

AN OCCUPATIONAL SURVEY OF THE BUSINESS GRADUATES  
OF  
LANE HIGH SCHOOL, CHARLOTTESVILLE, VIRGINIA,  
1945-49

by  
JEAN VIRGINIA DeSHAZO

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## CHAPTER I

### INTRODUCTION AND STATEMENT OF PROBLEM

#### Purpose

One of the primary objectives of business courses in a high school is to provide training of vocational value. The school should prepare its students to the fullest extent for the occupations they are to enter, within the limits of the school facilities. The purpose of this study is to follow up the business graduates of Lane High School, Charlottesville, Virginia, for the five-year period of 1945-49 to find out to what extent the business students enter the area of specialization they choose while in high school, to find out how well they succeed on the job, and to determine possible changes in the business education program in light of what the graduates reveal in the evaluation of their high school business subjects and in relation to their job experiences.

In this study, the business graduates of Lane High School are thought of as students having two or more Carnegie units of credit in business subjects.

A study of this problem in the city of Charlottesville is needed at this time. There has never been a study of this kind made in the city of Charlottesville, nor has any effort been made to focus attention on the business graduates of the school. Such a study is important if the school is

to keep abreast with the everchanging business world and to prepare better the students for their work.

In order to determine possible revisions in the business curriculum, all factors concerned with the evaluation of the relationship between high school business subjects and job experiences were sought and analyzed.

### Problem

One measure of the business department's success is the kind of work the business students do on the job or the type of product the school produces. In other words, the business department is a success or failure to the same degree that its graduates succeed or fail.

How well the graduates of the Business Department of Lane High School have been able to succeed on the job is the first concern of this study. Other concerns include the following: What school experiences have been most helpful to them on the job, what further services the school may render to its business graduates, and how the school can be of greater service to present and future business students.

### Related Studies

The urgent need for keeping in touch with the former business graduates in order to help measure the success or

failure of the work that is being done is being realized more and more by school administrators and teachers.

Studies have been and are being made to get first-hand knowledge from the graduates themselves. Because business courses are a relatively recent addition to the secondary school curriculum, this procedure is not very old, however, as applied to business education. Several studies related to the present one are as follows:

A semi-annual report, begun with the class of June, 1927, and extending over a five-year period from date of leaving school is described by Rutledge<sup>1</sup> in the Oakland (California) High Schools. It shows for each course the number continuing education and where; number employed and kinds of jobs; number unemployed, both seeking and not seeking employment.

A Dayton (Ohio)<sup>2</sup> survey included the years 1915-25 and purposed to find the per cent of boys and girls engaged in occupations in which their majors or minors were of fundamental, little, or no value. From this study there appeared to be need for scientific occupational guidance to direct poorly informed or wrongly advised pupils

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<sup>1</sup>Rutledge, R. E. "Follow-Up Report of High School Graduates of Oakland, California." Department of Research and Auxiliary Agencies, Oakland Public Schools.

<sup>2</sup>Holmes, Jay W. "An Occupational Study of the Commercial Graduates from Stivers High School of Dayton, Ohio." The Journal of Commercial Education. January, 1929, pp. 212-220.

concerning their choices or school courses. It was recommended that there be a differentiation of curricula so that provision will be made for specific training in such occupations as general clerk, filing, and business machine operation.

A third study completed for Norwood, Ohio,<sup>3</sup> included the years 1943-47 and purposed to find out how many of the students are finding jobs, type and place of employment, how they located jobs, what happens to drop-outs, what per cent continue in higher education, and what are the attitudes of graduates and drop-outs toward the school. From this study there appeared to be a need of more guidance in helping freshmen, more careful attention to the selection of shorthand students, more emphasis placed on pupils' doing neat and careful work, more rooms for special machines, and a more comprehensive program of guidance.

A fourth study completed by Traxler<sup>4</sup> was made in respect to shorthand, office training, bookkeeping, and salesmanship. The purpose was to determine the strength and weakness of the present commercial program and to

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<sup>3</sup>Jurley, M. Maxilinda. "A Follow-Up Study of the Business Graduates and Drop-Outs of Regina High School, Norwood, Ohio, for the Years 1943-47." Unpublished Master's Thesis, Teachers College, Athenaeum of Ohio.

<sup>4</sup>Traxler, Bina Mae. "A Follow-Up Study of Commercial Graduates." South-Western Publishing Company, New York, 1930.

recommend adjustments that would meet the needs of the students in relation to their community. It was discovered that the classes in shorthand, salesmanship, book-keeping, and office training were satisfactory and that the school was not training too many young people at that time.

