

STATUS AND TRENDS OF THE SECRETARIAL SKILLS
COURSES IN THE FOUR-YEAR COLLEGES AND
UNIVERSITIES OF CALIFORNIA

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PREFACE

The teaching of the basic secretarial skills in the four-year colleges and universities is often questioned. This study was made to determine to what extent the skills were being taught in the four-year educational institutions of California.

The writer is especially grateful to Dr. Herbert M. Jelley for his guidance and assistance in the development and completion of the study. Appreciation is also expressed to Dr. Robert A. Lowry, Dr. Phillip V. Lewis, and Dr. William E. Segall, members of the doctoral committee.

A sincere thank you is extended to the business educators and to the administrators in the colleges and universities of California who supplied the data. Without their cooperation this study would not accurately reflect the status and trends of the secretarial skills courses in the colleges and universities of California.

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CHAPTER I

INTRODUCTION

Collegiate business education is largely a product of the twentieth century. There is no question but that the school of business has established itself firmly on the college campus. However, the curriculum of the collegiate school of business is often questioned by business, by collegiate administrators, and by the faculties themselves. As Clark Kerr stated, it is no wonder that "Schools of Business Administration across the nation are trying, sometimes almost desperately, to find their souls."¹ They are "bedeviled by the problems of whom to teach and what to teach."²

One of the most severely criticized areas is that of business teacher preparation and secretarial science. Perhaps much of the controversy has arisen from the publication of the Gordon and Howell Report, financed by the Ford Foundation, and the Pierson Report, financed by the Carnegie Institute. The purpose of these two studies was to determine whether collegiate schools of business were meeting the needs of business. Ever since these reports were published with uncomplimentary remarks concerning programs in business education and secretarial training

¹Clark Kerr, New Dimensions of Learning in a Free Society (Pittsburgh, 1958), p. 63.

²Richard Hofstadter and C. DeWitt Hardy, The Development and Scope of Higher Education in the United States (New York, 1952), p. 92.

at the collegiate level, the so-called "skills courses" common to the two programs have been the subject of much controversy.

The Pierson Report states:

A greater measure of responsibility for training in the simpler business skills should be assumed by two-year junior colleges, community colleges, and special institutions. . . . Under existing conditions business schools do many things which these other institutions are quite capable of doing themselves. Typically, work is offered in secretarial science, elementary bookkeeping, or other routine office procedures which have no legitimate place in a four-year college program.³

The Gordon and Howell Report re-emphasizes the position taken in the Pierson Report:

It is time for schools which have not yet done so to divest themselves of their secretarial programs and to stop giving degree credit for typing, shorthand, office filing, and similar courses. It is not the function of a college to turn out stenographers; and to speak of secretarial training as a part of professional business education is to engage in a semantic exercise that deceives no one. Virtually without exception, secretarial majors tend to weaken the business school. The secretarial courses are not of college level.⁴

According to the findings of these two studies, the skills courses were being taught rather extensively in 1958-59. In the Gordon-Howell Study of 37 schools, 25 listed courses in typewriting, shorthand, office procedures, etc. Of the 250 departments which supplied information to the Carnegie Corporation Survey of Business Education, directed by Professor Pierson, over 60 percent offered a curriculum in secretarial studies.⁵ Fifteen years have elapsed since the publication of these

³Frank C. Pierson et al., The Education of American Businessmen (New York, 1959), p. x of Preview of Findings.

⁴R. A. Gordon and J. E. Howell, Higher Education for Business (New York, 1959), p. 218.

⁵Ibid., p. 218.

reports. Do the skills courses have such a stronghold today?

Just how much impact the Gordon-Howell and Pierson studies have had cannot be measured. Other factors have influenced the status of the skills subjects in the collegiate school of business. Among them are the local, state, and national accrediting agencies. Perhaps the two most influential ones are the American Association of Collegiate Schools of Business (AACSB) and the National Commission for Accreditation of Teacher Education (NCATE).

Although the AACSB has not taken a definitive stand on this issue, it is clear that more and more schools of business are moving in the direction of developing schools designed to prepare management personnel. As a result, they have little or no appreciation for programs which support business teacher education. Will these skills courses be phased out as more and more schools of business apply for admission to the AACSB? Many leading business educators believe that this is likely to occur. "As new state colleges and universities seek accreditation by certain associations, they may feel the impact of accrediting bodies saying that certain skill subjects should not carry college credit."⁶ This feeling is reinforced by Milton C. Olson as he laments the status of business education programs:

In many institutions teacher education programs are barely tolerated; the newer and broader objectives dominate. The more recently organized schools of business, in their attempts to establish themselves in the image of some of the more prestigious schools of business administration,

⁶C. A. Nolan, Carlos K. Hayden, and Dean R. Malsbary, Principles and Problems in Business Education (Cincinnati, 1967), p. 153.

seem to have the least sympathy for the programs in business teacher education.⁷

Prior to her address at the 1966 NABTE (National Association of Business Teacher Education) Convention, Estelle L. Popham asked that NABTE members report curricular developments that they were making or contemplating. One of the changes that was reported was a "continuation of the trend toward reduction of credit for the so-called skilled subjects." Typical examples of the findings in this informal study were: No credit was given for the skills subjects at Syracuse University; no credit was given for elementary typewriting at the University of Alabama.⁸ How many additional colleges and universities will follow the pattern set at these universities?

Much discussion has dealt with trends to eliminate the skills from the four-year business curriculum. On the other hand, much has been said for their retention.

It is a well-known fact that all business students will not become vice-presidents--at least not on the initial job! Some training must be given for that first job. This is one of the primary objectives of the skills courses in the business education program. Tonne and Nanassy support this view:

The purposes of collegiate instruction in business may be summarized in one general objective: the development of a corps of professional managers of business. For this reason, collegiate schools often object to clerical training, which they feel should be given by private vocational or

⁷Milton C. Olson, "Education of Tomorrow's Business Teachers," The Journal of Business Education, Vol. XLV (February, 1970), p. 183.

⁸Estelle L. Popham, "Developing Vital Teacher Education Programs in Office Education," NABTE Bulletin, No. 84 (Proceedings of the 1966 NABTE Convention), p. 23.

public high schools. Graduates of collegiate business schools must go through the channels of clerical service before they can become managerial workers. Therefore, to the extent to which the collegiate school fails to train for an initial position, it fails in one phase of its duty.⁹

Staunch supporters of the secretarial skills feel that the college or university which offers instruction in business yet refuses to recognize secretarial skills courses is not only being unrealistic regarding the methods of business and business teachers, but is failing to provide business education for many young women in the areas where the opportunities are the greatest.

Ruth I. Anderson fervently defends the position of the secretarial skills courses in the collegiate curriculum. She believes that it is obvious that the secretarial courses can be justified more easily than some of the more highly "respectable" subjects that students should have mastered before entering college.

. . . Furthermore, there is no reason for business teachers to be apologetic about teaching these subjects in any college or university. Rather, secretarial science teachers might better devote their time to a study of the ways in which college courses in this area should differ from secretarial courses taught on the high school level. If they do not differ in any respect, then certainly the teacher is open to criticism and should expect to receive it.¹⁰

. . . If both teachers and administrators would give more attention to course content and less to course title, there would be little argument about the justification of offering secretarial science courses on the college level.¹¹

⁹Herbert A. Tonne and Louis C. Nanassy, Principles of Business Education (New York, 1970), p. 391.

¹⁰Ruth I. Anderson, "The Subject Content of Secretarial Science Courses is Worthy of Collegiate Undergraduate Academic Acceptance," The National Business Education Quarterly, Vol. 30 (Winter, 1961), p. 55.

¹¹Ibid, p. 61.

Much has been said relative to the "pros" and "cons" of including the secretarial skills in the collegiate curriculum of business. It appears that the greatest pitfall in eliminating them completely is that it tends to weaken the program for preparing secondary business teachers. How are these prospective teachers expected to receive training in the skills which is so necessary for effective teaching in business education? If the skills are omitted entirely, it appears that there are several alternatives available:

1. Admit to programs in business education only candidates who have had the necessary basic skills in shorthand, typewriting, etc. Perhaps a proficiency examination could be required.

2. Encourage students to enter the four-year institutions by way of the junior college. This procedure is likely to create a problem of transfer credit.

3. Arrange with proprietary business schools to provide the training in shorthand and typewriting. Again, transfer credit would be questionable.

4. Establish a unit within the college or university such as a basic or general two-year college, in which typewriting and shorthand would be a part of an acceptable program.

Before business educators confront themselves with these and other alternatives, however, a thorough study should be made of prevalent practices at the collegiate level. This study reveals the current status of the secretarial skills courses by seeking answers to a number of very pertinent questions.

How many California colleges and universities include the secretarial skills in their business curricula today?

In some institutions, business teacher education, secretarial science and related curricula have been eliminated; in others, they have been curtailed. How widespread are these curtailments?

How much variation is there in credit allocation in the range of skills courses taught in the collegiate institutions? What are the trends toward decreasing or increasing credit and/or courses in these subject areas?

How do the trends in institutions of higher learning in California compare with the findings of related studies in other states and geographical regions?

This study attempts to clarify and summarize present practices in California. The synthesized data will assist business educators in clarifying goals and philosophy, identifying problems, and recommending policies that might serve as guides to those concerned with maintaining high-caliber programs in business education at the college level.

Statement of the Problem

The purpose of this study is to provide a comprehensive source of data disclosing the extent to which California colleges and universities are including secretarial skills courses in the business curricula. To make this study truly representative of what is occurring in the state of California, all the privately and publicly controlled four-year educational institutions are included. There are nine campuses of the California University, 19 campuses of the California State University and Colleges, and 52 private universities and colleges.

The study reveals:

1. Prevalent practices and trends in the teaching of the basic

secretarial skills subjects in the four-year colleges and universities of California.

2. A comparison of practices in the University of California with practices in the California State University and Colleges.

3. A comparison of practices in the public institutions with practices in the private institutions.

4. A comparison of prevalent practices in the state of California with those in other states and geographical regions based upon related studies.

Significance of the Study

The need for continuous evaluation of curricular developments in business education is readily recognized. Only when knowledge of the current status of business education and its adequacy is made available can recommendations or predictions for the future be made.

This study is an organized attempt to analyze, interpret, and report the present status of the secretarial skills subjects in the business curricula of four-year educational institutions of California. Institutions with programs which differ significantly from prevalent practices identified in this study may wish to evaluate their curricula and consider revision. However, one must be cognizant of the fact that "the majority is not necessarily right."

Delimitations of the Study

No attempt was made to determine the value of the secretarial skills. The question is whether the skills are being taught at the collegiate level in California; and, if so, to what extent?

It is not intended that this study attempt to designate how a secretarial program at the collegiate level should differ from programs at other levels.

Neither is it intended that the study be concerned with the overall business education curriculum; the problem relates only to the basic skills courses of typewriting, shorthand, and office machines.

