1972


Glenn O. Bugni
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A FOLLOW-UP STUDY OF THE BUSINESS EDUCATION GRADUATES OF THE
ANTIGO SENIOR HIGH SCHOOL FROM 1967-1971 TO DETERMINE
THE VALUE OF THE BUSINESS EDUCATION COURSES
AS A BASIS FOR CURRICULUM DEVELOPMENT

by
Glenn O. Bugni

An Independent Study
Submitted to
Dr. Thomas V. Buchl, Associate Professor
Business Education Department
Northern Michigan University
for the Degree of
Master of Arts in Education

Marquette, Michigan
April 24, 1972
This independent study submitted by Glenn O. Bugni 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.

Advisor

11
ACKNOWLEDGMENT

The writer wishes to express his appreciation to Dr. Thomas V. Buchl for his guidance, help, and assistance in the completion of this study.

The writer also wishes to express his appreciation to his wife, Nancy, for her help and patience in the completion of this study.
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ABSTRACT


Glenn O. Bugni, Master of Arts in Education
Northern Michigan University, 1972

Purpose

This study has assisted in determining the direction in which the business education department of Antigo Senior High School, Antigo, Wisconsin, should be aimed. This study has determined the location of the former business education students, their past and present employment opportunities, and their opinions of the relative value of the business education courses in which they enrolled during their high school education.

Method and Sources

The data for this study was collected through an opinionnaire-questionnaire which was sent to 394 graduates who had enrolled in at least four business education courses. The permanent record folders in the Antigo Senior High School office were consulted to secure the names and addresses of the graduates who had enrolled in at least four business courses. A five-year period, 1967-1971, was selected as a representative time period. A total of 267 of the 394 questionnaires were completed and returned—a 67 percent return.
Summary of Findings

The findings of this study indicated that the enrollment in the business education courses during the past five years have remained stable. Almost all of the enrollment in the business education classes of Antigo High School was composed of girls.

It was found that 30 percent of the business education graduates obtained office experience during the past five years and that an increasing number of students have enrolled in vocational-technical schools.

The majority of the business education graduates were located in the state of Wisconsin and approximately 50 percent of these graduates were located in Antigo, either as office workers or in some other type of occupation. Approximately 64 percent of the business education graduates do not attend post-secondary institutions. The only post-secondary institution which showed an increase in attendance was the vocational-technical schools.

The business education graduates of Antigo High School averaged 1.5 years of office experience from 1967-1971 and the number of years of experience increased from 1971-1967.

Generally speaking, no one business course rated significantly higher or lower in popularity. Of the graduates who enrolled in Typing I and Typing II, approximately 98 percent mentioned their importance. These courses were listed as the two most important business courses.
The graduates stated that clerical and secretarial office practice, bookkeeping, business English, and business law should be extended to give them a better background for employment. The graduates were of the opinion that an additional course in typing, beyond Typing II, was not necessary.

The business education graduates favored adding cooperative office education, data processing, and office machines to the existing curriculum.

Those business education graduates who obtained office experience stated that office machines, telephone techniques, receptionist duties, letter composition, and filing were the most valuable and extensively used office activities. Typing was not included on the questionnaire as typing is basic to most office positions.

The graduates were asked which courses they wish they had taken during their high school years. Shorthand was the graduates' first choice. Shorthand was followed by business law, consumer economics, business math, and secretarial office practice.

Approximately 75 percent of the business education graduates of Antigo High School had no difficulty locating employment following high school. However, this average has been dropping.
CHAPTER I

INTRODUCTION

The course offerings of the business education curriculum must equip its students with the tools that are essential to succeed in the business world. As the business world is constantly changing, the teachers of business education must be informed of these improvements. They must modify their courses and curricula accordingly so business students can be equipped with the proper set of tools.

It is the responsibility of the business education department to determine what courses will be of value for the students who will enter the business world.

The business education department of Antigo High School has not conducted a follow-up survey study for a number of years to determine how it prepares its students to meet the business world.

Statement of the Problem

This study will attempt to determine (1) the adequacy of student preparation, both vocational and post-secondary; (2) whether new courses should be added to the present curriculum; and (3) the location of business education graduates and their occupations.
Purpose of the Study

The purpose of this study was to determine the following: (1) whether students are receiving adequate preparation to meet the needs of business; (2) whether the graduates feel that additional or substitute courses should be offered; (3) if additional changes in the curriculum are needed; (4) what job opportunities are available and where are they located.

Need for the Study

It is essential that students of business education must be prepared for the business world. It is necessary for the teachers of business education to keep informed of the job opportunities and requirements that are necessary to succeed in business. There is always room for updating and improving the material presented in business education.

Definitions

For the purpose of this study, the following definitions will apply:

Business subject—A course offered under the jurisdiction of the business education department.

Business student—A graduate who had enrolled in at least four business courses.

Limitations

The limitations of this study are as follows:

1. To be qualified as a business student, each
graduate successfully completed at least four business education courses.

2. A large number of questions involved respondents' opinion—the answers, thereby, may not be completely reliable.

3. The study covered a period of five years, from 1967 to 1971.

4. Students of low achievement will tend to exaggerate their circumstances.

5. Some of the former students had a tendency to evaluate certain teachers rather than the subject matter itself.

6. Various students misread and did not fully complete questions which applied to them.

7. The questionnaire yielded a 67 percent return.

8. Students who graduated during the last two years of this five year period showed a marked decrease in the number of employed graduates. This was due to the fact that they have not had ample time to seek desirable employment as did those students who graduated during the first two years of this five year period.

Delimitations

The delimitations of this study are as follows:

1. The study was restricted to the students of the business education department of Antigo Senior High School, Antigo, Wisconsin.

2. Each student completed at least four business
subjects to qualify as a business education student.

3. The study covered the years from 1967 to 1971.

4. Three hundred and ninety four questionnaires were sent to the graduates. A response of 267, or 67 percent was achieved.
CHAPTER II

REVIEW OF RELATED LITERATURE

Business Education Indexes from 1965 through 1969 and several other periodicals have been examined. A number of studies have been reviewed to determine their findings. This chapter will be separated into the following three sections:

1. Why follow-up studies are conducted.
2. How to conduct a successful follow-up study.
3. Findings and conclusions of follow-up studies conducted in past years which involve graduates of business education on the high school level.

Why Follow-up Studies are Conducted

The following quotations will illustrate the justification for a follow-up study in various school systems:

To determine the extent that the vocational-secretarial curriculum has met the needs of the graduates and to make suggestions concerning the improvement of the curriculum in light of these needs. ¹

This study showed that the graduates from the

department surveyed are more than adequately trained for the positions in which they were employed.\textsuperscript{2}

To determine the effectiveness of business education and if changes need to be made in the curriculum.\textsuperscript{3}

The follow-up study gives the consensus necessary to "give the green light" to any program for improving the secondary school offerings.\textsuperscript{4}

By examining their status or seeking their opinions, one may get some idea of the adequacy or inadequacy of the institution's program.\textsuperscript{5}

The preceding quotations give an excellent justification for the use of the follow-up study. The following statement summarizes the writers opinion on the justification of conducting follow-up studies:

1. To determine whether present course offerings are really meeting the needs of the students.

2. To evaluate the adequacy of course offerings.

3. To determine the requirements for jobs.

4. To determine the choices of graduates for the work they prefer to do.


\textsuperscript{5}John W. Best, \textit{Research in Education} (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959), p. 120.
How to Conduct a Follow-up Study

The first basic step in a follow-up study is to design an acceptable survey instrument that will yield a high rate of return. A high yield of return on a survey study will help the researcher achieve an unbiased and valid study.

In designing the questionnaire, the researcher should not request a great deal of information as the length of the questionnaire might discourage people from replying. The questionnaire should be easy to follow—at least a double space between each question to accomplish this purpose.

In planning the questionnaire, the researcher should separate it into three sections. They are as follows:

1. **First section.** An introduction to the survey (i.e., name, address, etc.).

2. **Second section.** Consists of present occupations and should include the job title, the name of the firm, and the source of their first position. A list of the most commonly used business machines used on the job would be helpful if this information would not make the questionnaire too lengthy.

