

A FOLLOW-UP STUDY OF THE 1970-1974 GRADUATES OF CAMPBELL COUNTY
HIGH SCHOOL WHO COMPLETED TWO YEARS OF SHORTHAND

A Thesis
Presented to
the Business Education Graduate Committee
Morehead State University

In Partial Fulfillment
of the Requirements for the Degree
Masters in Business Education

by
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June 1975

APP-KY/THESIS

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Accepted by the faculty of the School of Business and Economics,
Morehead State University, in partial fulfillment of the requirements
for the Master of Business Education degree.

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Morehead State University, 1975

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The problem of this study was to determine the current status of 1970-1974 graduates of Campbell County High School who completed two years of shorthand and to learn the extent to which the shorthand skills acquired have been utilized.

Questions considered in this study were: (1) Have the graduates been employed in an office since graduation? (2) What skills were required for initial or present employment? (3) Was shorthand skill used in graduates' initial or current positions? (4) How do the graduates evaluate the business training received at Campbell County High School?

Questionnaires were sent to 136 graduates of Campbell County High School from 1970 to 1974 who completed two years of shorthand. Three questionnaires were returned by the post office as nondeliverable. Of the 133 graduates receiving questionnaires, 120 graduates, or 90.2 percent, responded to the questionnaire.

Major findings of this study were as follows:

1. Thirty-three graduates, or 27.5 percent, have received additional education since high school graduation. Of these 33, 17 graduates, or 51.6 percent, attended a four-year college.

2. Eighty percent, or 96 graduates, have been employed in an office since graduation. Of the 96, 85 respondents, or 88.5 percent, were employed full time.

3. Of 96 graduates, 32, or 33.3 percent, indicated that shorthand was required in their initial employment while 79 respondents, or 82.3 percent, said typewriting was a requirement.

4. Of 96 respondents, 36 graduates, or 37.5 percent, indicated they used the adding machine in their initial employment. Twenty-six graduates, or 27.1 percent, used the calculator, and 52, or 54.2 percent, used the duplicator.

5. Forty percent of 25 respondents, or 10 graduates, listed 80 words a minute as the required dictation rate while 40 percent, or 16 respondents, said 60 to 69 words a minute was the required typewriting speed.

6. Of 94 graduates, 34, or 36.2 percent, reported a weekly income of \$80 to \$89 during initial employment. Twenty-eight respondents, or 29.8 percent, said their weekly salary ranged from \$90 to \$109. Two graduates reported an income of over \$130 per week.

7. Of the 32 who used shorthand during initial employment, 11 graduates, or 34.4 percent, said they used it less than 10 percent of the time. Nine graduates, or 28.1 percent, used it over 50 percent of the time.

8. Of the 43 graduates who had changed jobs, 86 percent, or 37 graduates, are employed full time.

9. Of 43 respondents, 15, or 34.9 percent, said that shorthand was required for their present jobs and 33, or 76.7 percent, said that typewriting was required.

10. Six of 13 graduates who responded to the question, or 46.2 percent, listed 80 words a minute as the required shorthand speed while 6 of 19 respondents, or 31.6 percent, said 50-59 words a minute was the required typewriting speed. Another 6 persons listed 60-69 words a minute as the speed required for typewriting.

11. Of 41 respondents, 14, or 34.1 percent, said that their weekly income on their present jobs range from \$110 to \$129. Eleven graduates, or 26.8 percent, stated that their weekly income is over \$130.

12. Forty percent, or 6 of 15 graduates, who use shorthand on their present jobs use it less than 10 percent of the time.

13. Of 93 respondents, 76 graduates, or 81.7 percent, indicated that no additional training would be needed in order to earn a promotion on their present jobs.

14. Of 94 respondents, 42, or 44.7 percent, classified their overall business training at Campbell County High School as "essential."

15. Of 95 graduates, 30, or 31.6 percent, felt their shorthand training was "very desirable" while 65 respondents, or 68.4 percent, thought their typewriting training was "essential."

16. Of 91 graduates, 52, or 57.1 percent, considered their high school business training "essential" in preparing them for their present jobs.

17. Typewriting II was ranked first by 38 percent of 92 respondents, or 35 graduates, as the most important subject as pertaining to work experience.

The following recommendations were made:

1. The Business Education Department of Campbell County High School should continue to train students for clerical/secretarial work. Emphasis should be placed on entry-level skills.

2. Shorthand should continue to be taught at Campbell County High School in order to meet the demands of employers in the area.

3. Consideration should be given to a co-operative education program in the Business Education Department in order to meet the needs of the students of Campbell County High School.

4. An in-depth follow up should be made of vocational business graduates at regular intervals.

Accepted by: George Montgomery, Chairman

Wm. Y. Luckey

James M. Smiley

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Chapter 1

THE PROBLEM

Introduction

The need for shorthand writers in business is increasing every day. In the United States there are approximately 3 million secretaries, and this number increases by 500 per day. Lemaster, in a recent study, indicates that over three-quarters of these secretaries are shorthand writers.¹

Business and industry are constantly searching for people who are trained in secretarial skills, for there are not enough qualified secretaries to fill the demand. Some firms which recruit through employment agencies are willing to pay the agency fee in order to get qualified help. Others have established training departments to help employees improve their shorthand skill. One large New York company offered a cash bonus of \$50 to any employee recommending a friend or relative who was later hired as a secretary by the company.²

Each week the want ads section in the Sunday Edition of the Cincinnati Enquirer lists many job opportunities for persons trained as secretaries. Many of these advertisements request that the person applying be skilled in shorthand. Because of the demand for skilled office help in the Greater Cincinnati area, it appears that any top-level executive secretary can take her pick of numerous jobs. There

¹A. J. Lemaster, "The Present and Future Outlook for Shorthand," Business Education World, LII (January-February, 1972), 20.

²Audrey Schmidt, "Secretaries--Obsolete or in Demand?" Business Teacher, XLV (September-October, 1967), 14.

is a significant improvement in salary and a chance for more rapid advancement open to those who are proficient in shorthand.

The demand for skilled shorthand writers in so many offices in the Greater Cincinnati Area requires secondary schools in the area to prepare students with the skills desired by the employers.

Statement of the Problem

The problem of this study was to determine the current status of 1970-1974 graduates of Campbell County High School who completed two years of shorthand and to learn the extent to which the shorthand skills acquired have been utilized.

Questions to be considered in this study were:

1. Have the graduates been employed in an office since graduation?
2. What skills were required for initial or present employment?
3. Was shorthand skill used in graduates' initial or current positions?
4. How do the graduates evaluate the business training received at Campbell County High School?

Purpose of the Study

The purpose of this study was to provide data that may be used by the Business Education Department of Campbell County High School in evaluating the effectiveness of the business curriculum.

The information obtained in this survey may also be used by business educators in counseling students concerning job requirements in the Greater Cincinnati Area.

Need for the Study

The follow-up study performs a necessary function in business education. Nolan, Hayden, and Malsbary state that a follow-up of graduates placed in positions will show whether the teaching staff is performing an efficient service in vocational training.³ They go on to say that the follow-up study may show that the curriculum should be revised, that the standards of achievement of the business department are too low, or that better teaching methods are needed.⁴ The follow-up study is also needed to inform business educators of what former students are doing and how well the education and training received in school prepared the students for work in the business world.

A follow-up study of shorthand graduates should reveal the effectiveness or the ineffectiveness of the shorthand program at the high school level. Since most beginning business jobs offer the secretary a chance to increase her salary by 25 percent or more if she can write shorthand,⁵ it is imperative that schools provide the minimum skills and knowledges necessary for initial job competency as a secretary/stenographer.

This follow-up study, then, is needed to determine whether the shorthand program at Campbell County High School is meeting the needs of the students and the employers in the area.

³C. A. Nolan, Carlos K. Hayden, and Dean R. Malsbary, Principles and Problems of Business Education (Cincinnati: South-Western, 1967), p. 517.

⁴Ibid.

⁵Lemaster, op. cit., p. 21.

Limitations of the Study

1. This study was limited to 1970-1974 graduates of Campbell County High School.
2. Only those graduates who completed two years of shorthand instruction were surveyed.
3. The study was limited to the ability of the researcher to prepare a questionnaire and the ability of the respondents to interpret the questions.
4. The study was limited by the ability of the researcher to interpret the answers of the respondents.

Definition of Terms

The following definitions are given to aid the reader in his understanding of the terms used in the study.

