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FOR THE HIGH SCHOOL CURRICULUM IN COLUMBUS, OHIO

The Ohio State University

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EMPLOYER, TEACHER, COUNSELOR, AND ADMINISTRATOR PREFERENCES
FOR THE HIGH SCHOOL CURRICULUM
IN COLUMBUS, OHIO

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate School
of The Ohio State University

By

Edwin Bruce McDaniel, B.S., M.S.

* * * * * *

The Ohio State University

1983

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Advisor
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Industrial Technology Education
DEDICATION

This dissertation is dedicated to my father, who taught me the value of being familiar with the industrial arts by his own example, and to my wife, without whose "push", encouragement, and help, this project would never have been completed.
ACKNOWLEDGMENTS

The author is indebted to all those who have taught him, both formally and informally, from his earliest years. But for specific help in this research, he would like to thank Dr. Donald Lux, and his stand-in, Dr. Willis Ray, for their roles as advisor, Dr. David McCracken, for his work as committee member and chief research methodology consultant, Dr. William Umstattd and Dr. Michael Scott for their many roles on the committee, including that of editor, Fred Ruland at the university computer center, for his tireless assistance in computer analysis of the survey data, and Dr. Eugene Hast of the Columbus City Schools, for his role in improving the survey and helping to solicit responses from school employees. The author is also indebted to his wife and two sons who addressed letters and envelopes, assembled surveys, proofread data entries, typed tables, and assisted in many other ways.
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INTRODUCTION

The conventional wisdom regarding a high school education is that after graduation the student will be ready for one of two paths: the pursuit of higher education or the successful performance of a socially acceptable career. A college preparatory curriculum in high school is generally regarded as the logical path to follow if one is planning for further education in a college or university. For those who plan to terminate their formal education with a high school diploma and begin a wage-earning job, a vocational curriculum to prepare for work is generally regarded as the best choice. For example, high school students might take vocational education courses in auto mechanics, cosmetology, electronics, or stenography. Typically, several hours a day will be spent in "hands-on" instruction and practice in the chosen vocation, usually during the junior and senior years.

But many students in high school neither plan to go to college nor have a strong desire to enter any particular vocation. Some simply plan to get a lower-skilled job or enter an apprenticeship program or other non-school-based training when they graduate. Others plan to keep house, help their parents, or travel. What is the best curriculum for these students while they are in high school? Is it the
general education curriculum offered in many high schools for those who are not college-bound and have not opted for a vocational area offered in the high school?

What is the relationship between the type of high school curriculum pursued by students and their employability after graduation? What kind of educational background do employers of newly graduated high school students prefer, if any? How does this preference by employers compare with the advice being given to high school students with no college or vocational plans? More specifically, how does the preference of employers compare to the views of vocational teachers, practical arts teachers, academic teachers, school administrators, and counselors in the high schools?

The Problem and Purpose

A major purpose of this study was to determine if employers have a significant preference as to the curriculum chosen by high school students. And, if there is such an employer preference, how does it correspond to the opinions of high school teachers, administrators, and counselors? If there is disagreement between what employers are saying and what teachers, counselors, and administrators believe, and presumably advise, then these students are not being guided as well as they might be, at least for maximizing chances of employment after graduation. Educators need to become aware
of this discrepancy, if it exists, and make the necessary modifications in the advice and direction that they give to students. The other major purpose of this study was to have business people and educators react to twenty-one stated goals for education by assigning both an importance rating and responsibility rating to each goal statement, i.e., how important is it that students achieve each goal, and who should have the responsibility for helping students reach each goal?

**Significance of the Problem**

The public schools are generally regarded as having the mission of transmitting and improving the cultural heritage. Some people have tried to require their schools to graduate persons who are either prepared to go into college or into the work force. Graduates who are prepared for neither are regarded by many people as the products of schools that "aren't doing their job". Yet some students lack college goals and specific vocational aspirations. Should such students be put in a general education "track" simply because they have no vocational or college aspirations? Or, would those students have a better chance of employment after high school graduation with a "college prep" background? Would a vocational education enhance those students' chances for employment even if the employment were not in the field of specialization? Is it possible that employers, in general,
have no particular preferences as to the curriculum taken by students and base their hiring decisions entirely upon other factors, such as high school grades, recommendations, employment tests, personality, and background variables?

If employers have a strong preference for a particular type of educational curriculum background, then educators and counselors need to be aware of the preferences so that they can advise undecided students to pursue that curriculum in order to maximize their chances of employment after graduation from high school. But if employers in general lack any preference, then schools may be doing a disservice to steer students into any particular type of curriculum or "track". Perhaps students should have free access to all the high school courses regardless of the curriculum in which specific courses are classified. If students choose courses according to their interests, they may get better grades than they would in a required curriculum and may also be less apt to drop out of school before completion.

Do employers, teachers, school administrators, and counselors agree or disagree on what the goals of the school ought to be and the relative importance of each? Or is there consensus on whether the school, the family unit, or the business community ought to have the responsibility for helping youth to reach these goals?
Without knowing the answers to these questions, one can only speculate as to what is best for students. And if educators and counselors are wrong in their speculation, then the probability that these students will be advised properly is not being maximized. Schools cannot afford to gamble with the future of young people. High school graduates have a difficult enough time without unnecessarily structuring and limiting their program choices or emphasizing inappropriate goals in the schools.

Assumptions

The following assumptions are made in this study:

1. Employers will evaluate school goals and questions concerning their hiring preferences based upon actual beliefs rather than some preconceived ideas of how the questions should be answered. (i.e. the survey will not bias their answers)

2. Teachers, administrators, and counselors will evaluate school goals and answer questions about maximizing the employability of high school graduates based upon their actual beliefs rather than upon preconceived notions of how they should answer the questions. (i.e. the survey will not bias their answers)

3. The intent of each survey question is understood by those who are being surveyed.
Delimitations

The scope of this study was deliberately narrowed in the following ways:

1. The study is delimited to the employability of recent high school graduates. The employability of high school dropouts, college dropouts, college graduates, and older people attempting to enter or re-enter the work force may be mentioned for comparative purposes but is not the focus of this study.

2. The populations surveyed are delimited to employers, teachers, school administrators, or counselors within Columbus, Ohio. (While this limits generalizability, it does make sampling a wide variety of people, particularly employers, more feasible.

3. The teachers, school administrators, and counselors surveyed are all from the public schools of Columbus, Ohio. This is not simply a matter of convenience. Private schools often are special purpose in nature, (e.g., college preparatory, military academy, religious instruction, and vocational training). Public schools tend to be more comprehensive in their course offerings.
Limitations

When reading this study and attempting to apply its findings to other situations, the reader should be aware that this study has the following limitations:

1. The results of this study should not be generalized beyond the populations surveyed in Columbus, Ohio.

2. Surveys for this study were completed during the time period of January 3 through April 3, 1983. Data gathered in this survey might have been different, had the unemployment rate, government policies and regulations, or world news been other than they were.

Definition of Terms

Definitions of important terms appear here in alphabetical order.

1. ACADEMIC TEACHERS: Defined operationally in this research as those who were teaching English, mathematics, science, foreign language, or social studies in the schools surveyed.

2. CAREER MATURITY: Defined operationally as the accuracy with which subjects tested express the job skill requirements for, typical education of, and sometimes the relative status of, specified occupations.

3. COLLEGE-PREPARATORY EDUCATION CURRICULUM: That course of study which conventional wisdom regards as the
most appropriate preparation for those planning to attend college. It typically covers the same subject areas as general education but with more and/or more advanced courses in English, mathematics, and the sciences, and more emphasis on taking one or more foreign languages. Typically less time and emphasis is placed on the arts, including the practical arts. (Grasso, p. 11)

4. COMPREHENSIVE HIGH SCHOOL: The most common vehicle for American secondary education. Offers programs in three major groups: the general, college preparatory, and vocational curricula. (Grasso, p. 11)

5. COOPERATIVE EDUCATION: A coordinated arrangement between the school and community whereby a student alternates between studies at school and related work in the community. This work is monitored by a teacher who visits the place of work for evaluative purposes.

6. CURRICULUM: A series of planned events that are intended to have educational consequences for one or more students. (Eisner, p. 39) But more narrowly used in this research to mean a series of courses intended to have educational consequences for one or more students. (e.g., the college-preparatory curriculum)

7. EMPLOYABILITY: The suitability of a person to render his or her services for wages.
8. EXTRACURRICULAR ACTIVITIES: Defined for this research as school-sponsored or school-sanctioned activities other than attending classes, in which a student may engage. Examples include team sports, clubs and musical groups.

9. GENERAL EDUCATION CURRICULUM: Typically comprised of courses in English, mathematics, history, science, social studies, and physical education, with optional courses in the practical arts, visual and performing arts, foreign languages, psychology, sociology, and other courses. (Grasso, p.11)

10. INDUSTRIAL ARTS: "An organized study of the knowledge of practice within that subcategory of the economic institution of society which is known as industry." (Towers, Lux, and Ray, 1966, p.43)

11. OCCUPATIONAL TRAINING: Specific knowledge and skill development for entry into, or advancement in, a specific trade or occupation. Generally considered an important phase of a vocational education.

12. PRACTICAL ARTS COURSES: Operationally defined as industrial arts, home economics, and personal business courses.

13. TECHNICAL EDUCATION: The organized, disciplined study of the practices of man. (adapted from Towers, Lux, and Ray, 1966, p.43)
14. TRACKING: The practice of assigning a pupil to follow one of several series of courses, e.g., a vocational track.

15. VOCATIONAL EDUCATION CURRICULUM: An aggregation of specialty programs, such as agriculture, auto mechanics, food catering, and dental hygiene, designed to make those who elect to go through an entire program employable in that vocation. Such programs typically receive some federal funding, but are funded principally by state and local sources. (Grasso, pp.11-12)

16. WORK-STUDY PROGRAM: A combination of academic study in school and a job in any occupational field. The job is usually in the form of paid employment, and may or may not be related to the academic curriculum.
REVIEW OF RELATED LITERATURE

Many dissertations have investigated how well public education prepares students for life after graduation. Some have examined how well students are prepared for college. Others have tried to determine how quickly high school graduates obtain jobs, or what employers are saying about the graduates. Several studies have tried to determine what advantages, if any, certain types of education have over other types in getting students to finish high school or to do well in college. Others have studied how different types of education affect employability, wages, promotions, or job satisfaction. And several have sought to determine what qualities and qualifications employers prefer in those whom they hire. This literature review will summarize relevant dissertations in these areas.

Tracking vs. Free Choice

Bortz (1971) reported data which indicated that the basic premises which supported placing students in inflexible "tracks" were not defensible. His study showed that whether or not a student had high school industrial arts did not affect the student's success significantly in any specific college at The Ohio State University. He recommended that
college-bound youth not be discouraged from taking industrial arts courses, but, rather, be encouraged to select courses which would provide them with personal satisfaction and success once they had met the requirements of the college which they planned to attend.

In a similar study, McKenzie (1971) investigated the relationship of the high school curriculum to performance in academic foundation college courses. He randomly selected college freshmen and classified them into one of three groups on the basis of the number of non-required high school units in the academic and practical arts areas that were presented for college entrance. He hypothesized that the "academic group" would achieve a significantly higher adjusted mean grade-point average in the academic foundation college courses than would either the "practical arts group" or the "dualistic group". But no significant differences between the three groups were found. McKenzie recommended that high school curricula be comprehensive enough to meet individual needs and flexible enough to allow for articulation into other programs if that is what the student desires. He also cautioned teachers and counselors not to recommend a certain course of study as best for all students who plan to attend college.

Kistler (1971) sought information from semi-skilled and skilled workers and their foremen concerning appropriate
educational background for those seeking to enter selected occupations. The workers felt that completion of high school was almost an absolute necessity, and considered training beyond high school almost as necessary. The workers stressed the need for greater course variety and program flexibility. Kistler recommended the elimination of "tracking" and the establishment of as many cooperative programs as possible.

Holding Power

Holding power is the ability of a school or school curriculum to keep pupils in attendance, i.e., to keep them from dropping out. Several studies have sought to determine the relative holding power of various types of school curricula.

Gadbois (1968) studied the relative holding power of academic, industrial arts, and vocational curricula in high schools. He concluded that the vocational and industrial arts curricula had greater holding power than the academic curriculum.

Walsh (1965) found that a practical way to identify potential high school dropouts was to look for the combination of two factors: grade point average in the lower quarter of the class and no participation in extracurricular activities. Walsh found that if these potential dropouts enrolled in practical arts and vocational courses, they were more
likely to remain in school and graduate than the potential dropouts who did not enroll in such courses. He concluded that enrollment in vocational and practical arts courses contributed to the holding power of the comprehensive high school.

The relative holding power of a regular vocational program and a cooperative education (work study) program were compared by Munisteri (1971). His two-year study showed that cooperative education students were motivated to attend school more often, more punctually, and with fewer class cuts than those in the regular vocational program. About fifty percent more students in the cooperative program stayed in school, and six times as many cooperative students as those in the regular program completed enough grades to graduate.

**General Occupational Information and Career Planning**

Grasso (1975), who analyzed data from the National Longitudinal Survey, found, "no support for the hypothesis that vocational or commercial students possess greater general occupational information than do those from the general track." (p.65) But he also stated, "Since there is evidence that greater occupational information leads to better and higher-paying jobs, we strongly urge educational authorities to give priority to programs that will enhance the amount and kinds of such information among youth." (p.82)
Mason (1970) recommended that industrial arts educators promote a stronger and more effective coverage of occupational information since this aspect of industrial arts programs was perceived as weak or deficient by the principals and counselors that he surveyed.

Magill's study (1979) concluded that occupational investigation classes were an effective way to increase the career maturity of seventh and eighth grade students.

A significant relationship, at the .01 level, between career maturity and the influence of an industrial arts program was found by Osgood, in 1977. He also found that scholastic achievement and parents' occupations correlated with career maturity significantly. Interestingly, he did not find a significant relationship between work experience and career maturity.

Johnson (1977) concluded from his study that ninth grade students, regardless of sex or ethnic background, will benefit from a career planning class. They will have more mature career attitudes, be better self-appraisers, have more accurate and extensive job knowledge, be able to select goals more consistent with career capabilities, plan more effectively, and solve problems in a more creative and integrative way.
The effectiveness of a one semester course in job finding and job orientation was evaluated by Cuony, in 1953. The experimental group of seniors and their control group were surveyed after they had entered the same labor market. He found that:

1. Twenty-seven percent more of the experimental group said that they "liked", "loved" or were enthusiastic about their jobs than the control group.

2. Thirty-three percent fewer of the experimental group said that they had thought seriously about changing their current jobs, and 60% fewer said that they would like to change both their jobs and their occupations.

Follow-up Studies of Graduates

Andre (1964) compared the post-high school educational experiences and occupational status of general-academic high school graduates who had not attended college and had been out of school five, ten, and fifteen years with a similar group of trade and technical high school graduates who had not attended college. He found that the trend in employment of vocational-technical graduates was toward technical and skilled occupations, whereas the trend for general-academic graduates was toward professional, sales, semi-skilled, and skilled occupations.
Fairbanks (1973) studied the relationship of selected secondary school and non-school variates to post-school employability. He found that, as a group, in-school variates had a stronger influence on future employability than non-school variates. One of the conclusions was that, "as a group, the industrial arts students had a slightly higher post-school employability prospect than the average senior high school student." (p. 101) He recommended that consideration be given to reorienting educational programs to include a broader base of technological education to promote increased employability.

Wilkinson (1974) concluded from his study that cooperative distributive education graduates obtain jobs faster, have a higher beginning wage, achieve more job stability, and receive more salary increases during the first fifteen months of employment than do non-cooperative distributive education graduates. However, he concluded also that both groups had the same job aspirations, used the same method for obtaining their jobs, performed equally well, were equally well prepared for the field of work, and were equally satisfied with their jobs.

Baker (1972) surveyed public high school graduates four months after graduation and again four years following graduation to determine possible associations between semesters of trade and industrial and/or technical education taken and
subsequent early career patterns. But the only significant differences found were at the end of the four-month time period. These were in the area of employment status and in the category of advanced training or schooling. There was no significant difference in the wage per hour earned or the acceptance of first job offered.

When Grasso examined the data taken from the National Longitudinal Surveys, he concluded that the general and specific requirements scores of the first jobs held after leaving high school, "do not indicate with any clarity that students from vocational programs can obtain jobs with higher skill requirements than those obtained by graduates of other curricula." (Grasso, 1975, p.70)

The annual earnings of vocational and non-vocational students nine years after they had graduated from high school were compared by Schack, in 1978. He found no significant difference between the salaries of vocational and non-vocational graduates when matched by education level and sex.

Gassert (1972) surveyed graduates of a high school to determine their opinions and recommendations concerning the curriculum and adult education programs. His respondents placed the greatest emphasis on mathematics, communication skills, social studies and the sciences as preparation for work. Yet a definite need was expressed for more vocational and cooperative education programs.
In 1968, Michie studied sixty disadvantaged youngsters who had graduated from high school and then entered the world of work. His interviews showed that "significant other persons" had positively influenced each of the graduates who had been rated as successful by employers. Those rated as less successful seldom referred to significant other educators who had influenced them. This factor overshadowed any other "environmental press" investigated in this research, particularly race or social class.

### Educational Experiences of Graduates

The probability of pursuing higher education may be related to the type of education one chooses, but results of studies in this area are not all in agreement.

Barnett (1969) noted that there was a strong indication that the probability of pursuing further education of any description was highest among those with an academic or technical background and lowest among those with a vocational education background. This is especially significant because Barnett's study of a large industrial plant also found a strong association between higher job status and completion of high school prior to employment, and higher education taken subsequent to employment.

Grasso found that, "those who obtained additional training after leaving high school were found in jobs with higher
ratings, and there are apparent curricular differences in favor of youth from the college preparatory program." (Grasso, 1975, p.70) And, "irrespective of the high school program of study, over half of the white youth and over 40 percent of blacks reported participating in additional training and learning opportunities after graduation. In addition over four-fifths of all young high school graduates reported a desire for additional preparation for work." (p.79) He further noted that, "The fact that education and training do not typically end at high school graduation—even for those whose formal schooling terminates at this point—suggests that it is unwise to promote vocational education at the secondary level as the last or the only opportunity for career preparation." (p.82)

In 1972, Hemler concluded from his survey of graduating seniors that those who participated in vocational education and obtained some type of marketable skills had a higher rate of participation in post-secondary education than students who participated in the regular high school programs without obtaining a marketable skill.

But in 1975, Plank did a comparative analysis of the post-secondary experiences of students, fifteen months after graduation from high school. He found that the vocational graduate groups had significantly higher rates of employment while the non-vocational graduates had significantly higher rates of enrollment in post-secondary education.
When Paquette interviewed the vocational and non-vocational graduates of two high schools in 1979, she found that sixty-five percent of the 91 graduates began post-secondary formal education. But of these, 73% of the non-vocational graduates completed the coursework and received a degree or certificate, while only 29% of the vocational graduates did so.

Employment in Occupation For Which Trained

Several researchers have sought to determine what percentage of those who graduate from vocational programs actually become employed in the occupation for which they are trained. Again, the results are mixed, depending upon what population was studied and when.

Bensman (1969) followed up the 1967 graduates of several joint vocational schools in Ohio. He found that with few exceptions, the graduates were employed in the occupation for which they were trained. In general, they reported being very well prepared for, and well satisfied with, their full time job assignments.

Plank's study (1975), mentioned earlier, showed that fifteen months after graduation the groups with a high school program which included taking one or more vocational courses on campus or at a regional occupational center had significantly higher rates of employment than the non-vocational graduates.
Paquette (1979), also mentioned earlier, found that the majority of the jobs held by the vocational and non-vocational graduates that she interviewed were found in the occupational clusters of office, sales, service, and health. More than half of the 29 vocational graduates held a job unrelated to their vocational training.

Carreras (1972) studied the employment experiences of graduates who had received vocational training in comprehensive high schools, those who had followed academic programs, and those who were vocational-cooperative high school graduates. The differences in employment experiences for the three groups were not statistically significant.

Similarly, Grasso concluded, "Our analysis of the relationship between career preparation of youth and a wide variety of career-relevant performance criteria fails to support the case that vocational education is superior preparation for the world of work for male high school graduates who do not go on to college." (1975, p.85)

A nationwide study by Eninger (1965) of trade and industry (T&I) vocational course graduates, two, six, and eleven years after graduation, concluded that:
The great majority of vocational course graduates do not work in the trade studied. Moreover, the majority does not work in either the trade studied or highly related trades. Most jobs held are in slightly related or completely unrelated trades, where relatedness is judged by the graduates. The conclusion is in contradiction to the findings generally reported by graduate follow-up studies.
Perhaps that is because so few follow-up studies have been concerned with jobs beyond the first job after graduation. (p. 9-35)

Likewise, the report of a Special Task Force to the Secretary of Health, Education, and Welfare (1973) reported that:

Only a small proportion of entry-level jobs for high school graduates require the specific training and skills offered by vocational education; vocational graduates more often than not take jobs for which they were not trained; their unemployment records are not better than other high school graduates, except those in the general curriculum; and their pay isn't better. (p. 139)

**Intelligence Factors, Grades, and Wages**

The study by Fairbanks, mentioned earlier, examined the relationship of selected secondary school and non-school variates to post-school employability. School variates that correlated highly with employability index included Extracurricular Activities ($r= .73$), Academic Units ($r= .63$), Academic Grades ($r= .61$) and Industrial Arts Grades ($r= .51$). However, the highest correlation index was between intelligence quotient (a non-school variate) and employability ($r= .91$). This indicates that the best predictor of future employability that we have may be the intelligence quotient scores of our students.

Andre's study (1964), mentioned earlier, found that while vocational-technical graduates who worked in the trades re-
lated to their training usually earned larger wages than those employed in nonrelated fields, as the time since graduation increased, those in the "upper intelligence and scholastic levels" received higher wages compared to those in the lower levels. This seems to indicate that employment training in a specific trade may provide an initial wage advantage which gradually diminishes as intelligence and level of education become the dominant determiners of wages earned.

Grasso reported, "Examinations of the young men's hourly rates of pay revealed no curricular differences in starting rate of pay and no consistent differences in the wage-experience gradient.", but, "graduates of commercial and college-preparatory programs appear to have more favorable long run prospects than those from vocational and general programs." (1975, p.79)

Schack (1978), cited earlier, compared the annual earnings of vocational and non-vocational students nine years after they had graduated from high school and found no significant difference between the salaries of vocational and nonvocational graduates when matched by education level and sex. But his regression analysis did show that significant determinants of salary included sex, grade point average, level of education and higher education institution.
Guidance and Orientation

Huegel (1975) studied area vocational-technical school graduates and their employers and found that parental and peer group influences were most influential in the selection of career programs. Guidance and counseling services were much less instrumental, and were little used to obtain employment. (Interestingly, the most effective help in placement was the students' efforts to obtain part-time employment while still in school.)

Contrary to Huegel's findings, Kaplan (1975) concluded that better communication between school and industry regarding job availability and job requirements was vital since sixty percent of the secondary school graduates in his study were entering industry. He stressed the need for competent school placement services in every school.

An earlier study by Frisby (1968) came to a similar conclusion. He said that increased counseling services were needed to provide students with realistic information concerning the job opportunities, requirements, working conditions and training needed in industry.

Grasso (1975) concluded from his study that:

Those involved in secondary education need to be cognizant of the fact that youth who select vocational specialty areas in their early high school years appear to do so on the basis of no better information than is possessed by those who defer such a choice. Society can ill afford to allow career foundations to be developed so haphazardly.
School must make special efforts to impart to youth and their parents not only information about careers generally but also about the role and importance of post high school training and learning opportunities. (p. 87)

Bensman's follow-up study (1969) of the graduates of several joint vocational schools in Ohio found the student guidance services offered by the schools to be inadequate. Bensman concluded that students need to have opportunities to become familiar with various areas of work through visits to industry and businesses prior to selecting a vocational training program.

This assessment of guidance services seems to reflect an overworked and very academically-oriented guidance department in most schools. Brigham's study (1950) showed that adequate guidance can make a significant difference. He found that intensive guidance (as compared with incidental guidance) was influential in bringing about a closer relationship between vocation and measured interests, more stable curricula, and a higher percentage of graduation from high school. The intensive guidance group attained more advanced training at the college level as well as higher occupational levels.
Qualifications Desired by Businesses

Several studies have asked employers, in various ways, what they prefer in the way of educational background for their employees, or what they like or dislike about specific educational programs. This section will review several such studies.

Roberts (1971) analyzed the attitudes expressed toward a work experience educational program by students, parents, employers, teachers, administrators, and graduates of the program. He concluded that the program was a good way to introduce students to the world of work because it helped students develop favorable job attitudes, knowledge, and skills. Eighty-six percent of his respondents agreed or strongly agreed that almost every student should have on-the-job work experience in their area of career interest while in high school, even if they plan to attend college.

Tuttle (1965) interviewed graduates of a cooperative education training program and current employers of cooperative education students. Though generally satisfied with their core area training, graduates indicated that more production training and wider experience on shop equipment would improve the training. The thirty employers also felt that the core area training was good and helped students to obtain employment and promotions. However, they suggested further training in production work, business ethics, and employment procedures.
Students, employers, and diversified cooperative education coordinators were surveyed by Blois, Jr. (1972). He found them to be in remarkable agreement as to the relative importance of seven major categories of purposes of general related instruction, listed here in descending order of perceived importance:

- Business Relationships
- Occupational Orientation
- Personal Growth and Development
- Consumer Economics
- Basic Business Skills
- Economic Understanding
- Citizenship

Blois recommended that one or more years of cooperative education should be integrated into K-12 career education programs.

James (1963) found that employers of stenographic-secretarial workers considered personal characteristics of prime importance in both the hiring and the promotion of such workers. Both technical skills and desirable personal characteristics were important and necessary for success in this occupation. James concluded that business educators must design curriculum experiences for prospective stenographic-secretarial workers that will develop to a greater extent the desirable personal characteristics identified by the employers in his study.

Balcom (1976) found that faculty favored the cooperative education program at a community college because it helped
to integrate theory and study with experience on a job. Employers favored it as a means of obtaining more and better employees. Balcom found that although almost 80% of the employers preferred the cooperative education concept, only 36.6% of his respondents were involved in it. He attributed this to a need for more information, publicity, coordination, commitment, and flexibility. Balcom recommended making cooperative education available to all students regardless of grades, for up to four college terms.

What motivates employers to participate in cooperative distributive education programs? Hutt (1975) found that they obtained intangible benefits (such as self-satisfaction) and tangible benefits (such as the opportunity to obtain dependable employees). Although employers were generally satisfied with the cooperative program, they emphasized the need for related instruction in such basics as applied mathematics and communication skills. This was in contrast to the distributive education teachers who believed that instruction should focus on the specific content of distribution and marketing.

Pendleton's study of employers and trade and industrial education teachers (1973) showed that less than one third of the screening personnel indicated looking to the schools for prospective employees. Instead they tended to rely upon walk-ins. This seems to indicate that employers generally
were not very excited about the vocational program graduates.

What qualifications are employers looking for in prospective employees? And what factors are considered in the selection process? Several researchers have investigated these questions.

Hagemeyer (1960) investigated the factors considered in the selection of apprentices by manufacturing companies. Some of his findings were:

1. Having the manipulative skills needed to be immediately productive on the job was considered important, especially by the smaller companies. Evidence of a good work experience record was also considered a valuable asset for an applicant.

2. Students applying for this type of apprenticeship should be encouraged to take courses in algebra, geometry, shop mathematics, and industrial education.

3. A probationary period is usually the final selection procedure for apprentices.

Youmans (1955) sent a questionnaire to industrial training directors, teachers of industrial education, general education teachers, and education and research directors of the American Federation of Labor and the Congress of Industrial Organizations. He found that most of the respondents believed that youth entering skilled occupations should have pre-employment training keyed to "job families", and youth entering semi-skilled occupations should have instruction in job skills and technical information of general use in in-
industry. Youmans' respondents ranked the day trade school first as a means of preparing youth for skilled occupations, with the cooperative plan ranked second, and "improved apprenticeship" ranked third. But for the task of preparing youth for semi-skilled jobs, all of the respondent groups, with the exception of the training directors, ranked cooperative education first, industrial arts second, and the day trade school third.

Frisby (1968) surveyed selected industries to determine the vocational qualifications desired in high school graduates. He found that adequate preparation of high school students for industrial-type jobs was lacking. Programs that were closely related to industrial jobs, but basic, broad and exploratory in nature, were needed. He suggested the development of a thirteenth and fourteenth year of terminal industrial education.

Kaplan (1975) sought to determine if the vocational education programs in the local schools were meeting the needs of industry and offered adequate training for students to obtain entry level positions. He found that the employers expected those entering their work force to have a wide background of training or experiences because the skills involved in most jobs were large in number and diverse in nature. Employers placed considerable importance on such characteristics as efficiency, courtesy, manner and neat-
ness. Special emphasis was also placed on reading and communication skills.

Wallingsford (1974) compared the views of employers, principals, and counselors concerning skills of high school graduates entering the labor market. He found that employers were more interested in new employees who could perform general-type duties rather than specialized tasks. Employers insisted on graduates with a general education instead of specialized training, although they did require a higher degree of proficiency in clerical skills than was expected by counselors and principals. Employers considered worker relations important, but minor compared to absenteeism and tardiness as reasons for dismissing employees. And they cited reasoning ability as a major weakness among graduates. While educators advocated career education and suggested more emphasis upon occupational training and work-study programs, the employers suggested continuing the present program of general education for high school students.

Similar results were obtained by Peterson (1975). He compared the perceptions of technical education teachers and potential employers of technical program graduates relative to needed job entry skills and knowledges for graduates of two technical programs. He found that the employer respondents emphasized basic introductory skills and knowledges for job entry. But the teachers strongly stressed the need
for highly specialized skills and knowledges in addition to these basics. Peterson recommended that the technical programs emphasize basic skills and knowledges, including applied mathematics and basic communication skills, rather than highly specialized skills and knowledges.

Summary

Much relevant research has been done. Often, there is disagreement among and between the findings, conclusions, and recommendations of these researchers.

Bortz (1971), McKenzie (1971), and Kistler (1971) recommended that schools not put students into "tracks" but, rather, encourage students to select courses which provide personal satisfaction and success, once the basic requirements have been met. Presumably, the more satisfied a student is with the curriculum, the more likely it is that the student will remain in school. Walsh (1965) and Gadbois (1968) found that vocational and industrial arts curricula held students in school more effectively than the academic curricula. And Munisteri (1971) found that a cooperative educational program held students even better than a regular vocational program.

Schools should help orient students to possible careers and prepare them in how to seek a job. Certain courses can help. Magill (1979) found that occupational investigation
classes increased the career maturity of 7th and 8th graders, and Johnson (1977) found that 9th graders benefited from a career planning class. Cuony (1953) found a one semester course in job finding and job orientation to be effective. Sometimes the occupational exploration is part of an existing class. Mason (1970) concluded that industrial arts needs more occupational coverage, while Osgood (1977) found a strong correlation between career maturity and an industrial arts program.

Frisby (1968), and Kaplan (1975) found that guidance services in the schools, for those not planning to attend college were generally inadequate. They expressed a need for better school-industry communication concerning job opportunities, requirements, working conditions, and training needed. Bensman (1969) concluded that students need exposure to the various areas of work before selecting a vocational training program. Probably because guidance services were perceived as weak by students, Huegel (1975) found that parents and peer groups were most influential in the selection of career programs of vocational-technical school graduates. Brigham (1950) however, showed that intensive guidance can make a significant and positive difference both in high school and after graduation.

The goal of many high school graduates is to secure a wage-earning job. Researchers have found that many factors
affect post-high school employability and wages earned. Fairbanks found that several school variates, including extracurricular activities, number of academic units, and grades affect employability, but that the highest correlation with employability was intelligence quotient. Andre's study (1964) showed that training in a specific trade provided an initial wage advantage for those entering that trade. But this advantage diminished with time as intelligence and level of education became the dominant determiners of wages earned. Schack's study (1978), and Baker's study (1972) seem to confirm this.

Schack found that nine years after graduation there were no significant salary differences between vocational and non-vocational high school graduates when they were matched by education level and sex. Baker's study also found that the significant differences which existed four months after graduation had disappeared when evaluated four years after high school graduation. Grasso (1975) found, "no curricular differences in starting rate of pay and no consistent differences in the wage-experience gradient." (p.79) Michie (1968) showed that "significant other people" can make a positive difference in the employment success of "disadvantaged" high school graduates.

Several studies have asked employers how they feel about the background of graduates that they have hired or would
consider hiring. Roberts (1971) and Blois, Jr. (1972) found that cooperative work experience educational programs were highly valued. Balcom (1976) learned that although 80% of the employers that he surveyed favored cooperative education programs, less than 37% of them participated in it, for a variety of reasons. Hutt's findings (1975) were similar but also noted that employers were emphasizing the need for related instruction in math and communication skills while the distributive education teachers believed that instruction should focus on the specific content of distribution and marketing. Similarly, Peterson (1975) found that employer respondents emphasized basic, introductory skills and knowledges for job entry while the technical education teachers indicated the need for highly specialized skills and knowledges. Therefore, Peterson recommended stress on the basics, including applied mathematics and communication skills.

Wallingsford (1974) found that employers were more interested in new employees who could perform general duties and skills rather than specialized tasks. Kaplan (1975) also found that employers expected a wide background of training or experiences in those entering their work force. Considerable importance was placed upon such things as manner, efficiency, reading, and communication skills. Frisby (1968) however, found that vocational qualifications desired by businesses were lacking in high school graduates. Programs
that were closely related to industrial jobs, but basic, broad, and exploratory in nature were needed. And Hagemeyer (1960) found that in selecting apprentices, manufacturing companies, especially the smaller ones, want those with the skills needed to be immediately productive. However, they also wanted their apprentice selectees to have had courses in algebra, geometry, shop math and industrial education. Finally, Youmans (1955) distinguished between pre-employment training for youth entering skilled jobs and those entering semi-skilled jobs. Respondents believed that youth entering skilled occupations should have pre-employment training keyed to "job families" whereas youth entering semi-skilled occupations should have instruction in job skills and technical information of general use in industry.

**Indications From The Review of Literature**

Previous research indicates the following:

1. Schools should allow students to select personally satisfying courses, along with the basic requirements for graduation, rather than put them into curriculum "tracks".

2. Industrial arts, vocational education, and especially cooperative education retain students in school more effectively than traditional academic programs.

3. Courses which include occupational exploration, career planning and job-seeking skills instruction are
beneficial in helping students to find satisfying em­
ployment.

4. Although guidance services in the schools for those
not planning to attend college are generally inade­
quate, intensive guidance, in cooperation with the
community, can bring about a closer relationship bet­
ween vocation and measured interests, and a higher
percentage of graduation from high school. Inten­
sively guided students also attained more advanced
training at the college level as well as higher occu­
pational levels.

5. Many school and non-school-related variates affect
post-high school employability and wages earned.
Specific trade training generally provides an initial
wage advantage for those entering the trade, but this
advantage disappears after several years as intelli­
gence and years of education become the dominant det­
erminers.

6. A majority of businesses favor cooperative work ex­
perience educational programs although only a minori­
ty of them participate.

7. Far more businesses complain that high school gradu­
ates lack basic literacy skills and knowledges for
job entry (notably mathematics and communication
skills and broad, basic industrial experience) than
complain of lack of specific job skills.
8. Small companies and those hiring for skilled occupations tend to want graduates with more specific skill training than larger companies and those hiring for semi-skilled occupations. But they also want these graduates to have had a considerable amount of mathematics and some industrial education.

**Special Considerations In This Study**

Research shows several factors to be of note regarding this study. First, as mentioned earlier, businesses (especially the larger ones and those employing semi-skilled workers) want employees with a strong background in applied mathematics, communication skills, and the very basic skills of the job. The Ohio State Legislative Service Commission (1978) found that, "Both students and teachers expressed more concern with technical skills -equipment and how to operate it- than did employers, who often stressed overall employability skills and adaptability, plus very basic technical skills." And a study of corporations with 500 or more employees found that business executives most commonly complained about general work competencies rather than specific technical skills and professional knowledge. (Lusterman, 1977) Only one in seven executives mentioned any specific skill or knowledge area, but over 54% referred to language skills as an area of deficiency, and mathematics and computational skills were mentioned by 24%. Eighteen percent of
the executives mentioned non-skills aspects of work readi-
ness, such as "workplace realities". Personality factors
such as honesty, dependability, willingness to work, and
ability to follow instructions and work cooperatively were
also stressed. Proficiency in specific skills seems to be a
lesser concern, except for a few situations where a small
comp any wants workers who will become productive immediately
at a skilled job. Lusterman (1977) concluded that:

Economics of scale often make it feasible for lar-
ger companies to engage in education and training
activities that smaller ones cannot afford --the
smaller firms, particularly those with fewer than
1000 employees, tending to rely more on the em-
ployment of persons already trained, and on-the-
job training. (p. 12)

Yet when employers are asked whether they prefer gradu-
ates with or without vocational training, the majority fre-
quently opt for those who have such training. Asche and Vo-
gler (1980) reviewed the literature on employer satisfaction
with vocational education graduates and found several nota-
ble studies. In Missouri, a questionnaire was mailed to 800
firms with over 100 employees. Of the 31% who responded,
16% had not hired any vocational graduates while nearly 75%
reported hiring vocational graduates for jobs not specifi-
cally related to their training. These graduates were con-
sidered to be superior in job interview skills, career di-
rection and motivation. (The employers said that the
reading, writing, and mathematics training was inadequate
for both the vocational and non-vocational graduates.) (p. 21)
Another study, done by the Ohio State Advisory Council on Vocational Education in 1973, found that vocational graduates were significantly higher-rated than non-vocational graduates on entry level skills, technical knowledge at entry, willingness to learn, following suggestions, worker habits, promotability, attitudes, and concern for productivity and safety. While two-thirds of these employers of vocational and non-vocational graduates were satisfied with the high school preparation of employees, 30% stated a need for more training in such things as mathematics, English, spelling, public speaking, and ability to assume responsibility. Here the vocational and non-vocational graduates received similar ratings. (p. 28) A third study was titled Two Year Assessment of Michigan's Vocational Education Graduates, Instructors and Employers. This 1977 study found that over 65% of the employers preferred vocational graduates. However, this figure may be confounded by the fact that the employers also preferred graduates with cooperative experiences. (Both vocational and non-vocational curricula can include cooperative experiences.) Cooperative education graduates were considered a good investment because they cost less to recruit, hire and train, they contributed faster, and they tended to stay longer. This study also found concern for both vocational and non-vocational graduates in the areas of mathematics and reading. A Summary Report of the Vice President's Task Force On Youth Employment (Depart-
ment of Labor, 1980) found that employers were not concerned about whether young people had been trained for specific jobs, but rather that many could not add and subtract, or read and write. (p. 20) Yet these same employers told the Task Force that they prefer to hire vocational school graduates. Why? Because vocational schools have been effective in doing such things as linking learning with doing, spelling out easily understood goals, and incorporating reading and writing with training in actual job skills so that participants can see the importance of learning. (p. 22)

Thus, although vocational education is often chosen by employers as the best type of education for their future employees, the reasons given generally have less to do with the proficiency in skills gained than in the accompanying attitudes and knowledges acquired. Need one spend 3-4 hours per day in skill training to gain this? According to Beach (1978), with the occupational shift from producing goods to producing services, specific job skills often become obsolete, and work values, habits, and attitudes have become the criteria for job survival. He goes on to say, "With role playing, modeling, personal inventories, or situational assignment sheets, teachers can help class members develop the desirable work habits, work values, or work attitudes that are necessary for successful employment." But they must first know which worker characteristics are necessary or desirable. (pp. 14-15)
Vocational education is an expensive program in terms of cost. During the fiscal year 1980, the federal government spent close to 800 million dollars for vocational programs while state and local communities spent about nine times that amount. (Lydecker, 1980, p. 9) Yet even this expenditure does not seem to be adequate to serve the apparent need. A report to the Chancellor of the Board of Education in New York City (Task Force on Occupational Education, 1976) said that while about one third of the city's high school students receive entry level occupational training, about 50% of all applicants to vocational schools are denied entry. Reasons include inadequate guidance, failure to pass screening, and inadequate facilities. (p. 11) And Lydecker (1980) reports on the uneven geographical distribution of vocational coverage:

Some states serve 10 percent of their population through vocational programs, while others serve only 2 percent. Also, a 1978 survey, conducted by Westat, Inc. found that only 9.3 percent of all secondary institutions with five or more vocational programs are located in central cities with populations of 500,000 or more. Only 8.1 percent of the institutions offering postsecondary vocational programs are in these cities. In contrast, 22.8 percent of the population live in the central cities. (p. 17)

Thus while a great deal of money has been spent on vocational programs, many who want to participate in such programs, particularly those in the cities, are denied entry. Further, since it may be concluded that students screened out are the less able ones, expanding the vocational enrollments may
well produce poorer results than are being achieved with the current, more highly-selected, students.

Herrnstadt (1979) pointed out that cooperative vocational education can enroll more students in the same physical plant than a regular vocational program, so it tends to be more "cost effective". Work-study programs were considered to be even more "cost effective". (p. xiii) Perhaps certain industrial arts curricula could be considered more "cost effective" also in preparing high school students for the world of work than conventional vocational education.

Training a student to perform a certain wage-earning skill would seem to be a commendable thing that no one would criticise, but Otto and others at the Boys Town Center for the Study of Youth Development had this to say:

Certain types of high school curricula such as vocational education programs, while promoted as "relevant" job training and intended to relieve youth unemployment, may operate counter-productively by restricting an individual's career line options.... Empirical evidence is needed on the career implications of various kinds of curricula, vocational and apprenticeship training programs. (1980, pp. 35-36)

Others point out that today the average adult holds about five different jobs during a lifetime, making a sound education "fundamental to his or her ability to adapt to new requirements and to learn new skills." (United States Senate, 1980, p. 506) The purpose of work/education programs is seen as a way to improve the long-term employability skills of
Such an effort focuses on providing youth with job seeking, getting, and holding skills that are \textit{transferable} across work settings. Walter Smart testified that too narrow a focus on these skills will lead only to short-term success. (p. 312) He said that to be really effective in the long-term, these employability skills should include: (1) reading, writing and computation ability, (2) the development of good work habits, (3) ability and experience in decision-making, (4) good physical and mental health, (5) ability and experience in solving problems which affect employability, and (6) the development of interviewing and job search skills.

Thus while employers have been asked previously whether they prefer vocational or non-vocational graduates, and have tended to say that they prefer vocationals, they have indicated that their main complaints concerning recent graduates is their lack of general employability skills. What few employers seem to recognize is that if a student follows a traditional vocational curriculum, about half of his or her school day during the last two years of high school is taken up by vocational skill training. (A recent study found that the average vocational high school graduate has 5 units of vocational education out of 15.8 units of high school work.) (Evans, 1982, p.25) This leaves much less time in the schedule for taking courses which will improve general employability skills. Perhaps if employers realized this, they
would indicate that a general education or a college preparatory education has more value in terms of long-term employability than a vocational education, at least for those who have not decided to pursue a particular wage-earning career. If in fact employers did indicate this, then educators must be much more cautious than they presently are about putting students into a vocational curriculum if they have not expressed a definite and specific, wage-earning, career goal. Instead, educators probably should direct students who have chosen neither college nor a specific wage-earning career into courses which will enhance their long-term employability.

This researcher tried to determine what employers think about the employability of high school students who have pursued three different types of curricula when the general content of these curricula are "spelled out". He compared what employers said with what counselors, vocational teachers, practical arts teachers, "academic teachers" and school administrators in the high schools stated. Implications for how high school students should be advised were drawn from the answers. These six groups also were asked to comment on the importance of twenty-one declared goals of the school and whether the family, the business community, and/or the school should have the responsibility for helping students to reach each of them. From these evaluations of goals, implications were drawn for what each of the six groups perceive to be the proper scope of education.
METHODOLOGY

Statement of the Hypotheses

The following hypotheses were developed after reviewing the literature and determining that very little research had been done on curriculum preferences of employers and school personnel for high school students who have no definite career plans for after graduation. The last hypothesis was developed as a means for testing twenty-one school goal statements for importance and responsibility assignments.

When asked to rate the employability of four hypothetical high school graduates who differ only in the type of curriculum they had in school,

1. **Vocational teachers** will rate the vocational curriculum graduate over the general education graduate or the college-preparatory graduate, whether the student was trained in the specific job skills required for the job sought or different specific job skills than those required for the job.

2. **School administrators** will rate the general education graduate over the vocational education graduate or the college preparatory graduate, unless the vocational training developed the specific job skills required for the job being sought.
3. **Practical arts teachers** will rate the general education graduate over the college-preparatory graduate or the vocational education graduate unless the vocational training developed the specific job skills required for the job being sought.

4. **Academic teachers** will recommend the college-preparatory graduate over the general education or vocational education graduate, unless the vocational education graduate developed the specific job skills for the job being sought.