3. **Third section.** Questions for those graduates attending post high school institutions.\(^6\)

The second step involves the cover letter which

---

should accompany the questionnaire. It should tell the purpose of the study and explain the details for properly filling in the questionnaire. The cover letter should let the respondent know that he can help by answering and returning the questionnaire. He should also know that he will be of assistance to the successful completion of the follow-up study.⁷

The third step (after the preparation of the questionnaire) is to define the population or sample. The sample must be random in nature to be a valid and reliable study. A random or representative sample can be determined by arranging the graduate students' names in alphabetical order and use a fixed sequence to choose the name (i.e., every third name, every fifth name, etc.).⁸

A stamped, self-addressed envelope should be enclosed with the questionnaire and cover letter and sent out at the end of January. This is probably the most important time as most graduates have some type of employment during that time.⁹

A reminder or follow-up letter should be sent to all non-respondents three or four weeks after the mailing of the first questionnaire. The reminder should contain

⁷Ibid.

⁸Kenneth B. Henderson and John E. Goerwitz, Conducting the Follow-up Study, p. 15.

the same questionnaire, a stamped, self-addressed envelope and the follow-up letter.

Findings and Conclusions of Various Follow-up Surveys

The following items have been found to be significant in recently conducted surveys in business education:

1. There is a need for additional training in human relations and social situations.\(^{10}\)

2. There is a need for additional training on office machines.\(^{11}\)

3. More training is needed in telephone techniques.\(^{12}\)

4. In one survey, 65 percent of the respondents sought no further education.\(^{13}\)

5. Office practice was rated as first for the adequate training that it provides for vocational competency.\(^{14}\)

6. Typewriting was the most helpful business subject.

7. Mathematics was a helpful non-business subject.

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\(^{13}\)Helming, "Follow-up Study," p. 27.

\(^{14}\)Ibid.
8. Two-thirds of the graduates lived outside of the community and only one-half attended colleges for further education.\textsuperscript{15}

Several other surveys (including the preceding surveys) reveal these interesting findings:

1. English was considered to rank among the more important subjects.

2. One or two years of typing was sufficient.

3. An advanced course in shorthand is needed as one year of shorthand is not sufficient.

4. In one study, 10 percent of the respondents used filing skills and felt that additional training is needed in this area.

5. In another study, 90 percent would take Typing I and II, Shorthand I and office practice if they were back in high school.

6. Many applicants for office positions were turned down because they lacked the shorthand skill.

7. The courses that graduates considered to be of real value are office practice, typing, shorthand, bookkeeping and general business.

8. Additional training is needed in the basic business subjects--business law, etc..\textsuperscript{16}


This chapter has outlined and illustrated the need for a follow-up study and how it is to be conducted. It also contains items that will commonly be found in an opinionnaire or questionnaire. The development and the findings of the follow-up study are presented in the following chapters.
CHAPTER III

PROCEDURES

This chapter outlines the methods and procedures used in conducting this study. This chapter includes the steps followed in the development of the questionnaire as well as how the statistics were compiled. The step-by-step procedures used in this investigation are as follows:

1. The permanent record folders of Antigo Senior High School were used as a means to find the graduates who had successfully completed at least four business courses. These student records were consulted after permission was granted by our superintendent and principal.

2. The completion of two business courses was used as a basis for determining in the former students to whom the survey instrument was to be sent. This proved to be an unreasonable number. The total number of students who had completed at least two business courses came to 597. Therefore, the number of courses needed to qualify as a business education student was increased from two to four courses. By using four courses as a basis, most students had enrolled in either secretarial or clerical office practice.

3. The names and addresses of the former students
students who had completed at least four business courses were compiled. The students were placed on the master list according to the year in which they graduated.

4. The questionnaire was developed after an extensive study of various other follow-up studies. Using these sources as a reference, a questionnaire was drafted.

a. Sixteen short response questions were developed to enable the recipient to complete the questionnaire in five to ten minutes. The questionnaire was designed for simplicity in answering and to achieve as complete a response as possible with a minimum of misunderstandings.

b. Blanks were included for most questions eliciting any response which was not included among the choices.

5. The cover letter, questionnaire, and follow-up letter were duplicated by means of an offset duplicator. Prestamped, self-addressed envelopes were used as a convenience item.

6. The names and addresses of the graduates were typed by the secretarial and clerical office practice classes of Antigo High School. These classes also placed the materials into the proper envelopes for mailing. Each envelope contained a questionnaire, cover letter, and a prestamped, self-addressed envelope.

7. The survey instruments were mailed on September 6, 1971, to each eligible recipient.
8. From each question a corresponding table was designed for the purpose of tallying. The tables were, then, prepared in the order of presentation on the survey instrument.

   a. As the questionnaires were received, the respondent's name was checked from the master list.

   b. At the end of four weeks, the non-respondents' names were typed on separate sheets of paper and the recipients of follow-up letters were determined from this list.

9. A follow-up letter was mailed along with another questionnaire on October 6, 1971; but no self-addressed envelope was enclosed.

10. The statistics from the follow-up letters were added to the tally from the questionnaires previously received. The tables which include such topics as enrollment, post-secondary education, and past and present occupations, were divided by the years, 1967 to 1971, to determine if any trends had occurred during this five year period. The tables were then analyzed by observing the results to the questions. Various questions were eliminated from the survey results as many of the graduates did not respond to them. The count from each table was converted to percentages and rounded to the nearest percent for ease of interpretation. The tables were titled and conclusions drawn by comparing the percentage figures within each table. Conclusions based on the facts have been reached; and in
certain cases, justified. The results of this survey are not intended to reveal definite guidelines for the future of our course offerings, but rather as an evaluation of how our program is meeting the needs of the students. The results can be used to update our business education program to better meet the needs of the students.
CHAPTER IV

FINDINGS

It is imperative that business education teachers keep abreast of recent trends and developments in business education. In essence, they must know the following information in order to meet vocational and basic business objectives:

1. What type of employment is available? This answer reveals how much emphasis should be placed on various business courses.

2. Where employment is located and what skills are necessary to succeed in these job opportunities?

3. As an indicator of how useful the business education courses are to the students, what are their evaluations of the course offerings of the business education department?

4. What courses are the most beneficial to the students as they seek and acquire positions in the office and life in general?

5. What courses are the least beneficial?

6. What courses could be added to the curriculum that would bring business education up to date in meeting the current needs of the students?
7. What are the tasks performed in the office?
8. What are the general strengths and weaknesses of the business education program?
9. Are the graduates finding employment, continuing with post-secondary education, or are they losing employment opportunities because of a lack of business skills?

These are several questions that must be answered before business education in this and other locations can be improved and brought up to date.

This chapter contains information that will attempt to show the courses that should be included in the business education course of study, especially in this geographic locality.

A questionnaire was sent to 394 graduates of Antigo High School, Antigo, Wisconsin, who have successfully completed at least four business courses. Two hundred sixty eight returned questionnaires are included in this study—a total of 67 percent of the graduates responded.

As illustrated in Table I, page 18, 99 percent of the respondents to the questionnaire were girls. As far as the boys were concerned, the business department is doing little to help the boys in this high school who also need business training. It is true, however, that the students included in this study were office oriented; and as usual in most high schools, are composed mainly of girls. This study shows that additional emphasis should
be given to encourage the boys on the high school level to enter the business field. This is especially true in this school district.

TABLE I
ENROLLMENT IN BUSINESS EDUCATION
(1967-1971)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>.4</td>
<td>1</td>
</tr>
<tr>
<td>Girls</td>
<td>55</td>
<td>57</td>
<td>42</td>
<td>58</td>
<td>55</td>
<td>99.6</td>
<td>267</td>
</tr>
</tbody>
</table>

Table I above also shows that enrollment in these subjects has decreased slightly from 1968-1969, but increased once again from 1969-1970. In terms of numbers, the student enrollment has remained steady and has not increased or decreased significantly during the past five-year period.

