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A study of the educational and business experiences of the St. Patrick High School graduates, Watertown, Massachusetts.

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Thesis

A STUDY OF THE EDUCATIONAL AND BUSINESS EXPERIENCES OF THE ST. PATRICK HIGH SCHOOL BUSINESS GRADUATES, WATERTOWN, MASSACHUSETTS

Submitted by

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CHAPTER I

INTRODUCTION

Statement of the Problem

The problem of this investigation was to study the educational and business experiences of the St. Patrick High School business graduates of the years 1950 through 1958 in order to obtain information which would be helpful in revising the present business education program.

Analysis of the Problem

In order to present a clearer understanding of the numerous aspects of the major problem, the following specific problems were included:

1. To ascertain the educational training beyond high school which was obtained by the respondents

2. To discover the present employment status of the graduates

3. To learn the sources through which the graduates obtained their first positions

4. To ascertain the initial employment tests required of the graduates

5. To determine, for curriculum purposes, the various office machines used by the graduates

6. To learn from the respondents the subjects in the business curriculum which proved most valuable to them in office work

7. To obtain from the respondents information as to the subjects not included in the business program for which they felt a need

8. To examine the suggestions offered by the graduates for the improvement of the business education program in the high school

9. To determine the job activities and duties which the graduates performed most frequently in the areas of stenography, typewriting, filing, and bookkeeping

10. To discover the amount of emphasis which these duties and activities need in the high school business program

Justification of the Problem

One of the primary objectives of the business education program in the secondary school is to provide vocational business training that will enable graduates to qualify for positions in business and industry.

Swanson[1] perceives the need for trained office workers when he calls attention to the vital role which they play in business and industry.

> Creative and basically productive business activities are assisted, supported, and even made possible, by such workers as typists, stenographers, transcribing machine operators, file clerks, calculating machine operators, and many others that might be listed in special categories.

The satisfactory performance of these vocational skills by graduates in actual job situations, therefore, concerns the high school business department. Since the follow-up study offers a means for determining the use which graduates are making of their business training, it is a valuable part of a business education program.

Ahlering[2] notes the integral and essential need for the follow-up study when she says:

> Unless the student is placed properly and followed through, we lose sight of an essential aspect of our vocational goal--a student using successfully the skills and information learned in the classroom.

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[1]Swanson, Edwin, A., "Business Subjects," The High School Curriculum, The Ronald Press Company, New York, 1956, p. 507.

[2]Ahlering, Inez, "Placement and Then Follow-Up," American Business Education, vol. 14-3, March, 1958, p. 157.

The experience which past graduates have acquired in the actual performance of office duties and activities enables them to express reliable opinions relative to their training and to their job activities. The work of curriculum revision, therefore, can benefit from the opinions of past graduates.

Phillips[1] perceives the constructive measures which can result for the business curriculum from a study of the business experiences of past graduates. She states:

> The high school program may need adjustments or the curriculum may need revision in the light of the findings . . . . The information obtained will certainly have implications for the areas of business instruction in which the training of pupils has been found to be deficient. These findings may result in curriculum changes varying from partial changes in some areas to total revisions in other areas.

The findings of this study of the educational and business experiences of the St. Patrick High School business graduates will help to determine the curriculum changes necessary in order to provide up-to-date training for present and future graduates.

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[1]Phillips, Estelle, "Guidance Problems in Placement and Follow-Up," American Business Education Yearbook, 1954, p. 275.

Delimitation of the Problem

This study was based on a survey of the educational and business experiences of the graduates who had completed the business course at St. Patrick High School.

The study was limited to the girl graduates of 1950 through 1958.

The graduates were requested to check only those duties and activities which they performed on their present jobs. The graduates were asked to indicate the emphasis which they thought should be given the various duties and activities in the high school program.

The opinions of businessmen concerning the effectiveness of the training of the graduates were not obtained in this study.

Organization into Chapters

In reporting the findings in this study, the following chapters were developed. The statement and nature of the problem are included in Chapter I. Chapter II consists of a review of related literature which forms an accepted background for a research of this nature. The procedures used in the study are outlined in Chapter III. An analysis of the data compiled from the check lists is presented in Chapter IV. Chapter V contains a summary of the findings, and recommendations of this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

In order to acquire an accepted background for conducting the present study of St. Patrick High School business graduates, a review of research studies pertaining to the educational and business experiences of business graduates was necessary.

Because of the close proximity of Watertown to Boston, many graduates of St. Patrick High School are employed in offices outside the local community. A review of the findings of follow-up studies of business graduates which have been made by the business departments of high schools around greater Boston should provide comprehensive data relative to business curriculum requirements in this metropolitan area.

Himstreet[1] concedes the value of such a procedure when he says: "A great need exists for communication in education, and the study that draws together existing practices or thought makes a contribution to knowledge through communication."

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[1]Himstreet, William C., "Analysis and Criticism of Research in Business Education, 1952-56," The Balance Sheet, vol. 40, December, 1958, p. 148.

Toner[1] conducted a survey of the business graduates of Arlington High School for the years 1947-1950. He received an excellent response; 475 of the 525 graduates completed and returned the questionnaires.

Toner's study revealed the following pertinent data about the business graduates of Arlington High School.

1. A small percentage of the business graduates, 72 of the 475 respondents, continued their education on a full-time basis. In order to advance to more responsible positions, 115 graduates sought additional business training.

2. The school obtained employment for 182 of the graduates, 113 of these graduates being employed in office-type work prior to graduation. It was interesting to note that of the 317 respondents engaged in office work, 287 of them remained with their original employers.

3. Regarding the adequacy of their high school business training, 97 percent of the graduates reported that their preparation was adequate for initial employment.

4. The subjects which the graduates found to be of greatest value in office work were typewriting, English, filing, and machine practice.[2]

Toner's study also included a survey of 120 employers of the graduates who were engaged in office-type work.

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[1]Toner, James J., A Follow-Up Study of the 1947-1950 Graduates of the Business Department of Arlington High School, Master's Thesis, Boston University, 1951, 109 pp.

[2]Ibid., pp. 96-98.

Of the 115 employers who responded, a majority expressed satisfaction with the business training given at Arlington High School. A few of the employers offered constructive suggestions: "Give more emphasis to grammar, punctuation, and spelling . . . train young people to read aloud with accuracy and intelligence."[1]

The following year Mawn[2] conducted a follow-up study of the business graduates of Woburn High School. The important findings of her survey were as follows:

1. Ninety-nine of the 109 questionnaires were completed and returned, indicating a 90.7 percent response.

2. The placement office of the school secured positions for 41.2 percent of the graduates.

3. The data revealed that 28.8 percent of the respondents were employed in insurance companies; an additional 18.6 percent were employed in banks.

4. Sixty-two of the 99 respondents stated that they had opportunities for advancement on their present jobs.

5. Only 17 of the 99 graduates responding had continued their education beyond high school.

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[1]Toner, op. cit., p. 92.