A fifth study completed by Bauerbach<sup>5</sup> included an investigation of the students enrolled in commercial education at the State University of Iowa during the regular school year of 1932-33 and the summer of 1933. The purpose was to ascertain just what these people were doing in the teaching profession at the end of five years. The study revealed the activities, experiences, successes, advancements, and a general picture of the group in such a way that it indicated whether or not the training offered by the Department was meeting the needs of the commercial teachers. In this study, they found that the training offered by the school was meeting the needs of the teachers in their work.

An unusual investigation was reported by McHenry.<sup>6</sup> Students who pursued a post-graduate intensive business

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<sup>5</sup>Bauerbach, Harriet A. "A Follow-Up Study of the Commercial Students at the State University of Iowa, 1932-33." Unpublished Master's Thesis, State University of Iowa, Iowa City, 1936.

<sup>6</sup>McHenry, Lyda Elizabeth. "A Vocational Follow-Up of Postgraduates and Regular Commercial graduates of the Detroit High School of Commerce." Department of Research, Detroit Public Schools, No. 8, 1935.

course were surveyed as were other graduates who completed the normal four-year program. It was discovered that the graduates with the one-year intensive commercial course had better jobs and were more stable than the graduates with the usual four years of training.

All of these studies indicate that this survey form of collecting data is very important in helping the school keep the curriculum closely related to the needs of the business community.

## CHAPTER II

### COLLECTION OF DATA

The purpose of this study was to follow up the business graduates of Lane High School, Charlottesville, Virginia, for the five-year period 1945-49. In order to determine to what extent the business students follow their area of specialization while in high school, the data were collected from the business graduates themselves.

The office files of Lane High School provided the names of 178 business graduates (31 boys and 147 girls) of the last five years. The present business students, teachers, alumni, and local post office helped to verify the addresses of the 178 students. It was found that a large per cent of these students was still in the city of Charlottesville. After verification of addresses, a letter, a questionnaire, and a sheet, "Definition of Job Titles," were sent to them. The letter was signed by the principal of the school as well as the research worker. The forms sent to the business graduates follow on subsequent pages.

It will be observed that the information requested on the questionnaire has significance. The first part is personal; the second part, occupational. In question 1, on the second part, the business graduates were asked to indicate the business subjects which they pursued at

February 1, 1950

Dear \_\_\_\_\_:

As a graduate of Lane High School, we are sure you will be willing to cooperate with us in a survey we are going to make of our graduates who were students in Business Education from 1945-49. If you wish, we will be glad to send you, as an alumnus of Lane High, a copy of the results.

We are interested in knowing what type of work you have entered; the use you have made of the business courses on the job that you took while a student here; suggestions of how we can be of further help to you and to our present and future business students; and what promotions you have received since graduating from Lane High School.

Your cooperation will be appreciated in filling out the enclosed questionnaire at your earliest convenience and returning it to us in the enclosed self-addressed envelope. All information will be held confidential.

We wish to take the opportunity to thank you for your cooperation.

Cordially yours,

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W. I. NICKELS, JR.  
*Principal*

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JEAN V. DESHAZO  
*Vocational Teacher-Coordinator*

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Enclosures

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

1. Accountant. A term applied to any accountant who verifies additions, 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 the books. May operate an 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 for each item.
9. Clerk-Typist. Does general clerical work not requiring special schooling or training and requiring the use of a typewriter in the accomplishment of a majority of the duties: typewrites letters, reports, and other matter from rough draft or corrected copy; files records and reports; makes out bills, answers telephone, sorts and distributes incoming mail, addresses outgoing mail, 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 hand-written 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 cabinet 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 machine, 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 of 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. PBX Operator. Operates a cordless telephone switchboard to relay to the different phones in the establishment, incoming and inter-office calls and makes connections 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 office, directing to 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 matter and transcribes dictated material, writing it out in long hand 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 machines, 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 up stencils for use in duplicating machine.

Lane High School. In question 2, they were requested to give their opinions as to which subjects were most helpful to them. In questions 3 and 4, they were requested to give the facts concerning their methods of securing a position and concerning various positions held. Information about the present position of the business graduates was asked first because it is often easier to recall facts about present than the past. Facts also were desired in questions 5, 6, 7, and 8 which deal with other positions. Facts and opinions were asked for in Section III, too. It was felt that the collection of this information would form a basis for some worthwhile suggestions and recommendations to help the Business Department of Lane High School.