Table II, page 19, represents the present occupations of our former students. Approximately 29 percent of the graduates became office workers. This trend has been consistent from 1967-1970 but dropped sharply during 1971. Furthermore, 28 percent of the students became housewives during this time. Of the students
### TABLE II

**OCCUPATIONS OF FORMER BUSINESS STUDENTS BY NUMBER AND YEAR**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>1967 No. %</th>
<th>1968 No. %</th>
<th>1969 No. %</th>
<th>1970 No. %</th>
<th>1971 No. %</th>
<th>Total No. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Worker</td>
<td>23</td>
<td>30</td>
<td>25</td>
<td>36</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>Housewife</td>
<td>32</td>
<td>42</td>
<td>26</td>
<td>37</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>Student</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Nurse</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sales Clerk</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Civil Service</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Armed Forces</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Telephone Operator</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Teacher</td>
<td>2</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Beautician</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Social Worker</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Laboratory Technician</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
TABLE 2--Continued

OCUPATIONS OF FORMER BUSINESS STUDENTS
BY NUMBER AND YEAR

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>Factory Worker</td>
<td>6</td>
<td>8</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Waitress</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>5</td>
<td>9</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Unemployed</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>13</td>
<td>31</td>
</tr>
</tbody>
</table>

Included in this study, 60 percent were married after a
three-year period.

The number of graduates who are enrolling in post-
secondary education has increased; and this accounts
for 13 percent of the former students. Table II, page 19,
indicates that 70 percent of the former student body
was presently either working in an office, at home as
a housewife, or was involved in post-secondary education.
The increasing trend for students to seek additional
education is due to the nearby facilities--North Central
Technical Institute in Antigo and Wausau, Wisconsin.
Consequently, nurses, sales clerks, telephone operators,
teachers, beauticians, and laboratory technicians account
for only 9 percent of the present occupations of the former students. Nine percent of the former students became factory workers, since there is a shoe manufacturer in this city. Many students prefer to stay in Antigo and these factory jobs enable them to remain in this area. Because of the shortage of employment opportunities in Antigo offices, many of the students prefer to engage in other occupations rather than leave this area in search of secretarial positions.

Amron Corporation, which is a large manufacturer in Antigo, was not considered as an employer in this study as it terminated operations during the time in which this study was conducted. Only two persons indicated that they had been employed by Amron Corporation. Table II, page 19, indicates that no student held Civil Service employment. However, after investigating the employers' names, there is a possibility of seven such jobs. The Federal Bureau of Investigation is considered in this group of seven Civil Service jobs. In addition, only two percent of the students indicated that they were unemployed.

There are numerous firms in Antigo which employ our business education graduates. The following statistics, which include all types of employment, show that 52 or 83 percent of the former students claimed to be employed in Antigo. The businesses in Antigo which employ at least two business education graduates of Antigo Senior High School, include the following:
TABLE III
LOCAL FIRMS EMPLOYING BUSINESS EDUCATION GRADUATES

<table>
<thead>
<tr>
<th>Name of Firm</th>
<th>Number of Graduates Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker Canning Company</td>
<td>2</td>
</tr>
<tr>
<td>Fidelity Savings Bank</td>
<td>2</td>
</tr>
<tr>
<td>Kraft Foods</td>
<td>2</td>
</tr>
<tr>
<td>Langlade County Memorial Hospital</td>
<td>9</td>
</tr>
<tr>
<td>Peoples' Bank</td>
<td>4</td>
</tr>
<tr>
<td>Production Credit Association</td>
<td>2</td>
</tr>
<tr>
<td>Sheldon's, Incorporated</td>
<td>5</td>
</tr>
<tr>
<td>Superior Nursing Home</td>
<td>2</td>
</tr>
<tr>
<td>Thorp Finance Company</td>
<td>2</td>
</tr>
<tr>
<td>Tom's Food King</td>
<td>2</td>
</tr>
<tr>
<td>Weinbrenner Shoe Company</td>
<td>15</td>
</tr>
<tr>
<td>Other (firms employing 1 student)</td>
<td>37</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
</tr>
</tbody>
</table>

Approximately 40 percent of the graduates employed in Antigo are employed in office positions; the remainder of the occupations are diversified.

According to Table V, page 23, 146 or 92 percent of all former students now holding jobs are located in Wisconsin. Only 12 or 8 percent of the former students are employed outside of the state of Wisconsin. The largest out-of-state employer is the Federal Bureau of Investigation, which employs four business education graduates from Antigo High School. These 8 percent are employed throughout the United States in the following cities:
### TABLE IV

OUT-OF-STATE FIRMS
EMPLOYING BUSINESS EDUCATION GRADUATES

<table>
<thead>
<tr>
<th>Firm Name</th>
<th>Number</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bolin Mechanical Contractors</td>
<td>1</td>
<td>Huntington Beach, California</td>
</tr>
<tr>
<td>C.M. Athey Paint Company</td>
<td>1</td>
<td>Baltimore, Maryland</td>
</tr>
<tr>
<td>Country Best, Incorporated</td>
<td>1</td>
<td>Vienna, Virginia</td>
</tr>
<tr>
<td>Federal Bureau of Investigation</td>
<td>4</td>
<td>Washington, D.C.</td>
</tr>
<tr>
<td>First National Bank &amp; Trust Company</td>
<td>1</td>
<td>Marquette, Michigan</td>
</tr>
<tr>
<td>National Savings &amp; Trust Company</td>
<td>1</td>
<td>Washington, D.C.</td>
</tr>
<tr>
<td>Premium Marketing Corporation</td>
<td>1</td>
<td>Los Angeles, California</td>
</tr>
<tr>
<td>Stickney, Preszler &amp; Company</td>
<td>1</td>
<td>Longview, Washington</td>
</tr>
<tr>
<td>Temple Sholon</td>
<td>1</td>
<td>Chicago, Illinois</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE V

GEOGRAPHIC LOCATIONS OF GRADUATE EMPLOYMENT

<table>
<thead>
<tr>
<th>Location</th>
<th>Employed</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antigo</td>
<td>83</td>
<td>52</td>
</tr>
<tr>
<td>Other Cities in Wisconsin</td>
<td>63</td>
<td>40</td>
</tr>
<tr>
<td>Cities Outside of Wisconsin</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>158</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The figures of Table V, page 23, illustrate that business education still has the obligation of training students to meet the needs and expectations of our businessmen. The curriculum can easily be determined by looking at the needs of the local businessmen and the community. The needs and qualifications necessary for office workers within the state should also be considered and brought to the classroom along with the needs of local businessmen.

The post-secondary background of the graduates is shown on Table VI, page 25. It is very evident that on the average, 64 percent of the students who take four or more business subjects do not pursue further education.

Only 3 percent of the business education graduates of Antigo High School enrolled in a four year college program during the past five years. Therefore, the primary emphasis is not to prepare our students for college. During the past five years, however, there has been an increasing number of graduates attending vocational-technical institutes. This increasing number has been due to the availability of such facilities. The vocational-technical school rated the highest in the number of former students attending post-secondary institutions; four year colleges rated a very distant second. Business schools rated very low on the list for post-secondary school attendance. This trend is caused by the high
<table>
<thead>
<tr>
<th></th>
<th>College Two Year</th>
<th>College Four Year</th>
<th>Vocational Technical</th>
<th>Business School</th>
<th>Graduate School</th>
<th>Other</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>1967</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>1968</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>4</td>
<td>14</td>
<td>25</td>
<td>-</td>
</tr>
<tr>
<td>1969</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>20</td>
<td>-</td>
</tr>
<tr>
<td>1970</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>14</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>1971</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>16</td>
<td>29</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>1</td>
<td>9</td>
<td>3</td>
<td>59</td>
<td>22</td>
<td>6</td>
</tr>
</tbody>
</table>
tuition charged at these schools, as well as their distance from the Antigo area. Other such post-secondary education include: on-the-job training, cosmetology (ten students during this past five years), and evening school. Although there has been a decline in the number of students in the past five years, from 70 to 60 percent, who have pursued further educational training, this decrease is relatively insignificant.

If the respondents had pursued further education, they were asked whether their high school experiences had helped them in their post-secondary training. Ninety-seven percent of the respondents indicated that their high school experiences had helped them with their post-secondary studies. Here are a selected number of comments that were written on the questionnaires in relation to this question:

I found the courses in Antigo helped me very much in securing a job after graduation.

I suggest to those interested in the business field to take advantage of all the learning and experience they can get from business subjects! It will be worth their time!

From my experiences, I feel that Antigo has a good commercial department.

I am very thankful to the department for giving me the all-around training for my job.

Things have been going well for me, and I attribute a good deal of it to my high school education, and what I made of it.

I feel that my business subjects helped me greatly in my employment.
The training I received in high school enabled me to receive top salary wherever I went. I also have had no trouble in securing either of my jobs.

The overall program benefited me.

