

A FOLLOW-UP STUDY OF THE GRADUATES OF SHAWNEE MISSION NORTH HIGH SCHOOL  
OF SHAWNEE MISSION, KANSAS, FOR THE YEARS 1963 AND 1964

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In Partial Fulfillment  
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Master of Science

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## CHAPTER I

### INTRODUCTION

Our society today, in general, smiles with favor upon the high school graduate who announces that he plans to enter college. Our current concern with higher education has focused attention on seeing to it that a college education is available to people who are qualified to do college work.<sup>1</sup>

Therefore, any high school graduate with at least average ability is usually encouraged, and many times expected, to attend college; in fact it is usually considered a waste of talent if he does not enroll in college. No doubt the depression of the 1930's, the occurrence of World War II plus a return of veterans eager for education, and the firing of Sputnik changed American's attitudes toward higher education.<sup>2</sup> In other words, this emphasis on college attendance is, in part, a response to social, economic, and demographic developments that have increased both the demand for highly trained manpower and the present and future supply of persons of college age.<sup>3</sup>

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<sup>1</sup>James D. Cowhig, "Why Do They Leave College?," School Review, 71:330, Autumn, 1963.

<sup>2</sup>Eugene S. Wilson, "Freedom Kills Whom? Or How to Prepare Students for Dropout," The Bulletin of the National Association of Secondary School Principals, 51:3, September, 1967.

<sup>3</sup>Cowhig, loc. cit.

## I. THE PROBLEM

Statement of the Problem. It was the purpose of this study to find information about the graduates of Shawnee Mission North High School for the years 1963 and 1964 who had their transcripts sent to a junior college, college, or university. The study was planned to:

1. Provide information on the office skills the graduates used for employment during the time they were attending college
2. Provide information on the office skills the graduates used for permanent employment if they withdrew from college before graduation
3. Provide information on the types of permanent employment the graduates obtained if they withdrew from college before graduation

This study was designed to supply information that could be helpful to the administration, counselors, faculty, and students at Shawnee Mission North. The material was also organized to serve as a guide in evaluating the value of the office skill courses offered and taken at Shawnee Mission North by college preparatory students.

Statement of the Hypothesis. The hypothesis for this study was that there is no significant difference in the skills used between graduates who learned office skills in high school and those graduates who did not learn office skills in high school when obtaining employment while enrolled in college or after withdrawal from college.

Significance of the Study. Numerous studies have been made on the number of students who actually receive a college degree compared with the total number who enroll as college freshmen. Of course, the total withdrawals vary with individual colleges; but in 1963 approximately

15 per cent of the high school graduates who entered a college earned a degree.<sup>4</sup> In 1963 Wanous<sup>5</sup> predicted that one third of the high school graduates in the 1960's would enter college but four out of five of these people would drop out before graduating and most of them would leave in the first and second years.

Records show that each year approximately 72 per cent of the total graduating class from Shawnee Mission North have transcripts sent to a junior college or a four-year college. The fact that a large percentage of the graduates decide to continue their education is fine, but a study has not been made to determine how many of this 72 per cent fail to complete their college work. Personal conversations with some of the graduates and with relatives and friends of the graduates indicate that many do not complete their college work. It is the opinion of some teachers and other educators that too many students at North have enrolled in a college preparatory program without proper consideration of the possibility of not completing college. As a result, many graduates may not be qualified for the office skills they need to obtain some of the jobs that are available to persons without college degrees.

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<sup>4</sup>U.S. Department of Labor. From School to Work. Washington, D.C.: Government Printing Office, 1960. As reported in the U.S. Department of Health, Education, and Welfare Office of Education. VOCATIONAL EDUCATION IN THE NEXT DECADE, PROPOSALS FOR DISCUSSION, Washington, D.C.: Government Printing Office, January, 1961, p. 104.

<sup>5</sup>S. J. Wanous, "High School Curriculum," National Business Education Quarterly, 31:46, Summer, 1963.

In 1967 a survey of high school seniors in the Metropolitan Kansas City area was conducted by Dr. Levine<sup>6</sup> and other well-known educators. This study, which included Shawnee Mission North, surveyed seniors in 70 high schools which covered a seven-county area (rural and urban, public and parochial). According to an explanation of the survey, high schools were classified on a preliminary computation of socio-economic ratio. The socio-economic ratio was based on the social and economic background of the families of the seniors involved in the survey.

Shawnee Mission North fell into the category of a comprehensive rating in relation to the socio-economic background of the seniors. The percentages were as follows:

46.0 factory workers  
 31.2 managerial  
 50.4 high school or less education  
 54.4 some college or more

On the survey question that asked how the parents felt about the student going to college, the percentage was as follows:

34.15--they always expected me to go  
 48.00 they want me to go  
 14.92--they don't care either way  
 1.81--they don't want me to go or would  
       rather I didn't  
 .01--they refuse to consider it

From these statistics a few reasons could be conjectured as to why 72 per cent of North's graduates follow a college-preparatory program:

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<sup>6</sup>Daniel U. Levine, "Results of Senior Survey--1967," Center for the Study of Metropolitan Problems in Education, pp. 1-17.

1. Parental stress on the importance of going to college
2. Influence of the social and economic position of the student's family
3. Influence of peer groups (schoolmates, acquaintances, and friends) of the student's age

## II. DEFINITIONS OF TERMS USED

Follow-up. A follow-up is an attempt to evaluate the business curriculum through a detailed examination of its product--the graduate.<sup>7</sup>

Withdrawal. The act of a pupil in leaving school permanently.<sup>8</sup>

Curriculum, College Preparatory. (1) a sequence of subjects or group of courses prerequisite for college enrollment; (2) a body of educative activities and experiences (in secondary education) prescribed for pupils who wish to enroll at institutions of higher learning.<sup>9</sup>

Record Card, Permanent. A printed form used to record the most essential information about each pupil, generally employed from the first to the twelfth grade, although at times containing preschool and post-school information; includes permanently valuable information pertaining to family, health, intelligence status, vocational plans, personal development, academic transcripts, extraclass activities, etc.<sup>10</sup>

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<sup>7</sup>Kathryn M. Iliff, "The Follow-Up Study in Business Education," Guide to Research in Business Education, Bulletin 66 (Washington: National Association for Business Teacher Education, 1957), p. 37.

<sup>8</sup>Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 607.

<sup>9</sup>Ibid., p. 149.

<sup>10</sup>Ibid., p. 451.

Transcript. An exact copy of a pupil's permanent record card.

Office Skill. Physical and mental precision in one or more of the fields of typewriting, shorthand, bookkeeping procedures, office machines such as dictating machine, adding machine, calculator, comptometer, or duplicating machines, and the filing of records and correspondence.

Higher Education. Instruction offered to persons of considerable intellectual maturity, usually requiring previous preparation through the secondary schools; in terms of the institution common to the United States, higher education includes all education above the level of secondary school given in colleges, universities, graduate schools, professional schools, technical institutes, teachers colleges, and normal schools. (The junior college is considered an institution of higher education by some authorities and by others it is considered a part of secondary education.)<sup>11</sup>

### III. METHOD OF PROCEDURE

The research method used for collecting data for this study was the written questionnaire.

The original questionnaire form was revised according to faculty recommendations and then given to three Shawnee Mission North graduates for reliability. After their responses, minor revisions were made by the faculty and the writer; copies were then mailed to twenty of the 1963

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<sup>11</sup>Ibid., p. 267.



and 1964 graduates to further check the reliability of the questionnaire form. A letter explaining the purpose of the questionnaire accompanied each form and the graduates were encouraged to write down any constructive suggestions on the pages of the survey form. A stamped, self-addressed envelope was included with the questionnaire and the letter. A final revision of the questionnaire<sup>12</sup> was made after receiving these questionnaires.

A random sample was taken from the 1963 and 1964 North graduates who requested a transcript be sent to a junior college, college or university. A copy of the questionnaire was sent to 280 of 834 graduates, the recommended statistical sampling.<sup>13</sup> Each questionnaire was accompanied by a letter<sup>14</sup> explaining the purpose of the study and a self-addressed, stamped envelope.

Two weeks after mailing the first questionnaire and letter, a follow-up postal card<sup>15</sup> was sent as a reminder for the graduates who had not responded. Two weeks after this mailing, or approximately four weeks from the original mailing date, each graduate who had not responded was contacted by telephone and asked to fill out the questionnaire. If the graduate did not live in the greater Kansas City area, the parents were asked if the letter and its contents had been forwarded to the graduate; if not, the parents were asked to forward the envelope and its contents. The graduate's out-of-town address was then obtained. If the

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<sup>12</sup>See Appendix, p. 77

<sup>13</sup>Ibid., p. 81

<sup>14</sup>Ibid., p. 82

<sup>15</sup>Ibid., p. 83

form had been misplaced or thrown away, another copy, accompanied by a letter and a stamped, self-addressed envelope, was again mailed to the graduate. Two weeks after making the telephone call, another postal card was mailed to the graduates whose parents had not forwarded the questionnaire until they were asked to do so.

Shawnee Mission North letterhead stationery and envelopes were used for all letters; all correspondence was mailed with the approval of the school principal and one of the school counselors. The letter sent with the questionnaire for reliability and the letter sent with the actual survey contained the signature of the principal and one of the school counselors as well as the signature of the writer. The follow-up postal card contained only the signature of the writer.

After the study was completed, a copy of the summary of the findings was sent to each graduate who requested it.

## CHAPTER II

### REVIEW OF THE LITERATURE

Many interesting and worthwhile studies have been conducted on college withdrawal, but few have tried to delve into the type of employment these persons obtain after they leave college. From the material written about college withdrawal, it appears the causes and motivations for dropping out are seldom singular in nature. However, numerous studies mention marriage, financial problems, family crises, poor grades, and military service as some of the most common reasons for leaving college.

Many people would probably agree with Ford and Urban<sup>1</sup> that dropping out of college represents a waste of talent, time, and money for the student whose aptitudes, interests, personal characteristics, and career objectives fit into a college environment; but attendance at a university or college is not an appropriate way for all people to develop themselves and their careers. Ford and Urban believe that many youngsters are coaxed and wheedled into going away to college who are not academically oriented, who do not learn well under circumstances of the typical university, and whose career aspirations call for an entirely different background than what a college or university provides. For these students the decision to leave college may be the step toward a more meaningful life.

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<sup>1</sup>Donald H. Ford and Hugh B. Urban, "College Dropouts: Successes or Failures," Educational Record, 46:77, Spring, 1965.

Additional ideas projected by Ford and Urban<sup>2</sup> are worthy of consideration. They feel that educators have oversold the concept of a college education, representing it as the single preferred method of becoming educated and that educators have encouraged fellow citizens to believe this without fostering alternative avenues of career and educational development:

. . . our society should seek to provide young people with a variety of admired and socially valued models from which they can choose and a variety of ways in educating themselves to create their own model of the good life. . .<sup>3</sup>

Numerous follow-up studies give the total number and percentage of students who graduate from high school, start to college, and then drop out before finishing their additional education. As might be expected, the numbers are not the same in each locality, but most national surveys appear to arrive at dependable averages.

