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A FOLLOW-UP STUDY OF THE BUSINESS GRADUATES OF SEDRO-WOOLLEY HIGH
SCHOOL, SCHOOL DISTRICT 101, SEDRO-WOOLLEY, WASHINGTON,
FOR THE YEARS 1965, 1966, 1967, AND 1968

By

Rudolph V. Franulovich

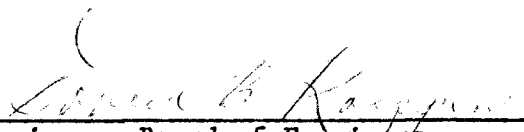
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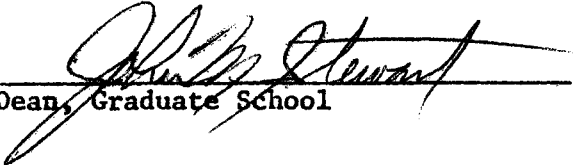
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Master of Science in Business Administration

UNIVERSITY OF MONTANA

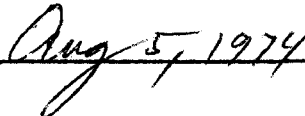
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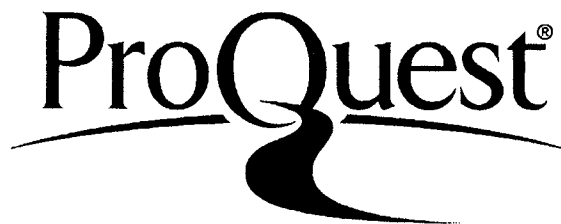
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CHAPTER I

INTRODUCTION

HISTORY OF SEDRO-WOLLEY AND SEDRO-WOLLEY SCHOOL DISTRICT

Sedro-Woolley is the third largest city in Skagit County, Washington, with a population approaching 4200. It is located on the Skagit River which is about halfway between Seattle, Washington, and Vancouver, British Columbia, Canada, two major population centers of the Pacific Northwest. It is the gateway to the North Cascades, offering some of the finest recreation areas in the United States.

On a site of what today is now part of Sedro-Woolley, Mortiner Cook built a store in 1885. Mr. Cook's one ambition was to name a town so different that there would be no other town in America that would have the same name. He eventually concluded to name the place "Bug", and even went so far as to direct that goods shipped from Seattle be consigned to that address.¹ His wife objected to such an undignified name and prevailed upon him to change the name to Sedro, a corruption of the Spanish word for cedar.

A number of business enterprises were started and the small town began to prosper. About the same time, P. A. Woolley started a sawmill a short distance inland from Sedro, and business enterprises began to spring up in this area.

¹History of Skagit and Snohomish Counties, Washington (Interstate Publishing Company, 1906), pp. 219-20.

After several years of rivalry, the citizens began to realize the folly of maintaining two municipal governments and wanted the twin cities organized into one city. The biggest stumbling block was to be the name of the new city. It was eventually agreed that the name of the new town would be a union of the two old names, and the postal authorities, who were against a long, hyphenated name, finally acquiesced in the interest of harmony. So the two towns of Sedro and Woolley became duly incorporated on December 19, 1898 under the name of Sedro-Woolley.

Education made its first appearance in the towns of Sedro and Woolley about the same time. The pioneer school of Sedro had a peculiar feature. It had upper and lower floors under one teacher, whose desk was placed on a platform arranged so that he could see both floors at the same time.²

By 1904, the consolidated district had two buildings with an enrollment of 497 pupils, of which 228 were boys and 269 girls. In 1926 these two buildings were replaced by a new school with twenty classrooms.

In 1906, Sedro-Woolley High School was placed on the accredited list of the University of Washington. In 1910 the high school students occupied a new building which was then considered to be one of the best high schools in the Pacific Northwest. It was destined to last

²Ibid., p. 225.

through 60 years of use before destruction to make room for a new high school building.

A most important development was the reorganization of Union High School District No. 4 and a major portion of Union High School District No. 8 into the present existing Sedro Woolley District 101. This occurred on July 1, 1943. Seven centers were established to serve the new district. Grade schools were at Hamilton, Lyman, Day Creek, Big Lake, Samish and Sedro-Woolley. The High School at Sedro-Woolley would serve the entire district, and what was formerly a high school at Hamilton became the grade school for that area.

The next 25 years saw continuous growth both in numbers of students and buildings. A new vocational building was built at the high school, a new junior high school and elementary school were built in Sedro-Woolley. New buildings replaced old structures at both the Samish grade school and Clear Lake grade school. The grade school at Day Creek was closed and the students bussed to the schools in Sedro-Woolley.

By 1968, the school district had grown to approximately three thousand students. A two and a half million dollar expansion was planned for the high school to be completed by August of 1973. The new high school would have a thousand-student capacity to house the ninth through the twelfth grades. A new million and a half dollar grade school was also planned for completion in Sedro-Woolley by 1975.

HISTORY OF SEDRO-WOOLLEY BUSINESS DEPARTMENT

Bookkeeping was the first business course taught at Sedro-Woolley High School. In 1904, one student received credit for Bookkeeping. Six students received credit for the class in 1905, and ten students were given credit for Bookkeeping in 1906.

The second business course offered was Stenography in 1910. During the next five years more business courses (referred to as commercial subjects) were introduced. Commercial Arithmetic, Commercial Geography, and Commercial Law became part of the school curriculum in 1913. Shorthand replaced the Stenography class in 1914, and Typewriting was added to the list of commercial subjects in 1915.

The skill subjects Bookkeeping, Shorthand, and Typewriting were at a disadvantage until 1920, as these subjects were allowed only one-fourth credit per semester, and all the other courses were allowed one-half credit per semester. The number of credits allowed for one semester's work was changed in 1920, and all courses in the school curriculum received one credit.

In 1920, two teachers were employed in the Commercial Department teaching Bookkeeping, Shorthand, Typing, Commercial Law, Commercial Geography, Commercial Arithmetic, and the latest addition to the curriculum, Orthography. A second year of Typewriting, and Shorthand were added to the curriculum in 1929. Three teachers were employed to teach the commercial subjects. Orthography received the new title of Commercial Spelling.

Secretarial Training was included as a commercial subject in 1930. Commercial Spelling was replaced by Commercial English in 1931. Junior Business Training was introduced in 1932, but was discontinued after 1934. In 1933, Marketing was added to the Commercial Department's expanding list of subjects. In 1939, Commercial Geography became Geography, and was transferred from the Commercial Department to the History Department.

The Commercial Department was reduced to two teachers in 1942, and the course offerings were also cut. The business curriculum offerings were reduced to the following: Typing I, II, III, IV (1 semester each), Shorthand I, II, III, IV (1 semester each), Book-keeping I, II (1 semester each), Office Practice (1 semester), and Commercial Law (1 semester). This continued to be the offering of the Commercial Department until 1953.

Students enrolled in business classes organized a Commercial Club in 1947. The club started a school store and operated it successfully for 11 years. The club ceased to exist after turning over the operation of the store to the Associated Student Body in 1958.

The Commercial Department was again increased to three teachers in 1953. Business machines was added to the curriculum the same year. Commercial Law became Business Law, and the Commercial Department became the Business Department in 1958.

The major change of the sixties came about as a result of appropriations by the Federal Government to the public schools training

for the Business and Office Occupations. The State of Washington set requirements for Vocational Certification for teachers of business courses within the Washington State Public School System. Also, before additional monies would be appropriated to a school for vocational training, the business course had to be approved as a vocational course, and the teacher of the course had to be vocationally certified.

Business Mathematics, which was formerly taught under the title Commercial Arithmetic, was brought back into the curriculum in 1961. Business English was returned to the Business Department offerings in 1965. During the same year, Shorthand and Typing were reduced from four semesters to three semesters.

CHAPTER II

THE PROBLEM AND DEFINITIONS OF TERMS USED

To help meet certain needs for information by various school personnel, it was felt by the Sedro-Woolley High School Administration and Business Education Department that the gathering of data through the use of a survey instrument could be relevant in the solution of various educational problems. The school personnel and administration were planning a new high school, and no survey of its graduates had ever been done.

THE PROBLEM

Statement of the Problem

It was the purpose of this study (1) to determine whether the educational needs of Sedro-Woolley High School business graduates were being met through the present curriculum; (2) to aid the Sedro-Woolley High School Administration and Instructional Staff in determining if an additional course or courses were necessary to meet the needs of the business graduates; (3) to aid the Sedro-Woolley High School Administration and Instructional Staff in determining if improvement or updating of the present curriculum were necessary.

Importance of the Study

Because of the rise in educational requirements for entry into business occupations, the course offerings of the Sedro-Woolley High

School Business Department needed to be evaluated. No follow-up study of the business graduates of Sedro-Woolley High School had ever been made to determine whether the school was providing the educational opportunities necessary for the students to be competitive in the labor market.

It was believed that a follow-up study of the business graduates of Sedro-Woolley High School would provide data to determine whether the present curriculum meets student needs as to entry level requirements of their occupational choice.

Erickson and Oliverio, in discussing prerequisites to planning a survey, made the following comment:

Finding answers to problems has become an occupational responsibility for many workers in the field of education. As the task of the school has become more comprehensive, the need to seek answers is intensified. No longer is it adequate to look at the traditional sources of information--the tomes that contain records of the past. Evidence upon which decisions can be made and problems solved must be secured from contemporary sources.³

Erickson and Oliverio listed the primary values and limitations of the survey method:

THE PRIMARY VALUES OF THE SURVEY

To provide a basis for making comparisons and determining trends
 To reveal current weaknesses and/or strengths of a present situation
 To provide information for making decisions

LIMITATIONS OF THE SURVEY METHOD

Reveals, at best, "what is" rather than "what ought to be"

³Lawrence W. Erickson and Mary Ellen Oliverio, "Evaluative Criteria For Survey Instruments in Business Education," Monograph 111 (Burlingame: South-Western Publishing Co., March, 1964), p. 3.

Does not reveal the causal factors influencing behavior or attitude

Cannot be used for securing all types of evidence which may be needed for wise decision making

Susceptible to limitations in the areas of sampling and adequacy of evidence gathered

Possibility of securing inaccurate information or of making incorrect interpretations of data collected⁴

Delimitations of the Study

The study has been limited to Sedro-Woolley High School business graduates for the school years 1964-1965, 1965-1966, 1966-1967, and 1967-1968.

The graduation years of 1965 through 1968 were chosen for the following reasons:

1. Sedro-Woolley is a small community of about 4200 population, and opportunities for employment within the city are very limited. Most of the business graduates leave to seek employment in other localities, making it very difficult for the school to keep in contact with them. Therefore, business graduates prior to the year 1965 were not included in the study.
2. The 1965 year was chosen to assure that some of the Sedro-Woolley High School business graduates would have had the opportunity to complete college and start business careers.
3. The business graduates of Sedro-Woolley High School for the

⁴Ibid., p. 1.

year 1969 were not included in the study because of the limited time they had to acquire employment.

This study was also limited to the 1965, 1966, 1967, and 1968 graduates who as Juniors and/or Seniors completed two or more business courses other than beginning typing.

DEFINITIONS OF TERMS USED

In order to clarify the terminology used in this study, the following terms are defined as they apply to this specific study.

Business graduate. The graduates of Sedro-Woolley High School for the years 1965, 1966, 1967, and 1968 who as Juniors and/or Seniors completed two or more business courses, excluding beginning typing, and were instructed by vocationally certified teachers.

Vocationally certified teacher. The teachers who are certified to teach in the State of Washington on the High School level and have an active Vocational Certificate issued by the State of Washington to teach business courses.

Business courses. The subjects offered by Sedro-Woolley High School during any or all of the years of 1965, 1966, 1967, and 1968 which were taught in the Business Education Department and had been approved for vocational funds by the State of Washington Vocational Department. They were as follows: Bookkeeping I, II (1 semester each), Business English 1 (1 semester), Business Law 1, (1 semester), Business

Mathematics 1 (1 semester), Business Machines 1 (1 semester), Office Practice 1 (1 semester), Shorthand 1, II, III (1 semester each), Typing 1, II, III (1 semester each).

Grading system. In computing the grade point averages for the students from the ninth through the twelfth grade, for each semester the letter grades earned in the courses taken by the student are converted to points and divided by the number of courses taken. The letter grade A equals 4 points, B equals 3 points, C equals 2 points, D equals 1 point, F equals 0 points. Where the S and U grade were used the courses were omitted in computing the grade point average.

Respondent. The business graduates of Sedro-Woolley High School for the years 1965 through 1968 who mailed in their questionnaires.

CHAPTER III

REVIEW OF THE LITERATURE

The review of related literature revealed that there are many follow-up studies relating to business programs of high school graduates. The studies selected were concerned with implications to curriculum revision, and the values of business subjects which would relate to the course offerings at Sedro-Woolley High School, Sedro-Woolley, Washington.

STUDIES RELATING TO BUSINESS PROGRAMS OF HIGH SCHOOL GRADUATES

Related Follow-Up Studies

Smith⁵ conducted a survey of the Proficiency Card Holders for the years 1965, 1966, 1967, that had graduated from Nathan Hale High School, Seattle, Washington. Completed and returned were 58, or 92.06 per cent, of the 63 questionnaires mailed. All of the students had completed one semester of Business Law. Thirteen, or 22.4 per cent, felt it to be of much job value. Twenty-six, or 44.8 per cent, felt it was of little value, and 19, or 32.8 per cent, rated it as of no job value. Electronic data processing equipment was used by very few graduates.

⁵Donald T. Smith, "Follow-Up study of Business Education Proficiency Card Holders that have Graduated from Nathan Hale High School, Seattle, Washington, 1965, 1966, 1967." (Unpublished Master's Thesis, Central Washington State College, Ellensburg, Washington, July, 1968), pp. 36, 59-61.

Haberer⁶ conducted a study to obtain general information about the graduates of Twin Valley (Minnesota) High School for the years 1959 through 1962. Seventy-seven or 71 per cent of the 108 questionnaires were returned. Twenty-six per cent of the graduates were employed as office and store workers. Over 80 per cent of the individuals surveyed had been employed since graduation from high school. Haberer also found that 30 per cent of the graduates who took shorthand in high school considered it a key factor in obtaining a position.

Engen⁷ conducted a study to determine what technical, related and personal skills selected businessmen in Yakima, Washington desired in the office workers they hired. Engen used the interview-questionnaire method with 28 selected businesses who were employers of office workers. The employers surveyed hired from one to 350 employees. One-half of the employers hired less than 100 people, while the others hired over 100. Her study showed that the personal characteristics rated as the most desirable by businessmen are honesty, good grooming, and the ability to get along with others. Few of the businessmen were interested in hiring beginning office workers.

⁶Richard F. Haberer, "A Follow-Up Study of the Graduates of Twin Valley (Minnesota) High School for the Years 1959-1962 Inclusive," The National Business Education Quarterly, Vol. 33, No. 1 (Fall, 1964), p. 23.

⁷Adeline Constance Engen, "A Study Conducted among Selected Yakima Business Offices to Give Direction to Future Curriculum Planning in the Secretarial Training Department at Yakima Valley College." (Unpublished Master's Thesis, Central Washington State College, Ellensburg, Washington, August 1962), p. 35.