[2]Mawn, Louise, A Follow-Up Study of the 1947-1951 Business Graduates of Woburn High School, Master's Thesis, Boston University, 1952, 42 pp.

6. The graduates indicated their most frequently performed typewriting duty was copy work. Transcribing from shorthand notes, the typing of bills and invoices, and the addressing of envelopes also rated high in order of frequency.

7. Of the 73 respondents engaged in typing activities, 37 used Royal standards. Fourteen of the respondents used electric typewriters, 9 of which were reported to be IBM electrics.

8. The graduates reported that they used every office machine on which they had received instruction while in high school. Burroughs adding machine was used by 30 of the graduates and ranked first in the order of frequency of use.[1]

The primary purpose of the study of the 1948-1952 business graduates of Wilmington High School conducted by DeLuca[2] was the improvement of the business curriculum. His findings revealed salient factors for the task of improved curriculum planning.

1. Approximately 32.5 percent of the 114 respondents stated that they had obtained initial employment through the school.

2. Only 25 of the 114 graduates continued their education beyond high school.

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[1]Mawn, op. cit., pp. 33-35.

[2]DeLuca, Anthony, A Survey of the Education and Employment Experiences of the 1948-1952 Wilmington High School Business Graduates with Implications for Curriculum Revision, Master's Thesis, Boston University, 1953, 90 pp.

3. The subjects which proved most valuable to the graduates in office work were typewriting, English, and filing.

4. Forty-seven of the 114 business graduates were employed in the offices of insurance companies.[1]

Regarding their job activities and office duties, the graduates reported as follows:

1. The five highest-ranking activities in the area of bookkeeping were recording entries in the purchase, sales, and general journals, posting to accounts receivable ledger, and balancing cash.

2. In the area of filing, the most frequently performed duties comprised alphabetic filing, looking up correspondence, and preparing material for filing.

3. Only 42 of the 114 respondents had taken the shorthand course. The four highest-ranking activities reported by these graduates in this area were handling telephone calls for employers, taking dictation in shorthand and transcribing, composing letters at the typewriter, and handling office procedures during the employer's absence.

4. Seventy-two of the 114 respondents had taken the typewriting course. The most frequently performed duties in the area of typewriting included filling in printed forms, copying from handwritten material, addressing envelopes, and typing form letters.

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[1]DeLuca, op. cit., pp. 67-75.

5. Only 14 of the 81 typewriters used by the graduates in offices were electric.

6. Sixty-three of the 114 business graduates recommended that an office machines course be introduced to the business curriculum. The graduates advocated emphasis upon all types of calculators.[1]

In 1953, Sister Mary Joachim McDonald[2] made a survey of the 1948-1952 business graduates of St. John High School, Cambridge. This follow-up study was also for the purpose of curriculum revision. The response indicated the cooperative spirit of the graduates; 270 of the 290 check lists were completed and returned. The significant findings of this study were:

1. The greatest percentage of the graduates, 40.7 percent, obtained their initial employment through their own efforts. Only 10.9 percent of the graduates were placed through the business department of the high school.

2. The intelligence test was the employment test most frequently administered; 32.7 percent of the graduates reported having taken this type of test. Yet, 46 percent of the graduates indicated that they were not required to take an employment test in order to secure beginning positions.

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[1]DeLuca, op. cit., pp. 67-75.

[2]McDonald, Sister Mary Joachim, A Follow-Up Study of the 1948-1952 Business Department Graduates of St. John High School, North Cambridge, with Implications for Curriculum Revision, Master's Thesis, Boston University, 1953, 125 pp.

3. The majority of the graduates showed a preference for large companies. Manufacturing concerns employed 22.3 percent of the graduates, and insurance companies employed 17.5 percent.

4. The subjects which the graduates found to be most helpful were listed in the order of their importance: Typewriting for 72 percent of the respondents; English for 48.8 percent; bookkeeping for 37 percent; and shorthand for 34.6 percent.

5. The majority of the graduates, 60 percent, reported that they had not used their shorthand skill.

6. One third of the graduates indicated that a course in business machines would have been helpful to them.

7. In the area of typewriting, the most frequently performed duties were addressing envelopes, copying from handwritten work, filling in printed forms, typing form letters.

8. With the exception of the typewriter, the most frequently used office machines were the Burroughs adding-listing machine, the Monroe calculator, the Marchant calculator, and the Sundstrand adding and listing.

9. The filing activities which showed high frequencies of performance were filing alphabetically, filing numerically, and sorting bills, slips, or checks. With the exception of the sorting activities, the graduates felt that all of the filing activities should be taught both in school and on the job.[1]

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[1]McDonald, op. cit., pp. 98-101.

Among Sister Mary Joachim McDonald's recommendations, based upon the findings of her study, were the following:

1. A course in business English for all students since several graduates indicated that such a course would have been helpful to them.

2. A course in office practice in which students would receive training in the techniques of applying for a position, answering the telephone, and meeting callers.

3. Since only 40 percent of the graduates used their shorthand skill, and only 13.2 percent used shorthand in their initial positions, it would seem that this subject should not be required of every student in the business curriculum.[1]

A companion study of the business firms that employed the 1948-1952 business graduates of St. John High School was made by Sister Mary Francis Callahan[2] in 1953. This study of the opinions of businessmen relative to the efficiency of the graduates as office workers offered additional data which helped to determine curriculum needs at St. John High School.

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[1]McDonald, op. cit., pp. 102-104.

[2]Callahan, Sister Mary Francis, A Survey of Firms Employing the 1948-1952 Business Department Graduates of St. John High School, North Cambridge, with Implications for Curriculum Revision, Master's Thesis, Boston University, 1954, 85 pp.

The relevant findings of Sister Mary Francis Callahan's study were as follows:

1. Typing accurately, using the telephone, spelling, grammar, and taking dictation in shorthand were skills and knowledges which the majority of employers felt needed greater emphasis in school.

2. Other needs were additional work in arithmetic, using filing systems, meeting callers, using calculating machines, and composing letters at the typewriter.

3. The "personal application" was the preference of most employers in selecting new employees. Education and recommendation were the factors which had the greatest influence in decisions regarding the selection of new employees.

4. Personality was an important factor when an employee was being considered for promotion.

5. The personal quality in which graduates were found to be most deficient was initiative.[1]

In her recommendations based upon the findings of her study, Sister Mary Francis Callahan advised:

1. A course in personality development in which desirable personal traits would receive emphasis.

2. A course in office practice in which students would receive instruction in the use of various business machines, the use of filing systems, and the proper techniques of using the telephone.[2]

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[1]Callahan, op. cit., pp. 67-69.

[2]Ibid., pp. 69-70.

In 1955, Delaney[1] conducted a survey of businessmen in Framingham and also of recent business graduates from Framingham High School in order to determine the effectiveness of the high school business curriculum.