Definition of Terms

To clarify the interpretation of data, the following terms are defined as used in this study:

Secretarial Skills

Secretarial skills refers to the subjects of typewriting, shorthand and office machines.

Business Education

Business Education is not used broadly in this study. It does not encompass business management and other facets of business; it relates specifically to secretarial education and teacher preparation.

College

A college is an institution of higher learning that awards degrees at any level. This study is limited to the four-year college.

University

University refers to an institution of higher education which gives considerable emphasis to graduate instruction and confers advanced

degrees in a variety of fields.

Public Educational Institution

A public educational institution is one supported primarily by the state.

Private Educational Institution

A private educational institution is one that receives its support from sources other than the state.

Semester Hour

The semester hour involves one hour of class recitation or two hours of laboratory work each week for 18 weeks.

Quarter Hour

The quarter hour involves one hour of class recitation or two hours of laboratory work each week for 12 weeks.

Lower-division Courses

Lower-division courses are those courses which are identified in the college catalogue as freshman or sophomore courses.

Upper-division Courses

Upper-division courses are those courses which are identified in the college catalogue as junior or senior courses.

CHAPTER II

REVIEW OF RELATED LITERATURE

A close examination of literature in the field of business education revealed that no comprehensive nationwide curricular study relative to the secretarial skills had been made. Approximately eight studies were made prior to the Gordon-Howell and Pierson Reports of 1959. Most of these studies involved a restricted population and a small number of institutions. These earlier studies dated back to the Soisson Study of 1931.¹

Since 1960 there have been five studies that were somewhat related to this study of the California universities and colleges; however, no study has been structured in exactly the same way, and no study has been based solely on California institutions.

A very limited number of California colleges were included in some of the five studies that have been made since 1960; but their identity was lost in the larger sampling, such as WBEA schools or NABTE schools. The related studies made since the publication of the Gordon-Howell and Pierson Reports of 1959 are listed here in chronological order. The findings of each study that are pertinent to this study of four-year educational institutions in California are discussed briefly.

¹Magdalen E. Soisson, "Secretarial Curricula in Colleges and Universities" (Unpublished Master's thesis, New York University, 1931).

Related Studies

The Green Study²

Helen H. Green made a study of collegiate institutions that were offering preparation for business teachers in 1959-60. Despite the limitations posed by limiting the survey to NABTE member schools, a simple survey instrument was sent to all colleges and universities listed in the 1959-60 NABTE Membership Roster, a total of 262. Of this number, 197 usable questionnaires were returned in time for inclusion in the study.

The purpose of the study was fourfold: (a) to ascertain what changes, if any, were taking place in the NABTE member schools concerning allocation of credit for courses in shorthand, typewriting, office machines, and related courses; (b) to determine the variation in amount of credit given for courses in these areas; (c) to determine trends, if any, toward elimination of either courses or credit for courses; and (d) to discover if the NABTE institutions felt there should be established policies concerning the status of secretarial courses in member institutions; and, if so, what should be defensible and sound "guide rules" in establishing such policies.

Some of the findings most relevant to the California study were:

(1) Only five of the 197 institutions indicated that the programs had been done away with or were being curtailed.

²Helen Hinkson Green, "Policies in Determining Credit Allocation for Secretarial Science Courses at the Collegiate Level," The National Business Education Quarterly, Vol. 30, No. 2 (Winter, 1961), pp. 44-54.

(2) There was an exceedingly wide variation in credit allowance for various secretarial courses from institution to institution.

(3) Only 42 of the 197 institutions indicated that they had made changes in course credit during the previous two years; 24 institutions had increased credit allowances. (Even though an institution indicated that there were no changes anticipated, comments were given that seemed to indicate that changes were in the offing.)

(4) The institutions were overwhelmingly in agreement that the NABTE institutions should take a stand and try to formulate some policies concerning what they believe to be defensible and sound "guide rules" concerning the status of secretarial courses.

(5) While suggestions concerning the stand that NABTE should take varied widely, there seemed to be a consistent feeling that the emphasis should be placed upon preparing business teachers (not upon training office workers), that work should be upgraded by shortening the time devoted to such courses, and that greater experimentation with new approaches to presentation of subject content should be made.

The Condon Study³

A survey of 36 state universities with membership in the National Association for Business Teacher Education was made by Arnold C. Condon in an attempt to determine the status of business education in 1963.

Findings applicable to the California study were:

(1) Two semesters of typewriting were offered by 35 of the 36 schools.

³Arnold C. Condon, "The University Business Education Curriculum," National Business Education Quarterly, Vol. XXXII, No. 4 (Spring, 1964), p. 24.

(2) Three semesters of shorthand were offered by 34 of the 36 schools.

(3) Almost all the schools offered a three-unit course in office machines.

The Lowe Study⁴

The purpose of this study was to determine the attitudes of deans of business administration toward secretarial and business education curricula as part of four-year baccalaureate programs. A secondary purpose of the study was to identify factors which have the greatest influence on decisions which college and university administrators make concerning secretarial curricula. That is, the study concentrated on scope of curricula.

Ninety percent of the Texas schools were sent questionnaires; the other 10 percent were interviewed. In addition, a sample of one hundred schools from the remainder of the United States were sent questionnaires.

Significant findings related to the California study were:

(1) In Texas, 83.6 percent of the four-year colleges and universities offered secretarial courses; 65 percent of the sample of 100 schools from other states throughout the United States offered secretarial courses.

(2) In Texas, 80 percent of the deans planned to continue current secretarial curricula. Of the 16.7 percent of the schools that planned

⁴Helen Lowe, "A Study of Prospects for Secretarial and Business Education Curricula in Four-Year Colleges," Delta Pi Epsilon Journal, Vol. VIII, No. 4 (August, 1966), pp. 28-32.

to discontinue them, the Ford and Carnegie reports were the most influential factors in arriving at the decision. The American Association of Collegiate Schools of Business, the Committee for Economic Development reports, and the Commission on Higher Education were also mentioned as influential factors.

(3) No dean from the 100 schools studied outside of Texas reported planning to discontinue a program.

(4) Of those Texas schools reporting secretarial curricula, 16.7 percent stated that they did not give credit for typewriting and/or shorthand. Only 11 percent of the schools responding from the other states offered non-credit secretarial courses.

The overall conclusion drawn from this study was that the secretarial program will continue to be offered in four-year colleges and universities. It further concluded that secretarial skills courses will be offered for credit in the majority of the schools because they are essential to the training of executive secretaries and business teachers. However, because of the influence of accrediting associations, particularly the AACSB, and the Ford and Carnegie reports, college and university secretarial programs will become more management oriented.

The Campbell Study⁵

Campbell gathered data from 152 colleges and universities in five

⁵Donald Lee Campbell, Jr., "Curriculum Patterns in Four-Year Secretarial Training Programs in Selected Colleges and Universities in the United States" (Unpublished Ed.D. Dissertation, University of North Dakota, 1967).

geographic regions (East, Mountain-Plains, North Central, South, and West) by means of a questionnaire-opinionnaire and analyzed the data for prevalent practices. On this basis, a singular, four-year secretarial curriculum was proposed.

The study indicated that each of the 152 secretarial training curriculums reported differed in some aspect. It was possible, however to identify consensus practices.

Some of the findings most relevant to the California study were:

(1) The average requirements in a secretarial major ranged from a low of 28 semester hours in the West to 32 semester hours in the South.

(2) Four public schools and seven private schools gave no credit for typewriting.

(3) Two public schools and six private schools gave no credit for shorthand.

(4) Machine shorthand was not generally a part of the secretarial curriculum, nor was there a strong inclination to add such a course.

(5) Private schools made more changes in secretarial curriculums during the past three years than did public schools.

(6) Analysis by geographic regions revealed that Western schools made more changes in secretarial curriculums than schools in other regions.

(7) There was a wide variation in the time used to develop shorthand and typewriting skills. (As further research, Campbell suggested studies to determine just how much time is essential.)

(8) The West was the only geographic region in which a majority of the schools reporting agreed upon the same identifying name for the

secretarial curriculum. Office management was preferred by 12 of the 19 schools in that region.

(9) The Bachelor of Science Degree was awarded more often than any other degree in both public and private schools.

The Greaves Study⁶

The purpose of the Greaves study was to examine the undergraduate business teacher education curricula of NABTE schools in the Western Business Education Association. An examination of the individual catalogues of the NABTE colleges and universities and a questionnaire sent to these schools were the sources of data.

Findings of this study which are most relevant to the California study were:

(1) Approximately 50 percent of the schools were members of the AACSB.

(2) Typewriting and shorthand were offered by 94 percent of the schools; business machines was offered by 83 percent.

Summary of Related Studies

Since 1960 there have been five closely related studies made regarding the teaching of the secretarial skills courses in the four-year colleges and universities. Only studies made since the publication of the Gordon-Howell and Pierson reports were reviewed. The dates of the

⁶Dianne Jensen Greaves, "Selected Features of Undergraduate Business Teacher Education Curricula of NABTE Schools in the WBEA" (Unpublished Master's thesis, Utah State University, 1969).

studies and the geographic areas covered are summarized below:

- 1960 - The Green Study All schools with membership in NABTE in 1959-60 (197 usable returns).
- 1963 - The Condon Study Thirty-six state universities with membership in NABTE.
- 1966 - The Lowe Study All Texas schools plus a random sampling of 100 schools from the remainder of the United States.
- 1967 - The Campbell Study Colleges and universities in five geographical regions (East, Mountain-Plains, North Central, South, and West - 152 usable returns).
- 1969 - The Greaves Study NABTE schools in the WBEA (35 usable returns).

Although some of the findings of the various studies were somewhat contradictory and inconclusive, the consensus was that the skills courses will continue to be offered in four-year colleges and universities. There was little indication that programs were being eliminated. The few schools that had discontinued their programs were influenced primarily by the Ford and Carnegie reports and the AACSB recommendations.

Of the three skills courses under study, typewriting was the course most frequently taught; shorthand ranked second and office machines, third.

The studies revealed that there is a wide variation of unit credit granted for various secretarial skills courses from institution to institution. A small percentage of institutions surveyed did not grant credit for certain skills courses. Apparently the question of whether

to grant credit and, if so, how much had not been resolved.

The findings of these studies will be compared to the findings of the California study in Chapter V.

CHAPTER III

PROCEDURES

The following procedural steps were employed in planning, conducting, and presenting the study on the status of the secretarial skills courses in the four-year colleges and universities in California:

1. Survey of related literature
2. Development of the research instrument
3. Preparation of the letter of transmittal
4. Development of the mailing list
5. Collection of data
6. Analysis and interpretation of data
7. Presentation of findings, conclusions, and recommendations

Survey of Related Literature

All available professional publications relating to business education were examined to determine if similar studies had been made.

Sources most helpful were the Business Education Index, The Education Index, The Delta Pi Epsilon Journal, and The Comprehensive Dissertation Index.