I think that the teachers should spend more time with the students that need the help, rather than the ones who already know it.

I am very happy with my present job and I think all the business subjects I have taken during my high school years are already paying off now with my job.

Table VII, page 28, shows that a large majority of the former students are involved or have been involved in employment, which includes office experience. The average office worker has at least 1.5 years of office experience and the number of years of experience correlates with the number of years on the job.

The average number of years the students are attending post-secondary institutions is one year. It will be noted that most of these students began attending post-secondary institutions during the past two years. The fact that most of the institutions that these graduates are attending are vocational-technical schools is also a factor why student experience beyond high school is low. These institutions offer only one- and two-year programs.

Although a large number of students became factory workers, the number of years of work experience is low for this five-year period. This is evidenced by employment experience that does not increase during the past five years. The same trend applies to sales clerks. The average years of experience is only 1.2 years and increases only slightly during the past five years.
## TABLE VII

GRADUATES WORK EXPERIENCE

(1967-1971)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Worker</td>
<td>2.8</td>
<td>1.8</td>
<td>1.6</td>
<td>1.0</td>
<td>.2</td>
<td>1.5</td>
</tr>
<tr>
<td>Housewife</td>
<td>2.5</td>
<td>1.9</td>
<td>1.3</td>
<td>1.4</td>
<td>.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Student</td>
<td>2.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>-</td>
<td>1.0</td>
</tr>
<tr>
<td>Nurse</td>
<td>1.0</td>
<td>1.3</td>
<td>1.0</td>
<td>2.3</td>
<td>-</td>
<td>1.1</td>
</tr>
<tr>
<td>Sales Clerk</td>
<td>1.8</td>
<td>1.0</td>
<td>1.2</td>
<td>1.1</td>
<td>1.0</td>
<td>1.2</td>
</tr>
<tr>
<td>Farmer</td>
<td>1.0</td>
<td>-</td>
<td>-</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Factory Worker</td>
<td>1.4</td>
<td>1.4</td>
<td>1.5</td>
<td>.6</td>
<td>-</td>
<td>1.0</td>
</tr>
<tr>
<td>Telephone Operator</td>
<td>3.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>-</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher</td>
<td>3.0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>.6</td>
</tr>
<tr>
<td>Beautician</td>
<td>2.0</td>
<td>-</td>
<td>.5</td>
<td>-</td>
<td>-</td>
<td>.5</td>
</tr>
<tr>
<td>Laboratory Technician</td>
<td>2.0</td>
<td>1.7</td>
<td>.7</td>
<td>-</td>
<td>-</td>
<td>.9</td>
</tr>
<tr>
<td>Civil Service</td>
<td>2.0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>.4</td>
</tr>
<tr>
<td>Waitress</td>
<td>3.0</td>
<td>1.0</td>
<td>1.5</td>
<td>1.6</td>
<td>2.1</td>
<td>1.8</td>
</tr>
<tr>
<td>Cook</td>
<td>-</td>
<td>1.0</td>
<td>-</td>
<td>-</td>
<td>2.0</td>
<td>.6</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>-</td>
<td>2.0</td>
<td>1.0</td>
<td>-</td>
<td>-</td>
<td>.6</td>
</tr>
<tr>
<td>Nurses Aid</td>
<td>1.0</td>
<td>-</td>
<td>-</td>
<td>2.0</td>
<td>-</td>
<td>.6</td>
</tr>
</tbody>
</table>
Telephone operators average approximately 1.2 years of experience; and the trend during the past five years indicates that students are continuing to work in these positions as the number of years of work experience increases slightly.

The number of former students who are employed as waitresses has increased during the past five years and so has the work experience of these graduates. The number of graduates who are becoming waitresses has increased significantly from 1970-1971. This trend has been due to the availability of this type of employment in this area. Other occupations are also listed on Table VII, page 28; but in all cases, the years of experience are not significant.

A comparison was made of the relative value of each course and a comparison of one course to another. Table VIII, page 30, and Table IX, page 33, will give the reader a comprehensive view of the values of these courses.

Table VIII, page 30, consists of a list of subjects offered from grades 9-12. This table compares one course to another such as shorthand to bookkeeping, clerical office practice to secretarial office practice, etcetera. After studying Table VIII, it is observed that no one course is more valuable than another. It can be generalized that the three most valuable business education courses are Typing I, Typing II, and business English.
TABLE VIII

COMPARISON OF COURSE VALUES

<table>
<thead>
<tr>
<th>Course</th>
<th>Most Value</th>
<th>Percent</th>
<th>Least Value</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorthand</td>
<td>56</td>
<td>6</td>
<td>97</td>
<td>31</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>98</td>
<td>10</td>
<td>42</td>
<td>13</td>
</tr>
<tr>
<td>Typewriting I</td>
<td>174</td>
<td>17</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Typewriting II</td>
<td>181</td>
<td>18</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Personal Typewriting</td>
<td>9</td>
<td>1</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Business English</td>
<td>147</td>
<td>15</td>
<td>26</td>
<td>8</td>
</tr>
<tr>
<td>Business Mathematics</td>
<td>36</td>
<td>4</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>Clerical Office Practice</td>
<td>111</td>
<td>11</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Secretarial Office Practice</td>
<td>66</td>
<td>7</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>General Business</td>
<td>38</td>
<td>4</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>Business Law</td>
<td>35</td>
<td>4</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>Consumer Economics</td>
<td>33</td>
<td>3</td>
<td>30</td>
<td>10</td>
</tr>
</tbody>
</table>
Approximately 50 percent of the respondents to this question indicated these were the most valuable courses.

There are, however, numerous courses which do compare in value to Typing I, Typing II, and business English. It can be generally stated that no course was considered as the most important, but rather a combination of courses.

When comparing opinions of the graduates about courses with the least value, it is noted that shorthand rates significantly low with 31 percent of the 315 responses to this question stating that shorthand was the least beneficial course in their experience. In a large number of office positions, shorthand was not used as often as expected. In some cases secretaries only used this skill occasionally. Although the secretary might not use her shorthand skill constantly, many graduates stated that although shorthand was not used frequently on the job, employers required most office employees to have this skill.

It is noted that bookkeeping was the next course that rated of least value. Graduates found that bookkeeping jobs are now more scarce than before. Automated data processing has eliminated a large number of jobs in this field.

According to Table VIII, page 30, 8 percent of those graduates who enrolled in general business and business law and 10 percent of the graduates who enrolled
in consumer economics indicated that these courses were of relatively little importance in their experiences.

In general, it can be stated that no one course ranks exceedingly high or significantly low in student opinion with the exception of shorthand; and this result has been previously discussed.

The result of Table VIII, page 30, can be summarized by stating that no one course ranked significantly higher or lower in student opinion with the exception of the typing skills.

Table IX, page 33, shows that in Typing I, 98 percent of the students who took the course stated that the course was very important in their post-secondary experiences. Ninety-five percent of the students who took Typing II also felt that it was beneficial.

Of those students who took the office practice courses, both clerical and secretarial office practice, 89 percent of the graduates mentioned the courses' significance.

Of the former students who enrolled in bookkeeping, 70 percent felt that it was of value—ranking slightly higher than the basic business subjects. Bookkeeping is not as valuable now as it has been in the past.

Approximately 50 percent of the students ranked the basic business subjects such as general business, business law, and consumer economics high as far as their importance was concerned.
<table>
<thead>
<tr>
<th>Course</th>
<th>Valuable</th>
<th>Percent</th>
<th>Of No Value</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorthand</td>
<td>56</td>
<td>37</td>
<td>97</td>
<td>63</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>98</td>
<td>70</td>
<td>42</td>
<td>30</td>
</tr>
<tr>
<td>Typewriting I</td>
<td>174</td>
<td>98</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Typewriting II</td>
<td>181</td>
<td>95</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Personal Typewriting</td>
<td>9</td>
<td>45</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>Business English</td>
<td>147</td>
<td>85</td>
<td>26</td>
<td>15</td>
</tr>
<tr>
<td>Business Mathematics</td>
<td>36</td>
<td>60</td>
<td>24</td>
<td>40</td>
</tr>
<tr>
<td>Clerical Office Practice</td>
<td>111</td>
<td>89</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Secretarial Office Practice</td>
<td>66</td>
<td>87</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>General Business</td>
<td>38</td>
<td>61</td>
<td>24</td>
<td>39</td>
</tr>
<tr>
<td>Business Law</td>
<td>35</td>
<td>59</td>
<td>24</td>
<td>41</td>
</tr>
<tr>
<td>Consumer Economics</td>
<td>33</td>
<td>52</td>
<td>30</td>
<td>48</td>
</tr>
</tbody>
</table>
It may generally be stated in summarizing Table VIII, page 30, and Table IX, page 33, that typing is the most valuable subject for a business education student and should be heavily stressed in the business education curriculum. It is also observed that business English, clerical office practice, and secretarial office practice ranked next, followed by bookkeeping.