The U.S. Department of Labor published information in 1961 stating that not more than 15 per cent of all youths are getting a college degree.<sup>4</sup> This is certainly not a very high percentage compared with the total number of high school graduates who apply for admission to a college or university.

In a study made by Nam and Cowhig<sup>5</sup> (published by the Bureau of Labor Statistics) of the most able high school graduates of 1960, it was

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<sup>2</sup>Ibid., pp. 77-78.

<sup>3</sup>Ibid., p. 90.

<sup>4</sup>U S. Department of Labor, loc. cit.

<sup>5</sup>Charles B. Nam and James D. Cowhig, "Ability and College Attendance," Occupational Outlook Quarterly, 6:33-35, December, 1962.

found that one third of them did not go to college and many of the graduates of below average ability did go to college.

Various estimates are also made on the proportion of entering college freshmen who will receive a degree. Large institutional differences exist, but there appears to be general agreement that less than 40 per cent of the freshmen will graduate. Estimates of the number who will eventually receive a diploma have been set as high as 60 per cent.

Many educators are concerned, and rightfully so, because too many high school students are not adequately prepared for employment after graduation from high school. This fact has prompted much research on providing a balanced curriculum in high schools.

Conant<sup>6</sup> stated in his report concerning the American high school that the public high school is expected to provide education for all youths living in a town, city, or district.

In an article published in the American Business Education Yearbook, a similar statement was made:

Providing an adequate curriculum is the most important single function of a school system . . . The curriculum must be part and parcel of the society, the community, the school system, and the classroom in which operates.<sup>7</sup>

In a follow-up study of Oregon high school graduates, one of the three main conclusions reached was:

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<sup>6</sup>James Bryant Conant, The American High School Today, (New York: McGraw-Hill Book Company, Inc., 1959), p. 7.

<sup>7</sup>The Changing Business Education Curriculum, Vol. IV of the American Business Education Yearbook. Published jointly by the Eastern Commercial Teachers Association (Somerville, New Jersey: Somerset Press, Inc., 1947), pp. 5-6.

Results of the study points up the need for maintaining a balanced curriculum which will serve the needs of youth entering many walks of life.<sup>8</sup>

More than half of the 37 per cent who had entered a college or university had dropped out.

Enterline pointed out practically the same idea when he said:

. . . the needs and interests of all students need to be taken into account, otherwise the public schools will not be serving the purpose for which they are being supported by taxpayers.<sup>9</sup>

He gave a sampling of stated objectives of education in America from 1918 to the present time which included both the vocational objective and the economic understanding objective. He believes that business education in the high school has a responsibility for four groups of students. One of these groups is the college-bound student who plans to major in one of the academic areas; a second group is the college-bound student who plans to major in Business Administration or Economics.

Adler<sup>10</sup> believes there is no simple formula for making correct decisions in selecting subjects for a curriculum and deciding on the content of a course of study. He elaborated his ideas a little further with the following statements:

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<sup>8</sup>Glen Weaver and Willard Bear, "A Follow-Up Survey of High School Graduates," The Bulletin of the National Association of Secondary School Principals, 44:72, February, 1960.

<sup>9</sup>H. G. Enterline, "The Significance of High School Business Education," Business Education Observer, 32:3-5, 20, February, 1961.

<sup>10</sup>Irving Adler, What We Want of Our Schools (New York: The John Day Company, 1957), p. 235.

Vocational education is necessary. Young people have to be prepared to make a living and contribute to the productive work of the community. In fact, productive labor is the foundation of all truly human activities. It is therefore, illusory to seek the humanizing goals of a liberal education by neglecting to prepare young people for vocational competence.<sup>11</sup>

Research conducted by business educators and other persons interested in business education reveals the strong need for college-preparatory students to be made vividly aware of the fact that their plans to enter and graduate from college may not materialize exactly in the manner they had hoped. They need to be conscious of the value of business knowledge and office skills before, during, and after college attendance.

Mason<sup>12</sup> wrote that "One of the major purposes of business education has always been the preparation for a vocation." He expressed the opinion of many high school educators when he said that business education in high school helps students obtain part-time jobs as secretaries, clerks, or bookkeepers while in college. He felt that all evidence from present circumstances indicates that business education is a vital cog in the machinery of education and that it should be included in the curriculum of every boy and girl.

Hill<sup>13</sup> found in his study of attrition among high aptitude students that 76 per cent of the females who responded from a group of 320 listed

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<sup>11</sup>Ibid.

<sup>12</sup>Louis D. Mason, "Business Education Offers Something of Value to All Pupils," Clearing House, 39:51-52, September, 1964.

<sup>13</sup>Arthur H. Hill, "A Longitudinal Study of Attrition Among High Aptitude Students," The Journal of Educational Research, 60:167, December, 1966.

some form of clerical or secretarial occupations in describing their type of work. Naturally, the most popular alternative was to return to college, but statistics show that many college withdrawals who desire to return to college will not do so. Many of these withdrawees may remain at their present job or remain in a similar type office job.

In research conducted by Knight at the University of Wisconsin, he made the statement that "The ability to earn income can be interpreted to be critical for those students seeking a higher education."<sup>14</sup>

Slaten, who discussed business subjects in high school, said such preoccupational business subjects as beginning shorthand and typewriting should be available on an elective basis in order to meet the needs of many high school students. She believes that these preoccupational subjects have a three-fold purpose, and the first purpose is "college-bound students who may extend and refine their business concepts and skills while in college or who may use the skills to earn either part or all of their college expenses."<sup>15</sup>

According to information obtained by Wanous,<sup>16</sup> 26 million young people would be looking for work in the 1960's--7 million more than in

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<sup>14</sup>John B. Knight, "Business Education for the College-Bound Student" (unpublished Master's thesis, University of Wisconsin, 1963) p. 15.

<sup>15</sup>Lenell M. Slaten, "Business Subjects in the Secondary School Curriculum," The Balance Sheet, XLVIII (December, 1966), 160.

<sup>16</sup>S. J. Wanous, "High School Curriculum," National Business Education Quarterly, 31:46, Summer, 1963.



the 1950's. He also stated that one third would enter college and four out of five entering college would drop out in the first and second years.

A study made by the Policies Commission for Business and Economic Education strongly urged all college-bound students to give serious consideration to including certain of the business subjects in their high school program. One of the eight justifications given by the commission for college-bound students enrolling in business was that vocational business preparation is valuable to the college dropout. As stated by the commission:

A strong preparation in business developed in high school is valuable for the student who may attend college a semester, a year or so but who does not complete the college program. Over 50 percent of the students nationally who enter four-year colleges today withdraw for any one of several reasons within the first two years. The student who has developed a vocational competency in business while in high school is in a more favorable position to secure employment if he finds that he must withdraw from college before graduation."<sup>17</sup>

Selden<sup>18</sup> wrote that the clerical and kindred occupations group has been the fastest growing area of employment since 1900 and that it represents the second largest occupational group in the nation. This group of secretaries, stenographers, typists, and clerical employees represent 15 per cent of the total employment in America. Studies by the U. S. Department of Labor indicate that automation tends to increase

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<sup>17</sup>The Policies Commission for Business and Economic Education, "Business Education for the College-Bound Student." Business Education Forum, 18:21-22, May, 1964.

<sup>18</sup>William Selden, "Guidance for Business Education," Vocational Guidance Quarterly, 12:107, Winter, 1963-64.

the office staff rather than reduce the number of office employees. Males, who represent 30 per cent of the turnover in clerical and kindred occupations, use initial jobs as stepping stones to better positions. If this is the case, there is a wealth of opportunity in business education for the able young man.

Tonne<sup>19</sup> wrote that between 15 and 20 per cent of the students in most high schools can be classified as superior, and they are the ones who should go on to college. The colleges they attend should be institutions with higher standards, and the programs in which they enroll should require heavier loading of academic subjects. Many of these students have little time for business subjects in the secondary schools. Tonne further stated that many of these students would find their emotional and environmental conditioning was not conducive to the formalized academic program of the university in spite of their formal aptitudes. Therefore, many of them would find their best opportunity for success in post-secondary life in an office environment.

Moreover, many of those who do go to the university will still need to earn a considerable proportion of their living while they are in college. For many of these students, if not most of them, competency is the best means of meeting these problems . . .<sup>20</sup>

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<sup>19</sup>Herbert A. Tonne, "Building an Offense and a Defense for an Adequate Secondary School. Business Education--Vocational and Basic Business," National Business Education Quarterly, 30:78-80, December, 1961.

<sup>20</sup>Ibid.

In an article which appeared in the NEA Journal in 1961, Arthur Goldberg<sup>21</sup> then Secretary of Labor, stated that the business field provided more opportunities for employment than any other and that the greatest growth in the number of jobs would be in the clerical and sales fields--about 3.7 million more in 1970 than in 1960. Nearly all these jobs will go to high school graduates. Skilled occupations are expected to provide 2 million additional jobs by 1970.<sup>22</sup>

A follow-up study conducted by Haberer<sup>23</sup> to obtain general information about graduates of Twin Valley Minnesota High School revealed that more than 28 per cent of the graduates were using their business training to aid in financing their education in a college or business college. He also found that the business subjects used most often on the job (listed in descending order of use) were typewriting, business arithmetic, and bookkeeping. Thirty per cent of the graduates who took shorthand in high school considered it a key factor in obtaining a position.

A study for a Seventh-Day Adventist Academy based on a survey of 1960 graduates of 16 Seventh-Day Adventist Academies in the Pacific Union discovered that 30 per cent of those completing business subjects in the academy had used their business training to help earn their college expenses.<sup>24</sup>

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<sup>21</sup>Arthur J. Goldberg, "Keep Them in School," National Education Association Journal, 50:9, April, 1961.

<sup>22</sup>Ibid.

<sup>23</sup>Richard F. Haberer, "A Follow-Up Study of the Graduates of Twin Valley (Minnesota) High School for the Years of 1959-1963 Inclusive," National Business Education Quarterly, XXX (October, 1964), p. 23.

<sup>24</sup>Alice E. Halsey, "A Proposed Business Curriculum for Seventh-Day Adventist Academy Based on a Survey of Academy Graduates and Other Factors," National Business Education Quarterly, XXXII (October, 1963), pp. 20-21.

Martin<sup>25</sup> reported from her study of the graduates of Baldwin Park High School that in college such skills as shorthand and typewriting are of considerable value to the busy student as well as after college when these same skills, coupled with new training, provide the new job-seeker with a valuable asset. A sentence in her analysis of data is noteworthy:

If the results of this study are an indication of the percentage of college preparatory majors who decide not to attend college but to enter the business world, then business education has an obligation to provide them with a salable skill which they may use to earn a living.<sup>26</sup>

Some of the graduates in this study commented that schools should make provisions for the girl who is a college preparatory major, but who may marry before finishing school since it is often necessary for her to work--either to put her husband through school or later to help support the family.

