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by

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Bachelor of Science, 1969
Northern Michigan University

An Independent Study
Submitted to
Dr. Robert N. Hanson, Professor
Business Education Department
of
Northern Michigan University
in partial fulfillment of the requirements for the degree of
Master of Arts in Education

Marquette, Michigan
August
1972
This independent study submitted by Helen M. Toivonen in partial fulfillment of the requirements for the degree of Master of Arts in Education at Northern Michigan University, Marquette, Michigan, is hereby approved by the Advisor under whom the work has been done.

Robert N. Hanson
Advisor
ACKNOWLEDGMENT

The writer wishes to express sincere appreciation to Dr. Robert N. Hanson, who served as advisor, for his helpful guidance and assistance in the writing of this paper.
TABLE OF CONTENTS

ACKNOWLEDGMENT ......................................................... iii
LIST OF TABLES .......................................................... v
ABSTRACT ................................................................. vii
Chapter
  I. INTRODUCTION .................................................... 1
     Purpose of the Study
     Need for the Study
     Definitions
     Limitations
     Delimitations

II. REVIEW OF RELATED LITERATURE ................................. 5
    Introduction
    Vocational Education
    Block-Time Instruction
    Simulation
    Performance Objectives
    Career Education
    Review - Related Follow-Up Studies
    Future of Business Education

III. PROCEDURES ....................................................... 45

IV. FINDINGS ............................................................. 47

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS ................ 66

APPENDIX ............................................................... 72
SELECTED BIBLIOGRAPHY ................................................ 79
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Marital Status of the Former Office Occupations II Students</td>
<td>48</td>
</tr>
<tr>
<td>2. Present Status of Former Office Occupations II Students</td>
<td>48</td>
</tr>
<tr>
<td>3. Former Office Occupations II Students Presently Working Full Time</td>
<td>49</td>
</tr>
<tr>
<td>4. Number of Months Worked Since Graduation by Former Office Occupations II Students</td>
<td>50</td>
</tr>
<tr>
<td>5. Location of Present Employers of Former Office Occupations II Students</td>
<td>50</td>
</tr>
<tr>
<td>6. Number of Months Worked for Present Employer by Former Office Occupations II Students</td>
<td>51</td>
</tr>
<tr>
<td>7. Title of Present Position of Former Office Occupations II Students</td>
<td>52</td>
</tr>
<tr>
<td>8. Present Gross Salary Range of Former Office Occupations II Students</td>
<td>53</td>
</tr>
<tr>
<td>9. Number of Previous Employers of Former Office Occupations II Students Since Graduating From High School</td>
<td>54</td>
</tr>
<tr>
<td>10. Number of Months Worked for Previous Employers Since Graduating From High School by Former Office Occupations II Students</td>
<td>54</td>
</tr>
<tr>
<td>11. Type of School, If Any, Attended Since Graduation From High School by Former Office Occupations II Students</td>
<td>55</td>
</tr>
<tr>
<td>12. Type of Learning of Most Use by Former Office Occupations II Students</td>
<td>58</td>
</tr>
<tr>
<td>13. Type of Learning of Some Use by Former Office Occupations II Students</td>
<td>59</td>
</tr>
</tbody>
</table>
14. Type of Learning of Least Use by Former Office Occupations II Students . . . . . . . . . .       61

15. Type of Learning With No Response by Former Office Occupations II Students . . . . .       62
ABSTRACT


Helen M. Toivonen, Master of Arts in Education
Northern Michigan University, 1972

Purpose

The purpose of this study was to determine how effectively the vocational, block-time Office Occupations II class of the newly constructed Ontonagon Area High School had prepared its former students in their experiences in the outside world.

Method and Sources

Questionnaire-opinionnaires were sent to 36 graduates of the 1969 and 1970 Office Occupations II class on April 16, 1971. On May 7, 1971, follow-up questionnaire-opinionnaires were sent to those who had not yet responded. On May 21, 1971, one more attempt was made to contact the nonrespondents with a postal card message. A total of 25 questionnaire-opinionnaires (69 percent) were returned.

Summary of Findings

Sixty-eight percent of those who replied were single, and 32 percent were married.

Forty percent of the respondents were employed full time with student and housewife status ranking second and third.
The number of months worked since graduation ranged from 22 to 9 months for an average of 9.5 months.

Ontonagon, Michigan was the location of present employers of 60 percent of the graduates, and one graduate was located in White Pine, Michigan in Ontonagon County. Other locations included Chicago, Green Bay, and St. Paul.

The number of months worked for the present employer ranged from 18 months to 1 month.

Secretary was the most frequent position title and clerk-typist was second.

The gross salary range of $3,000 - $4,000 per year was indicated by 50 percent of the respondents.

The number of previous employers ranged from 7 to none.

The average number of months worked for previous employers since graduating from high school was 5.2 months with responses ranging from 20 months to 0 months.

Fifty-two percent of the students did not attend any type of school after graduation. Twenty-eight percent attended a 4-year college or university.

All 25 students (100 percent) considered the Office Occupations II class a valuable part of their high school education, would choose the class again as a high school course, and would recommend it to other high school students.

The types of learning used most by over 50 percent of the graduates included the following: 80 percent--proofreading, human relations, good grooming; 72 percent--typing business letters and envelopes; 68 percent--typing carbon copies of
letters, reports, etc.; 64 percent--answering the telephone; 60 percent--spelling, punctuation; 56 percent--filing, operating adding and calculating machines; 52 percent--placing telephone calls, handling outgoing mail, vocabulary.

The typing of business forms was a type of learning of some use by 52 percent of the respondents.

Least used types of learning by over 50 percent of the respondents included: 68 percent--operating the switchboard; 60 percent--duplicating copies using the stencil process; 56 percent--typing dittos, transcribing from dictation discs, belts, cylinders on the typewriter, duplicating copies using the ditto process.

Suggestions of types of learning needing more emphasis in the Office Occupations II class were the following: using the telephone, filing, bookkeeping, business math, typing numbers, receptioning, office procedures, and using the switchboard.

All of the learnings that were acquired in the Office Occupations II class were used by many of the graduates and enabled them to get jobs. Some remarked that all areas were covered very well.

College students indicated that their business knowledge and skills enabled them to obtain part-time work and assured them of their ability to support themselves if they decided to leave their college studies. One respondent was able to waive 1/3 of the first year college courses because of her background in business.
One replied that she used her knowledge and skill in typing a master's thesis with technical language for her husband.

Those students who are working are all employed in fields related to their instruction and did not attend any other school since graduation.

Three-fourths of the graduates sought employment, attended college, or married someone and resided in the Upper Peninsula of Michigan and more specifically in Ontonagon, the town where they graduated from high school.

The Office Occupations II class has quite adequately met the needs of most of its former students.
CHAPTER I

INTRODUCTION

Education is change. Evaluation is vital in directing and balancing this change. Evaluation analyzes what has been, what is, and what will be done in the future.

Effective evaluation depends upon definite goals. Every educational institution on all levels of instruction must determine whether or not it is meeting the needs of its students who need to become productive and well-adjusted members of our community. Therefore, an assessment is needed to determine how effectively the transition between school and the outside world is being met.

Progress, technology, and specialization are evident in our society today. This involves not only an adequate, general educational background but also a vocational one. How much should be devoted to each kind of learning is a vital consideration for all who are in the teaching profession.

Flexibility and receptiveness rather than stagnation are hallmarks of superior teaching practices. Traditionalism also has a place in the educational system. The reliability of previous methods and the adventure of innovative techniques complement each other. A balance between the old and the new provides a sound basis for learning to take place.
Another important aspect to consider in evaluating instruction is time. Is it being used economically to provide the learning of essential subject matter, attitudes, and skills? With the recent "knowledge explosion" taking place, it becomes a salient responsibility for eliminating subject matter properly as well as including it. This consideration depends upon clear communication channels between the schools and the possible places of employment. The instruction should be relevant to real life situations.

Many forms of evaluation are used today. Probably the one most commonly used is the follow-up study, utilizing the mailed questionnaire-opinionnaire to gather data. This is the type of instrument used in this study. The 1969 and 1970 graduates of Office Occupations II, a block-time, reimbursed vocational class, were contacted for information concerning their present occupational status and their opinions about the class. The data was necessary to determine whether the types of learning they received in this class enabled them to function more efficiently in their choice of work as well as other avenues they chose to pursue.

The graduate is the product of any educational system. Valuable information can be obtained by asking the graduate about his successes and his failures and by eliciting an appraisal of the value of the training received in school. An assessment can then be made about the strengths and weaknesses of the instruction.
3

Purpose of the Study

The purpose of this study was to evaluate the effectiveness of the present Office Occupations II course at the Ontonagon Area High School, Ontonagon, Michigan.

Need for the Study

The Ontonagon Area High School initiated some new types of courses when it was newly constructed in 1968. Every educational system must determine whether or not it is meeting the needs of its students. This study was needed to assess the effectiveness of one course, Office Occupations II, to determine if this type of instruction is properly preparing the graduates to accept the challenges presented to them in the community outside of the school.

Definitions

The following definitions apply to this study:

Ontonagon Area High School - This is a consolidated school in Ontonagon, Michigan comprised of grades 9 through 12. The nearby towns of Mass, Greenland, and Rockland have transported their students to this facility since its construction in 1968. Its population consists of approximately 400 students.

Office Occupations II Course - This course is offered to senior students on a two-hour, block-time schedule. It is a vocationally reimbursed program and is taught by a vocationally certified teacher.
Limitations

The following are the limitations of this study.

1. A 69 percent return of the questionnaires was received.

2. The researcher's inexperience in constructing questionnaires contributed to unclear answers which were difficult to interpret.

3. The researcher did not teach the Office Occupations II course prior to 1970.

4. The researcher's residence was not conveniently located near Northern Michigan University for library work and for consultation purposes with her Graduate Advisor as often as would have been desirable.

Delimitations

The following delimitations apply to this study.

1. Information was gathered from the 1969 and 1970 graduates who were formerly students in the Office Occupations II course at the Ontonagon Area High School, Ontonagon, Michigan.

2. The instrument used in gathering the data was the mailed questionnaire-opinionnaire.
CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Change is all around us—in every facet of life. How this change affects us will determine to a great extent the direction we will take in educational, social, economic, and political functions in our society in the future.

