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A follow-up study of the 1945-1957 business department graduates of Mission Church High School, Roxbury, Massachus

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A FOLLOW-UP STUDY OF THE 1945-1957 BUSINESS DEPARTMENT GRADUATES OF MISSION CHURCH HIGH SCHOOL ROXBURY, MASSACHUSETTS

Submitted by

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CHAPTER I

INTRODUCTION

Statement of the Problem

The major problem of this thesis was to conduct a follow-up study of the 1945-1957 business graduates of the Mission Church High School and to study the implications of the findings for revision of the business education curriculum.

Analysis of the Problem

This survey was undertaken for the purpose of securing data concerning the following subordinate problems:

1. To ascertain the marital or single status of the graduates

2. To determine the elapse of time from graduation to marriage

3. To acquire data concerning the years of services in each position held by the graduates

4. To compare the initial and present salaries of the graduates

5. To learn how many of the graduates received their first position through the school, and the various other means used to secure initial positions

6. To obtain data on the type of positions held since graduation with specific information on the number, types,

and makes of business machines now being used in business firms by the business graduates

7. To find if additional training or studying for the first position was necessary, and if so, how was this knowledge or skill acquired

8. To check the adequacy of the various subjects included in the curriculum for the business department, and to determine which of these subjects needed greater emphasis

9. To analyze the criticisms, constructive or otherwise, made by the graduates that might help either the business teacher or student in the vocational business program

10. To discover how active or inactive the business graduates were in the various projects sponsored by the high school alumni.

Justification of the Problem

In an article entitled "There Is an Adequate Selection, Guidance, Placement, and Follow-up Plan" written by J. Frank Dame, he has this to say:

> Schools providing vocational preparation for business have not fulfilled their complete responsibility to their pupils if they do not follow their students on the job. It is the definite responsibility of schools to ascertain whether the trainees are making satisfactory adjustments and progress in the job.

> Some schools make a follow-up study a yearly activity, others make such studies only once in two years, and still others utilize a five-year period. Such studies can be very helpful. The advantages derived from such planning will encourage schools to analyze their work and to come to a conclusion on what appears to be the best procedures to follow. Follow-up is more than a paper study; it should be a continuous function.[1]

Similarly, Gertrude Forrester seems to be in agreement with J. Frank Dame on the importance of the follow-up study of business graduates as it proves to be most helpful to the teacher and very advantageous to a school:

> So important are the continuing contacts between the school staff and the young people on their first jobs that strong recommendation is made for extending the practice of giving business teachers the time and opportunity for following up their pupils. The information gained through this type of annual inquiry of school graduates and dropouts suggests new topics to be incorporated in the course of study, new ideas to be developed, and new services to be rendered.[2]

Another present-day leader in the field of business education, Herbert Tonne, strongly urges the use of surveys to determine the adequacy of the offerings of the institution. Tonne continues to bring out the idea that the school does not reach its goal of achievement when it terminates

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[1]Dame, J. Frank, "There Is an Adequate Selection, Guidance, Placement, and Follow-up Plan," The Business Educational Program in the Secondary School, Educational Press Association of America, Washington, D. C., November 1949, Vol. 33, p. 63.

[2]Forrester, Gertrude, Methods of Vocational Guidance, Harpers Brothers, New York, 1945, pp. 318-319.

its interest in the student at graduation. He draws this conclusion:

> If one of the aims of education is to prepare for successful economic living, the schools fail in achieving their goal if they dismiss their graduates without ascertaining whether the results of this training have proved successful.[1]

Victor L. Jepsen in his article "What About Our Graduates?" gives food for thought to the business teacher who sends out class after class of business students and who has not followed them through:

> Too little information is available about the feelings, success and failure of college graduates. All too often, the school releases them and forgets them. We believe that only as we analyze our end product, the graduates, in action can we know what to do in order to improve this product and the school that has turned him out.[2]

This statement is just as true and applicable in regard to the high school graduate as the college graduate because a greater number of high school graduates join the business world at this age.

Lomax appears to delve deeper into the psychological aspect of this study when he suggests that the appraisal of

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[1]Tonne, Herbert A., Chairman New York Committee, "Business Education for Tomorrow," Fourteenth Yearbook, Eastern Commercial Teachers Association, Philadelphia, 1941, p. 41.

[2]Jepsen, Victor L., "What About Our Graduates?" Collegiate News and Views, South-Western Publishing Company, Cincinnati, May 1951, p. 11.

the teacher can be reached through the evaluation of the student:

> It is vitally essential, of course, for a teacher to know thoroughly what he teaches, but he can never know the true value of what he teaches until he knows what really happens to the instruction in the lives of his students both while they remain in school and after they have left school.[1]

Finally, H. G. Enterline agrees with J. Frank Dame on the value of follow-up study of the business student. In Enterline's "Trends of Thought in Business Education," he makes the following statement:

> Schools that provide vocational business training and then place their trainees in jobs are not completing their responsibility if they do not follow-up to ascertain whether the trainees make progress and are well adjusted to the job.[2]

The leading educators in the business educational field have consistently pointed out that follow-up studies are not only essential but beneficial and profitable. A survey of the business graduates of the Mission Church High School was made for the first time to obtain information concerning the effectiveness of the program and revise any part of the present business curriculum that would be

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[1]Lomax, Paul S., Commercial Teaching Problems, Prentice Hall, Incorporated, New York, 1938, p. 6.

[2]Enterline, H. G., "Trends of Thought in Business Education," Monograph 72, South-Western Publishing Company, Cincinnati, 1949, p. 26.

deemed necessary to help the future graduates in being better equipped to meet our modern-day office trends.

Delimitation of the Problem

The Mission Church High School has an enrollment of approximately 650 students, 300 girls taught by the School Sisters of Notre Dame, and 350 boys taught by the Xaverian Brothers.

The first graduating ceremony of the Mission Church High School was held in 1929, and this year's class marks twenty-nine graduating classes for the school register. From this skeleton background of the school, it can be easily understood that this study covering twenty-nine years would have been a most difficult one. It was decided to limit this survey to business graduates of the girls' division from 1945 through 1957 because the present faculty of the school working in the business department had taught and still had contact with the business graduates over this period of time.

Organization of the Study

Chapter I includes a statement of the problem, its justification and delimitation. A review of related literature is made in Chapter II, while the procedures used in this survey are stated in Chapter III. Chapter IV is the analysis

and interpretation of data. Chapter V contains the summary, findings, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

One of the objectives of vocational business training in the high school is the preparation of students for placement in business offices. The product of the business education department of a high school is one of the major factors which a businessman considers when he thinks of the efficiency of a school. One of the techniques which business educators can use to assure themselves that they will have a saleable product is the use of the follow-up study of graduates and their employers.