Curriculum is a group of planned experiences, ordinarily through a framework of organized courses offered under the guidance of the school.⁶

Initial employment refers to the first position secured by the graduate upon completion of the high school program.

Secretary is one who maintains a close and highly responsive relationship to the day-to-day work of the supervisor. She works fairly independently receiving a minimum of detailed supervision and guidance. She performs varied clerical and secretarial duties, usually including most of the following:

- a. Receives telephone calls, personal callers, and incoming mail, answers routine inquiries, and routes technical inquiries to the proper persons;

⁶Nolan, Hayden, and Malsbary, op. cit., p. 67..

- b. Establishes, maintains, and revises the supervisor's files;
- c. Maintains the supervisor's calendar and makes appointments as instructed;
- d. Relays messages from supervisor to subordinates;
- e. Reviews correspondence, memorandums, and reports prepared by others for the supervisor's signature to assure procedural and typographic accuracy;
- f. Performs stenographic and typing work.⁷

Stenographer is a person employed chiefly to take and transcribe dictation.

⁷Occupational Descriptions, supplied by Cincinnati Chamber of Commerce, February, 1974.

Chapter 2

REVIEW OF LITERATURE

Many follow-up studies have been conducted in the area of business education; however, the number completed on shorthand graduates is limited. Of these, only a very few have been done on students who have taken two years of shorthand.

Podewitz Study¹

One such study is Podewitz's thesis, "A Follow-Up Study of Mark Keppel High School Graduates Who Completed Two Years of Shorthand Between 1962 and 1967." The major objectives of this study were to determine the strengths and weaknesses of the Mark Keppel High School Business Education Department by determining (1) if graduates are well prepared for their initial jobs; (2) if high school business courses help graduates to advance on the job without their taking additional training; and (3) if graduates continued their business training through college or adult education classes. Questionnaires were sent to 160 graduates; 29 were returned as nondeliverable. Completed questionnaires were received from 108 of the 131 potential respondents, representing an 82.4 percent return.

From the questionnaire Podewitz found that 107 of the 108 respondents had been employed with 83 percent being employed in

¹Carol Wolfe Podewitz, "A Follow-Up Study of Mark Keppel High School Graduates Who Completed Two Years of Shorthand Between 1962 and 1967," (unpublished Master's thesis, California State College, Los Angeles, 1970).

secretarial, clerical, and stenographic job classifications. Seventy percent of the graduates used shorthand on their first jobs while only 16 percent were required to take courses for advancement while on their first jobs. She also found that seventy-two percent of the graduates continued their education since graduating from high school. Fifty-nine percent of the post-graduate courses studied by the respondents were business courses. The study further revealed that typewriting was considered by the graduates as the most helpful in their jobs of all business courses taken with shorthand following as the second most helpful course.

From the findings it was concluded that the graduates were doing the type of work for which they were trained since the majority were employed in secretarial, stenographic, or clerical work. It was further concluded that there was a definite need for shorthand because 70 percent of the graduates reported using shorthand on their first jobs. Finally, it was concluded that the business training the graduates received at Mark Keppel High School was adequate since only 16 percent were required to take courses for advancement on their first jobs.

Webster Study²

Other studies have been done on students who completed one or more years of shorthand. Webster's purpose in his study was to determine the value of the training received in the one-year shorthand program and to suggest ways in which the Business Education Department could improve its shorthand curriculum.

²Richard Manning Webster, "A Survey of the Cedar City High School Graduates Who Have Taken the One-Year Gregg Shorthand Course," National Business Education Quarterly, XXXVIII, (October, 1969), p. 52.

From the questionnaire he found that most students obtained jobs which required little or no shorthand skill. Sixty-two of the seventy-six graduates surveyed indicated a lower ability in shorthand than they had attained in high school. He also established that students do not seem to be developing high rates of transcription speeds because of the limited time available in the one-year course in which the skill is taught, learned, and developed. This would seem to indicate a need for students to take two years of shorthand.

Battisti Study³

The objectives of Battisti's survey which are relevant to this study were (1) to determine if the shorthand training received at Workman High School is adequate to secure entry-level employment in positions requiring shorthand, (2) to determine whether shorthand skill was a requirement to obtain employment even though the skill is not used on the job, and (3) to determine to what extent shorthand skills are used on the job. Eighty-one questionnaires were mailed, four of which were returned as nondeliverable. Of the 77 possible respondents, completed questionnaires were received from 63, representing an 81.8 percent return.

From the questionnaire Battisti found that a total of 38.9 percent of the Shorthand II group secured a secretarial position as their initial employment after high school in comparison to 10.5 percent of the students completing one year of shorthand. One half of the graduates completing two years of shorthand secured a position requiring

³Carole Louise Battisti, "A Follow-Up Study of Students Who Completed a Course in Shorthand Between 1967 and 1971 at Workman High School (City of Industry, California) to Evaluate the Utilization of Their Skills," (unpublished Master's thesis, California State University, Los Angeles, 1972).

the use of shorthand; while only 15.8 percent of the first-year group secured such a job. A total of 26.8 percent of the respondents indicated shorthand was necessary to obtain employment on at least one of their jobs; 22.8 percent of the graduates needed shorthand to secure their first job. Two of these respondents reported they did not use the skill once they were employed, but it was necessary for them to secure the position. A total of 42.9 percent of the graduates who are employed used shorthand to some extent on their jobs. Approximately eleven percent of the respondents employed in secretarial positions indicated that they used their shorthand frequently (two or three hours per day), and 40.7 percent indicated use of their shorthand as occasional (two to three hours per week).

From the findings Battisti concluded that shorthand training should continue to be a major area of concentration in the business education department at Workman High School as many of the graduates are securing employment with this particular skill. Students completing two years of shorthand secure more secretarial positions and are more adequately qualified for secretarial work than the students completing just one year of shorthand. A limited number of the graduates completing one year of shorthand in high school are able to secure employment in a secretarial position requiring the use of shorthand.

Behl Study⁴

Behl's study was an attempt to determine whether the graduates of the shorthand classes were using their shorthand skill, whether they

⁴Lloyd Behl, "A Follow-Up Study of the Graduates of the Lake Mills, Wisconsin High School Shorthand Classes," (unpublished Master's thesis, Wisconsin State University, Whitewater, 1969).

were satisfied with their skill, and whether their employers were satisfied as well. Ninety-three graduates from 1959 through 1966 were sent questionnaires. Sixty-nine replies were received, representing a 74 percent return. From the questionnaires names and addresses of graduates' employers were acquired. Sixty-four questionnaires were sent to employers. Forty-eight were received, representing a 75 percent return.

Behl found that 36 percent of the graduates used their shorthand after graduation, 16 percent were still using it, and 84 percent were satisfied they took it. Sixty-one percent felt they were adequately prepared for their first job. Of the 39 percent (20 graduates) who thought they were not adequately prepared for a stenographic position, 12 students had had only 1½ years of shorthand. From the questionnaire sent to employers, Behl found that 84 percent of the employers had graduates using their typing skill and 81 percent felt it was a satisfactory skill. Twenty-three percent of the employers had graduates using their shorthand skill and 91 percent of these felt it was a satisfactory skill.

Dawson Study⁵

Dawson sought to determine in his study the use made of shorthand on the job and to identify the advantages accruing to a beginning office employee who has a background in high school shorthand. A questionnaire was sent to 346 former shorthand students approximately eleven months after they had graduated or left high school.

The findings revealed that shorthand was used by 53 percent of the graduates and that their average salaries were higher than for those

⁵Leo S. Dawson, "A Follow-Up Study of High School Shorthand Students," National Business Education Quarterly, XXXVI, (October, 1967), pp. 20-21.

who did not use shorthand on the job. It was also established that the percentage using shorthand on the job was positively related to (1) the number of shorthand courses taken in high school, (2) the degree of skill attained in shorthand as indicated by final marks, and (3) the general level of high school education attained as indicated by graduation or nongraduation from high school.

From the findings of this study it can be concluded that graduates with a knowledge of shorthand will be able to secure higher-salaried positions than will those without the skill.

Barker Study⁶

Barker attempted in her study to determine (1) the value of high school shorthand in securing employment, (2) the number of students who are using their shorthand skill, and (3) the types of positions past graduates have held or are presently occupying.

She found that, from thirty-one responses, only nine graduates were using their shorthand skill on the job. However, fourteen of the thirty-one felt that shorthand helped them in obtaining employment. Only eleven graduates listed present occupations which were business related. Since the respondents completed only one year of shorthand, this study, like Webster's,⁷ indicated a need for two years of training in shorthand.

