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A Performance Evaluation of 1970-72 Secretarial and Clerical Graduates of the Canby Area Vocational Institute, Canby, Minnesota

Robert B. Hessling

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A PERFORMANCE EVALUATION OF 1970-72 SECRETARIAL
AND CLERICAL GRADUATES OF THE CANBY AREA
VOCATIONAL INSTITUTE, CANBY, MINNESOTA

By

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Bachelor of Science, Mayville State College, 1964

An Independent Study
Submitted to the Faculty
of the
University of North Dakota
in partial fulfillment of the requirements
for the degree of
Master of Science

Grand Forks, North Dakota

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This independent study submitted by Robert B. Hessling in partial fulfillment of the requirements for the Degree of Master of Science from the University of North Dakota is hereby approved by the Faculty Advisory Chairman under whom the work has been done.

John L. Rowe

Dr. John L. Rowe

John C. Peterson

Dr. John C. Peterson, chairman

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Permission

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CLERICAL GRADUATES OF THE CANBY AREA VOCATIONAL
INSTITUTE, CANBY, MINNESOTA

DEPARTMENT Business Education

DEGREE Master of Science

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Robert A. ...
 (Researcher)

July 31, 1973
 (Date)

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CHAPTER I

INTRODUCTION

The Canby Area Vocational Technical Institute is located in Canby, a city of over 2,400 people in the southwestern corner of Minnesota. Canby is in Yellow Medicine County which is bordered by South Dakota.

The Canby Area Vocational Technical School was given area school designation by the State Board of Education in July, 1962. The first classes started in rented facilities in May, 1965. Regular classes were started in August, 1965, in the new facilities by 114 students under the regular all-day program. In 1968 the State Board of Education granted the Canby area Vocational School permission to add an addition to the existing facility which would double the size of the school. This was needed because the enrollment had grown to approximately 300 students.

The five divisions that comprise the Canby Area Vocational School are the agriculture division, the business division, health education division, technical education division, and the trade and industrial education division. All divisions of the school began operations in 1965. Since that time the school has become widely accepted by employers in the immediate area as well as by employers in the metropolitan areas for meeting their employment needs.

The philosophy of the Canby Vocational School is to educate each individual student to his fullest potential skill so that he or she is employable and promotable with business or industry.¹

The general objectives of the programs of the Canby Area Vocational School are: (1) to provide specialized training which will prepare graduates for gainful employment and promotability; (2) to provide technical education, job skills, and the appropriate related information for the graduate to become a productive and contributing citizen; (3) to provide the graduate with developed personal characteristics necessary for gainful and successful employment; and (4) to provide for upgrading and retraining.²

The purpose of every program in the business division is to prepare the student for employment in business. The objectives of the training programs in the division are to prepare the student in the many phases of employment which may be encountered in business. The length of time a student remains in school depends on the program selected and his purpose.

The one- and two-year programs offered in the business division are: Accounting I, Accounting II, Clerical, Secretarial, and Insurance Office Specialist.

There are eight full-time instructors on the staff of the business division whose combined teaching or work experience each averages about eight years. These teachers take personal interest in each student because they know the student must attain the skill and efficiency required in office work.

Statement of the Problem

Schools, such as the Canby Area Vocational School, should have some means by which to determine when curriculum changes should be made. The primary purpose of this study, therefore, was to evaluate the work performance of graduates of two programs of the business division, the secretarial and the clerical programs, and to determine from the employers' point of view what changes, if any, should be made in the curriculum.

Purpose of the Study

The purpose of this survey study was to determine the strengths and weaknesses of the training of graduates of the secretarial and clerical programs in the business division of the Canby Area Vocational School.

In order to achieve the primary purpose of this study, the following questions were asked of employers of these graduates:

1. How would the employer rank the importance of seven personal traits listed on the questionnaire in respect to his company or business?
2. What rating would the employer give the graduates in the personal traits listed?
3. How would the employer rank the importance of nine basic knowledge skills listed on the questionnaire in respect to his company or business?
4. What rating would the employer give each graduate in the basic knowledges listed?
5. What types of business machine skills would the employer consider necessary for employment with his company or business?
6. What job skills and specific abilities would the employer consider necessary and how would he rate the graduates in these skills?
7. What other educational requirements would the employer consider necessary for employment with his company or business?
8. What courses other than skill subjects would the employer consider for employment?
9. How would the employer compare the graduate with other new employees in respect to overall abilities?

10. Does the employer consider the graduate adequately trained so he can advance on the job?

Need for the Study

Because the modern business office is changing rapidly, it is important that business school curriculums be constantly evaluated and brought up to date.

The Canby Area Vocational School has been in operation for approximately 10 years, and in that time no formal survey of employers has been undertaken to determine strengths and weaknesses of graduates from specific programs.

It was decided, therefore, to contact the employers of the 1970-72 graduates of the clerical and secretarial programs of the Canby Area Vocational School to obtain their views of the graduates' education and to evaluate the two programs.

As Ingram, Gimmy, and Robertson wrote in an article appearing in the Junior College Journal:

The general business curriculum would benefit most by intensive follow-up studies of the on-the-job performance of its graduates. Such studies could be utilized for continual re-evaluation of the program.³

The faculty and administration of the business division have meetings at least once a month to evaluate and discuss the current business offerings. The advisory committee also meets with the faculty and administration of the business division once a year to evaluate current offerings. When changes are recommended by the faculty, they are submitted to the State Board of Education for approval.

Many individuals in the business field feel that the graduate and her employer are the best source of information for evaluation of the business curriculum. A national follow-up study of junior college graduates points to the serious lack of reliable up-to-date information on college graduates. One recommendation of this study is:

Only by continuous follow-up studies can you learn how your graduates are doing. Their success is a reflection of the quality of your staff and the soundness of the instructional program.⁴

Delimitation of the Study

This study was delimited to a survey of the employers of the 1970-72 graduates of the secretarial and clerical programs. Employers of the graduates of other programs offered by the business division of the Canby Area Vocational School were not included in this survey.

CHAPTER II

PROCEDURES

The purpose of this study was to determine the strengths and weaknesses of the graduates of the clerical and secretarial programs of the Canby Area Vocational School. To accomplish this, a questionnaire was mailed to the employers of the 1970, 1971, and 1972 graduates of these programs.

Permission was requested and received from the writer's major advisor to proceed with a study of this nature. Also, permission was requested and received to proceed with this study from the Director of the Canby Area Vocational School.

