

AN OCCUPATIONAL SURVEY OF MARFA, TEXAS,
WITH IMPLICATIONS FOR THE BUSINESS
EDUCATION PROGRAM

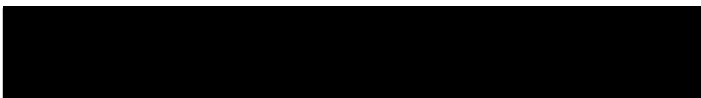
A THESIS

Approved:



Committee

Approved:



Chairman of the Graduate Council

AN OCCUPATIONAL SURVEY OF MARFA, TEXAS,
WITH IMPLICATIONS FOR THE BUSINESS
EDUCATION PROGRAM

A THESIS

Submitted to the Faculty of
Sam Houston State Teachers College
in partial Fulfillment of the Requirements
for the Degree
MASTER OF ARTS

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By

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Huntsville, Texas

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Will Ann Wheat

TABLE OF CONTENTS

<u>Chapter</u>	<u>Page</u>
ACKNOWLEDGMENTS	iii
I. THE PROBLEM AND ITS SETTING	1
The Problem	1
Introduction to the Problem	1
The Problem Stated	4
The Problem Analyzed	5
Scope of the Study	6
History of the Business Education Department	6
Growth of the Department	7
II. A STUDY OF OCCUPATIONAL SURVEYS	14
Introduction	14
Early Development of Surveys	15
Survey Development Since 1930	17
Summary	24
III. PURPOSES OF A LOCAL SURVEY	25
Introduction	25
Enumeration of Purposes	25
Discussion of Purposes	26
Information to Improve the Business Curriculum	26
To Determine Occupational Opportunities	27
Acquaint the Community With the Business Department	28
To Determine the Personal Qualities That Business Demands	30
An Aid for Guidance and Placement of Students	32
Summary	34
IV. ORGANIZATION AND PROCEDURE OF SURVEY	35
Introduction	35
Method Used in Survey	36
Interpretation of Data	38
Criticisms and Suggestions of Businessmen	49
Summary	52

<u>Chapter</u>	<u>Page</u>
V. SUMMARY AND RECOMMENDATIONS	54
Summary	54
Recommendations	56
BIBLIOGRAPHY	58
APPENDIX	62

LIST OF TABLES

<u>Table</u>	<u>Page</u>
I. Total Enrollment in the Business Administration Department of the Marfa High School from 1936-1937 to 1942-1943	8
II. Enrollment by Subjects in the Business Administration Department of the Marfa High School from 1936-1937 to 1942-1943	10
III. Business Administration Course of Study in the Marfa High School 1942-1943	13
IV. Business Occupational Survey of Eighty-five Businesses in Marfa, Texas, May, 1943	37
V. Minimum Age Requirements of Employees Reported by Eighty-five Business Employers in Marfa, Texas, May, 1943	38
VI. Number of Employees Reported by Eighty-five Businesses in Marfa, Texas, May, 1943	40
VII. Minimum Salaries Paid by Eighty-five Business Concerns in Marfa, Texas, May, 1943	41
VIII. Experience Required of New Employees in Business Offices in Marfa, Texas, May, 1943	42
IX. Number Employed Who Received Training in the Marfa High School as Reported by Eighty-five Businesses May, 1943	43
X. Educational Requirements of Employees as Expressed by Eighty-five Employers in Marfa, Texas, May, 1943	44
XI. Qualities Which are of Importance in Employees Expressed by Businessmen of Marfa, Texas, May, 1943	46
XII. Office Machines Found in Eighty-five Businesses in Marfa, Texas, May, 1943	48

LIST OF CHARTS

<u>Chart</u>	<u>Page</u>
I. Total Enrollment in the Business Administration Department of the Marfa High School from 1936-1937 to 1942-1943	9
II. Comparison of Enrollment by Subjects in the Business Administration Department of the Marfa High School from 1936-1937 to 1942-1943	11
III. Qualities Which are of Importance in Employees Expressed by Businessmen of Marfa, Texas, May, 1943	47

CHAPTER I

THE PROBLEM AND ITS SETTING

The Problem

Introduction to the Problem

The original aim of the business education curriculum in the high schools was to prepare students to earn their living as office workers, particularly as bookkeepers and stenographers.

Business education is a type of training which, while playing its part in the achievement of the general aims of education on any given level, has for its primary objective the preparation of people to enter upon business careers.¹

Today, in contrast with the situation thirty years ago, we have emerged with a more complex business curriculum but are faced again, because of the war, with preparing students to fulfill the original aim.

Employment opportunities in civil service for our high school graduates who have taken the business education courses, and even for prospective graduates, are greater

1 Frederick G. Nichols, Commercial Education in the High School, D. Appleton Company, New York, 1933, p. 56.

than ever before. The tremendous expansion of war activities is responsible for the present urgent need for office help in all branches of the civil service--Federal, state, and city--which in turn has created as urgent a need in the local community.

According to Strong,² at the present time, the business education program of the secondary school must be geared to the demand made upon it--a demand for vocational competency. Within the past few months selected men from every office have been called to the colors. Those whom the school has sent and will send to fill the vacancies must have clerical skills developed to such a degree that business will not feel too keenly the temporary loss of the experienced clerks and employees. These replacements must have an accumulation of knowledge and business information that will evidence their possession of mature points of view.³

Frasier⁴ states that no education is complete without adequate training for a vocation that will equip the boy or girl or adolescent to meet the requirements of the new dispensation. Education should enable the individual to choose

2 Earl P. Strong, "Building a Stronger Business Education Program," The Balance Sheet, April, 1943, p. 339.

3 Ray Abrams, "What Can We Do," Business Education World, vol. XXI (November, 1940), p. 275.

4 P. G. Frasier, A Technique for a Vocational Education Survey of a Local Community, 1939, p. 2.

wisely and with least waste the occupation in which he can serve most efficiently and happily with qualifications for fullest satisfaction to himself and service to the community.

According to Dr. Paul S. Lomax,⁵ the school has an important responsibility in directing young people most intelligently and helpfully through the critical periods of acquiring occupational information, occupational choices and rechoices, occupational placements in relation to both the military and civilian situations, and then the inevitable occupational adjustment training that will result from present world disorder.

Not more than twenty per cent of the high-school population of today will go to college. The others are not interested in going, or are not able to go. The secondary school must develop in boys and girls marketable skills that will make employment much easier upon completion of the twelfth grade--or at such time as the individual may drop out of school.

The business education teacher today must study the present business requirements and attempt to teach the knowledge, skills, and attitudes which the present-day business community demands. The business teacher needs the advice and counsel of men and women in the field of business.

5 Dr. Paul S. Lomax, "What Can We Do," Business Education World, vol. XXI (November, 1940), p. 274.

This advice should be sought and followed. The business teacher should stand behind his courses, develop them, and assume full responsibility for results in terms of competency of the student on the job.

Only by placing responsibility for training and placement on those who do the actual training can the standards of training be raised to the desired level; only thus can the business education teacher keep abreast of progress in office and store work; only thus can the teacher become qualified to do her part in any effective program of guidance for her pupils.⁶

The yardstick by which the success of the work of the business education department is measured is the ability of its graduates to secure and retain placement.⁷ Unless these products are able to use the knowledge, skills, ideals, and traits that are learned in the school and perform the duties required by business, we might say the business department has failed.

The Problem Stated

The problem undertaken in this study is to conduct an occupational survey of Marfa, Texas, to discover to what extent the students taking the business education courses are able to secure jobs and use the skills learned while in high

6 Frederick G. Nichols, "Some Observations on Vocational Guidance in Commercial Education," Eastern Commercial Teachers Association Ninth Yearbook, p. 28.

7 Ruby V. Perry, "After Graduation--What?" The Balance Sheet, vol. XVIII (May, 1937), p. 400.

school, and whether or not the business courses offered are sufficient to cover the skills needed to make for efficiency in the business world.

The Problem Analyzed

Using the definition given by Zapoleon,⁸ "A community occupational survey," as used in this study, is a survey which reveals the distribution of workers among the occupations in the community and provides some information about the occupations themselves.

In addition to being thoroughly familiar with the school system, it is quite essential that a business education teacher should know a great deal about the businesses of the community.⁹ A close contact and cooperation with businessmen is needed in order that the requirements of the business offices may be met. Therefore, as director of the business education department in the high school at Marfa, Texas, the writer desires the department to be of the best possible service to the community. There is no better way to make the curriculum of the department more efficient and practical than by undertaking this study.