The researcher examined all studies dating back to 1931. Studies made since 1960 were examined more closely since this study is primarily concerned with trends and developments since the publication of the Gordon-Howell and Pierson reports. All studies were available (some in

condensed form) in the Oklahoma State University Library, the California State Polytechnic University Library, or in the researcher's personal library. To secure additional information that was not given in two of the summary studies, one doctoral dissertation was ordered from University Microfilms at Ann Arbor, Michigan and one master's thesis was requested through inter-library loan.

The review of literature provided helpful background information even though no study was structured as the proposed California study was envisioned.

Development of the Research Instrument

The research instrument was a two-page questionnaire designed to facilitate ease of completion. It consisted of 12 questions, some of which contained subdivisions.

Department chairmen at institutions offering the secretarial skills courses were asked to answer ten questions; those not offering skills courses were asked if the courses had ever been a part of their curriculum and, if so, why they had been discontinued. Every effort was made to devise a questionnaire that would not cause the participant to react negatively, as is so often the case when one is asked to respond to a questionnaire.

The questionnaire was reproduced by offset printing by the Claremont Secretarial Services of Claremont, California. A copy of the research instrument is included as Appendix A, pages 99 and 100.

Preparation of the Letter of Transmittal

The preparation of a letter of transmittal that would provoke

response was of the utmost importance. This was especially true since the letter was to be sent to all four-year colleges and universities, many of which did not offer the skills courses. It was felt that if the study was to be truly representative of the present status of skills in California, each college and university should be given an opportunity for input. An examination of the college catalogues would have provided some of the needed information; however, the catalogues did not state if the skills had been taught at one time and discontinued. Likewise, one could not learn from the catalogues whether plans were underway for adding or deleting courses. Neither did the catalogue explain the degree to which individualized instruction is used. Consequently, it was necessary to provide a letter of transmittal and a questionnaire that would encourage response from the most disinterested and perhaps reluctant participant.

A personal letter typed on a Magnetic-Tape Selectric Typewriter was mailed to individuals at all four-year educational institutions. A copy of the letter of transmittal is appended on page 101.

Development of the Mailing List

The names, mailing addresses, and telephone numbers of all the four-year colleges and universities were obtained from the American Universities and Colleges.¹ This information was placed on 3 x 5 cards. Since this publication did not include the names of department chairmen, deans, and other appropriate administrators, this data had to be obtained

¹W. Todd Furniss, ed., American Universities and Colleges, Eleventh Edition (Washington, D. C., 1973), pp. 164-273.

elsewhere. Professional files of the researcher contained much of the information. College catalogues in the California State Polytechnic University Library, the Oklahoma State University Library, and the Muskogee Public Library supplied additional names. Other information written on the cards included the school address, telephone number, whether the school had a School of Business, and whether it appeared that the institution offered the skills courses. Some of this information was never used; but much of it proved helpful at a later date.

It was believed that the response would be greater from personally addressed letters; consequently much effort was expended in searching for the name of the proper individual to whom the mailing should be addressed. Only one letter was returned marked "undeliverable"; a check indicated that the small college was no longer in operation.

Collection of Data

Personal letters and the research instrument were mailed to appropriate administrators on September 25, 1974. In addition to constructing a questionnaire that would facilitate ease of completion and a letter that would provoke response, a handwritten note was paperclipped to most of the letters. The message was appropriate to the addressee.

Letters were mailed to the 9 branches of the University of California, the 19 California State University and Colleges, and the 52 private colleges and universities, a total of 80 institutions.

Follow-up letters were mailed to the two colleges that did not respond. Upon receipt of these two questionnaires, the response was 100 percent.

Prior to the mailing of the research instrument, the name of the

institution was typed in red in the blank provided in the upper right corner. A check was also placed in the blank designating the type of institution: (1) University of California, (2) California State University and Colleges, or (3) Private College or University. This procedure, no doubt, encouraged the return of the form as it would be apparent which colleges had not replied. The statement, "Please feel free to make comments in the margins or on the reverse side," was typed in red on the upper left side of the first page of the questionnaire. Many pertinent and helpful remarks were either written on the form or appended as a letter by the respondents. Some institutions enclosed brochures relative to their programs. Whether the typed statement had any effect on the number of comments received cannot be determined.

Telephone calls were made to several participants to clarify or expound on statements written on questionnaires.

Analysis and Interpretation of Data

As the returns were received, they were kept in file folders. A separate file was kept on each classification of school. When a reply was received, the original letter of transmittal was transferred to an appropriately marked second file.

When all replies had been received, the three categories (University of California, California State University and Colleges, and Private Colleges or Universities) were subdivided into six categories-- those institutions that taught at least one secretarial skills course and those that did not teach such courses. As the University of California taught nothing in the secretarial skills area, only five groupings were used in the tabulation and interpretation of data. This

information is shown in tabular form in Chapter IV, Table II, page 33.

Additional tables were developed to display information relative to each of the questions asked on the research instrument. An electronic calculator was helpful in performing the mathematical calculations. An interpretation of the tables, plus supplementary information, constitutes the findings as reported in Chapter IV.

Presentation of Findings, Conclusions and Recommendations

Tables were constructed and presented in the order in which the questions appeared on the research instrument, with one exception. Questions 11 and 12 were closely intertwined with a negative response to Question One. If schools did not offer the secretarial skills courses, a discussion of Questions 11 and 12 at this point explained if the courses had been offered at any time in the past. If the skills courses had been discontinued, the factors that influenced their deletion were discussed.

The findings are presented in Chapter IV. On the basis of these findings, conclusions were drawn and recommendations made in Chapter V.

CHAPTER IV

FINDINGS

The results of the study are presented in this chapter. Data collected are interpreted so as to reveal the current status of the secretarial skills courses at the (1) University of California, (2) the California State University and Colleges, and (3) the private colleges and universities of California. In most instances, the state-controlled institutions are referred to as "public," and all other institutions are referred to as "private." Consequently, many of the totals are shown under the subheadings, "private," "public," and "combined total."

Many comments made by the participants either on the returned questionnaire or in telephone conversations, are interwoven into the context so as to enhance accuracy and clarity. In most instances, the researcher has presented such information verbatim; if editing was necessary, every attempt was made to retain the original intent of the respondent.

Some institutions operate on the semester system; others, on the quarter system. No attempt was made to convert quarter hours to semester hours or semester hours to quarter hours. This information is presented as received; however, in each instance it is clearly stated whether semester hours or quarter hours are reported.

All percentages are reported to one decimal place. In a few instances, this made it impossible to ensure that all columns total 100

percent due to the rounding of numbers.

This study involves the three basic secretarial skills--type-writing, shorthand, and office machines. The status of each skill in the curricula of four-year collegiate institutions of California is reported separately. The final section of the chapter summarizes the overall status and trends of the three secretarial skills courses.

Summary of Respondents

To secure data for this study, a two-page questionnaire was mailed to all of the four-year higher educational institutions in California. Responses were received from 80 institutions, a 100 percent return. This included 28 public institutions (state-supported) and 52 private institutions. The 9 University of California campuses and the 19 California State University and Colleges comprise the public sector of the State's higher education system.

The University of California

The University of California, with its nine campuses, was not hastily developed; rather it has evolved over a period of approximately one hundred years.

The University of California was established in 1868. Initially located in Oakland, it moved to its first campus, Berkeley, in 1873.¹

As the Berkeley campus grew, other campuses were added throughout California: San Francisco in 1873; Davis (initially the University Farm) in 1905; Riverside (initially the Citrus Experiment Station) in 1907;

¹UCLA General Catalogue, 1973-74 (Los Angeles, 1973), p. 7.

San Diego (initially the Scripps Institute of Oceanography at La Jolla) in 1912; Los Angeles (initially the Los Angeles State Normal School) in 1919; Santa Barbara (initially Santa Barbara State College) in 1944; and Santa Cruz and Irvine in 1961.²

The University of California is one of the largest in the world. It now has more than 120,000 students on the nine campuses. Each of its campuses has a separate administration, organization, and style of academic life.

The government of the University is entrusted to a corporation called "The Regents of the University of California." The Regents select the President of the University and with his advice appoint the chief administrative officers, including the Chancellors of the several campuses. Authority in academic matters has been vested by the Regents in the Academic Senate, which determines general academic policy for the University, authorizes and supervises courses of instruction, and recommends to the President all candidates for degrees. Within this framework the various campuses have substantial autonomy in administration, development, and educational programming.³

Many of the branches of the University of California do not offer business administration programs. Those which do offer instruction in this area are management oriented and offer nothing in the secretarial area. Although these facts were known by the researcher, questionnaires were sent to all campuses of the University for any input they might

²University of California, Berkeley, General Catalogue, Vol. 67, No. 8 (Berkeley, 1973), p. 7.

³University of California, Santa Cruz, General Catalogue, Vol. 12, No. 1 (Santa Barbara, 1974), p. 2.

wish to make to the study. The general consensus of the University respondents was that this objective of higher education in California was being met by the community colleges and adult education programs of the secondary schools. Table I, page 30, reveals the absence of secretarial skills courses from the University of California curricula.

The California State University and Colleges

The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act in 1960. In 1972, the system became The California State University and Colleges. At that time, 14 of the 19 campuses received the title, "University."⁴

Like the University of California, the California State University and Colleges has evolved over a long period of time. The oldest campus, San Jose State University, was founded in 1857 and became the first institution of public higher education in California. The newest campus, California State College, Bakersfield, began instruction in 1970.

It is significant, however, that the majority of the 19 campuses of the CSUC did not go through all the stages in the transition from normal school to teachers college to state college to state university. Only the seven oldest (San Jose, Chico, San Diego, San Francisco, Santa Barbara lost to the University of California in 1942, Fresno, and Humboldt) went through this cycle of development. Cal Poly, San Luis Obispo, which became a four-year state college in 1940, had gone through a somewhat different metamorphosis; from the state's only vocational high school to a two-year technical college, to a four-year state

⁴California State College, San Bernardino, Bulletin, 1974-75 (San Bernardino, July, 1974), p. 7.

TABLE I
SUMMARY OF RESPONDENTS

Institutions Classified	Questionnaires Mailed	Responses Received	Percentage of Return
University of California	9	9	100.0
The California State University and Colleges	19	19	100.0
Private Colleges and Universities	52	52	100.0
TOTAL	80*	80*	100.0*

* Represents all four-year colleges and universities in California.

college, to a polytechnic state university.⁵ The remaining state colleges were created by legislative action following World War II and did not have the experience of going through this transition.

The 19-campus total enrollment in 1973-74 was 287,000 students. The smallest campus had 2,400 students; the largest campus had an enrollment of 22,350 students.⁶

Responsibility for the California State University and Colleges is vested in the Board of Trustees, whose members are appointed by the Governor. The trustees appoint the chancellor (the chief executive officer of the system) and the presidents (the chief executive officers of the respective campuses).

Each campus has its own geographic and curricular character. Ten of the 19 institutions, or 52.6 percent, responded that the secretarial skills courses were taught at their schools. An examination of the questionnaires showed that, for the most part, the older institutions are teaching the skills; the younger members of the system are not incorporating the skills courses into their curricula. Of the nine institutions which are not teaching the courses, seven had never taught them; one had discontinued teaching them several years ago; and one had recently discontinued them.