Only 109 of the 240 questionnaires which were sent to the business graduates were completed and returned. Some of the pertinent findings based on the 109 responses were:

1. The school placement bureau obtained employment for 35 of the 104 respondents engaged in office-type work.

2. Typewriting and shorthand tests were the most frequently administered pre-employment tests. Almost one half of the respondents were required to take tests for initial employment.

3. The subjects in the high school curriculum which the graduates found of greatest value to them in office work were typewriting, bookkeeping, office practice, and English.

4. Filing, typewriting, and telephone work were the activities performed most frequently by the graduates in initial office employment.

5. The types of positions held by the graduates according to frequency rating were secretary, general clerk, bookkeeper, and telephone operator.[2]

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[1]Delaney, Catherine, A Survey of Businessmen in Framingham Massachusetts and of Recent Business Graduates from Framingham High School to Determine the Effectiveness of the High School Business Curriculum, Master's Thesis, Boston University, 1955, 76 pp.

[2]Ibid., pp. 45-58.

In order to become better acquainted with job opportunities and requirements, Delaney also conducted personal interviews with thirty business executives representing diversified industries.

According to Delaney's report, businessmen who participated in the survey expressed interest in cooperating with the school regarding curriculum needs. Some of the findings which her study revealed were as follows:

1. The office requirements for shorthand and typewriting in those firms participating in the survey did not represent a high minimum for initial employment.
   Shorthand speed . . . . 80-100 wpm.
   Typewriting speed . . . . 40- 60 nwpm.

2. Twelve of the 30 employers interviewed indicated that the high school ranked first as a source of new employees.

3. Information which the majority of employers requested from the high school about new employees was the recommendation of teachers, the scholastic record, and the personal record.

4. The businessmen regarded accuracy as the most important trait in all phases of office procedures, and they suggested a review of the arithmetic fundamentals in high school.

5. The business machines which employers reported in most frequest use were typewriters, adding machines, and calculating machines.[1]

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[1]Delaney, op. cit., pp. 25-41.

The opinions of businessmen in the studies reviewed thus far indicate that employers are sincerely interested in helping schools with the problems involved in business curriculum planning.

A study by Betti[1] in 1954 further emphasizes the importance of closer cooperation between business departments in the high schools and employers. Some of the major findings of this study regarding deficiencies of new office employees were:

1. In selecting new employees, 78 of the 128 business firms participating in the survey indicated that they contacted the schools directly.

2. The majority of the 128 business firms responding considered personal appearance and business training the most important requisites for initial employment.

3. Many employers designated attitude, personality, and sincere interest in work as very important requirements.

4. Sixty employers found insufficient knowledge of filing to be a "very common" or "fairly common" deficiency among new employees.

5. Fifty-nine employers indicated deficiencies in using calculating machines and duplicating machines to be prevalent among new office employees.

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[1]Betti, Ida Marie, A Survey of 128 Greater Boston Business Firms to Determine Some of the Deficiencies of New Office Employees, Master's Thesis, Boston University, 1954, 54 pp.

6. Additional deficiencies which employers found in new employees were inability to compose letters, poor punctuation, poor spelling, and failure to check work for accuracy.

7. The most common personality deficiencies noted by these employers were lack of initiative and poor work habits.[1]

Many employers suggested an improvement in the guidance program in the high school so that individuals who lacked proper interest and necessary aptitudes would be directed into programs better suited to their needs.

In order to determine the curriculum revisions needed in the business program at St. Gregory High School in Dorchester, Sister Marie Therese Galvin[2] conducted a survey of 180 business graduates of the years 1950-1956. The findings of her study revealed the following data:

1. High school education was terminal for 64 percent of the business graduates of St. Gregory High School.

2. The majority of the graduates who sought post high school education continued in the field of business education.

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[1]Betti, op. cit., pp. 37-41.

[2]Galvin, Sister Marie Therese, A Follow-Up Study of the 1950-1956 Business Graduates of St. Gregory High School, Dorchester, with Implications for Curriculum Revision, Master's Thesis, Boston University, 1958, 55 pp.

3. The business department of the high school obtained employment for 56 percent of the graduates.

4. The graduates reported typewriting as the subject which proved most valuable to them in office work. English was considered second in importance.

5. Typing letters was the most frequently performed typewriting activity. Manual typewriters were used by 83 percent of the graduates.

6. Filing and operating office machines were reported as the most frequently performed office activities.

7. The adding machine was the most commonly used office machine; the comptometer ranked second in importance.

8. Only 40 percent of the graduates used shorthand in their initial job.[1]

The findings of Sister Marie Therese Galvin's study, which included responses from the business graduates of the class of 1956, served to emphasize certain salient factors which were revealed in the findings of the studies already reviewed. A brief summary of these factors, indicative of the high school business program in this particular area, should provide an accepted background for conducting the present study.

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[1]Galvin, op. cit., pp. 43-47.

The general characteristics of the high school program and the office activities and practices were as follows:

1. The high school placement bureau was responsible for securing office-type positions for a large percentage of business graduates.

2. The combined findings of the studies indicated that high school education was terminal for the majority of the business graduates.

3. Typewriting was the subject in the high school curriculum which proved most valuable in office work. English, filing, and shorthand ranked high in importance.

4. The graduates felt the need for an office machines course.

5. The findings of these studies indicated that a small percentage of business graduates used their shorthand in initial employment.

6. The use of electric typewriters was not as prevalent as advertisements indicate.

7. The survey of business firms indicated the importance with which employers regard accuracy in typewriting.

8. Copy work was the type of typewriting activity performed most frequently by initial office workers.

9. Filing and the operation of various office machines were the duties most frequently performed by beginning office workers. The adding machine was the office machine most widely used, with the exception of the typewriter.

10. Many employers considered lack of initiative as an outstanding personal defect in new office employees.

Among the recommendations made by business firms and teachers for improving the business curriculum in the high school were the following:

1. A course in business English for all students in order to give more attention to grammar and spelling as well as letter composition.

2. A course in office practice in which proper telephone techniques, filing procedures, and office-machines practice would receive greater emphasis.

3. Greater attention on the part of business teachers to personality factors in which desirable traits and attitudes as well as efficient work habits would be stressed.

The present study of the St. Patrick High School business graduates should also reveal data pertinent to many of the factors which have been summarized. In addition, the findings will also include the opinions of the graduates relative to the amount of emphasis which should be given the various office duties and activities in the high school program.

The procedures to be used in this study are contained in the following chapter.

CHAPTER III

PROCEDURES

The following procedures were used in conducting this survey of the educational and business experiences of the 1950-1958 business graduates of St. Patrick High School:

1. Permission to make the survey of the business graduates was obtained from the principal of St. Patrick High School.

2. Research studies pertaining to surveys of business graduates of the secondary schools were examined in order to acquire a background for this study.