Follow-up studies from the University of North Dakota Library were used to obtain information for the study and for aid in preparation of the questionnaire.

With the help of the Director of Placement, a list of the employers of the graduates of the 1970-72 clerical and secretarial programs was compiled.

A questionnaire was drafted and submitted to the writer's major advisor for his suggestions and recommendations. After suggested changes had been made it was reproduced. See Appendix B.

A cover letter was also drafted and submitted to the advisor for his suggestions and approval. See Appendix B.

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On April 26, 1973, the questionnaire, cover letter, and a postage paid return envelope were mailed to each of the 53 offices or businesses on the mailing list.

On May 26, 1973, a second letter was mailed to the employers who had not replied to the original letter and questionnaire. A new questionnaire and reply envelope were also enclosed with this follow-up letter. See Appendix B.

The results of this questionnaire were tabulated and presented in Chapter III.

CHAPTER III

FINDINGS

The results of this survey to obtain the views of employers of the 1970-72 graduates of clerical and secretarial programs are presented in this chapter. Questionnaires were mailed to 53 employers of these graduates; returns were received from 49 respondents with 36 of these returns usable for this study.

The highest percentage of usable questionnaires was received from the employers of secretarial graduates who returned 70 percent. Sixty-five percent of the clerical employers returned usable questionnaires.

Thirteen of the questionnaires returned by the employers in this study were unusable. Six of these questionnaires were returned by the employers of the secretarial graduates, and seven of the questionnaires were returned by employers of clerical graduates. Some of the reasons given for failing to complete the questionnaires by both employers were: employer did not know graduate well enough for rating purposes, and employer did not wish to participate in the study.

Table 1, page 9, lists the relative importance of personal traits in businesses where secretarial graduates were employed. The rankings were obtained by multiplying the number of employers who ranked each of the seven traits in the order of importance. Each employer ranked these in order from one to seven; the rank of one carries the weight of 7, the rank of two carries

the weight of 6, the rank of three carries the weight of 5, etc. All of the rankings for each trait were added together to obtain the total number appearing in the table. The traits are listed according to the degree of importance placed on them by the number of employers responding.

The personal trait of accuracy was considered the most important by employers of secretarial graduates. The ability to follow directions was ranked second in importance by employers, and the personal traits of initiative and attendance were ranked third and fourth by employers of secretarial graduates. The traits of grooming and dress were ranked seventh by employers of secretarial graduates.

TABLE 1
RANKING OF IMPORTANCE OF PERSONAL TRAITS
IN BUSINESSES WHERE SECRETARIAL
GRADUATES WERE EMPLOYED

Trait	Ranking
Accuracy	86
Following Directions	82
Initiative	73
Attendance and Promptness	72
Cooperation	63
Use of Time	47
Grooming and Dress	25

In businesses where clerical graduates were employed, the personal trait of accuracy was again considered the most important. The rankings in Table 2, page 10, were obtained by multiplying the number of employers who ranked each trait in order of importance. The scale of 7 points for the first selection, 6 points for the second choice, and 5 points for the third choice, etc., was again used to obtain the ranking numbers on the table.

In comparing the importance of traits listed by these two groups of employers, it was noted that the personal traits of use of time and grooming and dress were ranked the same by both groups of employers. The trait of following directions, which was ranked second in importance by secretarial employers, was ranked fifth in importance by clerical employers.

Employers of clerical workers considered the personal trait of attendance and promptness more important than secretarial employers. They ranked this trait second, whereas, secretarial employers ranked this trait fourth.

TABLE 2
RANKING OF IMPORTANCE OF PERSONAL TRAITS
IN BUSINESSES WHERE CLERICAL
GRADUATES WERE EMPLOYED

Trait	Ranking
Accuracy	79
Attendance and Promptness	70
Cooperation	69
Initiative	67
Following Directions	64
Use of Time	38
Grooming and Dress	33

Table 3, page 12, indicates how employers of secretarial graduates rated the graduates on the personal traits listed. The personal trait of accuracy, which was considered to be first in importance by employers of secretarial graduates in Table 1, page 9, received an excellent rating from 47 percent of the employers, and 37 percent rated this trait as good.

The trait of grooming and dress, which was ranked seventh in importance by secretarial employers, received only a 26 percent response under excellent and a 47 percent response under the good rating.

The traits that received the lowest number of excellent ratings by these employers were the use of time and grooming and dress. These traits received 32 and 26 percent respectively.

Table 3, page 12, indicates that all of the personal traits received a high percentage of either excellent or good ratings from the 19 employers of secretarial graduates who responded to this question.

A total of 17 employers evaluated the personal traits of the clerical graduates. Table 4, page 13, indicates that the traits receiving the lowest ratings were accuracy and initiative.

Attendance was regarded by these employers as being the strongest positive trait of the clerical graduates with a 53 percent rating of excellent. The personal trait of cooperation was also rated excellent by 47 percent of the responding employers.

The secretarial employers' ranking of the importance of basic knowledge skills is shown on Table 5, page 14. The nine basic skills were ranked on this table by multiplying the number of employers who considered a skill first in importance by nine, the number of employers who considered the skill second in importance by eight, etc. All of the rankings for each skill were added together to obtain the numbers shown on the table.

The basic knowledge of spelling was ranked second in importance by both secretarial and clerical employers in Table 5, page 14, and Table 6, page 14. The skill of penmanship was considered the least important for job competence by both groups of employers and was ranked ninth.

TABLE 3

EMPLOYERS' RATINGS OF PERSONAL TRAITS
OF SECRETARIAL GRADUATES

Trait	Excellent		Good		Fair		Poor	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Attendance	10	53	5	26	3	16	1	5
Grooming and Dress	5	26	9	47	4	21	1	5
Cooperation	10	53	7	37	1	5	1	5
Following Directions	9	47	7	37	3	16	0	0
Initiative	9	47	5	26	4	21	1	5
Accuracy	9	47	7	37	3	16	0	0
Use of Time	6	32	9	47	3	16	1	5

TABLE 4

EMPLOYERS' RATINGS OF PERSONAL TRAITS
OF CLERICAL GRADUATES

Trait	Excellent		Good		Fair		Poor	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Attendance	9	53	7	41	1	6	0	0
Grooming and Dress	7	41	8	47	2	12	0	0
Cooperation	8	47	8	47	1	6	0	0
Following Directions	5	29	8	47	3	18	1	6
Initiative	3	18	9	53	3	18	2	12
Accuracy	2	12	10	59	3	18	2	12
Use of Time	5	29	7	41	3	18	2	12

TABLE 5

RANKING OF IMPORTANCE OF BASIC KNOWLEDGE
SKILLS IN BUSINESSES WHERE SECRETARIAL
GRADUATES WERE EMPLOYED

Skill	Ranking
Neatness of Work	84
Spelling	80
Telephone Techniques	77
Proofreading	72
Grammar	72
Punctuation	64
Arithmetic	53
Ability to Express Herself	49
Penmanship	40

The remaining skills were ranked similarly by both groups of employers.

