

OFFICE PRACTICE COURSES
IN REPRESENTATIVE HIGH SCHOOLS
OF THE PACIFIC NORTHWEST

by

CLARA EMIGH BORREVIK

A THESIS

submitted to

OREGON STATE COLLEGE

in partial fulfillment of
the requirements for the
degree of

MASTER OF SCIENCE

June 1955

APPROVED:



Head of Secretarial Science and Business Education



Chairman of School Graduate Committee



Dean of Graduate School

Date thesis is presented December 10, 1954

Typed by Ellen Neal

ACKNOWLEDGMENTS

This study involved a survey of representative high schools in the specified area, and only through the co-operation and interest of the teachers taking part could it have been completed. The writer wishes to express her appreciation to these teachers for their valuable assistance. The writer is also grateful to Dr. C. T. Yerian, Head of Secretarial Science and Business Education, Oregon State College, under whose guidance this thesis was written, for his valuable suggestions and encouragement.

TABLE OF CONTENTS

CHAPTER I

Introduction	Page 1
The Office Worker	1
Statement of the problem.	9
Sources of data	9

CHAPTER II

Previous Study	13
--------------------------	----

CHAPTER III

Analysis of Data	17
Course of study	17
length	17
content.	19
Methods used in organizing and teaching office practice courses.	30
unit basis	30
rotation plan.	30
integrated office plan . . .	31
cooperative work program . .	35
textbooks of the course. . .	47
Qualifications of office practice teachers.	49

CHAPTER IV

Summary and Recommendations.	57
Summary of Findings	57
Recommendations	63

BIBLIOGRAPHY.	69
-----------------------	----

LIST OF TABLES

Table No.	Page No.
1. Increase in Office Workers in the United States.	1
2. Number of Responses to Questionnaires Mailed	10
3. Number of Schools Reporting on Office Practice Courses	10
4. Length of Office Practice Courses.	17
5. Content Included in Office Practice Courses (Idaho).	19
6. Content Included in Office Practice Courses (Oregon)	20
7. Content Included in Office Practice Courses (Washington)	21
8. Approximate time given to topics in Office Practice Courses (Idaho).	23
9. Approximate time given to topics in Office Practice Courses (Oregon)	24
10. Approximate time given to topics in Office Practice Courses (Washington)	25
11. Use of Typewriters, Duplicators, and Voicewriting Machines in Office Practice Courses.	27
12. Use of Computing and Special Machines in Office Practice Courses.	29
13. Textbooks and Workbooks used in Office Practice Courses	48
14. Teacher Qualifications	49

OFFICE PRACTICE COURSES
IN REPRESENTATIVE HIGH SCHOOLS
OF THE PACIFIC NORTHWEST

CHAPTER I

INTRODUCTION

The Office Worker

In most small business enterprises of years ago, one individual performed all the functions connected with his business. From this stage the same business enterprises have developed into complicated industries; this growth has brought about the specialization of work which has in turn necessitated the installation of a more complex office system in order to maintain adequate control. (4, p.259)

The complexity of business today and the increasing number of records made necessary by local, state, and federal legislation require the training of a progressively larger number of office workers. (11, p.29) Carty presents the following data to show the increase in office personnel since 1890: (4, p.259)

TABLE I

INCREASE IN OFFICE WORKERS IN THE UNITED STATES

Year	Number of Office Workers
1890	200,000
1920	1,600,000
1930	2,000,000
1940	4,900,000*

*Statistics showing the increasing status of office workers in the last few years are given in the World Almanac, where

the total number of workers classified as "Clerical and Kindred Workers" on July, 1948, was 7,742,000¹ and on April 11, 1953, was 7,778,000².

From the 1951 Occupational Outlook Handbook, the following outlook is given: Employment opportunities for well-trained secretaries and stenographers are expected to be excellent in the early fifties at least; a considerable number of openings in bookkeeping jobs in the early fifties will result chiefly from the high rate of turnover in this large occupation. There is a trend, especially in large offices, toward breaking down bookkeeping functions into office-machine operator and other routine clerical jobs; the vast majority of openings in the bookkeeping field will be of this nature. (21, pp.142-145)

The above facts and figures would indicate that there will be an increasing need and opportunity for office workers in the future.

For too long the idea has been accepted that the high school's major function is that of preparing students for college with emphasis on time-honored courses. (12, p.394) Since the public secondary school provides terminal education for about 80 per cent of our youth, it is obvious that the field of business education has a significant

1. World Almanac, 1949, p. 756.

2. World Almanac, 1954, p. 261.

responsibility as an essential phase of total education. (32, p.133) Each individual in this group should be trained to obtain initial employment, to retain his job, and to advance in his position. (5, p.106)

In general, there are two main areas in which business feels that the high school can do a better job and be of real service. The first area is in improving understanding and relationship of all students with the business world. Business wants to be certain our school system is communicating to students the facts of life concerning our economy and the problems of business. (22, p.56)

The second area is a more specific one. Those graduates who on graduation enter the business world become important cogs in business. And business, which takes on the responsibility for developing them and fitting them carefully into society, feels that more can be done to make these people better adjusted, happier, more productive and better citizens. (22, p.56)

Concerning the evaluation of the Office Practice program in our secondary schools, Irene Place has this to say: "Since 'office work' is now one of the major occupational classifications of our times (employs more women than any one other area) it is natural that training for office occupations should be an increasingly important area of vocational education." (24, p.31)

Office workers include managers, assistant managers and supervisors, and clerical workers. By far the greatest number of office workers are in the group classified as clerical workers.

How effective is training for the office occupations as it is now being administered in secondary schools? What courses are included in this curriculum? On what is course content based? How are the courses taught? Is course content right? Is it enough? Is it too much? Who are taking these courses? Are they the ones who need them? Are these courses helping pupils get good office jobs or do some function satisfactorily in offices without them? (24, p.31)

In a survey of office jobs and office workers in 199 firms in Green Bay, Wisconsin, 11,418 office employees were studied. This study and other studies show that office clerical work encompasses such jobs as typist, typist-clerk, stenographer, secretary, bookkeeper, payroll clerk, cashier, billing clerk, account and record clerk, receptionist, office machine operator, file clerk, mail clerk, stock clerk, and general clerk. Duties they perform in order of importance are:

1. Use the telephone
2. Use a typewriter
3. Use an adding-listing or calculating machine
4. Greet callers or meet the public and give information
5. File
6. Make bookkeeping entries and post

7. Take dictation
8. Work on monthly statements
9. Act as a timekeeper or work on payroll records
10. Sort papers
11. Verify and figure costs
12. Do collection work
13. Index cards
14. Keep stock records
15. Operate an addressograph
16. Cut stencils
17. Use a duplicating machine
18. Take inventory
19. Operate a billing machine
20. Use a voice transcriber
21. Do messenger service work

It is interesting to note that only 18 per cent of those reporting in this comprehensive study of office employees were classified as stenographers or secretaries.

Every curriculum in the high school should contribute to four phases of youth development; namely, (1) increase knowledge, (2) develop skills, (3) increase the power to solve the problems of living, and (4) develop proper attitudes. The business curriculum should be judged by every high school principal on the basis of the extent to which it contributes to these phases of development.

(24, p.32)

In the article "What Business Expects from High Schools" by Ernest de la Ossa (22, p.57), the author has this to say: "Now, as to equipping high school students to graduate directly into the business world, the points of general knowledge which should be guaranteed are:

1. Business English and business writing

2. Arithmetic
3. Reading ability and vocabulary
4. History of current affairs, business economics, and government

Several comments, made by those from whom was sought guidance, pointed to the countless examples of failure to become a productive employee because of the inability to understand instructions, to present ideas, or to communicate with others."

Under the heading of specific skills, the order of items shows this:

1. Typing
2. Stenography
3. Bookkeeping
4. Trade training
5. Business machine operation
6. Filing (22, p.58)

Basic responsibility for developing such fundamentals as arithmetic, grammar, punctuation, and enunciation rests to a large extent with other persons and not with office training teachers. However, in a terminal school program such as office training, proficiency in these fundamentals is essential. (24, p.34)

Business for the most part is perfectly willing to pick up where the high school leaves off and does not expect employees completely "ready-made." However, there is a great deal of criticism of the sloppiness of the incoming employee. In several polls, one of the main reasons for the failure of students to advance, and for unsatisfactory performance, was shown to be a deficiency in one of

these basic skills at comparatively low standards of performance. (22, p.58)

Proficiency in typewriting, shorthand, and transcription are obvious goals. When setting standards, the teacher should consider individual differences of pupils as well as the varying practices of business and the different types of initial office jobs. (24, p.34)

Office training pupils must learn about office machines. They are a part of every office scene. We can assume, therefore, that operational proficiency or at least a good familiarity with these machines should be provided to all office training pupils. (24, p.35)

The responsibility of the business educator is to be certain that the students have mastered the theory so that the slower speeds with which they leave school do not represent their maximum potential speeds. The National Office Management Association has stated that the students who graduate from high schools will not have reached their maximum proficiency until they have worked on the job for a time, thereby gaining more seasoning and training. (5, p. 106)

The final contribution that business wants and expects from the high school is graduates who come to business with the right attitude. First, this means with friendliness, cooperativeness, and the desire to serve. Second, having a

desire to learn, to develop and to progress. Third, desiring to actually earn pay and really merit advancement. Fourth, having good business habits of promptness and regularity and finishing a started task. Fifth, having pride in workmanship in a good job. Sixth, with open-mindedness, fairness and ethics. Seventh, being courteous and practicing good human relations. (22, p.58)

One of the respondents sums it all up when he says, "If the guy or the gal has the right attitude, the skills and knowledge are secondary." (22, p.58)

It is quite apparent that in order to have more effective training for the office occupations an integrated course must be included in the business education curriculum. Such a course might be called clerical practice, stenographic office practice, or just office practice. In any case, it should have as its main objective the development of marketable skills, knowledges, and attitudes applied to the practical working situation to enable the student to enter successful initial employment in an office occupation.

