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AN EVALUATION OF THE BUSINESS CURRICULUM
IN THE
PARK CITY HIGH SCHOOL
Park City, Montana

A Professional Paper

by

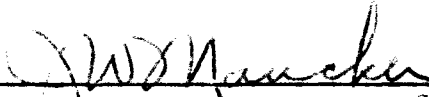
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B. S. Montana State College, 1935

Presented in partial fulfillment of the
requirements for the degree
Master of Education


Montana State University

1950

Approved:



Chairman of Board
of Examiners



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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

I. THE PROBLEM

During the past twenty years, it has become commonplace for a public high school--without regard to location and size--to offer business subjects. The offerings in rural high schools were, and still are, essentially the same as in the large high schools. The present trend is now away from curriculums patterned after those of the larger high schools, toward a curriculum adapted to the needs of the community and its students.¹

Assuming that any phase of the secondary school curriculum should meet the needs of the community and its students, the author has a desire to know the degree to which the Park City High School business curriculum is meeting such needs, and whether or not the business curriculum conforms to business education objectives in the rural high school as outlined by authorities in the field of business education.

The needs of the community and its students may be stated as follows:

1. A need for understanding and appreciating the place of business in a democracy.

¹ George Walker and Howard Norton, "The Business Curriculum in the Rural High School," The American Business Education Yearbook, Vol. IV. (New York: New York University Bookstore, 1947) pp. 149-150.

2. A need for having a fundamental knowledge of business agencies, services, methods, practices, principles, and organization.

3. A need for acquiring an understanding of business and the ways in which it serves them.

4. A need for vocational business training for those who seek employment in business occupational fields.

In general, the purpose of this study is to evaluate the business education curriculum in Park City in terms of (1) the specific needs of the community of Park City, and (2) the recommendations of authorities. More specifically, this study is being conducted for the following purposes:

1. To find out what jobs the graduates of the Park City High School have entered in the past five years.

2. To find out what business knowledges and skills each graduate has had need of.

3. To find out what standards have been determined or set up on the basis of research studies in the field of business education concerning the business training needs of the small high school.

4. To find out what the adults of the Park City school community do for a living.

5. To evaluate the business education curriculum of the Park City High School in terms of the findings enumerated above.

II. DEFINITIONS OF TERMS USED

Rural high school or small high school. A school whose enrollment is less than 100 and consists mostly of farmer's children.

Business education. The adjustment of the individual to his business environment providing two major types of training: (1) training for those phases of business that concern every member of organized society, and (2) specialized instruction for those who wish to become wage earners and entrepreneurs in office and distributive occupations.

Business education program or business curriculum. The whole body of experiences and activities utilized by the school to achieve the aims of business education.

Park City school community. An area surrounding the Park City school house, with a radius of approximately five miles, which makes up School District #5.

CHAPTER II

REVIEW OF THE LITERATURE

I. AIMS AND OBJECTIVES OF BUSINESS EDUCATION IN THE SMALL HIGH SCHOOL

Stated briefly, the presently accepted objectives of business education in a rural high school are to train pupils in those phases of business that concern every member of organized society and to give specialized business training to those who will seek employment in business organizations.¹ It is suggested by Walker and Norton that the aims of business education in a rural high school be provided for in the order of their importance. Rural high schools cannot offer successfully all courses which individual pupils may need or desire. In one- or two-teacher commercial departments, offerings in commerce must be restricted. The rural high school must first meet the need for general education, which has as its aim preparation for citizenship. In order to meet the non-vocational aims, as well as the vocational aims, courses of a general educational nature, rather than skilled courses, should be the first charge upon the resources of the business department. The degree to which schools should try to prepare boys and girls for specific jobs or occupational fields depends on the size of the school, the teaching personnel, the equipment available,

¹ Ibid., p. 149.

and the needs of the community.

Parker Liles believes that a portion of the education of all students should be devoted to developing an understanding of the economic order in which they live, and to teaching those knowledges and skills which will enable them to participate more effectively in those business experiences and activities which make up such a large segment of their daily lives.²

According to Shipley³ business education seeks to attain the following goals:

1. Work. The educated producer knows the satisfaction of good workmanship.
2. Occupational Information. The educated producer understands the requirements and the opportunities for various jobs.
3. Occupational Choice. The educated producer has selected his occupation.
4. Occupational Efficiency. The educated producer succeeds in his chosen vocation.
5. Occupational Appreciation. The educated producer appreciates the social value of his work.
6. Occupational Adjustment. The educated producer maintains and improves his efficiency.
7. Personal Economics. The educated consumer plans the economies of his own life.

² Parker Liles, "A Program for Basic Business Education," UBEA Forum Vol. III, pp. 29-30, March 1949.

³ Clifford B. Shipley, "A Handbook for Business Education in the Small High School," Monograph 69. (San Francisco: South-Western Publishing Co.) p. 8.

8. **Consumer Judgment.** The educated consumer develops standards for guiding his expenditures.
9. **Efficiency in Buying.** The educated consumer is an informed and skillful buyer.
10. **Consumer Protection.** The educated consumer takes appropriate measures to safeguard his interests.

On the basis of the studies previously cited and others in the current literature, the writer summarizes the objectives of business education in a rural high school as follows:

I. Non-vocational

1. To train pupils in those phases of business that concern every member of organized society.
2. To develop an understanding of the economic order in which students live.
3. To give the student an overall picture of the requirements and the opportunities for various jobs.
4. To develop in the student an understanding of how to maintain and improve his efficiency.
5. To develop in the student an understanding of standards for guiding his expenditures.

II. Vocational

To give specialized business training to those who will seek employment in business organization.

II. BUSINESS EDUCATION CURRICULUM IN THE RURAL HIGH SCHOOL

Factors in curriculum building. Business education is simply one phase of the total educational program. It is neither more nor less important than any other labeled area. The modern and progressive high school must effectively meet the needs of individual human beings as well as the needs and demands of the organized human society; and good business education, like good and defensible training in other areas that might be designated, serves this end.⁴

The following factors to be considered in revising or building a curriculum, are a part of a list compiled by Tonne:⁵

1. Special institutional objectives must be considered, as, for example, those of the rural high school.
2. The business and community situation in which the school is located is a basic element in program planning.
3. Other educational agencies must be considered.
4. Subjects offered in other departments that may realize some or all of the special aims of certain business subjects must be considered.
5. The program maker must select those phases of business training that are most likely to fit in with the needs of the community.

⁴ Harl R. Douglass, The High School Curriculum. (New York: The Ronald Press Company, 1947) p. 530.

⁵ Herbert A. Tonne, Principles of Business Education (New York: The Gregg Publishing Company, 1947) pp. 242-243.

6. Business education trends must be considered.

7. Before adding a new course consider equipment and materials needed and the teacher load.

Course offerings. Clifford B. Shipley⁶ suggests that the small high school offer business education basic for all students regardless of their vocational aims. This can be achieved by such courses as introduction to business, consumer economic problems, typewriting, bookkeeping, everyday law, and, if possible, economic geography. For the student group that will have small businesses and auxiliary-farm occupations the following are suggested in addition to the basic offerings above: bookkeeping adapted to small service concerns instead of the traditional bookkeeping, buying and selling, and business management with emphasis on the small businesses. For the student group that will go to larger towns and cities for employment, the following are suggested in addition to the basic business subjects: a second year each of typewriting, and shorthand, bookkeeping, and a course in office practice.

A few critical needs of business education in rural high schools, as viewed by Walker and Norton,⁷ are briefly enumerated.

1. Offer more basic business subjects as a means of meeting general education or non-vocational aims. Courses

⁶ Shipley, op. cit., p. 29.

⁷ Walker and Norton, op. cit., p. 153.

such as economic geography, general business, business economic problems, buying and selling deserve a larger place in the rural high school curriculum than they now have.

2. Offer shorthand only as a specific job training. Limit enrollments to those who have reason to expect employment as stenographers.
3. Adjust subjects to the needs of the rural students. For example, the standard bookkeeping textbook outline should not be permitted to limit or set the scope and content of the course. Adaptations should be made to include problems such as farm records, small service concerns, personal and professional records, and small retail businesses.

At the Hudson, Colorado, High School a full program is not offered every year. The following schedules are alternated:⁸

Introduction to business	(9th, 10th)
Typing I	(11th, 12th)
Typing II	(11th, 12th)
Shorthand	(11th, 12th)

Introduction to business	(9th, 10th)
Typing I	(11th, 12th)
Typing II	(11th, 12th)
Bookkeeping	(11th, 12th)
Consumer education	(11th, 12th)

At the high school at Deadwood, South Dakota, an eleventh and twelfth year program is offered with general business taught by a nonbusiness teacher in the second half of the tenth year:

Eleventh Year
 English (taught by the business teacher)
 Shorthand II
 Typing I
 Bookkeeping

⁸ Tonne, op. cit., pp. 268-269.