TABLE 6

RANKING OF IMPORTANCE OF BASIC KNOWLEDGE
SKILLS IN BUSINESSES WHERE CLERICAL
GRADUATES WERE EMPLOYED

Skill	Ranking
Grammar	89
Spelling	74
Neatness of Work	67
Arithmetic	62
Telephone Technique	50
Ability to Express Herself	48
Proofreading	47
Punctuation	46
Penmanship	43

Table 7, page 16, shows how employers of secretarial graduates rated these individuals in the basic knowledge skills. The basic skill of neatness of work, which was ranked first in importance on Table 5, page 14, received a 31 percent rating of excellent and a 56 percent rating of good.

Spelling, which was considered second in importance on Table 5, page 14, received a 31 percent rating of excellent and a 63 percent rating of good.

Penmanship, which was rated least important of all basic skills, was evaluated as excellent by 31 percent and was given a good rating by 56 percent of the employers.

Table 8, page 17, shows the ratings of clerical graduates in the basic skills. Grammar, which ranked first in importance on Table 6, page 14, received a 21 percent excellent rating and a 51 percent rating of good by employers.

Spelling, which ranked second, received a 14 percent rating of excellent and a 64 percent rating of good.

Penmanship, which ranked least important of the nine skills, received an excellent rating from 21 percent of the employers and a 57 percent rating of good.

Comparing the two groups of graduates in the basic skills, secretarial graduates were rated highest in skills of spelling, punctuation, and proofreading. Clerical graduates ranked high in skills of arithmetic, grammar, and proofreading. Both groups of graduates generally received good ratings in all basic skills.

Table 9, page 18, indicates which office machines skills secretarial employers considered necessary for employment with their company or business

TABLE 7
EMPLOYERS' RATINGS OF BASIC KNOWLEDGE SKILLS
SECRETARIAL GRADUATES

Skill	Excellent		Good		Fair		Poor	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Arithmetic	2	13	12	74	2	13	0	0
Grammar	2	13	14	87	0	0	0	0
Spelling	5	31	10	63	1	6	0	0
Punctuation	8	50	8	50	0	0	0	0
Proofreading	3	19	11	68	2	13	0	0
Neatness of Work	5	31	9	56	2	13	0	0
Penmanship	5	31	9	56	1	6	1	6
Ability to Express Herself	4	25	9	56	3	19	0	0
Telephone Techniques	5	31	8	50	3	19	0	0

TABLE 8
EMPLOYERS' RATINGS OF BASIC KNOWLEDGE SKILLS OF
CLERICAL GRADUATES

Skill	Excellent		Good		Fair		Poor	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Arithmetic	5	36	8	57	1	7	0	0
Grammar	3	21	8	57	3	21	0	0
Spelling	2	14	9	64	3	21	0	0
Punctuation	1	7	9	64	3	21	1	7
Proofreading	1	7	9	64	2	14	2	14
Neatness of Work	1	7	12	86	0	0	1	7
Penmanship	3	21	8	57	3	21	0	0
Ability to Express Herself	3	21	5	36	4	28	2	14
Telephone Techniques	4	28	7	50	2	14	1	7

Sixty percent of the employers of secretarial graduates felt the ten-key adding-listing machine was used extensively in the office and that secretarial graduates should have some skill on this machine. The fluid duplicator was ranked second in importance by 53 percent of the secretarial employers.

The electronic calculator, transcribing machines, full-keyboard adding-listing machine, and the accounting machine were ranked next in importance by secretarial employers. Skill in operating unit record equipment was considered least important by employers of secretarial graduates.

TABLE 9
OFFICE MACHINE SKILLS CONSIDERED NECESSARY
FOR SECRETARIAL EMPLOYMENT

Machine	Number Responding	Percent
Ten-Key Adding-Listing Machine	12	63
Fluid Duplicators	10	53
Electronic Calculators	9	47
Transcribing Machines	7	37
Full-Keyboard Adding-Listing Machine	5	26
Accounting Machine	5	26
Printing Calculator	4	21
IBM MT/ST Composer	3	16
Key Punch	2	10
Office Offset Press	1	5
Rotary Calculator	1	5
Unit Record	1	5
Other	6	32

Table 10, page 19, indicates which office machines skills clerical employers considered necessary for employment with their company or business.

Seventy-one percent of the employers of clerical graduates felt the ten-key adding-listing machines was used extensively in the office and that clerical graduates should have some skill on this machine.

The electronic calculator was ranked second in importance by 59 percent of the clerical employers.

The key punch machine, printing calculator, full-keyboard adding-listing machine, and accounting machine ranked next in importance.

Comparison of the machine skills required of these two groups of graduates indicated that a skill in operating the ten-key adding-listing machine ranked the highest by both groups of employers. It should also be noted that skill in operating unit record equipment was rated lowest by both groups of employers. Other machines mentioned by 10 percent of both groups of employers were the computer, teletype, and recording telephone.

TABLE 10
OFFICE MACHINES SKILLS CONSIDERED NECESSARY
FOR CLERICAL EMPLOYMENT

Machine	Number Responding	Percent
Ten-Key Adding-Listing Machine	12	71
Electronic Calculator	10	59
Key Punch Machine	7	41
Printing Calculator	7	41
Full-Keyboard Adding-Listing Machine	7	41
Accounting Machine	5	29
Rotary Calculator	3	18
Fluid Duplicator	3	18
IBM MT/ST Composer	3	18
Office Offset Press	2	12
Transcribing Machine	2	12
Unit Record	0	0
Other	8	47

Table 11, below, indicates how the employers of secretarial graduates ranked graduates in three areas of typewriting skill, in two areas of shorthand, and in the skill of filing.