As business educators we have a responsibility to provide our students with a learning environment conducive to preparing them to meet the changes and challenges that come their way after graduation. This learning encompasses the development of the whole student in both the skills and human relations areas.

First of all, the writer believes that attitude about oneself and others and the attitude about how one views his life's work is the cardinal factor in being a happy and well-adjusted individual.

Excitement does not dominate the work in the business world as sometimes viewed by students in school. Typically, the everyday work on any job is dull and appears to be unchallenging. Students should be aware that when this occurs, everything is running smoothly and efficiently. Realism about

this ordinary, everyday routine of work found everywhere is part of our life. We are obligated to implant this attitude in our students so they will not be disillusioned.

Working hand in hand with attitude is having pride in one's work regardless of how unimportant the job may appear. Each little task or job is an integral part of the activities of our society and enables it to function efficiently. One kind of task or work complements another. The stigma about the necessity of possessing a college degree to earn a living must be removed.¹

Pride in one's work is evident in an office worker's proofreading ability. An important question employers ask themselves about a typist's work is, "What did it cost to have this done?" Employers state, "We simply cannot employ those who have had such poor instruction in proofreading."² A typical employer is looking for a worker who is cost conscious by producing accurate work in a minimum of time. This idea also has to be emphasized to our students.

Of course, office rules often have to be bent. Circumstances will warrant what is called for, and students should be made aware of this, too. "...There are times when perfection


must take a back seat to practicality and economy."¹ Flexibility and common sense to handle a situation as it arises are part of classroom learning, also.

Today's business teaching should be geared to concepts rather than to isolated skills.

The student must be able to understand the overall office system—the relationship between his job in the system and that done by others. He needs to understand why his job is important, where he fits into the big picture, and the need for accuracy and good work habits. Finally, he must have the ability to analyze and make better decisions.²

Successful teaching then involves adaptability to change as society dictates.³

Business plays an important role in our society with its employment opportunities for office workers.

Statistics tell us that one person in five will be employed as an office worker by 1980, while one person in every seven is employed in this capacity now. Office work is second only to manufacturing in employment opportunities, with a total of 12 million in the work force.⁴

These kinds of statistics place an even greater responsibility on business educators—a paramount responsibility.


Jobs are available, and we have to prepare our students to compete for them successfully. We cannot afford to direct our efforts in the same straight channel as in the past. By combining some of the traditional methods with the present innovative ideas, the needs of students for today's world can be more adequately met. "...It is up to us, as business teachers, to learn to identify real change, accept that change and proceed to provide relevant instruction accordingly."\(^1\)

National statistics indicate that 80 percent of our high school graduates do not graduate from college, and most of the 20 percent do need job skills to help earn college expenses or in case chosen careers do not work out.\(^2\)

There is a need to prepare young people to support themselves under all kinds of situations, especially when a goal in another direction becomes unrealistic or has to be interrupted.

According to a study in 1957 by the Women's Bureau of the United States Labor Department, high school girls can anticipate working outside of their homes for an average of 25 years.\(^3\) Even the female is a productive member of the world of work for a good part of her life. Again, this points out


the need to prepare all students regardless of sex. There is no room in the educational process to shortchange the future citizens of our society.

Various attempts are being made to bridge the gap between school and the world of work or the outside community. Business vocational education brought about by the Vocational Acts of 1963 and 1968 have presented a thrust in that direction.

The writer has attempted to research the areas involving vocational education, block-time instruction, simulation, performance objectives, career education, and the future of education. These areas are not separate concepts. They intermingle with each other; they complement each other; they are not complete without each other. For organization purposes only, the writer has shown them in separate parts in this chapter.

The review of literature is presented in the following sections:

I. Introduction  
II. Vocational Education  
III. Block-Time Instruction  
IV. Simulation  
V. Performance Objectives  
VI. Career Education  
VII. Review - Related Follow-Up Studies  
VIII. Future of Business Education
Vocational Education

Vocational emphasis gave a new dimension to business education. Goals are directed to equip students for successful [gainful] employment. ¹ Actual job standards should be achieved; not approximations. ²

For years the concept of ultimate success in our society has been the completion of four years of college after high school graduation. This concept was bred and nurtured by our values, our aspirations and our silent support; and as a result, it produced many student failures. ³

Vocational education can alleviate the problem of incurring large debts by newly graduated students or depleting parents' savings accounts by equipping high school graduates with productive abilities and thereby enabling them to immediately secure employment on an entry level basis and support themselves. The measure here of the student's success is whether or not he can produce. ⁴

Equipping students with knowledge and skills to perform in the world of work can alleviate the problem of dropouts


becoming a burden to our society. However, how early in the educational process vocational education is offered would have a bearing on this problem.

When considering the demand for people to fill jobs in the business offices, justification can be made for business education in the public high school.¹

Some stand on the other side of the fence advocating that secondary schools are offering "soft" courses and placing less emphasis on basic courses.²

In the society of the future, less time will be spent on the job. Job training is not education for the leisure time the working men will have.³

A wide range of subjects are offered in many high schools which include both college preparatory and vocational choices. Many students will choose vocational subjects because they place less exertion on the intellect and eliminate a great amount of homework according to Rickover.⁴

Avritich believes that industry has placed more emphasis on skills rather than on general education and has in turn influenced the direction in vocational education. From this

¹Patty Glover Campbell, "Vocational Subjects Offered in High Schools?" The Balance Sheet, LI (December, 1969), 167.
²Ibid., 164.
⁴The Saturday Evening Post, CCXXIX (March 2, 1957), n. 109, quoted in Patty Glover Campbell, "Vocational Subjects Offered in High Schools?" The Balance Sheet, LI (December, 1969), 165.
aspect, training received by the student could be considered obsolete in a short time as a result of automation.¹

In 1963 the Vocational Education Act encompassed business and office education in federally funded programs providing training to a level below the baccalaureate degree.² This Act also placed extra requirements on the instructor in the classroom of a federally reimbursed program. Special vocational certification is required involving sufficient basic and professional education training as well as adequate training in the major field being taught. Work experience related to the instruction found in the classroom is stipulated in varying degrees according to the given state's requirements.³

The Vocational Education Act of 1968 concentrated on everyone. Socially, our country was experiencing problems with riots, welfare, illiteracy, and unemployment--concerns of all of us. Education was the answer to these people with special needs. Everyone--young or old--needs a marketable skill. An earlier introduction of vocational education in the

¹Boston University Journal of Education, CXLVIII (October, 1965), n. 36, quoted in Patty Glover Campbell, "Vocational Subjects Offered in High Schools?" The Balance Sheet, LI (December, 1969), 166.


school would encompass more persons to be able to attain this goal.\(^1\)

In a study conducted of vocational education as perceived by principals in 32 high schools, 64 vocational programs were offered in the combined schools. The strongest factor in vocational education was the staff of instructors and the weakest factors included the physical facilities and the nature of the offerings. The most cited needs of ongoing vocational programs were additional subject offerings, more equipment, better facilities, and more instructional materials.\(^2\)

Vocational education has brought about changes and improvements in business education by initiating new methods of instruction and by placing occupational standards on the product of this instruction.

**Block-Time Instruction**

Within block-time instruction, various teaching techniques and methods are employed. Some of these include integrated exercises, simulation or model office, intensive laboratories. All of them aim to produce an employable student.

Michigan State University in cooperation with five state departments carried on a Vocational Office Block Project under

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\(^1\)Barbara H. Kemp, "Vocational Education: The Emphasis Is On 'All'," *Business Education World*, LI (September-October, 1970), 12.

a contract supported by the United States Office of Education. Approximately 800 students from 38 schools in Arizona, Florida, Michigan, New Jersey, and Washington participated in the project in 1968.¹

Block-time classes combine traditional single-period courses one after the other, and the students must enroll in both periods.² Findings from a questionnaire sent to state supervisors of business and office education stated that the subjects most often combined in a block-time class were business English, office practice, shorthand II, transcription, and typewriting II.³ The ideal enrollment for this type of class is 16-20 students. The availability of equipment and facilities would have great bearing on class size, however.⁴

Integrated learning experiences are provided in block-time instruction utilizing a combination of previously learned skills.

An "integrated project" is one in which the instructor plans a series of business-like tasks to be completed which enables the student to use the


³Ibid., p. 267.

combined skills and abilities which were previously learned from other separate courses of study.\

Integrated exercises lay the foundation for simulated experiences.

The primary strategy in the office block instruction program should center on simulation as the formal learning structure. The classroom becomes both a model office for simulated office experiences and a laboratory for creating additional simulations.\

Block-time instruction lends itself to intensive office laboratories. Sometimes these names appear to be used synonymously.

The intensive office laboratory can be identified as an organization for instruction whereby each learner in the class receives final opportunity within the school to participate in those integrated and interrelated work experiences and related learning activities which are necessary for him in order that he may develop vocational competence for his chosen office career.\

It is a situation that duplicates an office in responsibility and equipment and operates within a two-period or three-period block of time.

With the advent of the intensive office lab program, three changes occur. First, the student becomes goal or career oriented. Second, the course of study becomes goal oriented. Finally, the intensive office laboratory teacher subscribes to a particular philosophy—a philosophy which acts as a motivating force—a philosophy which undergirds the vocational office education program. The teacher ceases to teach subjects and begins to teach individuals.

