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A study of the educational and business
experiences of the 1952-1958
secretarial graduates of Mount Ida,
Newton Center, Massachusetts

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Thesis
Phillips H.
1960

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

A STUDY OF THE
EDUCATIONAL AND BUSINESS EXPERIENCES
OF THE
1952-1958 SECRETARIAL GRADUATES
OF
MOUNT IDA, NEWTON CENTRE, MASSACHUSETTS

Submitted by

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(A.B., Colby College, 1948)

In partial fulfillment of the requirements for
the degree of Master of Education

1960

Boston University
School of Education
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Business Education and Secretarial Studies**

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CHAPTER I
INTRODUCTION

Statement of the Problem

This study of the secretarial graduates of Mount Ida, Newton Centre, Massachusetts, was undertaken to determine how well the curriculum had prepared the secretarial graduates for success in their initial full-time positions and to obtain information which would be helpful in improving the curriculum.

Analysis of the Problem

The following subordinate problems were involved in the study:

1. To determine the number of graduates who were employed; the various positions held; the types of organizations in which employment had been obtained; sources through which first positions were secured; and the reasons for leaving previous positions
2. To determine the salaries received at the beginning and ending of first positions and at the time of the survey

3. To determine the number of graduates who pursued further study

4. To determine the nature and extent of secretarial skills performed on the job including: typewriting, shorthand, filing, correspondence composition, use of business machines, recordkeeping, and receptionist duties

5. To determine the aspects of work which consumed most of the graduates' time when the survey was made

6. To determine through an analysis of the findings ways of improving the curriculum

Justification of the Problem

Recognizing the responsibility of the school in the follow-up of its graduates, this survey was used to determine the adequacy of the secretarial department curriculum of Mount Ida. Present-day leaders in the field of business education strongly urge the use of surveys to determine the adequacy of the offerings of the institution. Who is better qualified to evaluate these offerings than the students themselves? They are best aware of the weak points and strong points in course content and the methods of presentation.

The findings of this survey may indicate the subjects in the curriculum which need revision so that future graduates

of Mount Ida may be better equipped to meet the competition which is inevitable in the constantly changing business world.

Delimitation of the Problem

The study of the Mount Ida secretarial graduates was limited to the graduating classes from 1952 through 1958. An effort was made to obtain an over-all estimate of the effectiveness of the curriculum offered by the secretarial department during the last seven years; to gain an insight into the types of firms that the graduates have entered since graduation; and to gather information from recent graduates pertinent to the existing curriculum.

Organization of the Study

An introduction to the study is given in Chapter I. In Chapter II a survey of related literature is presented. The procedures which were followed in carrying out the study are given in Chapter III. The analysis and interpretation of the data are presented in Chapter IV. Chapter V contains a summary of the findings. The recommendations which are based upon the findings are presented in Chapter VI.

CHAPTER II

REVIEW OF RELATED LITERATURE

As a background for this follow-up study, a review of related literature including surveys of business colleges, junior colleges, and senior colleges with secretarial departments was made.

In 1953, Elizabeth S. Hemmerly¹ surveyed approximately 200 two-year alumnae of Boston University who were graduated from the College of Practical Arts and Letters with the degree of Associate in Commercial Science between June, 1948, and June, 1952.

Through the analysis and interpretation of this data, Hemmerly found that 73 per cent were employed as stenographers or secretaries at the time of the survey; 33 per cent obtained their initial positions through the efforts of the Boston University Placement Bureau; and 64 per cent were employed during the first month following graduation. She

¹Hemmerly, Elizabeth S., A Follow-up Study and a Job-Activity Analysis of the 1948-1952 Associate in Commercial Science Degree Holders of Boston University College of Practical Arts and Letters, Master's Thesis, Boston University, 1953, p. 1.

also discovered that the three job activities with the highest time-frequency were: (1) taking dictation in shorthand and transcribing; (2) answering the telephone; and (3) composing letters at the typewriter.¹

Based upon the data obtained, Hemmerly² recommended more training in the use of business machines even though the graduates were not primarily employed as office machine operators. She also recommended actual office employment in line with the specific college training of at least eight weeks during the summer between the first and second years as this would add immeasurably in making the adjustment between college and business.

In 1956, H. Jean MacDuffie undertook a follow-up study of the business department graduates of Skidmore College, Saratoga Springs, New York, from 1940 through 1955, for the following major purposes:

- (1) to determine the extent to which the business department graduates benefited from the curriculum which prepared them for their chosen fields of business

¹Ibid., pp. 87 - 88.

²Ibid., pp. 89 - 92.

(2) to provide a basis for improving the courses
in the curriculum¹

After analyzing and interpreting the data in reference to the first major purpose for which the study was undertaken, MacDuffie² came to the conclusion that practically all the respondents entered the fields of business--secretarial, business administration, or retailing--for which they had prepared and that the graduates felt they had been well trained at Skidmore.

In her recommendations for improving the curriculum, MacDuffie³ included: (1) a course in speech; (2) a personal business course; (3) typing and shorthand for all business students; and (4) the supplementing of classroom work with supervised work experience or on-the-job training.

In 1953, Jacqueline Mara surveyed the graduates of Mount Saint Mary College for the years 1945 through 1952 to determine the effectiveness of their education and to determine how the program of instruction might be improved to better prepare

¹MacDuffie, H. Jean, A Follow-up Study of the 1940-1955 Business Department Graduates of Skidmore College, Saratoga Springs, New York, Master's Thesis, Boston University, 1956, p. 1.

²Ibid., pp. 36 - 39.

³Ibid., p. 40.

them to meet the needs of the constantly changing demands of the business world.¹

Results of the analysis and interpretation by Mara² showed that 79 per cent of the respondents found employment in their particular field of concentration with 32.9 per cent engaged in the teaching profession. She concluded that the findings indicated that the training which the graduates received at Mount Saint Mary College was adequate as 96 of the 122 respondents indicated their preparation was sufficient to meet the requirements of their first position.

Included among Mara's³ recommendations for improving the curriculum were the following: (1) increased use of the Placement Office; (2) more guest speakers and field trips; (3) personal typing and an intensive English grammar course; and (4) more cultural courses available to all students.

The 1954-1958 secretarial graduates of Husson College in Bangor, Maine, were surveyed in 1959 by Patricia Ann Robbins to determine the duties frequently performed by them and to

¹Mara, Jacqueline Frances, A Follow-up Study of the Graduates of Mount Saint Mary College, Master's Thesis, Boston University, 1953, p. 1.

²Ibid., p. 34.

³Ibid., pp. 35 - 36.

determine the effectiveness of the existing secretarial program, with implications for curriculum revisions.¹

In analyzing the data relative to the duties frequently performed, Robbins² found the ten top office activities in the order of frequency of performance to be as follows: locating material in the files, filing material, addressing envelopes, handling incoming and outgoing mail, typing multiple carbons, filling in forms, labeling new folders, handling incoming and outgoing telephone calls, typing letters and reports from longhand, and taking dictation and transcribing.

The graduates of Husson College were asked to evaluate the existing secretarial program. In tabulating responses to this question, Robbins found that generally the respondents indicated the present instruction in typewriting and the taking and transcribing of dictation to be sufficient. Among the major recommendations made by several respondents was that greater emphasis should be placed in the following areas: transcribing from recording machines; composing letters at the typewriter; taking dictation over the telephone; cross

¹Robbins, Patricia Ann, A Follow-up Study of the 1954-1958 Secretarial Department Graduates of Husson College, Bangor, Maine, Master's Thesis, Boston University, 1959, p. 1.

²Ibid., p. 45.

referencing and maintaining a follow-up file; operating a bookkeeping machine and a rotary calculator; and receptionist duties. Robbins also indicated that more laboratory training should be provided in the hospital affiliation course for medical secretaries, with special emphasis on laboratory techniques and microscopic work.¹

In 1950, Rose Ermenia Aulisi² made a job-activity analysis and a follow-up study of the business department graduates of Vermont Junior College for the years 1945 through 1949 to ascertain the adequacy of the training received at the college; to find out the most commonly used skills in beginning office jobs; and to provide a basis for improving the offerings of the secretarial department.

Through the analysis and interpretation of the data, Aulisi discovered that although 96 per cent of the graduates were satisfied with their positions at the time of the survey, which indicates they were generally satisfied with the training received and adjusted themselves to their jobs without any great difficulty, the graduates felt strongly that a

¹Ibid., pp. 46 - 49.

²Aulisi, Rose Ermenia, A Job-Activity Analysis and Follow-up Study of 1945-1949 Business Department Graduates of Vermont Junior College, Montpelier, Vermont, Master's Thesis, Boston University, 1950, p. 1.

placement service should be maintained by the college where job counseling services would be available.¹

In response to her request for determining the most commonly used skills in beginning office jobs, Aulisi² found that typewriting activities were most frequently performed by the graduates; taking dictation and transcribing ranked sixth on the frequency list; business machines were not used as frequently as was expected, although 35 of the 98 respondents used the Burroughs adding machine; and that bookkeeping activities appeared near the bottom of the list in frequency of performance.

Included among her recommendations for improving the offerings of the secretarial science department, Aulisi stated that courses in Business English and secretarial accounting would be helpful additions; that since most of the graduates were employed in small offices, the students should be trained to become proficient in several skills; that filing activities and telephone and receptionist duties should continue to be stressed; and that the college should consider the feasibility of correlating school work with

¹Ibid., pp. 65 - 66.

²Ibid., pp. 67 - 68.

actual job experience under school supervision in order to help bridge the gap between college and initial employment.¹

A follow-up study was undertaken in 1951 by Irene R. Bass and Charles J. Reilly² to determine how successful the graduates of the Chandler School for Women were on the job; to ascertain the types of activities performed by them; and to provide a basis for curriculum revisions.

According to the replies received from the graduates, Bass and Reilly³ found that several of the graduates had difficulty in the following areas: telephone technique; adjusting to a busy office with interruptions; use of legal forms; and dictation involving insurance terminology.

Bass and Reilly further found that typing with two or more carbons, taking dictation in shorthand, and answering the telephone were ranked highest in the order of frequency of duties performed by the respondents. The majority of the graduates felt that the first two activities should be taught

¹Ibid., pp. 69 - 70.

²Bass, Irene R., and Reilly, Charles J., A Follow-up Study of the 1949 and 1950 Graduates of Chandler School for Women, Boston, Massachusetts, and a Survey of the Employers of the Chandler Graduates, with Implications for Curriculum Revision, Master's Thesis, Boston University, 1951, p. 6.

³Ibid., pp. 96 - 97,

in school, but the third should be taught both in school and on the job.¹

In summarizing the findings of the survey of the employers, Bass and Reilly² discovered only 7 of the 72 respondents indicated there was some phase of the work for which the Chandler girl was not thoroughly prepared. These phases were: meeting the public, answering the telephone with ease and efficiency, ability to read large sums of money, and spelling.

Among the recommendations for improving the curriculum, Bass and Reilly³ included: (1) more emphasis in typewriting should be given to statistical work, dictation and composition at the typewriter, rough drafts, use of multiple carbons, ribbon changing and care of the typewriter, and filling in printed forms; (2) more technical and office-style dictation should be given in shorthand; (3) greater emphasis should be placed upon correct telephone technique and procedure, filing activities, and the use of business machines; and (4) further training in personality, grooming, and in developing the ability to assume responsibility.

¹Ibid., p. 55.

²Ibid., p. 94.

³Ibid., pp. 102 - 104.

In 1951, Lydia Glidden¹ made a survey of the 1943 through 1949 medical secretarial graduates of The Fisher School to ascertain the effectiveness of the existing program and to recommend curriculum revisions based upon the findings.

Of the 56 respondents who had used their medical secretarial training, Glidden² found that 48 considered their Fisher training to be sufficient to meet the requirements of their first job, although 27 suggested changes in the curriculum which included: more practice for skill in laboratory techniques; greater stress on medical terminology and dictation; a course in pharmacology; and instruction in the use of instruments and sterilizing.