3. After the related research was analyzed, a list of subordinate problems was formulated in order to obtain a clearer understanding of the factors involved in solving the major problem.

4. A tentative check list was prepared and presented to members of the business education seminar at Boston University during the summer session of 1958.

5. The check list was revised in accordance with the suggestions made by members of the seminar group.

6. A listing of the graduates was obtained from the files of St. Patrick High School. A graduate of each of the classes, 1950-1958, was contacted. This graduate was requested to bring the listing of her particular class up to date.

7. On October 6, 1958, the check list and a letter of transmittal were sent to 150 business graduates of St. Patrick High School.

8. A follow-up letter and second copy of the check list were mailed on October 26 to those graduates who had not responded promptly to the first request.

9. A second follow-up letter was mailed to those graduates who had not replied by November 10. A total of 124 responses was received. As four check lists were not usable, this study was based on the 120 usable check lists, which represents an 80 percent response.

10. The data received from the graduates were assembled, tabulated, and analyzed.

11. The summary and recommendations were based on the findings of the study.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

In this survey of the 1950-1958 business graduates of St. Patrick High School, 124 respondents returned questionnaires. Since four of the questionnaires were incomplete, the analysis of data is based upon 120 completed questionnaires which represents an 80 percent response.

TABLE I

RETURNS FROM QUESTIONNAIRES BY CLASSES

Class	Number sent out	Number completed	Percent of returns
1950	15	12	80
1951	18	15	83
1952	26	22	85
1953	8	7	88
1954	25	17	68
1955	17	13	76
1956	14	11	78
1957	14	14	100
1958	13	9	69
Total	150	120	80

TABLE II

SCHOOLS ATTENDED BY GRADUATES AFTER HIGH SCHOOL

Name of School	Number of Graduates Attending
Bryant and Stratton Business College	5
Comptometer School	5
Boston University	4
American Institute of Banking	3
Boston College	3
Burdett College	3
Chandler School for Women	2
Framingham State Teachers College	2
Harvard University Extension	2
I. B. M. School	2
Mt. Auburn School of Nursing	2
Stenotype Institute	2
Fay Secretarial School	1
Emerson College	1
Katherine Gibbs Secretarial School	1
Mt. Ida Junior College	1
Newton Junior College	1
Regis College	1
Wyndham Secretarial School	1
Total	42

Table II indicates that 42 respondents, or 35 percent, continued their education beyond high school. This figure reveals the fact that high school education was terminal for 65 percent of the business graduates.

Five graduates attended Bryant and Stratton, and five additional attended Comptometer School. Four graduates

attended Boston University, whereas three graduates attended American Institute of Banking. Three graduates were enrolled at Boston College, and three at Burdett College.

TABLE III

EMPLOYMENT STATUS OF THE GRADUATES AT THE TIME OF THIS STUDY

Employment Status	Number
Clerk typist	25
Secretary	19
Stenographer	9
Payroll clerk	5
Comptometer operator	5
Switchboard receptionist	5
Typist	4
Accounting clerk	4
Engineering stenographer	3
I. B. M. keypunch operator	3
Dental assistant	2
File clerk	2
Library assistant	2
Claim examiner	1
Duplicator operator	1
Total	90

As the above total indicates, 90 of the 120 respondents, or 75 percent, were currently employed. Twenty-five of the respondents were employed as clerk typists; 19 were employed as secretaries; and nine were employed as stenographers. The remaining 37 respondents were engaged in a wide variety of office work.

An attempt was made in this study to obtain the sources through which the graduates obtained their first positions.

TABLE IV

SOURCES THROUGH WHICH THE GRADUATES SECURED THEIR FIRST POSITIONS

Source	Number	Percent of Returns
Through the high school	63	53
Personal application	40	33
U. S. employment agency	8	6
Personal friend	6	5
Newspaper advertisement	3	3
Totals	120	100

Table IV shows that the high school business department was responsible for the placement of 63 graduates. Forty of the graduates obtained their initial positions through personal application. The United States employment agency secured positions for eight of the graduates, whereas the remaining nine obtained positions through personal friends or in response to newspaper advertisements.

Since businessmen are directing attention to formal testing programs in order to employ more advantageously the skills and aptitudes of new office employees, the graduates were questioned on employment test taking. The types of tests which they were required to take are shown in the following table.

TABLE V

TYPES OF EMPLOYMENT TESTS REQUIRED OF GRADUATES FOR FIRST OFFICE POSITIONS

Type of Test	Total Frequency
Typewriting test	49
Aptitude test	34
Personality test	31
Intelligence test	27
Personal interview	9
Transcription test	8
Comptometer test	2
Civil service test	1

Typewriting tests were administered to 49, or 41 percent, of the graduates; and aptitude tests, which ranked second, were administered to 34, or 28 percent, of the graduates. Personality tests were required of 31, or 26 percent, of the graduates; and intelligence tests were required of 27, or 23 percent, of the graduates.

Table VI presents the kinds of electric typewriters which the graduates have used.

TABLE VI

KINDS OF ELECTRIC TYPEWRITERS
USED BY THE GRADUATES

Kind	Frequency
International Business Machine	17
Royal	11
Smith Corona	6
Remington Rand	4
Underwood	2
Total	40

As indicated in the foregoing table, the I. B. M. electric was used by 17 of the 40 respondents who used electric typewriters. The Royal electric was used by 11 respondents, whereas 6 respondents used the Smith Corona. Four respondents used the Remington Rand electric, and two respondents used the Underwood electric.

The graduates were asked to indicate the various kinds of manual typewriters which they used. Table VII shows their response.

TABLE VII

KINDS OF MANUAL TYPEWRITERS USED BY THE GRADUATES

Kind	Frequency
Royal	51
Smith Corona	27
Remington Rand	13
Underwood	12
Total	103

Approximately one half of the respondents using manual typewriters, or 51 percent, reported the use of the Royal typewriter. Smith Corona ranked second and was used by 27 of the respondents. Thirteen of the respondents used the Remington Rand typewriter, whereas 12 respondents reported using the Underwood manual typewriter.

The graduates were asked to list the office machines other than the typewriter which they used in their job activities.

TABLE VIII

OFFICE MACHINES OTHER THAN THE TYPEWRITER USED BY THE GRADUATES

Machine	Frequency of Response
Adding machine	55
Liquid duplicator	27
Rotary calculator	24
Comptometer	17
Mimeograph	16
Transcribing machines	12
Teletype	10
Burroughs bookkeeping machine	9
Photostat	9
Addressograph	6
Postage machine	5
Verifax	4
Thermofax	3
National cash register	3
Small IBM keypunch	3
Multigraph	2
Checkwriter	2
Multilith	1

Fifty-five of the respondents reported the use of the adding machine. The liquid duplicator was used by 27 respondents, and the rotary calculator was used by 24 respondents. The comptometer ranked fourth and was

used by 17 of the respondents. The mimeograph and transcribing machines ranked in fifth and sixth places. The use of the other office machines showed a lower frequency of response.