The writer was interested in discovering what is being offered by high schools in this area as an integrated office practice course devoted to the training of prospective office workers. The study was made to determine what items were included in this course. The statement of the problem is as follows:

Statement of Problem

This study consists of a survey of high schools in Idaho, Oregon, and Washington having an enrollment of over 300 students to discover the number of schools offering courses in office practice and the nature of the courses being offered. Small schools were not included in the study because most of them would not teach this class. The survey was made to determine the content, textbooks and methods used, and teacher qualifications, in order to learn of the progress being made by high schools in this area toward more effective training of future office workers.

To make the study worth while and applicable to the greatest number of educators, the results obtained in the questionnaire have been grouped according to the following enrollment classification: Group I, 300-499; Group II, 500-799; Group III, 800 and over.

Sources of Data

Most of the information for this study was obtained from a questionnaire sent to high schools in Idaho, Oregon, and Washington with enrollments of about 300 students and up. One hundred eighty-two questionnaires were mailed. Table 2 indicates the number of questionnaires returned from each state according to the above grouping:

TABLE 2

NUMBER OF RESPONSES TO QUESTIONNAIRES MAILED

State	Group I	Group II	Group III	Total Received	Total Mailed	Percentage Returns
Idaho	13	7	3	23	28	82
Oregon	21	21	18	60	70	86
Washington	26	15	24	<u>65</u>	<u>84</u>	<u>77</u>
				148	182	81

At the end of six weeks following the mailing of the questionnaire and introductory letter, 51 per cent of the questionnaires had been returned. A follow-up letter with questionnaire was mailed at that time to all schools not responding. The final percentage of returns was 81.4.

Table 3 indicates the number of schools offering a separate Office Practice course or other courses in which office practice is a part.

TABLE 3

NUMBER OF SCHOOLS REPORTING ON OFFICE PRACTICE COURSES

	Separate Course	Combined with Another Course	No Course
Idaho			
Group I	3	7	3
Group II	1	4	2
Group III	1	2	0
Oregon			
Group I	3	12	6
Group II	11	4	6
Group III	8	4	6

			11
Washington			
Group I	12	5	9
Group II	10	2	3
Group III	<u>22</u>	<u>1</u>	<u>1</u>
TOTALS	71	41	36

In Idaho five schools offered Office Practice as a separate and distinct course in the curriculum; in Oregon twenty-two schools offered it; and in Washington forty-four schools offered it. This was a total of seventy-one schools. The number of schools combining office practice with other courses was: Idaho, thirteen; Oregon, twenty; and Washington, eight. The total was forty-one schools. Thus, 112 schools offered some kind of training in office practice.

Of the forty-five high schools with 800 or more students enrolled (Table 2, Group III), only seven did not have some kind of Office Practice course. Two of the seven reported that students working at least one hour a day in the school office or for deans and counselors received credit for Office Practice.

The two courses with which Office Practice was most commonly combined were Stenography and Typing II (second-year typing). The names used for the course in order of frequency are as follows:

Office Practice.	54
Typing II.	16
Stenography.	9
Clerical Office Practice	4
Secretarial Training	3
Secretarial Practice and Advanced Clerical Typing	3
Advanced Stenography and Advanced Typing	3
Office Practice and Transcription.	3
Business Machines.	3
Typing II and Shorthand II,	2
Shorthand II and Office Practice	1
Shorthand II	1
Business English	1

Thirty-six schools in Washington used the name Office Practice, fifteen in Oregon, and three in Idaho. A few schools did not indicate the name of the course.

CHAPTER II

Previous Study

A study similar to this one was made about five years ago by Shirley J. Raab, who was an instructor in the Business Education Department in the Eagle Grove High School and Junior College, Eagle Grove, Iowa. Her survey included a selected group of schools in Iowa, Minnesota, Nebraska, and South Dakota. The following statements are taken from her thesis³:

Questionnaires were sent to 167 schools and returns were received from 55 schools in Iowa, 25 in Minnesota, 43 in Nebraska, and 17 in South Dakota. Forty Iowa schools, five Minnesota schools, 35 Nebraska schools, and ten South Dakota schools offered a course this year devoted to office practice. Only 90 schools in this survey taught a specific office practice class.

The office practice classes in this study were scheduled as one- and two-semester courses, with the full-year course being offered in approximately 67 per cent of the schools reporting.

Miss Raab's study shows a need for some standardization of content and time allotted to various topics that are included (26, p.13)

There are relatively few office machines available for instructional purposes in the office practice classes in

3. Raab, Shirley J. A survey of office-practice courses in a selected group of schools in Iowa, Minnesota, Nebraska, and South Dakota. M. A. thesis. (city), U. of South Dakota, 1950.

this area. A number of the schools devote time to the study of various office machines even though they are not available for student operation. The typewriter with pica type, the stencil process of duplication, and the full-keyboard adding-subtracting machine are the machines used most frequently for giving students training in the various areas of office machine work. (26, p.13)

The rotation plan for giving instruction on office machines is used by the majority of schools reporting, but it is not used extensively for teaching other types of work in this course. The "actual office plan" seems to be popular as a method of organization in the schools, with this plan being adopted for use for part of the course more often than for the entire office practice course. (26, p.14)

Most of the schools attempt to give students the opportunity to have work experience in business offices, either through a cooperative work program arranged with businessmen in the town or in offices located within the school. Very few schools indicated having a coordinator for this program other than the regular classroom teacher. (26, p.14)

The amount of time students work under the cooperative plan in business offices varies. Two hours a day for determined intervals of time is the amount of work experience most students have. The most common types of work done by

these cooperative workers are: general office work, book-keeping, typing, shorthand, and stencil duplication. (26, p.14)

Eighty-five per cent of the schools indicated that an attempt was made to correlate the work experience of students and classwork in the office practice course. Class discussion of problems and interview with employers and employees are the methods used in most cases to accomplish this correlation. (26, p.14)

One area relating to the cooperative program that is apparently in need of attention is the follow-up studies of students who have taken part in the work experience program. Only a limited number of schools indicated having any follow-up plan, and the personal interest of the teacher rather than a definite procedure was usually the determining factor in making such studies. (26, p.14)

The unit plan of presenting the material is used by the majority of the schools reporting. About two hours a week was the length of time most frequently allotted for textbook recitation. The most common procedure used for conducting the laboratory period is to use the first part of the class for problems of a discussion nature, and the latter part as a supervised laboratory period. (26, p.14)

This study indicates that a large number of the instructors have had advanced study supplementing the four

year degrees, and only three instructors teaching office practice have not earned a bachelor's degree. The majority of teachers of office practice courses indicated that they have had work experience in business offices, with work of a stenographic nature being the type of office work done most frequently. (26, p.14)

CHAPTER III
ANALYSIS OF DATA

Course of Study

In analyzing a course of study, it is necessary to know the time allowed for the course and the content of the course. Information about these things has been obtained by tabulating the facts found on the questionnaires pertaining to topics included in the course and the approximate number of weeks spent on each.

Length of Course

The instructors reporting that a course in office practice was given were asked to designate the length of the course. The following table represents a combined picture of the time allowed for this course by the schools in each group.

TABLE 4

LENGTH OF OFFICE PRACTICE COURSES					
Length of Course	Number of Schools in Groups				Approx. Percentage of Schools Reporting
	I	II	III	Total	
Less than one semester	12	4	1	17	15.2
One semester	22	11	14	47	42.0
Two semesters	8	17	23	48	42.8
No. Reporting a Course	42	32	38	112	
No. Reporting no Course	18	11	7	36	
Total Schools in Study	60	43	45	148	

The number of schools offering a one-semester course was about the same as the number offering it for two semesters. The one-semester course was given in the majority of schools in Group I while the two-semester course was most common in the high schools in Groups II and III.

Two schools in Group III offered a two-semester Office Practice course which was taken by all advanced shorthand students. In many respects it was similar in content to second-year typing. In addition to this course, these two schools offered an Office Machines course, a one-semester course devoted entirely to machines.

One school in Group II had a one-year course called Office Machines in which filing, application letters, and business machines were studied. This school also offered Transcription as a one-year course. Another school in this group called its course Business Machines, but it included all topics in the Office Practice course.

Eleven years ago only seventeen schools offered this course. In Washington five schools have offered it for thirty years or over, the respective beginning years being as follows: 40, 37, 35, 32, and 30. One school in Oregon has offered it for thirty years. These schools are all located in metropolitan areas (Seattle, Tacoma, Spokane, and Portland). At present 78 schools have offered it one or more years and 34 are offering it for the first time.

this year.

Content of Course

The following tables, 5 through 7, include data relative to the topics included in the office practice course offered in this area.