8 Marguerite Wykoff Zapoleon, Community Occupational Surveys, Vocational Division, United States Office of Education, Washington, D. C., Bulletin No. 223, 1942, p. 2.

9 Gilbert L. Drake, "Commercial Education by Direct Control," The Balance Sheet, vol. XIX (October, 1938), p. 54.

Scope of the Study

This survey was confined to Marfa and Fort D. A. Russell, United States Army post located on the outskirts of Marfa. Marfa is a town with a population of five thousand. It is the county seat of Presidio county in the Texas Big Bend region.

Beef cattle production is the principal industry and sheep ranching ranks second. Marfa is the retail center and shipping point for this area. The town of Marfa boasts of 130 business establishments.

This survey included only business occupations. An attempt was made to obtain information from every establishment which employed one or more business employees, with the exception of a few which were considered to be undesirable places of employment for graduates of the local high school.

History of the Business Education Department

Business education was introduced into the public school in Marfa, as in most schools of the country, because of popular demand by citizens, parents, and students.

Shorthand, typing, and bookkeeping were offered for the first time in 1919-1920. Ninth grade students were allowed to take bookkeeping; tenth and eleventh graders could take typing and shorthand. Everybody that took typing had to take shorthand and everybody that took shorthand had to take typing. One credit was offered in each of the three courses.

The equipment of the department consisted of nine typewriters. Affiliation with the State Department of Education was received in typing, shorthand, and bookkeeping this year. That information was given by Mrs. Clay Mitchell, nee, Lois Reddoch, who taught the first commercial work offered in the Marfa High School.¹⁰

From 1925 to 1930, the business department offered two credits in typing, two credits in shorthand, one in bookkeeping, and one in business arithmetic. During this period business work was offered to juniors and seniors only. Four new typewriters were added to the equipment in 1927. Very few students took shorthand--four or five at the most. Typing and bookkeeping were the popular courses.¹¹

In 1937, junior business training was offered for the first time with an enrollment of thirty students. This was taught by the mathematics instructor. One credit was offered in this course.

Growth of the Department

Records of the business department are on file only from 1936-1937. Enrollment since then has been rather stable with the lowest enrollment of forty-nine in 1939-1940 and

10 Mrs. Clay Mitchell, Personal Interview, May 5, 1943.

11 Mrs. Milton Gillett, Personal Interview, May 8, 1943.

the highest of ninety-four in 1942-1943. The total number of students enrolled in the department by years is given below in Table I. This enrollment is graphically portrayed in Chart I, page 9.

TABLE I
TOTAL ENROLLMENT IN THE BUSINESS ADMINISTRATION
DEPARTMENT OF THE MARFA HIGH SCHOOL
FROM 1936-1937 TO 1942-1943

Years	Enrollment
1936-1937	69
1937-1938	76
1938-1939	70
1939-1940	49
1940-1941	69
1941-1942	62
1942-1943	94

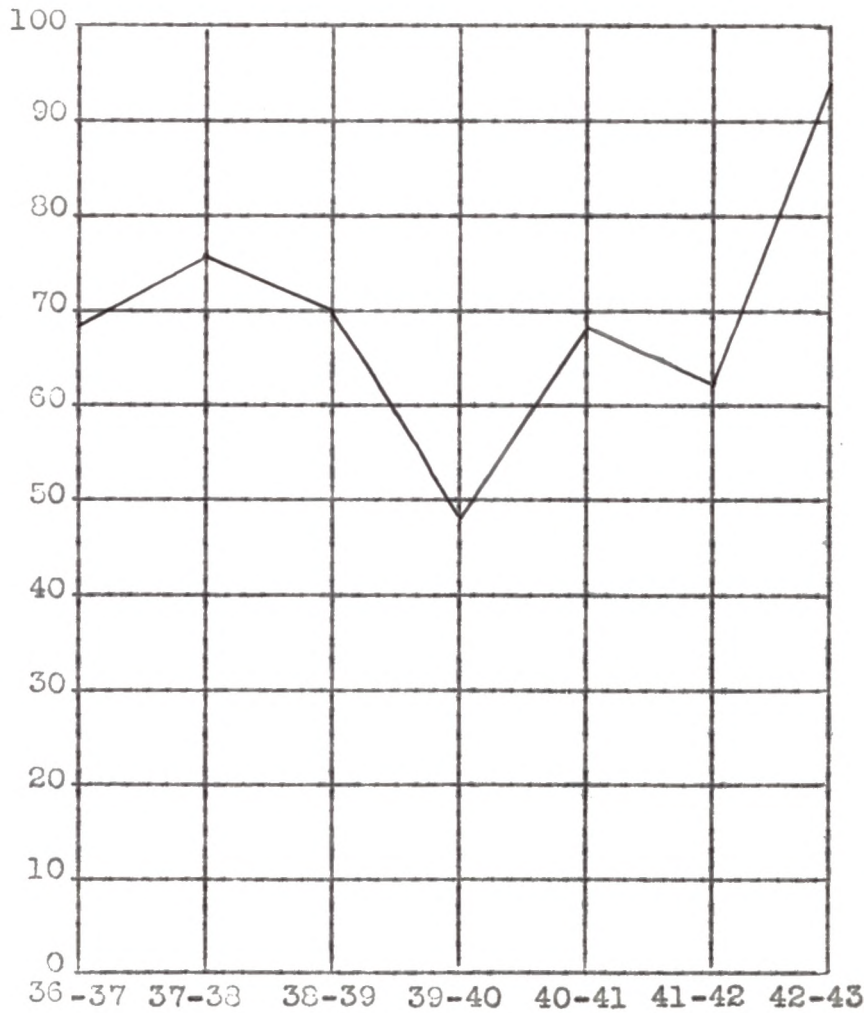
Source of Data: School records, office of the high school principal.

The stability of the enrollment in the department is due largely to the fact that the enrollment in the high school is rather stationary from 120 to 150. The enrollment for 1942-1943 has increased as the result of war activities near Marfa in the development of the Marfa AAF Advanced Flying School.

CHART I

TOTAL ENROLLMENT IN THE BUSINESS ADMINISTRATION
DEPARTMENT OF THE MARFA HIGH SCHOOL
FROM 1936-1937 TO 1942-1943

No. of
Students



Source of Data: School records, office of the high school principal.

From a study of the total enrollment in bookkeeping, shorthand, and typewriting it is evident that typewriting leads with the greatest enrollment, bookkeeping second, shorthand third. Table II gives the enrollment in each subject by years. A comparison of the growth of the three courses is shown in Chart II, page 11.

TABLE II

ENROLLMENT IN SUBJECTS IN THE BUSINESS ADMINISTRATION
DEPARTMENT OF THE ILLINOIS HIGH SCHOOL
FROM 1936-1937 TO 1942-1943

Years	Bookkeeping	Shorthand	Typewriting
1936-1937	15	16	31
1937-1938	19	9	21
1938-1939	25	18	27
1939-1940	20	11	19
1940-1941	12	14	42
1941-1942	14	17	31
1942-1943	30	20	44