The course offerings at the Antigo High School were listed and the students were asked to state their opinions of courses they thought should be extended to more adequately prepare them for employment. Table X, page 35, indicates that 85 or 18 percent of the students were of the opinion that clerical office practice should be extended. This result was expected as clerical office practice is not blocked as is secretarial office practice. Block time is a two hour class in Antigo High School. Because clerical office practice meets only one hour a day, many units are merely introduced and some are omitted because of a lack of time. For this course, therefore, blocked time might prove beneficial. One student clearly illustrates this problem as she states:

When I took clerical office practice, we did cover filing, and office machines but I really would have liked to have gone into it a little bit more—-for a longer period of time. It was a very good course and I am especially glad that I took it.

Bookkeeping is rated as the next course which should be extended. As ordinary bookkeeping is not sufficient for job competency in a large number of cases,
<table>
<thead>
<tr>
<th>Course</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorthand</td>
<td>40</td>
<td>8</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>78</td>
<td>15</td>
</tr>
<tr>
<td>Typewriting I</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Typewriting II</td>
<td>32</td>
<td>7</td>
</tr>
<tr>
<td>Personal Typewriting</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Business English</td>
<td>51</td>
<td>11</td>
</tr>
<tr>
<td>Business Mathematics</td>
<td>33</td>
<td>7</td>
</tr>
<tr>
<td>Clerical Office Practice</td>
<td>85</td>
<td>18</td>
</tr>
<tr>
<td>Secretarial Office Practice</td>
<td>55</td>
<td>11</td>
</tr>
<tr>
<td>General Business</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>Business Law</td>
<td>37</td>
<td>8</td>
</tr>
<tr>
<td>Consumer Economics</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>Office Machines</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>2</td>
</tr>
</tbody>
</table>
many students who have completed first year bookkeeping would desire to see an advanced bookkeeping course or an introductory accounting course offered.

Eleven percent of the respondents were of the opinion that business English should also be extended. A number of students indicated in their comments that business English has been a great aid to them in their present positions. Several comments that were made in respect to business English are as follows:

The unit which proved most helpful in business English was letter composition.

I found business English to be not only helpful in business, but in everyday use.

It is interesting to note that only 7 percent of the graduates felt that additional typing should be offered beyond Typing II.

Shorthand did not rate particularly high in importance as only 8 percent of the respondents stated that additional shorthand should be offered. Advanced shorthand is currently a segment of secretarial office practice. Eleven percent of the graduates felt that secretarial office practice should be extended.

Business law rated high among the basic business subjects for the possibility of extension. Business law is currently offered for only one semester and many topics must be covered hurriedly or omitted completely. Many students would desire a second semester of this course. Consumer economics rated low on the list of courses to be extended.
The graduates were asked, based upon their experience, which courses they felt should be added to enable them to be more competent in the business field. Table XI, page 38, shows the responses to this question. Approximately 30 percent of the former students listed the cooperative program or on-the-job training as their first selection. Many employers require work experience before they will hire a qualified worker. This situation is damaging to our program of office education when a large number of former students have better qualifications than office workers with a few years of experience. Here are several of the responses that relate to the need for a cooperative office education program:

Work experience is very important--I served under a work study program at NCTI (North Central Technical Institute) and I learned many things only experience brings.

Any extra experience helps a person to start on a new job.

I think on-the-job training is excellent--it would give students the opportunity to discover whether they would like or dislike the subject matter on the basis of experience.

I think that I have benefited most from secretarial office practice when you were training as if it were on-the-job training.

I think on-the-job training would be excellent in showing students the importance of following instructions, being accurate, working in groups, being reliable and punctual, using common sense, etc.

I feel more on-the-job training is greatly needed as this is the hardest transition--from the classroom to the office.

The solution to the "experience" problem is
TABLE XI
COURSES WHICH SHOULD BE ADDED
TO THE CURRICULUM

<table>
<thead>
<tr>
<th>Course</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Processing</td>
<td>122</td>
<td>18</td>
</tr>
<tr>
<td>Filing</td>
<td>56</td>
<td>9</td>
</tr>
<tr>
<td>Recordkeeping</td>
<td>51</td>
<td>8</td>
</tr>
<tr>
<td>Office Machines</td>
<td>111</td>
<td>17</td>
</tr>
<tr>
<td>Retailing And Salesmanship</td>
<td>47</td>
<td>6</td>
</tr>
<tr>
<td>Cooperative Program</td>
<td>189</td>
<td>29</td>
</tr>
<tr>
<td>Notekeeping</td>
<td>77</td>
<td>12</td>
</tr>
<tr>
<td>Accounting</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>
an office education cooperative program that will give these students the experience they need. If the locality can accommodate such a program, a program of this nature is highly recommended.

Data processing and office machines rated slightly below the cooperative office education program with 18 and 17 percent of the respondents declaring these courses should be added to our existing course offerings. Antigo High School does not have any type of course offering in data processing. There is definitely a need for trained and qualified people in this area; and because of this trend, business educators should be looking in this direction. As one student stated:

A course in keypunch operation which includes the basics of IBM keypunch, would be very helpful because I was overlooked from many jobs because someone else had that knowledge.

Sixty four percent of the respondents stated that data processing, cooperative office education programs, and office machines should be added to the curriculum. This result clearly indicates the direction in which this business education education department should be headed.

Although the graduates indicated that a course in office machines should be added to the curriculum, maybe additional emphasis could be placed on office machines in the existing office practice courses.

Perhaps the last course which rates consideration for inclusion in the curriculum is notekeeping. This
course could be utilized by students who are preparing for college.

Retailing and salesmanship rated very low for inclusion within the curriculum. Although accounting was not listed in this group of courses that could possibly be added to the existing course offerings, one student indicated in the "other" section of this question (see appendices for questionnaire) that such a course should be offered.

It can be concluded from Table XI, page 38, that data processing and additional office machines should be added to the present curriculum to meet the growing needs and demands of the students. A cooperative office education program could also be added and would be an ideal situation if it could be implemented in this locality. Table XI, page 38, shows that additional emphasis should be given for office machines, either in the existing office practice courses or in an entirely separate course. Notekeeping is also a possible addition to the curriculum. This course would benefit those students who are college bound.

Table XII, page 41, was to be answered by office workers only. The question asked their opinion of the activities that were the most valuable in their employment as an office worker.

The office worker stated that there is no one single important office activity; but rather a combination of activities such as: filing, receptionist duties,
TABLE XII
VALUABLE OFFICE ACTIVITIES
ACCORDING TO FORMER STUDENT EXPERIENCES *

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mail Handling</td>
<td>28</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>34</td>
<td>8</td>
</tr>
<tr>
<td>Shorthand</td>
<td>27</td>
<td>6</td>
</tr>
<tr>
<td>Filing</td>
<td>60</td>
<td>14</td>
</tr>
<tr>
<td>Receptionists Duties</td>
<td>66</td>
<td>15</td>
</tr>
<tr>
<td>Telephone Techniques</td>
<td>74</td>
<td>17</td>
</tr>
<tr>
<td>Composing Letters</td>
<td>50</td>
<td>12</td>
</tr>
<tr>
<td>Travel Information</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Office Machines</td>
<td>78</td>
<td>18</td>
</tr>
<tr>
<td>Typing</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

*Typing was not included in this list of choices on the questionnaire (see Appendix A)
telephone techniques, letter composition, and office machines. Shorthand, business mathematics, and mail handling were also rated as important and should be included in the office practice courses. These are the activities, along with typing, that should be a part of every office practice course. Travel information was of the least important activity in an office; only one person rated it as an important activity. The following student comment illustrates the value of a combination of activities:

I found typing, filing, mathematics, and office machines most important for my job.