Schatzka's<sup>27</sup> study discovered that most academically successful graduates are dependent upon their own resources for meeting expenses of their post-high school education. She found that 41.1 per cent of the 1956 Oshkosh High School graduates who assumed all or part of the financial responsibility in attaining higher education had utilized

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<sup>25</sup>Janet Patricia Martin, "Implications for Business Education and Counseling From a Follow-Up Study of Graduates of Baldwin Park High School" (unpublished Master's thesis, University of California, Los Angeles, January, 1964) pp. 40-41.

<sup>26</sup>Ibid.

<sup>27</sup>Joan Schatzka, "A Follow-Up Study of the Academically Successful Students of the Graduating Classess of 1956 and 1961 of Oshkosh High School, Oshkosh, Wisconsin (unpublished Master's seminar report, University of Wisconsin, Madison, July, 1964) p. 64.

skills and knowledges offered by the business education curriculum; she also found that 37.2 per cent of the 1961 graduates who assumed financial responsibility had utilized business education skills and knowledges. Typewriting was included by 17.9 per cent of the 1956 class and by 11.6 per cent of the 1961 class as one of the skill courses used most by the greatest number of academically successful graduates to earn financial support in post-high school education. Business machines, bookkeeping, and shorthand were also indicated to be of relative significance in gaining employment to finance higher education.

Despite our affluent society, the need for more money and the other problems which are similar to those faced by today's college student will probably cause many college students of the future to decide that a college degree is not their preferred goal. Consequently, it appears reasonable to assume that numerous college-bound high school graduates should continue to benefit by being able to use office-skill training in part-time and full-time employment.

## CHAPTER III

### ANALYSIS OF DATA

The data in this chapter pertain to the Shawnee Mission North High School graduates of 1963 and 1964. The post-high school educational status of the graduates is presented, along with their use of office skills for employment while attending college or after withdrawing from college. Additional information on education and employment for those who withdrew from college is also presented. The data were obtained from permanent record cards at Shawnee Mission North and from information received on questionnaires which were sent to a random sampling of the 1963 and 1964 graduates.

Records in the guidance office of the school show that 386 graduates from a total of 499 in the class of 1963, or 77.4 per cent, had transcripts sent to a college or university. Records for the class of 1964 show that 448 graduates from a total of 642, or 69.6 per cent, had transcripts sent to a college or university.

The final copy of the questionnaire was sent to 140 graduates from each class for a total of 280. Ninety-four, or 67 per cent, of the class of 1963 and 95, or 67.8 per cent, of the class of 1964 responded to the questionnaire; these totals include 9 replies to the questionnaire that was sent earlier to 20 of the graduates for reliability.

#### I. POST-HIGH SCHOOL EDUCATIONAL STATUS

The data found in Table I give the post-high school educational status of the graduates who responded to the questionnaire. In tabulating

TABLE I  
 POST-HIGH SCHOOL EDUCATIONAL STATUS OF 189 GRADUATES OF  
 1963 AND 1964 OF SHAWNEE MISSION NORTH HIGH SCHOOL  
 WHO HAD TRANSCRIPTS SENT TO A  
 COLLEGE OR UNIVERSITY

Educational status	Boys	Girls	Per cent of total graduates
Graduated from college	42	44	45.5
Still attending college	19	16	18.5
Withdrawn from college	23	39	33.0
Did not attend college	3	3	3.0
Totals	87	102	100.0

the post-high school educational status of the 1963 and 1964 graduates of Shawnee Mission North who had transcripts sent to a college or university, it was found that 86, or 45.5 per cent, had graduated from college; 35, or 18.5 per cent, were still attending college, and 62, or 33.0 per cent, had withdrawn from college before graduation. Six, or 3.0 per cent, from the total number of respondents never entered a college or university. The persons who had graduated from college and who were working toward a master's or doctorate degree were tallied with the college graduates.

## II. COLLEGE GRADUATES EMPLOYED WHILE ATTENDING COLLEGE

The respondents who graduated from college were asked to check the appropriate blank on the questionnaire if they were employed part-time, full-time, or summers while attending college. If they were employed, they were then asked to check "yes" or "no" beside the question which asked if an office skill had been used for any of their employment. Table II presents this information.

Forty boys and 38 girls, or a total of 91 per cent, checked that they had been employed at some time. Five boys and 24 girls, or 33.8 per cent, checked they had used an office skill for employment.

Forty-six, or 53.6 per cent, of the graduates who responded were employed part-time at some period during their college career. Four boys and 12 girls, or 18.6 per cent, of those employed part-time used at least one office skill. Twenty-nine, or 33.9 per cent, of the graduates were employed during the summer while attending college; one boy



TABLE II

NUMBER OF 1963 AND 1964 GRADUATES OF SHAWNEE MISSION NORTH HIGH SCHOOL  
WHO GRADUATED FROM COLLEGE AND WERE EMPLOYED  
WHILE ATTENDING COLLEGE

Amount of time employed	Boys	Girls	Per cent of total college graduates
<u>Part-time</u>			
*Used office skills	4	*12	18.6
Did not use office skills	22	8	35.0
<u>Summers only</u>			
*Used office skills	1	*13	16.4
Did not use office skills	12	3	17.5
<u>Full-time</u>			
Used office skills	0	1	1.2
Did not use office skills	1	1	2.3
Totals	40	38	91.0

\* Two girls used office skills for both part-time and summer employment  
at some time during college attendance

and 13 girls, or 16.4 per cent, used an office skill for their summer employment. Two of the girls used office skills for both part-time and summer employment during their college years. Three, or only 3.5 per cent, of the graduates were employed full-time and only 1 girl, or 1.2 per cent, used an office skill.

### III. OFFICE SKILL COURSES TAKEN IN HIGH SCHOOL BY COLLEGE GRADUATES

As would be expected, typing was the office skill course taken by the majority of the graduates as shown in Table III. Fifty-two, or 60.5 per cent, of the respondents took personal typing; and 25, or 30 per cent, took typing I. Only 18 graduates out of the total of 52 who took personal typing were girls while 23 out of the 25 who had a full year of typing in high school were girls. Twelve girls, or 14 per cent, took shorthand; but only 9, or 10.4 per cent, of the graduates had bookkeeping I. Enrollment of the college graduates in other office skill courses offered at North were not as high. In the order of descending frequency, the number enrolled in these courses were: business machines, secretarial practice, bookkeeping II, and clerical practice. Four of the college graduates did not take any office skill courses in high school.

### IV. OFFICE SKILLS USED FOR EMPLOYMENT BY COLLEGE GRADUATES

The skills used are listed in Table IV on page 26. The college graduates who worked during their college years were asked to check the

TABLE III

OFFICE SKILL COURSES TAKEN IN HIGH SCHOOL BY 86 OF THE  
1963 AND 1964 SHAWNEE MISSION NORTH HIGH SCHOOL  
GRADUATES WHO GRADUATED FROM COLLEGE

Office skill course	Boys	Girls	Per cent of total college graduates
Personal typing	34	18	60.5
Typing I	2	23	30.0
Shorthand	0	12	14.0
Bookkeeping I	3	6	10.4
Business machines	1	7	9.3
Secretarial practice	0	5	5.8
None	2	2	4.6
Bookkeeping II	2	1	3.5
Clerical practice	0	1	1.2

TABLE IV

OFFICE SKILLS USED FOR EMPLOYMENT WHILE ATTENDING COLLEGE BY 86 OF THE  
1963 AND 1964 SHAWNEE MISSION NORTH HIGH SCHOOL GRADUATES  
WHO ARE COLLEGE GRADUATES

Office skill	Boys	Girls	Per cent of total college graduates
Typing--copy from typed or printed material	3	23	30.2
Filing	0	15	17.5
Duplicating	0	14	16.3
Adding machine	1	11	14.0
Typing--listening to dictation machine	0	7	8.1
Dictation--taking letters in shorthand	0	6	7.0
Bookkeeping--posting	1	5	7.0
Bookkeeping--accounts receivable	1	4	5.8
Calculator	0	4	4.6
Bookkeeping--accounts payable	1	3	4.6
Bookkeeping--preparation of work sheet	2	2	4.6
Bookkeeping--journalizing	1	2	3.5
Comptometer	0	2	2.3
Bookkeeping--preparation of financial statement	1	1	2.3
Other			
Computer programming	1	2	3.5
Switchboard	0	2	2.3
Automatic typewriter	0	1	1.2
Data processing	0	1	1.2
Photocopying	0	1	1.2

skills they used for employment while in college. Twenty-six, or 30.2 per cent, used straight-copy typing; of this number, 23 were girls. Fifteen, or 17.5 per cent, of the girls used filing; and 14, or 16.3 per cent, of the girls used some type of duplicating equipment. Twelve, or 14 per cent, used an adding machine. All of the other skills listed in Table IV were used for employment during college, but they were used by fewer graduates.

#### V. OFFICE SKILLS USED BY COLLEGE GRADUATES WHICH WERE LEARNED IN HIGH SCHOOL

The graduates were asked to check from a chart of office skills the ones they learned in high school which were used for employment while in college. Then they were asked to list in a separate section the skills they used which were not learned in high school. However, the writer found that very few of the respondents answered the question as directed; instead, they checked all the skills used, regardless of where they were learned. Consequently, information on the permanent record cards of the graduates was checked for skills learned at North. This information is shown in Table V.

Twenty-five, or 29.1 per cent, of the graduates who used straight-copy typing for employment while in college had taken typing before graduating from high school. Eight girls, or 9.3 per cent, used an adding machine; and 7, or 8.1 per cent, of the girls operated a duplicating machine. Typing while listening to a dictation machine and filing were both used by 6, or 7 per cent, of the graduates. Taking

TABLE V

OFFICE SKILLS LEARNED IN HIGH SCHOOL WHICH WERE USED FOR EMPLOYMENT WHILE ATTENDING  
COLLEGE BY 86 SHAWNEE MISSION NORTH HIGH SCHOOL GRADUATES OF 1963 AND 1964  
WHO ARE COLLEGE GRADUATES

Office skill	Boys	Girls	Per cent of total college graduates
Typing--copy from typed or printed material	3	22	29.1
Adding machine	0	8	9.3
Duplicating	0	7	8.1
Typing--listening to dictation machine	2	4	7.0
Filing	0	6	7.0
Dictation--taking letters in shorthand	0	5	5.8
Bookkeeping--posting	0	3	3.5
Bookkeeping--accounts receivable	0	3	3.5
Calculator	0	2	2.3
Comptometer	0	2	2.3
Bookkeeping--journalizing	0	2	2.3
Bookkeeping--accounts payable	0	2	2.3
Bookkeeping--preparation of work sheet	0	2	2.3
Bookkeeping--preparation of financial statement	0	1	1.2

dictation in shorthand was used by 5, or 5.8 per cent, of the girls; and the two bookkeeping procedures of posting entries and recording accounts receivable were each used by 3, or 3.5 per cent, of the girls. The remaining skills were each used by 2 girls, or 2.3 per cent, except for preparing a financial statement which was used by only 1 girl, or 1.2 per cent.

