

A SURVEY OF THE RECIPIENTS OF TRAINEESHIP, TITLE II,
MASTER OF NURSING PROGRAM, 1957-1964,
AT MONTANA STATE COLLEGE

by

PHYLLIS MARIE HOOVER

A technical paper submitted to the Graduate Faculty in partial
fulfillment of the requirements for the degree

of

MASTER OF NURSING

Approved:

Mrs. Laura Walker Ph.D.
Head, Major Department

Rita M. Darogh
Chairman, Examining Committee

Louis O. Smith
Dean, Graduate Division

MONTANA STATE UNIVERSITY
Bozeman, Montana

March, 1966

ACKNOWLEDGMENT

The writer wishes to thank Dr. Laura Walker and Miss Rita Darragh for their helpful assistance and support in making this paper possible.

The writer also expresses appreciation and gratitude to the secretaries of the School of Nursing and to the many other people for their assistance in conducting this study.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Nature of the Problem	5
Purposes of Study	6
Definition of Terms	6
Method of Research	6
Limitations and Assumptions	7
Overview of Remainder of Study	7
II. METHODOLOGY	8
III. THE QUESTIONNAIRE RESULTS	10
IV. SUMMARY OF STUDY	17
Summary	17
Conclusions	18
Recommendations	19
APPENDIX	
A. Letter to Trainee	22
B. Letter Accompanying Questionnaire	24
C. Followup Letter Accompanying Questionnaire	25
D. Questionnaire to the Recipients of Traineeship, Title II, who Graduated from Montana State College	26
LITERATURE CITED	28

LIST OF TABLES

TABLE	PAGE
I. Types of Employment Agencies in Which Respondents Were Employed	11
II. Types of Positions in Which Respondents Were Employed	13
III. Duration of the Nursing Employment Since the Respondent's Graduation	14

LIST OF MAPS

MAP	PAGE
1. Geographical Location in Which Respondents Were Employed	15

ABSTRACT

This study was a followup of the 1959-1964 graduates of the Master of Nursing Program at Montana State College (Montana State University) who received Traineeship, Title II, under Public Law 911.

The study attempted to determine in what capacities the graduates were employed, for how long, and where.

The research method was the descriptive survey conducted by sending questionnaires to the fifty-four living graduates. Forty-six of the fifty-four, eighty-five percent, replied.

The data revealed that forty-three respondents were employed by schools of nursing, twenty-three by hospitals, and twenty by a variety of "other" agencies. Twenty-five respondents indicated that they had been employed in more than one type of agency since graduation. Thirty-two respondents had been employed as teacher of nurses, seventeen as staff nurse, and fifteen in "other" positions.

Twenty-four respondents had been employed full time since graduation. Eight respondents had been employed for a period of all but one year, three all but two years, two all but four years, and seven for a period of less than one year since graduation. Thirty-one respondents indicated employment in Montana. Twenty-five respondents had been employed in more than one state. Twenty-seven respondents had employment in sixteen other states and three foreign countries.

CHAPTER I

INTRODUCTION

On August 2, 1956, the President of the United States signed into law a bill known as the "Health Amendments Act of 1956". This bill became Public Law 911.¹

In its final form the Health Amendments Act consisted of five subtitles. Title I authorized traineeships for graduate education of professional public health personnel. Title II appropriated funds for traineeships for the education of professional nurses preparing for administrative, supervisory, and teaching positions. Funds were appropriated to states for the extension and improvement of practical nursing educational programs by Title III. Title IV was an extension of the Hospital Survey and Construction Act; and Title V appropriated special project grants for mental health.²

The purpose of this law was to improve the health of the people by assisting in increasing the number of adequately trained professional and practical nurses and professional public health personnel, assisting in the development of improved methods of care and treatment in the field of mental health and for other purposes.³

A separate program was established to implement the legislation for Title II of Public Law 911. The standards and policies for this program

¹"Report on the Professional Nurse Traineeship Program," Nurses for Leadership (Washington: Government Printing Office, 1957), p. 5.

