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The Development of a Sound Filmstrip Entitled Office Occupations in Utah

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THE DEVELOPMENT OF A SOUND FILMSTRIP ENTITLED
"OFFICE OCCUPATIONS IN UTAH"

by

Richard Lynn Burbidge

A report submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Business Education

Plan B

UTAH STATE UNIVERSITY
Logan, Utah

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Appendix A

Business Organizations and Institutions Which Cooperated in Furnishing Data and Allowed Photographs to be Taken of Employees and Facilities

Appendix B

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A List of Related Filmstrips
INTRODUCTION

A 1965 status study of vocational Education in Utah sought the opinions of state educators and the general citizenry. Two major conclusions from that study follow:

The present day school system is not adequately meeting the needs of young people. It serves well the 20 percent who may complete college and some others, but it is woefully short of meeting the needs of nearly 80 percent of the young people of this country. This conclusion is supported by the responses of school directors throughout the country, school district superintendents in Utah, and the school board members and parents in Utah who returned questionnaires.

Although vocational education programs have been in operation in this country for approximately a half century, there are not nearly enough persons enrolled in them. These programs must be greatly expanded in trade and industrial education, business and office occupations, distributive education, and perhaps in home economics related to career occupations. This conclusion is supported by the same group mentioned in the preceding conclusion.¹

According to a recent survey of intentions of 16,451 high school seniors in Utah for the school year 1966-67, 64.57 percent said they intend to go to college, 7.25 percent to vocational school, and 3.47 percent to business school.²

Yet, much less than half of the 64 plus percent actually matriculate and eventually finish college. The Peabody Report on Vocational Education in Utah makes note of the percentage of students who finish college.

¹Mortimer, William E. A Study of Vocational Industrial and Technical Education with Special Reference to the State of Utah. A condensation of the complete report by the same title, College of Engineering, Department of Industrial and Technical Education, Engineering Experiment Station, Utah State University, Logan, 1965, p. 51.

Studies of high school graduates who enroll in baccalaureate degree programs at the collegiate level do not agree as to the percentage entering college, with the reports varying between 45 and 54 percent. There seems to be agreement, however, that 24 percent of the students starting the first grade 16 or more years ago are now completing college.3

The disparity between the larger number of students who intend to go to college and the smaller number who actually finish college, gives some indication that the secondary schools' counseling and/or occupational orientation techniques may not form entirely realistic attitudes in high school students.

This might indicate that parents, counselors and students have need for more practical and better quality occupational information and that greater emphasis needs to be placed on the choice of a vocation or of pursuing a technical training program after high school rather than following the college preparatory program merely as a matter of propriety.

For a number of years some amounts of state aid for vocational programs have been left unutilized. As an example consider the 1964-65 school year; approximately 19.5 Distribution Units out of 40 possible for vocational classes were utilized by high schools in the State (20.5 units not used in that year would represent about $140,425). Expressed as a percentage, the vocational Distribution Units which were utilized represented less than two-tenths of one percent of all Distribution Units used in the Utah Minimum School Program.4

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A similar situation existed in the 1966-67 school year when 59.5 Distribution Units were utilized out of an available 77.0 units.\textsuperscript{5}

To briefly reiterate these somewhat divergent positions then, it appears that 65 percent of high school seniors think they will go to college; yet, only 24 percent complete college. Parents, school superintendents and school board members feel that high schools are serving well the needs of only the academic, college bound student and not the approximately 80 percent who never complete college. Even vocational teachers as a group apparently do not presently orient students with occupational information (this conclusion is pointed out by a reference under paragraph two, Importance of Study – see footnote 6). Despite this concern, during some years, Utah schools have not fully used the state aid available for vocational education which by legislative apportionment is less than two-tenths of one percent.

The author of this study feels that this is a situation which would benefit by some means to achieve greater public acceptance, including student acceptance. The author has dedicated and devoted this study to assist in the progress toward this end. Hopefully, the study will be a contribution to the instructional resources needed to promote one of the areas of vocational education, that of training for office occupations.

The Problem

The purpose of this study was to develop a 35 millimeter filmstrip and accompanying magnetic tape audio narration. The sound filmstrip

was designed to explain to ninth and tenth grade students the job opportunities in Utah in the field of office occupations. More specifically, the purpose of this study was to produce an audio-visual aid which would:

1. Define the types of jobs which are included in the office occupations area.

2. Present visually on-the-job environment of various typical office occupations positions in the Utah community and portray employee feelings about office work by means of accompanying audio-taped interviews of some persons who are pictured in the environmental situations.

3. For the various types of office occupation jobs, explain the training necessary and where it can be obtained in Utah.

4. Summarize the previous phases with emphasis on the average compensations and job availability which can be expected of the various types of office occupation jobs in Utah.

The filmstrip was divided into two segments and identified as Part I and Part II. Part I encompassed phases 1 and 2 described above; Part II encompassed phases 3 and 4 above.

Importance of the Study

The following conditions contribute to the need for an audio-visual presentation about job opportunities in the area of office occupations.

1. From the writer's investigation, there are no films or filmstrips which present students with concepts of what work opportunities are available in Utah in the area of office occupations specifically.
2. Students as future prospective employees find it difficult to determine or even imagine what it would be like to be employed in a specific occupation. The development of students' orientation to the world of work is limited largely by acquaintances who are actually employed. These descriptions are often biased, limited, or even not available to some students. One recent study conducted by a group of Utah Vocational Educators revealed that even those students who were enrolled in vocational classes did not receive effective occupational guidance information due to the fact that vocational teachers had not made a special effort to use aids and classroom procedures which emphasize information about the world of work.6

According to the survey Vocational Education in Utah, conducted recently by the George Peabody College, vocational guidance is handicapped by "insufficient occupational information and teaching material."7

6 Research Coordinating Unit for Vocational-Technical Education. An Action Research Project to Ascertain the Effects of Vocational Information on the Occupational Interest and Adjustment of Vocational Students. The results of this study have given rise to the following conclusions:

1. Secondary school students enrolled in vocational programs do not have a better understanding of the world of work. This conclusion can be interpreted to mean that vocational instructors do not emphasize occupational information as a part of their curriculum.

2. Through special units on occupational information vocational students develop a significantly better understanding of the world of work. This data suggests the need for and feasibility of special units on occupational information in vocational programs.

A final report submitted by workshop participants jointly to the Research Coordinating Unit (Salt Lake City, Utah: By the workshop on mimeograph, 1965), pp. 3-4.

7 George Peabody College for Teachers, Vocational Education in Utah. Digest of the survey report, Nashville, Tennessee: Division of Surveys and Field Services, 1966, p. 91.
Also from that survey, a questionnaire reporting the views of Labor, 
"... students have little opportunity to learn about the 'world of 
work.'"8

The sound filmstrip can bring together both audio and visual per-
ception to focus on actual situations and people. The filmstrip has the 
facility to encompass, for the student, a great number and scope of work 
situations and employees in a short period of time right in the classroom.

3. Ideally, in the tenth and ninth grades, and even in the eighth and 
seventh grades, students should be given some consideration, at least on 
an exploratory level, to the variety of occupations available.

"The vocational guidance programs and counseling inter-
views in the elementary grades and in the junior high school 
should lend encouragement for students to have an idea of 
their life's work by the time they are in the tenth grade."9

Definitions of Terms Used

Sound Filmstrip. The filmstrip produced for this study is of 
standard specifications and of identical dimensional format to pro-
fessionally manufactured educational filmstrips. That is, the frames are 
pictured in a continuous sequence on a solid, one-piece strip of 35 milli-
meter, color film. The frames are of 35 mm single frame dimension, 
18 mm x 24 mm. This is the size that educational or school filmstrip 
projectors accommodate.

Ibid.