Glidden made the following additional recommendations based upon the data received: (1) more emphasis should be placed upon the importance of personal qualifications of adaptability, appearance, conduct, confidence, disposition, native intelligence, and personality; (2) anatomy and physiology should be revised to give more intensive training; and

¹Glidden, Lydia, A Survey of the Graduates of the Medical Secretarial Program of the Fisher School of Boston, Master's Thesis, Boston University, 1951, p. 1.

²Ibid., p. 40.

(3) medical terminology should be given only by instructors trained in the medical field.¹

A follow-up study of the 1943-1950 business graduates of Regis College, Weston, Massachusetts, was undertaken by Sister M. Ellenice Donovan² in 1951 to determine how well the curriculum had prepared the graduates for success in their chosen fields of business and to provide a basis for improving the business curriculum.

Sister Donovan³ found that 61.7 per cent of the respondents were employed in less than one month after graduation; that the majority of the graduates entered the occupation for which they were trained with 61.3 per cent becoming secretaries, and 15.1 per cent becoming teachers. She further found that 82 of the 88 respondents in business would recommend their places of employment at the time of the survey to future Regis graduates. She concluded, therefore, that both employer and employee were satisfied.

¹Ibid., pp. 40 - 41.

²Donovan, M. Ellenice, Sister, A Follow-up Study of the 1943-1950 Business Graduates of Regis College, Weston, Massachusetts, Master's Thesis, Boston University, 1951, p. 1.

³Ibid., pp. 42 - 46.

The most frequently performed secretarial duties, Sister Donovan¹ discovered, were transcription, receiving office callers, and indexing and filing in that order. The most valuable business subjects, according to the respondents, were typing and shorthand. This is not surprising since the majority of the graduates became secretaries.

Of the total 132 respondents, Sister Donovan² found that 58 indicated a need for income tax education (which Regis has now included in its curriculum); 50 specified a necessity for instruction in banking procedures; 35 felt that making job contacts should be emphasized; and 32 indicated a desire for consumer education in insurance and real estate.

In addition to the above recommendations made by the graduates, Sister Donovan³ included the following: speech or public speaking should be required; and Business English should be given in the second semester of the junior year as that is when transcription is begun.

These follow-up studies were carefully reviewed to provide a background for determining the best plan to follow in

¹Ibid., p. 46.

²Ibid., p. 46.

³Ibid., pp. 48 - 49.

carrying out a similar study for the secretarial graduates of Mount Ida.

The procedures which were used in gathering the data for the completion of this study are listed in Chapter III.

CHAPTER III

PROCEDURES

The following procedures were used in gathering the data for the completion of this study:

1. Permission was granted from the President of Mount Ida, and approval was secured from the Faculty Adviser to conduct the study.
2. An analysis of related literature was made to provide a background of procedures for the study.
3. A questionnaire was prepared and presented to the Seminar in Business Education at Boston University, and revisions were made based upon the comments and criticisms of the class.
4. The revised questionnaire, together with a letter of transmittal, was sent to 221 secretarial graduates of Mount Ida from the years of 1952 through 1958.
5. A follow-up postal card was sent about three weeks later to all those who had not replied to the questionnaire.
6. The data obtained from the returned questionnaires were tabulated and studied.

7. Summaries of the findings resulting from the analysis of the data were written.

8. Recommendations were compiled based upon the findings of the study.

An analysis and interpretation of the data obtained from the questionnaires is given in Chapter IV.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE DATA

Of the 221 questionnaires sent to the graduates, 115, or 52 per cent, were returned. One of the 115 was not employed at all and was not considered in the compilation of the data.

Since Mount Ida offers courses for women only on the junior college level, all of the respondents were female.

A breakdown of the returns by classes is given in Table I.

TABLE I
NUMBER AND PER CENT OF QUESTIONNAIRES
RETURNED BY THE GRADUATES

Class	Questionnaires Mailed	Number Returned	Per Cent Responding
1952	22	9	40.9
1953	21	10	47.6
1954	22	13	59.1
1955	46	25	54.3
1956	32	15	46.9
1957	42	25	59.5
1958	36	18	50.0
Totals	221	115	52.0

The percentage of returns by classes was higher for the year 1957 than for the other six years. Twenty-five of the 42 questionnaires sent, or 59.5 per cent, were returned. The percentage of returns for the year 1954 was also high, with 13, or 59.1 per cent, of the 22 sent being returned. The response of more than 40 per cent from each class surveyed was most gratifying.

As shown in Table II, 64 of the respondents, or 55.7 per cent, were married at the time of the survey, while 51, or 44.3 per cent, were single.

TABLE II
MARITAL STATUS OF THE 115 RESPONDENTS

Class	Married	Single
1952	6	3
1953	9	1
1954	11	2
1955	17	8
1956	8	7
1957	11	14
1958	2	16
Totals	64	51
Per Cent	55.7	44.3

Table III shows the activity status of the 115 respondents at the time of the survey. As the data indicates, a total of 63, or 54.8 per cent, were employed full time, and 48, or 40.7 per cent, were housewives.

TABLE III
EMPLOYMENT STATUS OF RESPONDENTS

Activity	1952	1953	1954	1955	1956	1957	1958	Total
Working Full Time	3	3	4	12	9	16	16	63
Working Part Time	0	1	1	0	0	0	0	2
Attending School	0	0	0	0	0	0	1	1
Housewife	6	6	8	13	5	9	1	48
Unemployed	0	0	0	0	1	0	0	1
Totals	9	10	13	25	15	25	18	115

On the following page, the length of time between graduation and initial employment is shown in Table IV. One graduate in the class of 1956 had not been employed at all; therefore, the percentages used in Tables IV and V which follow are based upon a total of 114 instead of 115 as previously used. Seventy-eight, or 68.4 per cent, of the respondents obtained employment within six months after graduation, and most of these positions were obtained within one or two months after graduation. Twenty-nine, or 24.4 per cent, indicated

that employment had been obtained before graduation. Only five, or 4.4 per cent, did not obtain employment until after six months after graduation. No reasons were given for this lapse of time. One respondent had obtained employment before entering Mount Ida, and she returned to this position after graduation.

TABLE IV
WHEN INITIAL EMPLOYMENT WAS OBTAINED BY RESPONDENTS

Length of Time	1952	1953	1954	1955	1956	1957	1958	Total
Before Graduation	1	1	4	8	3	8	4	29
Within Six Months								
After Graduation	8	8	9	15	9	15	14	78
Within One Year								
After Graduation	0	0	0	2	1	2	0	5
After One Year								
After Graduation	0	0	0	0	1	0	0	1
Before Entering School	0	1	0	0	0	0	0	1
Totals	9	10	13	25	14	25	18	114

Table V, which follows, shows sources through which first full-time positions were obtained. Although the college does not maintain a full-time placement agency, some placement services are provided through the administrative offices and the Secretarial Department.

TABLE V
SOURCES THROUGH WHICH RESPONDENTS OBTAINED
FIRST FULL-TIME POSITIONS

Source	1952	1953	1954	1955	1956	1957	1958	Total
College Placement	0	0	3	2	3	3	0	11
Personal Application	4	4	6	13	4	12	7	50
Newspaper Advertisement	1	0	0	3	2	0	2	8
Family or Friend	1	1	1	1	2	9	4	19
Civil Service	1	1	1	0	0	0	0	3
Employment Agency	2	4	2	6	3	1	5	23
Totals	9	10	13	25	14	25	18	114

Personal applications ranked the highest on the list of sources through which first full-time positions were obtained, with 50, or 43.9 per cent. Next in rank was the employment agency, with 23, or 20.2 per cent. Nineteen, or 16.7 per cent, obtained their first full-time positions through the family or a friend, and 11, or 9.6 per cent, through college placement. Answering newspaper advertisements was stated by eight respondents and Civil Service was mentioned by three. As in Table IV, the percentages here are based upon a total of 114 because one graduate in the class of 1956 had not been employed at all.

TABLE VI

FULL-TIME POSITIONS HELD BY GRADUATES WHEN THE SURVEY WAS MADE

Position	1952	1953	1954	1955	1956	1957	1958	Total
Medical Secretary	1	0	2	3	2	5	8	21
General Secretary	1	1	0	3	2	0	2	9
Technical Secretary	0	1	0	0	0	3	4	8
Legal Secretary	0	0	1	1	0	2	2	6
Government Secretary	0	0	0	0	2	2	0	4
Church Secretary	0	0	0	0	0	2	0	2
Medical Records Clerk	0	0	0	0	0	1	0	1
Telephone Service Representative	0	0	0	0	0	1	0	1
Dental Assistant	0	0	0	0	1	0	0	1
Personnel Training Director	0	0	0	0	1	0	0	1
Clerk-Typist	0	0	0	0	1	0	0	1
Assistant Office Manager	0	0	0	1	0	0	0	1
Stewardess	0	0	0	1	0	0	0	1
Assistant Circulation Manager	0	0	0	1	0	0	0	1
Typist	0	0	0	1	0	0	0	1
Employment Tester	0	0	0	1	0	0	0	1
Bank Clerk	0	0	1	0	0	0	0	1
Proprietor of Dress Shop	0	1	0	0	0	0	0	1
Ticket Agent	1	0	0	0	0	0	0	1
Totals	3	3	4	12	9	16	16	63

By far the largest number of present full-time positions held at the time of the survey was that of medical secretary, with 21, or 33.3 per cent, employed in this field. Twenty-nine,

or 46 per cent, were employed in some other secretarial capacity. The remaining 13 respondents, or 20.7 per cent, were employed in positions other than that of secretary.

TABLE VII
PREVIOUS FULL-TIME POSITIONS HELD BY GRADUATES

Position	1952	1953	1954	1955	1956	1957	1958	Total
General Secretary	6	4	6	16	4	8	0	44
Medical Secretary	3	7	3	4	8	9	4	38
Clerk-Typist	1	1	2	0	0	1	0	5
Legal Secretary	0	0	0	1	1	2	0	4
Reservationist	1	0	2	1	0	0	0	4
X-Ray Technician	0	0	4	0	0	0	0	4
Clerk	0	1	3	0	0	0	0	4
Stenographer	1	1	1	0	0	0	0	3
Secretary-Book-keeper	0	2	0	1	0	0	0	3
Stenographer-Typist	2	0	0	0	0	0	0	2
Technical Secretary	0	0	0	2	0	0	0	2
Clerk-Stenographer	0	0	0	0	0	2	0	2
Typist	1	0	0	1	0	0	0	2
Bookkeeper	0	0	0	0	0	1	0	1
Typing Instructor	0	0	0	1	0	0	0	1
Manager, Fashion Department	0	0	0	1	0	0	0	1
Receptionist	0	0	0	1	0	0	0	1
Assistant Milliner	0	0	0	1	0	0	0	1
File Clerk	0	1	0	0	0	0	0	1
Stock Control Supervisor	0	1	0	0	0	0	0	1
Ticket Agent	1	0	0	0	0	0	0	1
Totals	16	18	21	30	13	23	4	125

In supplying information regarding the types of previous full-time positions held by graduates, the respondents listed 21 types of positions. All of these positions were those held previous to the present position, or were the last positions held by the respondents if they were not employed at the time of the survey.

Of these positions, that of medical secretary and general secretary, with 44, or 35.2 per cent, and 38, or 30.4 per cent, respectively, had the highest frequency. Five respondents classified their previous full-time positions as clerk-typist; four respondents each gave their positions as legal secretary, reservationist, x-ray technician, and clerk. Three each classified their previous positions as stenographer and secretary-bookkeeper. Two respondents each listed stenographer-typist, technical secretary, clerk-stenographer, and typist as their previous full-time positions. One respondent each indicated the following positions: bookkeeper, typing instructor, fashion department manager, receptionist, assistant milliner, file clerk, stock control supervisor, and ticket agent.

The types of businesses in which graduates were employed full time when the survey was made are given in the order of their frequency in Table VIII.