²United States Statutes at Large, Vol. 70 (Washington: Government Printing Office, 1957), pp. 923-929.

³Ibid., p. 923.

were developed by a joint effort of an appointed committee and the Surgeon General. This committee was composed of representatives from the fields of nursing, nursing education, hospital administration, and medicine.⁴ The title given to this program was the Professional Nurse Traineeship Program.⁵

In accordance with the purpose of Public Law 911, the Professional Nurse Traineeship Program developed similar aims and goals.

The purpose of the Professional Nurse Traineeship Program was to improve the quality of patient care by increasing the number of graduate nurses with preparation for positions as administrators, supervisors, and teachers in hospitals and related institutions, public health agencies and schools of nursing.⁶

In accomplishing this purpose the Traineeship Program awarded traineeships which included tuition, fees, a stipend for living expenses, and some travel allowance. Traveling expenses from the trainee's present location to the place of instruction were allowed at six cents a mile. Shipping charges for personal effects and cost of dependents travel were not covered by the traineeship. Each trainee was allowed an additional \$360 for each legal dependent. This was paid in equal monthly installments over the period of actual study.⁷ The 12-month stipend amounted to: pre-bachelors - \$2400;

⁴Ibid., p. 924.

⁵Nurses for Leadership, loc. cit.

⁶"Facts about the Professional Nurse Traineeship Program," Public Health Service Publication, No. 520 (Washington: Government Printing Office, 1962).

⁷"New Federal Traineeship Include Tuition, Stipend, Travel, Dependents," American Journal of Nursing, Vol. 56 (October, 1956), p. 1322.

post-bachelors - \$3000; post-masters - \$3600.

One of the policies of the Traineeship Program limited the traineeship for full-time study to a maximum of twenty-four months. This was further limited to twelve months at the baccalaureate level, eighteen months at the post-baccalaureate level, and twelve months at the post-master's level. Another policy pertaining to the traineeship period was that summer sessions were included only if part of the program or if the session allowed a student to complete her degree.⁸

Selection of the trainees was also included in the written policy of the Traineeship Program. The criteria for selection were based upon the institution's own admission and program policies and the following requirements:

1. Must be a graduate of a State-approved school of nursing.
2. Must be a citizen of the United States or have filed a declaration of intent to become a citizen.
3. Must qualify in terms of academic standing, personal qualifications, and financial need.
4. Preferably should be able to complete her program in twelve months or less of full-time academic study if enrolled in any pre-baccalaureate program, specialized or general.⁹

Besides the development of the Traineeship Program, Title II of Public Law 911 also authorized the establishment of a conference to evaluate

⁸Public Health Service Publication, op. cit.

⁹Ibid.

the effectiveness of the traineeships. The members of this conference assisted the Surgeon General in:

appraising the effectiveness of the traineeships in meeting the needs for professional nurses in teaching, supervisory, and administrative positions and in considering modifications which may be desirable to increase its effectiveness, including possible means of stimulating State participation in the administration and financing of advanced training of professional nurses through Federal matching grants to States for the support of traineeships or related training activities.¹⁰

The first Evaluation Conference was held in 1958, the second in 1963. Representatives from the fields of nursing education, medicine, hospital and public health nursing service, hospital administration, education, and public health administration participated in the two conferences. During this evaluation the extent to which the Traineeship Program had helped meet the need for educated administrators, supervisors, and teachers of nursing was determined.^{11,12}

The report of the 1963 Evaluation Conference indicated that during the first six years of the Program, 9,029 nurses had received traineeships. The findings of this Conference revealed that:

Nearly half, 45.7%, were 30 years of age or younger. Slightly more than 60%, a total of 5,458, studied at the graduate level.

Of the total, 55 percent were studying for supervision and 21 percent for administration. While data for earlier years are not available, in 1960 and 1961, of 1,447 graduate level trainees, a total of 835 completed their programs of study during their traineeships.

¹⁰United States Statutes at Large, op. cit., p. 925.

¹¹"News Highlights," American Journal of Nursing, Vol. 58 (July, 1958), p. 942.

