stencils for use in duplicating machine.

APPENDIX E

Date filled in _____

QUESTIONNAIRE TO COVINGTON HIGH SCHOOL BUSINESS GRADUATES
FOR THE YEARS 1946-1950

Read this questionnaire carefully before answering. All information will be held strictly confidential. Answers will be reported in figures and will be in no way connected with your name.

I. GENERAL INFORMATION

1. Name _____ Male () Married ()
(Last) (First) (Middle) Female () Single ()

Name (if married) _____

Present Mailing Address _____ Telephone _____

Permanent Mailing Address _____ Telephone _____

2. Year of graduation from Covington High School _____

II. BUSINESS EDUCATION

1. Please check the following business subjects that you studied in Covington High School.

<input type="checkbox"/> Bookkeeping (first year)	<input type="checkbox"/> Shorthand (first year)
<input type="checkbox"/> Business English	<input type="checkbox"/> Shorthand (second year)
<input type="checkbox"/> Commercial Math	<input type="checkbox"/> Typewriting (first year)
<input type="checkbox"/> General Business	<input type="checkbox"/> Typewriting (second year)

2. Have you had any additional education after graduation from Covington High School? Yes _____ No _____

<input type="checkbox"/> Business School	<input type="checkbox"/> Post graduate high school
<input type="checkbox"/> College	<input type="checkbox"/> Others (specify) _____

Name and location of school attended	Date	Time Spent		
		Yrs.	Mos.	Wks.
_____	_____	_____	_____	_____

3. Have you received a degree from any college? Yes _____ No _____

Institution and location _____

If so, what degree do you hold? _____

4. Check business subjects you have taken since graduation from Covington High School.

<input type="checkbox"/> Advertising	<input type="checkbox"/> Office Practice
<input type="checkbox"/> Bookkeeping	<input type="checkbox"/> Salesmanship
<input type="checkbox"/> Office Machines	<input type="checkbox"/> Shorthand dictation
<input type="checkbox"/> Business English	<input type="checkbox"/> Shorthand transcription
<input type="checkbox"/> Business Law	<input type="checkbox"/> Typewriting
<input type="checkbox"/> Filing	<input type="checkbox"/> Other (specify) _____

QUESTIONNAIRE TO COVINGTON HIGH SCHOOL BUSINESS GRADUATES
FOR THE YEARS 1946-1950

III. EMPLOYMENT RECORD

1. Have you ever been employed? Yes _____ No _____
2. After graduation from Covington High School, how did you obtain your first job? (Check only one)
- _____ Aid of friend or relative
 _____ Help of high school office
 _____ Help of business teacher
 _____ Help of teacher (other than business teacher)
 _____ By personal application at random (applying in person)
 _____ By letter of application
 _____ Answered advertisement
 _____ Through state employment agency (USES)
 _____ Through private employment agency
 _____ Competitive examination
 _____ OTHER WAYS (specify) _____
3. How many weeks elapsed after graduation from Covington High School before securing temporary work? _____ Regular work? _____
4. What is your present occupation?
- _____ Going to school
 _____ Housekeeping
 _____ Military service What branch? _____
 _____ Profession (which one)
 _____ Nurse
 _____ Teacher
 _____ Other (name) _____
- _____ Business
- | | |
|------------------------------------|--------------------------|
| _____ Accountant | _____ Messenger---Runner |
| _____ Adding Machine Operator | _____ Office Manager |
| _____ Addressing Machine Operator | _____ Pay-Roll Clerk |
| _____ Auditor | _____ PBX Operator |
| _____ Billing Clerk | _____ Receptionist |
| _____ Bookkeeper | _____ Sales Clerk |
| _____ Cashier | _____ Secretary |
| _____ Cost Clerk | _____ Stenographer |
| _____ Clerk-Typist | _____ Teller |
| _____ Credit Manager | _____ Timekeeper |
| _____ Duplicating Machine Operator | _____ Transcribing |
| _____ File Clerk | _____ Machine Operator |
| _____ General Clerk | _____ Typist |
| _____ Mail Clerk | |
- _____ Unemployed
 _____ Other (name) _____
5. By whom are you employed at present?
- Firm _____
 Address _____
 Supervisor's Name _____
 What department are you in _____
 Employment began: Year _____ Month _____