VI. OFFICE SKILLS USED BY COLLEGE GRADUATES WHICH  
WERE NOT LEARNED IN HIGH SCHOOL

Table VI shows that filing was the office skill used most by the graduates without high school preparation for employment while in college. Nine, or 10.5 per cent, of the girls used filing; and 7, or 8.1 per cent, of the girls used a duplicating machine. An adding machine was used by 4 girls, or 4.6 per cent, while 3 each, or 3.5 per cent, used the two skills of typing while listening to a dictation machine and posting bookkeeping entries. Use of a calculator plus the three bookkeeping procedures of recording accounts receivable, accounts payable, and preparing a work sheet were each used by 2, or 2.3 per cent, of the graduates. Except for the use of a comptometer, the remaining skills were each used by only 1 graduate, or 1.2 per cent.

When comparing Tables V and VI, it will be noted that filing was the only skill used by more of the graduates who did not have the training in high school than by the graduates who did have a course involving correct filing procedures. Duplicating, posting of bookkeeping entries, use of a calculator, recording accounts payable, preparing a work sheet, and preparing a financial statement were used by the same number of

TABLE VI

OFFICE SKILLS NOT LEARNED IN HIGH SCHOOL WHICH WERE USED FOR EMPLOYMENT WHILE ATTENDING  
COLLEGE BY 86 SHAWNEE MISSION NORTH HIGH SCHOOL GRADUATES OF 1963 AND 1964  
WHO ARE COLLEGE GRADUATES

Office skill	Boys	Girls	Per cent of total college graduates
Filing	0	9	10.5
Duplicating	0	7	8.1
Adding machine	0	4	4.6
Typing--listening to dictation machine	0	3	3.5
Bookkeeping--posting	1	2	3.5
Calculator	0	2	2.3
Bookkeeping--accounts receivable	1	1	2.3
Bookkeeping--accounts payable	1	1	2.3
Bookkeeping--preparation of work sheet	1	1	2.3
Typing--copy from typed or printed material	0	1	1.2
Dictation--taking letters in shorthand	0	1	1.2
Bookkeeping--journalizing	1	0	1.2
Bookkeeping--preparation of financial statement	1	0	1.2
Comptometer	0	0	



graduates, regardless of their high school training. The skills of typing, using an adding machine, typing while listening to a dictation machine, taking dictation in shorthand, recording accounts receivable, journalizing bookkeeping entries, and using a comptometer were used by more of the graduates who received high school training than by those who did not receive the training in high school.

#### VII. STILL ATTENDING COLLEGE AND EMPLOYED

The Shawnee Mission North graduates who were still attending college and working were asked to check whether they were working part-time, full-time, or summers. They were then asked to check "yes" or "no" beside the question if an office skill was being used or had been used for employment while in college. Twenty-four, or 68.5 per cent, responded "yes." Sixteen, or 45.6 per cent, of those attending were employed part-time; but only 6, or 17.1 per cent, were using or had used an office skill. Five of the 6 persons who were using an office skill were girls. None of the persons still attending college had worked during the summer using an office skill even though 4, or 11.4 per cent, had had some type of summer employment. Four boys who responded were employed full-time, but only 1, or 2.9 per cent, was employed where an office skill was involved. Table VII presents these data.

#### VIII. OFFICE SKILL COURSES TAKEN IN HIGH SCHOOL BY THOSE ATTENDING COLLEGE

Table VIII on page 33 shows that, like the respondents who are college graduates, typing was the office skill course taken by the largest

TABLE VII

NUMBER OF 1963 AND 1964 SHAWNEE MISSION NORTH HIGH SCHOOL  
GRADUATES WHO ARE STILL ATTENDING COLLEGE  
AND ARE EMPLOYED

Amount of time employed	Boys	Girls	Per cent of total graduates still attending
<u>Part-time</u>			
Using (or used) office skills	1	5	17.1
Have not used office skills	5	5	28.5
<u>Summers only</u>			
Using (or used) office skills	0	0	
Have not used office skills	2	2	11.4
<u>Full-time</u>			
Using (or used) office skills	1	0	2.9
Have not used office skills	3	0	8.6
<b>Totals</b>	<b>12</b>	<b>12</b>	<b>68.5</b>

TABLE VIII  
 OFFICE SKILL COURSES TAKEN IN HIGH SCHOOL BY 35  
 SHAWNEE MISSION NORTH HIGH SCHOOL GRADUATES  
 OF 1963 AND 1964 WHO ARE STILL  
 ATTENDING COLLEGE

Office skill course	Boys	Girls	Per cent of total graduates still attending
Personal typing	14	13	77.0
Typing I	4	5	25.7
Bookkeeping I	3	2	14.3
Business machines	2	1	8.6
Shorthand	0	2	5.7
Bookkeeping II	1	0	2.9
Secretarial practice	0	1	2.9
None	1	0	2.9
Clerical practice	0	0	

number of respondents who are still attending college. Twenty-seven, or 77 per cent, took personal typing; but only 9, or 25.7 per cent, took typing I. The course with the third highest enrollment was bookkeeping I with 5, or 14.3 per cent. The other office skill courses taken in high school by graduates still attending college are given in order of descending frequency.

It is interesting to note that the largest number of students who enrolled in the courses graduated with the class of 1964; all but 11 tallies were from the 1964 class.

#### IX. OFFICE SKILLS USED FOR EMPLOYMENT BY THOSE STILL ATTENDING COLLEGE

The respondents who were still attending college were asked to check from a chart of office skills the ones learned in high school which were used or had been used for employment. Then they were asked to list in a separate section the skills they used which were not learned in high school. Like the college graduates who responded to the questionnaire, the writer found that very few of those still attending college answered the question as directed; instead, they checked all the skills used, regardless of where they were learned. Information on the permanent record cards of these persons was also checked for skills learned at North. Table IX presents the data.

Fifteen, or 42.9 per cent, of North's graduates who are still attending college use or have used straight-copy typing for employment. Filing and use of an adding machine rank second with 9 each, or 25.7

TABLE IX

OFFICE SKILLS BEING USED (OR USED) FOR EMPLOYMENT BY 35  
 SHAWNEE MISSION NORTH HIGH SCHOOL GRADUATES  
 OF 1963 AND 1964 WHO ARE STILL  
 ATTENDING COLLEGE

Office skill	Boys	Girls	Per cent of total graduates still attending
Typing--copy from typed or printed material	6	9	42.9
Filing	2	7	25.7
Adding machine	3	6	25.7
Duplicating	3	4	20.0
Calculator	3	3	17.1
Bookkeeping--accounts receivable	3	2	14.3
Bookkeeping--accounts payable	3	2	14.3
Bookkeeping--journalizing	3	1	11.4
Bookkeeping--posting	3	1	11.4
Bookkeeping--preparation of work sheet	1	1	5.7
Bookkeeping--preparation of financial statement	1	1	5.7
Typing--listening to dictation machine	0	1	2.9
Dictation--taking letters in shorthand	0	1	2.9
Comptometer	0	0	
Other			
Photocopying	0	1	2.9
Desk top computer	1	0	2.9

per cent, of the students indicating these skills are used or have been used. The next most-used skill was operation of a duplicating machine by 7, or 20 per cent; six, or 17.1 per cent, of the college students are using or have used a calculator for employment. Five each, or 14.3 per cent, checked the recording of accounts receivable and accounts payable as the skills they were using or had used while 4 each, or 11.4 per cent, checked the two bookkeeping operations of journalizing and posting. The rest of the skills and their frequency of use are listed in Table IX.

It is again interesting to note that most of the tallies came from the class of 1964; just 13 tallies came from the 1963 graduating class.

#### X. OFFICE SKILLS USED BY THOSE STILL ATTENDING COLLEGE WHICH WERE LEARNED IN HIGH SCHOOL

The data in Table X show that the skill used most for employment by those still attending college is the same skill that was used most frequently by the persons who are now college graduates. Fifteen, or 42.8 per cent, of the persons still attending college use or have used typing for employment. In comparison, all of the other skills are or have been used very little. Three students, or 8.6 per cent, indicated they have used an adding machine while the next 10 skills listed in Table X were checked by only 1 each, or 2.9 per cent, as a skill that was used or had been used. The two skills of typing while listening to a dictation machine and use of a comptometer had not been used for employment at any time by those still in college.

TABLE X

OFFICE SKILLS LEARNED IN HIGH SCHOOL WHICH ARE USED (OR HAVE BEEN USED)  
 BY 35 SHAWNEE MISSION NORTH HIGH SCHOOL GRADUATES OF 1963 AND 1964  
 WHO ARE STILL ATTENDING COLLEGE

Office skill	Boys	Girls	Per cent of total graduates still attending
Typing--copy from typed or printed material	6	9	42.8
Adding machine	2	1	8.6
Dictation--taking letters in shorthand	0	1	2.9
Filing	0	1	2.9
Duplicating	0	1	2.9
Calculator	1	0	2.9
Bookkeeping--journalizing	1	0	2.9
Bookkeeping--posting	1	0	2.9
Bookkeeping--accounts receivable	1	0	2.9
Bookkeeping--accounts payable	1	0	2.9
Bookkeeping--preparation of work sheet	1	0	2.9
Bookkeeping--preparation of financial statement	1	0	2.9
Typing--listening to dictation machine	0	0	
Comptometer	0	0	

XI. OFFICE SKILLS USED BY THOSE STILL ATTENDING COLLEGE  
WHICH WERE NOT LEARNED IN HIGH SCHOOL

Information in Table XI shows that filing and use of an adding machine are the two skills used most by North's graduates who are still in college, but who did not enroll in high school courses which taught these skills. Duplicating is used or has been used by 7, or 20 per cent; use of the calculator is next with 6, or 17.1 per cent. Typing from straight-copy material, the recording of accounts receivable, and the recording of accounts payable are each used or have been used by 4, or 11.4 per cent. Journalizing accounts and posting entries for bookkeeping are used or have been used by 3 each, or 8.6 per cent, of those still in college. The remaining skills have been used by fewer persons; taking dictation in shorthand and using the comptometer have not been used at any time for employment by North's graduates who are still in college. Again, the largest number of persons using the skills were from the class of 1964; 12 tallies were from the class of 1963.

By comparing Tables X and XI, it will be noted that straight-copy typing and taking dictation in shorthand were the only two skills learned in high school that are used or have been used by a larger number of North's graduates still attending college than those skills which were not learned in high school. The comptometer has not been used by persons in either category.