5. **High school counselors** will recommend the general education graduate over a vocational education or college preparatory graduate, unless the vocational education graduate developed the specific job skills for the job being sought.

6. **Employers** will not express a significant preference in the educational curriculum background of the students, unless the vocational student is trained in the specific job skills of the job being sought, but will instead point out other criteria used in their choice of employees.

7. **All of the groups surveyed** will agree that all of the goals listed have HIGH or VERY HIGH importance, and are primarily the responsibility of the schools.
Null Form Hypotheses

For purposes of testing, these same hypotheses are stated in the null form as follows:

When the following groups in Columbus, Ohio are asked to rate the employability of four hypothetical high school graduates who differ only in the type of curriculum that they had in school,

1. Vocational teachers will not rate the vocational curriculum graduate who is trained in the specific job skills of the job being sought or in specific skills different than those required for the job, significantly higher than the other graduates.

2. School administrators will not rate the vocational education graduate who is trained in the specific job skills required for the job being sought significantly higher than the other graduates. Nor will they rate the general education graduate significantly higher than the other two graduates.

3. Practical arts teachers will not rate the vocational education graduate who is trained in the specific job skills required for the job being sought significantly higher than the other graduates. Nor will they rate the general education graduate significantly higher than the other two graduates.
4. Academic teachers will not rate the vocational education graduate who is trained in the specific job skills required for the job being sought significantly higher than the other graduates. Nor will they rate the college-preparatory graduate significantly higher than the other two graduates.

5. High school counselors will not rate the vocational graduate who is trained in the specific job skills required by the job being sought significantly higher than the other graduates. Nor will they rate the general education graduate higher than the other two graduates.

6. Employers will not rate the vocational graduate who is trained in the specific job skills required by the job being sought significantly higher than the other graduates.

7. All of the groups surveyed will not agree that all of the goals listed have HIGH or VERY HIGH importance, or that all of them are primarily the responsibility of the schools.

**Development of the Survey Instruments**

The original purpose for developing the survey instrument was to provide a way for both business and school employees to see at a glance, three typical types of high school curricula, together with the credit hours typically taken in
the various courses within those curricula and then rank the employability of hypothetical students equal in all respects except the courses taken. It was felt that past efforts by researchers to gather opinions concerning the relative merits of college-preparatory, general and vocational curricula did not list the courses and number of credit hours typically taken in these programs, and/or did not address the employability of those vocationally trained in one occupation but seeking a job in another occupation. Because it was felt that answers to this central question might vary with the occupation of the school professional (administrator, counselor, vocational teacher, etc.) or the type of business (or position within the business), questions were devised to determine these factors, as well as age, sex, size of company, years of education, and other factors.

Then lead-in questions were devised that asked both employers and school professionals to rank the main complaints of employers concerning new employees, and the most useful experiences students can have during their high school years to make themselves more employable when they graduate.

The wording of the questions, and the typical courses and credit hours listed for each of the three curricula, were revised during the author's proposal approval meeting with his advisors.
The proposal and survey instruments were then sent through the proper university channel to the Columbus City School System for permission to survey their educators. But the request was rejected as written, on the grounds that the information gathered by the survey would not be useful to the school system. Some revisions were suggested for the existing questions, and a whole new section was proposed, in which the listing of school goals, recently compiled by Dr. Goodlad from state commissions, congressional committees, and school boards, would be evaluated as to their importance and the extent of school responsibility for helping students to achieve each goal.

The author devised several methods of evaluating each goal and assigning responsibility. He finally settled upon a Lickert-like scale for evaluating the importance of each goal, and a modified fill-in-the-blank system for assigning primary and secondary responsibility to one or more of the following groups: SCHOOL, FAMILY, and BUSINESS.

Because Dr. Goodlad's listing of school goals were loosely categorized under 12 broad headings, the author used the goal statements themselves to develop 57 goal statements. The school version of the survey was revised to include these goals and the evaluation questions for each. Twenty computer-generated copies were produced and field-tested by using the Industrial Technology Education faculty and graduate students at The Ohio State University as evaluators.
The responding evaluators felt that there were far too many questions, the survey took too long to complete, and many of the goal statements were too brief to stand alone, without supporting or clarifying statements.

The author then reworked the goal statements, combining those that appeared to be quite similar or complementary, and adding brief explanations (taken partly from Dr. Goodlad's work) where they seemed necessary. This resulted in nineteen goal statements which were reviewed by the author's acting advisor. He had fewer reservations about the wording of these goals than those in the earlier version of the survey, but he suggested dividing one of the goal statements into two, and adding a new goal statement specifically for industrial arts.

Ten computer-generated copies of the business version of the survey, with the reworked goal statements, were then field-tested, using a convenience sampling of business owners and managers in two shopping centers in northwest Columbus and in Dublin. These were hand-delivered to those who agreed to help test the instrument and later picked up by the author, in order to solicit verbal comments concerning the survey's level of difficulty, length of time to complete, and suggestions for improvement of the document. Feedback indicated that the directions were clear, the survey was "Pretty good", "relevant", "fairly long" (taking 1/2
to one hour to fill out thoughtfully), "The goal section was the hardest part", and it was "pretty hard to evaluate and assign responsibility for some of the goals".

Because the author still considered the question on the effect, if any, of the curriculum on the employability of high school graduates to be the single most important and most controversial question in the survey, a decision was made to have experts in the State Department of Education critique the content and fairness of this one item. The names of 14 knowledgeable and cooperative people in the State Department were selected. Each was sent a computer-generated copy of the question, with curricula listed, together with a request for their professional reaction to the content and fairness of the question.

Response from these experts was quite diverse. A few simply indicated their ranking of employability, with or without reasons for their choices. A few criticised the computer-printed question and letter, pointing out such flaws as the extra spaces the computer inserts to justify the right margin, a word improperly hyphenated by the word-processing program of the computer, and a word misspelled by the author. But several did offer an evaluation of fairness and/or pointed out changes that needed to be made in the curricula listings to reflect requirements in the Columbus City Schools, of which the author was unaware. Modifications
in the question were made to reflect the consensus of these suggestions.

Gathering Data

To gather data for this study, printed surveys were sent to people from the following two lists:

1. Employers in the city of Columbus, Ohio who were listed in the Columbus Chamber of Commerce Membership Directory. This is a listing of about 2,500 member establishments of all types and sizes, located in the Columbus area. The 1982 edition, published in August of 1982, was used.

2. Teachers, administrators, and counselors listed in the September 1982 edition of the Columbus City Schools' professional staff computer print-out. (Two other lists were supplied by the Columbus City School System, to make the task of selecting subjects easier. One list contained the school building administrators, and the other listed vocational teachers, home economics teachers, and industrial arts teachers. The names on both of these lists also appeared on the computer print-out, and both listed the names by school building assignment.)

Randomization within the first list was achieved by first identifying each entry in the Membership Roster section that
appeared to be located within Columbus. This was determined by city name and by postal ZIP Codes identified by the postmaster at the University Post Office as being within the city of Columbus, rather than in suburban areas. Identified entries were assigned consecutive numbers only if they did not list the number of employees as "1" or "2". Then a page of 450 random numbers, generated by a TRS-80 mini-computer, was used to randomly select the 340 establishments needed for an adequate sample.

Names were selected from the Columbus City School computer listing by the process of stratified random sampling. The objective of using this method was to secure and then select from lists of administrators, counselors, vocational education teachers, business, home economics, and industrial arts teachers, and academic teachers employed on the high school level. Academic teachers (defined here as those who teach English, foreign language, mathematics, science, or social studies) probably comprise the majority of those in the computer listing. This was the reason for choosing stratified random sampling.

The following procedure was used:

1. All of the administrators and counselors listed for the sixteen high schools and four career centers were identified. Because of their relatively small numbers, every administrator and counselor was surveyed.
2. Every industrial arts teacher, home economics teacher not listed as commercial, and business teacher not listed as vocational was then identified. Because of the small number of teachers in each of these three groups, all were surveyed.

3. All of the vocational teachers, commercial business teachers, and commercial home economics teachers were identified and assigned consecutive numbers. A table of random numbers was used to select a 50% sample of this population.

4. All the teachers listed whose job title indicated "English", "foreign language", "mathematics", "science", or "social studies" were identified and then assigned consecutive numbers. The same table of random numbers was used to select as many subjects for this group of teachers as were selected for the vocational grouping.

All of the names and addresses selected were then entered into an NBS word processor for use in typing envelopes and personalizing the printed cover letters, and for later use in addressing reminder postcards and other follow-up correspondence.

The instruments used were two versions of a printed survey. (See Appendices A and B.) An accompanying cover letter was also developed. (See Appendix C.) The letters were
signed individually in pressed, blue, ballpoint pen. The business surveys and cover letter, together with a stamped, self-addressed envelope, were sent by first class mail, on January third and fourth.

The school version of the survey was handled identically except that, by special permission, all of the addressed school envelopes were put into the school mail distribution boxes located at the Columbus City Schools' central office in downtown Columbus, on the afternoon of January third. One week later, a postcard was sent to every person who was sent the survey, thanking those who had already sent in their survey and urging the others to do so. (See Appendix D.) Four weeks after the original mailing, (1 February), a follow-up letter urging participation was sent to all non-responders, (Appendix E), together with a copy of the survey.

On March 3, 1983, a letter was sent to 27 respondents who had left one or more pages blank on the survey. The letter (Appendix F), was accompanied by photocopies of the blank page(s) and any instructions needed to fill out the page(s). A stamped, return envelope was included. About two-thirds of the respondents thus contacted returned the requested information.

During the period March 10-21, all of the schools and all of the non-responding businesses were contacted by tele-
phone. The schools were asked to verify the present employment of each non-responder. Only one of the non-responders had left the employment of the school.

In several of the schools, the person answering the telephone volunteered to contact the non-responders to remind them to return the survey. This help was cheerfully accepted.

Over 100 non-responding businesses were contacted by telephone to verify the address and current employment of the addressee. Where either of these had changed, the mailing list was modified to reflect those changes.

On March 21st and 22nd, the third (final) follow-up letters were sent. One went to each school, addressed to the "Secretary to the Principal", with a request to post it in the faculty lounge or other suitable place until April 1st. (See Appendix G.) A different cover-letter (Appendix H) was sent to the businesses, together with a replacement copy of the survey and a stamped, return envelope. These cover-letters were individually typed to each business establishment and school, with the aid of an NBS word processor, on white paper.
Response Rate

The business version of the survey was mailed to 340 Chamber of Commerce member establishments, addressed to a contact person listed in the membership directory for each organization. Twelve of the establishments had moved or gone out of business, as indicated by the return-to-sender mail and attempts to reach the non-responders by telephone. This left 328 surveys which could have been completed and returned. Of these, 257 usable surveys were received, for a business survey response rate of 78.35%. Of the 71 remaining businesses, 51 did not respond to the survey, despite all follow-up attempts, 14 businesses said they were not qualified to participate in the survey ("no h.s. grads", etc.), four businesses said "no time", "surveyed out", etc., and two said that they had mailed in the survey, but these were never received.

The school version of the survey was sent to 462 administrators, counselors, and teachers in the sixteen Columbus public high schools, and 85 in the four career centers.

Two of the high school teachers to whom surveys were sent, no longer were employed by the schools. This left 460 eligible responders in this group. Of these, 369 returned usable surveys, for a comprehensive high school response rate of 80.22%. Of the 91 remaining unused surveys, 85 were never returned, despite several follow-ups, five were re-
turned empty (some with a "no time" notation), and one was completed with frivolous data.

Of the 85 surveys sent to career center subjects, 79 were returned (all usable), for a response rate of 92.94%. At the Southeast Career Center, everyone who was sent a survey mailed back the completed form.

The reader is cautioned that these were not simple random samples of either type of school, but, rather, two collections of stratified random samplings. The career center respondents consisted of the following:

- Administrators ......................... 11.5%
- Counselors ............................. 6.4%
- Teachers of vocational subjects .... 79.5%
- "other" .................................. 2.6%

The comprehensive high school respondents consisted of:

- Administrators ......................... 12.0%
- Counselors ............................. 13.4%
- Vocational teachers ................... 24.5%
- Practical arts teachers ............... 18.3%
- Academic subject teachers .......... 28.6%
- "other" .................................. 3.3%

Data Analysis

After attending brief workshops on The Statistical Package for the Social Sciences (SPSS) and on The Statistical Analysis System (SAS), a decision was made to use SAS for analyzing the survey data. This choice was made primarily because of the file merging and other data manipulation capabilities of SAS.
Coding abbreviations and column assignments were established with the help of statistical consultants. Then rules were established for handling answers given by people who did not follow directions precisely. Data from the surveys were then keyed directly into computer terminals at The Ohio State University Computer Center. Separate data files were created for business responses, comprehensive school responses, and career center responses. Lists of the keyed-in data were printed and proofread for proper data entry by checking each entry against the original survey. Surveys that had comments or supplementary data written in them were gathered together for later recording and summarizing of this information.

The computer was used to sort the data by survey number and to calculate the frequencies with which each datum occurred. This was useful for organizing the data and checking for surveys that might have been entered more than once. The frequency tallies also served as a quick check for incorrect entries and a "first look" at the data distribution.

Most of the actual data analysis involved writing computer programs that would assemble the needed groups of data together and then test for significant differences between groups on some variable. Since there were usually more than two groups, an analysis of variance (ANOVA) procedure, called the General Linear Models Procedure was run, using
Release 79.5 of the Statistical Analysis System (SAS), available on the university's computer system. This procedure was followed by a Duncan's Multiple Range Test, also available on computer, to determine which groups, if any, were significantly different from each other, at the 95\% level of confidence.

Despite the high rates of return, 78\% or better for each of the three groups, the problem of possible non-response bias had to be addressed. While there are several ways to deal with this problem, the most effective way is to randomly sample the non-responders and compare their answers with those who did respond in the data collection phase of the research. (Miller and Smith, 1983) This method, however, was not used for two reasons:

1. Most of the people in the sample had been contacted at least four times already, and some were beginning to express resentment. It was felt that most of those surveyed who intended to respond had already done so. Thus to contact a random sampling of non-responders might arouse more resentment and yield a low percentage of usable returns.

2. The rates of return were quite high (78-93\%) in all three groups. It was felt that non-response bias for the types of questions in the survey was not likely to be a problem, particularly with such high response rates.
Therefore, the second-best method of checking for possible non-response bias was executed. This involved checking for significant differences between the answers given on key questions by early responders and those given by late responders. The reason for this procedure was that studies have shown that late responders tend to answer questions much like non-responders would have answered them. (Brown, et al., 1981, p. 281) Therefore significant differences which appear between early and late responders are an indication that differences between responders and non-responders would also have been significant.

The strategy followed was to compare the answers to four key questions given by the first 20% of respondents to send in their surveys with the answers given by the last 20% of subjects to respond. If, contrary to expectations, glaring differences were found between groups on these answers, the preferred, but more difficult and time-consuming procedure outlined above would be followed to check for possible non-response bias.

When these "early vs. late responders" tests were run for two of the four main questions, (Items 2 and 3 in the survey), no significant differences were found between early and late responders on any of the parts of either item. For the other two test runs, differences were found on a minority of the subparts. More specifically, on Item 1 of the sur-
vey, there were ten complaints of employers to be rated. On one of these (the third complaint), late responders rated the complaint significantly higher than the early responders. (PR > F = .0076) No significant differences were found for any of the other nine complaints.

For the fourth test run, early and late responders were compared on how they rated the importance of the 21 school goals. Significant differences were found on only two of the 21 goal importance ratings. The first such goal was Item 4 (academic skills), which early responders rated higher than late responders (PR > F = .0340) The other goal was Item 19 (industrial arts), which early responders rated lower than late responders (PR > F = .0238).

Because these four test-runs yielded so few significant differences, and because no significant differences were found in the key curriculum question (Item 3), it was concluded that non-response bias was not a significant problem in this study.
FINDINGS OF THIS STUDY

This chapter will discuss the findings of the survey by discussing five main items, or item groupings: employer complaints, most useful school experiences to make oneself more employable, curriculum preferences for employability, school goal importance and responsibility ratings, and documents that employers would like to see. The other survey items will be discussed in relation to how their data relate to the curriculum preferences for employability item. The comments made on each survey item will be summarized following the data analysis, or at the end of the chapter, as appropriate.

Analysis of Data from Employer Complaints Item

The first item in both versions of the survey asked respondents to rank order, within a provided list, what they felt were the three biggest complaints that employers have about those who enter the work force right after graduating from high school. (See Appendix A and Appendix B for copies of the survey questions.)
Table 1
The Biggest Complaints of Employers

<table>
<thead>
<tr>
<th>Complaints as Listed in the Survey</th>
<th>Frequency of Mention (N = 765)</th>
<th>High School (N = 362)</th>
<th>Career Center (N = 78)</th>
<th>Business (N = 250)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently Absent and/or Tardy</td>
<td>400</td>
<td>3.213 (29.5%)</td>
<td>2.821 (58.7%)</td>
<td>2.264* (41.2%)</td>
</tr>
<tr>
<td>Unwilling or Unable to Follow Directions</td>
<td>272</td>
<td>2.265* (44.8%)</td>
<td>1.846 (30.7%)</td>
<td>2.088 (35.0%)</td>
</tr>
<tr>
<td>Poor General Attitude</td>
<td>270</td>
<td>2.141 (39.0%)</td>
<td>3.080* (60.0%)</td>
<td>1.984 (33.3%)</td>
</tr>
<tr>
<td>Cannot Read or Write Well Enough for the Job</td>
<td>225</td>
<td>2.028 (32.6%)</td>
<td>1.910 (29.3%)</td>
<td>2.036 (33.7%)</td>
</tr>
<tr>
<td>Not Enough Skill in Oral Communication</td>
<td>167</td>
<td>1.436 (16.0%)</td>
<td>1.513 (17.3%)</td>
<td>2.092* (37.9%)</td>
</tr>
<tr>
<td>Cannot Get Along With Co-workers and/or Superiors</td>
<td>162</td>
<td>1.848* (29.1%)</td>
<td>2.231* (45.3%)</td>
<td>1.236* (08.2%)</td>
</tr>
<tr>
<td>Not Enough Training in the Specific Skill Required for the Job</td>
<td>158</td>
<td>1.721 (23.0%)</td>
<td>1.372* (10.7%)</td>
<td>1.864 (27.2%)</td>
</tr>
<tr>
<td>Not Enough Knowledge of Business or Industrial Practices</td>
<td>153</td>
<td>1.362 (13.4%)</td>
<td>1.244 (08.0%)</td>
<td>2.192* (37.9%)</td>
</tr>
<tr>
<td>Unwilling or Unable to Adapt to New Situations</td>
<td>116</td>
<td>1.400 (14.5%)</td>
<td>1.487 (20.0%)</td>
<td>1.508 (16.5%)</td>
</tr>
<tr>
<td>Not Enough Mathematical Ability for the Job</td>
<td>71</td>
<td>1.279 (11.0%)</td>
<td>1.218 (09.3%)</td>
<td>1.248 (09.3%)</td>
</tr>
<tr>
<td>Other Reason?</td>
<td>40</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
</tbody>
</table>

Note. Numbers in parentheses under each mean indicate the percentage of respondents within each group who ranked or checked the employer complaint.

* = Significantly different from the other two group means in the row at Alpha = .05
The complaints, and the frequency with which each was mentioned, are listed in Table 1. Also listed is the percentage of respondents within each group (comprehensive high school, career center, and Chamber of Commerce respondents) who checked or ranked each complaint.

Those surveyed had been asked to place a "1" beside what they perceived to be the biggest complaint that employers have concerning those who enter the work force upon graduation from high school. Similarly, a "2" was to be placed beside the second biggest complaint of employers, and a "3" beside the third biggest complaint. But for analysis purposes, these answers were recoded, as follows. A value of 5 was assigned to the indicated first choices (the biggest complaint), a value of 4 to the second choices, and a value of 3 to the third choices. A value of 1 was given to options that were not ranked when the item was answered. This was done because different numbers of people checked different complaints, and a weighting factor was needed to offset complaints that might be ranked highly, but were seldom ranked at all. (When none of the complaints were checked or ranked, each response for this first item was entered as missing data.)

About one percent of respondents put an "X" or a checkmark in the blanks beside complaints, rather than ranking them as directed. A decision was made to use this data if
less than half of the complaints (5 or fewer) were so marked. A value of 3 was assigned to complaints thus marked. This value was chosen because up to five responses of this type were acceptable per respondent, and \( \frac{5+4+3+2+1}{5} = 3.0 \) If 6 or more complaints were "X"ed or checked off, each response was entered as missing/useless data.

With the responses thus coded, a General Linear Models Procedure (ANOVA), followed by a Duncan's Multiple Range Test, was run for each complaint, to determine the mean ranking assigned by each surveyed group (career centers, comprehensive schools, and Chamber of Commerce establishments), and to determine if these mean rankings differed significantly between the groups at Alpha Level = .05. Using this test, significant differences were found for seven of the ten complaints analyzed. (The last complaint, "Other Reason?", was not analyzed.)

Looking at the data in Table 1, one can see that the biggest complaint of Chamber of Commerce members (business) was FREQUENTLY ABSENT OR TARDY. This was also ranked as the biggest complaint by the comprehensive school respondents, and as the second biggest complaint by the career center respondents. Four hundred (400) of the 705 respondents indicated this complaint as one of their choices, making this the most often mentioned complaint.
However, the second biggest complaint of the Chamber of Commerce respondents was NOT ENOUGH KNOWLEDGE OF BUSINESS OR INDUSTRIAL PRACTICES. Surprisingly, this was ranked a low ninth place by respondents from both the comprehensive high schools and the career centers. Almost 38% of the business respondents mentioned this complaint, compared to 13.4% of the comprehensive high school respondents and only 8% of the career center respondents.

The third biggest complaint, according to Chamber of Commerce respondents, was NOT ENOUGH SKILL IN ORAL COMMUNICATION. This was only ranked sixth by career center respondents and seventh by comprehensive school respondents.

All three groups ranked as their fourth biggest complaint, CANNOT READ OR WRITE WELL ENOUGH FOR THE JOB, indicating a real consensus on this complaint.

The complaint ranked highest by career center respondents was POOR GENERAL ATTITUDE, with a ranking of 3.000, and a mention by 60% of the career center respondents. Comprehensive schools ranked this third, but business ranked it in sixth place.

Career center respondents ranked FREQUENTLY ABSENT OR TARDY second, as mentioned earlier, and ranked CANNOT GET ALONG WITH CO-WORKERS AND/OR SUPERIORS as the third biggest complaint. This was ranked fifth by comprehensive school
respondents and tenth (last) by business respondents, only 8.2% of whom even indicated it as one of their choices.

The complaint ranked highest by the comprehensive school respondents was FREQUENTLY ABSENT AND/OR TARDY. The second-ranked complaint by this group was UNWILLING OR UNABLE TO FOLLOW DIRECTIONS. This complaint was ranked fifth by both of the other groups.

The third and fourth ranked complaints by comprehensive school respondents were POOR GENERAL ATTITUDE and CANNOT READ OR WRITE WELL ENOUGH FOR THE JOB respectively.

**Comments By Respondents On Employer Complaint Item**

A complete list of all comments made on the surveys may be found in Appendix I. But a summary of the comments made for many questions will be offered immediately after the findings are discussed. (The comments on all other questions will be summarized at the end of this chapter.) For this first question, all three groups surveyed had many written comments and listed many faults that employers find with their new employees who have recently graduated from high school.
Comprehensive High Schools

From the comprehensive high school professionals who responded, the complaints fell into several groupings. The most comments fell into an "attitude" category. Respondents in this group suggested such general complaints as no initiative, apathetic, lost incentive for achievement, no responsibility, and no self-discipline. Other complaints in this category included inability to get along with others, to adapt to new situations, or to work independently.

A second grouping of complaints centered on poor academic skills, and included reading, writing, basic mathematics, understanding written and oral instructions, and communicating with others.

A third grouping dealt with an unwillingness to put forth maximum effort or an expectation of leniency on the job. Some suggested that these problems had their roots in the school system where there was a general acceptance of less than one's best effort, a lack of "push" to achieve one's maximum potential, second, third and fourth chances given to offenders, and acceptance of frequent absences, all leading one to expect something for little or no expended effort. Another respondent suggested that a contributing cause was the ease with which people can fall back on public assistance programs. Some respondents lamented that students have little realization of the connection between schoolwork
(and the habits developed in school) and the carry-over to the world of work.

A fourth grouping of complaints was fairly employment-specific and included the problem of not obeying authorities, the need to take constructive criticism well, and the need to have an "urge-to-learn" once employed. One respondent suggested that more "practical training" be given in school to help students develop "real world" insight. Others said that employers complain of unsatisfactory skill performance or not high enough productivity.

The few comments made that did not seem to fall into any grouping included, "lack of common sense", "unionism", "not presentable to the public", and too much time in school spent on glorified extracurricular activities, to the detriment of academic pursuits.

Career Centers

Similarly, respondents from career centers had comments that fell into some of the same groupings. "Attitude" complaints mentioned included the lack of initiative, self-motivation, and self-discipline, unwillingness to accept responsibility, insufficient desire to work for a living, and "no dedication to serve".
"Academic" complaints included generally poor academic skills, poor communication skills, inability to spell, and poor grammar skills. One respondent suggested that these poor academic skills affect one's ability to follow directions.

More job-related complaints included sloppiness, carelessness, dishonesty, and immaturity. A need was expressed for willingness to be on the job and learning there in every spare moment. Two respondents noted that new employees need to be willing to start at minimum wage and work their way up, instead of expecting to move rapidly up the career ladder, faster than employers feel that they are ready.

Businesses

The Chamber of Commerce group had a great many comments on this survey item. Many of the comments were similar to those in the two school groups and fell into the same categories. But two new categories emerged as well.

In the general "attitude" category, employers complained of a shortage of motivation, initiative, aggressiveness, desire to work, acceptance of responsibility, and a good work ethic. Also mentioned were a lack of manners, respect for those in authority, ability to get along with co-workers, regular attendance, reasoning ability, creativity, maturity, and common sense.
In the "academic" skills complaint category, respondents said such things as "the 'basics' are ignored or not stressed enough", good writing and spelling are needed, basic skills in reading, math, writing, and oral communication need to be improved, and students cannot communicate orally well enough for the job.

Many employment-related "attitude" complaints were mentioned. This category included:

- Unwilling or unable to take initiative, assume risk
- Not responsible enough to do the job well
- Don't seem to know how to work
- Not willing to do extras that occur in normal workday
- Unrealistically high expectations
  (effort vs. compensation)
- Attitude that job is an inherent right
- Don't care if they work or not
- Expect everything handed to them
- Low standards
- Not willing to work at a rate compatible with skills and experience

Several comments fell into a new "enterprise-related" category. Employers complained that new employees did not understand what makes "our system" work and needed more information on the "free enterprise system" or education in "our economic system". Others complained that many employees were not company-oriented. They just wanted a job, and often treated it as temporary, not staying more than six months. They were not committed to the company or to building a career.
A few comments fell into a "suggestions" category. A personnel specialist/recruiter suggested more training in "typing and shorthand, specifically", but an owner said, "more practical 'hands-on' experience would alleviate much of this fear of testing the waters. Specific work areas are not as important as just 'real' work of any kind." A personnel director said, "School should teach students what to expect in the work world." Another said, "Specific input from businesses on what they really need is important."
Analysis of Data from Most Useful Experiences Item

The second item in both versions of the survey asked respondents to rank order, within a provided list, what they felt were the two most useful school experiences for helping students to become more employable immediately after graduating from high school. Respondents were asked to "assume that the student has no specific wage-earning job in mind for after graduation." (See Appendix A or Appendix B for a copy of this survey question.)

The "useful experiences", and the frequency with which each was mentioned, are listed in Table 2. Also listed are the percentage of respondents in the comprehensive high school group, the career center group, and the Chamber of Commerce group who checked or ranked each complaint.

Again, for analysis purposes, a value of 5 was assigned to the indicated first choices (the "most useful experience"), a value of 4 to the second choices, and a value of 3 to any stray third choices and any items that were checked, instead of ranked as directed. (Except, if more than half of the options were checked, every option was entered as missing/useless data.) A value of 1 was assigned to options that were not ranked when the item was answered. This was done because different numbers of people marked different experiences, and a weighting factor was needed to offset experiences that might be ranked highly, but were seldom ranked at
all. (When none of the experiences were checked or ranked, each response for this second item was entered as missing data.)

With the responses thus coded, a General Linear Models Procedure (GLM) ANOVA was run for each listed experience. This was followed with a Duncan's Multiple Range Test for each experience, to determine if the mean rankings differed significantly between the three groups surveyed, at Alpha Level = .05. Using this test, significant differences were found for six of the seven "most useful experiences" analyzed. (See Table 2.) (The last option, "OTHER?", was not analyzed.)
Table 2
Ratings of Most Useful School Experiences for Employability

<table>
<thead>
<tr>
<th>Best School Experiences as Listed in the Survey</th>
<th>Frequency of Mention (N = 705)</th>
<th>Mean Rankings of Most Useful Experiences and Results of Duncan's Multiple Range Test on Differences Between Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High School (N = 362)</td>
</tr>
<tr>
<td>Get Good Grades in High School</td>
<td>263</td>
<td>2.545* (43.3%)</td>
</tr>
<tr>
<td>Combine Some Business, Home Economics, and/or Industrial Arts Courses With a Related Part-time Job Outside of School</td>
<td>258</td>
<td>2.190* (32.9%)</td>
</tr>
<tr>
<td>Choose and Take a Vocational Curriculum With Skill Training in the School System</td>
<td>251</td>
<td>2.212* (38.0%)</td>
</tr>
<tr>
<td>Participate in a Vocational Curriculum With Skill Training in the Community</td>
<td>236</td>
<td>2.179 (34.7%)</td>
</tr>
<tr>
<td>Find and Hold a Part-time Job Outside of the School</td>
<td>196</td>
<td>1.807 (24.5%)</td>
</tr>
<tr>
<td>Participate in Extracurricular Activities</td>
<td>113</td>
<td>1.534 (18.2%)</td>
</tr>
<tr>
<td>Take Some Business, Home Economics, and/or Industrial Arts Courses</td>
<td>71</td>
<td>1.358 (10.9%)</td>
</tr>
<tr>
<td>Other</td>
<td>29</td>
<td>-----</td>
</tr>
</tbody>
</table>

Note. Numbers in parentheses under each mean indicate the percentage of respondents within each group who ranked or checked the experience.

* = Significantly different from the other two group means in the row at Alpha = .05
By carefully examining the data in Table 2, one can see that there are some significant differences in the ranking of the most useful experiences by the three groups. Almost half (47.1%) of the business people chose the option which combined practical arts with a part-time job. This resulted in a mean of 2.686 for a first place mean ranking among the business respondents. This was significantly higher than this experience was rated by either of the other two groups. The comprehensive school respondents ranked it in third place, with a 2.190 mean, and career center respondents ranked it in fourth place, with an even lower 1.615 mean.

Business ranked a part-time job in second place with a mean of 2.243, significantly higher than both other groups, who both ranked this experience in fifth place.

The third-ranked experience, according to business, was to get good grades in high school. Their mean for this option was 2.208, which was significantly higher than the mean ranking by career center respondents, even though their mean ranking of 1.718 also gave this experience third place. Comprehensive school respondents ranked this option the highest, at 2.545, which made it their first choice.

A vocational curriculum with skill training in the community was the fourth choice of business, as well as the fourth choice of the comprehensive school respondents. How-
ever, career centers ranked this significantly higher (at 2.718) which made it their second-ranked choice.

The fifth choice of business was a vocational curriculum, with skill training in the school system. At 1.878, this was a significantly lower mean than the comprehensive school respondents, who ranked it in second place, with a 2.212. And both of these group means were significantly lower than the 3.654 mean ranking by the career centers, who, not surprisingly, made this experience their first choice.

Both business and the comprehensive school respondents ranked participation in extracurricular activities sixth, while the career center respondents ranked it significantly lower, and in last place, with a 1.141.

The practical arts option without the related part-time job was the lowest-rated experience by both business and comprehensive school respondents, and next-to-lowest rated (sixth) by the career center respondents, for an overall mean of 1.320.
Comments By Respondents on Most Useful Experiences Item

Comprehensive High Schools

Fifty-five comprehensive school respondents had comments and suggestions for this item. Some of the comments were on options they ranked in the item itself, particularly the GET GOOD GRADES IN HIGH SCHOOL option, which seven respondents commented on specifically. These respondents felt that good grades reflect such attributes as a positive attitude, willingness and ability to learn, good attendance, achievement, discipline required for a job commitment, "well-rounded skills that can be fine-tuned by an employer", or a personality that is "serious, intelligent, and disciplined". Two people commented on extracurricular activities, pointing out that these "reflect a dedication or direction", and "a busy student is most likely to be successful as an employee". Five respondents stressed the importance of good or excellent attendance.

Several people suggested other things that students could do during school years to prepare themselves for the working world:

- Learn to work hard, follow directions, and get along with others
- Develop basic skills and interpersonal relationships
- Develop competency in math and English
- Learn to sell oneself in an interview
- Learn to think
- Learn to communicate
- Be able to apply achieved knowledge to employment situation
- Do volunteer work
- Acquire practical skills training
Hold a relevant, meaningful, part-time job
Become self-disciplined
Take as many business courses as possible

Several respondents offered their own combinations for job readiness, typically combining good grades (or academic skills) with "activities" and/or a part-time job. One person noted that with proper planning, a student could have both academic and vocational training.

Suggestions were offered to the schools by five respondents. These included:

- Testing students to help them determine job skill strengths
- Stress on responsibility for one's actions, without exception
- Teaching self-confidence and self-worth
- Emphasizing good attitudes toward authorities and attendance
- More stress on "basics" and good attendance in elementary school

Several concerns were expressed, including:

- Dead-end jobs during school days which divert time and energy that is better spent in school
- The high numbers of students seeking full-time jobs unrelated to high school courses
- The greater mental readiness demanded by future needs
- "Most 14-16 year olds do not know enough to choose a vocation"

A few comments were made on vocational training specifically:

- For the high school graduate mentioned in item two, skill training would be desirable if a job selection had been made.
- The need for an increase in involvement of local businesses in training and
planning of vocational experiences
A reminder that any vocational program
must fit the needs of the community

Career Centers
Only six career center respondents commented on this item.
Two of them pointed out the importance of having a very good
school attendance record, one saying, "attendance, more so
than grades". Three others made suggestions concerning what
students need to learn to become more employable:

- Strong training in communications, "basic skills",
  attitude and self-discipline
- Employability and leadership skills
- Vocational training with skill training "outside
  of the school system for a more realistic
  view of the working-world"

The sixth respondent suggested that students can partici­
pate in both a training program within the school system and
a training program in the community.

Businesses

Employers also made many comments on this second question
of the survey. Several of the comments had to do with
school grades, extracurricular activities, and other
school-related activities. Those who commented on good
grades said that they:

- "Often indicate good work habits,
  good attendance, etc."
- Indicate willingness to apply ability to
  the facts at hand
- Show that student is able to absorb and
  retain information
- Give no indication of attitude on the job
Four respondents advocated extracurricular activities, but gave four different reasons for doing so. They said that extracurricular activities:

- Teach time control
- Improve personal relations
- Improve ability to work as part of a team
- Show a student can do more (can handle more than one job at a time)

One respondent mentioned good communication skills, one mentioned grammar and spelling, and one mentioned basic writing, reading, and computational math skills. One mentioned a good attitude, while another pointed out the need for a willingness to learn and work.

Several employers had suggestions of useful things for students to do to prepare for the world of work:

- Learn how to get along with other people and how to sell oneself in an interview
- Work with serious workers that have high standards
- Learn how to fill out an employment application, interview, dress, etc. for a job
- Acquire adequate basic skills in "English, math, civics, and science/industrial arts"
- Combine basics (reading, writing, literature, and math) with vocational courses in desired field
- Combine courses with regularly scheduled volunteer work in one's area(s) of interest

Several other comments were in the form of suggestions to the schools, to help them produce more employable students:

- Acquaint graduates with the difference between school-oriented and job-oriented worlds, to prevent a "shocking change" for graduates with no work-for-wages experience.
- Make education as life-related as possible.
- Help students understand that persons must contribute and earn
- Teach students "the three R's"
- Hold students responsible for their actions
A few other comments were made about skill training. One respondent noted that, "Co-op students have done well with us." Another said that skill training in the schools is "good only if the school can give the student a broad spectrum of vocational occupations." A third cautioned that students should be counseled and directed into areas of aptitude.

One business owner gave his profile for an ideal interviewee, and is quoted below:

Ideally, a student who combines fairly decent grades with extra-curricular activities, some business courses (especially typing), and a good work record in a part-time or summer job is the one we would be most interested in interviewing.

Analysis of Data from Curriculum Preferences for Employability Item

The third item in both versions of the survey asked respondents to look over three different curricula and then rank-order, within a provided list, what they felt were the first, second, third, and fourth most employable high school graduate. (The graduates differed only in the curriculum taken in high school.) Respondents could, instead, "X" an option which indicated that curriculum made no difference in employability.

This central item in the survey instrument intentionally listed "approved" lists of typical courses and credit hours
taken in college-preparatory, general, and vocational curricula, without labeling the lists with these titles. The purpose was to get respondents to look at the courses taken, and the credit hours of each, to see the trade-offs involved in a curriculum choice, and react to this, rather than to some curriculum label.

The first hypothetical student in this survey item took Group A credits (the college-preparatory grouping), and the second student took Group B credits (the general education grouping which included 2-4 credit hours of practical arts). The third hypothetical student took Group C credits (a vocational curriculum) and was vocationally trained in the specific job skills required for the job being sought. The fourth student also had Group C credits, but he/she was vocationally trained in different specific job skills than those required for the job being sought.

The author assumed that the third student would generally be rated as the most employable, but he was very interested to see how the other three hypothetical students would compare on employability. Would the employability rankings differ between employers and school personnel? What about differences within business depending on the type or size of business, or the occupation of the person answering the survey? Would answers differ by school occupation, years taught, or years worked outside of the field of education?
Would age or sex make any difference in the answers? Most of the questions which appear after item twenty-four in both versions of the survey, as well as information gathered from the Chamber of Commerce Directory on business size and Standard Industrial Classification Code, were designed to provide answers to these questions which surround this curriculum question.

For the coding of this curriculum item, first choice was given 4 points, second choice 3 points, third choice 2 points, and fourth choice one point. If one or more curriculum options were ranked, with some others left blank, these blank options were also given one point. And if the "curriculum makes no difference" option (the last option) was "X"ed or given a ranking of first choice, all of the curriculum preferences (the first 4 options) were entered as missing data.

After the above computer recoding procedure, the General Linear Models procedure for ANOVA was run to compare the mean scores of each curriculum among each level of several independent variables. This was usually followed with a Duncan's Multiple Range Test to determine significant differences between the independent variable groupings.

The first independent variable to be run with the curriculum ratings was the surveyed population: comprehensive high school professionals, career center professionals, and
employers from Chamber of Commerce member establishments. As can be seen in Table 3, all three groups ranked the student with Group C Credits and the specific job skills required for the job being sought, highest. The means for all three groups were higher than 3.4 (out of a possible 4.0), with the career center respondents giving this choice a 3.946 mean ranking, significantly higher than the other two group means.
TABLE 3

Group Rankings of Curricula

<table>
<thead>
<tr>
<th>CURRICULUM RANKED (with overall means)</th>
<th>GROUP 1</th>
<th>GROUP 2</th>
<th>GROUP 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMPREHENSIVE</td>
<td>CAREER</td>
<td>CHAMBER OF</td>
</tr>
<tr>
<td></td>
<td>HIGH SCHOOL (N=309-329)</td>
<td>CENTERS (N=67-74)</td>
<td>COMMERCE (N=193-213)</td>
</tr>
<tr>
<td>GROUP A CREDITS (COLLEGE PREPARATORY) (MEAN=2.002)</td>
<td>2.402*</td>
<td>1.507*</td>
<td>2.098*</td>
</tr>
<tr>
<td>GROUP B CREDITS (GENERAL EDUCATION) (MEAN=2.435)</td>
<td>2.520</td>
<td>2.174*</td>
<td>2.612</td>
</tr>
<tr>
<td>GROUP C CREDITS VOCATIONAL EDUCATION WITH SPECIFIC SKILL TRAINING IN THE JOB BEING SOUGHT (MEAN=3.647)</td>
<td>3.468</td>
<td>3.946*</td>
<td>3.526</td>
</tr>
<tr>
<td>GROUP C CREDITS VOCATIONAL EDUCATION WITH TRAINING IN DIFFERENT SPECIFIC JOB SKILLS THAN THOSE REQUIRED FOR JOB BEING SOUGHT (MEAN=2.312)</td>
<td>1.990*</td>
<td>2.690*</td>
<td>2.256*</td>
</tr>
</tbody>
</table>

* = Significantly different from each of the other two means in the row at Alpha = .05
There was less agreement in the mean rankings for the other three choices. Business ranked the student with Group B credits (the general education curriculum) second highest, as did the comprehensive school respondents. Career center respondents however, ranked this choice in third place, and significantly lower than the first two groups.

Business ranked the other student with a vocational curriculum and specific job skills different from those required for the job being sought, third. This was significantly higher than the mean assigned by the comprehensive school group (who ranked this option in fourth, i.e. last place). And it was significantly lower than the mean of the career center respondents' rankings. (They ranked it in second place.)

Business respondents had their lowest mean ranking for the student with the Group A credits (college-preparatory), as did the career center respondents. Comprehensive high school respondents ranked this option in third place. Each group's mean ranking for this option was significantly different from each of the other means. Career centers gave it the lowest mean and comprehensive schools the highest, with the business mean falling in between.

About 9 percent of the respondents, overall, chose the option which indicated that curriculum made no difference in the employability of a high school graduate. This included
6.3% of the career center respondents, 8.4% of the comprehensive school respondents, and 11.7% of the business respondents.

These comparisons show significant differences between groups on how they rated any one type of high school graduate by the curriculum taken. But the hypotheses set forth previously concern preferences for the different curriculum backgrounds within certain groups surveyed. For the school people surveyed, the hypotheses were about the preferences of administrators, counselors, and certain types of teachers. But for the Chamber of Commerce membership establishments, the hypothesis concerned the preferences of employers as a whole. Null hypothesis #6 stated, "Employers will not rate the vocational graduate who is trained in the specific job skills required by the job being sought significantly higher than the other graduates."

To determine whether this hypothesis could be supported, the business data for the curriculum choices was analyzed using ANOVA, followed by a Duncan's Multiple Range Test. This was done to determine whether the means for Group 3 (the business group) on the four curriculum choices varied significantly. This statistical procedure showed that the business group mean of 3.526 for the vocational graduate with specific skill training in the job being sought, was significantly higher than the curriculum preference mean for
any of the other three types of graduates. The analysis also showed that the mean ranking of the general education graduate (2.612) was significantly higher than that of both the college-preparatory graduate and the vocational graduate with training in different specific job skills than those required for the job being sought. However, the mean employability rating of this second vocational student (2.256) was not significantly higher than that of the college-preparatory student, at 2.098.

These data clearly indicate that employers, as a group, prefer a graduate specifically trained in the job skills required for the job sought, but also indicates that they prefer a general education graduate over a vocational graduate not specifically trained in the job skills required for the job sought or a college-preparatory curriculum graduate who applies for a job after graduating from high school. Therefore, the null hypothesis of no significant differences is rejected.

To determine whether or not school occupation made any difference in the mean rankings of the different curricula, Item 26 in the school version of the survey asked, "Which of the following best describes your occupation?" Respondents were asked to circle one of eight given occupations or fill in a ninth, "Other?" option.
<table>
<thead>
<tr>
<th>Type of Curriculum Background of the Recent High School Graduate Applying for Employment</th>
<th>Comprehensive High School</th>
<th>Career Center</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Administrators (N=35-38)</td>
<td>Counselors (N=37-42)</td>
</tr>
<tr>
<td>College-Preparatory</td>
<td>2.805#</td>
<td>3.000#</td>
</tr>
<tr>
<td>General Education</td>
<td>2.371#&amp;</td>
<td>2.179&amp;</td>
</tr>
<tr>
<td>Vocational, with Specific Skill Training in Job Sought</td>
<td>3.342#</td>
<td>3.429#&amp;</td>
</tr>
<tr>
<td>Vocational, with Training in Different Specific Skills Than Those Required in Job Sought</td>
<td>1.971#&amp;</td>
<td>1.784&amp;</td>
</tr>
</tbody>
</table>

* = Significantly different from every other mean in the row at Alpha = .05

# or & = Significantly different only from other means in the row not having the same symbol.
Using school occupation as the independent variable and the mean rankings of individual curricula as the dependent variable, several statistically significant differences emerged, as can be seen in Table 4. (The same statistical procedures were used as in the previous item.)

This analysis showed that administrators and counselors in comprehensive schools, as well as academic teachers, considered a college preparatory curriculum to be of more value in making a student employable than did administrators, counselors and vocational teachers in career centers, and vocational and practical arts teachers in the comprehensive high schools.