Prior to mailing the forms in this follow-up study, considerable care was taken in the preparation of the questionnaire. A mimeographed letter and the questionnaire were mailed to two graduates from each class, making a total of ten, asking that they fill in the questionnaire as a sample and return it. The sample questionnaire is found on pages 13-15. The business graduates receiving these sample questionnaires also were requested to make suggestions or changes which they thought would improve the questionnaire. All ten sample questionnaires were returned, and eight of the respondents made suggestions which they felt would improve the questionnaire. Several of these suggestions were incorporated in the revised



4. What was your first position immediately after graduation?

Firm \_\_\_\_\_ Term of Employment:  
 From \_\_\_\_\_ To \_\_\_\_\_  
 Address \_\_\_\_\_ (month) (year) (month) (year)  
 Supervisor \_\_\_\_\_ Wages: Beginning \_\_\_\_\_ Final \_\_\_\_\_  
 Job Title \_\_\_\_\_ Reason for leaving \_\_\_\_\_

5. What position did you hold when you made your first change of employment?

Firm \_\_\_\_\_ Term of Employment:  
 From \_\_\_\_\_ To \_\_\_\_\_  
 Address \_\_\_\_\_ (month) (year) (month) (year)  
 Supervisor \_\_\_\_\_ Wages: Beginning \_\_\_\_\_ Final \_\_\_\_\_  
 Job Title \_\_\_\_\_ Reason for leaving \_\_\_\_\_

6. What was your position at the end of three years after graduation?

Firm \_\_\_\_\_ Term of Employment:  
 From \_\_\_\_\_ To \_\_\_\_\_  
 Address \_\_\_\_\_ (month) (year) (month) (year)  
 Supervisor \_\_\_\_\_ Wages: Beginning \_\_\_\_\_ Final \_\_\_\_\_  
 Job Title \_\_\_\_\_ Reason for leaving \_\_\_\_\_

7. What is your position at the present time?

Firm \_\_\_\_\_ Term of Employment:  
 From \_\_\_\_\_ To \_\_\_\_\_  
 Address \_\_\_\_\_ (month) (year) (month) (year)  
 Supervisor \_\_\_\_\_ Wages: Beginning \_\_\_\_\_ Final \_\_\_\_\_  
 Job Title \_\_\_\_\_ Reason for leaving \_\_\_\_\_

8. How many total different jobs have you held since graduation from high school? \_\_\_\_\_

### III. GENERAL DATA

1. Give name of school or college where additional training has been taken \_\_\_\_\_

Address \_\_\_\_\_  
 Length of time spent \_\_\_\_\_ Degree earned \_\_\_\_\_  
 (months) (weeks)

Major subjects \_\_\_\_\_

2. List below the courses taken in business college, or in institutions of higher learning that you have found to be helpful to you in your employment.

## Business

## Non-business

a. \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

d. \_\_\_\_\_

3. What subjects or courses should be in the business curriculum at Lane High School that you did not get while attending school that you believe are important in the training of our present and future business students? \_\_\_\_\_  
\_\_\_\_\_

4. What subjects or courses should be dropped from the business curriculum at Lane High School that you took while attending school and you believe they are not important in the training of our present and future business students? \_\_\_\_\_  
\_\_\_\_\_

5. List some suggestions that you believe would be of further service to YOU. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

questionnaire. The returned sample questionnaires were studied carefully and compared with the permanent school records to check the reliability of answers. These ten sample questionnaires proved to be reliable and accurate in every respect. The revised letter and questionnaire were printed and sent with the mimeographed sheet, "Definition of Job Titles."

Because the job title of the graduate in his present job was requested in the questionnaire, a "Definition of Job Titles" sheet was included. It was felt that the questions would be interpreted more uniformly and easily. These job titles and their definitions were taken from the Dictionary of Occupational Titles, published by the United States Employment Service.

Returns began coming in the third day after the mailing. Follow-up telephone calls were made at two-week intervals to those business graduates living in the Charlottesville area, and cards were sent to those not having telephones or living out of the city. Responses from these appeals came to 57.9 per cent of the business graduates, or 103 business graduates responded. The questionnaires were sorted into five groups: Stenographic; General Clerical; Bookkeepers; Others Employed; and Students, Housewives, & Unemployed. The information was then tabulated on analysis sheets for interpretation.

### CHAPTER III

#### ANALYSIS OF DATA

This chapter gives personal, occupational, and general data concerning the 103 respondents to the questionnaire. These data were secured from both the office files and the returned questionnaires.

The data included the present address, the names of the female respondents who have married during the period, the business subjects studied in high school, the business subjects studied in high school which have been most helpful to them, method of securing a position, and information concerning their present employment and other positions. Also obtained was information concerning additional training after graduation and suggestions and comments of how Lane High School could help former and present business students.