The factors listed as having influenced the deletion of the skills

⁵Robert E. Kennedy, "An Emerging Model for Effective Decision-Making in the California State Colleges" (Unpublished dissertation, Claremont Graduate School, 1966), pp. 44-55.

⁶Career Education Proposals for the Seventies and Eighties, Report to the Chancellor by the Chancellor's Advisory Committee on Career Education (Los Angeles, September, 1974), pp. 5-6 and Appendix C.

courses from the curriculum were:

(1) The emerging consensus of the mission of the School of Business Administration.

(2) The availability of high quality instruction, course content, and equipment at community colleges for those who wish instruction.

Institutions which had never offered the skills gave numerous explanations as to why they had not:

(1) The availability of such courses in the high schools and the community colleges throughout California.

(2) The cost and maintenance of equipment.

(3) The lack of a desire of most women students to embark on a secretarial career.

(4) The prevailing attitude toward teaching the skills--probably resulting from the Ford and Carnegie studies, the AACSB recommendations, the School Administration, and the School of Business.

A letter appended to one returned questionnaire stated: "We plan to use the Community College facilities to teach the secretarial skills subjects." The respondent explained that this institution will have a Teacher-Learning Demonstration Center to help pre-service teachers with the methodology necessary to teach the skills. The Center will have five secretarial stations including typewriters, office machines, etc.

One respondent commented: "The skills courses are listed in our catalogue, but seldom taught." Another institution implied that the future of the secretarial skills courses was questionable.

Table II, page 33, reveals that the California State University and Colleges system is rather evenly divided on the question of whether the skills courses have a place in the business curriculum.

TABLE II
 INSTITUTIONS TEACHING AT LEAST ONE
 SECRETARIAL SKILLS COURSE

<u>9 Institutions</u>		<u>19 Institutions</u>		<u>52 Institutions</u>		<u>80 Institutions</u>	
University of California		California State University & Colleges		Private Universities and Colleges		Combined Total	
<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
-	-	10	52.6	8	15.4	18	22.5

Read in this manner: Ten, or 52.6 percent, of the 19 institutions in the California State University and Colleges system taught at least one secretarial skills course.

Private Colleges and Universities of California

Fifty-two of the 80 questionnaires mailed were addressed to private four-year colleges and universities. There was considerable variation in the size of enrollment and scope of curricula among these institutions. Large institutions, such as the University of Southern California and Stanford University, were mailed questionnaires. Likewise, small emerging institutions with only a few hundred students were included in the study. Only eight, or 15.4 percent, of the 52 private institutions reported that they taught the skills courses. One of the eight institutions taught office machines, but no typewriting and shorthand. Several private colleges reported that they had either dropped the courses or had never taught them because of their non-academic nature.

The extent to which the private colleges and universities are teaching the skills courses is shown in Table II, page 33.

Public and Private Institutions Combined

Of the 80 California schools surveyed--both public and private--only 18, or 22.5 percent, taught the basic secretarial skills courses. This represents less than one-fourth of the colleges and universities in California.

The California State University and Colleges system appears to be the haven for the skills courses, although almost half of the institutions in this system do not offer the skills courses.

The University of California offers nothing in the secretarial skills area, which lowers the overall percentage for the public institutions considerably.

On the fulcrum somewhere between the two large public systems-- one offering no skills courses and the other offering a substantial number of skills courses--rests the private universities and colleges. This relationship is shown in Table II, page 33.

The extent to which each of the basic secretarial skills are taught in the public and private institutions of California is reported in the remainder of this chapter.

Typewriting

Number of Typewriting Courses Offered

Seventeen four-year colleges and universities offered courses in typewriting.

Seven, or 70 percent, of the ten public institutions teaching typewriting taught only two courses; the remaining three colleges taught three courses.

The private institutions taught more typewriting courses than did the public institutions. Of the seven private colleges teaching typewriting, one taught four courses; one taught five courses; and one taught six courses.

As shown in Table III, page 36, slightly over one half of the institutions taught two courses of typewriting.

Unit Credit Offered for Typewriting Courses

Of the institutions teaching typewriting, nine were operating on the semester calendar and eight were on the quarter calendar.

The number of semester hours taught ranged from four to seven units. Six, or 66.7 percent, of the nine institutions operating on the semester

TABLE III
 NUMBER OF TYPEWRITING COURSES OFFERED IN
 17 PUBLIC AND PRIVATE INSTITUTIONS

Number of Courses	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
2	7	70.0	2	28.6	9	52.9
3	3	30.0	2	28.6	5	29.4
4	-		1	14.3	1	5.9
5	-		1	14.3	1	5.9
6	-		1	14.3	1	5.9
Totals	10	100.0	7	100.1 [*]	17	100.0
Median		2		2		2

* Does not equal 100 percent because of rounding of numbers.

system offered only four units of typewriting. Four semester units was the median number of typewriting units offered.

The number of quarter hours taught varied from four to 13 units, with three, or 37.5 percent, of the eight institutions requiring 12 quarter units. Twelve quarter units was the median number of typewriting units offered. In every instance, the private colleges offered more quarter units of typewriting than the public institutions.

Table IV, page 38, reveals semester units of typewriting offered; Table V, page 39, shows quarter units of typewriting taught.

Typewriting Placement Patterns

Nine, or 90 percent, of the ten public institutions classified all typewriting courses as lower-division work. The one remaining public institution taught typewriting courses at both the lower- and the upper-division levels.

Of the seven private institutions teaching typewriting, four, or 57.1 percent, taught typewriting as lower-division work; the other three private colleges taught typewriting courses at both the lower- and upper-division levels.

Not a single institution taught typewriting solely as upper-division work. However, over three fourths of the institutions taught all typewriting courses at the lower-division level.

Typewriting placement patterns are shown in Table VI, page 40.

Institutions Adding Courses in Typewriting

Not one of the public institutions had added a course in typewriting during the past three years.

TABLE IV
 SEMESTER HOURS OF TYPEWRITING OFFERED IN
 9 PUBLIC AND PRIVATE INSTITUTIONS

Semester Hours Credit	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
4	4	57.1	2	100.0	6	66.7
5	1	14.3	-	-	1	11.1
6	1	14.3	-	-	1	11.1
7	1	14.3	-	-	1	11.1
Totals	7	100.0	2	100.0	9	100.0
Median		4		4		4

Read in this manner: Four, or 57.1 percent, of the public institutions on the semester system offered a total of 4 units of typewriting.

TABLE V
 QUARTER HOURS OF TYPEWRITING OFFERED IN
 8 PUBLIC AND PRIVATE INSTITUTIONS

Quarter Hours Credit	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
4	1	33.3	-	-	1	12.5
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	1	33.3	-	-	1	12.5
8	-	-	-	-	-	-
9	1	33.3	-	-	1	12.5
10	-	-	1	20.0	1	12.5
11	-	-	-	-	-	-
12	-	-	3	60.0	3	37.5
13	-	-	1	20.0	1	12.5
Totals	3	99.9*	5	100.0	8	100.0
Median		7		12		12

*Does not equal 100 percent because of rounding of numbers.

Read in this manner: One, or 33.3 percent, of the public institutions on the quarter system offered 4 units of typewriting.

TABLE VI
 TYPEWRITING PLACEMENT PATTERNS (UPPER AND/OR LOWER
 DIVISION) IN 17 PUBLIC AND PRIVATE INSTITUTIONS

Placement Pattern	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
Lower Division	9	90.0	4	57.1	13	76.5
Upper Division	-	-	-	-	-	-
Upper & Lower Division	1	10.0	3	42.9	4	23.5
Totals	10	100.0	7	100.0	17	100.0

Read in this manner: In 9, or 90 percent, of the 10 public institutions all typewriting courses were taught at the lower-division level.

Of the seven private institutions, two, or 28.6 percent, had added one or more courses in typewriting. A comment on one of the returned questionnaires revealed that the institution's entire secretarial program was implemented in 1972. This indicates that only one institution added a typewriting course to an existing curriculum during this period.

Institutions adding courses in typewriting are shown in Table VII, page 42.

Institutions Deleting Courses in Typewriting

During the past three years, no public institution deleted a typewriting course from its curriculum.

One typewriting course was deleted from the business curriculum of a private college during this period.

This information is shown in Table VIII, page 43.

Institutions Modifying Unit Credit of Existing Courses

The public institutions appear to maintain status quo as to typewriting courses taught. As previously stated, they neither added nor deleted courses during the past three years. Likewise, the number of unit credits of existing courses was neither increased nor decreased.

The private colleges reported no unit credit increases; but two, or 28.6 percent, of the seven private institutions decreased the unit credit in one or more typewriting courses.

Tables IX and X, pages 44 and 45, show the modification in unit credit of existing courses.

TABLE VII
 INSTITUTIONS ADDING COURSES IN TYPEWRITING
 DURING THE PAST THREE YEARS

Explanation	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
Institutions adding one or more courses in typewriting	-	-	2	28.6	2	11.8
Institutions reporting no additional type- writing courses	10	100.0	5	71.4	15	88.2
Totals	10	100.0	7	100.0	17	100.0

TABLE VIII
 INSTITUTIONS DELETING COURSES IN TYPEWRITING
 DURING THE PAST THREE YEARS

Explanation	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
Institutions deleting one or more courses in typewriting	-	-	1	14.3	1	5.9
Institutions reporting no deletion of typewriting courses	10	100.0	6	85.7	16	94.1
Totals	10	100.0	7	100.0	17	100.0

TABLE IX
 INSTITUTIONS INCREASING CREDIT HOURS IN TYPEWRITING*
 DURING THE PAST THREE YEARS

Explanation	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
Institutions increasing credit hours in one or more typewriting courses	-	-	-	-	-	-
Institutions reporting no credit hour increase	10	100.0	7	100.0	17	100.0
Totals	10	100.0	7	100.0	17	100.0

* Modification of existing courses

TABLE X
 INSTITUTIONS DECREASING CREDIT HOURS IN TYPEWRITING*
 DURING THE PAST THREE YEARS

Explanation	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
Institutions decreasing credit hours in one or more typewriting courses	-	-	2	28.6	2	11.8
Institutions reporting no credit hour decrease	10	100.0	5	71.4	15	88.2
Totals	10	100.0	7	100.0	17	100.0

*Modification of existing courses

Typewriting Proficiency Exams

Table XI, page 47, reveals that public schools were somewhat more lenient than private schools in accepting the concept of proficiency examinations in typewriting.

All of the ten public institutions offering typewriting courses reported that they administered typewriting proficiency examinations.

Five, or 71.4 percent, of the seven private schools offering typewriting administered proficiency examinations.

Of the 17 private and public four-year colleges and universities offering typewriting in California, 15, or 88.2 percent, advocated the use of proficiency examinations.