The following studies, though not directly related to shorthand, were of interest to the writer because of their similarity to this

⁶Sharon Carroll Barker, "A Follow-Up Study of 1967-1971 Shorthand Graduates of Betsy Layne High School," (unpublished independent research, Morehead State University, 1971).

⁷Webster, loc. cit.

study. Only findings having a bearing on the present study were included.

Fannin Study⁸

Fannin's study sought to find if the business and office education curricula helped the graduates to meet, or move closer to meeting, their goals in life. He established that 45 percent of the respondents had obtained a position after graduation. Fifty-two percent of those employed were holding positions for which they had been trained at Martin County Extension Center. Forty-five percent of the respondents felt that they needed additional vocational business courses after graduation.

Cherry Study⁹

Cherry's study endeavored to determine the vocational and personal-use value of the business education courses as perceived by the graduates and to find whether the present business education curriculum met their specific needs.

Not surprisingly, she found that 92 percent of the graduates indicated that the third and fourth semesters of typing had the greatest on-the-job value. Third semester typing was indicated by 71 percent as having the greatest personal-use value. The most frequently mentioned business courses offered but not taken that would have had

⁸Donald Ray Fannin, "A Follow-Up Study of the 1969-1970 Business and Office Education Graduates of Martin County Extension Center," (unpublished independent research, Morehead State University, 1971).

⁹Nita D. Cherry, "A Follow-Up Study of the Business Education Graduates of Crystal Lake Community High School for the Years 1964 Through 1966," National Business Education Quarterly, XXXVII, (October, 1968), pp. 10-11.

on-the-job value were office machines, beginning shorthand, bookkeeping, and advanced shorthand. She concluded that on the whole Crystal Lake Community High School business education curriculum meets the personal and on-the-job needs of its graduates.

Niemeier Study¹⁰

Niemeier's study of the clerical and secretarial graduates of Roxana Community High School revealed that three-fourths of the graduates did office-type work, most frequently typing and filing, in their first positions. A finding with implications for the present study was that two years of shorthand proved to be helpful to the graduates in obtaining some positions. Also, graduates who used shorthand in their first position used it more as they advanced.

Hobart Study¹¹

A similar study by Hobart showed shorthand listed as one of the courses most helpful in the graduates' occupations. More graduates were turned down for a job because of lack of shorthand skill than for any other reason. Hobart concluded, therefore, that more time in the business curriculum should be devoted to shorthand.

Summary

Various follow-up studies of business education graduates have been presented in this chapter. Emphasis was placed on those aspects

¹⁰Joyce M. Niemeier, "A Follow-Up of the Clerical and Secretarial Graduates of Roxana Community High School, 1961-1963," National Business Education Quarterly, XXXV, (October, 1966), p. 43.

¹¹Lois H. Hobart, "A Study of the 1960-1964 Business Education Graduates of Byron, Illinois, High School with Implications for Improving the Business Curriculum," National Business Education Quarterly, XXXV, (October, 1966), p. 33.

of the studies that dealt with the graduates' utilization of shorthand training. Specific findings were selected from these studies to show their relationship to the present study. The questionnaires used in these surveys were examined, and ideas were obtained for the construction of the instrument used in the present study.

Chapter 3

PROCEDURES

The problem of this study was to determine the current status of 1970-1974 graduates of Campbell County High School who completed two years of shorthand and to learn the extent to which the shorthand skills acquired have been utilized. The following procedures were used in developing this study.

Reviewing Related Literature

A search of Business Education Index, Education Index, Reader's Guide, and the Kentucky Room of the Johnson Camden Library yielded several theses, research problems, and independent studies which were relevant to this study. Other studies were obtained through inter-library loan. A review of these studies was given in Chapter 2.

Developing the Questionnaire and Cover Letter

After formulating the broad questions which should be answered by this study, questionnaires used in completed follow-up studies were examined. Ideas were obtained from these questionnaires which were useful in developing the format of the instrument used in this study. (Appendix A, page 51.)

Revisions were made in the questionnaire as a result of suggestions and criticisms offered by graduate students and faculty members at Morehead State University.

A cover letter was also developed (Appendix B, page 56); and on October 30, 1974, the questionnaire and cover letter were submitted

to the Curriculum Materials Center of Campbell County Schools for printing.

Securing Names and Addresses of Graduates

Class record books of the shorthand teachers for the years 1970-1974 were searched to obtain the names of the 148 students who were enrolled in Shorthand II.

Since no current address file is kept on graduates, it was necessary to acquire parents' names, addresses, and telephone numbers from the permanent record files of Campbell County High School. A telephone call to parents yielded the current address of all except twelve of the graduates. Information concerning name changes of married graduates was secured at this time, also.

Mailing the Questionnaires and Follow-Up Letters

On November 9, 1974, a questionnaire, cover letter, and addressed, stamped envelope were mailed to 136 graduates. Three were returned by the post office as nondeliverable, leaving 133 possible respondents. Questionnaires were returned by 102 of the graduates, or 76.7 percent.

On December 14, 1974, a follow-up letter (Appendix C, page 58), questionnaire, and addressed, stamped envelope were sent to 34 graduates. Eighteen questionnaires were returned. Completed questionnaires were received, then, from 120 of the 133 potential respondents, representing a 90.2 percent return.

Analyzing the Data

All questionnaires were separated by the year of graduation of the respondents. The responses were then recorded on a master sheet.

Comments and other written responses were individually analyzed
by the writer.

Chapter 4

PRESENTATION OF DATA

Data obtained from the questionnaires returned by the graduates of Campbell County High School are presented in this chapter. Responses are classified as (1) Personal Data, (2) Initial Employment, (3) Present Employment, (4) Curriculum Evaluation, and (5) Comments and Recommendations.

Personal Data

Because this survey covered only the 1970 through 1974 graduates of Campbell County High School, the first question asked for the year of graduation. As shown in Table 1, 21 percent, or 25 respondents, graduated in 1970; 13 percent, or 16 respondents, graduated in 1971; 26 percent, or 31 respondents, graduated in 1972; 18 percent, or 22 respondents, graduated in 1973; and 22 percent, or 26 respondents, graduated in 1974.

Table 1

Responses of 120 Campbell County High School
Graduates Concerning When They Graduated

	Number	Percent
1970	25	21
1971	16	13
1972	31	26
1973	22	18
1974	<u>26</u>	<u>22</u>
Total	120	100

One of the objectives of this study was to determine what additional education the respondents have received since graduation from Campbell County High School. Table 2 lists the types of schools attended by the graduates. Of the 33 graduates responding to this question, 51.6 percent, or 17 graduates, have attended or are presently attending a four-year college. Four graduates, or 12.1 percent, have attended or are presently attending vocational school. An equal number have attended business schools and universities. Four respondents, or 12.1 percent, indicated "Other" education received since graduation including IBM training on MI/ST, real estate training, underwriter's training, and Bible college. Degrees earned and hours completed were also determined. (Appendix D, page 60.)

Table 2

Responses of 33 Campbell County High School Graduates
Concerning Additional Education Received
Since Graduation

	Number	Percent
Vocational School	4	12.1
Business School	4	12.1
Junior College	0	0.0
Four-Year College	17	51.6
University	4	12.1
Other	<u>4</u>	<u>12.1</u>
Total	33	100.0

Another objective of this study was to determine the number of graduates who have been employed in an office since graduation. As shown in Table 3, 80 percent, or 96 of the respondents, indicated that they have been employed in an office.

Table 3

Responses of 120 Campbell County High School Graduates
Concerning Whether They Have Been Employed
in an Office Since Graduation

	Number	Percent
Yes	96	80
No	<u>24</u>	<u>20</u>
Total	120	100

Initial Employment

Graduates were asked to respond to questions concerning their initial employment. They were first asked to give the name and address of the company where they were first employed upon graduation from high school (Appendix E, page 64). Table 4 shows that of the 96 graduates who have been employed in an office since graduation, 88.5 percent, or 85 respondents, were employed full time, while 11.5 percent, or 11 respondents, were employed part time.