According to John H. Moorman, a business educator of the University of Miami, Florida, follow-up studies have been completed with four major purposes in mind:

1. To determine the service which the school is rendering businessmen in the community through the graduates of the business department
2. To determine the adequacy of instruction for initial employment
3. To determine the degree to which graduates feel that they have been adequately prepared for the office work
4. To improve public relations with businessmen in the community.[1]

A comparison of the purposes of selected follow-up theses of other business educators for the past two and a

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[1]Moorman, John H., "Follow-up Studies Can Improve Instruction," United Business Education Association Forum, Vol. 9, May, 1955, p. 20.

half decades revealed marked similarity of purposes over such a period of time.

In 1933, a follow-up study was made of the business girl graduates of the Baltimore Senior High Schools by Katherine Coan.[1] The study covered the years 1927-1931.

A little more than a decade later, Kunhardt[2] made a follow-up study of the business graduates of the classes of 1945, 1946, and 1947 of the Roger Ludlowe High School, Fairfield, Connecticut.

And again in 1958, when Thompson[3] made a follow-up study of the graduates of St. Boniface Business School, Philadelphia, Pennsylvania, the same purposes were emphasized.

The substance of the first problem in each thesis mentioned was to measure the effectiveness or service rendered to the businessman in the community through the graduates of the business department. Many business educators are

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[1]Coan, Katherine Teresa, A Four-Year Follow-up Study of the Commercial Girl Graduates of June, 1927-1931, of the Baltimore Senior High Schools, Master's Thesis, Boston University, 1933, p. ix-x.

[2]Kunhardt, Barbara, A Follow-up Study of the Business Graduates of the Classes of 1945, 1946, and 1947 of the Roger Ludlowe High School, Fairfield, Connecticut, Master's Thesis, Boston University, 1950, p. 1.

[3]Thompson, Sister Mary Leola, S.S.N.D., To Investigate the Activities and Duties of Office Personnel to Determine the Effectiveness of the Business Education Program in Saint Boniface Business School, Philadelphia, Pennsylvania, Master's Thesis, Boston University, 1958, p. 1.

in agreement, then, with John H. Moorman in making the first objective or aim in teaching business to be the preparation of the student for some position in the business section of his community.

Noting that Moorman's article was written in 1955, it is not surprising to find him suggesting as a major purpose of a follow-up study, "To improve public relations with business in the community," because public relations is a modern-day trend profitable for both business and education. Previous to the midway mark of the century, little was heard of public relations. If business teachers are to be progressive, they should act and move with the times in order to refute the charge of not keeping pace with the present-day business requirements and standards. Stephen J. Turille charges that business education has failed to keep pace with present-day business requirements and standards when he says:

> The necessity for a bridging of the present gap between standards of achievement in the school and in the business office cannot be emphasized too strongly in the modern office training.
>
> The charge is frequently made, with some justification, that business education has failed to keep pace with present-day business requirements and standards. Unfortunately, a sizeable number of business educators have no acceptable standard of achievement for the subjects they are now teaching.[1]

This statement was made by Turille in 1949. Since this time many progressive movements have been sponsored by busi-

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[1]Turille, Stephen J., Principles and Methods in Business Education, McClure Printing Company, Staunton, Virginia, 1949, p. 23.

ness and business education to try to bridge this gap that supposedly exists between business and education. Business has the money and means to foster fine public relations and has done so, especially since 1954.

This topic of public relations versus business education could be a subject for a thesis in itself.

The general consensus gathered from reading many follow-up studies is that the ultimate purpose of the follow-up study should be the revision of the curriculum.

There have been two major types of surveys used in follow-up studies in business education:

1. A survey of graduates of the school
2. A survey of the employers of the graduates

In the early follow-up studies the first type seemed to be more popular. Business teachers of the past were somewhat reticent about approaching businessmen or business firms. With the modern intelligent outlook on education, and the fine programs of public relations, the second type of survey, that of questioning the employers of graduates, is equally important as a survey of the graduates of the school.

These surveys have been conducted through various media:

1. Questionnaire
2. Interviews
   a) direct
   b) indirect
3. Group meetings
4. Employers' reaction

Many of the points suggested by Moorman in his article on follow-up studies have been found to ring true. Regarding the questionnaire, he says:

> The returns may be a true sample, or not depending upon such factors as the number of business courses those reporting have taken in high school, the spread of office occupations, the return of questionnaires by successful graduates rather than unsuccessful, the attitudes of the graduates toward their school, and their unwillingness to assist in such a study.[1]

Our next medium is interviews. Interviews should supplement questionnaires with as many graduates as possible. If personal interviews are properly conducted, many points of view may be obtained from the respondents which they would not ordinarily take time to write. However, the interviewer should be sure that he has the direct quotes of the one being interviewed for the purpose of future reference.

Group meetings or so-called class reunions have been used by teachers. These class reunions very often take on the purely social effect rather than attain any educational helpful information. In some cases they may prove profitable.

Moving on to the last medium, employers' reaction, which is the employers' view of the graduates of the school, and perhaps indirectly, the school, let us read what Moorman says about employers' reaction:

> Again we find that most surveys of employers are conducted through the questionnaire and the

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[1]Moorman, loc. cit.

> same deficiencies are evident. There is no reason that a follow-up study of graduates through employers' reactions should not be conducted through interviews. It may take considerably more time but the benefits would be worth the effort. Employers of the graduates of our schools are glad to talk with us about the strengths and weaknesses of our product.[1]

And so, because of the similarity of techniques used in follow-up studies, usually the same generalities will be listed in the findings of the study made, all with the one intended purpose, the improvement of instruction in business education.

Moorman states five generalities found in follow-up studies. They are:

1. Job classification of graduates
2. Types of office duties
3. Weaknesses in our training program
4. Strengths in training for initial employment
5. Values which the graduates have found in the courses which they have taken.[2]

Regarding job classification of graduates, Moorman[3] says that more of our graduates go into clerical work than any other type of work following graduation.

Jean Phyllis Leone[4] reports that 88 per cent of the graduates of Woodbury High School, Salem, New Hampshire,

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[1] Ibid., p. 20.

[2] Ibid., pp. 20-21.

[3] Ibid., p. 20.

[4] Leone, Jean Phyllis, A Follow-up Study of Five Classes of Graduates of Woodbury High School at Salem, New Hampshire, Master's Thesis, Boston University, 1953, p. 43.

found senior office practice of the highest vocational value. It stands to reason then that 88 per cent of those graduates must be doing some sort of clerical work. This would agree with Moorman's statement.

In reading the findings of Sister Mary Joachim McDonald[1] and Sister Mary Leola Thompson,[2] a similarity is found in the common types of office duties. The common types of office duties include: answering the telephone, typewriting, mimeographing, taking dictation, transcribing dictation, filing and other clerical duties. Also, it is coincidental that on page 72 of both Kunhardt's[3] survey, which has been quoted before, and Ryan's[4] thesis, one finds almost identical statements.