Policy of Awarding Degree Credit for

Typewriting Proficiency Exams

The study showed that institutions are more willing to accept the concept of proficiency exams if it involves merely waiving the course, rather than granting unit credit for the examination.

Eight, or 80 percent, of the ten public institutions reported that they awarded degree credit for the successful completion of a typewriting proficiency examination.

Only one private college awarded degree credit for typewriting proficiency examinations. This college reported that the student must pay the amount for credits received that would have been paid had the units been earned in the classroom.

Awarding unit credit by proficiency examination was practiced by nine, or 52.9 percent, of the total 17 institutions teaching typewriting.

TABLE XI
 POLICY TOWARD WAIVING TYPEWRITING COURSES BY PROFICIENCY EXAM
 IN 17 PUBLIC AND PRIVATE INSTITUTIONS

Explanation	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
Institutions waiving typewriting courses by proficiency exam	10	100.0	5	71.4	15	88.2
Institutions not waiving typewriting courses by profi- ciency exam	-	-	2	28.6	2	11.8
Totals	10	100.0	7	100.0	17	100.0

Table XII, page 49, reveals the extent to which institutions award degree credit for proficiency examinations.

Individualized Instruction

in Typewriting

Not one of the 17 institutions teaching typewriting reported that they used individualized instruction exclusively. Slightly over one half of the institutions, however, stated that they used both individualized and traditional methods of teaching.

Of the ten public institutions teaching typewriting, four, or 40 percent, stated that they taught typewriting by the traditional methods. The remaining six institutions, or 60 percent, reported that they used both traditional methods and individualized instruction.

Three, or 42.9 percent, of the seven private schools teaching typewriting used traditional methods; four, or 57.1 percent, taught typewriting by both individualized and traditional methods.

The instructional methodology used in teaching typewriting is reported in Table XIII, page 50.

Shorthand

Number of Shorthand Courses Offered

Seventeen four-year colleges and universities offered courses in shorthand.

Five, or 50 percent, of the ten public institutions teaching shorthand taught only two courses. The remaining five institutions taught three, four, or five courses.

TABLE XII

POLICY FOR AWARDING CREDIT FOR TYPEWRITING COURSES WAIVED
BY PROFICIENCY EXAMINATION IN 17 INSTITUTIONS

Explanation	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
Institutions awarding credit for proficiency exams in typewriting	8	80.0	1	14.3	9	52.9
Institutions not awarding credit for proficiency exams in typewriting	2	20.0	6	85.7	8	47.1
Totals	10	100.0	7	100.0	17	100.0

TABLE XIII
 INSTITUTIONS USING INDIVIDUALIZED INSTRUCTION
 IN TYPEWRITING

Instructional Method	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
Individualized	-	-	-	-	-	-
Traditional	4	40.0	3	42.9	7	41.2
Both Methods	6	60.0	4	57.1	10	58.8
Totals	10	100.0	7	100.0	17	100.0

The number of shorthand courses taught by the seven private institutions ranged from one to seven courses, with the greatest number offering four courses.

More schools taught two courses of shorthand than any other number; however, the median for all schools was three courses.

Table XIV, page 52, shows the number of shorthand courses taught in the four-year educational institutions of California.

Unit Credit Offered for Shorthand Courses

Of the 17 institutions teaching shorthand, nine were operating on the semester calendar and eight on the quarter system.

The number of semester hours of shorthand taught ranged from 6 to 16 units, with over one half of the colleges offering only 6 units. The median was 6 semester units of shorthand for the public and private colleges and universities combined.

The number of quarter hours of shorthand taught ranged from 9 to 22 units. More institutions offered 15 quarter units than any other number. Fifteen quarter units of shorthand was also the median for the public and private institutions combined.

Table XV, page 53, reveals semester units of shorthand offered by public and private institutions; Table XVI, page 54, shows quarter units of shorthand taught.

Shorthand Placement Patterns

The study revealed considerable variation in the placement patterns of the shorthand courses. Six, or 60 percent, of the ten public institutions taught shorthand solely as lower-division work; one school

TABLE XIV
 NUMBER OF SHORTHAND COURSES OFFERED IN
 17 PUBLIC AND PRIVATE INSTITUTIONS

Number of Courses	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
1	-	-	1	14.3	1	5.9
2	5	50.0	1	14.3	6	35.2
3	2	20.0	-	-	2	11.8
4	2	20.0	3	42.8	5	29.4
5	1	10.0	1	14.3	2	11.8
6	-	-	-	-	-	-
7	-	-	1	14.3	1	5.9
Totals	10	100.0	7	100.0	17	100.0
Median		2.5		4		3

TABLE XV
SEMESTER HOURS OF SHORTHAND OFFERED IN
9 PUBLIC AND PRIVATE INSTITUTIONS

Semester Hours Credit	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
6	3	42.8	2	100.0	5	55.6
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	2	28.6	-	-	2	22.2
11	-	-	-	-	-	-
12	1	14.3	-	-	1	11.1
13	-	-	-	-	-	-
14	-	-	-	-	-	-
15	-	-	-	-	-	-
16	1	14.3	-	-	1	11.1
Totals	7	100.0	2	100.0	9	100.0
Median		10		6		6

Read in this manner: Three, or 42.8 percent, of the public institutions on the semester system offered a total of 6 semester units of shorthand.

TABLE XVI
 QUARTER HOURS OF SHORTHAND OFFERED IN
 8 PUBLIC AND PRIVATE INSTITUTIONS

Quarter Hours Credit	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
9	1	33.3	-	-	1	12.5
10	-	-	-	-	-	-
11	-	-	-	-	-	-
12	1	33.3	-	-	1	12.5
13	-	-	-	-	-	-
14	-	-	-	-	-	-
15	1	33.3	2	40.0	3	37.5
16	-	-	1	20.0	1	12.5
17	-	-	-	-	-	-
18	-	-	-	-	-	-
19	-	-	-	-	-	-
20	-	-	1	20.0	1	12.5
21	-	-	-	-	-	-
22	-	-	1	20.0	1	12.5
Totals	3	99.9*	5	100.0	8	100.0
Median		12		16		15

* Does not equal 100 percent due to rounding of numbers.

Read in this manner: One, or 33.3 percent, of the public institutions on the quarter system offered a total of 9 quarter units of shorthand.

taught it as upper-division work; the remaining three institutions taught it at both levels.

No private institution taught shorthand solely as upper-division work. Three of the seven private colleges taught it only at the freshman level; the other four private institutions offered courses at both the lower- and upper-division levels.

Table XVII, page 56, shows that over one half of all institutions taught shorthand exclusively as lower-division courses.

Institutions Adding Courses in Shorthand

Not one public institution had added a course in shorthand during the past three years.

Three, or 42.9 percent, of the private institutions had added one or more shorthand courses. However, one of the institutions had implemented a completely new secretarial program. Therefore, it appears that only two private institutions added shorthand courses to existing programs.

The extent to which institutions added courses in shorthand during the past three years is shown in Table XVIII, page 57.

Institutions Deleting Courses in Shorthand

During the past three years, no institution--public or private--deleted a shorthand course from its curriculum. This information is shown in Table XIX, page 58. This table does not reveal, however, that one public institution discontinued its entire secretarial curriculum, which included shorthand courses.

TABLE XVII
 SHORTHAND PLACEMENT PATTERNS (UPPER AND/OR LOWER DIVISION)
 IN 17 PUBLIC AND PRIVATE INSTITUTIONS

Placement Pattern	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
Lower Division	6	60.0	3	42.9	9	52.9
Upper Division	1	10.0	-	-	1	5.9
Upper and Lower Division	3	30.0	4	57.1	7	41.2
Totals	10	100.0	7	100.0	17	100.0

TABLE XVIII
 INSTITUTIONS ADDING COURSES IN SHORTHAND
 DURING THE PAST THREE YEARS

Explanation	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
Institutions adding one or more courses in shorthand	-	-	3	42.9	3	17.6
Institutions reporting no additional short- hand courses	10	100.0	4	57.1	14	82.4
Totals	10	100.0	7	100.0	17	100.0

TABLE XIX
 INSTITUTIONS DELETING COURSES IN SHORTHAND
 DURING THE PAST THREE YEARS

Explanation	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
Institutions deleting one or more courses in shorthand	-	-	-	-	-	-
Institutions reporting no deletion of short- hand courses	10	100.0	7	100.0	17	100.0
Totals	10	100.0	7	100.0	17	100.0

Institutions Modifying Unit Credit
of Existing Courses

One state university increased the number of units of shorthand taught. Prior to increasing the number of units, this institution was awarding very little unit credit for shorthand. It is significant to note that following the increase in units, it continued to rank among the lowest of all institutions in credit granted for shorthand.

The private colleges reported no unit credit increases; but two, or 28.6 percent, of the seven private institutions decreased the unit credit in one or more shorthand courses.

Tables XX and XXI, pages 60 and 61, show the modification in unit credit of existing shorthand courses.

Shorthand Proficiency Exams

All public institutions had a policy of waiving shorthand courses upon the successful completion of a proficiency examination. Only 71.4 percent of the private institutions reported that they used this procedure.

Table XXII reveals the extent to which shorthand proficiency examinations are used.

Policy of Awarding Degree Credit for
Shorthand Proficiency Exams

As previously stated, all public institutions advocate the use of the proficiency exam. Two, or 20 percent, of the ten public colleges and universities, however, do not give unit credit for the course; they

TABLE XX
 INSTITUTIONS INCREASING CREDIT HOURS IN SHORTHAND*
 DURING THE PAST THREE YEARS

Explanation	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
Institutions increasing credit hours in one or more shorthand courses	1	10.0	-	-	1	5.9
Institutions reporting no credit hour increase	9	90.0	7	100.0	16	94.1
Totals	10	100.0	7	100.0	17	100.0

* Modification of existing courses

TABLE XXI
 INSTITUTIONS DECREASING CREDIT HOURS IN SHORTHAND*
 DURING THE PAST THREE YEARS

Explanation	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
Institutions decreasing credit hours in one or more shorthand course	-	-	2	28.6	2	11.8
Institutions reporting no credit hour decrease	10	100.0	5	71.4	15	88.2
Totals	10	100.0	7	100.0	17	100.0

*Modification of existing courses

TABLE XXII
 POLICY TOWARD WAIVING SHORTHAND COURSES BY PROFICIENCY EXAM
 IN 17 PUBLIC AND PRIVATE INSTITUTIONS

Explanation	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
Institutions waiving shorthand courses by proficiency exam	10	100.0	5	71.4	15	88.2
Institutions not waiving shorthand courses by proficiency exam	-	-	2	28.6	2	11.8
Totals	10	100.0	7	100.0	17	100.0

merely waive the requirement, and the student is expected to substitute another course for degree credit.

Only two, or 28.6 percent, of the seven private colleges offering shorthand awarded credit for proficiency examinations.

Table XXIII, page 64, reveals the extent to which unit credit is given for the successful completion of shorthand proficiency examinations.