Twelfth Year

- English (taught by the business teacher)
- Shorthand II
- Typing II
- Bookkeeping (if not taken 11th grade)

Douglass⁹ includes the following under basic business education subjects:

1. Junior Business Training
2. Commercial Law
3. Economic Geography
4. Business Letter Writing
5. Personal Salesmanship
6. Typing I
7. Consumer Education
8. Bookkeeping (one year course)

Aids to enrich the curriculum. Regardless of the subject taken, each student should be given projects that call for his application of the principles to his vocational aim. For example, "Planning My Farm Insurance Program" is a project of a farm youth taking the introduction to business course, and "Record Keeping for My Garage" is a project of the bookkeeping student who is a prospective small businessman of the village. In connection with thrift programs business students may wrap coins, keep accounts, make receipts for, and deposit, monies in the school safe. Students may direct a fund-raising campaign by choosing sales teams, promoting sales by demonstrating an interview, making posters, awarding prizes, and submitting a statement of sales. The Future Business Leaders Club can install a duplicating service for teachers and school groups.

⁹ Harl Douglass, op. cit., pp. 533-542.

In addition to the activities and projects listed above, the curriculum may be enriched through auditory and visual aids and field trips. Posters, charts, films, and slides may be obtained from advertising companies free of charge.

A work-experience or part-time program should be a part of every business education curriculum. This cannot be arranged too easily in a rural high school, but a few students may be able to find part-time work in the local business establishments.

Summary. A number of conclusions may be drawn from the foregoing pages concerning literature on the business education curriculum in the small or rural high school. The curriculum in the small high school should:

1. not be patterned unthinkingly after the larger high schools;
2. be adjusted to the needs of the rural students. For example, bookkeeping adapted to small service concerns instead of the traditional bookkeeping which is adapted primarily to large business concerns;
3. provide basic business education subjects for all students regardless of vocational aims;
4. even in the smallest schools, include attention to problem of earning a living must be given some attention.

III. EVALUATION OF THE BUSINESS EDUCATION CURRICULUM IN THE RURAL HIGH SCHOOL

The following list of criteria for the evaluation of a business

education curriculum is part of a list compiled by Tonne.¹⁰

1. Every program of business education should have a statement of purposes.
2. The program exists for the benefit of the students.
3. The larger responsibilities of business education must not be overshadowed by training in skills.
4. The best current practices should be preserved.
5. Business education must focus the attention of students upon the social value of their field of service.
6. Even in the smallest schools, awareness of the problem of earning a living must be given some attention.
7. There should be a specific purpose for each course.
8. Content should be determined objectively.
9. Business education must involve student activity based upon actual business procedures.
10. Work experience of some sort should be characteristic of the business-training program.
11. What business education does with its tools is more important than the tools themselves.

Bristow suggests the following criteria for the selection of subject matter:¹¹

1. The subject matter must be related to the pupils' purposes.
2. The subject matter should make a definite contribution to the aims of education.

¹⁰ Tonne, op. cit., p. 535.

¹¹ William H. Bristow, "Basic Procedures in Curriculum Development," The American Business Education Yearbook, Vol. IV (New York: New York University Bookstore, 1947) p. 7.

3. The subject matter should be selected to give the learner that development which is most helpful in meeting and controlling life situations.
4. The subject matter should be assembled primarily for the needs of the learner—and not according to the content and boundaries of existing subject matters.
5. The subject matter should be in agreement with the interests and activities of adults as well as pupils.

According to Douglass¹² the criteria upon which the selection of curriculum materials and experiences proceed will be conditioned by one's concepts of the role of the school in modern society. For example, increasing emphasis is being given to the need of educating youth for intelligent participation in democratic life. It is quite obvious that the nature of the general objectives which are determined for education, as well as those defined for a specific subject or unit of work, will affect materially the nature of the content selected. The major purpose of content is to provide effective means for the attainment of educational goals.

Douglass lists the following criteria for the evaluation of the business education curriculum:

1. Content of the curriculum should have a direct relationship to the objectives of the school.
2. Curriculum materials and activities should be closely related to the interests of learners.

¹² Harl Douglass, op. cit., pp. 218-230.

3. There should be a provision for individual differences.
4. In selecting curriculum materials and experiences, attention should be focused upon the needs of youth.
5. Education should be related to life.
6. Stress should be placed on those activities and experiences which have a high frequency of occurrence in daily life.

There is no set program of studies or curriculum organization which can be safely set up for schools of any given size; nor is there any set list of criteria that can be set up for schools of any given class or size.

The following criteria were selected from the foregoing lists as particularly appropriate for use in evaluating the Park City business education curriculum:

1. Every program of business education should have a statement of purposes.
2. When selecting the subject matter, consideration should be given to the objectives of business education in a rural high school as summarized on page 11.
3. The materials and activities chosen should represent varying degrees of complexity. General business training activities, for example, should be chosen and assigned according to the students' abilities.
4. Learning materials and activities should be selected which provide opportunities for application to real life situations. For example, a project in personal record keeping and budgeting, a farm practice set, personal typing projects, and a sales demonstration.
5. The program should be in keeping with modern trends in business education including enrichment through projects, activities, field trips, and auditory aids.

6. Vocational business education should be offered only if it is justified in the light of teacher load, equipment, materials, and needs of community and its students.
7. Work experience of some sort should be characteristic of the business training program.

CHAPTER III

METHOD OF OBTAINING INFORMATION FROM GRADUATES

Check lists. Three check lists were prepared and mailed the graduates of the Park City High School of the past five years. Check list number one was prepared in order to find out how soon after graduation the graduates obtained employment, in what manner they obtained employment, and in what jobs they found employment. The check list was constructed with the aid of sample survey blanks from research studies. The Dictionary of Occupational Titles¹ provided the job classification used in this check list.

Check list number two was prepared in order to find out what duties were performed in the jobs listed in check list number one. In this check list the graduate was merely asked to list the duties performed in each job held.

Check list number three was prepared in order to find out what business knowledges and information are needed by those not employed in a business vocation. This check list was based on a check list prepared by Muse² in his study of basic business functions of living.

¹ United States Department of Labor and United States Employment Service, Dictionary of Occupational Titles, Part I Definitions of Titles (Washington: United States Government Printing Office, 1939), 1287 pp.

² Paul Muse, "Principles of Curriculum Construction in General Business Education," The American Business Education Yearbook, Vol. IV (New York: New York University Bookstore, 1947), p. 52.

After a list of the graduates of the past five years was obtained from the permanent records of the Park City High School, a stencil was typed for each check list and copies were run off. These check lists were then stapled together, along with a letter explaining the purpose of the check lists, and mailed to all graduates who could not be contacted personally.

When the results of the check lists were practically all in, a tabulation of the returned check lists was begun on columnar paper. Headings were written above each column conforming with the items on the check lists, and the items from the returned check lists were checked against these. Tables were then constructed after the tabulations were completed.

Community survey. In order to find out what the men and women of the Park City school community do for a living, a map was drawn of the immediate townsite of Park City. The map showed the immediate community divided into blocks. From each block on this map the author listed each family and the occupation of the members of the family who earned or helped earn a living. After all the families from each block were listed, a tabulation was begun using the classification of jobs listed in the Dictionary of Occupational Titles.

The remaining portion of the Park City school community, outside of the immediate townsite, is made up of all farmers who constitute the bulk of the Park City school community. Since most of these farmers are in business for themselves they were placed under the classification

of small business operators.

Interviews. Of the forty-seven graduates who filled in the check lists, twelve were contacted personally. The twelve consisted of one plumber apprentice, three housewives, two farmers, one unskilled worker, two clerical workers, one nurse, one teacher, and one owner of a business. The three check lists were used in these interviews, therefore the same type of information was obtained in the interviews as in the check lists. Additional information obtained in the interviews was written down in the margins and on the back of the check lists.

The additional information obtained in the interviews was, in most cases, tabulated in the same manner as the information obtained from check lists. Opinions as to which subjects in High School benefited them most in their jobs, and opinions concerning other phases of the commercial department were not tabulated.

CHAPTER IV

RESULTS OF INTERVIEWS AND CHECK LISTS

Thirty-five of the fifty-two graduates of the five year period under study filled out and returned the check lists mailed them. Twelve graduates of the fifty-two were contacted personally. Although the numbers are small, in the writer's judgment this constitutes a fair sampling from which information needed in this study may be obtained.

