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## A Study of Selected Business Firms in the Williston Employment Area with Implications for Improvement of the Office Education Program at the UND-Williston Center

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A STUDY OF SELECTED BUSINESS FIRMS IN THE WILLISTON EMPLOYMENT AREA  
WITH IMPLICATIONS FOR IMPROVEMENT OF THE  
OFFICE EDUCATION PROGRAM AT THE  
UND-WILLISTON CENTER

by

Mrs. Sylvia J. Lee

B. S., Jamestown College, 1954

An Independent Study  
Submitted to the Faculty  
of the  
Graduate School  
of the  
University of North Dakota  
in partial fulfillment of the requirements  
for the Degree of  
Master of Arts

Grand Forks, North Dakota

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1971

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This independent study submitted by Mrs. Sylvia J. Lee in partial fulfillment of the requirements for the Degree of Master of Arts in the University of North Dakota, is hereby approved by the Committee under whom the work has been done.

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(Chairman of Business Education Department)

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(Advisor)

379867

### ACKNOWLEDGMENTS

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## CHAPTER I

### THE PROBLEM

#### Statement of the Problem

The problem of this study was to secure information regarding selected business firms in the Williston employment area which would contribute toward the improvement of the office education program at the UND-Williston Center.

#### Purpose of the Study

The purposes of this study were to secure information concerning:

1. The identification of office workers as to clerk-typists, stenographers, secretaries or other office workers.
2. The number of clerk-typists, stenographers, secretaries and other office workers employed by the business firms of the Williston employment area.
3. The job qualifications required by the business when hiring new employees, including factors taken into consideration during the interview.
4. Sources contacted by the business to secure possible new employees.
5. Reference books used by the business.
6. Filing systems used by the business.



7. Beginning and highest salaries paid office employees by the firm.
8. The duties performed by the office workers.
9. Plans for the expansion of the office.
10. The types of business and secretarial machines now used by the office.
11. The purchasing trends for business and secretarial machines.
12. The desired training level of new employees for business and secretarial machines.
13. Possible training stations for the UND-Williston Center work experience program, as well as speakers and materials for the secretarial procedures class.

Using the information secured from selected business firms in the Williston employment area, the investigator made recommendations for improvement of the office education program at the UND-Williston Center.

#### Need for the Study

Probably no other area of work has undergone such a rapid change in the past few years as has office work. Office educators must be aware of and keep abreast of these changes, or be content to continue instruction in the traditional manner.

In order to keep pace with developments in the world of work, those involved must continually upgrade vocational education programs. This is particularly important in the area of office education. Emphasizing this fact, Erickson states:

It has been said that education may be as much as a half-century out of phase with the world in which we live. This statement is, in all probability, as true of office education as it is of other aspects of education. The major goal of any vocational program is to equip students for successful employment. To reach this goal, the occupational area has to be analyzed to determine the skills, knowledges, and attitudes required of the worker. Some of the common methods of analyzing office occupations are: (1) an analysis by the teacher based on his experiences and inquiry, (2) assistance from special consultants, (3) suggestions from an advisory committee, (4) study of office jobs, and (5) combinations of the four methods.<sup>1</sup>

Because the office employment opportunities of the Williston area had never before been systematically studied, the investigator felt that this study should be conducted to develop a more effective office education program at the UND-Williston Center.

#### Delimitations of the Study

This study was delimited to:

1. The Williston employment area.
2. A sampling of business establishments were surveyed that employed office workers.
3. Business establishments with as few as one and as many as forty full- and part-time clerical, stenographic, secretarial and other office workers.

#### Limitations of the Study

This study was limited by:

1. Reliability of data received from a questionnaire-personal interview conducted by the writer with thirty-five

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<sup>1</sup>Lawrence W. Erickson, "Improving the Content of the High School Office Education Program," The Emerging Content and Structure of Business Education, National Business Education Yearbook, No. 8, ed. by Ray G. Price (Washington, D. C.; 1970), p. 208.

employers in selected business establishments in the Williston employment area.

2. Each employer was presented a questionnaire and given an opportunity for a personal interview to reply to each question from the questionnaire.

#### Definition of Terms

As applied to this study, certain selected business terms have been defined as follows:

Clerk-Typist.--An office worker who performs such duties as filing, billing, handling mail, answering the telephone, bookkeeping, operating business machines as well as the switchboard. This type of worker may also serve as an information clerk and receptionist.

Stenographer.--An office worker who performs many of the duties of a clerk-typist but also transcribes from a voice-writing machine, and takes and transcribes dictation from shorthand.

Secretary.--An office worker who performs the duties of a stenographer but, in addition, assumes responsibility for operation of the office; and, also, supervises other office workers.

Employee or office worker.--The person employed in business firms whose major duties are of a secretarial, stenographic or clerical nature.

Employer.--The person in a business firm for whom the clerical, stenographic or secretarial office employee works.

Full-time worker.--An office employee who works forty or more hours a week.

Part-time worker.--An office employee who works less than forty hours per week.

## CHAPTER II

### REVIEW OF PERTINENT LITERATURE

#### The Williston Employment Area

Located in northwestern North Dakota (twenty miles east of Montana and seventy miles south of Canada) is the city of Williston, North Dakota. Williston is located on the Missouri River and is a half-hour drive from Lake Sakakawea. The main line of the Burlington Northern passes through Williston as do United States Highways 2 and 85. Williston, the county seat of Williams County, had a population of approximately 11,500 according to the 1970 census. The Williston trade area is very sparsely populated.

Williston's major industries include Dakota Salt and Chemical Company and Williston Meat Packing Company, Incorporated; as well as the oil industry which has been on the decline during the past two years. Other business establishments, schools and facilities are comparable to cities of relative size.

UND-Williston Center, a two-year community college, had an enrollment of 465 students in 1970. The college has two divisions which are academic and vocational. The vocational division has grown rapidly during the past two years since the appointment of a vocational director and the passage of House Bill #35 which provided funds for this vocational program.

## Introduction

Writers have published much information in professional journals, pamphlets, magazines, books, and other publications relative to the role of the two-year college and its objectives. A vast amount of material has also been published regarding office education programs which are an integral part of a two-year college.

## The Two-Year College

The two-year college has made great progress in recent years. This level of education has been on the move for several decades and the future looks bright. Two-year institutions are being built at an astonishing rate and this movement is one of the most dynamic movements ever witnessed in the field of higher education.

An educational institution must provide an effective environment for learning. The two-year college has a duality of objectives.

On the one hand, the two-year institution is dedicated to accepting all who come to it from the high schools throughout the district. On the other, it is duty-bound to strive for and maintain standards of excellence.<sup>1</sup>

Two-year colleges attract a more representative cross section of the population than the four-year colleges.

Students who have elected to attend the two-year college usually have different career goals, and frequently different learning styles, than students who choose the four-year degree-granting institutions. Many of them are not unlike high school

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<sup>1</sup>James E. Seitz, "Toward Excellence in the Associate Degree Program," Journal of Business Education, XLIII, No. 6 (1968), p. 233.

students in terms of maturity but as a total group, they are more goal-oriented than a typical high school student.<sup>1</sup>

The student body of the two-year school is composed of students graduated from high school the previous spring, divorcees who want to obtain an education to support their family, grandmothers who are attending school for something to do, various middle-aged and older people who are being vocationally rehabilitated and others.

Raines of Michigan State University uses reports from the American College Testing Program and the American Council of Education, Office of Research in describing the socio-economic level of two-year college students. He states:

The ACE study indicated that incoming junior college students are from families with lower incomes than those of students entering four-year colleges and universities. The median falls between \$8,000-\$9,000 for junior colleges, between \$12,000-\$13,000 for four-year colleges, and close to \$15,000 for universities. The socio-economic difference among these three groups is further reflected in the educational levels of the parents. Only about one-third of the fathers of incoming junior college students have had education beyond high school, compared to approximately one-half of the fathers of incoming freshmen in colleges and universities. About one-fourth of the mothers of junior college students did not complete high school compared to only 15 percent for university mothers and 18 percent for mothers of four-year college freshmen.<sup>2</sup>

In regard to achievement and aptitude characteristics of the two-year college student, Raines further states:

There is little doubt that junior college students have enjoyed less success in high school than their

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<sup>1</sup>Donald P. Kohms, "Postsecondary School Programs," The Emerging Content and Structure of Business Education, National Business Education Yearbook, No. 8, ed. by Ray G. Price (Washington, D. C.; 1970), p. 316.