TABLE 5

CONTENT INCLUDED IN OFFICE PRACTICE COURSES
(Idaho)

Topics	Number of Schools in Groups			Total Number Reporting	Approx. Percentage of Total
	I	II	III		
Personality Development	9	4	2	15	83
Filing	8	5	3	16	89
Transcription	8	2	3	13	72
Secretarial Duties					
Handling of Mail	6	2	2	10	55
Receiving Callers	7	3	2	12	67
Making Appointments	5	3	2	10	55
Business Theory and Skills					
Telegraphic Service	7	2	2	11	61
Postal Information	7	4	2	13	72
Handling Shipments	5	3	2	10	55
Telephone Technique	7	5	2	14	78
Writing Business Letters	7	5	2	14	78
English	8	5	2	15	83
Spelling	8	5	2	15	83
Securing a Position					
Application Letters	8	5	2	15	83
Interview	6	5	2	13	72
NO. OF SCHOOLS IN STUDY	10	5	3	18	

TABLE 6
CONTENT INCLUDED IN OFFICE PRACTICE COURSES
(Oregon)

Topics	Number of Schools in Groups			Total Number Reporting	Approx. Percentage of Total
	I	II	III		
Personality Development	12	12	12	36	60 2
Filing	13	12	12	37	62 1
Transcription	11	10	8	29	48
Secretarial Duties					
Handling of Mail	12	11	11	34	57
Receiving Callers	10	11	10	31	52
Making Appointments	9	11	10	30	50
Business Theory and Skills					
Telegraphic Service	12	12	11	35	58 3
Postal Information	12	12	11	35	58 3
Handling Shipments	10	11	8	29	48
Telephone Technique	14	12	10	36	60 2
Writing Business					
Letters	13	12	10	35	58 3
English	11	13	11	35	58 3
Spelling	11	13	11	35	58 3
Securing a Position					
Application Letters	13	14	10	37	62 1
Interview	11	13	10	34	57
NO. OF SCHOOLS IN STUDY	15	15	12	42	

TABLE 7
CONTENT INCLUDED IN OFFICE PRACTICE COURSES
(Washington)

Topics	Number of Schools in Groups			Total Number Reporting	Approx. Percentage of Total
	I	II	III		
Personality Development	16	8	17	41	63
Filing	17	11	20	48	74
Transcription	14	8	15	37	57
Secretarial Duties					
Handling of Mail	14	11	15	40	62
Receiving Callers	13	11	19	43	66
Making Appointments	13	11	14	38	58
Business Theory and Skills					
Telegraphic Service	13	9	13	35	54
Postal Information	13	10	13	36	55
Handling Shipments	10	7	12	29	45
Telephone Technique	13	11	16	40	62
Writing Business					
Letters	14	10	17	41	63 ³
English	13	9	19	41	63 ³
Spelling	14	9	17	40	62
Securing a Position					
Application Letters	15	9	16	40	62
Interview	11	9	14	34	52
NO. OF SCHOOLS IN STUDY	17	12	23	52	

Tables 5, 6, and 7 indicate the number of schools in the three states which included the topics as listed. Filing is included by the greatest number of schools, with the other topics following in this order: personality development, application letters, English, telephone technique,

writing business letters, spelling, receiving callers, handling of mail, postal information, telegraphic service, interview, transcription, making appointments, and handling shipments.

It is interesting to note some of the other topics that were taught and listed under "Other topics taught" on the questionnaire. Thirteen schools reported that a course in simple office bookkeeping, including payrolls and stock record tabulations in some instances, was given. Bank services were taught by six schools; itinerary, four schools; typing office forms and office responsibility including housekeeping, three schools; duties of receptionist and office etiquette including helping new workers, two schools; and individual schools listed such topics as office dress, bulletin board display, and income tax forms.

Tables 8, 9, and 10 which follow indicate the approximate amount of time devoted to these topics by the schools reporting.

TABLE 8

APPROX. TIME GIVEN TO TOPICS IN OFFICE PRACTICE COURSES

Idaho										
No. of Schools in Study. . . 23										
No. of Schools offering Course. . . 18	No. 1 Rep. day	Length of Time in Weeks						More than	Continuous or When Appropriate	
		$\frac{1}{2}$	1	2	3	4	6	6		
Personality	12	-	-	6	3	1	1	-	-	1
Filing	15	-	-	4	-	3	-	3	5	-
Transcription	11	-	-	-	1	1	1	-	8	-
Handling of Mail	9	-	2	5	-	-	1	-	-	1
Receiving Callers	11	1	5	3	-	-	1	-	-	1
Making Appoint- ments	9	1	3	3	-	-	1	-	-	1
Telegraphic Ser- vice	11	2	3	5	-	-	1	-	-	-
Postal Informa- tion	11	2	4	5	-	-	-	-	-	-
Handling Ship- ments	8	1	3	4	-	-	-	-	-	-
Telephone Tech- nique	12	-	6	6	-	-	-	-	-	-
Writing Business Letters	12*	-	-	3	-	2	1	2	2	3
English	13*	-	-	1	1	1	1	3	2	6
Spelling	12*	-	-	1	1	2	1	3	-	6
Application Let- ters	13	-	1	9	1	1	-	-	-	1
Interview	12	1	2	6	1	1	-	-	-	2

*The time periods used for teaching the various topics may not equal the number of schools reporting, as some topics, such as personality development, English, and spelling are taught for a one-or two-weeks' study and also emphasized for the entire course. One school indicated some or all of these topics were included in the course but did not give time spent on any of them. A few other schools indicated time on only a few of the topics included.

TABLE 9

APPROX. TIME GIVEN TO TOPICS IN OFFICE PRACTICE COURSES

Oregon

No. of Schools in Study. . 60	No. of Schools offering Course. . . 42	No. 1 Rep. day	Length of Time in Weeks							More than 6	6	Continuous or When Appropriate
			1	2	3	4	5	6	7			
Personality	30	-	2	5	5	2	1	-	-	-	-	15
Filing	33	-	-	2	8	1	11	6	4	-	-	1
Transcription	22*	-	-	-	3	-	-	1	17	-	-	2
Handling of Mail	25	2	4	14	3	-	-	-	-	-	-	2
Receiving Callers	25	4	5	13	-	1	-	-	-	-	-	2
Making Appoint- ments	24	4	6	12	-	1	-	-	-	-	-	1
Telegraphic Ser- vice	27	4	2	16	3	2	-	-	-	-	-	-
Postal Informa- tion	27	3	2	18	4	-	-	-	-	-	-	-
Handling Ship- ments	24	4	1	13	6	-	-	-	-	-	-	-
Telephone Tech- nique	27	5	2	14	4	1	1	-	-	-	-	-
Writing Business Letters	25	-	-	5	8	1	1	1	4	-	-	5
English	26*	-	-	6	3	-	2	2	1	-	-	13
Spelling	25*	-	-	8	1	-	-	2	1	-	-	14
Application Let- ters	30	-	5	14	8	-	3	-	-	-	-	-
Interview	27	-	6	12	8	-	-	-	-	-	-	-

*The time periods used for teaching the various topics may not equal the number of schools reporting, as some topics, such as personality development, English, and spelling are taught for a one or two weeks' study and also emphasized for the entire course. Eight schools indicated some or all of these topics were included in the course but did not give time spent on any of them. A few other schools indicated time on only a few of the topics included.

TABLE 10

APPROX. TIME GIVEN TO TOPICS IN OFFICE PRACTICE COURSES

Washington

No. of Schools in Study. . 65	No. of Schools offering Course. . . 52	No. 1 Rep. day	Length of Time in Weeks							More than 6	Continuous or When Appropriate
			1	2	3	4	6	6			
Personality	33*	-	-	6	3	2	1	-	-	22	
Filing	41	-	-	3	10	5	9	6	8	-	
Transcription	27	-	-	2	1	1	1	1	20	1	
Handling of Mail	26	-	8	13	5	-	-	-	-	-	
Receiving Callers	27	1	12	12	2	-	-	-	-	-	
Making Appoint- ments	24	-	11	9	4	-	-	-	-	-	
Telegraphic Ser- vice	20	-	7	12	1	-	-	-	-	-	
Postal Informa- tion	22	-	6	14	2	-	-	-	-	-	
Handling Ship- ments	18	-	6	9	3	-	-	-	-	-	
Telephone Tech- nique	22	-	4	16	2	-	-	-	-	-	
Writing Business Letters	23*	-	-	5	8	2	-	2	-	7	
English	25*	-	-	4	1	1	-	-	1	19	
Spelling	25*	-	-	4	1	1	-	-	1	19	
Application Let- ters	27	-	5	12	7	3	-	-	-	-	
Interview	22	-	5	11	5	1	-	-	-	-	

*The time periods used for teaching the various topics may not equal the number of schools reporting, as some topics, such as personality development, English, and spelling are taught for a one or two weeks' study and also emphasized for the entire course. Twelve schools indicated some or all of these topics were included in the course but did not give time spent on any of them. A few other schools indicated time on only a few of the topics included.

Tables 8, 9, and 10 show great variations in time allotment for all topics. A few items appear to be essential in the course.

It should be noted that personality development is stressed by many schools continuously throughout the course as well as being allotted a definite amount of time. This indicates that the teachers in this study recognize the importance of this topic in the training of future office workers. A report of a study made by Dr. S. N. Stevens of Northwestern University of 12,000 secretaries and stenographers in 60 companies, given at a meeting of the National Office Managers Association, revealed that three per cent lost their positions because of inefficiency in performance, while 69 per cent failed because of personality defects.⁴

The ability to use correct English and to spell accurately are essential skills in writing business letters. The tables indicate that an attempt is being made to give adequate training in English and spelling as these topics are given emphasis for a definite period of time as well as throughout the entire course. Many of the schools concentrate from one to two weeks on writing business letters and application letters.

4. Jones, Lloyd J., "Teaching 'Improvement of Person' by the Unit Method of Instruction," Unit Planning in Business Education, Fifteenth Yearbook of Eastern Commercial Teachers Association, 1942, pp.307-317.

The study of the various methods of filing is given definite emphasis, some of the schools indicating one and two weeks but most of them about four weeks.

Most of the schools indicate more than six weeks for transcription, while some treat it as a separate course.

Data concerning the ways in which typewriters, duplicators, and voicewriting machines are used are given in the table below.