I. RESULTS OF CHECK LISTS ONE AND TWO

Positions held. The results of Check List No. 1 are found in Tables I and II. The purpose of this check list was to find out, first of all, in what manner the graduates obtained employment after leaving high school. Secondly, it was the purpose of the check list to find out in what kind of work the graduates were employed in their first years out of high school and at the time the check lists were sent out--September 1949.

Since many of the graduates worked at more than one or two jobs, the table showing positions held, Table II, shows the number of individuals who worked at each job listed and, therefore, the total of all individuals in all jobs is not the total of all the graduates who filled in the check lists. The percentages and averages are given in approximate numbers instead of being given in exact numbers, because it is felt that the approximate figures will serve the same purpose and will

be more convenient for the reader as well as the author.

The results of Check List No. 1 show that the average number of weeks between graduation and initial employment of any kind, temporary or permanent, after leaving high school was five and one-half. Of course, economic conditions during the period between the spring of 1944 and the spring of 1948 must be taken into consideration. If this survey had been made during the depression years, 1930-1938, the number of weeks in which the graduate would have had to wait until obtaining employment of any kind would presumably have been greater. This survey period was a period of time when jobs were plentiful because of both economic and war conditions.

Three of the graduates who returned the check lists did not obtain any work during the period of time under study. Of the graduates who obtained employment it was found, according to Table I, that forty-five per cent obtained their jobs through a personal application. Thirty-four per cent obtained a job through a friend or relative, and about five per cent received a job through the high school office.

In Table II, which shows the different positions held by the graduates, it was found that the greatest number of graduates worked at clerical jobs. There were fifty-two positions held, for varying lengths of time, in this classification. This was almost three times as many as the positions held in the service occupations, the next highest in number. Thirteen of the graduates held a position as counter sales clerk; this group led the list in the clerical classification followed by the stenographic and general clerk. In the clerical

TABLE I
HOW THE GRADUATES OBTAINED EMPLOYMENT

Source of Employment	Total	Approx. per cent
A friend or relative	16	34
The high school office	3	5
A commercial agency	4	8
Unemployment office	0	0
Personal application	21	45
Newspaper ad	0	0
Other means	0	0
Totals	44	92 ¹

¹ Approximately eight per cent did not obtain employment.

TABLE II
THE DIFFERENT POSITIONS HELD BY THE GRADUATES¹

Position or job held ²	Number holding	Per cent holding	Months held	
			Total	Average ³
Professional				
Teacher	6	13	96	16
Nurse	5	10	80	16
Totals	11	23	176	32
Clerical				
Stenographer	6	13	90	15
Bookkeeper	5	10	85	17
General Clerk	6	13	24	4
Stock Clerk	3	5	12	4
Sales Clerk, counter	13	26	127	9
Typist	5	10	85	17
Post-office Clerk				
Clerk Typist	3	5	24	5
Dictaphone Operator	2	3	60	30
Telephone Operator	2	3	14	7
Delivery Boy	3	5	97	32
Time Keeper	2	3	8	4
Shipping Clerk	2	3	18	9
Totals	52		644	12
Sales				
Retail Salesman	3	5	26	8
Service Occupations				
Housewife	17	38	544	32
Waitress	2	3	40	20
Totals	19	41	584	30

¹ Job classifications used in this table are the same as found in the Dictionary of Occupational Titles.

² In some cases the graduates held more than one position in the past five years.

³ Numbers in this column are approximate.

(TABLE II (continued))
 THE DIFFERENT POSITIONS HELD BY THE GRADUATES¹

Position or job held ²	Number holding	Per cent holding	Months held	
			Total	Average ³
Agricultural				
Farm couple (man and wife working on rented farm)	2	3	80	40
General farm hand	9	19	81	9
Truck farmer	2	3	17	8½
Totals	13	25	178	14
Skilled				
Carpenter	2	3	4	2
Pipe fitter	2	3	18	9
Truck driver	2	3	2	1
Electrician	2	3	44	22
Totals	8	12	68	8½
Semi-skilled				
Pipe fitter helper	2	3	29	14½
Unskilled				
Railroad section hand				
Railroad shopman	2	3	12	6
Handy man	2	3	18	9
Totals	4	6	30	15
Operator of small business	3	5	18	6

¹ The job classifications used in this table are the same as those found in the Dictionary of Occupational Titles.

² In some cases the graduates held more than one position.

³ The numbers in this column are in most cases approximate.

classification the ones holding these positions worked for a total of 644 months, or an average of twelve months at this particular job.

Clerical occupations. Considering the total number of graduates who obtained work in the clerical classification and the length of time worked at these jobs, it may be well to spend some time studying what business knowledges are needed in these jobs, and determining how the business curriculum can provide these business knowledges and information. The business knowledges and information that are needed for the various clerical positions are found in Table III. This table shows the various duties that those holding these positions had to perform.

Looking at Table III we find that the duties performed by the graduates who held positions in the clerical classification are numerous and are similar for the different jobs. For example, the following are some of the same duties performed by the Bookkeeper, Stenographer, Typist, General Clerk, Sales Clerk, Telephone Operator, Express Agent, and Clerk Typist (government).

1. Handling Money
 - a. Making change
 - b. Wrapping coins
 - c. Receiving and sending payments
 - d. Writing checks and money orders
2. Typing
 - a. Letters
 - b. Address envelopes
 - c. Invoices
 - d. Checks
3. Filing papers

TABLE III

DUTIES PERFORMED IN THE DIFFERENT POSITIONS
HELD BY THE GRADUATES

Duties Performed	Positions in which these duties are performed
Handling Money: Making deposits Making change Wrapping coins Sending payments Receiving payments Lending money Borrowing money And so forth	Plumber, sales manager, truck driver, typist, clerk typist, housewife, farmer, teacher, bookkeeper, stenographer, telegraph operator, sales clerk, express agent
Record Keeping and Bookkeeping: Posting Journalizing Pay rolls Time records Recording payments Recording receipts	Plumber, business owner, sales manager, truck driver, typist, legal secretary, housewife, farmer, bookkeeper, time keeper, clerk typist, express agent, telephone operator, stenographer
Typing: Letters Address envelopes Type invoices Type menus Type legal papers Type checks	Stenographer, general clerk, telephone operator, sales clerk, waitress, sales manager, housewife, express agent, cashier, bookkeeper, multiplex operator
Take Dictation	Stenographer, typist, legal secretary
Filing: Invoices Legal documents	Clerk typist, legal secretary, bookkeeper, sales clerk, shipping clerk, stenographer, teacher, express agent, multiplex operator

TABLE III (continued)
 DUTIES PERFORMED IN THE DIFFERENT POSITIONS
 HELD BY THE GRADUATES

Duties Performed	Positions in which these duties are performed
Buying of Merchandise: Oil, gas, groceries, merchandise for resale	Plumber, sales manager, teacher, farmer, sales clerk, stock clerk, housewife, business owner
Computing Costs: Wages, sales	Telephone operator, time keeper, bookkeeper, business owner, sales clerk
Selling Merchandise:	Sales manager, sales clerk, business owner, stock clerk
Place Calls:	Telephone operator, typists, stenographer, clerk typist, legal secretary, teacher
Make Out: Invoices Statements	Plumber, typist, sales clerk, stenographer, bookkeeper, clerk typist
Making Reports: Time cards Budget Programs and charts	Time keeper, stenographer, teacher, nurse, general clerk, housewife
Filling in Forms: Legal, contracts Insurance policies Orders and invoices Receipts	Stenographer, typist, express agent, legal secretary, general clerk, bookkeeper, sales manager, business owner, housewife, farmer, truck driver, teacher, sales clerk
Taking Inventory:	Stock clerk, business owner, bookkeeper, sales clerk
Machine Operators: Cash Register Adding Machine Dictaphone Teletype	Cashier, sales clerk, waitress bookkeeper, sales clerk, stenographer typist, legal secretary, stenographer

4. Fillings in various forms
 - a. Legal
 - b. Insurance
 - c. Orders
 - d. Receipts
 - e. Invoices

5. Record Keeping and Bookkeeping
 - a. Payrolls
 - b. Journalizing and posting
 - c. Making out statements
 - d. Making out time cards
 - e. Making out absence reports

Since requirements and duties vary in different offices for the same job, the Handbook of Job Facts¹ is used in this study to give a clearer picture of what is expected of certain workers in their jobs. This book lists for certain jobs, among other facts, the duties performed by the workers, the educational requirements, and the special personal qualifications.

The Handbook of Job Facts lists the following duties required for clerical positions, under the heading "nature of work."

1. Keep records of financial transactions
2. Receive and pay out money
3. Ring up sales
4. Address envelopes
5. Take telephone orders
6. Maintain files
7. Type form letters
8. Fill in forms
9. Keep simple records
10. Give information
11. Receive and pay out money

¹ Alice Frankel, Handbook of Job Facts (Chicago: Science Research Associates, 1948), pp. 56-67.