¹²Nurses for Leadership, op. cit., p. vii.

Followup on the accomplishments of former trainees has been conducted through questionnaires sent not less than 6 months after the traineeship was completed. Replies from 6,240 of the 7,215 who received traineeships during the period from 1957 through 1961 show that 38.8 percent were teachers, 31.3 percent were in nursing service positions of head nurse or above and 7.2 percent were continuing in school. In the 1960 and 1961 followup, trainees were asked to provide additional information regarding any change in their level of responsibility following traineeship study. Of the 2,108 responding, 56 percent said they were holding positions at a higher level.¹³

Acting on the recommendations of the 1963 Evaluation Conference, Congress continued the Traineeship Program for another five years. The 1964 legislation also added some modifications and new programs to the original bill. It established a program for financial assistance for construction and rehabilitation of nursing schools. Another program appropriated aid to collegiate and associate degree schools of nursing for the improvement and expansion of their programs. Included also in this last program was a system of formula grants for subsidies to diploma schools of nursing. A student loan program, modeled after the National Defense Education Assistance Act of 1963, became available for all types of nursing schools.¹⁴

The nature of the problem. The Traineeship Program had been established at Montana State College (Montana State University) School of Nursing since 1957. The Master of Nursing Program at Montana State College also was

¹³Nurses for Leadership, op. cit., p. 7.

¹⁴"House, Senate Approve Nursing Bill-News," American Journal of Nursing, 64 (September, 1964), p. 11.

established in the same year. Data of the 1958 and 1963 Evaluation Conference did not provide nursing schools with specific information of the school's own recipients of Traineeship, Title II. The School of Nursing at Montana State College had no evaluation program which provided information about its own graduates who received assistance from Traineeship, Title II. It was the recognition of this lack of information about these graduates which led to this study. Specifically, what has been the nursing employment of the recipients of Traineeship, Title II, since the completion of the Master of Nursing Degree? What has been the length of this employment? How many of the graduates had been employed in Montana?

Purposes of study. The purposes of this study was to survey the fifty-four living graduates who received assistance from Traineeship, Title II, to determine in what capacities these graduates were employed, for how long, and where.

Definition of terms. Aside from the terminology defined within the context of the paper, the following terms are defined:

traineeship: scholarship awarded on the basis of academic and personal qualifications.¹⁵

recipient: graduate nurse who received financial assistance from Traineeship, Title II.

questionnaire: term used to describe the tool employed in the collection of data.

Method of research. The research method was the descriptive survey

¹⁵Trainee letter (See appendix A)

employing the questionnaire as the tool for collection of data. The population selected were the 1957-1964 recipients of Traineeship, Title II, for the Master of Nursing Program at Montana State College. Fifty-five nurses had completed the Master of Nursing Degree with financial assistance of Traineeship, Title II. The questionnaire was mailed to the fifty-four living graduates.

Limitations and assumptions. The study was limited to the replies obtained from forty-six respondents of the questionnaire. The study did not include the recipients of Traineeship, Title II, for the year 1965, or the deceased recipient. The reliability of the data collected depended upon the respondent's ability to interpret and reply with complete and truthful information. This in itself, however, was considered one of the basic assumptions in the study; that is, the recipient could respond with complete and accurate information. No attempt was made to evaluate or measure the quality of nursing care being given by the recipients of Traineeship, Title II, so in this respect, the purpose of the study was limited.

Overview of remainder of study. The second chapter of the study contains further discussion of the methodology used in the collection of the data. Chapter three presents the results of the responses to the questionnaire. The fourth chapter presents the summary, conclusions and recommendations for further study of the Traineeship Program at Montana State University.

CHAPTER II

METHODOLOGY

A list of the 1957-1964 recipients of Traineeship, Title II, was obtained from the records office of the School of Nursing at Montana State College. Fifty-five nurses had completed their Master of Nursing Degree with financial assistance of Traineeship, Title II. The population in the study was the fifty-four living graduates.