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1 Ibid., 6.
2 Poland, "Block-Time Approach in Office Education," p. 265.
Four kinds of student needs are considered in the block-time laboratory approach: initial learnings, advanced development of prior skills, application (task practice), and simulation.¹

Griffitts states that the values of the block concept are:

1. Realistic Training--Integrating skills and knowledge.
2. Wise Use of Time--More time can be devoted to providing those competencies which are particularly appropriate to students' occupational objectives.
3. Flexibility of Learning Activities--Students learn at their own speed--can become proficient in aspects of interest and occupational goals.²

Poland contacted state supervisors of business and office education about the ongoing block-time programs. The findings of the questionnaire indicated that the following were the most pressing needs of block-time instruction:

...adequate teaching equipment and supplies, sound materials for instruction, adequate teacher education programs in block-time teaching, guides to organizing and administering block-time programs, and in-service education programs.³

The state supervisors of business and office education stated that the real problems of block-time instruction were:

...reorientation of instructors and administrators, preparation of materials, lack of


³Poland, "Block-Time Approach in Office Education," p. 268.
qualified instructors, administration problems in scheduling a block program, traditionalism and fear of change in teaching methods and techniques, financing, and sufficient preparation time for instructors.1

Emerging values of block-time instruction according to the state supervisors of business and office education were:

. . .flexibility to meet individual student needs; preparation for immediate, gainful, and even technical positions; a closer simulation of actual business experiences; better instruction; and integration of all office education subjects.2

Other studies have been undertaken that verify the effectiveness of block-time instruction. One of the major findings in Driska's study indicated that "...cooperative and block programs are and should be the most frequently offered education programs."3

Another study conducted by personally interviewing 30 businessmen indicated that "...To provide more depth of instruction to students, a double-period course in office training would be more realistic and flexible."4

Double-period instruction has been on the scene for a few years now. Its strengths seem to outweigh its weaknesses and warrants consideration in any curriculum.

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1Ibid.

2Ibid.


Simulation

Simulation has given new impetus to business education. This kind of instruction creates realistic experiences in the classroom and thereby enables students to bridge the gap between school and work more easily.

As mentioned earlier in this chapter, block-time instruction should revolve around simulation.

A two-class period block of time is almost a necessity for successful simulation, and the classes should be back to back without interruption. There should be no change of students during this block of time.1

The military services have used simulation in training their men and have found it to be an effective technique. Considerable studies have been done by and for the military on its use, and results have been very favorable.

There is considerable similarity between the military jobs on which these studies have been done and the jobs for which vocational education is designed.2

Wingo perceives office simulation as:

...not just the application of skills to office-like tasks. It is total involvement with office movement, with work flow, with interaction between and interdependency among people in a business and social way. It is interchange between office personnel and outside people.3


2William A. McClelland, "Simulation--Can It Benefit Vocational Education?" American Vocational Journal, XLV (September, 1970), 23.

Basically two purposes exist for simulation according to Hanson and Parker.

1. To provide each office occupations student with entry-level skills with which he can obtain an office job.
2. To provide sufficient skills so that each student will be able to keep that office job as long as he desires.¹

Simulation should be used as a capstone experience only.²

Teaching skills is very important to any student, but equally important is teaching about human relations. Again, the whole student has to be considered in the teaching process.

...there must be programmed into the simulation a certain amount of pressure, interruption, and irritation if the experience is to be representative of office conditions. Pressure will force the novice office worker to set priorities. How to set priorities must, of course, be taught.³

Moskovis suggests that the following three factors be considered in preparing simulation experiences:

1. Class work must be relevant to office work.
2. Class work must appear real to the learner.
3. Class work must demand meaningful effort and thought.⁴


²Ibid., p. 232.


Advantages of simulation over other kinds of instruction are:

1. Simulation is highly individualized.
2. Simulation is realistic.
3. Simulation offers immediate feedback.
4. Simulation is not boring.
5. Simulation is self-revealing.¹

Hanson and Parker believe that:

Simulation emphasizes group learning.
Under this method, the primary relationships are between the several people in the group. They learn together to work successfully together.²

Two views of one aspect of simulation were given—highly individualized learning and group learning. The writer feels there is both in simulation.

Typically, the individual will be performing the kind of work in a simulation for which he has shown a preference. This is individualized learning. How accurately and efficiently he performs the work will determine how well the next person will perform with it. This interdependence in the flow of work is group learning.

Ideally, actual practice in a business office would be the ultimate kind of preparation and learning a student should receive. It has been pointed out, however, that simulation offers advantages over the actual business office.

... mistakes can be made without serious detrimental consequences in simulation experiences; reality can be reduced in size until it becomes


manageable; and by including only the salient aspects of a particular situation, clarity can be brought out of what would otherwise be complex and confusing.1

A chief disadvantage of simulation would be:

. . . the amount of time that is required to properly conduct or set up the simulation, and the fact that all the variables and information cannot be included or total realism captured.2

Simulation today is being carried out in different forms. No one method has been acclaimed as the best one because research has not been conducted to establish this fact. The different plans are as follows:

Plan 1. A classroom is established as an office and is used for no other classes. . . Instruction is conducted on an informal basis with much of it being done by the student.

Plan 2. This simulation is conducted in a two-period block of time in a classroom that resembles any well-equipped office education room.

Plan 3. This simulation only consumes from 8 to 12 weeks of the school year. The rest of the year is spent with learning unit instruction.

Plan 4. A mobile unit is constructed to provide the facility for the office simulation. The unit then rotates among several high schools or post-secondary schools. . . An itinerant teacher is placed in the unit and travels with it at all times.3

Two other types of simulation used by education for some time are the in basket/out basket technique and role playing.4

1Wingo, "Simulation With Movement," 12.

2Leslie E. This, "What is Simulation?" American Vocational Journal, XLV (September, 1970), 22.


4Meckley, "Simulation in Leadership Training," 27.
Successful simulation depends on one key factor—the business teacher. How he feels about it will determine if this technique is the one he will use in his classroom.

The teacher who successfully produces a simulation for an office practice class will be a teacher who has crawled into the back pocket of the business he wishes to simulate. He will be the teacher who, although traditionally prepared in our existing teacher education institutions, is willing to innovate. He will allow a relaxed atmosphere in the classroom. He will treat his students as adults in allowing them some responsibility for their own actions.¹

Simulation is not a program to be instituted just because it seems to be the "in" thing to do. You must believe in the idea, be willing to expend the time and effort required to develop it, and wait out the trial periods of evaluation and revision.²

Simulation has proved to be an effective way of teaching through research findings, although no one method has been designated as the best. The amount of time it takes to design a simulation situation and the inability to totally recapture a real situation are disadvantages of simulated instruction. Attitudes about simulation, initiative, and perseverance on the instructor's part will determine if this technique will be effective for him in the classroom.


Performance Objectives

Measuring student progress in terms of performance objectives is greatly advocated in education today. Performance objectives provide an effective means of individualized instruction and also a measure of evaluating what has been taught by the instructor.¹

An objective is a specific, observable student action or product of student action. To satisfy this definition, an objective must, first, specify something the student is to do; second, indicate the circumstances under which he will do it; and, third, note the degree of accuracy or competency with which he will perform the stated action.²

The NOBELS (New Office and Business Education Learnings System) project funded by the United States Office of Education played an important role in developing performance objectives based upon basic job tasks of workers between the ages of 16-24 who had earned less than a baccalaureate degree.

A total of 1,253 office workers and their supervisors were interviewed and the basic tasks performed by each worker described and analyzed according to steps, alternatives and some indication of successful performance.³


The basic tasks of these workers were then categorized according to their function. A Taxonomy of Office Activities was created by grouping of verbs into three divisions or domains: Operating, Interacting, and Managing. Verbs selected to give a comprehensive coverage of office activities were classified under these three domains.\(^1\)

With a properly selected list of verbs, an all-inclusive list of office tasks and activities can be developed by adding nouns, adjectives and phrases to the verbs. \(^2\) A simple framework of verbs will serve as a medium for describing all office tasks and activities. Another reason for the use of verbs as the basis of the taxonomy is their relative constancy in meaning.\(^2\)

Use of the NOBELS data can be made in the following ways:

1. The report is a pool of information about job tasks.
2. You have current information.
3. Actual performance statements can be geared to individual students.
4. You have material for individualizing instruction.
5. The teacher can take the report and make transparencies of the over 80 flow charts.\(^3\)

The NOBELS project led to Erickson's study in which he analyzed the basic components of 300 office jobs. He

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\(^3\)Bobjye Joan Wilson, "Use of the NOBELS Report Data," The Balance Sheet, LIII (October, 1971), 53.
summarized the criteria relevant to effective task performance from his findings to include the following:

1. Interest in, knowledge of, and understanding of the job and its function within the office system.
2. Willingness to exert extra effort, help others, and carry an increased work load as the situation required.
3. Effective use of supervision--asking for assistance when needed but not relying unnecessarily on supervision.
4. Reliability and diligence.
5. Initiative, flexibility, and adaptability.
7. Demonstration of pride in work through job performance.
8. Willingness to inquire and explore.
9. High level skills for job tasks.
10. Possession of a "best effort" rather than a "get by" attitude.\(^1\)

Erickson also summarized the criteria relevant to effective social role performance from his findings to include the following:

1. Maturity and self-confidence.
2. Cheerfulness and a harmonizing attitude toward work and others.
3. Willingness to use special skills to help others.
4. Awareness of what is happening around the work station--knowing when assistance should be offered.
5. Extending enthusiastic spirit to others involved in tedious work.
6. Unwillingness to gossip or become concerned with confidential work.
7. Using sense of humor to ease difficult situations.
8. Unwillingness to become involved in office jealousies--meeting unkind remarks with positive statements.
9. Ability to communicate with a variety of personalities.
10. Willingness to make the effort to please and make others happy.\(^2\)

\(^1\)Erickson, Basic Components of Office Work--An Analysis of 300 Office Jobs, pp. 20-21.

\(^2\)Ibid., p. 21.
Erickson's findings confirm the writer's belief that the "whole student" has to be taught to enable him to be successful in the world of work. Again, attitudes toward himself and others and toward his work will contribute immeasurably to a productive and well-adjusted individual.

Performance goals give direction to the learner and to the teacher. Evidence points out that students who have been taught and evaluated by using performance objectives reach higher goals than students who have not been involved with performance goals.¹

In many instances, this absence of stated objectives for a course of instruction leaves the learner with a fuzzy notion of what is expected of him. It undoubtedly accounts for some of the student unrest and for the growing criticism being directed toward the educational system.²

Performance objectives are essential to the classroom teacher. Research has proved that a definite plan of action and an evaluative measure at the termination of that action will indicate if anything has been accomplished or how well it has been accomplished. Valuable information have been compiled through the NOBELS project and the Erickson study about identifying the basic office job tasks. This material is a great aid to the business teacher in constructing performance objectives.

¹Erickson, "Improving the Content of the High School Office Education Program," p. 214.