All these data were considered necessary to form a basis for worthwhile suggestions and recommendations to help the Business Department of Lane High School.

Table I shows the number and per cent of questionnaires sent and returned. As indicated, 178 questionnaires were mailed, three of which were returned because the graduates could not be located. The usable returns received were 103, or 57.9 per cent of the total number of questionnaires

Table 1.--Number and per cent of questionnaires sent and returned

Year	Total number			Number not located			Number sent			Number returned			Percent returned		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1945	7	29	36	1	1	2	7	29	36	5	10	15	71.4	34.5	41.6
1946	1	26	27	0	1	1	1	26	27	1	13	14	100.0	50.0	51.9
1947	10	30	40	0	0	0	10	30	40	9	16	25	90.0	53.3	62.5
1948	6	36	42	0	0	0	6	36	42	4	17	21	66.7	47.2	50.0
1949	7	26	33	0	0	0	7	26	33	7	21	28	100.0	80.0	84.8
Total	31	147	178	1	2	3	31	147	178	26	77	103	83.9	52.4	57.9

sent. The significant point about this table is that approximately 84 per cent of the boys responded, which gives a fairly good sample of the boys. Only one-half of the girls responded on their questionnaires.

Table II reveals that 35, or 45.5 per cent, of the girls graduating in business in the past five years are married. As would be expected, the greatest per cent of marriages occurred among the 1945 graduates. This is probably accountable for because this was the oldest group and the servicemen began to return home about this time. One hundred per cent of the girls in this class are married at the present time. The per cent decreased each year up to 1949, where it increased again. On the questionnaire, the research worker asked for maiden names of graduates only; therefore, no count can be given for the marital status of the male business graduates.

The business graduates were divided into five groups: Stenographic; General Clerical; Bookkeeping, Others Employed; and Students, Housewives, & Unemployed. A classification of this is shown in Table III. It is interesting to note that 39 business graduates or 37.8 per cent of them are students, housewives, and unemployed. The largest employed group is not in the business occupations but in other lines. In the business occupations, the Stenographic group, which includes 19.4 per cent of the business graduates, is the largest.

Table 2.--Marital status of girls  
graduating in business

Year	Total girls	Single	Married	Percent married
1945	10	0	10	100.0
1946	13	6	7	53.8
1947	16	9	7	43.8
1948	17	14	3	17.6
1949	21	13	8	38.1
Total	77	42	35	45.5

Table 3.--Classification of respondents according to job titles

Year	Total number respondents																	
	Stenographic			General clerical			Bookkeeping			Others employed			Students, housewives, & unemployed			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1945	0	2	2	0	2	2	1	0	1	3	4	7	1	2	3	5	10	15
1946	0	3	3	1	3	4	0	1	1	0	2	2	0	4	4	1	13	14
1947	1	4	5	1	2	3	1	0	1	3	2	5	3	8	11	9	16	25
1948	0	5	5	1	2	3	0	2	2	2	3	5	1	5	6	4	17	21
1949	0	5	5	0	3	3	0	1	1	2	2	4	5	10	15	7	21	28
Total	1	19	20	3	12	15	2	4	6	10	13	23	10	29	39	26	77	103
Per-cent	3.8	24.7	19.4	11.5	15.6	14.6	7.7	5.2	5.9	38.5	16.8	22.3	38.5	37.7	37.8	83.9	52.4	57.9

The high school enrollments in business subjects taken by the graduates while in high school are exhibited in Table IV. Typewriting I has the highest enrollment of 99 out of 103 responses. In the Stenographic field, it is interesting to note that only fifteen students took shorthand in high school. Upon further investigation, it was discovered that the others secured their shorthand training in private business colleges.

In so many instances, students take courses that they do not use on the job. Table V presents the business subjects which were checked by respondents as most useful to them on the job. Students were permitted to select more than one subject. Typewriting I was found most useful on the job by 74 students; typewriting II, 66; business mathematics, 37; shorthand I, 22; office practice, 19; bookkeeping I and shorthand II, 18 each; salesmanship, 12; bookkeeping II, 3; and general business, 3.

The means through which the graduates obtained their first jobs were numerous, as shown on Table VI. Friends and relatives were the main means of securing the jobs, and personal application ranks second. The business teacher in the high school is a third means of locating employment.