Two of the fifty-four recipients were males. Twenty-seven of the recipients were in the age group, nineteen to thirty, fifteen were between thirty-one and forty; nine between forty-one and fifty, and three were fifty-one to sixty years of age.

The questionnaire was selected as the most effective tool for the descriptive research because of its advantage of being mailed over a large geographical area. The recipients were scattered over a large area which in itself limited the method for collecting the data. The nature of the problem was also suitable for the use of the questionnaire.

The first part of the questionnaire was an Employment Key which was adapted from the application form of Traineeship, Title II. This Key provided a list of agencies and nursing positions from which the respondent could complete the second part of the questionnaire. The category "other" was also provided to include agencies and positions which were not listed in the Employment Key.

The second part of the questionnaire was in the form of an Employment Record consisting of four columns requesting information of the recipient's nursing employment since graduation. Column I related to the type of agency; Column II identified the type of position; Column III requested dates of

employment; and Column IV identified the geographical location of the nursing employment.

The questionnaire was submitted to eight students on the 1965-1966 Master of Nursing Program at Montana State University. The students completed the questionnaire and reviewed it for clarity and understanding. One change was made in the second part of the questionnaire. The title of Column I of the Employment Record was changed to correspond to the title "Type of Agency" in the Employment Key.

A mailing list was obtained with the assistance of the School of Nursing and the Alumni Association. Zip code numbers were also obtained from the Postal Service in Bozeman. The questionnaire was mailed with an enclosed letter of explanation, and the stamped self-addressed envelope. (Appendix B)

Four weeks later a followup letter was mailed to the recipients who had not returned the first questionnaire. A second copy of the questionnaire with another stamped self-addressed envelope were included with this follow-up letter. (Appendix C)

Of the fifty-four questionnaires mailed to the recipients, forty-six or eight-five percent were returned.

CHAPTER III

THE QUESTIONNAIRE RESULTS

Eight of the fifty-four nurses to whom questionnaires were mailed did not reply. Information from the forty-six completed questionnaires comprised the data of the study. It was learned from the faculty of the School of Nursing that the deceased graduate had been employed in Montana and Oregon as a teacher of nurses. However, this information was not included in the data of the study.

The questionnaire consisted of two parts: Part I, an Employment Key; and Part II, an Employment Record. The Employment Key was not used in the analysis of the data. Its purpose was to guide the respondent in completing Part II of the questionnaire. The data of the Employment Record were analyzed in terms of type of agency, type of position, duration and geographical location of employment.

Types of employment agencies in which the respondents were employed are shown in Table I, page 11. One respondent indicated that she had been unemployed since receiving the Master of Nursing Degree. Forty-three recipients indicated that they had been employed in schools of nursing. Of these, twenty-two had been employed in a baccalaureate program, five in a hospital diploma program; six in a post-baccalaureate program, five in an associate degree program, and four in a practical nurse program.

The hospital was the next most prevalent agency having been indicated by twenty-three of the respondents. Twenty nurses had been employed in a variety of "other" agencies. This third group included doctor's office, nursing home, Public Health Agency, Board of Education, professional organization, World Health Organization, State Board of Nursing, Girl Scout

TABLE I

TYPE OF EMPLOYMENT AGENCIES IN WHICH
RESPONDENTS WERE EMPLOYED

TYPE OF AGENCY	NUMBER OF RESPONDENTS
School of Nursing	43 Total
Baccalaureate	22
Post-Baccalaureate	6
Associate Degree	5
Hospital (Diploma)	5
Practical Nurse	4
Hospital	23 Total
Other	20 Total
Self employed	4
Doctor's office	3
Nursing home	2
Public Health Agency	2
Board of Education	2
Professional Organization	1
World Health Organization	1
State Board of Nursing	1
Girl Scout Camp	1
Research Project	1
Full-time student	1
Unemployed	1

Camp, Research Project, and full-time student. Twenty-five respondents indicated that they had been employed in more than one type of agency since graduation.