TABLE VIII
 TYPES OF BUSINESSES IN WHICH GRADUATES WERE EMPLOYED
 FULL TIME WHEN THE SURVEY WAS MADE

Firm	1952	1953	1954	1955	1956	1957	1958	Total
Hospital	0	0	1	1	2	4	5	13
Doctor's Office	1	0	1	2	1	2	3	10
Lawyer's Office	0	0	1	1	0	2	2	6
U. S. Government	0	0	0	0	3	2	0	5
Chemical Company	0	1	0	0	0	0	2	3
Engineering Company	0	0	0	0	0	0	2	2
Church or Temple	0	0	0	0	0	2	0	2
Electronic Company	0	0	0	0	0	2	0	2
Telephone Company	0	0	0	1	0	1	0	2
Airlines	1	0	0	1	0	0	0	2
College	0	1	0	1	0	0	0	2
Building Firm	0	0	0	0	0	0	1	1
Mining Company	0	0	0	0	0	1	0	1
Department Store	0	0	0	0	1	0	0	1
Aircraft Company	0	0	0	0	1	0	0	1
Credit Bureau	0	0	0	0	1	0	0	1
Publicity Company	0	0	0	1	0	0	0	1
Adjustment Company	0	0	0	1	0	0	0	1
Dress Shop	0	1	0	0	0	0	0	1
Bank	0	0	1	0	0	0	0	1
Foods Company	0	0	0	1	0	0	0	1
Insufficient Data to Classify	1	0	0	2	0	0	1	4
Totals	3	3	4	12	9	16	16	63

Thirteen, or 21.6 per cent, of the respondents were employed full time in hospitals when the survey was made; and 10, or 15.9 per cent, were employed in doctors' offices. Six respondents reported their positions to be in lawyers' offices;

five were employed by the United States Government; and three were employed by a chemical company. Two respondents each stated their employment to be with the following types of businesses: engineering company, church or temple, electronic company, telephone company, airlines, and college. One respondent each gave the following types of businesses as those in which they were employed full time when the survey was made: building firm, mining company, department store, aircraft company, credit bureau, publicity company, adjustment company, dress shop, bank, and foods company. Four respondents had insufficient data to classify their types of businesses.

Table IX shows the types of businesses in which the graduates had been previously employed full time. Hospitals have employed the greatest number of the graduates, with 35, or 28 per cent, of the respondents reporting in this category. Twelve have been employed formerly by manufacturing firms, and ten by the United States Government. Seven respondents each reported doctors' offices, school or college, insurance company, and airlines as former places of employment. Three each stated food supply companies and the state department as types of businesses in which they had been employed previously. Two respondents each had been employed by the following types of businesses: bank, hotel, restaurant, and oil company. One

each was employed in the following: social service, advertising, millinery, real estate, yacht club, business reports, and telephone company. No classification was given by eleven.

TABLE IX
 TYPES OF BUSINESSES IN WHICH GRADUATES
 HAD BEEN EMPLOYED PREVIOUSLY FULL TIME

Firm	1952	1953	1954	1955	1956	1957	1958	Total
Hospital	3	6	5	4	7	7	3	35
Manufacturing	0	4	3	2	1	2	0	12
U. S. Government	3	3	0	1	1	2	0	10
Doctor's Office	0	1	2	0	1	2	1	7
College or School	1	0	0	4	0	2	0	7
Insurance	0	0	1	4	0	2	0	7
Airlines	2	0	4	1	0	0	0	7
Law	0	0	0	1	1	2	0	4
Department Store	0	0	1	2	1	0	0	4
Food Supply Company	0	0	0	2	0	1	0	3
State Department	0	0	0	2	0	1	0	3
Bank	0	0	1	0	0	1	0	2
Hotel	0	0	0	2	0	0	0	2
Restaurant	0	0	2	0	0	0	0	2
Oil Company	2	0	0	0	0	0	0	2
Social Service	0	0	0	0	0	1	0	1
Advertising	0	0	0	0	1	0	0	1
Millinery	0	0	0	1	0	0	0	1
Real Estate	0	0	0	1	0	0	0	1
Yacht Club	0	1	0	0	0	0	0	1
Business Reports	0	1	0	0	0	0	0	1
Telephone Company	0	1	0	0	0	0	0	1
Insufficient Data to Classify	5	1	2	3	0	0	0	11
Totals	16	18	21	30	13	23	4	125

TABLE X
RESPONDENTS' REASONS FOR LEAVING PREVIOUS POSITIONS

Reason	1952	1953	1954	1955	1956	1957	1958	Total
Marriage	2	11	0	6	4	4	1	28
Better Position	1	2	5	4	3	7	1	23
To Raise a Family	1	2	4	9	2	3	1	22
New Home Location	1	5	3	2	2	3	0	16
Promotion	0	4	0	3	2	0	0	9
To be Nearer Home	1	2	0	2	0	1	0	6
Temporary Position	0	1	0	2	0	0	1	4
Better Salary	2	0	0	0	0	0	0	2
To go Overseas	1	0	0	1	0	0	0	2
Travel Difficulties	0	0	0	0	0	2	0	2
Poor Working Condi- tions	0	0	0	0	0	2	0	2
Desired Different Position	1	0	0	0	0	0	0	1
To Travel	1	0	0	0	0	0	0	1
Desired Medical Work	1	0	0	0	0	0	0	1
To Care for Child	1	0	0	0	0	0	0	1
No Advancement	1	0	0	0	0	0	0	1
Too Many Bosses	1	0	0	0	0	0	0	1
Became Engaged	1	0	0	0	0	0	0	1
Desired Private Sec- retarial Work	1	0	0	0	0	0	0	1
Illness	0	1	0	0	0	0	0	1
Personnel Cut Down	0	0	0	1	0	0	0	1
Totals	17	28	12	30	13	22	4	126

In supplying information regarding the reasons for leaving previous positions, the respondents gave 21 causes for employment termination. Marriage was the largest single factor, with 28, or 22.2 per cent, stating this as the reason for

terminating previous employment. Twenty-three, or 18.3 per cent, reported a better position as their reason for leaving; and 22, or 17.5 per cent, gave to raise a family as their reason. Sixteen indicated they left previous employment because of a new home location; nine received a promotion; six left to be nearer home; and four left because their position was only a temporary one. Two respondents each gave the following as reasons for leaving previous positions: better salary, to go overseas, travel difficulties, and poor working conditions. One respondent each reported the following as reasons for terminating previous positions: desired a different position, to travel, desired medical work, to care for child, no advancement, too many bosses, became engaged, desired private secretarial work, illness, and personnel cut down.

The beginning weekly salaries received on first full-time positions are shown in Table XI. Again, percentages are based upon a total of 114 for the previously explained reason.

In analyzing the beginning weekly salaries, it was discovered that 43 respondents, or 37.7 per cent, received \$40 to \$50 and that 40, or 35.1 per cent, received \$50 to \$60. Fourteen received between \$30 and \$40; ten received between \$60 and \$70; and four received between \$70 and \$80. Three respondents failed to indicate any salary. The median beginning weekly salary was \$49.60.

TABLE XI
 BEGINNING WEEKLY SALARIES OF RESPONDENTS
 ON FIRST FULL-TIME POSITIONS

Year	30.00 to 39.99	40.00 to 49.99	50.00 to 59.99	60.00 to 69.99	70.00 to 79.99	80.00 to 89.99	Over 90.00	Not Given	Total
1952	4	0	3	0	0	0	0	2	9
1953	3	5	1	0	0	0	0	1	10
1954	3	7	2	1	0	0	0	0	13
1955	0	16	6	2	1	0	0	0	25
1956	0	4	8	0	2	0	0	0	14
1957	3	9	9	3	1	0	0	0	25
1958	1	2	11	4	0	0	0	0	18
Totals	14	43	40	10	4	0	0	3	114

Table XII, which follows, indicates the ending weekly salaries received on first full-time positions. Only four respondents in the class of 1958 had held previous positions; therefore, the ending salaries for this year total four.

Thirty-one per cent received \$60 to \$70 as an ending weekly salary; 25 per cent received \$50 to \$60; 18 per cent received \$40 to \$50; 11 per cent received \$70 to \$80; 4 per cent received over \$90; 3 per cent received \$80 to \$90; and one per cent received only \$30 to \$40. Seven per cent failed to indicate any ending salary. The median ending weekly salary on first full-time positions was \$60.80.

TABLE XII
ENDING WEEKLY SALARIES OF RESPONDENTS
ON FIRST FULL-TIME POSITIONS

Year	30.00 to 39.99	40.00 to 49.99	50.00 to 59.99	60.00 to 69.99	70.00 to 79.99	80.00 to 89.99	Over 90.00	Not Given	Total
1952	0	0	2	2	1	0	1	3	9
1953	0	2	3	2	1	0	1	1	10
1954	0	1	6	3	1	1	0	1	13
1955	0	3	6	9	4	0	1	2	25
1956	0	2	2	7	1	1	1	0	14
1957	1	9	6	6	2	1	0	0	25
1958	0	1	0	2	1	0	0	0	4
Totals	1	18	25	31	11	3	4	7	100

The salaries of the respondents employed at the time of the survey are shown in Table XIII. Nine respondents, or 14.3 per cent, were receiving \$65. Next in order of frequency was \$55, which was received by eight, or 12.7 per cent. Six, or 9.5 per cent, were receiving \$75. Three each indicated salaries of \$56, \$60, \$70, and \$80; and two each reported \$50. Seven respondents did not give any weekly salaries. The two most frequently reported salaries were \$65 and \$55, and the range was \$40 to \$95.50. The median weekly salary received by those who were employed at the time of the survey was \$65.

TABLE XIII
WEEKLY SALARIES OF GRADUATES AT THE TIME OF THE SURVEY

Salary	1952	1953	1954	1955	1956	1957	1958	Total
40.00	0	0	0	0	0	0	1	1
50.00	0	0	0	0	0	0	2	2
51.00	0	0	0	0	0	1	0	1
52.50	0	0	0	0	0	0	1	1
53.00	0	0	0	0	0	0	1	1
55.00	0	0	0	2	0	2	4	8
56.00	0	0	1	0	0	1	1	3
58.00	0	0	0	0	0	1	0	1
60.00	0	0	0	1	1	1	0	3
62.00	0	0	0	0	1	0	0	1
63.00	0	0	0	0	0	0	1	1
65.00	0	0	1	0	1	4	3	9
66.00	0	0	0	1	0	0	0	1
67.00	0	0	0	0	0	0	1	1
68.00	0	0	0	0	1	0	0	1
70.00	0	0	0	2	0	1	0	3
71.00	0	0	0	0	0	1	0	1
71.50	0	0	0	1	0	0	0	1
72.00	0	0	0	0	1	0	0	1
73.00	0	0	0	1	0	0	0	1
75.00	0	1	2	1	1	1	0	6
80.00	0	0	0	2	0	1	0	3
85.00	0	0	0	0	1	0	0	1
86.00	1	0	0	0	0	0	0	1
92.00	1	0	0	0	0	0	0	1
95.00	0	0	0	0	1	0	0	1
95.50	0	0	0	0	1	0	0	1
Unanswered	1	2	0	1	0	2	1	7
Totals	3	3	4	12	9	16	16	63

Table XIV, which follows, shows the schools and colleges attended by the respondents since graduation from Mount Ida.