QUESTIONNAIRE TO COVINGTON HIGH SCHOOL BUSINESS GRADUATES
FOR THE YEARS 1946-1950

III. EMPLOYMENT RECORD

6. Why did you choose the position you now have?

- Type of work you like
 Couldn't get the type of work wanted
 Opportunity for valuable experience
 Offers opportunity for advancement
 Greatest value to the war effort
 Other (specify) _____

7. Are you doing the type of work you wanted to do at the time of high school graduation? Yes _____ No _____

8. What is the number of different jobs held outside the home since graduation from high school? (Include those lasting as long as one month) _____

9. Check any of the following types of work engaged in since graduation.

- | | |
|---|---|
| <input type="checkbox"/> Accountant | <input type="checkbox"/> Messenger-Runner |
| <input type="checkbox"/> Adding Machine Operator | <input type="checkbox"/> Office Manager |
| <input type="checkbox"/> Addressing Machine Operator | <input type="checkbox"/> Pay-Roll Clerk |
| <input type="checkbox"/> Auditor | <input type="checkbox"/> PBX Operator |
| <input type="checkbox"/> Billing Clerk | <input type="checkbox"/> Receptionist |
| <input type="checkbox"/> Bookkeeper | <input type="checkbox"/> Sales Clerk |
| <input type="checkbox"/> Cashier | <input type="checkbox"/> Secretary |
| <input type="checkbox"/> Cost Clerk | <input type="checkbox"/> Stenographer |
| <input type="checkbox"/> Clerk-Typist | <input type="checkbox"/> Teller |
| <input type="checkbox"/> Credit Manager | <input type="checkbox"/> Timekeeper |
| <input type="checkbox"/> Duplicating machine operator | <input type="checkbox"/> Transcribing Machine |
| <input type="checkbox"/> File Clerk | <input type="checkbox"/> Operator |
| <input type="checkbox"/> Housekeeping | <input type="checkbox"/> Typist |
| <input type="checkbox"/> Mail Clerk | <input type="checkbox"/> Other (name) _____ |

10. Check the office machines you have used on your past or present jobs since graduation from high school.

- | | |
|---|--|
| <input type="checkbox"/> Typewriter | <input type="checkbox"/> Mimeograph |
| <input type="checkbox"/> Adding machines | <input type="checkbox"/> Ditto |
| <input type="checkbox"/> Calculating machines | <input type="checkbox"/> Dictaphone |
| <input type="checkbox"/> Burroughs | <input type="checkbox"/> Addressograph |
| <input type="checkbox"/> Comptometer | <input type="checkbox"/> Bookkeeping machine |
| <input type="checkbox"/> Monroe | <input type="checkbox"/> Posting machine |
| <input type="checkbox"/> Others (name) _____ | <input type="checkbox"/> Others (name) _____ |

11. From the business subjects you studied in high school, check the ones you have found most useful in business employment.

- | | |
|---|---|
| <input type="checkbox"/> Bookkeeping | <input type="checkbox"/> General Business |
| <input type="checkbox"/> Business English | <input type="checkbox"/> Shorthand |
| <input type="checkbox"/> Commercial Math | <input type="checkbox"/> Typewriting |

QUESTIONNAIRE TO COVINGTON HIGH SCHOOL BUSINESS GRADUATES
FOR THE YEARS 1946-1950

III. EMPLOYMENT RECORD

12. Check skills and knowledges you learned on the job after employment which were not learned in school.
- Type numbers accurately
 - Typewrite quickly and accurately from rough draft copy
 - Prepare rough drafts to be copied
 - Complete work within a given time with speed and accuracy
 - Importance of economy of motion to conserve time and energy
 - Place and handle the materials so that they may be used with least expense of time and energy
 - How to handle a carbon set-up
 - How to judge centering
 - How to make mathematical placement for tabulations
 - How to erase properly
 - How to fill in forms in the most efficient manner
 - Proper desk arrangement for filling in checks, invoices, and other forms filled out in quantity
 - How to align information to be filled in on duplicated form letter
 - Prepare stencils for duplication
 - Operate a stencil duplicator
 - Operate a fluid duplicator
 - Conserve materials and supplies
 - Filing
 - How to meet the public (handling office callers)
 - Proper office conduct (business etiquette)
 - Operate a transcribing machine
 - Operate a calculating machine
 - Make long distance calls
 - Send telegrams
 - OTHERS (specify) _____

IV. SUGGESTIONS FOR IMPROVING HIGH SCHOOL BUSINESS EDUCATION

1. Please list below any suggestions you have for improvement of the business education department at Covington High School.