Weaknesses in our training program seem to lie in spelling, vocabulary, punctuation, composing letters and machine operation. The nature of a course in spelling is

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[1]McDonald, Sister Mary Joachim, A Follow-up Study of the 1948-1952 Business Department Graduates of Saint John High School, North Cambridge, Massachusetts with Implications for Curriculum Revision, Master's Thesis, Boston University, 1953, p. 101.

[2]Thompson, op. cit., p. 53.

[3]Kunhardt, op. cit., p. 72.

[4]Ryan, Mary A., A Job-Activity Analysis and Follow-up Study of 1946, 1947, and 1948 Business Department Graduates of Nashua High School, Nashua, New Hampshire, Master's Thesis, Boston University, 1949, p. 72.

explained in an extract published in Monograph 76, page seventeen.[1] Another reference to this study of serious and common weaknesses rated by 118 businesses in Dowagiac, Michigan is shown in a study made by Elaine Sheltraw,[2] Dowagiac Central High School, Dowagiac, Michigan, and reprinted in Monograph 83, page six.

Both the graduates and employers seem to be agreed that strengths in training for initial employment are found to be stronger in the skill subjects rather than the basic subjects in education. Reading along this line in any of the previous quoted theses, one would find this to be true in their findings.

It is not surprising then to read in the findings of many theses that the graduates usually say that the skill courses which they have taken in high school have more value for them.

Just as the same generalities are found in the findings of most theses, so too, can it be said of the recommendations.

After listing the procedures in Chapter III, the analysis of the data obtained from the questionnaire used in this survey will be made in Chapter IV.

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[1]Walters, R. G., "Business Subjects in Senior and Four-Year High Schools," Monograph 76, South-Western Publishing Company, Cincinnati, 1951, p. 17.

[2]Sheltraw, Elaine, "Guidance in Business Education," Monograph 83, South-Western Publishing Company, Cincinnati, 1953, p. 6.

CHAPTER III

PROCEDURES

In conducting this follow-up study of the business students of Mission Church High School, the following procedures were used:

1. Permission to make this survey was granted by the principal of the high school.

2. Presentation of topic was made to and approval was given by the faculty adviser at Boston University.

3. Research reports and analysis of similar related literature in the field of the follow-up studies of high school business students were selected and studied to obtain background information for building a questionnaire and check list.

4. When the instrument was compiled, it was presented to the members of the seminar at Boston University for criticisms and suggestions.

5. The instrument was revised in accordance with the suggestions made by the seminar.

6. A try-out study was made on the senior business students who had worked full time the previous summer, and part time at the same firm during the school year.

7. Names and addresses of the business students from 1945 through 1957 were obtained from the alumni files. Up-to-date information regarding marriage names and addresses

of some of these graduates was received from many of the present students who are sisters and relatives of the business graduates.

8. The instrument, the letter of transmittal, and a self-addressed stamped envelope were mailed to 552 graduates on March 25, 1958.

9. During the week of April 6, telephone calls were made to several of the local graduates who had not responded. In some cases duplicate copies of the questionnaire were sent to those who mislaid the original letter and instrument.

10. On May 1, a follow-up postal card was sent to those graduates who had not responded.

11. The data obtained from the returned questionnaires were compiled and analyzed.

12. The summary and recommendations of findings were developed in the final chapter.

A more detailed explanation of some of the procedures may help to clarify the progress of the thesis at this point.

Mission Church High School Alumni is a very active unit in the parish. It was from their files that a list of the names and addresses of 552 business graduates from 1945 through 1957 was compiled. On March 25, 1958, a letter of explanation, a questionnaire, and a self-addressed stamped envelope were mailed to each of these 552 former

graduates of the business department. The questionnaires were distributed from the east coast to the west coast, from Boston, Massachusetts, to Pasadena, California, and Vancouver, Washington. One graduate sent her answer from Bermuda.

On or before April 5, 1958, thirty-two questionnaires were returned because of incorrect addresses. A great deal of time and effort was given to tracing and to correcting marriage names and addresses, but to no avail. A net total of 520 letters reached their destination. This number, 520, was used as the basis of the findings when tabulating the responses.

Two hundred seventy returns were received by the date requested in the letter, April 5, 1958. During the week of April 6, telephone calls and personal contacts were made with some of the local graduates. By April 22, 1958, the total number of responses received was 300 answers.

On May 1, 1958, a follow-up postal card was sent to those graduates who had not replied. This request brought 64 more responses, making a final total of 364 answers, or 70 per cent.

Chapter IV presents the analysis and interpretation of the data.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

A questionnaire was used to obtain information for the following tables. The follow-up study covers the business education of the girls who graduated from the Mission Church High School, Roxbury, Massachusetts, during the years 1945-1957.

Table I shows the tabulation of the returns from the questionnaire. In going back thirteen years, 552 names and addresses were compiled and a letter explaining the reason for the study along with a questionnaire were mailed to each of these graduates on March 25, 1958. Within a few days, 32 of these letters were returned because the person had moved and left no forwarding address. Therefore, 520 questionnaires was the number upon which this survey was based.

By April 25, just one month from the first mailing date, 300 responses were received. A follow-up postal card was mailed on May 1, 1958, requesting those graduates who had not yet responded to cooperate. May 12 was set as the deadline. By that date, 64 more respondents complied, now making the final total received 364, or 70 per cent, of the 520 questionnaires that reached their destination.

The highest percentage of returns was from the four most recent classes. However, it may be noted that each class averaged over a 50 per cent return.

TABLE I

RETURNS FROM THE SURVEY REPORTS OF THE GRADUATES

Class	Number sent out	Number returned because of incorrect address	Number reaching destination	Responses received	Per cent returned
1945	55	6	49	29	59
1946	48	5	43	32	74
1947	49	2	47	25	53
1948	48	4	44	23	52
1949	41	3	38	25	65
1950	25	2	23	17	74
1951	48	1	47	29	61
1952	36	3	33	25	75
1953	37	2	35	25	71
1954	42	4	38	31	81
1955	44	0	44	35	79
1956	35	0	35	28	80
1957	44	0	44	40	90
Total	552	32	520	364	70

Table II shows the sources from which the business graduate acquired her first position. One hundred seventy-two, or 47.3 per cent, of the 364 graduates received their first position through the school. The second greatest source of obtaining their initial position was through a friend, since 36 graduates, or 10.0 per cent, checked this as their answer to the question. Other means ranks third with 30 respondents, or 8.2 per cent, checking this source. A relative was the next or fourth highest in rank with 27, or 7.4 per cent. Closely following in fifth place was the agency as a source, with 26, or 7.1 per cent, reporting. The sixth, seventh, eighth, and ninth sources were tallied in the following order: letter of application, 24 graduates, or 6.6 per cent; newspaper advertisement, 23 graduates, or 6.3 per cent; not checked, 15 graduates, or 4.1 per cent; and lastly, civil service, 11 graduates, or 3.0 per cent.