Table IX presents the subjects taken in high school which the graduates found most helpful in office work.

TABLE IX

SUBJECTS TAKEN IN HIGH SCHOOL
WHICH GRADUATES FOUND TO BE MOST VALUABLE

Subject	Frequency of Response
Typewriting	94
Bookkeeping	51
English	46
Shorthand	41
Business arithmetic	16
Spanish	2
Speech	2

Ninety-four of the graduates considered typewriting to be the subject most valuable to them in office work. Bookkeeping proved valuable to 51 graduates, and English was important for 46 graduates. Shorthand ranked fourth and was useful to 41 graduates, whereas business arithmetic proved helpful to 16 graduates.

The following table shows the subjects which the graduates felt should have received more emphasis in the school program.

TABLE X

SUBJECTS GRADUATES FELT SHOULD HAVE BEEN GIVEN MORE EMPHASIS IN SCHOOL

Subject	Frequency of Response
Office machines	42
Filing	6
Human relations	6
Business English	5
Advanced bookkeeping	2

As Table X indicates, only one half of the respondents indicated the subjects that they felt should be given more emphasis in the business program.

Forty-two of the graduates thought that office machines should be a part of the business training. Six graduates felt the need for more filing instmuction, and 6 graduates expressed an awareness of the problems involved in human relations. Five graduates thought that more attention should be given to Business English.

Table XI presents the suggestions which the graduates offered for the improvement of the high school business program.

TABLE XI

SUGGESTIONS MADE BY THE GRADUATES FOR IMPROVEMENT OF THE BUSINESS TRAINING PROGRAM

Recommended Course	Frequency
Office machines course	24
Personality development	18
Additional emphasis on English grammar	13
Additional emphasis on transcription	11
Additional emphasis on spelling	6
Advanced bookkeeping	3

The tabulations given in Table XI emphasize the need for office machine training. Twenty-four graduates suggested a course in office machines, and 18 graduates recommended that formal instruction should be given in personality development.

Additional emphasis on English grammar, transcription, and spelling was also suggested by a smaller percentage of the respondents.

The frequency of performance of the secretarial and stenographic activities as presented in Table XII shows that 81 respondents reported handling incoming and outgoing telephone calls as a job activity.

Approximately one half of the 120 respondents indicated that receiving callers, and composing letters at the typewriter were among their job activities. Fifty-seven respondents were responsible for ordering supplies and reporting on repairs.

Between 40 and 50 of the respondents pefformed the following secretarial and stenographic activities: making appointments and reservations, taking routine dictation in shorthand and transcribing, securing information needed for correspondence, transcribing from recording machines, and securing and compiling information for reports.

Thirty-seven respondents reported taking dictation at the typewriter; 34 respondents indicated that they were responsible for receiving and sending telegrams by telephone; and 32 respondents reported taking dictation over the telephone.

Assisting in plans for social functions, and taking dictation of minutes and transcribing were less frequently performed secretarial and stenographic activities.

TABLE XII

THE FREQUENCY OF PERFORMANCE OF THE SECRETARIAL AND STENOGRAPHIC ACTIVITIES PERFORMED BY THE RESPONDENTS

Rank*	Activity	Total Frequency
1.0	Handling incoming and outgoing telephone calls	81
2.0	Receiving callers	63
3.0	Composing letters at the typewriter	60
4.0	Ordering supplies and reporting on repairs	57
5.0	Making appointments and reservations	49
6.0	Taking routine dictation in shorthand and transcribing	47
7.0	Securing information needed for correspondence	46
8.0	Transcribing from recording machines	43
9.0	Securing and compiling information for reports	42
10.0	Taking dictation at the typewriter	37
11.0	Receiving and sending telegrams by telephone	34
12.0	Taking dictation over telephone	32
13.0	Assisting in plans for social functions	28
14.0	Taking dictation of minutes and transcribing	15

*Rank based on frequency of performance

The graduates were asked to indicate their opinion as to the extent of emphasis which the secretarial and stenographic activities required in the school program.

Fifty respondents recommended additional emphasis for composing letters at the typewriter, and 40 respondents advised greater emphasis on transcribing from recording machines.

Thirty-eight respondents recommended additional emphasis for handling telephone calls; 35 respondents reported that receiving callers needed greater emphasis; and 27 respondents advised more attention to the activity, making appointments and reservations.

Some of the respondents, however, felt that sufficient emphasis was given to many of these activities.

Forty respondents did not recommend additional emphasis for handling telephone calls, and 26 respondents felt that sufficient emphasis was given to receiving callers.

Twenty-four respondents found the shorthand training adequate, and 18 respondents indicated that sufficient emphasis was given to making appointments and reservations.

From the figures presented in Table XIII, there is little evidence to show that any of the activities should be eliminated.

TABLE XIII

EXTENT OF EMPHASIS RECOMMENDED BY RESPONDENTS FOR INSTRUCTION IN SECRETARIAL AND STENOGRAPHIC ACTIVITIES

Rank*	Activity	Greater Emphasis	Sufficient Emphasis	Eliminate
1.0	Handling incoming and outgoing telephone calls	38	40	3
2.0	Receiving callers	35	26	2
3.0	Composing letters at the typewriter	50	10	0
4.0	Ordering supplies and reporting on repairs	18	33	6
5.0	Making appointments and reservations	27	18	4
6.0	Taking dictation in shorthand and transcribing	23	24	0
7.0	Securing information needed for correspondence	21	22	3
8.0	Transcribing from recording machines	40	3	0
9.0	Securing and compiling information for reports	22	18	2
10.0	Taking dictation at the typewriter	16	19	2
11.0	Receiving and sending telegrams by telephone	17	15	2
12.0	Taking dictation over telephone	15	15	2
13.0	Assisting in plans for social functions	12	10	6
14.0	Taking dictation of minutes and transcribing	7	8	0

*Rank based on frequency of performance

TABLE XIV

THE FREQUENCY OF PERFORMANCE OF THE TYPEWRITING ACTIVITIES PERFORMED BY THE RESPONDENTS

Rank	Activity	Total Frequency
1.0	Typing multiple carbons	74
2.0	Addressing envelopes	73
3.0	Typing reports and articles from rough drafts	67
4.5	Filling in forms	65
4.5	Typing letters and reports from longhand	65
6.5	Preparing masters for liquid duplicators	64
6.5	Typing statements, bills, and invoices	64
8.0	Typing form letters	59
9.0	Preparing stencils	54
10.0	Typing tabulations and statistical work	51
11.0	Typing interoffice communications	48
12.0	Preparing mailing lists	39

As the foregoing table indicates, 74 respondents reported typing multiple carbons, and 73 respondents indicated addressing envelopes as their most frequently performed typewriting duties.