<sup>2</sup>Max R. Raines, "Characteristics of Junior College Students," National Business Education Quarterly, XXXVI, No. 2 (1967-68), p. 14.

counterparts in the colleges and the universities. For example, in the ACE study, the percentage of junior college students reporting less than a "B" average in high school was 56 percent, compared to 24 percent for the college group and 19 percent for the university group.<sup>1</sup>

Some students who attend the two-year college do so because the school is in their home town and the cost would be lower than going to a four-year school. Other students in the two-year school are there because they have a vocational goal which does not require a four-year degree program.

Regardless of the backgrounds of the students, the fact remains that the two-year colleges have these students. What are these schools going to offer them so far as an education is concerned?

#### The Office Education Program

One of the largest and most popular programs in the two-year college is the business and office education program. The office education program is the one with which this writer is concerned. It is necessary at this point to define office education and also explain what is meant by a postsecondary office education student.

Office education can be defined as those activities performed by individuals in public and/or private enterprise which are related to the facilitating function of the office. Among those activities are recording and retrieval of data, supervision and coordination of office activities, communication, and reporting of information regardless of social, economic, or governmental organizations in which they are found.

The term postsecondary office education student refers to students usually over 18 who have either

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<sup>1</sup>Max R. Raines, "Characteristics of Junior College Students," National Business Education Quarterly, XXXVI, No. 2 (1967-68), p. 14.



graduated from or dropped out of high school and who are available for full-time study in preparation for entering business or related occupations.<sup>1</sup>

In the definition of postsecondary office education student, it should be noted that this student may not be a high school graduate and, as stated previously, is attending the two-year college for vocational preparation. It becomes extremely important, then, that the college concern itself with offering programs which will prepare these students to become gainfully employed. It must also be remembered, as was stated previously, that the college must also strive for and maintain standards of excellence. It is this writer's opinion that as the college provides meaningful programs it will indeed maintain excellent standards.

It is the responsibility of office education instructors to make the programs relevant to the student's level of experience and maturity and also relevant to the employment area into which the students will be going. Those who help design curriculums must certainly consider the relevance of the office education program as well as making sure that the content of the courses is relevant to the jobs available. Oliverio states:

Notwithstanding the general confusion, curriculum designers have thought about relevance, if only in loose, noncritical fashion. They have been struggling with a general effort to design curriculums that make sense to the students who spend weeks and months in the classrooms and laboratories of American schools.<sup>2</sup>

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<sup>1</sup>James R. Beima, "Improving the Content of the Postsecondary Office Education Program," The Emerging Content and Structure of Business Education, National Business Education Yearbook, No. 8, ed. by Ray G. Price (Washington, D. C.: 1970), p. 218.

<sup>2</sup>Mary Ellen Oliverio, "The Changing School Curriculum," The Emerging Content and Structure of Business Education, National Business Education Yearbook, No. 8, ed. by Ray G. Price (Washington, D. C.; 1970), p. 35.

Curriculum revision, in order to keep up with what is new, was also emphasized by Dickinson and Musselman.

The job of keeping up with what is new is a continuous process and one that requires scholarship as well as devotion to the task. The school is frequently required to act on new curricular problems sooner than may be convenient. Nevertheless, new semesters begin, new students enroll, and some type of curriculum guide must be provided even though it may need to be studied further and revised later.<sup>1</sup>

Dickinson and Musselman also advocate a close relationship between the classroom and the office by expressing their opinion in the following manner:

What can be done about narrowing the gap between the classroom and the office? . . . Careful experimentation and observation can help as colleges feel their way toward usable solutions. Periodic and simultaneous re-examination of both the curriculum and the course content provides excellent opportunities for necessary revisions and for updating programs.<sup>2</sup>

Business and office programs have been criticized because they feature the same curricular design, the same subject sequences, and the same teaching practices as has been carried on for many years. It is really irrelevant that the curriculum is the same as it was many years ago. What is relevant is whether the curriculum of today is meeting the needs of present students. Changes should not be made for the sake of change but should be made to meet changing needs. It is necessary, therefore, to determine whether today's needs of both students and business are being fulfilled.

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<sup>1</sup>J. Alvin Dickinson and Vernon A. Musselman, "The Secretarial Curriculum in the Community College, National Business Education Quarterly, XXXVI, No. 2 (1967-68), p. 46.

<sup>2</sup>Ibid.

When suggesting activities which would keep the office education instructor informed as to whether the needs of students and business are being fulfilled, Place says:

Survey the business community. You should scientifically (not haphazardly) survey the business community at least every five years. Remember that technological progress is so swift these days that information quickly deteriorates. Between surveys keep in touch with business by means of advisory committees, cooperative education programs, and visits to companies, to mention only a few ways. Keeping in touch with business people helps you understand what they want in their employees and how the processing of information is changing in their businesses.<sup>1</sup>

An important part of the survey of the business community should be to consider the availability of jobs of the employment area.

If a school plans to develop a practical approach toward aiding career-seeking students, it must consider the question: "What jobs are available in this locality?" It is futile to encourage anyone to train for employment in a field unless that person can see concrete evidence that such employment can be found.<sup>2</sup>

Whatever approach is used to improve the office education program, the fundamental question is: Did the program provide the type of education and develop the marketable skills which are needed by the student in securing an office job and making satisfactory progress on that job? Erickson summarizes his approach to improving

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<sup>1</sup>Eleanor Maliche, "Determining Need for Change," Business Education Forum, XXII, No. 2, (1967), p. 18.

<sup>2</sup>Allien R. Russen, "Acquainting Students with Career Opportunities in the Office," The Emerging Content and Structure of Business Education, National Business Education Yearbook, No. 8, ed. by Ray G. Price (Washington, D. C.; 1970), p. 122.

office education programs by giving the following checks of the office education program:

- 1. The courses of the office education curriculum and their content must be reconstructed so that they deal with what is truly important, and so that they in total yield a quality education which is relevant to employment opportunities and to living in a changing world.
- 2. The content of the courses should be based upon periodic analyses of office work.
- .....
- 6. The facilities and equipment used in the instruction must be comparable with those used in the office.
- .....
- 8. The program must provide sufficient training for at least entry-level office occupations.
- .....
- 12. Continuous research, also, should be an integral part of the office education program.<sup>1</sup>

It is extremely important that office educators keep up with the times and concern themselves with keeping pace with the changing world of office work.

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<sup>1</sup>Lawrence W. Erickson, "Improving the Content of the High School Office Education Program," The Emerging Content and Structure of Business Education, National Business Education Yearbook, No. 8, ed. by Ray G. Price (Washington, D. C.; 1970), p. 217.

## CHAPTER III

### PROCEDURES

In the preparation of this study, the writer first proceeded with library research. This was followed by the selection of 35 business firms in the Williston employment area that could be used for information regarding the study. After this, questionnaires were prepared and distributed to the participating businesses. The businesses, along with the writer, completed the questionnaires which were then analyzed. Finally, the evaluation and interpretation of the collected data was prepared.

#### Library Research

Professional Business Education literature was used to obtain material for the study and to prepare the questionnaire. The information which was relevant to the study was recorded on 4 x 6 cards and then used to write the chapter on the review of literature relative to the study. Professional publications which were included in the materials researched were: The Balance Sheet, Business Education Forum, Business Education World, The Journal of Business Education, National Business Education Quarterly, and the National Business Education Yearbook.

#### Selection of Business Firms to be Surveyed

The selection of 35 business firms was made from the yellow pages of the Williston Telephone Directory. Lyle Sorum, Vocational

Director of the UND-Williston Center, provided valuable assistance in selecting these firms. Mr. Sorum, who was formerly an officer of the American State Bank, was capable of selecting a variety of business firms since he was familiar with them. The firms contacted are listed in Appendix I. Before the writer initially contacted any of the firms, a letter was sent to each of them by Mr. Sorum. See Appendix II.

#### Development of the Questionnaire

A tentative questionnaire was prepared by the writer which was shown to the faculty advisor. The advisor recommended that the writer use the questionnaire-personal interview method with some businessman in order to improve it so that it might better supply the information for which it was designed. This was done and the revised questionnaire was typed in its final form. Later, Carl Peter of Valley City State College informed the writer that he was doing a similar study in Valley City. The writer and Mr. Peter again revised the questionnaire as both felt his section on office machines was more complete than the writer's original questionnaire but the remainder of the writer's questionnaire could easily be used by both. Approximately three weeks later, only days before the close of summer school, Marilyn Lulman of Mandan High School informed the writer and Mr. Peter that she, too, was doing a similar study. At this point, there was not time for extensive revision of the questionnaire and the one designed by Mr. Peter and the writer was accepted with a few minor revisions. The final questionnaire which was used in the survey, can be found in Appendix III.