Table XIII, page 43, represents a list of graduate responses in regard to the courses they feel should have been taken. It was noted that shorthand, business law, and consumer economics head the list with each of these courses accounting for 14 percent of the responses to this question. Actually, the demand for shorthand is even greater as 2 percent of the graduates feel they should have taken Shorthand II. Although shorthand rated low in popularity, see Tables VIII, page 30, and Table IX, page 33, many of the business graduates from this high school wish they would have taken shorthand.

A large number of the former students felt they should have enrolled in business law and consumer economics. Business mathematics also ranked high with 13 percent of the graduates of the opinion they should have taken it.
<table>
<thead>
<tr>
<th>Courses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorthand I</td>
<td>45</td>
<td>14</td>
</tr>
<tr>
<td>*Shorthand II</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>*Bookkeeping</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Typewriting I</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Typewriting II</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Personal Typewriting</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Business English</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Business Math</td>
<td>40</td>
<td>13</td>
</tr>
<tr>
<td>Clerical Office Practice</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td>Secretarial Office Practice</td>
<td>37</td>
<td>12</td>
</tr>
<tr>
<td>General Business</td>
<td>33</td>
<td>10</td>
</tr>
<tr>
<td>Business Law</td>
<td>46</td>
<td>14</td>
</tr>
<tr>
<td>Consumer Economics</td>
<td>44</td>
<td>14</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

*Bookkeeping and Shorthand II were not included in the list of choices on the questionnaire (see Appendix A).
Secretarial office practice rated high with 12 percent of the respondents indicating they should have enrolled in the course.

Another course in this group which deserves consideration is general business with 10 percent of the respondents stating its importance.

Table XIII, page 43, can generally be summarized by stating that many graduates begin to realize the value of shorthand after looking for their first office position. Therefore, more emphasis should be placed on the importance of shorthand in high school. The need for the shorthand skill should be explained to the business education students when they enroll in the business curriculum. Table XIII, page 43, also shows that emphasis should also be placed on these courses as well: business math, secretarial office practice, general business, business law, and consumer economics which account for 63 percent of the graduates' responses to this question. Table XIII, page 43, shows no great emphasis on one particular course, but rather on a combination of courses.

Table XIV, page 45, shows the employment trend of the business education graduates. The graduates were asked if they had difficulty finding employment following graduation from high school. In 1967, 89 percent of the graduates indicated they had no problem finding employment upon graduation from high school; in 1968, 93 percent had no difficulty. In 1969, the number of graduates who
## TABLE XIV

**GRADUATES' OPINION CONCERNING EMPLOYMENT SCARCITY UPON GRADUATION**

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>Percent</th>
<th>No</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1967</td>
<td>5</td>
<td>11</td>
<td>41</td>
<td>89</td>
</tr>
<tr>
<td>1968</td>
<td>3</td>
<td>7</td>
<td>43</td>
<td>93</td>
</tr>
<tr>
<td>1969</td>
<td>9</td>
<td>26</td>
<td>26</td>
<td>74</td>
</tr>
<tr>
<td>1970</td>
<td>17</td>
<td>40</td>
<td>25</td>
<td>60</td>
</tr>
<tr>
<td>1971</td>
<td>18</td>
<td>49</td>
<td>19</td>
<td>51</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>25</td>
<td>155</td>
<td>75</td>
</tr>
</tbody>
</table>

had trouble locating employment began to increase—from 7 percent in 1968 to 26 percent in 1969. From 1969 to 1971, the trend was toward additional graduates having difficulty finding employment. These results illustrate the need for additional training beyond high school. It also accounts for the recent trend in the increasing number of students who are attending two year vocational-technical schools.
Table XV, page 47, shows the percentage of graduates who actually acquired employment upon graduation. There will be a difference in the results between Table XV, page 47, and Table XIV, page 45. Table XV indicates the percentage of graduates who have not had difficulty locating employment upon graduation and Table XIV indicates the percentage of graduates who actually received employment upon graduation. There will be a difference for the following reasons:

1. Many graduates who actively searched for employment upon graduation from high school became post-secondary students.

2. Many graduates who were formerly employed in a place of business became housewives.

Table XV, page 47, shows that from 1967 to 1969, between 73 to 74 percent of the graduates found employment. From 1970 to 1971, this figure dropped significantly. During the last five year period, approximately 66 percent of the students are employed in business firms following graduation from high school.

Table XIV, page 45, and Table XV, page 47, can be summarized by stating that the employment trend has been moving downward since 1970. Excluding students and housewives, 66 percent of the graduates find employment following graduation.

The percentage of students who are now employed at the present time is shown in Table XVI, page 48.


<table>
<thead>
<tr>
<th>Year</th>
<th>Number Of Graduates</th>
<th>Number Securing Employment</th>
<th>Percentage Securing Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1967</td>
<td>55</td>
<td>40</td>
<td>73</td>
</tr>
<tr>
<td>1968</td>
<td>57</td>
<td>41</td>
<td>72</td>
</tr>
<tr>
<td>1969</td>
<td>42</td>
<td>31</td>
<td>74</td>
</tr>
<tr>
<td>1970</td>
<td>58</td>
<td>38</td>
<td>67</td>
</tr>
<tr>
<td>1971</td>
<td>55</td>
<td>27</td>
<td>49</td>
</tr>
<tr>
<td>Total</td>
<td>267</td>
<td>177</td>
<td>66</td>
</tr>
</tbody>
</table>

This table shows that an average of 62 percent of the graduates are now employed. There has been only a slight decrease in the number currently employed from 1967 to 1971.

The percentage of graduates who have changed jobs since graduation is shown on Table XVII, page 49. On the average, 36 percent of the graduates have changed jobs.
<table>
<thead>
<tr>
<th>Year</th>
<th>Number Of Graduates</th>
<th>Number Employed</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1967</td>
<td>55</td>
<td>36</td>
<td>66</td>
</tr>
<tr>
<td>1968</td>
<td>57</td>
<td>37</td>
<td>65</td>
</tr>
<tr>
<td>1969</td>
<td>42</td>
<td>30</td>
<td>71</td>
</tr>
<tr>
<td>1970</td>
<td>58</td>
<td>34</td>
<td>58</td>
</tr>
<tr>
<td>1971</td>
<td>55</td>
<td>29</td>
<td>53</td>
</tr>
<tr>
<td>Total</td>
<td>267</td>
<td>166</td>
<td>62</td>
</tr>
</tbody>
</table>

*These figures do not include housewives, students, or part-time employment.*
TABLE XVII
FORMER STUDENTS WHO HAVE CHANGED JOBS
(1967-1971)

<table>
<thead>
<tr>
<th>Year</th>
<th>Number Changing Employment</th>
<th>Number Of Graduates</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1967</td>
<td>25</td>
<td>55</td>
<td>45</td>
</tr>
<tr>
<td>1968</td>
<td>31</td>
<td>57</td>
<td>54</td>
</tr>
<tr>
<td>1969</td>
<td>21</td>
<td>42</td>
<td>50</td>
</tr>
<tr>
<td>1970</td>
<td>15</td>
<td>58</td>
<td>26</td>
</tr>
<tr>
<td>1971</td>
<td>3</td>
<td>55</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>267</td>
<td>36</td>
</tr>
</tbody>
</table>

since entering the employment market. There has been a decreasing trend in job changes from 1967 to 1971. Of those graduates who did change jobs, only 3 percent changed or terminated their employment because of a lack of business skills.

The last in this series of tables, Table XVIII, page 50, gives a clue to the graduates' employment infor-
<table>
<thead>
<tr>
<th>Source</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td>Relatives</td>
<td>41</td>
<td>16</td>
</tr>
<tr>
<td>Newspapers</td>
<td>44</td>
<td>17</td>
</tr>
<tr>
<td>Other Employees</td>
<td>40</td>
<td>15</td>
</tr>
<tr>
<td>Friends</td>
<td>63</td>
<td>24</td>
</tr>
<tr>
<td>Employment Agency</td>
<td>27</td>
<td>10</td>
</tr>
<tr>
<td>Radio And Television</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>*Other</td>
<td>30</td>
<td>11</td>
</tr>
</tbody>
</table>

*This heading is composed of various methods of "self initiative".*
mation sources. Table XVIII, page 50, shows that 72 percent of the graduates receive their employment source infor-
mation from the following sources: relatives, 16 percent; newspapers, 17 percent; other employees of that particular firm, 15 percent; and friends, 24 percent. It is disapp-
pointing to note that only 7 percent of the graduates received their employment source information from teachers.