9Utah State Department of Public Instruction. Guidelines for 
Conducting Vocational Education in Utah. A tentative guidebook for 
the consideration of administrators and vocational educators in Utah, 
Division of Vocational Education, Salt Lake City: November, 1965, p. 51.
The sound which correlates with the filmstrip is recorded on magnetic tape of common specifications which can be played on any conventional tape recorder or tape player. A tone signal coordinates manual advancement of the filmstrip by the operator with the narration heard on the magnetic tape.

In all aspects the filmstrip materials were constructed to comply with the uniform code of specifications developed by the National Association of Audio-Visual Aids.10

Office Occupations. A general definition of office occupations employees would encompass all types of workers who are occupied with the vast amount of record keeping and paper work required in present day offices. This study identifies four general categories or functions and considers the whole of the four as office occupations. The four categories of office workers are: (1) General Clerical Workers--This category has been considered to include receptionists, typists, calculating and reproducing machine operators, file clerks, mail clerks and a host of other general clerk positions fitted to varied job requirements. (2) Stenographic-Secretarial Workers--This group includes all jobs which functions require the use of shorthand. (3) Bookkeeping-Accounting Workers--This category includes workers whose main activity is financial record keeping. (4) Data Processing Workers--This category encompasses those employees who work with automated recording, sorting, tabulating and computing machinery.

Materials and Techniques Used in the Development of the Filmstrip

The filmstrip developed for this project is the product of a considerable number of 35 millimeter, double frame slides which were edited and assembled to fit the script planned and written beforehand. These slides were taken by the writer with a Yashika, Penta-J camera. The film used was Kodachrome X which has an ASA rating of 64. A camera-mounted strobe plus a slave-strobe were used for most indoor pictures which provided better depth than the flat lighting characteristics of single light source photography.

The slides contained in the final edition were properly sequenced and commercially reduced to 35 millimeter single frame and transferred to five-foot lengths of color film of approximately the same color balance specifications as the original film used for the "master" set of slides.

The accompanying narration or script was "sounded" or spoken by the author using a Roberts Model 1700 recorder. The tape is designed to be played on standard two-track recorders which seem to be the most common type found in schools. The tape is to be played at a speed of three and three-fourths inches per second.

The third chapter of this project contains a picture of each frame and the accompanying narration adjacent to each pictured frame.

Subjects (persons) photographed in the various slides were employed in a variety of firms in several different cities of Utah. The larger computer installations pictured are located in Salt Lake City.
Firms which cooperated and allowed the author to photograph their facilities and personnel are listed in Appendix A of this project.
A number of studies have been and are being made concerning the effectiveness of various audio-visual aids on the learning process. Though an evaluation of the effectiveness of using a filmstrip as an aid in the learning process was not the intent of this project, it was considered relevant to examine significant literature about experimentation and filmstrip evaluation.

The second part of this chapter is a review of studies which exhibit similarities to this project—that is, studies which comprise original design or development of educational filmstrips. Most of those reported are not directly related to the specific subject of describing opportunities in office occupations, but do have similarities of one type or another. For instance, some filmstrips were intended for the same age group as the writer's project but developed slightly different subjects; or, some filmstrips had the purpose of occupational exploration or vocational guidance but explained a different vocational area; or, some followed generally the subject of business but not specifically the area of office occupations.

**Pertinent Literature and Research on Effectiveness of Filmstrips as a Method of Presentation**

Branches of the military service have for years used filmstrips extensively in training of personnel. Several studies have been conducted to measure the effectiveness of this educational tool.
From a text used in many audio-visual courses or workshops for teachers, one reads,

... the value of the film and filmstrip as a medium of training and education has been discovered by industrial plants and government agencies since 1920. Its greatest importance was realized during World War II when it was used in every phase of the military training program, from instruction in the use of radar to that of handling landing craft.

Some advantageous characteristics of filmstrips are:

1. Absolute continuity and extreme simplicity

2. Controlled pace which helps to provide for individual differences

3. Easy reference to preceding pictures or frames because the projector is reversible.

In a study described by Samuel P. Robbins, illiterate army trainees were matched equally in three groups. One group acted as the control group and the others the film group and the filmstrip group. The film group was shown a film on mapping and the filmstrip group a filmstrip on the same subject closely paralleling the film. In comparing, test scores showed that the control group received 39.5 percent correct, the film group 46.6 percent, and the filmstrip group 48.2 percent.

In order to compare the value of motion pictures with filmstrips, Fresno State College initiated an experiment with two classes of college students and an in-service class for a group of teachers who were taking a course in audio-visual methods. The participants were unaware of the

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fact that an experiment was being conducted. Both films and filmstrips were available for two units of subject matter, Middle States and Northwestern States geography. General information was contained in both the films and the filmstrips.

In one class the film on the Middle States and the filmstrip on the Northwestern States were used. In the second class the filmstrip on the Middle States was substituted and the film on the Northwestern States projected. The teacher group also took a comparison test. In Class A which contained college students, the class average for the motion picture group was 79.5 percent and the filmstrip was 91.9 percent. Class B, which contained college students, averaged 78.4 percent in the motion picture and 92 percent in filmstrip.

The author concluded that in order to learn a student must manipulate the tools of learning; he must be an active participant. Through use of the filmstrip, students could enter into discussion during the showing which was not convenient during the presentation of a film. Also the filmstrip could be paced or even reversed at the will of the group. Thus activity was possible, even incited, during a filmstrip viewing.3

An opinion offered by an educator particularly exuberant about the value of filmstrips, writes the following in an educational periodical:

I firmly believe that the filmstrip is the greatest contribution that has been made to the classroom teacher since the textbook.

3 Hughes, Harold F. "Teaching Effectiveness of Motion Pictures and Film Strips," American School Board Journal, 121:30-31, September, 1950.
I am prepared to give you proof as to why I think so. I also feel that some day all of us who are teaching or supervising in the regular classroom will be ordering filmstrips the way we order our textbooks today. That is not a wild and fanciful dream. The reason I believe that is this: The filmstrip projector is being improved so that we can bring this curricular material into the classroom to be correlated with our textbooks, our maps and charts, and all the other things that we need to teach daily. As you have heard so many times there is no one way of teaching children. We must use means at our command and I believe that the filmstrip is bringing into our classroom one of the greatest means.4

Another opinion from an experienced educator, Frederick McCluskey, gives the filmstrip precedence to the moving film in these words:

I believe filmstrips offer greater possibility as instructional aids than the films. First there is a great difference in cost between them; a sound film costs about forty-five dollars compared with about three dollars for a filmstrip. Second, each frame of a filmstrip may be discussed at the time of its projection, but it is not feasible to stop a film and discuss each new scene. Third, the cost of equipping a classroom with a film projector and the skill needed to operate it are much greater than are required for a filmstrip.5

Haas and Packer report that in many teaching areas the silent filmstrip and sound filmstrip are considered the most potent type of visual teaching aids.6 The use of these aids in practically any teaching situation will give equally satisfactory results. One advantage of the filmstrip over the motion picture is that each picture on the discussional filmstrip or slide film, when used without a record, can be readily projected on the screen for any length of time. Students and instructors can then discuss the contents as exhaustively as may be required.


5McCluskey, Frederick. "Filmstrips to Use in the Classroom," The Instructor, 58:68, October, 1949.