TABLE 11

USE OF TYPEWRITERS, DUPLICATORS, AND VOICEWRITING
MACHINES IN OFFICE PRACTICE COURSES

MACHINES IN OFFICE AND HOME USES						
No. in Study	No. of Schools in Groups			Total	Percentage	
	I	II	III		Reporting	of No. in
	42	32	38	112		Study
<hr/>						
	Ways in Which Machines are Used					
Machines	St-Op*	St-Op	St-Op	St-Op	St-Op	
TYPEWRITERS						
Pica	40-40	32-32	35-35	107-107	95.5	-95.5
Elite	42-42	32-32	35-33	109-107	97	-95.5
Wide Carriage	29-25	23-20	33-26	85- 71	76	-63
Electric Typ.	23-15	23-15	28-26	74- 56	66	-50
Varityper	10- 0	3- 1	2- 0	15- 1	13	- .9
DUPLICATORS						
Stencil	39-39	32-31	33-33	104-103	93	-92
Gelatin	9- 9	5- 2	5- 2	19- 13	17	-12
Liquid	38-38	31-30	30-29	99- 97	88	-87
Multigraph	14- 2	6- 2	1- 1	21- 5	19	- 4
Others	7- 1	2- 0	5- 5	14- 6	12.5	-5.5
MIMEOSCOPE	31-30	23-23	32-32	86-85	77	-76
VOICEWRITING						
Transcribing	24-14	18-16	30-24	72- 54	64	-48
Dictator's	12- 6	10- 4	12- 7	34- 17	30	-15

*St--Study the machine but do not practice operating
Op--Study and practice operating the machine

It is evident that the students are given adequate study and operating practice on pica and elite typewriters and the stencil duplicator. A large proportion of them are also making use of the liquid duplicator, mimeoscope, wide carriage, and electric typewriters in the same way. The transcribing machines are being studied by the majority of the schools, but there seems to be a lack of machines available for practice purposes. There seems to be some interest in the dictating machines, but not many available for use.

The teachers were practically unanimous in their belief that students should learn to operate various makes of typewriters, and practically all the classrooms were equipped with at least two makes. Many of them had three and four makes, and a few schools listed five which probably included the electric typewriter. Of the 112 schools in the study, 62 indicated that typewriters were equipped with blank keys. It may be assumed that some of the remaining 50 schools, but not all, use the open keyboard.

One hundred two schools have machines as part of the course, and eleven indicated that a separate machines course was given. Some schools that have office machines included in the Office Practice course also offer another course, Office Machines, which is open to students not following the secretarial curriculum.

The ways in which computing and special machines are used in the Office Practice class are analyzed in Table 12. The number of these machines available for use is very inadequate in most of the schools.

TABLE 12
USE OF COMPUTING AND SPECIAL MACHINES
IN OFFICE PRACTICE COURSES

	No. of Schools in Groups			Total	Percentage of No. Reporting	
	I	II	III			
No. in Study	42	32	38	112		
No. Reporting*	23	31	35	89		
Ways in Which Machines are Used						
Machines	St-Op	St-Op	St-Op	St-Op	St-Op	
ADD.-SUBTRACTING						
Full-Keyboard	21-16	24-24	30-28	75-68	84	-76
Ten-Key	23-21	23-20	31-26	77-67	86.5	-75
CALCULATOR						
Key-Driven	20-13	15-11	28-24	63-48	71	-54
Rotary	7- 5	15-12	25-22	47-39	53	-44
POSTING	9- 1	9- 3	12- 9	30-13	34	-15
BANKING	12- 3	4- 1	6- 4	22- 8	25	- 9
BILLING	10- 0	4- 1	4- 2	18- 3	20	- 3
MISCELLANEOUS						
PBX	12- 1	6- 0	5- 0	23- 1	26	- 1
Inter-Office	11- 2	10- 2	7- 1	28- 5	31	- 6
Stamp-Affixer	11- 0	7- 0	5- 1	23- 1	26	- 1
Addressograph	13- 1	9- 1	9- 3	31- 5	35	- 6
Checkwriter	0- 0	2- 1	0- 0	2- 1	2	- 1
Numbering Device	0- 0	0- 0	2- 2	2- 2	2	- 2

*This number included only those schools in the study that indicated the use of either or both the computing and miscellaneous machines.

Of the 112 schools offering something in office practice training, 89 of them were able to offer study on at least one or two of the machines listed in the above table.

At least 50 per cent of these schools had machines available for developing operating skill on the full-keyboard and ten-key adding-subtracting machines and the key-driven calculator. Rotary calculators were reported in 44 per cent of the schools represented. An interest was indicated in the other machines by the percentage of schools making possible the study of the machine.

Methods Used in Organizing and Teaching Office Practice Courses

The first part of this chapter dealt with the length and content of the Office Practice course as found in the schools in this study. The methods used in organizing and teaching this course and the textbooks used, if any were used, are discussed in the next section of this chapter.

Unit Basis and Rotation Plan

In most schools, the class was organized on a unit basis, and the majority of schools followed the textbook outline quite closely. The textbook was used between one and three hours a week. Nearly all the schools used the rotation plan for teaching machines. This was to be expected because of the inadequate supply of office machines in the classrooms.

Only five schools stated that they did not use a laboratory period. Since most schools have only one period a

day for this class, the following methods for conducting the laboratory periods are used: three days for machines and two days for recitation; short discussions each day before working on various projects; division of class into five groups, each working on a different project; and each student working at his own rate with individual instruction given by the teacher.

The double period is most desirable because it enables the teacher to give more effective training in the specific kind of office work in which the student is interested. Some schools devote the first hour to general office practice and the second hour to specialized work for the secretary, the bookkeeper, or the general clerk. Students can devote more time on a chosen machine in order to become proficient.

Integrated Office Plan

In the questionnaire the following questions were asked: Is the class organized as a business office for the entire course? For part of the course? Thirteen schools said "yes" to the first question. Thirty-six said "yes" to the second question; and, of these, nineteen indicated it was organized as such for short periods of time, ranging from two to twelve weeks; thirteen schools had it for eighteen weeks; and four schools had it over eighteen weeks.

Some of these were one semester courses.

The following information about the Office Practice classes in the Seattle high schools was obtained from the information returned by six of them and from additional material that was returned with the questionnaire.

The manual⁵ which is used in the Seattle schools was written by the office practice teachers working together. Each student receives a copy of this manual. The Office Practice I and Office Practice II courses form a sequence; students who have had I are eligible to take II. Since the class is organized as a business office for the entire course, the following excerpts taken directly from their manual should be interesting and helpful:

"Just as the secretary to the business executive is known as his 'right hand', so the secretaries in office practice classes are truly the 'right hand' of the office practice teacher, or office manager. They must, therefore, be selected with great care. Since the position carries with it a high degree of prestige and responsibility, those who hope to be selected for the following semester must work very hard during their first semester in order to learn enough about all machines and the routine of the office so that they will be able to supervise and direct other students. (23, p.7)

"Since the secretaries receive callers, take in jobs, and assign work to fellow students, they must have poise, ability to meet the public, and good judgment. (23, p.7)

"In order to help you become the type of office worker employers are seeking, the office

practice class is conducted in a manner as nearly like that of a first-class business office as is possible. Therefore, the standards of conduct and achievement which are demanded in the business office will be stressed in this class. You will be treated not as a student but as an employee, and your work will be rated much as an employee's work is judged in determining his worth to his employer. (23, p.5)

"You are expected to maintain throughout the course the attitude that this is your job, that you are serving your apprenticeship in a real office in order that you may secure a recommendation for advancement at the end of the semester or the school year." (23, p.6)

The rotation plan of assignments used by the Seattle schools follows. This plan allows a student 32 weeks of work, 16 weeks of work for each semester which is 20 weeks in length.

OFFICE PRACTICE

Semester Assignments

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	wk	wk	wk	wk	wk	wk	wk	wk	wk	wk	wk	wk	wk	wk	wk	wk
Duplicating Machines	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Duplicating Machines	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	1
Mimeoscope, etc.*	3	4	5	6	7	8	9	10	11	12	13	14	15	16	1	2
Typewriting--Clerical	4	5	6	7	8	9	10	11	12	13	14	15	16	1	2	3
Ten-Key Adding Machine	5	6	7	8	9	10	11	12	13	14	15	16	1	2	3	4
Typewriting--Production	6	7	8	9	10	11	12	13	14	15	16	1	2	3	4	5
Rotary Calculator	7	8	9	10	11	12	13	14	15	16	1	2	3	4	5	6
Filing	8	9	10	11	12	13	14	15	16	1	2	3	4	5	6	7

*Mimeoscope, Stencil Preparation, Unit Master Preparation.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	wk	wk	wk	wk	wk	wk	wk	wk	wk	wk	wk	wk	wk	wk	wk	wk
Typewriting--																
Clerical	9	10	11	12	13	14	15	16	1	2	3	4	5	6	7	8
Key Calcula-																
tor	10	11	12	13	14	15	16	1	2	3	4	5	6	7	8	9
Typewriting--																
Production	11	12	13	14	15	16	1	2	3	4	5	6	7	8	9	10
Full-Keyboard	12	13	14	15	16	1	2	3	4	5	6	7	8	9	10	11
Rotary Cal-																
culator	13	14	15	16	1	2	3	4	5	6	7	8	9	10	11	12
Typewriting--																
Clerical	14	15	16	1	2	3	4	5	6	7	8	9	10	11	12	13
Filing	15	16	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Key Calcula-																
tor	16	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Rotary Cal-																
culator	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Typewriting--																
Clerical	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	17
Filing	19	20	21	22	23	24	25	26	27	28	29	30	31	32	17	18
Ediphone	20	21	22	23	24	25	26	27	28	29	30	31	32	17	18	19
Typewriting--																
Production	21	22	23	24	25	26	27	28	29	30	31	32	17	18	19	20
Key Calcula-																
tor	22	23	24	25	26	27	28	29	30	31	32	17	18	19	20	21
Dictaphone	23	24	25	26	27	28	29	30	31	32	17	18	19	20	21	22
Typewriting--																
Clerical	24	25	26	27	28	29	30	31	32	17	18	19	20	21	22	23
Filing	25	26	27	28	29	30	31	32	17	18	19	20	21	22	23	24
Rotary Cal-																
culator	26	27	28	29	30	31	32	17	18	19	20	21	22	23	24	25
Typewriting--																
Production	27	28	29	30	31	32	17	18	19	20	21	22	23	24	25	26
Ediphone	28	29	30	31	32	17	18	19	20	21	22	23	24	25	26	27
Key Calcula-																
tor	29	30	31	32	17	18	19	20	21	22	23	24	25	26	27	28
Typewriting--																
Clerical	30	31	32	17	18	19	20	21	22	23	24	25	26	27	28	29
Dictaphone	31	32	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Duplicating																
Machines	32	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

HOW TO READ THIS CHART: At the beginning of the course you will be assigned a number. This same number you will keep throughout the semester.