As shown in Appendix III, the first part of the questionnaire was devised to obtain information concerning the identification of the business, the number of full- and part-time office workers employed by the business, as well as the qualifications required of new employees. It also took into consideration factors considered during an interview with prospective employees and sources used by the business for securing prospective office help.

✓ The next part pertained to the business itself in regard to the reference books used, the filing system used, salaries paid office workers and information regarding participation in the supervised work experience program.

The next section was constructed to secure knowledge regarding the number of office employees engaged in performing the various duties of the office.

The final section was designed to obtain information on the office machines in use in the Williston business firms. Such items as the number of machines in use, the most common machines used, the training level desired by the employer and the purchasing trends were included.

#### Collection of the Data

The writer personally contacted several business firms. Upon doing so, it was found that all who were initially contacted wanted the questionnaire left with them to be collected at a later date, or mailed to the writer. Those who had questions contacted the writer at UND-Williston Center or waited until an appointment was made for an interview.

Since all employers who were first contacted preferred to have the questionnaire left with them for completion, the writer thought it best to mail the remainder with a letter of explanation. The letter clearly stated the date upon which the material would be collected. A copy of the letter which was mailed to the business firms can be found in Appendix IV.

Many firms contacted the writer in regard to questions and then completed and mailed the questionnaire. The remainder of the firms were contacted for an appointment so that the completed questionnaire could be secured. After this was completed, the Samothrace Club (an organization composed of office education students of which this writer is the advisor) held a coffee party and all persons involved in the study as well as their office employees were invited to attend. The invitation sent is found in Appendix V.

#### Evaluation and Interpretation of the Data

Following the annual meeting of the North Dakota Business Education Association which was held in Bismarck, North Dakota on October 15, 1970; Marilyn Luhman, Carl Peter and this writer met to discuss progress of each study. The principle topic of discussion was the tables to be used to present the data which had been collected. Some tables were found to be acceptable and others were revised.

✓ After this writer collected the data, the items on the questionnaire were analyzed individually, and the information was presented in table form for interpretation. Each table was analyzed



to secure information which would prove helpful to the improvement of the office education program at UND-Williston Center.

Finally, statements were made supporting relevant curriculum and recommendations were made for changes when the writer felt improvement of instruction would result.

## CHAPTER IV

### ANALYSIS OF THE DATA

The purpose of this study was to examine selected factors regarding the offices of business firms in the Williston employment area. The method used to examine the factors was a questionnaire-interview with the employers. Thirty-five individuals, representing 35 different businesses in the city of Williston, completed the questionnaire. After all questionnaires were received by the writer, the results were tabulated and analyzed and are presented in this chapter.

Table 1, page 20, indicates 165 office workers (90%) were employed full time and 18 employees (10%) worked part time. Fifty full-time and 13 part-time clerk-typists represented 34% of the total office force. Forty-one secretaries, constituting 22% of the total office workers, were employed by the firms. Of the 41 employed, 39 worked full time and 2 part time. Other areas represented by the 183 office workers were: 22 tellers (12%); 20 bookkeepers (11%); 13 stenographers (7%); 6 machine operators (4%); and 5 office managers (3%). Thirteen office employees (7%) represented additional areas of office work.

The employers interviewed were asked the qualifications they required when hiring new employees. Table 2, page 21, shows the results. Twenty-five employers (71%) required average typewriting ability. Ten (29%) required above average ability. Other factors mentioned were:

TABLE 1

THE NUMBER OF SELECTED OFFICE EMPLOYEES  
IN THE WILLISTON EMPLOYMENT AREA

Office Employees	Full Time	Percentage	Part Time	Percentage	Total	Percent of Total Office Employees
Clerk-Typist	50	79	13	21	63	34
Secretary	39	95	2	5	41	22
Teller	22	100	---	---	22	12
Bookkeeper	19	95	1	5	20	11
Stenographer	13	100	---	---	13	7
Machine Operator	6	100	---	---	6	4
Office Manager	5	100	---	---	5	3
Others	11	85	2	15	13	7
Totals	165	90	18	10	183	100

TABLE 2

FACTORS CONSIDERED WHEN HIRING NEW OFFICE EMPLOYEES  
IN THE WILLISTON EMPLOYMENT AREA

Factor	Not Necessary		Average		Above Average		Should		Must		Do Consider		Do Not Consider		Prefer		Require	
		Percentage		Percentage		Percentage		Percentage		Percentage		Percentage		Percentage		Percentage		Percentage
Typewriting Ability	--	--	25	71	10	29	--	--	--	--	--	--	--	--	--	--	--	--
Shorthand Ability	21	60	11	31	3	9	--	--	--	--	--	--	--	--	--	--	--	--
Transcription Machine Proficiency	12	34	20	57	3	9	--	--	--	--	--	--	--	--	--	--	--	--
Electronic Data Processing Knowledge	33	94	--	--	--	--	2	6	--	--	--	--	--	--	--	--	--	--
Electronic Data Processing Training	34	97	--	--	--	--	1	3	--	--	--	--	--	--	--	--	--	--
Previous Work Experience	25	71	--	--	--	--	--	--	10	29	--	--	--	--	--	--	--	--
Letter of Application	9	26	--	--	--	--	--	--	11	31	--	--	--	--	15	43	--	--
Data Sheet	19	54	--	--	--	--	--	--	8	23	--	--	--	--	8	23	--	--
Application Blank	15	43	--	--	--	--	--	--	--	--	--	--	--	--	--	--	20	57
Employment Test	--	--	--	--	--	--	--	--	--	--	22	63	13	37	--	--	--	--
Personal Interview	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	35	100
References	--	--	--	--	--	--	--	--	--	--	35	100	--	--	--	--	--	--

statistical typewriting required; typewriting of specifications must be rapid and accurate; accuracy very important; everything leaving the office must be carefully proofread as there is a certain degree of professionalism concerned when employed in a law office; we can tolerate no typing errors in our work; we need a lot of typing under pressure; accuracy rather than speed necessary, and letters portray the store image.

Twenty-one employers (60%) indicated that the ability to take shorthand was not necessary in their business. Eleven employers (31%) needed workers with average ability and 3 employers (9%) wanted employees with above average shorthand ability. Comments made by the employers not requiring shorthand included: in some instances, it would be desirable; desired but not necessary; is not a requirement, but would be helpful; longhand seems to be sufficient; good, but not necessary. Only one employer stated a desired speed. His firm required 130 to 150 words per minute for their main secretary.

Average proficiency on transcription machines was considered sufficient by 20 (57%) employers. Twelve employers (34%) stated proficiency on these machines was not necessary and 3 employers (9%) wanted employees with above average proficiency on transcription machines.

Electronic data processing knowledge was not a necessary qualification for employment in 33 business firms (97%), and 34 firms (97%) reported that electronic data processing training was not necessary.

Twenty-five employers (71%) would hire workers with no previous work experience and the remainder, 10 (29%), indicated prospective employees must have previous experience.

Letters of application must be submitted before employment to 11 employers (31%). Fifteen employers (43%) indicated these should be submitted and 9 employers (26%) felt the letters were not necessary. Nineteen employers (54%) indicated data sheets were not necessary and 8 (23%) indicated data sheets must be submitted while 8 (23%) prefer the employees use them. Completion of application blanks is required by 20 (57%) and 15 employers (43%) indicated the application blank was not necessary.

Twenty-two employers (63%) indicated the employment test was considered when hiring new employees. Tests used were: the test results obtained by the Employment Security Bureau of North Dakota State; dictation and typewriting tests administered by the firm; aptitude tests; North Dakota State Merit System Test and the Wonderlic Test.

Interviews with prospective employees were conducted by 35 employers (100%). References were considered and contacted by 35 employers (100%), before the person was hired. One employer stated, "open mindedness about the cooperative movement and business" was taken into consideration when hiring employees.

Table 3, page 24, indicates factors considered during the personal interview. Thirty-five employers (100%) contacted indicated that, when personally interviewing prospective office workers, they take into consideration personal appearance, attitude, and courtesy and manners. Emotional control and behavior was indicated by 32 employers (91%); 30 (86%) indicated maturity; 29 (83%) self confidence;

TABLE 3

FACTORS CONSIDERED DURING THE PERSONAL INTERVIEW  
BY SELECTED WILLISTON EMPLOYERS

Factors	Yes	Percentage	No	Percentage
Personal Appearance	35	100	---	---
Attitude	35	100	---	---
Courtesy and Manners	35	100	---	---
Emotional Control and Behavior	32	91	3	9
Maturity	30	86	5	14
Self Confidence	29	83	6	17
Voice and Communication	27	77	8	23

27 (77%) voice and communication. Other factors considered were: reliability, enthusiasm and writing neatness.