PLEASE FILL IN AND RETURN THIS QUESTIONNAIRE in stamped, self-addressed envelope to Miss Beulah Jones, Business Teacher, Covington High School, Covington, Virginia. Thank you for your assistance!

APPENDIX F

COVINGTON HIGH SCHOOL
Covington, Virginia

Dear Graduate:

Covington High School needs your help! The business education department of Covington High School is making an effort to determine the direct value of high school business courses to graduates of Covington High School for a five year period, 1946-1950.

Whether or not you are employed, in school or in the armed services, married or single, your assistance in this matter is very important and will be greatly appreciated.

The purpose of the questionnaire is to secure information that will offer suggestions for improvement of courses in our business education department. Will you fill it out carefully and thoughtfully? All information will be held strictly confidential. Only totals will be used in our conclusions and names will not be referred to in any way.

Will you please answer the questionnaire today? The stamped self-addressed envelope is for your convenience in returning the questionnaire.

Thank you very much for the cooperation and assistance you are lending in helping us improve our business education department.

Sincerely

W. R. Curfman
Principal

Beulah Jones
Business Teacher

Enclosures:

Questionnaire
Envelope

APPENDIX G

POSTAL CARD FOLLOW-UP TO GRADUATES

(Date)

Several weeks ago, we sent you a questionnaire concerning your business experience. We have failed to receive your reply. We need this information from all business graduates for the past five years if our study is to serve as a basis for improving the business curriculum at CHS. Won't you join the many other graduates who have told us of their work. I am sure you will want to make your contribution. Mail your questionnaire today!

In case you have mislaid your questionnaire, I shall be glad to send you another.

COVINGTON HIGH SCHOOL BUSINESS EDUCATION DEPARTMENT

Beulah Jones, Business Teacher

APPENDIX H

COVINGTON HIGH SCHOOL
Covington, Virginia

Dear Sir:

The Business Education Department of Covington High School is making an effort to find out what employers think of the graduates whom they employ in office positions. Since you are employing one or more of our graduates, will you help us make our business education program at Covington High School more effective?

The business education program is effective only to the degree that it meets the needs of the students and the business community. We would like to know what business men in this area expect of prospective office employees.

Since the success of this project depends upon the responses received, frank and complete replies will be greatly appreciated. All information will be held strictly confidential. Only totals will be used in our conclusions and names will not be referred to in anyway. This information will help us in adjusting our program to meet the needs of students and business.

This study is being made with the approval of W. R. Beazley, Superintendent of Schools, and W. R. Curfman, Principal of Covington High School.

May I have an interview with you to discuss this matter? You may contact me by calling the school telephone 8271.

T.E

Thank you very much for the cooperation and assistance you are lending in helping us improve our business education department.

Sincerely yours,

Beulah Jones
Business Teacher

APPENDIX I

FORM FOR RECORDING APPOINTMENTS FOR INTERVIEWS

Name of firm	Phone No. _____
Address _____	
Kind of Business _____	
Name of person who does the hiring _____	
Suggested time for interview _____	

APPENDIX J

EMPLOYER INTERVIEW FORM

Date _____

1. Name of firm _____ Telephone No. _____

Address _____

Kind of business _____

Person who does the hiring _____
(Name and title)

2. Does this business give preference to college-trained office workers? Yes ___ No ___

3. Number of new office employees hired in this office during the year. _____

4. Does this business employ high school graduates for office jobs who have not had work experience but have had business training in high school? Yes ___ No ___

If so, for which of the following types of jobs

_____ General office clerks	_____ Others (Name)
_____ Stenographers	_____
_____ Bookkeepers	_____

5. Does this business refer to the high school for recommendation of high school graduate who applies for a job? Yes ___ No ___

6. What is the average beginning monthly salary for high school graduates employed in office work? _____

7. Are applicants for an office job given a test for hiring? Yes ___ No ___

Type of test:	_____ Shorthand dictation
_____ Intelligence test	_____ Typewriting
_____ Clerical aptitude test	_____ Others (Specify)

8. Skills considered important for high school graduates who are employed in the office in this business.

_____ Shorthand	_____ Dictaphone
_____ Typewriting	_____ Others (Specify)
_____ Adding machine	_____
_____ Mimeograph operation	_____

9. State things that high school office workers from CHS had to be taught on the job that should be taught in their high school business training.