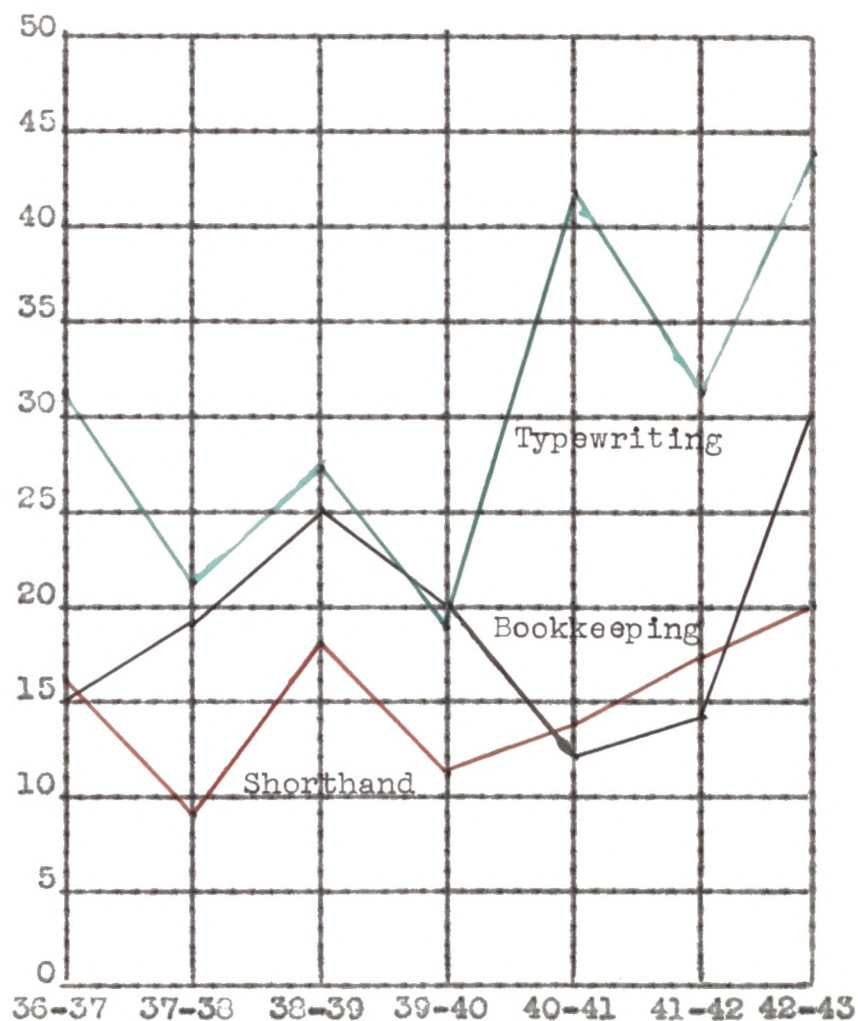
Source of Data: School records, office of the high school principal.

The present course of study for the business department offers two classes in beginning typing, one in shorthand, and one in bookkeeping. This course of study, with business arithmetic and junior business training in which the school

CHART II

COMPARISON OF ENROLLMENT BY SUBJECTS IN THE BUSINESS
ADMINISTRATION DEPARTMENT OF THE MARFA HIGH SCHOOL
FROM 1936-1937 TO 1942-1943

No. of
Students



Source of Data: School records, office of the high school principal.

has affiliation, is given in Table III, page 13. This table shows the length of courses, grade placement, and the number of units of credit offered in each.

The equipment in the department now consists of twenty-two Underwood typewriters, twenty-two typewriting and book-keeping tables, one mimeograph machine, one adding machine, and two tables for shorthand students.

TABLE III
BUSINESS ADMINISTRATION COURSE OF STUDY
IN THE MARFA HIGH SCHOOL
1942-1943

Course	No. of Weeks	Length of Period	Grade Placement	Credit Offered
Bookkeeping	36	75 min.	11-12	1 1/2
Business Arithmetic	18	60 min.	10	1/2
Junior Business Training	18	60 min.	10	1
Shorthand	36	75 min.	12	1 1/2
Typewriting	36	60 min.	10-11-12	1

CHAPTER II

A STUDY OF OCCUPATIONAL SURVEYS

Introduction

Commercial occupational surveys have become of great importance today. The majority of these surveys have been initiated for the purpose of obtaining facts: (1) to supply vocational information and guidance to individuals, or (2) for use in planning or revising the curriculum which prepares them to take their places in the community as workers. Although these two purposes predominate and are often found in combination with each other, community occupational surveys are sometimes made to: develop or refine the survey technique; improve relationships between schools and other agencies or individuals in the community; and provide the benefits derived from first-hand community experience by participants whether they be students, teachers, or other personnel.¹

During the past five years there has been a marked increase in the number of community occupational surveys.

1 Marguerite Wykoff Zapoleon, Community Occupational Surveys, Vocational Division, United States Office of Education, Washington, D. C., Bulletin No. 223, 1943, p. 3.

It is said that practically all of the larger school systems and universities are contributing data regarding opportunities in business.

Early Development of Surveys

Surveys are not of recent origin. As early as 1886, Charles Booth undertook a house-to-house investigation of the city of London, in which he was given the cooperation of school board visitors. From this investigation he wrote "Life and Labour of the People in London," which is generally recognized as the first published report of this type of investigation.²

The first systematic survey that was undertaken in the United States was in Pittsburgh in 1909. A group of specialists directed by Paul U. Kellogg made a study of the civic and social conditions as well as the industrial situation of the wage-earners of Pittsburgh.³

One of the earliest investigations that attracted wide attention was that made by the Boston Chamber of Commerce in 1914.⁴ In this investigation, the facts were obtained

2 Marguerite Wykoff Zapoleon, Community Occupational Surveys, Vocational Division, United States Office of Education, Washington, D. C., Bulletin No. 223, 1943, p. 10.

3 Ibid.

4 R. G. Walters, The Community Survey, Monograph 58, South-Western Publishing Company, 1942, p. 5.

both from written testimony of individuals and from personal conferences with them. A large part of the investigation had to do with the wages of employees, a matter that is given very little attention in more recent studies. The employers rated penmanship, arithmetic, bookkeeping, typewriting, and shorthand as the five subjects in the order that the subjects had been of vocational use to them.

In 1915, the Chamber of Commerce of Rochester, New York, made a study of business employees in that city.⁵ The survey was undertaken "in the belief that mutual advantage would result to the businessmen, to the education authorities, and to the boys and girls of Rochester." It was hoped that the survey would result in a better understanding of the requirements of business by local educational authorities, and that at the same time the business courses offered by the Rochester schools would be better understood by businessmen.

The New Castle, Pennsylvania, schools made a survey in 1929 that attracted nation-wide attention.⁶ This survey, which with the accompanying recommendations and the revising of the curriculum took a full year of time, was made by the Commercial Curriculum Committee of the high school faculty.

5 R. G. Walters, "Survey of Needs in Commercial Education," Rochester Chamber of Commerce, 1915, The Community Survey, Monograph 58, 1942, p. 7.

6 Harry D. Book, "Adjusting the High School Commercial Curriculum to the Needs of the Community," The Community Survey, South-Western Publishing Company, 1942, p. 20.

Information was obtained from employers regarding the number of boys and girls employed in various types of work, the scholastic training of these workers, and the relative need of emphasis that, in the opinion of employers, should be placed on business subjects. As a result of this survey, the committee recommended a complete revision of the business curriculum of the New Castle High School.

From a study of these early surveys, we find the purposes for conducting surveys were of the same general nature as the purposes of the more recent studies.

Survey Development Since 1930

The number of community occupational surveys and the importance of their findings have increased greatly in the last fifteen years. The survey has become one of the effective devices used to keep abreast of the changing movements in the economic life of a community.

There has developed such a close relationship between business and the high school business student that chambers of commerce in many cities have undertaken, through surveys, to find what the businessman expects of the beginning worker and, therefore, help the school to formulate a business curriculum that will produce a trained student that business will be able to use. At least 360 local chambers of com-

merce have committees which deal with educational matters.⁷

So far as business education is vocational in nature, it is an established principle that it should meet the demands of business if the students are to be successful in obtaining satisfactory employment. In order to find out what businessmen want in the way of proficiency in skills, as well as in other desirable knowledge and abilities, numerous national and local surveys have been made and others are now in progress.⁸

The Federal Security Agency, a division in the U. S. Office of Education, has completed a study of some ninety-six surveys made during the period 1930-1940.