TABLE XIV

SCHOOLS AND COLLEGES ATTENDED BY RESPONDENTS SINCE GRADUATION

School or College	1952	1953	1954	1955	1956	1957	1958	Total
Boston University	0	0	1	0	0	3	1	5
New York University	2	0	0	0	0	0	0	2
Clark University	0	0	1	0	0	0	0	1
Northeastern University	0	0	1	0	0	0	0	1
Stonehill College	0	0	0	1	0	0	0	1
George Washington University	0	0	0	0	1	0	0	1
Boston College	0	0	0	0	0	0	1	1
Bryant College	0	0	0	0	1	0	0	1
Worcester Junior College	0	0	0	0	1	0	0	1
Mandle School	0	0	0	0	1	0	0	1
Army School	0	0	0	1	0	0	0	1
White Plains Hospital School	0	0	0	0	0	0	1	1
Hickox	0	0	0	0	0	1	0	1
Insufficient Data to Classify	0	0	0	3	0	0	1	4
Totals	2	0	3	5	4	4	4	22

In response to the request for information regarding schools and colleges attended since graduation from Mount Ida, the respondents gave 13 specific places; 4 had insufficient data to classify their locations. Boston University ranked highest in frequency with five having attended. Two respondents attended New York University, and one each attended the remaining schools and colleges given in the table. The class

of 1955 ranked highest in the number receiving further education with five reporting. The classes of 1956, 1957, and 1958 followed closely with four each reporting attendance at a school or college since graduation. No graduate reporting from the class of 1953 had attended any school or college since leaving Mount Ida. None of the respondents obtained a degree at any of the colleges attended.

The subjects studied since graduation are listed in Table XV.

TABLE XV
SUBJECTS STUDIED BY RESPONDENTS SINCE GRADUATION

Subject	1952	1953	1954	1955	1956	1957	1958	Total
Psychology	1	0	1	1	0	1	2	6
Languages	0	0	0	2	1	0	0	3
Shorthand	0	0	0	0	1	0	1	2
Briefhand	0	0	0	2	0	0	0	2
Secretarial	1	0	0	0	1	0	0	2
Sociology	0	0	0	0	0	0	1	1
Nursing	0	0	0	0	0	0	1	1
Personnel	0	0	0	0	0	1	0	1
Liberal Arts	0	0	0	0	0	1	0	1
Business	0	0	0	0	0	1	0	1
Business Law	0	0	0	0	1	0	0	1
Laboratory Science	0	0	0	0	1	0	0	1
Science	0	0	1	0	0	0	0	1
X-Ray Technique	0	0	1	0	0	0	0	1
Totals	2	0	3	5	5	4	5	24

Psychology, with six reporting, ranked the highest in frequency of the subjects studied since graduation. Three respondents each had studied languages; two each, shorthand, briefhand, and secretarial subjects; and one each mentioned the remaining subjects given in the table.

Table XVI shows the number of respondents who used shorthand on their first full-time positions.

TABLE XVI
USE OF SHORTHAND BY GRADUATES ON FIRST FULL-TIME POSITIONS

Kind Used	1952	1953	1954	1955	1956	1957	1958	Total
Medical	1	6	3	8	5	10	9	42
General	2	2	4	8	5	5	1	27
Legal	0	0	0	2	1	3	3	9
Engineering	0	0	0	2	0	3	2	7
Totals	3	8	7	20	11	21	15	85

Of the total 114 respondents who had been employed since graduation, 85, or 74.6 per cent, indicated they used shorthand on their first full-time positions. Medical shorthand ranked the highest in frequency, with 42, or 49.4 per cent, using this kind. The use of shorthand involving general terminology ranked next, with 27, or 31.8 per cent, reporting. Nine stated they used shorthand involving legal terminology.

and seven used engineering terminology. The class of 1957, with 21, ranked highest in the number using shorthand; and the class of 1955, with 20, ranked next.

Twenty-nine respondents, or 25.4 per cent, indicated they did not use shorthand of any kind on their first full-time positions.

TABLE XVII
RESPONDENTS' EVALUATION OF THEIR SHORTHAND ADEQUACY
ON FIRST FULL-TIME POSITIONS

Adequacy of	1952	1953	1954	1955	1956	1957	1958	Total
More than Satisfactory	1	1	3	6	4	9	4	28
Satisfactory	1	7	3	14	5	12	10	52
Not Satisfactory	1	0	1	0	1	0	1	4
Poor	0	0	0	0	1	0	0	1
Totals	3	8	7	20	11	21	15	85

Fifty-two, or 61.2 per cent, of the 85 respondents using shorthand indicated their adequacy to be satisfactory; 28, or 32.9 per cent, stated the adequacy of their shorthand to be more than satisfactory. Four indicated their shorthand was not satisfactory, and one stated the adequacy of her shorthand on her first full-time position was poor.

TABLE XVIII
 NUMBER OF GRADUATES WHO COMPOSED LETTERS
 ON FIRST FULL-TIME POSITIONS

Class	Number
1952	3
1953	8
1954	7
1955	19
1956	7
1957	16
1958	12
Total	72

In Table XVIII above, 72, or 63.1 per cent, of the total 114 respondents who had been employed since graduation, stated they composed letters on their first full-time positions; and 42, or 36.8 per cent, indicated they did not compose letters.

In Table XIX, the respondents have evaluated their ability to compose letters on their first full-time positions.

Of the 72 respondents who composed letters, 49, or 68.1 per cent, stated their ability to perform this activity as average, while 22, or 30.6 per cent, indicated their ability to be above average in this function. Only one felt her ability to compose letters was below average.

TABLE XIX
 RESPONDENTS' EVALUATION OF THEIR LETTER COMPOSITION ABILITY
 ON FIRST FULL-TIME POSITIONS

Evaluation of	1952	1953	1954	1955	1956	1957	1958	Total
Above Average	2	0	2	8	3	6	1	22
Average	1	8	5	10	4	10	11	49
Below Average	0	0	0	1	0	0	0	1
Totals	3	8	7	19	7	16	12	72

In Table XX, the various makes of manual typewriters used on the first full-time positions are indicated.

TABLE XX
 MANUAL TYPEWRITERS USED BY RESPONDENTS
 ON FIRST FULL-TIME POSITIONS

Make Used	1952	1953	1954	1955	1956	1957	1958	Total
Royal	5	2	4	9	5	11	10	46
Underwood	0	2	1	1	1	2	2	9
Smith-Corona	1	0	1	3	0	3	1	9
Remington	0	2	1	0	3	2	0	8
Unclassified	0	2	3	3	3	5	0	16
Totals	6	8	10	16	12	23	13	88

Of the 114 respondents who had been employed since graduation, 88, or 77.2 per cent, stated they had used a manual typewriter on their first full-time positions. By far the greatest number had used a Royal typewriter, with 46, or 52.3 per cent, reporting this machine. Nine each used an Underwood and Smith-Corona; and eight indicated they had used a Remington. Sixteen of the respondents did not classify the make of manual typewriter used on their first full-time positions.

TABLE XXI
ELECTRIC TYPEWRITERS USED BY RESPONDENTS
ON FIRST FULL-TIME POSITIONS

Make Used	1952	1953	1954	1955	1956	1957	1958	Total
IBM	0	1	2	3	3	3	6	18
Royal	0	0	1	2	1	1	1	6
Remington	1	1	0	1	0	1	0	4
Underwood	0	0	0	0	0	1	0	1
Unclassified	0	0	1	2	0	0	0	3
Totals	1	2	4	8	4	6	7	32

Thirty-two, or 28.1 per cent, of the 114 respondents who had been employed since graduation indicated they had used an electric typewriter on their first full-time positions. The

IBM was the most frequently used machine, with 18, or 56.3 per cent, reporting. Six used a Royal; four used a Remington; and one, an Underwood. No classification regarding the make of machine was indicated by three respondents.

TABLE XXII

MANUAL TYPEWRITERS USED BY RESPONDENTS WHO WERE EMPLOYED
AT THE TIME OF THE SURVEY

Make Used	1952	1953	1954	1955	1956	1957	1958	Total
Royal	0	2	2	4	2	9	9	28
Underwood	0	0	0	0	1	2	1	4
Smith-Corona	0	0	0	0	0	1	1	2
Remington	1	0	0	0	1	0	0	2
Unclassified	0	1	1	7	0	0	0	9
Totals	1	3	3	11	4	12	11	45

Manual typewriters were used by 45, or 71.4 per cent, of the 63 respondents who were employed at the time of the survey. The Royal typewriter was most frequently used, with 28, or 62.2 per cent, reporting. Four each stated they used an Underwood, and two each used a Smith-Corona and a Remington. Nine respondents failed to classify the make of manual typewriter they were using at the time of the survey.

TABLE XXIII
ELECTRIC TYPEWRITERS USED BY RESPONDENTS WHO WERE EMPLOYED
AT THE TIME OF THE SURVEY

Make Used	1952	1953	1954	1955	1956	1957	1958	Total
IBM	0	0	1	4	4	2	5	16
Royal	0	0	0	2	1	1	1	5
Remington	0	1	0	0	0	1	0	2
Smith-Corona	0	0	0	0	0	1	0	1
Underwood	0	0	1	0	0	0	0	1
Unclassified	0	0	0	1	1	1	0	3
Totals	0	1	2	7	6	6	6	28

Of the 63 respondents who were employed at the time of the survey, 28, or 44.4 per cent, indicated they used an electric typewriter. The most frequently used machine was the IBM, with 16, or 57.1 per cent, reporting. Next in order of frequency of use was the Royal, with five reporting. Two respondents each used the Remington, and one each used the Smith-Corona and Underwood. No classification of machine used on full-time positions at the time of the survey was indicated by three respondents.

A comparison of the four preceding tables indicates that the Royal typewriter was the most frequently used manual machine on both previous positions and those at the time of

the survey, and the IBM was the most frequently used electric machine on the same positions.

In response to the request for information pertaining to the typewriting activities performed on their first full-time positions, the respondents mentioned 21 different types. They are arranged in Table XXIV by the number of responses received.

The largest single activity performed was that of typing envelopes, with 66, or 57.9 per cent, of the total 114 respondents who had been employed full-time since graduation reporting. Next highest in the order of the number of responses received was that of filling in forms, with 59, or 51.8 per cent, reporting. Letters from rough draft ranked next, with 55, or 48.2 per cent, indicating this activity. Forty-five respondents each stated interoffice correspondence and index cards; 39, statistical reports; 36, transcribing letters from dictation; 33, mimeograph stencils; 29, postal cards; 26, telegrams and cablegrams; and 23 mentioned manuscripts. Invoices and statements and duplicator stencils were indicated by 21 respondents each, while 19 gave laboratory reports. Eleven typed multilith stencils; ten, autopsy reports; and four typed miscellaneous medical reports. One respondent each indicated she typed class outlines, expense reports, credit cards, and radio mats.

Table XXV shows the typewriting activities which were

performed frequently by graduates on their first full-time positions. These activities are arranged according to the number of responses received for the frequency of performance of each activity. The respondents gave 19 different frequently performed typewriting activities.

The most frequently performed activity was that of transcribing letters from dictation, with 50, or 43.9 per cent, of the total 114 respondents reporting. The typing of envelopes ranked next in frequency, with 26, or 22.8 per cent, indicating this activity. Seventeen respondents each stated they typed letters from rough draft, filled in printed forms, and typed interoffice correspondence. Thirteen said they frequently typed invoices and statements; 12, index cards; 11 each, statistical reports and mimeograph stencils; 10, manuscripts; 9, laboratory reports; 7, duplicator master stencils; 5, telegrams and cablegrams; 4 each, postal cards and autopsy reports; and 2, multilith stencils. Only one respondent each indicated she frequently typed directors' reports and statements and proposals and bids.

Since the graduates were asked to indicate by a single check mark the typewriting activities which they performed on their first full-time positions and to double check those on which they spent a considerable amount of time, the activities given are not automatically the same. Thus, two tables

were used to more clearly interpret the data obtained.

In comparing these tables, it is interesting to note that 50 respondents, or 43.9 per cent, indicated their most frequently performed activity was transcribing letters from dictation, while only 36, or 31.5 per cent, of the total 114 respondents who had been employed full time since graduation stated they had merely performed the activity. The largest single activity to be performed by the graduates was that of typing envelopes, with 66, or 57.9 per cent, reporting; but only 26 indicated they performed this activity frequently. Although typing letters from rough draft appears in third position from the top on both tables, only 17 indicated frequent performance as compared with 55 who stated they merely performed this activity. Forty-five gave interoffice correspondence and index cards, while 17 typed the former frequently, and only 12 said they typed the latter frequently. Filling in printed forms was done by 59 respondents, but frequently by only 17. Statistical reports were typed by 39, but only 11 indicated frequent performance of this activity. The typing of mimeograph stencils was done by 33 respondents, but frequently by only 11. Although postal cards were typed by 29, only 4 performed this activity frequently. Other comparisons of the activities performed can be made by examining the tables.

