1940

The Place of "Education for Business" at Dunbarton College of Holy Cross, a liberal arts college

Marr, Sister Mary Justine
Boston University

http://hdl.handle.net/2144/4268

Boston University
BOSTON UNIVERSITY

College of Business Administration

THESIS

The Place of "Education for Business" at Dumbarton College of Holy Cross, a Liberal Arts College.

by

Sister Mary Justine Marr, C. S. C.
(B. S. in P. A. L., Boston University, 1929)

submitted in partial fulfillment of
the requirements for the degree of

MASTER OF COMMERCIAL SCIENCE

1940
## CONTENTS

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>II. PRELIMINARY INFORMATION</td>
<td></td>
</tr>
<tr>
<td>Definition of collegiate commercial education</td>
<td>4</td>
</tr>
<tr>
<td>Development of commercial education</td>
<td>5</td>
</tr>
<tr>
<td>Objectives of collegiate commercial education</td>
<td>27</td>
</tr>
<tr>
<td>Definition of a liberal arts education</td>
<td>37</td>
</tr>
<tr>
<td>Development of liberal arts education</td>
<td>38</td>
</tr>
<tr>
<td>Objectives of a liberal arts education</td>
<td>43</td>
</tr>
<tr>
<td>III. WHAT SHOULD BE THE CURRICULUM FOR COLLEGIATE COMMERCIAL EDUCATION IN WASHINGTON, D. C.?</td>
<td>49</td>
</tr>
<tr>
<td>Opportunities for college women in the Federal service; the statistical worker</td>
<td>50</td>
</tr>
<tr>
<td>The Social Secretary</td>
<td>61</td>
</tr>
<tr>
<td>The Executive Secretary</td>
<td>67</td>
</tr>
<tr>
<td>Tabulation of offerings in other colleges</td>
<td>79</td>
</tr>
<tr>
<td>Tabulation of objectives</td>
<td>81</td>
</tr>
<tr>
<td>IV. CONCLUSION</td>
<td>83</td>
</tr>
<tr>
<td>Objectives</td>
<td>83</td>
</tr>
<tr>
<td>Curriculum proposed for college-trained women in Washington, D. C.</td>
<td>84</td>
</tr>
<tr>
<td>V. SUMMARY</td>
<td>85</td>
</tr>
</tbody>
</table>

BIBLIOGRAPHY
in a particular locality—Washington, D. C.

Its specific purpose is to organize a curriculum of commercial education for Dunbarton College of Holy Cross, Washington, D. C., a liberal arts college, which will make the necessary adjustment between the so-called traditional cultural education and the demands of present-day society which students will of necessity be required to meet upon graduation. Through this program the student will have the desired liberal arts background; but in addition, because of her personal need, she will acquire such commercial education as will properly equip her to take her place in the world where increasingly more varied opportunities lie open to her for her own and society's welfare.

This investigation embraces a brief historical study of the higher education of women including a consideration of both collegiate-commercial and liberal arts education. Before setting up a curriculum for Dunbarton College, a group of students made a survey of the occupational opportunities for women in the District of Columbia. These students trained in the interview method, and by means of a questionnaire, selected certain fields of interest and made contacts with desirable employers. A summary and tabulation of their findings are set forth.

A further comparative study of current collegiate catalogues records the aims and courses offered in similar institutions.

The main purpose of this study is to formulate a curriculum for Dunbarton College which will provide not only for the economic needs of young women but also for those of a religious and cultural nature to the end that students may be better able to take their place in the business
world and society as competent, educated women prepared to meet the
demands of life with poise and appreciative understanding.

In conclusion, the writer would like to extend a word of appreci-
ciation to all the Sisters of the Holy Cross who, in so many ways,
made the completion of this work possible. Acknowledgment of aid is
due the following students who graciously helped the writer in the
survey: the Misses Janet Handy, Gertrude Kirk, Doris Tansly, Anna
Marie Vieth, Anne Walsh, and Rita Zuck. It was encouraging to find
with what eagerness and understanding the selected group of business-
men cooperated in this study. To them we owe much and it is our hope
that as a result of this survey we may more intelligently prepare our
students to anticipate the needs of their future employers; thus we
will, in a measure, repay them for their time and interest.
Chapter II

COLLEGIATE COMMERCIAL EDUCATION

Definition

In America attendance at school is "the thing" to do. It is a style, a habit. To illustrate, we have nursery schools for the youngest, junior colleges, senior colleges, graduate schools, and adult education for the oldest. In Washington, D. C., particularly, this attitude is very noticeable. In an effort to meet one phase of the demand for adequate education and as background for setting up a commercial curriculum at Dunbarton College of Holy Cross, Washington, D. C., a resume will be made of collegiate commercial education.

Today business turns to education on the collegiate level to secure its trained personnel and leaders. As an adjustment in our educational system to the growing demands of the modern business world the collegiate school for business has been established. Before proceeding to the historical development of this educational field the definition of the term must be stated. Commercial Education therefore may be defined as that "education and training which prepares specifically for an understanding of the relationship and performance of activities in business." (1)

Business education on the college level is but another tendency of higher education which has resulted in specialized training. We have

training for law, for medicine, for engineering, for social service administration, and now for business. Philosophically, this movement represents a fruition of the educational creed of modern civilization—an adjustment of colleges and universities to public needs.