It is very obvious that the school places almost one-half of its business students in their initial position shortly before or immediately after graduation.

All the graduates, who reported civil service as the source of placement for their first position, were graduated between the years 1945 and 1952 inclusive. Nine of these eleven graduates were between the years of 1945 and 1948 inclusive. That was post-war time when civil service testing representatives from the state and the government offered to come to schools and to administer the Civil Service Test

TABLE II

HOW RESPONDENTS ACQUIRED FIRST POSITION

Class	School	Agency	Newspaper advertisement	Civil Service	Relative	Friend	Letter of application	Other means	Not checked	Total
1945	9	1	2	3	5	4	1	2	2	29
1946	10	6	5	1	1	2	3	1	3	32
1947	8	3	3	2	3	2	1	2	1	25
1948	8	2	0	3	0	4	0	5	1	23
1949	7	2	3	0	2	4	2	4	1	25
1950	2	1	2	0	3	2	3	2	2	17
1951	15	3	1	1	1	2	5	0	1	29
1952	13	2	0	1	2	2	2	3	0	25
1953	12	1	4	0	4	0	1	2	1	25
1954	12	2	1	0	1	8	1	5	1	31
1955	27	1	1	0	0	2	3	0	1	35
1956	19	1	1	0	2	1	1	3	0	28
1957	30	1	0	0	3	3	1	1	1	40
Total	172	26	23	11	27	36	24	30	15	364
Per cent	47.3	7.1	6.3	3.0	7.4	10.0	6.6	8.2	4.1	100%

in the school itself, hoping to acquire some eligible employees. The other two graduates were of the class of 1951 and 1952, respectively. None since 1952 have taken the civil service test to acquire their initial position. The respondents who reported working in civil service positions as their second, third, or present position, took the test only after having some working experience.

In reading the first line horizontally, Table III shows that in the class of 1945, two graduates were married in 1946, two in 1948, seven in 1949, three in 1950, etcetera. To the right of 1958 is the number of those graduates who are still single and are still giving their service to business. At the extreme right the total column represents the total respondents in each class.

In adding the last line, or total line, horizontally as far as and including '58, one would learn that 189, or 52 per cent, of the 364 respondents are now married, whereas 175, or 48 per cent, of the respondents are not married.

Reading diagonally from the year '45 at the top of the table to the figure 2 in the '57 column, one finds a total of five giving less than one year of service to business. Continue reading in this same diagonal fashion but moving each time to the next row above, the statistics for Table IV were reached.

TABLE III

YEARS OF SERVICE IN BUSINESS BEFORE MARRIAGE AND FOR THOSE STILL SINGLE

Class	'45	'46	'47	'48	'49	'50	'51	'52	'53	'54	'55	'56	'57	'58	*SS	Total
1945	0	2	0	2	7	3	3	3	1	3	1	0	0	0	4	29
1946		0	0	3	1	5	4	4	0	0	2	0	1	0	12	32
1947			0	1	1	3	5	3	4	2	1	1	0	0	4	25
1948				0	0	0	3	4	5	2	2	0	2	0	5	23
1949					0	1	2	2	5	2	3	1	2	2	5	25
1950						0	1	0	3	4	1	0	0	0	8	17
1951							0	2	0	6	8	7	1	0	5	29
1952								1	0	4	4	6	3	2	5	25
1953									0	0	1	6	4	1	13	25
1954										1	2	3	3	1	21	31
1955											0	2	2	0	31	35
1956												1	2	0	25	28
1957													2	1	37	40
Totals	-	2	-	6	9	12	18	19	18	24	25	27	22	7	175	364

*SS=still single

TABLE IV

YEARS OF SERVICE TO BUSINESS BEFORE MARRIAGE

Rank	Number of graduates	Years of service
1	49	4
2	33	3
3	29	5
4	19	6
5	16	2
6	14	1
7	10	9
8	8	7
9	5	-1
10	4	8
11.5	1	10
11.5	1	11
13	0	12

Table IV shows the years of service to business by those now married. When tabulated the data show that four years of service were rendered by 49 respondents, three years by 33, five years by 29, and six years by 19 graduates.

Of the 189 graduates, 130, or 69 per cent, rendered three to six years of working service before marrying and perhaps more time after marriage. Eighteen, or nine per cent, gave service from seven to nine years, while six, or three per cent, worked from eight to eleven years before marrying.

TABLE V

YEARS OF SERVICE TO BUSINESS BY THOSE STILL SINGLE

Rank	Number of graduates	Years of service
1	37	1
2	31	3
3	25	2
4	21	4
5	13	5
6	12	12
7	8	8
9.5	5	10
9.5	5	9
9.5	5	7
9.5	5	6
12.5	4	11
12.5	4	13

Table V shows length of service rendered to business by those respondents still single. Eight, or five per cent, have given 11 to 13 years of service; 20 graduates, or 11 per cent, six to ten years; eight, or five per cent, eight years; 12, or seven per cent, 12 years; while 34 graduates, or 20 per cent, have completed four or five years of service to date. A total of 82, or about 49 per cent of those graduates who remained single, have completed from four to thirteen years of working service to the business community.

The other half, 93 graduates, or 51 per cent, have served from one to three years. These 93 respondents represent the last three graduating classes who took part in this survey.

Length of service usually means satisfaction and worthwhile production for any business firm. Hence, the business department of the school is fulfilling one of the general purposes of business education, namely, of having its students prepared to serve the business community.

Table VI shows the average beginning salary for each graduating class. The lowest average beginning salary was $25.24 for the class of 1946, and the highest average beginning salary was $44.38 for the class of 1957. There was a gradual increase each year in the average beginning salary with the exception of 1946 and 1949, when there was a decrease of $2.39 and $1.41, respectively. Early marriages after graduation from 1950 on seem to have made the office employee situation acute. The acute employment situation brought about competition among business firms, resulting in higher salaries being offered to beginners from 1950 through 1957.

TABLE VI

BEGINNING SALARY OF GRADUATES 1945-1957

Class	$16-20	$21-25	$26-30	$31-35	$36-40	$41-45	$46-50	$51-55	Mean
1945	3	12	0	8	4				$27.63
1946	7	4	16	2	0				25.24
1947		4	14	2	3				28.87
1948			11	7	5				31.70
1949		4	13	2	3	1	1		30.29
1950			7	6	2	1			32.06
1951			3	16	7	2			34.43
1952				11	13	1			36.00
1953				3	19	3			38.00
1954				3	20	8			38.80
1955					20	9	3	1	40.73
1956					3	19	6		43.53
1957					3	23	14		44.38
Total	10	24	64	60	102	67	24	1	$35.42

Table VII lists the present or last salary earned by the respondents. Here it is noted that the lowest average salary in this category is $50.38 in 1957, and the highest salary is $64.07 in 1951. It is easy to see that the salaries fluctuate from year to year. This might be due to the short time of service rendered before marriage, the type of position held, or the firm for whom the respondent worked. Let it not be forgotten that the lowest average salary, $50.38, was earned by the graduates of only one year's service to business. This should not be considered a low salary for a beginner just out of high school.