The sources contacted for new office employees is indicated on Table 4, page 25. Thirty-five businessmen (100%) interviewed stated that employment agencies were a source contacted for securing new office personnel. Additional sources included: 24 employers (69%)

TABLE 4

SOURCES CONTACTED FOR NEW OFFICE EMPLOYEES  
BY SELECTED WILLISTON EMPLOYERS

Sources	Yes	Percentage	No	Percentage
Employment Agencies	35	100	—	—
Business Associates	24	69	11	31
Colleges	23	66	12	34
Friends	19	54	16	46
Employees	17	49	18	51
High Schools	11	31	24	69
Newspapers	11	31	24	69

contact business associates; 23 colleges (66%); 19 friends (54%); 17 present employees (49%); 11 newspapers (31%); and 11 (31%) high schools.

Table 5, page 26, indicates that employees in 30 firms (86%) interviewed use the dictionary and the Zip Code Directory as reference books for their work. Twenty-nine firms (83%) reported the use of the telephone directory and 26 firms (74%) use the City Directory. Other reference books used were: Uniform Systems of Accounts prescribed for Electric and Gas Public Utilities by the Federal Power Commission, medical resource books, pharmaceutical reference books, trade directories,



TABLE 5

REFERENCE BOOKS USED IN SELECTED OFFICES  
OF THE WILLISTON EMPLOYMENT AREA

Reference Books	Yes	Percentage	No	Percentage
Dictionary	30	86	5	14
Zip Code Directory	30	86	5	14
Telephone Directory	29	83	6	17
City Directory	26	74	9	26
Others	17	49	18	51

insurance manuals, United States Department of Labor Operating Manual, Banker's Book, Chamber of Commerce Directory, legal resource books and directories, Secretary's Handbook and tax periodicals.

Thirty businesses (86%) interviewed use the alphabetic filing system. Table 6, page 27, indicates that 19 firms (54%) use the numeric system, 16 firms (46%) use the subject system, and 3 businesses (9%) use the geographic system. Other systems mentioned were: chronological or date and terminal digit files.

Monthly salaries received by beginning office workers are shown on Table 7, page 28. Fifteen firms employing clerk-typists started their employees at an amount ranging from \$251 to \$300 per month. Salaries for most beginning secretaries ranged from \$276 to \$325. The

TABLE 6

FILING SYSTEM USED BY SELECTED OFFICES  
IN THE WILLISTON EMPLOYMENT AREA

Filing System	Yes	Percentage	No	Percentage
Alphabetic	30	86	5	14
Numeric	19	54	16	46
Subject	16	46	19	54
Geographic	3	9	32	91
Others	4	11	31	89

lowest salaries for beginning clerk-typists and secretaries were \$200 to \$225; the stenographers, \$251 to \$275; and tellers, \$275 to \$300. Two firms started their secretaries and bookkeepers at \$376 to \$400 and one firm started clerk-typists at this salary. One firm indicated the highest beginning salary for stenographers to be \$351 to \$375.

The highest monthly salaries paid office workers as shown in Table 8, page 29, indicates most clerk-typists receive \$276 to \$425 as their top pay. Three firms reported clerks in the \$451 to \$500 range and one firm paid \$576 to \$600. High monthly pay for the majority of firms employing stenographers ranged from \$326 to \$475. One firm paid its stenographers \$526 to \$550 as their top salary. One firm paid \$226 to \$250 as high salary for a secretary. Eight firms employing secretaries paid \$301 to \$400; two, \$426 to \$450;

TABLE 7

NUMBER OF FIRMS PAYING THE STATED BEGINNING MONTHLY SALARY  
TO SELECTED OFFICE WORKERS IN THE  
WILLISTON EMPLOYMENT AREA

Office Workers	\$200-\$225	\$226-\$250	\$251-\$275	\$276-\$300	\$301-\$325	\$326-\$350	\$351-\$375	\$376-\$400
Clerk-Typist	1	-	8	7	2	1	1	1
Stenographer	-	-	3	2	-	1	1	-
Secretary	1	1	1	8	3	-	2	2
Bookkeeper	-	-	-	-	1	-	-	2
Teller	-	-	-	1	-	-	-	-
Others	-	-	1	2	-	-	-	1

two, \$476 to \$525 and two firms paid \$576 to \$600 as their highest salary. High monthly salaries paid bookkeepers by three firms were \$426 to \$500 and one firm paid \$576 to \$600. Tellers received \$426 to \$450 as high salary and a credit manager received \$576 to \$600. The highest salary received by an office worker was a senior clerk whose beginning salary was \$510 and highest attainable salary \$720 per month.

TABLE 8

NUMBER OF FIRMS PAYING THE STATED HIGHEST MONTHLY SALARY  
TO SELECTED OFFICE WORKERS IN THE  
WILLISTON EMPLOYMENT AREA

Office Workers	\$200-\$225	\$226-\$250	\$251-\$275	\$276-\$300	\$301-\$325	\$326-\$350	\$351-\$375	\$376-\$400	\$401-\$425	\$426-\$450	\$451-\$475	\$476-\$500	\$501-\$525	\$526-\$550	\$551-\$575	\$576-\$600
Clerk-Typist	-	-	-	2	2	3	1	4	2	-	1	2	-	-	-	1
Stenographer	-	-	-	-	-	1	3	1	1	1	1	-	-	1	-	-
Secretary	-	1	-	-	1	2	3	2	-	2	-	1	1	-	-	2
Bookkeeper	-	-	-	-	-	-	-	-	-	1	1	1	-	-	-	1
Tellers	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-
Credit Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1

Factors mentioned which affect the pay increases earned by employees were: ability, interest, dependability, efficiency, length of employment, annual evaluation, attitude, productivity, cost of living and quality of work.

Of the 183 office workers listed by the 35 businesses, 160 workers (87%) used the typewriter and 152 employees (83%) were required to answer the telephone. Only three workers (2%) of the 183

operate an offset machine and three employees (2%) operate a collator. As Table 9, pages 31-33 shows, 125 employees (68%) change typewriter ribbons; 131 workers (72%) operate photocopying machines; 131 employees (72%) operate ten-key adding machines and 135 workers (74%) make long-distance telephone calls. One hundred thirty-seven office workers (75%) are required to put in some overtime. Promoting the business through public relations was considered to be another important duty performed by 111 employees (61%).

Forty-two office workers (23%) transcribe dictation from a transcribing machine, 34 workers (19%) take and transcribe dictation using shorthand and 77 employees (42%) type from longhand notes. Routine correspondence is answered by 88 workers (48%) and 68 employees (37%) compose letters at the typewriter.

Tabulations are typed by 84 employees (46%), 74 workers (40%) type statistical material and 72 employees (39%) type from typewritten rough drafts.

The mimeograph machine was the most popular duplicating machine for multiple copies. Thirty-seven employees (20%) prepare stencils and the same number operate the mimeograph machine. Twenty-two workers (12%) prepare spirit duplicator masters but 25 workers (14%) operate the spirit duplicating machine. Fourteen employees (8%) prepare offset masters and only three workers (2%) operate the offset machine. Addressing machines are operated by 29 workers (17%).

Ten-key adding machines are used by 131 employees (72%). Other calculating machines used are: 41 employees (22%) operate

TABLE 9

DUTIES PERFORMED BY OFFICE WORKERS IN  
SELECTED WILLISTON BUSINESSES

Duties Performed	Number Who Perform	Percentage Who Perform
Uses the Typewriter	160	87
Answers the Telephone	152	83
Transfers Telephone Calls	144	79
Works Overtime	137	75
Makes Long-Distance Telephone Calls	135	74
Operates Ten-Key Adding Machines	131	72
Operates Photocopying Machines	131	72
Changes the Typewriter Ribbon	125	68
Promotes the Business Through Public Relations	111	61
Secures and Compiles Information For Reports	102	56
Sorts Materials for Filing	100	55
Prepares Outgoing Mail	91	50
Answers Routine Correspondence	88	48
Types Tabulations	84	46
Types from Longhand Notes	77	42
Makes Appointments	76	42
Types Statistical Material	74	40
Types from Rough-Drafts Which had been Originally Typed	72	39

TABLE 9-Continued

Duties Performed	Number Who Perform	Percentage Who Perform
Transfers Files	72	39
Composes Letters at the Typewriter	68	37
Operates Postage Meter Machine	66	36
Receives Callers	65	36
Types Legal or Other Forms	62	34
Orders Office Supplies	61	33
Writes Checks	60	33
Opens and Sorts Incoming Mail	58	32
Keeps a Follow-Up File	55	30
Arranges Meetings	54	30
Prepares Materials for Electronic Data Processing Equipment	54	30
Codes Materials for Filing	53	29
Makes Deposits	52	28
Makes Travel Arrangements	43	23
Transcribes Dictation from a Transcribing Machine	42	23
Operates Printing Calculator	41	22
Works with the Payroll	40	22
Prepares Stencils	37	20
Operates Mimeograph Machines	37	20
Prepares Telegrams	35	19
Operates Electronic Calculator	34	19

TABLE 9—Continued

Duties Performed	Number Who Perform	Percentage Who Perform
Takes and Transcribes Dictation Using Shorthand	34	19
Prepares Itineraries	30	16
Supervises Other Workers	30	16
Operates Addressing Machines	29	16
Operates Rotary Calculator	29	16
Operates Spirit Duplicators	25	14
Prepares Spirit Duplicator Masters	22	12
Takes Dictation at the Typewriter	17	9
Takes Dictation over the Telephone	17	9
Prepares Offset Masters	14	8
Keeps a Mail Register	12	7
Operates Offset Machine	3	2
Operates Collator	3	2

printing calculators; 34 workers (19%) use electronic calculators; and 29 workers (16%) operate rotary calculators.