Stallings⁸ studied Carrollton (Georgia) High School graduates to determine the effectiveness of the business curriculum in meeting the needs of its business graduates. Two different questionnaires were sent--one to 232 graduates of the years 1959 through 1963, and the other to 27 business concerns of the Carrollton area. The graduates who had taken typewriting and/or bookkeeping and one other subject while in high school were asked their opinion of the effectiveness of the high school business instruction. The questionnaires sent to the business concerns were for the purpose of determining the principal job activities and tasks performed by office workers and the skills and knowledge necessary for initial employment. One hundred fifty-three or 59.07 per cent of the 259 questionnaires were returned; of which 130 or 50.12 per cent were useable. Stallings found that about 50 per cent of the graduates stated they enrolled in high school business subjects because they had planned to enter an office occupation subsequent to graduation. The business concerns stated a preference for female graduates over male graduates for most office job classifications. Secretary, stenographer, and receptionist held the greatest opportunity for the female graduates; and accounting and bookkeeping had the greatest opportunity for the male graduates.

⁸Elton Bernard Stallings, "A study of the Vocational Effectiveness of the Business Curriculum of Carrollton (Georgia) High School." The National Business Education Quarterly, Vol. 34, No. 1 (Fall 1965), p. 56.

Noodel⁹ made a study of 43 per cent of all secondary school students enrolled in an office practice course in Nebraska during the 1965-66 school year. Data were collected from fifty secondary schools. Potential employers of office workers and employers who had hired 1966 graduates were asked to suggest qualities and skills needed in their offices by successful high school graduates. The survey results indicate the need for preparation in a wide variety of office machines, up-to-date training in office procedures and systems, instruction in automation and emphasis in the area of human relations. Businessmen want employees who are competent as typists. Few of the employers offered formal on-the-job training of employees and expect the high schools to continue to strengthen their own programs.

Colvin¹⁰ sent out questionnaires to 37 randomly selected business firms in Owatonna, Minnesota, and to the 1959 through 1964 graduates of four high schools in Steel County, Minnesota, who had completed two years of training in shorthand. The purpose of the survey, was to determine the needs and uses of shorthand skills within Steel County. Thirty-one or 83.7 per cent of the business firms responded. Of the respondents, 18 or over 48.6 per cent reported frequent demand for use of the shorthand skill by their clerical office workers possessing the

⁹Jack Noodell, "A study to determine the Adequacy of High School Office Practice Instruction for the Modern Business Office." Journal of Business Education, Vol. XLIII, No. 4 (January 1968), p. 164.

¹⁰Ray Colvin, "The Needs and Use of Shorthand Skills in Steele County, Minnesota." The National Business Education Quarterly, Vol. 35, No. 1 (Fall 1966), p. 13.

skill. Of the 20 business firms reporting use of the shorthand skill, 85 per cent indicated frequent use of the shorthand trained employee. Sixteen or 47 per cent of the employees responding to the questionnaire have made frequent use of their shorthand training on any job since high school graduation. Personal use of the shorthand skill was the reason nine or 26.4 per cent of the 34 respondents had enrolled in the skill class in high school. Only 20.6 per cent of the 34 respondents have used their shorthand training frequently for their own personal use.

Crismon¹¹ performed a follow-up study of the Lehi (Utah) High School business graduates for the years 1955 to 1964, inclusive. The purpose of the study was to evaluate in terms of opinions and activities of the business graduates, the Lehi High School business curriculum. Typewriting I and Typewriting II were found to be very useful by over 80 per cent of the business graduates. Over 90 per cent of the business graduates indicated they would take Typewriting I, Typewriting II, Shorthand I, and Office Practice, if they could repeat their high school education. The business graduates wanted more stress placed on English, and felt that, possibly, a Business English course could be added to the curriculum. The business graduates felt that more practical experience should be provided.

¹¹Leo Eugene Crismon, "A Follow-Up Study of the Lehi, Utah, High School Business Graduates for the Years 1955 to 1964, Inclusive." The National Business Education Quarterly, Vol. 35, No. 1 (Fall 1966), p. 16.

Hobart¹² conducted a study of the 1960 through 1964 business education graduates of Byron (Illinois) High School. The purpose of the study was to determine whether the business curriculum of the Byron High School adequately meets the needs of graduates in initial employment. Questionnaires were sent to 111 of the 1960 through 1964 business graduates and 85 or 76.6 per cent responded. The beginning office workers major duties were typing, bookkeeping, filing and receptionist. The most helpful high school courses to the graduates were office practice, typewriting, shorthand, bookkeeping, and general business. The lack of shorthand skill caused more graduates to be turned down on a job than any other reason.

Yackley¹³ made a study for the purpose of determining the educational, vocational, and personal uses made of business courses taken at Naperville, Illinois, Community High School. A questionnaire was mailed to the graduates of Naperville Community High School for the years 1959 through 1963, who had completed one and one-half units of business study, to determine the needs of students for business and educational opportunities available. Yackley's findings revealed that the low mobility of the graduates indicate that Naperville has some

¹²Lois H. Hobart, "A study of the 1960-1964 Business Education Graduates of Byron, Illinois, High School with Implications for Improving the Business Curriculum." The National Business Education Quarterly, Vol. 35, No. 1 (Fall 1966), p. 33.

¹³Thomas J. Yackley, "A Follow-Up Study of Naperville, Illinois, Community High School Graduates to Determine the Use Made of Business Courses and their Implications for Curriculum Revision." The National Business Education Quarterly, Vol. 35, No. 1 (Fall 1966), p. 63.

definite holding power, even though it lacks the industrialization of other nearby communities. Some of the other findings of the study were that only three or 9.1 per cent of the respondents of the non-college group, and two or 3.9 per cent of the college group, were influenced by Naperville Community High School counselors to take business courses. Of all the respondents, only five or 4.5 per cent, listed counselors as a source of information on available occupational positions in business. Both the college and non-college groups felt a need for the addition of an advanced bookkeeping class.

Sprehe¹⁴ concluded after a interview of 25 Iowa secondary school guidance counselors and business teachers that business departments should add more one-semester courses to their program. The study revealed that while approximately 50 per cent of the secondary school students continued their formal education beyond high school, only 33 per cent graduated from college. This would mean that for about 70 per cent of the secondary school students there exists only a restricted curriculum.

Martin¹⁵ conducted a follow-up study of the students employed in business occupations, who were 1961 and 1962 graduates of Baldwin Park

¹⁴Robert L. Sprehe, "A Study of Guidance and Counseling Practices as they Relate to Business Education in Selected Iowa High Schools." Journal of Business Education, Vol. XLII, No. 8 (May 1968), p. 340.

¹⁵Janet Patricia Martin, "Implications for Business Education and Counseling from a Follow-Up Study of Graduates of Baldwin Park High School." The National Business Education Quarterly, Vol. 34, No. 1 (Fall 1966), pp. 39-40.

High School, California. The following are some of the findings: Graduates employed in business occupations came from all major fields of study. Bookkeeping and shorthand were considered necessary for advancement. Vocational counseling should be provided throughout high school. Business courses should prepare students to take employment tests and the value of business education courses should receive more publicity in the school.

Helming¹⁶ conducted a follow-up study of the business education graduates for the years 1961, 1962, and 1963 of North High School, Sheboygan, Wisconsin. The purposes of his study were to determine how successful the present business education curriculum has been in providing adequate education for post-graduate employment and to obtain general and occupational information about business graduates. Helming sent out questionnaires to 114 graduates of North High School and 92 or 82 per cent of these graduates responded. Graduates indicated a need for more preparation in the use of the telephone, more study in the area of human relations, more training on the bookkeeping machine, and for a course in business law. When graduates reported inadequacies in training, school records were analyzed; all reporting inadequacies had received below average or failing grades in the course.

¹⁶Roger W. Helming, "A Follow-Up Study of the Business Education Graduates from the Years 1961, 1962, 1963 of North High School, Sheboygan, Wisconsin." The National Business Education Quarterly, Vol. 34, No. 1 (Fall 1965), p. 27.

SUMMARY OF REVIEW OF THE LITERATURE

A summary of the review of the literature as it relates to the Sedro-Woolley High School course offerings is as follows:

1. Business Law has sufficient job value for most students to be included in the curriculum.

2. Shorthand is considered as a key factor in obtaining an office position.

3. Clerical office workers with two or more years of training in shorthand will have frequent use of the shorthand skill.

4. Typing I and Typing II were found to be useful by over 80 per cent of the students.

5. Business graduates want more stress placed on English and felt that, possibly, a Business English course could be added to the curriculum.

6. The most helpful high school courses to the graduates occupations were Office Practice, Typewriting, Shorthand, Bookkeeping, and General Business.

7. Personal characteristics rated as the most desirable by businessmen are honesty, good grooming, and the ability to get along with others.

8. Vocational counseling should be provided throughout high school.

9. Secretary, stenographer, and receptionist hold the greatest opportunity for the female graduates; and accounting and bookkeeping the greatest opportunity for the male graduates.

10. Few employers offered formal on-the-job training, and expected the high schools to continue to strengthen their own programs.

11. Information about job-search techniques should be included in the curriculum.

CHAPTER IV

METHODS AND PROCEDURES

The problem was chosen after a discussion with the Sedro-Woolley Superintendent of Schools and Sedro-Woolley High School Principal, both of whom expressed the need for a survey. Plans were being made for the design and construction of a new High School, and it was felt that feedback from graduates would help the administration decide about future curriculum, and classroom and teacher needs for the Business Education Department. Accepting a recommendation from the Sedro-Woolley Superintendent of Schools, the District 101 School Board passed a motion for financial assistance to conduct the survey.

Permission was obtained in writing from the Sedro-Woolley High School Principal (Appendix A) to conduct the survey.

The questionnaire (Appendix B) and cover letter (Appendix C) was constructed and approved by the investigator's Graduate Committee from the University of Montana.

Three vocationally certified teachers compiled from the permanent records a listing of the business graduates, their addresses at the time of graduation, the business classes completed by the students during their Junior and Senior year of high school and the grades earned in those classes. Table I, page 23, shows the number of business graduate students in relation to the total graduates of each class.

TABLE I

BUSINESS GRADUATES COMPARED WITH THE TOTAL NUMBER OF GRADUATES
FROM SEDRO-WOOLLEY HIGH SCHOOL, SEDRO-WOOLLEY, WASHINGTON,
FOR THE YEARS 1965, 1966, 1967, AND 1968

Year	Sex	Number of graduates	Number of business graduates	Per cent of business grads. of no. of grads.
1965	Boys	101	19	18.9
	Girls	87	59	67.8
	Total	<u>188</u>	<u>78</u>	41.5
1966	Boys	93	23	24.7
	Girls	87	57	65.5
	Total	<u>180</u>	<u>80</u>	44.4
1967	Boys	85	28	32.9
	Girls	80	55	68.8
	Total	<u>165</u>	<u>83</u>	50.3
1968	Boys	79	19	24.1
	Girls	87	58	66.7
	Total	<u>166</u>	<u>77</u>	46.3

One of the facts shown in Table I. is the low participation of boys in the business education courses. In the class of 1965, only 19 boys were classified as business graduates, representing 18.7 per cent of 101 boys in the class. During the next two years, the participation by the boys in business education courses increased. In 1966, the boys classified as business graduates numbered twenty-three, and the

percentage increased to 24.7. In 1967 another increase was registered by the boy business graduates. Of 85 boys, 28 or 32.9 per cent had completed two or more business classes other than typing. Although there were only 19 boy business graduates in 1968, this was still a higher percentage, 24.1, than in 1965, because of the boy class size, 79, being the smallest in the four-year period of the study. The number of girls classified as business graduates remained fairly constant during the four years of the study. In 1965, of a class of 87 girl graduates, 59 or 67.8 per cent were business graduates. For the year 1966, with the number of girl graduates remaining at 87, there were 57 or 65.5 per cent girl business graduates. In 1967 the greatest percentage of girl business graduates, 68.8 per cent, was attained when 55 girls out of 80 graduating girls were classified as business graduates. The last year of the study, 1968, shows 87 girl graduates with 58 or 66.7 per cent classified as business graduates.

Although the total business graduates did not vary more than six students during the four years of the study, the total number of graduates varied from a high of 188 in 1965 to a low of 165 in 1967, a twenty-three student difference. The consistency in the number of business graduates, a low of 77 in 1968 and a high of 83 in 1967, may have been the result of having only three business teachers during this period of time, and if the classes were considered to be full during each period of the day, it may be that the business education department was not able to handle more business graduates. Further study may reveal the necessity of having an additional business teacher.

Class ranking and grade point average for the graduates were obtained from the Sedro-Woolley High School counselors. The grade point average groupings earned by the graduates from 1965 through 1968 of Sedro-Woolley High School is presented in Table II.

TABLE II

GRADE POINT AVERAGE GROUPINGS OF SEDRO-WOOLLEY HIGH SCHOOL GRADUATES
FOR THE YEARS 1965 THROUGH 1968

Year	Sex	Below 1.50	1.50 to 1.99	2.00 to 2.49	2.50 to 2.99	3.00 to 3.49	3.50 to 4.00	Totals
1965	Boys	11	29	34	16	7	4	101
	Girls	1	14	26	20	20	6	87
1966	Boys	9	25	34	16	7	2	93
	Girls	1	7	25	29	18	7	87
1967	Boys	6	27	27	13	8	4	85
	Girls	1	12	25	18	16	8	80
1968	Boys	6	21	28	13	7	4	79
	Girls	2	13	25	17	17	13	87
Total Boys		32	102	123	58	28	14	357
Total Girls		5	46	101	85	71	34	342
Grand Total		<u>37</u>	<u>148</u>	<u>224</u>	<u>143</u>	<u>99</u>	<u>48</u>	<u>699</u>

One of the comparisons that is particularly noticeable in looking at Table II is between the girls and boys who earned a 3.0 or higher grade point average. There are more than two times as many girls

attaining this high level of achievement as there are boys, even though there are only 342 girl graduates compared to 357 boy graduates in the four years of the study. There are more than two and a half times as many boys as girls with grade points below 2.0. In the center groups of grade point averages, the results of the comparison between the boy and girl graduates is much the same. In the group between 2.5 and 2.99 grade point average, there are 85 girls and 58 boys, and in the group between 2.0 and 2.49, there are 123 boys and 101 girls.

The grade point average is important to the business department because students who have lower grade point averages are being discouraged from enrolling in some senior business classes. Since the grade point is well established by most students before their senior year in high school, most of the boys because of their lower grade point average, as shown by the grade point groupings in Table II, page 25, would have little opportunity to take the course.

Through the cooperation of the Sedro-Woolley School District Service Center, an ample number of questionnaires and cover letters was printed. Envelopes and stamps were provided by the district for the mailing of the questionnaires along with pre-addressed stamped envelopes for the return of the questionnaire.

The list of business graduates and their addresses, as prepared by the vocational teachers, was given to the attendance administrator for address corrections. Through the use of the telephone and personal contact with relatives, teachers, friends, businesses and agencies, the listed addresses were either verified or corrected for

311 of the 318 students classified as business graduates. Mailing addresses for seven of the Sedro-Woolley High School business graduates could not be obtained.

The personal cover letter, questionnaire, and stamped-addressed return envelope were mailed to 311 Sedro-Woolley High School business graduates during the five days from September 5th through September 9th, 1969. Table III shows the number of questionnaires mailed to the business graduates for the years 1965 through 1968.