Let us assume that you are Number 8 - by referring to the chart, you will find that the first week you will be Filing, the second week you will be working on the Rotary Calculator, the third week you will be doing Typewriting Production. What week will you be working on the Full Keyboard? _____. (That's right, the 13th week.)

Cooperative Work Program

Thirteen schools in this study have a cooperative work program for prospective office workers, and most of them have a coordinator. Students are usually selected for this training, and the rotation plan of attending school in the morning and work in the afternoon is followed. The pay ranges from 75 cents to \$1 an hour. The types of work done are: general office, bookkeeping, dictation and transcription, typing, filing, telephoning and running errands, retail sales, duplicating, and operating switchboard.

The trainees from almost all of these schools receive pay, and a few receive school credit as well if their work meets certain standards. Here is a description of a program in which the students receive no pay.

The seniors in Business Education are included in the cooperative office training program and the chairman of the Business Education Department is the coordinator. The students work in local offices two hours per afternoon for 4 to 6 weeks during the second semester. They receive no pay; school credit is earned in that this is part of the

Office Practice classwork. They do typing, bookkeeping, dictation and transcription, switchboard work, general clerical work, and filing. The employer is required to fill in the following form:

FORM FOR REPORT OF OFFICE WORK
(Wapato, Washington)

Report on office work of: _____

Place of employment: _____

Type of work done: _____

Application of the student to the work:

- a. Reports for work promptly
- b. Reports late (occasionally, frequently)
- c. Takes responsibility of notifying office of intended or unexpected absences

Quality of work:

- a. Can be used without correction
- b. With (few, several) corrections can be used
- c. Frequently has to be done over
- d. Work returned promptly
- e. Takes more time than necessary
- f. Slow, has to be reminded

Attitude:

- a. Enthusiastic, cheerful, willing
- b. Sees things to be done; sets own tasks
- c. Does what is expected; but no more
- d. Talks too much; a distraction in the office
- e. Talks too loudly, uses slang; chews gum; careless attire
- f. Pleasant to visitors; pleasant on the phone
- g. Works well with others
- h. Responsible about messages left

Standing at present: excellent, good, fair, poor

Remarks and suggestions for improvement: _____

Signed: _____

Date: _____

There is a definite relationship between the office work to be done by the student and his classwork. He is placed according to his ability to do the work required on the particular job. There is no definite follow-up plan, but the coordinator makes contacts with those students whose training jobs become permanent. This school, with an enrollment of 430 students, has offered Office Practice as a one-year course for ten years.

Generally the schools require the employers to submit reports on the work of the cooperative workers. The personal conference method was used most, although the written reports and check lists were used too. About half of the schools correlate the office work done by the students and their classwork. Only one school indicated a definite placement system and follow-up plan. These will be discussed in detail.

Another school, enrollment 1352, offers a workable program. The rotation plan is used, the student working a half-day and attending school a half-day. At the end of one week, the supervisor at the place of work reports to the school, and the student then receives instruction and help in his job deficiencies. After about six weeks, he goes for another week of work experience. The types of work done by these students are typing, shorthand, transcription, bookkeeping, filing, duplication, telephoning,

and errands. Employers are required to submit reports on the work of the cooperative workers. It is usually written, but sometimes it is a phone call or a personal talk.

The teacher in this class stated that she began placing students shortly after the depression back in the 30's and has had little or no difficulty. Most of the clerical work in the town is done by this school's graduates without benefit of additional training. For several years, upon graduation the students have made out in triplicate a Personal Data Sheet, which is shown below.

P E R S O N A L D A T A S H E E T

PERSONAL

Name:
Address:
Telephone No.:
Weight:
Height:
Age:
Birthdate:

EDUCATION

High School:
Rank in Class:
Grade Point Average:
Commercial Subjects Taken

Average Grade

TECHNICAL SKILLS

Typing rate
Dictation rate
Filing
Spelling
Arithmetic
Business Machines

WORK EXPERIENCE

REFERENCES (By Permission)

A follow-up survey of students graduating in 1940 and later who have taken part in this program was begun in November, 1953. Out of 274 questionnaires mailed, 135 were returned. A copy of a follow-up letter is enclosed and also a copy of the questionnaire. These were sent to those who did not respond at first and to 125 graduates earlier than 1940.

Klamath Union High School
BUSINESS EDUCATION DEPARTMENT
Klamath Falls, Oregon

February 10, 1954

Dear Graduate:

Have you been back to "the department" lately? We'd like to see you. The next best thing to seeing you would be hearing from you.

As you may remember, we keep trying to please the business man and to meet his needs. In order to make our training more effective, we should like to know what has become of our graduates and how they feel about the training they have received. You can help us improve our department by reading and filling in the enclosed questionnaire.

This is not a personal study but rather a general survey with just one purpose in mind--to improve our course of instruction so that our graduates will be better trained to meet conditions in business. Please feel free to state your opinions and to offer suggestions, as all of the questionnaires will be strictly confidential.

Come in with your questionnaire. Or, if you prefer, use the enclosed envelope. We hope to have the results tabulated by the middle of March. So, be a good alumnus and do the job now!

Sincerely yours,

THE BUSINESS EDUCATION
DEPARTMENT

By Aletha Shannon

Klamath Union High School
BUSINESS EDUCATION DEPARTMENT
Klamath Falls, Oregon

Q U E S T I O N N A I R E

1. Name _____
(Please give your name as it appears on our records first, and then your name as it may have been changed)
2. Address _____ Phone No. _____
3. Date of graduation from high school _____
4. Additional training since graduation from high school
Where _____
How long did you attend _____
Course taken _____
Further comments _____
5. Following is a list of courses offered by our department. Please check the proper column in answer to the questions:
 - a. What subjects did you take in school?
 - b. What subjects do you wish you had taken in school?
 - c. What subjects do you wish you had not taken in school?
 - d. From your experience, which subject (s) proved to be the most valuable?
 - e. From your experience, which subjects (s) proved to be the least valuable?

	a	b	c	d	e
Introduction to Business	_____	_____	_____	_____	_____
First-year Typewriting	_____	_____	_____	_____	_____
Second-year Typewriting	_____	_____	_____	_____	_____
First-year Shorthand	_____	_____	_____	_____	_____
Second-year Shorthand	_____	_____	_____	_____	_____
Business Machines and	_____	_____	_____	_____	_____
Business Arithmetic	_____	_____	_____	_____	_____

Business Law _____
 Bookkeeping _____
 Business English _____
 Others: _____

6. The positions you have held: Please fill in the business firm, the address, the length of employment in the firm, and the kind of work.

Business Firm	Address	Time Employed	Type of Work

7. If you have changed positions, please check the reason why you left the firm.

____ Family reasons
 ____ Insufficient training to handle the job
 ____ Better opportunities for advancement elsewhere
 ____ Other (We are not trying to be "nosy"; we want only information you care to give--information which might prove helpful in our training program)
 In space below, jot down any notes you think might prove helpful to us.

8. What are your plans for the immediate future? Do you plan to stay on with your present firm? Do you plan to change your line of work?

9. We train students in the following machines. Please state which you have need for in business and those you have not needed.

	I have used	I have not used
Typewriter		
Electric typewriter		
Dictaphone		
Fluid-type duplicator		
Mimeograph (with mimeoscope)		
Monroe Educator		
Burroughs Adding Machine		
Underwood-Sunstrand (9-Key Electric)		
Friden (Semi-Automatic)		

10. Machines other than those mentioned in part 9 I have used since taking a job:

a. _____ d. _____
 b. _____ e. _____
 c. _____ f. _____

11. What duties do you perform? (Please check an X in the column)

Duties	Learned at school	Learned on job
Typing		
Shorthand transcription		
Machine transcription		
Bookkeeping		
Filing		
Telephone work		
Receptionist work		
Operating office machines		
Other:		

12. Tell briefly and specifically what your job consists of other than the above checked items.

One of the schools in Portland indicated that a definite effort is made to correlate work experience with classwork. The employers are required to check a rating report, which is outlined below. The coordinator calls on the supervisor of the trainee to discuss strengths and weaknesses as well as variation in job experiences. The student, who is selected from applicants, receives one annual credit for classwork and one annual credit for job experience. They receive 90 to 95 cents an hour and must work a minimum of 15 hours a week.

Portland Public Schools
WORK EXPERIENCE PROGRAM
Employer's Rating Report

_____ High School Date _____ Portland, Oregon

Student _____

Firm Name _____

Job Classification _____

Please indicate by check
Excellent Good Average Poor

1. Personal habits and appearance.
2. Enthusiasm and interest
3. Ability to get along with others.
4. Ability to follow instructions.
5. Ability to accept criticism
6. Ability to meet public.
7. Dependability
8. Punctuality
9. Responsibility.
10. Initiative.
11. Accuracy.
12. Courtesy.
13. Knowledge of merchandise or duties
14. Care of stock and equipment
15. Job Attitude.
16. Selling Ability
17. Handwriting
18. Arithmetic.
19. Spelling.
20. English

Person Reporting _____ Title _____

(Please Use other Side for Remarks)

Form G

About twenty schools have a work program in the school only. Students in the office practice course work as secretaries to teachers, deans, heads of departments, and usually receive credit for it. There is a definite correlation between the office work and classwork. Several schools place their graduates and send out a follow-up questionnaire. One school uses the form below in order to place students after graduation when vacancies occur.