Filing duties performed by the workers include: 100 workers (55%) sort materials for filing; 72 workers (39%) transfer files; 55 employees (30%) keep a follow-up file and 53 workers (29%) code materials for filing.

Ninety-one employees (50%) prepare outgoing mail; 58 workers (32%) open and sort incoming mail but only 12 workers (7%) keep a mail register.



Appointments are made by 76 workers (42%); 65 employees (36%) receive callers for their business; 54 employees (30%) arrange meetings; 102 workers (56%) secure and compile information for reports.

Sixty persons (33%) write checks; 52 workers (28%) make deposits; and 40 employees (22%) work with the payroll.

Additional responsibilities assumed by the workers include: 61 workers (33%) order office supplies; 54 employees (30%) prepare materials for electronic data processing equipment; 43 workers (23%) make travel arrangements; 35 employees (19%) prepare telegrams; 30 workers (16%) supervise other workers; and 30 employees (16%) prepare itineraries.

As shown in Table 10, page 35, the ten-key adding machine is the most popular of the adding and listing machines found in the offices contacted. One hundred two ten-key machines with direct subtraction and credit balances are used compared with 23 full-key machines. Four employers indicated they would increase the number of ten-key and electronic machines purchased in the future. Three employers stated they would purchase less full-key adding and listing machines while two employers would purchase less printing calculators with automatic division and less rotary full-key machines. It is interesting to note that only 6 rotary full-key calculators and 4 rotary ten-key calculators are being used in the businesses contacted.

The majority of the employers indicate they would like their employees to have training on the adding and listing machines on the school level. Some required this of their employees, while others said that it would be desirable to have this training. Four

TABLE 10

NUMBER OF ADDING MACHINES AND CALCULATORS BY TYPE, PURCHASING TRENDS  
AND RECOMMENDATIONS FOR SCHOOL TRAINING AS STATED  
BY SELECTED EMPLOYERS IN THE  
WILLISTON EMPLOYMENT AREA

Adding Machines and Calculators	No.	Purchasing Trends			School Training Level		
		Less	Same	More	Re- quired	Desir- able	Not Needed
<u>Adding and Listing Machines</u>							
Full-Key Keyboard	23	3	6	---	---	5	4
Direct Subtraction	22	3	6	---	---	5	4
Credit Balance	22	3	6	---	---	5	4
Ten-Key Keyboard	102	1	23	4	2	23	3
Direct Subtraction	102	1	23	4	2	23	3
Credit Balance	102	1	23	4	2	23	3
<u>Printing Calculators</u>							
Automatic Multiplication	23	---	13	---	1	12	---
Automatic Division	23	2	11	---	1	12	---
<u>Calculators</u>							
Rotary Full-Key	6	2	3	---	1	4	---
Rotary Ten-Key	4	1	2	---	---	3	---
Electronic	4	---	2	4	2	4	---
Key-Driven (Comptometer)	---	---	---	---	---	---	---

employers said they felt it was not necessary that students be trained on the full-key machine. Of these four, three will no longer be using these machines and they felt the machine was on its way out. Three

employers stated they could easily train their own employees on the ten-key adding machine for the type of work required in their office.

The key punch and computer as shown in Table 11, page 37, are the only two unit record and electronic machines presently being used in the selected Williston offices. Two firms use a total of three key punch machines and two firms have computers. Those firms using the key punch and computer equipment want employees who have been trained to operate the machines. They also indicated that they will purchase the same number or possibly more machines in the future.

Those Williston businesses surveyed have 11 posting machines, 4 with the alpha-numeric keyboard and 7 with the numeric keyboard as shown in Table 12, page 38. Those using the machines state they want employees who have had training on the machine and also believe they will continue to use the same number of machines.

Table 13, page 39, shows that the mimeograph machine is the most popular multiple duplicating machine in use. Seven employers interviewed use the spirit duplicator but no one uses the offset machine. These firms will possibly continue to use the same type of duplicating equipment as presently being used. Sixteen firms using the spirit duplicator and mimeograph machine would prefer to have their employees trained to operate them but three firms trained their own workers. Thirty-seven copying machines are presently being used by the 35 firms. The heat transfer machine was the most popular and all but one employer felt they would continue with the same type of copier now used. Eleven employers felt that no school training was necessary to use the copier as they are relatively easy to operate.

TABLE 11

NUMBER OF UNIT RECORD AND ELECTRONIC MACHINES BY TYPE, PURCHASING TRENDS  
AND RECOMMENDATIONS FOR SCHOOL TRAINING AS STATED  
BY SELECTED EMPLOYERS IN THE  
WILLISTON EMPLOYMENT AREA

Unit Record and Electronic Machines	No.	Purchasing Trends			School Training Level		
		Less	Same	More	Re- quired	Desir- able	Not Needed
<u>Unit Record Machines</u>							
Key Punch	3	---	2	---	---	2	---
Verifier	---	---	---	---	---	---	---
Sorter	---	---	---	---	---	---	---
Tabulator Machine	---	---	---	---	---	---	---
<u>Electronic Machines</u>							
Computer	2	---	---	2	2	---	---

The electric typewriter has surpassed the manual so far as numbers are concerned in the selected Williston offices. Of those firms contacted, 93 electric typewriters were being used in comparison with 56 manual typewriters. Table 14, page 40, shows that 26 typewriters have carbon ribbons. Eighteen executive, 4 selectric, 1 magnetic tape selectric, and 1 magnetic card typewriter were found in the 35 offices visited. The majority of the executive, selectric, magnetic tape selectric and magnetic card typewriters are found in the law offices. Five employers stated they will purchase less manual and more electric

TABLE 12

NUMBER OF POSTING MACHINES BY TYPE, PURCHASING TRENDS  
AND RECOMMENDATIONS FOR SCHOOL TRAINING AS STATED  
BY SELECTED EMPLOYERS IN THE  
WILLISTON EMPLOYMENT AREA

Posting Machines	No.	Purchasing Trends			School Training Level		
		Less	Same	More	Re- quired	Desir- able	Not Needed
Alpha-numeric Keyboard	4	1	4	---	---	5	---
Numeric Keyboard	7	---	6	---	1	5	---

typewriters in the future. No one stated that training on the typewriter was not needed in the schools. Eighty-six per cent of the employers who used the various typewriters require that their employees have school training on the machines before employment. The remaining 14% indicate school training on the various typewriters used by the business was desirable.

Forty-three dictation and transcribing machines are being used in the offices contacted. Thirteen are magnetic belt machines as shown in Table 15, page 41. Of the remainder, 20 are tape and 10 plastic belt machines. Eighteen firms using the machines will continue to use approximately the same number, three firms plan to purchase more machines in the future. Four employers require their employees be trained to operate transcribing machines while 18 desire

TABLE 13

NUMBER OF DUPLICATING AND COPYING MACHINES BY TYPE, PURCHASING TRENDS  
AND RECOMMENDATIONS FOR SCHOOL TRAINING AS STATED  
BY SELECTED EMPLOYERS IN THE  
WILLISTON EMPLOYMENT AREA

Duplicating and Copying Machines	No.	Purchasing Trends			School Training Level		
		Less	Same	More	Re- quired	Desir- able	Not Needed
<u>Duplicating Machines</u>							
Spirit (Liquid)	7	---	6	---	---	4	2
Stencil (Mimeograph)	14	---	13	---	---	12	1
Offset Process	---	---	---	---	---	---	---
<u>Copying Machines</u>							
Heat Transfer (3-M)	17	1	14	---	1	10	4
Dye Transfer (Verifax)	---	---	---	---	---	---	---
Photographic Process	10	---	8	---	---	5	3
Electrostatic (Xerox)	9	---	9	---	1	5	3
Dinzo	1	---	1	---	---	---	1

that they have training. All employers interviewed felt that transcription training on the school level was necessary.