Blackstone expresses his opinion of the importance of survey studies when he says:

Today a teacher who is not able to understand, to appreciate, and to evaluate research procedures is thought to be out of date. So many investigations have been made that one cannot read an education publication without running across references to them. A complete file of commercial education research would include over a thousand titles. Of course, some of the studies have been good, and some have been not so good, so that the capable teacher must be able to select the good ones from the poor ones if he is not to be misled.⁹

7 H. P. Guy, "Better Business Training Through Business," The Balance Sheet, vol. XXIII (December, 1941), p. 147.

8 B. W. Spencer, "Businessmen Demand--Or Do They?" The Business Education World, vol. XX (November, 1939), p. 179.

9 E. G. Blackstone, Abstracts of Certain Studies in Business Education, Gregg Publishing Company, New York, 1934, p. 1.

Brooks, after making an investigation of twenty surveys and conducting a survey, states that if the commercial course offered in the high school is to be of service to the community the school should determine by survey the number and kinds of positions open to its graduates. If the business education department is to be of service to the businessmen then we must know how many to train and what positions to train them for.¹⁰

In 1936-1937, a study of interest was made by the faculty of the commercial department of the senior high school at Wausau, Wisconsin, who had for years attempted to make the work of the department more efficient and practical by keeping in close touch with local employers and the development of local industries. A survey was made of all occupational opportunities in the city, embracing every industry and every type of business. The data accumulated from this survey were to enable the teachers to better guide the students so that upon graduation they would be trained to take advantage of local opportunities for employment. It was believed that such a survey might point definitely to the need for additions to the curriculum that would provide the types of training called for locally and lead to the elimination of other courses which had lost their signifi-

10 Ellsworth W. Brooks, "A Standard Procedure For Administering Commercial Occupational Surveys," Master's Thesis, University of Iowa, 1933.

cance in the modern world. In the opinion of Everett G. Hirsch, Superintendent of Schools in Wausau, this occupational survey has more than lived up to the hopes of its sponsors because it has served as a guide for completely revising the commercial curriculum in the high school and the curriculum has been more definitely geared to the practical needs of the community.¹¹

An eight-month study was conducted by the Los Angeles City School Department in cooperation with over one hundred business, professional, and civic leaders to determine what employers require of graduates. It was felt that the transition from the intellectual realities of the schoolroom to the sterner realities of business might be made less destructive to the morale of graduates if the employers' present requirements could be determined and interpreted for students in advance of graduation. The result of this study forms the basis of a series of books on guidance.¹²

The Auburn High School of Auburn, Indiana, conducted a survey to determine the adequacy of the commercial department curriculum and courses of study. The results of this survey were especially interesting because many significant facts were brought out. These facts were particularly valu-

11 Everett C. Hirsch, "An Occupational Opportunity Survey, Wausau, Wisconsin," School Board Journal, vol. XCIV (May, 1937), p. 58.

12 Theodore Barrett, What About Jobs? McClure Publishing Company, 1936, p. 2.

able because they were the combined reactions of the employers who employ the graduates of the Auburn High School.¹³

A survey was made under the direction of Dr. Paul S. Lomax by a Research Committee of the Alpha Chapter of Delta Pi Epsilon located in New York University in 1941.¹⁴ The survey was the outcome of a meeting of businessmen and business teachers at New York University to discuss the question, "What do employment directors expect of beginning office and store employees?" The first five deficiencies which the businessmen found in new employees were English, penmanship, arithmetic, spelling, and typewriting.

"Business Education Planned to Meet the Needs of the Community" is the title of a study directed by Dr. L. John Nuttall, Jr., Superintendent of Salt Lake City Public Schools. According to Dr. Nuttall,¹⁵ vocational business education is efficient only to the degree that it trains the abilities required for the available positions in the community. One of the gravest difficulties today with young people, both in school and on the job, is the lack of a standard of accom-

13 Opal H. DeLancey, "Occupational Survey of Business Workers," The Balance Sheet, vol. XXIV (December, 1942), p. 157.

14 Dr. Paul S. Lomax, "What Do Employment Directors Expect of Beginning Office and Store Employees?" The Community Survey, South-Western Publishing Company, 1942, p. 25.

15 Dr. L. John Nuttall, Jr., Occupational Opportunities And Requirements for Business Office Employment in Salt Lake City, Occupational Monograph, No. 3, p. 4.

plishment. This study was based on a direct contact with five hundred offices in Salt Lake City.

A business occupational survey was recently undertaken and completed under the direction of C. J. Newman,¹⁶ Phoenix Junior College and J. S. Carter, North Phoenix High School, Phoenix, Arizona. The purpose of the survey was to determine the amount and the type of preparation required by employers for the various fields of employment. Questionnaires were returned by 207 businesses in the state of Arizona. Some of the weaknesses in employees found by the survey were: lack of initiative; lack of responsibility; failure in attention to details; lack of common sense; lack of enthusiasm for the job; inability to write legibly; inability to meet people; lack of tact; inability to understand instructions.

In order to secure data of local employment opportunities in the city of Huntsville, Texas, students in the Foundation of Business Education class, at Sam Houston State Teachers College, under the direction of Dr. Ike H. Harrison made an occupational survey.¹⁷ This survey was undertaken for the purpose of finding: (1) the importance and necessity of training for different kinds of local jobs; (2) the desired sex, age, training, and experience for employees in these

16 C. J. Newman, "Arizona Occupation Survey," The Balance Sheet, vol. XXIII (April, 1942), p. 367.

17 Foundation of Business Education Class, Huntsville Occupational Survey, Huntsville, Texas, 1939.

different jobs; (3) information which could be used to improve the general commercial curriculum in vocational guidance, placement of graduates, and the content of courses. The survey was made of all business establishments having commercial employees within the city limit of Huntsville, Texas, with the exception of the schools and prisons.

F. L. Voiland, head of the commercial department of the Ballard High School, Seattle, Washington, conducted a survey of the commercial graduates of 1940-1941 to determine whether his department is functioning properly and to obtain information that would help him and the school administrators in adapting the department to the requirements of business.¹⁸ As a result of the survey, Mr. Voiland has definitely concluded that the purpose of the commercial department is to provide vocational training. Some of his findings were: (1) the businessman is now asking for high school commercial graduates and is satisfied that they are old enough and intelligent enough, if properly trained, to fill many of the office positions in business; (2) the type of office work remained much the same as in previous years, with a leaning toward clerical work; (3) twenty-five per cent of the students reported that they did not have enough training in penmanship and arithmetic.

18 F. L. Voiland, "A Survey of Seattle Graduates," The Balance Sheet, vol. XXIII (January, 1942), p. 231.

Summary

When properly used, the survey is the best known means by which a business department of a school system may be aided in altering the business curriculum.

In the study of many surveys, the fact that businessmen were willing to give such an abundance of information indicates that they are anxious to cooperate with the schools in the building of their business curriculums. To be of the greatest benefit to business students the school must train them so that they will be able to meet businessmen's requirements of employees. A survey is the best way to determine these requirements.

CHAPTER III

PURPOSES OF A LOCAL SURVEY

Introduction

The school has certain obligations to the community by which it is supported. It has been set up by the tax payers for the purpose of serving social needs and to produce individuals capable of bearing their share of the economic load.¹ In the matter of occupational adjustment, the school should give attention to the relationship which exists between the kind of business abilities possessed by the individuals it serves and the number and distribution of business opportunities afforded those individuals.

Enumeration of Purposes

In order for the business education department in the Marfa High School to be of the best possible service to the community and the school, the purposes of this study are to aid in:

1. Securing information to determine if the business curriculum is extensive enough to meet the needs of the business employee.

1 P. G. Frasier, A Technique for a Vocational Education Survey of a Local Community, Des Moines, Iowa, December, 1939, p. 2.

2. To determine the occupational opportunities of our graduates in the various places of business in Marfa.
3. To acquaint the community with the business department of the Marfa High School.
4. To determine the personal qualities which, because of their importance to local businessmen, should be stressed in the business curriculum.
5. To provide an aid for guidance and placement of students taking the business courses.

Discussion of Purposes

Information to Improve the Business Curriculum

The occupational survey is the best means of obtaining information to determine whether the business curriculum is extensive enough to meet the needs of the business employee. It is of interest to know the types of work business workers perform while on the job, their deficiencies, and the type of training which is of most value to each particular worker. The first jobs of most business students are in the community in which they attend school. The school should, therefore, plan the business curriculum to meet the needs of these students and a survey should determine the amount and the type of preparation required by employers for the various fields of employment in order for business students to qualify for these jobs.

White states that the courses offered in the modern

business department should be organized on the basis of the needs of the local workers.²

Business teachers should be glad to take advantage of every opportunity to sit down with businessmen and work together in finding the solution to their problem of providing the best possible education for the girls and boys they are privileged to teach.³ The survey gives an opportunity to do this.

To Determine Occupational Opportunities

It is of importance to know what jobs are available in Marfa for graduates of the business education department. One might depend upon the findings of surveys already made and make application to the local situation, but all communities differ in so far as business activities are concerned. Business opportunities differ in each city and it is necessary to make an individual study of each in order to attune curriculum offerings to the particular needs of that community.

When young people begin to seek employment they need something specific--they need to know the available employment opportunities.