The education required for these positions, as listed in the Handbook of Job Facts is as follows:

1. Bookkeepers--High School bookkeeping courses
2. Stenographer--High School; special training in field; High School plus business college.
3. Typist--High School; typing course; High School plus business college training.
4. General Clerk--High School; Commercial courses; business college if possible.
5. Sales Clerk--8th grade; or High School.
6. Telephone Operator--High School preferred.
7. Express Agent and Telegraph Operator--High School; training in telegraphy.
8. Clerk Typist--High School, plus (or including) special training in typing, shorthand, bookkeeping, etc.

The special personal qualifications listed in the Handbook of Job Facts for these clerical positions are as follows:

1. Bookkeeper--Average intelligence, alertness, ability to work with numbers.
2. Stenographer and Typist--Excellent finger dexterity, alertness, ability to follow directions.
3. General Clerk--Alertness, ability to follow directions accurately, dependability, and clerical aptitude.
4. Telephone Operator--Good eyesight and hearing, alertness, manual dexterity, patience.
5. Express Agent and Telegrapher--Finger dexterity, alertness, accuracy, dependability.

6. Sales Clerk--Ability to get along with people, good health, ability to work quickly, alertness.
7. Clerk Typist--Alertness, accuracy, finger dexterity, ability to follow directions.

The duties listed by the graduates in Check List No. 2 are very much the same as the duties listed in the Handbook of Job Facts for the same clerical positions. This information will prove valuable in determining what subjects should be included in the business education curriculum, what type of projects and unit work will be most helpful and what parts and sections of a subject should be stressed.

It is quite evident, from the findings concerning clerical positions, that the various duties performed in the different positions, the education required, and the special personal qualifications listed should be given special attention in the business education program.

Service occupations. The service occupations hold second place in the number of graduates who found employment after leaving school. However, in this group we find the housewives, who number seventeen out of the total of nineteen in this classification. This would probably indicate that some attention should be given to the duties of the housewife as they pertain to the business world. From Table III we find that the housewife performs the following duties:

1. Making change
2. Writing checks
3. Buying and selling merchandise
4. Typing business letters
5. Answering the phone
6. Ordering by telephone
7. Keeping books
8. Filing
9. Making a budget
10. Receiving and sending payments.

Many of the above named duties are also performed by clerical workers. This means that the girls who plan a career in clerical work and later enter upon a marriage career, may benefit from the business knowledges and information related to their duties, learned while in high school, in two different kinds of work. In the rural high school this is a real saving of time and money, and a reduction of the teaching load, since clerical and service occupations head the list of places where the graduates found employment. Fewer subjects need be taught to fit the needs of the students, if most employment found by graduates is in one, two, or even three classes of positions whose duties are quite similar. Of course, the members of the community who do not graduate, and the graduates who found employment in other classes of jobs must be considered also.

Agricultural occupations. We certainly cannot overlook the needs of those students who are to be the future farmers, whether they graduate or not; after all Park City is a farming community. Table II lists thirteen former graduates in the agricultural classification with general farm hands leading the list. This fact is not surprising because the majority of the farmers around Park City rent from a landlord who lives elsewhere. The majority of the former Park City High School graduates who took up farming as a career are working for the farmer who rents from someone else. They live on the farm in a house provided either by the landlord for hired help or live in a house provided by the farmer renter. They are paid a salary or are given a portion of

the produce, usually the former. They may own cows and pasture them with those of the employer.

The farmer, whether he rents, owns his farm, or works for a salary, is in business for himself. He must, therefore, perform many business transactions. Some of these business transactions, as listed in Table III, are found below:

1. Write checks and money orders
2. Make out receipts
3. Receiving and sending payments
4. Keeping books
5. Selling and buying merchandise
6. Filing important papers
7. Filing income tax return.

The duties of the farmer which are of a business nature are not performed frequently, but these duties when performed must be done with the same degree of accuracy as the duties performed by clerical workers. There are some similarities in duties of the farmer and the clerical workers, as there are of the housewife and clerical workers. This lends to the economy of the business curriculum, and allows for grouping materials which concern many occupations. A course in bookkeeping and a general business training course would seem applicable to the three leading classes of occupations, according to the number of graduates who are employed in each, since each class required business knowledges and information found in these courses.

No mention is made, in the Handbook of Job Facts, of the necessity for a knowledge of business information or record keeping, in either the educational requirements or special personal qualifications, but the Federal government requires the farmer to maintain accurate

records and file an income tax return.

Professional occupations. The professional class of workers must be given some attention because twenty per cent of the graduates entered the nursing and teaching fields. Furthermore, at the present time, there are six former graduates who are now attending college studying to become teachers. In the present graduating class one or two will enter the teaching field and one or two will take up nursing.

The school teaching duties listed by the graduates in this field and which are found in Table III are:

1. Handling money
2. Filing
3. Making reports, programs, etc.
4. Keeping records
5. Typing
6. Sign contracts
7. Use telephone
8. Handling receipts

According to the former graduates in the field of nursing the nurse must keep charts on patients, and perform clerical duties if working in a doctor's office.

Other occupations. The number of other occupations entered into by the graduates are too numerous to be given the special attention that was given the leading classes; clerical, service, and agricultural.

At the time of this survey only about ten per cent of the graduates were employed as skilled workers and hardly any were employed as unskilled workers. The duties, of a business nature, that the workers

in these other occupations perform vary according to the job. Since there is not the similarity of duties found among these other occupations, as was found in the leading occupational classes discussed in the foregoing paragraphs, the author feels that it is neither practical nor necessary to discuss the duties of each here, but to refer the reader to Table III where this information may be found.

II. RESULTS OF CHECK LIST THREE

Purpose and interpretation. The purpose of Check List No. 3 was to determine the business needs of persons not engaged in a business occupation. The results of this check list, in Table IV, show the frequency of the items checked by the graduates. The following interpretation is made of this table:

1. Items checked many times are considered to be well known, but because of their importance should be given some attention in the curriculum.

2. Items checked only a few times are considered to be less known and more difficult to learn.

3. The less frequently checked items may seem unimportant to the checker but in the writer's judgment these are items the student ought to know.

Consumer buying activities. The group of activities in which the greatest number of graduates check as "have used" is the group headed consumer buying. This is quite natural since the domestic

TABLE IV

NUMBER AND PER CENT OF BUSINESS ACTIVITIES CHECKED BY GRADUATES
NOT ENGAGED IN A BUSINESS OCCUPATION

Business Activity	Have	Used
	Total	Per Cent
Handling money:		
Borrowing money	15	32
Lending money	12	24
Wrapping coins	19	40
Making change	30	63
Counting money	32	68
Total	108	
Banking:		
Opening a checking account	26	55
Operating a checking account	24	50
Opening a savings account	25	52
Rented a safe-deposit box	4	8
Borrowed money from bank	8	16
Reconciling the bank balance	16	34
Total	103	
Sending Payments through the Mail:		
Postal money order	42	90
Express money order	12	24
Postal note	13	26
Bank draft	5	10
Cashier's check	6	13
Personal check	26	55
Registered letter	28	60
Certified check	6	13
Coins on a card	14	30
Paper money (bills)	31	66
Total	183	
Record Keeping and Filing		
Keeping a time budget	0	0
Making a personal money budget	15	32
Making a family money budget	16	34
Keeping personal income and expense records	14	30
Keeping record of wages earned	16	34
Keeping record of hours worked	26	55
Keeping a check stub record	24	50
Keeping an inventory of property owned	23	48
Filing important papers and documents	9	19
Keeping a card file for recipes	15	32
Total	179	

TABLE IV (continued)

NUMBER AND PER CENT OF BUSINESS ACTIVITIES CHECKED BY GRADUATES
NOT ENGAGED IN A BUSINESS OCCUPATION

Business Activity	Have Used	
	Total	Per Cent
Buying Insurance		
Life Insurance	32	68
Automobile Insurance	10	21
Fire insurance	4	8
Crop insurance (hail)	2	3
Hospital insurance	19	40
Health insurance	10	21
Unemployment insurance	5	10
Other insurance	2	3
	Total	84
Consumer Buying		
Buying on credit	33	71
Buying on installment plan	24	50
Buying on cash basis	39	84
Buying from house-to-house salesmen	16	34
Buying at auctions	8	16
Shopping for bargains	32	68
Buying at sales (store)	33	71
Buying from mail order houses	24	50
Ordering by telephone	4	8
Using delivery service	21	45
Establishing a credit rating	19	40
Using a credit card	9	19
Borrowing money in order to buy	12	24
Comparing goods with quality	36	76
Comparing prices of goods	35	74
Exchanging goods purchased	27	58
Receiving credit for goods returned	24	50
Receiving receipts for money or goods returned	17	38
Checking goods when delivered	27	58
Reading advertisements carefully	27	58
Reading labels on goods	36	76
Buying goods with a guarantee	30	63
Buying goods according to the brand	27	58
Checking weight and size of container	13	26
Buying in large quantities	15	32
	Total	589