XII. COLLEGE TERMS COMPLETED BY COLLEGE WITHDRAWEES

As shown by the data in Table XII on page 40, four semesters was the number of terms completed by the largest number of Shawnee Mission



TABLE XI

OFFICE SKILLS NOT LEARNED IN HIGH SCHOOL WHICH ARE USED (OR HAVE BEEN USED)  
 BY 35 SHAWNEE MISSION NORTH HIGH SCHOOL GRADUATES OF 1963 AND 1964  
 WHO ARE STILL ATTENDING COLLEGE

Office skill	Boys	Girls	Per cent of total graduates still attending
Adding machine	3	5	22.8
Filing	3	5	22.8
Duplicating	3	4	20.0
Calculator	3	3	17.1
Typing--copy from typed or printed material	2	2	11.4
Bookkeeping--accounts receivable	1	3	11.4
Bookkeeping--accounts payable	1	3	11.4
Bookkeeping--journalizing	2	1	8.6
Bookkeeping--posting	2	1	8.6
Bookkeeping--preparation of work sheet	1	1	5.7
Bookkeeping--preparation of financial statement	1	1	5.7
Typing--listening to dictation machine	0	1	2.9
Dictation--taking letters in shorthand	0	0	
Comptometer	0	0	

TABLE XII

NUMBER OF COLLEGE SEMESTERS (AND QUARTERS) COMPLETED  
 BY 62 SHAWNEE MISSION NORTH HIGH SCHOOL GRADUATES  
 OF 1963 AND 1964 WHO WITHDREW FROM COLLEGE

College term	Boys	Girls	Per cent of total graduates who withdrew
<u>Semesters</u>			
four	4	13	27.4
two	*4	** 9	21.0
five	5	5	16.1
three	4	3	11.3
one	1	5	9.7
six	2	3	8.1
eight	3	0	4.8
seven	1	1	3.2
<u>Quarters</u>			
two	*1	0	1.6
three	0	** 1	1.6

\* One boy attended 2 semesters and 2 quarters

\*\* One girl attended 2 semesters and 3 quarters

North graduates who withdrew from college; seventeen, or 27.4 per cent, withdrew after the fourth semester. Two semesters was the second highest number of semesters completed by 13, or 21 per cent, of the withdrawees. Five completed semesters ranked third with 10, or 16.1 per cent; and 3 semesters was next with 7, or 11.3 per cent. One semester was completed by 6, or 9.7 per cent; but 6 semesters were completed by 5, or 8.1 per cent of the withdrawees. Eight semesters were completed by 3, or 4.8 per cent, while 7 semesters were completed by 2, or 3.2 per cent, of the respondents to the questionnaire.

One girl attended 3 quarters of college plus 5 semesters, and one boy who attended 2 semesters also attended 2 quarters of college.

### XIII. COLLEGE WITHDRAWEES WHO ARE EMPLOYED AND USE (OR HAVE USED) OFFICE SKILLS

Twenty-three boys and 28 girls which total 51, or 82.3 per cent, of the persons who withdrew from college are employed full-time. Thirty-four, or 55 per cent, out of the 51 withdrawees (12 boys and 22 girls) use an office skill for present employment. Twenty-seven, or 43.5 per cent, of the withdrawees checked the space provided which indicated they had used an office skill for previous employment since leaving college; eight of this total were boys and 19 were girls. These data are presented in Table XIII.

TABLE XIII

NUMBER OF 1963 AND 1964 SHAWNEE MISSION NORTH HIGH SCHOOL  
COLLEGE WITHDRAWEEES WHO ARE EMPLOYED AND WHO PRESENTLY  
USE (OR PREVIOUSLY USED) OFFICE SKILLS FOR EMPLOYMENT

	Boys	Girls	Per cent of total graduates who withdrew
Employed full-time	23	28	82.3
Presently use office skills	12	22	55.0
Previously used office skills	8	19	43.5

XIV. OFFICE SKILLS LEARNED IN HIGH SCHOOL  
BY COLLEGE WITHDRAWNEES

Just as the college graduates and those still attending college were asked to do, the respondents who did not complete college were asked to check from a chart of office skills the ones learned in high school which were used or had been used for employment since withdrawing from college. They were then asked to list in a separate section the skills they used which were not learned in high school. The writer again found that very few of the persons who withdrew from college answered the question as directed; instead, they checked all the skills used, regardless of where they were learned. Information on the permanent record cards of these persons was also checked for the skills learned at North.

Thirty-one, or 50 per cent, of the graduates who withdrew from college took personal typing; and 25, or 40.3 per cent, took typing I. Twenty-one, or 33.9 per cent, of the girls took shorthand while 16, or 25.8 per cent, of the persons who withdrew took bookkeeping I at North. Fifteen girls, or 24.2 per cent, were enrolled in business machines; and 7 girls, or 11.3 per cent, were enrolled in secretarial practice. Six, or 9.7 per cent, of the withdrawnees never enrolled in any office skill course in high school. Only 4, or 6.5 per cent, enrolled in bookkeeping II; and 3, or 4.8 per cent, took clerical practice. This information is found in Table XIV.

TABLE XIV

OFFICE SKILL COURSES TAKEN IN HIGH SCHOOL BY 62 SHAWNEE MISSION NORTH  
HIGH SCHOOL GRADUATES OF 1963 AND 1964 WHO  
WITHDREW FROM COLLEGE

Office skill course	Boys	Girls	Per cent of total graduates who withdrew
Personal typing	*18	13	50.0
Typing I	1	24	40.3
Shorthand	0	21	33.9
Bookkeeping I	6	10	25.8
Business machines	0	15	24.2
Secretarial practice	0	7	11.3
None	4	2	9.7
Bookkeeping II	3	1	6.5
Clerical practice	0	3	4.8

\* One boy who took personal typing did not receive credit for it, but he is using the skill for employment

XV. OFFICE SKILLS USED FOR PRESENT EMPLOYMENT  
BY COLLEGE WITHDRAWEEES

Table XV gives the office skills used for present employment by the graduates who withdrew from college.

As might be expected, the majority of the skills are used more by girls than boys. Like the Shawnee Mission North graduates who were or are employed while attending college, typing from straight-copy material is the office skill used most by the respondents. Thirty-three, or 53.3 per cent, use typing; however, one boy who did not receive credit for personal typing is presently employed using the skill.

Filing is used by 30, or 48.4 per cent; and duplicating machines are used by 21, or 33.9 per cent, of the withdrawees. Use of a calculator is next in frequency of use with 15, or 24.2 per cent, while typing and listening to a dictation machine is used by 13, or 21 per cent, of the withdrawees.

Taking dictation in shorthand and posting bookkeeping entries are each used by 9, or 14.5 per cent; but the three bookkeeping procedures of journalizing, recording accounts receivable, and preparing a work sheet are each used by 8, or 12.9 per cent, of the graduates who withdrew from college. Seven, or 11.3 per cent, record accounts payable; and 6, or 9.7 per cent, prepare financial statements. Only 3, or 4.8 per cent, of the withdrawees use a comptometer for present employment.

The remaining office skills are the "other" skills listed by the respondents on the questionnaire form. They are listed in order of use.

TABLE XV

OFFICE SKILLS USED FOR PRESENT EMPLOYMENT BY 62  
SHAWNEE MISSION NORTH HIGH SCHOOL GRADUATES  
OF 1963 AND 1964 WHO WITHDREW FROM COLLEGE

Office skill	Boys	Girls	Per cent of total graduates who withdrew
Typing--copy from typed or printed material	9	24	53.3
Filing	9	21	48.4
Adding machine	7	16	37.1
Duplicating	6	15	33.9
Calculator	5	10	24.2
Typing--listening to dictation machine	3	10	21.0
Dictation--taking letters in shorthand	0	9	14.5
Bookkeeping--posting	2	7	14.5
Bookkeeping--journalizing	5	3	12.9
Bookkeeping--preparation of work sheet	5	3	12.9
Bookkeeping--accounts receivable	3	5	12.9
Bookkeeping--accounts payable	3	4	11.3
Bookkeeping--preparation of financial statements	4	2	9.7
Comptometer	1	2	4.8
Other			
Teletype	2	0	3.2
Computer	1	0	1.6
IBM key punch	1	0	1.6
Teller machine	0	1	1.6
Switchboard	0	1	1.6



XVI. OFFICE SKILLS USED FOR PREVIOUS EMPLOYMENT  
BY COLLEGE WITHDRAWEEES

Table XVI lists the order of frequency of use of the office skills that have been used for previous employment since the respondents withdrew from college.

Again, more skills were used by girls than by boys; and typing headed the list of office skills used most by 28, or 61.2 per cent, of the withdrawees. Thirty-five, or 56.5 per cent, used filing; 32, or 51.5 per cent, used an adding machine; and 21, or 33.9 per cent, used a duplicating machine for previous employment.

The two bookkeeping procedures of posting and recording accounts payable were each used by 15, or 24.2 per cent, of the withdrawees. Taking dictation in shorthand was used by 13, or 21 per cent, while use of a calculator and recording accounts receivable were both used by 12, or 19.4 per cent, of those who withdrew.

Typing while listening to a dictation machine and the three bookkeeping skills of journalizing, preparing a work sheet, and preparing a financial statement were each used by 11, or 17.7 per cent, of the total withdrawees. The comptometer was used by 5, or 8 per cent, of the respondents who did not finish college. The remaining skills were the ones listed by the respondents in the place provided for "other" skills on the questionnaire form.

By comparing Tables XV and XVI, it will be noted that straight-copy typing, filing, and the adding machine were used more for previous

TABLE XVI

OFFICE SKILLS USED FOR PREVIOUS EMPLOYMENT BY 62 SHAWNEE MISSION NORTH HIGH SCHOOL GRADUATES OF 1963 AND 1964 SINCE WITHDRAWING FROM COLLEGE

Office skill	Boys	Girls	Per cent of total graduates who withdrew
Typing--copy from typed or printed material	8	30	61.2
Filing	6	29	56.5
Adding machine	6	26	51.5
Duplicating	3	18	33.9
Bookkeeping--posting	2	13	24.2
Bookkeeping--accounts payable	2	13	24.2
Dictation--taking letters in shorthand	0	13	21.0
Calculator	2	10	19.4
Bookkeeping--accounts receivable	2	10	19.4
Typing--listening to dictation machine	0	11	17.7
Bookkeeping--journalizing	1	10	17.7
Bookkeeping--preparation of work sheet	2	9	17.7
Bookkeeping--preparation of financial statement	2	9	17.7
Comptometer	1	4	8.0
Other			
Teletype	2	0	3.2
IBM key punch	1	0	1.6
Teller machine	0	1	1.6
Switchboard	0	1	1.6

employment; duplicating remained the same. The rest of the principal skills were used by more persons for previous jobs than for present employment except for the two skills of typing while listening to a dictation machine and use of a calculator.

XVII. OFFICE SKILLS USED FOR PRESENT EMPLOYMENT WITH  
HIGH SCHOOL TRAINING BY COLLEGE WITHDRAWEES

Table XVII shows the skills learned in high school which are used for present employment. The skill used most is straight-copy typing; it is used by 31, or 50 per cent of the withdrawees. Use of an office skill then drops to 14, or 22.6 per cent, with the use of an adding machine. The three skills of typing while listening to a dictation machine, taking dictation in shorthand, and duplicating are each used by 8, or 12.9 per cent, of the girls who withdrew from college and who had this training before high school graduation. Filing is used by 7, or 11.3 per cent, while the two skills of using a calculator and recording accounts receivable are each used by 5, or 8.1 per cent, of the withdrawees. Except for the use of a comptometer, the remaining skills are used by the withdrawees for present employment, but these skills are used with less frequency.