The rankings appearing in Table 11, below, were obtained by assigning a number weight for first choice, second choice, etc. These numbers were multiplied and then added together to obtain the score indicated on the table.

Typewriting accuracy was rated first in importance by employers of secretarial graduates in Table 11. Typewriting neatness ranked second while typewriting and shorthand speed were rated third and fourth by employers.

TABLE 11

RANKING OF IMPORTANCE OF TYPEWRITING AND SHORTHAND
SKILLS IN BUSINESSES WHERE SECRETARIAL
GRADUATES WERE EMPLOYED

Skill	Ranking
Typewriting Accuracy	64
Typewriting Neatness	56
Shorthand Accuracy	41
Typewriting Speed	39
Shorthand Speed	35
Filing	32

The clerical employers also ranked the trait of accuracy as the most important. Table 12, page 21, indicates that typewriting neatness and speed were ranked second and third, respectively. Shorthand accuracy and speed were rated as the least important skills.

TABLE 12

RANKING OF IMPORTANCE OF TYPEWRITING AND SHORTHAND
SKILLS IN BUSINESSES WHERE CLERICAL
GRADUATES WERE EMPLOYED

Skill	Ranking
Typewriting Accuracy	68
Typewriting Neatness	53
Typewriting Speed	52
Filing	29
Shorthand Accuracy	15
Shorthand Speed	11

Table 13, page 22, indicates how graduates of the secretarial program were rated by their employers on the six job skills listed on Table 11, page

In all six skills, the secretarial graduates received the greatest number of excellent and good ratings. Typewriting neatness received an excellent rating of 40 percent and a good rating of 47 percent. Typewriting accuracy which ranked first in importance on Table 11, page 20, received excellent and good ratings of 33 percent.

Typewriting neatness, which was an important skill for the secretarial group, received an excellent rating of 40 percent and a good rating of 47 percent. The secretarial group also ranked high in shorthand speed with an excellent rating of 47 percent and a good rating of 33 percent. Shorthand accuracy received both excellent and good ratings of 40 percent.

Table 13, page 22, indicates how the employers of clerical graduates ranked these individuals in the job skills listed on Table 12, above. Some of the ratings the clerical graduates received are the following: typewriting speed received an excellent rating of 44 percent and a good rating of 33 per

TABLE 13

EMPLOYERS' RATINGS OF JOB SKILLS
OF SECRETARIAL GRADUATES

Skill	Excellent		Good		Fair		Poor	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Typewriting Speed	7	47	7	47	1	6	0	0
Typewriting Accuracy	5	33	5	33	5	33	0	0
Typewriting Neatness	6	40	7	47	2	13	0	0
Shorthand Speed	7	47	5	33	3	20	0	0
Shorthand Accuracy	6	40	6	40	3	20	0	0
Filing	5	33	8	53	2	13	0	0

TABLE 14

EMPLOYERS' RATINGS OF JOB SKILLS
OF CLERICAL GRADUATES

Skill	Excellent		Good		Fair		Poor	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Typewriting Speed	4	44	3	33	2	22	0	0
Typewriting Accuracy	1	11	5	56	3	33	0	0
Typewriting Neatness	1	11	6	67	2	22	0	0
Shorthand Speed	1	11	2	22	1	11	0	0
Shorthand Accuracy	1	11	2	22	1	11	0	0
Filing	4	44	4	44	1	11	0	0

typewriting accuracy received an excellent rating of 11 percent and a good rating of 56 percent; typewriting neatness received an excellent rating of 11 percent and a good rating of 67 percent.

In comparing the two groups of graduates in their ranking by respective employers, it was noted that the secretarial graduates received more excellent ratings in typewriting than did the clerical employees. The secretarial graduates also received more excellent ratings in shorthand.

Table 15, page 25, shows the minimum typewriting skill required for secretarial graduates in businesses where they were employed.

The range of typewriting speeds, as indicated by employers, was wide. The major speed rates in typewriting obtained from the questionnaire were the 60 to 64 words per minute speed range with 5 percent; and from 50 to 54 words per minute speed range with 16 percent. A total of 42 percent of the employers did not respond to this question.

For the accuracy factor, the number of errors permitted in typewriting, most of the employers indicated from 1 to 3 errors per minute. Most of the employers responding to this question also stated that secretarial graduates should attain the speed rates mentioned for 3 to 5 minute time lengths.

Table 16, page 26, indicates the minimum typewriting skill required for clerical graduates in businesses where they were employed.

The range of typewriting speeds, as indicated by employers, was wide. The major speed rates in typewriting obtained from the questionnaire were the 60 to 64 words per minute speed range with 12 percent; and from 40 to 44 words per minute with 12 percent. It should be noted that 35 percent of the employers did not respond to this question.

TABLE 15

MINIMUM TYPEWRITING SKILL REQUIREMENTS IN BUSINESSES
WHERE SECRETARIAL GRADUATES WERE EMPLOYED

Speed	Number Responding	Percent
75-80	0	0
70-74	0	0
65-69	1	5
60-64	4	21
55-59	2	11
50-54	3	16
45-49	0	0
40-44	0	0
35-39	1	5
No Reply	8	42
Totals	19	100

For the accuracy factor, the number of errors permitted in typewriting most of the employers indicated from 1 to 3 errors per minute. Most of the employers responding to this question also stated that clerical graduates should attain the speed rates mentioned for 3 to 5 minute time lengths.

Table 17, page 26, shows the minimum shorthand skill required for secretarial graduates in businesses where they were employed.

The speed range from 100 to 109 words per minute, with 16 percent responses, ranked first. The speeds ranged from 100 to 109 words per minute to 70 to 79 words per minute. It should be noted that 63 percent of the employers did not respond to this question.

Table 18, page 27, shows the minimum shorthand skill required for clerical graduates in businesses where they were employed.

TABLE 16

MINIMUM TYPEWRITING SKILL REQUIREMENTS IN BUSINESSES
WHERE CLERICAL GRADUATES WERE EMPLOYED

Speed	Number Responding	Percent
75-80	0	0
70-74	0	0
65-69	0	0
60-64	2	12
55-59	2	12
50-54	3	17
45-49	2	12
40-44	2	12
35-39	0	0
No Reply	6	35
Totals	17	100

TABLE 17

MINIMUM SHORTHAND REQUIREMENTS IN BUSINESSES
WHERE SECRETARIAL GRADUATES ARE EMPLOYED

Speed	Number Responding	Percent
120-129	0	0
110-119	0	0
100-109	3	16
90-99	1	5
80-89	2	11
70-79	1	5
60-69	0	0
50-59	0	0
40-49	0	0
No Reply	12	63
Totals	19	100

The shorthand speed ranged from 80 to 89 words per minute, with 12 percent of the responses, to 100 to 109 words per minute, with a 6 percent of the responses from employers. It should be noted that 70 percent of the employers did not respond to this question.