Employment Information

(Fill out this form with pen and ink as a sample of your handwriting is desired.)

Name			Address
Last	First	Initial	Street or Route
Class _____			Town _____
Date _____			Telephone Number _____

Are you interested in part-time work during the school year?
Full-time work during the summer?

If interested in part-time work, what hours during the week and on Saturday could you be available? (It would be necessary for bus students to have some kind of transportation other than school bus.)

What is the minimum hourly wage you would consider? _____

In what business subjects are you now enrolled?

What business subjects have you taken previously and received credit?

What is your average net typing speed? words per minute

If you have completed Shorthand I, what was your average speed in taking dictation? words per minute.

What type, or types, of clerical work would interest you most?

Switchboard Operator	_____	Bookkeeping	_____	General Office	_____
Machine Operator*	_____	Salesclerk	_____	Work	_____
Filing	_____	Payroll Clerk	_____	Secretarial	_____
Duplicating	_____	Cashier	_____	Receptionist	_____
				Typist	_____

Others (List) _____
 *Specify _____

Are you now employed? _____ If so, where? _____
 Wage? _____ Type of work? _____
 (This information is important, as it may be considered as
 experience by future employers.)

Do you plan to attend college or business school? _____

Regularity of attendance
 First 9 weeks _____% Third 9 weeks _____%
 Second 9 weeks _____% Fourth 9 weeks _____%

Textbooks of the Course

A great many different textbooks are used in a class of this kind because the content of the course varies due to conditions existing in the schools. The majority of schools reporting on the use of textbooks and workbooks, as shown in Table 13 below, indicated that they used a basic textbook; 34 indicated that they did not. Workbooks were used by 43 schools.

TABLE 13

TEXTBOOKS AND WORKBOOKS USED IN
OFFICE PRACTICE COURSES

	I	II	III	Total
No. of Schools in Study	42	32	38	112
No. of Schools Reporting	32	27	33	92

Texts	B	Sup*	B	Sup	B	Sup	B	Sup
Secretarial Office Prac. Loso-Agnew	10	(2)	6	(5)	11	(2)	27	(9)
Applied Sec. Prac. Gregg	3	(3)	6	(2)	7	(3)	16	(8)
Effective Sec. Prac. Beamer-Plimpton	-	-	-	(1)	-	-	-	(1)
Genl. Clerical Procedures Kirk, Mumford and Quay	1	-	-	-	1	-	2	-
How to Use Business Machines Fasnacht	2	-	1	-	1	(1)	4	(1)
Other texts:								
Clerical Office Practice Loso-Agnew	2	-	4	-	4	-	10	-
Office & Sec. Training Stickney, Horton, & Weil	4	-	-	-	1	-	5	-
Business Filing Bassett & Agnew	5	-	-	-	4	-	9	-
Progressive Indexing & Filing Rem.-Rand	2	-	1	-	3	-	5	-
Office Machines Course Agnew	2	-	2	-	3	-	7	-

*B--Main textbook for office practice course

Sup--Textbook used as supplementary material

Other books being listed by one or two schools as basic texts are: Secretarial Efficiency by Faunce & Nichols, Stenographer's Reference Manual by Larson & Koebele, Personal and Clerical Efficiency by Felter, and Effective Business English. As mentioned before, the six Seattle schools in this study use a manual which was compiled by

the office practice teachers in the city.

Qualifications of Office Practice Teachers

A study of Table 14 will show the amount of training possessed by the cooperating teachers.

TABLE 14

TEACHER QUALIFICATIONS

College Training	Number of Teachers in Groups			Total
	I	II	III	
Two years	0	0	0	0
Three years	0	1	0	1
Four years	0	0	0	0
Bachelor's degree	40	31	37	108
Graduate work above bachelor's*	23	18	21	62
Master's degree	12	8	13	33
Graduate work above master's	7	4	10	21
Ph. D	0	0	0	0
Work Experience in Bus. Office	36	30	33	99

*Those with master's degree not included here

The following outline shows the number of teachers who have taken professional courses in Business Education:

1. Special methods of teaching business courses
 - a. Current Trends in Office Procedure 48
 - b. Teaching Socio-Business Subjects in the Secondary School 37
 - c. Current Practices in Typewriting 82
 - d. Current Practices in Shorthand 74
2. Special business education courses taken
 - a. Business Education Curriculum Construction 44
 - b. Tests and Measurements in Business Ed. 29
 - c. Organization, Administration, and Supervision of Business Ed. 32
 - d. Research Studies in Business Education 28

e. Principles and Problems of Bus. Ed.	47
f. Guidance in Business Education	24
Others:	
Accounting for Teachers	8
Practicum in Business Education	4
Methods of Teaching Business Subjects	2

Information obtained from the questionnaires of the 112 schools in this study reveals that the teachers have a fairly extensive background for teaching Office Practice. Only one teacher was found to have less than a bachelor's degree; however, she had 20 months of business college training and 60 months of work experience in a business office. She has also taken five professional courses in Business Education. A total of 108 teachers have bachelor's degrees; 62, work above a bachelor's degree; 33, master's degrees; and 21, work above a master's degree. The number indicating business college was very small. A significant fact discovered from the preceding table was that 99 teachers have had work experience. In most cases the length of time worked was between three months and two years. The work performed covered most every type of office job.

1174 Fir Avenue
Reedsport, Oregon
November 24, 1953

Dear Business Teacher:

As a business teacher you are interested in a more and more effective training for future office personnel. Through exchange of ideas and knowledge we are able to progress more rapidly toward a well-balanced business training program.

One business education instruction area that is receiving much attention is that of office practice. The attached questionnaire is a part of a study I am making to determine the nature of the office practice courses in representative high schools in the Northwest. Your answers to this questionnaire are vital to a valid study of these courses.

Possibly you would be interested in learning what other schools are doing along this line of work. A summary of the findings will be available to you if you will indicate your interest when returning the questionnaire.

Your cooperation in carrying on this study will be greatly appreciated.

Respectfully yours,

(signed) Clara Borrevik

Mrs. Clara Borrevik

P. S. I hope it is convenient for you to return the completed questionnaire by December 21. The form has been made as timesaving as is practical.

QUESTIONNAIRE ON OFFICE PRACTICE COURSE

NAME OF INSTRUCTOR _____

Address _____ City _____ State _____

SCHOOL _____ H. S. Enrollment _____ Grades included _____

Name of course _____
(Office practice, secretarial training, or others)

Length of course in weeks _____ How many years has course been
offered _____

- I. Content of Course. Please check any topics below that you include in your course, giving the approximate number of weeks spent on each. (If not taught as a separate topic but interspersed with other teaching, please designate by the marking**). If you teach any additional topics not mentioned below, please list in the additional space given.

	Included	Approx. No. of Wks.
A. Personality Development	_____	A. _____
B. Filing.	_____	B. _____
C. Transcription	_____	C. _____
D. Secretarial Duties. . .	_____	
1. Handling of mail . .	_____	1. _____
2. Receiving callers. .	_____	2. _____
3. Making appointments.	_____	3. _____
E. Business Theory and Skills		
1. Telegraphic service.	_____	1. _____
2. Postal information .	_____	2. _____
3. Handling shipments, express, freight, etc	_____	3. _____
4. Telephone technique.	_____	4. _____
5. Writing business letters.	_____	5. _____
6. English.	_____	6. _____
7. Spelling	_____	7. _____
F. Securing a Position		
1. Writing application letters.	_____	1. _____
2. Interview.	_____	2. _____

Other topics taught: _____

- G. Machine Operation in Office Duties.
Do you teach machines as part of the office practice course or as a separate course? _____

If the machine is studied but not available for use, circle St (Studied). If the machine is studied and students learn to operate it, circle both St and PO (Practice operating).

1. Typewriters

- | | | | | | |
|--------------------|----|----|--------------------|----|----|
| a. Pica | St | PO | e. Varsityper. . . | St | PO |
| b. Elite | St | PO | f. Blank keys . . | St | PO |
| c. Wide Carriage . | St | PO | g. Others | St | PO |
| d. Electric. . . . | St | PO | | | |

Do you believe students should learn to operate various makes of typewriters? (e.g. Royal, Remington, etc.,) _____ How many makes do you have in this office practice course? (In number) _____

2. Duplicating Processes

- | | | | | | |
|----------------------|----|----|-------------------|----|----|
| a. Stencil | St | PO | d. Multigraph . . | St | PO |
| b. Fluid | St | PO | e. Others | St | PO |
| c. Gelatin | St | PO | | | |

3. Voicewriting Machines

- | | | | | | |
|---|----|----|----|----|--|
| a. Transcribing machines (Dictaphone, Ediphone, or Soundsciber, etc.) | | | | | |
| | St | PO | | | |
| b. Dictating machine | St | PO | | | |
| Illuminated drawing board (Mimeoscope, Speedoscope, etc.) | | | St | PO | |

H. Machines for Computing Purposes

1. Adding-Subtracting Listing

- | | | | | | |
|----------------------------|----|----|---------------------|----|----|
| a. Full-keyboard | St | PO | b. Ten-key. | St | PO |
|----------------------------|----|----|---------------------|----|----|

2. Calculators

- | | | | | | |
|------------------------|----|----|---------------------|----|----|
| a. Key-driven. | St | PO | b. Rotary | St | PO |
|------------------------|----|----|---------------------|----|----|

3. Posting.

4. Banking.

5. Billing.

I. Miscellaneous Machines

- | | | | | | |
|--|----|----|------------------------|----|----|
| 1. PBX switchboard. | St | PO | 3. Stamp-affixing | | |
| 2. Inter-office communications | St | PO | | St | PO |
| Others: _____ | | | 4. Addressing. | St | PO |

II. Methods Used in Teaching Office Practice. Please check the method or methods you use. Indicate in the space below any other methods used.