Analysis of the mean rankings for the student with Group B credits showed that this general education curriculum was given a significantly higher ranking by practical arts teachers (School occupation 6) than by any other group. Vocational teachers in comprehensive high schools ranked this curriculum significantly higher than administrators in vocational centers, counselors in comprehensive high schools, and vocational teachers in vocational centers. This indicates that administrators and vocational teachers in vocational centers, and counselors in comprehensive high schools, regard this curriculum as less desirable for making one generally employable than do the persons in the other school occupations. In contrast, practical arts teachers
and vocational teachers in comprehensive high schools consider this curriculum more desirable for employability than do the other three school occupation groups mentioned above.

Analysis of the mean rankings for the student with a vocational curriculum and specific job skills in the job sought, showed that administrators in vocational schools (school occupation 2) all gave this curriculum their first choice (mean=4.000). This was significantly higher statistically than administrators and academic subject teachers in the comprehensive high schools.

Analysis of the mean rankings of the student with Group C credits but with different specific job skills than those required for the job sought, shows two clusters of school occupations which differed from each other significantly. The two school occupation groups who ranked this curriculum significantly higher were the administrators and the vocational teachers in the vocational centers, with means of 2.750 and 2.655 respectively. The two occupations who ranked this curriculum statistically lower than the high group were the counselors and the academic subject teachers in the comprehensive high schools.

The above statistical analyses showed many significant differences between various school occupations on how they ranked a particular curriculum. But to test the null hypotheses, one had to determine if the differences in the
four curriculum choice ratings were significantly different within each school occupation. To do this required the same ANOVA test as previously, but with different data groupings. The results of the ANOVA and DUNCAN procedures produced the figures in Table 5, with significant differences between curriculum ratings indicated by school occupation.
### Table 5

**Curriculum Preferences by School Occupation**
*(Tested for Significant Differences Within Each Occupation)*

<table>
<thead>
<tr>
<th>Type of Curriculum</th>
<th>Administrators (N=35-38)</th>
<th>Counselors (N=37-42)</th>
<th>Vocational Teachers (N=80-87)</th>
<th>Practical Arts Teachers (N=52-55)</th>
<th>Academic Teachers (N=88-92)</th>
<th>Career Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-Preparatory</td>
<td>2.805#</td>
<td>3.000#</td>
<td>1.763*</td>
<td>1.811&amp;</td>
<td>2.878*</td>
<td>1.500*</td>
</tr>
<tr>
<td>General Education</td>
<td>2.371#</td>
<td>2.179#</td>
<td>2.560*</td>
<td>2.909*</td>
<td>2.500*</td>
<td>1.833*</td>
</tr>
<tr>
<td>Vocational, with Specific Skill Training in Job Sought</td>
<td>3.342*</td>
<td>3.429#</td>
<td>3.782*</td>
<td>3.564*</td>
<td>3.207*</td>
<td>4.000*</td>
</tr>
<tr>
<td>Vocational, with Training in Different Specific Skills Than Those Required in Job Sought</td>
<td>1.971#</td>
<td>1.784#</td>
<td>2.256*</td>
<td>2.115&amp;</td>
<td>1.750*</td>
<td>2.750*</td>
</tr>
</tbody>
</table>

* = Significantly different from every other mean in the column at Alpha = .05

# or & = Significantly different only from other means in the columns not having the same symbol.
As Table 5 shows, there were significant differences between the ratings of the four curricula by many of the school occupation groups. These differences will be addressed in relation to how they lead one to reject or fail to reject the null hypotheses. (A discussion of the results in relation to the research hypotheses is in the next chapter.)

The first null hypothesis stated that vocational teachers would not rate the vocational curriculum graduate trained in the specific job skills required for the job sought, or in different skills, significantly higher than the other graduates.

As can be seen in Table 5, vocational teachers were tested in two groups: those teaching in the comprehensive high schools, and those in the career centers. Those in the career centers rated both vocational curriculum graduates significantly higher than the general education graduate or the college-preparatory graduate. So, for this subgroup of vocational teachers, the null hypothesis was rejected.

For the vocational teachers in the comprehensive schools, the vocational graduate with the specific skills for the job again was rated highest, but the general education graduate was rated second highest, and significantly higher than the vocational graduate with mismatched specific job skills. So, for this subgroup of vocational teachers, the null hypothesis of no significant differences was also rejected.
The second null hypothesis stated that school administrators would not rate the general education graduate or the vocational graduate trained in the specific job skills required for the job being sought, significantly higher than the other graduates. This null hypothesis of no significant differences was rejected. School administrators in the comprehensive schools and in the career centers ranked the vocational graduate with matched skills significantly higher than any of the other three graduates, as expected. But, the college-preparatory curriculum graduate was ranked second by the administrators in comprehensive schools, significantly higher than the vocational graduate with mismatched skills, though not significantly higher than the general education graduate.

Administrators in the career centers rated the vocational graduate with mismatched skills, as the second-most-employable, significantly higher than the third-ranked general education graduate and the fourth-ranked college-preparatory graduate.

The third null hypothesis stated that practical arts teachers would not rate the general education graduate or the vocational education graduate whose training was in the specific job skills required for the job sought, significantly higher than the other graduates. This null hypothesis was rejected. Practical arts teachers rated the general
education graduate significantly lower than the vocational graduate with matched skills, but significantly higher than the vocational graduate with mismatched skills and the college-preparatory graduate.

The fourth null hypothesis stated that academic teachers would not rate the college-preparatory graduate or the vocational graduate with specific skills for the job sought, significantly higher than the other graduates. This null hypothesis was rejected. There were significant differences between all four curricula ratings by the academic teachers. The vocational graduate with matched skills for the job was again rated highest. The college-preparatory curriculum graduate was rated second-most-employable, the general education graduate third, and the vocational graduate with mismatched specific skill training, last.

The fifth null hypothesis stated that high school counselors would not rate the general education graduate or the vocational graduate with specific skills for the job sought, over the other graduates. For the school counselors, this null hypothesis was rejected. The school counselors from the comprehensive schools and the career centers rated the vocational graduate with matched, specific job skills as the most employable. But, the college-preparatory curriculum graduate was rated as second-most-employable by comprehensive school counselors, and significantly higher than the
general education graduate or the vocational graduate with mismatched job skills. In contrast, career center counselors rated the vocational graduate with mismatched job skills second, the general education graduate third, and the college-preparatory graduate last. However, the differences between these three rankings were not statistically different, due partly to the small number of counselors in this category.

Item 27 in the school version of the survey was asked to enable determination of whether or not the curriculum preference rankings varied with the number of years served in the field of education. The question asked, "How many years have you served full-time as an employee in the field of education? (Circle one number.)" Six choices were given, starting with LESS THAN TWO YEARS and ending with THIRTY YEARS OR MORE.

Again the General Linear Models procedure for ANOVA in SAS was used, followed by Duncan’s Multiple Range Test, to analyze the data. No significant differences (at Alpha = .05) were found between years of work in education and any of the four curriculum choice rankings.

To determine whether the number of years of full-time employment in an occupation other than education made any difference in the rankings of any of the four curriculum choices among the school sampling, Item 28 in the school version
of the survey was used. This question asked, "How long have you worked full-time in an occupation other than education, including summer employment? (Circle one number.)" Five options were given, beginning with NONE and ending with FIVE YEARS OR MORE. The same statistical analysis procedures were used as in the previous items.

No significant differences were found between years of employment in an occupation other than education and any of the four curriculum choice rankings.

To ascertain whether age made any difference in any of the curriculum choices of the combined school groups or the business group, both versions of the survey asked, "What is your approximate age?" and offered five options to circle.

Again using ANOVA, followed by Duncan's Multiple Range Test, no significant differences by age grouping were found for any of the four curriculum rankings by either group.

By asking "What is your sex?", with a MALE and FEMALE option to circle in Item 29 of the school survey, data were gathered for determining whether the sex of school respondents made any difference in any of the curriculum rankings. Using the same statistical procedure as previously, and with fairly equal numbers in each sex category, a statistical difference was found for the ranking of the student who took the college preparatory curriculum. Males ranked this curriculum significantly higher (2.346) than did females (2.11
The same statistical procedure for the other three curriculum choices did not show a significant difference between males and females from the school population samplings.

An identical question (Item 32 in the business version of the survey) and identical tests for significance showed no difference between males and females in the Chamber of Commerce on any of the four curriculum mean rankings.

However, a statistically significant difference was found in two of the curriculum choices when the amount of education (in years) that an employer had completed was used as the independent variable. Item 31 in the business version of the survey asked the following: "How many years of education have you completed? Include time spent in trade schools and company-sponsored training, but not years of on-the-job training. (Circle one number.)" Four options were provided, starting with 0 TO 12 YEARS and ending with MORE THAN 20 YEARS. For the rankings of the college-preparatory curriculum, the more education each of the four groups had, the higher they rated the college-preparatory curriculum. The 0 TO 12 YEARS group, with a mean of 1.364 and the OVER 12 YEARS TO 16 YEARS group, with a mean of 1.824, were significantly lower than the OVER 16 YEARS TO 20 YEARS group mean of 2.340 and the MORE THAN 20 YEARS group mean of 2.778.
No significant differences by years of employer education were found for the general education curriculum option or the vocational education option with specific skill training in the job being sought.

But significant differences were found in the vocational education option with training in different specific job skills than those required for the job being sought. Here the more years of education attained, the lower was the mean ranking by employers. Respondents fell into three groups, each statistically different from each of the other two groups. Those who indicated 0 TO 12 YEARS of education ranked this curriculum highest, with a group mean of 3.000. Those who indicated OVER 12 YEARS TO 16 YEARS had a lower, and statistically different group mean of 2.405. The third, and lowest, statistically significant grouping consisted of those who circled OVER 16 YEARS TO 20 YEARS and those who indicated MORE THAN 20 YEARS of education. They had means of 2.069 and 1.875 respectively.

To check whether the ranking of each curriculum by business people varied with the type of business, the Standard Industrial Classification Code (SICC) for each business to return a survey was recorded on the face of the document and later entered with the other survey data into the computer. Using the Division Titles and Descriptions of Industries in the Standard Industrial Classification Manual 1972 as a
base, seven SICC clusters, were formed by computer, based on specified ranges of SICC numbers. The rationale behind the cluster formations was to make approximately equal-sized groupings, with businesses that were not widely divergent in type. This was probably achieved, with the exception of GROUP 1 (See Table 6.)
TABLE 6

Groupings for Analyzing Survey Data by Type of Business

<table>
<thead>
<tr>
<th>BUSINESS GROUPINGS</th>
<th>DESCRIPTION OF THE INDUSTRIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GROUP 1 (1-199)</strong></td>
<td>Agriculture, Forestry, Fishing, Mining, and Construction</td>
</tr>
<tr>
<td><strong>GROUP 2 (200-399)</strong></td>
<td>Manufacturing of All Types</td>
</tr>
<tr>
<td><strong>GROUP 3 (400-499)</strong></td>
<td>Transportation, Communications, Electric, Gas, and Sanitary Services</td>
</tr>
<tr>
<td><strong>GROUP 4 (500-599)</strong></td>
<td>Wholesale and Retail Trade</td>
</tr>
<tr>
<td><strong>GROUP 5 (600-699)</strong></td>
<td>Finance, Insurance, and Real Estate</td>
</tr>
<tr>
<td><strong>GROUP 6 (700-799)</strong></td>
<td>Lodging Places, and Service Areas of Repair, Recreation, Business, and Personal</td>
</tr>
<tr>
<td><strong>GROUP 7 (800-899)</strong></td>
<td>The Service Areas of Health, Legal, Educational, Social, and Misc., and Membership Organizations</td>
</tr>
</tbody>
</table>

Using these groupings (GROUP 1-7) as the independent variable, and again using curriculum choice as the dependent variable, significant differences were found between some business groupings for each of the four curriculum choices. (See Table 7.)
Table 7
Means Ratings of Each Curriculum by Business Group
(Tested for Significant Differences Between Occupations in the Ratings of Each Curriculum)

<table>
<thead>
<tr>
<th>Type of Curriculum</th>
<th>Agriculture</th>
<th>Manufacturing (All Types)</th>
<th>Transportation Communications Electric, Gas, and Sanitary Services</th>
<th>Wholesale and Retail Trade</th>
<th>Finance and Insurance</th>
<th>Lodging</th>
<th>Health, Legal, Educational, Social &amp; MISC. Services and Membership Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-Preparatory Curriculum</td>
<td>2.087#&amp;</td>
<td>1.774&amp;</td>
<td>2.474##&amp;</td>
<td>2.000##&amp;</td>
<td>2.250##&amp;</td>
<td>1.824&amp;</td>
<td>2.609#</td>
</tr>
<tr>
<td>General Education Curriculum</td>
<td>2.750##&amp;</td>
<td>2.355&amp;</td>
<td>3.000#</td>
<td>2.686##&amp;</td>
<td>2.500##&amp;</td>
<td>2.459&amp;</td>
<td>2.750##&amp;</td>
</tr>
<tr>
<td>Vocational Curriculum With Specific Skill Training in Job Sought</td>
<td>3.560##&amp;</td>
<td>3.833#</td>
<td>3.000@</td>
<td>3.550##&amp;</td>
<td>3.484##&amp;</td>
<td>3.727#</td>
<td>3.167&amp;@</td>
</tr>
<tr>
<td>Vocational Curriculum With Training in Different Specific Skills Than Those Required in Job Sought</td>
<td>2.125&amp;@</td>
<td>2.433##&amp;</td>
<td>1.789@</td>
<td>2.410##&amp;</td>
<td>2.037&amp;@</td>
<td>2.585#</td>
<td>1.957&amp;@</td>
</tr>
</tbody>
</table>

# = Means with this symbol are not significantly different from each other, but are significantly different from other means in the row.

& = Means with this symbol are not significantly different from each other, but are significantly different from other means in the row.

@ = Means with this symbol are not significantly different from each other, but are significantly different from other means in the row.
The mean rankings for the student who had taken Group A courses (college-preparatory curriculum) indicate that the people surveyed in membership organizations and the service areas of health, legal, education, social, and miscellaneous (Group 7), thought that a college-preparatory curriculum would contribute more towards general employability than did the manufacturing group (Group 2), or the group providing lodging and repair, recreation, business and personal services (Group 6).

The mean employability rankings for the student who had taken the general education curriculum was significantly higher in GROUP 3 (transportation, communication, electric, gas, and sanitary services) than it was for GROUP 2 (Manufacturing), or GROUP 6 (lodging and repair, recreation, business, and personal services).

The mean rankings for the student with Group C courses (vocational curriculum) and training in the specific skills required for the job being sought, were significantly higher for the Manufacturing group, and the second services group (lodging, recreation, repair, personal, and business) than for the first services group (transportation, communications, electric, gas and sanitary services) and the third services group (health, legal, educational, social, misc., and membership organizations). Statistically speaking, there was also a middle grouping, (GROUP 1, 4, 5, and 7),
which was significantly higher than GROUP 3 and lower than GROUP 2 and 6.

When business ranked the employability of the student who took Group C courses but was vocationally trained in different specific job skills than those required for the job being sought, the mean employability rating given by the second services group (lodging, repair, recreation, personal and business) was significantly high, while the other two service groups were in the significantly low group, together with GROUP 5 (finance, insurance, and retail trade). There was also a middle grouping: GROUP 1, 2, 4, 5, and 7 were significantly lower than GROUP 6, but significantly higher than GROUP 3.

Do the seven business groups have significant preferences on their curriculum choices? If so, what are they? To answer these questions, the data were resorted, and ANOVA was used to detect significant differences between the four curriculum choices, within each business cluster. This was followed by Duncan’s Multiple Range Tests, to show which curriculum choices, within each cluster, were significantly different from each other. These tests produced the figures found in Table 8. Again, the significant differences within each column are indicated by the symbols, the meanings of which are explained in the footnotes of the table.
Table 8
Curriculum Ratings Within Business Cluster
(Tested for Significant Differences Within Each Cluster on the Ratings of the Four Curricula)

<table>
<thead>
<tr>
<th>Type of Curriculum</th>
<th>Agriculture</th>
<th>Forestry</th>
<th>Mining</th>
<th>Manufacturing (All Types)</th>
<th>Transportation</th>
<th>Communications Electric, Gas, and Sanitary Services</th>
<th>Wholesale and Retail Trade</th>
<th>Finance and Insurance</th>
<th>Lodging and Travel Services</th>
<th>Business and Personal Services</th>
<th>Health, Legal and Social Services</th>
<th>Education, Social Services, and Membership Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-Preparatory Curriculum</td>
<td>2.087#</td>
<td>1.774*</td>
<td>2.474#&amp;</td>
<td>2.000&amp;</td>
<td>2.250#</td>
<td>1.824*</td>
<td>2.609#&amp;</td>
<td>2.750*</td>
<td>2.355#</td>
<td>3.000#</td>
<td>2.500#</td>
<td>2.459#</td>
</tr>
<tr>
<td>General Education Curriculum</td>
<td>2.750*</td>
<td>2.355#</td>
<td>3.000#</td>
<td>2.686#</td>
<td>2.500#</td>
<td>2.459#</td>
<td>2.500#</td>
<td>2.750#</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational Curriculum With Specific Skill Training in Job Sought</td>
<td>3.560*</td>
<td>3.833*</td>
<td>3.000#</td>
<td>3.550*</td>
<td>3.484*</td>
<td>3.727*</td>
<td>3.167#</td>
<td>3.167#</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational Curriculum With Training in Different Specific Skills Than Those Required in Job Sought</td>
<td>2.125#</td>
<td>2.433#</td>
<td>1.789&amp;</td>
<td>2.410#&amp;</td>
<td>2.037#</td>
<td>2.585#</td>
<td>1.957&amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* = Significantly different from every other mean in the column at Alpha = .05
& or # = Significantly different only from other means in the column not having the same symbol.
As can be seen in Table 8, five of the seven business groups rated the vocational curriculum graduate with the specific skill training required in the job sought, significantly higher than any of the other three graduates. A sixth group (Group 7) also rated this graduate highest, but not significantly so. One group (Group 3 - transportation, communications, electric, gas, and sanitary services) rated both this graduate and the general education graduate as most employable, with an identical 3.000 out of a possible 4.000.

The general education curriculum graduate was tied for first place, as the most employable graduate, by Group 3. This was significantly higher than the college-preparatory graduate or the vocational graduate with mismatched skills was rated. Group 1 (agriculture, forestry, mining, and construction) rated the general education curriculum graduate second, and significantly higher than the vocational graduate with mismatched skills or the college-preparatory graduate. Three of the other five groups also rated the general education curriculum graduate as second most employable (behind the vocational curriculum graduate with matched skills) but these second place ratings were not significantly higher than the third-rated curriculum. In Group 4, it was not significantly higher than the vocational graduate with mismatched skills, and in Group 5 it was not significantly higher than the college-preparatory graduate or the voca-
tional graduate with the mismatched skills. In Group 7, it was not significantly higher than the college-preparatory graduate, but was significantly higher than the vocational graduate with mismatched skills.

In two groups (Group 2 and Group 6), the general education graduate was rated third, behind the vocational graduate with mismatched skills, but in both of these groups, the difference between the means for the two graduates was not significant.

The vocational graduate with the mismatched skills was not rated significantly higher than the general education graduate by any of the seven business clusters. But this graduate was rated significantly higher than the college-preparatory graduate by Group 2 (manufacturing), and by Group 6 (lodging, repair, recreation, business, and personal services).

The college-preparatory graduate was rated last by four of the seven business clusters, although only two of these were significantly lower than the third-ranked graduate in the cluster. The other three business clusters rated the college-preparatory graduate third, but in none of these clusters was the third place finish significantly higher than the fourth-rated graduate.
To determine whether the curriculum preference means would vary with the size of a business, the number of employees listed in the The Columbus Area Chamber of Commerce 1982 Membership Directory for each of the businesses in the sampling was recorded. This information was entered with the other survey data into the computer memory. For the statistical analysis, the computer was instructed to form three business size groupings, based on the number of employees listed and give each grouping a label as follows:

"SMALL" = 1-10 employees
"MEDIUM" = 11-49 employees
"LARGE" = 50 or more employees

With these three business size groupings as the independent variable, and the ranking of each curriculum again as the dependent variable, an ANOVA procedure followed by Duncan’s Multiple Range Test was run on the computer for each curriculum.

For the college-preparatory curriculum, no significant difference, by business size, existed between the highest mean of 2.269 and the lowest mean of 2.020. Likewise, there was no significant difference by business size between the highest mean ranking of the general education curriculum of 2.764 and the lowest of 2.509.

For the two vocational curricula, there was no significant difference by business size between the highest and
lowest means on the matched-skills curriculum (3.574 and 3.446). But there was a significant difference between the means of the ratings given by large and small businesses on the second vocational curriculum, where the student was trained in different specific job skills than those required in the job being sought. Small businesses (those with ten or less employees) had a mean ranking of 2.481 for this curriculum, significantly higher than the ranking of 2.056 given by large businesses (those with 50 or more employees).

To determine whether the employability means of any of the curricula varied with the occupation of the business person answering the survey, Item 29 in the business version of the survey asked, "As an employer or other business person, which of the following best describes your present position? (Circle one number.)" Four options were listed, including OWNER, MANAGER, PERSONNEL DIRECTOR, and OTHER?

Using the same statistical procedure as in the previous items, no difference was found in the mean rankings given by owners, managers, and personnel directors for the college-preparatory curriculum or the vocational curriculum with different specific job skills than those required in the job being sought.

However, differences were found in the other two curriculum choices. For the general education curriculum, the personnel directors had a significantly lower mean ranking than
did the owners or managers. And for the vocational curriculum with specific skill training in job sought, personnel directors ranked the curriculum significantly higher than did the owners.

To determine whether the approximate proportion of employees in an establishment who had formal education beyond high school when hired would make any significant differences in the curriculum preferences of employers, item 25 in the business version of the survey asked, "What is your best estimate of the proportion of new hires for your establishment who had formal education beyond high school when they were hired?" Seven options which could be circled were offered, listing varying proportions. Using this as the independent variable, and comparing it with the four curriculum preferences, as in the previous analyses, a significant difference was found only in the rating of the vocationally trained student who had specific job skills that were different from those required in the job being sought. Here the 16 respondents who indicated NONE OF OUR NEW HIRES had formal education beyond high school gave a mean ranking of 3.0625, significantly higher than any other group. The 51 employers who indicated that LESS THAN ONE FOURTH OF OUR NEW HIRES had formal education beyond high school had a mean ranking of 2.353 for this curriculum, significantly lower than the first group just mentioned, but significantly higher than the 35 employers who indicated that MORE THAN
THREE-QUARTERS OF OUR NEW HIRES, BUT NOT EVERYONE had formal education beyond high school.

To determine whether the locality of hiring employees for the business respondents' establishment would make any difference in the curriculum preferences, Item 26 in the business version of the survey asked, "Which statement below describes where your establishment hires entry-level employees?" The choices offered were:

1. "WE HAVE ONLY ONE LOCATION SO WE DO ALL OUR HIRING HERE
2. EACH OF OUR LOCATIONS HIRES ITS OWN
   ENTRY-LEVEL EMPLOYEES
3. OUR ENTRY-LEVEL EMPLOYEES ARE HIRED THROUGH OUR CENTRAL OFFICE IN COLUMBUS AND THEN ASSIGNED HERE
4. OTHER METHOD? (Please explain below)"

Because only 6% of the respondents chose option 3 and only 3% chose option 4, and because the reasons given for choosing option 4 were usually that a central office outside of Columbus did the hiring, options 3 and 4 were combined for the statistical analysis.

When the curriculum preferences were analyzed as before, with this hiring location as the independent variable, no significant differences were found in the preference rating for the first three curricula. But a significant difference was found in the rating of the student with a vocational education, but with training in different specific job
skills than those required for the job being sought. The 116 employers who chose option 1 above (single location hiring) rated this student significantly higher (2.379) than the 19 employers who chose option 3 or 4 above (hiring by a central office), who had a mean of 1.842.

To determine whether the mode of training new employees in an establishment would make any difference in the ratings of the four curricula choices, Item 27 in the business version of the survey asked, "When entry-level employees are hired for your establishment, about how many are trained at any one time?"

1. "ONLY THOSE WHO ARE FULLY TRAINED AND READY TO BECOME PRODUCTIVE IMMEDIATELY ARE HIRED."

2. OUR NEW EMPLOYEES ARE TRAINED INDIVIDUALLY

3. NEW EMPLOYEES ARE TRAINED IN SMALL GROUPS OF TEN OR LESS.

4. NEW EMPLOYEES ARE TRAINED IN GROUPS OF 11 TO 50 PEOPLE.

5. NEW EMPLOYEES ARE TRAINED IN GROUPS LARGER THAN 50. (Please indicate the approximate size of training groups below.)"

The last option was not chosen by any of the respondents, option 4 was chosen by only 1% of the respondents, and option 3 was chosen by only 6%. Therefore, in the statistical analysis, options 3, 4, and 5 were combined, to include all those who indicated that employees were trained in groups.
With mode of training as the independent variable, the ANOVA procedure was again used to test whether there were significant differences between these three training groups on their ranking of each type of curriculum. No significant differences were found (at Alpha=.05) within any of the four curricula rated.

Comments from the Curriculum Preferences for Employability Item

As expected, this item was controversial and drew many comments, and a fair amount of criticism, particularly from comprehensive school respondents, some of whom may have felt vaguely threatened by the possible findings.

Comprehensive High Schools

Many respondents insisted that the employability ratings of the four hypothetical students would depend upon some factor not specified in the question:

Twelve respondents said that choice depends on the type of job.
Two said it depends on whether the job is manual or intellectual.
Two others said choice "depends on the student"
One said it "depends on kind of math and science in Group A courses."
Another said it depends on achievement in areas studied.

Several respondents listed other factors that they considered important in the employability of high school graduates:

Four mentioned attendance
Five mentioned grades, achievement, or "success in school".
Two mentioned attitudes
One mentioned communication skills
One mentioned the job interview
One mentioned recommendations

Many respondents made comments specifically about one or more of the curriculum options. Those who commented on the Group A courses (college-preparatory) or students taking such courses said:

These students are college-bound
This student "can probably do anything"
"Superior because accepted challenge"
Adaptable, could easily learn on the job
Best language ability and highest intelligence
Likely to continue education, enter professions

Fewer comments were made on the person taking Group B credits (the general education curriculum):

This person has the greatest number of learning experiences
This person has a "more rounded training"

Several comments, both positive and negative, were made with reference to the students taking Group C courses (vocational curriculum):

Has the jump on all the other students
More employable in terms of job skills
Better initially, but A or B better 10 years later
Too much emphasis in one direction
Narrow training, not preferable
Question ability to stay on the job
Contains students with behavior problems, or lack of motivation

Several made comments about jobs in general, or what the schools should do about student employability:
1. One said, "Specific job training helps only if the student possesses 3-R discipline."

2. Another noted that reading, writing, math, following directions, and getting along with other people were necessary for all jobs. Skill training could be added for jobs requiring specific skills.

3. A third respondent said that schools should provide basic technological learning, with industry providing the more advanced learning.

4. One person said, "What about a 2-3 day orientation program?" Perhaps this person was referring to a "how to get and hold a job" program?

Career Centers

Fewer comments were made by this group. Two respondents felt that the employability choice depended on factors not specified in the question. One felt that it would depend on how the job interview goes. The other felt that it depends if the Group B credits relate to the job being sought.

Three comments were made specifically on vocational education:

1. One said that specific vocational training "is highest possibility for related job hiring."

2. Another said that vocational training "can stimulate a sense of responsibility."

3. The third said that even vocational training in different specific job skills than those in the job being sought was "better due to skills in interpersonal and attitude training."
Businesses

About 7% of the business people who returned the survey did not rate the four job applicants on their employability. Some gave their reasons for leaving this item blank. One said "We never examine an applicant's transcript." Three others explained that the preferred curriculum would depend entirely upon the requirements of the particular job.

About 12% of the employers marked the option indicating that all four students had an equal chance for the job. One said that the courses taken do not affect employability, and another indicated that it depends upon the job available and the individual applying for the job. Three others mentioned other factors that they felt were more important. One liked a "full load" taken in school, another mentioned the "ability to communicate" and "appearance and grooming", and a third mentioned "attitude, references, and the ability to get along with others."

Some of those who did rank their choices of student by employability gave reasons for one or more of their selections. Those who selected the student who had taken Group A courses (college-preparatory) seemed to believe that this student would have more developed skills in spelling, grammar, math, science and communication skills, or would have greater ability to think and reason or "use one's head".
Those who preferred the student who had taken Group B courses (general education) seldom gave their reasons. The few given indicated that this student was considered well-rounded and responsible, and had ability and interest to do many tasks at once.

The largest group of employers chose the student with Group C courses (vocational curriculum) and specific skills required for the job being sought as the most employable person. But those who made comments about their choice often "hedged their bets" or commented on why they did not choose the student with Group A courses. One respondent said his choice (student with Group C credits) would be better with more mathematics and more science. Others mentioned that they considered such things as attitude, adaptability, personality, grooming, communication, and "how well students applied themselves to their courses" to be more important than the curriculum choice. The comments on why the student with Group A credits was not chosen indicated that such a student would be college-bound, would not be likely to enter the work force immediately or had taken "meaningless courses".

Although about 6% of the business respondents gave the student with Group C courses and trained in a specific skill area different from those in the job being sought, their first choice ranking, no reasons were given for this choice.
Analysis of Data from School Goals Ratings

Both versions of the instrument asked those surveyed to respond to twenty-one school goals (Item 4 through Item 24). These goals were adapted from a list of twelve broad goals for education synthesized by Dr. John I. Goodlad and several of his colleagues as they analyzed the goals articulated by state and local boards of education, special commissions, and others. These appear, together with subdivisions under each heading and a rationale for each goal, in his book, What Schools Are For, a publication of the Phi Delta Kappa Educational Foundation. (Goodlad, 1979)

Respondents were asked to make two decisions about each goal; first how important is it, and second, whose responsibility is it to help students achieve that goal?

To answer the first question, respondents merely circled one of five importance designation levels, as shown below:

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW

To answer the second question, respondents had the following device to fill in:

Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___

Respondents were instructed to decide which of these three groups had the primary responsibility for helping students to achieve the goal, and then put a "P" in the appropriate blank. Then they were to decide if any of the remaining
groups had a secondary responsibility, and, if so, put an "S" beside the group or groups chosen.

The objectives in the analysis of these goals were to determine the following:

1. What is the overall importance rating of each goal, and how does its importance compare with that of the other goals?

2. Does each school goal receive an average importance rating of at least a HIGH?

3. Do the importance ratings given to each goal by the three surveyed groups (comprehensive schools, career centers, and Chamber of Commerce members) vary significantly from each other?

4. Do those surveyed (as a whole) believe that the schools have the primary responsibility for each goal? And, if not, do all three groups surveyed agree on who does have the primary responsibility?

5. Do the responsibility assignment ratings given to each responsibility group (SCHOOL, FAMILY, and BUSINESS) for each school goal vary with the population surveyed?

The answers for the twenty-one goals were coded in the following manner. The importance rating of VERY HIGH was given 5 points, HIGH was assigned 4 points, MEDIUM received 3 points, LOW rated 2 points, and VERY LOW was given 1 point. For the responsibility ratings, each "P" (primary responsibility) assignment received 3 points, each "S" (secondary responsibility) received 2 points, and each blank (little or no responsibility) received one point.

Statistical analysis for the importance ratings of each school goal was done first, using the three groups surveyed
as the independent variable. The General Linear Models Procedure (GLM) for analysis of variance (ANOVA) was used to calculate the mean importance level assigned to each goal by each group, and to see if there was a significant difference between the three groups on the means of the importance level assignments. This was followed, in the same computer program, with a Duncan's Multiple Range Test to determine which group means varied significantly from which other mean or means.

Table 9 lists each goal (by a short, descriptive title) in the descending order of overall importance rating mean assigned by respondents. (This was derived by adding together the importance rating means of the three groups on any given goal, and dividing by three.) The mean importance rating calculated for each group is also given for each goal. Significant differences between the three groups on the importance level assignment for any given goal is indicated by the symbols appearing behind the figures. These are explained in the footnotes of the table.

As with all of the survey items, the complete text for each goal statement rated is found in both versions of the survey, found in Appendices A and B.
Table 9
Importance Ratings for Each Goal
by Group Surveyed

<table>
<thead>
<tr>
<th>School Goal Name and Item Number</th>
<th>Importance Means</th>
<th>High School</th>
<th>Career Center</th>
<th>Business</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q-04 Basic Academic Skills</td>
<td></td>
<td>4.899</td>
<td>4.936</td>
<td>4.838*</td>
<td>4.891</td>
</tr>
<tr>
<td>Q-05 Good Work Habits/Attitudes</td>
<td></td>
<td>4.679</td>
<td>4.899*</td>
<td>4.723</td>
<td>4.767</td>
</tr>
<tr>
<td>Q-08 Intellectual Development</td>
<td></td>
<td>4.587</td>
<td>4.662</td>
<td>4.567</td>
<td>4.606</td>
</tr>
<tr>
<td>Q-23 Moral Integrity Development</td>
<td></td>
<td>4.393</td>
<td>4.461</td>
<td>4.446</td>
<td>4.433</td>
</tr>
<tr>
<td>Q-13 Become Self-Governing</td>
<td></td>
<td>4.374</td>
<td>4.526#</td>
<td>4.335#</td>
<td>4.411</td>
</tr>
<tr>
<td>Q-11 Interpersonal Relationships</td>
<td></td>
<td>4.332</td>
<td>4.423</td>
<td>4.429</td>
<td>4.335</td>
</tr>
<tr>
<td>Q-07 Develop Salable Skills</td>
<td></td>
<td>4.283*</td>
<td>4.526*</td>
<td>4.032*</td>
<td>4.280</td>
</tr>
<tr>
<td>Q-06 Occupation Selection Ability</td>
<td></td>
<td>4.424</td>
<td>4.410</td>
<td>4.071*</td>
<td>4.242</td>
</tr>
<tr>
<td>Q-21 Emotional Well-Being</td>
<td></td>
<td>4.204</td>
<td>4.260</td>
<td>4.048*</td>
<td>4.170</td>
</tr>
<tr>
<td>Q-24 Self-Realization</td>
<td></td>
<td>4.208</td>
<td>4.224</td>
<td>4.068</td>
<td>4.164</td>
</tr>
<tr>
<td>Q-22 Physical Well-Being</td>
<td></td>
<td>4.011</td>
<td>4.065</td>
<td>3.825*</td>
<td>3.967</td>
</tr>
<tr>
<td>Q-12 Social Relationships</td>
<td></td>
<td>3.933</td>
<td>4.053</td>
<td>3.723*</td>
<td>3.903</td>
</tr>
<tr>
<td>Q-17 Tolerant/Sensitive/Original</td>
<td></td>
<td>3.953</td>
<td>3.829</td>
<td>3.872</td>
<td>3.885</td>
</tr>
<tr>
<td>Q-14 Function in a Democracy</td>
<td></td>
<td>4.022</td>
<td>3.909</td>
<td>3.665*</td>
<td>3.866</td>
</tr>
<tr>
<td>Q-18 Develop Creativity</td>
<td></td>
<td>3.850</td>
<td>3.868</td>
<td>3.843</td>
<td>3.854</td>
</tr>
<tr>
<td>Q-15 Democratic Values</td>
<td></td>
<td>3.997#</td>
<td>3.808</td>
<td>3.728#</td>
<td>3.844</td>
</tr>
<tr>
<td>Q-10 Examine/Acquire Values</td>
<td></td>
<td>3.792</td>
<td>4.000</td>
<td>3.572*</td>
<td>3.788</td>
</tr>
<tr>
<td>Q-19 Understand Industrial Tech.</td>
<td></td>
<td>3.364</td>
<td>3.921*</td>
<td>3.546</td>
<td>3.700</td>
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<td>Q-09 Appreciate/Know Cultures</td>
<td></td>
<td>3.633</td>
<td>3.519</td>
<td>3.304*</td>
<td>3.486</td>
</tr>
</tbody>
</table>

* = Significantly different from the other two groups means in the row at Alpha = .05
# = Significantly different only from the other group mean with a # at Alpha = .05
Analysis of Importance Ratings

By studying the results of the statistical analysis for the importance of each goal, found in Table 9, one can see that only eleven of the goals received a mean overall importance rating of HIGH or higher (4.000 or above). However, every goal had an overall importance mean of MEDIUM or higher, since all means were above 3.000 for the respondents as a whole. The importance ratings assigned to each goal by each group surveyed also remained above 3.000, indicating that none of these groups regarded any of the goals to be of less than MEDIUM importance.

As the symbols in the table indicate, fifteen of the goals had statistical differences between the importance means assigned to them by the three groups, at the .05 level of significance.

The school goal with the highest overall importance rating (4.891) was the first goal in the survey (Item 4), which concerned helping students to master basic academic skills and processes. Group 3 (business respondents) gave this goal a significantly lower rating than the other two groups did, with a 4.838 mean, but this was still the highest importance rating that this group gave to any goal.

The goal with the second highest overall rating (4.767) was Item 5, which stated, "Help students to develop good
work habits and positive attitudes toward work." Here the mean importance rating of the career center group (Group 2) was significantly higher statistically than the other two groups surveyed, with a 4.899.

The third and fourth highest goals in overall importance rating were Item 8 "Intellectual Development" (4.606) and Item 23 "Moral Integrity Development" (4.433). There were no significant differences in the mean importance ratings assigned by the three groups to either of these two goals.

The fifth and sixth most important-ranked goals overall were Item 13 "Self-governing" (4.411) and Item 20 "Positive Self-Concepts" (4.338). In Item 13, the mean importance assigned by Group 2 (career centers) was significantly higher than that assigned by Group 3 (business). But in Item 20, Group 1 had a significantly higher mean than the business group.

Ranked seventh in overall importance was Item 11 "Interpersonal Relationships", with no significant differences between groups.

Only one school goal had three group means that were all significantly different from each other. This was Item 7 "Help students to develop salable skills and specialized knowledge to prepare them to become economically independent." This goal was ranked eighth in overall importance.
The career center respondents had the highest mean importance score of the three groups on this goal, with a 4.526. This was significantly higher than the 4.283 mean importance rating assigned by the comprehensive school respondents (which included about 24% vocational teachers). However, even this mean was significantly higher than the 4.032 mean importance rating of the business respondents.

Ninth-ranked in overall importance was Item 6 "Ability to select a satisfying and suitable occupation", with a mean of 4.242. Group 3 had a significantly lower mean than the other two groups, with 4.071. Likewise, the tenth-ranked goal was Item 21, "Emotional Well-Being", with a 4.170 mean overall score. Here again, business had a significantly lower mean than the other two groups (4.048).

The goal of "Self-realization" (Item 24) was ranked eleventh in overall importance, with no significant differences among the three groups ranking this goal.

"Physical Well-Being" (Item 22) and "The Understanding of Social Relationships" (Item 12) were ranked twelfth and thirteenth in overall importance, with means of 3.967 and 3.903 respectively. For both of these goals, business (Group 3) had means significantly lower than the other two groups (3.825 and 3.723 respectively)
Item 17, "Help students to be tolerant of new ideas, sensitive to problems, and able to deal with new problems in original ways" was ranked fourteenth in importance overall, at 3.885, with no significant differences between the importance means assigned to the three groups.

"Helping students to understand and function in a democracy" (Item 14) was ranked fifteenth in overall importance at 3.866, with business again having a significantly lower mean than the other two groups (3.665).

"Helping students to develop their creativity" (Item 18) was ranked sixteenth in overall importance, with a mean of 3.854. No significant differences between the means of the three groups surveyed were found for this goal.

Seventeenth in overall importance ranking was "Helping students to develop a commitment to democratic values" (Item 15), with a mean of 3.844. Here Group 1 had a significantly higher mean (3.997) than did Group 3, with a 3.728 mean.

Item 10 was to "help students examine and acquire the values, standards, and traditions of the groups of which they are members." This was ranked eighteenth in overall importance, with a mean of 3.788. The mean rating of Group 3 (business) was significantly lower than the means of the other two groups (3.572).
Item 19 was the only goal not adapted from Dr. Goodlad's list. It read, "Help students to understand the concepts and principles of technology in areas such as construction, manufacturing, transportation, and communication. (This includes learning to use simple tools and operate machines to form materials and fabricate products found in everyday life.)" This goal was ranked nineteenth in overall importance, at 3.700, with Group 2 (career centers) ranking it significantly higher than the other two groups, at 3.921.

Twentieth-ranked in overall importance was Item 9, helping students "to learn about and appreciate many cultures and civilizations of the past and present." Its overall mean was 3.486, while business gave it a 3.304 mean, significantly lower than the other two means.

Last-ranked, but still with a 3.339 overall mean, was the goal of helping students to "develop a personal commitment to resolve social issues and fulfill humanitarian ideas everywhere." This goal, (Item 16), was also ranked significantly lower by Group 3 (with a 3.104) than by the other two groups.

**Analysis of Responsibility Assignments**

To analyze the goal responsibility assignment data, the computer was programmed to treat each "P" (primary responsibility) as a 3, each "S" (secondary responsibility) as a 2,
and each blank responsibility assignment as a 1. Then sixty-three separate ANOVAS, followed by Duncan's Multiple Range Tests, were run on the responsibility assignment data for the twenty-one school goals (3 responsibility areas for each of the goals). The purpose was to compute the responsibility rating mean given by each of the three surveyed groups to each of the three responsibility areas (SCHOOL, FAMILY, and BUSINESS) for each of the 21 goal statements and then determine if the responsibility assignments were significantly different between groups on any of the 63 responsibility assignments. An average responsibility for SCHOOL, for FAMILY, and for BUSINESS, on each goal was then computed by averaging the responsibility means obtained for each group on each responsibility assignment area. (These were entered in the "All" column under the three responsibility areas, in Table 10, which follows.)

With all of these figures entered into table form, one can answer the questions raised earlier about responsibility assignments.
## Table 10
Goal Responsibility Assignments by Group Surveyed

<table>
<thead>
<tr>
<th>School Goal Name</th>
<th>School by Group</th>
<th>Family by Group</th>
<th>Business by Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High School</td>
<td>Career Center</td>
<td>Business All</td>
</tr>
<tr>
<td>Basic Academic Skills</td>
<td>2.970#</td>
<td>2.924</td>
<td>2.914#</td>
</tr>
<tr>
<td>Good Work Habits/Attitudes</td>
<td>2.328</td>
<td>2.392</td>
<td>2.191*</td>
</tr>
<tr>
<td>Intellectual Development</td>
<td>2.764*</td>
<td>2.671</td>
<td>2.681</td>
</tr>
<tr>
<td>Moral Integrity Development</td>
<td>2.024</td>
<td>2.089</td>
<td>1.926*</td>
</tr>
<tr>
<td>Become Self-Governing</td>
<td>2.387</td>
<td>2.342</td>
<td>2.358</td>
</tr>
<tr>
<td>Positive Self-Concepts</td>
<td>2.179</td>
<td>2.253</td>
<td>2.062*</td>
</tr>
<tr>
<td>Interpersonal Relationships</td>
<td>2.192</td>
<td>2.241</td>
<td>2.097*</td>
</tr>
<tr>
<td>Develop Salable Skills</td>
<td>2.710</td>
<td>2.911*</td>
<td>2.677</td>
</tr>
<tr>
<td>Occupation Selection Ability</td>
<td>2.626</td>
<td>2.646</td>
<td>2.611</td>
</tr>
<tr>
<td>Emotional Well-Being</td>
<td>2.114</td>
<td>2.139</td>
<td>2.004</td>
</tr>
<tr>
<td>Self-Realization</td>
<td>2.195</td>
<td>2.304</td>
<td>2.074*</td>
</tr>
<tr>
<td>Physical Well-Being</td>
<td>2.374</td>
<td>2.430</td>
<td>2.393</td>
</tr>
<tr>
<td>Social Relationships</td>
<td>2.336</td>
<td>2.367</td>
<td>2.245</td>
</tr>
<tr>
<td>Tolerant/Sensitive/Original</td>
<td>2.352</td>
<td>2.380</td>
<td>2.315</td>
</tr>
<tr>
<td>Function in a Democracy</td>
<td>2.389</td>
<td>2.399</td>
<td>2.399</td>
</tr>
<tr>
<td>Develop Creativity</td>
<td>2.634</td>
<td>2.684</td>
<td>2.549</td>
</tr>
<tr>
<td>Democratic Values</td>
<td>2.604</td>
<td>2.557</td>
<td>2.518</td>
</tr>
<tr>
<td>Examine/Acquire Values</td>
<td>2.022#</td>
<td>1.987</td>
<td>1.926#</td>
</tr>
<tr>
<td>Understand Industrial Tech.</td>
<td>2.520</td>
<td>2.797*</td>
<td>2.607</td>
</tr>
<tr>
<td>Appreciate/Know Cultures</td>
<td>2.789</td>
<td>2.646*</td>
<td>2.821</td>
</tr>
<tr>
<td>Commitment to Social Issues</td>
<td>2.103</td>
<td>2.152</td>
<td>2.000</td>
</tr>
</tbody>
</table>

* = Significantly different from the other two groups means at Alpha = .05
# = Significantly different only from the other group mean with a # at Alpha = .05
Do those surveyed (as a whole) believe that the schools have the primary responsibility for each of the 21 goals? Clearly not. Only nine of the 21 goals had school responsibility means that were higher than the means for both FAMILY and BUSINESS responsibility. These nine goals are listed below, in descending order of overall school responsibility mean assigned to them by the three surveyed groups.