TABLE IV (continued)

NUMBER AND PER CENT OF BUSINESS ACTIVITIES CHECKED BY GRADUATES
NOT ENGAGED IN A BUSINESS OCCUPATION

Business Activity	Have	Used
	Total	Per Cent
Investments		
Investing in government bonds	26	55
Investing in savings account in a bank	25	52
Investing in life insurance	20	60
Investing in postal savings	0	0
Investing in a home	10	21
Investing in a business	2	3
Investing in livestock	8	16
Investing in a farm	3	5
Investing, miscellaneous	4	1
Total	98	
Travel		
Using bus services	42	90
Using train services (passenger)	31	66
Reading time tables	31	66
Figuring cost of different methods of travel	25	52
Planning an automobile trip	20	42
Using an automobile trip	28	60
Using airplane services	10	21
Traveling abroad	2	3
Receiving a refund for a ticket	15	32
Budgeting for a trip	0	0
Total	204	
Transportation		
Shipping goods by parcel post	32	68
Shipping goods by rail express	24	50
Shipping goods by air express	12	24
Shipping freight by rail	12	24
Shipping freight by truck	10	21
Shipping freight by boat	3	5
Sending goods by C. O. D.	14	30
Insuring goods to be shipped	27	58
Total	136	

TABLE IV (continued)

NUMBER AND PER CENT OF BUSINESS ACTIVITIES CHECKED BY GRADUATES
NOT ENGAGED IN A BUSINESS OCCUPATION

Business Activity	Have	Used
	Total	Per Cent
Communication		
Using the manual telephone	38	81
Using the telephone directory	40	86
Placing a long-distance telephone call	39	84
Using a dial telephone	38	81
Placing calls at a pay station	33	71
Sending money by telegraph	10	21
Sending a day and night letter	17	38
Sending a telegram	36	76
Sending air mail letters	40	86
Using first-class mail services	42	90
Writing a business letter	38	81
Total	371	
The Mathematics of Business		
Figuring interest on a loan	17	38
Figuring cost of a small loan	6	13
Figuring cost of installment buying	17	38
Adding items of a bill or statement	31	66
Checking extensions on a statement or invoice	17	38
Reconciling the bank statement	19	40
Finding the total cost of a number of articles	38	81
Finding your income tax	33	71
Figuring total wages per month	38	81
Finding average hourly wage	33	71
Finding average monthly wage	33	71
Total	282	
Business Law		
Signing installment agreements	15	32
Signing automobile sales contracts	17	38
Signing mortgages for a loan	9	19
Buying and selling livestock	5	10
Buying land and other property	5	10
Selling land and other property	4	8
Seeking advice from a lawyer	5	10
Inquiring into traffic laws	13	26
Consulting well-known businessmen	9	19
Total	82	

TABLE IV (continued)

NUMBER AND PER CENT OF BUSINESS ACTIVITIES CHECKED BY GRADUATES
NOT ENGAGED IN A BUSINESS OCCUPATION

Business Activity	Have	Used
	Total	Per Cent
Taxes		
Figuring your personal taxes	24	50
Figuring your real estate taxes	3	5
Determining what per cent of an article purchased goes for taxes	4	8
Figuring your income taxes	20	60
Finding your social security tax	17	38

service class of occupations, in which the housewife is found, ranks second as the class of jobs in which the greatest number of graduates found employment. The housewife generally does the buying of groceries, clothes for the children, household furniture, and other articles for the house.

It was found that almost everyone had purchased goods for cash, and on a credit basis, but not many had purchased from house-to-house salesman or at auctions. Quite a number had purchased on the installment plan. Not many checked such items as reading advertisements carefully, reading labels on goods, checking weight and size of container, or buying in large quantities.

The amount of time spent on each of these items is left to the judgment of the instructor.

Handling money, banking, and sending payments through the mail.

The business activities which rank second as to the number of times checked as "have used" by these graduates, are the activities having to do with money such as handling money, banking, and sending payments through the mail.

Practically all of these graduates have handled money in some form or another and in different ways. Very few of them borrowed or loaned money, but many have counted money, made change, sent money through the mail, and have operated a checking account.

Communication. Practically every graduate, according to Table IV, has made use of the business activities relating to communication;

especially the telephone, first-class mail services, and writing business letters. Quite a number have made use of the telegraph service by sending telegrams, but not many have sent money by telegraph or sent a day or night letter.

Travel services. The former graduates have made use of the travel services in varying degrees. About ninety per cent have made use of bus services and about sixty-five per cent have used the train services. Of course they all have traveled by automobile at some time or another. In order to take advantage of the various services offered by the different transportation companies, one should study these services.

Record keeping and filing. Approximately one-half of the graduates have kept family income and expense records. About thirty per cent kept personal records at one time, and about twenty per cent have filed important papers. It is all the more important today to keep records of income and expenses since both the federal and state governments require detailed accounts of the sources of income, expenses, and deductions. A family should budget their income in order to make both ends meet.

Other activities. Since the other groups of business activities were not used by as many graduates as the ones discussed above, and are too numerous to discuss here, the author refers the reader to Table IV to see how many of the graduates made use of these other activities.

Summary. The results from the returned check lists, as shown in Tables I, II, III, and IV, will help in evaluating the Park City business curriculum. It is not expected that the same per cent or number of graduates from the Park City High School in the years to come will enter the same fields of work. However, the results give some indication as to the classification of work in which the graduates might be found working. For example, we would expect to find more graduates working in the clerical and service occupations than in the semi-skilled class of occupations. We would also expect to find a fair percentage of the graduates going into the agricultural occupations. The results also give a fair sampling of the duties performed in these different occupations as listed by the graduates. The duties listed in the Handbook of Job Facts compare quite favorably with those listed by the graduates for the same occupations. The business needs of persons not engaged in a business will vary according to the location.

III. RESULTS OF INTERVIEWS WITH GRADUATES

Due to the cooperation and interest shown by the graduates who were interviewed, the information obtained was considered quite valuable and hence is reported in some detail.

Plumber's apprentice. This man purchases and sells plumbing supplies and keeps record of these purchases and sales as part of his work. He also writes checks, money orders, and handles other business

papers in his work. He said that the general business training course, as offered in the Park City High School, helped him considerably in completing these business transactions, but he felt that a course in bookkeeping would have been desirable.

This interviewee also drove a truck for a period of time. While hauling grain to the elevator he had to keep record of the weights of each load, the number of bushels hauled in each load, the number of trips made, and the record of gas, oil, and repairs needed for the truck.

The need for an understanding and knowledge of business transactions is quite evident.

Housewives. All of the graduates who are now housewives reported that they kept a set of books of some kind. One had enrolled in bookkeeping in high school and is of the opinion that the course helped her. Those who did not take bookkeeping in high school felt that they would have a better understanding of keeping their records if they had taken the course. The housewives interviewed complete many business transactions and use many of the business activities listed in Table IV.

The business transactions completed by these housewives varied a little depending on whether they lived in town or on a farm. In most cases, however, it was found that there was very little difference except that the farm wife generally had more business transactions if she raised a garden or chickens and sold the produce.

Farmers. Those who chose the farm as a place to make a living had many business problems to solve. The young farmers interviewed were quite interested in the solution of the problem, because they are interested in the school where their children will attend and the problems connected with the school.

Since the time the author had interviewed these few farmers, a veterans' school has been started which is teaching these farmers how to keep books according to government specifications. It seems that a course in bookkeeping, with a farm project for the future farmer, becomes more of a necessity in the rural area now than ever before.

These farmers had taken business training in high school and are of the opinion they had benefited from the course, but they also expressed a desire to know more about contracts, deeds, leases, etc. It may be that more knowledge of contracts, deeds, etc., could be worked into a general business training course since it may not be practical to offer Business Law as a separate course.

Shopman. During the interview with this unskilled railroad worker it was found that he completed very few business transactions as compared with that of the farmer, housewife, or office worker. He did not bother to keep any record of his earnings, expenditures, or time worked. He did not think he got very much from his business training course and bookkeeping course in high school.

Office girl. While interviewing this girl it was found that, although she was hired as a typist, she was doing work in filing, bookkeeping, operating a switchboard, operating a calculating machine, and doing work in shorthand dictation. She was very happy that she had taken bookkeeping, typing, and shorthand while in high school. She said that she wished she had taken more typing, especially the typing of tabular material, and filling in of business forms.