"Other" job source information included self initiative. None of the graduates found positions via radio or television.

Table XVIII, page 50, in summary indicates that most graduates find their employment source information from a number of resources. Table XVIII also indicates that teachers, business education teachers in particular, should do more to bring the students in contact with employment opportunities. As one graduate commented:

I feel that you should make some job lists available—I think the teachers should help the students find jobs.

The following are some additional comments that graduates made concerning education in general and business education in specific:

I feel that the best way for a person to get an education in business is a general knowledge of many types of office work, such as typing, shorthand, and bookkeeping because he does not know what his job will require. As he changes jobs, his skills will help him get a better job.

The secretarial field is very challenging and very rewarding.

I would encourage anyone who wishes to be proficient in the business skills to continue on for higher education.
Some business classes should be required.

Finding a job is a difficult task. Additional training is almost a must in securing a steady job.

After graduation, I went to NCTI (North Central Technical Institute) for further training in bookkeeping. I enjoyed bookkeeping so much. Bookkeeping made it easier for me to learn accounting skills.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Purpose and Procedures

This study was conducted in an attempt to update the offerings of the business education department of Antigo High School. If change was needed, what courses or units could be added or omitted to better qualify our graduates for the office positions that are available or better prepare them for post-secondary education. In an effort to aid graduates in qualifying for these office positions, it was also the goal of this study to determine the geographic area in which the graduates are finding employment.

The recipients of the questionnaire were determined by the number of business courses in which the graduates had enrolled in high school. Consequently, each graduate must have enrolled in at least four business courses to be eligible to receive a questionnaire. The permanent record folders in the senior high school office were consulted to find the names of the graduates, their addresses, and the number of business courses taken.

A questionnaire, cover letter, and a self-addressed
stamped envelope were mailed to each eligible recipient on September 6, 1971. A follow-up letter was sent on October 6, 1971. A total of 267 of the 394 questionnaires were completed and returned—a 67 percent return. This study spans a five year period from 1967 through 1971.

The responses from the questionnaires were compiled; and the tables were prepared on the basis of these facts. The tabulations were converted to percentage calculations and rounded to the nearest percent for simplicity in interpretation. The results of each table have been interpreted, summarized, and accompany each table.

Summary of Findings

In reviewing student enrollment it was noted that 99 percent of the business education graduates over the past five years were composed of girls. The number of students enrolled in the curriculum has remained stable during 1967 through 1971.

On the average, about 30 percent of the graduates were employed as office workers or had experience as office workers during the past five years. Housewives followed with 38 percent of the former students. Two other occupations which showed a significant number of graduates were post-secondary students with 13 percent and factory workers with 10 percent. The number of waitresses have increased from 2 percent in 1970 to 9 percent of the occupational total in 1971. It is observed that there is a slightly decreasing number of graduates participating
in office work; and an increasing number enrolled as students in vocational-technical schools giving graduates additional preparation for office work beyond high school.

Ninety two percent of the graduates were located in Wisconsin, whereas 8 percent were located in other sections of the country.

Approximately 64 percent of the graduates who enrolled in four or more business courses at Antigo Senior High School did not continue with their formal education within a five year period. The significant increase in post-secondary school attendance was in the vocational-technical schools, which accounted for 29 percent.

The graduates average approximately 1.5 years of office experience; exceeded only by waitresses with average experience of 1.8 years. The number of years of experience did not increase during the five year period as many of the students left waitress work for advanced opportunities. Other occupations that accounted for one year of experience included students, nurses, sales clerks, factory workers, and telephone operators. Experience did not increase from 1967 through 1971 except telephone operators, which increased very slightly.

In a comparison of business courses, typing appeared to be the most important with 18 percent of the graduates stating its relevance. The basic business subjects rated the lowest on this list with only 4 percent
of the graduates stating that they were beneficial; and 8 percent believing they were irrelevant. Thirteen percent of the graduates felt that bookkeeping was of low importance; and 31 percent responded that shorthand was of low importance.

When attempting to determine whether a course was beneficial, Typing I and Typing II each totaled 98 and 95 percent of the beneficial responses, respectively. All courses obtained high percentages in the valuable column which means students used these courses during their post-secondary experiences. However, 63 percent of the students who had enrolled in shorthand stated they did not use shorthand in their present job.

The graduates felt that clerical and secretarial office practice, bookkeeping, and business English should be extended to give students a better background for employment. Business law also received a satisfactory tally with 8 percent of the responses. In general, the opinion in regard to this question was once again scattered. The graduates were of the opinion that further typing training beyond Typing II is not necessary.

The graduates favored adding cooperative office education programs and data processing to our present curriculum. Office machines was rated high with 17 percent of the graduates of the opinion that this course should be added. Retailing and salesmanship only accounted for 6 percent of the responses.
Office workers evaluated various office activities according to importance in their employment. Office machines, telephone techniques, receptionist duties, letter composition, and filing accounted for 76 percent of the responses to this question. No one office activity, but rather a combination of activities, were valuable in an office. Travel information scored exceedingly low in popularity with only one graduate mentioning its value.

When the graduates were asked which courses they wish they had taken in high school, 14 percent stated shorthand. Business law, consumer economics, each with 14 percent, and business mathematics with 13 percent of the responses rated higher in comparison to the remaining choices as far as courses which should be extended. Secretarial office practice had a slightly inferior result with 12 percent.

The average percentage of graduates who had no difficulty in locating employment was 75 percent. In 1967, 89 percent had no difficulty finding employment. This large percentage has decreased as 51 percent of the graduates in 1971 voiced no difficulty in securing employment. The trend is still the same—a decreasing amount of available positions. However, even though the percentage of students securing employment following high school has decreased from year to year during this five year period, an average of 66 percent of the former students are successful in obtaining employment.
There are 62 percent of the graduates currently employed in business firms. The number employed does not decrease significantly from 1967 to 1971 as many of the graduates who graduated from 1967 and 1968 leave their jobs to be married; this result will tend to stabilize the employment level over this five year period.

Approximately 36 percent of the graduates changed employment with several changing positions more than once. In 1967, 45 percent changed jobs; in 1971, only 5 percent. This result is primarily because the more recent graduates have been in the labor market only a short period of time and the shortage of available positions.

Teachers rated quite low, 7 percent of the responses, for aiding students with employment information. Graduates obtain their job information from a large number of sources: friends, 24 percent; newspapers, 17 percent; relatives, 16 percent; other employees, 15 percent; and employment agencies, 10 percent.

Conclusions

Based upon the preceding statistics, the following conclusions have been derived:

1. Additional courses should be implemented to interest boys in the business subjects. Additional course offerings and a new look at the business education curriculum would appeal to the boys.

2. It can be concluded that job-oriented subjects
and methods should still be emphasized because of the following facts:

   a. Thirty percent of the graduates over the past five years are employed as office workers.

   b. Many of the graduates were married during this five year period and do not attend post-secondary institutions.

   c. A large number of the graduates are employed in offices and do not attend post-secondary institutions. However, it must be recognized that an increasing number of business education graduates are now attending vocational-technical schools, which is a factor in determining the objectives of our business courses. Business education teachers should stress the vocational objective but should remember that additional training beyond high school is becoming increasingly necessary. The teachers should, therefore, encourage further education beyond high school whenever possible.

3. The students should be educated with the needs of the community taken into consideration, as 52 percent of the graduates are employed in Antigo. The needs of the State of Wisconsin should also be reviewed, as 92 percent of the graduates are employed in this state. Offerings of the present curriculum should be partly dictated by the local community and its surrounding areas.

4. The graduates who obtained office positions have a tendency to remain in these positions for a longer
period of time, as compared with other occupations. Although waitresses average 1.8 years of experience, this experience was usually acquired while attending high school.

5. It was found that Typing I and Typing II were considered by the business education graduates as very popular course offerings as compared to other business courses. Shorthand was a course that remained unpopular to the graduates. This is due to its high failure rate and frequency of present use by the graduates. However, 16 percent of the respondents wished they had enrolled in Shorthand I or Shorthand II.