TABLE XXIV
 TYPEWRITING ACTIVITIES PERFORMED BY GRADUATES
 ON FIRST FULL-TIME POSITIONS

Activity	1952	1953	1954	1955	1956	1957	1958	Total
Envelopes	2	6	6	18	9	13	12	66
Filling in Forms	2	3	8	13	8	13	12	59
Letters from Rough Draft	2	5	3	15	8	14	8	55
Interoffice Correspondence	0	4	4	15	6	7	9	45
Index Cards	1	4	3	13	6	10	8	45
Statistical Reports	1	6	6	7	4	9	6	39
Transcribing Letters from Dictation	1	1	4	8	6	11	5	36
Mimeograph Stencils	1	3	7	4	4	6	8	33
Postal Cards	1	5	3	10	1	3	6	29
Telegrams and Cablegrams	0	2	1	9	6	6	2	26
Manuscripts	1	0	2	8	2	6	4	23
Invoices and Statements	2	2	1	8	3	3	2	21
Duplicator Stencils	0	1	2	5	3	5	5	21
Laboratory Reports	2	3	2	2	3	2	5	19
Multilith Stencils	0	1	1	3	3	2	1	11
Autopsy Reports	1	0	2	1	2	3	1	10
Miscellaneous Medical Reports	0	0	0	1	1	2	0	4
Class Outlines	0	0	0	1	0	0	0	1
Expense Reports	0	0	0	1	0	0	0	1
Credit Cards	0	0	0	1	0	0	0	1
Radio Mats	0	1	0	0	0	0	0	1
Totals	17	47	55	143	75	115	94	546

TABLE XXV
 TYPEWRITING ACTIVITIES PERFORMED FREQUENTLY
 BY GRADUATES ON FIRST FULL-TIME POSITIONS

Activity	1952	1953	1954	1955	1956	1957	1958	Total
Transcribing Letters								
from Dictation	1	6	5	12	6	11	9	50
Envelopes	1	3	3	3	2	10	4	26
Letters from								
Rough Draft	0	1	2	4	1	4	5	17
Filling in Printed								
Forms	1	3	0	4	1	4	4	17
Interoffice								
Correspondence	0	0	2	3	3	5	4	17
Invoices and								
Statements	1	2	2	1	0	3	4	13
Index Cards	0	2	1	3	1	3	2	12
Statistical Reports	0	0	0	7	1	2	1	11
Mimeograph Stencils	0	1	1	3	1	4	1	11
Manuscripts	0	2	1	1	2	2	2	10
Laboratory Reports	0	0	0	2	1	2	4	9
Duplicator Master								
Stencils	0	2	0	1	0	2	2	7
Telegrams and								
Cablegrams	0	0	1	1	0	0	3	5
Postal Cards	0	0	0	1	1	2	0	4
Autopsy Reports	0	0	0	1	1	0	2	4
Miscellaneous								
Medical Reports	0	0	0	0	0	2	1	3
Multilith Stencils	0	0	0	2	0	0	0	2
Directors' Reports								
& Statements	0	0	0	1	0	0	0	1
Proposals and Bids	0	0	0	0	0	0	1	1
Totals	4	22	18	50	21	56	49	220

TABLE XXVI
 RESPONDENTS' EVALUATION OF THEIR TYPING SKILL
 ON FIRST FULL-TIME POSITIONS

Adequacy of	1952	1953	1954	1955	1956	1957	1958	Total
More than Satis- factory	2	3	2	10	5	9	9	40
Satisfactory	5	7	11	14	9	16	9	71
Totals	7	10	13	24	14	25	18	111

Of the total 114 respondents who had been employed since graduation, 111, or 97.4 per cent, used a typewriter on their first full-time positions. In a self-evaluation of their typing skill on this initial position, 71, or 64 per cent, stated their adequacy to be satisfactory; and 40, or 36 per cent, indicated their skill to be more than satisfactory. With the exception of two in the class of 1953 and one in the class of 1955, all of the respondents used a typewriter on their first full-time positions.

The various filing systems used by graduates on their first full-time positions are indicated in Table XXVII and are arranged according to the frequency of response.

TABLE XXVII

FILING SYSTEMS USED BY GRADUATES ON FIRST FULL-TIME POSITIONS

Type of System	1952	1953	1954	1955	1956	1957	1958	Total
Alphabetic by Name	6	7	11	21	13	20	15	93
Numeric	0	3	4	3	2	7	6	25
Alphabetic by Subject	0	2	1	8	1	4	4	20
Alphabetic by Location	1	0	1	3	1	2	2	10
Chronological	0	0	0	1	1	0	1	3
Soundex	0	0	0	0	0	1	0	1
Totals	7	12	17	36	18	34	28	152

There were 152 responses to this question regarding the various types of filing systems which were used by the graduates on their first full-time positions. As is obvious, this number indicates that some of the respondents used more than one system at a time. Six different systems were used, but that of names arranged alphabetically was by far the most popular, with 93, or 61.2 per cent, reporting. The next two most frequently used systems were the numeric and alphabetic by subject, which were indicated by 25 and 20 respectively. Ten used the alphabetic by location system; three filed chronologically; and only one used the soundex system. Some form of the alphabetic system was most frequently used by all.

TABLE XXVIII
 BUSINESS MACHINES USED BY GRADUATES
 ON FIRST FULL-TIME POSITIONS

Machine Used	1952	1953	1954	1955	1956	1957	1958	Total
Transcription	1	6	4	12	9	13	10	55
Adding	4	6	5	11	8	10	7	51
Mimeograph	2	2	5	5	2	10	8	34
Photocopy	0	2	2	6	5	8	9	32
Liquid Duplicator	0	1	2	7	3	6	5	24
Calculator	0	3	2	6	0	3	0	14
Telephone Switch- board	0	1	1	4	2	2	4	14
Addressing	0	2	2	4	1	3	1	13
Bookkeeping	0	0	2	1	0	2	1	6
Comptometer	0	1	0	0	0	0	1	2
Totals	7	24	25	56	30	57	46	245

As the above table indicates, there were 245 responses to the different types of business machines which were used by the 114 respondents who had been employed since graduation. The classes of 1957 and 1955, with 57 and 56 respectively, ranked highest in the number of machines used.

The most frequently used was the transcription machine, with 55, or 48.2 per cent, reporting. Closely following this in frequency of use was the adding machine, with 51, or 44.7 per cent, reporting. Thirty-four stated they used a mimeograph; 32, a photocopying machine; and 24 a liquid duplicator.

Fourteen each said they used a calculator and telephone switchboard, and 13 used an addressing machine. A bookkeeping machine was used by six, and only two respondents indicated they used a comptometer on their first full-time positions.

The makes of the following machines: transcription, adding, photocopy, calculator, bookkeeping, and comptometer, which the graduates used on their first full-time positions, are shown in Table XXIX.

As is indicated in the previous table, the most frequently used was the transcription machine, with 55 reporting. Of this number, 15 stated they used the Audograph; 13, the Edison; 11, the Dictaphone; 3, the De Jur Stenorette; and 13 did not indicate any particular make.

The response to the specific make used of other machines was very low, with only 15, or 28.7 per cent, stating a particular adding machine; 9, or 28.1 per cent, reported a specific photocopy machine; 5, or 35.7 per cent, mentioned a particular calculator; 3, or 50 per cent, designated a make of bookkeeping machine; and one, or 50 per cent, mentioned a particular comptometer.

In Table XXX, which is shown on page 54, the various bookkeeping activities which were performed by the graduates on their first full-time positions are listed in the order of frequency of performance.

TABLE XXIX
 MAKE OF BUSINESS MACHINES USED BY GRADUATES
 ON FIRST FULL-TIME POSITIONS

Make Used	1952	1953	1954	1955	1956	1957	1958	Total
<u>Transcription</u>								
Audograph	0	1	1	3	1	8	1	15
Edison	1	3	1	2	2	2	2	13
Dictaphone	0	2	0	3	2	2	2	11
De Jur Stenorette	0	0	0	1	0	1	1	3
Unclassified	0	0	2	3	4	0	4	13
Totals	1	6	4	12	9	13	10	55
<u>Adding</u>								
Burroughs	1	0	1	2	0	0	0	4
Friden	0	0	1	1	0	1	0	3
Remington	0	0	0	1	0	1	0	2
Victor	0	0	0	0	0	2	0	2
Monroe	0	0	0	0	0	0	2	2
IBM	0	0	0	0	0	0	1	1
Wales	0	0	0	1	0	0	0	1
Unclassified	3	6	3	6	8	6	4	36
Totals	4	6	5	11	8	10	7	51
<u>Photocopy</u>								
Verifax	0	0	1	0	0	3	0	4
Thermofax	0	0	0	1	2	0	1	4
A. B. Dick	0	0	0	0	0	0	1	1
Unclassified	0	2	1	5	3	5	7	23
Totals	0	2	2	6	5	8	9	32
<u>Calculator</u>								
Monroe	0	0	0	1	0	1	0	2
Friden	0	0	1	1	0	0	0	2
Marchant	0	0	0	1	0	0	0	1
Unclassified	0	3	1	3	0	2	0	9
Totals	0	3	2	6	0	3	0	14
<u>Bookkeeping</u>								
Burroughs	0	0	2	0	0	0	0	2
IBM	0	0	0	0	0	0	1	1
Unclassified	0	0	0	1	0	2	0	3
Totals	0	0	2	1	0	2	1	6
<u>Comptometer</u>								
Burroughs	0	1	0	0	0	0	0	1
Unclassified	0	0	0	0	0	0	1	1
Totals	0	1	0	0	0	0	1	2

TABLE XXX
 BOOKKEEPING ACTIVITIES PERFORMED BY GRADUATES
 ON FIRST FULL-TIME POSITIONS

Activity	1952	1953	1954	1955	1956	1957	1958	Total
Recording Cash Payments & Receipts	2	2	5	6	1	8	5	29
Maintaining Customer Accounts	2	2	4	3	2	7	7	27
Preparing Invoices	1	3	3	4	3	6	5	25
Making Bank Deposits	3	1	2	6	2	6	4	24
Posting to Ledger	2	2	3	3	1	6	2	19
Drawing Checks	1	0	0	6	3	4	3	17
Preparing Financial Statements	0	0	1	4	2	3	5	15
Reconciling Bank Statements	0	0	1	3	2	4	2	12
Making Journal Entries	1	1	2	4	1	2	1	12
Maintaining Inventory	0	1	1	4	1	2	2	11
Figuring Payroll	1	0	0	4	1	2	2	10
Keeping Salesmen's Expense Accounts	0	0	0	0	1	0	1	2
Keeping Engineering Proposals & Bids	0	0	0	0	0	0	1	1
Preparing Income Taxes	0	0	0	0	0	1	0	1
Adjustments on Realty Closings	0	0	0	1	0	0	0	1
Circulation Breakdown	0	0	0	1	0	0	0	1
Totals	13	12	22	49	20	51	40	207

There were 207 responses to the various bookkeeping activities performed by the graduates on their first full-time positions. These are shown in the preceding table. Of this total, the class of 1957 led, with 51, or 24.6 per cent, reporting. Next came the class of 1955, with 49, or 23.7 per cent, reporting bookkeeping activities.

The bookkeeping activity to be performed most frequently was that of recording cash payments and receipts, with 29, or 25.4 per cent, of the 114 respondents who had been employed full time since graduation reporting. Twenty-seven, or 23.7 per cent, stated they maintained customer accounts; 25, or 21.9 per cent, stated they prepared invoices; and 24, or 27.1 per cent, mentioned they made bank deposits. Ledger posting was performed by 19; drawing checks was done by 17; 15 prepared financial statements; 12 each reconciled bank statements and made journal entries; 11 maintained an inventory and 10 did payroll figuring. Only two kept expense accounts for salesmen and one each reported the following: maintaining engineering proposals and bids; preparing income taxes; making adjustments on realty closings; and preparing circulation breakdowns.