The most preferred lengths of time for taking shorthand by both groups of employers were the three, five, and ten-minute time lengths. Most employers would permit no errors.

TABLE 18

MINIMUM SHORTHAND SKILL REQUIREMENTS IN BUSINESSES
WHERE CLERICAL GRADUATES ARE EMPLOYED

Speed	Number Responding	Percent
120-129	0	0
110-119	0	0
100-109	1	6
90-99	2	12
80-89	2	12
70-79	0	0
60-69	0	0
50-59	0	0
40-49	0	0
No Reply	12	70
Totals	17	100

Table 19, page 28, illustrates non-skill courses that employers of secretarial graduates recommended for employment in their business.

The four courses recommended by 50 percent or more of the secretarial employers were: business correspondence, 68 percent; business English, 63 percent; secretarial procedures, 63 percent; and charm, 53 percent.

Other courses that received a substantial reply were: filing, 42 percent; general psychology, 37 percent; speech, 32 percent; accounting and payroll, 26 percent; and business arithmetic, 26 percent.

TABLE 19
NON-SKILL COURSES RECOMMENDED FOR EMPLOYMENT
AS A SECRETARY

Course	Number Responding	Percent
Business Correspondence	13	68
Business English	12	63
Secretarial Procedures	12	63
Charm	10	53
Filing	8	42
General Psychology	7	37
Speech	6	32
Accounting and Payroll	5	26
Business Arithmetic	5	26
Model Office	3	16
Business Law	3	16
Insurance Procedures	2	11
Sociology	0	0
Other	1	5

Table 20, page 29, indicates the non-skill courses employers of clerical graduates recommended for employment with their company or business.

The five courses recommended by 50 percent or more of the clerical employers were: business correspondence, 82 percent; business English, 65 percent; secretarial procedures, 65 percent; filing, 59 percent; and business arithmetic, 53 percent.

Other courses that received a high number of responses by clerical employers were: speech and charm, 41 percent each; accounting and payroll, 35 percent; and model office, 24 percent.

Comparing the two groups of replies, it should be noted that both groups of employers indicated the same courses for their top selections. The non-skill courses were listed in much the same order by both groups of employers.

TABLE 20
NON-SKILL COURSES RECOMMENDED FOR EMPLOYMENT
AS A CLERICAL EMPLOYEE

Course	Number Responding	Percent
Business Correspondence	14	82
Business English	11	65
Secretarial Procedures	11	65
Filing	10	59
Business Arithmetic	9	53
Speech	7	41
Charm	7	41
Accounting and Payroll	6	35
Model Office	4	24
Business Law	3	18
General Psychology	3	18
Insurance Procedures	2	12
Sociology	1	6
Other	0	0

Table 21, page 30, and Table 22, page 30, indicate how employers of secretarial and clerical graduates compared these individuals to other new employees.

The secretarial graduates were rated as average by 11 percent of the responding employers. An above-average rating was given by 47 percent of the responding employers and a superior rating was given by 11 percent.

The clerical graduates were ranked as average by 35 percent of the employers who responded to the questionnaire. An above-average rating was

given to clerical graduates by 29 percent of the responding employers and no superior ratings were given.

TABLE 21
COMPARISON OF GRADUATES TO OTHER
NEW SECRETARIAL EMPLOYEES

Rating	Number Responding	Percent
Superior	2	11
Above Average	9	47
Average	2	11
Below Average	2	11
No Reply	4	20
Totals	19	100

TABLE 22
COMPARISON OF GRADUATES TO OTHER
NEW CLERICAL EMPLOYEES

Rating	Number Responding	Percent
Superior	0	0
Above Average	5	29
Average	6	35
Below Average	2	12
No Reply	4	24
Totals	17	100

The following information indicates how the employers of the secretarial graduates felt about promotion potential of these graduates. Seventy-four percent of the responding employers felt these graduates

possessed the knowledge and skills required for promotion within their company or business. None of the employers felt the graduates did not possess the required knowledge and skills for promotion in their company or business, and 26 percent did not respond to this question. Some of the comments made by the employers who responded to the questionnaire were the following: This employee is adequately trained; they have the basic fundamentals necessary to succeed; and they seem to have the necessary job skill, and the ability to use them.

The information below indicates how the employers of the clerical graduates felt about promotion potential of these graduates. Fifty-nine percent of the employers felt these graduates possessed the knowledge and skills required for promotion within their company or business. Twelve percent of the responding employers felt that the graduates did not possess the required knowledge or skills for promotion within their company or business, and 29 percent of the employers did not respond to this question.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary and Conclusions

The purpose of this survey was to determine the strengths and weaknesses of the graduates of the secretarial and clerical programs in the business division of the Canby Area Vocational School.

In order to achieve the primary purpose of this study, the following questions were asked of employers of these graduates:

1. How would the employer rank the relative importance of seven personal traits listed on the questionnaire in respect to his company or business?
2. What rating would the employer give the graduates in the personal traits listed?
3. How would the employer rank the relative importance of nine basic knowledge skills listed on the questionnaire in respect to his company or business?
4. What rating would the employer give each graduate in the basic knowledges listed?
5. What types of business machines skills would the employer consider necessary for employment with his company or business?
6. What job skills and specific abilities would the employer consider necessary and how would he rate the graduates in these skills?

7. What other educational requirements would the employer consider necessary for employment with his company or business?
8. What courses other than skill subjects would the employer consider necessary for employment?
9. How would the employer compare the graduate with other new employees in respect to overall abilities?
10. Does the employer consider the graduate adequately trained so he can advance on the job?