XVIII. OFFICE SKILLS USED FOR PREVIOUS EMPLOYMENT WITH HIGH  
SCHOOL TRAINING BY COLLEGE WITHDRAWEES

The data in Table XVIII on page 51 show that straight-copy typing has been used by 37, or 59.6 per cent, of the respondents for some type of previous employment since withdrawing from college. The next most-used

TABLE XVII

OFFICE SKILLS USED FOR PRESENT EMPLOYMENT BY 62 SHAWNEE MISSION NORTH HIGH SCHOOL GRADUATES OF 1963 AND 1964 WHO WITHDREW FROM COLLEGE AND WHO HAD HIGH SCHOOL TRAINING FOR THESE SKILLS

Office skill	Boys	Girls	Per cent of total graduates who withdrew
Typing--copy from typed or printed material	8	23	50.0
Adding machine	2	12	22.6
Typing--listening to dictation machine	0	8	12.9
Dictation--taking letters in shorthand	0	8	12.9
Duplicating	0	8	12.9
Filing	0	7	11.3
Calculator	0	5	8.1
Bookkeeping--accounts receivable	2	3	8.1
Bookkeeping--journalizing	3	1	6.5
Bookkeeping--posting	3	1	6.5
Bookkeeping--accounts payable	2	2	6.5
Bookkeeping--preparation of work sheet	2	2	6.5
Bookkeeping--preparation of financial statement	1	1	3.2
Comptometer	0	0	

TABLE XVIII

OFFICE SKILLS USED FOR PREVIOUS EMPLOYMENT SINCE WITHDRAWING FROM COLLEGE BY 62  
 SHAWNEE MISSION NORTH HIGH SCHOOL GRADUATES OF 1963 AND 1964  
 WHO HAD HIGH SCHOOL TRAINING FOR THESE SKILLS

Office skill	Boys	Girls	Per cent of total graduates who withdrew
Typing--copy from typed or printed material	8	29	59.6
Adding machine	2	12	22.6
Duplication	0	11	17.8
Dictation--taking letters in shorthand	0	11	17.8
Filing	0	9	14.5
Typing--listening to dictation machine	0	8	12.9
Calculator	0	6	9.7
Bookkeeping--accounts payable	1	4	8.1
Bookkeeping--posting	1	4	8.1
Bookkeeping--accounts receivable	1	4	8.1
Bookkeeping--journalizing	1	4	8.1
Bookkeeping--preparation of work sheet	1	3	6.5
Bookkeeping--preparation of financial statement	1	2	4.8
Comptometer	0	2	3.2

skill was filing by 24, or 38.7 per cent. Duplicating and taking dictation in shorthand were each used by 11 girls, or 17.8 per cent. Filing was used by 9 girls, or 14.5 per cent, typing while listening to a dictation machine was used by 8 girls, or 12.9 per cent, and a calculator was used by 6, or 9.7 per cent. The four bookkeeping procedures of posting, journalizing, recording accounts receivable, and recording accounts payable were each used by 5, or 8.1 per cent, of the withdrawees. Preparing a work sheet was performed by 4, or 6.5 per cent; but preparing a financial statement was performed by 3, or 3.2 per cent. A comptometer was used by 2, or 3.2 per cent, of the respondents who did not finish college.

By comparing Tables XVII and XVIII, it will again be noticed that the majority of skills were used by a larger number of withdrawees for previous employment than are used for present employment. Use of an adding machine, typing while listening to a dictation machine, posting bookkeeping accounts, and preparing a work sheet were the only skills that are used as much for present employment as were used for previous employment.

XIX. OFFICE SKILLS USED BY WITHDRAWEEES FOR PRESENT  
EMPLOYMENT WITHOUT HIGH SCHOOL TRAINING

As can be seen by observing Table XIX, filing is the skill used by the largest number of persons who did not enroll in a high school course which offered this skill. Twenty-three, or 37.1 per cent, use

TABLE XIX

OFFICE SKILLS USED FOR PRESENT EMPLOYMENT BY 62 SHAWNEE MISSION NORTH HIGH SCHOOL GRADUATES  
OF 1963 AND 1964 WHO WITHDREW FROM COLLEGE AND WHO DID NOT HAVE  
HIGH SCHOOL TRAINING FOR THESE SKILLS

Office skill	Boys	Girls	Per cent of total graduates who withdrew
Filing	9	14	37.1
Duplicating	6	6	19.4
Adding machine	6	5	17.8
Calculator	5	5	16.1
Bookkeeping--posting	0	7	9.7
Typing--listening to dictation machine	*3	2	8.1
Bookkeeping--journalizing	2	3	8.1
Bookkeeping--preparation of work sheet	2	3	8.1
Bookkeeping--preparation of financial statement	4	1	8.1
Comptometer	1	2	4.8
Bookkeeping--accounts receivable	1	2	4.8
Bookkeeping--accounts payable	1	2	4.8
Typing--copy from typed or printed material	1	1	3.2
Dictation--taking letters in shorthand	0	0	

\* Two boys indicated the dictation machine was a radio

filing. The next most-used skill is duplicating which drops to 12, or 19.4 per cent, while an adding machine is used by 11, or 17.8 per cent. Use of a calculator is next with 10, or 16.1 per cent; and the posting of bookkeeping entries follows with 7, or 9.7 per cent, of the withdrawees using this skill. Typing while listening to a dictation machine and the three bookkeeping procedures of journalizing, preparing a work sheet, and preparing a financial statement are each used by 5, or 8.1 per cent, of the respondents who did not finish college. As might be expected, very few withdrawees use straight-copy typing; two persons, or 3.2 per cent, use it for present employment. No withdrawee without high school shorthand takes dictation in shorthand on his present job.

XX. OFFICE SKILLS USED BY WITHDRAWEES FOR PREVIOUS  
EMPLOYMENT WITHOUT HIGH SCHOOL TRAINING

The data in Table XX show that filing was still the skill used most without high school training since leaving college by the withdrawees who responded to the questionnaire. Twenty-four, or 38.7 per cent, used filing for previous employment while 18, or 29 per cent, used an adding machine. Duplicating and recording accounts payable were used by 10, or 16.1 per cent of the withdrawees. Posting bookkeeping entries was performed by 9, or 14.5 per cent; and preparing a financial statement was taken care of by 8, or 12.9 per cent. The two bookkeeping operations of recording accounts receivable and preparing a work sheet were each performed by 7, or 11.3 per cent, of those who responded. A calculator was used by 6, or 9.7 per cent, of the withdrawees while the two skills of



TABLE XX

OFFICE SKILLS USED FOR PREVIOUS EMPLOYMENT SINCE WITHDRAWING FROM COLLEGE BY 62  
 SHAWNEE MISSION NORTH HIGH SCHOOL GRADUATES OF 1963 AND 1964  
 WHO DID NOT HAVE HIGH SCHOOL TRAINING FOR THESE SKILLS

Office skill	Boys	Girls	Per cent of total graduates who withdrew
Filing	6	18	38.7
Adding machine	6	12	29.0
Duplicating	4	6	16.1
Bookkeeping--accounts payable	1	9	16.1
Bookkeeping--posting	1	8	14.5
Bookkeeping--preparation of financial statement	1	7	12.9
Bookkeeping--accounts receivable	1	6	11.3
Bookkeeping--preparation of work sheet	1	6	11.3
Calculator	1	5	9.7
Typing--listening to dictation machine	0	5	8.1
Bookkeeping--journalizing	0	5	8.1
Comptometer	1	2	4.8
Typing--copy from typed or printed material	0	1	1.6
Dictation--taking letters in shorthand	0	* 1	1.6

\* Used notehand

typing while listening to a dictation machine and journalizing bookkeeping entries were each used by 5 girls, or 8.1 per cent, who responded and had withdrawn from college. A comptometer was used by 3, or 4.8 per cent; but straight-copy typing and taking dictation in shorthand were each used by 1 person, or 1.6 per cent, without high school training for previous employment since leaving college.

By comparing Tables XIX and XX, it may be observed that the skills of filing, duplicating, and use of a calculator are used by more withdrawees with no high school training for present employment than were used for previous employment. However, using an adding machine, posting bookkeeping accounts, preparing a work sheet, preparing a financial statement, and recording accounts receivable and accounts payable were used by more withdrawees for previous employment. Use of a typewriter while listening to a dictation machine and use of a comptometer plus journalizing bookkeeping entries are used by the same number of withdrawees for present employment as were used for previous employment.

#### XXI. SOURCES OF ADDITIONAL SKILL TRAINING FOR COLLEGE WITHDRAWEEES

Table XXI shows that 13, or 21 per cent, of the boys and 17, or 27.4 per cent, of the girls who responded to the questionnaire and who left college before graduation took new or additional office skill training after graduating from Shawnee Mission North. Eleven, or 17.8 per cent, received that training at a four-year college while 5, or 8.1 per cent, received the training from a junior college. Four, or 6.5 per cent,

TABLE XXI

SOURCES OF NEW OR ADDITIONAL OFFICE SKILL TRAINING FOR SOME OF THE 62  
SHAWNEE MISSION NORTH HIGH SCHOOL GRADUATES OF 1963 AND 1964  
WHO WITHDREW FROM COLLEGE

Source	Boys	Girls	Per cent of total graduates who withdrew
College	4	7	17.8
Junior college	2	3	8.1
Adult education	1	3	6.5
Private business college	0	3	4.8
Company school or company sponsored school	2	1	4.8
Other			
U.S. Army	3	0	4.8
Computer Programming Institute	1	0	1.6
Totals	13	17	48.4

attended adult education classes. Three each, or 4.8 per cent, attended a private business college and a company school or company sponsored school.

Two additional sources of training which were not listed on the questionnaire were: the U. S. Army where 3 withdrawees learned an office skill and the Computer Programming Institute where 1 boy received his training.

## XXII. NEW SKILLS AND ADDITIONAL TRAINING RECEIVED BY COLLEGE WITHDRAWEEES

Ten, or 11.1 per cent, of the college withdrawees took bookkeeping (accounting) outside of high school. Three, or 4.8 per cent, of those who left college learned how to operate a key-punch machine; however, the key punch skill is not taught at Shawnee Mission North. Three other withdrawees, or an additional 4.8 per cent, took a business machines course while typing and filing were each learned by 2, or 3.2 per cent. One withdrawee, or 1.6 per cent, had computer programming which also is not taught at North.

Additional training was received outside of high school in shorthand, typing, business machines, accounting, and filing. Six girls, or 9.7 per cent, received additional training in shorthand; and 5 girls, or 8.1 per cent, received additional training in typing. Three girls had additional training in business machines while 2 girls received training in accounting and 1 girl had extra training in filing. The information on new and additional skill training is presented in Table XXII.