No folding or inserting machines were found in the offices contacted as shown in Table 16, page 42. Seventeen postage meter machines are being used, four sealing and two letter opening machines were found. Four businesses have addressing machines. One employer stated the business would purchase less addressing machines in the

TABLE 14

NUMBER OF TYPEWRITERS BY TYPE, PURCHASING TRENDS AND  
RECOMMENDATIONS FOR SCHOOL TRAINING AS STATED  
BY SELECTED EMPLOYERS IN THE  
WILLISTON EMPLOYMENT AREA

Typewriters	No.	Purchasing Trends			School Training Level		
		Less	Same	More	Re- quired	Desir- able	Not Needed
<u>Typewriters</u>							
Manual	56	5	16	---	17	4	---
Electric	93	1	22	5	26	2	---
<u>Special Typewriters</u>							
Selectric	4	---	1	2	3	---	---
Executive	18	---	4	1	5	---	---
Magnetic Tape Selectric	1	---	1	---	---	1	---
Flexowriter	---	---	---	---	---	---	---
Varietyper	---	---	---	---	---	---	---
Automatic	---	---	---	---	---	---	---
Carbon Ribbon	26	---	4	1	4	1	---
Magnetic Card	1	---	1	---	---	1	---

future and one employer intends to purchase a postage meter machine.

The majority of those contacted believed school training to be desirable on this mailing equipment but since the machines required little training to operate, 11 employers felt it unnecessary to give school instruction to the student.

TABLE 15

NUMBER OF TRANSCRIBING AND DICTATION MACHINES BY TYPE, PURCHASING TRENDS  
AND RECOMMENDATIONS FOR SCHOOL TRAINING AS STATED  
BY SELECTED EMPLOYERS IN THE  
WILLISTON EMPLOYMENT AREA

Transcribing and Dictating Machines	No.	Purchasing Trends			School Training Level		
		Less	Same	More	Re- quired	Desir- able	Not Needed
<u>Transcribing Machines</u>							
Magnetic Belt	13	---	5	1	1	5	---
Plastic Belt	10	1	7	---	2	6	---
Disc	---	---	---	---	---	---	---
Tape	20	2	6	2	1	7	---
<u>Dictation Machines</u>							
Stenograph (Machine Shorthand)	---	---	---	---	---	---	---

Other machines and equipment found in the offices contacted, as indicated by Table 17, page 43, included one microfilm machine and 8 teletype machines. One employer stated the business needed additional teletype machines and 1 business indicated additional microfilm machines would be purchased. One business using this additional equipment felt it not necessary that students be trained to operate microfilm machines, the remainder would like to have employees with school training on the machines.



TABLE 16

NUMBER OF ITEMS OF MAILING EQUIPMENT BY TYPE, PURCHASING TRENDS  
AND RECOMMENDATIONS FOR SCHOOL TRAINING AS STATED  
BY SELECTED EMPLOYERS IN THE  
WILLISTON EMPLOYMENT AREA

Mailing Equipment	No.	Purchasing Trends			School Training Level		
		Less	Same	More	Re- quired	Desir- able	Not Needed
Address Machine	4	1	4	---	---	3	2
Postage Meter	17	---	17	1	---	10	8
Folding and Inserting Machine	---	---	---	---	---	---	---
Sealing Machine	4	---	4	---	---	3	1
Letter Opening Machine	2	---	2	---	---	2	---

Fifteen business firms stated that the Victor adding and listing machine was the most popular machine in use. The Burroughs machine was reported to be the most common by 6 firms and the Underwood-Olivetti by 5 firms. One firm reported the Remington adding and listing machine to be the most common with them and one firm indicated Friden was their most common machine.

Victor calculators are most common as reported by 7 firms and the Olivetti calculator is the most popular with 6 businesses. Four employers contacted stated the Friden machine to be the most popular with them. Marchant, Bonn, Burroughs and Commodore were also reported as common machines.

TABLE 17

NUMBER OF OTHER MACHINES AND EQUIPMENT BY TYPE, PURCHASING TRENDS  
AND RECOMMENDATIONS FOR SCHOOL TRAINING AS STATED  
BY SELECTED EMPLOYERS IN THE  
WILLISTON EMPLOYMENT AREA

Other Machines and Equipment	No.	Purchasing Trends			School Training Level		
		Less	Same	More	Re- quired	Desir- able	Not Needed
Microfilm	1	--	1	1	--	1	1
Collator	--	--	--	--	--	--	--
Teletype	8	--	2	1	--	3	--

The Royal typewriter was the most popular typewriter. Fifteen firms indicate the Royal electric to be their most popular electric machine and 13 firms used Royal manual machines more than any other typewriter. Five firms reported they used IBM Electric machines more than any other while the Adler and Olivetti Electric were most popular with three firms. Other typewriters mentioned to be most common were the Underwood as stated by two firms and Smith Corona also listed by two firms.

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

#### Summary

This study was an attempt to secure information regarding selected business firms in the Williston employment area which would contribute toward the improvement of the office education program at the UND-Williston Center.

Before the survey was conducted, professional literature was reviewed relating to the role of the two-year college. A review of this literature is provided in Chapter II.

After the preliminary questionnaire was reviewed by a businessman and also reviewed with Carl Peter of Valley City State College and Marilyn Luhman of Mandan High School, revisions were made and a final questionnaire was prepared. Thirty-five firms from the Williston employment area were contacted and surveyed. Each firm received questionnaires and was given an opportunity to have the writer conduct a personal interview. Many employers completed the questionnaires without aid from the writer. Chapter III presents the procedures used to obtain the data.

The information obtained from the survey has been classified and is presented in detail in Chapter IV. From the data gathered from the 35 employers, certain significant information was obtained:

1. One hundred four of the 183 office workers were clerk-typists and secretaries.
2. Employment agencies are contacted by all employers to secure new employees. Twenty-four employers go to their business associates and 23 firms contact colleges for prospective workers.
3. Employers are very cooperative in hiring workers with no previous work experience. Twenty-five firms reported previous work experience was not necessary.
4. All employers require that prospective employees have a personal interview and, in hiring new employees, all employers contact those persons asked to serve as references.
5. When conducting a personal interview, 35 employers consider courtesy and manners, personal appearance and attitude to be of utmost importance.
6. The average beginning salary for office workers in the Williston area ranges between \$250 and \$300. The average highest salary paid office workers ranges between \$325 to \$400.
7. The majority of the employers contacted stated that they did not require that their employees take shorthand and the majority of those contacted said that average proficiency on the transcription machine was necessary.
8. Employers are unable to specify what they consider to be average or above-average speed in shorthand and typewriting. Many employers stated they want reasonable speed with a high degree of accuracy.
9. The dictionary and zip code directory are reference books used most frequently in almost all the business firms.

Twenty-nine report the telephone directory to be used equally as much as the dictionary and zip code directory.

10. The alphabetic system of filing is used by 30 business firms. Nineteen firms use the numeric system and the subject system is used in some way by 16 firms.

11. Duties involving the telephone are performed by a great majority of office workers. These duties include: answering the telephone, transferring calls and making long-distance telephone calls.

12. Other duties performed by a majority of office workers include: working overtime, promoting the business through public relations and changing the typewriter ribbon.

13. The typewriter was used by 160 office workers. There were 93 electric typewriters and 56 manual typewriters in use.

14. One hundred thirty-one office workers operate ten-key adding machines and photocopying machines.

15. The ten-key adding machine is the most popular of the adding and listing machines used in the business offices.

16. The mimeograph is the most common of the duplicating machines. Some firms use the spirit duplicator but none have offset machines.

17. No key-driven calculators, verifiers, sorters, flexowriters, varitypers, automatic typewriters, collators, Stenograph machines, or folding and inserting machines were found in the Williston offices.

18. Electronic data processing equipment is presently being used in very few firms. Two firms would like to have employees with

knowledge of this equipment and one would like employees with training on electronic data processing equipment.

### Recommendations

The curriculum of a program designed to prepare office workers must serve the student and the employers. The following recommendations were made as a result of analyzing the findings of this survey.

1. Those trained for office positions should be prepared to perform a variety of job-related duties. Clerk-Typists and secretaries make up the major part of the office force.