Career Education

Great emphasis is being placed on career education today from all levels of our society. It is not a new kind of education but a reawakening that encompasses the gamut of education—from kindergarten to post-secondary school and beyond. Everyone is included in career education.

In his State of the Union message in January, 1972, President Nixon expressed the desire of educational reform.

Career education is another area of major new emphasis, an emphasis which grows out of my belief that our schools should be doing more to build self-reliance and self-sufficiency, to prepare students for a productive and fulfilling life. Too often, this has not been happening. Too many of our students, from all income groups, have been "turning off" or "tuning out" on their vocational experiences.

Career education provides people of all ages with broader exposure to and better preparation for the world of work.

Career education is not a single specific program. It is more usefully thought of as a goal—and one that we can pursue through many methods.¹

Also, citing need for reform in our educational system is Malcolm R. Lovell, Jr., Assistant Secretary of Labor for Manpower. He had the following to say about traditional vocational education and manpower training:

Right now the interface between traditional vocational education and manpower training programs for serving people can be seen most clearly in terms of a medical concept: we (manpower) bear toward education a therapeutic relationship. A significant portion of manpower programs serve as clinics and hospitals for a system of education that is not adequately serving the youth of this country.

We (manpower) are engaged in educational remedial medicine for 1.5 million high school students who are to use Commissioner of Education Sidney Marland's vivid phrase. . . .being offered what amounts to irrelevant, general educational pap! . . . For those who drop out, get pushed out, and fall out of the system, manpower is providing therapy in the form of counseling, training, apprenticeship, and other programs.1

Marland, U. S. Commissioner of Education, perceives that the general education curriculum enrolls the most students and possesses the highest record of failures.2

We can say with confidence that the program fails because it has no real goals. It doesn't prepare students for a job nor does it prepare them for higher education; therefore, we can't use the measures we use for the vocational education and college preparatory programs.3

Career education would provide the training these students require for successful employment, and it would give them the education they need to bring personal fulfillment into their lives.4

Some staggering statistics are given by Marland about the number of students who are not being trained for an occupation and how much money it is costing us.

In the 1970-71 school year there were 850,000 elementary and secondary school dropouts. There were 750,000 general education students who graduated from high school but who did not attend college and were not prepared for entering a job. There were 850,000 high school students who entered college (in 1967) but dropped out in 1970.

3Ibid., 34.
These three groups comprise an estimated total of 2,450,000 young people who should have had the opportunities for realistic education in career development but did not. Education is now the nation's largest enterprise, costing $85 billion a year, a figure surpassing the defense budget. Those 2,450,000 pupils cost us about $28 billion, which is almost one-third of the entire educational expenditure for the nation.¹

A contributing factor to the failures produced by our educational system is the connotation of vocational education not being the prestigious direction to take. President Nixon had something to say concerning this also in his State of the Union message.

Too often vocational education is foolishly stigmatized as being less desirable than academic preparation. And too often the academic curriculum offers very little preparation for viable careers. Most students are unable to combine the most valuable features of both vocational and academic education; once they have chosen one curriculum, it is difficult to move to the other.²

Career education is the concept being advocated today in answer to these statements of inadequacy in our educational preparation of youth.

The American Vocational Association Task Force on Career Education defined career education as the following:

..."people-oriented concept" which should place participants on the "next educational or occupational step" and prepare all school-leavers for work.³


²"Nixon Emphasizes Career Education," 91.

They also indicated that "...career education is not a new name for vocational training. Instead, it is a new development for all of education."¹

"Vocational education as a key component of career education will be the pay-off for a major portion of youth coming through our educational system."²

U. S. Commissioner of Education, Sidney P. Marland, suggests that:

...we dispose of the term vocational education and adopt the term career education. Every person in school belongs in that category at some point. ...All education is career education, or should be.³

These statements point out emphatically that vocational education and career education are not two entirely different kinds of programs.

Career guidance plays a paramount role in career education. To be effective, career guidance has to begin when a child enters school and continue during the entire educational process on progressing levels of maturity. This continual process involving knowledge and skill develops in four domains:

1. Self knowledge
2. Work and leisure knowledge
3. Career planning knowledge and skill
4. Career preparation knowledge and skill⁴

¹Ibid.
²Lowell A. Burkett, "Career Education: How Do Others Interpret the Concept?" American Vocational Journal, XLVII (March, 1972), 9.
Knowing about oneself and drawing upon these qualities and understandings to select one's life's work will contribute to personal happiness.

No time spent in career planning is wasted, because it's just as true today as it ever was that the happiest people are the people who are happiest in their work. 1

Students need ". . .to know exactly what training each type of job requires." 2

The vocational program must also allow the participants to develop accurate job stereotypes. This will require the trainee to know the technical requirements of the job and to understand what type of life is led by a person in that particular occupation. 3

If the teaching about occupational opportunities is omitted from the learning process, teachers and counselors could very well be ". . .recruiters for the army of the unemployed." 4

Another component of career education is using the cluster method of preparing students for occupations. In the cluster approach, the student does not have to cover the learning in

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the entire range of office occupations but concentrates on the
tasks within the cluster or family of his occupational choice
and the related jobs in that area.¹

Career education according to the United States Office
of Education is centered around 15 broad occupational fields.

. . . These various fields denote a category of
occupations, not necessarily closely related
with respect to the similarity of work performed,
but composed generally of occupations which are
affected by the same economic, social, or tech-
nological factors.²

The following are the 15 occupational cluster areas
adopted by the U. S. Office of Education representing the
entire world of work.

Agriculture--Business and Natural Resources
Business and Office
Communications and Media
Construction
Environmental Control
Fine Arts
Health
Hospitality and Recreation
Manufacturing
Marketing and Distribution
Marine Science
Personal Services
Public Services
Transportation
Consumer and Homemaking Education³

¹Fred C. Archer, "The Status of Office Practice," The
Office Practice Program in Business Education, XLIII Yearbook
of the Eastern Business Teachers Association, (Somerville:

²"Business and Office Occupations--Integral Part of USOE
Plan," 69.

³T. N. Stephens and Joe R. Clary, "The Governor Got Busy,"
American Vocational Journal, XLVII (March, 1972), 54.
Those clusters related to business students include the following occupations:

Business data processing
Computing and accounting
Filing and related
Information and message distribution
Materials support
Stenographic and secretarial
Typing and related
Miscellaneous clerical

A supporter of the USOE plan and goal on career education is the National Business Education Association. It recommends all of its members to receptively follow any further actions or recommendations of the USOE on career education.

Tonne justified teaching in the cluster concept with the following statement:

It is a naive notion that everybody can be trained for a specific occupation. . . . We need to recognize that in the high school, with many exceptions, the best possible kind of job training is education for a cluster of occupations.

An office cluster research project was conducted by Perkins and Byrd to establish what major types of tasks are performed in occupations available to graduates who do not pursue their education beyond high school. This information

2"Business and Office Occupations--Integral Part of USOE Plan," 72.
provides valuable information for office occupations teachers in teaching career development.

Plans have been initiated to implement career education in the school system. One suggested model of career education experiences by grade level is as follows:

Grades 1-6: OCCUPATIONAL AWARENESS: Student is informed about occupations through a series of clusters representing the entire world of work.
Grades 7-8: OCCUPATIONAL ORIENTATION AND EXPLORATION: Student explores several clusters of his choice.
Grades 9-10: OCCUPATIONAL EXPLORATION IN DEPTH, BEGINNING SPECIALIZATION: Student selects one cluster to explore in greater depth. Develops entry-level skill. May change cluster if desired.
Grades 11-12: SPECIALIZATION: Student specializes in one cluster. Takes prerequisites for further education and/or intensive skill training for job entry.¹

The writer believes that an early orientation to career consciousness and the continuous occupational reinforcement training throughout the school years on different levels will lay the foundation for a positive goal direction for the student in the last years of secondary education.

Opponents of career education say that "...it threatens academic excellence or that the added value of career education is not equal to the subtracted value of that which it replaces."² Also, lack of adequately trained teachers on all grade levels


presents a barrier to successful teaching of the career concept.\textsuperscript{1}

Funds are necessary to carry on any kind of a program. "...Fifty-five million dollars have been added to the federal education budget for fiscal 1973 to introduce the concept of career education."\textsuperscript{2}

All-inclusive inservice training programs have to be initiated for teachers. "...Career education must infect the entire teacher education process."\textsuperscript{3}

Career education is gaining momentum, and it appears that it will increase immeasurably in the next year. The strong, emphatic support for career education by President Nixon and U. S. Commissioner of Education Marland, the allotment of $55 million in the 1973 federal budget toward this goal have set a new priority to teaching our youth.

\textbf{Review - Related Follow-Up Studies}

Other follow-up studies have been conducted on the secondary level to determine whether different kinds of programs are effectively meeting the needs of the students they produce. Various studies will be presented in this section. No studies on block-time instruction, per se, are cited, only similar and applicable program studies.

\begin{itemize}
\item \textsuperscript{1}Ibid., 82
\item \textsuperscript{2}Burkett, "Career Education: How Do Others Interpret the Concept?" 9.
\item \textsuperscript{3}Swanson, "Career Education: Barriers to Implementation," 82.
\end{itemize}
Catherine Boyd conducted a follow-up study of cooperative office education graduates in 21 counties in Illinois. Some of her findings were:

(a) The majority of graduates secure employment in the office occupations immediately following graduation.

(b) The cooperative office education program adequately prepares students to perform successfully as a student-learner and to obtain initial job entry.

(c) The cooperative office education program is not adequately preparing students for their long-range needs for job advancement and for the office activities of future full-time office employment.

(d) A high percentage of graduates do remain in the same community as the one in which they received their cooperative office education training.

(e) Graduates frequently work in the office occupations on a part-time basis to defray post-high school education expenses.\(^1\)

Work-study students in an Illinois high school were contacted in a study by Lacey. According to the survey, one of the findings indicated that "....working for teachers in a school does not represent a typical office situation."\(^2\)

Findings of an evaluation of business education offerings in a Minnesota high school by contacting its graduates revealed the following:

(a) Of the graduates surveyed, 46.5 percent were employed in office-type positions with the highest percentage employed as secretaries and typists.