Table 4

Responses of 96 Campbell County High School Graduates
Concerning Full-Time and Part-Time Employment

	Number	Percent
Full Time	85	88.5
Part Time	<u>11</u>	<u>11.5</u>
Total	96	100.0

Respondents were asked to give their job title in their initial employment. As shown in Table 5, "secretary" was listed most frequently with 28.1 percent, or 27 graduates, indicating it as their title. Twenty-one respondents, or 21.9 percent, listed clerk typist; 8.3 percent, or 8 respondents, listed file clerk; 5.2 percent, or 5 respondents, listed stenographer; and 2.1 percent, or 2 respondents, listed receptionist as their initial job title. Of the 33 listed as "Other," 14 listed their title as clerk, 5 as bookkeeper, 3 as secretary-receptionist, and 2 as teletypist. The remaining titles were product coder, proof-reader, assistant store manager, insurance underwriter, credit collector, insurance batcher, assistant to professor, respiratory technician, and dog groomer. While the titles "respiratory technician" and "dog groomer" do not seem to indicate office jobs, the skills required for these jobs as indicated by the respondents denote office jobs.

One of the main objectives of this study was to determine the skills required of high school graduates for initial employment in the Greater Cincinnati area. Although the question asked for skills

Table 5

Responses of 96 Campbell County High School Graduates
Concerning Their Initial Job Title

	Number	Percent
Clerk Typist	21	21.9
File Clerk	8	8.3
Receptionist	2	2.1
Secretary	27	28.1
Stenographer	5	5.2
Other	33	34.4
Total	96	100.0

required, it appears that most of the respondents listed skills used in initial employment. This should be taken into consideration when evaluating the data in this table. As shown in Table 6, adding machines were used by 36 of the respondents, or 37.5 percent, in their initial employment. Of these, 28, or 29.2 percent, utilized the 10-key, and 10, or 10.4 percent, operated the full-key machine. This would indicate that several of the graduates used both the 10-key and full-key adding machines in their offices.

Twenty-six of the respondents, or 27.1 percent, indicated the use of the calculator in initial employment. Of the 26, 9.4 percent, or 9 respondents, used the key driven calculator; 4.2 percent, or 4 respondents, used the rotary calculator; and 17.7 percent, or 17 respondents, used the electronic calculator. Some of the graduates, then, used more than one type of calculator.

Duplicators were used by 54.2 percent, or 52 respondents. Of the 52, 49 percent, or 47, used the Xerox; 12.5 percent, or 12

respondents, used the stencil; 6.2 percent, or 6 respondents, used the spirit duplicator; 2.1 percent, or 2 respondents, used the thermofax; and only 1 respondent indicated use of the offset. Again, several of the graduates indicated the use of more than one type of duplicator.

Of particular interest was the response of the graduates to the use of shorthand in initial employment. Thirty-two of the respondents, or 33.3 percent, indicated that shorthand was required or used. Shorthand speeds required by employers in initial employment will be presented in Table 7.

The transcribing machine was used by 16.7 percent, or 16 respondents. The skill required most frequently by employers was typewriting. Seventy-nine graduates, or 82.3 percent, indicated that typewriting was used or required in initial employment. Of these, 62, or 64.6 percent, used the electric typewriter, and 33, or 34.4 percent, used the manual typewriter. Once again, several graduates indicated the use of both the electric and manual typewriter in their first jobs.

Those graduates who indicated that shorthand was required or used in their first positions were asked to give the speed that was required (See Table 7). While 33 respondents said that shorthand was necessary, only 25 listed a required speed. Eighty words a minute was the speed most often required with forty percent, or 10 respondents, listing it as the shorthand speed needed for initial employment. Six graduates, or 24 percent, cited 90 words a minute as the required speed and three respondents, or 12 percent, designated 100 words a minute as the required speed. Two graduates, or 8 percent, listed 110

Table 6

Responses of 96 Campbell County High School Graduates
Concerning Skills Required in Initial Employment

	Number	Percent
Adding Machine	36*	37.5
10-key	28	29.2
Full-key	10	10.4
Calculator	26	27.1
Key Driven	9	9.4
Rotary	4	4.2
Electronic	17	17.7
Duplicator	52	54.2
Spirit	6	6.2
Stencil	12	12.5
Offset	1	1.0
Thermofax	2	2.1
Xerox	47	49.0
Shorthand	32	33.3
Transcribing Machine	16	16.7
Typewriting	79	82.3
Electric	62	64.6
Manual	33	34.4

*Graduates used more than one type of adding machine, calculator, duplicator, and typewriter during their initial employment.

words a minute, and two listed 60 words a minute as the necessary speed. One graduate indicated that 120 words a minute was required for employment, while one listed 70 words a minute as the speed needed.

Respondents were also asked to state the typewriting speed required for their initial employment. As shown in Table 8, forty percent, or 16 graduates, listed 60-69 words a minute as the required speed. Twelve respondents, or 30 percent, stated that 50-59 words a minute was the speed needed for employment, while 22.5 percent, or 9 respondents,

listed 40-49 words a minute. Only two respondents, or 5 percent, checked 80-89 words a minute, and one graduate indicated 70-79 words a minute as the required speed.

Table 7

Responses of 25 Campbell County High School
Graduates Concerning Shorthand Speed
Required in Initial Employment

	Number	Percent
60	2	8
70	1	4
80	10	40
90	6	24
100	3	12
110	2	8
120	<u>1</u>	<u>4</u>
Total	25	100

Table 8

Responses of 40 Campbell County High School
Graduates Concerning Typewriting Speed
Required in Initial Employment

	Number	Percent
40-49	9	22.5
50-59	12	30.0
60-69	16	40.0
70-79	1	2.5
80-89	<u>2</u>	<u>5.0</u>
Total	40	100.0

In order to give future graduates an idea of what salary range they might expect in their first jobs, a question concerning income was included in this study. As Table 9 shows, 34 graduates, or 36.2 percent, indicated a weekly salary range from \$70 to \$89. Twenty-eight, or 29.8 percent, of the respondents had an income ranging from \$90 to \$109 per week. The two graduates who indicated a salary range under \$49 per week were both employed part time.

Table 9
Responses of 94 Campbell County High School Graduates
Concerning Weekly Income During Initial Employment

	Number	Percent
Under \$49	2	2.1
50-69	13	13.8
70-89	34	36.2
90-109	28	29.8
110-129	15	16.0
Over \$130	<u>2</u>	<u>2.1</u>
Total	94	100.0

A question asked only of those who used shorthand on their first jobs concerned the percentage of time they used shorthand in their initial employment. Of 32 respondents answering this question, eleven, or 34.4 percent, stated that shorthand was used under 10 percent of the time. Nine graduates, or 28.1 percent, indicated it was used over 50 percent of the time. (See Table 10.)

Table 10

Responses of 32 Campbell County High School Graduates
Concerning the Percentage of Time Shorthand Was
Used During Initial Employment

	Number	Percent
Under 10 percent	11	34.4
11-25	9	28.1
26-50	3	9.4
Over 50 percent	<u>9</u>	<u>28.1</u>
Total	32	100.0

Present Employment

The questionnaire used in this survey asked only those who had present positions which were different from their initial position to answer the questions in this section. Forty-three graduates, or 44.8 percent, responded to the questions in this section indicating that they had changed jobs. They were asked to give the name and address of the company where they are presently employed (Appendix F, page 67).

As Table 11 shows, 86 percent, or 37 respondents, are employed full time, while 14 percent, or 6 graduates, are employed part time.

Table 11

Responses of 43 Campbell County High School
Graduates Concerning Full-Time or
Part-Time Present Employment

	Number	Percent
Full Time	37	86
Part Time	<u>6</u>	<u>14</u>
Total	43	100

Table 12 shows that 17 of the respondents, or 39.5 percent, have the title of secretary. Five, or 11.6 percent, are clerk typists. Of those listed as "Other," there are five clerks, two bookkeepers, a key-punch operator, a cashier, a home typist, a mailroom supervisor, and five working in various phases of insurance.

Table 12

Responses of 43 Campbell County High School Graduates
Concerning Their Present Job Title

	Number	Percent
Clerk Typist	5	11.6
File Clerk	1	2.3
Receptionist	0	0.0
Secretary	17	39.5
Stenographer	4	9.3
Other	<u>16</u>	<u>37.3</u>
Total	43	100.0

Another of the objectives of this study was to determine the skills required of graduates on their present jobs. As shown in Table 13, 39.5 percent, or 17 respondents, reported the use of the adding machine. Of these, twelve, or 27.9 percent, use the 10-key, and seven, or 16.2 percent, operate the full-key machine. This indicates that some of the graduates use both the 10-key and full-key adding machines in their present employment.