TABLE III

1965 THROUGH 1968 SEDRO-WOOLLEY HIGH SCHOOL BUSINESS GRADUATES
WHO WERE MAILED QUESTIONNAIRES

	1965		1966		1967		1968		Totals	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Business graduates	19	59	23	57	28	55	19	58	89	229
Questionnaires mailed	19	58	22	56	28	54	17	57	86	225
Total business graduates	78		80		83		77		318	
Total questionnaires mailed	77		78		82		74		311	

At the end of two weeks, 152 questionnaires had been returned. This represented 47.8 per cent of the business graduates. During the following week, phone calls were made to those business graduates within the immediate area who had not mailed in their returns asking

for their cooperation in answering and mailing in their questionnaire. A letter (Appendix D) was mailed to those business graduates who had not been contacted by telephone.

By the end of the fourth week, an additional twenty-six returns were received, bringing the total to 178, or 56 per cent, of the 1965 through 1968 graduates classified as business students.

The telephone and personal contacts were again used to encourage the business graduates in the Skagit County area to mail in their questionnaires. During the next two weeks, twenty more returns were received, bringing the total to 198 which represented a return of 62.3 per cent of all the business graduates of Sedro-Woolley High School for the years 1965 through 1968, or a 63.7 per cent return from all of the business graduates who were mailed questionnaires. It was felt, at this time, that the data contained in the returned questionnaires should be compiled and the results written. Table IV shows the number of business graduates answering the follow-up questionnaire.

TABLE IV

1965 THROUGH 1968 SEDRO-WOOLLEY HIGH SCHOOL BUSINESS GRADUATES
ANSWERING FOLLOW-UP QUESTIONNAIRE

	1965	1966	1967	1968	Totals
Questionnaires mailed	77	78	82	74	311
Questionnaires returned	51	48	50	49	198
Percent returned	66.2	61.5	61	66.2	63.7

Table IV shows that there is only a slight difference in the number of questionnaires returned by the Sedro-Woolley business graduates for the years 1965, 1966, 1967, and 1968. The 1965 and 1968 business graduates who were mailed questionnaires have a 66.2 per cent return. The rate of return from the class of 1966 is 61.5 per cent, and 1967 is only slightly less with 61 per cent.

TREATMENT OF THE FINDINGS

The possibility of using the Key Punch and Sorter for most of the tabulation of the survey was explored. It was concluded that the time involved in using the equipment would be greater than for the investigator to tabulate by hand for this particular study, but that through the use of the equipment, the responses to the questionnaire could be better analyzed both individually and collectively. For this reason it was decided to use the Key Punch and Sorter for most of the tabulation of the survey.

The questionnaire items were related to all students and to specific groups of students. Fields for each category of answers were set up. As the questionnaire returns came in, the information was coded onto an IBM General Purpose Card Punching Form (Appendix E). On a form developed by the investigator (Appendix F), information concerning the business classes the business graduates had completed and the grades received in those classes were recorded. When it was decided it would be fruitless to wait for additional returns, the information from the code sheets was punched and verified.

The responses of the business graduates involved in the study were tabulated with the use of the sorter for most of the study, and manually for the few items not feasible to code. Frequency and percentages were computed from the responses to each question and the data organized in table format.

Prior to tabulating the returns, the investigator decided to make a comparison by grade point achievement groupings of the business graduates who mailed in their returns and those who did not respond. It was thought that this information might give some clue as to the type of students who had responded to the questionnaire and which in turn could clarify the reason for some of the tabulated responses in the analysis of the data. Table V, page, 31, shows the comparison of the business graduate students who responded to the questionnaire and the business graduates who did not send in their returns.

There were 12 business graduates who had a grade point average below 1.50. Only five, or 41.7 per cent of the group mailed in their returns, and seven or 58.3 per cent did not respond. Graduates in the 1.50 to 1.99 grade point average grouping numbered 75, and 33 or 44 per cent of this group mailed in their questionnaires, while 42 or 56 per cent did not participate. When the below 1.50 grouping and the 1.50 to 1.99 grouping are combined into one grade point average grouping called the Lower grade point grouping, there would be 87 students with a grade point average lower than 2.00. Thirty-eight, or 43.7 per cent of the lower grade point average grouping sent in their questionnaires, while

TABLE V

A COMPARISON BY GRADE POINT AVERAGE GROUPINGS OF SEDRO-WOOLLEY
HIGH SCHOOL BUSINESS GRADUATES WHO RETURNED THEIR
QUESTIONNAIRE AND THOSE WHO DID NOT RESPOND

Grade point groupings	Total business graduates	Graduates returning questionnaire	Graduates not returning questionnaire	Percent of return
Below 1.50	12	5	7	41.7
1.50 to 1.99	75	33	42	44.0
2.00 to 2.49	112	70	42	62.5
2.50 to 2.99	69	52	17	75.4
3.00 to 3.49	37	27	10	73.0
3.50 to 4.00	13	11	2	84.6
Totals	<u>318</u>	<u>198</u>	<u>120</u>	62.3

Lower group below 2.00	87	38	49	43.7 ^a
Middle group 2.00 to 2.99	181	122	59	67.4 ^b
Upper group 3.00 to 4.00	50	38	12	76.0 ^c
Totals	<u>318</u>	<u>198</u>	<u>120</u>	62.3

The Chi-Square (X^2) test shows that:

^aThe value of X^2 is 30.48. The difference is significant beyond the .001 level when the analysis is between business graduates in the grade point grouping below a 2.00, and the business graduates in the grade point groupings above a 2.00.

^bThe value of X^2 is 4.04. The difference is significant at the .05 level when the analysis is made between business graduates in the grade point grouping 2.00 to 2.99, and the business graduates in the grade point groupings 3.00 to 4.00 and below 2.00.

^cThe value of X^2 is 4.09. The difference is significant at the .05 level when the analysis is made between business graduates in the grade point grouping 3.00 to 4.00, and the business graduates in the grade point groupings below 3.00.

49 or 56.3 per cent did not reply. The Chi-Square (X^2) test shows that the difference is significant beyond the .001 level when the analysis is between business graduates in the grade point grouping below a 2.00, and the business graduates in the grade point groupings at or above a 2.00.

In the 2.0 to 2.49 grade point average grouping, of 112 business graduates, 70 or 62.5 per cent sent in their questionnaires while 42 or 37.5 per cent of the business graduates did not respond. Sixty-nine business graduates received a grade point average of 2.5 to 2.99. Fifty-two, or 75.4 per cent of these graduates sent in their returns, and 17 or 24.6 per cent did not return their questionnaire. When the grade point grouping of 2.00 to 2.49 is added to the grade point grouping 2.50 to 2.99, there is a total of 181 business graduates in what is referred to as the Middle group. The Middle group contains 122 graduates representing 67.4 per cent of the group who responded to the questionnaire, and 59 business graduates who did not send in their returns. The 59 graduates who did not respond to the questionnaire represents 32.6 per cent of the Middle group. The Chi-Square test shows that the difference is significant at the .05 level when the analysis is made between business graduates in the grade point grouping 2.00 to 2.99, and the business graduates in the grade point groupings 3.00 to 4.00 and below a 2.00.

The 3.0 to 3.49 grade point grouping had a total of 37 business graduates. Twenty-seven or 73 per cent of these students returned their questionnaire, and 10 or 27 per cent did not reply. The highest

percentage of returns came in the 3.50 to 4.00 grade point average group. Thirteen business graduates had attained this high level of achievement, and eleven or 84.6 per cent returned their questionnaire. Only two, or 15.4 per cent of the highest achievement level group cannot be counted as a respondent to the questionnaire. When the 3.00 to 3.49 grouping and the 3.50 to 4.00 grouping are combined into one grade point average grouping called the Upper group, there are 50 business graduates who achieved this high grade point average grouping. Thirty-eight or 76 per cent of the Upper group returned their questionnaire while 12, or 24 per cent, did not respond. The Chi-Square test shows that the difference is significant at the .05 level when the analysis is made between business graduates in the grade point grouping 3.00 to 4.00, and the business graduates in the 2.99 and below groupings.

Since the Chi-Square test shows that the significance is at the 5 per cent level or above, we can assume that a difference in the size of returns would not effect the results.

In looking at the percentage of those business graduates who responded to the questionnaire, it would appear that the higher the student achieved in grade point average, the easier it was to obtain a response to a questionnaire. Although the responses to this questionnaire did not have a constant rise in percentage of returns from the Below 1.50 group to the 3.50 group, it would have truth with but one additional return at the 3.00 to 3.49 level.

CHAPTER V

ANALYSIS OF THE DATA

GENERAL INFORMATION

It was presumed by the investigator and others within the school system at Sedro-Woolley, that the majority of students would leave the Sedro-Woolley school district soon after graduation. The reason for this assumption is the location of Sedro-Woolley in regard to additional educational opportunities, and the size of the city, which does not lend itself to job opportunities in relation to the number of graduates. The nearest advanced educational opportunity would be at Skagit Valley Junior College in Mount Vernon, a city 10 miles from Sedro-Woolley. Other educational opportunities, a Business School and a Beauty College are also located in Mount Vernon. If a graduate was to attend the vocational schools or the Junior College located in Mount Vernon, he or she would presumably continue to live in Sedro-Woolley while attending these schools. If a graduate wanted to attend a four-year College, University or other vocational schools, the nearest city that would have the educational and vocational opportunities available is Bellingham, which is about 25 miles from Sedro-Woolley. The graduates that have attended the educational and vocational schools located in Bellingham have traditionally moved to that area while attending school. In view of the aforementioned premise and situations, the tabulation of the present address of the students answering the

questionnaire provided some surprising information. Table VI shows the present area of residence of the graduates as tabulated manually from the general information section of the questionnaire.

TABLE VI

PRESENT ADDRESS OF THE 1965 THROUGH 1968 SEDRO-WOLLEY HIGH SCHOOL
BUSINESS GRADUATES WHO RETURNED THEIR QUESTIONNAIRE

Address	Number of graduates	Percent of graduates	Miles from Sedro-Woolley
Local Area	84	42.4	Within school district area
Burlington	14	7.1	Five
Mount Vernon	19	9.6	Ten
Other areas in State	49	24.7	Over 15 miles
Out of State	19	9.6	Varied
Military service	13	6.6	Varied
Totals	<u>198</u>	<u>100.0</u>	

Of the 198 business graduates responding to the questionnaire, 84 or 42.4 per cent maintained an address within the local or Sedro-Woolley School District area. Fourteen, or 7.1 per cent, listed Burlington as their present residence. Burlington is located five miles to the west of Sedro-Woolley and is approximately the same size city. Nineteen, or 9.6 per cent of the graduates, had a Mount Vernon address.

The city of Mount Vernon has a population of about 10,000, is the Skagit County Seat, and is located ten miles to the southwest of Sedro-Woolley. Forty-nine, or 24.7 per cent of the graduates, had an address in other areas within the State of Washington. Nineteen, or 9.6 per cent of the graduates, lived outside of the territorial limits of the State of Washington. Thirteen, or 6.6 per cent of the business graduates, were in the Military Service. The present address of the graduates in the service was worldwide.

When all of the 1965 through 1968 Sedro-Woolley High School business graduates presently living in Burlington, Mount Vernon, and the local area were added together, they total 117, or 59.1 per cent of the graduates, living within 15 miles of Sedro-Woolley. This indicates a low mobility of the business graduates, somewhat similar to that found by Yackley (refer to page 18) in his study of the graduates of Community High School at Naperville, Illinois.

RESIDENCE INFORMATION

The investigator, during the time the questionnaire was being prepared, was of the belief that most of the graduates would leave Sedro-Woolley soon after graduation. Questions on residence information were included with the thought that the answers relating to how soon the graduates departed, and the reasons for leaving might have implications for the school curriculum. Answers were needed to determine if High School was a terminal point in education for the majority of business students or a preparatory school for institutions of higher learning.

Table VII, page 38, shows the responses to the questions relating to how soon after graduation the business graduates moved from Sedro-Woolley and their reasons for leaving.

Of the 198 business graduates responding to the questionnaire, 141, or 71.2 per cent, departed from the Sedro-Woolley School District area after graduating from High School. Fifty-five, or 27.8 per cent, remained in the area, and 2, or 1.0 per cent of the graduates, who had moved just outside of the area, did not answer the questions concerning their residence since graduation. Seventy-three, or 36.9 per cent of the graduates, left the area in three months; 19, or 9.6 per cent, departed in six months; 9, or 4.5 per cent, left the area in one year, and 40, or 20.2 per cent of the graduates, remained in the area over a year before departure.

Education was listed by the largest number of graduates as their reason for leaving the area. Of the 48, or 24.2 per cent of business graduates, who listed education as their reason for leaving the area, 35, or 17.7 per cent, left in three months; 4, or 2.0 per cent, left in six months; 2 or 1.0 per cent, departed in one year, and 7, or 3.5 per cent, departed after remaining in the area for over one year.

The next most important reason for leaving the area, in terms of numbers of business graduates, was marriage. A total of 41, or 20.7 per cent of the business graduates responding to the questionnaire, gave marriage as their reason for leaving the area. The number of graduates involved in marriage and their time of leaving the area was: 12, or

TABLE VII

THE 1965 THROUGH 1968 SEDRO-WOLLEY BUSINESS GRADUATES REASONS FOR
AND TIME OF LEAVING THE SEDRO-WOLLEY SCHOOL DISTRICT AREA

Reasons for leaving	T I M E O F L E A V I N G						Totals	Percent
	Three months	Six months	One year	Over one year	Did not leave	Did not answer		
Education	35	4	2	7			48	24.2
Employment	21	6	1	7			35	17.7
Marriage	12	4	5	20			41	20.7
Other	2						2	1.0
Military service	3	5	1	6			15	7.6
Did not leave					55		55	27.8
Did not answer						2	2	1.0
Totals	<u>73</u>	<u>19</u>	<u>9</u>	<u>40</u>	<u>55</u>	<u>2</u>	<u>198</u>	<u>100.0</u>
Percent	36.9	9.6	4.5	20.2	27.8	1.0	100.0	

6.1 per cent, left in three months; 4, or 2.0 per cent, left in six months; 5, or 2.5 per cent, departed in one year; and 20, or 10.1 per cent, departed after remaining in the area for over one year.

The number of business graduates who listed employment as their reason for leaving the Sedro-Woolley area was 35, or 17.7 per cent, of the 198 respondents to the questionnaire. Twenty-one, or 10.6 per cent of the graduates, left the area in three months. Six, or 3.0 per cent, departed in six months, and 1, or .5 per cent, left the area in the next six months. Seven, or 3.5 per cent, departed after staying in the Sedro-Woolley area for over one year.

Two, or 1.0 per cent of the graduates, who listed their reasons for departure in the 'Other' column when answering question II B of the questionnaire, left the area in three months, and stated the reasons for departure as "personal".

A total of 15, or 7.6 per cent, departed from the Sedro-Woolley area for the Military Service. Three, or 1.5 per cent of the graduates, left for the Service within three months. Five, or 2.5 per cent, entered the Service in six months, and 1, or .5 per cent, became a member of the Service before the end of one year. Six, or 3.0 per cent, entered the Service more than a year after graduation.

POST-HIGH SCHOOL FORMAL EDUCATION OR ON-THE-JOB TRAINING

There are 140 Sedro-Woolley High School business graduates who stated they received additional education or on-the-job training.

Twenty-nine of the graduates attended more than one post high school education facility or received more than one type of on-the-job training. Table VIII, shows the post high school training received by the business graduates for the years 1965 through 1968.