Questionnaires were mailed to 53 employers of the 1970-72 graduates of the secretarial and clerical programs. Thirty-six, or 68 percent, of the employers responded to the survey. The data in Chapter III was compiled from the completed questionnaires, and the following constitutes the major findings:

1. Accuracy was considered the most important personal trait by employers of secretarial graduates. The ability to follow directions and the personal trait of initiative were considered second and third in importance.
2. Accuracy was also considered the most important personal trait by the employers of clerical graduates. The personal traits of attendance and cooperation ranked second and third.
3. The secretarial graduates received the highest ratings in personal traits of attendance and cooperation. These same graduates received the lowest rating in the personal traits of grooming and dress and use of time.
4. The clerical graduates also received the highest ratings in personal traits of attendance and cooperation. These graduates

- received the lowest rating in the personal traits of accuracy and use of time.
5. Neatness of work, spelling, and telephone techniques were ranked, in that order, as being the most important knowledge skills for secretarial workers.
 6. Grammar, spelling, and neatness of work were ranked, in that order, as being the most important knowledge skills by the employers of clerical graduates.
 7. Seventy-four percent of the employers of secretarial graduates rated those graduates as good in arithmetic. Eighty-seven percent rated the graduates good in grammar, and 68 percent rated them as good in proofreading.
 8. Eighty-six percent of the employers of clerical graduates rated those graduates as good in neatness of work. Spelling, punctuation, and proofreading received a 64 percent rating of good by clerical employers.
 9. Sixty-three percent of the employers of the secretarial graduates stated that skill in operating the ten-key adding-listing machine was necessary for employment. Fifty-three percent considered the fluid duplicator as necessary, and 47 percent stated that skill on the electronic calculator was necessary.
 10. Seventy-one percent of the clerical employers stated that skill in operating the ten-key adding-listing machine would be necessary for employment. Fifty-nine percent stated that skill on electronic calculators was necessary for employment, and 41 percent stated that key punch, printing calculator, and full-keyboard adding-listing machine skills were necessary.

11. Accuracy was rated as being the most important skill in typewriting by secretarial employers. Neatness and speed ranked second and third. Accuracy was also the most important shorthand trait.
12. Employers of the clerical graduates also ranked accuracy as the most important skill in typewriting. Neatness and typewriting speed ranked second and third. Accuracy was also the most important shorthand trait.
13. The secretarial graduates were rated excellent by 47 percent of the employers in the skill of typewriting speed. They were also rated excellent by 40 percent of the employers in typewriting neatness. These same graduates received excellent ratings in the shorthand skill. Secretarial graduates received a rating of excellent by 47 percent of the employers in the skill of shorthand speed and an excellent rating of 40 percent in shorthand accuracy.
14. The clerical graduates were rated excellent by 44 percent of the employers in the skill of typewriting speed. They were rated as good by 67 percent of the employers in typewriting neatness. These same graduates received excellent ratings by 11 percent of the employers in shorthand speed and accuracy.
15. Twenty-one percent of the employers of secretarial graduates indicated a typewriting speed of 60 to 64 words per minute as the minimum skill for employment. Sixteen percent indicated a range of 50 to 54 words per minute as being the minimum skill level for employment.

16. Seventeen percent of the employers of clerical graduates indicated that a typewriting speed of 50 to 54 words a minute would be the minimum skill for employment in their business. The four speed ranges of 60 to 64 words per minute, 55 to 59 words per minute, 45 to 49 words per minute, and 40 to 44 words per minute each received a 12 percent response from clerical employers.
17. Sixteen percent of the employers of the secretarial graduates indicated that their minimum speed requirement for shorthand would be 100 to 109 words per minute. Other shorthand speeds indicated by employers were 90 to 99 words per minute which received a 5 percent response, 80 to 89 words per minute which received an 11 percent response, and 70 to 79 words per minute which received a 5 percent response.
18. Twelve percent of the employers of clerical graduates indicated their minimum speed requirement for shorthand would be 80 to 89 words per minute. Other shorthand speeds indicated by employers were 90 to 99 words per minute which received a 12 percent response, and 100 to 109 words per minute which received a 6 percent response.
19. Business correspondence was selected by 68 percent of the secretarial employers as being the non-skill course recommended for employment. Sixty-three percent recommended both business English and secretarial procedures for employment.
20. Business correspondence was also selected by 68 percent of the clerical employers as being the non-skill course recommended for employment. Sixty-five percent recommended both business English and secretarial procedures.

21. Forty-seven percent of the employers of secretarial graduates rated graduates of the Canby Vocational School as above average in comparison with other new secretarial employees. Eleven percent rated the graduates as average and superior.
22. Thirty-five percent of the employers of clerical graduates rated graduates of the Canby Vocational School as average in comparison with other new clerical employees. Twenty-nine percent rated the graduates as above average.
23. Seventy-four percent of the employers of secretarial graduates stated that the graduates had promotion potential.
24. Fifty-nine percent of the employers of the clerical graduates stated that the graduates had promotion potential.

Recommendations

1. An even greater emphasis should be placed on developing basic accuracy in the typewriting sequence.
2. Emphasis should be placed on accuracy in shorthand transcription classes for beginning, intermediate, and advanced students. More importance should be placed on the mailable transcript.
3. A need was shown for increased emphasis on business correspondence, business English, and secretarial procedures courses. Grammar, punctuation, and spelling should be stressed in these courses.
4. More emphasis should be placed on telephone techniques.
5. The office machines course should continue to stress the importance of the ten-key adding-listing machine, electronic calculator, fluid duplicator, and key punch machine.

6. Machine transcription was emphasized by many businesses in the secretarial area. Emphasis should be placed on this skill with special emphasis on accuracy and proofreading.
7. More emphasis should be placed on filing for the clerical students.
8. Shorthand students should be encouraged to attain minimum speeds ranging from 80 to 100 words per minute. This skill would insure more success in most offices.
9. Typewriting students should be encouraged to attain minimum speeds ranging from 50 to 70 words per minute.
10. Surveys of employers of secretarial and clerical programs should be made periodically to enable the school to determine the needs of business.