Eleven graduates, or 25.6 percent, reported the use of the calculator, and 23, or 53.5 percent, said they use various types of duplicators in their work. Shorthand is used by 34.9 percent, or 15 graduates, and the transcribing machine by 8, or 18.6 percent. Typewriting was a required skill for 76.7 percent, or 33 of the respondents. Twenty-eight, or 65.1 percent, operate the electric typewriter, while eight, or 18.6 percent, use the manual typewriter, thus indicating that some graduates use both types of machines in their present jobs.

Those respondents who indicated that shorthand was required for their present jobs were asked to give the speed required (See Table 14). Six of the 13 responding to this question, or 46.2 percent, listed 80 words a minute as the required speed. Only one respondent indicated 120 words a minute as the necessary speed.

Table 13

Responses of 43 Campbell County High School
 Graduates Concerning Skills Required
 on Their Present Job

	Number	Percent
Adding Machine	17*	39.5
10-Key	12	27.9
Full-Key	7	16.2
Calculator	11	25.6
Key Driven	2	4.6
Rotary	2	4.6
Electronic	8	18.6
Duplicator	23	53.5
Spirit	7	16.2
Stencil	10	23.3
Offset	0	0.0
Thermofax	1	2.3
Xerox	21	48.8
Shorthand	15	34.9
Transcribing Machine	8	18.6
Typewriting	33	76.7
Electric	28	65.1
Manual	8	18.6

*Graduates use more than one type of adding machine, calculator, duplicator, and typewriter in their present employment.

Typewriting speeds required of respondents in their present employment are given in Table 15. A speed of 50 to 59 words a minute was required of six graduates, or 31.6 percent. Six others indicated that 60 to 69 words a minute was necessary for employment. One graduate, or 5.3 percent, said that 80 to 89 words a minute was the speed required.

Table 14

Responses of 13 Campbell County High School Graduates
Concerning Shorthand Speed Required in
Their Present Job

	Number	Percent
70	2	15.4
80	6	46.2
90	3	23.0
100	1	7.7
110	0	0.0
120	<u>1</u>	<u>7.7</u>
Total	13	100.0

Table 15

Responses of 19 Campbell County High School Graduates
Concerning Typewriting Speed Required in
Their Present Job

	Number	Percent
40-49	2	10.5
50-59	6	31.6
60-69	6	31.6
70-79	4	21.0
80-89	<u>1</u>	<u>5.3</u>
Total	19	100.0

Respondents were asked to give their weekly income on their present jobs. As Table 16 shows, 14 graduates, or 34.1 percent, reported an income of \$110 to \$129 per week. Eleven respondents, or 26.8 percent, said their weekly income was over \$130. Only two persons gave an income of under \$49, and both are employed part time.

Table 16

Responses of 41 Campbell County High School Graduates
Concerning Weekly Income on Their Present Job

	Number	Percent
Under \$49	2	4.9
50-69	4	9.8
70-89	2	4.9
90-109	8	19.5
110-129	14	34.1
Over \$130	<u>11</u>	<u>26.8</u>
Total	41	100.0

The graduates who indicated that they use shorthand in their present jobs were asked to give the percentage of time they use it. As shown in Table 17, 6 persons, or 40 percent of the 15 responding to this question, stated that they use their shorthand skill under 10 percent of the time. Five graduates, or 33.3 percent, use it from 11 to 25 percent of the time, and only one respondent, or 6.7 percent, reported that she uses her shorthand skill over 50 percent of the time.

All graduates were asked to indicate to what extent their shorthand skill had been helpful to them in earning promotions or increases in pay. As Table 18 shows, the largest percentage, 49.4 percent, or 45 graduates, felt that their shorthand skill had been "of no value" while 18.7 percent, or 17 respondents, replied that it had been "desirable." Eleven graduates, or 12.1 percent, classified their shorthand skill as "very desirable" and 10 graduates, or 11 percent, stated

Table 17

Responses of 15 Campbell County High School Graduates
Concerning the Percentage of Time Shorthand Is
Used on Their Present Job

	Number	Percent
Under 10	6	40.0
11-25	5	33.3
26-50	3	20.0
Over 50	<u>1</u>	<u>6.7</u>
Total	15	100.0

that it was "of doubtful value." Eight respondents, or 8.8 percent, felt that their shorthand skill was "essential" in earning promotions or increases in pay.

All graduates were asked whether they would need additional training in order to earn a promotion on their present job. As shown in Table 19, 76 respondents, or 81.7 percent, answered "no" while 17 graduates, or 18.3 percent, said "yes." Those who answered "yes" were asked to state what additional training would be needed. Four respondents said they would need additional courses in accounting, and three needed better shorthand speed to earn a promotion. Three graduates would need advanced insurance training, and two would need courses in computer programming. Others stated that advanced training in real estate, typing, and travel would be necessary for promotions. College graduation and on-the-job training were listed by two graduates as being necessary in order to earn promotions.

Table 18

Responses of 91 Campbell County High School Graduates
Concerning the Extent Shorthand Skill Was Helpful
in Earning Promotions or Increases in Pay

	Number	Percent
Essential	8	8.8
Very desirable	11	12.1
Desirable	17	18.7
Of doubtful value	10	11.0
Of no value	<u>45</u>	<u>49.4</u>
Total	91	100.0

Table 19

Responses of 93 Campbell County High School Graduates
Concerning the Need for Additional Training in
Order to Earn a Promotion on Present Job

	Number	Percent
Yes	17	18.3
No	<u>76</u>	<u>81.7</u>
Total	93	100.0

Curriculum Evaluation

One of the objectives of this study was to determine how the graduates evaluate the business training they received at Campbell County High School. As shown in Table 20, 42 respondents, or 44.7

percent, ranked their overall business training as "essential" while 31 graduates, or 33 percent, stated that it was "desirable." Twenty persons, or 21.3 percent, thought it was "very desirable" and one graduate ranked it as having "no value."

Table 20

Responses of 94 Campbell County High School Graduates
Concerning the Evaluation of Their Overall
Business Training at CCHS

	Number	Percent
Essential	42	44.7
Very desirable	20	21.3
Desirable	31	33.0
Of doubtful value	0	0.0
Of no value	<u>1</u>	<u>1.0</u>
Total	94	100.0

Table 21 shows the evaluation by the graduates of the skills training they received at Campbell County High School. Thirty of the respondents, or 31.6 percent, felt that the shorthand training they received was "very desirable" while 21 graduates, or 22.1 percent, thought it was "essential." Another 21 persons, or 22.1 percent, classified it as "desirable," and 10 graduates, or 10.5 percent, said it was "of doubtful value." Thirteen respondents, or 13.7 percent, said the shorthand training they received had been "of no value" to them.

Respondents were also asked to evaluate the training they had received in typewriting. As shown in Table 21, 68.4 percent, or 65

graduates, felt typewriting was "essential" and 20 percent, or 19 persons, said it was "very desirable." Nine respondents, or 9.5 percent, called it "desirable" while one said it was "of doubtful value" and another one said it was "of no value."

Table 21

Responses of 95 Campbell County High School Graduates
Concerning the Evaluation of Their
Skill Training at CCHS

	Shorthand		Typewriting	
	Number	Percent	Number	Percent
Essential	21	22.1	65	68.4
Very desirable	30	31.6	19	20.0
Desirable	21	22.1	9	9.5
Of doubtful value	10	10.5	1	1.05
Of no value	<u>13</u>	<u>13.7</u>	<u>1</u>	<u>1.05</u>
Total	95	100.0	95	100.00

Another question asked the graduates concerned their evaluation of the value their high school business training had in preparing them for their present job. As Table 22 shows, 52 graduates, or 57.1 percent, felt their training was "essential" while 20 respondents, or 22 percent, considered it "desirable." Seven persons, or 7.7 percent, called it "very desirable" and another seven thought it was "of doubtful value." Five of the graduates said their high school business training was "of no value" in preparing them for their present jobs.

Table 22

Responses of 91 Campbell County High School Graduates
Concerning the Value of Their High School Business
Training in Preparing for Their Present Job

	Number	Percent
Essential	52	57.1
Very desirable	7	7.7
Desirable	20	22.0
Of doubtful value	7	7.7
Of no value	<u>5</u>	<u>5.5</u>
Total	91	100.0

The graduates were asked to choose three subjects which they had taken in high school and rank them in the order of their importance to them in their work experience. As shown in Table 23, 38 percent, or 35 graduates, rated Typewriting II as first in importance while 33 respondents, or 35.9 percent, chose Typewriting I. Twenty-eight persons, or 30.4 percent, felt Typewriting II was second in importance and 22, or 23.9 percent, ranked Shorthand II second. Ten graduates, or 10.9 percent, listed Typewriting I as second in importance. Twenty respondents, or 21.8 percent, felt office machines and filing was third in importance while 19.6 percent, or 18 graduates, listed Shorthand II as third in importance. Secretarial office practice was ranked third by 17 respondents, or 18.5 percent, and Shorthand I was chosen for third place by 15 graduates, or 16.3 percent.