Table VII provides the number of positions held by each since graduation. Graduates holding only one position rank first with 39; unemployed or in school, 27; two

Table 4.--High school enrollments in business subjects

Subjects	Steno- graphic	General clerical	Book- keeping	Others employed	Students, Housewives, & unemployed	Total	Percent total enroll- ments
Number students in each classi- fication	20	15	6	23	39	103	
Bookkeeping I	13	11	4	12	11	51	12.2
Bookkeeping II	0	0	1	1	1	3	7
Business Math	14	11	5	19	19	68	16.3
General Business	1	1	0	2	2	6	1.4
Office Practice	3	5	1	3	4	21	5.1
Salesmanship	2	4	0	11	5	22	5.3
Shorthand I	15*	3	2	6	7	33	9.1
Shorthand II	11	5	1	1	4	22	5.3
Typewriting I	20	15	6	21	37	99	23.7
Typewriting II	20	14	6	17	30	87	20.9
Total						417	100.0

\*There are 20 people in the Stenographic group as shown in Table 3. However, Shorthand I was taken by 15 only in high school. The others secured their shorthand training in business colleges.

Table 5.--Business subjects checked by respondents as most useful  
on the job

Subject check list	Steno- graphic respondents	General clerical respondents	Book- keeping respondents	Others employed respondents	Students, housewives, & unemployed respondents	Total checked responses	Per cent
Number students in each classi- fication	20	15	6	23	39	103	
Bookkeeping I	4	5	3	1	5	18	6.6
Bookkeeping II	0	2	1	0	0	3	1.1
Business Math	6	8	4	11	8	37	13.6
General Business	2	0	0	1	0	3	1.1
Office Practice	3	4	1	3	3	19	7.0
Salesmanship	1	2	0	7	2	12	4.4
Shorthand I	12	4	0	1	5	22	8.1
Shorthand II	11	4	0	0	3	18	6.6
Typewriting I	20	14	5	14	21	74	27.2
Typewriting II	20	13	5	11	17	66	24.3
Total						272	100.0

NOTE: Students were permitted to select more than one subject.

Table 6.--Means through which first positions were obtained

Means	Steno- graphic	General clerical	Book- keeping	Others employed	Students, housewives, & unemployed	Total	Percent
Employer	2	1	0	2	2	7	8.2
Self	1	1	0	4	0	6	7.1
Friends and relatives	5	3	2	6	4	20	23.5
Commercial placement bureau	0	1	0	1	1	3	3.5
High school office	0	1	0	0	1	2	2.4
Business teacher	3	2	2	2	3	12	14.1
Teacher in school	1	4	0	4	0	9	10.6
Personal application	4	2	2	3	7	18	21.2
Other means	4	0	0	2	1	8	9.4
Total	20	15	6	24	19	85	100.0

Table 7.--Number of positions held

Group	0	1	2	3	4	5	Total
Stenographic	0	11	6	3	0	0	20
General clerical	0	7	6	2	0	0	15
Bookkeeping	0	5	1	0	0	0	6
Others employed	0	10	9	2	0	2	23
Students, house- wives, & unem- ployed	27	6	2	1	3	0	39
Total	27	39	24	8	3	2	103
Percent	26.2	37.9	23.2	7.8	2.9	1.9	100.0

positions, 24; three positions, 8; four positions, 3; and five positions, 2. The reason that there is a large number not holding any position since graduation is due to the fact that 24 students started additional training immediately after graduation, and three have been unemployed since graduation.

Table VIII shows the reasons for changing positions in the different employments. Promotion, marriage, and additional training are the top three reasons. A very small per cent, 6.5, changed because of dissatisfaction.

Table IX and X exhibit the beginning salaries for present employment of respondents and the current salaries for this same group. In comparing the two, it is interesting to note that the majority of graduates who started in the lowest income bracket (\$75-100) have progressed to a higher income bracket. At present, the average current salary for most graduates ranges from \$126-150 monthly.

In Table XI, it was found that the Students, Housewives, & Unemployed group (28 out of 39) has the largest number who secured additional training after graduation. The Stenographic group, 7 out of 20, or 35 per cent, is next; the Bookkeeping group with 2 out of 6, or 33.3 per cent; the Others Employed with 7 out of 23, or 30.4 per cent; and the General Clerical with 2 out of 15, or 13.3 per cent. A total of 46, or 44.7 per cent, of the business

Table 8.--Reasons for changing positions

Reasons	Steno-graphic	General clerical	Book-keeping	Others employed	Students, housewives, & unemployed	Total	Percent
Additional training	2	0	0	2	4	8	17.4
Armed forces	0	0	1	4	0	5	10.9
Dissatisfaction	0	2	0	1	0	3	6.5
Health	1	2	0	0	0	3	6.5
Marriage	1	0	0	1	6	8	17.4
Promotion	3	3	1	3	1	11	23.9
Temporary employment	1	3	0	1	1	6	13.0
Miscellaneous	2	0	0	0	0	2	4.4
Total						46	100.0