A. Do you organize your class on a unit basis? _____ If so, do you follow the textbook organization quite closely?

B. Is textbook recitation a regular part of each period? _____ Approximately how many hours per week are

devoted to textbook recitation? _____

C. Do you use the rotation plan for teaching machines? _____

For other classwork? _____

D. Do you have a laboratory period? _____ Is it part of the regular class period? _____ Briefly state how the lab period is conducted. _____

E. Is the class organized as a business office for the entire course? _____ For part of the course? _____ Give the approximate number of weeks you use the "Office situation" as the basis for classwork. _____

F. Does your school have a cooperative work program for prospective office workers? _____ If so, please answer the following questions.

1. Is election of the cooperative office training open to all pupils or are they chosen for this work? _____
2. Is there a coordinator for the part-time cooperative training program? _____ Is the coordinator full-time, a committee, or a teacher? (Please give status of coordinator) _____
3. Do students work in local offices for work experience? _____
4. Is the rotation plan used for work experience? (Alternate work with school periods) _____ If so, for what length of time. (half-day, one week, two weeks, one month or others.) Briefly describe plan. _____
5. Do students work after school and on Saturdays rather than during school hours? _____
6. Do students work in school for faculty? _____ For administration? _____
7. How many hours a week (approx.) does each student work? _____
8. What is the average hourly rate paid to cooperative students? (If in school for faculty or administration?) _____ (If working for business firm?) _____
9. Do the students receive credit for work experience? _____ How much? _____
10. What types of work do cooperative students do? (List common types done) _____
11. Are employers required to submit reports on the work of the cooperative workers? _____ Is this report in check list form or written report form? (Name form used) _____ Describe form used. (If you have an extra copy available it would be appreciated.) _____
12. Is there a definite correlation between the office work done by students and their classwork? _____

Explain the procedure used. _____

13. Is there any follow-up made of students who have taken part in the cooperative part-time work program? (A check on their present employment) _____
Briefly give method of follow-up that is used. _____

Do you use any other methods for conducting your class that have not been mentioned? _____

III. Textbooks Used for Office Practice Course. Please check any of the following books used as the main text for your course. (Not supplementary) If your text is not listed, please add in the space given. If no main text is used for the course, please check here. _____

- A. Secretarial Office Practice by Loso-Agnew. _____
B. Applied Secretarial Practice by Gregg. _____
C. Effective Secretarial Practices by Beamer-
Plimpton. _____
D. General Clerical Procedures by Kirk, Mumford
and Quay. _____
E. How to Use Business Machines by Fasnacht _____
Other texts _____

Do you use a workbook for your office practice class? _____

IV. Teacher Qualifications for Teaching Office Practice. Please check the training you have had and the courses taken.

A. Academic Training in College

- | | |
|-------------------------------|---------------------------------|
| 1. Two years. _____ | 6. Master's degree _____ |
| 2. Three years. _____ | 7. Grad. work above _____ |
| 3. Four years _____ | master's. _____ |
| 4. Bachelor's degree. _____ | 8. Ph. D. degree. _____ |
| 5. Grad. work above _____ | 9. Major graduate _____ |
| bachelor's _____ | field. _____ |

B. Business College Training

1. Length of time enrolled (Total in months) _____
2. Approximate dates attended.
Within last 5 years _____
Within last 10 years _____
Preceding last 10 years _____

C. Professional Courses Taken in Business Education.

Please check those courses you have taken.

1. Special methods of teaching business courses
a. Current Trends in Office Procedure. _____
b. Teaching Socio-Business Subjects in the
Secondary School. _____
c. Current Practices in Typewriting. _____
d. Current Practices in Shorthand. _____

2. Special business education courses taken
 a. Business Education Curriculum Construction

b. Tests and Measurements in Business Education _____
 c. Organization, Administration and Supervision of Business Ed. _____
 d. Research Studies in Business Education. _____
 e. Principles and Problems of Business Education. _____
 f. Guidance in Business Education _____
 Others: _____

- D. Have you had work experience in business offices?

1. What was the approximate length of time?
 (In months) _____
 2. How much work experience have you had (in months)
 in the past two years? _____
 3. Please check type or types of work done.
 Stenographic _____ Clerical _____ Bookkeeping _____
 Others _____

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

In this chapter will be found a summary of the information obtained in this survey concerning Office Practice courses in selected high schools and recommendations for more effective training of the students enrolled in these courses.

Summary of Findings

There were 182 questionnaires mailed to high schools in Idaho, Oregon, and Washington with enrollments of approximately 300 and over; 148 of them were returned. Seventy-one schools offered Office Practice as a separate course, forty-one combined it with another course, and thirty-six had no course at all. Eleven schools indicated Office Machines as a separate course. Of the forty-five high schools with 800 or more students, only seven did not have some kind of Office Practice course. Office Practice was most commonly combined with either second-year shorthand or typing.

The length of the course of the 112 schools offering Office Practice is as follows: less than one semester, 17 schools (15 per cent); one semester, 47 schools (42 per cent); two semesters, 48 schools (42.8 per cent).

Eleven years ago only seventeen schools offered this

course. At present seventy-eight schools have offered it one or more years. Thirty-four schools are offering the course for the first time this year.

I. Content of Course

There was a definite indication in the study that certain topics were included more often in the course than others. The time spent on these topics varied a great deal. The topics and number of schools including them are as follows:

Topics	Number of Schools
Filing.	101
Personality development . .	92
Application letters	92
English	91
Telephone technique	90
Writing business letters. .	90
Spelling.	90
Receiving callers	86
Handling of mail.	84
Postal information.	84
Telegraphic service	81
Interview	81
Transcription	79
Making appointments	78
Handling shipments.	68

A study of the class time given to topics in the Office Practice courses indicated that there was no general agreement as to time allotments. Filing procedures, personality development, English, spelling, writing application letters, writing business letters, and telephone technique were included in at least ninety classes. A majority of

these classes allowed at least four weeks for filing; taught personality development, English, and spelling continuously throughout the entire course; and studied the writing of application letters one and two weeks. One week, two weeks, and continuously throughout the course was indicated most often for writing business letters. Telephone technique was allotted one-half week or one week in nearly all the classes. Transcription was included in the course in about 70 per cent of the schools in the study. Thirteen schools allowed short periods of time for transcription, varying from one week to six weeks. Forty-five schools spent over six weeks on transcription, with seven spending eighteen weeks and five spending twelve weeks and twenty-four weeks respectively. Two to three schools spent seven, eight, nine, ten, fourteen, fifteen, and sixteen weeks respectively; and three schools indicated they taught transcription continuously throughout the course. Ten schools reported a separate course for transcription.

Over 90 per cent of the schools reporting indicated that the students studied and practiced operating pica-type and elite-type typewriters. Approximately the same percentage was true for instruction on the stencil duplicators; 87 per cent, liquid duplicators; 76 per cent, mimeoscope; 63 per cent, wide-carriage typewriters; 50 per cent, electric typewriter; and 48 per cent, transcribing machine.

The percentage of those just studying the machine, without an opportunity to practice on it, was a little higher. A few more than half the schools indicated that their typewriters have blank keyboards.

The number of computing and special office machines available for class use proved to be limited because only approximately 75 per cent of the 89 schools who reported on this phase of the work indicated study and practice on the full-keyboard and ten-key adding-subtracting machine; 54 per cent, on the key-driven calculator; 44 per cent, on the rotary calculator; and 15 per cent, on the posting machine. A few others indicated that their students studied the billing machine, PBX board, inter-office communication, stamp-affixer, and addressing machine.

II. Methods Used in Teaching Office Practice

The unit basis in teaching was most commonly used, and the textbook outline was usually followed. The rotation plan for teaching machines was used almost entirely, a few teachers using it for other classwork. Only five schools stated that they did not use a laboratory period.

Those having the double period used one for secretarial or clerical office practice, including office machines if available, and the other for speed building and transcription. When the single period was used, the

most popular combination followed was three days for machines and two days for recitation. Another plan was to have short discussions each day before working on various projects. Several schools indicated a division of the class into five groups, each working on a different project. Over half of the schools organized the class as a business office, usually for part of the course.

Thirteen schools sponsored a cooperative work program for prospective office workers. Most of them had a coordinator. The most common plan followed was to select students for this training, have them attend school in the morning and work in local offices for about three hours in the afternoon. The period of time for this training varied from about two to six weeks. The students were generally permitted to receive pay which ranged from 75 cents to \$1 an hour. In eight schools the students received both pay and school credit; one school allowed just school credit. Twenty schools indicated a work program in the school only. Students in the Office Practice class worked as secretaries to teachers, deans, heads of departments, and received school credit for it.

Five of these schools followed a definite plan for correlation of work experience and classwork. This was done by personal conferences with the employer and by employer rating reports, after which the trainee was given

instruction according to his needs. The follow-up study of students who have taken part in the work experience program was apparently neglected by all but three or four schools.