Table 23

Responses of 92 Campbell County High School Graduates
Concerning The Ranking of the Three Most Important
Subjects Pursued at CCHS As They
Pertain to Work Experience

	Ranked First		Ranked Second		Ranked Third	
	Number	Percent	Number	Percent	Number	Percent
Accounting I	3	3.3	3	3.3	2	2.1
Accounting II	2	2.1	0	0.0	2	2.1
Clerical Office Practice	3	3.3	7	7.6	6	6.6
Office Machines & Filing	4	4.3	9	9.8	20	21.8
Recordkeeping	0	0.0	2	2.2	1	1.1
Secretarial Office Practice	3	3.3	6	6.5	17	18.5
Shorthand I	3	3.3	5	5.4	15	16.3
Shorthand II	6	6.5	22	23.9	18	19.6
Typewriting I	33	35.9	10	10.9	2	2.1
Typewriting II	<u>35</u>	<u>38.0</u>	<u>28</u>	<u>30.4</u>	<u>9</u>	<u>9.8</u>
Total	92	100.0	92	100.0	92	100.0

Comments and Recommendations

The graduates were given the opportunity to make any comments or recommendations they might have for the improvement of the shorthand program or overall business program at Campbell County High School.

The following comments relate to the shorthand program:

1. Although I do not use shorthand at my present job, I feel it will be of help at any job I may have in the future.

2. I would never have gotten my job in the first place if I didn't have my typing and shorthand skills.

3. I feel that the shorthand program at Campbell County gave me a good foundation for the position I attained after graduation.

4. As far as shorthand goes, I really don't need it because most large corporations have dictaphones. I don't think we worked enough on those in high school.

5. My shorthand has undoubtedly helped me in obtaining office work. Shorthand is a "must" for any secretary.

6. So far I haven't needed shorthand for any of my jobs, but at the end of this month I am taking a test in shorthand in hopes of a promotion.

7. I would not recommend shorthand at all. I applied at three places and they all said that shorthand is not necessary any more. Shorthand was a waste of time.

8. The shorthand program was a good one. It just seems there aren't many jobs requiring it.

9. Shorthand is good for note-taking in college courses.

10. Although I do not use my shorthand in my present position, I do have the knowledge should the opportunity to better myself using shorthand present itself.

11. I find on my job that shorthand is not used frequently, however, it is required.

The following comments relate to the overall business program:

1. I was very much prepared for my first job thanks to the training I received at CCHS.

2. The training I received at CCHS was very necessary and gave me a good background, but experience is essential now in finding a job.

3. I felt that my business courses in high school really helped me in college.

4. I feel the business program is very good and does not need to be improved.

5. I am no longer in a secretarial program. I do not use any typing or shorthand at all, but when I did, I felt I had had an excellent background in comparison to my co-workers who went to other high schools.

6. I didn't get much out of my business courses because at the time I just didn't care.

7. I think Campbell County should up-date their business courses. There are so many things that are taught that are no longer that important.

8. I feel that the overall business program is sufficient to prepare girls for the business world.

9. The business training I received provided a good foundation.

10. I thought the business courses at Campbell County were good. The only thing I think would help would be some individual guidance and instruction.

11. I am a medical secretary and use most everything I learned during my secretarial training and I love it!

12. I do not use any of my skills learned in school except for typing. The jobs I have had had a training all their own.

The following recommendations were made concerning the business program:

1. I recommend that business English be stressed to anyone in the vocational field. It has been very helpful to me.

2. Visits from businessmen explaining what they look for when they hire people and how to go about getting a job would be helpful to most business students.

3. A program should be started where girls will be on the job, say in an office of some business.

4. I suggest grammar and diplomacy be stressed. It would also help if a student could actually work--either at school for someone or for a business.

5. Put emphasis on the ability to type letters from a transcribing machine with accuracy plus two years of shorthand (speed of 100) to back it up.

6. Try to concentrate a little more on speed for shorthand and typing.

7. One hour each day was not enough time to accurately complete the typing assignments and to build a good speed for the beginning typist.

8. I cannot stress enough the importance of speed in typing numbers without looking at the typewriter.

9. I would advise more students to take an accounting class. They don't realize how helpful a class of this sort can be in almost any business you work in.

10. Advise the students that they will need all of the training they can get while they are in school because they will benefit after they graduate.

Chapter 5

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The problem of this study was to provide data that may be used by the Business Education Department of Campbell County High School in evaluating the effectiveness of the business curriculum. Questionnaires were sent to 136 graduates of Campbell County High School from 1970 to 1974 who completed two years of shorthand. Three questionnaires were returned by the post office as nondeliverable. Of the 133 graduates receiving questionnaires, 120 graduates, or 90.2 percent, responded to the questionnaire.

Summary of Findings

The major findings of the study were as follows:

1. Thirty-three graduates, or 27.5 percent, have received additional education since high school graduation. Of these 33, 17 graduates, or 51.6 percent, attended a four-year college.

2. Eighty percent, or 96 graduates, have been employed in an office since graduation. Of the 96, 85 respondents, or 88.5 percent, were employed full time.

3. Of 96 graduates, 32, or 33.3 percent, indicated that shorthand was required in their initial employment while 79 respondents, or 82.3 percent, said typewriting was a requirement.

4. Of 96 respondents, 36 graduates, or 37.5 percent, indicated they used the adding machine in their initial employment. Twenty-six graduates, or 27.1 percent, used the calculator, and 52, or 54.2 percent, used the duplicator.

5. Forty percent of 25 respondents, or 10 graduates, listed 80 words a minute as the required dictation rate while 40 percent, or 16 respondents, said 60 to 69 words a minute was the required typewriting speed.

6. Of 94 graduates, 34, or 36.2 percent, reported a weekly income of \$80 to \$89 during initial employment. Twenty-eight respondents, or 29.8 percent, said their weekly salary ranged from \$90 to \$109. Two graduates reported an income of over \$130 per week.

7. Of the 32 who used shorthand during initial employment, 11 graduates, or 34.4 percent, said they used it less than 10 percent of the time. Nine graduates, or 28.1 percent, used it over 50 percent of the time.

8. Of the 43 graduates who had changed jobs, 86 percent, or 37 graduates, are employed full time.

9. Of 43 respondents, 15, or 34.9 percent, said that shorthand was required for their present jobs and 33, or 76.7 percent, said that typewriting was required.

10. Six of 13 graduates who responded to the question, or 46.2 percent, listed 80 words a minute as the required shorthand speed while 6 of 19 respondents, or 31.6 percent, said 50-59 words a minute was the required typewriting speed. Another 6 persons listed 60-69 words a minute as the speed required for typewriting.

11. Of 41 respondents, 14, or 34.1 percent, said that their weekly income on their present jobs range from \$110 to \$129. Eleven graduates, or 26.8 percent, stated that their weekly income is over \$130.

12. Forty percent, or 6 of 15 graduates, who use shorthand on their present jobs use it less than 10 percent of the time.

13. Of 93 respondents, 76 graduates, or 81.7 percent, indicated that no additional training would be needed in order to earn a promotion on their present jobs.

14. Of 94 respondents, 42, or 44.7 percent, classified their overall business training at Campbell County High School as "essential."

15. Of 95 graduates, 30, or 31.6 percent, felt their shorthand training was "very desirable" while 65 respondents, or 68.4 percent, thought their typewriting training was "essential."

16. Of 91 graduates, 52, or 57.1 percent, considered their high school business training "essential" in preparing them for their present jobs.

17. Typewriting II was ranked first by 38 percent of 92 respondents, or 35 graduates, as the most important subject as pertaining to work experience.

Conclusions

The following conclusions were reached as a result of this study:

1. The Business Education Department of Campbell County High School is preparing graduates for employment in business offices. This is based on the finding that 96 graduates, or 80 percent, have been employed in an office since graduation. Of the twenty percent, or 24 graduates, who have not been employed in an office, 10 graduates are attending a post-secondary school full time.

2. The majority of graduates do not continue their education after high school as indicated by the finding that 33 graduates, or 27.5 percent, said that they had pursued any post-secondary education.