2. Since the main sources contacted for new employees are employment agencies, business associates and colleges; students must be aware of the importance of their record at school and on the job.

3. Students should receive proper instruction in writing letters of application and completion of application blanks. Nineteen employers felt the data sheet was not necessary.

4. Teach students how to make an appointment for an interview and what to do during the interview. Attention should be given to dress and appearance, attitude and courtesy and manners.

5. Students should be taught the value of "going the extra mile." Seventy-five per cent of those contacted were required to work overtime and 61% help promote the business through public relations.

6. Instruction on the use of transcribing machines is essential. Improvement of spelling, grammar and importance of attention to details is necessary to become efficient when typewriting from these machines.

7. Units of instruction involving the dictionary, zip code directory and telephone directory should be provided to enable the student to become familiar with these widely used reference books.

8. Thorough knowledge of the alphabetical system of filing is necessary. Numeric and subject filing should also be stressed as they are commonly used in one form or another by the Williston firms contacted.

9. Filing duties to be taught should include: sorting materials for filing, transferring files, keeping a follow-up file and coding materials for filing.

10. Students should receive more training in telephone usage. Instruction to include: answering the telephone, transferring calls and making long-distance telephone calls.

11. General office duties performed extensively by office workers include: Preparing outgoing mail, opening and sorting incoming mail, making appointments for employers, securing and compiling information for reports, receiving callers, arranging meetings, writing checks, making deposits, working with the payroll, ordering office supplies and making travel arrangements. The practice of utilizing specialists from various businesses in the community should be continued. Those representatives who were especially valuable were: The public relations representative of Montana-Dakota Utilities Company speaking on the importance of the office worker in promoting public relations; the manager of the Colonial Shop presenting information on dress, grooming, job application and interviews; the owner of Suket Office Supply giving information on office equipment and supplies;

a legal secretary speaking on duties and responsibilities of the office worker and the manager of an insurance firm who told what employers expect of their office workers.

12. Typewriting skill is of major importance. It is recommended that emphasis on accuracy in typewriting be stressed rather than speed.

13. Typewritten material to be stressed should include: typing from the transcribing machines, typing from longhand notes, answering routine correspondence, composing letters at the typewriter, typing tabulations, typing statistical material and typing from rough drafts.

14. Applications possible with the ten-key adding machine should be stressed. This machine is used much more extensively than any other adding machine or calculator.



APPENDICES

APPENDIX I

CLASSIFICATION OF BUSINESS FIRMS SURVEYED  
IN THE WILLISTON EMPLOYMENT AREA

1. Accountants  
Zine, LeTourneau and Hoover
2. Architects  
Blake, Zieske and Associates
3. Attorneys  
Anseth, Leroy--States Attorney
4. Bjella & Jestrab
5. McIntee & Whisenand
6. Rolfstad, Winkjer, Suess, McKennett & Kaiser
7. Automobile Agency  
Jim McNally Motors, Inc.
8. Automotive Wholesalers  
Thomas Auto Supply, Inc.
9. Church  
First Lutheran Church
10. City of Williston  
Chamber of Commerce
11. Construction  
Jacobsen Construction, Inc.
12. Cooperatives  
Williams Electric Cooperative, Inc.
13. Electric  
Triangle Electric, Inc.
14. Fertilizer and Farm Equipment  
Williston Farm Service Co.
15. Financial  
American State Bank

16. Northwestern Federal Savings & Loan Assn.
17. Furniture  
Conlin Furniture
18. Government Offices--State  
North Dakota State Employment Service
19. North Dakota State Highway Department
20. Insurance  
Don Fee Insurance Agency
21. Manger Insurance, Inc.
22. Ladies Wear--Retail  
Joseph's
23. Lumber Retail Sales  
Farmers Union Lumber Co.
24. Medical  
Craven-Hagan Clinic
25. Mercy Hospital
26. Drs. Meyer & Postovit--Optometrists
27. News Media  
KEYZ--Radio
28. KUMV--Television
29. Williston Herald
30. Office Equipment  
Gaffaney's
31. Sukut Office Equipment
32. Public Utilities  
Montana-Dakota Utilities Company
33. Northwestern Bell Telephone Company
34. Real Estate  
Liffrig Realty & Insurance, Inc.
35. Schools  
Williston Public School District #1

APPENDIX II

December 3, 1970

\_\_\_\_\_  
\_\_\_\_\_  
Williston, North Dakota 58801

Dear \_\_\_\_\_:

In the near future, Mrs. Sylvia Lee, an instructor in the Business and Office Education Department, will be contacting you regarding a study she is conducting of area business firms employing office personnel.

One of the primary objectives of Mrs. Lee's study is to determine what the UND-Williston Center should be teaching students that will be seeking employment in office occupations with area business firms. In other words, her study is designed to provide area business firms with prospective employees that meet your firm's needs.

The Vocational Division at the UND-Williston Center is constantly looking for ways to improve our programs. Will you please assist Mrs. Lee with this study when she contacts your firm.

Sincerely,

Lyle C. Sorum  
Director of Vocational Education

sjl

APPENDIX III

A STUDY OF SELECTED BUSINESS FIRMS IN THE WILLISTON EMPLOYMENT AREA  
WITH IMPLICATIONS FOR IMPROVEMENT OF THE OFFICE EDUCATION  
PROGRAM AT THE UND-WILLISTON CENTER

By  
Mrs. Sylvia J. Lee  
Business and Office Education Instructor  
UND-Williston Center  
\*\*\*\*\*

Firm Name and Address \_\_\_\_\_

Type of Business \_\_\_\_\_

Name of Owner or Manager \_\_\_\_\_

Name of Person Interviewed \_\_\_\_\_

Position Held by Person Interviewed \_\_\_\_\_

Number of Full-Time Office Employees: (40 or more hours per week)

Clerk-Typist \_\_\_\_\_

Stenographer \_\_\_\_\_

Secretary \_\_\_\_\_

Others \_\_\_\_\_ (Title and number)

Number of Part-Time Office Employees: (Less than 40 hours per week)

Clerk-Typist \_\_\_\_\_

Stenographer \_\_\_\_\_

Secretary \_\_\_\_\_

Others \_\_\_\_\_ (Title and number)

Total number of Office Employees \_\_\_\_\_

Qualifications required when hiring new employees:

\_\_\_\_\_ Must have (no, average, above average) typewriting ability. Explain: \_\_\_\_\_

\_\_\_\_\_ Must have (no, average, above average) ability to take shorthand.

Explain: \_\_\_\_\_

\_\_\_\_\_ Must have (no, average, above average) ability to use transcribing machines.

Explain: \_\_\_\_\_

\_\_\_\_\_ (Need not, should, must) have electronic data processing knowledge.

Type of knowledge: \_\_\_\_\_

\_\_\_\_\_ (Need not, should, must) have electronic data processing training.

Type of training: \_\_\_\_\_

\_\_\_\_\_ (Must have, need not have) previous work experience.

Type of work: \_\_\_\_\_

\_\_\_\_\_ (Do, do not) take into consideration references.

\_\_\_\_\_ (Must, need not, preferable to) submit a letter of application.

\_\_\_\_\_ (Must, need not, preferable to) submit a data sheet.

\_\_\_\_\_ (Require, do not require) applicants complete an application blank.

\_\_\_\_\_ (Do, do not) test applicants before hiring them.

If so, what type of test \_\_\_\_\_

\_\_\_\_\_ (Require, do not require) prospective employee have a personal interview.