TABLE XXII

NEW SKILLS AND ADDITIONAL TRAINING ON SKILLS WHICH WERE LEARNED OUTSIDE  
OF HIGH SCHOOL BY SOME OF THE 62 SHAWNEE MISSION NORTH HIGH SCHOOL  
GRADUATES OF 1963 AND 1964 WHO WITHDREW FROM COLLEGE

Office skill	Boys	Girls	Per cent of total graduates who withdrew
<u>New skills learned:</u>			
Accounting	5	5	16.1
Key punch	1	2	4.8
Business machines	1	2	4.8
Typing	2	0	3.2
Filing	1	1	3.2
Computer programming	1	0	1.6
<u>Additional training on skills:</u>			
Shorthand	0	6	9.7
Typing	0	5	8.1
Business machines	0	3	4.8
Accounting	1	1	3.2
Filing	0	1	1.6

XXIII. OFFICE SKILLS WHICH HELPED COLLEGE WITHDRAWEES IN OBTAINING  
PRESENT JOB EVEN THOUGH AN OFFICE SKILL  
IS NOT USED ON PRESENT JOB

Not all of the college withdrawees who responded to the questionnaire answered the question that asked which office skills helped in obtaining their present employment even though their present job did not require the use of an office skill. However, all of the persons who did respond to this section of the questionnaire were from the class of 1964. One boy and one girl, or 3.2 per cent, listed bookkeeping; and 1 boy, or 1.6 per cent, listed typing. One boy listed general business skill, and one girl listed business machines. In other words, office skills helped 8 per cent of the respondents obtain their present job even though a skill was not used on the present job.

XXIV. WITHDRAWEES INDICATED PARTICULAR OFFICE SKILLS WOULD  
ALLOW A PREFERABLE JOB TO BE AVAILABLE

Not all of the respondents who withdrew from college answered the question, "If you had learned at least one business skill or if you had learned additional business skills in high school, would a job be available to you which you would prefer to have rather than your present job?" The questionnaire may have been too long and the respondents may have been tired of answering questions, or they may not have known the answer. The answers that were given are listed in Table XXIII.

The preferred office skills of the respondents who did answer the question are given in this paragraph. Six, or 9.7 per cent, of the

TABLE XXIII

OFFICE SKILLS SOME OF THE 62 SHAWNEE MISSION NORTH HIGH SCHOOL  
GRADUATES OF 1963 AND 1964 WHO WITHDREW FROM COLLEGE  
WISH THEY HAD LEARNED AND SPECIFIC JOBS WHICH  
WOULD BE AVAILABLE

Office skills and jobs	Boys	Girls	Per cent of total graduates who withdrew
<u>Skills</u>			
Bookkeeping	3	3	9.7
Shorthand	0	4	6.5
Business machines	0	2	3.2
All skills	2	0	3.2
Typing	0	1	1.6
<u>Jobs</u>			
Secretary	0	4	6.5
Accountant	2	1	4.8
None in particular	2	0	3.2
Didn't name	1	0	1.6

withdrawees listed bookkeeping as the office skill needed for a preferable job. Four girls, or 6.5 per cent, listed shorthand; and two girls, or 3.2 per cent, listed business machines. One girl named typing while 2 boys said they would prefer to have all office skills.

The jobs that use office skills which the respondents preferred to have were lead by the job of secretary; four girls, or 6.5 per cent, preferred this job. An accountant was next with 3, or 4.8 per cent, listing it as a preferred occupation. Two boys were not particular as long as they had a different job. One boy did not name the specific job he would prefer to have.

#### XXV. TYPES OF OFFICE SKILL EMPLOYMENT SINCE WITHDRAWING FROM COLLEGE

Eleven girls, or 17.8 per cent, of the withdrawees are secretaries at the present time. Two girls, or 3.2 per cent, are clerk-typists; and two girls were clerk-typists on a previous job. The remaining jobs which are presented in Table XIV were listed by 1 person each, or a total of 14.4 per cent, as the types of employment they had had since leaving college.



TABLE XXIV

TYPES OF OFFICE SKILL EMPLOYMENT USED BY SOME OF THE 62  
SHAWNEE MISSION NORTH HIGH SCHOOL GRADUATES OF  
1963 AND 1964 SINCE WITHDRAWING FROM COLLEGE

Employment	Boys	Girls	Per cent of total graduates who withdrew
Secretary	0	11	17.8
Clerk typist	0	4	6.5
Bookkeeper	0	1	1.6
Steno-clerk	0	1	1.6
Credit manager	0	1	1.6
Receptionist	0	1	1.6
Switchboard operator	0	1	1.6
Credit representative	1	0	1.6
Office supervisor	0	1	1.6
Inventory controller	0	1	1.6
Computer programmer	1	0	1.6

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I. SUMMARY

The purpose of this study was to find information about the graduates of Shawnee Mission North High School for the years of 1963 and 1964 who had their transcripts sent to a college or university.

This information should be helpful to the administration, counselors, faculty, and students at Shawnee Mission North and should serve as a guide in evaluating the value of the office skill courses taken at North by the college preparatory students.

The primary aims of the study were to:

1. Provide information on the office skills the graduates used for employment during the time they were attending college
2. Provide information on the office skills the graduates used for permanent employment if they withdrew from college before graduation
3. Provide information on the types of permanent employment the graduates obtained if they withdrew from college before graduation

The information obtained from the questionnaires is presented in summary form:

1. Questionnaires were sent to 280 persons. One hundred eighty nine, or 67.5 per cent, of the total graduates who were contacted completed and returned the questionnaires.
2. Eighty-six, or 45.5 per cent, of the persons who answered had graduated from college; 35, or 18.5 per cent, of the persons were still

attending college; 62, or 33 per cent, of the persons had withdrawn from college; and 6, or 3 per cent, of the persons who had transcripts sent to a college never enrolled in an institution of higher learning.

3. Several respondents are working toward advanced degrees; several respondents are in fields of study which require more schooling; a few respondents have dropped out of college and then returned; a few respondents have waited one or more semesters before entering college; and a few respondents are having academic problems.

4. Seventy-six, or 88.5 per cent, of the persons who graduated from college were employed while attending college. Twenty-nine, or 33.8 per cent, were employed using one or more office skills.

5. Twenty-four, or 68.7 per cent, of the persons who are still attending college have been employed while attending college. Seven, or 20 per cent, of these persons have been employed using one or more office skills.

6. Eighty-one, or 94.2 per cent, of the college graduates were enrolled in office skill courses while attending Shawnee Mission North. Thirty-three, or 94.4 per cent, who are still attending college were enrolled in office skill courses at North and fifty-five, or 88.8 per cent, of the college withdrawees were enrolled in office skill courses while at North.

7. All office skills listed on the questionnaire, plus a few skills added by the respondents, were used for employment while attending college by at least one person who was a college graduate. All skills except for the comptometer were used by at least one graduate regardless

of whether or not he or she had received high school training for the skill or skills.

8. All office skills listed on the questionnaire except for the comptometer, plus a few skills added by the respondents, had been used or were being used for employment by at least one person who was still attending college.

9. The largest number of withdrawees completed two years, or four semesters, of college. One year, or two semesters, of college was completed by the second largest group of withdrawees.

10. Over eighty per cent of the college withdrawees were employed full-time when they replied to the questionnaire; 55 per cent of this total used an office skill for present employment while 43 per cent of the total had used an office skill for previous employment.

11. With two exceptions, all office skills listed on the questionnaire were used for present employment by the persons who withdrew from college regardless of whether or not they had had high school training. The two exceptions were: (1) Not one college withdrawee who learned to use a comptometer in high school used it for a present job and (2) not one college withdrawee used shorthand for dictation unless the skill was learned in high school.

12. All office skills listed on the questionnaire had been used by the withdrawees for previous employment since withdrawing from college except for the skill of taking dictation in shorthand. However, the person who did not use shorthand for dictation substituted notehand which was learned in high school.

13. The majority of jobs available for students while attending college as well as the jobs available for those persons who withdrew from college involved the use of straight-copy typing.

14. Personal typing was the one office skill course taken by the largest number of college preparatory students.

15. Many of the persons who worked and are working while in college were or are married which helps explain part of the reason for many being employed.

16. The largest number of office skills which are used for employment while attending college and after withdrawing from college are used by girls. This fact corresponds with a study made by Arthur Hill which is summarized in Chapter 2.

17. Not including typing, the three skills of filing, duplicating, and using an adding machine are used more for employment by North's college preparatory graduates than other office skills regardless of whether the persons used the skills before college graduation, are using the skills while in college, or whether they withdrew from college and are presently using office skills. These skills are also used regardless of whether or not they were learned in high school.

18. The remaining office skills do not appear to form any outstanding pattern of use regardless of the person's post-high school educational status.

19. Several college withdrawees with high school office skill training who use office skills for employment after withdrawal from college appear to move on to other jobs where the skills are not used as frequently.

20. Additional and new office skill training was received from all of the sources listed on the questionnaire plus two sources that were not printed on the questionnaire form. Relatively few withdrawees received any new or additional office skill training.

21. Accounting was the major new skill learned outside of high school by college withdrawees. Shorthand and typing were the two main skills in which additional training was received after high school graduation by the withdrawees.

22. Bookkeeping (or accounting) was the skill listed most by the withdrawees as the skill they wished they had learned.

23. The position of secretary was listed most by the withdrawees as the specific job that would be available if they had learned one or more office skills.

24. The position of secretary was listed most often by the withdrawees as the specific job they had had which involved the use of office skills.

## II. CONCLUSIONS

The following conclusions were made from an analysis of the facts presented:

1. The percentage of graduates from Shawnee Mission North High School for 1963 and 1964 who graduated from college is significantly higher than the average number of graduates in the United States when compared with information published in 1961 by the U.S. Department of Labor.

2. The percentage of college dropouts from North's 1963 and 1964 graduating classes is significantly lower than the average figures found in related literature.

3. Personal typing was the most popular office skill course taken by college preparatory students because of the recognized need for typing papers and various reports during high school and college.

4. The reason filing, duplicating, and using an adding machine are used more than other office skills, except for typing, regardless of post-high school educational status and whether or not these skills were learned in high school is the fact that these skills can be learned on the job without too much difficulty; also, these office skills are used in almost every type of business. Formal high school training in the use of these skills appears to be of questionable value since they are used by so many persons without any training.

5. The use of a comptometer for employment appears to be of little value to college preparatory students for post-high school employment.

6. Over 50 per cent of the college withdrawees use at least one office skill for employment after they have withdrawn from college.

7. There was no outstanding difference in the skills used for employment between the college graduates who learned office skills in high school and those who did not learn the skills in high school except for the use of typing.

8. There was a noticeable difference in the use of office skills between the persons still attending college who learned office skills in high school and those persons still attending college who did not learn office skills in high school.

9. There was no outstanding difference between the office skills used by college withdrawees for present employment regardless of whether or not they had learned the skills in high school except for the use of straight-copy typing.

10. There was no outstanding difference between the number of persons who used typing while listening to a dictation machine and those persons who used shorthand for taking dictation in the three categories of college graduates, persons still in college, and persons who withdrew from college. This information does not reinforce the opinion of many people who believe that the use of shorthand is practically obsolete.

11. It is hard to determine how many withdrawees would be using, or could have used, one or more office skills for employment where they might be better satisfied if they had taken office skill training in high school.

12. The hypothesis for this study stated that there is no significant difference in the skills used between the graduates who learned office skills in high school and those graduates who did not learn office skills in high school when obtaining employment while enrolled in college or after withdrawal from college. This hypothesis is accepted for all the skills listed on the questionnaire except for typing and shorthand. This hypothesis is rejected for the skills of typing and shorthand.