Individualized Instruction in Shorthand

Not one of the 17 colleges and universities offering shorthand reported that they used individualized instruction exclusively. However, slightly over one half of the institutions stated that they used both individualized and traditional methods of teaching shorthand.

Five, or 50 percent, of the ten public institutions teaching shorthand used traditional methods exclusively; the remaining 50 percent used both traditional and individualized instruction.

Shorthand was taught by traditional methods in three, or 42.9 percent, of the seven private institutions. Four, or 57.1 percent, of the private colleges reported that both traditional methods and individualized instruction were used.

The instructional methodology used in teaching shorthand is reported in Table XXIV, page 65.

Office Machines

Number of Office Machines Courses Offered

Eighteen four-year colleges and universities offered courses in

TABLE XXIII

POLICY FOR AWARDING CREDIT FOR SHORTHAND COURSES WAIVED
BY PROFICIENCY EXAMINATION IN 17 INSTITUTIONS

Explanation	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
Institutions awarding credit for proficiency exams in shorthand	8	80.0	2	28.6	10	58.8
Institutions not awarding credit for proficiency exams in shorthand	2	20.0	5	71.4	7	41.2
Totals	10	100.0	7	100.0	17	100.0

TABLE XXIV
 INSTITUTIONS USING INDIVIDUALIZED INSTRUCTION
 IN SHORTHAND

Instructional Method	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
Individualized	-	-	-	-	-	-
Traditional	5	50.0	3	42.9	8	47.1
Both Methods	5	50.0	4	57.1	9	52.9
Totals	10	100.0	7	100.0	17	100.0

office machines. One institution offered office machines, but no typewriting and shorthand.

The number of office machines courses offered was considerably less than the number of typewriting and shorthand courses offered.

Nine, or 90 percent, of the ten public institutions offered only one course of office machines; the remaining college offered two courses.

Four, or 50 percent, of the eight private colleges and universities offered only one course; the other four institutions offered two courses.

No four-year college or university--public or private--offered more than two courses in office machines, and almost three-fourths of them included only one course in the curriculum.

Table XXV, page 67, shows the number of office machines courses offered.

Unit Credit Offered for Office Machines Courses

Of the four-year colleges and universities teaching office machines, ten were operating on the semester calendar and eight were on the quarter calendar.

The number of semester hours of office machines taught ranged from one to four units. Eighty percent of the colleges operating on the semester system offered either two or three units of office machines.

The number of quarter hours of office machines taught ranged from two to eight units, with 75 percent of the colleges offering either three or four units. Only one institution, a private college, taught more than four quarter units of office machines.

Table XXVI, page 68, reveals semester units of office machines offered by public and private institutions; Table XXVII, page 69, shows

TABLE XXV
NUMBER OF OFFICE MACHINES COURSES OFFERED IN
18 PUBLIC AND PRIVATE INSTITUTIONS

Number of Courses	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
1	9	90.0	4	50.0	13	72.2
2	1	10.0	4	50.0	5	27.8
Totals	10	100.0	8	100.0	18	100.0
Median		1		1.5		1

TABLE XXVI
SEMESTER UNITS OF OFFICE MACHINES OFFERED IN
10 PUBLIC AND PRIVATE INSTITUTIONS

Semester Units Credit	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
1	-	-	1	33.3	1	10.0
2	3	42.9	1	33.3	4	40.0
3	4	57.1	-	-	4	40.0
4	-	-	1	33.3	1	10.0
Totals	7	100.0	3	99.9*	10	100.0
Median	3 Units		2 Units		2.5 Units	

* Does not equal 100 percent due to rounding of numbers.

Read in this manner: One, or 33.3 percent, of the three private institutions on the semester system offered only one semester unit of office machines.

TABLE XXVII
 QUARTER HOURS OF OFFICE MACHINES COURSES OFFERED
 IN 8 PUBLIC AND PRIVATE INSTITUTIONS

Quarter Hours Credit	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
2	1	33.3	-	-	1	12.5
3	1	33.3	1	20.0	2	25.0
4	1	33.3	3	60.0	4	50.0
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	1	20.0	1	12.5
Totals	3	99.9*	5	100.0	8	100.0
Median		3	4		4	

*Does not equal 100 percent due to rounding of numbers.

Read in this manner: One, or 33.3 percent, of the public institutions on the quarter system offered a total of 2 quarter units of office machines.

quarter units of office machines taught.

Office Machines Placement Patterns

Eight, or 80 percent, of the ten public institutions classified all office machines courses as lower-division work. The other two public institutions taught office machines as upper-division work. One state university has plans to incorporate office machines with business statistics. Since statistics is a lower-division course at the institution, such a merger is not likely to result in the office machines course being reclassified as an upper-division course.

Of the eight private colleges and universities teaching office machines, six, or 75 percent, taught office machines as lower division work; one college taught it as both lower- and upper-division work; and one college taught it as upper-division work.

The trend, however, is to teach office machines at the freshman and sophomore levels. Over three fourths of the institutions reported that all office machines courses were taught at this level. Office machines placement patterns are shown in Table XXVIII, page 71.

Institutions Adding Courses

in Office Machines

Not one institution--public or private--had added a course of office machines during the past three years. Table XXIX, page 72, reveals the trend away from adding new office machines courses to the curriculum.

TABLE XXVIII
 PLACEMENT PATTERNS FOR OFFICE MACHINES COURSES
 IN 18 PUBLIC AND PRIVATE INSTITUTIONS

Placement Pattern	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
Lower Division	8	80.0	6	75.0	14	77.8
Upper Division	2	20.0	1	12.5	3	16.7
Upper and Lower Division	-	-	1	12.5	1	5.6
Totals	10	100.0	8	100.0	18	100.1*

* Does not total 100 percent due to rounding of numbers.

TABLE XXIX
 INSTITUTIONS ADDING COURSES IN OFFICE MACHINES
 DURING THE PAST THREE YEARS

Explanation	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
Institutions adding one or more courses in office machines	-	-	-	-	-	-
Institutions reporting no additional office machines courses	10	100.0	8	100.0	18	100.0
Totals	10	100.0	8	100.0	18	100.0

Institutions Deleting Courses

in Office Machines

One public institution reported that it had recently deleted a course in office machines.

The private institutions were maintaining status quo, as they had neither deleted nor added office machines courses during the past three years.

The extent to which office machines courses had been discontinued is shown in Table XXX, page 74.

Institutions Modifying Unit Credit

of Existing Courses

During the past three years, four-year colleges and universities neither increased nor decreased the unit credits of existing courses in office machines.

Tables XXXI and XXXII, pages 75 and 76, reveal that unit credit of existing office machines courses was not modified in any way.

Proficiency Exams in

Office Machines

Table XXXIII, page 77, reveals that public colleges and universities were somewhat more lenient than private institutions in accepting proficiency exams in lieu of actual course work in office machines.

Eight, or 80 percent, of the ten public institutions reported that they administered proficiency exams.

The private colleges and universities were evenly divided on the

TABLE XXX
 INSTITUTIONS DELETING COURSES IN OFFICE MACHINES
 DURING THE PAST THREE YEARS

Explanation	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
Institutions deleting one or more courses in office machines	1	10.0	-	-	1	5.6
Institutions reporting no deletion of office machines courses	9	90.0	8	100.0	17	94.4
Totals	10	100.0	8	100.0	18	100.0

TABLE XXXI
 INSTITUTIONS INCREASING CREDIT HOURS IN OFFICE MACHINES*
 DURING THE PAST THREE YEARS

Explanation	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
Institutions increasing credit hours in one or more office machines courses	-	-	-	-	-	-
Institutions reporting no credit hour increase	10	100.0	8	100.0	18	100.0
Totals	10	100.0	8	100.0	18	100.0

* Modification of present courses

TABLE XXXII
 INSTITUTIONS DECREASING CREDIT HOURS IN OFFICE MACHINES*
 DURING THE PAST THREE YEARS

Explanation	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
Institutions decreasing credit hours in one or more office machines courses	-	-	-	-	-	-
Institutions reporting no credit hour decrease	10	100.0	8	100.0	18	100.0
Totals	10	100.0	8	100.0	18	100.0

* Modification of present courses

TABLE XXXIII

POLICY TOWARD WAIVING OFFICE MACHINES COURSES BY PROFICIENCY EXAM
IN 18 PUBLIC AND PRIVATE INSTITUTIONS

Explanation	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
Institutions waiving office machines courses by proficiency exam	8	80.0	4	50.0	12	66.7
Institutions not waiving office machines courses by proficiency exam	2	20.0	4	50.0	6	33.3
Totals	10	100.0	8	100.0	18	100.0

concept of administering proficiency exams. One-half used proficiency exams; one-half did not use them.

Of the 18 public and private four-year colleges and universities offering courses in office machines, 12, or 66.7 percent, advocated the use of proficiency examinations.

Policy of Awarding Degree Credit for Proficiency Exams in Office Machines

The four-year colleges and universities were less inclined to give credit for proficiency exams in office machines than for similar exams in shorthand and typewriting.

Six, or 60 percent, of the ten public institutions offering courses in office machines reported that they awarded degree credit for the successful completion of a proficiency exam in that area.

Only one of the eight private colleges offering office machines granted course credit by proficiency exam.

Of the 18 universities and colleges--public and private--offering office machines, only seven, or 38.9 percent, administered proficiency exams for unit credit.

Table XXXIV, page 79, shows the extent to which degree credit was given for courses waived by proficiency examination.

Individualized Instruction in Office Machines

Office machines was the only one of the three basic skills that was taught exclusively by individualized instruction in any of the institutions. One public and two private colleges reported using this

TABLE XXXIV

POLICY TOWARD AWARDING CREDIT FOR OFFICE MACHINES COURSES WAIVED
BY PROFICIENCY EXAMINATION IN 18 INSTITUTIONS

Explanation	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
Institutions awarding credit for proficiency exams in office machines	6	60.0	1	12.5	7	38.9
Institutions not awarding credit for proficiency exams in office machines	4	40.0	7	87.5	11	61.1
Totals	10	100.0	8	100.0	18	100.0

type of instruction to the exclusion of all other methods.

Eight, or 44.4 percent, of the four-year colleges and universities were continuing to use traditional methods of teaching; seven, or 38.9 percent, reported that they used both methods.

The public colleges were more traditionally oriented than the private colleges. Sixty percent of the public colleges, compared to 25 percent of the private colleges, were using traditional methods.

The instructional methodology used in teaching office machines is reported in Table XXXV, page 81.

Degrees Awarded

The study revealed considerable variation in the degrees awarded to students who included the basic secretarial skills in their major programs of study.

The 18 colleges and universities that taught the secretarial skills awarded 11 different degrees to students who included the basic skills in their degree programs.

The only degree title that appeared more than once in the responses was the Bachelor of Science in Business Administration degree. That degree title was used by six public colleges and universities and by one private college, which represented 38.9 percent of the respondents offering the basic secretarial skills courses.

The different degrees granted by the participating institutions are shown in Table XXXVI, page 82.