Melvin H. Dunn was concerned with the contribution of the projected type audio-visual aid as compared with the non-projected type. The subject matter used in this study was English grammar; the procedure was to show one group of equated students a commercially produced slide film on the parts of speech and sentence construction. The control group was taught by representative hand-drawn diagrams or pictures on the chalk board. After a phase of experimentation the two groups were rotated. Pre-tests and after-tests were used. Dunn's findings were that projected audio-visual aids are more effective as teaching devices in the elementary school grades than are audio-visual aids of the non-projected type. 7

Dean W. Bench was interested in the contribution of filmstrips and motion pictures in the teaching of general science as compared to formal class instruction. In this experiment, four units of junior high general science were used as the subject matter. Bench says,

There was an average gain of 20.5 percent when the film was used over the formalized instruction. When the filmstrip supplemented the teaching, the gain over the formal teaching was 18.9 percent. When both the film and filmstrip were used the gain was 18.2 percent over the control groups. There was a slight advantage with the groups when using the visual aids. 8

G. Leon Beutler's investigation was to determine the effectiveness of films as compared with adopted textbooks used in the State of Utah, in teaching the basic concepts in a course of American Government on the


secondary school level. Beutler used a set of textbooks and 15 films to cover the concepts which were to be evaluated. The conclusion was that textbooks provide the student with a good deal of verbal information about democracy, but which is not as meaningful and easily understood as information provided by the film. Films cannot provide all the necessary learning experiences; however, films do provide the teacher with a vital tool for teaching and the student with a refreshing element for learning.9

Ludie B. Green conducted a study which compared the teaching of arithmetic to fifth grade pupils. One group was taught using normal teaching procedures and the other group with the use of eight carefully selected filmstrips. When group gains were compared, the difference between pre-tests and post-tests was in favor of the experimental group. Also, the internal variability of the experimental group remained constant or decreased during the experimental period while the internal variability of the control group increased. Green also noted that the pupils in the experimental group were more active in the learning situation as was evidenced by the numerous questions and participation in free discussion.10

In Sister M. Vita Burger's thesis, the problem was to make an evaluation of the effectiveness of teaching seventh grade geography through


10 Green, Ludie B. "A Comparative Study of Arithmetic Progress of Two Groups of Fifth Grade Pupils at the CC Holly High School, Creedmoor, North Carolina, When One Group was Taught with Filmstrips and Another Group was Taught without Filmstrips." Unpublished Master's thesis, North Carolina College, Durham, 1955, pp. 1-61.
the use of filmstrips. For 12 weeks a class was taught in the usual procedure following the unit method; during the second 12-week period, all methods of teaching the geography were retained except for one constituent—the use of the filmstrip. Approximately 20 percent of the time was devoted to the use of the filmstrip. The Metropolitan Achievement Test, Form "R" was used as a pre-test. Form "S" was used as a post-test after the first 12 weeks; the gain at this time was five months during the three-month teaching period. Form "S" was used to post-test after the second 12-week or experimental group, as compared to the five-month gain with the control group.11

A note of caution concerning the use of filmstrips is expressed by A. W. Hodgkinson, who edited a pamphlet entitled Screen Education, which was derived from the International Meeting on Film and Television Teaching in Norway in October, 1962. Hodgkinson wrote with the technical and financial support of the United Nations Educational, Scientific and Cultural Organization (UNESCO). Hodgkinson wrote:

There is no doubt that filmstrips and slide series are of importance for screen education, but their subjects need to be limited to those which readily can be illustrated by separate pictures. A look at the list of materials, however, suggests that subject matter is rarely limited in this way. Therefore, the skilled film teacher will approach a number of filmstrips or slide series with caution.12


Investigation of Related Filmstrip Presentations

Although literature and studies which tested commercial strips or films for their effectiveness were plentiful, studies which involved the design, development or construction of filmstrips were limited. Mentioned at the close of this chapter are some filmstrips which relate to this study in that they are of similar subject matter; however, they are not thesis studies.

Robert G. Hammond prepared a study that had similarities to the writer's project in that a number of flat pictures and slides were produced for use in teaching solid geometry. A controlled test on effectiveness was not conducted on the materials. However, several teachers of mathematics were asked for opinions of the aids, and observation of students seemed to indicate that they developed better spatial imagery and understanding of the abstract concepts of solid geometry. The slides and pictures were of line-drawings of cubes and other forms plus actual photographs of objects, such as blocks, cubes of sugar, houses, spherical granaries, barns, octagonal-shaped grain elevators, etc., which illustrated six basic geometrical forms such as complex prisms, cones, spheres and cylinders. 13

Alfred H. Braunberger's study was to determine the effectiveness of pupil-produced filmstrips. The experimental group followed a prepared outline of study, did research, wrote a scenario, and drew filmstrip pictures as its project. The control group followed the same outline and other procedures except this group wrote and illustrated reports, and put them into book form. At the completion of each unit of study a commercial filmstrip was shown to the control group while the experimental group was shown its own pupil-produced filmstrip. The pupil-produced filmstrip method made a positive contribution to the retention of factual knowledge, although the loss under both methods was negligible. Also, a significant difference in the acquisition of factual knowledge existed in favor of the pupil-produced filmstrip. 14

Another related study by Robert Jerome Bennett had the purpose of constructing a series of colored slides with a tape-recorded narration to increase students' understanding about consumer cooperatives in the Palo Alto Bay Area. Steps necessary to complete the slide series were planning, scripting, filming, editing, and sounding. The slide series was constructed primarily for use in high school general business courses. The facilities and services available at co-op centers and the organization of cooperatives including membership information, merchandising policies, and the patronage refund were included. The series was done on double-frame, 35 millimeter colored film. 15


A series of films was produced by the Vocational Division of the Utah State Board of Education, entitled "The World of Work." A strip in this series is "Wholesale Trade, Banking and Insurance." This strip, although dealing remotely with some of the areas contained in the writer's study, has become somewhat outdated in that it was produced in 1959.

The Research Coordinating Unit of the Utah State Board of Education is, at the writing of this project, engaged in producing a series of informational, microfilm aperture cards which explain the job descriptions of approximately 170 occupations. The project is called "VIEW" ("Vocational Information for Education and Work") and will be used in some schools beginning in September of 1967. This project is not a filmstrip with multiple pictures and sound, but is related in that microfilm frames are viewed by students on a small projection device. Also, facsimile copies can be made through a reader-printer. An evaluation program is planned in conjunction with the project which will test its effectiveness in varying school sizes.

The McGraw-Hill Publishing Company has recently released a 16 mm film on secretarial careers which has some subject matter similarity to the writer's study. The film deals with secretarial positions only. Job availability is dealt with briefly with no implications about specific geographical areas or states.16

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Guidance Associates have produced many filmstrips; two have a broad or general relationship to the writer's study. These are keyed to teenagers' taste in music and mode of language and thinking. One is titled, "Preparing for the World of Work," the other, "Your Future Through Vocational Education." These filmstrips are very similar, in fact, identical pictures and commentary are used in a majority of each presentation. The area of business and specifically secretarial and clerical work is mentioned.17

A seminar report by Roger W. Bernasek was a project with the most similarities to the writer's project. This series of slides was done on the subject of public relations for business education. However, the intention was to tell a story about what subjects were taught in the business education department at a specific high school in Illinois.

The overall instructional objective of the slide series by Bernasek includes the teaching of the concept that young people can prepare for the clerical, secretarial and bookkeeping occupations by pursuing business courses. Job opportunities, environment, compensation, and relative availability are not discussed. The majority of slides were of students at the Glenbard High School, Glen Ellyn, Illinois. Typical pictures showed students at typewriters, writing shorthand, examining bookkeeping sets, counting money, and generally

involved in scenes around the high school and town. Speech students recorded the narration. The project did not include an evaluation, assessment of related studies, or a summary.18

Summary

From the writer's research, no filmstrip or film has been produced which encompasses the scope of this project. In breadth, this filmstrip includes the job categories of general clerical workers, secretarial workers, accounting clerks, and data processing workers. In depth, the filmstrip explains job definition or identification, job environment, job training, job availability and monetary compensation. In specificity, the filmstrip relates the foregoing factors to the singular setting of Utah.

Research studies which compared various conventional methods of subject matter with filmstrip presentation reported the use of filmstrips to be the superior methodology. Studies which evaluated filmstrips as a means of audio-visual presentation compared with motion picture films reported greater learning achievement and retention through the use of filmstrips with the exception of one study which reported the opposite.