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(b) The most frequent duties were typewriting, using the telephone, meeting people, filing, and operating office machines.
(c) The most used office machines were the electric typewriter, the ten-key adding machine, the mimeograph, and liquid duplicator.
(d) The graduates wished they had received more training in accuracy, spelling, arithmetic, penmanship, and applying for a job.\(^1\)

The purpose of Allison's study in a Denver, Colorado high school was "...to determine the types of duties that business students are performing on their present jobs and to what extent the school has prepared them for these duties."\(^2\)

Findings of the Allison study included:

(a) One hundred and eight, or 87 percent, of the business students are living in the Denver and metropolitan area.
(b) Over 60 percent continued their education after high school graduation, and 60 percent of these students have used their high school business training to help in financing their education.
(c) About 75 percent of the students now employed are working in a business-related area.
(d) The business courses most valuable on the job in descending order were: typewriting, office practice, bookkeeping, and shorthand.
(e) Additional business courses which students felt would be of value were: data processing, keypunch training, and advanced office practice and management.\(^3\)

Another follow-up study of high school business education graduates conducted by Wessel revealed:


\(^3\)Ibid.
(a) Courses offered meet the needs of the graduates for on-the-job use.
(b) With the exception of first-year shorthand, courses meet the needs of the graduates for personal use.
(c) High school training adequately prepares graduates for work since most of the graduates do not receive any formal training after they leave school.
(d) Job-counseling service may be inadequate.
(e) All students who expect to obtain employment in a business office should be given intensive typing and 10-key and copy machine training.
(f) Training in using the telephone, handling mail, and performing receptionist duties was inadequate.¹

Eleven Utah high schools involving 154 students enrolled in two-hour office practice classes were participants in a study conducted by Woodward. The General Office Clerical Tests and the Typewriting Tests from the National Business Entrance Tests series were used in the study. A comparison was made between the performance of the students enrolled in two-hour office practice classes and the national norms established on these tests. Findings of the study are as follows:

(a) In terms of national norms, 90 percent of all the scores of study participants on the General Office Clerical Test fell below the fiftieth percentile.
(b) In terms of national norms, 80 percent of all the scores of study participants on the typewriting test fell above the fiftieth percentile.
(c) An evaluation of student achievement in office practice and typewriting indicates that office practice students achieve much higher proficiency in typewriting than they do in office practice.²

A one-year high school Gregg shorthand course was evaluated by its graduates in Webster's study. Some of the findings were:

(a) Students do not seem to be developing high rates of transcription speeds because of the limited time available in which the skill is taught, learned, and developed. Dictation and transcription skills are evidently taught and learned as separate activities instead of a fusion of both.

(b) The low proficiency demonstrated in transcription activities (18 to 25 words a minute) may indicate the need for a fused program.\(^1\)

On the post secondary level, Jacobson's follow-up study of business education graduates indicates a need to improve in certain areas of high school instruction:

(a) Ninety-three percent of the graduates were concerned with the deficiency of high school students in spelling and use of correct grammar.\(^2\)

In summary, the related follow-up studies indicated that the majority of the students who are employed are working in a field related to their learning in school. Secretary was mentioned the most times and typist the second most times as the title of position held.

Courses are meeting the needs of most students as more graduates do not continue their education, and those who do are using their training to obtain part-time jobs to help finance their education.

\(^1\)Richard 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), 52.

Efficient training in typing, using the 10-key adding and copying machines were cited as being very important for beginning workers. Deficient training was found in using the telephone, handling mail, performing receptionist duties, and in such basic areas as accuracy, spelling, arithmetic, and applying for a job.

More graduates tend to live in the area where they graduate.

Future of Business Education

What direction does business education take in the future? Career education will definitely be the prominent goal, as it includes the gamut of education. Then, a closer look should be taken at what methods have to be used or included and what has to be accomplished in the teaching process of career education.

Focus will be on the individual. Everyone will not have the same occupational preference because of varying interests and abilities.

The curriculum should be arranged so that all students travel whatever path, at whatever gait, and for whatever distance is most appropriate to their unique capacities.¹

Simulation has been used for some time but not enough interested office education students have been exposed to it. More teachers will have to receive training in simulation to

¹Erickson, "Improving the Content of the High School Education Program," p. 212.
fill this need. "...Simulation will surely have its place in the coming business curriculum."¹

Real work experience for the student is also very desirable before commencing that "first real job" after graduation.

Carefully supervised and planned, the work experience provided in a business office in an actual production situation offers many opportunities that cannot be provided in a school setting. It is a desirable part, then of the preparation of the student for the world of work.²

According to Blackstone, relevant work experience should be the capstone to any successful office occupations program.³

Provisions have to be made for students who make a decision in their senior year to enter the clerical field. One year intensive programs will have to be initiated or worked into the present curriculum to meet these needs.⁴

The clerical curriculum will increasingly become job-oriented rather than subject-oriented. The objectives of the new curriculum will be twofold:

1. It must prepare the student for initial employment. ...He should be qualified to hold at least one entry-level job--and hopefully more than one such job--and these should be jobs for which there are openings in the community.
2. It must provide a foundation for career development. ...The new curriculum must provide the student with broader-based skills and a broader awareness of his

¹Hanson and Parker, "Simulation," p. 239.
²Erickson, "Improving the Content of the High School Education Program," p. 214.
own potential for growth so that he can intelligently plan a career. In this respect, perhaps the most important things we can teach this student are how to analyze data, how to solve problems, and how to make intelligent decisions.¹

Erickson believes that the curriculum of business education should meet two criteria of organization: learning and use.

The content should be sequenced in such a way as to insure that the most learning takes place in the least time. In addition, the content should be organized so as to be as practical and useful as possible to the learner in meeting the economic demands of life in earning a living and in living in a highly urbanized, technological society.²

Our business education should be producing occupationally competent individuals who are qualified to work at least on one kind of job. Optimistically, students could be trained to qualify for several jobs and to perform efficiently.³

In the process of researching studies that had been conducted with employers either by interviewing or by using the questionnaire-opinionnaire, the writer found that the largest number of office jobs available to high school graduates, both male and female, are in the clerical occupations.

Essential traits of beginning office workers were given by the employers in these studies, also. Accuracy was mentioned most often. Others included: appearance, dependability,

¹Ibid., 21.


promptness, neatness, use of common sense, ability to follow directions, attitude, and manners.

Machines used most by beginning office workers included the typewriter, 10-key adding machine, full-key adding machine, and an acquaintanceship knowledge and skill in the operation of copying machines, fluid and stencil duplicators, key-driven and rotary calculators, and dictation transcription machines.

Grammar was listed by the employers as being very essential. Using the telephone, taking shorthand, filing, and composing letters were other learnings listed as being important.

Deficiencies of beginning office workers were listed in the studies researched. Employers mentioned inaccuracy most often. Others included: lack of purpose, undependability, lack of initiative, and wasting time.

One could conclude from these studies that in the future, accuracy of work within the classroom has to be emphasized. Human relations teaching is equally important. Again, this gives evidence that the whole student has to be considered in teaching—not just skills but the importance of interacting with people.

The future brings with it education accountability.

A growing number of influential people are being convinced that it is possible to hold the schools accountable for the results of their activity.¹ Rather than respond defensively by regarding accountability as a threat, we should adopt it positively as a professional responsibility.²

¹Lorraine Furtado, "Accountability: Do We Measure Up?" The Balance Sheet, LIII (March, 1972), 244.
²Ibid., 245.
Performance objectives are a measure of accountability.\textsuperscript{1} Desired outcomes, the conditions under which they will happen, and how long this will take are stated specifically in performance objectives. Both the teacher and the student will be able to determine if the goal has been reached. Both the student and the teacher are made accountable for their efforts. Purposeful learning takes place.

Accountability for results will prime personnel toward a "can do" philosophy. They will be energized to try alternate ways if a particular method isn't working. Their change of attitude could be the major benefit of adopting the concept of accountability.\textsuperscript{2}

Business teachers have an important role to play in business education, in career education.

The business teacher must produce a diplomat, a psychologist; an economist; a communication specialist; an English specialist; and in some instances an official hostess, advisor, consultant, and interior decorator—all in one girl.\textsuperscript{3}

Future business education is career education. This goal will be strived for through individualization, simulation, work experience, intensified programs, performance objectives, training students in skills and human relations. Hopefully, well adjusted students with occupational competencies will emerge to play a part in our society.

\textsuperscript{1}Ibid.
\textsuperscript{2}Ibid., 246.
\textsuperscript{3}Vermelle J. Johnson, "Business Educators Have a Tremendous 'Bill to Fill'," The Balance Sheet, LI (January, 1970), 202.
CHAPTER III

PROCEDURES

The procedures in conducting this follow-up study are enumerated below:

1. The topic of the study was approved by the researcher's Graduate Advisor at Northern Michigan University in August, 1970.

2. The Superintendent of the Ontonagon Area High School, Ontonagon, Michigan was contacted to discuss the need and value of the study to be conducted.

3. A review of related literature was conducted at the Northern Michigan University Library and from personal professional books and periodicals.

4. Addresses of the 1969 and 1970 graduates who were former students in the Office Occupations II class were secured.

5. A two-page questionnaire-opinonnaire, two cover letters, and a message for a postal card were constructed and submitted for approval to the Graduate Advisor at Northern Michigan University on March 15, 1971.

6. A revised three-page questionnaire-opinonnaire was constructed and submitted for approval on April 1, 1971. The revised survey instrument was approved.
7. The three-page questionnaire-opinionnaire and the cover letter were typed on stencils and duplicated on the mimeograph machine. (See Appendix, pages 73 through 76.)

8. The questionnaire-opinionnaires and cover letters were mailed on April 16, 1971 to 36 former students.

9. During the next three weeks, 15 replies (41 percent) were received.

10. A follow-up letter and a copy of the questionnaire-opinionnaire were mailed on May 7, 1971 to 21 former students. (See Appendix, page 77.)

11. During the next two weeks, 9 replies (25 percent) were received.

12. Twelve postal card messages were typed and sent to students who had not responded on May 21, 1971. (See Appendix, page 78.)