Table II on page 13 represents the types of positions in which the respondents were employed. Teacher of nurses was the most prevalent, having been indicated by thirty-one respondents. The next most common nursing position was staff nurse with seventeen respondents. Seven respondents indicated that they had held the position of head nurse. The position of administrator, supervisor, and private duty nurse were each held by four nurses.

The frequency of the next most common position was "other" positions held by fifteen respondents. Nursing positions included in this "other" category were inservice educator, coordinator, director of nursing education, assistant head nurse, consultant, assistant executive secretary, and full time student. The full time student was enrolled in post master's study.

On page 14, Table III represents the duration of the nursing employment for each graduating class. Twenty-four respondents had been employed full time since graduation. Eight respondents had been employed for a period of all but one year, three all but two years, two all but four years, and seven for a period of less than one year since graduation.

The geographical location in which the respondents were employed has been represented by the map on page 15. The numerical value within each state indicates the number of respondents who had at one time or another been employed within the state. Some of the recipients had been employed

TABLE II
TYPES OF POSITIONS IN WHICH RESPONDENTS
WERE EMPLOYED

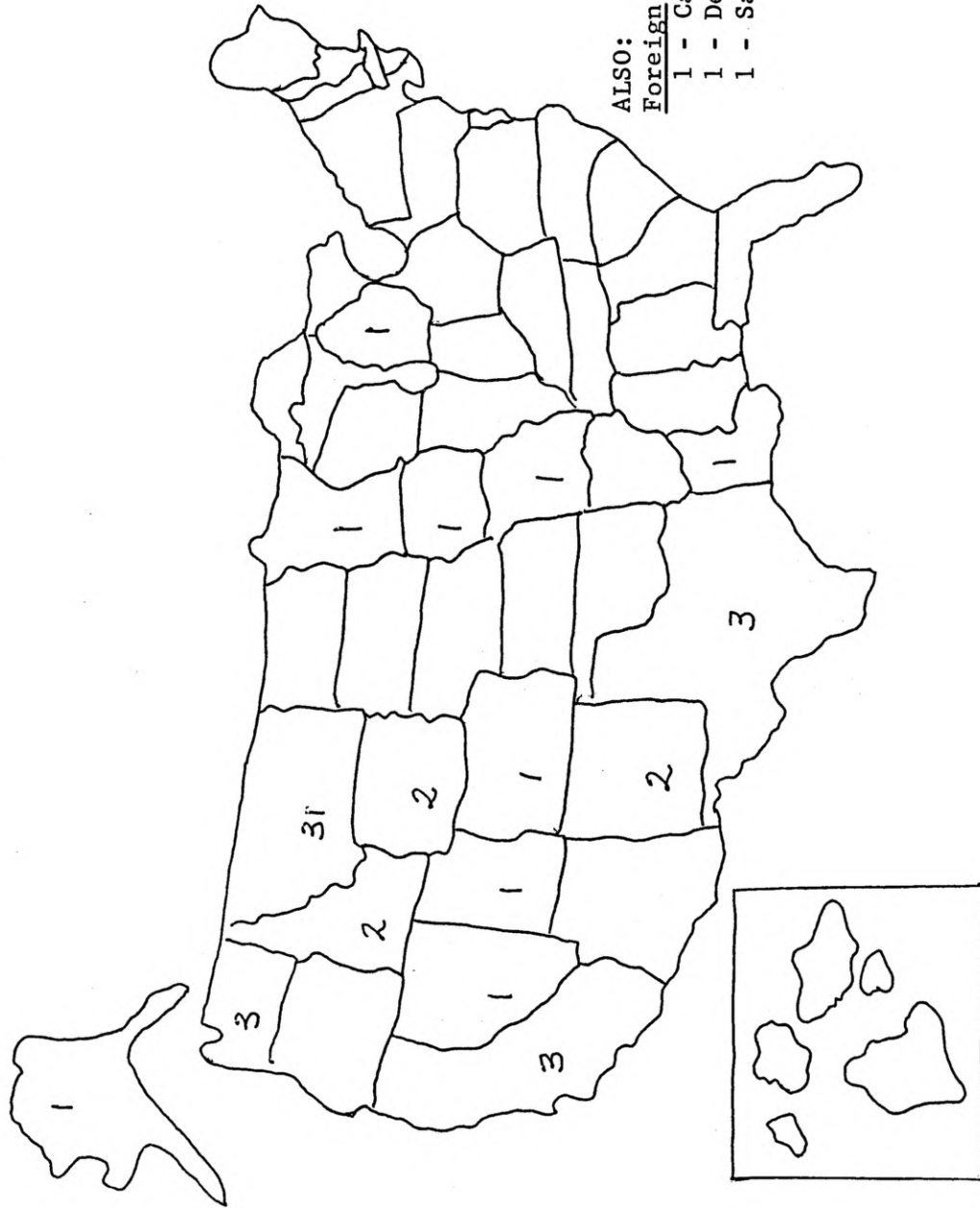
TYPE OF POSITION	NUMBER OF RESPONDENTS
Teacher of Nurses	32
Staff Nurse	17
Head Nurse	7
Administrator	4
Supervisor	4
Private Duty Nurse	4
Other	15 Total
Inservice Educator	2
Coordinator	2
Director of Nursing Education	2
Assistant Director of Education	2
Assistant Head Nurse	1
Consultant	1
Assistant Executive Secretary	1
Full time student	1
Unemployed	1