TABLE VIII

POST HIGH SCHOOL FORMAL EDUCATION OR ON-THE-JOB TRAINING
RECEIVED BY THE SEDRO-WOLLEY HIGH SCHOOL BUSINESS
GRADUATES FOR THE YEARS 1965 THROUGH 1968

Formal education or on-the-job training	1965	1966	1967	1968	Totals	Percent
Junior College	15	15	10	11	51	30.2
University	10	6	6	4	26	15.4
Business School	12	11	4	6	33	19.5
Trade School	2	4	6	8	20	11.8
Other	3	1	2	1	7	4.2
On-the-job training	3	7	3	8	21	12.4
Military training	4	1	3	3	11	6.5
Totals	<u>49</u>	<u>45</u>	<u>34</u>	<u>41</u>	<u>169</u>	<u>100.0</u>
Percent	29.0	26.6	20.1	24.3	100.0	

As illustrated in Table VIII, page 40, the greatest number of business graduates received training at a Junior College. Fifty-one, or 30.2 per cent attended a Junior College. The business graduates who received training at a University numbered 26, or 15.4 per cent. Thirty-three, or 19.5 per cent, of the business graduates attended a Business School. During the four years of the study, the Trade School attendance increased each year and numbered 20, or 11.8 per cent. Seven, or 4.2 per cent, received training that did not lend itself to be listed with the previously mentioned schools. There were 21, or 12.4 per cent, who received on-the-job training. Eleven, or 6.5 per cent, received additional training while in the Service.

The class of 1965 business graduates listed the greatest number of formal education or on-the-job training attempts. Forty-nine, or 29.0 per cent, received this additional training. The 1966 business graduates listed 45, or 26.6 per cent, additional training entries. The 1967 business graduates had the least amount of attempts at additional education, with 34, or 20.1 per cent. Forty-one, or 24.3 per cent, is the number of attempts at additional education listed by the business graduates of 1968.

Table 9, page 42, shows the major area of study by those 1965 through 1968 Sedro-Woolley High School business graduates attending a Junior College. The studies listed in the Professional area are those which, with additional study at a University, could lead to a Bachelor degree. The studies listed in the Non-Professional area are those

TABLE IX

MAJOR AREA OF STUDY OF THE 1965 THROUGH 1968 SEDRO-WOOLLEY
HIGH SCHOOL BUSINESS GRADUATES ATTENDING JUNIOR COLLEGE

Major area of study	Enrolled	Presently attending	Complete or transfer to University	Dropped	Degree or diploma
<u>Professional</u>					
Business Administration	5	1	1	3	1 Associate
Education	25	3	7	15	4 Associate
Engineering	2	0	0	2	
Forestry	1	0	0	1	
<u>Non-Professional</u>					
Clerical operations	4	1	2	1	1 Diploma
Managerial operations	2	0	1	1	1 Associate
Nursing	6	1	4	1	4 L.P.N.
Secretarial	4	0	4	0	
Skilled occupations	1	0	0	1	
Technician occupations	1	0	1	0	
Totals	<u>51</u>	<u>6</u>	<u>20</u>	<u>25</u>	<u>11</u>
Percent	100.0	11.8	39.2	49.0	

that do not lead to a Bachelor degree, but could lead to an Associate degree while attending a Junior College.

Fifty-one Sedro-Woolley business graduates enrolled for additional education at a Junior College. Six of the students earned an Associate degree, one received a diploma, and four earned a license as a Practical Nurse. Six, or 11.8 per cent, of the business graduates are presently attending a Junior College. Twenty, or 39.2 per cent, completed their studies at a Junior College. Eight of the twenty students transferred their studies to a University. Five of the eight earned an Associate degree before transferring to a University. Twenty-five, or 49 per cent, dropped from a Junior College without completing their studies or transferring to a University.

In the professional area of study, five of the business graduates enrolled in Business Administration; one is presently attending school, one transferred to a University, and three dropped their studies at a Junior College. Twenty-five of the Sedro-Woolley High School business graduates enrolled in the field of Education. Three of the graduates are presently attending a Junior College. Seven of the students have transferred to a University, and fifteen have dropped their studies at a Junior College. Two of the business graduates entered the field of Engineering, and one entered the Forestry area of study, however, all three dropped their studies at a Junior College. In the non-professional area, the students engaged in the following studies: Clerical operations, four students, one presently attending, two of the

students completed their studies, and one dropped out of school. Managerial operations, two students, one completed his studies, and one dropped. Nursing, six students, one presently attending school, four completed their schooling, and one dropped. Secretarial, four students, and four completions. Skilled occupations, one student, and he dropped. Technician operations, one student, and one completion of studies.

Table X, page 45, shows the major area of study of the 1965 through 1968 Sedro-Woolley High School business graduates who attended a University. Twenty-six of the students studied at a University in five different fields. The major area of study, the number of students enrolled, and the status of the students attending a University is as follows: Business Administration, six students, three presently attending school, and three dropping out. Education, seventeen students, eight presently attending school, six dropped out, and three have completed their studies. Medical, one student enrolled, and presently attending school. Law, one student enrolled, but he dropped out. Religion, one student enrolled, and presently attending a University.

Thirteen, or 50 per cent, of the business graduates who enrolled in a University, are presently attending school at a University. Three, or 11.5 per cent, completed their studies and earned a Bachelor's degree. Ten, or 38.5 per cent, dropped their studies at a University.

Table XI, page 46, shows the major area of study of the 1965 through 1968 Sedro-Woolley High School business graduates who attended a Business School. Thirty-three of the business graduates enrolled for

TABLE X

MAJOR AREA OF STUDY OF THE 1965 THROUGH 1968 SEDRO-WOOLLEY
HIGH SCHOOL BUSINESS GRADUATES ATTENDING A UNIVERSITY

Major area of study	Enrolled	Presently attending	Completed	Dropped	Degree	
Business Administration	6	3	0	3	3	Bachelor
Education	17	8	3	6		
Medical	1	1	0	0		
Law	1	0	0	1		
Religion (Clergy)	1	1	0	0		
Totals	<u>26</u>	<u>13</u>	<u>3</u>	<u>10</u>	<u>3</u>	
Percent	100.0	50.0	11.5	38.5		

TABLE XI

MAJOR AREA OF STUDY OF THE 1965 THROUGH 1968 SEDRO-WOOLLEY
HIGH SCHOOL BUSINESS GRADUATES ATTENDING BUSINESS SCHOOL

Major area of study	Enrolled	Presently attending	Completed	Dropped	Diploma or certificate	
Accounting	4	1	1	2	1	Diploma
Bookkeeping	2	0	2	0	1	Certificate
Business	1	0	1	0	1	Diploma
Key Punch	5	0	5	0	1 2	Diploma Certificate
Office Procedures	1	0	1	0	1	Diploma
Programming	1	0	0	1		
Receptionist	1	1	0	0		
Secretarial	18	0	13	5	7 1	Diploma Certificate
Totals	<u>33</u>	<u>2</u>	<u>23</u>	<u>8</u>	<u>15</u>	
Percent	100.0	6.1	69.7	24.2		

additional training in a Business School. Two students, or 6.1 per cent, are presently attending a Business School. Twenty-three, or 69.7 per cent, have completed their studies. Eight, or 24.2 per cent, dropped their studies at the Business School. The number of business graduates involved in the various areas of study, and their activities concerning Business School are as follows: Accounting, four students enrolled, one presently attending, one receiving a diploma for completion of studies, and two students dropped out of the Business School. Bookkeeping, two students enrolled, and both completed their studies with one of the students receiving a certificate. Business, one student enrolled completing the course, and receiving a diploma. Key Punch, five students enrolled and completing their studies, two students receiving a certificate, and one receiving a diploma. Office Procedures was studied by one student who completed the course, and received a diploma. Programming, one student enrolled but dropped before the studies were completed. Receptionist, one student enrolled, and presently attending school. Secretarial, eighteen students enrolled, five dropped out before completing their studies while thirteen completed their studies, with seven receiving a diploma, and one receiving a certificate.

Table XII, page 48, shows the major area of study of the 1965 through 1968 Sedro-Woolley High School business graduates attending Trade School, and Technical School. Twenty-seven of the graduates received training in twelve different areas of pursuit while attending

TABLE XII

MAJOR AREA OF STUDY OF THE 1965 THROUGH 1968 SEDRO-WOOLLEY
HIGH SCHOOL BUSINESS GRADUATES ATTENDING
TRADE OR TECHNICAL SCHOOL

Major area of study	Enrolled	Presently attending	Completed	Dropped	Diploma or license
Accounting (Correspondence)	1	0	1	0	
Airline Reservations	2	0	2	0	2 Diploma
Auto Mechanics	2	1	1	0	
Barbering	1	0	1	0	1 Diploma
Beauty School Culture	1	0	1	0	1 Diploma
Cosmetology	14	2	9	3	9 License
Cooking	1	0	1	0	
Dental Assistant	1	1	0	0	
Medical Secretary	1	0	1	0	1 Diploma
Medical Training	1	0	1	0	1 Diploma
Merchandising	1	1	0	0	
Waitress	1	0	1	0	
Totals	<u>27</u>	<u>5</u>	<u>19</u>	<u>3</u>	<u>15</u>
Percent	100.0	18.5	70.4	11.1	

Trade or Technical Schools. Nineteen, or 70.4 per cent, completed their training. Five, or 18.5 per cent, are presently attending school. Three, or 11.1 per cent, dropped out of Trade or Technical School training. The areas of study, and status of the business graduate in the Trade and Technical School is as follows: One student enrolled in an Accounting correspondence course, and completed the course. Airline Reservations, two students, both completed the course, and received a diploma. Auto Mechanics, two students, one presently attending school, and the other has completed the course. Barbering, one student enrolled, completed the course, and received a diploma. Beauty School Culture, one student enrolled, completed the course, and received a diploma. Cosmetology, fourteen students enrolled, two students are presently attending school, three students dropped from school, and nine students completed the course, and received their license. Cooking, one student enrolled, and completed the course. Dental Assistant, one student enrolled, and is presently attending school. Medical Secretary, one student enrolled, completed the course, and received a diploma. Medical Training, one student enrolled, completed the course, and received a diploma. Merchandising, one student enrolled, and is presently attending school. Waitress, one student enrolled, and has completed the course.

There were twenty-one instances of on-the-job training, and eleven instances of specialized military training received by some of the 1965 through 1968 business graduates of Sedro-Woolley High School.

Table XIII, shows the number of instances of on-the-job training, and the type of training received.

TABLE XIII

ON-THE-JOB AND SPECIALIZED MILITARY TRAINING RECEIVED BY THE 1965
THROUGH 1968 SEDRO-WOOLLEY HIGH SCHOOL BUSINESS GRADUATES

Instances of training	T Y P E O F T R A I N I N G
	<u>On-The-Job Training</u>
2	Bookkeeping
1	Dental Assistant
3	Nursing Aide (Attendant)
1	Painter
1	Refrigerator and Air Conditioning
1	Roller Skating Rink Management
2	Secretarial
1	Sheet Metal
4	Telephone Operator
5	Unit Record Equipment
<u>21</u>	Total
	<u>Military Training</u>
1	Air Traffic Control
1	Electronics
1	Electricity
1	Equipment Operator
1	Military Police
1	Missal Technician
2	Radio
3	Supply Systems
<u>11</u>	Total

EVALUATION OF THE BUSINESS CURRICULUM

Section IV of the questionnaire was devised to obtain opinions from the business graduates concerning the courses they have taken from the Sedro-Woolley High School Business Department. The purpose was to find out from the business graduates which courses they felt were of the most value in their various activities, and the courses they thought would have been beneficial had they taken them while attending High School. Table XIV, page 52, shows the business courses taken by the Sedro Woolley High School business graduates for the years 1965 through 1968, who responded to the questionnaire.

The 198 business graduates responding to the questionnaire, enrolled in a total of 931 business courses during the four years of the study. The business graduates of the class of '67' enrolled in the most courses, 262, or 28.1 per cent. The class of '68' was next with 232, or 25 per cent. The business graduates of the '66' class enrolled in 229, or 24.6 per cent, of the total business courses taken during the four years of the study, and the class of '65' in 208, or 22.3 per cent. It would appear that the percentages for the 1965, 1966, 1967, and 1968 classes could have been more equal if the offerings in Business Machines, and Business English had been the same in 1965, and 1966, as they were in 1967, and 1968.

All of the 198 business graduates responding to the survey had taken beginning Typing, which represents 21.3 per cent of the total business courses taken during the four years of the study. The number

TABLE XIV

BUSINESS COURSES TAKEN BY THE SEDRO-WOOLLEY HIGH SCHOOL
BUSINESS GRADUATES FOR THE YEARS 1965 THROUGH 1968

Courses	1965	1966	1967	1968	Totals	Percent
Advanced Shorthand	11	13	14	7	45	4.8
Advanced Typing	24	31	30	25	110	11.8
Bookkeeping	36	30	28	26	120	12.9
Business English	1	1	22	9	33	3.5
Business Law	29	32	29	31	121	13.0
Business Mathematics	5	15	18	16	54	5.9
Business Machines	2	7	11	20	40	4.3
Office Practice	27	30	29	26	112	12.0
Shorthand	22	22	31	23	98	10.5
Typing	51	48	50	49	198	21.3
Totals	<u>208</u>	<u>229</u>	<u>262</u>	<u>232</u>	<u>931</u>	<u>100.0</u>
Percent	22.3	24.6	28.1	25.0	100.0	

and per cent of business courses taken by the business graduates, listed from the highest to the lowest, is as follows: Typing 198, or 21.3 per cent. Business Law 121, or 13.0 per cent. Bookkeeping 120, or 12.9 per cent. Office Practice 112, or 12.0 per cent. Advanced typing 110, or 11.8 per cent. Shorthand 98, or 10.5 per cent. Business Mathematics 54, or 5.9 per cent. Advanced Shorthand 45, or 4.8 per cent. Business Machines 40, or 4.3 per cent. Business English 33, or 3.5 per cent.

VALUE OF THE HIGH SCHOOL BUSINESS CURRICULUM

In Section IV of the questionnaire, the business graduates were asked to rate the business courses they had taken while attending Sedro-Woolley High School, and to list those courses they felt would have been helpful to them which they did not take while in school. The business graduates were given instructions to rate the courses according to their first, second, and third choices, and to answer only those questions that applied to their educational or employment experience. Table XV, page 54, shows the value of the business courses, as rated by the business graduates, in relation to the employment the students were engaged in. Table XVI, page 55, shows the value of the courses as rated by the business graduates, while receiving additional education or on-the-job training. Table XVII, page 56, shows the value of the business courses, as rated by the business graduates, for their own personal use. The different tables on the value of the business courses show a great variance in the number of responses, as many of the graduates did not answer one part of the question.