2 Robert A. White, "A Survey of Commercial Occupations," The Business Education World, vol. XVI (March, 1936), p. 556.

3 H. P. Guy, "Better Business Training Through Business," The Balance Sheet, vol. XXIII (December, 1941), p. 147.

A major responsibility of the school is to collect and disseminate occupational information to all high-school business students. It helps the students secure information which will enable them to choose, to prepare for, and to become better fitted to enter an occupation.⁴ In justice to local business firms that help maintain the local schools by paying taxes, these local business needs should be given first consideration in preparing our students for job placement. In any business curriculum, the offerings should be broad enough to provide adequately a kind of training that will best meet the actual needs of the business opportunities in the particular section or community in which the school is located. Careful scrutiny of local businesses makes the business teacher familiar with the possible openings for graduates of his department.

Acquaint the Community With the Business Department

If one will stop to think how closely allied the interests of the businessmen of a community and those of the business education department of the high school are, one will see that it is of the utmost importance that the two

4 W. E. Rosenstengel and Fred E. Dixon, "A Program for Giving Occupational Information in a Senior High School," American School Board Journal, vol. C (May, 1940), p. 62.

got better acquainted, that the two cooperate in providing better business training in our schools. Generally, the businessmen of the community have the very positions which our business students desire, but these very businessmen only know, in a very hazy way, that the high school boasts of a department where students study bookkeeping, shorthand, and typewriting for the definite purpose of securing work during the summer vacation or when they have graduated from high school. The business department, with its main objective the training of boys and girls for business positions, is inclined to hide its light under the proverbial bushel, and to limit its activities to the classroom, and occasionally to a commercial club which does little to advertise itself or its department.⁵

Businessmen, when once they are convinced that business teachers are alert to the needs of the community and are prepared to give adequate training in the business subjects, will help the schools by taking an active personal interest. In conducting a survey, a personal visit for information will make the employer conscious of the school and its work and will probably cause the creation of some new job for the graduates. Employers will soon appreciate the advantage of cooperation with those who will give future office

5 Ethel Wood, Making the Community Conscious of the Commercial Department, Monograph 38, South-Western Publishing Company, p. 5.

workers the type of training that will fit them for their work.

There can be no more effective public relations program than the one carried on between the school and the employer who has learned that the school does have something to offer his business organization in the way of competent employees.

To Determine the Personal Qualities That
Business Demands

It is the duty of the business teacher to develop in students, as far as possible, the personal qualities that they are likely to need in business situations. Often it is these personal qualities that will "hold a job" or "lose a job" for the employee. A great deal more is involved in success on the job in business than the ability to do specific types of work. Eleanor Skimin, originator and editor of the Business Education Digest, states that among the most important things to remember in connection with a job is that a pleasing appearance greets the eye, a pleasant personality holds the interest, and actual ability and an appreciation of the importance of knowing how to get along with people hold the job.⁶

Courtesy and good manners are essential to the employee. The school is often held responsible in considerable measure for the lack of it. Even though this is known to be the

6 Eleanor Skimin, "Our Students Interviewed Businessmen," The Business Education World, vol. XXI (February, 1941), p. 548.

parents' job, the fact remains that they are falling down on it. Therefore, if the business teacher undertakes to prepare his students for entrance into a business position he must assume the responsibility for a part of a job that does not belong to him.

According to Herbert A. Tonne,⁷ many employers assume that, if the school cannot teach honesty, loyalty, and accuracy, it is not serving its purpose. Employers often expect young employees to possess qualities that only years of special experience can develop. Employers believe that character traits should be acquired in school.

Lillian M. Gilbrith states:

While it cannot be said that business has succeeded in formulating its demands in the clean-cut, simple, and specific terms that we hope for, it has come to realize and to say that three of the things it requires are: (1) an ability and willingness to work hard; (2) high quality of workmanship; (3) adjustability. These seem specifications that can easily be met by education, but they are not. They make fundamental demands on the worker. He must be self-disciplined and also be willing to submit to taking orders from others; he must know how to get quantity and quality of work without undue effort or fatigue; he must have stability and adaptability at the same time.⁸

Frances Farmer Wilder, director of education on the Pacific Coast for a national radio syndicate, relates:

Only those young people with creative ideas are acceptable for employment in the present eco-

7 Herbert A. Tonne, Business Education, Basic Principles and Trends, The Gregg Publishing Company, New York, 1939, p. 111.

8 Lillian M. Gilbrith, "What Do We Ask of Business Education?" Journal of Educational Sociology, vol. IX (May, 1935), p. 553.

conomic setup. I almost always interview persons who are nice to my secretary, who sound intelligent and persistent, and whose manner of approach indicates technique.⁹

It is up to the business teacher not to neglect his students in directing them to develop those desirable personal qualities so important to the local businessman who may be their employer.

An Aid for Guidance and Placement of Students

Assembling information about business occupations and imparting information are the first two steps in guidance, according to Tonne.¹⁰ The community occupational survey will fulfill both of these requirements. Business teachers have the opportunity to assist pupils in choosing their occupations, in helping them prepare for these occupations, and in assisting them to enter into and to succeed in the occupations they have chosen.¹¹

Under the present conditions, with the rapid development of war activities, high-school graduates need help in selecting the most appropriate types of work, securing

9 Frances Farmer Wilder, "Potent Factors in Solving the Job Problem," The Business Education World, vol. XXI (February, 1941), p. 472.

10 Herbert A. Tonne, Business Education, Basic Principles and Trends, The Gregg Publishing Company, New York, 1939, p. 94.

11 Ettie K. Harvey, "The Role of the Commercial Teacher in the Guidance Program," The Balance Sheet, vol. XXIII (February, 1942), p. 244.

training for them, and in many ways adjusting their personal qualities to the type of occupation selected.

According to Bernice Kirby,¹² a person properly educated is prepared to take his place in society economically and socially. Vocational guidance should precede public secondary business education. Vocational education without vocational guidance before, during, and after, the period of training may be looked upon as futile.

Business teachers feel a responsibility that other teachers probably do not always feel, for they are trying to qualify pupils to make a living by the practical application of what is being taught. The pupil must somehow be given a knowledge of the business world.¹³

In order to offer effective guidance service for the business students, it is necessary to have more, and more definite, information about occupational opportunities for business students in Marfa and the occupational study provides this.

According to Spanabel,¹⁴ the intelligent participation of every commercial teacher in practical vocational guidance is the most effective way to justify the commercial curricu-

12 Bernice Kirby, "A Guidance Plan in Business Education," The Journal of Business Education, vol. XVII (February, 1942), p. 33.

13 Ettie K. Harvey, op. cit., p. 245.

14 E. E. Spanabel, "Guidance--The Challenge to the Commercial Teacher," Challenges to Commercial Education, Monograph 23, South-Western Publishing Company, p. 11.

lum and increase its value to the student and to the community. The duty of business education in relation to guidance is to guide the student into a gainful occupation in which he may be reasonably sure of success.

Summary

What is asked of the business teacher? Just what is he preparing his business students for? The local occupational survey will provide the best answers to these two questions.

CHAPTER IV

ORGANIZATION AND PROCEDURE OF SURVEY

Introduction

The major objective in conducting this occupational survey of Marfa was to discover to what extent students taking the business education courses offered in the high school are able to secure jobs and use the skills learned, and whether or not the courses offered are sufficient to develop the skills needed. So, a study of the employment and training situation as it actually exists in Marfa today was essential. To secure these data it was necessary to go directly to the employers in the local community. This chapter of the study, therefore, becomes an important one of research and interpretation pertaining to the minimum age of employees, number employed, minimum monthly salary, experience required, number employed from Marfa High School, and the educational requirements necessary to hold a position in some local concern.

This study does not give absolutely accurate information as to all job opportunities in the community, for Fort D. A. Russell, permanent station of the 85th. Chemical Battalion, and the Marfa AAF Advanced Flying School provide

almost an unlimited number of job opportunities, but, due to army regulations which prevent the giving out of information, this study does not show the number employed at either place. An interview with the personnel director at Fort D. A. Russell provided information about the minimum age, minimum salary, experience, and educational requirements of their employees.

The information to be presented in this chapter with regard to employment opportunities is based on data secured from questionnaires from eighty-five businesses in Marfa.

Method Used in Survey

The survey and each step in it was planned after making a study of twenty or more similar occupational surveys.

After some consideration, it was decided to use the employer approach and obtain the information needed by using an employer questionnaire which would be filled in during the course of a personal interview. This method was chosen because it gave an opportunity for a personal contact with the employer to secure information that would enable one to speak authoritatively about the opportunities for business positions in the community.