3. The majority of graduates do not seek positions which require shorthand skill as indicated by the finding that shorthand was required in one-third of the initial jobs of graduates and by approximately the same percentage of graduates in their present employment.

4. Shorthand is not used to a great extent even by those who indicated that it was required for their employment. This is supported by the finding that 23 graduates, or 71.9 percent, used it less than 50 percent of the time in their initial employment and only nine graduates, or 28.1 percent, used it over 50 percent of the time. In their present employment, fourteen graduates, or 93.3 percent, indicated they use their skill less than 50 percent of the time and one respondent, or 6.7 percent, uses it over 50 percent of the time.

5. A knowledge of shorthand has not been beneficial to many graduates in helping them to earn promotions or increases in pay as indicated by the finding that eight graduates, or 8.8 percent, felt it was "essential" while 45 graduates, or 49.4 percent, thought it was "of no value."

6. In general, graduates do not need additional training in order to earn a promotion on their jobs. This is based on the finding that of 93 respondents, 76 graduates, or 81.7 percent, said that no additional training was needed.

7. Graduates feel that the Business Education Department of Campbell County High School is doing an adequate job in preparing them for office work. This is indicated by the findings that 42 graduates, or 44.7 percent, considered their business training "essential" and 20 graduates, or 21.3 percent, felt it was "very desirable." Only one graduate thought it was "of no value."

8. Typewriting II is the most helpful subject for graduates who seek office employment. This is supported by the findings that 35 graduates, or 38 percent, ranked Typewriting II as first in importance and 28 respondents, or 30.4 percent, ranked it as second in importance as pertaining to work experience.

Recommendations

The following recommendations are made as a result of this study:

1. The Business Education Department of Campbell County High School should continue to train students for clerical/secretarial work. Emphasis should be placed on entry-level skills.

2. Shorthand should continue to be taught at Campbell County High School in order to meet the demands of employers in the area.

3. Consideration should be given to a co-operative education program in the Business Education Department in order to meet the needs of the students of Campbell County High School.

4. An in-depth follow up should be made of vocational business graduates at regular intervals.

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BIBLIOGRAPHY

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APPENDIX A

FOLLOW-UP STUDY OF CAMPBELL COUNTY
HIGH SCHOOL GRADUATES

NAME _____
Last
First
Maiden

INSTRUCTIONS: Please indicate your response with a check mark or written comment in the appropriate space.

PART I: Personal Data

1. When did you graduate from Campbell County High School?

1970 1973
 1971 1974
 1972

2. What additional education have you received since graduation from high school? Please indicate degree(s) earned. If your degree is not completed, list total number of hours completed.

	<u>Major</u>	<u>Degree Earned</u>	<u>Hours Completed</u>
Vocational school	_____	_____	_____
Business school	_____	_____	_____
Junior college	_____	_____	_____
Four-year college	_____	_____	_____
University	_____	_____	_____
Other (Please specify)	_____	_____	_____

3. Have you been employed in an office at any time since graduation?

Yes
 No

 * If your answer is no, you do not need to complete the remainder *
 * of the questionnaire. Please return it in the enclosed envelope. *

PART II: Initial Employment

4. If your answer to Question 3 is yes, what is the name and address of the company where you were first employed upon graduation from high school?

Name

Address

5. Were you employed

_____ full time?
_____ part time?

6. What was your job title?

_____ File Clerk
_____ Clerk-Typist
_____ Receptionist
_____ Stenographer
_____ Secretary
_____ Other (Specify)

7. What skills were required for your first job?

_____ Adding Machine
_____ 10-Key
_____ Full-Key
_____ Calculator
_____ Key-Driven
_____ Rotary
_____ Electronic
_____ Duplicator
_____ Spirit
_____ Stencil
_____ Offset
_____ Thermofax
_____ Xerox
_____ Shorthand
_____ Speed Required
_____ Transcribing Machine
_____ Typewriting
_____ Electric
_____ Manual
_____ Speed Required

8. What was your weekly income?

_____ Under \$49
_____ 50-69
_____ 70-89
_____ 90-109
_____ 110-129
_____ Over \$130

9. If shorthand was required, what percent of the time did you use it in your first job?

_____ Under 10 percent
_____ 11-25 percent
_____ 26-50 percent
_____ Over 50 percent

* If you are currently employed in the same position as described *
* above or if you are now unemployed, please skip to Question 16, *
* Page 3. *

PART III: Present Employment

10. What is the name and address of the company where you are presently employed?

Name Address

11. Are you employed

_____ full time?
 _____ part time?

12. What is your job title?

_____ File Clerk	_____ Stenographer
_____ Clerk-Typist	_____ Secretary
_____ Receptionist	_____ Other (Please Specify)

13. What skills were required for your present job?

_____ Adding Machine	_____ Offset
_____ 10-Key	_____ Thermofax
_____ Full-Key	_____ Xerox
_____ Calculator	_____ Shorthand
_____ Key-Driven	_____ Speed Required
_____ Rotary	_____ Transcribing Machine
_____ Electronic	_____ Typewriting
_____ Duplicator	_____ Electric
_____ Spirit	_____ Manual
_____ Stencil	_____ Speed Required

14. What is your weekly income?

_____ Under \$49
 _____ 50-69
 _____ 70-89
 _____ 90-109
 _____ 110-129
 _____ Over \$130

15. If shorthand was a requirement for your present job, what percent of the time do you use it?

_____ Under 10 percent
 _____ 11-25 percent
 _____ 26-50 percent
 _____ Over 50 percent

16. To what extent has your shorthand skill been helpful to you in earning promotions or increases in pay?

_____ Essential
 _____ Very desirable
 _____ Desirable
 _____ Of doubtful value
 _____ Of no value

17. Would you need additional training in order to earn a promotion on your present job?

Yes
 No

If so, what training would you need? _____

PART IV: Curriculum Evaluation

18. How would you evaluate the overall business training you received at Campbell County High School?

Essential
 Very desirable
 Desirable
 Of doubtful value
 Of no value

19. How would you evaluate the skill training you received?

<u>Shorthand</u>	<u>Typewriting</u>
<input type="checkbox"/> Essential	<input type="checkbox"/> Essential
<input type="checkbox"/> Very desirable	<input type="checkbox"/> Very desirable
<input type="checkbox"/> Desirable	<input type="checkbox"/> Desirable
<input type="checkbox"/> Of doubtful value	<input type="checkbox"/> Of doubtful value
<input type="checkbox"/> Of no value	<input type="checkbox"/> Of no value

20. Of what value was your high school business training in preparing you for your present job?

Essential
 Very desirable
 Desirable
 Of doubtful value
 Of no value

21. Choose three subjects that you took from the following list and rank them in the order of their importance to you in your work experience. (1=first in importance, 2=second in importance, 3=third in importance)

<input type="checkbox"/> Accounting I	<input type="checkbox"/> Secretarial Office Practice
<input type="checkbox"/> Accounting II	<input type="checkbox"/> Shorthand I
<input type="checkbox"/> Clerical Office Practice	<input type="checkbox"/> Shorthand II
<input type="checkbox"/> Office Machines & Filing	<input type="checkbox"/> Typing I
<input type="checkbox"/> Recordkeeping	<input type="checkbox"/> Typing II

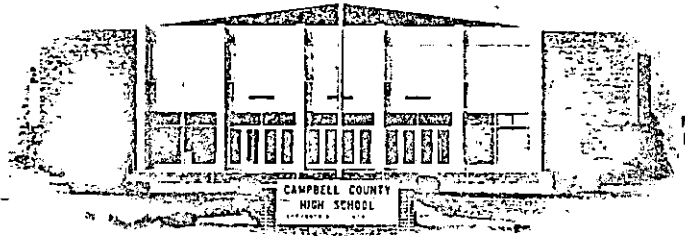
COMMENTS: Please use this space to make any comments or recommendations you may have for the improvement of the shorthand program or overall business program at Campbell County High School.

APPENDIX B

Campbell County High School

57

8000 Alexandria Pike
Alexandria, Kentucky 41001
Phone 635-2191



Principal:

Glendon Ravenscraft

Asst. Principal:

Ray Iles

November 9, 1974

Dear Graduate:

You have an opportunity to participate in a "first." I am conducting the first follow-up study of graduates of Campbell County High School who completed two years of shorthand.

The purpose of this study is to evaluate the effectiveness of the business courses taught at Campbell County High School and also to fulfill requirements for my Master's Degree in Business Education at Morehead State University.