TABLE XV

BUSINESS COURSES TAKEN AND THEIR VALUE IN EMPLOYMENT AS RATED BY THE
1965 THROUGH 1968 SEDRO-WOOLLEY HIGH SCHOOL BUSINESS GRADUATES

Courses	First choice	Second choice	Third choice	Totals
Advanced Shorthand	2	2	3	7
Advanced Typing	18	11	8	37
Bookkeeping	19	15	6	40
Business English	1	2	5	8
Business Law	11	8	5	24
Business Mathematics	14	12	1	27
Business Machines	3	5	7	15
Office Practice	14	31	17	62
Shorthand	5	3	3	11
Typing	42	21	8	71
All of the above	0	0	0	0
None of the above	21			21
Don't know		1		1
Did not answer	48	87	135	270
Totals	<u>198</u>	<u>198</u>	<u>198</u>	<u>594</u>

TABLE XVI

BUSINESS COURSES TAKEN AND THEIR VALUE IN ADDITIONAL EDUCATION
OR ON-THE-JOB TRAINING AS RATED BY THE 1965 THROUGH 1968
SEDRO-WOLLEY HIGH SCHOOL BUSINESS GRADUATES

Courses	First choice	Second choice	Third choice	Totals
Advanced Shorthand	2	1	2	5
Advanced Typing	12	5	6	23
Bookkeeping	23	10	2	35
Business English	2	3	3	8
Business Law	10	8	9	27
Business Mathematics	10	6	4	20
Business Machines	3	6	4	13
Office Practice	7	12	14	33
Shorthand	6	10	1	17
Typing	40	20	11	71
All of the above	4			4
None of the above	13			13
Don't know	3			3
Did not answer	63	117	142	322
Totals	<u>198</u>	<u>198</u>	<u>198</u>	<u>594</u>

TABLE XVII

BUSINESS COURSES TAKEN AND THEIR VALUE FOR PERSONAL USE AS RATED BY
THE 1965 THROUGH 1968 SEDRO-WOOLLEY HIGH SCHOOL BUSINESS GRADUATES

Courses	First choice	Second choice	Third choice	Totals
Advanced Shorthand	1	3		4
Advanced Typing	19	8		27
Bookkeeping	26	27	1	54
Business English	4	7	2	13
Business Law	15	15	6	36
Business Mathematics	14	18		32
Business Machines	3	4	1	8
Office Practice	6	13	3	22
Shorthand	3	4		7
Typing	71	1	2	74
All of the above	4			4
None of the above	11			11
Don't know	0			0
Did not answer	21	98	183	302
Totals	<u>198</u>	<u>198</u>	<u>198</u>	<u>594</u>

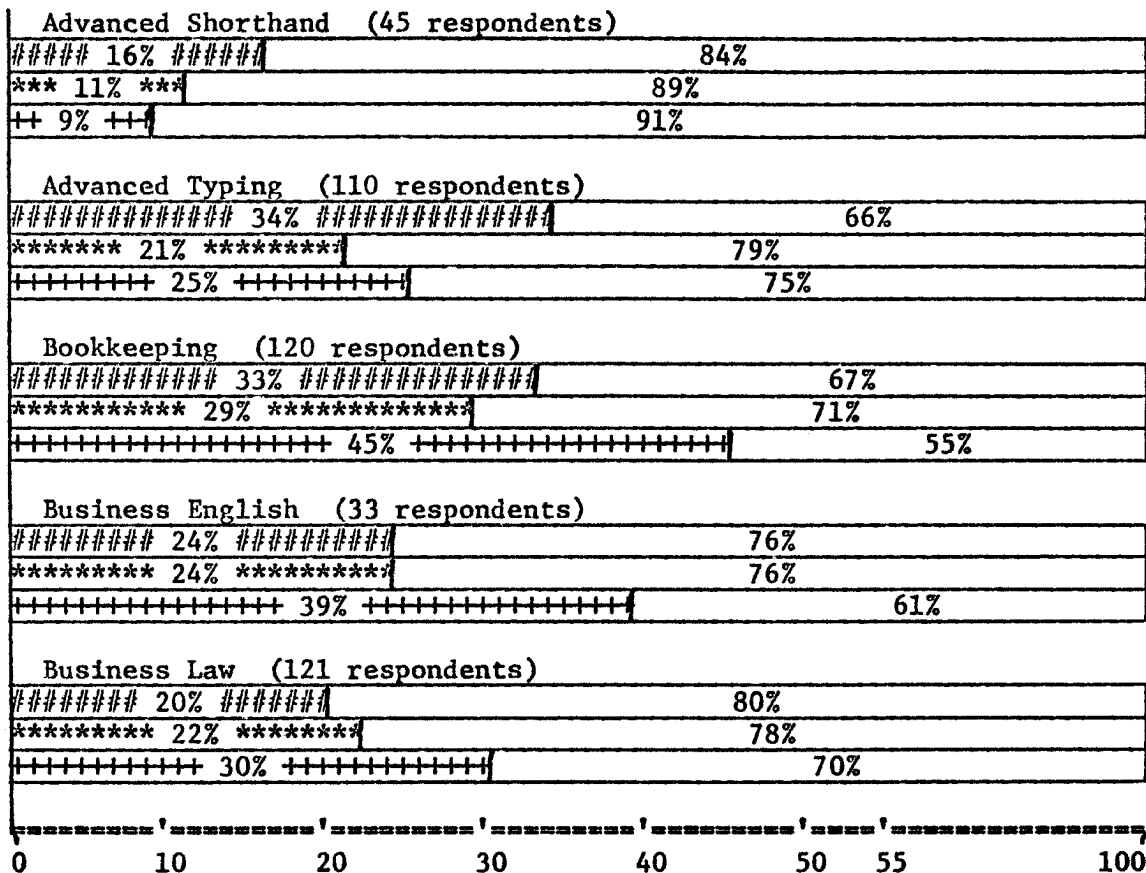
Figure 1, pages 58 and 59, illustrate in bar form the employment value (Table XV, page 54), educational or on-the-job training value (Table XVI, page 55), and personal use value (Table XVII, page 56) of courses offered at Sedro-Woolley High School, in relation to the number of respondents (Table XIV, page 52) that have taken the business courses.

Forty-five of the business graduates enrolled in the Advanced Shorthand class. Seven, or 15.6 per cent, of the enrollees reported that the course had employment value. Five, or 11.1 per cent, said the course had education or on-the-job value, and 4, or 8.9 per cent, considered the course to have personal use value.

One hundred ten enrollees took Advanced Typing. Thirty-seven, or 33.6 per cent, reported the course with employment value. Twenty-three, or 20.9 per cent, reported that the course had educational or on-the-job value. Twenty-seven, or 24.5 per cent, considered the course to have personal use value.

One hundred twenty students enrolled in the Bookkeeping course. Forty, or 33.3 per cent, reported the course as having employment value. Thirty-five, or 29.2 per cent, considered the course as having educational or on-the-job value. Fifty-four, or 45 per cent, reported the course as having personal use value.

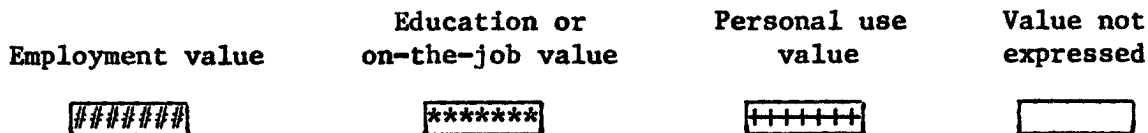
Business English was taken by 33 enrollees. Eight, or 20.4 per cent, reported the course as having employment value. Eight, or 20.4 per cent, reported the course as having educational or on-the-job

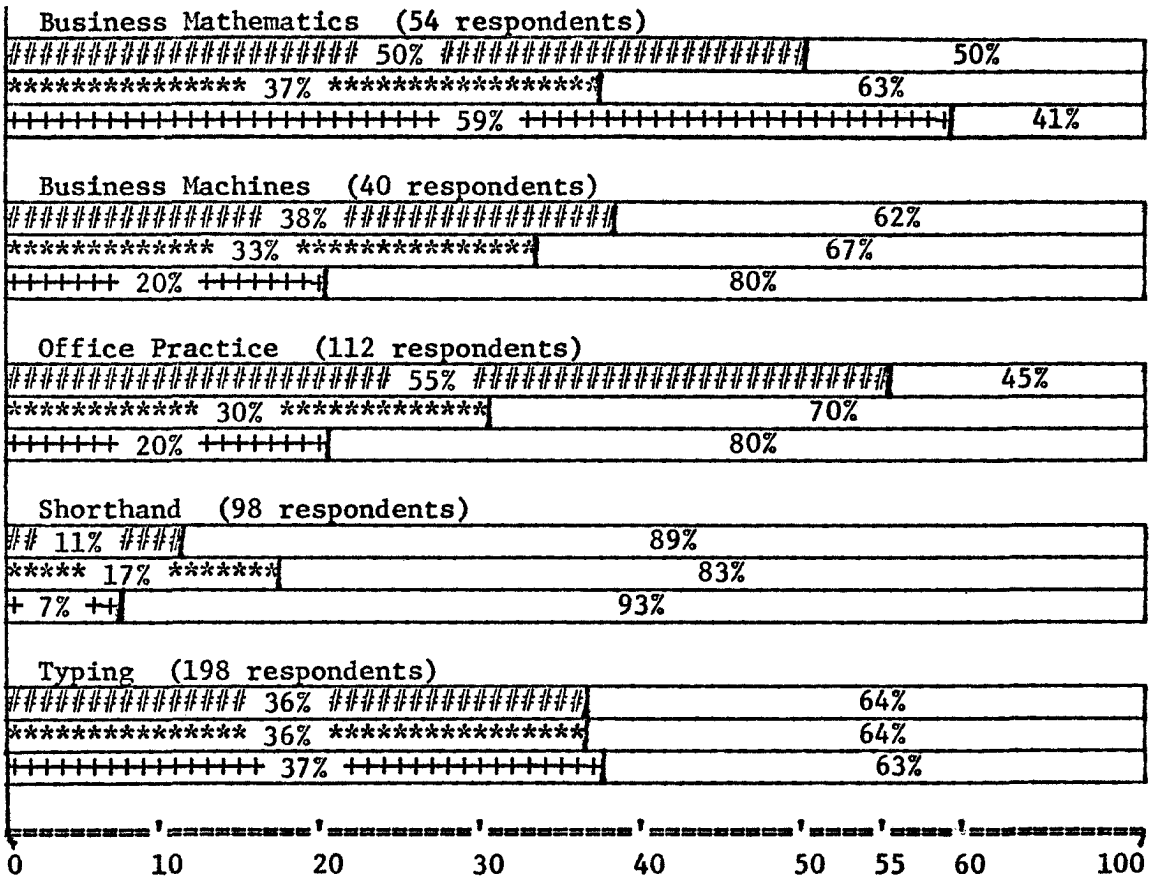


Percentage based on number of respondents who completed each course.

FIGURE 1

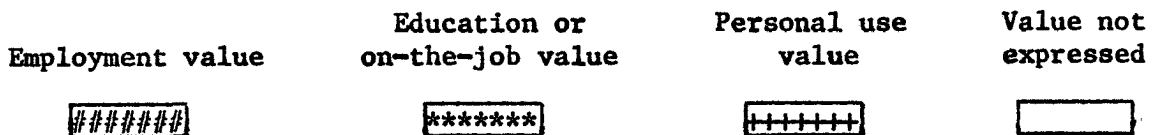
A COMPARISON OF THE EMPLOYMENT VALUE, EDUCATION OR ON-THE-JOB VALUE, AND PERSONAL USE VALUE OF COURSES TAKEN AND RATED BY THE 1965 THROUGH 1968 BUSINESS GRADUATES OF SEDRO-WOOLLEY HIGH SCHOOL WITH THE NUMBER OF RESPONDENTS WHO COMPLETED THE COURSE





Percentage based on number of respondents who completed each course.

FIGURE 1 (continued)



value. Thirteen, or 39.4 per cent, considered the course as having personal use value.

Business Law was taken by 121 enrollees. Twenty-four, or 19.8 per cent, reported the course as having employment value. Twenty-seven, or 22.3 per cent, reported the course as having educational or on-the-job value. Thirty-six, or 29.8 per cent, considered the course to have personal use value.

Business Mathematics enrollees amounted to 54. Twenty-seven, or 50 per cent, reported the course as having employment value. Twenty, or 37 per cent, reported the course as having education or on-the-job value. Thirty-two, or 59.3 per cent, considered the course to have personal use value.

Forty enrollees took Business Machines. Fifteen, or 37.5 per cent, reported the course as having employment value. Thirteen, or 32.5 per cent, reported the course to have education or on-the-job value. Eight, or 20 per cent, considered the course to have personal use value.

Office Practice enrollees amounted to 112. Sixty-two, or 55.4 per cent, reported the course as having employment value. Thirty-three of the enrollees, or 29.5 per cent, reported the course as having education or on-the-job value. Twenty-two, or 19.6 per cent, reported the course to have personal use value.

Ninety-eight enrollees took Shorthand. Eleven, or 11.2 per cent, reported the course as having employment value. Seventeen, or

17.3 per cent, reported the course as having education or on-the-job value. Seven, or 7.1 per cent, considered the course to have personal use value.

Typing enrollees amounted to 198. Seventy-one, or 35.9 per cent, reported the course as having employment value. Seventy-one, or 35.9 per cent, considered the course to have education or on-the-job value. Seventy-four, or 37.4 per cent, reported the course as having personal use value.

Listing the courses from the highest to the lowest per cent of value, as rated by respondents to the questionnaire, may, with further study, and other considerations, give some clue to the evaluation of the business curriculum. The course listing, and the average percentage of the employment value, education or on-the-job value, and the personal use value, is as follows: Business Mathematics, 48.8 per cent. Typing, 36.4 per cent. Bookkeeping, 35.9 per cent. Office Practice, 34.8 per cent. Business Machines, 30 per cent. Business English, 29.3 per cent. Advanced Typing, 26.3 per cent. Business Law, 24 per cent. Advanced Shorthand, 11.9 per cent. Shorthand, 11.7 per cent.

The 1965 through 1968 Sedro-Woolley High School business graduates were requested to list the business courses they did not take while in high school, but now feel would have been helpful in the activities in which they are/were engaged. Table XVIII, page 63, shows the choice of courses the graduates now feel would have been most

helpful in employment had they taken the courses while attending Sedro-Woolley High School.

Fifty-four of the respondents to the questionnaire did not answer this part of the questionnaire. Thirty-seven respondents answered that none of the courses would have helped in the employment they are/were engaged. Two respondents said they did not know. Three of the business graduates answered all of the courses, which cannot be accepted as a legitimate answer, as all of the business graduates in the survey had taken at least two business courses other than typing. This means that 102 of the 198 respondents to the survey reported that they could have been helped in the employment in which they are/were engaged by additional business courses had they taken them while in high school.

Eighteen of the business graduates answered that Advanced Shorthand would have been most helpful in the employment in which they are/were engaged. Eleven said that Advanced Typing would have been most helpful. Twenty-nine reported that Bookkeeping was the course that would have helped them in their employment. Business English was the course that forty of the graduates reported they would have liked to have taken. Thirteen considered a course in Business Law would have been most helpful. Business Mathematics was the course that thirty-six of the respondents reported they would have wanted in the employment in which they are/were engaged. Business Machines was also wanted by thirty-six of the respondents. Ten reported that the course

TABLE XVIII

BUSINESS COURSES OFFERED THAT THE 1965 THROUGH 1968 SEDRO-WOOLLEY HIGH SCHOOL BUSINESS GRADUATES DID NOT TAKE BUT NOW FEEL WOULD HAVE BEEN MOST HELPFUL IN THE EMPLOYMENT IN WHICH THEY ARE/WERE ENGAGED

Courses	First choice	Second choice	Third choice	Totals
Advanced Shorthand	9	4	5	18
Advanced Typing	5	4	2	11
Bookkeeping	22	5	2	29
Business English	15	19	6	40
Business Law	6	4	3	13
Business Mathematics	20	13	3	36
Business Machines	15	14	7	36
Office Practice	2	3	5	10
Shorthand	8	2	1	11
Typing	0			0
All of the above	3			3
None of the above	37			37
Don't know	2			2
Did not answer	<u>54</u>	<u>130</u>	<u>164</u>	<u>348</u>
Totals	198	198	198	594

they could have used in the employment in which they are/were engaged was Office Practice. Eleven reported that the course that would have been most helpful was Shorthand.