6. Bookkeeping, clerical office practice, and business English could be extended. This can be accomplished by allowing additional time in the curriculum or by changing the material presented to give students additional training for office experience. It is not necessary for students to enroll in an additional typing course beyond Typing II. However, it is highly recommended that a typing unit be included in the office practice courses.

7. A data processing program is definitely needed in this department as 18 percent of the graduates noted its importance. Although the finances of the high school are limited, an introductory textbook course along with a keypunch would give the students the background they need.

8. This study indicated that a cooperative office education program, which received a response of 29 percent,
should be implemented in this community. This program would grant students the actual office experience necessary to obtain office employment that might otherwise not be available to them. If this community could carry such a program, it would be beneficial to execute the planning as soon as possible.

9. Office machines, telephone techniques, receptionist duties, letter composition, and filing are the activities which the graduates believed were the most important activities. These activities, therefore, should be a part of most office practice courses. Travel information is not as important as the preceding activities and should be studied only if time permits.

10. Shorthand should be emphasized in high school since 16 percent of the respondents mentioned that they should have taken Shorthand I or II in high school. Several graduates stated they utilized their shorthand skill occasionally, while other graduates employed the skill extensively. In addition, many business graduates emphasized that many employers require prospective office workers to have the shorthand skill. Business law, business math, and consumer economics should be stressed as well as each received a response of 14 percent.

11. Seventy five percent of the business education graduates had no difficulty finding employment following high school. However, during the past two years, graduates are finding it more and more difficult to acquire suitable employment. If possible, students should be encouraged
to continue their education.

12. Sixty two percent of the graduates are now employed in business firms. This is a very significant number and should be taken into consideration when planning course objectives.

13. Only 36 percent of the former students have changed jobs during the past five years. The percentage of graduates who have changed jobs increased from 5 percent in 1971 to 45 percent in 1967. This trend is caused by a tighter employment market and the fact that those students who graduated during 1970-1971 have not been in the labor market as long as those who graduated between 1967-1969.

14. Teachers should do more to help the business education students obtain suitable employment.

Recommendations

The following recommendations have been advised as a result of the findings of this study:

1. Boys, as well as girls, should be encouraged to enroll in business education courses. Courses that would appeal to boys in particular should be implemented.

2. The students should be taught with both vocational orientation and post-secondary education objectives in consideration.

3. A survey should be conducted of the local community to determine the job qualifications of local businesses. The study should also include the qualifications needed within the State of Wisconsin.
4. Particular emphasis should be placed on Typing I and Typing II since typing is basic to most office positions. An additional typing course beyond Typing II is not recommended unless it is incorporated in an office practice course.

5. Advanced bookkeeping, clerical office practice, and business English could be expanded if facilities and teachers' time permit.

6. A course in data processing should be added to the present curriculum as soon as possible.

7. A survey of this community should be conducted to determine if Antigo could support an office education program. If such a program could be implemented, efforts should commence toward this goal.

8. Office machines, telephone techniques, receptionist duties, letter composition, and filing should be an essential part of an office practice course.

9. Shorthand should be emphasized on the high school level as it is still a requirement for many office positions.

10. Business education teachers should give additional assistance to their students in their endeavors to seek employment. Employers from the area could be contacted to speak with the students. At that time, all prospective graduates should request interviews or express an interest in employment.
APPENDIX A
OPINIONNAIRE - QUESTIONNAIRE

1. Name: ____________________________
   Last    First    Middle Initial    Maiden

2. Address:
   Number and Street or R. F. D.
   City     State

3. Marital Status:
   _____ single    _____ married

4. Present Occupations:
   _____ office worker    _____ telephone operator
   _____ housewife    _____ teacher
   _____ student    _____ beautician
   _____ nurse    _____ social worker
   _____ sales clerk    _____ laboratory technician
   _____ civil service    _____ other (please specify)
   _____ Armed Forces

If you are employed, please state the name of the firm: __________________________
   the address of the firm: City     State

5. Have you served in the Armed Forces:
   _____ yes    _____ no    _____ branch

If yes, did your business courses help you in the service:
   _____ yes    _____ no

6. Additional Education after High School Graduation:
   _____ college - pursuing a two-year college degree
   _____ college - pursuing a four-year college degree
   _____ vocational, technical school
   _____ business school
   _____ graduate school
   _____ none
   _____ other (please specify) ____________________________
As you continue your education, did your high school experience benefit you:

_____ yes  _____ no

Please comment:

7. Work Experience; (Indicate the number of years in the blanks provided)

_____ office worker  _____ telephone operator
_____ housewife       _____ teacher
_____ student          _____ beautician
_____ nurse            _____ social worker
_____ sales clerk       _____ laboratory technician
_____ farmer           _____ civil service
_____ factory worker   _____ other (please specify)

8. Which of the following high school business subjects do you feel were the most beneficial to you:

_____ shorthand        _____ clerical office practice
_____ bookkeeping      _____ secretarial office practice
_____ typewriting I    _____ general business
_____ typewriting II   _____ business law
_____ personal typewriting  _____ consumer economics
_____ business English   _____ other (please specify)
_____ business mathematics

9. Which of the following high school business subjects do you feel were the least beneficial to you:

_____ shorthand        _____ clerical office practice
_____ bookkeeping      _____ secretarial office practice
_____ typewriting I    _____ general business
_____ typewriting II   _____ business law
_____ personal typewriting  _____ consumer economics
_____ business English   _____ other (please specify)
_____ business mathematics

10. In which of the following high school courses would you like to see additional training offered:

_____ shorthand        _____ clerical office practice
_____ bookkeeping      _____ secretarial office practice
_____ typewriting I    _____ general business
_____ typewriting II   _____ business law
_____ personal typewriting  _____ consumer economics
_____ business English   _____ other (please specify)
_____ business mathematics
11. Which of the following areas should be added to our course offerings in the Antigo business education department:

- data processing
- filing
- recordkeeping
- office machines
- note-taking (a faster system for taking notes)
- retailing and salesmanship
- on-the-job training (cooperative work and classroom program)
- other (please list)

12. Which of the following activities were of most value to you as an office worker:
   (Answer only if you are or have been employed as an office worker)

- mail handling
- mathematics
- shorthand
- filing
- receptionist's duties (greeting the public)
- telephone techniques
- composing letters
- travel information
- office machines
- other (please specify)

13. Which of the following additional business subjects do you feel you should have taken while in high school:

- shorthand
- typewriting I
- typewriting II
- personal typewriting
- business English
- business mathematics
- clerical office practice
- secretarial office practice
- general business
- business law
- consumer economics
- other (please specify)

14. Did you have any difficulty securing a job in business upon graduation from high school:

- yes
- no

15. Have you changed jobs:

- yes
- no

If yes, was this action because of the lack of business skills:

- yes
- no

16. How did you learn about your job:

- teachers
- relatives
- newspapers
- other employees
- friends
- employment agencies (public or private)
- radio and television
- other (please specify)

17. Additional Comments:
September 8, 1971

We are presently conducting a follow-up study of the graduates of the business education department in the Antigo High School.

The business education department tries to offer the courses that will best fulfill the needs of our students. Your experiences may help us to more adequately serve present and future business education students.

Your name has been selected from a large list of students who have enrolled in business subjects. I feel that your experiences, past and present, can be of value for the improvement of our business education program.

I would appreciate your filling out the questions that apply to you. Please read the instructions very carefully as exact answers are needed to make this survey a success.

The questionnaire should take only five to ten minutes of your time. Please send your completed questionnaire in the enclosed, self-addressed, stamped envelope as soon as possible.

Thank you.

Sincerely,

Glenn O. Bugni
Business Education Instructor
October 6, 1971

This letter concerns the questionnaire that was sent to you in September. The questionnaire is the key to a follow-up study of the Antigo graduates who have enrolled in business education subjects.

You were selected from a large list of students and your completed questionnaire is essential for the successful completion of this study.

I would appreciate your taking five to ten minutes of your time to fill in the questionnaire and send it to me as soon as possible.

Enclosed is a duplicate questionnaire for you in case the one sent to you in September was lost or misplaced.

Please help our effort to improve our department.

Sincerely,

Glenn O. Bugni
Business Education Instructor
BIBLIOGRAPHY
SELECTED BIBLIOGRAPHY


Books

Best, John W. Research in Education (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1959), p. 120.

Articles and Periodicals