One author stated the opinion that the skilled teacher needs to approach filmstrips with caution because in order to be effective, the subject matter for presentation must be of narrow or limited scope. This author reported opinion, but did not make reference to research.

One study was found which had two similarities to the writer's project. Bernasek's study engendered a non-professional filmstrip and was devoted to the subject of business education. However, the study was produced in Illinois and gave no treatment to job opportunities, environment, compensation or relative availability.
CHAPTER IV

SEQUENTIAL PRESENTATION OF EACH FILM FRAME AND
ACCOMPANYING NARRATION

Photograph

Frame and Narration

(1) "Office Occupations in Utah"
Part I.

(2) This film tells about four fields of office work: General Office Clerks, Typists and Receptionists; Secretaries and Stenographers; Accountants or Bookkeepers; and Data Processing Equipment Operators and Programmers. (BRIEF MUSIC RISE) The first of these fields -- General Office Clerks, Typists and Receptionists...

(3) encompasses many different kinds of workers. The variety of functions that general office clerks serve is almost endless.
(4) Any given large business firm or government organization requires different and specialized services, and have developed job titles of their own design to fit their needs. For this reason, the category of general office clerks comprises quite a wide variety of general or miscellaneous services.

(5) Let's begin by talking about the first person whom you usually encounter in a larger business—the receptionist. The receptionist's main function is to make the public who visits or calls on the establishment, feel comfortable and welcome; to provide clients with general information about the company, its products and its people.

(6) The majority of receptionists also receive and direct all incoming telephone calls. Most companies large enough to utilize a receptionist will have at least a small telephone switching apparatus such as you see here. Above all, the receptionist must display a pleasant and cheerful voice when answering the telephone. She must have excellent grammar and clear enunciation.
(7) Receptionists for different business concerns will have slightly different duties. This young girl is a receptionist for a large beauty salon. She likes her job because she enjoys meeting people. She has poise and a natural wholesome attractiveness. She devotes much attention to her personal appearance which is an absolute necessity to her if the company is to be well represented.

(8) Many receptionists have combination jobs; that is, they perform other functions in addition to greeting and receiving the public. This receptionist makes appointments for six different doctors in a medical clinic. She prepares a visit slip which admits the patient and is later used as a means of billing the patient. In addition, she does filing of records.

(9) She must always have time to make the waiting patients comfortable; and, if a long wait occurs, assure the patient that he hasn't been forgotten. You can see how a wide range of business training was necessary for her to effectively function in this position.
This is Joann Peterson. She is a typist for a governmental agency. A typist types envelopes, letters, and many other business forms and records. A routine task is the cutting of stencils or masters.

The preparation of neat-appearing tabulations and graphs is an art in itself. A typist who is adept at this skill is of great value to her employer.

Many larger organizations have what is called a typing pool. Here, many typists work in near proximity to one another and handle the work which comes to the pool from many different divisions of the company. When a given job is finished by a typist she routes the finished copy through the company mail system, back to the person who originated it. A typist should be able to type a minimum of 40 to 55 words a minute accurately.
(13) This is another type of general clerk. She is a mail clerk. Here, she is stamping the envelopes of outgoing literature and brochures advertising the company. She also serves as a central point through which incoming mail is disbursed to the various individuals on the staff of the company. On her right is a vast array of rubber stamps used in processing the mail. Her typewriter is close at hand and she fills in as typist when not occupied with her mailing duties.

(14) Mail is truly a big job in larger companies. This girl operates an addressograph which automatically addresses envelopes at the rate of 60 to 80 envelopes per minute.

(15) There are also machines for automatically folding correspondence and literature...

(16) and for applying postage, a tedious task if it were done by hand.
(17) The calculating machine operator is a type of general office clerk. This person will spend a majority of her time manipulating problems and columns of figures...

(18) Adding, subtracting, multiplying or dividing numerical data required for business records and reports. Since she will respond on paper with the answer to problems, neat and legible handwriting is very desirable. Also, an ability to concentrate and stay with the task in spite of distractions is important; and, as with most other clerical office positions, the calculating machine operator will usually be required to perform other miscellaneous clerical tasks.

(19) This is the most common equipment with which file clerks work. These are file cabinets that hold correspondence and other types of business records. However, it is by no means the only type of filing apparatus used in businesses.

(20) This is a picture of the file room of a large insurance company in our State. In this room there are some 15 to 20 rows of files such as you see these young ladies working with.
(21) Can you imagine what problems would be created by misfiling records of a client in such a large complex? Papers are constantly retrieved and replaced in a normal day's operations. This creates steady jobs for a half dozen young file clerks in this company.

(22) This gentleman works for the Utah Power and Light Company and spends a good deal of his day performing filing activities. These are called transfer files and are about the size of a regular file drawer, thus requiring the efforts of a male file clerk.

(23) Another filing operation is that of looking up information contained on microfilm files. These are documents which have been photographed either because they have become too numerous and bulky to file in the normal fashion, or possibly because they have become so old that they are fragile to handle. The microfilm clerk locates a spool of film and quickly scans a logical section of the film through the use of the viewing screen, eventually coming to the desired picture frame. On the small spool near her left hand is coiled three to four hundred feet of film which contains the pictures of thousands of documents, letters, or other records.
(24) These are lithograph process machines which are fairly technical in operation. Young men make especially good operators because most have a mechanical inclination.

(25) Banking and loan institutions require all of the type clerical workers of which we have been talking; and in addition, require some specialized clerical jobs. You will notice that all five of the tellers in this modern bank are young people—young and attractive, happy and cordial—all in keeping with the new image of modern banking. However, young bank tellers are screened carefully for honesty and intelligence and accuracy.

(26) This young man is a coin wrapper in a bank.

(27) The fellow seated at the desk is serving an apprenticeship to become a loan approval clerk in a small credit or lending institution.
(28) Remember at the beginning of this film we were going to examine four categories of office workers. We have just discussed typists, receptionists and a wide variety of general office clerks. Next, let's consider the secretarial category, then the accounting field, and last, data processing.

(29) This is Jill Williams, a young lady going places on her job and enjoying it. She has just turned 21; but, already she has received two promotions. Jill enjoyed her typing and shorthand classes in high school. Still, she felt that she wanted to attend a small college for a while after high school graduation. Jill happened to choose a local business college and took a number of courses which added finesse to the business skills she had learned in high school. Then she began her career by taking the Utah State Merit exam for the position of Secretary, Grade five.

(30) Based on her good work, pleasing personality and ability to do tasks with initiative and speed, Jill was chosen to serve as a special secretary to this executive. Jill takes a good deal of dictation, particularly in the mornings, in answer to correspondence for that day.
(31) She handles all the secretarial requirements of this person. Dictation is only a part of the job. Other duties include preparing attractive tabulations and graphs, taking care of routine matters, responding to inquiries and messages over the phone and even answering some correspondence, as she is directed.

(32) Filing and systematizing other types of records for rapid retrieval when needed is another duty that occupies Jill's day.

(33) When her boss is preparing for a speech or presentation at some convention, she is often required to type and duplicate agendas, handouts for the meeting or other literature.

(34) Occasionally, she does some research or runs down some facts which her boss may need for a talk or other presentation. Conventions or delegations often take her employer out of town, in which case she prepares what is called a travel itinerary. The itinerary serves as a ready reminder or schedule of all the places he plans to stop and of the people with whom he is going to meet; including addresses, times, and mode of transportation.
The secretary also arranges for her employer's tickets and makes reservations for room accommodations in the cities he visits. These kinds of services rendered by the secretary allow the executive to devote his time to the more important supervisory and administrative responsibilities. This, then, is a description of the secretary's job.

Next, we'll talk about accounting or bookkeeping clerks. Bookkeeping clerks are employed wherever business, industrial or governmental organizations are located. The majority, however, work in the larger cities or metropolitan centers where there is a particularly heavy concentration of firms and offices.