## Factors considered during interview.

- \_\_\_\_\_ 1. Personal appearance.
  - \_\_\_\_\_ 2. Attitude.
  - \_\_\_\_\_ 3. Emotional control and behavior.
  - \_\_\_\_\_ 4. Maturity.
  - \_\_\_\_\_ 5. Voice and communication ability.
  - \_\_\_\_\_ 6. Courtesy and manners.
  - \_\_\_\_\_ 7. Self-confidence.
  - \_\_\_\_\_ 8. Others.
- 
- 
- 

## Sources contacted for new employees:

- \_\_\_\_\_ 1. Business associates.
  - \_\_\_\_\_ 2. Employees.
  - \_\_\_\_\_ 3. Employment agencies.
  - \_\_\_\_\_ 4. High schools.
  - \_\_\_\_\_ 5. Colleges.
  - \_\_\_\_\_ 6. Friends.
  - \_\_\_\_\_ 7. Newspapers.
  - \_\_\_\_\_ 8. Others.
- 
- 
-

Resource persons or materials available for use in classes:  
(Name, topic, when available, etc.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Preferred Letter Style \_\_\_\_\_

Preferred Form of Punctuation \_\_\_\_\_

Reference Books Used:

- \_\_\_\_\_ 1. City Directory
- \_\_\_\_\_ 2. Dictionary
- \_\_\_\_\_ 3. Telephone Directory
- \_\_\_\_\_ 4. Zip Code Directory
- \_\_\_\_\_ 5. Others: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Filing System Used:

- \_\_\_\_\_ 1. Alphabetic
- \_\_\_\_\_ 2. Geographic
- \_\_\_\_\_ 3. Numeric
- \_\_\_\_\_ 4. Subject
- \_\_\_\_\_ 5. Other: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Salaries Received by Office Workers:

Beginning Salary Received by:

\$ _____	per _____	1. Clerk-Typist
\$ _____	per _____	2. Stenographer
\$ _____	per _____	3. Secretary
\$ _____	per _____	4. Other: _____

Pay increases determined by: \_\_\_\_\_

Highest Salary Received by:

\$ _____	per _____	1. Clerk-Typist
\$ _____	per _____	2. Stenographer
\$ _____	per _____	3. Secretary
\$ _____	per _____	4. Other: _____

Pay increases determined by: \_\_\_\_\_

Plans for adding new equipment or expanding the office: \_\_\_\_\_

Has this firm participated in the supervised work experience program?

Yes \_\_\_\_\_ No \_\_\_\_\_

Is this firm interested in participating in the supervised work experience program? Yes \_\_\_\_\_ No \_\_\_\_\_

The number of workers in the office who perform the following duties:

- |       |     |  |
|-------|-----|--|
| _____ | 1.  | Takes and transcribes dictation using shorthand.             |
| _____ | 2.  | Transcribes dictation from a transcribing machine.           |
| _____ | 3.  | Takes dictation over the telephone.                          |
| _____ | 4.  | Takes dictation at the typewriter.                           |
| _____ | 5.  | Uses the typewriter.   |
| _____ | 6.  | Composes letters at the typewriter.                          |
| _____ | 7.  | Types tabulations.   |
| _____ | 8.  | Types statistical material.                                  |
| _____ | 9.  | Types from rough-drafts which had been originally typed.     |
| _____ | 10. | Types from longhand notes.                                   |
| _____ | 11. | Types legal or other forms.                                  |
| _____ | 12. | Changes the typewriter ribbon.                               |
| _____ | 13. | Answers routine correspondence.                              |
| _____ | 14. | Prepares spirit duplicator masters.                          |
| _____ | 15. | Prepares stencils.   |
| _____ | 16. | Prepares offset masters.                                     |
| _____ | 17. | Answers the telephone.                                       |
| _____ | 18. | Makes long-distance telephone calls.                         |
| _____ | 19. | Transfers telephone calls to proper person.                  |
| _____ | 20. | Operates photocopying machines.                              |
| _____ | 21. | Operates spirit duplicators.                                 |
| _____ | 22. | Operates mimeograph machines.                                |
| _____ | 23. | Operates offset machine.                                     |
| _____ | 24. | Operates addressing machines.                                |
| _____ | 25. | Operates collator.   |
| _____ | 26. | Operates ten-key adding machine.                             |
| _____ | 27. | Operates rotary calculator.                                  |
| _____ | 28. | Operates printing calculator.                                |
| _____ | 29. | Operates electronic calculator.                              |
| _____ | 30. | Operates postage meter machine.                              |
| _____ | 31. | Operates an automatic typewriter.                            |
| _____ | 32. | Sorts materials for filing.                                  |
| _____ | 33. | Codes materials for filing.                                  |
| _____ | 34. | Transfers files.   |
| _____ | 35. | Keeps a follow-up file.                                      |
| _____ | 36. | Opens and sorts incoming mail.                               |
| _____ | 37. | Keeps a mail register.                                       |
| _____ | 38. | Prepares outgoing mail.                                      |
| _____ | 39. | Receives callers.  |
| _____ | 40. | Makes appointments.  |
| _____ | 41. | Arranges meetings.   |
| _____ | 42. | Secures and compiles information for reports.                |
| _____ | 43. | Writes checks.   |
| _____ | 44. | Makes deposits.  |
| _____ | 45. | Works with the payroll.                                      |
| _____ | 46. | Makes travel arrangements.                                   |
| _____ | 47. | Prepares itineraries.  |
| _____ | 48. | Orders office supplies.                                      |
| _____ | 49. | Prepares telegrams.  |
| _____ | 50. | Supervises other workers.                                    |
| _____ | 51. | Prepares materials for electronic data processing equipment. |
| _____ | 52. | Promotes the business through public relations.              |
| _____ | 53. | Works overtime.  |

## OFFICE MACHINES

	Approx. Number	Purchasing Trends			School Training Level		
		Less	Same	More	Required	Desirable	Not Needed
Section I							
Adding and Listing Machines							
Full-key keyboard							
Direct subtraction machines							
Credit balance machines							
Most frequent brand name							
Ten-key keyboard							
Direct subtraction machines							
Credit balance machines							
Most frequent brand name							
Printing Calculators							
Automatic multiplication							
Automatic division							
Most frequent brand name							
Calculators							
Rotary full-key keyboard							
Most frequent brand name							
Rotary ten-key keyboard							
Most frequent brand name							
Electronic							
Most frequent brand name							
Key-drive (Comptometer)							
Section II							
Unit Record Machines							
Key punch							
Verifier							
Sorter							
Tabulator machine							
Other							
Electronic Machines							
Computer							
Make and Model							
Section III							
Posting Machines							
Alpha-numeric keyboard							
Numeric keyboard							

	Approx. Number	Purchasing Trends			School Training Level		
		Less	Same	More	Required	Desirable	Not Needed
Section IV							
Duplicating Machines							
Spirit (liquid)							
Stencil (mimeograph)							
Offset process							
Copying Machines							
Heat transfer (3-M)							
Dye transfer (verifax)							
Photographic process							
Electrostatic (Xerox)							
Diazo							
Section V							
Typewriters							
Manual							
Most frequent brand name							
Electric							
Most frequent brand name							
Special typewriters							
Selectric							
Executive							
MT/ST							
Flexowriter							
Vanityper							
Automatic							
Carbon ribbon							
Other							
Section VI							
Transcribing Machines							
Magnetic belt							
Plastic belt							
Disc							
Tape							
Dictation Machine							
Stenograph (Machine shorthand)							

	Approx. Number	Purchasing Trends			School Training Level		
		Less	Same	More	Required	Desirable	Not Needed
Section VII							
Mailing Equipment							
Address machine							
Postage meter							
Folding and inserting machine							
Sealing machine							
Letter opening machine							
Other							
Section VIII							
Other Machines and Equipment							
Micro film							
Collator							
Teletype machines							
Other							

APPENDIX IV

December 10, 1970

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Williston, North Dakota 58801

Dear \_\_\_\_\_:

Lyle Sorum recently wrote you asking whether you would assist me in conducting a survey of the business firms in the Williston area. I am interested in securing information in regard to your office workers, the equipment you use and other items relating to the office.

During the past week, I have been contacting business places and found that all those contacted would rather complete as much of the questionnaire as they can on their own and have me stop back later to help them with sections where questions arose.

I am, therefore, mailing you the questionnaire and if I have not received it by \_\_\_\_\_ I will contact you by telephone to set up an appointment with you so that we can go over it.

The material from this questionnaire will be gathered and put into table form so that your business will not be singled out on any matter which is confidential.

Upon going over the questionnaire, there may be parts which you might question. One question asks about resource persons or materials available for use in classes. I am wondering if you have speakers or materials which would be valuable for an office education class. When you complete the section on office machines, I am interested in knowing whether your purchasing trends in the future are going to change and also whether we should be giving students training on these machines.

I trust that you will give this questionnaire serious consideration as I feel it will be a valuable guide in improving our program at the University Center.

Sincerely,

Mrs. Sylvia J. Lee  
Business and Office Education

APPENDIX V

April 16, 1971

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Williston, North Dakota 58801

Dear \_\_\_\_\_:

In observance of National Secretaries Week, the Samothrace Club of UND-Williston Center is having an open house. This open house will be held on Wednesday, April 21, from 2 to 5 p.m., in the Office Education Department at the Center.

Those who have assisted the department by providing speakers, assisting with field trips and completing surveys are encouraged to attend. We also invite you to bring your office employees. This is our way of saying "thank you" for your support during this past school year.

If at all possible, please come to our open house which we are having in your honor.

Sincerely,

SAMOTHRACE CLUB

Linda L. Harris, Secretary

Mrs. Sylvia J. Lee, Advisor

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