Table 9.--Beginning monthly salaries for present employment  
of respondents

Group	\$75-100	\$101-125	\$126-150	\$151-200	Over	Confi- dential	Not employed	Total
Steno- graphic General clerical Bookkeeping Others employed Students, housewives, & unem- ployed	5 8 4 8 0	5 6 1 5 0	6 0 0 1 0	2 0 1 2 0	1 0 0 0 0	1 1 0 7 0	0 0 0 0 39	20 15 6 23 39
Total	25	17	7	5	1	9	39	103
Per Cent	24.3	16.5	6.8	4.9	.8	8.8	37.9	100.0

Table 10.--Current monthly salaries for present employment  
of respondents

Group	\$75-100	\$101-125	\$126-150	\$151-200	Over	Confidential	Not employed	Total
Steno-graphic	3	4	6	5	1	1	0	20
General clerical	2	6	5	1	0	1	0	15
Bookkeeping	0	1	3	2	0	0	0	6
Others employed	4	5	4	3	0	7	0	23
Students, housewives, & unemployed	0	0	0	0	0	0	39	39
Total	9	16	18	11	1	9	39	103
Percent	8.8	15.5	17.5	10.7	.8	8.8	37.9	100.0

Table 11.--Number of graduates who took additional training after graduation

Type of school	Steno-graphic	General clerical	Book-keeping	Others employed	Students, housewives, & unemployed	Total	Percent
College	4	0	1	4	24	33	71.8
Business schools	3	1	1	3	3	11	23.9
Post graduate-high school	0	1	0	0	1	2	4.3
Total-additional training	7	2	2	7	28	46	
Responses received in each field	20	15	6	23	39	103	
Percent-additional training	35.0	13.3	33.3	30.4	71.8	44.7	100.0

graduates who responded for the five-year period, 1945-49, took additional training.

The business subjects taken after graduation which proved to be helpful on the job are displayed in Table XII. Fourteen checked shorthand; 8 each, accounting and office machines; 7, typewriting; 4, business mathematics; 3 each, business english, business ethics, commercial law, and general business; 2, filing; and 2, miscellaneous subjects.

Table XIII gives the non-business subjects which were taken after graduation and which proved to be helpful on the job. English ranks first with 13; miscellaneous subjects, 7; psychology, 5; science, 3; foreign language, mathematics, and speech, 2 each.

The subjects which the graduates wished they had taken while in high school are given in Table XIV. Seventeen students wished they had taken shorthand, which shows that apparently more guidance is needed along this line. Office machines were desired by 14 graduates. In 1948, the office practice program was begun at Lane High School, and the need for this subject has been taken care of.

On the whole, more guidance is needed in the business department if the school is to give the business graduates the subjects they should have to prepare them for the work they desire to enter.

Table 12.--Business subjects taken after graduation  
which proved to be helpful on the job

Subjects	Steno- graphic	General clerical	Book- keeping	Others employed	Students, housewives, & unemployed	Total
Accounting	3	2	0	1	2	8
Business English	1	1	0	1	0	3
Business Ethics	2	0	0	0	1	3
Business Math	2	0	0	1	1	4
Commercial Law	1	0	2	0	0	3
Filing	1	0	0	0	1	2
General Business	2	0	0	0	1	3
Office Machines	3	1	0	1	3	8
Shorthand	6	2	0	2	4	14
Typing	3	1	0	1	2	7
Miscellaneous	0	0	2	0	0	2
Total						57

Table 13.---Non-business subjects taken after graduation  
which proved to be helpful on the job

Subjects	Steno- graphic	General clerical	Book- keeping	Others employed	Students, housewives, & unemployed	Total
English	6	0	0	1	6	13
Foreign language	1	0	0	1	0	2
Math	0	0	0	1	1	2
Psychology	2	0	0	3	0	5
Science	0	0	0	3	0	3
Speech	0	0	0	0	2	2
Miscellaneous	2	0	0	2	3	7
Total						34

Table 14.--The subjects which the graduates wished they had taken while in high school

Subjects	Steno- graphic	General clerical	Book- keeping	Others employed	Students, housewives, & unemployed	Total
Accounting	2	2	0	4	3	11
Business Etiquette	1	0	1	0	0	2
Business English	2	0	0	0	1	3
Business Law	1	1	0	0	0	2
Filing	1	0	0	1	0	2
General Business	0	0	1	0	1	2
Office Machines	6	3	2	0	3	14
Salesmanship	0	0	0	2	0	2
Shorthand	0	2	1	4	10	17
Typewriting	0	0	0	2	1	3
Vocabulary study	1	0	1	0	1	3
Miscellaneous	2	0	1	0	1	4
Total						65

Table XV exhibits the subjects taken by graduates that were, in their opinion, of little value to them on the job. Bookkeeping ranks highest with 5 and the students not finding it of value are in the Stenographic, Others Employed, and General Clerical groups.