TABLE VII

PRESENT OR LAST SALARY OF GRADUATES 1945-1957

Class	$36 40	$41 45	$46 50	$51 55	$56 60	$61 65	$66 70	$71 75	$76 80	$81 85	$86 90	$91 95	$96 100	$101 105	$106 110	Mean
1945	4	2	2	3	6	4	1	2	1	2						$57.44
1946	1	1	2	4	3	11		4				1	1		1	63.86
1947	4	1	2	3	4	4	4				1					56.24
1948		2	4	1	3	2	2	5	1	3						63.43
1949		3	5	4	4	2		5	1							55.50
1950	1	1	1	2	2	4	1	2	1	1						61.12
1951			4	3	4	5	4	2	4	2						64.07
1952		2	2	2	8	5	2	2	2							60.20
1953			2	4	9	7	2		1							59.40
1954		4	4	5	8	6	4									56.23
1955		1	4	7	10	6	2	1	1			1				58.91
1956		3	10	7	4	2	1		1							53.00
1957	1	4	19	9	5	2										50.38
Total	11	24	61	54	70	60	23	23	13	8	1	2	1		1	$58.18

Table VIII presents the average beginning salary each year, the present or last average salary, and the average increment received by the respondents over the period of time that services were rendered to business. The 1945 and 1946 graduates have more than doubled their beginning salaries. Here consideration should be given to the low beginning salaries and the length of time of services rendered on the part of these respondents. According to the number of years over which this average increment is spread, a yearly average raise of $2.29 to $4.75 has been realized by the employee. The latter years yielding the larger amount of yearly increase while the earliest years, 1945 and 1946, showing the smaller increases. Only 1955 and 1957 showed a yearly average raise of six dollars.

Early marriages after graduation are causing a decrease in the number of office employees, thus making it necessary for the business firms to offer higher wages even to the high school graduate just starting her first position.

TABLE VIII

INCREMENTS RECEIVED BY THE GRADUATES SURVEYED

Class	Average beginning salary	Present or last average salary	Average increment received
1945	$27.63	$57.44	$29.81
1946	25.24	63.86	38.62
1947	28.87	56.24	27.37
1948	31.70	63.43	31.73
1949	30.29	55.50	25.21
1950	32.06	61.12	29.06
1951	34.43	64.07	29.64
1952	36.00	60.20	24.20
1953	38.00	59.40	21.40
1954	38.80	56.23	17.43
1955	40.73	58.91	18.18
1956	43.53	53.00	9.47
1957	44.38	50.38	6.00
Total	$35.42	$58.18	$27.76

Table IX presents positions held since graduation by the respondents. General office work was performed by 125, or 34 per cent, of the respondents in their first position. Ninety-four graduates, or 26 per cent, did typewriting, while 68, or 18 per cent, of the graduates reported that they were secretary-stenographers in their initial position.

TABLE IX

POSITIONS HELD SINCE GRADUATION

Rank	Positions held	1st Position held	2nd Position held	Present position	Last type of work
1	General office work	125	41	35	25
2	Typist	94	40	27	12
3	Secretary-stenographer	68	45	54	29
4	Machine operator	55	20	26	20
5	Bookkeeper	49	31	21	14
6	Filing clerk	40	18	2	1
7	Other work	33	28	30	20
8	Secretarial pool	7	3	0	1

Seven had worked in a secretarial pool. The conclusion here could be that the pool system is not used too frequently in many business firms.

The next most frequent first position held after graduation was machine operator checked by 55 graduates, or 15 per cent. Forty-nine, or 13 per cent, had been bookkeepers, while 40 graduates, or 11 per cent, had been classified as filing clerks. Thirty-three graduates checked other work as their first position on the list.

Table X shows that some business graduates entered professions other than business after graduation from the business course. Ten business graduates entered religious life. One of the ten is now a business teacher in parochial high school. Nine went to college and became either elementary or high school teachers. Nursing was the next popular choice. Eight business graduates are now registered nurses. One graduate became a dietitian and one, a librarian.

TABLE X

BUSINESS GRADUATES IN PROFESSIONS OTHER THAN BUSINESS CAREER

Professions	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	Total
Religious	2	2	1		1	2				1	1			10
Teacher	2	1				1		2		1	1		1	9
Nurse	3	1			2						1		1	8
Dietitian	1													1
Librarian						1								1

Table XI lists the machines used on the various positions held. Since a larger per cent of the machine work was done on calculators, these machines were listed first in the table by the writer.

The ten-key Remington and the ten-key Burroughs were used by 73 graduates. The next three most frequently used ten-key machines were Monroe having 29 operators, Sunstrand having 24 operators, and Friden with 22 operators. Marchant was in sixth place, the Comptograph, not too long on the market, had not been used by any respondent as yet. The ten-key machines show competition for the future.

Of the full keyboard listing machines used, Burroughs ranked first with 83 operators, or 23 per cent, of the respondents in this follow-up study. Clary and Victor full keyboard listing machines were used by five graduates.

It is not surprising to learn that the comptometer ranks first in the key-driven calculators (dials) with 61 persons reporting the operation of the machine. This represents 17 per cent of the respondents. Burroughs machine ranked second with 22 operators, or six per cent, reporting; Plus machine was used by five, while R. C. Allen was used by two graduates. The Olivetti machine shows that it was used by one respondent.

In the rotary group, the Friden machine ranks first with 28, or eight per cent, reporting as operators. The Marchant and the Monroe machines were operated by 19 and 18 respondents, respectively.

Under the heading of the duplication machines, A. B. Dick mimeograph had no competition with the Gestetner and the Roneo. Seventy-nine people had operated the A. B. Dick.

The most commonly used liquid or spirit duplicating machine was the Ditto as shown by the report of 67 respondents, or 20 per cent. The Standard liquid duplicating machine ranks second with 26, or seven per cent, listing it in use in their place of business. Five graduates have operated the Rex-o-graph, two the Azograph, and one the Whitman.

According to Table XI in the voice writing machine section, the Dictaphone was used by 60 respondents, or 16 per cent. The next most frequently used make in this division of machines as indicated by 39 respondents, or 11 per cent, was the Ediphone. Twenty former business graduates had used the Audograph. Nine employers had bought Soundscriber as their choice for their firm, while seven favored a later model, the Stenorette. Some of the other machines listed on the check list had not been used by the graduates.