EXHIBIT 1

ONE-YEAR SECRETARIAL PROGRAM

FALL QUARTER	Hours per Quarter
Shorthand I - - - - -	120
English - - - - -	50
Typewriting I - - - - -	60
Business Machines I - - - - -	60
Business Math - - - - -	60
Charm - - - - -	10
Total	<u>360</u>

Shorthand II - - - - -	120
Business Correspondence - - - - -	50
Typewriting Statistical - - - - -	60
Business Machines II - - - - -	60
Secretarial Accounting - - - - -	60
Charm - - - - -	10
Total	<u>360</u>

Model Office - - - - -	180
Secretarial Accounting - - - - -	60
Records Management - - - - -	50
Shorthand III - - - - -	60
Charm - - - - -	10
Total	<u>360</u>

Shorthand IV - - - - -	80
Business Communications - - - - -	40
Business Law - - - - -	40
Intro. to Data Processing - - - - -	40
Typewriting - - - - -	40
Total	<u>240</u>

Total hours for the year - 1320

EXHIBIT 2

ONE-YEAR CLERICAL PROGRAM

FALL QUARTER	Hours
Machines I - - - - -	60
Typing I - - - - -	60
Business English - - - - -	60
Business Mathematics - - - - -	60
Filing - - - - -	60
Data Processing - - - - -	50
Charm and Human Development - - - - -	10
	<u>Total 360</u>
WINTER QUARTER	
Machines II - - - - -	60
Typing II and lab - - - - -	120
Office Procedures - - - - -	60
Correspondence - - - - -	60
Accounting - - - - -	50
Charm and Human Development - - - - -	10
	<u>Total 360</u>
SPRING QUARTER	
Machines III - - - - -	60
Typing III - - - - -	60
Model Office (2 hours) - - - - -	120
Accounting and Payroll - - - - -	60
Business Law - - - - -	50
Charm and Human Development - - - - -	10
	<u>Total 360</u>

Total hours of Instruction - 1080

Survey of Employers of Recent Graduates
of the Business Division
Canby Area Vocational Institute
Canby, Minnesota

Firm Name: _____

Street Address: _____

City, State, Zip Code: _____

Survey Completed By: _____ Title: _____

Name of person being Rated: _____

Instructions: Please rate the above named individual on the following personal traits by checking the appropriate box to the right of the trait. In the left column please rank these personal traits in the order of their importance in respect to your own company or business.

<u>Order of Importance</u>	<u>Trait</u>	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Po</u>
_____	Attendance and Promptness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	Grooming and Dress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	Cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	Following Directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	Accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	Use of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructions: Please rate this individual in the following basic knowledge skills by checking the appropriate box to the right of each skill. In the left column please rank these basic knowledge skills in the order of their importance in respect to your company or business.

<u>Order of Importance</u>	<u>Skill</u>	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Po</u>
_____	Arithmetic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructions:

Please rate this individual in the following job skills by checking the appropriate box to the right of each skill. In the left column please rank these job skills in the order of their importance to your company or business.

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
_____ Typewriting Speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ Typewriting Accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ Typewriting Neatness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ Shorthand Speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ Shorthand Accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ Filing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. For employment with your firm or business, what should business school graduates possess as minimum skill requirements in typewriting and shorthand?

Typewriting: _____ Words per minute for _____ minutes. _____ errors?

Shorthand: _____ Words per minute for _____ minutes. _____ errors?

2. Which of the following courses do you think should be required of graduating secretarial and clerical workers, other than the skill subjects previously mentioned, for employment with your company or business?

_____ Accounting and Payroll	_____ Secretarial Procedures
_____ Business Arithmetic	_____ Charm
_____ Business Law	_____ Insurance Procedures
_____ Business English	_____ Model Office
_____ Business Correspondence	_____ Filing
_____ Speech	_____ Sociology
_____ General Psychology	_____ Other _____

3. How would you compare this individual, a graduate of the Canby Area Vocational Institute, to other new employees?

_____ Superior _____ Above Average _____ Average _____ Below Average

Basic Knowledge Skills--Continued

Order of
Importance

Skill

Excellent

Good

Fair

Po

Punctuation

Proofreading

Neatness of Work

Penmanship

Ability to express herself

Telephone Techniques

Business Machines: In the left-hand column please check the office machines which you consider necessary in respect to employment with your company or business.

Full-keyboard Adding-listing machines

Ten-key Adding-listing machines

Printing calculators

Rotary Calculators

Electronic Calculators

Accounting (posting) machines

Fluid duplicators

Office Off-set press

Transcribing machines

Key-punch machines

IBM MT/ST machines

Unit Record equipment

other _____

4. Are Canby Vocational School graduates adequately trained so they can advance on the job? _____ Yes _____ No

Please explain _____

5. Please list any suggestions or recommendations you may have for the improvement of the training of the graduates of the Canby Area Vocational Institute Business Division.
- _____
- _____
- _____

Please return this completed questionnaire to:

Robert B. Hessling
Business and Vocational Education Division
University of North Dakota
Grand Forks, North Dakota 58202

April 18, 1973

Gentlemen:

A survey of the strengths and weaknesses in job skills, basic knowledge, and personal traits of the 1970-72 graduates of the secretarial and clerical programs at the Canby Area Vocational Institute is being conducted by Mr. Robert B. Hessling, Graduate Student in Business and Vocational Education at the University of North Dakota, Grand Forks, North Dakota.

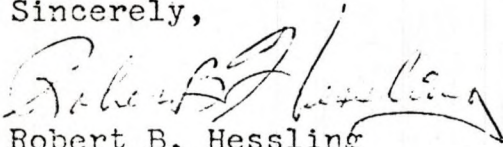
Because your company or business is now employing or has employed in the past, a graduate of one of these programs, we are asking for your cooperation to participate in this survey.

Please rate the individual whose name appears on the questionnaire in all of the traits, skills, and knowledges mentioned on the questionnaire. Please be assured that all ratings and any remarks that you may give will be kept in the strictest of confidence. Your cooperation will assist the administration and staff of the Canby Area Vocational School as well as other vocational educators in planning future curriculum revisions in their programs.

Please return the completed questionnaire in the enclosed, stamped self-addressed envelope.

Thank you for your cooperation.

Sincerely,


Robert B. Hessling

Enc.

May 7, 1973

Gentlemen:

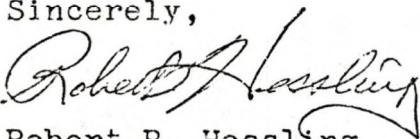
Upon checking through the questionnaires that I have received up to this time, I find that the questionnaire I sent you is missing.

I need and would appreciate your help in completing this survey. The information obtained from this questionnaire will assist the administration and staff of the Canby Area Vocational School as well as other vocational educators in planning future curriculum revisions in their programs.

If you have misplaced the questionnaire I sent you a few weeks ago, a duplicate is enclosed for your use.

Thank you for your help.

Sincerely,

A handwritten signature in cursive script that reads "Robert B. Hessling". The signature is written in dark ink and is positioned above the typed name.

Robert B. Hessling

Enc.