The respondents were asked to list the courses they did not take while attending Sedro-Woolley High School, which they now feel would have been most helpful to them in additional education or on-the-job training. Seventy-four of the respondents did not answer this part of the questionnaire. Five said they did not know. Twenty-seven said that none of the courses would have been helpful. Four of the former business students said all of the courses would have been most helpful, which cannot be accepted as a legitimate answer, as all of the people in the survey had taken at least two business courses other than typing. Eighty-eight reported that they could be helped in education or on-the-job training had they taken additional business courses while in high school. Table XIX, page 65, shows the responses.

Sixteen of the business graduates answered that Advanced Shorthand would have been most helpful in education or on-the-job training. Twenty-one reported that Advanced Typing would have been most helpful. Twenty-nine reported that Bookkeeping would have been most helpful. Business English was reported by thirty-seven of the business graduates as the course that would have been the most helpful. Eleven said that Business Law would have been most helpful. Twenty-four reported Business Mathematics as the course that would have been the most helpful to have taken while in high school. Twenty-five

TABLE XIX

BUSINESS COURSES OFFERED THAT THE 1965 THROUGH 1968 SEDRO-WOOLLEY HIGH SCHOOL BUSINESS GRADUATES DID NOT TAKE BUT NOW FEEL WOULD BE HELPFUL WHILE RECEIVING ADDITIONAL EDUCATION OR ON-THE-JOB TRAINING

Courses	First choice	Second choice	Third choice	Totals
Advanced Shorthand	6	8	2	16
Advanced Typing	10	7	4	21
Bookkeeping	19	6	4	29
Business English	15	16	6	37
Business Law	4	3	4	11
Business Mathematics	11	9	4	24
Business Machines	10	8	7	25
Office Practice	3	2	2	7
Shorthand	10	1	3	14
Typing	0			0
All of the above	4			4
None of the above	27	1		28
Don't know	5		1	6
Did not answer	74	137	161	372
Totals	<u>198</u>	<u>198</u>	<u>198</u>	<u>594</u>

reported that Business Machines was the course that would have been most helpful to have taken while receiving additional education or on-the-job training. Seven respondents reported that Office Practice would have been the most helpful. Fourteen of the business graduates felt that Shorthand would have been the most helpful.

Table XX, page 67, shows the business courses offered that the 1965 through 1968 Sedro-Woolley High School business graduate did not take but now feels would have been most helpful for personal use. Fifty-four of the respondents to the questionnaire did not answer this part. Three of the graduates said they didn't know. Twenty-six reported that none of the courses offered that they did not take would have been helpful. Six of the respondents said all of the courses would have been most helpful, however, we cannot consider this as a legitimate answer as the graduates had already taken some of the courses. One hundred nine of the respondents listed courses they felt would have been most helpful for personal use.

Nine of the graduates felt that Advanced Shorthand would have been most helpful for personal use. Sixteen reported that Advanced Typing would have been most helpful. Thirty-three listed Bookkeeping as the course that would have been the most helpful. Forty of the former business students felt that Business English would have been the most helpful. Nineteen reported they feel Business Law would have been most helpful. Thirty-seven said the most helpful course would have been Business Mathematics. Business Machines was the course that

TABLE XX

BUSINESS COURSES OFFERED THAT THE 1965 THROUGH 1968 SEDRO-WOOLLEY
HIGH SCHOOL BUSINESS GRADUATES DID NOT TAKE BUT NOW FEEL
WOULD HAVE BEEN MOST HELPFUL FOR PERSONAL USE

Courses	First choice	Second choice	Third choice	Totals
Advanced Shorthand	4	1	4	9
Advanced Typing	10	3	3	16
Bookkeeping	22	7	4	33
Business English	24	14	2	40
Business Law	11	8		19
Business Mathematics	20	14	3	37
Business Machines	6	10	5	21
Office Practice	4	2	3	9
Shorthand	8	1	6	15
Typing	0			0
All of the above	6			6
None of the above	26			26
Don't know	3		1	4
Did not answer	54	138	167	359
Totals	<u>198</u>	<u>198</u>	<u>198</u>	<u>594</u>

twenty-one of the respondents felt would have been the most helpful. Nine of the former students felt that Office Practice would have been the most helpful. Fifteen of the respondents felt that Shorthand would have been the most helpful for personal use.

Table XXI, page 69, shows the business courses that some of the 1965 through 1968 Sedro-Woolley High School business graduates did not take, and as a result were denied employment. Nineteen of the business graduates reported that they were denied employment because they had not received training in one or more of the subjects they had an opportunity to take while in high school. Ten students listed Shorthand and five listed Advanced Shorthand as one of the subjects that would have been required for them to receive employment on at least one occasion. Bookkeeping was the course required by eight of the business graduates. Four students said they would have had to take Business Machines. Advanced Typing was listed by two, Business Mathematics was listed by one, and Office Practice was listed by one of the business graduates as courses they needed and had not taken resulting in loss of opportunity for employment.

Table XXII, page 69, shows the responses to the question 'Were you ever required by your employer or by an educational institution to take one of the subjects listed above?' The subjects listed above the question were the courses taught at Sedro-Woolley High School during the 1965 through 1968 school years. Thirty-four business graduates said they were required to take one or more of the courses which had been

TABLE XXI

HIGH SCHOOL BUSINESS COURSES NOT TAKEN BY SEDRO-WOOLLEY 1965 THROUGH
1968 BUSINESS GRADUATES RESULTING IN DENIAL OF EMPLOYMENT

Employer course request	Number of students
Advanced Shorthand	5
Advanced Typing	2
Bookkeeping	8
Business Mathematics	1
Business Machines	4
Office Practice	1
Shorthand	<u>10</u>
*Total	31

*Nineteen graduates were denied employment for not having received training in the courses listed.

TABLE XXII

COURSES REQUIRED BY AN EDUCATIONAL INSTITUTION OR EMPLOYER OF THE
1965 THROUGH 1968 SEDRO-WOOLLEY HIGH SCHOOL BUSINESS GRADUATES

Course required	Number of students
Advanced Shorthand	4
Advanced Typing	8
Bookkeeping	16
Business English	7
Business Law	3
Business Mathematics	6
Business Machines	7
Office Practice	0
Shorthand	4
Typing	6
All of the above	<u>3</u>
*Total	64

*Thirty-four graduates were required to take one or more of the courses listed.

available to them while they were in high school. Sixteen of the business graduates reported Bookkeeping was the course required by an educational institution or their employer. Eight students listed Advanced Typing. Business English was reported by seven of the business graduates, the same number that listed Business Machines as the course required by an educational institution or their employer. Six graduates reported Typing, and six reported Business Mathematics as the courses that were required. Four respondents listed Advanced Shorthand, and four listed Shorthand as the required course for their employer or educational institution. Three of the graduates reported Business Law as being required, and three reported that they needed all of the courses.

ADDITIONS TO THE BUSINESS CURRICULUM

The business graduates were given a list of seven business courses, and asked which, if any, of the courses could have been helpful (1) in obtaining employment; (2) in the occupation in which they were employed; (3) while receiving additional education or on-the-job training; (4) for personal use. They were also asked if any of the courses on the list should not be included in the High School Curriculum. Table XXIII, page 71, shows the 1965 through 1968 Sedro-Woolley High School business graduates responses to the question on how helpful any of the seven listed courses could have been in obtaining employment. Thirty-eight of the business graduates responding to the survey, did not answer this part of the questionnaire.

TABLE XXIII

POSSIBLE ADDITIONS TO THE BUSINESS CURRICULUM RATED AS TO VALUE
IN OBTAINING EMPLOYMENT BY THE SEDRO-WOOLLEY HIGH SCHOOL
BUSINESS GRADUATES FOR THE YEARS 1965 THROUGH 1968

Courses	First choice	Second choice	Third choice	Totals
Business Management	36	21	11	68
Cooperative Office Education	9	26	7	42
Computer Languages	14	9	3	26
Consumer Economics	1	10	12	23
Introduction to Data Processing	31	14	12	57
Salesmanship	22	20	10	52
Unit Record Equipment		6	4	10
All of the above	15		1	16
None of the above	23		1	24
Don't know	9	2		11
Other--IBM Training		1		1
Other--Poise			1	1
Did not answer	<u>38</u>	<u>89</u>	<u>136</u>	<u>263</u>
Totals	198	198	198	594

Sixty-eight of the business graduates felt that a course in Business Management could have been helpful in obtaining employment. Introduction to Data Processing was the next choice of the respondents with fifty-seven reporting the course could have been helpful in obtaining employment. Fifty-two of the graduates who answered the question felt that Salesmanship could have been helpful in obtaining employment. Cooperative Office Education was the choice of forty-two of the business graduates. Twenty-six of the respondents felt that Computer Languages could have helped. Twenty-three of the business graduates felt Consumer Economics, and ten felt that Unit Record Equipment were the courses that could have helped in obtaining employment. Eleven of the business graduates answered that they did not know. Sixteen felt that all of the courses, and twenty-four felt that none of the courses could have been helpful in obtaining employment. Two students listed other courses they thought could have been helpful in obtaining employment; one a course in IBM Training, and the other a course in Poise.

Table XXIV, page 73, shows the 1965 through 1968 Sedro-Woolley High School business graduate responses to the question of how helpful any of the seven listed courses could have been in the occupation in which you were or are employed. Fifty-eight of the business graduates responding to the survey, did not answer this part of the questionnaire.

Sixty of the respondents felt that a course in Business Management could have been helpful in their present or past employment.

TABLE XXIV

POSSIBLE ADDITIONS TO THE BUSINESS CURRICULUM RATED BY THE
1965 THROUGH 1968 SEDRO-WOLLEY HIGH SCHOOL BUSINESS
GRADUATES AS TO VALUE IN PRESENT OR PAST EMPLOYMENT

Courses	First choice	Second choice	Third choice	Totals
Business Management	38	15	7	60
Cooperative Office Education	9	20	6	35
Computer Languages	10	8	3	21
Consumer Economics	1	7	10	18
Introduction to Data Processing	17	9	7	33
Salesmanship	20	14	8	42
Unit Record Equipment	4	4	3	11
All of the above				--
None of the above	39			39
Don't know	2		1	3
Other				--
Did not answer	<u>58</u>	<u>121</u>	<u>153</u>	<u>332</u>
Totals	198	198	198	594

Salesmanship was the business graduate's second choice of the seven possible additions with forty-two of the respondents reporting they felt the course could be helpful in their present or past employment. Cooperative Office Education was the choice of thirty-five respondents, and Introduction to Data Processing was the choice of thirty-three who felt the courses could have been helpful in their present or past occupation. Computer Languages was the choice of twenty-one, Consumer Economics the choice of eighteen, and Unit Record Equipment the choice of eleven respondents who felt the courses could have been helpful in their present or past employment. Thirty-nine of the business graduates reported that none of the courses could have been helpful in their past or present employment, and three said they did not know.

Table XXV, page 75, shows the 1965 through 1968 Sedro-Woolley High School business graduates response to the question on how helpful the seven listed courses could have been while receiving additional education or on-the-job training. Eighty-one of the business graduates responding to the survey did not answer this part of the questionnaire.

Forty-four of the business graduates felt a course in Business Management could have been helpful while receiving additional education or on-the-job training. Twenty-six of the respondents felt Introduction to Data Processing could have been helpful. Twenty-six reported Computer Languages, Twenty-three reported Salesmanship, Twenty reported Consumer Economics, Sixteen reported Cooperative Office Education, and eight reported Unit Record Equipment as their choice of possible

TABLE XXV

POSSIBLE ADDITIONS TO THE BUSINESS CURRICULUM RATED AS TO VALUE WHILE
RECEIVING ADDITIONAL EDUCATION OR ON-THE-JOB TRAINING BY THE 1965
THROUGH 1968 SEDRO-WOOLLEY HIGH SCHOOL BUSINESS GRADUATES

Courses	First choice	Second choice	Third choice	Totals
Business Management	27	11	6	44
Cooperative Office Education	5	10	1	16
Computer Languages	8	13	5	26
Consumer Economics	10	4	6	20
Introduction to Data Processing	12	12	2	26
Salesmanship	7	7	9	23
Unit Record Equipment	3	1	4	8
All of the above	3		1	4
None of the above	38			38
Don't know	2			2
Other--Speedwriting	2			2
Other--Marketing			1	1
Did not answer	<u>81</u>	<u>140</u>	<u>163</u>	<u>384</u>
Totals	198	198	198	594

subjects that could have been helpful while receiving additional education or on-the-job training. Two business graduates recommended Speedwriting, and one graduate recommended Marketing as courses which could have been helpful in additional education or on-the-job training. Two business graduates said they did not know, three reported that all of the courses could have been helpful, and thirty-eight felt that none of the courses could have been helpful while receiving additional education or on-the-job training.

Table XXVI, page 77, shows the 1965 through 1968 Sedro-Woolley High School business graduates response to the question of how helpful the seven listed courses could have been for personal use. Forty-three of the business graduates did not answer this part of the questionnaire.

The course that fifty-nine of the business graduates reported could have been helpful for personal use was Business Management. Fifty-six of the business graduates felt a course in Consumer Economics could have helped. Forty-two reported their choice of Salesmanship, Seventeen answered Introduction to Data Processing, twelve reported Cooperative Office Education, ten answered Computer Languages, and three reported a course on Unit Record Equipment could have been helpful for personal use. One student recommended Economics as a course that could have helped. Thirteen reported that all the courses could have helped, and thirty-six said none of the courses could have helped for personal use. Seven respondents answered they did not know.

TABLE XXVI

POSSIBLE ADDITIONS TO THE BUSINESS CURRICULUM RATED AS TO
 VALUE FOR PERSONAL USE BY THE 1965 THROUGH 1968
 SEDRO-WOOLLEY HIGH SCHOOL BUSINESS GRADUATES

Courses	First choice	Second choice	Third choice	Totals
Business Management	34	16	9	59
Cooperative Office Education	3	4	5	12
Computer Languages	4	3	3	10
Consumer Economics	37	16	3	56
Introduction to Data Processing	7	7	3	17
Salesmanship	15	19	8	42
Unit Record Equipment		2	1	3
All of the above	12		1	13
None of the above	36			36
Don't know	7			7
Other--Economics		1		1
Did not answer	<u>43</u>	<u>130</u>	<u>165</u>	<u>338</u>
Totals	198	198	198	594

Table XXVII, page 79, shows the number of 1965 through 1968 Sedro-Woolley High School business graduates who felt that some or all of the possible course additions should not be included in the curriculum. Ninety of the business graduates did not answer this part of the questionnaire.

Ten of the respondents felt Computer Languages should not be a part of the High School curriculum. Nine reported Salesmanship, and seven reported Unit Record Equipment as courses that should not be in the curriculum. Four of the business graduates did not feel that Consumer Economics should be taught at the high school level, and three of the graduates felt the same about Introduction to Data Processing. One business graduate did not feel that Cooperative Office Education had a place in the curriculum. One felt that Business Management should not be taught at Sedro-Woolley High School. Two of the graduates did not want any of the possible additions to the curriculum taught at the high school level. Twenty-three of the business graduates said they did not know how to answer. Sixty-five of the business graduates answered that none of the courses should be left out of the curriculum.