APPENDIX K

NEWSPAPER PUBLICITY

The following news item appeared in The Roanoke Times, the largest newspaper serving the western part of Virginia, on May 12, 1951:

COVINGTON SCHOOL IS CONDUCTING SURVEY

The Covington High School Business Education Department is conducting a follow-up survey of all graduates who studied business subjects at Covington High School between 1946- and 1950.

Both employers and employees in Covington are being contacted. Questionnaires are being sent to graduates and interviews are being arranged with the business men in this area.

Miss Beulah Jones, one of the business leaders at the High School, is survey leader.

NEWSPAPER PUBLICITY

The following news item appeared in The Covington Virginian, the local newspaper, on April 19, 1951:

HIGH SCHOOL PLANS CHECK ON GRADUATES NOW IN BUSINESS

The Covington High School Business Education Department plans to launch a survey to check on all the high school graduates who received a business diploma since 1946.

The survey will be used to adjust the school's business curriculum with current business trends.

Business firms that have hired high school business graduates in the last five years will be interviewed or sent questionnaires for data on the work of the former students.

The survey will be directed by High School Principal, W. R. Gurfman, and Commercial Instructor, Miss Beulah Jones.

Miss Jones said that the survey will be "of value" to the school, the community, and the students now taking business courses.

She urged employers and employees to cooperate with the school in working up the survey.

ABSTRACT

ABSTRACT

A STUDY OF THE BUSINESS GRADUATES OF COVINGTON HIGH SCHOOL COVINGTON, VIRGINIA, FOR THE YEARS 1946-1950

by

Beulah Arleen Jones

This investigation included the study of the 102 business graduates of Covington High School for the years 1946-1950. This study was made to determine what use the business graduates had made of the business subjects they satisfactorily completed.

The data required for this survey were obtained through both questionnaire and interview. A letter, a questionnaire, and a sheet of "Definitions of Job Titles" were sent to the 102 business graduates to obtain personal, educational, and employment data about each; reactions to their high school business subjects; and their suggestions for the improvement of the Business Education Department. One hundred two replies, or 100 per cent returns, were received. Selected employers of office workers were also interviewed to secure their reactions to the employment of many of these graduates. To interpret and to make the data more understandable and interesting simple tables were constructed showing the results of the survey.

Some of the findings were as follows: (a) 78.4 per cent of the graduates resided in Alleghany County; (b) 87.3 per cent of the employed graduates worked in Alleghany County; (c) 51 per cent of the graduates were married; (d) 70.6 per cent of the graduates had only

a high school education; (e) the majority of the business graduates had no additional business training after graduation from high school; (f) more graduates were engaged in clerical jobs than any other kind of office work; (g) 36 per cent of the graduates listed their own efforts (personal application) as being the method used in finding their first position; 20 per cent received help in securing their first jobs through friends or relatives; and 13 per cent through the business teacher; (h) typewriting was listed most frequently as the business subject of greatest value; (i) business machines used by the greatest number of graduates were typewriters, adding machines, calculating machines, and stencil duplicators; and (j) chief weaknesses of the graduates were in English fundamentals, letter writing, spelling, arithmetic fundamentals, how to meet the public and proper office conduct, and how to operate common office machines.

Specific recommendations were made for the improvement of the Business Education Department. In general, they were (a) provide an adequate offering in the business curriculum to meet the needs of the business community; (b) provide training for clerical positions as well as stenographic positions; (c) give more emphasis to English fundamentals, spelling and letter writing by grouping the business students into one section of the senior English course which is taught by the regular English teacher; (d) encourage closer cooperation between the English teacher who teaches the section for business pupils and the members of the Business Education Department staff

in order to provide functional English for these pupils; (e) require general business, a course combining business and economic understandings and business arithmetic, of all business students; (f) provide an office practice course which includes business machines and office procedures; (g) give more emphasis to developing a businesslike personality and proper job attitudes; (h) do not require shorthand of all business graduates; (i) continue to offer one year of bookkeeping which appears to be sufficient to meet the needs of the business graduates; (j) expand the guidance services and make provision for more guidance in occupational choice and training and more help in obtaining a job best suited to the abilities of the student; and (k) revise the business education curriculum.