It was interesting to note how many of the former business students were operating electric typewriters on their jobs and the ranking of each make. IBM electric typewriters took the lead with 106 respondents, or 30 per cent, reporting the use of it at work. The other well-known makes were listed in the following order: Royal electric typewriters, 66; Underwood, 47; Remington, 26; and Smith-Corona electric typewriters, 18. The total number of electric typewriters used by the 364 respondents was 263, or 72 per cent. This 72 per cent was a convincing average to the

writer, and it should make all business teachers keenly aware of the necessity of teaching and possessing electric typewriters in the typing room or rooms of the business department of their schools.

As shown on Table XI the following photocopying machines were used: Thermo-fax, five; X-Ray, Verifax, and Recordak, two each; Ozalid, Apeco, Flex-o-writer and Copyflex, one each. To learn to operate one of these machines requires little time and could be learned very easily on the job; thus, saving and using the price of the machine for other more necessary equipment in the business department of the school.

TABLE XI

MACHINES USED ON THE JOB BY THE RESPONDENTS

Rank	Machines	Number
	TEN-KEY LISTING	
1.5	Remington	73
1.5	Burroughs	73
3	Monroe	29
4	Sunstrand	24
5	Friden	22
6	Marchant	14
	Comptograph	0
	FULL KEYBOARD LISTING	
1	Burroughs	83
2.5	Clary	5
2.5	Victor	5
	KEY DRIVEN CALCULATORS--(Dials)	
1	Comptometer	61
2	Burroughs	22
3	Plus	5
4	R. C. Allen	2
5	Olivetti	1
	ROTARY CALCULATORS	
1	Friden	28
2	Marchant	19
3	Monroe	18
	VOICE WRITING MACHINES	
1	Dictaphone	60
2	Ediphone	39
3	Audograph	20
4	Soundscriber	9
5	Stenorette	7
	Commander	0
	Stenocord	0
	Executive	0
	DUPLICATING MACHINES	
1	A. B. Dick Mimeograph	79
2	Roneo	1
	Gestetner	0

TABLE XI (continued)

MACHINES USED ON THE JOB BY THE RESPONDENTS

Rank	Machines	Number
	DUPLICATING MACHINES (Spirit or liquid Duplicator)	
1	Ditto	67
2	Standard	26
3	Rex-o-graph	5
4	Azograph	2
5	Whitman	1
	ELECTRIC TYPEWRITERS	
1	IBM	106
2	Royal	66
3	Underwood	47
4	Remington	26
5	L. C. Smith-Corona	18
	COPYING MACHINES	
1	Thermo-fax	5
3	Verifax	2
3	Recordak	2
3	X-ray	2
6.5	Ozalid	1
6.5	Apeco	1
6.5	Flex-o-writer	1
6.5	Copyflex	1

Table XII informs us that 218 business graduates, or 60 per cent, of the respondents claimed to have learned the requirements necessary for their first position while they were working on the job. Some of these 218 respondents stated that their school training in the business subjects made it easy and possible for them to carry out their duties. One hundred fourteen graduates attributed their readiness for their first position to what they had learned and accomplished in school and because of this, it was unnecessary

for any member of the firm to spend long periods of time with them.

Third in the listing were 23 respondents who admitted that it was necessary for the firm to send them to specialized schools for training in the machine at which they were to work.

Twenty-one respondents took extra courses at their own expense because they saw the need to improve themselves in order to perform more efficiently on their present position, and to be eligible for promotion in the future.

TABLE XII

PREPAREDNESS FOR THE FIRST JOB

Rank	How prepared	Number
1	Learned on the job	218
2	Learned in school	114
3	Sent by the firm to special school	23
4	Took extra courses at own expense	21

Table XIII and Table XIV cover the adequacy and inadequacy in teaching the business subjects during the students' high school training. Table XIII lists the business subjects in which the respondents considered themselves having been adequately trained. Over 50 per cent of the respondents

considered typewriting, stenography, and filing as having been sufficiently emphasized in class. Exactly half, or 182 respondents, claimed that they had been adequately trained in bookkeeping, and felt capable of doing this type of work if such a position were offered them. However, Table IX shows that only 49 graduates accepted a bookkeeping position as their initial position.

Letter writing and business English were at the bottom of the list after 129 graduates and 107 graduates, respectively, checked these subjects as being adequately taught to them in school. Office machines was last on Table XIII.

The respondents were quite consistent in checking this particular question on the questionnaire, because after tallying the inadequacy and adequacy of the training in the business subjects, Table XIII and Table XIV are almost in reverse.

TABLE XIII

SUBJECTS CONSIDERED HAVING BEEN ADEQUATELY TRAINED

Rank	Subject	Number recorded
1	Typewriting	207
2	Stenography	200
3	Filing	192
4	Bookkeeping	182
5	Typing business forms	166
6	Typing numbers	145
7	Business arithmetic	130
8	Letter writing	129
9	Office machines	113
10	Business English	107

In Table XIV office machines is first needing greater emphasis in the curriculum in school. This was the opinion of 177 respondents. Letter writing and business English ranks seventh and tenth, respectively, on Table XIII, while on Table XIV, 169 respondents feel that business English ranks second among the business subjects that need more teaching and drilling. Letter writing, a part of business English, is considered by 123 former business graduates as the third greatest need. Typing of numbers and business forms, along with the study of business arithmetic, have held somewhat the same places on both Table XIII and Table XIV.

Typewriting, stenography, bookkeeping and filing have gone into reverse positions also in Table XIV as mentioned before.

Under other subjects, the last part of this particular question, the former business graduates added the following activities and subjects which they considered needed great emphasis in training the business student in high school: telephone techniques, 18; spelling, 15; vocabulary, 6; and telegrams, one.

TABLE XIV

SUBJECTS NEEDING GREATER EMPHASIS IN SCHOOL

Rank	Subject	Number recorded
1	Office machines	177
2	Business English	169
3	Letter writing	123
4	Typing numbers	100
5	Business arithmetic	80
6	Typewriting	63
7	Bookkeeping	58
8.5	Stenography	52
8.5	Typing business forms	52
10	Filing	35
11	Telephone techniques	18
12	Spelling	15
13	Vocabulary	6
14	Telegrams	1

Chapter V will treat the findings and recommendations will be made from the suggestions given by the respondents of this follow-up study.

CHAPTER V

FINDINGS AND RECOMMENDATIONS

This study was made to determine the effectiveness of the business education program of Mission Church High School by learning to what extent the business graduates were serving the business firms of the community and to study the implications of the findings for revision of the business education curriculum.

The findings based on the responses of these business graduates to a questionnaire were as follows:

1. In trying to contact the business graduates of the past 13 years, 520 questionnaires reached their destination. Responses from 364, or 70 per cent, of these 520 business graduates are the basis of these findings. The highest per cent of responses was received from the four most recent classes of graduates, although every class response was over 50 per cent.

2. The school ranks first as the source for helping the business students to acquire their first position. Of the 364 respondents, 172, or 47.3 per cent, obtained their first position through the school. From the 1951 class on, the per cent of the students placed by the school has averaged from 50 per cent to 75 per cent in 1957.