TABLE XXXV
 INSTITUTIONS USING INDIVIDUALIZED INSTRUCTION
 IN OFFICE MACHINES

Instructional Method	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
Individualized	1	10.0	2	25.0	3	16.7
Traditional	6	60.0	2	25.0	8	44.4
Both Methods	3	30.0	4	50.0	7	38.9
Totals	10	100.0	8	100.0	18	100.0

TABLE XXXVI

DEGREES AWARDED TO BUSINESS GRADUATES WHO INCLUDE THE
SECRETARIAL SKILLS COURSES IN THEIR PROGRAM

Title of Degree	Public		Private		Combined	
	No.	Percent	No.	Percent	No.	Percent
AB in Business Administration	1	10.0	-	-	1	5.6
BA in Office Administration	-	-	1	12.5	1	5.6
BA in Office Management	1	10.0	-	-	1	5.6
BA in Business Education	-	-	1	12.5	1	5.6
BA in Business Management	-	-	1	12.5	1	5.6
BA in Business Administration	-	-	1	12.5	1	5.6
BS in Business Administration	6	60.0	1	12.5	7	38.9
BS in Business Management	1	10.0	-	-	1	5.6
BS in Office Administration	1	10.0	-	-	1	5.6
BS in Business Education	-	-	1	12.5	1	5.6
AA in Secretarial Administration**	-	-	2	25.0	2	11.1
Totals	10	100.0	8	100.0	18	100.4*

* Does not equal 100 percent due to rounding of numbers.

** Represents four-year colleges that also offer a two-year AA degree.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purposes of this study were to reveal:

(1) Prevalent practices and trends in the teaching of the basic secretarial skills courses in the four-year colleges and universities of California.

(2) A comparison of practices in the University of California with practices in the California State University and Colleges.

(3) A comparison of practices in the public institutions with practices in the private institutions.

(4) A comparison of prevalent practices in the state of California with those in other states and geographical regions based upon related studies.

Data for the study were obtained by mailing a questionnaire to all the four-year colleges and universities in California. This included the 9 branches of the University of California, the 19 California State University and Colleges, and the 52 private colleges and universities. Responses were received from all institutions. On the basis of data obtained, the status of the basic secretarial skills courses in California could be rather clearly defined. The treatment of the secretarial skills courses in each institution offering them differed in some aspect. It was possible, however, to identify consensus practices as well as differences.

The major findings are summarized briefly in this chapter in keeping with the purposes of the study.

Summary

Extent to Which the Secretarial Skills

Courses Are Taught

University of California. No secretarial skills courses were taught at any of the nine branches of the University of California.

California State University and Colleges. Ten or 52.6 percent, of the 19 California State University and Colleges offered at least one secretarial course.

All Public Colleges and Universities. Ten, or 35.7 percent, of the public institutions offered the basic secretarial skills courses. This refers to the University of California, where no skills courses were taught, and to the California State University and Colleges, where the skills were taught at ten of the institutions.

Private Colleges and Universities. Eight, or 15.4 percent, of the 52 private colleges and universities offered at least one secretarial skills course.

All Four-Year Colleges and Universities. Eighteen, or 22.5 percent, of the 80 four-year public and private institutions in California offered at least one secretarial skills course.

Number of Secretarial Skills Courses Offered

Typewriting. More typewriting courses were offered by the private institutions than by the public institutions. The ten public colleges and universities offered either two or three courses; the private

institutions offered from two to six courses. However, the median for both the private and public schools was two courses of typewriting.

Shorthand. The number of shorthand courses taught by private and public institutions ranged from one to seven courses. Fifty percent of the public institutions offered only two courses; over forty percent of the private schools offered four courses.

Office Machines. No institution taught more than two courses in office machines. Ninety percent of the public institutions and 50 percent of the private institutions that taught office machines offered only one course.

Number of Credit Units Offered for the Skills Courses

Of the 18 colleges and universities teaching at least one secretarial skills course, ten were on the semester system and eight were on the quarter system.

Typewriting. The range of credit units granted for typewriting was from 4 to 7 semester units and from 4 to 13 quarter units, with the private schools offering slightly more units. The median for the public institutions was 4 semester units for colleges operating on the semester system and 7 quarter units for those operating on the quarter system. The corresponding median for the private institutions was 4 semester units and 12 quarter units.

Shorthand. The range of credit units granted for shorthand was from 6 to 16 semester units and from 9 to 22 quarter units. Public colleges on the semester calendar offered more credit than the private ones; however, the private colleges on the quarter system awarded

considerably more credit than the public colleges. If the number of shorthand units offered under the quarter system and semester system were averaged, the median would be approximately the same for the public and private institutions.

Office Machines. The range of credit units granted for office machines was from 1 to 4 semester units and 2 to 8 quarter units. There was very little difference between credit granted by the private institutions and by the public institutions. The median for the public colleges was 3 semester units and 3 quarter units; the median for the private colleges was 2 semester units and 4 quarter units.

Placement Pattern

Typewriting. The most prevalent placement pattern in both the private and public colleges was one in which all typewriting courses were offered at the freshman-sophomore level. Ninety percent of the public colleges and 57.1 percent of the private colleges taught all typewriting as lower-division work.

Shorthand. Although 52.9 percent of all institutions taught shorthand at the lower division, it was more often taught at the upper-division level than was typewriting or office machines. One school taught it exclusively at the upper-division level and seven colleges taught it at both the upper and lower-division levels.

Office Machines. Eight, or 80 percent, of the ten public colleges and six, or 75 percent, of the eight private colleges taught all courses in office machines at the lower-division level.

Course Additions, Deletions and Modifications

Private institutions made more changes in the basic secretarial skills courses during the past three years than did the public institutions.

Typewriting. The public institutions did not increase, decrease, or modify the number of units of existing courses during the past three years.

The private institutions made the following changes: (1) Two colleges added typewriting courses; (2) one college deleted a course in typewriting; and (3) two colleges decreased the credit units in one or more typewriting courses.

Shorthand. No public institution added or deleted shorthand courses during the past three years; however, one state university increased the credit from 2 quarter units to 3 quarter units for each of the three courses offered.

The private institutions made the following changes: (1) Three colleges added courses in shorthand; and (2) two colleges decreased the credit units given for shorthand.

Proficiency Exams

The public institutions were more amenable to the concept of proficiency exams than were the private institutions. The public institutions were also more willing to give unit credit for the successful completion of a proficiency exam in the basic secretarial skills area.

Typewriting. Of the 17 four-year colleges and universities offering typewriting, 88.2 percent administered proficiency exams and 52.9 percent awarded unit credit to students passing the exam.

All of the ten public institutions offering typewriting administered proficiency exams. Eight of the ten institutions awarded unit credit to students passing the exam; the remaining two colleges merely waived the requirement.

Five of the seven private institutions offering typewriting administered proficiency exams, but only one awarded unit credit.

Shorthand. The ten public institutions offering shorthand had a policy of waiving shorthand courses by proficiency exam. Eight of the ten institutions awarded unit credit.

Five, or 71.4 percent, of the seven private institutions teaching shorthand waived the courses upon the student's passing of a proficiency exam. Only two colleges, or 28.6 percent, granted unit credit.

Office Machines. Fewer institutions waived the office machines courses by proficiency exam than waived typewriting and shorthand.

Eight of the ten public institutions waived office machines by proficiency exam; only six institutions awarded unit credit.

Four of the eight private institutions waived office machines by proficiency exam; only one awarded credit for the successful completion of the exam.

Individualized Instruction

Individualized instruction was not extensively used as an exclusive method of instruction. No institution--public or private--reported that shorthand and typewriting were taught solely by individualized instruction. Three institutions stated, however, that office machines was taught by individualized instruction.

Typewriting. Four, or 40 percent, of the ten public institutions reported that typewriting was taught by traditional methods; six, or 60 percent, stated that both traditional methods and individualized instruction were used.

Three, or 42.9 percent, of the seven private institutions teaching typewriting reported that traditional methods were used; four, or 57.1 percent, stated that both traditional methods and individualized instruction were used.

Shorthand. Traditional methods were used in the teaching of shorthand in five, or 50 percent, of the ten public institutions; both traditional methods and individualized instruction were used in the remaining 50 percent.

Traditional methods were used in three, or 42.9 percent, of the seven private schools teaching shorthand; both traditional methods and individualized instruction were used in four, or 57.1 percent, of the private schools.

Office Machines. One, or 10 percent, of the ten public institutions reported that individualized instruction was used in the teaching of office machines; six, or 60 percent, used traditional methods; three, or 30 percent, used both methods.

Two, or 25 percent, of the eight private institutions reported that office machines courses were taught by individualized instruction; two, or 25 percent, stated that traditional methods were used; four, or 50 percent, indicated that both methods were used.

Although office machines was the only basic skills course taught exclusively by individualized instruction at any of the institutions, only 3, or 16.7 percent, of the 18 institutions used this method of

instruction.

Degrees Awarded

The 18 colleges and universities that offered the secretarial skills courses awarded 11 different degrees to students who included the secretarial skills in their major degree program.

The only degree title that appeared more than once in the responses was the Bachelor of Science in Business Administration degree. That degree title was used by six public colleges and universities and by one private college, which represented 38.9 percent of the respondents offering the basic secretarial skills courses.

Prevalent Practices in California Compared to Practices in Some Other States

Since no study has been structured in the same manner as this study, it is somewhat difficult to compare findings with related studies; however, the following comparisons show how some of the prevalent practices in California relate to findings of prior studies.

Eighteen, or 22.5 percent, of the 80 four-year public and private educational institutions offer at least one secretarial skills course. This is a much smaller percentage of institutions offering the skills courses than was shown by data gathered from other studies since the Gordon-Howell and Pierson reports.

Over 60 percent of the schools included in the Carnegie Commission survey of 1959, directed by Professor Pierson, taught the secretarial skills courses. Likewise, 67.6 percent of the schools in the Gordon-Howell study, financed by the Ford Foundation, listed courses in

typewriting, shorthand, and office machines.

The Lowe Study of 1966 included all Texas four-year colleges and universities plus a sampling of 100 colleges from throughout the United States. In Texas, 83.6 percent of the four-year colleges and universities offered secretarial courses; 65 percent of the sample of 100 schools from other states offered secretarial courses. In Texas, 80 percent of the deans planned to continue the secretarial curriculum. No dean from the 100 schools studied outside of Texas planned to discontinue a program.

In the Greaves Study of 1969, typewriting and shorthand were offered by 94 percent of the NABTE schools in WBEA; office machines was offered by 83 percent of the participating schools.

A review of related studies indicates that the basic secretarial skills courses of typewriting, shorthand, and office machines are not as widely taught in the four-year colleges and universities of California as in some of the other states and geographical regions.