APPENDIX C

EXHIBIT 1

List of Secretarial Employers
Responding to Questionnaire

Northwestern National Bank
101 South Main Avenue
Sioux Falls, South Dakota 57101

Marigold Foods, Inc.
420 Eighth Avenue SE
Pipestone, Minnesota 56164

Montevideo Senior High School
111 South Fifth Street
Montevideo, Minnesota 56265

Plant Science Department
South Dakota State University
Brookings, South Dakota 57006

Schwans Sales Enterprises Inc.
115 West College Drive
Marshall, Minnesota 56258

Federal Crop Insurance Corp.
Federal Building, U.S. Courthouse
St. Paul, Minnesota 55101

Minn. Dept. of Manpower Services
324 West Third Street
Willmar, Minnesota

Kelco Economette Company
106 East College Drive
Marshall, Minnesota 56258

Lyon-Lincoln Electric Cooperative Inc.
Tyler, Minnesota

National Citizens Bank
102 St. Olaf Avenue
Canby, Minnesota 56220

Regal Division-Kayot, Inc.
788-29th Avenue SE
Minneapolis, Minnesota

Schott Corporation
604 West Erie Road
Marshall, Minnesota 56258

KXRB Radio
100 North Phillips Avenue
Sioux Falls, South Dakota 57102

Northern States Power Company
414 Nicollet Mall
Minneapolis, Minnesota 55401

Dr. William B. Knox
Dakota State College
Madison, South Dakota 57042

Daily Journal
Markstrasse North 303
New Ulm, Minnesota 56037

Alexander Chamber of Commerce
206 North Broadway
Alexandria, Minnesota 56308

EXHIBIT 2

List of Clerical Employers
Responding to Questionnaire

Gamble-Skogmo, Inc.
5100 Gamble Drive
Minneapolis, Minnesota 55416

Schwan Sales Enterprises
113-115- West College Drive
Marshall, Minnesota 56268

Fulda Free Press
Fulda, Minnesota 56131

First National Bank
1800 Broadway
Boulder, Colorado 80302

First National Insurance
303 East Main
Luverne, Minnesota 56156

State of Minnesota
Department of Public Safety
John Inland Blvd.
St. Paul, Minnesota 55115

WJON Cable TV
Box 1188
St. Cloud, Minnesota 56301

Stegner, Hendrickson, McNutti, Sullivan
Marshall, Minnesota 56258

Northwestern State Bank
P. O. Box 548
Ortonville, Minnesota 56278

J. C. Penney Company
28th Second Street NW
Ortonville, Minnesota 56278

Farmers State Bank
Kilgore, Nebraska 69216

Marshall Produce Company
103 North Eighth Street
Marshall, Minnesota 56258

Green Giant Company
710 East Seventh Street
Blue Earth, Minnesota 56013

Federal Reserve Bank
73 South Fifth Street
Minneapolis, Minnesota 55369

Kelco Economette Company
106 East College Drive
Marshall, Minnesota 56258

Lincoln National Life Insurance Co.
1811 West Second
Grand Island, Nebraska 68801

EXHIBIT 3

Opinions of Employers of Secretarial Graduates
Regarding Advancement On the Job

"We were very pleased with _____. She did show good initiative and took leadership when it was required of her."

"If Miss _____ had remained with us, we would have advanced her on the basis of her knowledge and performance."

"Miss _____ technical knowledge and ability is above average."

"They apparently are trained to fit themselves into the organization for which they go to work."

"New employees, are trained and helped on the job to help them adjust to their particular job."

"Much of this depends upon the person."

"_____ was not here long enough to say yes or no."

"We felt she did a good job in learning the routine and requirements in a short time."

"_____ is capable in most areas of our operation, could eventually supervise, lacks personal tact and ability to really become enthused, no reflection on training rather personality."

"It is unfair to judge an entire educational system by one individual."

"_____ has the basic training but lacks stability."

EXHIBIT 4

Opinions of Employers of Clerical Graduates
Regarding Advancement of the Job

"Vocational School graduates have acquired the work habit."

"_____ had used justowriters before. This helped her very much."

"We have not had the opportunity to advance _____ into a secretarial or clerical job, but is doing very well in our check imprinting department."

"Her skills are excellent. Her ability to sell herself, however needs development. This, however, is individual and comes with job experience."

"Not enough information to answer this question."

"Excellent attitude and performance level in general."

"Arithmetic accuracy defeated _____ in the office. She made an excellent sales person and catalog desk girl after we made the transfer."

"Difficult to say on the basis of only one employee."

EXHIBIT 5

Unedited Suggestions or Recommendations for Improvement
In Training Secretarial Graduates

"Have been observing girls working and have interviewed many boys and girls. Proficiency and skill cannot be stressed too much."

"How does a school teach maturity to the young and a sense of responsibility and pride in a job well done?"

"Regarding personality problems, perhaps a human relations course could have improved _____ occasional problem of getting along with fellow workers."

"Tell your graduates that if any of them think that they don't need to produce when they are on the job they are fooling themselves--this means that they better get in and dig and learn and practice all the skills and abilities needed for a job in order to hold down a job where they are employed. I interviewed 10 secretaries before hiring Miss _____. Some I know would have loafed on the job and they needed the job."

"Being _____ was the only graduate we have had I cannot think of any suggestions or recommendations."

"Only applicants with clerical aptitude potential should be accepted for this training by Vo-Tec Institutes."

"More training in proper telephone manners."

Unedited Suggestions or Recommendations for Improvement
in Training Clerical Graduates

"None to meet our requirements."

"None."

"If some banking would be taught, it of course would be helpful to people like us."

"Most on questionnaires not applicable to life insurance selling."

Books and Periodicals

- Ingram, Michal S.; Gimmy, Arthur E.; and Robertson, T. G. "A Re-evaluation of the General Business Concept." Junior College Journal, XXVII (October, 1957), p. 96.
- Masiko, Peter, Jr. "Follow-Up Studies in Co-educational Junior Colleges." Junior College Journal, XXVII (May, 1957), pp. 521-26.

Other Sources

- Canby Area Vocational Technical Institute. Bulletin of Canby Area Vocational Institute. Canby, Minnesota, Catalog Issue 1970-72.

Thesis

- King, Donald S. "A Survey of the 1968-69 Graduates of the One-Year Secretarial-Stenographic and One-Year General Clerical Programs at the North Dakota State School of Science," Unpublished Master's Thesis, University of North Dakota.