Slightly more than one half of the respondents performed the following typewriting activities: typing articles and reports from rough drafts, filling in forms, typing letters and reports from longhand, preparing masters for liquid duplicators, and typing statements, bills, and invoices.

Fifty-nine respondents reported typing form letters as a typewriting activity, and 54 respondents indicated that they prepared stencils. Fifty-one respondents typed statistical reports, and 48 respondents typed interoffice communications. Approximately one third of the respondents indicated the preparation of mailing lists as a typewriting activity.

TABLE XV

EXTENT OF EMPHASIS RECOMMENDED BY RESPONDENTS FOR INSTRUCTION IN TYPEWRITING ACTIVITIES

Rank*	Activity	Greater Emphasis	Sufficient Emphasis	Eliminate
1.0	Typing multiple carbons	29	45	0
2.0	Addressing envelopes	0	70	3
3.0	Typing reports and articles from rough draft	36	31	0
4.5	Filling in forms	7	55	3
4.5	Typing letters and reports from longhand	15	50	0
6.5	Preparing masters for liquid duplicators	48	16	0
6.5	Typing statements, bills, and invoices	23	41	0
8.0	Typing form letters	7	49	3
9.0	Preparing stencils	36	18	0
10.0	Typing tabulations and statistical work	27	24	0
11.0	Typing interoffice communications	6	34	8
12.0	Preparing mailing lists	7	31	1

*Rank based on frequency of performance

As the figures in Table XV indicate, the respondents recommended the greatest emphasis for the duplicating activities. Forty-eight respondents reported that more emphasis was needed in preparing masters for liquid duplicators, and 36 respondents advised that additional emphasis should be given to the preparation of stencils.

Thirty-six respondents recommended greater emphasis for typing articles from rough draft copy, and 29 respondents advised additional emphasis for typing multiple carbons. Twenty-seven respondents indicated that greater emphasis should be given to tabulation and statistical work, and 23 respondents reported additional emphasis should be given to typing statements, bills, and invoices.

There were several of the typewriting activities which the respondents felt did not need additional emphasis. Seventy respondents indicated that addressing envelopes was receiving sufficient emphasis, 55 respondents reported sufficient emphasis for filling in forms, and 49 respondents indicated enough emphasis for typing form letters. Forty-five respondents felt that sufficient emphasis was given to typing multiple carbons.

Very few of the respondents recommended the elimination of any of the typewriting activities, although eight respondents thought that typing interoffice communications could be eliminated.

TABLE XVI

THE FREQUENCY OF PERFORMANCE OF THE FILING ACTIVITIES PERFORMED BY THE RESPONDENTS

Rank	Activity	Total Frequency
1.0	Filing material	78
2.0	Finding material	71
3.0	Sorting and coding material	68
4.0	Labeling new folders	58
5.0	Cross referencing	47
6.5	Keeping a follow-up file	43
6.5	Transferring files	43

More than one half of the 120 respondents indicated that filing, finding, and sorting and coding materials were their most frequently performed filing duties.

Fifty-eight respondents reported labeling new folders as a filing activity, and 47 respondents performed cross referencing as a filing duty.

Forty-three respondents kept a follow-up file, and 43 respondents also reported transferring files as part of their filing procedures.

TABLE XVII

EXTENT OF EMPHASIS RECOMMENDED BY RESPONDENTS FOR INSTRUCTION IN FILING ACTIVITIES

Rank*	Activity	Greater Emphasis	Sufficient Emphasis	Eliminate
1.0	Filing material	34	44	0
2.0	Finding material	31	36	4
3.0	Sorting and coding material	43	25	0
4.0	Labeling new folders	10	36	12
5.0	Cross referencing	39	8	0
6.5	Keeping a follow-up file	32	10	1
6.5	Transferring files	23	17	3

*Rank based on frequency of performance

The tabulations given in Table XVII show that 43 respondents recommended additional emphasis for sorting and coding material, and 39 respondents reported that greater emphasis should be given to cross referencing.

A large number of respondents reported sufficient emphasis for filing and finding material, as the above figures indicate. Twenty-five respondents also advised sufficient emphasis for sorting and coding materials.

Twelve of the respondents thought that labeling new folders could be eliminated as a filing activity.

TABLE XVIII

THE FREQUENCY OF PERFORMANCE
OF THE BOOKKEEPING AND ACCOUNTING ACTIVITIES

Rank	Activity	Total Frequency
1.0	Figuring and checking invoices and statements	23
2.5	Preparing government reports	22
2.5	Keeping payroll records	22
4.0	Computing interest and discount	20
5.5	Operating a petty cash fund	17
5.5	Operating a checking account	17
7.5	Posting to general ledger	16
7.5	Posting to accounts receivable	16
9.5	Making entries in general journal	15
9.5	Receiving inventory records	15
11.0	Preparing financial statements	12
12.0	Posting to accounts payable	11
13.5	Making entries in purchase journal	9
13.5	Making entries in sales journal	9
15.0	Making entries in cash journals	8

The frequency of performance of the bookkeeping and accounting activities ranked considerably lower than the secretarial, typewriting, and filing activities.

Twenty-three respondents indicated that they figured and checked invoices and statements; 22 respondents prepared government reports and kept payroll records, and 20 respondents computed interest and discount.

Seventeen respondents operated a checking account and a petty cash fund, whereas 16 respondents were engaged in posting to general ledger and accounts receivable ledger. Fifteen respondents made entries in the general journal and received inventory records, and 12 respondents were responsible for preparing financial statements.

The remaining activities, which were primarily journal entries, were performed by less than 10 respondents.

The greatest amount of emphasis which the respondents recommended for the bookkeeping and accounting activities centered around the preparation of reports. All of the 22 respondents who were engaged in preparing government reports recommended greater emphasis for this activity. Sixteen respondents advised additional emphasis for keeping payroll records, and 14 respondents thought the operation of a checking account should receive greater emphasis.

Thirteen respondents reported that more attention should be given to computing interest and discount and figuring and checking invoices and statements, whereas 10 respondents felt that the preparation of financial statements should receive additional emphasis.

The journalizing, posting, and operation of a petty cash fund were receiving sufficient emphasis. Sixteen respondents advised that enough emphasis was given to operating a petty cash fund; 14 respondents reported sufficient emphasis for posting to accounts receivable, and 13 respondents indicated sufficient emphasis for journalizing and posting to the general ledger.

None of the respondents recommended the elimination of any of the bookkeeping and accounting activities.