The work is fairly repetitive in nature which consists largely of posting figures in designated ledgers and journals under the direction of an accountant or head bookkeeper. Many bookkeeping clerks help compute wages, social security, retirement and other costs. Typing is frequently required, and a good bookkeeper is adept at using the calculating machine. Although much work must be performed manually, particularly in the smaller businesses...
(38) Bookkeeping machines are the primary tools in accounting. This bookkeeping machine has a typewriter keyboard below a calculating machine keyboard. This way, numerical plus alphabetic characters can be entered on a record.

(39) That is, typewriting can be placed on ledger sheets; and, at the same time calculations can be made and entered on the record.

(40) These bookkeeping machine operators are recording the transactions between the company and its customers. Persons anticipating this kind of job should enjoy attention to details and take pride in being accurate.

(41) This is not a bookkeeping machine, but is similar in nature. It is called a proof machine and is used in the banking business. The machine has the ability to electronically read the amount entered on the check.
(42) A point that you should understand is that in the wide and varying needs of the business world, many clerical workers do not perform within a precise category at all times; but rather, perform a variety of different types of tasks.

(43) As an example, here is Marianne Patterick who is employed in a small branch office of a lending institution located in Price, Carbon County. Her title is cashier-bookkeeper. You see her here at a small bookkeeping or billing machine posting the payment of a client to his record.

(44) But in this small office of three employees, Marianne also serves as a receptionist, calculating machine operator, and secretary to the manager and assistant loan approval clerk.

(45) Actually, Miss Patterick prepares monthly statements, assists in the processing of loans, takes dictation, handles the mail, and makes calls locally and to Salt Lake to check on credit of applicants. She attends to all these tasks in addition to performing her main bookkeeping function. Marianne enjoys the variety and likes working in Price, her own hometown. She graduated from Carbon High School, having taken typing, shorthand and bookkeeping. Later, Marianne attended the College of Eastern Utah where she took other business courses.
You should recognize that our discussion about accounting and bookkeeping clerks has not included graduate accountants. However, becoming a professional accountant is something that young men, especially, should consider. This would require a person's completing college. Accounting is one of the largest fields of professional employment for men. Specialization is common in this field, such as work in auditing, tax reporting, cost accounting, budgeting or control. And, accounting is a prime stepping stone for management. An avenue that many young men have followed is that of preparing themselves with high school business courses, then entering the field of office work for some initial experience, and later continuing with a part-time office job while attending college.

Next, consider the field of data processing. Here is a modern computer installation located in the machine-processing complex of a large banking entity in Salt Lake City. Operators of several kinds of automated equipment are required in a computer installation. The computer is used to prepare payrolls, control inventories, record customer purchases and do an infinite number of other types of record operations. A computer's input consists of the data to be processed and the step-by-step instructions prepared by programmers which tell the machine how to do the work.
(48) In the majority of computer systems the input consists of punched cards prepared by keypunch operators on the keypunch machine.

(49) Using this machine, which is very similar in action to the typewriter, the keypunch operator is able to punch holes in the cards in such a position that each hole can be identified as representing a specific item of information. These punched cards are used with the electronic computers as well as tabulating machines.

(50) However, before a punched card is used for a tabulating run or a computer operation, it is checked by another keypunch operator, called a verifier. This operator inserts the cards already punched by a keypunch operator into the verifying machine and commences to punch the same information as did the keypunch operator in the beginning. In this way the verifier detects any errors in the original card.

(51) Pictured here is a rapid, large capacity sorting machine. The operator places decks of punched cards into the hopper of the sorter and according to a pre-planned program, the machine sorts the cards into various categories or designations. This operation sequences or lines cards up in the proper order for listing on the tabulating machine or for use in the computer itself.
(52) This is Jay Allen, the operations manager of the electronic data processing division of a large insurance company. He is at the console of a computer. On the left is a high speed printer which prints an entire line of copy in one rapid stroke. The printer types an entire normal sized page in about three minutes.

(53) Working with Mr. Allen is Jerry Hall. He is apprenticing to become a programmer, the person who writes the language of instructions for computers. He is 24 years old and has about three years of experience as a tabulating machine operator. Jerry's training included some high school business courses, also additional training at a local business college plus some very specialized training acquired in Salt Lake City directly through a computer manufacturer.

(54) Large businesses and governmental agencies of our Federal government and of our own State and cities employ large numbers of keypunch operators.
(55) As an example, all of our income tax forms are processed and turned into keypunched cards as is our property tax on cars, residences, businesses and other types of property. Our State Highway Department utilizes automated processing to a great degree in analyzing roads, terrain conditions, and costs of installation and maintenance.

(56) By now you should have the idea that office occupations offer plenty of opportunities for both young men and young women. This is Lorraine Hill. She began her career as a keypunch operator. She was fascinated by the potential that this new and dynamic field of data processing offered.

(57) Her special ability and keen interest in the operations of the different equipment propelled her into other capacities such as sorter and then tabulating machine operator and beyond. Today she is the systems supervisor of a small data processing center. Her responsibilities include consulting with administrators desiring work to be done by the processing center. Also, she supervises a tab operator, sorting machine operators, and keypunch operators. Lorraine's most difficult job now is programming of a computer which is available to her shop. This brings us to one of the most challenging and higher paid jobs in the data processing field--programming.
(58) The six men you see in this picture are computer programmers employed by Utah Power and Light. Training for this type of position is not obtainable in high school, but it is something that a young man or woman might think about and plan toward. This type position, and in fact any executive position in the business world is amplified and accelerated by training which can be obtained through high school business courses.

(MUSIC RISES AND CONTINUES BRIEFLY)

(59) Now that you have had an acquaintance with the types of office occupations which are available, let's consider how people feel about this area of work.

(60) Therefore, the last few minutes of Part I of this film will give you some answers to ... What is it really like on the job? Do people enjoy office work? What tasks do these workers perform?

(61) It's likely that there are people who consider office workers as pencil-pushers, people who spend their time making a lot of work. It will have to be conceded that the world's transactions and people's dealings with one another are made a matter of record, but the legitimate reason for doing so is to assure proper relations with one another and to permanentize the invention and creativity of men.
(62) In the Western world we thrive on competition. This means that each business is out to perform the best services possible and to display the best in product and facilities possible. Office workers therefore are housed in beautiful and inviting facilities.

(63) With few exceptions, hours are regular and the working environment is organized and clean.

(64) For the most part, individual work stations are attractive, comfortable, well-lighted and efficient.

(65) With these kinds of surroundings, people tend to feel satisfied and happy. They enjoy working with others and soon learn that working with a pleasant and cooperative attitude gets more accomplished.
(66) In most offices there is a high degree of social satisfaction among workers. People cultivate life-long friends, and have some rewarding contact each day, such as work breaks...

(67) and traveling or lunching together. This is a self-contained cafeteria within the building of a large insurance company. It is owned and operated by the company, therefore, is convenient and the cost is controlled for the benefit of the employees.

(68) Jill Williams, the secretary in a previous portion of this film, describes her feelings about her job:

"I would never trade my job. It's just too fun. There isn't one specific thing I enjoy. I've always liked typing, shorthand, filing, the dictaphone, but I think it's the variety that I like most of all. There's more variety than I ever would have imagined a secretarial job would have. And also, there's a lot of responsibility--natural responsibility that you just assume. I think my basic training, the training in which I learned the skills is what I would consider the greatest asset in my secretarial job."
(69) "Of course on-the-job training is always very valuable. During my schooling I experienced an opportunity to go into an actual office and practice the actual role of a secretary where I was able to find out exactly what a secretary must do, the responsibilities and the many things which she runs across which you just don't get in actual schooling. It's hard to transfer some basic skills you learn over into everyday application.

(70) "Of course I have big plans of marriage some day and the secretarial field provides the opportunity to be able to put a husband through college and it helps you to have something to fall back on, too, if you ever have a need. And when you have raised a family, you've got a way to work again with just a small brush-up course, and go back again into something you really enjoy."