Fifteen of the business graduates wrote their reasons as to why certain courses should be excluded from the curriculum. Three of the graduates felt that Computer Languages, Introduction to Data Processing, and Unit Record Equipment should be taught by the companies who use employees in this line of work. One of the graduates felt that

TABLE XXVII

POSSIBLE COURSE ADDITIONS THE 1965 THROUGH 1968 BUSINESS GRADUATES FEEL SHOULD NOT BE INCLUDED IN THE CURRICULUM AT SEDRO-WOLLEY HIGH SCHOOL

Courses	First choice	Second choice	Third choice	Totals
Business Management		1		1
Cooperative Office Education	1			1
Computer Languages	6	3	1	10
Consumer Economics	3	1		4
Introduction to Data Processing		2	1	3
Salesmanship	6	2	1	9
Unit Record Equipment	2	3	2	7
All of the above	2			2
None of the above	65			65
Don't know	23			23
Did not answer	<u>90</u>	<u>186</u>	<u>193</u>	<u>469</u>
Totals	198	198	198	594

the courses would not be important after the student was out of school. Three graduates felt that some of the courses were too advanced for high school students. Two of the business graduates felt that some of the courses would be too expensive. Four of the graduates felt that the students in high school were not old enough to gain the necessary benefit from some of the courses. One graduate felt that the courses should not be added to the curriculum but that more time be devoted to more pressing problems in education. One graduate felt that some of the courses were too advanced for high school teachers.

EMPLOYMENT HISTORY

In Section VI of the questionnaire, the business graduates were asked to list the positions they have held starting with their first employment after graduation from Sedro-Woolley High School. Included in the occupational information received, are the positions held within the county, within the state, and out of state.

Table XXVIII, page 81, shows the area of employment of the 1965 through 1968 Sedro-Woolley High School business graduates. There are a total of 294 positions held since graduation by 173 of the business graduates. One hundred forty-seven, or 50 per cent, of the positions have been in the business area. Eighty-two of the positions in business have been held within Skagit County. Forty-two of the positions have been out of the county, but within the state. Twenty-three of the positions held are out of state. The secretarial field had the greatest number of positions with 74. Forty of the secretarial

TABLE XXVIII

FULL AND PART-TIME POSITIONS HELD BY THE 1965 THROUGH 1968
SEDRO-WOLLEY HIGH SCHOOL BUSINESS GRADUATES

Employment	Within County	Within State	Out of State	Totals	Percent
<u>Business</u>					
Accounting	11	7	1	19	6.5
Sales	26	11	5	42	14.3
Secretarial	40	20	14	74	25.2
Unit Record Equipment Operator	5	4	3	12	4.1
Subtotal	(82)	(42)	(23)	(147)	(50.1)
<u>Non-Business</u>					
Agriculture	11	1		12	4.1
Beauty Salon	7	3	2	12	4.1
Cannery	25	1		26	8.8
Domestic Service		1		1	.0
Education and Recreation	4	4	2	10	3.4
Food Services	11	3		14	4.8
Government Service		1	13	14	4.8
Laborer	9	12		21	7.1
Lumbering	5	4		9	3.1
Medical Aides	11		1	12	4.1
Service Station Attendant	6			6	2.0
Transportation	6	2	2	10	3.4
Subtotal	(95)	(32)	(20)	(147)	(49.7)
Totals	177	74	43	294	99.8
Percent	60.2	25.2	14.6	100.0	

Twenty-five respondents did not answer this part of the questionnaire.

positions are within Skagit County, 20 are within the State of Washington, and 14 are out of state. Sales positions numbered 42. Twenty-six are within the county, 11 within the state, and 5 out of state. Nineteen positions are in Accounting, with 11 in Skagit County, 7 in the State of Washington, and 1 out of state. The lowest number of positions held in the business field is 12, as Unit Record Equipment Operators. Five of these positions are within the county, 4 are within the state, and 3 are out of state.

In the non-business area of employment, 95 of the business graduates held positions within the county, 32 within the state, and 20 out of state. Combining the business positions, and the non-business positions, a total of 177, or 60.2 per cent, are within Skagit County; 74, or 25.2 per cent, of the positions are within the state but out of the county, and 43, or 14.6 per cent, of the positions are out of the State of Washington. Thirteen of the 20 out of state positions are from graduates in Government Service.

BUSINESS GRADUATES EVALUATION OF EDUCATIONAL PROGRAM

In section XII of the questionnaire, the business graduates were asked to express their approval or disapproval of the education they received while attending Sedro-Woolley High School, and to make a comparison between the education they received with the graduates entering work from other schools. The purpose of the inquiry was to discover the graduate's opinion of the entire educational program offered to the students at Sedro-Woolley High School.

Table XXIX, page 84, shows the evaluation of the educational program by the 1965 through 1968 Sedro-Woolley High School business graduates. Eight, or 4 per cent, of the respondents did not answer the question on the satisfaction of education received. Twenty-three, or 11.6 per cent, of the respondents did not make the comparison of the Sedro-Woolley High School educational program with the programs received by graduates of other schools.

One hundred forty-four, or 72.7 per cent, of the respondents answered they were satisfied with the education they received at Sedro-Woolley High School. Forty-six, or 23.2 per cent, expressed dissatisfaction with the education they received. Seventeen, or 8.6 per cent, of the respondents felt that the education they received was better than that received by graduates of other schools at the time they entered work. One hundred thirty-two, or 66.7 per cent, of the business graduate respondents felt the education received was about the same as that received at other schools. Twenty-six, or 13.1 per cent, felt that the education they received at Sedro-Woolley High School was not as good at the time of entering work as those who were graduates of other schools.

DATA PROCESSING

Data Processing is a relatively new field in business education, therefore, a question was included in the survey instrument to find out how many of the graduates had become involved in this area of work. The purpose of the question was to see if there was justification for

TABLE XXIX

EVALUATION OF THE EDUCATIONAL PROGRAM AT SEDRO-WOOLLEY HIGH SCHOOL
 BY THE BUSINESS GRADUATES FOR THE YEARS 1965, 1966, 1967, AND 1968

	Number of respondents	Percent
Satisfied with education received	144	72.7
Not satisfied with education received	46	23.2
Did not answer	<u>8</u>	<u>4.0</u>
Totals	198	99.9

Education better than other schools	17	8.6
Education about the same as other schools	132	66.7
Education not as good as other schools	26	13.1
Did not answer	<u>23</u>	<u>11.6</u>
Totals	198	100.0

adding a course in Data Processing to the business curriculum at Sedro-Woolley High School.

In response to the question, have you ever worked with or had training in Electronic Data Processing, the following results were obtained:

	<u>Yes</u>	<u>No</u>	<u>Did not answer</u>	<u>Totals</u>
Number of responses	39	142	17	198
Percent	19.7	71.7	8.6	100.0

RECOMMENDATIONS BY GRADUATES

The recommendations by graduates was solicited on the basis that graduate students would have a good understanding of the areas of weakness in the Sedro-Woolley educational program. It was felt that the graduates, as a result of their own experience while in school, and the knowledge gained of their educational needs since graduation, would be qualified to make an appraisal that could help to improve the existing program. A compiled list of recommendations is as follows:

Number of graduates	Recommendations to the Business Education Department
27	1. Need more advanced and additional courses to keep up with the changing times (example: Data Processing).
1	2. Need a class in Business Statistics and Probability.
1	3. Need a class in Income Tax.
3	4. Need a course that will teach the financial responsibilities students will face after graduation.
10	5. Need experience classes (on-the-job training).
3	6. Need a class that will train students for available jobs.
8	7. Need more training in procedures of how to obtain employment.

Number of
graduates

Recommendations to the Business Education Department

- | | | |
|---|-----|--|
| 6 | 8. | Need a class in charm and good grooming. |
| 1 | 9. | Need a class of Advanced Bookkeeping. |
| 1 | 10. | Should have some personal use business courses. |
| 2 | 11. | Need a class in Salesmanship. |
| 2 | 12. | Need a class in Consumer Economics (to be for Sophomore students). |
| 1 | 13. | Need some business courses to be taught earlier. |
| 1 | 14. | Should have night school classes in business. |
| 4 | 15. | Need more and different types of business machines. |
| 2 | 16. | Shorthand should include legal and medical terminology. |
| 1 | 17. | Secretarial typing should include legal documents. |
| 1 | 18. | Business Mathematics should be a prerequisite to other business courses. |
| 1 | 19. | Office Practice class to include Off-set and Vari-type machines. |
| 1 | 20. | Business Law should cover every-day problems more thoroughly. |
| 1 | 21. | Office Practice should be more thoroughly explained in class. |
| 6 | 22. | Require students to take some business training. |
| 1 | 23. | Require students to take Business Law. |
| 2 | 24. | Need Computer and Data Processing in High School. |
| 1 | 25. | Need an Occupational Orientation class. |

Recommendations made by the business graduates concerning school programs, students, and teachers are included in Appendix G.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine whether the educational needs of the business graduates are being met through the present curriculum, and to provide information to the administration and instructional staff to aid in determining if an additional course or courses are necessary, and/or if the present curriculum at Sedro-Woolley High School needs to be improved or updated.

Graduates who completed two or more business courses, excluding beginning Typing, and were instructed by vocationally certified teachers during the years 1965 through 1968 were used for the study. One hundred ninety-eight, or 62.3 per cent, of the questionnaires were returned. This chapter will present the summary, conclusions, and recommendations.

SUMMARY

1. There was a total of 699 Sedro-Woolley High School graduates from 1965 through 1968, 357 boys, and 342 girls. One hundred forty-seven of the graduates had a 3.0 to 4.0 grade point average, 105, or 71.4 per cent, are girls, and 42, or 28.6 per cent, are boys. One hundred eighty-five of the graduates had a grade point below 2.0, 134, or 72.4 per cent, are boys, and 51, or 27.6 per cent, are girls.

2. Of the 699 Sedro-Woolley graduates, 318, or 45.5 per cent, were classified as business graduates. Eighty-nine, or 28 per cent, of the business graduates are boys, and 299, or 72 per cent, are girls.

3. The highest percent of respondents to the questionnaire came from the graduates in the upper grade point group from 3.0 to 4.0. The lowest percent of returns came from the respondents in the lower grade point group under 2.0. Thirty-eight, or 76 per cent, of the upper group, and 38, or 43.7 per cent, of the lower group returned their questionnaires.

4. One hundred seventeen, or 59.1 per cent, of the respondents to the questionnaire were residing within 15 miles of the Sedro-Woolley school district at the time they mailed in their questionnaire. Eighty-four, or 42.4 per cent, had an address within the Sedro-Woolley School District.

5. The largest number of respondents, 48, or 24.2 per cent, left the Sedro-Woolley School District area for further education. Forty-one, or 20.7 per cent moved because of marriage, 35, or 17.7 per cent, for employment, 15 or 7.6 per cent, for the Military Service, and 2, or 1 per cent, for personal reasons. Seventy-three, or 36.9 per cent, of the above left the area within 3 months. Many of the graduates who had departed from the area have returned.

6. One hundred forty, or 70.7 per cent, of the respondents have obtained some form of formal education since high school.

Most of the business graduates who had formal education since high school did so at institutions other than a four-year college.

7. Fifty-one of the respondents attended a two-year college, with 25, or 49 per cent, entered into the field of education. Twenty-five, or 49 per cent, of the respondents who attended a two-year college dropped their studies before completion.

8. Twenty-six of the respondents enrolled in a four-year college, with seventeen, or 65.4 per cent, enrolled in the field of education. Ten, or 38.5 per cent, of the respondents enrolled, but dropped their studies before completion. Three, or 11.5 per cent, completed their studies and received a Bachelor's degree.

9. Thirty-three of the respondents enrolled in a business school. Eighteen, or 54.5 per cent enrolled in the secretarial field. Eight, or 24.2 per cent, of the respondents enrolled dropped their studies before completion. Twenty-three, or 69.7 per cent, completed their studies.

10. Twenty-seven of the respondents enrolled in a trade or technical school. Nineteen, or 70.4 per cent, completed their studies or training. Three, or 11.1 per cent, dropped their studies or training before completion. Fourteen, or 51.9 per cent, enrolled in Cosmetology.

11. Very few of the respondents received on-the-job training. Of 21 instances of training received, five, or 23.8 per cent, received training in the operation of unit record equipment.

Four, or 19 per cent, of the respondents received training as a telephone operator.

12. Other than typing, the five Sedro-Woolley High School business courses with the highest business graduate enrollment were; Business Law, 121, Bookkeeping, 120, Office Practice, 112, Advanced Typing, 110, and Shorthand, 98.

13. The current business course with the highest employment value, as rated by the respondents who had completed the course, was Office Practice. The next highest was Business Mathematics, followed by Business Machines, Typing, Advanced Typing, Bookkeeping, Business English, Business Law, Advanced Shorthand, and Shorthand.

14. The current business course with the highest education or on-the-job value, as rated by respondents who had completed the course, was Business Mathematics. The rating of the other courses in business, listing from the highest rated course and going to the lowest, are as follows: Typing, Business Machines, Office Practice, Bookkeeping, Business English, Business Law, Advanced Typing, Shorthand, and Advanced Shorthand.

15. The current business course with the highest personal use value, as rated by the respondents who had completed the course, was Business Mathematics. The remaining courses rated from the highest to the lowest was as follows: Bookkeeping, Typing, Business English, Business Law, Advanced Typing, Office Practice, Business Machines, Advanced Shorthand, and Shorthand.

16. Currently taught business courses the respondents did not take while in high school, were rated by the respondents as to how helpful they would have been in their present or past employment. Business English was the course most often mentioned, followed by Business Mathematics, Business Machines, Bookkeeping, Advanced Shorthand, Business Law, Advanced Typing, Shorthand, and Office Practice.

17. The respondents rated currently taught business courses they did not take in high school, as to what they now believe would have been the most helpful while receiving additional education or on-the-job training. The courses listed from the highest to the lowest number of responses are as follows: Business English, Bookkeeping, Business Machines, Business Mathematics, Advanced Typing, Advanced Shorthand, Shorthand, Business Law, and Office Practice.

18. Of the current courses the respondents did not take in business while in high school, Business English was reported by the most respondents, as the course that would have been most helpful for personal use. The other courses, listed from the highest to the lowest number of responses are as follows: Business Mathematics, Bookkeeping, Business Machines, Business Law, Advanced Typing, Shorthand, Advanced Shorthand, and Office Practice.

19. Shorthand, Advanced Shorthand, and Bookkeeping were currently taught business courses reported by the respondents, as courses which, because they did not take them while attending high school, resulted in loss or denial of employment opportunities.

20. Bookkeeping, and Advanced Typing were the currently taught business courses listed most by the respondents, as courses which they were required to take by an employer or educational institution.

21. Seven possible course additions were rated as to value in obtaining employment by the business graduates. The highest rating was awarded to Business Management, followed by Introduction to Data Processing, Salesmanship, Cooperative Office Education, Computer Languages, Consumer Economics, and Unit Record Equipment.

22. The seven possible course additions were rated as to value while receiving additional education or on-the-job training. The course receiving the highest rating was Business Management, followed by Computer Languages, Introduction to Data Processing, Salesmanship, Consumer Economics, Cooperative Office Education, and Unit Record Equipment.

23. Possible course additions were rated as to which would have been the most valuable in past or present employment. Business Management received the highest rating, followed by Salesmanship, Cooperative Office Education, Introduction to Data Processing, Computer Languages, Consumer Economics, and Unit Record Equipment.

24. The possible course additions were rated as to which would have the most value for personal use. Business Management was again awarded the highest rating by the respondents. Second highest rating was for Consumer Economics, followed by Salesmanship, Introduction to Data Processing, Cooperative Office Education, Computer Languages, and Unit Record Equipment.