TABLE III

DURATION OF THE NURSING EMPLOYMENT SINCE
THE RESPONDENT'S GRADUATION

YEARS OF EMPLOYMENT	C L A S S				
	1959	1960	1961	1962	1963
Full time employment	1	2	6	7	1
All but one year	1	1	1	3	2
All but two years			1	2	
All but four years	1	1			
Less than one year		1		1	1
Unemployed			1		

GEOGRAPHICAL LOCATION IN WHICH RESPONDENTS WERE EMPLOYED



CHAPTER IV

SUMMARY OF STUDY

Summary. This study was a followup of the 1959-1964 graduates of the Master of Nursing Program at Montana State College who received Traineeship, Title II, under Public Law 911.

The study attempted to determine in what capacities the graduates were employed, for how long, and where.

The research method was the descriptive survey conducted by sending questionnaires to the fifty-four living graduates. The first part of the questionnaire was an Employment Key which was adapted from the application form of Traineeship, Title II. The Employment Key was not used in the analysis of the data. Its purpose was to provide a list of agencies and nursing positions from which the respondent could complete the second part of the questionnaire.

The second part of the questionnaire was an Employment Record consisting of four columns. Column I related to the type of agency; Column II identified the type of position; Column III requested dates of employment; and Column IV identified the geographical location of the nursing employment.

Eight of the fifty-four nurses did not reply. Information of the forty-six completed questionnaires comprised the data of the study. One respondent indicated that she had been unemployed since receiving the Master of Nursing Degree.

The data revealed that the most prevalent agency was schools of nursing with employment of forty-three respondents. The next most prevalent agency was hospitals with twenty-three respondents. Twenty respondents had

employment in "other" agencies which included doctor's office, nursing home, Public Health Agency, Board of Education, professional organization, World Health Organization, State Board of Nursing, Girl Scout Camp, Research Project, and full time student. Twenty-five respondents indicated employment by more than one type of agency.

Teacher of nurses was the most prevalent nursing position of thirty-two nurses in the study. Staff nurse was the second most frequent nursing position of seventeen respondents. Fifteen respondents indicated employment in "other" positions which included inservice educator, coordinator, director of nursing education, assistant director of education, director of nursing service, assistant head nurse, consultant, assistant executive secretary, and full time student.

Twenty-four respondents had been employed full time since receiving the Master of Nursing Degree. Eight respondents had been employed for a period of all but one year, three all but two years, two all but four years, and seven for a period of less than one year since graduation.