A standard questionnaire, prepared by Ellsworth W. Brooks, combined with certain features from other questionnaires, to

TABLE IV
BUSINESS OCCUPATIONAL SURVEY
OF EIGHTY-FIVE BUSINESSES IN MARFA, TEXAS
MAY, 1943

Position	Average Min. Age		Number Employed		Minimum Monthly Salary	Experience Required		No. From		Educational Requirements			
	M	F	M	F		Yes	No	Amer.	L.A.	1	2	3	4
Bookkeepers	20	23	15	57	\$ 98.00	39	33	9	6	32	15	5	20
Cashiers	19	21	5	19	101.00	10	14	1	4	18	3	1	2
Clerks	18	20	38	89	82.00	29	98	19	30	85	14	10	16
Secretaries	0	19	0	15	105.00	8	7	3	1	7	3	2	3
Stenographers	0	30	0	27	110.00	12	15	3	0	11	5	1	10
Telephone Oper.	0	18	0	18	65.00	3	15	1	0	18	0	0	0
Typists	0	17	0	20	98.00	7	13	6	0	17	0	0	3
Totals			58	245		108	195	42	41	168	40	19	56

*a. Number from Marfa High School

*b. Educational Requirements

Amer. American
L. A. Latin American

1 High School
2 Two-Year College
3 College Degree
4 Special Training

Source: Compiled from Questionnaires.

suit the local conditions, was adopted for a general questionnaire giving the minimum information required.¹ A sample of this questionnaire will be found in the Appendix, p. 63. A period of four weeks was devoted to the personal interview part of the survey.

Interpretation of Data

TABLE V

MINIMUM AGE REQUIREMENTS OF EMPLOYEES REPORTED
BY EIGHTY-FIVE BUSINESS EMPLOYERS IN MARFA, TEXAS
MAY, 1943

Position	Lowest Minimum Age		Highest Minimum Age	
	M	F	M	F
Bookkeeping	18	16	22	30
Cashiers	16	16	21	25
Clerks	14	14	21	25
Secretaries	0	16	0	21
Stenographers	0	16	0	45
Telephone Oper.	0	17	0	19
Typists	0	16	0	18

Source: Compiled from Data Sheet.

1 Ellsworth W. Brooks, "A Standard Procedure for Adminis-
tering Commercial Occupational Surveys," Master's Thesis,
University of Iowa, 1933.

A study of the minimum age requirements of employees is shown in Table V. The lowest minimum age for bookkeepers was 18 years for male and 16 years for female. The highest minimum age was 22 years for male and 30 for female. The lowest minimum age for cashiers was 16 years for male and female. The highest minimum age was 21 years for male and 25 for female. The lowest minimum age for male and female clerks was 14 years. The highest minimum age for male clerks was 21 and for female clerks, 25. Only in the field of clerical workers do we find employees under 16 years of age. The lowest minimum age for secretaries was 16 years, the highest minimum was 21. The lowest minimum age for stenographers was 16 years, the highest minimum was 45. No male employees were found among the secretaries, stenographers, telephone operators, and typists. The lowest minimum age was found for typists, which was 17 years.

Table VI shows that, at the time of the survey, firms in Marfa employed 58 men and 245 women, a total of 303 employees. It is evident that a large majority of employees are women because of the 303 employees, 81 per cent were women and 19 per cent were men. Of course, this shortage in men employees is due to the fact that so many men have entered some branch of the armed service. Of the total employees, 72, or 24 per cent, were bookkeepers; 24, or 8 per cent, were employed as cashiers; 127, or 42 per cent

were clerks; 15, or 5 per cent, had positions as secretaries; 27, or 9 per cent, were stenographers; 18, or 6 per cent, were telephone operators; 20, or 7 per cent, held positions as typists. Clerks ranked the highest with a total of 127, or 42 per cent of all employees, with secretaries ranking lowest with 15, or 5 per cent of all employees.

TABLE VI

NUMBER OF EMPLOYEES REPORTED BY EIGHTY-FIVE
BUSINESS IN MARFA, TEXAS
MAY, 1943

Position	Men	Women	Total	Per Cent
Bookkeeping	15	57	72	23
Cashiers	5	19	24	8
Clerks	38	89	127	42
Secretaries	0	15	15	5
Stenographers	0	27	27	9
Telephone Oper.	0	18	18	6
Typists	0	20	20	7
Totals	58	245	303	100

Source: Compiled from Data Sheet.

Table VII shows the lowest minimum salary and the highest minimum salary paid in each of the following business office positions: bookkeepers, cashiers, clerks, secretaries, stenog-

TABLE VII
 MINIMUM SALARIES PAID BY EIGHTY-FIVE
 BUSINESS CONCERNS IN MARFA, TEXAS
 MAY, 1943

Position	Lowest Minimum Salary Paid	Highest Minimum Salary Paid
Bookkeepers	\$50.00	\$150.00
Cashiers	60.00	125.00
Clerks	35.00	150.00
Secretaries	75.00	150.00
Stenographers	75.00	175.00
Telephone Oper.	60.00	70.00
Typists	60.00	150.00

Source: Compiled from Data Sheet.

raphers, telephone operators, and typists. A study of the table indicates that the highest salaries were paid stenographers. The lowest minimum salary for stenographers was \$75, the highest minimum was \$175. The lowest minimum salary for clerks was \$35, the highest minimum was \$150. The lowest minimum salary paid was for clerks. The lowest minimum salary for telephone operators, cashiers, and typists was \$60. The widest range in minimum salary was found in the clerks' salaries, due to the wide range of duties that are performed by clerks. The lowest minimum salary for typists was \$60, the highest minimum was \$150.

TABLE VIII
EXPERIENCE REQUIRED OF NEW EMPLOYEES
IN BUSINESS OFFICES IN MARFA, TEXAS
MAY, 1943

Position	Experience Is Required		Experience Is Not Required	
	No.	Per Cent	No.	Per Cent
Bookkeepers	39	36	33	17
Cashiers	10	9	14	7
Clerks	29	27	98	50
Secretaries	8	7	7	4
Stenographers	12	11	15	8
Telephone Oper.	3	3	15	8
Typists	7	7	13	6
Totals	108	100	195	100

Source: Compiled from Data Sheet.

According to Table VIII, an analysis of the experience required of new employees, in the business offices of eighty-five businesses in Marfa, reveals that more than half of the positions require no experience of the employees. No experience was required in 195, or 64 per cent, of the cases. The percentage of positions in which experience was not required was as follows: bookkeepers, 17 per cent; cashiers, 7 per cent; clerks, 50 per cent; secretaries, 4 per cent; stenographers, 8 per cent; telephone operators, 8 per cent; typists, 6 per cent. Thirty-six per cent of the bookkeeping positions

required experience; 27 per cent of the clerk's positions required experience; and only 3 per cent of the telephone operators and 7 per cent of the typists were required to have experience.

TABLE IX

NUMBER EMPLOYED WHO RECEIVED TRAINING IN THE MARFA
HIGH SCHOOL AS REPORTED BY EIGHTY-FIVE BUSINESSES
MAY, 1943

Position	American	Latin American	Total	Per Cent
Bookkeepers	9	6	15	18
Cashiers	1	4	5	6
Clerks	19	30	49	59
Secretaries	3	1	4	5
Stenographers	3	0	3	4
Telephone Oper.	1	0	1	1
Typists	6	0	6	7
Totals	42	41	83	100

Source: Compiled from Data Sheet.

A study of Table IX shows that a total of 83, or 27 per cent, of the 303 employees as reported by 85 business employers, have received training in the Marfa High School. Of this number 43, or 51 per cent were Americans; 41, or 49 per cent, were Latin Americans. It was found that more Latin Americans

held positions as clerks and cashiers than Americans. Among the clerks were 30 Latin Americans in comparison with 19 Americans. The bookkeeping field ranked second with 18 per cent having received training in the High School. This Table does not show the large number of High School students who have found employment at Fort D. A. Russell and the Marfa AAF Advanced Flying School and have received their training at the High School.

TABLE X

EDUCATIONAL REQUIREMENTS OF EMPLOYEES AS EXPRESSED
BY EIGHTY-FIVE EMPLOYERS IN MARFA, TEXAS
MAY, 1943

Position	1*		2*		3*		4*	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Bookkeepers	32	17	15	37	5	26	20	36
Cashiers	18	10	3	8	1	5	2	4
Clerks	85	45	14	35	10	53	18	32
Secretaries	7	3	3	8	2	11	3	5
Stenographers	11	6	5	12	1	5	10	18
Telephone Oper.	18	10	0	0	0	0	0	0
Typists	17	9	0	0	0	0	3	8
Totals	188	100	40	100	10	100	56	100

*1 High School

*2 Two-Year College

*3 College Degree

*4 Special Training

Source: Compiled from Data Sheet.