25. Fifteen graduates gave their reasons why some or all of the seven possible course additions should not be included in the business curriculum. The main reasons given were: (1) The courses are too advanced for high school students. (2) The courses are too expensive to have in high school. (3) Companies that use employees in this line of work should do their own training.

26. There were 294 part or full time occasions of employment reported by the business graduates. One hundred forty-seven, or 50 per cent, were classified as Business, and 147, or 50 per cent, were classified as Non-Business. One hundred seventy-seven, or 60.2 per cent, of the positions held were located in Skagit County.

27. The number of positions held in the Business area of employment are as follows: Secretarial, 74, Sales, 42, Accounting, 19, and Unit Record Equipment Operator, 12.

28. The positions held by the respondents in the Non-Business area of employment are too numerous to mention, therefore, the six highest number of positions are listed: Cannery, 26, Laborer, 21, Food Services, 14, Government Service, 14, Medical Aides, 12, Beauty Salon, 12, Agriculture, 12,

29. Over 70 per cent of the respondents reported they were satisfied with the education they received at Sedro-Woolley High School. Seventeen, or 8.6 per cent, of the respondents felt the education they received was better than that received by graduates of other schools at the time they entered work. Twenty-six, or 13.1

per cent, felt the education they received was not as good at the time of entering work as those who were graduates of other schools.

30. Thirty-nine, or 19.7 per cent, of the business graduates had received training or had worked in the field of Electronic Data Processing.

31. Twenty-five different recommendations were made concerning the Business Education Department's educational program. Forty-three of the business graduates reported the need for more advanced, and additional courses. Eleven made recommendations for the improvement of existing classes. Ten recommended on-the-job training. Six graduates wanted some business courses required. Three wanted business courses taught earlier in the high school program. One wanted to have some of the business courses taught at night.

32. The two recommendations mentioned the most by the business graduates for the improvement of existing classes or for an additional course were: (1) Add more training or instruction in the procedures of obtaining employment. (2) Give instructions or training in charm and good grooming.

CONCLUSIONS

1. The Business Education Department serves, and must continue to serve students from all grade point levels of achievement.

2. There are three times as many girls as there are boys classified as business graduates. An immediate study should be made

to find out why more boys are not taking business courses while in high school.

3. More than two out of three graduates will obtain additional formal education. The greater number of business graduates will enroll in a two-year college. The next highest number will enroll in a business school, then a trade or technical school, and the smallest number at a four-year college.

4. Most of the employers do not offer on-the-job training, therefore, if the graduates of a high school are to be competitive in the labor market, the students must receive a good education.

5. All of the courses now being taught at Sedro-Woolley High School should continue to be part of the curriculum, as is evidenced by; (1) the ratings given courses by the respondents who completed the courses; (2) the ratings given courses by the respondents who did not take the courses but now feel a need for them; (3) the needs of the respondents in the Business and Non-Business areas of employment in which the graduates are/were engaged; (4) the loss of job opportunities by the respondents because they had not taken some of the courses while in high school; (5) the additional training required by an employer or educational institution.

6. There appears to be a need for the Advanced Typing and Advanced Shorthand courses to be extended from one semester to two semesters of study, as is evidenced by the number of students employed in the secretarial field, and the number of students taking additional education in this area of work.

7. In considering additional courses, Business Management was rated the highest by the respondents as a course that could have been most helpful. Unit Record Equipment was the course consistently rated the lowest by the respondents in considering their educational needs. With the exception of Unit Record Equipment, all of the possible course additions rated by the respondents would be helpful, and have sufficient interest to warrant the addition of the courses to the business curriculum.

8. Within one of the existing business courses, or a course to be added, all of the students should be able to receive instruction in poise and good grooming, and in how to find and apply for a position.

RECOMMENDATIONS

1. The business education staff, and the administration, have the obligation of keeping up to date on recent studies, have the obligation of keeping in contact and accepting recommendations from their graduates, and adapting curriculum methods to their findings.

2. The value of business courses, and the offerings of the Business Education Department, should receive more publicity so that more students of varied interest and abilities will enroll in them.

3. The Business Education Department should be increased to four vocationally certified teachers. This would allow more sections of the existing business courses to be offered, and additions to the business curriculum could be made.

4. Advanced Typing and Advanced Shorthand should be increased from one to two semesters.

5. Business Mathematics and Business English should be offered every semester for a minimum of one period a day.

6. More business courses should be available to Sophomore students.

7. Up to date employment information and trends should be studied within the county, and the information should be passed on to the students and faculty.

8. A full-time vocational counselor should be hired to work with students from the ninth through the twelfth grades.

9. The following additional courses should be included in the curriculum when an additional teacher is hired: Business Management, Cooperative Office Education (on-the-job experience), Introduction to Data Processing (to include some time spent on a Computer Language), Consumer Economics, and Salesmanship.

10. The Business Department should plan a Vocational Orientation class that would include studies of different occupations, instruction on poise and good grooming, information on unions, information on how to find and apply for a position, and information on employee and employer relations.

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A P P E N D I X

SEDRO-WOOLLEY SCHOOL DISTRICT NO. 101

ROBERT K. JOHNSEN, SUPERINTENDENT
ROBERT A. WARNECKE, ASSISTANT SUPERINTENDENT
Mrs. Lorraine Hull, Secretary

George C. Bricka, Principal

Sedro-Woolley High School

4th & Nelson

Sedro-Woolley, Washington 98284

855

(Appendix A)

May 13, 1969

Graduate Board for Thesis
University of Montana
Missoula, Montana

Gentlemen:

Rudy Franulovich has my permission to conduct a survey of the students that have graduated in business from Sedro Woolley High School over the last four years.

A study of this type should be very valuable in the evaluation of our business department.

Sincerely,



George C. Bricka
Principal

QUESTIONNAIRE

SEDRO WOOLLEY HIGH SCHOOL GRADUATES

For The Years 1965, 1966, 1967, and 1968

I. General Information (Appendix B)

Name _____
(Last) (First) (Middle Initial) (Class of)

(If married, please include maiden name)

Present Address _____
(Street) (City) (Phone No.)

(State) (Zip Code)

Address where you always can be reached _____

 May the above information be used to update the school files? _____

(PLEASE OMIT QUESTIONS THAT DO NOT APPLY TO YOU)

II. Residence Information

A. How soon after graduation from Sedro Woolley High School did you leave Sedro Woolley?
(Months) (Years)

B. What was the reason for leaving Sedro Woolley? Education _____
 Employment _____ Marriage _____ Health _____ Other (Explain) _____

III. Post-High School Formal Education or On-The-Job Training

A. Have you at any time continued your education or received on-the-job training? Yes _____ No _____

B. If the answer to the above question is Yes, please complete the form below:

Formal Education or On-The-Job Training	Major Area of Study	Month and Year Started	Month and Year Completed	Diploma or Degree Granted (if any)
Junior College				
University				
Business School				
Trade School				
Other:				
On-The-Job-Training				

(Appendix B)

IV. High School Subjects That Were Available To You (alphabetical list)

(Listed below are the business subjects that were available to you while you were attending Sedro Woolley High School)

- | | | |
|-----------------------|----------------------|-----------------------|
| 1. Advanced Shorthand | 6. Business Math. | 11. All of the above |
| 2. Advanced Typing | 7. Business Machines | 12. None of the above |
| 3. Bookkeeping | 8. Office Practice | 13. Don't know |
| 4. Business English | 9. Shorthand | |
| 5. Business Law | 10. Typing | |

DIRECTIONS: Using the numbers listed with each subject, such as 10 for typing, fill in only the number of spaces needed to express your present feelings in answering the questions below. In the first space, list your first choice, in the second space, your second choice, etc. Please read all questions, but answer only those parts that apply to your educational or employment experience.

A. Of the subjects listed above, which do you feel were the most helpful to you

(1) in the employment you are/were engaged in? _____, _____, _____.

(2) while receiving additional education or on-the-job training

_____, _____, _____.

(3) for personal use? _____, _____, _____.

B. Of the subjects listed above, that you did not take while you were in High School, which do you feel would have been most helpful to you

(1) in the employment you are/were engaged in? _____, _____, _____.

(2) while receiving additional education or on-the-job training?

_____, _____, _____.

(3) for personal use? _____, _____, _____.

C. Were you ever denied employment because you had not received training in any of the subjects above? Yes _____ No _____

(1) If the answer to the above question is Yes, please list the subject(s) required. _____, _____, _____.

D. Were you ever required by your employer or by an educational institution to take one of the subjects listed above? _____

(1) If the answer to the question is Yes, please list the subject(s) required. _____, _____, _____.

(Appendix B)

V. Subjects That Were Not Available To You (alphabetical list)

(Listed below are subjects that were not available to you while you were in Sedro Woolley High School)

- | | |
|------------------------------------|---------------------------|
| 1. Business Management | 7. Unit Record Equipment |
| 2. Cooperative Office Education | 8. All of the above |
| 3. Computer Languages | 9. None of the above |
| 4. Consumer Economics | 10. Don't know |
| 5. Introduction to Data Processing | 11. Other (specify) _____ |
| 6. Salesmanship | 12. Other (specify) _____ |

A. Of the subjects listed above, which (if any) do you feel could have been helpful to you

(1) in obtaining employment? ____, ____, ____.

(2) in the occupation in which you were or are employed?

____, ____, ____.

(3) while receiving additional education or on-the-job training?

____, ____, ____.

(4) for your own personal use? ____, ____, ____.

B. Of the subjects listed above, which (if any) do you feel should not be included in the High School Curriculum? ____, ____, ____, ____, ____, _____. Please give reasons. If more space is needed, write on the back of this page. _____

VI. Employment History (List by occupational title, starting with your first employment after graduation from Sedro Woolley High School, the kind of employment in which you have been engaged)

Employment and Year	City	State
Example: Manager, Retail Store, 1965, 66, 67, 68		

(Appendix B)

VII. General Questions

- A. Are you satisfied with the education you received at Sedro Woolley High School? Yes _____ No _____
- B. In your opinion, how did the education you received compare with the education of graduates entering work from other schools?
Better than average ____ About the same ____ Not as good ____
- C. Have you ever worked with, or had training in Electronic Data Processing?
Yes ____ No ____

VIII. Recommendations by Graduates

- A. Please list any recommendations that you feel would help the school improve it's curriculum offerings. If more space is needed, write on the back of this page.

Thank you so very much for your answers. I can assure you that when all of the questionnaires are returned, the information will be utilized in an attempt to bring our school in step with present-day needs. The present and future students will be the real benefactors from your efforts. Thanks again. I hope that all is going well with you.



SEDRO WOOLLEY SCHOOL DISTRICT NUMBER 101
Sedro Woolley, Washington
98284

George Bricka, Principal Sedro Woolley High School Third & Nelson

September 5, 1969

(Appendix C)

Dear

I am conducting a survey of the students who have graduated from Sedro Woolley High School, and would appreciate your help.

As we are in the process of evaluating the curriculum, we want the graduates' personal opinions concerning the value of present course offerings. We also need information from you as to what new courses should be offered to meet the present-day student needs.

We would also like to update the school files in the event your address has changed. This information will make it possible to contact you for such events as Class Reunions and Homecomings. All other information will be kept confidential and used only as statistical data for curriculum improvement.

Enclosed you will find a questionnaire in a stamped, self-addressed envelope. I hope you will fill it out and return it to me as soon as possible.

Sincerely yours,

Rudolph V. Franulovich

Enclosures

SEDRO-WOOLLEY SCHOOL DISTRICT No. 101

ROBERT K. JOHNSON, SUPERINTENDENT
ROBERT A. WARNECKE, ASSISTANT SUPERINTENDENT
Mrs. Lorraine Hull, Secretary

Sedro-Woolley, Washington 98284

Route 4, Box 220

(DATE)

(Appendix D)

Mr. R. V. Franulovich
903 Curtis Street
Sedro-Woolley, Washington 98284

Dear (First Name)

Recently I mailed a questionnaire to you, but as yet, I have not received your return. If the forms were not received, please let me know and I will mail you another set.

To date, I have received (No.) returns, but need to receive (No.) more returns to have a valid survey. You can see why I need and would appreciate your return.

Hope that all is going well with you, and that I will hear from you.

Sincerely yours,

GENERAL PURPOSE CARD PUNCHING FORM

PUNCHING INSTRUCTIONS

JOB	
BY	DATE

WRITTEN AS:													
PUNCH AS:													

NOTES:

FIELD IDENTIFICATION																																														
1-10				11-20				21-30				31-40				41-50				51-60				61-70				71-80																		
2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8

(Appendix E)

APPENDIX G

Number of graduates	Recommendations made by business graduates concerning school programs
3	1. More students encouraged to take business courses.
8	2. Less push on college preparatory and more push towards vocational training.
2	3. Students should have more choice in the subjects they take.
1	4. Need more counselors.
1	5. Allow some fun courses for college preparatory students.
1	6. Allow more time for electives.
4	7. More electronics, drafting, auto mechanics, welding and vocational training.
5	8. More foreign language programs.
1	9. Better courses in foreign languages.
7	10. Language program needs improving.
1	11. Earlier and constant counseling.
1	12. Need better counseling on opportunities of work.
2	13. Need better counseling on grants and scholarships.
1	14. Need more individual guidance testing.
1	15. Need lecturers from professional people on subjects concerning students future.
1	16. Reorganize the Music Department to work as a team.
6	17. Need improvement in English.
3	18. Need more advanced courses in English.
3	19. Need greater account of political happenings and social problems.
1	20. Lacking in courses in History.
1	21. Encourage students to participate in sports.
1	22. Physical Education should physical and not mental skills.
1	23. Home Economics could be improved by teaching of practical items in the home.
1	24. Family Planning and Home Management should be required.
3	25. Need Sex Education and Drug Abuse classes.
7	26. Chemistry and Physics classes should be allowed more time per class.
1	27. Chemistry program needs to be updated.

Additional Courses Recommended

1. Interior Decorating 2. Sociology 3. First Aide 4. Economics
 5. Art (Drawing and Design) 6. Asian Language and Customs 7. Health
 8. Cultural Awareness 9. Drama 10. Forestry 11. Anthropology
 13. Humanities 14. Engineering 15. Ecology 16. Unions 17. Bible
 18. More advanced Mathematics, Electronics, Chemistry, Physics, and Home Economics. 19. Pre-Nursing Training

APPENDIX G

Number of
graduates Recommendations by business graduates concerning teachers

- | | |
|---|---|
| 6 | 1. Better relations and communications between teachers and students. |
| 3 | 2. Want younger teachers. |
| 4 | 3. Want more individual (personal) help from teachers. |
| 2 | 4. Treat all students equal. |
| 4 | 5. Teachers should demand more of students. |
| 2 | 6. More free discussion should be allowed in the classroom. |
| 2 | 7. Too many teachers with old fashion ideas that kill the students interest to learn. |
| 1 | 8. Need more stimulating teachers. |
| 1 | 9. Need more teachers and class space. |
| 1 | 10. Low class teachers in some areas. |
| 1 | 11. Stature on faculty should be based on ability. |
| 1 | 12. Mismatched teachers in some fields. |
| 1 | 13. Restrict teachers from telling students how their parents should vote on school issues. |
| 1 | 14. Schools are anti-youth and anti-education. |
| 3 | 15. Preparation for college leaves much to be desired. |
| 1 | 16. High School courses are too shallow. |