In prior related studies, a small percentage of institutions surveyed did not give credit for certain secretarial skills courses. Eleven of the 152 institutions included in the Campbell study gave no credit for typewriting; eight gave no credit for shorthand. In the Lowe study, 16.7 percent of the Texas schools indicated that they did not give credit for typewriting and/or shorthand. Eleven percent of the schools responding from other states offered non-credit skills courses. The question in California appears to be whether the courses should be offered--not whether to grant credit, as all institutions offering the courses awarded credit.

This study of the four-year educational institutions of California

revealed considerable variation in the time used to develop the skills. The number of typewriting courses offered in the various institutions ranged from one to six courses. The range was the same for the 152 secretarial programs surveyed by Campbell in 1969. The median in the California institutions, however, was two typewriting courses; the median in the Campbell study was three typewriting courses. Likewise, the median in the California institutions was three shorthand courses; the median in the secretarial programs studied by Campbell was four shorthand courses.

It appears that fewer secretarial skills courses are taught and fewer unit credits awarded in the four-year educational institutions of California than in some of the other states.

The majority of the skills courses were taught at the lower division level. This practice is compatible with what has been concluded in related studies.

In the California institutions, the degree most frequently awarded to students including the basic secretarial skills in their curriculum was the Bachelor of Science in Business Administration. This degree was awarded by 38.9 percent of the respondents. This contrasts with the findings of the Campbell study where the Bachelor of Science degree was awarded most frequently.

One similarity between this study and the Campbell study was that the private schools made more changes in the secretarial skills courses than did the public schools.

In contrasting the findings of this study with other studies made during the past 15 years, it appears that the four-year institutions in California place less emphasis upon the secretarial skills courses than

do many other states.

Conclusions

The basic secretarial skills courses are offered in a limited number of four-year educational institutions of California. In all probability, these courses will continue to be taught primarily at the lower-division level.

All institutions offering the basic secretarial skills courses award unit credit for them. The trend is toward granting unit credit by proficiency examination as well as class attendance.

Individualized instruction is used very little as an exclusive method of teaching the skills; however, it is rather widely used in conjunction with the traditional methods.

One of the major reasons for the limited involvement of the four-year colleges and universities in the teaching of the secretarial skills courses is the extensive network of community colleges in California. Many educators believe that the basic skills courses should be taught in the community college and that the four-year institutions should be primarily concerned with management-oriented business courses.

The well-established, older institutions are the stronghold for the secretarial skills courses; the newer institutions are concerned primarily with such facets of business as management, finance, accounting, and marketing. The School of Business has established itself firmly on many of the college and university campuses in California, but the business skills area is not as solidly entrenched.

Recommendations

It is recommended that individuals responsible for business education programs in the four-year colleges and universities of California evaluate their programs to determine if they differ significantly from the more prevalent practices identified in this study.

The rather wide variation in time used to develop the basic secretarial skills implies that some institutions are graduating more highly skilled individuals or that some schools are teaching the skills in considerably less time. Chairmen of business education departments should be aware of this when evaluating their programs.

Administrators should consider revisions if their findings indicate that changes need to be made; however, they must be aware of the fact that the majority is not necessarily right.

Recommendations for Further Research

It appears that the four-year educational institutions in California may be teaching less in the area of secretarial skills than are similar institutions in other states. This cannot be established as certainty without an adequate basis for comparison.

Therefore, it is recommended that a nationwide study be made. This could be done without too much difficulty.

A national committee could be established through an organization such as the National Business Education Association or Delta Pi Epsilon. This committee could devise a questionnaire to be used on a nationwide basis. One individual in each of the 50 states would be selected to make a study of the status of the secretarial skills in that particular state. Upon the completion of the 50 statewide studies in one given

year, five other individuals could develop regional studies (Eastern, Southern, North Central, Mountain-Plains, and Western) based upon the 50 statewide studies. A comprehensive composite study developed from the regional studies would accurately portray the existing status of the secretarial skills courses in colleges and universities of the United States.

Such a plan might be used for amassing needed information in other areas of business education.

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APPENDIX A

QUESTIONNAIRE AND LETTER OF TRANSMITTAL

RESEARCH INSTRUMENT

Name of School	
University of California	
California State University & Colleges	
Private College or University	

1. Are the secretarial skills subjects (typewriting, shorthand, and office machines) offered at your institution?

Yes _____ No _____

*(If your answer is "Yes," please answer questions 2 through 10.)
 (If your answer is "No," answer questions 11 and 12 only.)*

2. List the total number of courses and total units taught in the skills subjects:

Course	Number of Courses	Total Quarter Units (or)	Total Semester Units
Typewriting			
* Shorthand and Transcription			
Office Machines			

3. At what level are the courses taught?

Course	Number of Lower Division Units	Number of Upper Division Units
Typewriting		
Shorthand and Transcription		
Office Machines		

4. List the skills courses that you have added during the past three years.

Course	Number of Quarter Units (or)	Number of Semester Units

5. List the skills courses that you have deleted during the past three years.

Course	Number of Quarter Units (or)	Number of Semester Units

* Do not include such courses as Secretarial Procedures unless limited to shorthand.

6. List the skills courses that have been modified (unit increase or unit decrease) during the past three years.

Course	Number of Units Decreased	(or)	Number of Units Increased
_____	_____		_____
_____	_____		_____
_____	_____		_____

7. Do you have a policy of waiving the skills courses if the student passes a proficiency examination?

Typewriting	Yes _____	No _____
Shorthand and Transcription	Yes _____	No _____
Office Machines	Yes _____	No _____

8. If your answer to No. 7 is "Yes," do you give unit credit for the course upon the student's passing of the examination?

Typewriting	Yes _____	No _____
Shorthand and Transcription	Yes _____	No _____
Office Machines	Yes _____	No _____

9. Are the skills courses taught by individualized or traditional methods?

Course	Individualized	Traditional	Both Methods
Typewriting	_____	_____	_____
Shorthand and Transcription	_____	_____	_____
Office Machines	_____	_____	_____

10. What degree is granted to your secretarial/business education majors?

B. S. in Business Education _____	B. A. in Business Education _____
B. S. in Secretarial Science _____	B. A. in Secretarial Science _____
B. S. in Office Management _____	B. A. in Office Management _____
B. S. in Business Management _____	B. A. in Business Management _____
Other (please specify) _____	

(Please answer Questions 11 and 12 if your reply to No. 1 was "No.")

11. Were the secretarial skills courses included in your business curriculum at any time in the past?

Yes _____ No _____

12. What factor (or factors) influenced the discontinuation of the skills courses in your school?

Ford and Carnegie Studies	_____
AACSB	_____
School Administration	_____
School of Business	_____
Other (please specify)	_____

September 25, 1974

Dr. Berle Haggblade, Chairman
Office Management Department
California State University, Fresno
Shaw and Cedar Avenues
Fresno, California 93740

Dear Dr. Haggblade:

Much has been said relative to the "pros" and "cons" of including the secretarial skills subjects in the collegiate curriculum of business. I am making a study of prevalent practices and trends in the teaching of the basic secretarial skills subjects in the four-year educational institutions of California.

From my own experience, I know the reaction to long, burdensome questionnaires. The one enclosed is designed to take only one to five minutes of your time. To make this study complete, I would like very much to receive replies from all four-year colleges and universities--both public and private.

If you are interested in receiving a copy of the findings, I shall be happy to supply you with this information.

Sincerely,

Mary E. Whitley, Professor
Business Management Department

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Enclosures: Research Instrument
Return Envelope

APPENDIX B

PARTICIPATING COLLEGES AND UNIVERSITIES

THE UNIVERSITY OF CALIFORNIA*

University of California, Berkeley
University of California, Santa Barbara
University of California, Davis
University of California, Santa Cruz
University of California, San Diego
University of California, Riverside
University of California, San Francisco
University of California, Irvine
University of California, Los Angeles

*The University of California does not offer any of the basic secretarial skills.

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

California State College, Bakersfield

* California State University, Chico

California State College, Dominguez Hills

* California State University, Fresno

California State University, Fullerton

California State University, Hayward

* Humboldt State University

California State University, Long Beach

* California State University, Los Angeles

* California State University, Northridge

* California State Polytechnic University, Pomona

* California State University, Sacramento

California State College, San Bernardino

* San Diego State University

* San Francisco State University

* San Jose State University

California Polytechnic State University, San Luis Obispo

California State College, Sonoma

California State College, Stanislaus

* Institutions offering at least one basic secretarial skills course

PRIVATE UNIVERSITIES AND COLLEGES IN CALIFORNIA

*Ambassador College, Pasadena

*Armstrong College, Berkeley

*Azusa Pacific College, Azusa

Bethany Bible College, Santa Cruz

Biola College, La Mirada

California Baptist College, Riverside

California Institute of Technology, Pasadena

California Lutheran College, Thousand Oaks

Chapman College, Orange

Claremont Men's College, Claremont

College of Notre Dame, Belmont

Dominican College of San Rafael, San Rafael

Golden Gate University, San Francisco

Harvey Mudd College, Claremont

Holy Names College, Oakland

Immaculate Heart College, Los Angeles

LaVerne College, LaVerne

*Loma Linda University, La Sierra

Lone Mountain College, San Francisco

Los Angeles Baptist College, Newhall

*Institutions offering at least one basic secretarial skills course

PRIVATE UNIVERSITIES AND COLLEGES IN CALIFORNIA
(Continued)

Loyola University of Los Angeles
Marymount College, Los Angeles
Menlo College, Menlo Park
Mills College, Oakland
Mount St. Mary's College, Los Angeles
Occidental College, Los Angeles
Pacific College, Fresno
Pacific Oaks College, Pasadena
* Pacific Union College, Angwin
* Pasadena College, Pasadena
Pepperdine University, Los Angeles
Pitzer College, Claremont
Pomona College, Claremont
Russell College, Burlingame
Saint Albert's College, Oakland
St. Mary's College of California, Moraga
St. Patrick's College, Mountain View
Scripps College, Claremont
Simpson College, San Francisco
* Southern California College, Costa Mesa
Stanford University, Palo Alto
United States International University, San Diego
University of the Pacific, Stockton

* Institutions offering at least one basic secretarial skills course

PRIVATE UNIVERSITIES AND COLLEGES IN CALIFORNIA
(Continued)

University of Redlands

University of San Diego

University of San Francisco

University of Santa Clara

University of Southern California, Los Angeles

West Coast University, Los Angeles

Westmont College, Santa Barbara

Whittier College, Whittier

* Woodbury University

* Institutions offering at least one basic secretarial skills course

2
VITA

Mary Elizabeth Whitley

Candidate for the Degree of

Doctor of Education

Thesis: STATUS AND TRENDS OF THE SECRETARIAL SKILLS COURSES IN THE
FOUR-YEAR COLLEGES AND UNIVERSITIES OF CALIFORNIA

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Personal Data: Born in Oktaha, Oklahoma, March 16, 1923, the
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cation from Northeastern Oklahoma State University, Tahlequah,
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Professional Experience: Business education teacher in the Okla-
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Delta Pi Epsilon, American Vocational Association, California
Business Education Association, Western Business Education
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Administrative Management Society.