13. One reply (3 percent) was received after the third contact.

14. The results of the questionnaire-opinionnaire were compiled. A number count and a percentage figure were used to summarize the findings of the study.
CHAPTER IV

FINDINGS

An attempt was made by the writer to obtain information from the former students of the vocational, block-time Office Occupations II class about their experiences since graduation and particularly those experiences involving occupations in the world of work. As the block-time class was initiated in the newly constructed consolidated high school, an evaluation of the preparation for work received in this course was necessary to direct and to improve the learning in the future.

A questionnaire-opinionnaire was sent to 36 graduates, and 25 replies (69 percent) were received.

Of the 36 questionnaire-opinionnaires sent, 78 percent lived in the state of Michigan and 72 percent of these resided in the Upper Peninsula of Michigan. Five percent lived in Minnesota, and 5 percent lived in Wisconsin. Each of the following states had 3 percent of the respondents living there: New York, Oregon, California, Louisiana.

Ontonagon County was the residence of 47 percent of those to whom questionnaires were sent, and 36 percent of these lived right within the village of Ontonagon.

This information indicates that almost one-half of the graduates stayed in the same county where they attended school. A little over three-quarters of the graduates lived within
their own state, concentrating almost entirely in living in Michigan's Upper Peninsula.

All who responded were females.

The following Table 1 presents the marital status of the respondents according to question C.

TABLE 1
MARITAL STATUS OF THE FORMER OFFICE OCCUPATIONS II STUDENTS

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Number</th>
<th>Percent*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>Married</td>
<td>8</td>
<td>32</td>
</tr>
</tbody>
</table>

*In this table and others to follow, percents are rounded to the nearest whole number.

A greater number of graduates were employed with student and housewife status ranking second and third in importance.

One responded that she was working part-time and attending school.

Information on present status is given in Table 2.

TABLE 2
PRESENT STATUS OF FORMER OFFICE OCCUPATIONS II STUDENTS

<table>
<thead>
<tr>
<th>Present Status</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>Military Service</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Employed</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Unemployed</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Housewife</td>
<td>6</td>
<td>24</td>
</tr>
</tbody>
</table>
More graduates are not working full time than those who are working full time. One replied that she was working part time and attending school. The full time working status is given in Table 3 according to question E.

<table>
<thead>
<tr>
<th>Full Time Worker</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>60</td>
</tr>
</tbody>
</table>

The average number of months worked since graduation by former Office Occupations II students is 9.5 months ranging from 22 to 0 months. The greatest frequency in number of months worked was 22 and 3. This information is presented in Table 4, page 50 in answer to question F.

Of the 10 respondents who are employed full time, 6 are working in Ontonagon, Michigan, and one is working in White Pine, Michigan which is 15 miles from Ontonagon. The other 3 respondents are working in close proximity to Michigan's Upper Peninsula in Chicago, Green Bay, and St. Paul.

One replied that she was working part time in Marquette, Michigan while attending Northern Michigan University, and one who is presently unemployed worked previously in New Orleans, Louisiana. The geographic locations of present employers of the graduates are given in Table 5, page 50 in answer to G.
TABLE 4
NUMBER OF MONTHS WORKED SINCE GRADUATION
BY FORMER OFFICE OCCUPATIONS II STUDENTS

<table>
<thead>
<tr>
<th>Months Worked Since Graduation</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>18 1/2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>18</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>8 1/2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>2 1/2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>12</td>
</tr>
</tbody>
</table>

TABLE 5
LOCATION OF PRESENT EMPLOYERS OF FORMER
OFFICE OCCUPATIONS II STUDENTS

<table>
<thead>
<tr>
<th>Location of Employer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ontonagon, Michigan</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>White Pine, Michigan</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Chicago, Illinois</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Green Bay, Wisconsin</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>St. Paul, Minnesota</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

The last part of question G asked for the number of months worked for the present employer. One student replied that she had worked 8 months part time and one who is
presently unemployed worked 8 months for a previous employer. This information from the 10 respondents working full time is presented in Table 6.

### TABLE 6

**NUMBER OF MONTHS WORKED FOR PRESENT EMPLOYER BY FORMER OFFICE OCCUPATIONS II STUDENTS**

<table>
<thead>
<tr>
<th>Months Worked for Present Employer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>14 1/2</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

In answer to question H about the present position title, secretary ranked first, and clerk-typist ranked second. Three graduates had dual titles. One working part time was a clerk-typist, and another who is presently unemployed worked as a secretary to a previous employer. Table 7, page 52 gives the information on the title of the present position of the 10 respondents working full time.
<table>
<thead>
<tr>
<th>Title of Present Position</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretary</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Stenographer</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Stenographer and Payroll Clerk</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Typist</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Typist-Machine Transcriber</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Clerk-Typist</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Receptionist</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Machine Transcriber</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Key Punch Operator</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Mail Clerk</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sales Clerk</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Filing Clerk</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Filing Clerk and Accounts Receivable Clerk</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Billing Machine Operator</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

Fifty percent (5) of the ten graduates who are working full time earned a gross salary of $3,000 - $4,000 per year. Thirty percent (3) earned a gross salary of $4,000 - $5,000 per year. One earned a gross salary of $5,000 - $6,000 per year. One student working part time received a gross salary under $3,000 per year, and one respondent presently unemployed
received a gross salary of $4,000 - $5,000 per year from a previous employer. The gross salary range earned in answer to question I is given in Table 8.

TABLE 8
PRESENT GROSS SALARY RANGE OF FORMER OFFICE OCCUPATIONS II STUDENTS

<table>
<thead>
<tr>
<th>Present Gross Salary Range</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under $3,000 per year</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>$3,000 - $4,000 per year</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>$4,000 - $5,000 per year</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>$5,000 - $6,000 per year</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>$6,000 - $7,000 per year</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>over $7,000 per year</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

Eight of the 25 replies received (32 percent) indicated having one previous employer since graduating from high school. Only one indicated having seven previous employers. Information for question J requesting the number of previous employers since graduating from high school is presented in Table 9, page 54.

Question K asks for the number of months worked for previous employers since graduating from high school. The average number of months worked for previous employers is 5.2 months with responses ranging from 20 to 0 months. Table 10, page 54 summarizes this information.
### TABLE 9
NUMBER OF PREVIOUS EMPLOYERS OF FORMER OFFICE OCCUPATIONS II STUDENTS SINCE GRADUATING FROM HIGH SCHOOL

<table>
<thead>
<tr>
<th>Previous Employers Since Graduation</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>1</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>None</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>No response</td>
<td>6</td>
<td>24</td>
</tr>
</tbody>
</table>

### TABLE 10
NUMBER OF MONTHS WORKED FOR PREVIOUS EMPLOYERS SINCE GRADUATING FROM HIGH SCHOOL BY FORMER OFFICE OCCUPATIONS II STUDENTS

<table>
<thead>
<tr>
<th>Months Worked for Previous Employer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>0</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>No response</td>
<td>8</td>
<td>32</td>
</tr>
</tbody>
</table>

No further schooling was the response of 13 graduates (52 percent) of the 25 who returned their questionnaire-opinionnaires. Ranking second with 7 responses (28 percent) was the
4-year college or university. Three graduates stated a combination of two types of schools. Table 11 summarizes the type of school attended, if any, since graduation from high school in answer to question L.

### Table 11

**Type of School, If Any, Attended Since Graduation From High School by Former Office Occupations II Students**

<table>
<thead>
<tr>
<th>Type of School Attended Since Graduation</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>13</td>
<td>52</td>
</tr>
<tr>
<td>Community college</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Trade or business school</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>4-year college or university</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>4-year college or university and secretarial course</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>4-year college or university and business college</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>4-year college or university and 1-year nursing course</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Military service school</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Question M asked whether the graduates considered the Office Occupations II class a valuable part of their high school education. All 25 (100 percent) responded "yes."

Comments were as follows:

1. I thought it was very worthwhile.
2. I planned on using my Office Occupations when I graduated as a secretary, clerk, etc.
3. Without the class I would not be able or capable of handling an office job.
4. Without my training from Miss Erickson and Mrs. Hanson [teachers of the Office Occupations II class], I would be nowhere.

5. It is nice to know that if I decide to quit school I still have skills to fall back on.

6. For the type of job I have, Occupations II was very valuable to me.

7. I haven't worked as a secretary; however, I find myself typing for my husband. I also have typed a M.S. degree thesis with very technical information and term papers for college students. I often find myself absentmindedly writing shorthand forms.

8. It gave me the skills I needed to get a good job.

Question N asked whether the graduates would choose the Office Occupations II class again as a high school course. All 25 (100 percent) responded "yes."

Comments were as follows:

1. It was one of the classes I looked forward to. Sometimes we could do what we wanted to for the day, and I seemed to get much more done this way.

2. Although it is not required in the high school preparation courses for future nursing majors, it enabled me to get a summer job.

3. Great class--included all the basics in business and even more.

Question O asked whether the graduates would recommend the Office Occupations II class to other high school students. All 25 (100 percent) responded "yes."

Comments were as follows:

1. I think everyone (especially girls) should take it just so they would be eligible for some type of job after graduation.

2. I feel that even students who do not plan on business as an occupation should take it.

3. If the student is interested in any type of office work, I would suggest the class.
4. Especially girls who are not sure if they want a four-year college education. Secretarial jobs are numerous.

5. Only if interested in working hard at this course to learn something.

6. I feel that every girl especially should take some type of business course in high school.

7. I was already complimented on my skills learned from this class.

8. If they are planning to seek an office job after graduation.

Students experience many kinds of learning in school, especially in a block-time class because it provides more time for it. Whether the instruction is providing all the learnings to be utilized in the outside world can be evaluated only by asking its graduates what kinds of learnings were useful to them on a job or for personal use.

Part P of the questionnaire-opinionnaire listed 31 types of learning with space to list additional types and solicited responses about the types of learning they found to be useful in degrees of importance to them—most use, some use, and least use. Responses include the former students who are working, those who have worked at some time, and those who have not worked but have used these learnings for their own use.