A number of business students listed suggestions that they believed would be of further service to them. Some of the suggestions are:

1. Would like more dictation as one would get in an office and more emphasis on accuracy in typewriting rather than speed.
2. Would like to have taken a course in how to express oneself exactly.
3. Would like to have a short "refresher" course occasionally.
4. Would like to know how to advance in order to get more money.
5. Would like additional bookkeeping.
6. Would like to take a specialized course in banking.
7. Would like more spelling and composing of letters.
8. Would like to become more accurate in shorthand dictation.
9. Would like to concentrate emphasis on business subjects and problems which exist in actual business and not textbooks.

Table 15.--Subjects taken by graduates that were of little value to them on the job

Subjects	Steno-graphic	General clerical	Book-keeping	Others employed	Students, housewives, & unemployed	Total
Bookkeeping	2	1	0	2	0	5
Business Math	1	0	0	0	1	2
Salesmanship	1	0	0	0	0	1
Typewriting	0	1	0	1	0	2
Total						15

10. Would like to have information available concerning summer jobs as well as permanent jobs.

11. Would like to have training on electric typewriters and transcribing machines.

12. Would like office practice.

The suggestions which were made by the business graduates and which they believed would be of further service to present and future business students at Lane are as follows:

1. Emphasize spelling.
2. Give plenty of basic English grammar.
3. Stress accuracy in typewriting rather than speed.
4. Stress the value of promptness for an interview and on the job.
5. Encourage students in the business field if they show the ability, but they should also know that the life of a secretary is definitely not an exciting one in many instances.
6. Give study units in business english, use of business machines, and filing procedures.
7. Have the English Department and Business Department cooperate with reference to grammar, punctuation, etc.
8. Emphasize business telephone etiquette.
9. Have a study unit in which students can set up and maintain a model office.
10. Offer a study unit in "How To Get Along with People."

11. Train students to be at ease with older people and to speak effectively in public.
12. Emphasize cooperation among co-workers.
13. Give second year in bookkeeping.
14. Offer business law.
15. Help students plan their career before they progress too far in high school so that they can make a better choice of subjects.
16. Emphasize the importance of cleanliness in an office.
17. Give more drills in statistical work on the typewriter.
18. Offer a study unit in making long-distance business calls and how to transact business over the telephone efficiently.
19. Give more work under pressure of time as is done in an office.
20. Have teachers who control their tempers and better understand students.
21. Include some instruction on personal relations, good grooming, manners, etc.
22. Provide a better guidance program in the business field.
23. Give more detailed instruction on the care and maintenance of the typewriter.

Many of these suggestions might well be incorporated in the business education program. As an example, it was the experience of students that more guidance should be given in connection with the selection of business courses. Many discovered that they needed training in the operation of office machines. It is obvious that units in personal relations, grooming, and business etiquette are recognized as requirements in securing and holding a business position. The students found as many good points about the education they received in the business department as they did deficiencies.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The purpose of the study was to decide whether the present business curriculum of Lane High School, Charlottesville, Virginia, is adequately meeting the needs of its business students.

In gathering the data for this study, the questionnaire method of research was used. A questionnaire, a letter, and a sheet, "Definition of Job Titles," were sent to the business graduates.

Data compiled from the questionnaires revealed the following findings:

1. Lane High School, Charlottesville, Virginia, had 31 boys and 147 girls, a total of 178 business graduates during the five-year period 1945-49.

2. A total of 103 questionnaires were completed and returned, which makes a 57.9 per cent return from the 178 graduates to whom these questionnaires were sent.

3. At the time of the survey 35, or 45.5 per cent, of the 77 female respondents were married.

4. The business graduates who are employed at the present time are in four main fields: Stenographic, 20,

or 19.4 per cent; General Clerical, 15, or 14.5 per cent; Bookkeeping, 6, or 5.9 per cent; and Others Employed (outside business field), 23, or 22.3 per cent.