The receptionist duties performed by the graduates on their first full-time positions are shown in Table XXXI and are arranged in the order of frequency of performance.

TABLE XXXI
RECEPTIONIST DUTIES PERFORMED BY GRADUATES
ON FIRST FULL-TIME POSITIONS

Duty	1952	1953	1954	1955	1956	1957	1958	Total
Met Customers and/or Patients	3	8	9	17	9	21	15	82
Made Appointments	3	5	2	17	9	17	14	67
Totals	6	13	11	34	18	38	29	149

There were 149 responses to the receptionist duties performed by the 114 respondents who had been employed full time since graduation. The classes of 1957 and 1955 had the largest number of responses, with 38 and 34 respectively reporting. Of the 114 who had been employed, 82, or 71.9 per cent, indicated they had met customers and/or patients on their first full-time positions; and 67, or 58.8 per cent, stated they had made appointments.

Table XXXII, which follows on the next page, shows the frequency of the duties performed by the 63 respondents who were employed at the time of the survey.

TABLE XXXII

DUTIES PERFORMED BY RESPONDENTS AT THE TIME OF THE SURVEY

Duty	1952	1953	1954	1955	1956	1957	1958	Total
General Typing	2	2	1	5	6	12	10	38
Dictation and Transcription	1	2	3	1	5	9	10	31
Telephone	1	2	0	6	1	3	2	15
Receptionist Work	0	2	1	2	1	4	4	14
Bookkeeping	1	1	1	1	4	6	0	14
Filing	0	1	1	3	1	4	2	12
Transcription Machine Work	0	0	0	2	0	0	3	5
Statistical Typing	0	0	0	3	2	0	0	5
Working with Figures	0	0	2	0	0	0	1	3
Billing	0	0	0	0	0	1	2	3
Handling Mail	0	0	1	1	0	1	0	3
Assisting Dentist	0	0	0	0	1	0	1	2
Typing Manuscripts	0	0	0	0	1	0	1	2
Interviewing Patients	0	0	0	0	0	2	0	2
Attending Confer- ences & Meetings	0	0	1	0	1	0	0	2
Supervising Employees	0	0	0	2	0	0	0	2
Typing Medical Reports	0	0	0	1	0	0	1	2
Filling in Order Forms	0	0	0	0	0	0	1	1
Making Reservations	0	0	0	0	0	0	1	1
Photostating	0	0	0	0	0	0	1	1
Medical Laboratory Work	0	0	0	0	0	0	1	1
Mimeograph Work	0	0	0	0	0	1	0	1
Fashion Shows	0	0	0	0	1	0	0	1
Employment Testing	0	0	0	1	0	0	0	1
Assisting Doctor	0	0	1	0	0	0	0	1
Passenger Service	1	0	0	0	0	0	0	1
Totals	6	10	12	28	24	43	41	164

The graduates who were employed at the time of the survey were asked to indicate the three duties which consumed most of their time. Table XXXII shows the results tabulated according to the frequency of the duty performed. There were 164 total responses to the three most time-consuming duties performed. Again, the classes of 1957 and 1955 had the largest number of responses, with 43 and 28 respectively reporting.

Of the 63 respondents who were employed at the time of the survey, 38, or 60.3 per cent, stated that general typing consumed most of their time; and 31, or 49.2 per cent, reported they spent most of their time in taking dictation and transcribing it. Fifteen indicated using the telephone consumed most of their time; 14 each stated receptionist work and book-keeping; and 12 indicated filing. These six duties were the most frequently reported time-consuming duties performed by the respondents. The other duties listed by the respondents were performed much less frequently.

It is interesting to note that typing of one form or another was by far the most frequently reported duty of the 63 respondents who were employed at the time of the survey.

In order to assist Mount Ida in revising its secretarial curriculum, the graduates were asked to evaluate the various subjects which they had taken in this particular course. This was one of the major purposes for undertaking the study.

Table XXXIII indicates by years the evaluation of the subjects taken by the secretarial graduates. In order to more easily compare the evaluations of the seven classes, the subjects are listed separately and are arranged alphabetically. There was a total of 1,067 responses to this question, with the classes of 1957 and 1955 again having the largest number, with 230 and 216 responses respectively.

TABLE XXXIII

EVALUATION BY GRADUATES OF SUBJECTS TAKEN AT MOUNT IDA

Evaluation	1952	1953	1954	1955	1956	1957	1958	Total
<u>Anatomy</u>								
Very Valuable	0	0	4	4	7	7	7	29
Valuable	2	6	2	4	3	6	3	26
Little or no Value	2	1	1	3	1	2	3	13
Needs Strengthening	0	0	0	0	0	0	0	0
<u>Aviation</u>								
Very Valuable	1	0	2	0	0	0	0	3
Valuable	1	1	0	1	0	0	0	3
Little or no Value	0	2	0	0	1	0	0	3
Needs Strengthening	0	0	0	0	0	0	0	0
<u>Business Accounting</u>								
Very Valuable	0	1	0	1	1	0	2	5
Valuable	4	0	1	1	2	4	3	15
Little or no Value	2	0	1	0	1	0	7	11
Needs Strengthening	0	0	0	0	1	2	2	5

TABLE XXXIII (CONTINUED)

Evaluation	1952	1953	1954	1955	1956	1957	1958	Total
<u>Medical Dictation and Terminology</u>								
Very Valuable	2	2	3	5	7	11	8	38
Valuable	1	4	0	3	2	1	0	11
Little or no Value	1	0	1	2	0	2	0	6
Needs Strengthening	0	0	1	2	2	2	3	10
<u>Medical Secretarial Accounting</u>								
Very Valuable	0	0	0	0	2	1	4	7
Valuable	1	0	0	2	1	1	3	8
Little or no Value	2	0	0	0	2	2	2	8
Needs Strengthening	0	0	0	0	0	0	1	1
<u>Medical Terminology</u>								
Very Valuable	1	1	4	6	9	11	9	41
Valuable	2	5	0	2	0	1	2	12
Little or no Value	1	0	1	2	2	1	0	7
Needs Strengthening	0	0	0	2	0	1	1	4
<u>Pathology</u>								
Very Valuable	1	0	4	4	3	3	8	23
Valuable	1	6	1	4	5	9	1	27
Little or no Value	1	0	0	2	1	3	2	9
Needs Strengthening	0	0	0	0	0	0	0	0
<u>Psychology</u>								
Very Valuable	1	1	5	4	3	3	2	19
Valuable	2	1	5	5	5	11	2	31
Little or no Value	1	1	1	5	2	6	3	19
Needs Strengthening	0	0	0	2	1	1	0	4

TABLE XXXIII (CONTINUED)

Evaluation	1952	1953	1954	1955	1956	1957	1958	Total
<u>Secretarial Practice</u>								
Very Valuable	3	6	7	15	5	10	7	53
Valuable	4	2	2	4	5	3	3	23
Little or no Value	0	1	0	1	2	1	1	6
Needs Strengthening	0	1	0	0	1	5	4	11
<u>Shorthand</u>								
Very Valuable	5	7	6	17	7	19	13	74
Valuable	1	2	2	2	3	1	0	11
Little or no Value	1	1	2	3	0	1	1	9
Needs Strengthening	1	0	1	1	2	3	1	9
<u>Transcription</u>								
Very Valuable	4	6	6	18	8	14	12	68
Valuable	1	1	2	1	2	2	0	9
Little or no Value	0	1	2	1	0	0	0	4
Needs Strengthening	1	0	0	1	2	3	1	8
<u>Typewriting</u>								
Very Valuable	7	9	10	23	13	23	17	102
Valuable	1	1	3	1	1	1	1	9
Little or no Value	0	0	0	0	0	0	0	0
Needs Strengthening	0	0	0	0	0	0	0	0
Totals	89	95	115	216	140	230	182	1,067

The evaluation of all secretarial subjects taken by Mount Ida graduates is given in Table XXXIV. The subjects in the program are arranged according to the frequency of responses in the following four categories: very valuable, valuable, of little or no value, and needs strengthening.

TABLE XXXIV
EVALUATION BY SECRETARIAL GRADUATES
OF SUBJECTS TAKEN AT MOUNT IDA

Very Valuable		Valuable	
Typewriting	102	English Literature	39
Shorthand	74	Psychology	31
Transcription	68	Pathology	27
Business English	61	Anatomy	26
Secretarial Practice	53	Business English	24
Medical Terminology	41	Secretarial Practice	23
Med. Dict. & Termin.	38	Business Law	18
Anatomy	29	Business Mathematics	16
English Literature	23	Business Accounting	15
Pathology	23	Medical Terminology	12
Psychology	19	Med. Dict. & Termin.	11
Business Law	8	Shorthand	11
Med. Sec. Accounting	7	Transcription	9
Business Mathematics	6	Typewriting	9
Business Accounting	5	Med. Sec. Accounting	8
Aviation	3	Aviation	3
Hostess	2	Hostess	3
Of Little Or No Value		Needs Strengthening	
English Literature	26	Secretarial Practice	11
Business Law	20	Med. Dict. & Termin.	10
Psychology	19	Shorthand	9
Anatomy	13	Transcription	8
Business Accounting	11	Business Accounting	5
Pathology	9	Business Mathematics	4
Shorthand	9	Business English	4
Business Mathematics	8	Medical Terminology	4
Med. Sec. Accounting	8	Psychology	4
Medical Terminology	7	Business Law	2
Med. Dict. & Termin.	6	English Literature	1
Business English	6	Med. Sec. Accounting	1
Secretarial Practice	6	Anatomy	0
Transcription	4	Aviation	0
Aviation	3	Hostess	0
Hostess	2	Pathology	0
Typewriting	0	Typewriting	0

Typewriting ranks first as being very valuable, with 102, or 88.7 per cent, of the total 115 respondents reporting. Shorthand and transcription rank next, with 74, or 64.3 per cent, and 68, or 59.1 per cent, respectively. Business English and secretarial practice rank fourth and fifth, with 61, or 53 per cent, and 53, or 46.1 per cent, reporting, respectively. The subjects of aviation and hostess are taken by a small group of aviation secretarial students. With this in mind, it is understandable why they should rank next to last and last.

In the second column, the subjects are arranged according to the evaluation of valuable by the graduates. English Literature ranks first, with 39; psychology is second, with 31; pathology is third, with 27; anatomy is fourth, with 26; and Business English is fifth, with 24 reporting. Following this in sixth place is secretarial practice, with 23 reporting.

The subjects in the third column are arranged according to the evaluation of of little or no value. It is interesting to note that here English Literature ranks first, as in the preceding column, with 26 reporting. Business Law ranks second, with 20; and psychology ranks third, with 19 reporting.

The arrangement of the subjects in the fourth column is

according to the frequency of responses stating that the subject needs strengthening. Here secretarial practice ranks first, with 11, or 9.6 per cent, reporting; medical dictation and terminology ranks second, with 10, or 8.7 per cent, reporting; shorthand is third, with 9 reporting; and transcription ranks fourth, with 8 reporting.

As would be expected, the basic skill subjects which all secretarial students take rank high as those being very valuable. While this is true, however, it is interesting to note that many of these same subjects are the ones which the graduates have indicated as needing to be strengthened or of being of little or no value. For example, shorthand ranks second as being very valuable; but 11 have indicated it to be only valuable, and 9 each have indicated it to be of little or no value and that it needs strengthening. Another interesting comparison of the position in the four columns is that of transcription. While this ranks third in the very valuable column, eight have stated it to be only valuable; four, to be of little or no value; and eight have indicated it needs strengthening.

Typewriting is the only basic skill subject which the graduates have indicated as neither being of little or no value nor needing strengthening.