(71) Again, here is Joann Peterson, typist for a governmental agency employing social workers. In an informal interview Joann tells about her job in these words:

"I enjoy my job. I really do. A lot of people think that if you have an office position that you just sit eight hours a day and type solid and you don't get to move around or anything.

(72) "But it's quite different than that. I know with my position I do a lot of inter-office communication, and run a lot of errands and check things for my boss. I suppose the majority of my day is spent typing, but it really isn't a burden, and doesn't need to be dull like you're just typing straight copy that has no meaning. This is work that's dealing with people. It's social work and you see how people are benefitting by the help and the treatment that you're giving them."
"Some days are really rough and hectic and you don't think you are going to have a minute's rest; but actually, I really enjoy these hard-working days. You're not worried about having something to do, and the time just really speeds by."

"Another thing I enjoy about this is the friends and the companions that you meet working in an office. You just wouldn't want to trade any of them for the world."

Have you developed an idea of what it's really like on the job? Why people go to work in offices?

Do you think most people enjoy their office work? You draw your own conclusions.
(77) It is hoped that you get the idea that people also enjoy accomplishing something on the job; that they like putting in a hard but satisfying day's work.

(78) Now if you are in the enviable position of just beginning high school, it's an excellent time to begin thinking and planning toward a career, possibly a career in office occupations.

(79) If you plan right, make good use of your elective subjects, and insist on superior performance in your business courses, you can be equipped for a good beginning job upon graduation from high school in the area of office occupations.

(80) Part II of this filmstrip tells about the training necessary for the four different fields in office occupations. You will learn how much demand there is for office occupation jobs in comparison with other types of jobs in our State. And, you will obtain an idea of what these different jobs pay and where the most need or job availability exists in Utah.
(80) This is Part II of "Office Occupations in Utah." This film tells about the training necessary to be employed in the various office occupations. It also tells of the relative demand for office jobs in Utah and how much these jobs pay.

(81) First then, some discussion about training needed for these office jobs, also, when and where to get training in Utah.

(82) What will you do when you finish high school? Will you be prepared to embark on a worthwhile life and pursue an interesting career? Whether you plan to go to college or enter the occupational world, the business education department in your high school can augment your general education and supply you with useful skills that you will rely on all the rest of your life. Everyone should extend his communication skills by being able to type. Everyone should have a rudimentary knowledge about handling money and should know how the business world operates in order to make purchases and investments more intelligently during their lifetime. But, this film will be especially informative to those people who are interested in the prospect of being employed in some kind of office occupation.
(83) You should begin by making some choices now while you are in the early years of high school. You would be wise to seek the advice of teachers and administrators.

(84) Get to know your counselor, and allow him to get to know you. To many, the office occupations field of work will be attractive because this field can serve a dual purpose. That is, you can become trained for a career; yet, should your plans change for one reason or another later, you have still obtained a good, general education for living.

(85) This far in your thinking, you will want to know what courses you might anticipate in the business education field in order to be employable in an office occupation.
The business education courses from which you will be able to choose will depend a good deal on your particular high school, and the type of community in which it is situated. A smaller or suburban high school may have a somewhat different business curriculum than...

a larger, urban or city high school. But even this being the case it is possible to talk in terms of some meaningful generalities about curriculum or courses in business education.

Regardless of whether you are interested in becoming an accounting clerk, secretary, typist or any other office clerk, you will need the basic courses of Typewriting, General Business and Calculating Machines. These courses are taken early in high school.

General Business gives a student an overall understanding of the business world and helps prepare him to make more of business courses which he will take later in the high school years.
(90) The second of these basic courses, Calculating Machines, is usually a semester course. Here, students learn to operate a variety of different office machines including various makes of the ten-key calculator and the printing and rotary calculators.

(91) Of course, Typewriting is a must and anyone preparing for a business career should know how to use the manual and the electric typewriter with proficiency. Nearly any high school, then, would offer these three courses and expect a student majoring in business to take such courses most likely in the tenth grade.

(92) We've mentioned Calculating Machines, General Business and Typewriting. In a larger high school other courses are of value to business majors, regardless of their business specialization. These courses might include Business Mathematics, Business English and possibly Business Law—and yet others not shown here.

(93) Now, let's consider specializations or specific fields in the business education area. First, let's examine what a major in the stenographic or secretarial field might expect in the way of courses to be taken in high school. Besides the basics that have been mentioned, that is, Calculating Machines, General Business and Typewriting; a person interested in training to become a secretary or a stenographer should take courses such as...
(94) Shorthand I and Transcription I, or Secretarial Practice. These would probably be taken in the eleventh grade. As a senior, a secretarial trainee should take Shorthand II and Transcription II or Secretarial Practice, if not taken before. Other courses of value to the steno-secretary and which may be offered in your high school are Record Keeping and Senior Business. A very meaningful experience called Cooperative Office Experience might be available through your high school business department.

(95) Cooperative Office Experience or On-the-Job Training is quite a unique opportunity offered through many high schools in the State. Here a senior business student is actually placed on a job in the business community for two to three hours per day during a semester. Naturally, secretarial students are placed in that type of job to obtain special experiences pertaining to the secretary's work. Likewise, bookkeeping students are placed in a situation where they receive bookkeeping experience.

(96) The senior business student is placed on the job through the cooperation of local businessmen, the high school counselor and the business education teacher supervising the program through the high school. The student actually receives a grade from the businessman and his business teacher. Also, the student usually receives some monetary compensation.
(97) The accounting-bookkeeping major will also need the basic courses of Calculating Machines, General Business and Typing, and specialization in courses such as...

(98) Bookkeeping I and Office Practices. These will probably be taken in the eleventh grade. Other courses of value to the bookkeeping student, if available, would include Business Law, Business Communications, and Business Mathematics. During the senior year, a bookkeeping student should take Bookkeeping II if it is offered in his high school, and Cooperative Office Experience or On-the-Job Training if it is available and can be arranged.

(99) Next, other fields of specialization, such as typist, receptionist, calculating machine operator...

(100) filing clerk and general clerk require preparation by taking the basics of Calculating Machines, General Business and Typing, and in addition...
(101) such courses as Office Practice, Bookkeeping or Record Keeping and possibly Communications, Law or Mathematics in the junior year. Then during the senior year, Economics or other courses recommended by the counselor and business education teacher.

(102) Many high schools do not have specialized courses for the field of data processing; although, such subjects as keypunch operation and fundamentals of data processing might be offered. Trainees for this field should check with business teachers and counselors in the high school and take whatever courses are offered and recommended.

(103) Mr. Harvey Hirschi, State Board of Education Specialist for Occupational and Career Guidance, offers these words of observation and advice to young high school students considering office occupations as a career:

"As I think in terms of office occupations I am reminded and find that according to all labor statistics, the need for work in this area will continue on into the future. And as I talk with students who are trying to make vocational decisions, they are always wondering about what job they should fit into when they complete their training. We always have to keep in mind that training is closely related to the job they are going to seek. In the area of office occupations many times students can find training at all different levels to qualify them for a job in this area. For instance, ..."
(104) a high school student might make necessary plans early in his high school program to qualify for becoming a clerk-typist, a bookkeeper or a secretary at the conclusion of his high school training.

(105) "Another student may decide that he needs further training or missed out on some of the training in high school and would want to go to a junior college, ...

(106) a technical college, private business college...

(107) for technical training in the area of office occupations. Other students might feel they want to enter the office occupations area, but feel the need and desire to go on for university training...
(108) wherein they might plan for positions as professional accountants, managerial consultants, and other types of occupations related to university training, ...

(109) and yet still be in the office occupations area. Perhaps what I'm saying is that in this broad area of office occupations, there is training available at all levels of educational training institutions in our State."