5. A total of 39, or 27.8 per cent, are now taking additional training, have married, or are unemployed.

6. The business graduates feel that typewriting is extremely important. Ninety-nine, or 23.7 per cent, of the total business course enrollments were in this subject.

7. Of the 20 business graduates in the Stenographic group, only 15 took shorthand I while in high school. The others secured their shorthand training in private business colleges.

8. The survey points out that 74, or 27.2 per cent, of the business graduates who responded found typewriting as the most useful on the job.

9. The most frequent means of securing initial employment were through friends and relatives. Personal applications ranked second. Only 2.4 per cent secured their initial position through the high school office; yet, 14.1 per cent secured them through the business teachers.

10. Thirty-nine of the graduates, or 37.9 per cent, have held only one position since graduation. Twenty-four, or 23.2 per cent, have held two positions; and 27, or 26.2 per cent, have not held any position whatsoever because they went on with their education or they did not desire employment.

11. Eleven of the graduates who gave reasons for changing positions did so because of promotion. Only 3, or 6.5 per cent, changed because of dissatisfaction or ill health.

12. There were more graduates who received beginning monthly salaries within the low salary level of \$75-100 than any of the other four brackets. A total of 25, or 24.3 per cent, of the 103 respondents received their beginning salary within this bracket. The second bracket, \$101-125, ranked next in the number of graduates with 17, or 16.5 per cent, of the 103 respondents.

13. More respondents received current monthly salaries within the \$126-150 bracket than any other bracket used in this table.

14. After graduating from high school, 46, or 44.7 per cent, of the graduates took additional training.

15. When asked to rate their business and non-business subjects taken after graduation which proved to be helpful to them on the job, the graduates rated shorthand first in the business group with accounting and office machines as their second choice. English received the highest score as a non-business, followed by psychology.

16. When the business graduates were asked to check the subjects they wished they had taken in high school, shorthand ranked first. Office machines and accounting were their second and third choices.

17. Only a few respondents felt that any of their business subjects were of little value to them on the job. Bookkeeping ranked first, followed by business mathematics and typewriting.

### Conclusions

An analysis of the findings of this study seemed to justify the following conclusions:

1. The Business Department of Lane High School is playing an important part in training young boys and girls of Charlottesville for business employment.
2. The returns of 57.9 per cent of the questionnaires which were sent to 178 business graduates of the five-year period, 1945-49, validated the study.
3. The majority of the respondents are employed within the city of Charlottesville, therefore, we may assume that the businesses benefit from the training given students.
4. Though the school does not rank first in securing positions for graduates, it could place many more than it does if a closer contact is maintained or if follow-up surveys are conducted.
5. All business graduates who desire employment are employed.
6. More business graduates are engaged in the stenographic work than in any other type of office work.

7. The business graduates tended to receive their beginning salaries within the lower salary brackets.

8. As the graduates advanced in position and became more valuable to the organization by which they were employed, their salaries increased.

9. The suggestions submitted by the graduates reveal a desire on the part of the graduates to assist the Business Department of Lane High School in being of greater service not only to them but also to present and future students.

10. The suggestions submitted by the graduates should be of value to the school in curriculum revision and in the planning of follow-up and guidance.

### Recommendations

From the findings and conclusions of this study the following recommendations are made:

1. That the Business Department of Lane High School make every possible effort to continue to maintain close contact with business and industry within the school-service area as shown in this study.

2. That the Business Department consider the methods by which the graduates secured their first jobs in order to train students thoroughly in applying for positions.

3. That students be acquainted with the fact that the salaries received from the first jobs are relatively low, but promotion in salaries automatically follows promotions in positions.

4. That students be informed early in high school of the opportunities opened to them in the business field upon graduating from high school so that they can plan better their course of study and follow this through.

5. That students be encouraged to maintain a contact with the school after graduation.

6. That more students be guided into the Cooperative Part-time Program within the school in order for students to receive more on-the-job training.

7. That the guidance program at Lane High School be made more effective in order to guide students into making a wise choice of their vocations and in selecting courses within the vocation they pursue throughout their high school course of study.

8. That the Business Department maintain adequate files on all business graduates.

9. That the Business Department maintain information regarding employment in business and continue to improve means of bringing the employers and graduates together.

10. That the curriculum of the school be constantly revised in order to meet the changing needs of business and industry.

11. That careful attention be given to the selection of shorthand pupils. Parents and pupils should be persuaded that the selection is for the pupils' benefit.

12. That the suggestions of the graduates contained in this study be considered in order that the school might serve its graduates and students better.

13. That follow-up studies such as this be made of the business graduates every year.

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