3. Thirty-six graduates, or 10.0 per cent, reported that a friend was instrumental in helping them acquire their first position. Twenty-seven, or 7.4 per cent, were helped by relatives. Twenty-six, or 7.1 per cent, received their first position through agencies. Letter of application, newspaper advertisement, and civil service tests were listed next in order. Thirty persons, or 8.2 per cent, obtained their first position through a variety of other means. Fifteen, or 4.1 per cent, failed to check this question.

4. Of the 364 respondents covering a period of 13 years, 189 graduates, or 52 per cent, were married; 175 graduates, or 48 per cent, were still single rendering services to the business firms of the community. Of the 189, 68 graduates, or 36 per cent, rendered services from less than one year to three years; 105 graduates, or 56 per cent, rendered services from four to seven years; and 16 graduates, or 8 per cent, gave from eight to eleven years of service to the business world.

5. In their beginning positions, the lowest average salary was $27.63. This was in 1945. The highest average beginning salary was $44.38 in 1957. The lowest present or last average salary received was $50.38 in 1957, and the highest present or last average salary received was $64.07 in 1951. The average beginning salary increased $16.75 over a period of 13 years.

6. At the time of the study, one respondent reported that her beginning salary was between the range of $51-$55, while ten began working for salaries within the range of $16-$20 a week. Again one respondent reported that her last or present salary is within the range of $106-$110 a week, whereas eleven ranged from $36-$40 a week. The greatest number, 102, or 30 per cent, recorded $36-$40 as the range of their starting salary. At the same time the greatest number, 70 graduates, or 20 per cent, recorded $56-$60 as their present salary. Twelve graduates did not answer this question.

7. The average beginning salary of 352 respondents who answered this question was $35.42, while the average present or last salary was $58.18. This covered a period of time from 1945-1957.

8. The lowest average increment received was $2.29 in 1945, and the highest average increment received was $6 in 1957. The in-between years show a constant increase in average yearly raises.

9. General office work ranks first with 125 graduates, or 34 per cent, recording this as the first type of position held by them. In second place, there were 94 persons, or 26 per cent, who began as typists. Secretary-stenographers numbered 68, or 19 per cent, for third place. Fifty-five respon-

dents operated various machines. Next in rank were 49 bookkeepers, or 13 per cent. The positions of the lowest frequency were: filing clerks, 40, or 11 per cent; other work, 33, or nine per cent; and lastly, secretarial pool, seven graduates. This ranking seems to be in keeping with statistical reports found in our present-day magazines.

10. It has been learned that over a period of 13 years, 29 business graduates have pursued academic professions after graduation, or after working in the business world for a few years. The careers chosen were as follows: religious life, ten graduates; teaching in elementary and high schools, nine; nursing, eight; librarian, one; and dietitian, one.

11. In checking the machines used by respondents at some time in their working experience, it was noticed that the machines longest on the market took the lead. Of the ten-key listing machine, the Burroughs and the Remington, each was used by 73 respondents. The next most frequently used ten-key machines and the number of respondents using them were: Monroe, 29; Sunstrand, 24; Friden, 22; and Marchant, 14. None of the graduates who answered this question had operated the Comptograph, a fairly new model of the ten-key machine produced by Felt and Tarrant.

12. Of the full keyboard listing machines, the Burroughs was operated by 83 graduates, while Clary and Victor machines each had five operators.

13. Of the key driven, non-listing calculators, the Comptometer was used by 61 of the respondents. Five graduates had used the Plus machine, whereas 22 had used the Burroughs. Less commonly known were R. C. Allen and Olivetti with two and one operators, respectively.

14. Rotary machines are being more frequently used. Twenty-eight graduates had used Friden rotary; 19 had operated Marchant; and 18 had used Monroe. These 65 rotary operators were the graduates of the last five or six years of this study.

15. Among those who checked the use of voice writing machines, 60 graduates had used the Dictaphone; 39, the Ediphone; and 20, the Audograph. Nine respondents had operated Soundscriber, and seven, the Stenorette.

16. In reporting the findings of the duplicating machines, the A. B. Dick mimeograph had little or no competition with the Gestetner or the Roneo. There were 79 graduates who had used the A. B. Dick mimeograph to one Roneo. No one had had contact with the Gestetner.

17. In the case of the liquid duplicator or spirit duplicating machines, Ditto offered competition to the Standard, Rex-o-graph, Azograph--an A. B. Dick product, and the Whitman. Ditto was used by 67 respondents; Standard, 26; Rex-o-graph, five; Azograph, two; and Whitman, one.

18. The electric typewriters used according to their frequency by the respondents were: IBM electric typewriters, 106 graduates; Royal electric typewriters, 66 graduates; Underwood electric typewriters, 47 graduates; Remington electric typewriters, 26 graduates; and L. C. Smith-Corona electric typewriters, 18 graduates. This represents 263 of the 364 graduates, or 72 per cent, of the respondents using electric typewriters.

19. Under other machines in question number eight of the questionnaire of this study, 15 of the respondents thought the photocopying machine in vogue enough to list the particular make used in their offices. From the following listing, one can learn that their number is increasing rapidly. Five graduates have used the Thermo-fax copying machine, whereas the Verifax, Recordak, and X-ray have been used by two each. The Copyflex, Ozalid, Apeco and the Flex-o-writer have been used by one each.

20. Two hundred eighteen respondents, or 60 per cent, claimed to have been able to learn the responsibilities of their position very easily because they had taken the business course in high school. One hundred fourteen, or 31 per cent, felt that their business training in high school prepared them adequately to be able to do the work asked of them without too much extra help and explanation. In 23 instances, or six per cent, the firms sent

the graduates to specialized schools to learn the techniques and the operation of their particular machine which they would use on the job. Twenty-one, or six per cent, took courses at their own expense because their particular position fascinated them with a desire for further knowledge of their work and with a hope of advancement in the future.

21. More time and more emphasis should be given to office machines in the office practice classes according to 177 graduates. More drill and practice should be given to letter writing in the business English classes. This suggestion was made by 123 graduates. Eighty thought that business arithmetic should be a must in the business curriculum.

22. Telephone techniques and writing of telegrams need immediate attention; spelling and vocabulary require greater drilling according to the respondents.

Recommendations

The findings of this study are based on the opinions and reports of the graduates only. A study was not made of the employers' reactions to determine whether or not the graduates were offering efficient service to the firms of the Boston area.

The following recommendations are based on the findings of this study:

1. The school should continue to be the greatest source of helping the graduate to acquire her first position. This can be done by trying to place the graduate most suited to the type of position offered by the firm making the request. This correctly accomplished will create better public relations between the school and the business firms of the community, give a feeling of

security to the student, and bring about closer relationship between student and teacher as the student prepares for the business world.