A study of the educational requirements for bookkeepers, cashiers, clerks, secretaries, stenographers, telephone operators, and typists indicates that a large per cent of the employers require only a high-school education of their employees. As shown in Table X, a high-school education was required for 188 out of 303 employees, or 62 per cent of the total employees. The table shows that 17 per cent of the employers reported that they required a high-school education for bookkeepers, 10 per cent for cashiers, 45 per cent for clerks, 3 per cent for secretaries, 6 per cent for stenographers, 10 per cent for telephone operators, and 9 per cent for typists. Forty, or 13 per cent of the total employees, were required to have two-years of college training. A college degree was required of 19, or 6 per cent, of the total employees. Eighteen per cent, or 56, of the employees were required to have special training, especially in the fields of bookkeeping, clerical work, and stenography.

Table XI shows that of 85 businessmen and women interviewed, 59, or 15 per cent, selected accuracy as the characteristic quality which was considered of greatest importance in employees. The other qualities listed according to frequency are: honesty, dependability, courtesy, initiative, cooperation, promptness, self-confidence, enthusiasm, and grooming. Nineteen employers, or 5 per cent, indicated grooming as an important quality of the employee.

TABLE XI
 QUALITIES WHICH ARE OF IMPORTANCE IN EMPLOYEES
 EXPRESSED BY BUSINESSMEN OF MARFA, TEXAS
 MAY, 1943

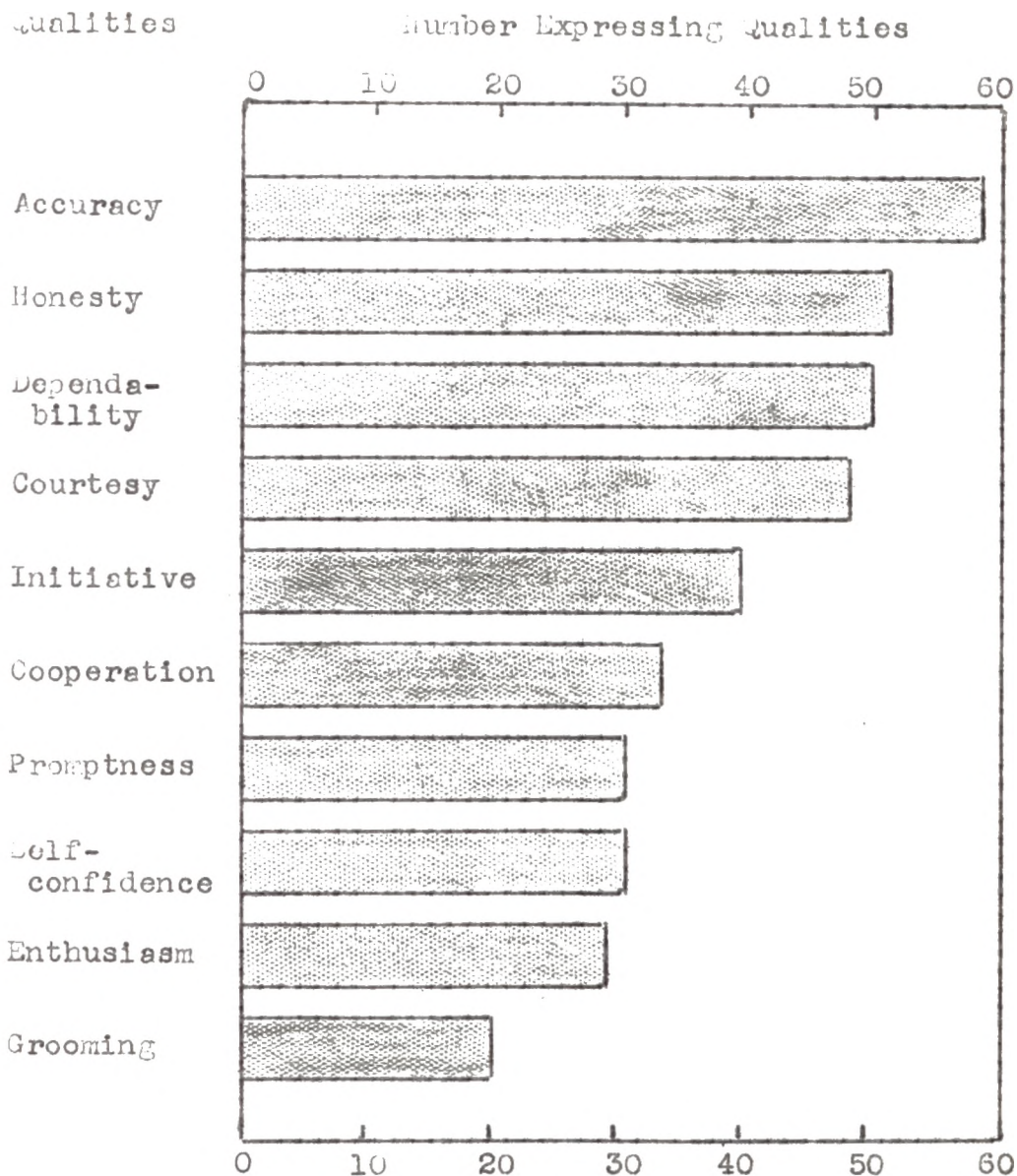
Qualities	Frequency	Percentage
Accuracy	59	15
Honesty	51	13
Dependability	50	13
Courtesy	49	12
Initiative	40	10
Cooperation	33	9
Promptness	30	8
Self-Confidence	30	8
Enthusiasm	29	7
Grooming	19	5
Totals	390	100

Source: Compiled from Questionnaires.

Aside from these ten qualities, many of the business employers gave other qualities which they emphasized in selecting new employees. These were: personality, interest, cheerfulness, loyalty, alertness, capability, frankness, temperance, eagerness, desire to advance, ability to listen, and a willingness to profit by mistakes.

CHART III

QUALITIES WHICH ARE OF IMPORTANCE IN EMPLOYEES
 AS EXPRESSED BY BUSINESSMEN OF MARFA, TEXAS
 MAY, 1943



Source of Data: Compiled from Questionnaires.

Table XII shows the office machines found in the businesses in Marfa. In checking the machines used, the following were

TABLE XII
OFFICE MACHINES FOUND IN EIGHTY-FIVE
BUSINESSES IN MARFA, TEXAS
MAY, 1943

Machines	Frequency	Percentage
Adding Machines	47	23
Bookkeeping Machines	16	8
Calculators	14	7
Cash Registers	30	14
Charge-Sales Machines	1	0.5
Mimeograph	4	2
Posting Machines	3	1.5
Typewriters	92	44
Totals	207	100.0

Source: Compiled from Questionnaires.

found: 47 adding machines, 16 bookkeeping machines, 14 calculators, 1 charge-sales machine, 30 cash registers, 4 mimeographs, 3 posting machines, and 92 typewriters, a total of 207 machines. Almost one-half, or 44 per cent, of the business machines used are typewriters. Adding machines are used by 23 per cent of the businesses, and cash registers are used by 14 per cent. One charge-sales machine was found. The maximum number of machines used in any office depends, of course, on the kind of business in which the particular firm is engaged.

Criticisms and Suggestions of Businessmen

One of the most valuable helps to come from this survey is in the form of constructive criticisms and suggestions offered by the businessmen and women interviewed. The following are answers given, word for word, to an inquiry in the questionnaire which asked:

In what respects do you find your high school employees weak?

1. Lack thoroughness. Too anxious to get through. Seem to lack interest in their work, perhaps somewhat due to age. High school students do not consider their first job means much to them.
2. Spelling, punctuation, and grammatical construction defective; no sense of responsibility.
3. Show an unwillingness to accept responsibility. Inability to budget time so as to get work done.
4. High school employees lack self-confidence and initiative. Poor in penmanship and spelling.
5. I find that so many of the Mexican girls are timid in their approach to Americans, due to their lack of confidence in their English.
6. Occasionally careless. Tendency to waste time and "watch clock."
7. Weak in spelling, dollar numerals, and self-confidence.
8. High school employees have no practical knowledge of business transactions. They are unable to set up a business letter. Need penmanship. Lack initiative.