Nurse. During the interview with a graduate who took up nursing as a profession, it was found that in the cases where she was working in a doctor's office she was expected to keep a daily appointment record, the patient's record and any other record used in that particular office. She also had to make out monthly statements of account and mail them to the patients. Although she had taken a course in bookkeeping she felt that she would have felt more secure if she had some specific bookkeeping applicable to the bookkeeping of a physician. The physician's and dentist's project was not offered as a part of the bookkeeping course when she attended high school. It is now one of the projects that may be chosen as part of the work in the bookkeeping course.

School teacher. Only one school teacher was interviewed but her contribution to the study was considered valuable. She, like other school teachers, found that her knowledge of typing was one of her greatest assets, as far as business subjects taken in high school is concerned. The typewriter may be used in typing business letters,

reports, and numerous tests and examinations. She did not take bookkeeping in high school, but she is of the opinion that she would probably do a better job of keeping her personal records if she had some training in bookkeeping.

Business owner. This man, who is now in the business of selling trailer houses and used cars, makes out sales contracts for used cars and trailer houses and keeps records of his business transactions with his customers. He said that if he had to go through high school again he would take as much bookkeeping as possible. The general business training course proved to be very helpful to him in his daily work.

Office clerk. One of the interviewees worked in a broadcasting station before her marriage. She attended the Park City High School for one year and was enrolled in the general business training course. She also took a second-year course in typing through the Montana Correspondence School at Missoula. Some of the units in the business training course helped in her work at the broadcasting station--for example, the units on "Handling Money" and "Record Keeping and Filing."

General. The interviewees were asked whether or not they had used a typewriter since graduation. A number of them had but not for personal use. Others said they would use a typewriter if they had one. The following subjects seem to have been very helpful to most of those interviewed: General Business Training, Typing I, and Bookkeeping. In one or two cases Shorthand was named as a subject from which many

benefits were derived. In other cases a desire to know something about contracts, deeds, and bills of sale was expressed.

IV. RESULTS OF THE COMMUNITY SURVEY OF OCCUPATIONS

In order to find out how the men and women of Park City earn a living, and also in order to find out what opportunities for employment there are for the graduates in the Park City school community, a rather brief survey was made of the Park City school community. The results of this survey are found in Table V. The classification of jobs was based on the classification as found in the Dictionary of Occupational Titles.

Agricultural. According to Table V the greatest number of people of the Park City school community are engaged in the business of farming. This is not surprising for a rural community. A few of these farmers own their farms, many rent farms, and others work on the farm for a renter. As was explained in the discussion on the results of the interviews, the farmer who works for a renter works for a salary generally, but he also runs stock of his own; therefore, he is in business for himself as well.

The opportunities for employment in this business are quite good because of the number of farmers in business for themselves, and also because there is a high percentage of turnover. Practically every spring and fall farm renters move to a new location and others move into the Park City school community. There also seems to be some

TABLE V
THE NUMBER OF MEN AND WOMEN EMPLOYED
IN EACH KIND OF WORK IN PARK CITY

Kind of work done	Number of each
Small Business Operators:	
General merchandise	1
Taverns	2
Drug store	1
Hotel	1
Barber shop	1
Construction company	1
Lumber	1
Farmer	75-100
Commercial trucker	2
Blacksmithing and welding	1
Restaurant	1
 <u>Occupational Classification according to the Dictionary of Occupational Titles:</u>	
Professional	
Teacher	10
Banker	1
Minister	1
 Clerical and sales occupations	
Express clerk	2
Postal clerk	2
 Sales and kindred occupations	
Sales clerk, counter	11
 Service occupations	
Janitor	2
 Agricultural	
Farm couples) placed under business	
General farm hand) operators (75-100)	
Ditch tender	2
Retired farmer	2

TABLE V (continued)
 THE NUMBER OF MEN AND WOMEN EMPLOYED
 IN EACH KIND OF WORK IN PARK CITY

Kind of work done	Number of each
Skilled	
Auto mechanics	1
Carpenter	2
Welder	2
Plumber	1
Railroad foreman	1
Railroad yardmaster	2
Pipe fitter	1
Oil refinery gager	1
Fireman, railroad	1
Semi-skilled	
Auto mechanic helper	1
Plumber, apprentice	1
Pumpman, operator	2
Switchman, brakeman	2
Unskilled	
Section hand on railroad	5
Railroad shopman	11
Miscellaneous	13
Elevator worker	1

exchange of ownership in the past few years. This condition may have been due to the fact that a large price was offered for the farm, and also may be due to the fact that some have tired of farming or have been unsuccessful.

This change of ownership and movement of renters does provide an opportunity for a boy graduating from high school to rent a place and later buy it. If he proves successful and likes farming he will probably not be among the ones who are moving every year or two. He can then establish a sound farming business. There are many opportunities around Park City for a boy to become a general farm hand. Of course this is not a very high goal in itself, but there may be an opportunity to rent the place in case the renter leaves.

Two ditch tenders are needed in the Park City irrigation area; these positions do not change very often, but an opportunity may come at a future time to fill these jobs.

Business owners other than farmers. In the past few years, there have been several opportunities to go into one of the sixteen businesses other than farming which are located in the town of Park City. For example, the local hardware business changed hands three times in the past five years. A new service station and garage opened its doors two years ago. At the present time the local drugstore business is for sale. The big drawback for the graduate in taking advantage of these kind of opportunities is the financing of these businesses. Nevertheless, there has been an opportunity for the past two years to enter a business.

Unskilled laborers. From Table V we find about thirty people who earn their living as unskilled workers. This group is small in comparison to the 300 or more people who make up the Park City school community, but if the immediate town alone is considered, this group makes up about twenty per cent of the total. These workers find employment in the shops at the Laurel railroad yards, the railroad section here at Park City, the Farmer's Union Refinery at Laurel, and at odd jobs here and there.

Skilled and semi-skilled workers. There are only sixteen workers listed under the classification of skilled and semi-skilled workers. These people work as pipe fitters, plumbers, yardmasters, carpenters, and apprentices to the skilled workers. They find their work mostly in the same places of employment that the unskilled workers found employment.

The skilled and unskilled workers need some business knowledge on the job because some have to keep records, some buy materials, and all of them keep record of time.

The opportunities for work in the unskilled, semi-skilled, and skilled classes of work are fairly good for the Park City residents since it is only a ten or fifteen minute drive to Laurel.

Professional. The opportunities for employment in the professional classes are not very good in Park City, although there are ten teachers in the school system. It is generally the practice for teachers not to teach in the community in which they were brought up.

Summary. From the foregoing discussion concerning what the Park City people do to earn a living, and the opportunities for the graduate to find employment in and around Park City, it is quite evident that the greatest opportunities for work are in the field of work in which the majority of the people earn their living--agriculture. Approximately sixty per cent of the people of the Park City school community find employment in agriculture. The next highest percentage of workers is found in the unskilled group with about fifteen per cent.

Summary of interviews and check lists. The findings resulting from the check lists and interviews may be summarized as follows:

1. Check list one.
 - a. Graduates obtained initial employment on the average, five and one-half weeks after graduation.
 - b. Forty-five per cent of the graduates obtained employment through personal application, and thirty-four per cent obtained employment through a friend or relative.
 - c. The greatest number of graduates worked at clerical jobs. The counter sales clerks led this group followed by the stenographer and the general clerk.
 - d. The service occupations hold second place in the number of graduates who found employment, followed by agricultural and professional occupations.
2. Check list two.
 - a. The duties performed in the various jobs listed in the clerical occupations are quite similar for the different jobs.
 - b. Duties performed by service workers and professional workers are similar in some respects to those performed by clerical workers.

- c. Because of the similarity of duties mentioned above, a real saving of time and money is realized in the rural high school and also a reduction of the teaching load.
- d. The duties listed by the graduates are very much the same as the duties listed in the Handbook of Job Facts for the same jobs.
- e. The manner in which a duty is performed varies according to the office setup.

3. Check list three.

- a. The group of business activities of persons not engaged in a business occupation are listed according to frequency of use.
- b. Consumer buying activities lead the list followed by business activities having to do with handling of money and banking.
- c. Not many of the graduates checked such items as reading advertisements carefully, reading labels on goods, checking weight and size of container, or buying in large quantities.
- d. Practically every graduate has made use of some of the business activities relating to communication, especially the telephone, first-class mail service, and writing business letters.
- e. In the author's opinion the student ought to know something about an item even though it was checked only a few times. These items may be difficult to learn.