### III. RECOMMENDATIONS

Based upon the findings and conclusions of this study, the following recommendations are made:



1. A similar study should be made in three to five years. It is believed this study was a few years premature; the signs of change and mobility in an area that has been considered rather stable have not had enough time to become apparent.

2. A similar study which would involve the use of a personal interview or a telephone interview would also be valuable.

3. A study should be made to determine whether or not the time spent in class on learning the three skills of filing, duplicating, and use of the adding machine is worthwhile.

4. A study should be made to determine whether or not the time spent in class on learning the comptometer skill is worthwhile.

5. A study should be made to determine what additional skills might be added to the business curriculum.

6. More college preparatory students need to be encouraged to take office skill courses.

7. More college preparatory students, particularly girls, should be advised by counselors and teachers of the possibility of not completing college and to consider the avenues of employment with office skills in case college withdrawal becomes a reality.

8. More college preparatory students need to be encouraged to enroll in bookkeeping, shorthand, and typing.

9. The Business Department at Shawnee Mission North High School should put forth an organized effort to attract more college-bound students.

10. The Business Department at Shawnee Mission North should be aware of and be prepared to adjust to changes that will occur in the office skill area in the next few years.

11. The students taking office skill courses should be made aware of the changes that will occur in the office skill area, and when possible, be prepared to adjust to these changes.

12. The Business Department at Shawnee Mission North should try to eliminate any narrow training which occurs in office skill courses and try to replace this training with a broader program that stresses competency and an understanding and application of basic business principles.

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**APPENDIX**

Form for Graduates of  
 SHAWNEE MISSION NORTH HIGH SCHOOL  
 Shawnee Mission, Kansas

Date \_\_\_\_\_

Directions:

Please type or print. Answer each of the questions to the best of your knowledge and feel free to add any other information you feel is necessary. If a question is not applicable to you or your situation, put NA in the blank beside the question.

Mr.

Mrs.

1. NAME: Miss \_\_\_\_\_  
                                             Last                                            First                                            Middle                                            Maiden

2. PRESENT ADDRESS: \_\_\_\_\_  
                                             Street, P. O. Box or Route                                            City                                            State

3. MARITAL STATUS: \_\_\_\_\_ Married                                            \_\_\_\_\_ Single

4. SEX: \_\_\_\_\_ Male                                            \_\_\_\_\_ Female

5. PRESENT JOB TITLE: \_\_\_\_\_

FIRM: \_\_\_\_\_

LOCATION: \_\_\_\_\_  
                                                                                             City                                                                                            State

6. DID YOU ATTEND COLLEGE? \_\_\_\_\_ yes  
                                                                                             \_\_\_\_\_ no

If you did, give college attended; if you attended more than one college, please list in order attended.

College

Year


Date of graduation from college \_\_\_\_\_



7. If you graduated from college, were you \_\_\_\_\_ yes part time \_\_\_\_\_  
 employed while attending college? \_\_\_\_\_ no full time \_\_\_\_\_  
 summers only \_\_\_\_\_

If your answer is yes, was an office skill(s) which was \_\_\_\_\_ yes  
 learned in high school used on the job(s)? (Such as the \_\_\_\_\_ no  
 ones listed in Item 4 under EMPLOYMENT on page 3.)

8. If you used any office skill(s) learned in high school on a job while attending college, please check the skill(s) in Item 4 on page 3 under Previous Jobs.
9. Please list any office skill(s) you used on a job(s) while attending college that required training you did not receive in high school \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

IF YOU HAVE GRADUATED FROM COLLEGE, DO NOT FILL IN THE REMAINDER OF THIS FORM (Except Item No. 10, page 4)

IF YOU ARE STILL ATTENDING COLLEGE, PLEASE FILL IN ITEMS 1 THROUGH 3:

1. Are you also employed? \_\_\_\_\_ yes part time \_\_\_\_\_  
 \_\_\_\_\_ no full time \_\_\_\_\_  
 summers only \_\_\_\_\_

If your answer is yes, is an office skill(s) used on this job? \_\_\_\_\_ yes  
 (Such as the ones listed in Item 4 under EMPLOYMENT on \_\_\_\_\_ no  
 page 3.)

2. If you now use (or have used) any office skill(s) on a job, please read and answer Item 4 under EMPLOYMENT on page 3.
3. Please list any office skill(s) you use (or have used) on a job while attending college that required training you did not receive in high school \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

IF YOU STARTED BUT DID NOT COMPLETE COLLEGE, PLEASE FILL IN THE FOLLOWING INFORMATION ON COLLEGE ATTENDANCE AND EMPLOYMENT:

COLLEGE ATTENDANCE

1. Number of semesters or quarters attended: \_\_\_\_\_ semesters  
 \_\_\_\_\_ quarters
2. Date began college \_\_\_\_\_ (For example: Fall, 1963 or Spring, 1964)
3. Last semester or quarter completed in college \_\_\_\_\_  
 (For example: Winter, 1965 or Spring, 1967)

EMPLOYMENT

1. Are you presently employed full-time?  yes  no      part-time  yes  no
2. Is an office skill(s) used on this job? (Such as the ones listed in Item 4 on this page.)  yes  no
3. Is your present job the first job you accepted after leaving college?  yes  no
- If your answer is no, did you use an office skill(s) in your other job(s)?  yes  no
- Was this skill learned in high school?  yes  no

4. Please check each skill you use on your present job on the blanks provided at the left. Check each skill you used on previous jobs at the right.

Present Job

Previous Jobs

<input type="checkbox"/> Typing -- copy from typed or printed material	<input type="checkbox"/>
<input type="checkbox"/> Typing -- listening to dictation machine	<input type="checkbox"/>
<input type="checkbox"/> Dictation -- taking letters in shorthand	<input type="checkbox"/>
<input type="checkbox"/> Filing	<input type="checkbox"/>
<input type="checkbox"/> Duplicating	<input type="checkbox"/>
<input type="checkbox"/> Adding Machine	<input type="checkbox"/>
<input type="checkbox"/> Calculator	<input type="checkbox"/>
<input type="checkbox"/> Comptometer	<input type="checkbox"/>
<input type="checkbox"/> Bookkeeping -- journalizing	<input type="checkbox"/>
<input type="checkbox"/> Bookkeeping -- posting	<input type="checkbox"/>
<input type="checkbox"/> Bookkeeping -- accounts receivable	<input type="checkbox"/>
<input type="checkbox"/> Bookkeeping -- accounts payable	<input type="checkbox"/>
<input type="checkbox"/> Bookkeeping -- preparation of work sheet	<input type="checkbox"/>
<input type="checkbox"/> Bookkeeping -- preparation of financial statement	<input type="checkbox"/>
<input type="checkbox"/> Other (please list) _____	<input type="checkbox"/>

NOTE: If you do, (or have done) some type of bookkeeping, please check the appropriate blank(s) regardless of whether the process is done manually, mechanically, or by computer.

5. Have you used a business skill(s) learned in high school for a job but are now unemployed?  yes  no
- If your answer is yes, please check on the column at the right of Item 4 the skill(s) you used.
6. Have you taken additional business training outside of high school?  yes  no

If you have taken additional business training outside of high school, please check where you were enrolled:

- college  
 junior college  
 private business college  
 adult education  
 company school or company sponsored school  
 other (please name) \_\_\_\_\_

- a. Please list any new skill(s) you learned at this school(s) that was not learned in high school \_\_\_\_\_
- b. Please list additional training you received on a skill(s) that was learned in high school \_\_\_\_\_

7. If your job at the present time does not require a business skill, did your \_\_\_\_\_ yes  
your skill(s) help in obtaining this job? \_\_\_\_\_ no

If your answer is yes, which skill(s) \_\_\_\_\_

Was this skill(s) obtained:

- while in high school  
 after graduation from high school  
 both

8. If you had learned at least one business skill or if you had learned \_\_\_\_\_ yes  
additional business skills in high school, would a job be available \_\_\_\_\_ no  
to you which you would prefer to have rather than your present job?

If your answer is yes, please give the skill(s) \_\_\_\_\_

Also, please give the specific type of job \_\_\_\_\_

9. Please list the kinds of permanent jobs you have had since leaving college that do not involve the use of business skills and the approximate length of time you were employed at each job?

Job

Time

10. Do you desire a summary of the findings of this study? \_\_\_\_\_ yes  
\_\_\_\_\_ no

**TABLE F-16**  
**Sample Sizes for Sampling Attributes for Random Samples Only**  
**Expected Rate of Occurrence Not Over 5 Percent; Confidence Level 95 Percent**

Population size	Sample size for reliability of:			Population size	Sample size for reliability of:				
	± 0.5%	± 1%	± 1.5%		± 2%	± 2.5%	± 3%		
150		65		1,700		550	360	181	107
200		73		1,800		560	364	182	107
250		79		1,900		569	368	183	108
300		83							
350		86		2,000		578	372	184	108
400		89		2,100		586	375	185	108
450		91		2,200		593	378	186	108
				2,300		600	381	186	109
500		93							
550		95	239	2,500		613	386	188	109
600		96	250	2,700		624	390	189	109
650		97	259	2,900		634	394	190	110
700		98	268	3,100		643	398	190	110
750		99	276	3,300		652	401	191	110
			284	3,500		659	404	192	110
800		100	291						
850		101	297	3,700		666	406	192	111
900		101	303	3,900		672	409	193	111
950		102	308	4,100		678	411	193	111
1,000		102	314	4,400		685	413	194	111
			314	4,700		692	416	194	111
1,050		103	318						
1,100		103	323	5,000		698	418	195	112
1,200		104	331	5,500		707	421	196	112
1,300		105	338	6,000		715	424	196	112
1,400		106	344	6,500		722	426	197	112
			344	7,000		727	428	197	112
1,500		106	350	7,500		732	430	197	112
1,600		107	355						
			355						
			3700						

Based on this table which was taken from Statistics Methods and Applications by John I. Griffin

SHAWNEE MISSION NORTH HIGH SCHOOL  
SHAWNEE MISSION HIGH SCHOOL DISTRICT

7401 Johnson Drive  
SHAWNEE MISSION, KANSAS 66202

The Administration and the Business Department at Shawnee Mission North High School are concerned about meeting the needs of all its students and in improving the offerings in the department. A survey is being made to determine whether or not the business skill needs of the graduates who attend college are being met.

Your thoughtful and frank answers to the questions on the enclosed form are very important. This will assist us in making any necessary changes or improvements. All information you give will be held confidential and will only be recorded in statistical form. After this study is complete, a summary of the findings will be mailed to you if you check "yes" beside Item No. 10 on page 4.

Will you take a few minutes now to fill out the enclosed form, slip it into the stamped, self-addressed envelope, and drop it in the mail?

Sincerely yours,

G. Murlin Welch  
Principal

A. Palmer Snodgrass  
Counselor

Dorothy Johnson  
Business Teacher

Enclosures

Dear SMN Graduate:

This is a reminder that we have not received the form that was sent to you two weeks ago.

Since every response is important in a survey of this type, would you take a few minutes now to fill in the information and mail it today?

Please disregard this request if you have already completed and returned the form.

Thank you for your help.

Sincerely yours,