Please take a few minutes to answer the enclosed questionnaire, because only you can give us the information we need to improve our business courses.

A self-addressed, stamped envelope is enclosed for your convenience. Your cooperation and prompt reply will be appreciated.

Sincerely yours,

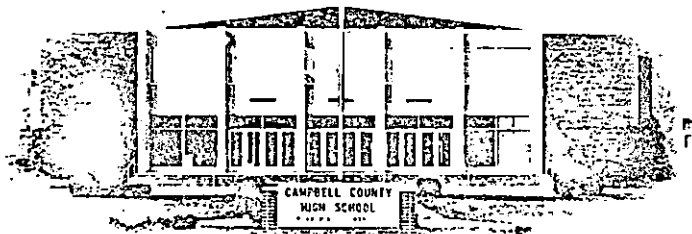
Peggy Ryan, Teacher
Business Department

Enclosures

APPENDIX C

Campbell County High School

8000 Alexandria Pike
Alexandria, Kentucky 41001
Phone 635-2191



Principal:

Glendon Ravenscraft

Asst. Principal:

Ray Iles

December 14, 1974

Dear Graduate:

A few weeks ago you received a questionnaire which was sent to recent graduates of Campbell County High School who completed two years of shorthand. The return thus far has been very good; however, your reply has not yet been received.

In order to have an accurate analysis of our shorthand program, we need to hear from as many graduates as possible. Will you please, therefore, take a few minutes now to fill out the enclosed questionnaire and return it in the self-addressed envelope that is also enclosed.

Your cooperation and prompt reply will be appreciated.

Sincerely yours,

Peggy Ryan, Teacher
Business Department

Enclosures

APPENDIX D

Majors, Degrees Earned, and Hours Completed

<u>Majors</u>	<u>Degree Earned</u>	<u>Hours Completed</u>
Accounting	--	3
Accounting	--	6
Art	--	15
Aviation Secretary	Diploma	--
Business Administration	--	18
Cosmetology	--	1800*
Data Processing	--	15 mo.**
Elementary Education	--	87
English	--	10
English	--	70
Executive Secretary	Associate	--
Executive Secretary	Diploma	55
L.P.N.	--	15
Medical Technology	--	48
Music	--	60
Nursing	--	24
Office Administration	--	36
Political Science	--	15
Secretarial	--	18
Secretarial Science	--	--
Secretarial Studies	Associate	64
Sociology	--	9
Sociology	--	--

Majors, Degrees, Hours (Continued)

<u>Majors</u>	<u>Degree Earned</u>	<u>Hours Completed</u>
Textiles	B.S.	115
Undecided	--	65
Undecided	--	3

*Vocational hours

**16 month course

APPENDIX E

Place of Initial Employment of Graduates

<u>Number*</u>	<u>Name of Company</u>	<u>Address</u>
1	Olsten Temporary Services	Cincinnati, OH
1	Campbell County Fiscal Court	Newport, KY
2	Kelly Services	Cincinnati, OH
1	Dr. Scholl Shoes	Falmouth, KY
1	William Hagedorn, Attorney	Newport, KY
1	Ewing Travel Agency	Louisville, KY
1	Mabley & Carew	Cincinnati, OH
1	Huenefeld-Schneider Company	Cincinnati, OH
1	Fifth Third Bank	Cincinnati, OH
1	Morehead State University	Morehead, KY
3	Veterans Administration Hospital	Cincinnati, OH
2	Commercial Credit	Cincinnati, OH
1	Putnam County School Board	Palatka, FL
2	Internal Revenue Service	Covington, KY
15	Western-Southern Life Insurance Co.	Cincinnati, OH
3	St. Luke Hospital	Ft. Thomas, KY
1	American Book Company	Cincinnati, OH
1	Omaha World Herald	Omaha, NE
1	Conservation Service	Alexandria, KY
3	National Band & Tag Company	Newport, KY
1	Housing & Urban Development	Cincinnati, OH
2	Hartford Insurance Company	Cincinnati, OH
1	Boone Air Pet Motel	Hebron, KY
1	U.S. Fidelity & Guaranty Ins. Co.	Cincinnati, OH

Place of Employment (Continued)

<u>Number</u>	<u>Name of Company</u>	<u>Address</u>
1	U.S. Post Office	Cincinnati, OH
1	General Electric	Cincinnati, OH
1	DuBois Chemical Company	Cincinnati, OH
1	Central Trust Bank	Cincinnati, OH
1	Willson Dairy	Cincinnati, OH
1	Shillito's	Cincinnati, OH
2	Credit Bureau of Cincinnati, Inc.	Cincinnati, OH
6	Procter & Gamble	Cincinnati, OH
1	Flottman Company	Cincinnati, OH
1	Midland Guardian Company	Cincinnati, OH
1	North American Management Company	Cincinnati, OH
1	Netherland Hilton Hotel	Cincinnati, OH
1	Household Finance	Cincinnati, OH
2	Palm Beach Company	Newport, KY
1	Eagle Savings & Loan	Cincinnati, OH
1	Northern Kentucky State College	Highland Hgts., KY
1	Schulzinger & Immerman, Attorneys	Cincinnati, OH
1	Irving H. Schroth, M.D.	Cincinnati, OH
4	American Hardware Mutual Ins. Co.	Cincinnati, OH
2	R. L. Polk & Company	Cincinnati, OH
1	Frye Copy Systems	Cincinnati, OH
1	M. A. Graser-Rothe	Cincinnati, OH
1	Sears, Roebuck & Company	Cincinnati, OH
1	Dalton's Warehouse	Newport, KY

Place of Employment (Continued)

<u>Number</u>	<u>Name of Company</u>	<u>Address</u>
1	Louis Marx & Brothers	Cincinnati, OH
1	Logan & Kanawha Coal Company	Cincinnati, OH
1	Bureau of Rehabilitation Services	Covington, KY
1	Holiday Amusement Company	Cincinnati, OH
1	Great American Insurance	Cincinnati, OH
1	Harolde's	Newport, KY
1	Covington Trust and Banking Company	Covington, KY
1	Christ Hospital	Cincinnati, OH
1	Air Force Plant Rep. Office	Evendale, OH
1	Griffin & Fletcher	Cincinnati, OH
1	Children's Hospital Medical Center	Cincinnati, OH
1	Newport Auto Sales, Inc.	Newport, KY
1	Manpower	Cincinnati, OH

*Represents number of graduates employed at each place of business.

APPENDIX F

Place of Present Employment of Graduates

<u>Number*</u>	<u>Name of Company</u>	<u>Address</u>
1	Temporary Employment Service	San Francisco, CA
1	American Hardware Insurance	Cincinnati, OH
3	Procter & Gamble	Cincinnati, OH
1	Hamilton Veterinary Service	Hamilton, OH
1	Children's Hospital Research Fndn.	Cincinnati, OH
1	Southern Ohio Bank	Cincinnati, OH
1	Morehead State University	Morehead, KY
1	Disabled American Veterans	Cold Spring, KY
1	Vogt, Sage, and Pflum Consultants	Cincinnati, OH
2	Northern Kentucky State College	Highland Hgts., KY
4	Western & Southern Life Insurance Co.	Cincinnati, OH
1	St. Luke Hospital	Ft. Thomas, KY
1	Hale Justis Drug Company	Cincinnati, OH
1	U.S. Fidelity & Guaranty Ins..Co.	Cincinnati, OH
2	Internal Revenue Service	Covington, KY
1	General Finance Corporation	Petersburg, VA
1	Federated Department Stores	Cincinnati, OH
1	General Electric	Evendale, OH
2	R. S. Polk & Company	Cincinnati, OH
1	Ace-Doran Hauling & Rigging Co.	Cincinnati, OH
2	Cincinnati Bell Telephone	Cincinnati, OH
1	Campbell County Vocational School	Alexandria, KY
1	Schoepf-Mason-Johns	Newport, KY
1	Cincinnati Reds, Inc.	Cincinnati, OH

Place of Employment (Continued)

<u>Number</u>	<u>Name of Company</u>	<u>Address</u>
1	Great American Insurance Co.	Cincinnati, OH
1	Drs. Abraham Inc.	Cincinnati, OH
1	Castelline Company	Cincinnati, OH
1	Ohio Valley Convenient Food Marts	Ft. Thomas, KY
1	Veterans Administration Hospital	Cincinnati, OH
1	Square D Company	Florence, KY
1	Thriftway	Highland Hgts., KY
1	Harolde's Inc.	Newport, KY

*Represents number of graduates employed at each place of business.

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