TABLE XXXV
SECRETARIAL SUBJECTS RECOMMENDED BY GRADUATES
TO BE ADDED TO THE CURRICULUM

Subject	1952	1953	1954	1955	1956	1957	1958	Total
Course in Business Machines	3	2	3	6	1	10	4	29
Transcription Machine Course	1	4	2	2	1	2	5	17
Laboratory Course for Medical Secretaries	0	2	1	2	0	4	5	14
Bookkeeping	2	2	1	2	0	3	0	10
Telephone Proce- dures & Switch- board	1	0	2	2	1	1	1	8
Course in Spelling, Punctuation, & Vocabulary	0	0	0	0	0	5	2	7
Medical Office Procedures	0	0	0	0	0	2	4	6
Customer & Patient Relations Course	0	2	1	0	2	1	0	6
Business Correspond- ence	0	1	1	0	1	0	0	3
Filing	0	0	0	0	1	1	0	2
Personality and Grooming	0	0	1	0	1	0	0	2
Income Tax Course	0	2	0	0	0	0	0	2
Business Management	0	0	0	0	0	1	0	1
Legal Secretarial Course	0	0	0	0	0	1	0	1
Engineering Secre- tarial Course	0	0	0	0	0	1	0	1
Totals	7	15	12	14	8	32	21	109

There were 109 responses to the request for information regarding additional secretarial subjects which the graduates felt should be added to the curriculum. The class of 1957, with 32 reporting, again had the largest number of responses, and the class of 1958, with 21 reporting, ranked next.

Twenty-nine, or 25.2 per cent, indicated a course in business machines should be added to the secretarial curriculum; 17, or 14.8 per cent, recommended a transcription machine course be added; and 14, or 12.2 per cent, suggested a laboratory course for medical secretaries be offered. Although accounting for both general secretarial students and medical secretarial students is offered, ten stated the addition of a course in bookkeeping would be helpful.

Anticipating the needs of future graduates, Mount Ida, in September, 1958, added to its secretarial curriculum a medical laboratory course and a medical office procedures course for medical secretarial students. In addition to this, the course in secretarial procedures was revised to include instruction in the operation of the following machines: adding machine, liquid duplicator, transcription machine, and the telephone switchboard. Business correspondence, filing, customer relations, and personality and grooming were also added to the secretarial procedures course. In September of

1959, legal terminology and engineering terminology were included in both shorthand and secretarial procedures.

Table XXXVI shows the nonsecretarial subjects recommended by the graduates to be added to the curriculum.

TABLE XXXVI
NONSECRETARIAL SUBJECTS RECOMMENDED BY GRADUATES
TO BE ADDED TO THE CURRICULUM

Subject	1952	1953	1954	1955	1956	1957	1958	Total
Languages	1	1	0	2	0	1	0	5
Chemistry for Medical Secretaries	0	0	0	1	0	1	1	3
Current Events	0	0	1	1	1	0	0	3
Speech	0	1	2	0	0	0	0	3
X-Ray Course	0	0	0	0	0	0	1	1
Drugs Course for Medical Secretaries	0	0	0	0	0	0	1	1
Bacteriology for Medical Secretaries	0	0	0	0	0	0	1	1
Psychology for Medical Secretaries	0	0	0	0	0	0	1	1
Economics	0	0	0	0	1	0	0	1
Art	0	0	0	1	0	0	0	1
Music	0	0	0	1	0	0	0	1
Physiology	0	0	0	1	0	0	0	1
Philosophy	0	0	0	1	0	0	0	1
Algebra and Trigonometry	0	0	0	1	0	0	0	1
Totals	1	2	3	9	2	2	5	24

The respondents recommended 14 nonsecretarial subjects to be added to the curriculum, with 24 responses in all. Of these, five indicated languages; and three each indicated chemistry for medical secretaries, current events, and speech as beneficial additional courses. Only one respondent each mentioned the other ten courses.

Many of the suggested nonsecretarial courses are now, or have been, offered as electives. Specifically these are: Spanish, French, current events, speech, psychology, art, and music. However, these electives often are scheduled at an hour which conflicts with a required secretarial subject, thus prohibiting a student from enrolling in the particular class.

In regard to the secretarial program in general, the respondents made the following recommendations:

"Larger and more classrooms are needed." (This recommendation was carried out in September, 1959.)

"It would be better to have medical terminology in the second year instead of the first."

"Regular accounting instead of secretarial accounting should be offered and for a full year, not a half year."

"Business mathematics should be an elective, not a requirement."

"Hygiene and physical education courses should be strengthened."

"More electives, especially art, music, crafts, sociology, and liberal arts subjects should be available to secretarial students."

"Lectures by medical specialists and businessmen on what is expected of a secretary would be beneficial."

"ABC speed writing should be offered for those who have difficulty with shorthand."

"More office procedures work is needed including: statistical reports, mimeograph work, writing telegrams and cablegrams, and the setting up of an office."

"Instruction on electric typewriters should be provided." (Electric typewriters have been used in all senior shorthand and typewriting classes for the past three years.)

"A knowledge of medical instruments would be helpful to medical secretaries."

"Field work in the senior year would be helpful." (Field work on one month's duration has been required of all secretarial students for the past two academic years.)

The foregoing recommendations were made for the most part by one respondent each; and in a few cases, by two or three.

Chapter V includes a summary of the findings based upon the interpretation of the data obtained.

CHAPTER V
SUMMARY OF FINDINGS

This study of the secretarial graduates of Mount Ida, Newton Centre, Massachusetts, was undertaken to determine how well the curriculum had prepared the secretarial graduates for success in their initial full-time positions and to obtain information which would be helpful in improving the curriculum.

Of the 221 questionnaires which were sent to the graduates, 115, or 52 per cent, were returned.

The principal findings based upon the interpretation of the data obtained from the study are as follows:

1. Sixty-four, or 55.7 per cent, of the 115 respondents were married at the time of the survey; and 51, or 44.3 per cent, were single.

2. At the time of the survey, 63, or 54.8 per cent, of the respondents were working full time; and 48, or 40.7 per cent, were housewives. The remaining respondents were working part time, attending school, or were unemployed.

3. Seventy-eight, or 68.4 per cent, of the respondents obtained employment within six months after graduation.

Twenty-nine, or 24.4 per cent, indicated that employment had been obtained before graduation. Five obtained employment within one year, and only one required a longer period of time to find employment.

4. Personal applications ranked the highest on the list of sources through which initial full-time positions were obtained, with 50, or 53.9 per cent, reporting. The next highest sources were employment agencies and families or friends in the order just mentioned. College placement, newspaper advertisement, and civil service, in that order, were the only other sources through which the respondents had obtained employment.

5. The majority of the respondents were employed in secretarial work for which they had been trained, with 50, or 79.3 per cent, of the 63 employed at the time of the survey reporting. Of this number, 21, or 33.3 per cent, were employed as medical secretaries; and the remaining 29 were employed in a variety of secretarial positions.

6. The positions of medical secretary and general secretary, with 44, or 35.2 per cent, and 38, or 30.4 per cent, respectively, were most frequently reported as previous full-time positions held by the respondents.

7. Of the types of businesses in which the graduates were employed full time when the survey was made, 13, or

21.6 per cent, were working in hospitals; and 10, or 15.9 per cent, were in doctors' offices. Other less frequently reported types of businesses included: lawyer's office, United States Government, chemical company, engineering company, church or temple, electronic company, telephone company, airlines, and college. The remaining respondents were employed in a variety of businesses.

8. Hospitals, manufacturing companies, and the United States Government were most frequently reported as former employers of the graduates, with 35, or 28 per cent, indicating hospitals; 12 stating manufacturing companies; 10 indicating the United States Government; and 7 each stating doctor's office, college or school, insurance company, and airlines. A variety of businesses employed the other respondents.

9. The most frequently reported reasons for leaving previous positions were stated in the following order: marriage, with 28, or 22.2 per cent; better position, with 23, or 18.3 per cent; to raise a family, with 22, or 17.5 per cent; and new home location, with 16, or 12.7 per cent reporting. The remaining respondents gave a variety of reasons for leaving previous positions.

10. The beginning weekly salaries received on first full-time positions ranged from \$30 to \$79.99. Forty-three, or 37.7 per cent, of the 114 respondents who had been employed

since graduation received \$40 to \$49.99. The next most frequently reported salary was \$50 to \$59.99, with 40, or 35.1 per cent responding. Fourteen respondents received lower salaries, and 14 received higher salaries. The median beginning weekly salary on first full-time positions was \$49.60.

11. The ending weekly salaries received on first full-time positions ranged from \$30 to over \$90, with 31, or 31 per cent, the largest number, receiving \$60 to \$69.99. The next most frequently reported salary was \$50 to \$59.99, with 25 per cent receiving this amount. Nineteen respondents received lower salaries, and 25 received higher salaries. The median ending weekly salary on first full-time positions was \$60.80

12. The three most frequently reported weekly salaries at the time of the survey were \$65, with 9, or 14.3 per cent, reporting; \$55, with 8, or 12.7 per cent; and \$75, with 6, or 9.5 per cent, reporting. The total range of salaries was from \$40 to \$95.50, and the median weekly salary received by those employed at the time of the survey was \$65. Twenty-three respondents received salaries lower than the median, and 24 received salaries higher than the median.

13. Twenty-two respondents had attended other schools or colleges since graduation from Mount Ida. The most frequently attended institution was Boston University, with 5 reporting,

followed by New York University, with two attending. A total of 11 other schools, colleges, or universities were attended by one respondent each. None of the respondents obtained a degree at any of the colleges attended.

14. Of the 114 respondents who had been employed since graduation, 85, or 74.6 per cent, indicated they used shorthand on their first full-time positions. Shorthand involving medical terminology ranked highest, with 42, or 49.4 per cent, reporting. Fifty-two of the respondents indicated the adequacy of their shorthand skill to be satisfactory; 28 stated it to be more than satisfactory; 4 said not satisfactory; and only one said it was poor.

15. Seventy-two, or 63.1 per cent, stated they composed letters on their first full-time positions. Of this number, 49 indicated their ability to perform this activity to be average; and 22 indicated their ability to be above average.

16. The Royal typewriter was by far the most frequently used manual machine, and the IBM was the most frequently used electric machine on both previous positions and those at the time of the survey.

17. The graduates were asked to indicate by a single check mark the typewriting activities which they performed on their first full-time positions and to double check those on which they spent a considerable amount of time. Two tables

were used to interpret more clearly the data obtained. The three top typewriting activities which the graduates performed were: addressing envelopes, filling in forms, and typing letters from rough draft, in that order. In comparison with this, the two top typewriting activities which the respondents indicated they performed frequently were transcribing letters from dictation and addressing envelopes, in that order. Ranking next among the activities performed frequently were: typing letters from rough draft, filling in printed forms, and typing interoffice correspondence. A variety of typewriting activities were performed by the respondents as well as those mentioned above.

18. In evaluating their typing skill, 71, or 64 per cent, of the 111 respondents who had used a typewriter on their first full-time positions, indicated it to be satisfactory; and 40, or 36 per cent, stated their skill to be more than satisfactory.

19. The alphabetic system of filing by name was mentioned as being used by 93; the numeric system by 25; and the alphabetic by subject system was indicated by 20. Of the 152 respondents indicating use of some filing system, 123 stated they used some form of the alphabetic system.

20. The most frequently used business machine on first full-time positions was the transcription machine, with 55,

or 48.2 per cent, reporting. Of this number, the Audograph was most often used. The adding machine ranked next, with 51, or 44.7 per cent, reporting, and the Burroughs and Friden were the most frequently used makes of this machine. Other types of business machines were used less frequently.

21. The four most frequently performed bookkeeping activities were: recording cash payments and receipts, with 29, or 25.4 per cent; maintaining customer accounts, with 27, or 23.7 per cent; preparing invoices, with 24, or 21.1 per cent; and making bank deposits, with 24, or 21.1 per cent, reporting. The other bookkeeping activities were performed less frequently.

22. Of the 149 responses concerning the receptionist duties performed, 82 stated they met customers and/or patients; and 67 indicated they made appointments on their first full-time positions.