4. Interviews.

- a. The interviewees showed quite an interest in the solution of the problem because of their interest in the local school.
- b. The interviewees listed the following subjects as being most helpful in their work: General Business Training; Typing I; and Bookkeeping.

5. Community Survey of Occupations.

- a. The greatest number of people of the Park City school community are engaged in the business of farming.
- b. Approximately twenty per cent of the wage earners within the town limits of Park City earn their living as unskilled workers. A small percentage of workers are employed in the skilled and semi-skilled occupations.
- c. Opportunities for employment in occupations not listed in "a" and "b" above are few.

CHAPTER V

THE PARK CITY HIGH SCHOOL BUSINESS CURRICULUM

The following subjects have been offered in the business education curriculum, in the years indicated, since the author has been teaching in Park City:

Year	Subject	Grade	No. of Sem.
1942-1943	Commercial Geography	9	1
	Bookkeeping I	11-12	2
	Typing I	11	2
	Typing II	12	2
	Shorthand I	11	2
1943-1944	General Business Training	9	2
	Typing I	11	2
	Business Arithmetic	11	2
1944-1945	General Business Training	9	2
	Typing I	11	2
	Shorthand I	11	2
	Bookkeeping I	11	2
1945-1946	General Business Training	9	2
	Typing I	11	2
1946-1947	General Business Training	9	2
	Typing I	11	2
	Bookkeeping	11	2
1947-1948	General Business Training	9	2
	Typing I	11	2
	Shorthand I	11	2
1948-1949	Typing I	10-11	2
	Bookkeeping I	12	2
	Shorthand I	11	2
1949-1950	Typing I	10	2
	Bookkeeping I	11-12	2
	Shorthand I	11-12	2
	Typing II	11-12	2

From the list of subjects we see that Typing I has been offered every year for the past eight years. Bookkeeping, General Business Training, and Shorthand I have been offered five of the eight years, and Business Arithmetic and Commercial Geography have been offered only once during the same period of time.

Typing I is now offered to Sophomores because it is believed that more use can be made of their knowledge of typing in their Junior and Senior years. Another reason for offering Typing I to Sophomores is that they will be better prepared to transcribe Shorthand on the typewriter in their Junior year, than if they wait to learn typing in their Junior year.

Since courses in Home Economics have not been taught in the Park City High School for the past three years, all students have had an opportunity to take bookkeeping. Previous to this time the girls enrolled in the Home Economics courses did not have the opportunity to take Bookkeeping I.

There has not been much demand for Shorthand by the students even though it has been in the curriculum for five years out of eight. The classes have been small which may be due to the fact that shorthand has been considered difficult.² The fact that shorthand students must have a good knowledge of English and grammar keeps many from enrolling in the course.

² Introduction of Gregg Simplified may bring about a change in this regard.

General Business Training is the subject in which many business knowledges and information may be learned by both the student who will find employment in a business occupation and the student who will not be engaged in a business occupation. This subject has been in the curriculum five out of the past eight years.

Typing II was offered only twice during this period of time because it was felt that very few students would obtain employment as a stenographer or typist where this knowledge would be important. Check list two bears this out somewhat. On the other hand, some former graduates expressed the desire for a second year of typing. Out of this year's graduating class of fourteen there will probably be only one graduate who will obtain employment as a stenographer or typist. Among students now enrolled the demand for Typing II is greater than for shorthand. From this year's Typing I class it appears likely that there will be from six to ten students who will want to enroll in Typing II next year. Probably five of these same students will want to enroll in the Shorthand I class.

A knowledge of business arithmetic may be learned in a general business training course and the bookkeeping course; therefore a separate course has not been deemed necessary. The number of subjects has had to be limited because of the small teaching staff. Commercial Geography and other social business subjects have been offered for the same reason.

In addition to the business knowledges and information learned

in the subjects in the business curriculum, the students in the Park City High School have had opportunities to practice business principles and techniques in various ways. For example, the Journalism class has learned many business techniques and principles of a business nature and put them into practice while putting out the high school paper; seniors have had similar experience on the annual. Girls working in the office for the superintendent or for the members of the teaching staff have obtained practice in typing, filing, etc. The entire student body has had some experience in selling through a magazine drive launched by the Curtis Publishing Company.

Summary. In brief then, during the last eight years Park City High School has offered its students a basic business training program-- Typing I, Bookkeeping, and General Business Training--supplemented various times by a second year of typing and a year of shorthand. In addition there have been opportunities for various informal business in connection with various school activities.

CHAPTER VI

EVALUATION OF THE PARK CITY HIGH SCHOOL BUSINESS CURRICULUM

I. INTRODUCTION

In Chapter II a review of literature on business education in the small high school and a review of literature on evaluation of the small high school business education program were given. Chapter IV deals with the results of the interviews and check lists. From the information found in these two chapters, the Park City High School business education program which is discussed in Chapter V, will be evaluated.

The evaluation will consist of two divisions or parts. The first part will deal with (1) an evaluation of the subject offerings in the light of recommendations of authorities, and (2) a more general evaluation of the business program (aims, content, methods) based on criteria from authoritative study. The second part will deal with (1) an evaluation of the business curriculum in the light of the findings and results from the check lists and interviews with former graduates of the Park City High School, and (2) an evaluation of the curriculum in the light of the occupational analysis of the Park City school community.

II. CURRICULUM EVALUATION BASED ON RECOMMENDATIONS OF AUTHORITIES

Evaluation of subjects offered. Authorities agree that the rural high school should offer business education for all students regardless of their vocational aims. From the following list of basic business subjects, obtained from research study (see Chapter II), a selection may be made in planning the business education program of the rural high school so that all students may receive some business education: General Business Training, Consumer Economic Problems, Economic Geography, Typing I, Business Law, and Bookkeeping I.

Park City has offered three of the six subjects recommended by authorities to be included in the business education program of the rural high school. Typing I has been offered every year for the past eight years. Bookkeeping I and General Business Training have been offered five years out of the past eight years. In order that Park City may offer more basic business subjects, as a means of meeting the non-vocational aims more adequately, a plan of alternating subjects is suggested by authorities.

Shorthand I, Typing II, Shorthand II, and Buying and Selling were not recommended as essentials in the rural high school business curriculum. On the basis of this recommendation Park City should not offer Shorthand I and Typing II.

In the light of these recommendations it appears to the writer that, although the business program is headed in the right direction, it may be improved through alternating courses. If a favorable program

of alternating certain courses is worked out, basic business subjects such as Consumer Economics and Business Law may be offered, and possibly even such vocational courses as Typing II and Shorthand might be offered.

General evaluation of the business education program. The criteria summarized on page 14 were used in this evaluation. Let us consider to what extent the Park City business program conforms to each criterion.

1. Every business education program should have a statement of purposes. The Park City business curriculum falls below the standard on this criterion because the purposes of the business curriculum have not been stated.

2. Consideration should be given the objectives of business education most appropriate for the rural high school (see page 6). There is no definite indication in the study itself but, from the writer's intimate knowledge of the business education program, it appears to him that the Park City business curriculum conforms mainly to objectives 1, 2, and 5. Not much attention and time is spent on specialized business training for those who will seek employment in business organizations. Very little time and attention have been given objectives 3 and 4.

3. Materials and activities chosen should represent varying degrees of complexity. This is accomplished in Park City in the business training and bookkeeping courses through units of study and

special projects.

4. Learning materials and activities should be selected which provide opportunities for application to real life situations. Book-keeping practice sets (household, professional, farm, and small retail business), personal typing problems (personal letter, manuscript, other class work), and office work for superintendent and teachers (typing business letters, typing reports, keeping records) provide real life situations for the students of the Park City High School.

5. The program should be in keeping with modern trends in business education, including enrichment through projects, activities, field trips, and auditory aids. The Park City business curriculum does not rate particularly well in this particular respect.

6. Vocational business education should be offered only if it is justified in the light of teacher load, equipment, materials, and needs of community and its students. Very little vocational education is offered in Park City.

7. Work experience of some sort should be characteristic of the business training program. Not over two or three students in one school year have work experience in places of business.

Summary. From the above evaluation it appears that the Park City business program is weak in certain respects, in that it (1) lacks a statement of purposes, (2) is not entirely in keeping with modern trends, (3) lacks enrichment through projects, field trips, and auditory aids, and (4) lacks work experience. On the other side of the ledger we

find that the Park City business program does fairly well in other phases, in that it (1) conforms to objectives of business education most appropriate to a rural high school, (2) chooses materials and activities which represent varying degrees of complexity, (3) selects materials and activities which provide opportunities for application to real life situations, and (4) does not overemphasize vocational business education.