Basic Academic Skills
Function in a Democracy
Develop Salable Skills
Appreciate/Know Cultures
Intellectual Development
Understand Industrial Technology
Ability to Select a Suitable Occupation
Develop One's Creativity
Democratic Values

All of the remaining twelve goals had "family responsibility" means that were higher than the means for both "school responsibility" and "business responsibility". (None of the goals had a "business responsibility" mean higher than both of the other two means.) These twelve goals are listed here, in descending order of overall family responsibility.

Moral Integrity Development
Emotional Well-Being
Examine/Acquire Values
Positive Self-Concepts
Interpersonal Relationships
Self-Realization
Commitment to Social Issues
Good Work Habits/Attitudes
Become Self-Governing
Social Relationships
Develop Physical Well-Being
Tolerant/Sensitive/Original
For every goal except one, the responsibility of business was relegated to third (last) place. That one exception was Item 19 (helping students to understand industrial technology.) Here the responsibility means were as follows:

SCHOOL = 2.641  FAMILY = 1.679  BUSINESS = 1.788

Do all three groups agree on who does have the primary responsibility for each goal? Yes. If one examines where the highest responsibility rating means for each goal by each group falls, one sees that all three groups agreed on who had the primary responsibility for every one of the twenty-one goals, a remarkable consensus.

Do the responsibility assignment means given to SCHOOL, FAMILY, and BUSINESS for each goal vary with the populations surveyed? Yes. Despite the remarkable agreement noted above on who has the primary responsibility for each goal, there are still statistically significant differences between the means assigned by the three groups surveyed. As can be seen in the table for Responsibility Assignments (Table 10), the majority of these differences appear in the School Responsibility section, where ten of the 21 goals have responsibility assignments that differ significantly between groups. Only four such differences appear in the Family Responsibility section, and only five significant differences appear in the Business Responsibility section. The symbols in the chart explain which means are signifi-
cantly different from which others, and the means themselves indicate which are the high and low means in those comparisons.

The last null hypothesis stated that, "All the groups surveyed will not agree that all of the goals listed have HIGH or VERY HIGH importance, or that all of them are primarily the responsibility of the schools." This null hypothesis was accepted because several goals were given less than a HIGH importance rating, and only nine of the 21 goals were considered primarily the responsibility of the schools, by the three groups surveyed.

Comments on the School Goals Items

Several respondents made comments on the school goals section generally and/or made comments on certain goal statements. The general comments will be summarized first.

General Comments

The most-often-mentioned comment about these goals was that parents (family) and the school must work together if these goals are to be achieved. Some expressed frustration that the family was not doing the job it should, in many cases, forcing the schools to try to make up for this neglect. Several representative comments follow:

1. "School cannot teach without parent's support!" (vocational teacher)
2. "I know it is idealistic to expect the family to do most of the motivating — but I think they have to start it all when the child is very young. The school needs to fill in when parents fail." (practical arts teacher)

3. "Most of these really begin and are well established before school starts. School can only add on to the foundation there. Parents must be good teaching parents before the school can do a good job." (career center teacher)

4. "Neither the family nor the school can obtain these without the other. You can’t divide and pass off responsibility as important as most of these. The family has the responsibility. The schools provide the tools and training." (manager)

5. "There were several questions where I felt 2 ‘P’s were necessary; the schools and the home need to work together to be effective." (personnel specialist/recruiter)

The other theme in these general comments was that business should play a supporting role, with information, finances, and moral support. One academic teacher suggested that businesses could help with films, speakers, and field trips. And a career center teacher said businesses should "make available units to the school in vocational area."

Basic Academic Skills Item

There were several comments on the first goal statement (Item 4 in the survey). This goal was, "Help students to master basic skills and processes, such as reading and listening, writing and speaking, using basic mathematics, and using available sources of information."
Several people commented that the school and family must work together to achieve this goal, and that the success of the school was very dependent upon the home experiences of the child during the "formative years, particularly 0-7 years". One academic teacher noted that listening and speaking are learned in the home. One manager said, "Schools - they teach. Family - they supervise, quiz, check, and encourage."

One practical arts teacher stressed the need for achieving this goal by saying, "I firmly believe this will help above anything else - a good basic education and other skills will follow."

**Good Work Habits and Attitudes Item**

Only three comments were made on Item 5, the second school goal. The goal statement was, "Help students to develop good work habits and positive attitudes towards work."

All three comments were made by comprehensive high school respondents, and all spoke of the need for family-school cooperation. A vocational teacher said that this goal is "started at home and reinforced at school" while a practical arts teacher put it this way, "The school can take the student to the water, but the family makes the student drink."
Occupation Selection Ability Item

The third school goal (Item 6) drew a few comments from teachers, but only one from business. The goal was, "Help students develop the ability to select an occupation that will be personally satisfying and suitable to their skills, aptitudes, and interests."

One practical arts teacher said, "The schools can help with the skills, but the family is responsible for the aptitudes and interests.", and another questioned, "Did you know what you wanted to do the rest of your life at age 18, and can the decision be made at 18 with the best education?" A personnel specialist/recruiter said that business could help with this goal "by attending career fairs, etc."

Development of Salable Skills Item

Item 7, "Help students to develop salable skills and specialized knowledge to prepare them to become economically independent" drew almost nothing in the way of comments.

One manager wrote, "Self-motivation" and one school respondent wrote in "Post high school education" as an option and assigned a "P" (primary responsibility) to it, while leaving the given options for responsibility assignment blank.
**Intellectual Development Item**

Item 8 was "Help students to develop intellectually. (This includes the development of thinking, reasoning, evaluating, and problem-solving skills, and a desire for further learning.)" Only four comments were made on this goal statement, all of them by comprehensive school respondents.

Three of the comments centered on the need for the family in reaching this goal. One of the three said, "The family gets a 'P' because of the desire." The fourth commenter felt that the importance of this goal depended somewhat on the goals (of the student?) but assigned the goal a VERY HIGH importance rating.

**Appreciate and Know Cultures Item**

Item 9 stated, "Help students learn about and appreciate many cultures and civilizations of both the past and the present." This drew few, but varied, comments from teachers, and no comments from business people.

One academic teacher said, "Who really cares?" (Was this a statement of personal feeling or a lament?) Two other teachers felt that the appreciation part of this goal would have to be developed by the family.

One teacher said, "I believe it is important, but not much effect on job performance." (Apparently this teacher
thought that the goal section was part of the employability study.)

Examine/Acquire Values Item

Item 10 was, "Help students to examine and acquire the values, standards, and traditions of the groups of which they are members." This goal received many comments, from all three groups, most of it objecting to the goal as stated; some of it attempting to reword the question before answering it.

The main objection to this goal in the form stated was the word "acquire". Many of the respondents felt that students should examine the values, standards, and traditions of the groups of which they are members, but not necessarily acquire these values. Many of those who commented, gave examples where a student should not acquire the values of the member group. Representative examples follow:

1. "This depends on what kind of group the (student) belongs to." (counselor)

2. "For society to be successful, some groups need to be promoted, others changed." (academic teacher)

3. "You would not want students to acquire the values, etc., of all groups to which they might attach themselves - drugs, alcohol...." (vocational teacher)

4. "Question not valid! The values, standards, and traditions of some groups should not be acquired. Examples: child of alcoholic parents, child of uneducated parents, etc., etc." (business owner)
Several people reworked the goal statement or said how they were interpreting it:

1. An acting director rated the goal HIGH in importance, but added the proviso, "If you mean ethical-moral-loyal, etc."

2. A career center administrator said, "Providing we are thinking about positive values and not negative."

3. A vocational teacher said, "Groups should be identified as those encompassing wholesome value systems as some group philosophies hold damaging values."

One academic teacher noted that this goal is "also the responsibility of the church or synagogue of one's faith."

**Interpersonal Relationships Item**

This goal (Item 11) was "Help students to develop interpersonal relationships." There were several comments on this goal from both educators and business people.

Most of the comments again stressed the need for family participation, especially in the early years of life. One also mentioned the church. One acting director commented, "Not enough done in school."

(There were no comments on Item Twelve, "Help students to understand social relationships")
Become Self-Governing Item

This goal was to "Help students to become self-governing". All three groups had one or more comments.

An owner rated this goal VERY HIGH and commented, "This also applies to teachers." A career center teacher said that this "must be well-rooted before school". The four other comments emphasized the shared responsibility of family and school.

Function in a Democracy Item

Item 14 was "Help students to understand and function in a democracy". Only four comments were made on this goal, two each by school respondents and by business.

One teacher thought family and school should really have equal responsibility here, while a counselor pointed out that students "also have to learn that not all phases or aspects of life are democratically run." One manager/personnel director rated this goal LOW in importance, but said that this applied "only if politically motivated". An owner said that this goal also applied to teachers.
Democratic Values Item

Only school people commented on this goal, which stated, "Help students to develop a commitment to the values of liberty, representational government by consent of the governed, and responsibility for the well-being of all."

One counselor said, "I suppose you know how hard that is." while another explained that he had assigned primary responsibility to the family because of the word "commitment" in the goal statement. The practical arts teacher said that the schools could teach the facts, "but the family teaches the way of life."

Commitment to Social Values Item

This goal stated, "Help students to develop a personal commitment to resolve social issues and fulfill humanitarian ideas everywhere."

There were six comments on this goal. The three from business will be mentioned first. One respondent thought this goal was "too vague" while another felt it was "fairly grandiose" and a third wanted to know what it had to do with employment. One school respondent said that the church had a secondary responsibility in this area. A counselor felt that one could teach part of this goal but could not "legislate commitment". And a practical arts teacher cautioned,
"Too often they can be led too easily, before they really think for themselves. Later they think they were wrong."

**Tolerant/Sensitive/Original Item**

Item 17 was "Help students to be tolerant of new ideas, sensitive to problems, and able to deal with new problems in original ways." Only two comments were made on this goal. An academic teacher felt that school and family must share responsibility for this goal, if it is to be successful. An acting director felt that this goal should read, "...tolerant of new and old ideas,..."

**Develop Creativity Item**

Item 18 began "Help students to develop their creativity" and drew only two comments, both of them from vocational teachers. One said school and family have equal responsibility for this very important goal, but the other said, "Enough creativity -- It's productivity."

**Understand Industrial Technology Item**

This goal (Item 19) read, "Help students to understand the concepts and principles of technology in areas such as construction, manufacturing, transportation, and communication.", and aroused considerable controversy. The majority of those who made comments indicated that they did not be-
lieve that this was a universal goal (for all students). An academic teacher felt that this goal was for those who "elect to go into vocational training" and a counselor felt that it would be the responsibility of the vocational school but not a comprehensive high school. Even a career teacher said, "This would be the school's responsibility if one of these areas is a chosen vocation of a student." (Business made no comments on this item.) Another career center teacher said, "Depends on student interest".

**Positive Self-Concepts Item**

Item 20 read, "Help students to develop positive self-concepts." Two school people and three business people commented on this goal. One teacher cautioned, "As long as not egotistical" while the other said, "School may have only a small role."

Businesses made more forceful comments. They felt that not enough was being done but that this is "the most important work a school can do." A manager had this comment:

In my 15 years as a supervisory or managerial person in business, a strong, positive, self-concept and the attendant self-confidence is the single most important ingredient for success in the workplace. Conversely, lack of same is the biggest contributor to failure.
**Emotional Well-Being Item**

The goal statement of Item 21 was "Help students to develop their emotional well-being. (This includes helping students to develop the skills for adjusting to constant change, and the ability to control or release emotions according to their values.)"

One teacher reacted to the last part of this goal explanation, and said, "What their values are could be questioned, i.e. are they acceptable in society?" Another teacher was also bothered by "their values" so substituted "the values of our culture". A counselor assigned both the school and the family primary responsibility for this goal and said, "Sorry, I wish this could be different, but with the break-down in the family, the school has had to usurp family functions." An acting director rated this goal VERY HIGH and noted the high suicide rate and car accidents in this age group.

**Physical Well-Being Item**

Three rather different comments were made on goal Item 22, "Help students to develop their physical well-being."

An academic teacher felt that this was mainly the responsibility of the student (self), with the school having the secondary responsibility. An acting director noted that physical well-being "carries over into studies and social
adjustment" But one manager/director said, "Bah - humbug", and rated the goal LOW in importance.

**Moral Integrity Development Item**

Several comments were made on Item 23, "Help students to develop moral integrity and ethical character, judgement for evaluating events and phenomena as good or bad, commitment to truth and values, and use of values in determining choices. Help them to understand the necessity for moral conduct, and to develop a desire to strengthen the morals of society." All of the comments came from comprehensive school respondents. And all of them had to do with the responsibility for the goal. Many emphasized the role of the family, or the school and family working together. But several expanded the responsibility to include the church, "other", or "all facets of society".

**Self-Realization Item**

All three groups surveyed had something to say about this last goal, which read, "Help students toward the goal of self-realization. (Help them to become all that they can be, without becoming unduly pressured to become someone that they are not.)" Comments varied widely.

One vocational teacher noted that "Competition makes this almost too difficult because of the need for a salary or in-
come." In the same vein, another teacher said, "Most never reach the top of Maslow's Ladder." A career center teacher cautioned, "No one should ever pressure toward unrealistic goals." A business owner had a different warning, "'Self-realization' quickly mutates into self-indulgence." And a manager expressed the hope that all three responsibility groups would do their best to guide students.

Analysis of Item on Documents Employers Would Like to See

In ITEM TWENTY-FIVE of the school edition, subjects were asked to estimate the percentage of employers who would like to see certain documents if each could be made easily available by recent high school graduates applying for a job. The means from the school samplings were compared with the percentage of Chamber of Commerce respondents (mostly employers) who circled the number by each document that they would like to see, if easily available, when a recent high school graduate applies for a job in their establishment. Table 11 shows the percentage of employers wanting to see each document and the mean of estimates given by school respondents for each document.
TABLE 11

Documents That Employers Want to See

<table>
<thead>
<tr>
<th>DOCUMENT NAME</th>
<th>PERCENTAGE OF EMPLOYERS EXPRESSING INTEREST IN SEEING DOCUMENT (N=250-251)</th>
<th>ESTIMATE MEANS BY SCHOOL RESPONDENTS (N=441-447)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGH SCHOOL DIPLOMA OR OTHER PROOF OF GRADUATION</td>
<td>21</td>
<td>77 (77/79)</td>
</tr>
<tr>
<td>HIGH SCHOOL TRANSCRIPT OF COURSES TAKEN AND GRADES RECEIVED</td>
<td>59</td>
<td>69 (69/71)</td>
</tr>
<tr>
<td>BIRTH CERTIFICATE OR OTHER PROOF OF AGE</td>
<td>12 (See text.)</td>
<td>63 (64/61)</td>
</tr>
<tr>
<td>REFERENCES FROM TEACHERS OR OTHER SCHOOL PERSONNEL</td>
<td>59</td>
<td>66 (64/79)</td>
</tr>
<tr>
<td>REFERENCES FROM PART-TIME AND/OR SUMMER EMPLOYMENT</td>
<td>86</td>
<td>72 (70/78)</td>
</tr>
</tbody>
</table>

NOTE. Numbers in parentheses indicate percentage estimates by comprehensive school respondents and career center respondents respectively.
The school respondents (N=441) estimated that 77% of the employers would like to see the HIGH SCHOOL DIPLOMA OR OTHER PROOF OF GRADUATION, but only 21% of the Chamber of Commerce respondents (N=250) circled the number for this document.

The school respondents (N=447) estimated that 69% of the employees would like to see a HIGH SCHOOL TRANSCRIPT OF COURSES TAKEN AND GRADES RECEIVED. For this document, 59% of the Chamber of Commerce respondents indicated a desire to see one, indicating much closer agreement concerning this document than on the first.

School respondents (N=444) estimated that 63% of employers would like to see a BIRTH CERTIFICATE OR OTHER PROOF OF AGE. But only 12% of the Chamber of Commerce respondents (N=251) circled this document. However, three business respondents made comments that there are now prohibitions against asking an applicant's age before he/she is hired for a job. (See comment section for item twenty-eight in Appendix I, Chamber of Commerce section.) This probably accounts for the very low percentage of employers who circled this response, and the resulting large disagreement with the school respondents since, presumably, employers are more aware of these prohibitions than are teachers. School respondents (N=444) estimated that 66% of employers would like to see REFERENCES FROM TEACHERS OR OTHER SCHOOL PERSONNEL. Similarly, 59% of the Chamber of Commerce respondents
(N=251) indicated that they would like to see this document, so agreement here was fairly close.

School respondents (N=443) estimated that 72% of employers would like to see REFERENCES FROM PART-TIME AND/OR SUMMER EMPLOYMENT. An even greater percentage of employers, 86%, indicated that they would like to see this document.

Only 48 school respondents suggested OTHER DOCUMENTS and the percentage of employers who might like to see them. The mean of the percentages suggested for all OTHER DOCUMENTS mentioned was 77%. The document most often suggested by school respondents was an attendance record (or absence and tardy record). The mean for the percentages suggested for employers wanting to see such a document was 81.4% (N=33).

Similarly, Chamber of Commerce people were asked what OTHER DOCUMENTS they would like to see. Only 21 of these respondents suggested additional documents. The document mentioned most often (11 times) was a RESUME. No other document was mentioned by more than two people. The following documents were listed by Chamber of Commerce respondents:

- List of previous employers and dates
- Proof of previous employment
- Portfolio
- Samples of work product
- Examples of work
- High school attendance record
- Military service record
- Social Security card
- Arrest record
- Alien registration card
- Teacher's certificate
- Professional references
Note that some of these are similar to a resume, and some others are specialized documents, not usually applicable to recent high school graduates.
Comments on Documents-Employers-Would-Like-to-See Item

Comprehensive High Schools

Most of the writing in the comment section for this item were suggestions of documents that employers might like to see when a recent high school graduate applies for a job. These are briefly summarized below, before the other comments are discussed. (The number in parentheses immediately after each document indicates the number of respondents suggesting the document)

- Health records (2)
- Police records (2)
- Resume (2)
- Certificate of vocational skill training (2)
- Discipline records (3)
- Record of extracurricular activities (4)
- Record of attendance, or absence and tardy record (33)

This document was mentioned by:
- 4 Administrators
- 7 Counselors
- 9 Academic teachers
- 8 Practical Aarts teachers
- 5 Vocational teachers

A variety of comments were made. One respondent wrote, "All guesses!" and made no estimates, while another said, "I wish employers required all of the above at 100% level as they should." A third respondent said, "What they want and should want are two different things." A fourth respondent questioned what was meant by "could be made easily available" and a fifth questioned whether this was vocational education research.
One respondent offered his own prioritized list of what employers would want to know: 1. Absence/Attendance record 2. Ability to get along with others 3. Achievement record. Another respondent said that one could apply the "Not what you know but who you know factor". A third said, "High school diploma is not considered as important a document as it used to be. It's the person who can get the job done!" One vocational teacher offered the advice that, "Student should be taught to accumulate letters of reference from any job he leaves. Always useful."

Career Centers

Career center respondents made no comments to item twenty-five, other than suggesting a number of other documents that employers might like to see. Again these are summarized below with the number of respondents mentioning each document indicated within parentheses:

Social Security number (1)
Driver's Licence (1)
Proof one is over 18, for liability and hazardous occupations (1)
Special recognitions/awards (1)
Evaluation of personal characteristics (1)
"Proof of their records in attendance, appearance and attitude" (1)
Vocational certificate listing skills and areas of expertise (3)
Attendance or absence and tardy record (9)
Businesses

Chamber of Commerce respondents listed a large number of documents that they would like to see, but only three documents were mentioned by three or more people, as can be seen below:

- Arrest record (1)
- Military service record (1)
- Social Security card (1)
- Alien registration card (1)
- High school attendance record (1)
- State teacher’s certificate (1)
- Technical school transcripts (1)
- List of previous employers and dates (2)
- "Portfolio" or "work samples" (3)
- References (3)
  - from unpaid community work
  - from family and friends
  - "both good and bad"
- Resume (11)

The content suggested for the resumes included activities, hobbies, goals, progress made toward personal goals while in school, a letter of introduction explaining job objectives, and "references that can be checked out".

A few comments, other than listing other documents, were made. One manager indicated, "Our office has never hired someone fresh from high school" while another said, "We only hire experienced people." A personnel director indicated that REFERENCES FROM PART-TIME AND/OR SUMMER EMPLOYMENT were "most important" while another respondent noted that the value of HIGH SCHOOL TRANSCRIPT OF COURSES TAKEN AND GRADES
RECEIVED "depends on position". Finally, three respondents cited legal problems with asking to see a BIRTH CERTIFICATE OR OTHER PROOF OF AGE, pointing out that any references to age are illegal, and proof of age cannot be asked for until a job offer has been accepted.

Comments on the Remaining Survey Items

What follows is a summary of comments and written information from the remaining survey items, mostly items that were used as independent variables in the previous analyses of data.

School Occupation Item

This was item 26 in the school version of the survey, and asked, "Which of the following best describes your occupation?" Nine options, including "Other?" were listed.

Twenty-three comprehensive school respondents and four career center respondents indicated that they did not belong in any one category specifically listed, or that they had additional responsibilities that were not listed (such as athletic director). A few of these indicated that they had taught in other subject areas in the past. (A complete list of these comments appears in Appendix I, under the two school sections.)
Years in the Field of Education Item

Item 27 in the school version of the survey asked, "How many years have you served full-time as an employee in the field of education?" Those who circled the number for the option THIRTY YEARS OR MORE were asked to "Please specify below." The following numbers of years were specified: 30, 30, 30, 31, 32, 32, 33, and 43. One who specified 32 years added, "business education, 14 years I.O.E." and one with 30 years said, "30 yrs. this year, high school and junior high".

Years of Work—Other—Than—Education Item

Item 28 of the school version of the survey asked, "How long have you worked full-time in an occupation other than education, including summer employment?" Those who selected the option FIVE YEARS OR MORE were asked to "Please specify below."

Eighty comprehensive school respondents and thirty-eight career center respondents wrote in information which indicated the number of years worked, or the jobs held, or both. An incredible variety of jobs were specified, including the armed forces, sales, construction, maintenance, recreation, secretary, waitress, real estate agent, and professional athlete. The number of years specified varied from 12 summers to 35 years. All of the school occupations seemed to
be well-represented, including many administrators and counselors.

**Age and Sex Items**

Both versions of the survey asked, "What is your sex?" and, "What is your approximate age?", to help determine if the answers on the curricula item varied with the sex or age group of the respondents. Not surprisingly, a few people refused to answer one or both of these "personal" questions. One respondent circled the FEMALE option but added, "I can't believe you're asking this!" Another respondent refused to answer the age question and asked, "What does age have to do with it?"

**Formal Education of New Hires Item**

Item 25 in the business version of the survey asked, "What is your best estimate of the proportion of new hires for your establishment who had formal education beyond high school when they were hired?" Seven options were given to choose from.

Seven employers commented on this item. One mentioned that his company was quite small, while another, with only three employees, wrote "N/A" and drew a line through the given options. Another commented that all of the attorneys and "probably 30-40%" of the non-professional staff of the
One selected the ALL OF OUR NEW HIRES option, and clarified, "Professional level", while another chose LESS THAN ONE FOURTH OF OUR NEW HIRES and noted that this applied to "hourly production workers".

**Hiring Location Item**

Item 26 in the business version of the survey asked, "Which statement below describes where your establishment hires entry-level employees?" Four options were listed, including "OTHER METHOD? (Please specify below)" Three managers and an administrator circled the "Other method?" option and explained that their central office did the hiring but that it was not located in Columbus. Several others explained that some types of employees were hired by a central office while others were hired by the individual branches. Two explained that they were required to go through the union to find their help, and a third said, "We recruit through the Bureau of Employment Services and other agencies."

**Employee Training Method Item**

Item 27 of the business version of the survey asked, "When entry-level employees are hired for your establishment, about how many are trained at any one time?" Five op-
tions were given, including "ONLY THOSE WHO ARE FULLY TRAINED AND READY TO BECOME PRODUCTIVE IMMEDIATELY ARE HIRED." Two employers circled the above option but commented that such employees are productive from the start, rather than "fully trained"; they must still learn the system. Four others made comments indicating that the answer to this question varied with the type of employee; some are trained individually while others are trained in small groups.

Businessperson's Position Item

Item 29 of the business version of the survey asked, "As an employer or other business person, which of the following best describes your present position?" Five options were given, including, "OTHER? (Please specify below)."

Over thirty business people wrote in job titles other than those which were listed. These included a variety of positions and combination titles, such as office managers, partners, owner-managers, presidents, placement directors, and an executive secretary, as well as many other titles.

Tax District Item

Item 30 of the business version of the survey asked, "Do taxes from your business go to the Columbus Schools or to another school district, or neither?" The purpose for asking this question was to verify that most of the business
respondents actually were in the Columbus Public Schools taxing district. A frequency count showed that 83.7% of the business respondents circled the option "OUR TAXES SUPPORT THE COLUMBUS PUBLIC SCHOOL SYSTEM", 9.8% circled the option "OUR TAXES SUPPORT ANOTHER SCHOOL DISTRICT", and 6.5% chose the option, "WE ARE EXEMPT FROM THIS TAX".

Seven of the respondents circled both of the first two options, indicating tax support for more than one school district. One of these verified this selection by the notation, "Both". Two who circled the last option explained why. One noted that the organization was "Non-profit" while the other explained that "Taxes are paid by parent company".

**Respondent's Years of Education Item**

Item 31 of the business version of the survey asked, "About how many years of education have you completed? (Include time spent in trade schools and company-sponsored training, but not years of on-the-job training.)" Four options were offered, including "MORE THAN 20 YEARS (Please specify below.)" Most of the comments explained the type of education attained.

Those with 20 years or less of education mentioned such things as individual seminars, work towards a Masters Degree, an M.A. Degree, or an MBA. Those with more than 20 years of education mentioned a degree in ophthalmology,
passing a Ph.D. general examination, post-graduate education, a doctorate, an M.D., and a law degree.

Back Page Comments Made by Respondents

On the back page of both versions of the survey, this question was asked:

"Is there anything else that you would like to tell us about what makes certain high school graduates more employable than others or what schools can do to make their graduates more employable? If so, please use this space for that purpose."

A very large number of respondents made comments on the back page, in response to this invitation. Comments varied from a few words to a crowded page in length. An attempt will be made to summarize these numerous comments here.

Comprehensive High Schools

More than eighty of the respondents from the comprehensive high school sample made one or more comments on the back page. Many made suggestions and some aired their "pet peeves", but the majority mentioned one or more characteristics of an individual which they considered important for obtaining and holding employment.

Most frequently mentioned was a "positive attitude". This was mentioned specifically by thirteen respondents. Six more mentioned "good self-esteem", "self-respect", or an
"excellent self-image", and four others mentioned "personality".

Many expressed the belief that these and many other personal qualities needed to be developed in the home and encouraged in school. Ten respondents mentioned a "good" or "sound" family background as an asset for employment. Many others mentioned personal characteristics that the family and/or the school should help the student develop, that would be of benefit in securing paid employment. Nine respondents mentioned "good" or "excellent" attendance, and three others mentioned "promptness" or "being on time". Five mentioned politeness or "manners", or "being courteous". Three respondents mentioned "reliability" or "dependability" and two others mentioned the importance of being "self-disciplined". Two mentioned being cooperative, and two others said that the job applicant should be "enthusiastic".

The following personal qualities were mentioned by one respondent each:

- Honesty
- Attentiveness
- Value system compatible with society
- Strong moral fiber
- Desire
- Alertness
- Self-assertion
- Determination
- Adaptability
- Creativity
- Ambition
- Self-motivation
School respondents stressed several qualities which they felt would be particularly helpful in applying for employment. Eight mentioned "appearance" or "neatness", especially for the job interview. Two others stressed the importance of having a "good interview" or knowing what to expect in an interview.

Qualities that were mentioned as important for holding a job, and advancing in it included:

- Good attitude toward work
- Willingness to work
- Good work ethic
- Willing/able to learn
- Desire to learn
- Desire for self-improvement
- Preparation for the Future
- Pride in performance of the task
- Pride in doing one's best
- Desire to be successful
- Taking responsibility
- Reasoning/Problem-solving ability
- Able to think, "use one's head"
- Good interpersonal relations
- Good human relations skills

Comprehensive school respondents mentioned several school subjects, skills, or experiences which they considered helpful for future employment. Only three respondents specifically mentioned "good grades", but many more mentioned strengths in specific areas. One mentioned a "strong basics foundation" and another, "regular English courses". Two specifically mentioned the "3R's" while four mentioned "basic math" or "computation skills", one mentioned "reading", and three mentioned "reading and writing". One mentioned
"regular English courses" and another stressed "practical writing experiences (business writing)". Five advocated "good communications skills" or the ability to speak well, or the completion of a speech course. One respondent mentioned science courses, another a computer course, and two others, a foreign language course. Two mentioned vocational and business courses.

To obtain employment, one respondent stressed the importance of being able to fill out an application, another mentioned "good references" and a third, "teacher references". One respondent felt that the applicant should be "concerned about the success of the organization" while another said that the applicant needed to have the "ability to do a marketable job", and a third stressed the desirability of past working experience.

Among the large variety of topics spoken of in the comments by comprehensive school respondents, there were a few themes. The dominant theme was that the school cannot do its job unless the family does its job. Respondents considered the family to be the primary motivators of students, as well as those who form the child's attitudes toward authorities, subject matter, and other cultures. One respondent complained that parents do not spend enough time with their children, yet they blame the school for the child's problems. Caring, disciplining parents were considered essen-
tial for success in school. One teacher expressed the need for parental support of the schools this way:

As a teacher, I have also found that I can "teach", but the student must want to "learn" before anything important takes place. The "desire to learn" of the student comes from the home. Without the support and backing of the home, I am nothing more than a baby sitter. With the backing of the home, I am god-like.

A minor theme expressed in these comments was that it would be beneficial to have a closer working relationship between the schools and the business community. One respondent wanted business to "make very clear to students what they expect." Another thought that business would be wise to contact the schools about prospective employees because, "we know these kids well." A third thought that the schools should emphasize the world of work through such methods as field trips. A class in job seeking techniques and interviewing skills or "selling yourself" was also mentioned. One respondent suggested a job placement service in the schools "to keep seniors informed of the openings." One comment mentioned the desirability of having students do volunteer work in the community, and another thought that part-time work without pay or school credit would be of more benefit when seeking employment than that which received credit and/or financial renumeration.

Beyond these two themes, the comments had very little in common. Several people did mention specific courses or
types of courses. But some were mentioned as suggested requirements, others as electives, and still others as courses which ought to be dropped or de-emphasized. And one felt that too many students were pushed through high school with "Mickey Mouse courses". One said that there was too much emphasis on a diversified curriculum and another suggested that there was too much emphasis on vocational education, with a resultant lack of readiness for college, but another respondent thought that high schools should require some type of vocational preparation.

Miscellaneous comments were made on such topics as study halls, schedule changes, praise, curriculum choice, and the media.

Although there were a few disparaging comments from some obviously-tired and frustrated teachers; most of the remarks were constructive, encouraging, and very caring of what is happening to our young people.

Career Centers

There were over twenty back page comments made by career center respondents. For the most part, these paralleled the remarks of the comprehensive school respondents. The following personal characteristics were again mentioned as desirable in one seeking employment: (Comments mentioned more than once are indicated by a number in parentheses, showing times mentioned.)
Positive attitude (4)
Good attendance and punctuality (2)
Ability to get along with others (2)
Trustworthy/Honest (2)
Dependable (2)
Motivated
Willing to learn
Neat, clean, and well groomed
Able to accept criticism
Good work ethic
Creative

Again, several basic academic skills were mentioned.

Reading (2)
Writing (2)
Mathematics
Oral communications
Good study and work habits

There were several more qualities mentioned, that career center respondents considered desirable in one seeking employment. These included:

Exposure to "real" business situations
Not being afraid to try any task
Seeing a task and doing it before being told
Leadership training
Ability in some type of skill, even if college-bound
Productivity on the job

Several comments were made on early education. One respondent expressed the belief that "Our primary schools need to work on grammar and spelling more." Another noted that children learn the values of their parents, including those towards work.

Two interesting comments on the survey itself included one respondent who said, "Most of these questions refer to the students before they are exposed to the business phase
of their education." Another felt that a bigger problem than the one being researched was how those who were employed could keep employed. This respondent noted that many new workers are released because of attitude problems.

Several comments were made on vocational education or learning about the world of work.

1. One respondent observed that the country's transition to urban life has removed most of the opportunities to learn about work.

2. Another felt that "schools need to work more cooperatively with vocational centers so that students are properly guided into programs that they may be interested in."

3. A third said, "Some students attend vocational school merely to 'get out of' attending a home school for the entire day."

4. And a fourth felt that many vocational students would like to further their education. "However, they are discouraged because they will not have many of the college requirements needed for enrollment."

**Businesses**

Many of the qualities that business respondents mentioned as being desirable in new employees were the same as those mentioned by the educators. However, a few that were not mentioned before also appeared. The qualities specified are listed in groupings below, with the number of mentions for each in parentheses.

Personal qualities of a general nature that businesses considered an asset for anyone seeking a job included the following:
A good (or positive) attitude (7)
Good appearance (or well groomed) (6)
Positive self-image (or self-confidence) (5)
Responsible (4)
Well disciplined (3)
Self-respect and respect for others
Respect for authority (or elders) (3)
Good attendance (or promptness) (3)
Enthusiasm (or cheerfulness) (3)
Reliable (or dependable) (3)
Cooperative (3)
Courtesy/manners (2)
Good character development (2)
Common sense (2)
Desire to learn (2)
Variety of interests
Aware of world events/reads newspaper
Able to think/learn new information
Mature attitude about life in general
Patience
Understanding of government
Flexible/Adaptable

Several other personal qualities that might be considered more job-related included the following:

Willingness (or desire) to work (7)
Actual job experience (3)
Part-time employment record (2)
Desire to progress (or for success) (2)
Good work ethic (2)
Honesty/integrity (2)
Willing to listen (2)
Willing to adapt and produce (2)
Pride in what they do (2)
Interest in/commitment to the task (2)
Skills for the job (2)
Vocational training
Clear work/career goal
Knowledge of business practices
Volunteer work/hobbies related to job area
"Basic skills"
Mature/realistic attitude toward business and life
Positive/broad view of role in business and the world
Interest in the company
Realistic expectation of beginning wages
Realize that "there is no free lunch"
Problem-solving skills
Able to "sell" oneself
Many mentions were made of certain academic skills that were considered essential, or at least a real asset, in those seeking employment. These are summarized below, again with multiple mentions, indicated in parentheses.

Good communications skills/public speaking course (9)
Ability to write (7)
  - good punctuation, grammar, legibility
Ability to spell (2)
"Good command of the English language" (2)
Reading (3)
Math/science (3)
Good grades (2)
"Basic educational skills"

In addition to mentioning the above traits or characteristics, employers expressed their feelings about education, family background, and business needs in many remarks on the back page of the survey. These are all found in Appendix I, but a few representative comments are quoted below. Many employers spoke of the need for learning basic academic skills well in the schools, and being raised well at home. One owner put it this way:

Students who receive a basic education involving skills of reading, writing, oral communication, and computational mathematical skills plus a home environment which stresses character development are, more often than not, employable by me. I can teach the specific skills if the framework of good character and educational skills are already inculcated.

One manager echoed many comments made by teachers concerning what the public seems to expect of the schools:

My only comment is the family is expecting too much of the schools. The schools should teach reading, writing and arithmetic, but discipline, moral values, self-esteem, etc. must come from
If the student isn't disciplined at home, the schools can't be expected to alter the situation.

Several other employers spoke of a lack of discipline, self-discipline, or respect for authority and established rules. Sometimes this was in conjunction with a complaint that many students expect wages as a right, as in the following comments by another business owner:

I believe that all students need to understand the need to follow established rules and guidelines. One may work to change what is unfair or inappropriate, but meanwhile, must work within the structure. No one should expect compensation as a right. All of us create monetary worth by the value of our personal production.

This personnel director was one of many business respondents who felt that high school graduates tended to be deficient in communications skills. This particular comment mentions reasons why such skills are felt to be important:

Have students deal in more communication skill workshops. Because they lack good communication skills, they have a poor self-image. This poor self-image comes across in the interview. The more confidence these students have, the easier the transition from school to work.

There were many other suggestions given for what the schools ought to teach. Several business respondents felt that schools should teach students how to look for, and apply for, a job, and how to appear and behave at an interview. Several mentioned that some students need to learn how to fill out a job application form. Several others
thought that some sort of a general business orientation course ought to be taught, to give students a realistic preview of the "outside world".

As with the school groups, several business respondents expressed a need for more interaction between schools and business, and between schools and colleges. Respondents felt that by contacting industry, schools could determine the needs of businesses, and keep current on the latest technological developments. Field trips, career fairs, and Junior Achievement were all advocated. A suggestion was also made for a higher education fair, where students would find out what kinds of further education were available, and how and where to apply for it.

Several business people wanted the schools to stress love and honor for country, respect for parents, peers, and one's fellow man, the great advantages of our free enterprise system, or the necessity for making a productive, daily contribution to society.

Finally, a few comments were made, some of them apologetically, on why the respondent had not, or would not, hire a recent high school graduate. Some respondents indicated that they were a professional organization (e.g., a law firm), and, as such, only hired professional people (such as lawyers) and experienced workers (such as legal secretaries). One real estate office simply said that there were
"too many people above that level (high school) to choose from."
Several business people who sent back their surveys empty made remarks similar to these two, and said that, because they had no recent high school graduates in their organization, they did not feel "qualified" to participate in the survey.
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Overview and Objectives of the Study

The author has been concerned about the employability of those seeking work, whether for summer employment or for a "permanent" job. More specifically, there has been interest in how a young person in school, particularly high school, can prepare for employment if a career decision has not been made. Is one curriculum preferred over another in preparing for general employability? What factors, besides the curriculum, and shined shoes, might affect employability?

Another concern has been the role of the school, the family, and the community in educating youth. Is the school to concentrate on "the basics" (whatever that means) and leave others to do the rest, or should the school be "educating the total child"? And, if the latter, what areas or goals are most important for the school to emphasize?

Many sets of goals have been written for the public schools (usually by educators and/or school boards, or special task forces), but how do the people who are charged with carrying out these goals feel about the importance of each? Who is responsible for helping students to reach
these goals? And do the people who see and work with the "finished product" of the schools agree with educators about the school goals and how they should be achieved?

The objective of this research was to seek the opinions and advice of a wide variety of business people and teachers, administrators, and counselors in both comprehensive high schools and career centers on the question of curriculum preferences and the matter of school goal importance and responsibility. If a significant difference of opinion existed between educators and employers, particularly on the matter of how undecided students can best prepare for paid employment after graduation, clearly students could be the losers, receiving advice and opinions in school that do not correspond with true hiring practices.

Although there are a very large number of course combinations that a student can take in high school, it was felt that those who graduated and applied for paid employment could generally be classified as those who had taken one of four types of curricula: a college-preparatory curriculum, a general education curriculum, a vocational curriculum with emphasis on skill development courses in the same areas(s) as that in which the job is sought, and a vocational curriculum with skill development in an area different from those needed in the job sought.
It was felt that the most obvious and popular choice for "most employable graduate" among these four kinds of job applicants would be the first vocationally trained student (the one trained in the specific skills of the job sought). But it was felt that the employability of the other three "job applicants" might be viewed differently by the various groups surveyed, depending upon their experiences and vested interests, if any, in a particular type of curriculum. Hypotheses were formulated and tested to determine how these groups would rate the four types of graduates, and how their ratings would compare.

How This Research Differed From Past Research

Much research has been reported in the general area of employability (see the review of literature chapter for a summary of this), and many studies have involved developing school goals and attempting to determine suitable goals for education. However, this research differed from much that has preceded in that it:

1. compared what those in several different school occupations had to say about employability with what a large variety of business people said about employability. (Previous researchers have concentrated on what one type of business had to say or on what a certain type of person in businesses of a certain size said. Others sampled only one kind of teacher, or examined only one type of curriculum.)
2. showed sample curricula and asked respondents to react to each, rather than using curriculum names, such as "vocational education", without showing what the trade-offs are between the subject matter content of the various curricula to be evaluated.

3. asked both school and non-school professionals to evaluate the importance of, and responsibilities for, a compiled list of school goals, and compared the results.

Methodology Used and Populations Sampled

A mailed survey was selected as the best instrument for sampling the fairly large number of subjects needed for this study (887 people were sent surveys).

The Chamber of Commerce Membership Directory was selected at the most useful listing of businesses in Columbus, being both fairly current and representative of all of the employers in the area. Because the objective was to sample employers in the same geographical region as the public schools sampled, an attempt was made to delete (by means of postal ZIP codes) those not residing within Columbus.
Findings of This Study

Employer Complaints

From the lead-in question of the survey, which asked those surveyed to rank-order a list of complaints that employers have about their new employees, it was learned that:

1. All three groups (business, career center, and comprehensive school respondents) agreed that FREQUENTLY ABSENT AND/OR TARDY was a major complaint of employers.

2. Both school groups seriously underestimated the complaint NOT ENOUGH KNOWLEDGE OF BUSINESS OR INDUSTRIAL PRACTICES by ranking it in a low (ninth) place, while businesses ranked this as their second biggest complaint.

3. Also underestimated by school respondents was the complaint NOT ENOUGH SKILL IN ORAL COMMUNICATION. Career centers ranked this sixth, and comprehensive schools ranked it seventh, but businesses indicated that this was their third biggest complaint.

4. All three groups ranked CANNOT READ OR WRITE WELL ENOUGH FOR THE JOB as their fourth biggest complaint, out of the ten complaints listed, indicating a consensus here.

These, and the rankings of the other comments, showed that the school respondents were in close agreement with bu-
business respondents on some complaints but had severely overestimated or underestimated others.

Comments from all three groups mentioned many "attitude" complaints that employers have, as well as several complaints about lack of basic academic skills. Employers also mentioned a lack of understanding by new employees of how a free-enterprise system works. Employers suggested that schools teach students what to expect in the work world, and obtain from businesses, specific input on what they really need. Employers advised students to get "hands-on" experience, or "real" work of any kind.

Useful Experiences for Pre-employment

The second item in the survey asked respondents to indicate their first and second choices of what they felt were the two most useful school experiences for a student to have, to help the student become more employable immediately after graduation. From this item it was learned that:

1. Businesses chose the option COMBINE SOME BUSINESS, HOME ECONOMICS, AND/OR INDUSTRIAL ARTS COURSES WITH A RELATED PART-TIME JOB OUTSIDE OF THE SCHOOL as their first choice, with a rating mean significantly higher than the other two groups. (The comprehensive school respondents ranked this option in third place, and career center people put it in fourth place out of seven given choices.)
2. Business ranked the option FIND AND HOLD A PART-TIME JOB OUTSIDE OF THE SCHOOL as the second-most-useful experience, with a mean ranking significantly higher than the other two groups, both of whom ranked this experience in fifth place.

3. Business ranked GET GOOD GRADES IN HIGH SCHOOL as the third-most-useful experience, as did career center respondents. (Comprehensive school respondents ranked this in first place)

4. Participation in a VOCATIONAL CURRICULUM WITH SKILL TRAINING IN THE COMMUNITY was ranked fourth by business and comprehensive school respondents, while career centers ranked it second.

5. Participation in a VOCATIONAL CURRICULUM WITH SKILL TRAINING IN THE SCHOOL SYSTEM was the fifth choice of business, significantly lower than comprehensive school and career center respondents, who ranked it second and first-most-useful respectively.

6. The practical arts option, without the related part-time job, was the next-to-lowest rated experience by career center respondents, and the lowest-rated experience of the other two groups.

The many comments made on this survey item centered on certain themes. Several mentioned that good grades generally reflected a number of positive attributes, including willingness and ability to learn, good attendance, self-dis-
cipline, and a serious nature. Employers pointed out that extracurricular activities reflect several desirable characteristics for employment, including time management, experience working as part of a team, and development of interpersonal relationships.

Both employers and school respondents suggested what students could do to prepare themselves for the world of work, or things that the schools could do to help prepare the students for employment.

**Effect of Curriculum on Employability**

The central question of the survey was the one on curriculum choice as it relates to the employability of recent high school graduates. Respondents were asked to rank-order the employability of four hypothetical students, equal in every respect except for the curriculum they had taken in high school. Respondents who did not feel that the curriculum would make a difference in employability were asked to put an "X" in the last option for this item, rather than rank the four hypothetical students on their employability.