Table 12 summarizes the findings of the most used learning and is arranged from the highest to the lowest numerical frequency response and its percentage. The last segment of one response type of learning was added by the respondents.
<table>
<thead>
<tr>
<th>Type of Learning</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using proofreading emphasized in class</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Applying aspects of human relations, good grooming, etc., emphasized in class</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Typing business letters</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>Typing envelopes</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>Typing carbon copies of letters, reports, etc.</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>Answering the telephone</td>
<td>16</td>
<td>64</td>
</tr>
<tr>
<td>Using the spelling emphasized in class</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>Using the punctuation emphasized in class</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>Filing correspondence</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>Operating adding and calculating machines</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>Placing telephone calls</td>
<td>13</td>
<td>52</td>
</tr>
<tr>
<td>Retrieving correspondence from files</td>
<td>13</td>
<td>52</td>
</tr>
<tr>
<td>Handling outgoing mail</td>
<td>13</td>
<td>52</td>
</tr>
<tr>
<td>Using the vocabulary emphasized in class</td>
<td>13</td>
<td>52</td>
</tr>
<tr>
<td>Typing tabulation material</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>Photocopying material</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>Typing from rough copy</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>Taking shorthand dictation and transcribing</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>Performing receptionist duties</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>Handling incoming mail</td>
<td>9</td>
<td>36</td>
</tr>
<tr>
<td>Performing recordkeeping and bookkeeping duties</td>
<td>9</td>
<td>36</td>
</tr>
<tr>
<td>Typing interoffice memorandums</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>Using business math</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>Typing business forms</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Typing stencils</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Typing dittos</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Transcribing from dictation discs, belts, cylinders on the typewriter</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Duplicating copies using the stencil process</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Duplicating copies using the ditto process</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Operating the switchboard</td>
<td>4</td>
<td>16</td>
</tr>
</tbody>
</table>
Table 13 summarizes the findings of the some use type of learning and is arranged from the highest to the lowest numerical frequency response and its percentage. The last segment of one response type of learning was added by the respondents.

**TABLE 13**

**TYPE OF LEARNING OF SOME USE BY FORMER OFFICE OCCUPATIONS II STUDENTS**

<table>
<thead>
<tr>
<th>Type of Learning</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typing business forms</td>
<td>13</td>
<td>52</td>
</tr>
<tr>
<td>Typing postal cards</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Typing tabulation material</td>
<td>9</td>
<td>36</td>
</tr>
<tr>
<td>Retrieving correspondence from files</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>Handling incoming mail</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>Typing interoffice memorandums</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>Filing correspondence</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>Typing from rough copy</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Handling outgoing mail</td>
<td>6</td>
<td>24</td>
</tr>
</tbody>
</table>
TABLE 13--CONTINUED

<table>
<thead>
<tr>
<th>Type of Learning</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photocopying material</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Performing receptionist duties</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Performing recordkeeping and bookkeeping duties</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Using business math</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Using the vocabulary emphasized in class</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Typing carbon copies of letters, reports, etc.</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Using the spelling emphasized in class</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Typing business letters</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Typing stencils</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Answering the telephone</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Placing telephone calls</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Using the punctuation emphasized in class</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Typing envelopes</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Typing dittoes</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Taking shorthand dictation and transcribing</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Duplicating copies using the ditto process</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Duplicating copies using the stencil process</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Using proofreading emphasized in class</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Transcribing from dictation discs, belts, cylinders</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Operating adding and calculating machines</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Applying aspects of human relations, good grooming,</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>etc. emphasized in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing job resumés (for husband)</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Operating two-way radio</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Handling cash</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Other types of learning added by the respondents but were not given any degree of importance included:

Courtesies with people, person to person and on the phone.

Mostly learning to put up with the public in person and on the phone.
Table 14 summarizes the findings of the least used type of learning and is arranged from the highest to the lowest numerical frequency response and its percentage.

**TABLE 14**

TYPE OF LEARNING OF LEAST USE BY FORMER OFFICE OCCUPATIONS II STUDENTS

<table>
<thead>
<tr>
<th>Type of Learning</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating the switchboard</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>Duplicating copies using the stencil process</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>Typing ditto</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>Transcribing from dictation discs, belts, cylinders on the typewriter</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>Duplicating copies using the ditto process</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>Typing stencils</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
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<tr>
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<tr>
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<tr>
<td>Taking shorthand dictation and transcribing</td>
<td>7</td>
<td>28</td>
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<tr>
<td>Performing recordkeeping and bookkeeping duties</td>
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</tr>
<tr>
<td>Operating adding and calculating machines</td>
<td>7</td>
<td>28</td>
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<tr>
<td>Placing telephone calls</td>
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<tr>
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<td>20</td>
</tr>
<tr>
<td>Performing receptionist duties</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
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<td>16</td>
</tr>
<tr>
<td>Using the vocabulary emphasized in class</td>
<td>4</td>
<td>16</td>
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<tr>
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<td>12</td>
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<tr>
<td>Handling outgoing mail</td>
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<td>12</td>
</tr>
<tr>
<td>Using the spelling emphasized in class</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Using the punctuation emphasized in class</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Typing envelopes</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Typing tabulation material</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Answering the telephone</td>
<td>2</td>
<td>8</td>
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Table 14--CONTINUED

<table>
<thead>
<tr>
<th>Type of Learning</th>
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<th>Percent</th>
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<td>Typing business letters</td>
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<tr>
<td>Typing carbon copies of letters, reports, etc.</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Filing correspondence</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Retrieving correspondence from files</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Using proofreading emphasized in class</td>
<td>1</td>
<td>4</td>
</tr>
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</table>

Table 15 summarizes the types of learning for which some students indicated neither most use, some use, or least use.

Table 15

TYPE OF LEARNING WITH NO RESPONSE BY FORMER OFFICE OCCUPATIONS II STUDENTS

<table>
<thead>
<tr>
<th>Type of Learning</th>
<th>Number</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Typing from rough copy</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Typing interoffice memorandums</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Operating the switchboard</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Taking shorthand dictation and transcribing</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Transcribing from dictation discs, belts, cylinders on the typewriter</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Applying aspects of human relations, good grooming, etc. emphasized in class</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Typing postal cards</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Typing business forms</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Typing stencils</td>
<td>3</td>
<td>12</td>
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<tr>
<td>Answering the telephone</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Filing correspondence</td>
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<td>12</td>
</tr>
<tr>
<td>Retrieving correspondence from files</td>
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</tr>
<tr>
<td>Handling incoming mail</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Handling outgoing mail</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Performing receptionist duties</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Performing recordkeeping and bookkeeping duties</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Operating adding and calculating machines</td>
<td>3</td>
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<tr>
<td>Using business math</td>
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<tr>
<td>Using the punctuation emphasized in class</td>
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<td>12</td>
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TABLE 15--CONTINUED

<table>
<thead>
<tr>
<th>Type of Learning</th>
<th>Number</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Typing business letters</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Typing envelopes</td>
<td>2</td>
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<tr>
<td>Typing tabulation material</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Typing dittoes</td>
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<td>8</td>
</tr>
<tr>
<td>Typing carbon copies of letters, reports, etc.</td>
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<td>8</td>
</tr>
<tr>
<td>Placing telephone calls</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Duplicating copies using the stencil process</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Photocopying material</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Duplicating copies using the ditto process</td>
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</tr>
<tr>
<td>Using the spelling emphasized in class</td>
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<td>8</td>
</tr>
<tr>
<td>Using the vocabulary emphasized in class</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Using proofreading emphasized in class</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

Part Q of the questionnaire-opinionnaire asked for suggestions about what type of learning the graduates did not receive and is needed in the Office Occupations II class.

Comments were as follows:

1. As far as I'm concerned, it covered everything quite well.

2. As a dictaphone operator I use the duties related to typing, and I feel these are well covered in class. I have talked with other girls I work with and I feel that I have a broader knowledge of these than they do, though we have the same type of education. I don't know if you still have the fake job interviews, but I think this was very important when looking for a job after graduation. No one else I have talked to had this in school.

3. Filing is very important. You have to know exactly where you've filed information so you can get it immediately. Also, emphasize the procedure to follow when taking a telephone message (when-where-who-why-what).

4. I feel my training in the business department of OALS was excellent. It is much more complete than schools in larger cities. I was able to waive 1/3 of my first year college courses because of my excellent background in business.
5. I feel that all the things I learned were important because I have used most of them at least once. Also, since I am a college student, I need a part-time job, and it is much easier to find one with this class behind me.

6. Bookkeeping—which was my fault—I never took any courses in this field. I wish now I had some experience in this field.

7. There was not enough emphasis on business math when I took the course.

8. I think more practice on the telephone is needed and practice in filing and also learning how to operate different kinds of office machines.

9. I never learned shorthand and wished I did. It would have come in handy while I was in college.

10. We were expected to cover too much material during the short length of the course. I found I was too rushed and wasn't able to properly devote enough time to each phase.

11. In my opinion, there aren't any lacking areas in Office Occupations II.

12. More emphasis on typing numbers.


14. More time should be spent on filing and office procedures. I also think that learning to use the office switchboard should be included in the course.

15. Having interviews is most important—this is selling yourself for the job. Learning to talk on the telephone and conversing with important visiting business people.

16. The real learning on what a secretary does. Yes, it's true we learn to take shorthand and type, but we didn't learn how to really act like one, such as greeting salesmen, answering the phones and so forth.

17. Bookkeeping.

18. We were going to receive a brief bookkeeping session just to give us a little knowledge in that field, but we did not receive any. I feel that the students should also have some knowledge of bookkeeping because most of the jobs do require some knowledge in this field.
19. Students should learn to rely on themselves—not others.

20. I think that a little bookkeeping should be included in Office Occupations II for those who don't have time to take the bookkeeping course. I would have liked to learn a little about bookkeeping.

21. Training in answering the telephone and placing calls. Training to be a receptionist.

The last part of the questionnaire-opinionnaire asked for suggestions concerning the Office Occupations II class or the OAHS Business Department in general.

Comments were as follows:

1. I worked for the government in Detroit doing work with contracts. Later, I was the receptionist at Hoerner-Waldorf. Here you need to be a jack-of-all trades. Therefore, you can imagine that I was surprised to find out that I used almost every one of the types of learning you listed. I was really thankful for this class.

2. In my opinion, I believe the "work-study" program held each spring for Office Occupations II students is invaluable to those who are planning a career in the secretarial field and should be stressed to a greater extent.