III. CURRICULUM EVALUATION BASED ON FINDINGS OF THIS STUDY

Evaluation of the curriculum in the light of results from the check lists and interviews. The interviewees completed many business transactions and made use of many of the business activities compiled in Table IV. Many of these business transactions and activities may be learned in the basic business education courses which are now offered in the Park City High School business curriculum. The interviewees who enrolled in a general business training course while in high school found that the business knowledges and information learned are helpful in their daily business transactions.

Since the activities listed under consumer buying were the most frequently used by housewives, it appears reasonable to conclude that a course in Consumer Economics should be included in the business curriculum or the knowledges concerning consumer buying should be included in General Business Training and Home Economics.

Almost all of the graduates interviewed kept records of some

kind and filed important papers. Record keeping and filing is included as a unit of study in the general business training course in the Park City High School. Personal record keeping, family record keeping, and bookkeeping for the farmer are included in the present Bookkeeping course.

A desire to have a greater knowledge of contracts and installment buying was indicated by some interviewees. A course in Commercial Law would solve the problem of providing this information or a study of contracts and installment buying may be included as units of study in a general business course.

In the clerical occupations a knowledge of handling money, typing, filing, filling in forms, and record keeping is necessary. Some of these same duties are performed by the housewife and by students in other jobs. On the basis of these findings, more emphasis should be given in the curriculum to the clerical skills. Although several graduates had need of certain specific skills which are generally learned in Typing II and in Shorthand, it does not appear practical to offer Shorthand and Typing II since only a few of the graduates employed in the clerical occupations had need for such training.

The duties of a business nature which are performed by skilled, semi-skilled, and unskilled workers are similar. A knowledge of these duties may be learned in the general business training and bookkeeping courses of the Park City High School.

In the list of duties performed by professional workers there are some which must be learned on the job or in the college or university

training courses. Handling money, filing, bookkeeping principles, and typing may be learned in the Park City High School business education courses.

In terms of the foregoing analysis, it appears that the business needs of the majority of the recent graduates are being reasonably well met through the present business education program. However, there might well be an expanded offering in Consumer Economics and Business Law either within the General Business Training course or in separate offerings.

Evaluation of the curriculum in the light of the occupational analysis. In Table V we find a list of the occupations, based on the Dictionary of Occupational Titles, in which the people of the Park City school community are engaged. The majority of the people are in the farming business. The duties of a business nature which are performed by the farmer may be studied in the business training course offered in the ninth year. Students remaining in high school four years have the opportunity to work the "farm set" in bookkeeping in their junior or senior year.

The skilled, semi-skilled, and unskilled workers need little, if any, business knowledge and information on the job.

Twelve people are engaged in a non-agricultural business and eleven are employed as counter sales clerks. Many of the duties performed by these people may be learned in the basic business courses now offered in Park City. Courses in buying and selling and business manage-

ment would be helpful to the business owner, but these courses cannot be offered at the present time because of the limited teaching staff.

CHAPTER VII

SUMMARY AND CONCLUSIONS

I. SUMMARY

Purpose of study. In general the purpose of this study is to evaluate the business education curriculum in Park City in terms of (1) the specific needs of the community of Park City and (2) the recommendations of authority.

Aims and objectives of business education. The non-vocational aims as listed on page 6 should be the first consideration in the business education department of a rural high school because everyone is concerned with the problem of dealing on a business basis with his fellowman. The vocational aims should be given some consideration, but the degree to which schools try to prepare boys and girls for specific jobs or occupational fields depends on the size of the school, the teaching personnel, the equipment available, and the needs of the community and its students.

The curriculum. The rural high school should offer business education basic for all students regardless of their vocational aims. This can be achieved by offering such courses as introduction to business, consumer education, typing, bookkeeping, everyday law, and, if possible economic geography. By alternating subjects the small high school may be able to include all of these in the business education curriculum.

Having satisfied the non-vocational aims of the business education program, some consideration may be given the vocational aims.

Criteria for evaluation. There is no set program of studies or curriculum organization which can be safely set up for schools of any given size or class; nor is there any set list of criteria that can be set up for schools of any given size or class. A number of criteria are listed that were used in the evaluation of the Park City business education curriculum.

Results of interviews and check lists. The greatest number of graduates of the past five years found employment in the clerical and service classification of occupations. Many of the duties performed by the workers in the clerical classification are similar. In the service occupations a few of the duties performed were the same as those performed by clerical workers.

Although the number of graduates who found employment in the agricultural field was not as large as was expected, this field must be given a good deal of consideration in a rural community where the opportunities for employment are fairly good.

The group of business activities which the greatest number of graduates checked as "have used" is the group headed consumer buying. The activities having to do with the handling of money ranked second in number of times checked by these graduates. It was found that very few graduates checked as "have used" such business activities as renting

a safe-deposit box, using a cashier's check or bank draft, buying fire insurance, investing money in postal savings or a farm, and seeking advice from a lawyer.

The greatest number of people of the Park City school community earn their livelihood in the farming business. There are quite a number of people who earn their living working at the skilled, semi-skilled, and unskilled jobs. The greatest opportunities for work in the Park City school community are to be found first of all in the field of agriculture. Opportunities for work in the skilled, semi-skilled, and unskilled class of work are to be found in the neighboring communities of Laurel and Billings to a greater extent, and to a lesser extent in Park City. The opportunities for employment in the clerical classification, where the greatest number of graduates were found to be employed, are not good in the Park City school community. The graduates must, therefore, seek clerical employment in Laurel, Billings, and perhaps the county seat at Columbus.

The Park City High School business curriculum. In the past eight years Typing I has been offered every year. Bookkeeping, General Business Training, and Shorthand I have been offered five of the eight years. Typing II has been offered only two of the past eight years, and Business Arithmetic and Commercial Geography have been offered only once during the same period of time.

The Park City High School business education curriculum was evaluated as follows:

1. An evaluation of the subject offerings in the light of recommendations of authorities.
2. A more general evaluation of the business program (aims, content, methods) based on criteria from authoritative study.
3. An evaluation of the business curriculum in the light of the findings and results from the check lists and interviews with former graduates of the Park City High School.
4. An evaluation of the curriculum in the light of the occupational analysis of the Park City school community.

II. CONCLUSIONS AND RECOMMENDATIONS

Conclusions. The following conclusions may be drawn from the foregoing study:

1. The offerings in the Park City High School business curriculum in which students may learn about the duties performed in the fields of work in which the greatest number of graduates found employment are General Business Training, Bookkeeping, and Typing I.
2. Additional business knowledge and information, not provided for in the Park City business curriculum at the present time, were needed by some graduates.
3. Since Park City is unable to offer all the business courses that may be desirable, alternation of subjects and the core curriculum plan may be solutions to the problem of providing the students in the Park City High School more basic business subjects such as Consumer Economics and Business Law, and, if desirable, such vocational courses

as Typing II and Shorthand.

4. The Park City High School business education curriculum does a fairly good job of training the community and its students for the business knowledge and information that they will need in their daily business life.

5. Vocational training in business skills needed by secretaries, stenographers, and bookkeepers should not be stressed, or possibly not even offered, in Park City because (1) authorities do not recommend that emphasis be placed on vocational business education in a rural high school, (2) Park City has not, as yet, a plan for alternating course offerings in order that there will be time for one commercial teacher to handle more courses, and (3) the needs of the community and its students seem to indicate that such training in Park City be emphasized but very little.

6. The study, in the writer's opinion, is not complete enough in every detail to serve as a basis for final judgment as to what should be included in the Park City business program, because other factors such as economic conditions, recommendations of authorities, and demands and needs of the community and its students may change to such an extent as to greatly influence the business program.

Recommendations. The author makes the following recommendations concerning the business education curriculum of the Park City High School.

1. A course in General Business Training should be required for all students.

2. More project work and activities which will be related to the interests of the learner should be introduced into the business education program. Special consideration should be given to inclusion of more projects and activities relating to agriculture workers and housewives.

3. The student activity bookkeeping system should be reorganized to place the responsibility of keeping the records on the business education department, thereby giving students an opportunity for practical experience in record keeping.

4. A statement of the purposes of the business education program should be formulated by the administrator and his staff, and be made a part of the business education course of study, in order that there will be common understanding throughout the staff as to the aims of the business education program.

5. Assuming that the commercial teacher will not give full time to commercial work, the following plan for alternating courses in order to include more basic business training and some vocational business training is recommended:

<u>1950-1951</u>	<u>1951-1952</u>
Typing I	Typing I
Typing II--Clerical Practice	Bookkeeping
Shorthand I	Business Training
Business Training (include six weeks of Business Law and six weeks of Consumer Economics)	
<u>1952-1953</u>	<u>1953-1954</u>
Typing I	Typing I
Typing II--Clerical Practice	Bookkeeping
Shorthand I	Business Training
Business Training	

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