TABLE XIX

EXTENT OF EMPHASIS RECOMMENDED BY RESPONDENTS FOR INSTRUCTION IN BOOKKEEPING AND ACCOUNTING ACTIVITIES

Rank*	Activity	Greater Emphasis	Sufficient Emphasis	Eliminate
1.0	Figuring and checking invoices and statements	13	10	0
2.5	Preparing government reports	22	0	0
2.5	Keeping payroll records	16	0	0
4.0	Computing interest and discount	13	7	0
5.5	Operating a petty cash fund	1	16	0
5.5	Operating a checking account	14	3	0
7.5	Posting to general ledger	3	13	0
7.5	Posting to accounts receivable	2	14	0
9.5	Making entries in general journal	2	13	0
9.5	Receiving inventory records	6	9	0
11.0	Preparing financial statements	10	2	0
12.0	Posting to accounts payable	2	9	0
13.5	Making entries in purchase journal	1	8	0
13.5	Making entries in sales journal	1	8	0
15.0	Making entries in cash journals	3	6	0

*Rank based on frequency of performance

CHAPTER V

SUMMARY OF FINDINGS, AND RECOMMENDATIONS

This survey of the educational and business experiences of the 1950-1958 business graduates of St. Patrick High School was undertaken to obtain information that would help to determine the necessary revisions in the business curriculum. The analysis of data was based upon 120 completed questionnaires which represented an 80 percent return.

The important findings of the study are as follows:

1. High school education was terminal for 65 percent of the business graduates, a significant factor to be considered in curriculum planning.

2. Ninety of the 120 respondents were currently employed. Of this number, approximately one half were employed as clerk typists, secretaries, and stenographers. The remaining graduates were engaged in a variety of office-type positions.

3. The high school business department secured initial employment for 63 graduates; 40 graduates obtained employment through personal application, and 8 graduates were placed by the United States Employment Agency.

4. At the time of initial employment, 49 graduates were required to take typewriting tests, and aptitude tests were administered to 34 graduates. Personality tests were given to 31 graduates, and intelligence tests were required of 27 graduates.

5. Forty graduates reported the use of electric typewriters. Manual typewriters were used extensively, and the Royal manual was used by 51 graduates.

6. Almost one half of the graduates, or 49 percent, reported the use of the adding machine. The liquid duplicator was used by 27 graduates, and the rotary calculator by 24.

7. Typewriting was the subject taken in high school which 94 graduates found most valuable in office work. Bookkeeping ranked second, English third, and shorthand fourth in frequency of response.

8. Forty-two graduates felt the need for office-machines training. In their recommendations for the improvement of the business training program, an additional 24 graduates emphasized the need for a course in office machines.

9. Eighteen graduates recommended formal instruction in personality development. A small percentage of the graduates advised more emphasis on English grammar, spelling, and transcription.

The graduates were asked to check their job activities and to give their opinions as to the amount of emphasis that should be given the activities in the high school program.

The important findings were as follows:

1. In the stenographic and secretarial area, the eight highest-ranking activities in their order of frequency were: handling incoming and outgoing telephone calls, receiving callers, composing letters at the typewriter, ordering supplies, making appointments and reservations, taking routine dictation and transcribing, securing information needed for correspondence, and transcribing from recording machines.

2. A greater amount of emphasis was recommended for many of the stenographic and secretarial activities: 50 respondents recommended greater emphasis for composing letters at the typewriter; 38 respondents advised that additional emphasis should be given to telephone techniques, and 35 respondents felt that more attention was necessary for receptionist duties. Forty graduates recommended greater emphasis for transcribing from recording machines.

3. In the area of typewriting, the ten highest-ranking activities were: typing multiple carbons, addressing envelopes, typing reports and articles from rough drafts, filling in forms, typing letters and reports from longhand, preparing masters for liquid duplicators, typing statements, bills and invoices, typing form letters, preparing stencils, and typing tabulations and statistical work.

4. Regarding the amount of emphasis that should be given these high-ranking typewriting activities: 48 respondents suggested greater emphasis for the preparation of masters for liquid duplicators, and 36 respondents advised additional emphasis for the preparation of stencils. Thirty-six respondents recommended greater emphasis for typing reports from rough drafts, and 29 respondents felt that greater emphasis should be given to typing multiple carbons. Forty-five respondents, however, advised that sufficient emphasis was given to typing multiple carbons. Typing envelopes, filling in forms, and typing letters and reports from longhand were activities which a large number of respondents felt were receiving sufficient emphasis.

5. In the area of filing, over 50 percent of the respondents listed filing, finding, and sorting and coding material among their filing duties. Cross referencing was a filing duty for 47 respondents.

6. Forty-three of the respondents recommended greater emphasis for sorting and coding material, and 39 respondents advised additional emphasis for cross referencing. The respondents were almost equally divided in their opinions as to greater and sufficient emphasis for filing and finding material.

7. The five highest-ranking bookkeeping activities were: figuring and checking invoices and statements, preparing government reports, keeping payroll records, computing interest and discount, operating a checking account.

8. Although less than 25 of the 120 respondents performed bookkeeping activities, more than one half of the respondents who performed the above-mentioned activities recommended greater emphasis for them.

The findings of this study of the 1950-1958 business graduates of St. Patrick High School served to emphasize the need for curriculum revision in the present program.

The following recommendations are made:

1. A clerical office practice class should be organized to include instruction in filing, office machines, and office procedures. Formal training in telephone techniques, receptionist duties, and personality traits and attitudes should be integrated with the office practice.

2. The following types of office machines should be the minimum requirement for office-machines training: The full-keyboard adding machine, rotary calculator, ten-key printing calculator, and key-driven calculator. Proficiency in the use of the liquid duplicator and mimeograph machines should be the minimum requirements in the duplicating area.

3. Machine transcription should be part of the secretarial training program.

4. Since high school education is terminal for the majority of the business graduates, a proper balance should be maintained between their general education and vocational training.

5. Greater emphasis should be given to job activities that develop judgment and resourcefulness in students since so many of the graduates recommended additional training in such areas as: letter composition, handling telephone communications and receptionist duties.

6. An effort should be made to include broader training in the preparation of payroll records and government reports in order to give up-to-date instruction in these areas.

7. A closer relationship should be established with the employers of the graduates and a study made of recent graduates each year in order to maintain an effective placement bureau.

8. A study should be made of employers of the graduates to determine the effectiveness of the business program and to verify the opinions of the graduates regarding the emphasis needed for the various job activities.

9. The writer recommends that any committee which plans to revise the curriculum should study further the data presented in Chapter IV.

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APPENDICES

ST. PATRICK HIGH SCHOOL
24 CHESTNUT STREET
WATERTOWN 72, MASS.

October 6, 1958

Dear Graduate,

A broader knowledge of job requirements in the business world will be valuable to us in planning for the needs of our future business graduates at St. Patrick High School. The business experience which you have acquired since graduation affords you the opportunity to assist us. Will you acquaint us with the duties and activities which you perform as an office worker?

The check list which is enclosed has been prepared for your convenience in returning this information to us. In addition, we request that you check the appropriate column to indicate the emphasis which you think should be given the duties and activities in the high school training program. Your actual performance of these jobs should enable you to judge whether the training you received in school was adequate.