23. The six most frequently performed duties of the 63 respondents who were employed at the time of the survey were: general typing, with 38, or 60.3 per cent; dictation and transcription, with 31, or 49.2 per cent; using the telephone, with 15, or 23.8 per cent; receptionist work, with 14, or 22.2 per cent; bookkeeping, with 14, or 22.2 per cent; and filing, with 12, or 19 per cent, reporting. The other duties which consumed the respondents' time were performed less frequently.

24. The graduates were asked to evaluate the secretarial subjects which they had taken at Mount Ida according to the four following categories: very valuable, valuable, of little or no value, and needs strengthening. Typewriting ranked first among the subjects considered very valuable, with 102, or 88.7 per cent; shorthand ranked next, with 74, or 64.3 per cent; transcription came next, with 68, or 59.1 per cent; and Business English ranked next, with 61, or 53 per cent, reporting. English Literature ranked first as being valuable, with 39, or 33.9 per cent; however, when graduates were asked to indicate subjects of little or no value, English Literature ranked first in this category, also, with 26, or 22.6 per cent, reporting. In second place in the valuable category was psychology, with 31, or 20.7 per cent; next came pathology, with 27, or 23.5 per cent; and anatomy was fourth, with 26, or 22.6 per cent, reporting. In second place in the of little or no value category was business law, with 20, or 17.4 per cent; next came psychology, with 19, or 16.5 per cent; and anatomy was fourth, with 13, or 11.3 per cent, reporting. In second place in the needs strengthening category was medical dictation and terminology, with 10, or 8.7 per cent; next came shorthand, with 9, or 7.8 per cent; and transcription was fourth, with 8, or 7 per cent, reporting. As would be expected, the basic skill subjects which all secretarial

students take ranked high as those being very valuable. However, it is interesting to note that many of these same subjects are the ones which the respondents have indicated as needing to be strengthened or of being of little or no value. Typewriting is the only basic skill subject which the graduates have indicated as neither being of little or no value nor needing strengthening.

25. Of the 15 secretarial subjects recommended by the graduates to be added to the curriculum, 29, or 25.2 per cent, stated a course in business machines; 17, or 14.8 per cent, indicated a transcription machine course; and 14, or 12.2 per cent, mentioned a laboratory course for medical secretaries. (This last course was added in September, 1958.) The other 12 subjects were suggested by fewer respondents.

26. There were 14 different nonsecretarial subjects recommended by the graduates for addition to the curriculum. However, with the exception of five stating languages, and three each indicating chemistry for medical secretaries, current events, and speech, only one respondent each suggested the remaining ten subjects.

Chapter VI contains recommendations which are based upon the findings of the study.

CHAPTER VI
RECOMMENDATIONS FOR CURRICULUM IMPROVEMENT

The following recommendations for revisions in the existing curriculum are based upon the analysis and interpretation of the data obtained from the study:

1. Secretarial practice should be strengthened in the following areas particularly: mimeograph work, telegram and telephone procedures, how to set up an office, customer and patient relations, and personality and grooming.
2. Instruction in medical dictation and terminology; shorthand and transcription should be strengthened.
3. Business accounting, business mathematics, and medical secretarial accounting should be strengthened.
4. A course in Business English should be offered again, with emphasis upon spelling, punctuation, and vocabulary.
5. Instruction in business law should be strengthened.
6. The fact that 29 of the 115 respondents requested that a course in business machines be added to the curriculum, plus the fact that 51 used an adding machine and 34 used a mimeograph machine on their first full-time positions, clearly indicates the need for establishing a course in business machines.

7. A course in machine transcription should be offered either as part of secretarial procedures or as a separate course inasmuch as 55 respondents stated they used this machine on their first full-time positions.

8. More liberal arts electives should be available to secretarial students.

9. Inviting businessmen and medical specialists into the classroom would help to give the students a better idea of what is expected of them as secretaries.

10. Since 72 of the total 114 respondents who had been employed full time since graduation composed letters on their first full-time positions, it would seem advisable to emphasize business correspondence for a full semester in Business English. However, it should be borne in mind that 49 considered their ability in this activity to be average, and 22 considered theirs to be above average.

11. The alphabetic system of filing should continue to be stressed over all the other systems as this is by far the most frequently used system.

12. A survey should be made each year of the previous year's graduating class to provide a basis for revising the curriculum in order to meet the demands of the ever-changing business world. (This has already been put into effect for the 1959 graduating class.)

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BIBLIOGRAPHY

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APPENDICES

LETTER OF TRANSMITTAL

Dear Graduate:

We are making a survey of the graduates of our secretarial department for the past seven years for the purpose of obtaining information that will aid us in planning our courses to provide the best possible type of training for our future students.

Since you are in the best position to furnish us with the data we need, this is an excellent opportunity to render a valuable service to your school. Filling in the enclosed forms will take only a few moments of your time as most of the answers require only a check mark.

The information received will be held in strict confidence and will be utilized only in making summary reports. Your name is necessary merely as a means of checking returns.

A reply within the next few days would be greatly appreciated. For your convenience, a stamped, self-addressed envelope is enclosed.

Sincerely yours,

Helen L. Phillips
(Mrs. Russell S. Phillips, Jr.)
Instructor, Secretarial Sciences

Enclosures (2)

VIII. Please single check the beginning salary received in your first full-time position and double check (xx) the highest salary received in your first full-time position. (This is for comparison only and will be kept strictly confidential.)

- | | |
|--|---|
| <input type="checkbox"/> a. \$30 - \$39.99 | <input type="checkbox"/> e. \$70 - \$79.99 |
| <input type="checkbox"/> b. \$40 - \$49.99 | <input type="checkbox"/> f. \$80 - \$89.99 |
| <input type="checkbox"/> c. \$50 - \$59.99 | <input type="checkbox"/> g. Other: \$ _____ |
| <input type="checkbox"/> d. \$60 - \$69.99 | |

Please indicate your present salary _____

IX. Please list all colleges or schools that you have attended since graduation.

<u>College or School</u>	<u>Field of Study</u>	<u>From To</u>	<u>Degree</u>

X. In your first full-time position, did you use shorthand?

Yes _____; No _____.

- If you took dictation of a technical nature in your first full-time position, please indicate kind: Engineering____; Medical____; Legal____; Aviation____; Other_____
- In your opinion, what was the degree of adequacy of your shorthand speed and transcription skill in your first full-time position?

<input type="checkbox"/> a. More than satisfactory	<input type="checkbox"/> c. Not satisfactory
<input type="checkbox"/> b. Satisfactory	<input type="checkbox"/> d. Other: _____

XI. In your first full-time position, did you compose your own letters? Yes _____; No _____.

- If yes, how would you rate your ability to compose letters?

<input type="checkbox"/> a. Above average	<input type="checkbox"/> c. Below average
<input type="checkbox"/> b. Average	<input type="checkbox"/> d. Other: _____

XII. In your first full-time position, did you use a typewriter?

Yes _____; No _____.

- If yes, what make of typewriter did you use?

Manual _____

Electric _____

- Are you using a typewriter in your present position?

Yes _____; No _____.

If yes, what make of typewriter are you using?

Manual _____

Electric _____

3. Please indicate by a single check mark the typewriting activities which you performed in your first full-time position; double check (xx) those on which you spent a considerable amount of time.

- | | |
|--|--|
| <input type="checkbox"/> a. Letters from dictation | <input type="checkbox"/> j. Manuscripts |
| <input type="checkbox"/> b. Letters from rough draft | <input type="checkbox"/> k. Envelopes |
| <input type="checkbox"/> c. Statistical reports | <input type="checkbox"/> l. Telegrams & Cablegrams |
| <input type="checkbox"/> d. Filling in printed forms | <input type="checkbox"/> m. Postal cards |
| <input type="checkbox"/> e. Interoffice correspondence | <input type="checkbox"/> n. Index cards |
| <input type="checkbox"/> f. Invoices and statements | <input type="checkbox"/> o. Case studies |
| <input type="checkbox"/> g. Mimeograph stencils | <input type="checkbox"/> p. Laboratory reports |
| <input type="checkbox"/> h. Duplicator master stencils | <input type="checkbox"/> q. Autopsy reports |
| <input type="checkbox"/> i. Multilith stencils | <input type="checkbox"/> r. Other: _____ |

4. In your opinion, what was the degree of adequacy of your typewriting skill in your first full-time position?

- | | |
|--|--|
| <input type="checkbox"/> a. More than satisfactory | <input type="checkbox"/> c. Not satisfactory |
| <input type="checkbox"/> b. Satisfactory | <input type="checkbox"/> d. Other: _____ |

XIII. Please check the system of filing used in your first full-time position.

- | | |
|--|--|
| <input type="checkbox"/> a. Alphabetic by name | <input type="checkbox"/> d. Numeric |
| <input type="checkbox"/> b. Alphabetic by location | <input type="checkbox"/> e. Soundex |
| <input type="checkbox"/> c. Alphabetic by subject | <input type="checkbox"/> f. Other: _____ |

XIV. Please check the business machines, other than the typewriter, which you used in your first full-time position.

- | | |
|--|---|
| <input type="checkbox"/> a. Adding machine
Name _____ | <input type="checkbox"/> g. Transcription machine
Name _____ |
| <input type="checkbox"/> b. Comptometer
Name _____ | <input type="checkbox"/> h. Bookkeeping machine
Name _____ |
| <input type="checkbox"/> c. Calculator
Name _____ | <input type="checkbox"/> i. Billing machine |
| <input type="checkbox"/> d. Mimeograph | <input type="checkbox"/> j. Photostat machine
Name _____ |
| <input type="checkbox"/> e. Liquid Duplicator | <input type="checkbox"/> k. Addressing machine |
| <input type="checkbox"/> f. Telephone Switchboard | <input type="checkbox"/> l. Other: _____ |

XV. Please check the bookkeeping activities which you performed in your first full-time position.

- | | |
|--|--|
| <input type="checkbox"/> a. Maintaining customer accounts | <input type="checkbox"/> g. Drawing checks |
| <input type="checkbox"/> b. Recording cash payments and receipts | <input type="checkbox"/> h. Making bank deposits |
| <input type="checkbox"/> c. Preparing invoices | <input type="checkbox"/> i. Reconciling bank deposits |
| <input type="checkbox"/> d. Posting to ledgers | <input type="checkbox"/> j. Preparing financial statements |
| <input type="checkbox"/> e. Maintaining inventory | <input type="checkbox"/> k. Making journal entries |
| <input type="checkbox"/> f. Figuring payroll | <input type="checkbox"/> l. Other: _____ |

- XVI. In your first full-time position, did you meet customers and/or patients? Yes _____; No _____.
- XVII. In your first full-time position, did you make appointments for your employer? Yes _____; No _____.
- XVIII. If you are presently employed, what three main duties consume most of your time?
 (1) _____ (2) _____ (3) _____
- XIX. In order to help us revise our curriculum according to the needs of our students, will you please evaluate to the best of your ability the following subjects which you took in the secretarial course at Mount Ida.

<u>Subject</u>	Very Valuable	Valuable	Of Little Or No Value	Needs Strengthening
Anatomy				
Aviation				
Business Accounting . .				
Business Mathematics .				
Business English . . .				
Business Law				
English Literature . . .				
Hostess				
Medical Dictation & Terminology				
Medical Secretarial Accounting				
Medical Terminology . .				
Pathology				
Psychology				
Secretarial Practice . .				
Shorthand				
Transcription				
Typewriting				

- XX. In your opinion, what additional courses (secretarial or non-secretarial) would be most beneficial to Mount Ida's secretarial students?
- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____

FOLLOW-UP CARD

Dear Graduate:

To date, we have received a gratifying number of responses to the Follow-up Study of the Secretarial Graduates of Mount Ida. However, we still have not received a sufficient number to complete the survey.

As yet, we do not have your response to the questionnaire. Your cooperation in completing and returning this form as soon as possible will be greatly appreciated.

Sincerely yours,

Helen L. Phillips, Instructor
Secretarial Sciences