Montana was the location of employment for thirty-one respondents. Twenty-four respondents indicated employment in Washington, California, Texas, Wyoming, Idaho, New Mexico, Alaska, Utah, Colorado, Minnesota, Michigan, Missouri, and Louisiana. Employment for one respondent each was in Canada, Denmark, and Saudi Arabia. The findings indicated that twenty-five respondents had been employed in more than one state.

Conclusions. The data revealed that most of the nurses had been employed in agencies offering leadership positions. Forty-three of the

respondents had been employed by schools of nursing, twenty-three by hospitals, and twenty by a variety of "other" agencies offering leadership positions. Employment had been in the main areas of education, supervision, and administration. Twenty-three respondents had been employed as teachers, seven as head nurse, four as administrator, and four as supervisor. Fifteen respondents employed in "other" positions also implied functions of education, supervision, and administration. Most of the respondents had been employed full time since receiving the Master of Nursing Degree. Twenty-four respondents had been employed full time, eight for a period of all but one year, three all but two years, two all but four years, and seven for a period of less than one year since graduation. Thirty-one respondents had been employed in Montana. However, twenty-five respondents had been employed in more than one state. Twenty-seven respondents had employment in sixteen other states and three foreign countries.

Recommendations. It is recommended that additional studies involving the population in this research should be done. These studies might include the following:

1. Periodic followup of the recipients of Traineeship, Title II, from the United States Public Health Service, who completed their Master of Nursing Degree from Montana State University.
2. Followup of the recipients of Traineeship, Title II, who completed their Bachelor of Nursing Degree from Montana State University.
3. Further followup of the nurses in this study investigating course content in the nursing curriculum at Montana State University which seemed

most helpful to them in their nursing employment.

4. A study of the nursing opportunities within Montana to determine if the needs of the graduates from Montana State University can be met.

APPENDIX

APPENDIX A

LETTER TO TRAINEE

Dear Trainee:

The Professional Nurse Traineeship Program, under which you are now receiving funds for full-time study, began in 1956 because of a critical situation in nursing--the shortage of qualified administrators, supervisors, and teachers. Nursing leaders and members of Congress believed that the key to the improvement of patient care lay in alleviating this shortage, and that the best way to do this was to make it possible for more nurses to get advanced preparation in these fields.

The traineeship program originally authorized by Congress for three years was extended an additional five years since it was recognized that there was need for continuing this type of assistance. The present program will terminate June 1964 unless it is again extended by Congressional action. During the first six years of the program, 9,000 nurses received traineeship aid.

Many trainees have been concerned about their responsibilities in accepting these funds. They have asked us such questions as: "Do I have to pay back any of the money I receive?" "Do I have an obligation to return to my previous job or to my home State?" "How soon must I find employment in my field of specialization and how long must I work in it?"

A traineeship is a scholarship rather than a loan. It is awarded on the basis of the student's academic and personal qualifications and sincere interest in improving her administrative, supervisory, or teaching skills. A traineeship is, in effect, the Federal government's investment in the future good health of the nation. The amount of a traineeship does not need to be paid back to the Federal government. There are, however, a number of responsibilities that you assume when you accept a traineeship. The most important of these is to take a position in the field for which you are preparing as soon as possible after completion of your traineeship. You should always keep in mind, when planning your career in nursing, that the reason you received these funds was to increase your skills and knowledge to help meet the critical need for prepared administrators, supervisors, and teachers in order to improve all types of nursing services.

We ask also that you provide certain information about yourself. When you start on a traineeship a Notice of Appointment is filed with us giving data on your education and experience. This will be followed, from time to time, by requests from us for additional information regarding your activities after you have finished your educational experience. What you tell us about your employment, and any comments you have, will be most valuable to us in bringing to members of Congress, other nurses, and the

public, the story of the traineeship program and what it has done.

Finally, we ask you to keep us informed of changes in name and address for two years following completion of your traineeship, so that we will know where to send our follow-up questionnaires. You can do this by sending a letter or postcard to the Training Grants Branch, Division of Nursing, U.S. Public Health Service, Washington 25, D. C., giving your name at the time you received the traineeship, name of the school, the date of the award, and the appropriate changes to be made in our records.