2. Since general office workers rank first among first positions held in this study, as well as in many of the statistical records in our business magazines today, consideration should be given to changing the office machines course held three times a week to office practice given at least five periods a week. One hundred seventy-seven, or 49 per cent, of the respondents stated that office machines needed more emphasis. With this change in curriculum the business student could then have a chance to use the machines five times a week.

3. Eighteen respondents suggested telephone technique as needing more emphasis. Realizing the great need and importance of this technique to the business girl of today, Mission Church High School has had the Tele-training program installed in the school this year through the courtesy of the New England Telephone and Telegraph Company.

4. Some training should be given in receiving callers to fulfill requirements for receptionists. Many offered the constructive criticism that a course in good grooming and personality be given to the high school students. Both of these suggestions could be covered in either the Guidance period or one of the Ethics periods.

5. According to the present syllabus the subject of English carries three periods of English literature and two periods of business English a week. For the business students this could be put in reverse, giving them three periods of business English and two periods of English literature a week.

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APPENDIX

Appendix A--Letter of transmittal

MISSION CHURCH HIGH SCHOOL--GIRLS

69 Alleghany Street
Roxbury 20, Massachusetts

March 25, 1958

Dear Alumna,

PLEASE DO NOT TEAR THIS LETTER UP UNTIL YOU READ IT. IT IS NOT A REQUEST FOR MONEY--but--A CHANCE FOR YOU TO SHOW YOUR GRATITUDE AND TO DO SOMETHING FOR THE SISTERS!

It is also an opportunity to prove your loyalty to your Alma Mater. Enclosed you will find a questionnaire which I would be most grateful to you if you would fill out very conscientiously. The purpose of this request is to have a follow-up of our Business Department graduates in our files, and to compare the types of positions held by our graduates over the past thirteen years. We also would like to note the changes in the demands of employers in order to make any change in our course of study or curriculum that would be beneficial to our business students. Also, with this knowledge, we will be able to invest more advantageously the endowment made each year to the school by the jubilee class.

Anything you write will be held as confidential in the school files and no further demands will be made of you because you answered this questionnaire.

I would ask that you do not lay this request aside, but make it a point to fill in this questionnaire before retiring tonight, place it in this self-addressed stamped envelope enclosed, and mail it either tonight or tomorrow if possible. I need your answer to the questionnaire by April 5.

I shall be very grateful to you for your cooperation and and loyalty. I know that I can count on YOU!

Gratefully yours,

Sr. Mary Magdalene

Sister Mary Magdalene, S.S.N.D.

smm

enc.

Appendix B--Follow-up Postal Card

May 1, 1958

Dear Alumna,

On or about March 25th I sent you a letter and a questionnaire to fill out. To date 300 graduates have answered these questions. I need 390 answers, or 75 per cent, to make any progress with my survey. As yet I have not received your answer. I know you were busy, but may I ask you to look up that questionnaire, fill it out, and send it to me as soon as possible. If you lost or mislaid the questionnaire, please let me know, and I shall send you another immediately. My telephone number is Ga 7-2627. I shall be grateful to you.

Sincerely and gratefully,

Sister Mary Magdalene, S.S.N.D.
69 Alleghany Street
Roxbury 20, Massachusetts

A FOLLOW-UP STUDY OF THE MISSION CHURCH HIGH SCHOOL BUSINESS GRADUATES FROM 1945 THROUGH 1957.

1. NAME_____ Class_____

2. If now married, husband's name_____
first last

No. and Street _____

City_____ Zone_____ State _____

Telephone _____

3. Please check the source of acquiring your first position:

1. _____School
2. _____Agency
3. _____Newspaper Adverisement
4. _____Civil Service
5. _____Relative
6. _____Friend
7. _____Letter of application
8. _____Other

4. If married, what year were you married? _____year

5. Fill in the following data after you list the names of the firms by whom you have been employed since leaving high school.

NAME of FIRM	Type of Business	Length of Service	Starting Salary	Latest or Last Salary
0. Ex.--Stone & Webster	Brokers	1½ years	$40	$45
1.				
2.				
3.				
4.				
5.				
6.				

6. Use the following code to indicate positions held since graduation: (1) first position (2) second position (3) present position (4) last type of work you did, if not working now.

Secretary or stenographer _____
Secretarial Pool _____
Typist _____
Bookkeeper _____
General Office Work _____
Machine Operator _____
Filing Clerk _____
Other Work _____

7. If you did general office work, please state the nature of the work done.

_____

_____

_____

_____

8. Please place an (x) beside the name of the machine or machines you have operated on the positions which you have held, including machines on all positions.

MACHINE		MACHINE	
TEN-KEY LISTING----Remington	_____	VOICE WRITING MACHINES	
Sunstrand	_____	Ediphone	_____
Friden	_____	Dictaphone	_____
Monroe	_____	Audograph	_____
Burroughs	_____	Soundscriber	_____
Comptograph	_____	Commander	_____
Marchant	_____	Stenorette	_____
FULL KEYBOARD LISTING		DUPLICATING MACHINES	
Burroughs	_____	A.B. Dick Mimeograph	____
Clary	_____	Gestetner	_____
Victor	_____	Roneo	_____
KEY DRIVEN CALCULATOR--(Dials)		SPIRIT or LIQUID DUPLICATOR	
Burroughs	_____	Standard	_____
Plus	_____	Ditto	_____
Comptometer	_____	Rex-o-graph	_____
		Azograph	_____
ROTARY CALCULATOR			
Friden	_____	OTHER MACHINES	
Marchant	_____		
Monroe	_____	_____	_____
ELECTRIC TYPEWRITERS		_____	_____
IBM	_____		
UNDERWOOD	_____	_____	_____
REMINGTON	_____		
L.C. SMITH	_____	_____	_____
ROYAL	_____		

9. If you needed any extra training or studying for your first position, please check the method used in acquiring it:

a) Learned particular work on the job. _____
b) Sent by the firm to a specialized school. _____
c) Took extra courses at your own expense. _____

10. From your own business experiences, check the following list according to their adequacy and greater need of emphasis in the business training classes.

	ADEQUATE	NEEDS GREATER EMPHASIS IN SCHOOL
Stenography		
Typewriting		
Bookkeeping		
Business Arithmetic		
Business English		
Letter Writing		
Office Machines		
Typing Business Forms		
Typing of Numbers		
Filing		
Any other subject		

11. Please offer criticisms, constructive or otherwise, that might help either the business teacher or student in the vocational business program.

_____

_____

_____

_____

_____

12. Are you an active member of the ALUMNAE, supporting as many activities as possible? NO_____ YES____

13. Do you take part in any of the following activities? Please check those you have patronized.

Yearly Communion Breakfast	_____	Booster Day	_____
Dances held	_____	Take part in the minstrels	_____
Five-year class reunion	_____	Back athletic games or	_____
Ten-year class reunion	_____	scholarship projects	_____

14. Do you receive notices from the alumnae for the above activities? YES NO

15. Would you like to receive notices in the future? YES NO