In order that our survey be reliable and complete, a report from each graduate is needed. If you are not working at the present time, please complete the check list by reporting the duties and activities which you performed on your most recent office job.

The personal contacts which we have had with you in the past give us assurance that you will render this service to your school. May we ask that your response be prompt? A stamped addressed envelope is enclosed for your convenience in returning the completed check list.

Thank you for cooperating with us.

Sincerely,

Sister Ann Miriam
Business Teacher

Sister Muriel
Principal

Enclosures 2

A SURVEY OF THE OFFICE DUTIES AND ACTIVITIES OF THE 1950-1958 BUSINESS GRADUATES OF ST. PATRICK HIGH SCHOOL, WATERTOWN, WITH IMPLICATIONS FOR CURRICULUM REVISION

Name _____ Class of _____
First name **Maiden** name Marriage name

1. Please list colleges, business schools, evening schools, etc., you attended since graduation from high school.

College or School Attended	Dates	Field of Study

2. List the places where you have been employed as a full-time office worker.

Name of company	Location	Title of position	Dates
(First employer)			
(Present employer)			

3. Check the source from which your first, full-time office position was obtained.

_____1. Through the high school
_____2. Through relatives
_____3. Personal application
_____4. Newspaper advertisement
_____5. U. S. employment agency
_____6. Private employment agency
_____7. Civil service
_____8. Other: (specify) _____

4. Check the type of employment test you were required to take for your first office position.

_____1. Intelligence test
_____2. Aptitude test
_____3. Personality test
_____4. Typewriting test
_____5. Transcription test
_____6. Other: (specify) _____

5. Please check the make of the typewriter you use:

_____1. International Business Machine
_____2. Royal
_____3. Smith Corona
_____4. Remington Rand
_____5. Underwood
_____6. Other: (specify) _____

Check the kind of typewriter you use:

electric _____; manual _____; both _____.

6. List any office machines other than the typewriter that you use in your present position.

_____

_____

7. Please list in the order of importance the subjects taken in high school which you found to be most helpful to you as a beginning office worker.

_____

_____

8. List the subjects not included in our business program for which you felt a need.

_____

9. As a result of your work experience, do you have any suggestions for the improvement of our business training program at St. Patrick High School?

_____

_____

_____

JOB ACTIVITIES CHECK LIST

In Column 1 check the duties and activities you perform on your present job.
In Column 2 check the duties and activities you think should be given greater emphasis in high school in preparing students for employment.
In Column 3 check the duties and activities which are receiving enough emphasis.
In Column 4 check the duties and activities which you think should be eliminated from high school instruction.

	Perform on present job	Greater emphasis	Enough emphasis	Eliminate
I. STENOGRAPHIC AND SECRETARIAL ACTIVITIES	1	2	3	4
1. Taking routine dictation in shorthand and transcribing				
2. Composing letters at the typewriter				
3. Transcribing from recording machines				
4. Handling incoming and outgoing telephone calls				
5. Receiving callers				
6. Making appointments and reservations				
7. Assisting in plans for social functions				
8. Ordering supplies and reporting on repairs				
9. Taking dictation at typewriter				
10. Taking dictation over telephone				
11. Taking dictation of minutes and transcribing				
12. Receiving and sending telegrams by telephone				
13. Securing information needed for correspondence				
14. Securing and compiling information for reports				
15. Other stenographic and secretarial activities not listed:				
_____				
_____				
_____				
II. TYPING ACTIVITIES				
16. Addressing envelopes				
17. Typing letters and reports from longhand				
18. Typing reports and articles from rough drafts				
19. Typing multiple carbons				
20. Preparing masters for liquid duplicators				
21. Preparing stencils				
22. Typing statements, bills, and invoices				
23. Typing tabulations and statistical work				
24. Typing interoffice communications				
25. Filling in forms				
26. Preparing mailing lists				
27. Typing form letters				
28. Other typing duties not listed:				
_____				
_____				
_____				

In Column 1 check the duties and activities you perform on your present job.
In Column 2 check the duties and activities you think should be given greater emphasis in high school in preparing students for employment.
In Column 3 check the duties and activities which are receiving enough emphasis.
In Column 4 check the duties and activities which you think should be eliminated from high school instruction.

	Perform on present job	Greater emphasis	Enough emphasis	Eliminate
	1	2	3	4
III. FILING ACTIVITIES				
29. Sorting and coding material				
30. Cross referencing				
31. Filing material				
32. Finding material				
33. Keeping a follow-up file				
34. Transferring files				
35. Labeling new folders				
36. Other filing duties not listed:				
IV. BOOKKEEPING AND ACCOUNTING ACTIVITIES				
37. Making entries in general journal				
38. Making entries in purchases journal				
39. Making entries in sales journal				
40. Making entries in cash journals				
41. Posting to general ledger				
42. Posting to accounts receivable				
43. Posting to accounts payable				
44. Operating petty cash fund				
45. Keeping payroll records				
46. Keeping inventory records				
47. Computing interest and discount				
48. Preparing trial balance				
49. Preparing financial statements				
50. Preparing government reports				
51. Operating a checking account				
52. Figuring and checking invoices and statements				
53. Other bookkeeping and accounting activities not listed:				

ST. PATRICK HIGH SCHOOL
24 Chestnut Street
Watertown 72, Mass.

October 27, 1958

Dear Graduate:

On October 6 we mailed check lists to our 1950-58 business graduates asking them to return information relative to their duties and activities as office workers. The letter which accompanied the check list explained its purpose. We are interested in securing information that will help us to provide for the needs of our future business graduates.

In order that our survey be complete, a report from each graduate is needed. We regret that your completed check list is not among those that have been returned. May we ask, once again, that you return the completed check list?

It may be well to mention that we do not plan to use individual names in our report. The information will be tabulated, and your name will be used only for the purpose of checking your return.

We shall appreciate hearing from you by November 6. Thank you for cooperating with us.

Sincerely yours,

Business Teacher

Enclosure

ST. PATRICK HIGH SCHOOL
24 Chestnut Street
Watertown 72, Mass.

November 13, 1958

Dear Graduate:

Repeated requests can become annoying. Since this is our third letter to you, we shall consider it a final appeal.

On October 6 we mailed you a check list which we asked you to complete and return to us promptly. A letter explaining the purpose of the survey we are conducting and a return addressed envelope were enclosed.

We wrote you again on October 26. In case you had misplaced your first copy of the check list, an additional copy was enclosed for your convenience. It was disappointing not to hear from you.

Surely, your experience in the business world has made you aware of the need for cooperation. We need your cooperation in order to make our survey a success.

May we, therefore, expect to hear from you soon? It will require only a few minutes of your time to fill in the necessary information.

Thank you!

Sincerely yours,

Business Teacher