9. Weak in practical arithmetic.
10. Inability to make decisions and loss of interest in work are weaknesses found in high school employees.
11. High school employees are careless. Do not finish one job before starting another.
12. Lack of initiative, lack of concerted effort; inattentive and careless.
13. High school students fail to realize what responsibility is and fail to realize the importance of their work.
14. Spelling and writing should be improved.

The following are suggestions offered to an inquiry in the questionnaire which asked:

What suggestions do you offer for improving the business training given in the Marfa High School?

1. Give more and more practical work, perhaps by the securing of a bit of knowledge of various businesses in the community. Some knowledge of bookkeeping should be given each individual, whether or not he is looking forward to becoming a bookkeeper.
2. Give a condensed course or review of practical arithmetic.
3. More intensive training on stenographic and bookkeeping courses, coupled with emphasis on the necessity of general education for any class of employment.
4. Teach students how to calculate interest and discount. Train business students to know that their time is not their own when they hire out--that they have sold their time.
5. Give more training in the use of the numbers on the typewriter.

6. Drill in penmanship and spelling. If possible, provide direct contacts with the public.
7. Students should be given actual training in handling money and making change.
8. Business students should be provided with part-time employment in business concerns for experience. It is very important to train students that all information pertaining to their employer should be kept confidential.
9. Offer some training in stock keeping.
10. I would recommend a course in arithmetic before graduation.
11. Emphasize a deep sense of responsibility toward one's work; encourage loyalty toward one's employer; insist on unselfish service as well as efficiency; instill into the students that inner satisfaction of work well done is a reward within itself.
12. Teach students to write plainly. Give a course in printing letters and figures. Stress accuracy and neatness.
13. Provide more actual work and less theory.
14. Let students have part time positions getting practical experience on subjects they are studying. Give examination and credit for same.
15. Award a business diploma. To receive this diploma, each student should be required to have at least two hours per day of actual business experience in some business office in Marfa for three months.
16. Business arithmetic should be required of all business students.
17. Make the classroom more like an actual office. Less theory and more practical work.
18. Train students to listen to instructions and not interrupt to offer suggestions.

Train them not to allow petty grievances to spoil the spirit of cooperation, and to leave personal life out of business for their time is sold to the company they are working for.

10. Train the student to be interested in the company he is working for; to feel that he is an integral part of the organization. Accuracy, neatness, and personal appearance should be stressed more in business training.

Summary

The findings of the business occupational survey made in this chapter may be summarized as follows:

1. The survey shows 303 opportunities divided among seven different groups of employees which are bookkeepers, cashiers, clerks, secretaries, stenographers, telephone operators, and typists.
2. High school business students have a possibility of obtaining employment in any of the previously mentioned fields of work for the lowest minimum age was 14 years for clerks, 16 years for the other fields except telephone operators, which was 17 years.
3. The average minimum salary paid for gainful employment was sufficiently attractive to be an incentive for high school students to enroll for the business work offered in the school.
4. The majority of employees are female. Out of a total of 303 employees, 245, or 81 per cent, are women.

5. Of the occupations reported, clerks are far in the lead with 42 per cent of the total. Bookkeepers rank second with 24 per cent.

6. Over half, or 195 out of a total of 303 employees, were not required to have experience for employment.

7. A total of 83, or 27 per cent, of the employees reported by 35 businesses received training in the Marfa High School.

8. A high school education was expressed as the minimum educational requirements of 188, or 62 per cent, of the 303 employees.

9. Employers rated the qualities of character in importance as follows: accuracy, honesty, dependability, courtesy, initiative, cooperation, promptness, self-confidence, enthusiasm, grooming.

10. Most places of business owned typewriters. Almost one-half, or 44 per cent, of the business machines used were typewriters. Cash registers ranked second. Very few of the modern office machines were found.

11. In offering constructive criticism of the high school employees, the weaknesses mentioned most often were: lack of self-confidence, lack of initiative, lack of responsibility, lack of interest, inability to make decisions, inability to write legibly, inability to spell, and lack of ability in practical arithmetic.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

This occupational survey was for the major purpose of discovering to what extent students taking the business education courses are able to secure jobs and use the skills learned, and if the business curriculum is broad enough to provide the necessary training. Combined with this major purpose was the desire to make the business department of the Marfa school more valuable to the community by getting in touch with the businessmen and finding out their requirements and standards for job placement in order to better prepare and guide the business graduate.

The findings, as presented in Chapter IV, indicate that the business curriculum is broad enough to provide the training necessary to take advantage of the opportunities found in the local community except in the field of selling. The commercial opportunities found fell under seven different groups of employees which are: bookkeepers, cashiers, clerks, secretaries, stenographers, telephone operators, and typists. A large number of our students, classified as clerks, were employed in some capacity in

the field of retail selling such as five-and-ten cent stores, drug stores, dry-goods stores, and filling stations, while no time is devoted to retail selling in the business curriculum.

As a result of the findings, this study will eliminate the practice of guessing in giving information. It will now be possible to tell the business student, the prospective business student, or the business graduate what conditions exists locally, the fields in which people are employed, the number employed in each field, the experience required, and the average minimum salary. The student planning to enter the business world can be informed what educational training is required for a particular position in Marfa, Texas, and what the employer will expect of him in regard to personal qualities.

This study has also made it possible to get better acquainted with those very businessmen who are providing employment for the business student. Businessmen seemed to appreciate the opportunity of being permitted to give their specifications for job employment. The degree of friendly cooperation received from employers was very encouraging. The business department of the high school and the businessmen of the community must continue with this spirit of cooperation.

The time and effort spent in making this study will be of great value to the business teacher. The data accumulated will enable him to give factual information about the business situation of the community; it will provide an inspiration and an objective point of view for his classroom instruction; it will furnish the foundation for a program to develop in the business students those qualities essential for success on the job; it will supply the basis for a practical program of guidance and training for definite opportunities.

The findings in this occupational survey seems to indicate that, from the business education point of view, the business subjects taught in the high school are of practical value, are fully justified, and are valuable to the community.

Recommendations

As a result of the findings of this commercial occupational survey, the following recommendations are offered for a more practical and better organized business education training program:

1. Greater emphasis should be placed on practical business arithmetic
2. Students should be given more drill on spelling, punctuation, and business English.

3. Since such a large number of the students were found to be employed in some capacity in the field of retail selling, some consideration should be given to instruction in retail selling.

4. Good penmanship should be stressed.

5. The subject matter of the business curriculum should be more practical and less theoretical.

6. A cooperative program of work, with or without pay, with a few of the business employers, should be organized, whereby the business students would secure practical business experience. Business training, to be functional, must involve experience on the job.

7. A definite program of guidance should be set up within the business department.

8. As part of the guidance program, the business department should assume some responsibility for securing employment for the business student.

9. Some training in job application procedures should be introduced in the senior year for all business students.

10. More emphasis should be placed on the development of desirable personal qualities in the business student.

11. At this particular time, in order for the business department to aid in the war effort, the business training should be definitely vocational.

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APPENDIX

MACHINES IN USE

Typewriters

Bookkeeping machines

Calculators

From the following list check five of the qualities which you consider of importance in your employees.

☐ Accuracy
☐ Cooperation
☐ Courtesy
☐ Dependability
☐ Enthusiasm

☐ Grooming
☐ Honesty
☐ Initiative
☐ Promptness
☐ Self-Confidence

1. What other qualities do you emphasize in selecting new employees?

2. In what respects do you find your High School employees weak?

3. What suggestions do you offer for improving the business training given in the Marfa High School?

MACHINES IN USE

Typewriters

1

Bookkeeping machines

Adding machine 1

Calculators

none

From the following list check five of the qualities which you consider of importance in your employees.

☒ Accuracy
☒ Cooperation
☒ Courtesy
☒ Dependability
☐ Enthusiasm

☐ Grooming
☒ Honesty
☐ Initiative
☐ Promptness
☐ Self-Confidence

1. What other qualities do you emphasize in selecting new employees?

cheerfulness - loyalty,

2. In what respects do you find your High School employees weak?

do not know common grammar, do not
know that every sentence must have a
subject and predicate - and do not ele-
mentary arithmetic

3. What suggestions do you offer for improving the business training given in the Marfa High School?

Students should know how to calculate
interest and discounts. They should
also know that their time is not
their own when they hire out -
that they have sold their time.