All three groups agreed that the vocational student with specific job skill training in the job being sought was the most employable person. But here the consensus ended. Business and comprehensive school respondents indicated that the student with the general education background was the
second-most-employable student, while career center respondents chose the other vocational student (the one with specific job skills training in an area different from those needed in the job sought). Business considered this other vocational student third-most-employable, with a rating not significantly higher than the college-preparatory student who was rated least employable.

About 9% of the respondents indicated that curriculum taken makes no difference in employability. This included 6.3% of the career center respondents, 8.4% of the comprehensive school respondents, and 11.7% of the Chamber of Commerce (business) respondents.

When the answers to this curriculum question were analyzed to see whether school occupation made a difference in the ranking of curricula, the following information emerged:

1. Regardless of the occupation self-selected by the school respondents, the student who was vocationally trained in the specific skills required for the job sought was chosen as the most employable person.

2. For their choice of second-most-employable person, the following four groups chose the graduate with the college-preparatory curriculum: administrators in comprehensive high schools, counselors in comprehensive high schools, academic teachers, and "others".
3. The following three groups considered the graduate with a vocational curriculum and specific job skills in a different area than that required for the job sought, as the second-most-employable person: Administrators in vocational centers, counselors in vocational centers, and vocational teachers in vocational centers.

4. Two groups considered the graduate with the general education curriculum to be the second-most-employable person (as did the business group). These groups were: vocational and commercial business teachers in the comprehensive high schools, and practical arts teachers in the comprehensive high schools (those teaching industrial arts, home economics, or personal business courses).

These curriculum preference data were analyzed to determine whether the number of years served in the field of education, or the number of years employed in a field other than education, would make any difference in the preferences indicated. Analysis of variance (ANOVA) tests showed that there were no significant differences at the 95% level of confidence. Using the same statistical procedures, no significant differences were found based on age grouping, but a significant difference was found, using sex of school respondent as the independent variable. Males ranked the college-preparatory curriculum significantly higher than did females.
ANOVA procedures revealed no significant differences in curriculum preference ratings among the business people when sex or age were used as the independent variables. However, statistical differences in curriculum choices were found when years of education completed by the business respondent was used as the independent variable. The more education each of the four groups had, the higher they rated the college-preparatory curriculum student. And the more years of education attained, the lower the employers ranked the vocational student with specific job skills different from those required in the job sought.

To determine whether the ranking of each curriculum by business people varied with the type of business, seven job-type clusters were formed, based on the Standard Industrial Classification Code numbers (SICC).

Statistical analysis showed that although there were some significant differences, by business group, on the ranking of each curriculum,

Six of the seven groups rated the vocational graduate with the specific skills required for the job, higher than any of the other graduates. Five of these were significantly higher.

Five of the seven groups rated the general education graduate higher than the college-preparatory education graduate or the vocational graduate with mismatched job skills. But only two of these five were significantly higher than the third-rated graduate.

Two of the seven groups rated the vocational graduate with mismatched skills higher than the general education graduate or the college-preparatory education graduate.
These ratings were significantly higher than for the college-preparatory education graduate, but not the general education graduate.

A similar procedure was used to determine whether the number of employees in a business affected the curriculum preferences. Business respondents were divided into those from SMALL, MEDIUM, and LARGE businesses, based on the reported number of employees in the Chamber of Commerce Membership Directory. (SMALL included all those reporting 10 or less employees, and LARGE included all those with 50 or more employees.)

No significant difference in curriculum choice by size of business was found for the college-preparatory graduate, the general education graduate, or the vocational graduate with the specific job skills required for the job sought. However, small businesses rated the vocational graduate with job skills different than those required for the job significantly higher than did large businesses.

No significant differences were found in the mean rankings given by the business respondent occupation groups of OWNER, MANAGER, and PERSONNEL DIRECTOR, for the first and last curricula. But personnel directors had a significantly lower mean ranking for the general education graduate than did the owners or managers, and a significantly higher ranking for the vocational student trained in the specific job skills required for the job sought than did the owners.
When the curriculum preferences of business people were analyzed to determine whether the reported proportion of employees in the establishment with education beyond high school would be a significant variable, it was found that respondents who indicated that none of their new hires had education beyond high school rated the vocational student with mismatched job skills significantly higher than did the other business groups. Those who indicated that less than one fourth of their new hires had education beyond high school rated this graduate significantly lower than this group, but significantly higher than those indicating that more than three-quarters of their new hires had formal education beyond high school.

When curriculum choice was analyzed to see whether the hiring procedure of a business made any difference in the preferences, no significant differences were found for the first three curricula rankings. But, those who indicated WE HAVE ONLY ONE LOCATION SO WE DO ALL OUR HIRING HERE ranked the vocational student with mismatched job skills significantly higher than the people who indicated that a central office did the hiring of their entry-level employees.

No significant differences were found in the ranking of any of the four curricula when the mode of training new employees was used as the independent variable; those who indicated that their new employees were trained individually
did not differ significantly in curriculum rankings from those who indicated that their employees were trained in groups or that "only those who are fully trained and ready to become productive immediately are hired."

The comments on this curriculum item in the survey indicated the following:

1. Several people felt uneasy with ranking the employability of students for an unspecified job. They felt that the ranking would be different for different types of jobs.

2. Many others felt that a variety of other variables would influence their decision of who was most employable. Teachers and employers mentioned such things as attendance, grades, attitudes, communication skills, recommendations, and the job interview.

3. Those with the college-preparatory curriculum were regarded as college-bound, adaptable, of high language ability and intelligence, and having the greatest ability to think.

4. Those with the general education background were regarded as having the greatest number of learning experiences, a "more rounded training", and the ability and interest to do many tasks at once.

5. Most of the comments, both positive and negative, were made on the vocational curriculum. Positive comments indicated that a student with appropriate
vocational training would be more employable than other students, at least initially, and would have the "highest possibility for related job hiring." Career center teachers mentioned that vocational training could "stimulate a sense of responsibility" and develop skills in "interpersonal and attitude training."

6. Other comments on vocational education, that were not so positive, indicated that this education was narrow, with "too much emphasis in one direction". One school respondent questioned this student's ability to stay on the job while another noted that this curriculum is typically a dumping ground for students with behavior/motivation problems. A business respondent preferred more math and science in the vocational curriculum.

7. Two school respondents indicated that basic academic skills are a necessary foundation for success on the job and for benefiting from specific job training. A third indicated that schools should provide "basic technological learning", with industry providing the more advanced learning.
School Goal Ratings

Respondents were asked to rate the importance of 21 school goals, twenty of which were developed from a list of twelve broad goals for education synthesized by Dr. John Goodlad and his colleagues, and then indicate the relative responsibility of the SCHOOL, the FAMILY, and BUSINESS in helping students to achieve those goals.

The importance rating was to be indicated by circling one of the following:

VERY HIGH HIGH MEDIUM LOW VERY LOW

Eleven of the twenty-one goals achieved a mean overall importance rating of 4.000 or above on a 5 point scale, with 5 assigned to VERY HIGH, 4 assigned to HIGH, etc.. Listed in descending order of importance means, these were:

BASIC ACADEMIC SKILLS
GOOD WORK HABITS/ATTITUDES
INTELLECTUAL DEVELOPMENT
MORAL INTEGRITY DEVELOPMENT
BECOME SELF-GOVERNING
POSITIVE SELF-CONCEPTS
INTERPERSONAL RELATIONSHIPS
DEVELOP SALABLE SKILLS
OCCUPATION SELECTION ABILITY
EMOTIONAL WELL-BEING
SELF-REALIZATION

There were significant differences between the three groups surveyed on fifteen of the twenty-one goal importance means.
Only nine of the 21 goals had overall school responsibility means that were higher than the overall means for both FAMILY and BUSINESS responsibility. Listed in descending order of mean school responsibility ratings, these goals were:

- BASIC ACADEMIC SKILLS
- ABILITY TO FUNCTION IN A DEMOCRACY
- DEVELOPMENT OF SALABLE SKILLS
- APPRECIATE/KNOW CULTURES
- INTELLECTUAL DEVELOPMENT
- UNDERSTAND INDUSTRIAL TECHNOLOGY
- ABILITY TO SELECT A SUITABLE OCCUPATION
- DEVELOPMENT OF ONE'S CREATIVITY
- COMMITMENT TO DEMOCRATIC VALUES

The remaining twelve goals had FAMILY responsibility means that were higher than the means for SCHOOL or BUSINESS. In descending order of overall FAMILY responsibility means, these were:

- MORAL INTEGRITY DEVELOPMENT
- EMOTIONAL WELL-BEING
- EXAMINE/ACQUIRE VALUES
- POSITIVE SELF-CONCEPTS
- INTERPERSONAL RELATIONSHIPS
- SELF-REALIZATION
- COMMITMENT TO SOCIAL ISSUES
- GOOD WORK HABITS/ATTITUDES
- BECOME SELF-GOVERNING
- UNDERSTAND SOCIAL RELATIONSHIPS
- DEVELOP PHYSICAL WELL-BEING
- TOLERANT/SENSITIVE/ORIGINAL

For every goal except one, the responsibility of business was in third place. The one exception was goal statement Item 19, which concerned helping students to understand industrial technology. This goal gave school the primary responsibility and business the secondary responsibility. Interestingly, this was the only goal statement not derived from Dr. John Goodlad's list.
Remarkably, all three groups agreed on who does have the primary responsibility for each goal. (This is based on the fact that the highest responsibility rating means for each goal by each of the three groups surveyed was for the same responsibility group, whether school or family.) Despite this agreement, there are still statistically significant differences between the means assigned by the three groups surveyed. Ten of the 21 goals have school responsibility assignments that differ significantly between groups. Four such differences appear for family responsibility, and five for business responsibility.

Numerous comments were made in the school goal section of the surveys, both about the goals in general and about specific goals. The dominant theme of these many comments was that schools are very limited in carrying out goals, and indeed, cannot carry out many of the goals without the active cooperation of the family (parents). As one teacher put it, "School cannot teach without parent's support!" A personnel specialist/recruiter said, "The schools and the home need to work together to be effective."

Several people emphasized the importance of early childhood experiences in the home and how they affect goal development in the schools. Commenting on the goals, one teacher said, "Most of these really begin and are well established before school starts. Schools can only add on to the founda-
tion there." A less-often-repeated theme was that the job of business in these goals is one of support: informational, financial, and moral.

Occasionally, groups other than school, family, and business were assigned responsibility. Particularly for goals which involved values or beliefs, the church or synagogue was mentioned. Some responsibilities were widened to include "all facets of society".

Frequently extreme opinions on both sides of a goal were expressed. An example of this was the reactions to the goal statement, "Help students to develop their physical well-being." One business person ranked this high in importance and commented that physical well-being "carries over into studies and social adjustment" while another said, "Bah-humbug", and rated the goal low in importance.

Documents-That-Employers-Want-to-See Item

To ascertain whether or not teachers had a fairly good idea of what documents employers might want a job applicant to show him or her, school respondents were asked to estimate the percentage of employers who would want to see certain specified documents, including a diploma, and recommendations from school personnel. The results of these estimates were compared to the percentage of employers who indicated that they would like to see each of the same documents listed, if they could be made available easily.
This comparison indicated that school respondents overestimated the percentage of employers who would like to see a high school diploma or other proof of graduation. (The mean estimate of the school respondents was 77%, but only 21% of the employers indicated a desire to see this document.) However, agreement was fairly close on the percentage of employers wanting to see a "high school transcript of courses taken and grades received". (School respondents estimated 69% while 59% of the employers indicated that they would like to see this document.) Agreement on the document "References from teachers or other school personnel" was also quite close, with an estimate of 66% by the school respondents and an indication of 59% from the business respondents. The only document for which desirability by employers was underestimated by school respondents was "References from part-time and/or summer employment". School respondents estimated that 72% of the employers would want to see such a document, but 66% of the employers indicated that they would want to see these references.

The biggest discrepancy existed on the "Birth certificate or other proof of age document". Only 12% of the business respondents indicated that they would want to see this document. However, comments from three of these respondents indicated that there are age discrimination laws that now prohibit an employer from asking anything about age until the job applicant has been offered the job. Most business res-
pondents were probably aware of this regulation. School respondents, most of whom were probably unaware of this ruling, estimated, as a group, that 63% of the employers would want to see this document.

Respondents were asked to suggest other documents that employers might like to see. Over thirty teachers suggested some sort of an attendance record. But the document most often suggested by employers was a resume, or something similar to it. Suggestions for the content of this high school resume included life goals, progress made toward these goals while in school, a letter of introduction explaining job objectives, references that "can be checked out", activities, and hobbies.

Back Page Comments

The back page of the survey asked for further comments on the employability of high school graduates and what the schools can do to help. Many of those surveyed from all three groups responded to this invitation and offered advice, opinions, observations, and/or criticisms. These are very briefly summarized here.

If there is a prevailing theme that runs through the more than one hundred back page comments made by school respondents and the many comments of business respondents, it would have to be the importance of personal characteristics
in those applying for a job or working on one. The most of­
ten mentioned characteristic was attitude, particularly at­
titude toward work and learning. Other attributes mentioned
as beneficial for obtaining and holding employment included:

- Dependability
- Good interpersonal relationships
- Adaptability
- Desire to improve
- Honesty
- Good self-esteem
- Enthusiasm
- Good "common sense"
- Ability to think
- Courtesy
- Responsibility
- Maturity
- Self-discipline
- Ability to work independently
- Neat, clean, well-groomed

Another theme that runs through the back page comments is
the importance of a good home and parental support of what
the school is trying to do. One vocational teacher put it
this way:

Home is a very important ingredient in students'
goals, attitudes, and moral values. School can
enhance but cannot be all things to all people.
Families must assume their share of responsibili­
ties."

Many respondents indicated the importance of a good found­
dation in basic academic skills, particularly "good command
of the English language" and "ability to communicate" (both
written and oral).

Several respondents, particularly among the employers,
expressed concern about a lack of discipline and respect for
authority among young people.
Many employers offered advice on job interviewing and how to prepare for it. Several also suggested more interaction between school, and business, and between schools and colleges. Several offered their own lists of what they consider to be important qualities in a job applicant. Most of the items in their lists were personal characteristics, such as those mentioned above, although a few did mention job skills.

Discussion of Research Hypotheses and Results

The first research hypothesis stated that vocational teachers would rate the vocational curriculum graduate over the general education graduate or the college-preparatory graduate, whether the student was trained in the specific job skills required for the job sought or in different specific job skills than those required for the job. Interestingly, analysis showed that this was true for vocational teachers in the career centers, but was not true for vocational teachers in the comprehensive schools. While there are many possible reasons for this difference between groups, two will be mentioned here for consideration:

1. The first possibility has to do with vested interests. While vocational teachers in comprehensive schools may have all the students that they can handle from within their own building, those in the career centers rely on students bussed in from the
feeder schools. This requires a greater commitment from both the student and the school, either of which may need some persuasion to participate.

2. A second, and more disturbing possibility, is that teachers in career centers may be less attuned to the preferences of the business community than their counterparts in the comprehensive schools, whose answers were more closely aligned with those of business respondents in this survey. Perhaps close association with teachers and students from other disciplines makes one more aware of community needs than teaching in a career center.

The second research hypothesis stated that school administrators would rate the general education graduate over the vocational education graduate or the college-preparatory graduate, unless the vocational training developed the specific job skills required for the job being sought. But this did not occur. Although administrators did rate the vocational graduate with the specific skills required for the job sought as the most employable person, they did not choose the general education graduate as second-most-employable. Instead, administrators in the comprehensive schools ranked the college-preparatory graduate as second-most-employable, though not significantly higher than the general education graduate. Administrators in the career centers ranked the vocational graduate with mismatched skills as
second-most-employable, significantly higher than the general and college-preparatory graduates.

Vested interests appear to be involved in the choices of the career center administrators, but the choices of the comprehensive school administrators are not so easily explained. Perhaps the choice simply reflects the academic concentration of the administrators in their own schooling, or perhaps it indicates the major direction of orientation of the school in which they work.

The third research hypothesis stated that practical arts teachers would rate the general education graduate higher than the college-preparatory graduate or the vocational education graduate, unless the vocational training developed the specific skills required for the job being sought. Analysis of the survey results confirmed this hypothesis. Practical arts teachers rated the general education graduate significantly higher than the college-preparatory graduate or the vocational graduate with mismatched skills, and significantly lower than the vocational graduate with the specific job skills required in the job sought.

The fourth research hypothesis stated that academic teachers would recommend the college-preparatory graduate over the general education graduate or the vocational education graduate, unless the vocational education graduate developed the specific skills for the job sought. Survey re-
suits supported this hypothesis by showing that academic teachers rated the college-preparatory graduate as second-most-employable, behind the vocational graduate with the specific skills for the job, but significantly above the general education graduate or the vocational student with mismatched job skills. Again, vested interests seem to be involved.

The fifth research hypothesis stated that high school counselors would recommend the general education graduate over a vocational education or college-preparatory graduate, unless the vocational graduate had developed the specific skills required for the job being sought. This hypothesis was rejected because the data did not support it. Counselors in comprehensive schools rated the vocational graduate with the specific skills required for the job and the college-preparatory graduate significantly higher than the general education graduate or the vocational graduate with mismatched skills. The employability ratings of the four graduates by the counselors in the career centers showed the vocational student with matched skills for the job to be the most employable, but no significant difference was found between the graduates of the other three curricula. Counselors in both types of schools appear to be underestimating the value of a general education for general employability. Perhaps this is due to insufficient contact with employers.
The sixth research hypothesis stated that employers would not express a significant preference in the educational curriculum background of the students, unless the vocational student were trained in the specific job skills of the job being sought, but would instead mention other criteria used in their choice of employees. But while employers did point out many other criteria used to select employees, the majority did indicate that they had curriculum preferences. The vocational student with the specific skills for the job was their first choice, followed by the general education graduate. The college-preparatory graduate and the vocational graduate with mismatched skills were ranked significantly lower in post-high school employability. Employers liked the academic skills of the college-preparatory graduate, but expressed hesitation in employing such a person immediately after high school graduation. There seemed to be a fear that because such a person "belongs in college", commitment to the job would be lacking and/or short in duration. Vocational graduates were sometimes considered "narrowly trained". This may account for why the vocational graduate with mismatched skills was considered less employable than the general education graduate, whom employers considered "well rounded". Apparently the narrow training is preferred only if it is concentrated in an area that will be useful to the employer.
The last research hypothesis stated that all of the groups surveyed would agree that all of the goals listed have HIGH or VERY HIGH importance and are primarily the responsibility of the schools. This was based on the fact that these goals were adapted from a synthesis of school goals gathered by Dr. Goodlad and his colleagues. However, only eleven of the goals received a mean overall importance rating of HIGH or higher, and only nine of the 21 goals were considered to be the primary responsibility of the schools. The business group was in remarkably close agreement with the comprehensive school group and the career center group, particularly on responsibility assignment for the goal statements. Twelve of the goals were considered by all three groups to be primarily the responsibility of the family. Clearly the schools have been assigned many goals that are more the responsibility of the family unit.

Conclusions

Based on the results of this research, the following conclusions were reached regarding the public high school and career center professional staff and the Chamber of Commerce establishments in the City of Columbus, Ohio:

1. Regardless of school occupation classification in this survey, the school samples choose the vocational student with specific skill training in the job being applied for as the most employable high school graduate.
2. Administrators, counselors, and academic teachers in the comprehensive high schools tend to believe that the second-most-employable kind of graduate is the one with a college-preparatory curriculum in high school.

3. Administrators, counselors, and vocational teachers in career centers tend to believe that the second-most-employable kind of graduate is the one with a vocational curriculum background but with training in specific skills different from those required in the job being sought.

4. Practical arts teachers, and vocational and commercial business teachers in the comprehensive high schools tend to believe that the second-most-employable kind of graduate is the one with a general education background.

5. Business as a group also tend to believe that the vocational student with matched skills for the job is the most employable graduate, and the graduate with a general education is the second-most-employable type of graduate.

6. The school samples and the business sample all agreed that 12 of the 21 school goals are the major responsibility of the family, and that the remaining nine goals are the major responsibility of the schools.
7. Those surveyed (as a group) judged 10 of the 21 goals to be of at least HIGH importance, and all of them to be of at least MEDIUM importance.

8. Employers judged NOT ENOUGH KNOWLEDGE OF BUSINESS OR INDUSTRIAL PRACTICES and NOT ENOUGH SKILL IN ORAL COMMUNICATION to be major complaints that they have about new employees. The school samples underesti-mated the seriousness of these complaints.

9. Employers and the school samples agreed that FREQUENTLY ABSENT AND/OR TARDY and CANNOT READ OR WRITE WILL ENOUGH FOR THE JOB were also big complaints that employers had about their new employees.

10. Employers considered the combination of practical arts courses and a related, part-time job outside of school to be the most useful school experience for preparing a student for full-time employment. A part-time job without the related courses was considered the second most useful experience. These were ranked as more important than getting good grades or participating in a vocational curriculum.

11. The documents that employers most want high school graduate job applicants to show them are references from part-time and/or summer employment. Other documents that the majority of the employers would like to see are references from teachers or other school personnel, and a high school transcript of courses.
taken and grades received. Also mentioned as documents worth seeing were a resume and an official school attendance record.

12. Employers and counselors are generally in agreement that the personal characteristics of the job applicant are of more importance in the job hiring decision than are the specific skills acquired or the type of curriculum taken.

Recommendations to Educators

The following recommendations are made, based on the findings of this research:

1. School personnel should continue to encourage students who are reasonably sure of what type of paid employment they would like to pursue after high school to seek a vocational education in those specific job skills, if such a program is available in the school system. All groups surveyed agreed that this is the most employable type of high school graduate.

2. School personnel should encourage students who are not sure of what type of employment to pursue after high school but are sure that they don't want to go to college, not to take a college-preparatory education. This type of graduate was generally considered least employable by business respondents, despite some good comments about their academic abilities.
3. School personnel should warn those considering a vocational curriculum that although business generally considered vocational graduates applying for a job requiring the specific skills in which they were trained as the most employable type of graduate, this was not true of vocational graduates applying for a job requiring different specific job skills than those acquired. (Vocational graduates with mismatched specific skill training were rated significantly lower in employability than the general education graduate.) The vocational graduate appears to be at an advantage, in terms of employability, if he or she is applying for a job in the specific area in which trained, but at a disadvantage if applying for a job requiring different specific job skills. This is especially significant in the light of what Eninger and others have found concerning the small proportion of vocational graduates who are employed in jobs closely related to their training.

4. School personnel should be made aware that the general education graduate is generally considered quite employable by business, particularly if certain basic proficiencies are in evidence. According to business respondents, general education should include enough academic courses to ensure that the student is reasonably proficient in basic mathematics, English lan-
guage usage, and both written and oral communications skills.

5. Teachers should be alerted to the fact that employers consider a part-time job, particularly if matched with related instruction in the practical arts, to be the preferred kind of preparation for full-time employment.

6. Administrators should make course transcripts and records of school attendance readily available to the graduate and/or to employers that are authorized by the graduate to request such documents.

7. Teachers and counselors should encourage all high school students to develop a resume and collect letters of recommendation from teachers and all employers.

8. Educators and students should be made aware that employers consider insufficient knowledge of business or industrial practices to be a major shortcoming of new employees. Only the "frequently absent or tardy" complaint was ranked higher by businesses. Clearly those in the schools with such knowledge, or access to it, have a mandate here.

9. Educators and students should be made aware that the third biggest complaint of employers in this survey, concerning recent high school graduates, was that they do not have enough skill in oral communications.
Students would do well to take a speech course or engage in some other activity that would enhance their abilities to speak to others, whether in an interview, as a salesperson, or as a public speaker.

10. Those concerned with delineating school goals should be made aware that more than half of the school goals from Dr. John Goodlad's compilation of goals were considered, by both teachers and businesses, to be the major responsibility of the family. Many of those surveyed expressed the conviction that the schools and the family (and to some extent the community) must work together if these goals are to be achieved.

Recommendations to Researchers

The following recommendations should be considered for further research:

1. Since the results of this study cannot be generalized beyond the Columbus, Ohio populations surveyed, this study should be replicated with other populations, preferably on a statewide or nationwide scale, to broaden the generalizability of the findings. But in broadening the population studied, the variety of business sizes and types should not be narrowed, nor should the types of educators sampled.
2. The school goals should be evaluated again, but with a random sampling of educators and parents.

3. Since Huegel (1975) and others have found that parents and peers are the most influential groups in the pupils' selection of a career program, these groups should be asked about their curriculum preferences and their reasons for urging others to pursue these curricula.

4. The opinions of students should be sought concerning which curricula they feel are most useful in preparing for employability after high school. These opinions should then be compared with the opinions of the same students one or more years after graduation, to determine the extent of change as a result of experiences in the world of work.

**Recommendations to Parents and Students**

Parents and students should consider the following implications of this research:

1. The decision of whether or not to enroll in a vocational program should be weighed very carefully because although employers indicated that vocational graduates with the specific job skills that they need are the most employable type of high school graduate, those who acquire specific job skills which are different from those that the employer needs were
considered less employable than the general education graduate. Thus if the student has not made a career decision and/or is unsure of being able to find a job in the specific vocation for which vocational training is being contemplated, the student would be wise to consider a general education.

2. Students who are enrolled in a general education curriculum should be sure to include enough practical courses in written and oral communication so that they become adept in these areas. They should also take courses which will help them to understand business and industrial practices, and the free-enterprise system. Employers considered these skills and knowledges to be very important for those seeking employment.

3. Parents should be aware that many "school" goals were considered by both educators and businesspeople to be primarily the responsibility of the family. These include such important goals as the development of moral integrity, values, and positive self-concepts. The schools cannot and should not be expected to enable students to reach such goals without family involvement. Businesspeople and educators alike expressed the need for schools and families to assist each other in helping students to reach all of the "school" goals.
4. Students should be aware that employers are very concerned about their personal attributes, including such things as attitudes, willingness to put forth maximum effort, and having an "urge-to-learn" once employed. These, and many other attributes are considered when a person applies for a job.

**Recommendations to Employers**

This research has shown that educators and employers are in agreement in many important areas, most notably school goals and who is responsible for helping students to attain them. Further, both educators and employers expressed a desire to work together more closely, to prepare youth for employment. Educators expressed a willingness to tell employers what they know about prospective employees and to work with employers on such things as job fairs. Several educators wanted businesspeople to speak to their classes, and several employers expressed a willingness to do this.

The following recommendations are made to businesses:

1. Let the schools know that you are available, and in what ways you would be willing to help them.

2. When you speak to students and educators, emphasize your desire to see a resume and/or a transcript of courses taken in high school. Educators placed a lower value on these items than you did in this survey.
3. Tell students why you consider the ability to communicate orally and in writing to be so important, and what personal qualities you value most highly in a job applicant. They need to hear it from employers, not just teachers.

4. Compared to the business respondents in this survey, educators undervalued a part-time job during school years as preparation for employment after high school graduation. Employers should make clear to students and educators why these jobs, and related instruction in the practical arts, are considered so useful. Employers should also work with students and schools to make these jobs available in such a way that future employability will be maximized.

5. Educators, as a whole, also did not realize that employers considered insufficient knowledge of business or industrial practices to be a major shortcoming of new employees. Businesses should do what they can to make educators aware of this fact, and promote both courses and teachers that try to overcome this deficiency. Businesses that can help in this area should not hesitate to volunteer to speak in classes or school assemblies, host field trips, or update teachers on the latest business practices.

These recommendations are made in the belief that, if followed, they will improve the quality of education of our youth, and maximize their employability upon graduation.


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Appendix A

SCHOOL VERSION OF SURVEY - FINAL DRAFT

EMPLOYMENT IN COLUMBUS, OHIO

HOW CAN HIGH SCHOOL GRADUATES MAXIMIZE THEIR ChANCES?

This survey is being conducted to determine what high school students can do to make themselves more employable when they graduate and what people in commerce and education believe to be the roles of the schools, the family unit, and the business world in educating youth. Please answer all of the questions.

If you wish to comment on any questions or qualify your answers, please feel free to use the comment spaces and the back page. Your comments will be read and taken into account.

Thank you very much for your help.

Return this survey to:

Employability Survey
190 West 19th Ave., Room 126
The Ohio State University
Columbus, Ohio 43210
Q-1: Many employers are satisfied with their new employees, but some have complaints. What would you say are the three biggest complaints about those who enter the work force right after graduating from high school?

(Place a "1" in the blank beside the biggest complaint, a "2" in the blank beside the second biggest complaint, and a "3" in the blank beside the third biggest complaint.)

- CANNOT GET ALONG WITH CO-WORKERS AND/OR SUPERIORS
- FREQUENTLY ABSENT AND/OR TARDY
- NOT ENOUGH TRAINING IN THE SPECIFIC SKILL REQUIRED
- NOT ENOUGH KNOWLEDGE OF BUSINESS OR INDUSTRIAL PRACTICES
- UNWILLING OR UNABLE TO ADAPT TO NEW SITUATIONS
- UNWILLING OR UNABLE TO FOLLOW DIRECTIONS
- CANNOT READ OR WRITE WELL ENOUGH FOR THE JOB
- NOT ENOUGH SKILL IN ORAL COMMUNICATION
- NOT ENOUGH MATHEMATICAL ABILITY FOR THE JOB
- POOR GENERAL ATTITUDE
- OTHER REASON? (Please specify below.)

Comments?
Q-2 Which **two** school experiences listed below would help most to make a high school graduate more employable immediately after graduating from high school? (Assume that the student has no specific wage-earning job in mind for after graduation.)

(Put a "1" in the blank beside the **most useful experience**. Then put a "2" in the blank beside the **second most useful experience**.)

- [ ] GET GOOD GRADES IN HIGH SCHOOL
- [ ] PARTICIPATE IN EXTRACURRICULAR ACTIVITIES
- [ ] CHOOSE AND TAKE A VOCATIONAL CURRICULUM WITH SKILL TRAINING IN THE SCHOOL SYSTEM
- [ ] PARTICIPATE IN A VOCATIONAL CURRICULUM WITH SKILL TRAINING IN THE COMMUNITY
- [ ] FIND AND HOLD A PART-TIME JOB OUTSIDE OF THE SCHOOL
- [ ] TAKE SOME BUSINESS, HOME ECONOMICS, AND/OR INDUSTRIAL ARTS COURSES
- [ ] COMBINE SOME BUSINESS, HOME ECONOMICS, AND/OR INDUSTRIAL ARTS COURSES WITH A RELATED PART-TIME JOB OUTSIDE OF THE SCHOOL
- [ ] OTHER? (Please specify below.)

Comments?

The next question asks how the courses students take in high school affect their employability. Carefully compare the three groups of course credits listed on the next page before answering the question. Each of the groups listed contains 18-23 credits. (Each credit represents at least 120 classroom hours or 160 laboratory hours.)
The question below asks you to rate four high school graduates who are looking for a job. They have very similar qualifications, except for the course credits they earned while in high school, which are listed on their high school transcripts and summarized in the lists above.

Q-3 Please rate the four job applicants. Place a "1" in the blank to the left of the most employable person, a "2" in the blank to the left of the second most employable person, a "3" for third most employable, and a "4" for fourth. (Ties are permitted where you think two or more applicants are equally qualified.) But if you feel that the courses that a student takes while in high school do not affect employability, put an "X" in the blank by the last choice instead of rating the four applicants.

THE STUDENT WHO HAS GROUP A COURSE CREDITS

THE STUDENT WHO HAS GROUP B COURSE CREDITS

THE STUDENT WHO HAS GROUP C COURSE CREDITS AND HAS VOCATIONALLY TRAINED IN THE SPECIFIC JOB SKILLS REQUIRED FOR THE JOB BEING SOUGHT

THE STUDENT WHO HAS GROUP C COURSE CREDITS BUT HAS VOCATIONALLY TRAINED IN DIFFERENT SPECIFIC JOB SKILLS THAN THOSE REQUIRED FOR THE JOB BEING SOUGHT

BASED ON THE COURSE CREDITS COMPLETED, ALL FOUR STUDENTS HAVE AN EQUAL CHANCE FOR THE JOB.

Comments?
The following broad goals summarize what various commissions and state publications in the United States have indicated should be experienced by students in our schools. You may or may not agree with all of them.

To indicate how you feel about these goals, please follow these directions:

1. Read each goal statement carefully.

2. Indicate how important you think the goal is by circling the appropriate words directly below the goal statement, on the line that begins with "Importance?". (See example)

3. Decide who should take the responsibility to assist youth in reaching this goal: the schools, the family unit, or the business community. Then put a "P" in the blank beside SCHOOL, FAMILY, or BUSINESS, depending on which group you believe has the PRIMARY (P) responsibility. If you believe that one or both of the other groups has a lesser or SECONDARY (S) responsibility, you may put an "S" in one or both of the remaining blanks. (See example)

Here is an example of a goal which was evaluated:

Example: Learn how to use a hand-held calculator.

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW

Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___

The person reading the above example decided that the goal was of about medium importance, so the word MEDIUM was circled. Then the person decided that this goal should be reached mainly with help from the school, with a little assistance from the family, so a "P" was put in the blank beside SCHOOL, an "S" in the blank beside FAMILY, and nothing in the blank beside BUSINESS.

Q-4 Help students to master basic skills and processes, such as reading and listening, writing and speaking, using basic mathematics, and using available sources of information.

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW

Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___
Q-5 Help students to develop good work habits and positive attitudes toward work.

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW
Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___

Q-6 Help students develop the ability to select an occupation that will be personally satisfying and suitable to their skills, aptitudes, and interests.

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW
Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___

Q-7 Help students to develop salable skills and specialized knowledge to prepare them to become economically independent.

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW
Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___

Q-8 Help students to develop intellectually. (This includes the development of thinking, reasoning, evaluating, and problem-solving skills, and a desire for further learning.)

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW
Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___

Q-9 Help students learn about and appreciate many cultures and civilizations of both the past and the present. (This includes helping them to see how the past has influenced the present direction and values of society.)

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW
Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___

Q-10 Help students to examine and acquire the values, standards, and traditions of the groups of which they are members.

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW
Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___
Q-11 Help students to develop interpersonal relationships. (This includes the ability to form relationships with other people that are based on respect, trust, cooperation, consideration, and caring. It also includes the ability to communicate effectively in groups, and to help others to advance their goals and concerns.)

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW
Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___

Q-12 Help students to understand social relationships, including factors that affect social behavior, and the influence of opposing value systems on the individual and society.

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW
Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___

Q-13 Help students to become self-governing. (This includes helping them to develop skills in planning and organizing, making purposeful decisions, selecting personal learning goals, and coping with constant change. It also includes helping them to be willing to accept the responsibility for, and the consequences of, their own decisions.)

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW
Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___

Q-14 Help students to understand and function in a democracy. (This includes learning about the history and basic workings of government, examining societal values, developing skills in democratic procedures, and developing a willingness to participate in the political life of the nation and the community.)

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW
Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___

Q-15 Help students to develop a commitment to the values of liberty, representational government by consent of the governed, and responsibility for the well-being of all.

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW
Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___
Q-16 Help students to develop a personal commitment to resolve social issues and fulfill humanitarian ideas everywhere.

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW

Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___

Q-17 Help students to be tolerant of new ideas, sensitive to problems, and able to deal with new problems in original ways.

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW

Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___

Q-18 Help students to develop their creativity, to enjoy being creative, to communicate to others through their creative work, and to understand, evaluate, and use the creative contributions of others.

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW

Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___

Q-19 Help students to understand the concepts and principles of technology in areas such as construction, manufacturing, transportation, and communication. (This includes learning to use simple tools and operate machines to form materials and fabricate products found in everyday life.)

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW

Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___

Q-20 Help students to develop positive self-concepts. (This includes helping them to develop self-confidence, the ability to live with their limitations and strengths, and the ability to search for meaning in their activities. It also includes learning about their own body and developing a positive attitude towards their physical appearance.)

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW

Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___

Q-21 Help students to develop their emotional well-being. (This includes helping students to develop the skills for adjusting to constant change, and the ability to control or release emotions according to their values.)

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW

Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___
Q-22 Help students to develop their physical well-being. (This includes physical fitness and psychomotor skills, positive attitudes and habits toward health and physical fitness, and the ability to use leisure time effectively.)

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW
Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___

Q-23 Help students to develop moral integrity and ethical character, judgement for evaluating events and phenomena as good or bad, commitment to truth and values, and use of values in determining choices. Help them to understand the necessity for moral conduct, and to develop a desire to strengthen the morals of society.

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW
Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___

Q-24 Help students toward the goal of self-realization. (Help them to become all that they can be, without being unduly pressured to become someone that they are not.)

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW
Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___

Q-25 What percentage of employers do you believe would want to see the following documents if each could be made easily available by recent high school graduates applying for a job? (Circle the percentage below each document which is closest to your estimate.)

1. HIGH SCHOOL DIPLOMA OR OTHER PROOF OF GRADUATION.
   10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

2. HIGH SCHOOL TRANSCRIPT OF COURSES TAKEN AND GRADES RECEIVED.
   10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

3. BIRTH CERTIFICATE OR OTHER PROOF OF AGE
   10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

4. REFERENCES FROM TEACHERS OR OTHER SCHOOL PERSONNEL.
   10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

5. REFERENCES FROM PART-TIME AND/OR SUMMER EMPLOYMENT.
   10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

6. OTHER? (If so, please specify document below and estimate percentage of employers who want to see it.)
Q-26 Which of the following best describes your occupation? (Circle only one number.)

1. ADMINISTRATOR IN A COMPREHENSIVE HIGH SCHOOL
2. ADMINISTRATOR IN A VOCATIONAL CENTER
3. COUNSELOR IN A COMPREHENSIVE HIGH SCHOOL
4. COUNSELOR IN A VOCATIONAL CENTER
5. TEACHER IN A COMPREHENSIVE HIGH SCHOOL - TEACHING VOCATIONAL COURSES OR COMMERCIAL BUSINESS COURSES
6. TEACHER IN A COMPREHENSIVE HIGH SCHOOL - TEACHING INDUSTRIAL ARTS, HOME ECONOMICS, OR PERSONAL BUSINESS COURSES
7. TEACHER IN A COMPREHENSIVE HIGH SCHOOL - TEACHING MATHEMATICS, ENGLISH, SCIENCE, SOCIAL STUDIES, OR FOREIGN LANGUAGES
8. TEACHER IN A VOCATIONAL CENTER - TEACHING VOCATIONAL SUBJECTS
9. OTHER? (If so, please specify below.)

Q-27 How many years have you served full-time as an employee in the field of education? (Circle one number.)

1. LESS THAN TWO YEARS
2. TWO YEARS TO LESS THAN FIVE YEARS
3. FIVE YEARS TO LESS THAN TEN YEARS
4. TEN YEARS TO LESS THAN TWENTY YEARS
5. TWENTY YEARS TO LESS THAN THIRTY YEARS
6. THIRTY YEARS OR MORE (Please specify below.)
Q-28 How long have you worked full-time in an occupation other than education, including summer employment? (Circle one number.)

1. NONE
2. SOME, BUT LESS THAN ONE YEAR
3. ONE YEAR TO LESS THAN TWO YEARS
4. TWO YEARS TO LESS THAN FIVE YEARS
5. FIVE YEARS OR MORE ((Please specify below.))

Q-29 What is your sex? (Circle the number.)

1. MALE
2. FEMALE

Q-30 What is your approximate age? (Circle the number.)

1. 20 TO LESS THAN 30 YEARS OLD
2. 30 TO LESS THAN 40 YEARS OLD
3. 40 TO LESS THAN 50 YEARS OLD
4. 50 TO LESS THAN 60 YEARS OLD
5. 60 OR MORE YEARS OLD
Is there anything else that you would like to tell us about what makes certain high school graduates more employable than others or what schools can do to make their graduates more employable? If so, please use this space for that purpose.

Your contribution to this effort is very greatly appreciated. Again, if you would like a summary of results, please print your name and address on the back of the return envelope. (NOT on this survey.) We will see that you get it when the study is done.
Appendix E

BUSINESS VERSION OF SURVEY - FINAL DRAFT

EMPLOYABILITY IN COLUMBUS, OHIO
HOW CAN HIGH SCHOOL GRADUATES MAXIMIZE THEIR CHANCES?

This survey is being conducted to determine what high school students can do to make themselves more employable when they graduate. It also seeks to determine what people in commerce and education believe to be the roles of the schools, the family unit, and the business world in educating youth. Your opinions and advice are needed. Please answer all of the questions.

If you wish to comment on any questions or qualify your answers, please feel free to use the comment spaces, the margins, and the back page. Your comments will be read and taken into account.

Thank you very much for your help.

Return this survey to:

Employability Survey
190 West 19th Ave., Room 126
The Ohio State University
Columbus, Ohio 43210
Q-1 Many employers are satisfied with their new employ­eees, but some have complaints. What would you say are the three biggest complaints about those who enter the work force right after graduating from high school?

(Place a "1" in the blank beside the biggest complaint, a "2" in the blank beside the second biggest complaint, and a "3" in the blank beside the third biggest complaint.)

_____ CANNOT GET ALONG WITH CO-WORKERS AND/OR SUPERIORS
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_____ OTHER REASON? (Please specify below.)

Comments?
Q-2 Which two school experiences listed below would help most to make a high school graduate more employable immediately after graduating from high school if the student has no specific wage-earning job in mind for after graduation?

(Put a "1" in the blank beside the most useful experience. Then put a "2" in the blank beside the second most useful experience.)

_____ GET GOOD GRADES IN HIGH SCHOOL
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_____ OTHER? (Please specify below.)

Comments?

The next question asks how the courses students take in high school affect their employability. Carefully compare the three groups of course credits listed on the next page before answering the question. Each of the groups listed contains 18-23 credits. (Each credit represents at least 120 classroom hours or 160 laboratory hours.)
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The question below asks you to rate four high school graduates who are looking for a job. They have very similar qualifications, except for the course credits they earned while in high school, which are listed on their high school transcripts and summarized in the lists above.

Q-3 Please rate the four job applicants. Place a "1" in the blank to the left of the most employable person, a "2" in the blank to the left of the second most employable person, a "3" for third most employable, and a "4" for fourth. (Ties are permitted where you think two or more applicants are equally qualified.) But if you feel that the courses that a student takes while in high school do not affect employability, put an "X" in the blank by the last choice instead of rating the four applicants.

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Here is an example of a goal which was evaluated:

Example: Learn how to use a hand-held calculator.

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW

Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___

The person reading the above example decided that the goal was of about medium importance, so the word MEDIUM was circled. Then the person decided that this goal should be reached mainly with help from the school, with a little assistance from the family, so a "P" was put in the blank beside SCHOOL, an "S" in the blank beside FAMILY, and nothing in the blank beside BUSINESS.

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(This includes physical fitness and psychomotor skills, positive attitudes and habits toward health and physical fitness, and the ability to use leisure time effectively.)

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Q-24 Help students toward the goal of self-realization.
(Help them to become all that they can be, without being unduly pressured to become someone that they are not.)

Importance? VERY HIGH HIGH MEDIUM LOW VERY LOW
Responsibility? SCHOOL ___ FAMILY ___ BUSINESS ___

These last few questions ask about you and the place where you work, to aid in the data analysis.

Q-25 What is your best estimate of the proportion of new hires for your establishment who had formal education beyond high school when they were hired? (Circle only one number.)

1. NONE OF OUR NEW HIRES
2. LESS THAN ONE FOURTH OF OUR NEW HIRES
3. BETWEEN ONE FOURTH AND ONE HALF OF OUR NEW HIRES
4. BETWEEN ONE HALF AND THREE QUARTERS OF OUR NEW HIRES
5. MORE THAN THREE-QUARTERS OF OUR NEW HIRES, BUT NOT EVERYONE
6. ALL OF OUR NEW HIRES
7. WE HAVEN'T HIRED ENOUGH PEOPLE YET TO BE ABLE TO ANSWER THIS QUESTION.
Q-26 Which statement below describes where your establishment hires entry-level employees? (Circle one number.)

1. WE HAVE ONLY ONE LOCATION SO WE DO ALL OUR HIRING HERE.

2. EACH OF OUR LOCATIONS HIRES ITS OWN ENTRY-LEVEL EMPLOYEES.

3. OUR ENTRY-LEVEL EMPLOYEES ARE HIRED THROUGH OUR CENTRAL OFFICE IN COLUMBUS AND THEN ASSIGNED HERE.

4. OTHER METHOD? (Please explain below.)

Comments?

Q-27 When entry-level employees are hired for your establishment, about how many are trained at any one time? (Circle one number.)

1. ONLY THOSE WHO ARE FULLY TRAINED AND READY TO BECOME PRODUCTIVE IMMEDIATELY ARE HIRED.

2. OUR NEW EMPLOYEES ARE TRAINED INDIVIDUALLY.

3. NEW EMPLOYEES ARE TRAINED IN SMALL GROUPS OF TEN OR LESS.

4. NEW EMPLOYEES ARE TRAINED IN GROUPS OF 11 TO 50 PEOPLE.

5. NEW EMPLOYEES ARE TRAINED IN GROUPS LARGER THAN 50. (Please indicate the approximate size of training groups below.)

Q-28 When a recent high school graduate applies for a job in your establishment, which of the documents listed below would you like the applicant to show to you? (Circle the number in front of every document listed below that you would like to see if each could be made easily available.)