(110) (MUSIC RISE AND DIMINISH) In this, the last section of this film, a summary will be given and some facts about how much these kinds of office jobs pay, the number of office jobs available, the number of office jobs compared to other jobs, and where office jobs are available in Utah.

(MUSIC RISE AND DIMINISH)

(111) Office clerks. This is the largest field of employment in office occupations. There are opportunities now and in the future because of expanding requirements and high turnover rates, particularly among the large numbers of young women who are employed as general office clerks.
(112) Job prospects are good in the Utah area. Jobs are open to men and women; but, there are more opportunities for women. Young men usually begin employment as production clerks, timekeeper clerks, shipping or receiving clerks, messengers and coin wrappers.

(113) Receptionist. This is a very popular occupation among young women. There are many applicants and competition is fairly keen.

(114) Yet, growth in the demand for receptionists in Utah has been phenomenal—in fact, higher than all other office occupations. This may be accountable to the fact that Utah, generally, is a growing business community. Many businesses are expanding in size from small to medium-sized organizations, and are becoming large enough to utilize the services of a receptionist. You will stand a much better chance of getting a job if you can type and have a broad background of business training.

(115) Calculating machine and adding machine operators. The demand for this type of clerical position is less than most of the other office occupations.
(116) Yet, anyone being employed in the office occupations area needs to have the ability to operate the various types of calculating machines in the average business office.

(117) Stenographer. There is a shortage of well-trained stenographers which has persisted for a number of years and is expected to continue. Very high replacement needs as well as expansion demands open hundreds of jobs each year.

(118) The same holds true, and more so, for the position of secretary, which is usually a promotion from stenographer. In Utah, the demand for secretaries exceeds that of other fields in the office occupation area. The overall number of jobs for secretaries in Utah is very high. More than 6,000 people will be employed as secretaries in our State in 1970.

(119) These figures and others in which you will be interested are brought out in an employment survey of Utah done by the Utah Department of Employment Security, periodically. A recent revision gives an outlook for office occupations in Utah by the year 1970.
This study, from a little closer viewpoint, considers the four types of jobs which we have just discussed: office clerks, receptionists, calculating machine operators, and stenographers. Looking at the right-hand column which indicates the percent of increase in new jobs during the ten-year period 1960 to 1970, you will notice that calculating machine operators show the least amount of increase or demand for that job, with 70 per cent. On the other hand, receptionists are expected to be in very high demand with 148 per cent increase from 1960 to 1970. Secretaries show an increase of 103 per cent during the same ten-year period; stenographers, at 87 per cent, and general office clerks, 83 per cent. Now notice the relative difference in the number of persons employed: typists, a very large body of workers, 8,215 by 1970; secretaries and general office clerks, over 6,000 each.

Now what about compensation or wage rates for some of these jobs. In 1967, the Bureau of Labor Statistics, U. S. Department of Labor, released wage studies about Utah’s metropolitan area, Salt Lake City. This chart is derived from those figures. Concerning the jobs about which we have been speaking, it is interesting to note that secretaries make significantly greater amounts of money than do receptionists. Greater skill and the requirement of a broader background in business training account for this spread. The chart shows the number of workers inside the Salt Lake City metropolitan area; also, the average wage of junior workers, or those with little or no experience; and the average wage of senior workers who have been employed in their position or area for some time.
Next, let's consider other jobs in the office occupations area in a like manner. First, the bookkeeping clerk. Job opportunities are presently favorable. Again, women account for a large percentage of those employed.

Bookkeeping clerks make up one of the largest bodies of workers in the business area—over 5,500 are employed in Utah. In the distant future, this type work may be replaced to a small extent by automation. However, estimates at this point in time consider the displacement to be quite insignificant.

The rate of expansion is greater for bookkeeping machine operators than bookkeeping clerks because of increased use of mechanical devices in modern business.

Keypunch operator and verifier operator. Employment prospects are generally good, but competition for jobs may be keen in some areas, particularly at the trainee level.
Although Federal and State government installations, including the Internal Revenue office in Ogden...

and Utah's missile and defense industries create a more than usual number of opportunities in a State our size, the field is fairly well saturated and statistics indicate that this is an office occupation job expanding less rapidly than many of the others.

The Utah Employment Security Department anticipates that by 1970 there will be approximately 1,875 keypunch operators employed in Utah. This will represent a 71 per cent increase in the ten-year period 1960 to 1970. Consider bookkeeping clerks and bookkeeping machine operators which have just been discussed. Bookkeeping clerks will show an increase of approximately 82 per cent. Bookkeeping machine operators, 97 per cent. (PAUSE) Although the bookkeeping machine operators show a greater increase than bookkeeping clerks, the bookkeeping clerks comprise a much larger body of workers, an estimated 5,522 by 1970.
At the bottom of this wage chart you will notice that junior keypunch operators make an average of $330 in the Salt Lake City metropolitan area. Junior bookkeeping clerks show an average wage of approximately $306 per month. Senior accounting clerks are paid an average of $503 per month.

Sorting and tabulating equipment operators in the data processing field has expanded greatly with the mechanization of record keeping.

Entry into the field of cardsorting machine operator, however, is very often through promotion of keypunch operators rather than direct hire. Likewise operators of tabulating equipment most often receive their jobs as a promotion from sorting machine operators.

A trend toward younger banking tellers should interest high school students considering office occupations.
There is a definite upward trend in employment opportunities in this occupation in Utah. Women hold more than half of these jobs. Competition for these jobs is keen in some areas as entry is often through promotion from other clerical jobs in banks.

Once again, looking at the chart showing relative percent of increase in different jobs, you will note that tellers and bank clerks reflect an excellent anticipated increase, 99 per cent in the ten-year study period. Another bank position, proof-machine operators, 101 per cent; keypunch operators reflect a relatively lower but still good percentage of increase in the ten-year period with 71 per cent; tabulating machine operators, 83 per cent. (MUSIC RISE MOMENTARILY)
Earlier in the film you were promised an opportunity to compare office occupation jobs with other fields. Here is a chart which shows statistics for the same ten-year study period which we have been considering. The top three bars show the percent increase in service, clerical and a combination of secretary-stenographers and typists. Look to the far right of these bars for the anticipated ten-year increase. The clerical field shows an anticipated increase of 81.4 percent. Remember, this is all of office occupation jobs, grouped together, except secretaries, stenographers and typists. The greatest percent increase is shown at the end of the third bar down, that pertaining to secretaries, stenographers and typists. These three office occupations as a group reflect an anticipated increase of 91.7 percent. Also, it is very encouraging to note that just these three specific jobs grouped together comprise the third largest body of all occupations in our State, an increase of 11,000 workers. Other office occupation jobs represented by the second bar down is estimated to comprise a body of 17,000 new workers by 1970. Bear in mind that the whole of the office occupation area includes both those represented by the second bar, clerical workers; and those represented by the third bar down, secretaries, stenographers and typists. If the second and third bar were put together in order to encompass all office occupation workers, you would then see that the area of office occupations would represent the greatest percent increase in job opportunities for women in our State. Falling far behind in percent of increase are the other job areas shown on this chart—professional and technical, semi-skilled and sales, and on down to the smaller miscellaneous groups.
(136) For a very matter-of-fact and authoritative opinion concerning availability of careers in office occupations, Mr. Richard B. Weed, Public Relations Manager for the Utah Department of Employment Security, was asked to express his observations of the Utah scene as it concerns office occupations:

"One of the functions of the Utah Department of Employment Security is to determine the occupational needs of Utah employers for the present and future.

"We have heard some concern over the fact that office jobs are being automated, computers are being employed to do the work of some clerical workers--which is true. We will see more technological displacement of persons. We will see more automation, but this does not mean that the skills taught in the schools will become obsolete. It merely means that their skills may be employed in a new area or that the basic skills that have been taught will be used in a different way in the offices.

"It has come to our attention that shorthand was eliminated in one school in the State because whoever was setting up the curriculum decided that shorthand was no longer needed.