If you are like our trainees in the past I know you will return to work stimulated by your educational experience and with fresh ideas and new skills. Congratulations and best wishes for success now and in the future.

Sincerely yours,

/s/

Margaret G. Arnstein
Chief
Division of Nursing

APPENDIX B

LETTER ACCOMPANYING QUESTIONNAIRE

17 East Story, Apt. 1
Bozeman, Montana
October 16, 1965

Dear

I am a student in the Master of Nursing Program at Montana State University, Bozeman, Montana. As partial fulfillment of the requirements I am doing a followup of the 1957-1964 recipients of Traineeship, Title II, enrolled on Master of Nursing Program at Montana State College.

The intent of this study is to identify the nursing positions held by the recipient after completion of her studies. As you were a recipient of Traineeship, Title II, I am seeking your help in doing this survey.

I would appreciate your completing the enclosed questionnaire and returning it to me within three days. A stamped self-addressed envelope is enclosed for your convenience.

Thank you for your assistance and immediate response.

Sincerely,

Phyllis M. Hoover, R.N.

Enclosures

The faculty and staff from Montana State University, School of Nursing appreciate your assistance with this study.

Laura Walker, R.N. Ph.D.
Director, School of Nursing

APPENDIX C

FOLLOWUP LETTER ACCOMPANYING QUESTIONNAIRE

17 East Story, Apt. 1
Bozeman, Montana
November 7, 1965

Dear

On October 16, 1965, a form entitled "Questionnaire to the Recipients of Traineeship, Title II, who Graduated from Montana State College" was mailed to you. As yet I have not received your reply.

In the event that the original form was lost, I am mailing you another copy with a self-addressed envelope for your convenience. In order to obtain a true picture of the nursing positions held by the recipient after completion of his studies, I am striving for 100% return on the questionnaires. You can help me achieve this goal by completing the form and returning it to me.

Thank you for your cooperation and immediate response.

Sincerely,

Phyllis M. Hoover, R.N.

Enclosures

APPENDIX D

QUESTIONNAIRE TO THE RECIPIENTS OF TRAINEESHIP, TITLE II, WHO GRADUATED FROM MONTANA STATE COLLEGE

INSTRUCTION: List the nursing positions that you have held since receiving your master's degree including change of position within the same agency. From the Employment Key select the name of the agency and the title of the position and write them in Columns I and II of the Employment Record. Complete the remaining two columns (III and IV) by writing the dates of employment and the employment location.

EMPLOYMENT KEY*

Type of Agency

Hospital
Nursing Home
Rehabilitation Center
Public Health Agency
Board of Education
Industry
Professional Organization
School of Nursing (please specify)
 Hospital (diploma)
 Junior College
 Baccalaureate
 Post-Baccalaureate
 Practical Nurse
School of Public Health
Self employed
Full-time student
Not employed
Other agency (please specify)

Type of Position

Administrator
Supervisor
Consultant
Inservice Educator
Coordinator
Teacher of Nurses
Head Nurse
Staff Nurse
Private Duty Nurse
Clinical Specialist
Student
None
Other (please specify)

EMPLOYMENT RECORD

Column I	Column II	Column III		Column IV
Type of Agency	Type of Position	Dates Employed		Location
		From-	To-	City & State

*Copied from the application form for Traineeship, Title II.

LITERATURE CITED

LITERATURE CITED

Nurses for Leadership. Report on the Professional Nurse Traineeship Program.
Washington:Government Printing Office, 1957.

Public Health Service Publication, No. 520. Facts about the Professional
Nurse Traineeship Program. Washington:Government Printing Office,
1962.

United States Statutes at Large. Washington:Government Printing Office,
1957.

"House, Senate Approve Nursing Bill-News," American Journal of Nursing,
September, 1964, pp. 11, 21.

"New Federal Traineeship Include Tuition, Stipend, Travel, Dependents,"
American Journal of Nursing, October, 1956, pp. 1322-1323.

"News Highlights," American Journal of Nursing, July, 1958.