1. HIGH SCHOOL DIPLOMA OR OTHER PROOF OF GRADUATION

2. HIGH SCHOOL TRANSCRIPT OF COURSES TAKEN AND GRADES RECEIVED

3. BIRTH CERTIFICATE OR OTHER PROOF OF AGE

4. REFERENCES FROM TEACHERS OR OTHER SCHOOL PERSONNEL

5. REFERENCES FROM PART-TIME AND/OR SUMMER EMPLOYMENT

6. OTHER DOCUMENTS? (If so, please specify below.)
Q-29 As an employer or other businessperson, which of the following best describes your present position? (Circle one number.)

1. OWNER
2. MANAGER
3. PERSONNEL DIRECTOR
4. OTHER? (Please specify below.)

Q-30 Do taxes from your business go to the Columbus Schools or to another school district, or neither? (Circle one number.)

1. OUR TAXES SUPPORT THE COLUMBUS PUBLIC SCHOOL SYSTEM.
2. OUR TAXES SUPPORT ANOTHER SCHOOL DISTRICT.
3. WE ARE EXEMPT FROM THIS TAX.

Q-31 About how many years of education have you completed? (Include time spent in trade schools and company-sponsored training, but not years of on-the-job training.) (Circle one number.)

1. 0 TO 12 YEARS
2. OVER 12 YEARS TO 16 YEARS
3. OVER 16 YEARS TO 20 YEARS
4. MORE THAN 20 YEARS (Please specify below.)

Q-32 What is your sex? (Circle the number.)

1. MALE
2. FEMALE

Q-33 What is your approximate age? (Circle one number.)

1. 20 TO LESS THAN 30 YEARS OLD
2. 30 TO LESS THAN 40 YEARS OLD
3. 40 TO LESS THAN 50 YEARS OLD
4. 50 TO LESS THAN 60 YEARS OLD
5. 60 OR MORE YEARS OLD
Is there anything not included in this survey that you would like to share with us about what makes certain high school graduates more employable than others or what schools can do to make their graduates more employable? If so, please use this space for that purpose.

Your contribution to this effort is very greatly appreciated. Again, if you would like a summary of results, please print your name and address on the back of the return envelope. (NOT on this survey.) We will see that you get it when the study is completed.
(inside address here)
(salutation here)

What do people really want the public schools to do for young people? And to what extent should the public schools be concerned with the employability of their high school graduates?

You are part of a small group in Columbus, Ohio being asked what the schools, the business community and the family should do to prepare young people for adult life and work careers. The enclosed survey form is being used to collect your opinions and advice.

To ensure that the survey results are truly representative, it is very important that this survey be completed and returned. (For businesses, the person most directly involved in hiring and evaluating employees should fill out the survey.) You may be assured of complete anonymity. The identification number is on the front of the survey so that we may check your name off of our mailing list as soon as your survey is returned and not bother you further. Your name will never be placed on the survey.

The results of this research will be summarized and made available to the Columbus City School District, and The Chamber of Commerce. You may receive a summary of the results by writing "COPY OF RESULTS REQUESTED" on the back of the return envelope, and printing your name and address below it, NOT on the survey itself.

I would be glad to answer any questions that you may have. Feel free to write to me or call me at 422-2661. Thank you very much for your assistance.

Sincerely,

Edwin B. McDaniel
Project Director

Approved: Dr. Howard Herriman
Assistant Superintendent
Columbus City School District

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Appendix D

REMEMBER POSTCARD TO BUSINESSES AND SCHOOL PERSONNEL

EMPLOYABILITY SURVEY
190 W. 19th Ave., Room 126
The Ohio State University
Columbus, Ohio 43210
11 January 1963

Last week a survey seeking your opinions on certain school goals and how to maximize the employability of high school graduates was mailed to you. If you have already completed and returned the survey, please accept our sincere thanks for your help. But if not, please do so today. Because the survey was sent to only a representative sample of the business community, high school teachers, administrators, and counselors in Columbus, it is extremely important that yours be included in the study if the results are to represent accurately the opinions and advice of these groups of professionals.

If you did not receive a survey form, or it was misplaced, please call me at 422-2661, and I will get another one in the mail to you immediately.

Edwin B. McDaniel
Project Director
Appendix E

FOLLOW-UP LETTER FOR SECOND MAILING OF SURVEY

EMPLOYABILITY SURVEY
190 W. 19th Ave., Room 126
The Ohio State University
Columbus, Ohio 43210
1 February 1983

(inside address here)
(salutation here)

About four weeks ago I wrote to you seeking your opinions and advice concerning the goals of public education and the factors affecting employability of high school graduates. As of today we have not received your completed survey form.

This research is being conducted to determine what school programs, if any, will maximize a high school graduate's chances for employment, particularly if the graduate has no specific career goal while attending school. We also need the opinions of educators and the business community on how important certain goals are for students to reach, and who should have the responsibility for helping them to reach the goals. The long-range objective is to give students a better education and to prepare them better for the world of work.

I am writing to you again because of the significance each survey has to the usefulness of this study. Your name was drawn through a scientific sampling process in which every name within each group had an equal chance of being selected. In the case of business establishments this means that only about one out of every eight Chamber of Commerce members in the City of Columbus is being asked to fill out a survey. In order for the results of this study to be truly representative of the opinions of business people and educators, it is essential that each survey be completed and returned. Please call me at 422-2661 if you have any questions.

Just in case your survey was misplaced or never reached you, a replacement is enclosed. Your cooperation is greatly appreciated.

Research approved by:
Dr. Howard Herriman
Assistant Superintendent
Columbus City School District

Cordially,

Edwin B. McDaniel
Project Director
Appendix F

LETTER TO RESPONDENTS WITH BLANK SURVEY PAGES

EMPLOYABILITY SURVEY
190 W. 19th Ave., Room 126
The Ohio State University
Columbus, Ohio 43210
3 March, 1983

(inside address here)

(salutation here)

Thanks for responding to our survey! (The return rate is running at about 80% for the educators and about 60% for business people so far.) "Sorry to have to bother you again, but--

When we went to key the data from the surveys into the computer, we discovered that several people had one or two pages of questions left blank or incompletely filled out. In many cases, these are the facing pages which evidently stuck together and were never seen.

Since you have gone to the trouble of filling out the rest of the survey, we are hoping that you will not mind filling in the information requested on the enclosed photocopy pages from your survey. Please send it back in the enclosed envelope at your earliest convenience. (We would like to start analyzing the data immediately or very soon.)

Thanks again for your help.

Sincerely,

Edwin B. McDaniel
Project Director
Appendix G

FINAL FOLLOW-UP LETTER TO THE SCHOOLS

EMPLOYABILITY SURVEY
190 W. 19th Ave., Room 126
The Ohio State University
Columbus, Ohio 43210
21 March, 1983

To all the Employability Survey Recipients:

As of today, 460 out of the 547 selected teachers, administrators, and counselors in the Columbus public high schools have completed and returned the employability survey. This is roughly an 80% response rate. Many of you have included written comments and suggestions which will be most helpful and will be included in the final survey report. We have also heard from 230 of the 340 Columbus Chamber of Commerce members who were sent similar surveys.

Most of the data has now been entered into the computer for analysis. We are especially interested in seeing how closely educators and the business community agree on the importance of the stated school goals (adapted from Dr. Goodlad's summary). We also want to see what attitudes, knowledges and skills are considered most important for students to have when they graduate, particularly if they have not decided on a vocation.

As a former high school teacher myself, I can understand that your time is limited. But look at it this way: The survey report will contain only what responders say. Those of you who have not sent in your survey may feel quite differently both about the school goals and about what high school students need to do to help themselves get and hold jobs when they graduate. This is your chance to voice your opinions and concerns confidentially.

March 31st is the deadline for getting these surveys in. After that date, we may have to contact personally a percentage of the non-responders, to ask questions that will check for possible non-response bias. Only after that can we safely generalize the results to the entire population that was sampled.

Feel free to call me at 422-2661 if you have any questions or need a replacement survey.
Our special thanks to those who have already taken the time and effort to fill out and return the survey.

Very Sincerely,

Edwin B. McDaniel
Project Director
Appendix H

FINAL FOLLOW-UP LETTER TO BUSINESSES

EMPLOYABILITY SURVEY
190 W. 19th Ave., Room 126
The Ohio State University
Columbus, Ohio 43210
21 March, 1983

(inside address here)
(salutation here)

Enclosed is the short survey form that I talked to you about last week on the phone. Thanks for your willingness to fill it out. The results should help the Columbus public schools to better prepare students for the world of work, and life in general.

Sixty percent of the 340 Columbus Chamber of Commerce members who were sent this survey in January and February have returned them already. Please let us hear from you also by the end of March, which is the deadline for entering all the data into the computer for analysis. Enclosed is a self-addressed, stamped envelope for your convenience. Your effort will be MOST appreciated.

If you have any questions about this survey, please call me at 422-2661. And if you would like to have a summary of the results, just follow the directions for obtaining one, found on the back of the survey form.

Cordially yours,

Edwin B. McDaniel
Project Director

Approved: Dr. Howard Merriman
Assistant Superintendent
Columbus City School District
Appendix I

COMMENTS WRITTEN ON RETURNED SURVEYS

Comments Written by Respondents in the Comprehensive High Schools

Comments on ITEM ONE, which involved rating the three biggest complaints employers have about those who enter the work force right after graduating from high school:

1. "Communication with others is probably the biggest complaint. Whether or not it is oral or written depends on specific job." (vocational teacher)

2. "Not in a position to know." (counselor)

3. "Lack of initiative" (listed as the number one complaint by two different vocational teachers)

4. "I think most employers expect to do training for the job they want done after they hire someone. The skills they look for are ones that can be transferred to any job such as communication, adapting to the situation and getting along with people. Absence is something that can't be tolerated. Some of these skills would be more important depending on the job." (counselor)

5. "I'm just guessing here, as I haven't been in a situation often to hire high school employees, though several summers ago I supervised CETA youth workers." (academic teacher)

6. "Poor working habits" (listed as the third biggest complaint by a practical arts teacher)

7. One respondent ranked all of the listed complaints and said, "I ranked all of them for my personal intents." (administrator)

8. "Not being an employer of high school graduates, my response would have to be purely guess work. Your question can bring different responses from many variables, such as the type of job, type of training, e.g., vocational, general or college preparatory." (administrator)
9. "I do not have adequate sources for this question. These are my own judgemental complaints." (counselor)

10. "Not willing to put forth effort necessary" (Listed as employer's biggest complaint by a practical arts teacher.)

11. "Unsatisfactory skill performance" (Listed as employer's second biggest complaint by a vocational teacher)

12. "Students try to get by with only the minimal amount of work to pass a course. This doesn't work well in the labor field! Standards need to be upgraded!" (practical arts teacher)

13. "I am probably being very negative, but I feel that I could number each of these as a #1 complaint." (vocational teacher)

14. "Many of our graduates lack the needed skills, but reading and writing cover every discipline. The students have been so poor in these areas through over half their school lives that incentive for achievement was lost long ago and this makes for a generally poor attitude." (academic teacher)

15. "I took the liberty to combine some questions which I feel are equally important." (vocational counselor)

16. "Lack of effort caused by general acceptance of less than their best effort." (vocational teacher)

17. "Skills can be taught to meet specific needs. Attitudes toward people, work, and other values are hard to teach and even harder to change." (practical arts teacher)

18. "I believe the second, third, and fourth chances etc. students receive in high school account for the expectations that leniency will be shown in business settings." (academic teacher)

19. "I have not had a complaint directed to me in the past three years." (administrator)

20. "I feel some of these are duplicates." and "As a high school counselor, I really don't have any significant contact with the employers of high school students after graduation." (counselor)

21. "Skills not developed enough to adapt to employment situation (i.e. reading, basic math, understanding
written and oral instructions)" (Listed as the biggest complaint of employers by a counselor.)

22. "Employers will train and put up with a lot if student has good human relations - this is 90% of holding a job." (Vocational teacher)

23. "My answers may or may not be biased. My responses will be based entirely on my observations of students graduating from Walnut Ridge High School for the past 5 years. For those past 5 years our graduating seniors as a whole have (77%) a 1.7 grade point average. Less than a dozen do not graduate for lack of .5 or 1 credit. Our senior class this year contains 305 graduates. Approximately 83% have a point average of 1.500 or better. Many (I do not have the figures at hand) go on to higher or technical education. Few that I know of are unemployable." (Administrator)

24. "The biggest complaint among teachers is that students cannot comprehend what is read and are often not successful in working independently of others." (Academic teacher)

25. "No responsibility" is the third biggest complaint of employers, according to one practical arts teacher.

26. "Good work attitude will keep them motivated." and "There is an attitude of 'I don't need this hassle'. The option of public assistance programs is too tempting to the weak willed." and "We (parents, teachers, and employers) need to instill that doing one's best may be challenging but so gratifying." (Academic teacher)

27. "I am a teacher so I am marking the undesirable habits that I see which I think will be carried to the job." (Academic teacher)

28. "As a school administrator, the above are the 2 most frequently registered complaints."

29. A practical arts teacher offered, "Lack of common sense" as the biggest complaint and "Very little motivation" as the third biggest complaint.

30. An academic teacher offered, "Unionism" as the fourth biggest complaint and "Problem of authority" as the fifth biggest complaint.

31. "Too often extracurricular activities are interfering and are glorified to please entertainment-seeking parents or groups. Therefore students are graduating
with credits but without education needed to prepare them for future needs. The High Technology requires high mental readiness." (academic teacher)

32. Another academic teacher suggested, "unwilling or unable to accept responsibility and be self-disciplined - work on own at a reasonable pace without someone watching over one's shoulder." as the second biggest complaint and, "Expecting something for nothing or something for very little effort -this may stem from lowered standards of expectations in school. Also students have been 'spoon-fed' too much -this could apply to 2 & 3."

33. "Most kids have never been pushed to achieve their maximum potential. Schools need to focus more on basic skills." (academic teacher)

34. "The longer I teach, the more ignorant students coming to my class seem to be. Never have I met such ill-prepared, apathetic people. I wouldn't hire a kid under 21 for anything more complex than a car wash or a fast food restaurant." (academic teacher)

35. "Does not show initiative" is the third biggest complaint of employers, according to one vocational teacher.

36. "Looking to improve themselves for advancement by learning once employed. This is better done on the job." (academic teacher)

37. "Several statements were very similar so I combined answers." and "Students must be made more aware of education and the relationship to the world. Many students did not equate school and work because of the pay. So high school habits are carried over on to the job. -example Tardy" (academic teacher)

38. "This year I had 2 students lose jobs: a) lack of enthusiasm b) not high enough productivity. Two others have received verbal reprimands for excessive absences (about 10 since September). Another received verbal reprimand for negative body language (your attitude is showing). One graduate dismissed by Nationwide couldn't handle the pressure." (vocational teacher)

39. "No responsibility to anyone, anything or themselves" is the biggest complaint of employers, according to a practical arts teacher/counselor.
40. "General attitude is a contributing factor in the three complaints that I mentioned." (vocational teacher)

41. "Practical training could be further encouraged. This would open up the sight of the 'real world' upon entering high schools not coping with stressful problems." (administrator)

42. A practical arts teacher pointed out that the complaint, UNWILLING OR UNABLE TO FOLLOW DIRECTIONS and the complaint, NOT ENOUGH SKILL IN ORAL COMMUNICATION are "Related"

43. "Should be presentable to the public. Should be able to take constructive criticism well." (practical arts teacher)

Comments on ITEM TWO, which asked which school experiences would help most to make a high school graduate more employable immediately after graduating from high school, assuming that the student had no specific wage-earning job in mind:

1. "If a specific job selection had been made, the vocational skill training in that area would be desirable." (practical arts teacher)

2. One of the options was modified to read, "Find and hold a RELEVANT, MEANINGFUL, part-time job outside the school" and was then selected as the second most useful experience. (counselor)

3. The most useful school experience was listed by one as "Combination of grades, good attendance, good attitude, and participation in activities." (administrator)

4. The second most useful school experience was listed by another as "good attendance and behavior record." (academic teacher)

5. "Unless there is an increase in the involvement of local businesses in the training and planning of the vocational experiences, the vocational training aspect of the educational process will be of increasingly less value for the student." (administrator)

6. "Could be better answered by employer" (vocational teacher)

7. One respondent pointed out that it "Does not seem logical" that one would choose and take a vocational
curriculum with skill training in the school system if one has no specific wage-earning job in mind for after graduation. He also pointed out that "FIND AND HOLD A PART-TIME JOB OUTSIDE OF THE SCHOOL" is "not a school experience".

8. A practical arts teacher pointed out that the option, FIND AND HOLD A PART-TIME JOB OUTSIDE OF THE SCHOOL was "not a school experience."

9. Another elaborated on the point, "Find and hold a part-time job outside of school" could hardly be classified as a 'school experience'. I don't understand why you included it since your initial remark precludes its relevance." (teacher of academic subjects, office training skills, and computer science)

10. "For entry level jobs, I feel employers look for school records and involvement (activities) to indicate success. Work experience would be a plus, of course, but here again priorities of school & school related activities would be a prime indicator." (counselor)

11. "I think the real number one answer would be for each pupil to get an average acquisition of reading and writing skills and then some experience (work)." (academic teacher)

12. A respondent who chose "COMBINE SOME BUSINESS, HOME ECONOMICS, AND/OR INDUSTRIAL ARTS COURSES WITH A RELATED PART-TIME JOB OUTSIDE OF THE SCHOOL" as the most useful experience, added, "Along with #1 should be included math and writing courses." (academic teacher)

13. Another respondent chose "PARTICIPATE IN A VOCATIONAL CURRICULUM WITH SKILL TRAINING IN THE COMMUNITY" as the most useful experience, and added, "My #1 choice is #1 because students placed in jobs via vocational teachers are highly supervised and screened and tend to get good grades (#2) but do not go to college." (counselor)

14. "I firmly believe that employers pay very little attention to the curriculum the student took outside of competency in math and English." (administrator)

15. Several respondents offered their own most useful experience. One said, "#1-excellent attendance record" (vocational teacher)
16. Another offered the following as the most useful experience: "Discipline is the key - undisciplined groups in any atmosphere do not accomplish much - overall discipline must improve & self-discipline must be used so as each person gets as good a general education as possible." (practical arts teacher)

17. Another wrote that "Good attendance" was the most useful experience. (activities coordinator and counselor of adult basic education)

18. Another advised that students should "Take courses that teach them to think - any subject will do, but math & English are most important." (academic teacher)

19. For the second most useful experience, behind "GET GOOD GRADES IN HIGH SCHOOL", one respondent said, "Good attendance record in school." (instructional coordinator and science teacher)

20. Another person's second choice was, "Develop a concern for how the other people or person sees them."

21. A vocational teacher suggested, "Take COE -vocational curriculum with skill training in school with related part time job." as the most useful experience and, "Excellent attendance" as the second most useful experience.

22. An academic teacher said, "Students need to be tested to examine their ability. Too many students have taken general courses and have no idea what areas they are skilled in. Thus they enter the job market not clear on what job they are suited for." as the second most useful school experience.

23. Another academic teacher offered, "Learn basic skills and abilities to adjust to change. An academic strength would help a person become more flexible."

24. A practical arts teacher suggested that, "Basics in elementary school, which would require better attendance in elementary years." would be the most useful school experience.

25. "Emphasize good personal attitudes toward people in authority and attendance." (administrator)

26. The second most useful school experience suggested by a counselor was, "Learning to apply achieved knowledge to employment situation."
27. Another counselor suggested, "Good attendance and on time" as the most useful school experience.

28. A vocational teacher said, "Be able to sell oneself in an interview" was the second most useful school experience.

29. A counselor marked the option, "GET GOOD GRADES IN HIGH SCHOOL" as his number one choice and added, "I'm interpreting this to mean 'learning how to learn' and doing it."

30. "I always felt that good grades reflected a positive attitude about willingness and ability to learn new ideas & skills; extracurricular activity reflects a dedication or direction." (academic teacher)

31. "Assumption -if one makes good grades, then he has good attendance, attitude & achievement- 3 A's" (counselor)

32. "Grades are not important for the sake of grades but most important when considered in the reference of a well-rounded education. Each job is becoming more specific in its needs as Technology increases. This means well rounded skills that can be 'fine tuned' to the employers' needs: either by added schooling or on the job experience, etc." (practical arts teacher)

33. "From employers that I have talked to I gained the following insights:
   -students who make good grades have the discipline required to make a job commitment.
   -the busy student (extracurr., part-time job, etc.) is the student most likely to be successful as an employee." (counselor)

34. "Good grades is a factor only because they reflect a personality that is serious, intelligent and disciplined." (counselor)

35. "Person's sense of self worth is more important than any of above. Self confidence & self worth will produce success in all of the above. It is not often taught in school." (academic teacher)

36. A vocational teacher indicated that, "PARTICIPATE IN A VOCATIONAL CURRICULUM WITH SKILL TRAINING IN THE COMMUNITY" was the most useful experience, but added, "I assume this refers to paid employment."

37. One academic teacher did not choose, "GET GOOD GRADES IN HIGH SCHOOL" as one of his two choices but did note, "Good grades should also be expected."
38. "Any vocational program must fit in with the needs of the community. Columbus can have the best mechanic's training program in the state, but if there's no need for trained mechanics, the students are not employable." (counselor)

39. "I do not feel that the primary goal or purpose of a public education ought to be to make a graduate 'employable'" (academic teacher)

40. An academic teacher marked, "PARTICIPATE IN A VOCATIONAL CURRICULUM WITH SKILL TRAINING IN THE COMMUNITY" as the most useful experience and "PARTICIPATE IN EXTRACURRICULAR ACTIVITIES" as the second most useful experience, and then added this comment, "These seem to be contrasting, but they both make for a well-rounded person."

41. "Communication skills are important too." (academic teacher)

42. "As an educator, I feel dead-end jobs in fast food areas compete for youngster's time, energy, and study habits. Hence, grades are affected and courses are taken which allow time for work. Often kids feel these jobs are 'good enough' for the future." (vocational teacher)

43. "Do volunteer work at hospital or some such place." (academic teacher)

44. A vocational teacher suggested, "Stress responsibility of student for his actions without exception." as the most useful school experience.

45. "The specific curriculum is not as important as the willingness to work hard, follow directions and get along with others." (practical arts teacher)

46. "I believe vocational schools, except for some trade skill programs, are jokes, i.e. salesman ship, etc. Time would be better spent developing basic skills and basic interpersonal relationships in formal setting." (academic teacher)

47. "For some reason, the number of students who seek full time jobs unrelated to high school courses is too high." (counselor)

48. "Seemingly, the majority of students are not college-bound or probably would not complete college if they began a program. Therefore, such students could benefit from practical skill training." (academic teacher)
49. "Accepting scholastic responsibility will spill over into responsible adult activity." and "The job or extracurricular activities can motivate the scholastic responsibility." and "How to reach the many that doing is learning? Learning is growing into a better human being??" (academic teacher)

50. "There is no reason why with planning any student should not have both academic and vocational." (here a footnote indicated that academic was needed to meet university requirements and vocational can be means to end goals) "All students should have typing." and "Everyone works for someone, sooner or later and needs experience-developed skills." (vocational teacher)

51. "Depends on the person's talents, interests, goals, abilities, etc." (academic teacher)

52. "Poor selection of questions -tends to be biased toward vocational trend in public schools. The future needs are demanding greater mental readiness and that means language skills, sciences, math, human relations, history" (academic teacher)

53. "Students could take a vocational program, learn employable skills, join OEA Club. Participate in State contest. See what other students in other schools are doing. Take as many business courses as possible. I think world of business should be required for graduating." (vocational teacher)

54. "This was a difficult question to answer. My 1st choice is uncertain because I am only guessing that being in the community will enable a student to know what skills and attitudes he needs to succeed, or at least survive. Some of the other choices seemed important as well -if a student can hold a part-time job- that would provide experience to help gain a full-time job later. Good grades achieved in h.s. also require discipline & determination (in most cases) and consistency in performance -these are requirements for keeping a job too." and "As a coach I felt that extra-curricular activities are important because most require commitment, discipline, cooperation, and even competition. These can sometimes carry over into a job experience." (academic teacher)

55. Another practical arts teacher said, "Vocational should be after high school. Most 14-16 year olds do not know enough to choose a vocation."
Comments on ITEM THREE which asked subjects to evaluate the effect of curriculum taken on employability:

1. "Chances for a job are related to attendance, grades (which show effort) and recommendations, not just preparation." (administrator)

2. "The credits do affect employability, but their value depends upon the job being applied for." (academic teacher)

3. "What a student chooses in his/her curriculum should be based on whether or not he/she plans to attend post-secondary school." (vocational teacher)

4. "Depends on individual attitudes" (practical arts teacher)

5. "My basis for choices were the fact of the person with the greater number of different learning experiences would be best qualified." (practical arts teacher)

6. "Depends upon type of job he is applying for." (vocational teacher)

7. "I do not believe that narrow training for a job that may or may not exist abundantly is to be preferred over a general education." (academic teacher)

8. "The student who completes group A will normally be superior because they have already not chosen the easiest route and have already accepted challenges." (administrator)

9. "No question about the placement of 1; however, the placement of 2 and 3 would be influenced by the type of job (does the job require a higher degree of manual dexterity or intellectual ability.)" (counselor)

10. "The job description would relate greatly to the type of applicant desired." (administrator)

11. "I assume that these students are seeking a clerical position or blue collar job. The students in group A will more than likely continue their education in preparation for professions." (academic teacher)

12. "Along with academic learning, technological learning is very important because of more specialized requirements. Schools should provide the basics and industry the more advanced work." (practical arts teacher)
13. "This will differ on type of job. Therefore no answers." (practical arts teacher)

14. "This form does not take into consideration the fact that many students further their education after high school. A Group C student would be more employable right out of high school. However, a Group A or B student might be in a much better job situation ten years after graduation. (probably will be)" (academic teacher)

15. "Information is really inadequate. Except for the third one listed, I would think the choice would hinge on the job." (academic teacher)

16. "Depends on the job." (practical arts teacher)

17. "You need to be more specific on the kind of job they are applying for." (academic teacher)

18. "Employable for what kind of a job?" (academic teacher)

19. "Different jobs require different skills. If you are applying for a job as a dishwasher, Group A isn’t going to help you any more than B or C." (practical arts teacher)

20. "I want to know more about: 1. other courses 2. types of math and 3. types of music" (administrator)

21. "The difference between the I’s would depend on what type of job the student was being considered for." (academic teacher)

22. "Depends on job requirements - A Group may be overqualified or feel so, for job satisfaction." (vocational teacher)

23. "What kind of employment is being filled by the above applicants? It is difficult to put a person in an 'unknown' slot." (academic teacher)

24. "Depends on what job they would be applying for as to which courses would be best." (practical arts teacher)

25. "It depends on the student. Extracurricular activities are also important." (vocational teacher)

26. "Depends on the individual students and their differences." (administrator)
27. "Just my opinion above." (academic teacher)
28. "Amount of credits from high school should be increased to at least 19." (practical arts teacher)
29. "Grades and attendance would have to be considered before I decided who I would hire." (counselor)
30. "Achievement, not credits." (administrator)
31. "What about an orientation program of 2-3 days -why a course of study??" and "Too narrow of choices given for the circumstances that are greatly broad in nature. I know of students who took 2 years vocational program which they never used in employment after high school. Two reasons have been expressed -no such jobs in Columbus' vicinity or did not the job once on it for up to six months after high school graduation." (academic teacher)
32. "Job training depends on listening, cooperating, doing -all can be developed in a traditional or vocational program. Foreign language, art and music appreciation teach flexibility and acceptance of different expressions. So desperately needed." (academic teacher)
33. "I doubt if a student could be taught specific job skills in vocational school except for some trades." (academic teacher)
34. "If they were successful at whatever program they came through, they can be successful at a job." (practical arts teacher)
35. "It is understood that no further education was taken after this course work." (academic teacher)
36. "It still boils down to the student who has the skills of the basic 3-R's. Specific job training helps only if the student possesses 3-R discipline." (vocational counselor)
37. "G.P.A. is needed for best calculation." (counselor)
38. "I'm, of course, performance oriented and a person who could perform equally as well in C and A has 'learned to learn'. How they do may well be more important than what." (counselor)
39. "Attendance would still be important, and impression at job interview. Some big companies do look at grades." (vocational teacher)
40. "After the 1 rating, I think all the remaining students have an equal chance at the job unless the other vocational student has learned transferable skills."

41. "It has been my experience that art/music and P.E. & Health are by far easier than any Home Economics course. In schools where I have taught the student has to do very little more than be present to pass art/music, P.E. & Health. Not so in Home Economics." (Vocational comprehensive Home Economics teacher)

42. "By taking a business course, there would be added skills of typing or public relations which are always being sought in the job market. A Home Economics course could be helpful in food service or child care." (Vocational Home Economics teacher)

43. "Ability to read, write & perform basic math skills, ability to follow directions, ability to get along with others in an employee-employer relationship - for entry-level, non-specific jobs. For specific skill jobs, skill training in that area, plus the above abilities." (counselor)

44. Group A students "would include, perhaps, those with the best language ability and highest intelligence. They could learn any job quickly. Group C courses become dumping grounds for students with behavior problems and lack of motivation, even though they may have received specific training." (teacher of academic subjects and office training skills and computer science.)

45. "I really think that applicants in groups A and B course credits have an equal chance for the job." (academic teacher)

46. "A group A student who is successful in all those areas can probably do anything." (counselor)

47. "Maybe I should have placed an "X" but I really feel that in many jobs that don't require a specific skill that requires months or years to learn that a student who has been challenged by an advanced curriculum is more intelligent, adaptable, and self-motivated. However, some students who have been through a specific training in a skill necessary for the job would have a jump on any other student regardless of curriculum." (academic teacher)

48. "A student who has Group A credits is probably a 'well-rounded' student who could very successfully learn a skill while on the job." (academic teacher)
49. "The student with Group C courses might be more employable in terms of job skills, but in terms of overall background, the Group A person with more credits in English and Social Studies might be preferable." (academic teacher)

50. After rating the four students, a counselor added this disclaimer, "However, I would not choose an employee based on credits earned. Attitudes, communications skill, success in classes, would provide more differentiation for me."

51. "The student who takes Group A courses, in the long view, I feel, will be most employable. Such a student was, is, and will be, more teachable, more able to adjust in the future. If the student has the ability and the interest, the college preparatory course is the best in the long run." (academic teacher)

52. "This rating based on success of sub. from column A" (practical arts teacher)

53. "E credits reflect a more rounded training; a wider variety of input and experience. C has too much emphasis in only one direction. A is college-bound." (academic teacher)

54. "Vocational training will make a difference for a short term, quick employment. Can't rate a group." (academic teacher) "In order to be entirely accurate, the type of job being applied for should be known. Group A would not be appropriate for some technical work." (academic teacher)

55. "It depends on the kind of math and science in Group A, and the Absences of students." (counselor)

56. "Wouldn't the job being applied for have a lot of bearing on qualifications needed? Also the level of achievement in the areas studied would have a lot of weight. The person in Group A and receiving high grades could be more employable than a 'D' level (student) in Group B or C." (counselor)

57. "I question the background and employability of many vocational students. But most of all I question their ability to stay on the job, if they can get it." (practical arts teacher)

GENERAL COMMENTS ON ITEMS 4-24 which asked respondents to rate the importance of stated school goals and indicate what group or groups were responsible for helping youth to achieve them:
1. "School cannot teach without parent's support!" (vocational teacher)

2. "I know it is idealistic to expect the family to do most of the motivating— but I think they have to start it all when the child is very young. The school needs to fill in when parents fail." (practical arts teacher)

3. "The use of 'students' leads to school responsibility." (administrator)

4. "Home—raising them, school—training them, business—using them" (vocational teacher)

5. "Can we experience goals?" and "In order to try to be consistent, I have emphasized the initiation as P and support & development as S." (counselor)

6. "Use business more for source of information through speakers, field trips, films, etc." (academic teacher)

7. "The home needs to improve its ability to guide the 'desires' of the student by supporting the importance of the school." (practical arts teacher)

8. "Many times parents are not capable of being the primary force in helping students achieve the goals." (practical arts teacher)

9. "School and family in all of these have equal responsibility." and "Business responsibility to all of the above would be in support financially & morally." (practical arts teacher)

Several respondents commented specifically on ITEM FOUR B, which asked them to rate the importance of and responsibility for this goal, "Help students to master basic skills and processes, such as reading and listening, writing and speaking, using basic mathematics, and using available sources of information."

1. "I believe the school and family have to work together on this most important matter." (practical arts teacher)

2. "The success of a school in achieving its primary responsibility is, however, very dependent on parental handling and attitude during the early formative years, particularly 0-7 years." (academic teacher)
3. "Note these responsibilities are reversed below age 6. This is very important era when children must be exposed to good habits, attitudes and experiences." and "I am a firm believer in the 'Critical Stage' Theory of child development as it relates to both education and behavior." (practical arts teacher)

4. Listening and speaking are learned at home. (academic teacher)

5. "I firmly believe this will help above anything else - a good basic education and other skills will follow." (practical arts teacher)

Specific comments on ITEM FIVE, which asked respondents to rate the goal, "Help students to develop good work habits and positive attitudes towards work" follow:

1. "started at home and reinforced at school" (vocational teacher)

2. "must be a joint effort" (school and family were assigned a 'P' by this academic teacher)

3. "The school can take the student to the water, but the family makes the student drink." (practical arts teacher)

Specific comments on ITEM SIX, which asked respondents to rate the goal, "Help students develop the ability to select an occupation that will be personally satisfying and suitable to their skills, aptitudes, and interests" follow:

1. "The school can help with the skills but the family is responsible for the aptitudes and interests." (practical arts teacher)

2. "Did you know what you wanted to do the rest of your life at age 18, and can the decision be made at 18 with the best education?" and "(Question of function) Does the system - i.e. Grades 1-12 and college - force and funnel students to meet social job demands or provide the skills and knowledge to make an intelligent vocational decision? or both? Which is primary?" (practical arts teacher)

ITEM SEVEN asked respondents to rate the goal, "Help students to develop salable skills and specialized knowledge to prepare them to become economically independent."
One respondent refused to assign this responsibility to any of the given categories but, instead, wrote in, "post high school education" as an option and assigned it a "P".

ITEM EIGHT asked people to react to the goal statement, "Help students to develop intellectually. (This includes the development of thinking, reasoning, evaluating, and problem-solving skills, and a desire for further learning").

1. "The family gets a P because of the desire." (practical arts teacher)
2. "The school and the home are equal here, really." (academic teacher)
3. "Dependent to some extent on goals, but" (arrow here points to the "VERY HIGH" importance rating.) (academic teacher)
4. "Goes with my comment on Q-4" (which was, "I firmly believe....") under items four comments above) (practical arts teacher)

The goal stated in ITEM NINE was, "Help students learn about and appreciate many cultures and civilizations of both the past and the present."

1. "I believe it is important, but not much effect on job performance." (practical arts teacher)
2. "The schools can teach the facts. The family teaches the appreciation." (practical arts teacher)
3. "Who really cares?" (academic teacher)

ITEM TEN asked respondents to evaluate the importance of, and responsibility for teaching this goal: "Help students to examine and acquire the values, standards, and traditions of the groups of which they are members."

1. One respondent circled the word "acquire" and put a question mark beside it. (Counselor)
2. Another said, "I'm uncomfortable with the idea of 'acquire' in this statement, 'examine' is fine." (counselor)
3. Another underlined, "the groups of which they are members" in the goal statement and noted, "Depends on what groups" (counselor)
4. "This depends on what kind of group the (student) belongs to." (counselor)

5. "Groups should be identified as those encompassing wholesome value systems as some group philosophies hold damaging values." (vocational teacher)

6. "With so many students today, the only groups they recognize are ones with negative, destructive values???") (counselor)

7. "Student must take a large share in this concept." (practical arts teacher)

8. "Families as a general rule today are not doing much to foster positive, middle class, American values. For example, stealing, cheating are found to be acceptable unless caught. If proven guilty, you should accept punishment. I did work with values & students, and very few feel it is wrong to steal or cheat as per an anonymous survey taken in several classes." (Teacher of "vocational, comprehensive Home Economics")

9. "For society to be successful, some groups need to be promoted, others changed." (academic teacher)

10. "You would not want students to acquire the values, etc., of all groups to which they might attach themselves - drugs, alcohol...." (vocational teacher)

11. One respondent underlined the word "acquire" in the goal statement, put a "?" over it, and wrote, "not necessarily!" beside it. (academic teacher)

12. Concerning this goal, one respondent wrote, "This as also the responsibility of the church or synagogue of one's faith." (academic teacher)

ITEM ELEVEN asked people to judge the goal statement, "Help students to develop interpersonal relationships." Comments follow:

1. "Starts from birth" (practical arts teacher)

2. "Must be a joint effort" (This respondent assigned a 'P' to both the school and the family) (academic teacher)

3. "This should be established at home through family, church, family, etc. relations!" (However, this respondent also noted that the ability to communicate
effectively in groups could be established, "after entering school") (vocational teacher)

4. "The key to this is a personal sense of worth, initiated in the home and developed the rest of your life." (counselor)

ITEM THIRTEEN asked respondents to react to a goal statement which began, "Help students to become self-governing." Comments follow:

1. School and family share the responsibility, "both equally" (counselor)
2. "Again, school & home go hand in hand." (academic teacher)
3. "Again it'd better be initiated in home and supported in school and business." (counselor)
4. "Early responsibility is the family's - later becoming more that of the school." (academic teacher)

ITEM FOURTEEN asked for reactions to the goal statement, "Help students to understand and function in a democracy."

1. "They also have to learn that not all phases or aspects of life are democratically run." (counselor)
2. "Really should be equal responsibility" (vocational teacher)

ITEM FIFTEEN contained this goal statement, "Help students to develop a commitment to the values of liberty, representational government by consent of the governed, and responsibility for the well-being of all." Reactions follow:

1. "I suppose you know how hard that is." (counselor)
2. "Once again: The schools can teach the facts, but the family teaches the way of life." (practical arts teacher)
3. One respondent assigned the family the primary responsibility on this goal statement and explained, "I'm reacting here most strongly to the word 'commitment'." (counselor)
Reactions to the ITEM SIXTEEN goal statement, "Help students to develop a personal commitment to resolve social issues and fulfill humanitarian ideas everywhere", follow:

1. "Too often they can be lead to easily, before they really think for themselves. Later, they think they were wrong." (practical arts teacher)

2. "Teach them about. I don't think you can legislate commitment." (counselor)

3. One respondent noted that the church had a secondary responsibility in helping students to reach this goal.

The ITEM SEVENTEEN goal statement, "Help students to be tolerant of new ideas, sensitive to problems, and able to deal with new problems in original ways", drew this comment from one respondent who judged it to be of VERY HIGH importance and assigned the school primary responsibility: "Must be shared by family to be generally successful." (academic teacher)

The ITEM EIGHTEEN goal statement began, "Help students to develop their creativity", and brought contrasting reactions:

1. One respondent, who rated the importance of this goal VERY HIGH, said that the school and the family are "Equally responsible". (vocational teacher)

2. Another respondent, who rated the importance VERY LOW, said, "Enough creativity - It's Productivity" (vocational teacher)

ITEM NINETEEN, "Help students to understand the concepts and principles of technology in areas such as construction, manufacturing, transportation, and communication." also aroused some controversy:

1. "Dependent on student!" (academic teacher)

2. "Depends on life goals" (practical arts teacher)

3. "For those who elect to go into vocational training" (academic teacher)

4. "I don't believe this to be the responsibility of a comprehensive high school - vocational school, yes." (counselor)
ITEM TWENTY contained this goal, "Help students to develop positive self-concepts," which yielded these comments:

1. "As long as not egotistical" (practical arts teacher)

2. "School may have only a small role." (academic teacher)

The goal statement in ITEM TWENTY-ONE was, "Help students to develop their emotional well-being. (This includes helping students to develop the skills for adjusting to constant change, and the ability to control or release emotions according to their values.)"

1. One respondent scratched out the last two words, "their values", and substituted, "the values of our culture" before rating the goal HIGH in importance and primarily a family responsibility. (vocational home economics teacher)

2. Another respondent, who rated the goal VERY HIGH and assigned both the school and the family primary responsibility, said, "Sorry, I wish this could be different, but with the break-down in the family, the school has had to usurp family functions." (counselor)

One respondent indicated that the primary responsibility of the goal in ITEM TWENTY-TWO, "Help students to develop their physical well-being" was that of the "self", with the school having the secondary responsibility. (academic teacher)

ITEM TWENTY-THREE asked respondents to evaluate the importance of, and responsibility for teaching, this goal: "Help students to develop moral integrity and ethical character, judgement for evaluating events and phenomena as good or bad, commitment to truth and values, and use of values in determining choices. Help them to understand the necessity for moral conduct, and to develop a desire to strengthen the morals of society."

1. "School and home hand in hand" (academic teacher)

2. One respondent considered this and item twenty-four the two most important questions. Of both, the respondent said, "Responsibility must be shared equally by all facets of society." (academic teacher)
3. "I know many families don't, but it should begin here!" (practical arts teacher)

4. Several respondents added responsibility categories of their own. A vocational teacher added, "other" and assigned a 'P' to it. One administrator and one academic teacher added a "church" category. The academic teacher assigned the church primary responsibility and the family secondary responsibility, but the administrator reversed the responsibility assignment.

5. One respondent indicated that the school had a secondary responsibility, the family had a primary responsibility, and business had no responsibility. But the respondent added a fourth category, "Church", and indicated that it too had a primary responsibility. (academic teacher)

ITEM TWENTY-FOUR asked respondents to rate the goal statement, "Help students toward the goal of self-realization. (Help them to become all that they can be, without being unduly pressured to become someone that they are not.)" This brought several reactions:

1. "What? Who am I?" (academic teacher)

2. "not in terms of job skills" (academic teacher)

3. "Competition makes this almost too difficult because of the need for a salary or income." (vocational teacher)

4. "Most never reach the top of Maslow's ladder." (vocational home economics teacher)

ITEM TWENTY-FIVE asked respondents to indicate their best estimates of the percentage of employers who would want to see several listed documents if they could be made easily available by recent high school graduates applying for a job. The question also contained an "Other" category in which respondents were asked to specify other documents that employers might like to see and what percentage of them might like to see it.

1. One respondent wrote, "All guesses!" and did not make any estimates. (administrator)

2. Another suggested, "Health records - 60%" (academic teacher)
3. "Police record - 60%" (vocational teacher)

4. "Absenteism and tardiness records - 95%" (vocational teacher)

5. "Attendance data for time in high school, including absence and tardy - 75%" (administrator)

6. "Attendance" (academic teacher)

7. "Extracurricular activities in high school - 30%" (academic teacher)

8. "Resume" (academic teacher)


10. "High school attendance 80%" (administrator)

11. "Attendance record 80%" (practical arts teacher)

12. "Social Security Card 100%" (practical arts teacher)

13. "Attendance Records 90%" (practical arts teacher)

14. "Attendance Record 80%" (academic teacher)

15. "Attendance record in H.S. 70%" (counselor)

16. "References from ministers or other important people who know the applicant. 40%" (academic teacher)

17. "Attendance specifically 50%" (vocational teacher)

18. "Attendance 100%" and "Generalization about attitude 100%" (counselor)

19. "Attendance records 70%" (administrator)

20. "Attendance records?" (practical arts teacher and counselor)

21. "attendance records 80%" (academic teacher)

22. "Data sheet 50%" (vocational teacher)

23. "Verification of vocational skills 75%" (vocational teacher)

24. "Health records" (vocational teacher)
25. "Attendance records 40%" (academic teacher)
26. "Attendance record 100%" (academic teacher)
27. "Honors, Extracurricular activities" (teacher instructional coordinator)
28. "School attendance 90%" (vocational teacher)
29. "High school diploma is not considered as important a document as it used to be. It's the person who can get the job done!" (academic teacher)
30. "High school attendance record 80%" (vocational counselor)
31. "Attendance record" (vocational teacher)
32. "Attendance records - 70-80%" (practical arts teacher)
33. "High school attendance and discipline records, 90%" (practical arts teacher)
34. "Police records" (vocational teacher)
35. "Attendance card 100%" (administrator)
36. "Attendance 90%" (practical arts teacher)
37. "I wish employers required all of the above at 100% level as they should." (science teacher)
38. "Extracurricular activities participated in 70%" (academic teacher)
39. "Attendance and discipline 70%" (practical arts teacher)
40. "School attendance records 50%" (counselor)
41. "Student should be taught to accumulate letters of reference from any job he leaves. Always useful." (vocational teacher)
42. "What they want and should want are two different things." (vocational teacher)
43. One respondent indicated that about 50% of employers want to see a BIRTH CERTIFICATE OR OTHER PROOF OF AGE but that this is "much higher in jobs where age applies, e.g., liquor laws" (practical arts teacher)
44. "Attendance and tardiness records 100%" (counselor)

45. "Attendance record of school or other employment 80%" (counselor)

46. "High school attendance record 90%" (academic teacher)

47. "Attendance records 100%" (academic teacher)

48. "Record of school suspensions and disciplinary actions" (vocational teacher)

49. Proof of "Athletic awards, Extra Curricular honors" 50% (vocational teacher)

50. This comment seemed to be a general criticism of the survey, rather than a comment on this specific item, "Is it a vocational education research? I do not value it very high, it is vague and not clear as to both need and purpose." (academic teacher)

51. "Could be made easily available? Do you mean easy access to the employer or student? Easily read?" (academic teacher)

52. "Most (employers) that I receive want to know attendance." (counselor)

53. "Attendance/tardy record 70%" (social studies teacher)

54. "Employers all want to know about school attendance." (counselor)

55. "You may apply the 'Not what you know but who you know' factor." (practical arts teacher)

56. "Certification of vocational training" (counselor)

57. "Attendance records" (practical arts teacher)

ITEM TWENTY-SIX asked, "Which of the following best describes your occupation?" Nine options, including "Other?" were listed. Several people indicated that they did not belong in any one category specifically listed. Occupations mentioned included:

1. "Activities coordinator"

2. Teaching "English and personal business courses"
3. Teaching vocational courses or commercial business courses as well as academic courses.