(137) "This is not true. Shorthand is not becoming an obsolete skill. As a matter of fact, it's becoming more and more in demand now than it's ever been. We have experienced very significant shortages in many of the office areas such as secretaries and stenographers."
(138) "Most of the office occupations, the openings in these occupations are in the Wasatch Front area which covers that part of the State from Provo on the South to Box Elder County or Brigham City on the North. I'd say that probably 80 to 85 percent of the jobs are in this geographical area.

(139) "Our surveys indicate that there has been and will continue to be a good demand for office occupations.

"In nearly all areas of office occupations there are shortages of qualified persons. Particularly, shortages of that type of person who is technically trained and also has a good attitude toward work, a good attitude toward the employer, a person who has the ability to present himself well to the public and also able to get along well with his fellow employees."

(140) Now, how about you? Does a career in office occupations sound appealing?
(141) If it does, you should begin now to plan your high school years carefully. Study hard. Put forth your very best effort in your business courses.

(142) You have probably heard it said that life is a lot like a current of water and people like boats thereon. Some plan ahead and have goals. These people spurt ahead and leave the rest of the pack in their wake. Others are content to sit in complacency and think of tomorrow only after it arrives.

(MUSIC FOR A PERIOD)

(143) Remember this: About the only thing an employer has to judge a high school graduate on is his high school record. Build a record in Business Education courses that will eliminate the competition. Make this your primary goal.

(144) This has been a description of office occupations in our State--Utah.

(MUSIC FOR A PERIOD)
(145) (MUSIC CONTINUES)
(No narration)

(146) (MUSIC CONTINUES)
(No narration)

(147) (MUSIC CONTINUES)
(No narration)
SUMMARY

The purpose of this study was to develop a 35 millimeter filmstrip and accompanying sound tape which would be of assistance to teachers of ninth and tenth grade students in presenting meaningful and lasting concepts about the types of jobs encompassed by the office occupations field, also, to apprise these students of the opportunities available in this field in the State of Utah. Thus, the resulting filmstrip which was developed defines the types of jobs which are included in the office occupations area, explains the training necessary for these jobs, portrays a series of job environments and people on the job, and summarizes the availability and compensations feasible in Utah.

A large array of 35 millimeter slides were taken by the writer in several Utah cities of various types of job situations in the area of office occupations. These slides were edited and arranged in a sequence that followed a script which was written by the author.

For the purposes of this study, four occupational categories were identified within the area of office occupations. These categories were: (1) general clerical workers, (2) stenographic and secretarial workers, (3) bookkeeping and accounting workers, and (4) workers in the area of data processing. Eventually, the 35 millimeter slides were commercially reduced to standard filmstrip size which could be used in school filmstrip projectors.

Development of this project was undertaken because there were no visual aids available to present an appealing story about the various
kinds of jobs which are available in the office occupations area. From the research cited, it seems apparent that filmstrips are a stimulating means of presenting subject matter and concepts. More specifically, a void seemed to exist for an audio-visual aid which dealt with the subject in depth and which was limited to the State of Utah.

Aids which were available were limited to one field or another, such as the secretarial field; also, many of those available had become obsolete. No existing aid--film or filmstrip--encompassed the full information spectrum of: definitions of jobs, training required for jobs, tasks and environments of jobs, and availability and compensations associated with specific types of jobs--typical to Utah.

Basically, the steps necessary to complete the slide series were planning, scripting, filming, editing, and sounding. The completed project consisted of a filmstrip in two parts. Part I depicts the function and scope of various jobs; also, Part I contains candid, taped quotes of employees in order to portray job environment. Part II explains the training necessary for the various fields and gives a current report of job availability and typical monetary compensation in Utah.

Part I is comprised of 79 frames and running time is 45 minutes. There are 67 frames in Part II; the running time is 40 minutes.
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Other Sources


Appendix A

Business Organizations and Institutions Which Cooperated
in Furnishing Data and Allowed Photographs to be Taken
of Employees and Facilities

Bountiful Medical Center
Brigham Young University
City Finance Company
College of Eastern Utah
First Security System of Banks
Kennecott Copper Corporation
Latter-Day Saints Business College
Salt Lake City School District
  East High School
  West High School
Stevens Henager Business College
Surety Life Insurance Company
University of Utah
Utah Power and Light Company
Utah State Department of Employment Security
Utah State Department of Public Instruction
Utah State University
Utah Technical College at Salt Lake
Weber State College
Zion's First National Bank

Bountiful, Utah
Provo, Utah
Price, Utah
Price, Utah
Salt Lake City
Salt Lake City
Salt Lake City
Salt Lake City
Salt Lake City
Salt Lake City
Salt Lake City
Salt Lake City
Salt Lake City
Salt Lake City
Salt Lake City
Salt Lake City
Salt Lake City
Salt Lake City
Logan, Utah
Ogden, Utah
Salt Lake City
Salt Lake City
Appendix B

Sources of Information and Data Shown in Filmstrip or Quoted in the Narration


Appendix C

A List of Related Filmstrips

"Business Facilities" McGraw-Hill 1952; silent, black and white; $5.50; 36 frames; senior high, college, adult.

"Careers in Economics" City Colony, New York; sound, color; $20.00, rent $3.00; for college; 77 frames. LC card F1 54-1476.

"Career That Counts" Victor Comptometer Corporation; sound; 1960.

"Credit Management--Career with a Future" City Colony, New York; 1954; sound, color; $20, rent $3.00; senior high, college, adult; 84 frames. LC card F1 55-1250.

"Duties of a Secretary" Underwood 1959; sound, color, $5; senior high, adult guide; disc 33-1/3 rpm, 22 minutes. Produced by Wm. P. Gottlieb Co. 140 frames.

"Files and Filing" Young America 1951; silent with captions; color; $5.50; cartoon-type illustrations; 40 frames. LC card F1 A 52-410.

"Finding the Right Job For You" McGraw-Hill 1952; silent, black and white; $5.50; senior high, college, adult.

"The Ideal Secretary," McGraw-Hill 1952; silent, black and white; $5.50; senior high, college, adult.

"It's Your Move" City Colony, New York, 1954; sound, color, free loan; for senior high school. Disc recording 33-1/3 rpm; 47 frames.

"Let's Talk About Vocation" series: "Junior Businessman" Eye-Gate 1960; sound, color, $4.00; primary, elementary, junior high guide; 51 frames.

"Looking at Business Careers" McGraw-Hill, 1956; silent with captions and title frames; black and white (general business series). $6.00; junior high, senior high, adults; 33 frames.

"Office Occupations" Bowmar 1960; silent with captions, color; (Canadian occupations) produced by National Film Board of Canada for Canadian Department of Labour, 680 - 5th Avenue, New York, New York 10019; 47 frames; LC card F1 A 61-2602.
"Office Workers" Curriculum Films Inc. 1951; silent with captions; color (City community series) $3.95; primary, elementary guide; first produced 1949; 25 frames.

"Preparing for the World of Work" and "Your Future Through Vocational Education" Guidance Associates; color, sound.

"Secretary as a Receptionist" Young America 1951; silent with captions; color (Business education series); $5.50; senior high, college, adult guide; cartoon type illustrations; 40 frames; LC card Fi A 52-502.

"The Super-Secretary" National Foremen's Institute 1952; two filmstrips; sound, black and white; two 33-1/3 rpm recordings; adult guide; set $99.50 includes 25 copies of a booklet. Unit 1 "Duties and Responsibilities" 25 frames; Unit 2 "Handling Visitors and Callers" 73 frames.

"The World of Work--Wholesale Trade, Banking and Insurance," Utah Department of Public Instruction, Salt Lake City, Utah; sound, color, 1959; 76 frames.

"Your New Job" McGraw-Hill 1952; silent, black and white; $5.50; senior high, college, adult; 43 frames.