III. Textbooks Used for Office Practice Course

At least two-thirds of the teachers indicated that a basic text was used in the class; a good many of these used other texts for supplementary material and, also, workbooks. Secretarial Office Practice by Loso-Agnew was used by 27 schools as the basic text and by 9 schools as a supplementary text; Applied Secretarial Practice by Gregg was used by 16 schools as the basic text and by 8 as supplementary; and Clerical Office Practice by Loso-Agnew was listed by 10 schools as the basic text. The six Seattle schools in this study use as their text the "Office Practice Manual" which was developed by them a number of years ago.

IV. Teacher Qualifications for Teaching Office Practice

The teachers in this study have apparently been well trained, through academic work and actual work experience, to teach these classes. Every teacher but one had received his bachelor's degree; 62 of these 108 teachers had done some graduate work; and 33 of them had earned a master's degree. Ninety-nine teachers indicated some kind of office experience of from a few months to two years.

Recommendations

The Business Education Department exists in the high schools today for the same reason that any of the departments exists--to meet certain needs of the student. Because of the growth in the various types of office work and because of the school's desire to provide for the individual differences and needs of more of its students, Business Education can make a unique contribution to the educational program. The high school should provide its business students with the knowledge, skills, loyalty, and the personality traits necessary for success on the job.

Whenever possible, particularly in the large high school, the business curriculum should be planned for three groups of students, the secretarial, the bookkeeping, and the clerical majors. Through conferences, tests, and other methods, students can be guided into one of these three major divisions at the beginning of the junior year. The Office Practice course, as a terminal course, should be planned to include students in the three groups. It should have as its main objective the development of marketable skills, knowledges, and attitudes applied to the practical working situation to enable the student to enter successful initial employment in an office occupation.

It is difficult to recommend a best method to be used

in organizing and conducting an office practice course. It is recommended, then, that the size of the student body, the number of teachers in the business department, properly qualified teachers for the course, necessary materials, office machines and rooms available, are some of the factors to be considered. From a study of different plans that have proved successful, teachers should be able to formulate some workable plan for their particular situation.

I. Value of Community Survey

Before deciding definitely on the content of the Office Practice course, it is recommended by leading business educators that a survey be made of the business community in which the high school is located. The following types of surveys related to business will yield valuable information:

1. Occupational Survey. From this survey are found the different occupations in the community, the requirements for employment, the working conditions, the wages paid, and future opportunities.

2. Equipment Survey. Information about the kinds and number of office machines and other equipment can be obtained from this type of survey.

3. Follow-up Study of Business Graduate. This study should include information about ability of graduates to

obtain work locally or outside, kinds of work secured, and how well they were trained for their jobs. This survey and the occupational survey can be very valuable when used together because they may be used in planning the business curriculum, in vocational guidance work, and in placement services.

II. Office Machines, Equipment, and Supplies

The following items are the minimum essentials for an Office Practice class: one voicewriting machine, a duplicating machine, an adding-subtracting machine, a steel filing cabinet, and a rotary calculator. The supplies needed are a basic textbook, filing practice set, stencils or master copies and duplicating paper according to kind of duplicator, workbooks for adding-subtracting machine and for calculator, and material for voicewriter. Machines not provided by the school may be rented from machine companies.

If the community demands a great many trained office workers each year and the school budget permits the expenditure, the following pieces of equipment are recommended: 1 fluid-process duplicator, 1 stencil-process duplicator, 1 illuminated drawing board, several different makes of full-keyboard adding machines and ten-key adding machines, several hand-operated Monroe Educators, key-driven electric calculators, including the Friden, the Monroe, and the

Marchant, 1 or 2 electric typewriters, several manual typewriters, both pica- and elite-type, 3 voicewriting machines, filing and storage cabinets, and all necessary textbooks, workbooks, working materials and supplies.

III. Content of Course

It is recommended that the Office Practice class be organized to give final training to clerical majors, bookkeeping majors, or secretarial majors. In schools with limited equipment, the course should be of a clerical nature. The clerical students as well as the bookkeeping students should spend a longer period of time on the adding and calculating machines in order to get as near the expert level as possible. The secretarial student should spend enough time on them to get an operating knowledge on the semi-skill level. This student should also spend enough time on the voicewriting machines to transcribe efficiently.

The following time schedule is suggested for the class equipped with the necessary machines:

duplicating	3 weeks
illuminated drawing board	1 "
voicewriting	4 "
typewriting	10 "
rotary calculator	4 "
filing	4 "
full-keyboard adding machine	1 "
ten-key adding machine	1 "

Three to six weeks remain in a one-year course using the

above schedule, and it is recommended that this time should be used in the following way: to develop the individual's personal effectiveness; to study briefly such topics as telephone technique, telegraphic service, postal information, handling shipments, and receptionist's duties; and to study grammar, spelling, punctuation, and the composition of all types of business letters in case no Business English course is given. At least one week and preferably two near the end of the course should be devoted to writing application letters, preparing personal data sheets, and having an interview.

IV. Methods of Teaching

The rotation plan of teaching office machines is recommended because it is adaptable to almost any situation. The other topics should be handled through textbook study and class recitations.

The work-experience program should be included in the terminal training of business students if possible. Careful selection must be made in order to place the student in a job that will be beneficial to him. The coordinator or teacher must have the sincere cooperation of the employer in order to correlate the work experience and the classwork. Personal conferences should be held if possible; otherwise, written reports should be made. The teacher should have

conferences with the student concerning all aspects of his on-the-job experience, and class discussions of such should follow.

V. Conclusions

Many suggestions and recommendations have been made in this chapter to adequately meet the needs of the student who is a prospective office worker of tomorrow. Follow-up studies of graduates who have become office workers must be made and used intelligently. Information about new theories and practices in business must be obtained and, when proven sound, included in the course. New office machines must be considered, and replacements of old machines made whenever possible. These are some of the things that the Office Practice teacher must do if the standards of achievement in the Office Practice course are to adequately serve the future office worker.

BIBLIOGRAPHY

1. Archer, F. C. Scientific approach to the development of office standards. UBEA Forum 7:11-12. May 1953.
2. Binford, H. E. Evaluate your guidance program in business education. National Business Education Quarterly 21:31-4. May 1953.
3. Boggess, L. H. Modern planning for business training in South San Francisco, California. Business Education World 34:13-15. September 1953.
4. Carty, Alwyn J., Jr. Office workers in the United States. Business Education World 27:259. January 1947.
5. Cohen, Milton. Problems of a high school business department. The Balance Sheet 24:105-106, 116. November 1952.
6. Collins, Marian Josephine. Management techniques for the office practice teacher. UBEA Forum 7:22-4. February 1953.
7. Davis, T. O. Co-operative office training. Balance Sheet 35:10-11+. September 1953.
8. Diemond, Marion F. Let's get down to earth in clerical office practice. UBEA Forum 6:31, 34. January 1952.
9. Economic Almanac, 1953-1954. p.429. 739p.
10. Forkner, Hamden L. Are your students ready for jobs? Dictaphone Education Forum, February 1952, pp. 7-10.
11. Galper, Sidney. The clerical curriculum has come of age. UBEA Forum 8:29. January 1954.
12. Harrison, E. C. Life adjustment program and vocational education. Industrial Arts and Vocational Education 40:394-7. December 1951.

13. Huffman, H. Fourteen principles to follow in setting up a clerical-practice course. Business Education World 34:16-17. September 1953.
14. Huffman, H. Identification of common and basic office operations. UBEA Forum 7:12-14. May 1953.
15. Huffman, H. Who should study clerical practice? Business Education World 33:486-488. June 1953.
16. Kalbaugh, A. J. Methods in office practice. Business Education World 32:240-241, 253. January 1952.
17. Lomax, Paul S. Education for business employment is a total high school problem. Journal of Business Education 28:70. November 1952.
18. Lomax, Paul S. Office training in action. Secretarial Studies in Action, October 1952, pp. 1, 7.
19. Montgomery, G. F. Job analysis in office practice. UBEA Forum 8:29. November 1953.
20. Nichols, Frederick G. Standards again. Journal of Business Education 27:236,249. February 1952.
21. Occupational Outlook Handbook. Bulletin No. 998:142-143, 144-145. 1951.
22. Ossa, Ernest de la. What business expects from high schools. Personnel Journal 32:56-57. June 1953.
23. Office Practice Manual. Seattle Public Schools.
24. Place, Irene. Evaluation of the office practice program. National Business Education Quarterly 22:31-37. Winter 1953.
25. Proposed curriculums in business education-clerical curriculum. Commercial Education Curriculum 20:98. 1951.
26. Raab, Shirley J. A survey of office-practice courses in a selected group of schools in Iowa, Minnesota, Nebraska, and South Dakota. National Business Education Quarterly 18:12-14, 60. Spring 1950.

27. Relation between office standards and classroom standards. UBEA Forum III. March 1949.
28. Ross, W. A. Patterns for business education. National Business Education Quarterly 22:40-6. October 1953.
29. Smith, Watkins C. How the schools can better meet their responsibilities in teaching for vocational competence. Vocational Business Education Bulletin 7:5-6, 8. December 1952.
30. Sutton, Irma J. "We take pride . . ." in office practice. Business Education World 32:281-82. February 1952.
31. Tonne, Herbert A. What is the cause of lower office production standards? Journal of Business Education 27:197-98. January 1952.
32. Twentieth yearbook 1950-1951 of the commercial education association of the city of New York and vicinity. p.133. 1951. 228p.
33. Watts, M. S. If not college, what? Parents Magazine 25:46-8. July 1950.
34. Williams, H. F., Jr. Town tells teens about jobs. Personnel and Guidance Journal 32:266-269. January 1954.
35. Williams, W. and C. Kowal. Studying and measuring common basic office operations to determine qualifications for effective job performance. UBEA Forum 7:15-18. May 1953.
36. Wood, Marion. "How to" in office practice. American Business Education 8:207-211. March 1952.
37. World Almanac. 1949. p.756.
38. World Almanac. 1954. p.261. 896p.