4. "Vocational coordinator in a comprehensive high school"

5. Teaching vocational courses or commercial business courses as well as teaching practical arts


7. "Teacher Instructional Coordinator"

8. "I am a vocational counselor in comp. H.S. - I talk to employers & seek jobs for students - I have taught all phases of I.A. including electronics. Have built homes including all plumbing and wiring. Also taught math."

9. "To counsel students at age 15 as to the wisdom of taking vocational courses and missing out on many good and needed high school subjects"

10. Science teacher but, "Have also been senior counselor 6 years"

11. Practical arts teacher but, "Also employer - I own my own business."

12. Vocational home economics teacher

13. Vocational home economics teacher in a comprehensive high school

14. "Teacher of vocational comprehensive Home Economics"

15. "Instructional Coordinator & Science Teacher"

16. "Athletic Director, High School"

17. "-Activities Coordinator in Comprehensive High School -Counselor, Adult Basic Education"

18. Academic teacher, "plus office training skills & computer science"

19. Academic teacher but, "certified as 3 & 4" (counselor in a comprehensive high school and counselor in a vocational center)
20. Academic teacher but also, "Athletic Director 30+ years"

21. Respondent circled the academic teacher option but also indicated "5" (vocational teacher) and "6" (practical arts teacher) under the "OTHER?" option.

22. Academic teacher who noted, "Columbus Alternative High - A College-preparatory school."

23. Counselor who noted, "We are a college-prep high school although some students do attend career programs 1/2 day"

ITEM TWENTY-SEVEN asked, "How many years have you served full-time as an employee in the field of education? Those who circled the option, "THIRTY OR MORE YEARS" were asked to "Please specify below." Those who so specified or made other comments are listed below.

1. "30" (an administrator)
2. "Thirty" (administrator)
3. "22 years" (practical arts teacher)
4. "32 years - business education 14 years I.O.E." (vocational teacher)
5. "31" (academic teacher)
6. "43" (academic teacher and athletic director)
7. "30 yrs. this year, high school and junior high" (practical arts teacher)
8. "33 years" (counselor)

ITEM TWENTY-EIGHT asked, "How long have you worked full-time in an occupation other than education, including summer employment?" Those who chose the option, "FIVE YEARS OR MORE" were asked to "Please specify below." Judging by the response, some people interpreted this to be a request to specify the nature of the occupation, while others read it as a request for the number of years worked. The comments below indicate considerable variety, in both number of years and occupations chosen.

1. "Restaurant manager 2 years, factory worker 1 1/2 years, truck driver 6 months, race track worker 11 years for 100 days a year." (academic teacher)
2. "General maintenance for 300+ units of apartments" (practical arts teacher)
3. "Construction" (counselor)
4. "U.S.A.F. Cost Accounting" (administrator)
5. "Alteration specialist, cashier, Timex Corp." (vocational teacher)
6. "Blacktop sealing, Chemical plant, Lobstering & Cod-fishing" (academic teacher)
7. "22 years in vocational field" (vocational teacher)
8. "Own business" (vocational teacher)
9. "2 years service station, 12 years farm" (academic teacher)
10. "Secretarial, Business administration" (counselor)
11. "Summer & part-time clerk, construction, recreation" (administrator)
12. "7 summers Department Store & part-time year round, 5 summers cabinet shop & part-time year round" (practical arts teacher)
13. "Sales - Florist" (academic teacher)
14. "4 years Toolmaker, 2 years General Mechanical, 24 years auto mechanic" (vocational teacher)
15. "Numerous full-time jobs of short duration" (administrator)
16. "Sales" (practical arts teacher)
17. "Insurance underwriter, U.S. Marine Corp, summer pool and recreation" (counselor)
18. "Engr. design - tool & die" (practical arts teacher)
19. "Interpreter, bookkeeper, sales, factory worker, office work, telephone operator" (counselor)
20. "Selling steel products" (vocational teacher)
22. "Automotive" (vocational teacher)
23. "Aircraft industry" (practical arts teacher)
24. "Columbus Recreation and Parks Dept., 8 years - seasonal" (vocational teacher)
25. "Eight years as a secretary" (vocational teacher)
26. "Social work" (practical arts teacher)
27. "26" (vocational teacher)
28. "8 years" (academic teacher)
29. "20 years" (practical arts teacher)
30. "11 years" (academic teacher)
31. "7 years" (practical arts teacher)
32. "8 years" (vocational teacher)
33. "15 years" (counselor)
34. "17 years" (counselor)
35. "9 years" (academic teacher)
36. "20 years" (vocational teacher)
37. "12 years" (vocational teacher)
38. "Electronics specialist (A.F.) - Building and remodeling of commercial and residential structures" (counselor)
40. "11 years accounting dept. of an electric utility" (practical arts teacher)
41. "American Embassy, Moscow, USSR (military attache)" (academic teacher)
42. "Have been connected with home construction 25 years" (academic teacher)
43. "A variety of summer jobs" (counselor)
44. "Active duty: Army" (academic teacher)
45. "Recreation & Business" (administrator)
46. "12 yrs. in retailing" (vocational teacher)
47. "Transportation and supervision" (practical arts teacher)
48. "25 yrs. construction" (practical arts teacher)
49. "8 years part time" (vocational teacher)
50. "Government SSA 10 years" (vocational teacher)
51. "3 yrs for GM 2 yrs. Orton Foundation 4 years for Columbus Auto Parts" (counselor and practical arts teacher)
52. "Secretary" (counselor)
53. "Ohio army" (practical arts teacher)
54. "Every summer for years: 1. construction 2. cat driver 3. service station attendant" (administrator)
55. "7 (seven)" (practical arts teacher)
56. "4 years military 1 year Bookkeeper" (administrator)
57. "14+ years in various office and sales positions" (vocational teacher)
58. "Working way through college, U.S. Navy, working each summer -from digging ditches to selling to working with law office." (counselor)
59. "9 years" (vocational teacher)
60. "Industry, construction, own business" (administrator)
61. "9 years" (practical arts teacher)
62. "a. professional athlete b. stone mason c. clerical d. manage summer pool" (administrator) "21 yrs. - Contracting" (practical arts teacher)
63. "14 years" (vocational teacher)
64. "Waitress, Secretary" (counselor)
65. "I have had a permanent, part time sales position and management consultant position for the last 7 years." (academic teacher)
66. "Real estate sales" (administrator)
67. "I have my own business" (academic teacher)
69. "18 yrs. in industry" (practical arts teacher)
70. "Manufacturing and engineering - airframe" (academic teacher)
71. "12" (vocational teacher)
72. "Painter, farm worker, factory work, inspector (hotels, motels, restaurants)" (vocational teacher)
73. "U.S. Navy, Bethlehem Steel, Bank One of Columbus" (academic teacher)
74. "United States Army" (academic teacher)
75. "6 at least" (vocational teacher)
76. "Painter" (counselor)
77. "Insurance office, department store, day-care center, reading clinic, library, summer camp" (practical arts teacher)
78. "Two years International Harvester Company and 3+ years Columbus Recreation Dept." (counselor)
79. "11 years before teaching and about 18 years part time while teaching" (practical arts teacher)
80. "12 summers" (counselor)

ITEM TWENTY-NINE asked, "What is your sex?" One respondent circled the number for FEMALE but added, "I can't believe you're asking this!" (academic teacher)

ITEM THIRTY asked, "What is your approximate age?" and gave five age categories from which to choose. A few respondents still refused to answer this question.
One said, "What has age to do with it?" (counselor)
The BACK PAGE of the survey asked, "Is there anything else that you would like to tell us about what makes certain high school graduates more employable than others or what schools can do to make their graduates more employable? If so, please use this space for that purpose." More than eighty educators in the comprehensive school sample offered their advice:

1. "Students should become more aware of the need to be on time and regular in attendance and performability." (practical arts teacher)

2. "Youth need to realize that work is a dirty four letter word that many youth do not understand. Many youth think that a job is a place to line up to get a pay check." and "A good, positive attitude is the most important attribute one can have." (vocational teacher)

3. "The student should be alert, enthusiastic, attentive, cooperative, and willing to learn and to do his 'homework'. The student must realize that preparing for the future is as important as enjoying the present. How do you teach or learn such attitudes?" (academic teacher)

4. One teacher listed the following:
   a) "Honesty
   b) Dependability
   c) Reliability
   d) Work ethic
   e) A value system that is compatible to the society they live in."

5. A counselor offered this list:
   a) "More practical writing experiences (business writing) are needed.
   b) Basic work skills
      i) interpersonal relationships
      ii) following directions
c) less esoteric material"

6. "Developing positive attitudes, self assertion, and the ability to 'want' to co-habitat (sic) and advance our society is the crust (sic) of any marketable student." (vocational teacher)

7. "When a student has a positive attitude toward school and his future, the student usually succeeds in whatever vocation he chooses. A sound family background also plays an important role in the student's attitude regarding school and future employment. Vocational and business courses have been vital, essential, courses in the Columbus Public Schools. Without these courses, I would not be where I am today!" (vocational teacher)

8. "I am not sure how the schools can promote social or personal relations. The development of better attitudes toward jobs and those who are in charge - But all are missing in some parts of the business world-" (vocational teacher)

9. The following list comes from a counselor:
   a) Attitude & Adaptability - Cooperative - Polite - Willingness to work.
   b) Ability - able to read & write, and do basic math -able to learn skills
   c) Attendance & promptness Self-disciplined with regard to deadlines, commitments, etc."

10. A business teacher had this to say, "This is being repeated: Over five years placing students in office jobs the employers continually emphasized that they wanted the 'A' student. 'A' meaning: A = Good Attitude A = Good Attendance A = Good Appearance and A = Ability to do a marketable job. P.S. Notice grade ability was always listed last." (business teacher)

11. "Attitude, manners and common sense!" (practical arts teacher)

12. "I believe a basic attitude combination of ambition, determination, creativity, and a desire to learn and profit from that learning is necessary to be employable. I see schools as unable to make many people employable, but I see positive family backing as almost essential." and "I think schools can provide education, period! Family pressures provide the rest of
the mold. Schools can help a few people at a high school level but not enough to justify major expenses. Perhaps work-study with major corporations could help, but I am skeptical." (academic teacher)

13. "I hold the view that the employer will train the employee if he comes to the job with a basic understanding of the skill(s) required. However, he must bring to the job good communication skills and an excellent self-image." (academic teacher)

14. "We need to learn to motivate students. They don't want to work hard. For 21 years I have taught shorthand, and the last 5 years students are dropping that course. They really need it, but they think it is too hard." (business teacher)

15. "Good self-esteem is most important for all young people." (vocational teacher)

16. A vocational teacher offered these three points:
   a) "A strong sense of Pride in the performance of a given task.
   b) A continuous desire for self-improvement - never becoming totally satisfied or complacent with having reached a given level of achievement.
   c) A desire to give that little extra touch to a project, separating it from a good to a great status."

17. An administrator said, "In order to be employable, students need:
   a) A positive attitude toward self & others
   b) A reasonable understanding of the basics, including:
      i) computation and communication skills
      ii) basic systems understandings for vocational students."

18. An instructional coordinator offered this list:
   a) Attitude
   b) Human relations skills
   c) Ability to communicate effectively
d) Problem solving ability
e) Desire to improve
f) Strong moral fiber

19. "Attitude, appearance, personality and good high school record --including good grades, extracurricular activities, and teacher references." (academic teacher)

20. "Generally - Good self-esteem. Schools can start deciding what courses students are to take and stop making schedule changes!!" and "Teacher can try to give more praise for positive attempts of students." and "Get rid of study halls." (counselor)

21. "I feel more emphasis should be placed on regular English courses (reading, writing, analytical thinking) and less emphasis on a diversified curriculum (semester courses). Communication is one of the biggest problems our students have today. Instruction should be geared more toward the students' capabilities in certain areas instead of trying to give him a little education in a lot of different areas. I also think career centers are the best idea that the system has had in a long time." and "Please excuse the messy ink blotches. I was really in a hurry." (academic teacher)

22. "Good attendance records and good grades seem to go hand-in-hand with good employment records." and "I think schools are becoming more firm about attendance policies, making students 'put in' extra time if they miss a lot." and "We all (parents and teachers) need to emphasize and help build attitudes in young people which reflect the value of work and holding a job and making a contribution to society." (counselor)

23. "Diploma needs to be worth more in terms of value. Too many students are 'pushed' through with Mickey Mouse courses or programs (an attempt to keep problem students in school)." and "Personality - attitudes are a problem for many students as well as the ability to get along with peers and teachers." (academic teacher)

24. "I am a firm believer that a good, well-rounded education & an attitude of willingness to try his best at whatever the job will get a student employed the easiest. I also believe the students who work part time (without credit) on their own show more determination than those students taking a work course for
easy credit & money. These students should also be taking a well rounded education and be making themselves open to common sense & reasoning abilities. And if they have a job, don't quit until you have another one to replace it." (practical arts teacher)

25. "It would be beneficial to have a closer working relationship with the business community and the schools." (counselor)

26. "I have found in helping students get jobs, both during their school years and after graduation, that most employers are looking for workers that have 'desire'. (You figure that one out.) As a teacher, I have also found that I can 'teach' but the student must want to 'learn' before anything important takes place. The 'desire to learn' of the student comes from the home. Without the support and backing of the home, I am nothing more than a baby sitter. With the backing of the home, I am god-like." (practical arts teacher)

27. "Today the attitude of the prospective employee may be as important as the other attributes that an employer considers important. We must make greater effort to change attitudes, concepts, and cynicism among our youth before they leave school. Many of our youth from the inner-city and the ghetto have very little concept of what the real working world is like or what is desirable in a prospective employee." (practical arts teacher)

28. "Good attendance and punctuality are very important predictors for future job success." (administrator)

29. I believe education in the public schools should provide a good general background with proficiency in reading and writing. (expressing oneself verbally) Hopefully this general background with basic skills will 'whet the appetite' for further study in areas of special interest and they will know how to go about getting this specialized education. Training in a specific field or skill almost always has to be fitted to the job - even acquired on the job. It was that way with teaching - You learn more the first year of experience than four years of college - which rightly must precede it." (practical arts teacher)

30. "Strong basics foundation / strong math, science, language skills / German and Russian for future technology / French for Philosophy and diplomacy / Strong academical training that teaches organization and love for work should be the goal and main function of
the school for those who are to be our future leaders." and "Strong basics, math and language skills for those who need to go into vocational training because of the limitations or choice. As long as school is compulsory, students should not bear the burden in subject selections. Their education as in the best of European schools or better schools in USA must be carefully prescribed and guided!" (academic teacher)

31. "Some of the problems that schools have can be traced to the students not having learned the things set forth in many of the goals." (academic teacher)

32. A vocational teacher suggested that schools do the following:

a) require typing
b) require more math
c) utilize competency-based testing for English and Math
d) require Home Economics of some sort
e) offer computer course in high school
f) require speech class

33. An administrator said, "Students should accumulate as much knowledge as possible. I believe that all schools should increase the amount of homework required of students. Assignments taking 50 to 70 minutes for each academic class would not be unreasonable."

34. A vocational teacher offered these points:

a) "Some students are more ambitious.
b) Some students have better access to transportation and thus can select from a larger range of employers.

c) Require that every student take some type of vocational preparation.

d) (Impossible) Ensure that all students have equal abilities genetically, identical environments for growth, and a strong desire for Pride in economic independence."
35. An academic teacher said, "A volunteer community work experience such as the internship program offered at our school is invaluable. This is a unique program within the state. If you wish more details about it, contact: Mrs. Karen Balko, Community Coordinator, 2632 McGuffey Road, Columbus, Ohio 43211, Phone: 267-2279 or 267-4913"

36. A practical arts teacher observed, "Students have less responsibility towards school work and others in past 6-8 years. The students I've seen gain employment have been very successful because he or she was very responsible and followed directions, even though their grades were only average! Discipline has highly disappeared from schools. The students more or less give orders with no remorse. Employers do not tolerate this attitude from employees."

37. An academic teacher suggested, "Administrators should stop enabling students to be poor citizens. The problem student or behavior problems in general are dealt with too passively. Tardiness to class & school is included in my comment. Students aren't respectful of administrators & some teachers, e.g., a student calling an administrator by his last name and not being corrected."

38. Another academic teacher said, "I feel that the home environment and upbringing play a 99% role in how a child develop. If children are not shown love and are not taught to have aspirations in life, they have little chance of achieving anything significant. If the child is not taught discipline in the home, he will not be disciplined as school. The family is at the heart of the problems in this country. Unfortunately, bad upbringing is passed on from generation to generation. My feeling is that nothing will ever change in this respect. If I owned a company, there would be very few students in the school in which I teach that I would hire. The rest of the students are too undisciplined, non-caring, and unmotivated. Blame this on the home & family."

39. "Education (school), family, and business must work closer to ensure the maximum resources of our human labor." (academic teacher)

40. "Values instilled in the home the first 5 years are more important than anything taught in the schools. Home values are the most important attitude, about work and schools value instilled in the home are more important than any skill or knowledge." (practical arts teacher) "I'm convinced that the family (par-
ents) needs to know and feel the shared responsibility in the developing independence of youth and how they can fulfill that opportunity. We need to work in unity so there is no duplication (unless intended) and certainly nothing omitted or abdicated." and "My experience has been that employer would like to teach employees the new job, so our job is to teach how to learn and make decisions (think, read, communicate, relate) to develop interdependence." (counselor)

41. A vocational counselor offered this list:

a) "The home is the primary motivator, and also the molder of character, self-esteem, responsibility.

b) All other institutions (schools and business) must work with this product of the home.

c) The schools can help by adjusting their curriculum to reflect the advanced technology of our age. 'Back to basics' seems simplistic, but when you compare the present abilities of our graduates with the graduates of the traditional schools of the past, we come up woefully short. The schools have been cast into a role for which they were never intended. We cannot be the social conscious of our age—we should teach—to teach you must first know—method courses should be secondary to courses specific to the subject area."

42. A teacher of vocational comprehensive Home Economics observed, "Parents spend very little time in presence (sic) of their children. Many students I see spend less than a total hour a week with parents. As a general rule in my school, parents blame school for student's problems, and parents don't seem to realize their parental responsibility."

43. "I think there should be more communication between schools and parents instead of both groups thinking the other one is doing something to assist and prepare the student." (counselor)

44. "Our finest young people obviously come from homes where parents care about their achievements. They tend to be the outgoing types: active in school events, high achievers, and can adjust to the world of work. Their attendance is excellent, and they like themselves. From this group, we seem to drop to almost the opposite youngster. The 'average student' seems to be an endangered species. The 'bell curve' for grades no longer can be applied. Hopefully, that
will change -- both parents and teachers will need to make it happen. And employers will be the beneficiaries!" (vocational teacher)

45. "Home is very important ingredient in student's goals, attitudes, and moral values. School can enhance but cannot be all things to all people. Families must assume their share of responsibilities." (vocational teacher)

46. "Parental attitude is generally the determining factor. Discipline is missing in far too many instances." and "Schools could demand more of students, but parental bitching makes that unlikely." and "There are too many ind. programs catering to whims and too little improvement because of them. Standards are lowered rather than students uplifted. Plain hard work is the only true course." (vocational teacher)

47. "Attitudes towards teachers, administrators, tutors, etc., should be developed positively within the home before the child enters school. Respect, integrity, values of property of others is learned in the home. I feel that the first three grades should have no more than 12-15 students developing attitudes and skills that should help each individual be better prepared to continue with his education." (counselor)

48. An academic teacher offered these suggestions:

a) Counselors unrestrained with bureaucratic red tape of forms, etc.

b) A fair held at a school for 2 to 3 days per year. Speakers, films, field trips, etc. would be available so students can select on basis of intellectual curiosity, vocational aims, personal emotional & social needs. Attendance would be required. Work in the academic requirements so involvement is necessary. Columbus North High did an extremely successful one, partially organized under Mr. Hunsell and retired Mrs. Margorie Blair (Joseph).

 c) Fewer students in classroom so teachers have time to have dialogue with individuals and counsel or seek out.

d) Greater flexibility in scheduling of courses, days, school activities, to meet needs of pupils.

e) Leadership training courses within school and/or community. Solutions to change can be innovative if young minds are challenged.
f) Use of bus transportation be more available. In CPS times are extremely restricting.

g) Brainstorming of minds of people from school, church, social agencies, college, universities, businesses.

h) Ask and listen to students. They know more than we give them credit for.

49. Another academic teacher offered these criticisms of the survey:

a) You use the word 'student' to be all-inclusive. That is an American vulgarized attitude. A few of the people in our school system are students (people with ability and initiative), while pupils are people who do not fair as well in the academic surroundings.

b) Your questions obviously support the theory that schools are, and by right ought to be, the (at least a) major contributing environment for young people. Maybe we need to re-evaluate the responsibility at the school vs. the responsibilities of the parents, business, churches, etc., for the development of our young people.

50. Another academic teacher said, "You may be working on your Ph.D... However I am wrapping up semester course work and have graded hundreds of papers in the past 3 weeks. I resent the time I had to spend on this! Please be advised not to send these out to secondary teachers at semester end."

51. A practical arts teacher commented, "Interesting survey. I hope the results are positive."

52. An academic teacher offered this list of what makes a student more employable:

a) appearance

b) personality

c) willingness to cooperate and learn

d) who they know!

e) references

f) past working experience and course work
53. A practical arts teacher listed these:

a) Being a responsible person.

b) Having the desire to be successful in whatever one tries to do.

c) Being concerned about the success of the organization you are a part of and wanting to do your part to make the organization succeed.

54. "Good attendance, good appearance, good interview, enthusiasm, willing to learn and to work." (academic teacher)

55. "There needs to be a much greater emphasis on student attitude, self-esteem, student interests, and, in general, what is going on around these students in the world today. There is little emphasis on current events and in the happenings (daily) of our business economy. I discovered in my classroom that very few students ever read a newspaper -- had no idea how the social security system functioned and the repercussions that it would have on them in later years (something found in newspapers daily and on the news)." and "Need additional work in counseling students to areas that they can academically achieve -- a student with all D's and F's and says he/she wants to be a doctor is not realistically making an attainable career goal-- yet it happens all the time." (vocational teacher)

56. "Attitudes toward a positive life style are probably second in importance only to mastering certain basic skills in Reading, Writing, and Arithmetic." (administrator)

57. "Didn't feel business had much of role because student is already molded by time he gets to job. After he is employed, then the primary responsibilities go to the business as well as the family instead of the school." (counselor)

58. "Business cannot have much influence on our students, unfortunately, until they're practically adults. So my answers reflect that lack of influence. Once business gets them, their values and morals are formed. It's their lack of skills that deeply concerns me. Employers have told me our grads are ready to do nothing -- just begin to learn once they're out of school, and I concur." (academic teacher)
59. "It is very difficult for a high school to do much more other than 'polish the raw material' that we receive. We need more stability -- families, more caring, nurturing and disciplining parents. A greater moral code is needed, both personally and as a national social policy. We are educated by all our environment, not just school. We could start by encouraging media producers to be more wholesome, instead of educating our youngsters to a more selfish, hedonistic lifestyle." (counselor)

60. "Impressing upon students the importance of getting along with people of different values, backgrounds, temperaments, and intelligences while working together. During high school years -- those years of moving from immaturity to maturity -- many teenagers tend to be intolerant." and "Schools probably should establish courses or course content that embody the learnings that encourage cultural and interpersonal tute-lage." (counselor)

61. "I think if a student is able to fill out applications intelligently and neatly, and be able to talk intelligently, they would have a good chance for the job. Students should learn this in school as well as neatness and politeness when applying." (practical arts teacher)

62. "A student with basic skills, a very good attitude towards work and wanting to work, and some innate intellectual ability to adapt to changing work conditions." (counselor)

63. "I'd say the ones with good attendance, average or above average grades, and little or no discipline problems to faculty and administration would rate better chances off being good employees than the truants, those with poor grades (they often go together), and those who are seriously into abuse of drugs. (academic teacher)

64. "If money is to be the bait, cooperative jobs where students are trained by business. It's too expensive for education to keep up with an ever changing market, economic problems of layoffs, etc." and "After 16, students may leave schools to go to an on-job trade school run by businesses in cooperation with educators. Educators still teach English, History, Foreign Languages, Home Economics, etc. part of the day, to help round out the education." and "Prep schools are maintained as highly competitive - entrance only after extensive exams to test mastery of basic skills. A remedial class to retest if failure
occurs is paid by the student or employer. Colleges now are free to stimulate creative research, real mastery of a field, so business people can rightfully expect trained --vocational, scholastically-- personnel. A university grad is an EXPECTED LEADER, DOER, MOTIVATOR TO ALL!!" (academic teacher)

65. Another academic teacher offered these four points:

a) "Time management courses need to be offered.  

b) School needs to be paid for and monitored by parents.  

c) Books and supplies should be bought by students and reimbursed at end of year (teaches responsibility).  

d) Get rid of the 'non-student' --somewhere-- let them become employees somewhere and earn $$, their real interest."

66. "Why don't employers work on producing a survey that when given to a prospective employee could serve as a measure of that person's attitudes, personality, integrity, morals, and common sense?" (academic teacher)

67. "Competency testing of basic skills during several intervals during the student's elementary school years." (academic teacher)

68. "The personal interview is most important. How well a person can present themselves, including appearance, verbal ability, attitude, and general personality characteristics." and "Perhaps a course designed to teach graduates to: 1. Write resumes  2. Know what to expect from a job interview.  3. Give the best possible impression, etc., would be a worthwhile consideration." (academic teacher)

69. "We do not have any classes that deal with job hunting or how to go thru an interview. This could be incorporated into an English class. Selling yourself -- we don't do a good job of helping the student in this area. The home also doesn't seem to be doing a satisfactory job." (academic teacher)

70. "Employers should contact the schools. We know these kids well. We are never contacted. Students should find out attendance is importance." and "Kids today only think in terms of what we owe them. They act as though we should just give them a job because they
filled out the application." and "While fast food jobs are good for kids, I hear kids every day say they refuse to work in fast food, even though there are no other jobs available." and "The business community needs to make it very clear to students what they expect." (administrator)

71. "Schools should provide opportunities for improving job-seeking techniques. Interviewing and communication skills should be stressed and improved." (vocational teacher)

72. "High school students are more employable when they are trained for a particular area of speciality. Vocational students are more prepared for employment than traditional high school students." (vocational teacher)

73. "I think too much emphasis is put on the vocational courses in high school. Students who should be taking college prep. classes are being guided towards the voc. program because of numbers needed to fill the program, and then they aren't properly prepared for college!!" (practical arts teacher)

74. "Once we focus on the basic skills and insure that each 'graduate' possesses some, we can then branch out into the job-related areas. First things first!" (academic teacher)

75. "Must know how to read and write and do simple math" (vocational teacher)

76. "Personal appearance during interview" (academic teacher)

77. "First impressions are very important when applying for a job. The student should be courteous, neat and clean, and dress conservatively. They should write legibly on the application and have some knowledge of what is expected in a job interview." (practical arts teacher)

78. "It may not be possible unless someone specifically wanted to be helped, but many students need to be taught how to change basic personal qualities. Perhaps a start would be something similar to H.V. Peake's 'How to Win Friends and Influence People'!" (academic teacher)

79. "Ability to think." (vocational teacher)
80. "To be courteous, BEAT in appearance or task completed and, in general, a strong feeling of self-respect --- not the chip-on-the-shoulder." (vocational home economics teacher)

81. "Provide computers for all classes and word processors" and "Require every student to take typing (keyboarding) and one or more basic business courses." and "Help students select a career goal (interest survey available through the Boy Scouts) by 9-10th grade so they can take more courses to help them." (vocational teacher)

82. "I think high school students need to take many field trips to visit various kinds of occupational establishments. Potential employers need to make their needs known to the students. Students usually do not believe teachers concerning occupational needs. Students also need to recognize the very great differences between part-time and career employment." and "Thanks for putting in questions regarding moral issues. Philosophical inquiry is essential to us all." (academic teacher)

83. "Sometimes we have students with clerical interest. A business background, a perfect attendance record, etc." and "Schools could emphasize the work world and what it has to offer young people." (vocational teacher)

84. "Learn better how to accept adult supervision and directions. Develop a better self-image and controls. Become more productive in our society and that a potential employer is worthy of receiving an honest day's work for the amount of salary paid." (counselor)

85. "Beat in appearance. Speaks well. A person with a good high school background may move up quicker than a person from a vocational school with a poor high school background." and "Wise counseling in reality at the high school level is something greatly needed." (practical arts teacher)

86. "Career exploration: Field trips other than 1 day ones. Probably 2 or 3 day (weekend) visitations, and being available from beginning to end of day." (administrator)

87. "Good personality, ideals, high morals, achiever, polite, respectful of others." (academic teacher)
88. "Job placement in the school, to keep seniors informed of openings. More students in vocational training related to specific needs of the area (such as high tech, computers, in our area). We need more high tech in our career centers.

We need special elementary schools where students must go, (instead of socially promoting them) and be helped with basic skills until they can be mainstreamed." (counselor)

Comments on Surveys Returned by Career Center Professionals

Comments on ITEM ONE, which asked respondents to rate the three biggest complaints that employers have about those who enter the work force right after graduating from high school:

1. "Not concerned enough about wanting to work for a living or really dedicating themselves to serve" (career center teacher)

2. "Graduates expect to 'move' much faster than employers feel they are ready to move. High school, however specialized, does not teach one all one needs to know!" (career center teacher)

3. "The biggest complaint is that students are unable to spell and that they have poor grammar skills. This affects their ability to function well on the job and affects their ability to follow directions. Not listed above is the fact that students are not detail-conscious and are sloppy or careless." (career center teacher)

4. "Many employers have said that the lack of initiative is unbelievable. Also, communication skills (all) are poor." (career center teacher)

5. "Does not accept responsibility" (career center teacher)

6. "Honesty is very important." (career center teacher)

7. "An employer can work with an employee who may have some degree of weakness in a skill, but a 'poor attitude' is hard to deal with and the most frequently mentioned reason for not hiring a prospective employee or for dismissing a present employee!" (career center teacher)
8. "This is a difficult list to place in any order of importance. I have had many students over the years who do not fit the 3 areas I marked but definitely do fall into some of the other areas listed." (career center teacher)

9. "I feel that the areas I marked (*) all fit under poor attitude. Attitude has an effect on how you get along with others, if you are willing and cooperative." and, "Math-Reading-Writing all can be lumped under poor academic skills. Usually a person is weak in both areas." (career center teacher)

10. "We try to give the student an opportunity to see how service departments are operated. We visit these locations, and someone in management explains to the student the overall operation." (career center teacher)

11. A vocational center administrator wrote in, "Unwilling or unable to accept responsibility" as the biggest complaint.

12. A vocational center teacher offered his own list for the dental laboratory area:
   a) Not enough self-motivation
   b) Maturity in doing the job right
   c) A willingness to start at minimum wage and work up
   d) Willing to be on the job and working to learn in every spare moment
   e) Self-discipline

Comments on ITEM TWO, which asked which school experiences would help most to make a high school graduate more employable immediately after graduating from high school, assuming that the student had no specific wage-earning job in mind:

1. "Students need the vocational training, but need skill training or job experiences outside of the school system for a more realistic view of the working world." (career center teacher)

2. "Our courses are directed to teaching employability and leadership skills." (career center teacher)

3. "Strong training in basic communications, English (writing), basic skills, attitude & self-discipline"
(This was listed as the second most useful experience by a vocational center teacher)

4. "Why can't a student participate in both a training program in the school system and a training program in the community CO-OP." (career center administrator)

5. "Good-to-perfect attendance throughout their high school years" (listed as the most useful experience by one vocational center teacher)

6. "Attendance, more so than grades" (listed as the second most useful experience by one vocational center teacher)

Comments on ITEM THREE, which asked subjects to evaluate the effect of curriculum taken on employability:

1. "Specific vocational training offers highest possibility for a related job hiring. Even an unrelated occupation employment situation would be better with a vocational student due to his skills in interpersonal & attitude training received." (career center teacher)

2. "In some instances, vocational training can stimulate a sense of responsibility." (career center teacher)

3. "There is no reason for the vocationally trained student to have less academic credits. They should use their extra 2-8 credits for college prep as many vocational students get turned on to education and want more." (career center teacher)

4. "Why not Group B and some specific vocational training?" (career center teacher)

5. "Nothing mentioned about grades" (career center teacher)

6. "The second & fourth questions require more info. If the Group B credits relate to the job sought, the student may be more employable than the one who was trained in an entirely different vocational field than the job being applied for." (career center teacher)

7. "Any one of these students could be hired based upon the 'job interview'. Grades would focus more on higher skill job requirements." (career center teacher)
GENERAL COMMENTS ON ITEMS 4-24, which asked respondents to rate the importance of stated school goals and indicate what group or groups are responsible for helping youth to achieve them:

1. "In questions 4-24, at the same time I feel that most of these concern the primary responsibility of the family, the schools are greatly involved with these responsibilities. The teaching should begin in the home and then the capitalization for the concern can be added once the students attend school. However, too often the proper teaching is not or cannot be provided for in the family unit." and "Basic skills need to be stressed a lot more at the elementary level." (career center teacher)

2. "Most of these really begin and are well established before school starts. School can only add on to the foundation there. Parents must be good teaching parents before the school can do a good job." (career center teacher)

3. "Business (should) make available units to the school in vocational area." (career center teacher)

Specific comment on ITEM NINE, which asked respondents to rate the goal statement, "Help students learn about and appreciate many cultures and civilizations of both the past and the present."
"Child will see it if parents show it at an early age." (career center teacher)

Specific comment on ITEM TEN, which asked that respondents rate the goal statement, "Help students to examine and acquire the values, standards, and traditions of the groups of which they are members."

1. "Depends on what group they belong to: If this refers to their ethnic group or society in general, then my answer would be indicated above." (career center teacher)

2. "Providing we are thinking about positive values and not negative. I find that my values as an adult, both positive and negative, and those of some (minority) students are not the same." (career center administrator)

Specific comment on ITEM THIRTEEN, which asked that respondents rate the goal statement, "Help students to become self-governing":
"Must be well rooted before school" (career center teacher)
Specific comments on ITEM NINETEEN, which asked that respondents rate the goal statement, "Help students to understand the concepts and principles of technology in areas such as construction, manufacturing, transportation, and communication."

1. "Depends on student interest" (career center teacher)
2. "I assume you mean for each student" (career center administrator)
3. "This would be the school's responsibility if one of these areas is a chosen vocation of a student." (career center teacher)

Specific comment on ITEM TWENTY-ONE, which asked that respondents react to the goal statement, "Help students to develop their emotional well-being. (This includes helping students to develop the skills for adjusting to constant change, and the ability to control or release emotions according to their values.)":
What their values are could be questioned, i.e. are they acceptable in society?" (career center teacher)

Specific comment on ITEM TWENTY-FOUR, which asked for reactions to the goal statement, "Help students toward the goal of self-realization."
"No one should ever pressure toward unrealistic goals." (career center teacher)

ITEM TWENTY-FIVE asked respondents to indicate their best estimates of the percentage of employers who would want to see several listed documents if they could be made easily available by recent high school graduates applying for a job. The question also contained an "Other" category in which respondents were asked to specify other documents that employers might like to see and what percentage of them might like to see it.

1. "Attendance and tardy records" (career center teacher)
2. "Attendance record 90%" (career center teacher)
3. "Attendance figures - 50%" (career center teacher)
4. "Attendance record 80%" (career center teacher)
5. "Attendance Record 100%" (career center teacher)
6. "100% Tardies & Absence" (career center teacher)
1. "Record of attendance and punctuality (job and school) 80%" (career center teacher)

2. "Attendance cards 90%" (career center teacher)

3. "Proof of their records in attendance, appearance and attitude" (career center teacher)

4. "S.S.N. 100%, Driver's Licence 90+%, Vocational Certificate ?%" (career center teacher)

5. "Completion Certificates from Vocational Programs, listing skills and areas of student expertise" (career center teacher)

6. "Certificate of completion of a vocational program - 80%" (career center administrator)

7. "Vocational Certificates, Special recognition/awards" (career center teacher)

8. "Evaluation of personal characteristics" (career center administrator)

9. One vocational center administrator circled 50% for the document listed as BIRTH CERTIFICATE OR OTHER PROOF OF AGE, and commented, "Other than proving over 18 (liability & hazardous occupations) this is not as important as prior to 'age discrimination' concepts."

ITEM TWENTY-SIX asked, "Which of the following best describes your occupation?" Nine options, including "Other?" were listed. The following appeared in the space under, "OTHER? (If so, please specify below.)

1. "Teacher in a vocational/career center - teaching Theatre Arts"

2. "Teacher in a vocational center - Math Specialist"

3. "I have been all three" (This person circled options 5, 6, and 8, indicating that she had been a teacher in a comprehensive school, both as a vocational teacher and as a practical arts teacher, in addition to her present occupation as a teacher in a vocational center.)

4. "Business owner and mother" (This respondent also circled option 8, indicating that she is a teacher at a vocational center so the comment was probably an indication of other qualifications, or other 'hats' worn.)
ITEM TWENTY-SEVEN asked, "How many years have you served full-time as an employee in the field of education? (Circle one number)." Six options were listed, including, "THIRTY YEARS OR MORE (Please specify below.)

One vocational center administrator specified, "32 yrs."