3. The department was one of the best as far as I was concerned. I don't know what it may be like now, but when I was going to school, we worked--HARD—but always with a "nice" atmosphere—with kidding allowed. But we worked—thus we learned a lot. I really appreciate what I've learned, and I feel that it has played the most important role in my career as a secretary.

4. After I quit college I began working at the 1st National Bank in Ironwood, Michigan as a bookkeeper. I sure wish I would have studied and learned more in school. I will soon be going back to work again as a secretary at a bank out here. Hope I do a good job because it does reflect on my home school.

5. The only comment I have is that perhaps the speeds to obtain in Shorthand II which I had were not as pressing as they could be. More speed drills could have meant a lot.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was conducted to determine how effectively the vocational, block-time Office Occupations II class of the Ontonagon Area High School had prepared its former students in their experiences in the outside world. A questionnaire-opinionnaire was sent to 36 graduates of the 1969 and 1970 Office Occupations II class. A return of 25 replies (69 percent) was received.

Regarding marital status, 68 percent were single, and 32 percent were married.

Forty percent of the graduates were employed full time with student status ranking second and housewife ranking third in frequency of response.

The number of months worked since graduation ranged from 22 to 0 months for an average of 9.5 months.

Ontonagon, Michigan was the location of present employers of 60 percent of the graduates, and one was located in White Pine, Michigan, Ontonagon County. Other locations included Chicago, Green Bay, and St. Paul.

The number of months worked for the present employer ranged from 18 months to 1 month.
The title of present position ranked secretary first (40 percent) and clerk-typist, second (20 percent).

The gross salary range of $3,000 - $4,000 per year was indicated by 50 percent of the respondents. Ranking second (30 percent) was $4,000 - $5,000 per year, and third (10 percent) was $5,000 - $6,000 per year.

The number of previous employers ranged from 7 to none. Eight (32 percent) replied they had one previous employer, five (20 percent) replied they had no previous employers, and four (16 percent) replied they had two previous employers.

The average number of months worked for previous employers since graduating from high school was 5.2 months with responses ranging from 20 months to 0 months.

Fifty-two percent of the students did not attend any type of school after graduation. Twenty-eight percent attended a 4-year college or university. A combination of a 4-year college and other type of school was attended by 16 percent of the graduates. One attended military service school.

All 25 respondents (100 percent) considered the Office Occupations II class a valuable part of their high school education.

All 25 respondents (100 percent) would choose the Office Occupations II class again as a high school course.

All 25 replied (100 percent) that they would recommend the Office Occupations II class to other high school students.

The types of learning used most by over 50 percent of the graduates included the following: 80 percent--proofreading,
human relations, good grooming; 72 percent--typing business
letters and envelopes; 68 percent--typing carbon copies of
letters, reports, etc.; 64 percent--answering the telephone;
60 percent--spelling, punctuation; 56 percent--filing, oper-
ating adding and calculating machines; 52 percent--placing
telephone calls, handling outgoing mail, vocabulary.

Typing business forms was a type of learning of some
use by 52 percent of the graduates.

Least used types of learning by over 50 percent of the
respondents included: 68 percent--operating the switchboard;
60 percent--duplicating copies using the stencil process;
56 percent--typing dittos, transcribing from dictation discs,
belts, cylinders on the typewriter, duplicating copies using
the ditto process.

Suggestions of types of learning needing more emphasis
in the Office Occupations II class were the following: using
the telephone, filing, bookkeeping, business math, typing
numbers, receptioning, office procedures, and using the
switchboard.

All of the learnings that were acquired in the Office
Occupations II class were used by many of the graduates and
enabled them to get jobs. Some remarked that all areas were
covered very well.

College students indicated that their business know-
ledge and skills enabled them to obtain part-time work and
assured them of their ability to support themselves if they
decided to leave their college studies. One respondent was
able to waive 1/3 of the first year college courses because of her background in business.

One replied that she used her knowledge and skill in typing a master's thesis with technical language for her husband.

Conclusions

The results of this survey show that students who are working are all employed in fields related to their instruction and did not attend any other school since graduation. Some of those who are attending college have been able to obtain part-time work, and one has been able to waive some of her first year college courses because of her training in business.

Findings also indicate that three-fourths of the students sought employment, attended college, or married someone and resided in the Upper Peninsula of Michigan and more specifically in Ontonagon, the town where they graduated from high school.

One-half of those former students who are employed earn a gross salary of $3,000 - $4,000 per year which is not an attractive salary range comparable with nationwide trends today. The Upper Peninsula of Michigan does not possess as high an average salary scale as other areas of the state or the country, so this is a representative finding. Size of business or company also contributes to this result because the highest gross salary of $5,000 - $6,000 per year was earned by one person in Ontonagon County. The highest and lowest salary
range can be found in the same county. Other reasons besides salary induce individuals to stay in the area in which they graduated.

Learnings requiring more emphasis in the Office Occupations II class according to this study include using the telephone, receptioning, recordkeeping, filing, using business math, and learning more about office procedures.

The findings of this study indicate that the Office Occupations II class has quite adequately met the needs of most of its former students.

Recommendations

The Office Occupations II class has prepared students for the outside world in various aspects: for work, for college, and for personal use. To be able to continue in this direction, teaching has to be commensurate with the changes occurring in the business community.

Relevant to this thinking, the following recommendations have been made:

1. Follow-up studies should be conducted on a yearly basis to obtain information from recent graduates and repeated again in five years to get a better long-range perspective of their status.

2. Sufficient occupational information concerning what kinds of work are available not only in our own community but in other areas in the country should be presented repeatedly throughout the year. Exposure to material about living expenses, apartment hunting, and living in a city should be included, also.
3. Placement of graduates in jobs in the community and surrounding areas inside and outside of the state would be very desirable. Knowledge of a possible position after graduation would provide an extra incentive to work toward a goal.

4. Installing a telephone communication system within the classroom would provide realistic and challenging training in the use of the telephone which is a vital, everyday tool used in business today.
APPENDIX
FOLLOW-UP STUDY OF THE OFFICE OCCUPATIONS II CLASS
Ontonagon Area High School

Please fill out completely and return to:
Mrs. Helen Toivonen
Business Department
Ontonagon Area High School
Ontonagon, Michigan 49953

A. Year of your graduation from OAHS

B. Male  Female

C. Single  Married  Date of Marriage

D. Present status. Circle one.

E. Are you working full time?  Yes  No

F. Total number of MONTHS worked since graduation

G. Your present employer is:

Name

Address

City  State  ZIP

Number of MONTHS worked for this employer

H. What is the title of your present position? Circle one.
   1. Secretary  8. Bookkeeper
   2. Stenographer  9. Mail Clerk
   3. Typist  10. Sales Clerk
   4. Clerk-Typist  11. Filing Clerk
   5. Receptionist  12. Other: (Please specify)
   6. Machine Transcriber
   7. Key-Punch Operator

I. What is your present gross salary range?
   Under $3,000 per year  $5,000 - $6,000 per year
   $3,000 - $4,000 per year  $6,000 - $7,000 per year
   $4,000 - $5,000 per year  Over $7,000 per year

J. Number of previous employers since graduating from high school

K. Number of MONTHS worked for previous employers since graduating from high school
L. What type of school, if any, did you attend since graduation from high school? Circle one.

1. None  
2. Community college  
3. Trade or business school  
4. 4-year college or university  
5. Military service school  
6. Combination of two or more (Please specify)  
7. Other: (Please specify)  

Please circle "yes" or "no" on the following three questions. Feel free to write comments on any question.

M. Did you consider the Office Occupations II class a valuable part of your high school education? Yes  No  

N. Would you choose the Office Occupations II class again as a high school course? Yes  No  

O. Would you recommend the Office Occupations II class to other high school students? Yes  No  

P. Please check the following list in the appropriate column indicating which learnings you have used the most, the least, or have had some use on your job.

<table>
<thead>
<tr>
<th>Type of Learning</th>
<th>MOST Use</th>
<th>SOME Use</th>
<th>LEAST Use</th>
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<tbody>
<tr>
<td>1. Typing business letters</td>
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<td></td>
<td></td>
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<tr>
<td>2. Typing postal cards</td>
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<td>13. Operating the switchboard</td>
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Type of Learning

<table>
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<tr>
<th></th>
<th>MOST Use</th>
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<td>20. Duplicating copies using the stencil process</td>
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</tr>
</tbody>
</table>

List any others below

32. ____________________________________________
33. ____________________________________________
34. ____________________________________________
35. ____________________________________________

Q. Please make any suggestions below about what type of learning is needed in the Office Occupations II class that you did not receive.

___________________________________________________________________________________________________________________________________________________________________________

Please use the back of this sheet for any other suggestions you may have concerning the Office Occupations II class or the OAHS Business Department in general.
Your help is needed. As you are a former student of the Office Occupations II class, I would like to hear your reactions about this class on the enclosed form. Also, you probably have some interesting thoughts and comments to make about your job since you have graduated.

You will be doing the OAHS Business Department a big favor by giving a little bit of your time in answering the questions. Your reply to this letter is important to me in evaluating the effectiveness of the present Office Occupations II course at OAHS.

I appreciate your cooperation in returning the completed form to me in the self-addressed envelope at your earliest convenience.

Sincerely yours,

(Mrs.) Helen Toivonen
Business Teacher

Enclosure 2
On April 16, 1971 a questionnaire concerning the Office Occupations II class at OAHS was mailed to all former Office Occupations II students. Since that time, 50 percent have replied by sending their completed forms to me.

However, I have not yet received this information from you. Perhaps you have been very busy, and the questionnaire was simply overlooked. If for some reason you did not receive the first mailing, another copy of the survey form is enclosed with a self-addressed envelope.

YOUR information is needed to complete the study and to make it a meaningful one. A little bit of your time in filling out my questionnaire promptly will be greatly appreciated.

Sincerely yours,

(Mrs.) Helen Toivonen
Business Teacher

Enclosure 2
POSTCARD

May 21, 1971

HELP!!!! No answer has been received from you concerning my Office Occupations II class questionnaire. Your reply is needed to complete my study of the effectiveness of this class at OAHS. Won't you please reply promptly by filling out the survey forms previously sent to you?

Sincerely yours,

(Mrs.) Helen Toivonen
Ontonagon Area High School
SELECTED BIBLIOGRAPHY
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