ITEM TWENTY-EIGHT asked, "How long have you worked full-time in an occupation other than education, including summer employment? (Circle one number.)" Under the last option, which was, "FIVE YEARS OR MORE (Please specify below)", many respondents wrote in answers. Some specified the nature of their employment, some specified the duration, some both:

1. "12 years" (career center teacher)
2. "14 years" (career center teacher)
3. "15 years" (career center teacher)
4. "24 years" (career center teacher)
5. "13 yrs." (career center teacher)
6. "10 yrs." (career center teacher)
7. "15 years" (career center teacher)
8. "35 years" (career center teacher)
9. "15" (career center teacher)
10. "17 years" (career center teacher)
11. "25 years" (career center teacher)
12. "16 yrs." (career center teacher)
13. "15 years" (career center teacher)
14. "Eighteen years" (career center teacher)
15. "10 yrs" (career center teacher)
16. "20 yrs." (career center teacher)
17. "8 yrs." (career center administrator)
18. "20 yrs" (career center counselor)
19. "7 years" (career center teacher)
20. "10 years" (career center teacher)
21. "27 years" (career center counselor)
22. "30 years" (career center teacher)
23. "10 years as a secretary" (career center teacher)
24. "Worked 11 yrs before receiving teaching certificate and degree" (career center teacher)
25. "Nine years in related field of vocational area" (career center teacher)
26. "17 yrs - Plumbing" (career center teacher)
27. "15 years in general contracting" (career center administrator)
28. "7 yrs Photography (inc. 2 in military) and 3 yrs Auto Mechanic (including summer work)" (career center administrator)
29. "30 yrs - Electrician" (career center teacher)
30. "Field of Instruction - 22 years" (career center teacher)
31. "Welding Technology Field" (career center teacher)
32. "Lifetime in construction trade" (career center teacher)
33. "Extensive background in the trade" (career center teacher)
34. "Many years of summer employment!" (Vocational center administrator)
35. "Management assignments in the Automotive and Truck field" (career center teacher)
36. "13 years + 15 years in business along with Educational Employment" (career center administrator)
37. "Communication/Media" (career center teacher)
38. "Worked 2nd job for 7 years while teaching during days, plus summer work" (career center teacher)
Back Page Comments of Career Center Personnel

1. "Most of these questions refer to students before they are exposed to the business phase of their education." (career center teacher)

2. "Besides having some type of skills, they must be able to get along with others, work without constant supervision, and develop some type of work ethic." (career center teacher)

3. "Students need to develop basic skills of reading and writing, as well as oral communications." (career center teacher)

4. "I believe that a high school graduate with a positive attitude toward working in general, and a willingness to learn makes him a candidate for successful employability." and "Some students attend vocational schools merely to 'get out of' attending a home school for the entire day. They have no true desire to learn a trade or employability skills and therefore are a burden to classmates, teachers, counselors, and administrators." (career center teacher)

5. "I feel very strongly about vocational education. However, along with this training, continuing academic subjects I feel is a must. Many of my students would like to further their education. However, they are discouraged because they will not have many of the college requirements needed for enrollment." (career center teacher)

6. "Schools need to work more cooperatively with vocational centers so that students are properly guided into programs they may be interested in. Too many of our high schools try to keep their students from receiving the best vocational training and often pressure students into programs in their own schools when a vocational center may offer better training." and "Our primary schools need to work on grammar and spelling more." (career center teacher)

7. "Exposure to 'real' business situations improves student success potential. The sooner the better." (career center teacher)

8. "I have found that employers want not only people who can do the job, but people who can do the job better, more quickly, and efficiently. Too many of today's graduates are copiers who have not been encouraged to use their own creativity." (career center teacher)
9. "The ability to see tasks which need to be done before being told to do them." (career center teacher)

10. "Good study and work habits as developed by the parents at an early age." (career center teacher)

11. "I feel a lot has to do with family values: If student sees parents going to work daily, they will apply this value to their standards. Also they develop a better attitude toward work." (career center teacher)

12. "The transition from farm living to urban has removed most of the opportunities to learn about work. The schools have to fill this gap because our whole society is built around work." (career center administrator)

13. "Leadership training gained through vocational lab/shop organization and through youth clubs, e.g., VICA, HERO, 4-H, etc." (career center administrator)

14. "I would like to see the elimination of the 'general' high school diploma. A student should leave high school prepared for further education or employment." (career center teacher)

15. "I would like to see more college-bound students involved in vocational programs. College is prohibitively expensive for many able students. A vocational skill can make them employable at a higher salary range than most unskilled summer jobs, so they can more easily afford their college education. Vocational education in an area related to their chosen field in college gives them ground floor skill and knowledge in the field for benefit in college and when they begin work after college. I would like for the public to be made more aware of the scope, availability and usefulness of the tremendous vocational programs in our area. I would like the myth to be dispelled that vocational school is for less educable or problem students." (career center teacher)

16. "I feel there is a need to help motivate students. Their attitude is poor. They, as a whole, don't seem to care or realize this important factor in employment. My efforts don't seem to be enough. I think parents are crying out for this help too!" (career center teacher)

17. "I think each must graduate from high school with at least one saleable skill — no matter even if the stu-
dent feels he will attend college—there are too many college dropouts, and surveys don't usually include this information." (career center administrator)

18. "I personally feel your survey does not address a question of greater importance than the ones it does address, i.e., what students can do to keep themselves employed. We have experienced for many years, being able to place students and finding in follow-up studies many had been released, primarily for attitude problems. Also, those students who have developed good attitudes, etc., are also those students who for the most part should be directed toward college rather than the job market." (career center teacher)

19. "More emphasis placed upon the students' 1. Attitude, 2. Attendance, and 3. Ability, in that order!" (career center teacher)

20. "1. Attitude, 2. Social skills, 3. Ability to read, write and do math on a 12th grade level instead of a 4th to 6th grade level." (career center teacher)

21. "1. Not being afraid to do any task. 2. Being able to accept criticism. 3. Being dependable" (career center teacher)

22. "Vocational or academic students that are:
   a) Dependable and punctual
   b) Trustworthy and honest
   c) Get along with fellow students or workers
   d) Neat, clean, and well groomed
      (The above traits are what gets students jobs and help them keep them. We try to develop these areas through youth clubs and participation in them.)
   e) Skills and knowledge is what gives students vertical mobility in most organizations and businesses. This is interpreted to be raises, promotions, advancements, etc.." (career center administrator)
Comments from Business Version of Survey

Comments on ITEM ONE, which asked respondents to rate the three biggest complaints that employers have about those who enter the work force right after graduating from high school:

1. "Lack aggressiveness" (manager)
2. "Just does not want to work. 'Thinks everything should be handed to t to them" (manager)
3. "Low standards" (owner)
4. "The basics have been ignored or are not stressed enough." (owner)
5. "In general, students are not self-motivated." (owner)
6. "The average student coming out of high school (or even college) does not comprehend what makes our system work." and "The younger workers do not seem to be able to accept the fact that they have to take the responsibility of their decisions." (owner)
7. "The first qualification we look for in an applicant is good writing and spelling." (manager)
8. "Generally not company oriented. Looked upon as just a job, and usually just temporary." (manager-personnel director)
9. "While fear of the unknown is universal, more practical 'hands-on' experience would alleviate much of this fear of testing the waters. Specific work areas are not as important as just 'real' work of any kind." (owner)
10. "This questionnaire is being answered relative to entry level positions in company office (and not hourly restaurant positions). We rarely hire anyone without prior work experience unless they have been in a co-operative education program." (personnel director)
11. "Have hired too few people just out of high school to reply" (owner)
12. "I have had no experience with the above." (owner)
13. "We have none of these problems." (owner)
14. "Cannot judge" (owner)

15. "We have very limited experience with employees right out of high school." (manager)

16. "No post high school hires" (manager)

17. "Not having hired anyone in the general areas discussed in this questionnaire, I can't really select one. My general feeling is many lack a sense of responsibility." (owner)

18. "It is very difficult to train students in the high school level for different jobs since jobs vary from place to place. Specific input from businesses on what they really need is important." (personnel director)

19. "Basic skills in reading, writing and oral communication are not present." (owner)

20. "Attitude is the basis of all success or lack of it. With positive attitude and willingness to work --and a realization that everyone must pay their dues--and cannot start on top--most other problems, except inability to read, can be worked out." (president of a company)

21. "The above really applies to applicants. We're usually pretty happy with those we employ, and they are usually the 'better' students." (personnel director)

22. "Regularity is to be stressed, as well as good attitude and ability to adapt to change. We operate a service company, and many times must change our pre-planned schedules to meet the human need of the customer. Further, we do not employ large numbers of persons to cover substitute assignments. In the event that large numbers of persons are absent, the work may not be assigned to an alternate party. We may very well cover 20 percent of the labor absent. However, this non-show creates a real hardship with the faithful employ." (owner)

23. "School should teach students what to expect in the work world, perhaps using Catalyst's book on YOUR FIRST JOB and/or Schele's SKILLS FOR SUCCESS. (personnel director)

24. (List) "Not applicable. 'Looking for intelligent people with 'good' job attitude." (Owner)
25. "There should be more information given to students about the free enterprise systems that our economy operates in." (Manager)

26. "Most of salary hires are college grads. Most of high school employees hired are hourly. Biggest complaint is absenteeism." (Manager)

27. "All answers qualify for a '3' rating (third biggest complaint) except reading, writing, and math." and "Most people seem two dimensional: They are not creative." (Manager)

28. "Lack of common sense" (Owner)

29. "I've never had any big problems other than the fact they sometimes have trouble talking." (Owner)

30. "Unrealistically high expectations - effort vs. compensation" (Owner)

31. Many employers had specific complaints which they listed under the last option, "OTHER REASON? (Please specify below)" The following were listed and marked as their #1 (biggest) complaint:

a) "Cannot reason and come to logical conclusions" (Owner)

b) "Very poor spelling skills" (Manager)

c) "Manners - giving respect to fellow employees and those in authority" (Personnel director)

d) "A great percentage of young graduates do not show initiative or seem to know how to work. To some degree, they are not flexible in their work habits and not willing to do the 'extras' that occur in a normal workday." (Personnel director)

e) "Use common sense" (Manager)

f) "Poor work ethic" (Manager)

g) "No education in our economic system" (Owner)

32. Several employers listed specific complaints under "OTHER REASON?" and marked them as their #2 (second biggest) complaint:

a) "No motivation" (Owner)
b) "Some seem to think they are owed something and don't really have to work for it, i.e. time-off, raises, etc." (manager)

c) "No motivation - Must be pushed" (owner)

d) "Lack of spelling/punctuation/communication development" (personnel director)

e) "Not willing to be committed to the company and putting forth enough effort to learn quickly and be dependable and want to stay and build a career." (manager)

f) "Does not stay more than 6 months" (owner)

g) "Unrealistic expectations" and "Don't know how to get along with co-workers -- probably can if they know how."

h) "Too independent (don't care if they work or not)." (manager)

i) Not enough training in "typing and shorthand, specifically" (personnel specialist/recruiter)

33. Several employers also listed their third biggest complaint under the "OTHER?" category:

a) "Lack of concentration" (manager)

b) "No responsibility" (owner)

c) "Ability to assume responsibilities" (owner)

d) "Responsible enough to do the job well" (owner)

e) Cannot read, write, or communicate orally well enough for the job." (manager)

f) "Attitude that a job is an inherent right, not a privilege to be earned" (manager)

g) "Immaturity. I once had an employer ask for a 'mature' secretary. When I asked him what he meant, he replied, 'I don't want someone coming in here and eating jelly doughnuts over my typewriter.'" (job placement director)

h) "Unwilling or unable to take initiative, assume risk" (owner)
i) "More interest in receiving a paycheck than working for it" (owner)

j) "Unrealistic expectations of what it takes to be promoted and salary ranges" (personnel director)

k) "Not willing to work at a rate that is compatible with skills and experience" (manager)

l) "Tend to be motivated by their peers and also conform rather than developing own work habits" (owner)

Comments on ITEM TWO, which asked which school experiences would help most to make a high school graduate more employable immediately after graduating from high school, assuming that the student had no specific wage-earning job in mind:

1. "Ideally, a student who combines fairly decent grades with extra-curricular activities, some business courses (especially typing), and a good work record in a part-time or summer job is the one we would be most interested in interviewing." (owner)

2. "I feel it is extremely important to acquaint graduates with the differences in school-oriented and job-oriented worlds. To a high school graduate with no 'work-for-wages' experience, it is quite a shocking change." (owner)

3. "Would be helpful to work with serious workers who have high standards" (owner)

4. "The main thrust of all my desires concerning our educational system is that as many experiences and as much of the environment be as life-related as possible. Life after graduation is not a hobby or a holding pattern merely marking time." (owner)

5. "My own intuition, not experience, is guide here." (owner)

6. "Learn how to get along with other people and how to sell oneself." (president of a company)

7. "Co-op students have done well with us." and "Good grades often indicate good work habits, good attendance, etc." (personnel director)

8. "Experience of getting good grades reflects the willingness of the student to apply his or her ability to facts at hand. The personal challenge to grasp the
world and their immediate surroundings is utmost in the work schedules assigned on a day to day basis."
and "Business exposure and the understanding that persons must contribute and earn is most important." (owner)

9. "Good grades (not necessarily excellent grades) show that the student is able to absorb and retain information long enough to pass a test." (manager)

10. Participation in extracurricular activities, "teaches time control and improves personal relations" (owner)

11. "Students should be taught the three R's" (owner)

12. "Extracurricular shows us a student can do more ....wears more than one hat! These people (especially those involved in athletics) are not stumped when asked to do three or four jobs!" (personnel director)

13. "Grades (good or bad) give no indication of attitude on the job. Underachievers in school may blossom in a job situation." (manager)

14. "Since our company is dealing with janitorial/maintenance work, I have found that our best qualified employees who are recent high school graduates have been those who have had skilled vocational training in that area while in school." (personnel director)

15. A few employers listed their own #1 (most useful experience) under the "OTHER? (Please specify below)" option:

   a) "Senior year of high school - teach student how to properly fill out employment application; tips on going to interviews, how to dress, etc." (administrative assistant to president)

   b) "A good attitude and the willingness to learn and work. Extra-curricular activities with the community -- political, J.A., etc." (manager/personnel director)

   c) "Held responsible for his/her actions (i.e. absenteeism)" (manager)

   d) "Team activities -- sports, band, stage" (manager)

16. Several employers specified a #2 (second most useful) experience under the "OTHER?" option:
a) "Good communication skills" (personnel director)
b) "Take courses in the basics, (writing, reading, literature, arithmetic) along with vocational courses in desired field" (manager)
c) "Combine courses with regularly scheduled volunteer work in area(s) of interest." (owner)
d) "Add a course or refresher course during the summer in grammar (sic) and spelling." (manager)

17. One manager selected "CHOOSE AND TAKE A VOCATIONAL CURRICULUM WITH SKILL TRAINING IN THE SCHOOL SYSTEM" as the second most useful experience, but added, "Make sure for (2) that skill training involves basic writing, reading and computational mathematical skills."

18. An owner made the same selection for #2 and added, "2nd most useful experience - good only if the school can give the student a broad spectrum of vocational occupations. Also the student should be counseled and directed in those areas where the student demonstrates an aptitude."

19. A manager wrote in a #3 (third most useful) experience as, "Have adequate basic skills in English, math, civics, and science/industrial arts."

Comments on ITEM THREE, which asked subjects to evaluate the effect of curriculum taken on employability:

1. Several employers (about 7%) left this item blank. Some specified a reason for doing so in the section for comments:
   a) "We never examine an applicant's transcript." (manager)
   b) "Depends entirely on the job" (personnel director)
   c) "The answer to the question depends on the requirements of the particular job." (owner)
   d) "I believe this question is a little difficult to answer. I feel Group A courses are definitely an asset, but I feel this question cannot be properly answered if selections are not for a specific type of job." (personnel director)
e) "Don't see the point! Can't answer because you left art/music out of Group C." (manager)

2. Several employers (almost 12%) put an 'X' in the blank beside the last option, "BASED ON THE COURSE CREDITS COMPLETED, ALL FOUR STUDENTS HAVE AN EQUAL CHANCE FOR THE JOB". Some gave their reasons for doing so in the comment section below the item:

a) "As long as a student is taking a full load in school, it doesn't really matter what high school classes they are." (manager/personnel director)

b) "Ability to communicate would probably be the deciding factor, along with appearance and grooming." (owner)

c) "My decision would be based on attitude, references, and ability to get along with others." (owner)

d) "I feel it depends on the job available and the individual applying for it." (personnel director)

e) "The 'courses' taken do not affect employability."

3. Several employers made "THE STUDENT WHO HAS GROUP A CREDITS" their first choice. (This grouping of courses comes closest to being the traditional college-preparatory curriculum.) Some gave their reasons for this selection:

a) "If courses in Group A accomplish that which they traditionally did, then that student is most employable." (owner)

b) "Good marks in the Group A courses will show an ability to think and reason. I believe this person would be a much more well-rounded individual than the others." (manager)

c) "Basic communication and math skills are very poor. Work/study programs where students work at low skill levels (e.g., fast food) are worthless in terms of skill and discipline." (manager)

d) "Group A is more intensified in the basic materials and knowledge of the everyday pattern of life and community-world activity that would be helpful to the student training program and their employable skills." (owner)

e) "Type of job could influence answers." (owner)
f) "I would rather have an applicant with a good basic education who can use one's head. We will teach the applicant the vocational skills better than they are taught in the classroom." (owner)

g) "I chose Group A because studying a foreign language is an excellent means of developing good spelling, grammar, and communication habits." (personnel director)

h) "Math, Science and English in that order are most important in our area." (owner)

i) "We feel basic education to be much more important than vocational training." (owner)

4. Several other employers made, "THE STUDENT WHO HAS GROUP B CREDITS" their first choice. (This grouping comes closest to being the traditional 'general education' curriculum.) A few employers gave reasons for their selection:

a) "Requirements: #1 Oral, written and math skills. #2 Interest and ability to do many tasks at once. #3 Well rounded." (manager)

b) "Need responsibility for their work. If background is proper, they can learn to do most jobs well." (owner)

c) "C has limited his future growth by not being well grounded in basics." (manager)

5. Many employers chose, "THE STUDENT WHO HAS GROUP C CREDITS AND WAS VOCATIONALLY TRAINED IN THE SPECIFIC JOB SKILLS REQUIRED FOR THE JOB BEING SOUGHT" as the most employable person. The reasons given by those who commented on their choice were quite varied:

a) An manager/personnel director who left the other choices unranked said, "The rest would depend on other criteria outside of credits."

b) A manager said that his "No. 1 would be better with a min. of 2 math and it would be even better with 3 math. Also a min. of 2 science and not just General Science and Physical Science. Much better to have Biology and Chemistry or Physics."

c) A personnel director noted that the student with Group A credits "would probably go to college and would not enter work force immediately."
d) An owner commented that, "Going directly into the job market, Group A would be the least helpful as it represents a college preparatory curriculum."

e) A manager said, "Group A reminds me of a pre-requisite course for entry into college, which is a bunch of meaningless courses, as are pre-requisites in college."

f) Another manager noted, "Courses do affect employability, but more important to us is attitude - teach a positive attitude."

g) An owner said, "Courses taken are important, but attitude and adaptability take precedence. A course in 'Surviving job interviews' would be helpful."

h) A manager commented, "We interview each applicant and use education, personality, personal grooming, and communication as basic criteria."

i) An owner added, "Depends a lot on what job is available. Also depends on how well students applied themselves to their courses."

j) Another owner made the general comment that, "It's interesting to note that in all categories Phys. Ed. and Health are assigned relatively little importance. In life, health immediately and increasingly is important, so few people are trained in a practical way, to care for themselves physically and mentally."

6. One owner ranked "THE STUDENT WHO HAS GROUP C CREDITS BUT WAS VOCATIONALLY TRAINED IN DIFFERENT SPECIFIC JOB SKILLS THAN THOSE REQUIRED FOR THE JOB BEING SOUGHT" with a '4' (least employable) and left the other three students unranked. He commented, "I think this question is impossible to answer unless you know the type of job skills required, i.e. the Group A students might be overqualified or not rewarded in some types of jobs."

7. Another owner simply wrote beside the Group A credits student, "This student should be college bound!"

GENERAL COMMENTS ON ITEMS 4-24, which asked respondents to rate the importance of stated school goals and indicate what group or groups are responsible for helping youth to achieve them:
1. "Neither the family nor the school can obtain these without the other. You can't divide and pass off responsibilities as important as most of these. The family has the responsibility. The schools provide the tools and training." (Manager)

2. "I felt that it was difficult in most areas to separate family from school responsibility." (Personnel director)

3. "There were several questions where I felt 2 'P's were necessary; the schools and the home need to work together to be effective." (Personnel specialist/recruiter)

Specific comments on ITEM FOUR, which asked respondents to assign an importance rating and responsibility to the goal statement, "Help students to master basic skills and processes, such as reading and listening, writing and speaking, using basic mathematics, and using available sources of information."

1. "Schools - They teach. Family - They supervise, quiz, check, and encourage." (Manager)

2. A personnel director assigned a 'P' to both SCHOOL and FAMILY, and added, "I'm sorry, but I strongly feel that both of these are of very high importance in teaching (helping) students (children) to master these skill processes."

3. A manager commented, "School and family must work together."

One personnel specialist/recruiter commented on ITEM SIX, which asked respondents to rate the goal, "Help students develop the ability to select an occupation that will be personally satisfying and suitable to their skills, aptitudes, and interests." She said, "Business can help by attending career fairs, etc."

To the goal statement, "Help students to develop salable skills and specialized knowledge to prepare them to become economically independent", of ITEM SEVEN, one manager added, "Self-motivation"

The goal statement of ITEM TEN was, "Help students to examine and acquire the values, standards, and traditions of the groups of which they are members."

1. An acting director said this was a "vague question". He rated it very high in importance, but noted, "If you mean ethical-moral-loyal, etc."
2. One owner refused to rate the goal statement and added, "Question not valid! The values, standards, and traditions of some groups should not be acquired. Examples: child of alcoholic parents, child of uneducated parents, etc., etc."

ITEM ELEVEN asked respondents to rate the goal "Help students to develop interpersonal relationships."

1. An acting director commented, "Not enough done by the school"
2. An owner said, "This process should begin in preschool years."

ITEM THIRTEEN's goal statement was, "Help students to become self-governing."
One owner, who rated this VERY HIGH, commented, "This also applies to teachers."

The goal statement to be rated in ITEM FOURTEEN was, "Help students to understand and function in a democracy."

1. One manager/personnel director assigned this LOW importance, but added, "Only if politically motivated"
2. An owner assigned the goal statement VERY HIGH importance and added, "This also applies to the teachers."

The goal statement in ITEM SIXTEEN, "Help students to develop a personal commitment to resolve social issues and fulfill humanitarian ideas everywhere", brought forth these comments:

1. "Too vague" (acting director)
2. "What has this to do with employment?" (manager/personnel director)
3. "Fairly grandiose, wouldn't you say?!" (personnel assistant)

ITEM SEVENTEEN's goal statement was, "Help students to be tolerant of new ideas, sensitive to problems, and able to deal with new problems in original ways."
An acting director modified the statement to read, "...tolerant of new and old ideas,..." before rating it VERY HIGH in importance and assigning the school primary responsibility.

ITEM TWENTY asked respondents to evaluate the goal, "Help students to develop positive self-concepts."
1. "Not enough done to let each student" (acting director)

2. "This is the most important work a public school can do." (manager)

3. "Highest. In my 15 years as a supervisory or managerial person in business, a strong, positive, self-concept and the attendant self-confidence is the single most important ingredient for success in the workplace. Conversely, lack of same is the biggest contributor to failure." (manager)

The goal statement in ITEM TWENTY-ONE was, "Help students to develop their emotional well-being."

An acting director rated this goal VERY HIGH and noted, "High suicide rate and car accidents in this age group".

ITEM TWENTY-TWO'S goal statement was, "Help students to develop their physical well-being."

1. One manager/personnel director said, "Bah - Humbug" and rated the goal LOW in importance.

2. But an acting director said, "Carries over into studies and social adjustment" and rated the goal VERY HIGH.

ITEM TWENTY-FOUR contained the last goal statement to be rated, "Help students toward the goal of self-realization. (Help them to become all that they can be, without being unduly pressured to become someone that they are not.)" Comments follow:

1. A manager, who rated this HIGH in importance, said, "Responsibility (by default) will be by institution where time is spent - ideally all three would do best to guide students."

2. An owner rated this goal LOW in importance and added, "Self-realization" quickly mutates into self-indulgence."

3. A manager/personnel director rated the goal MEDIUM in importance, and said, "That's like saying 'some eagles should not fly!'"

4. An acting director rated this goal VERY HIGH and said, "This is lumping of your other questions."

ITEM TWENTY-FIVE in the business version of the survey asked, "What is your best estimate of the proportion of new hires for your establishment who had formal education beyond high school when they were hired? (Circle only one number)"
1. One personnel director commented, "We hire very few - company is quite small."

2. Another personnel director asked, "How much 'formal education' - any at all?"

3. A law partner said, "I am an attorney in a large law firm. Obviously, all of our new attorneys have formal education beyond high school. Probably 30-40% of our non-professional staff have had some education beyond high school."

4. A manager who circled the option, "ALL OF OUR NEW HIRES", noted, "Professional level."

5. One owner, with only three employees, drew a line through all of the options and wrote, "N/A."

6. One manager, who circled the option, "LESS THAN ONE FOURTH OF OUR NEW HIRES" noted that this applied to "hourly - production workers."

7. A manager/personnel director who circled the same option added this clarification, "had some formal education. None completed formal education."

ITEM TWENTY-SIX in the business version of the survey asked, "Which statement below describes where your establishment hires entry-level employees? (Circle one number)" Four options were listed, including "OTHER METHOD? (Please explain below)"

1. One manager explained that their entry-level employees are hired through their central office in Newark and then assigned here.

2. An administrator of an education center explained that, "Central office hires, but we interview and approve candidates."

3. A manager said, "People are hired in our Cleveland office."

4. A personnel assistant explained that entry-level employees are hired through a central office not in Columbus and then assigned.

5. A personnel director said, "Our branch office hires their own help, except, branch manager is hired by Columbus office."

6. A manager commented, "H.Q. hires all UNCF employees."
7. A personnel director explained, "Some at Branch --- Tellers, etc., Management at Admin. office"

8. A personnel director explained that the corporate office does all of its own hiring, but each of the individual restaurants hires its own entry-level employees.

9. An owner circled the first option, "WE HAVE ONLY ONE LOCATION SO WE DO ALL OUR HIRING HERE" but added, "We have hired people at out of state job sites for that job only."

10. A personnel director who also chose the first option noted, "Each hotel hires their employees. Transfers do occur though."

11. A manager/personnel director chose the first option but added "Other airports in other cities hire their own employees."

12. A personnel director commented, "We recruit through the Bureau of Employment Services and other agencies."

13. A manager noted, "We are a union printing shop. We go through the union to find help."

14. An owner commented, "Must hire through union - If no one available, we then advertise."

ITEM TWENTY-SEVEN of the business version of the survey asked, "When entry-level employees are hired for your establishment, about how many are trained at any one time? (Circle one number.)"

1. One personnel director circled, "ONLY THOSE WHO ARE FULLY TRAINED AND READY TO BECOME PRODUCTIVE IMMEDIATELY ARE HIRED", but added, "They are not fully trained, but they are productive from the start."

2. A supervisor circled the same option but also half-circled, "OUR NEW EMPLOYEES ARE TRAINED INDIVIDUALLY" and noted, "Some".

3. Another personnel director circled, "OUR NEW EMPLOYEES ARE TRAINED INDIVIDUALLY" but added, "Depends on job."

4. One manager put a '1' beside the "OUR EMPLOYEES ARE TRAINED INDIVIDUALLY" option and a '2' beside the "NEW EMPLOYEES ARE TRAINED IN SMALL GROUPS OF TEN OR LESS".
5. Another manager simply circled both of these options.

6. One manager/personnel director circled both "ONLY THOSE WHO ARE FULLY TRAINED AND READY TO BECOME PRODUCTIVE IMMEDIATELY ARE HIRED" and "OUR NEW EMPLOYEES ARE TRAINED INDIVIDUALLY" and commented, "Must learn system".

ITEM TWENTY-EIGHT asked, "When a recent high school graduate applies for a job in your establishment, which of the documents listed below would you like the applicant to show to you? (Circle the number in front of every document listed below that you would like to see if each could be made easily available.)" Options included five listed documents and "OTHER DOCUMENTS? (If so, please specify below.)" Many employers suggested other documents that they would like to see, and a few made comments about the listed documents. The comments are listed together with the position of the person making the comment, and the Standard Industrial Classification Code of the establishment. (Table 6 has the seven groupings by S.I.C.C. numbers.)

1. "Our office has never hired someone fresh from high school." (Manager - 621)
2. "Only hire experienced people" (Manager - 839)
3. "None" (Manager - 631)
4. "Arrest record" and "Military service - early entrant" (Office manager - 739)
5. "Social Security card and alien registration card" (Owner - 736)
6. "High school attendance record" (Manager - 356)
7. "List of previous employers and history (dates)" (Owner - 281)
8. "Resume or letter of introduction explaining job objective (career path)" (Personnel director - 344)
9. "A resume keying on personal goals and what they did in school or work towards attaining these goals" (Manager - 451)
10. "Resume; list of goals" (Manager - 483)
11. "Resume!" (Owner - 551)
12. "Resume with references that can be checked out" (President of a corporation - 614)
13. "Resume, if at all possible" (manager - 701)
14. "Personal resume, listing activities, hobbies, etc." (manager - 736)
15. "State teacher's certificate, professional references, resume, proof of previous employment" (adult education administrator)
16. "Business-like resume" (manager - 792)
17. "Resume" (manager - 822)
18. "Resume!" (manager/personnel director - 839)
19. "Portfolio" (owner - 899)
20. "Samples of work product" (owner - 811)
21. "Technical school transcripts" (personnel director - 381)
22. "Examples of work, either at school or at other jobs" (owner - 737)
23. "Work samples" (manager - 794)
24. "References from work in the community for which applicant was not paid: church, scouting, volunteer activities, etc." (owner - 811)
25. "References from family and friends" (manager - 507)
26. "No personal references" (manager/personnel director - 581)
27. References, "both good and bad" (manager - 733)
28. "#5 most important" (#5 is the option "REFERENCES FROM PART-TIME AND/OR SUMMER EMPLOYMENT") (personnel director - 581)
29. One personnel specialist/recruiter circled the option "HIGH SCHOOL TRANSCRIPT OF COURSES TAKEN AND GRADES RECEIVED" as one of her choices but noted, "depends on position".
30. Three respondents pointed out legal problems with the document option "BIRTH CERTIFICATE OR OTHER PROOF OF AGE"
   a) One drew an arrow to the option and noted, "Illegal to request" (manager - 792)
b) Another said, "Any references to age are illegal" (personnel services coordinator - 204)  
c) A third said, "Cannot ask for this until a job offer has been accepted." (personnel director - 492)  

ITEM TWENTY-NINE of the business version of the survey asked, "As an employer or other businessperson, which of the following best describes your present position? (Circle one number)." The five options given were, OWNER, MANAGER, PERSONNEL DIRECTOR, and OTHER? (Please specify below). Below is a list of those who did not fit neatly into any one of the first four options, either because of different position titles or multiple 'hats' worn. Titles which appeared more than once are indicated with a number in parentheses, to the right of the title.

1. "office manager" (2)  
2. "personnel services coordinator"  
3. "personnel specialist/recruiter"  
4. manager and personnel director (2)  
5. "job placement director"  
6. "school administrator"  
7. "president"  
8. "president of corporation"  
9. "president and chief executive officer"  
10. "partner" (2)  
11. partner in a law firm  
12. owner and manager (3)  
13. owner, manager, and personnel director  
14. owner/manager/part owner  
15. "controller"  
16. "vice president and general manager"  
17. "Admin. Asst. to President"  
18. "Executive Secretary"
ITEM THIRTY asked, "Do taxes from your business go to the Columbus Schools or to another school district, or neither? (Circle one number.)"

1. One respondent circled the "WE ARE EXEMPT FROM THIS TAX." option, but explained, "Taxes are paid by parent company."

2. Despite the directions, seven respondents circled both the "OUR TAXES SUPPORT THE COLUMBUS PUBLIC SCHOOL SYSTEM" option and the "OUR TAXES SUPPORT ANOTHER SCHOOL DISTRICT" option, indicating tax support for more than one school district. One of these respondents added the notation, "Both".

3. One respondent who circled the "OUR TAXES SUPPORT THE COLUMBUS PUBLIC SCHOOL SYSTEM." option, added, "as well as private schools - unfortunately"

4. One respondent who circled the "OUR TAXES SUPPORT ANOTHER SCHOOL DISTRICT." option, added, "Scioto-Darby".

5. One respondent who circled the "WE ARE EXEMPT FROM THIS TAX." option, added, "(non-profit)".

6. One of the respondents who did not circle any of the three options, admitted, "Not sure".

ITEM THIRTY-ONE asked, "About how many years of education have you completed? Include time spent in trade schools and company-sponsored training, but not years of on-the-job training. (Circle one number.)" Several respondents, especially those indicating many years of education, added notes indicating the nature of their schooling:
1. One personnel specialist/recruiter circled the "OVEB 12 YEARS TO 16 YEARS" option and added, "+ individual seminars".

2. An owner circled the "OVEB 16 YEARS TO 20 YEARS" option and added, "College Degree plus one year towards Master's".

3. Another owner circled the same option and added, "MBA".

4. A manager circling this option added, "M.A.".

5. A personnel director circling this option noted, "(19 years)".

6. Most of the comments came from those who circled the option "MORE THAN 20 YEARS (Please specify below.)"
   a) "B.S., M.D., M.S. in ophthalmology" (owner)
   b) "Doctoral Level" (owner)
   c) "M.Sc. and Ph.D. general examination" (owner)
   d) "Graduate school and post graduate education" (owner)
   e) "21 yrs. Thru a doctorate" (owner)
   f) "B.S. in Education - Capital Univ., M.A. at O.S.U., +45 hrs. Admin. at O.S.U." (manager) "M.D. - Specialty Training"
   g) "Have a Masters Degree in Personnel & J.D. of Law" (manager)
   h) "Have a B.S. Degree, but have taken additional studies" (president of a corporation)
   i) "Constant training from U.N.C.F." (manager)
   j) "Ph.D." (owner)
The BACK PAGE asked, "Is there anything else that you would like to tell us about what makes certain high school graduates more employable than others or what schools can do to make their graduates more employable? If so, please use this space for that purpose." Many of the Chamber of Commerce respondents offered their opinions and advice. The comments are quoted, "as is" and are loosely grouped by subject matter. For each quote, the S.I.C.C. code of the type of establishment and the general occupation of the respondent are noted:

1. Many respondents made comments about teaching the "3-Bs", the "basic" subjects, or "essential skills". Their comments follow:

   a) "High school graduates need to have a good command of the English language, have good skills for the appropriate job (e.g., typing and shorthand for secretary), and have good attendance records." (Personnel specialist/recruiter - 202)

   b) "I believe it critical that action be taken by the schools to reverse ten year trend of graduating students that lack basic skills, a desire to work, discipline, and responsibility." (owner - 893)

   c) "Schools must return to the basic 3 elements - reading - communication (writing) and math/science. Discipline must also regain an importance in educational as well as home environments." (owner - 519)

   d) "Stress writing and communication skills, please!" (C.E.O. - 614)

   e) "Most significant to me are English (verbal) and mathematical skills, ability to communicate, and an ability to express in clear, concise paragraph form, written statements or ideas. One thing that is essentially sought in our prospective employees is a very serious and sincere desire to work and progress. Other than that, you have pinpointed the most important skills and requisites for employment in your survey." (owner - 508)

   f) "Ones that can write legibly so that others can read. Also appears that spelling is no longer taught in schools as we do not have success in hiring anyone under 25 who can spell even the very simple words." (manager - 739)
g) "Students who receive a basic education involving skills of reading, writing, oral communication, and computational mathematical skills plus a home environment which stresses character development are more often than not, employable by me. I can teach the specific skills if the framework of good character and educational skills are already inculcated. (Sadly to say, students from rural areas more often fit into this mould.)" (owner - 809)

h) "Would like to see a great improvement in the teaching of the Three R's." (owner 726)

i) "In my experience with young people, both here at work and in private life, it appears to me that far too many are graduated from high school with very poor skills in subjects which I think are essential to succeed in most any walk of life. These are: Reading, Writing, and Arithmetic." (personnel director - 363)

j) "We like to see fluency in written and spoken English." (personnel director - 615)

k) "Our business is professional financial management and securities administration. Oral and mathematical skills are very important. New employees must also have a positive and broad view of their role in the world and business and a positive understanding of our governmental system of checks and balances." (owner -621)

l) "Our biggest problem with recent high school grads tends to be their lack of the three R's. Math seems to be extremely weak in many individuals interviewed as well as use of the English language, and what, in my day, used to be referred to as the basics." (manager - 631)

m) "If we were to hire a high school graduate, the first thing I would ask would be the last book he/she read. Too many kids cannot read, comprehend, and discuss thoughtfully what they have read. Reading skills and oral skills are our prime concern." (owner -131)

n) "I feel composition is being neglected as well as spelling, grammar (sic), and punctuation." (Secretary to Director of Management - 655)

o) "Our high school students are not taught enough about public speaking. I find that our youth find
it difficult to lock you in the eye and communicate properly. It should be a requirement that all Juniors or Seniors must take speech courses." (owner - 561)

p) "I believe the stressing of good grades is most important. Very rarely does a high school student know the vocation he or she wants for a lifetime. I feel the better one is prepared, the more opportunities that person has." (manager - 471)

2. Many other respondents mentioned traits, characteristics, or attitudes that they look for in prospective employees:

a) "Positive mental attitude -- Good appearance -- Can demonstrate a personal responsibility -- is interested in what they can do for my company, rather than the other way around. The main thing is attitude! Will their attitude be a positive addition to any group, or a negative." (president of a corporation - 614)

b) "A positive attitude and a person that is reliable and responsible would be an ideal applicant. We are willing to train someone completely, as long as the employee wants to learn and wants to work." (manager/personnel director - 581)

c) "ENTHUSIASM! I will always take a lesser trained applicant with a spark of enthusiasm over one with glowing skills and a rotten disposition. Out of hundreds of applicants interviewed over the last five years, only 5 or 6 presented themselves as being somewhat glad to be alive. I hired them in every case -- and they are still here." (manager - 739)

d) "Common Sense" (owner/manager/personnel director - 568)

e) "Graduating students should be prepared to think/learn. The schools must establish in them, a methodology for the learning of new information. 'Problem-solving skills' that can help them draw from their current accumulated skills to logically step through new information, and derive at a 'best guess' evaluation. As their experience level broadens, the 'best guess' will refine." (personnel director - 481)

f) "Actual job experience counts heavily in any decision I make about hiring. Also I have a concern
sonal activity to spend extra time on the job. Being dependable and sticking to a commitment they make, i.e., the job." (manager - 736)

m) "Courtesу and willingness to listen, adapt and produce" (owner - 753)

n) "I would say that the most important attribute would be attitude. A good, positive, cooperative attitude. Good communicative skills, common sense, and mathematical skills are also very important." (owner - 154)

o) "Young persons need to be taught the value of patience. I have found that students have a distorted conception of their worth (mainly too high) and that if they don't like what the employer does, they feel they have a right to disagree. Disagreement is sought in my company, but my employees must do it logically, with very justifiable facts, not emotionally and illogically. I feel patience is a virtue taught best by families." ("female employer Age 29" owner - 739)

p) "Common sense based on experience, and a good self-image" (owner - 722)

q) "As we operate a retail business, communications skills of all types are an applicant's best qualifications. Second, we look for a mature and realistic attitude toward business and life in general. It is important that an applicant has considered his personal goals and is able to integrate these with business goals. Finally, we look for prior business experience. It is not important to have worked in our industry: we find teachers make successful retailers, for example." (manager - 594)

r) "Don't be misled by unions. An individual who accepts the responsibilities of his actions is of a rare breed. We need leaders. We need people who rely on themselves to produce, and not others." (manager/personnel director - 739)

s) "A well-trained, well-educated individual without a good work ethic will soon be a drain on your work force. Attitude toward the opportunity to work and then expecting rewards for a job well done should start when school starts --with the reinforcement of the family unit-- before school and after." (manager - 271)
3. Several respondents mentioned something about discipline, rules, or respect for authority:

a) "Teach discipline, honesty, and respect for themselves and others. Also the fact that there is no free lunch." (owner - 179)

b) "Get rid of permissiveness in school grading and discipline." (owner - 553)

c) "High school students who learn the meaning of discipline at home do better in school and are better prepared to enter the work force." (vice president and general manager - 739)

d) "I believe that all students need to understand the need to follow established rules and guidelines. One may work to change what is unfair or inappropriate, but meanwhile must work within the structure." and, "No one should expect compensation as a right. All of us create monetary worth by the value of our personal production." (owner - 811)

e) "Suggest stricter dress regulations in high school, (ex: Cleanliness-neatness) to help the applicant to be more impressionable and employable at the time of interviewing." (personnel director - 531)

f) "My only comment is the family is expecting too much of the schools. The schools should teach reading, writing and arithmetic, but discipline, moral values, self-esteem, etc. must come from the family. If the student isn't disciplined at home, the schools can't be expected to alter the situation." (manager - 621)

g) "In my opinion, Christianity will do this better than anything, + a good home, + teachers who instill respect/putting students' interest above their own." (owner - 162)

h) "Private schools with a background in religion which results in a respect for property and people will receive preference." (partner - 893)

4. Many respondents offered advice on job interviewing and how to prepare for it, and/or what schools should do to acquaint students with the business world:

a) "Teach them how to look for a job, want to work, and fill out an application. Explain that the ap-
Applicant can make any job more encompassing and of greater importance than the one held by the last person. And,
"Everyone should be so valuable that he is underpaid. Productivity makes profit and creates more jobs." (acting director - 085)

b) "A simple course on how to apply for a job -including resume writing and how to fill out an application" (personnel director - 381)

c) "Some youngsters need help in learning to fill in an application completely and legibly. Some need help in learning how to present themselves for interview - clean, neat, well-groomed." (personnel director - 272)

d) "Students sometimes turn us off in interviews - not dressing appropriately, not completing applications carefully and neatly, for example." (personnel director - 615)

e) "Appearance at time of initial interview. Jeans and sweats just don't make it. We assume on an interview, applicants dress 35% better than normal, so the bottom line is, if they come in jeans, etc., very negative opinion is formed immediately about appearance. You might be able to use the attached letter for further explanation." (A modified "Dear Kid" letter was enclosed, written to the kid not hired, explaining what the kid who was hired had that he didn't--things like empathy, eagerness, and neat appearance) (personnel director - 701)

f) "Have students deal in more communication skill workshops. Because they lack good communication skills, they have a poor self-image. This poor self-image comes across in the interview. The more confidence these students have, the easier the transition from school to work." (personnel director - 633)

g) "People, male or female, that will look you in the eye when they're talking. One that exudes self-confidence without being cocky or overbearing." (manager - 733)

h) "Teach students to be able to show employers their abilities to be an asset to the business." (owner - 726)
i) "Firstly, I would be much more impressed if the Columbus school system, as well as other school systems, would place emphasis on basic knowledge and let the family or outside influence develop the 'whole child'. Also, I think it would be quite wise to have some type of general course teaching our youngsters about business in general. This could consist of information about manufacturing firms, manual labor, businesses, etc. They should have some type of insight into what is expected in the 'outside world'. This should include some information into the work ethos. Employers do expect employees to follow directives, be present an eight hour day, etc." (manager - 631)

j) "I like to see an applicant interested in the company, not just a means to an end. As we all know, new employees require a year's experience to be of value in any trade. By this time they have gained confidence in themselves and their ability to do the job." (owner - 171)

k) "That business is a vital part of our economy, and that profits are not dirty words, but a necessary part of growth and development. That pride in their work is very self-satisfying. Try it - you will like it." (owner - 421)

l) "Those who feel they are doing a worthwhile job are more employable. Educators should not demean various occupations because they involve manual labor." (owner - 154)

5. Several respondents suggested more interaction between school, and business, or school and colleges:

a) "School personnel should contact industry to better know what their needs are. Our company would welcome this activity." (personnel director - 492)

b) "Field trips into businesses are good to give students awareness of what's ahead. More interaction with students and business, not necessarily selling them on business, but making them aware of what's around them. Career fairs and Junior Achievement should be enlarged." (manager - 507)

c) "The school system needs to communicate with the business community, trade associations, and professional associations as to their anticipated basic needs in future employees. Teachers in basic
vocational skills should take it upon themselves to stay current on changes in the field they are teaching. This is the only way the business community can have any viable input into the teaching system." (owner - 339)

d) "Columbus high school graduates need to know what jobs are available to them. Seniors should be able to take aptitude and interest tests, and then evaluate those tests with a counselor. (I'm afraid they don't know there's anything 'out there' other than fast food and grocery stores.) Also, C.T.I., O.I.T., Franklin, O.S.U., etc. should hold a senior assembly in each school to let students know what's available in higher education and where that would lead." (executive secretary - 653)

6. One respondent suggested, "Education must become more specialized. Example: Students with excellent language talents should learn many languages, and forget woodshop. Too much time is wasted learning basic facts that are never used. Example: What difference does it make if you do not know when the Battle of Hastings was fought?" (manager/personnel director - 839)

7. Another said, "We are in a technical business (Chemical mfg.) and we definitely pick those applicants who have had high school and college chemistry courses or have experience with another chemical firm. The factors are considered because we believe it is safer to train these applicants. However, some of our technicians have no chemistry background and do very well following 'cookbook recipes'. These people are a little slower in assuming new responsibilities." (owner - 281)

8. One respondent suggested, "Test teachers" (owner - 173)

9. Several respondents offered their own lists of desirable qualities in applicants, what they look for when hiring, or what they suggest that schools do to prepare students for paid employment:

a) A job placement director (S.I.C.C. 822) said, "In my experience in job placement (approximately 15 years), I feel that these qualities are important (in this order):

   i) Having the skills to do the job
ii) Interviewing well (I have seen persons having excellent interviewing skills get hired over those with superior job skills.)

iii) Some experience in or around the field for which they are applying (volunteer, work-study, hobbies or interests where they have spent time and/or money on these hobbies)

iv) Mature behavior and/or work ethic

v) Proviable dependability

vi) Cooperative attitude

b) A manager (641) offered this list:

i) "Positive mental attitude - enthusiastic - relate well with associates

ii) Good work ethic Not a clock watcher!

iii) Honesty and integrity

iv) Ability to get along with many different personalities - flexible"

c) Another manager (S.I.C.C. 839) said, "We are a small (11 people), professional, service organization", and then offered this list:

i) "Clear work/career goal

ii) Attitude

iii) Ability to learn and adapt"

d) An owner (357) listed the following:

i) "Neat appearance

ii) A good listener

iii) Show positive attitude

iv) A variety of interests

v) Employed part-time for at least one year

vi) Reads newspapers regularly

vii) Aware of world events"
e) Another owner (753) gave this list:
   i) "Appearance"
   ii) General attitude
   iii) Good grades
   iv) Part-time employment record
   v) Self-confidence
   vi) Vocational training"

f) A manager (275) listed the following:
   i) "Listening skills"
   ii) Self-confidence
   iii) Self-discipline
   iv) Open mind"

g) An owner (526) ranked the following three criteria:
   i) "Willingness to work - No. 1 criteria"
   ii) Cooperative personality - No. 2
   iii) Inner desire for success - No. 3"

h) A personnel director (612) offered this advice to schools:
   i) "Stress discipline 1st (self-discipline is greatest asset one can have)
   ii) More emphasis on what a student learns than what grade or score he received on a test!
   iii) Most schools are overly concerned with ranking, test scores, etc. --We want 'people people' with common sense!"

i) An owner (508) suggested:
   i) "Teach the students to love and honor their country.
   ii) Teach the students to respect their parents, their peers, and their fellow man
iii) Teach the students the great advantages of our free enterprise system.

iv) Teach them the Golden Rule!

j) Another owner (421) offered these pointers:

i) "Give accent to the responsibility to make a productive daily contribution to all of the life pattern of the environment that they may be living in during the periods of learning and training.

ii) Concentrate on giving and sharing with others as a real learning experience. Goals for achievement must be practical and attainable as well as highly desirable.

iii) Grade scores are important, but the value of one's ability to communicate well with others may be equally as important.

iv) Give stress to neatness, promptness, regular habits to represent dependability. Practice good health habits, good grooming, good manners, and open attitude for new directions; new ideas, new horizons, and open dialogue for understanding what is stated in personal communication."

10. A few respondents commented that, for various reasons, they could not, or would not hire recent high school graduates:

a) "The hiring procedure in the trucking industry would exempt the use of high school graduates. That is by age... We hire only if they are 21 years of age in the city and 25 years of age for the road." (Manager - 421)

b) "We would not hire anyone out of high school. There are too many qualified people above that level." (Owner - 653)

c) We employ very few, if any, entry level employees. Maybe a clerical! But even then, most or all have some experience elsewhere." (Manager - 357)

d) "The majority of our employees are hired by an audition on their respective instruments after they have completed their college education. The few secretary positions that are hired are done so by evaluating the individual from their past work re-
cords. These are the only portions that there is a remote chance we would hire someone with only a high school diploma." (Manager - 792)

11. Finally, several respondents made comments about the survey instrument and/or their qualifications for filling it out, or their hopes for the distribution of its findings:

a) One owner (594) who presently has only 2 employees, pointed out that he was previously in a manufacturing business where he was in charge of 25 employees.

b) A manager (792) said, "Thanks for the honor of being one of the chosen few to fill this out. Please delete my name from your list." and "I can say that I would not hire the person(s) who drafted this survey. Thanks for listening, and good luck."

c) Another manager (734) asked, "How do we get this in the little tiny envelope? Maybe some of us should go back to high school to find out. Sign me 'Frustrated'"

d) An owner criticized, "The person who compiled this questionnaire ought to learn how to ask questions before trying to evaluate the answers. They're all written in typical 'educator's jargon.'"

e) An owner (811) said, "I hope this survey will also be shared with the Center for Public Education."
about the children of today having proper respect for their elders. It appears the parents aren't giving them the home training. This includes lack of Christian teachings and regular church attendance." and "I believe the schools need a system of letting parents speak and have a greater role modeling experience in the schools, so the children will look up to the parents, and it does not need to be as formal as a P.T.A. arrangement." (personnel director - 739)

g) "New employees need to be more interested in a commitment to the task to be done and excellence of work than the number of days off, holidays, and pay increases." (owner - 737)

h) "His willingness to work. That has to be taught by somebody. It is not inherited. I can watch somebody sweep a floor and tell you a great deal about his chance to succeed in life." (owner - 344)

i) "Make students realize that in the trades, low wages and apprentice training go hand in hand. In other words, they get paid to go to school, unlike paying to go to trade schools or other schools." and, "Respect of authority and pride in what they do is critical", and, "They must also recognize that the things older people have, they have worked hard to obtain.", and, "From birth, parents must train children in most of the basics -- Schools can help refine them if teachers are adept at recognizing the shortfalls." (owner - 763)

j) "The most employable high school graduate will work at anything he is asked to do, cheerfully, and do the best job he knows how. Willingness to work and being interested in learning are very important." (owner - 891)

k) "Two major factors I feel are most important:

i) A positive self-image

ii) Willingness to pay for future success with extra effort now (manager - 451)

l) "Graduates who display and have a more mature attitude about life in general. Willingness to give extra effort to a job and perhaps sacrifice a per-