Development

Primitive business education was secured through imitation and narration of legends. There were no new paths; it was a continuation of traditions. In medieval times the apprenticeship system took care of education for business and herein it was the duty of the master to educate thoroughly. This included every detail in regard to trade besides the responsibility of the moral and physical development of the youth. Close and constant contact with the master was a distinct advantage over our present-day group education. For the protection of the worker, guilds were organized, to regulate wages, hours of work, conditions of work, etc. Our labor unions of today are a development of this guild movement of medieval times.

The Mercantilists developed trade. It was necessary now to know about exchange, foreign money, laws of commerce, taxes. Travel and communication brought about new markets.

With the industrial revolution, the development of machines, and large-scale production, more people were able to enter occupations; more people were finding it necessary to have some general and occupational education, and as a result we had a need for definite systems of training. The apprenticeship system could no longer provide training for
business. Private business schools were organized; commercial curricula were set up in public high schools, and as a final outgrowth of this economic development we find the collegiate school for business. With the development of American industry it was found necessary to have some organized plan of accounts. R. M. Bartlett discovered there was no place one could learn bookkeeping. With this as a beginning of business needs he opened a business school in Philadelphia. This enterprise spread to Pittsburgh and Cincinnati.

Among the early organizers of collegiate-commercial education is found James Dunwoody Brownson De Bow who, in 1851, after great effort, succeeded in having a school of commerce incorporated in the University of Louisiana. Instruction was given in political economy and commerce. This program, however, was abandoned in 1857.

From 1860 to 1890 business education was almost completely the task of the private business school.

In 1893 the Business Education Section was first recognized by the National Education Association. After this, high school commercial courses were more generally recognized. These courses were modeled after the business school. Instructors in the high schools were only business school graduates which meant, in many cases, no education on the high school level.

In 1875 the typewriter was manufactured and this worked a revolution in the field of commercial education. It opened a vast field of training and was a gold mine to these privately owned business schools. It was the typewriter which brought women into business and resulted in
the introduction of the allied subjects of shorthand and secretarial science.

Because of the success in training found in the business schools, the public began to object to the teaching of "fads and fancies" in the school system. By 1910 there was a revulsion in the feelings of the people because they did not appreciate the attitude of the college-trained teacher, with her academic and theoretic training. The general public was looking upon college students and college-trained teachers with scorn—"absent-minded professor," "nothing practical."

This attitude brought about in the public secondary school system three major courses:

1. Bookkeeping—bookkeeping, arithmetic, correspondence, law, penmanship.
2. Shorthand—shorthand, typewriting, English, and spelling.
3. Combined.

The high school commercial curriculum was still unsatisfactory, for it imitated the business school. By 1916, however, there was a reorganization and a return to the offering of college subjects with a more systematic and controlled offering of business subjects. When the effort was made, in reorganizing, to bring in more social studies, and less specialization, improvement was noted.

Business schools do not take care of the fundamentals. They are concerned with the preparation of the student for the immediate job and his retention of that job, for it is in the keeping of the job that the success of the business school rests. Through the solicitation for young students, even sixth grade pupils, business schools lost much in
the way of prestige. At first they would do anything to gain pupils, but such a practice no longer exists.

The business school in the American plan of education is most successful in that position wherein students on the completion of the general high school curriculum make immediate preparation for a particular job. In this way the student is of a more workable age and will have had besides the business training a well-rounded background through high school courses. This step has been shown beneficial both to the student and the business man.

Parallel with this secondary commercial school program was the progress made by the collegiate school for business. In 1869, through Robert E. Lee, President of Washington College, recommendations were made urging the establishment of a school of commerce. It was not until 1906, however, that the present school of commerce was established in Washington and Lee University.

The year 1881 marks the founding of the first successful collegiate school, the Wharton School of Finance and Commerce, at the University of Pennsylvania. For seventeen years it remained the "lone pioneer" of this new educational development. It was originally a course of two years, requiring two years in the general arts college. The curriculum consisted largely of political economy, political science, accounting, and mercantile law. A Bachelor's degree was given on completion. By 1894 these courses were broadened and extended to four years.

The University of California set up a four-year course in 1898;
about one-half of the studies given were general college courses and the other half were in the fields of philosophy, law, politics, economics, geography, technology, mathematics. Its purpose was stated as follows:

this college is intended to afford an opportunity for the scientific study of commerce in all its relations and for the higher education of business men and of the higher officers of the civil service. (2)

In 1898, the University of Chicago also inaugurated its school of commerce. Then followed the University of Wisconsin, Dartmouth College, University of Vermont, and New York University. In 1900 seven colleges were offering training for the business world; by 1921 there were twenty-two collegiate schools.

By 1925 one hundred eighty-three American colleges and universities had departments, schools, or courses, or divisions of business or commerce. The American collegiate education for business is not a local but a world movement, which has been established to meet the need of training in the "market-pecuniary aspects of business activity." (3)

The philosophy behind the business-curriculum-making of these early schools was the desire to find basic elements of business which were common to all businesses and to give the student general transferable professional business ability. They endeavored, then and now, through collegiate commercial education to develop men capable of guiding society with an understanding and appreciation of a business world, captains of industry to guide and limit business.

(2) Leverett S. Lyon, Education for Business. (Chicago, 1922), p. 375.
(3) Ibid., p. 84
Consideration must be given to the relationship of the collegiate schools for business with the secondary commercial courses in order to recognize the great disorder or uncertainty arising from the reorganization of the secondary school curriculum. Secondary education has been faced with the development of the junior high school and junior college. Today in the secondary school there is developing still another new program in social sciences; namely, consumer education and distributive education. The collegiate school for business must watch these developments, for many of the graduates of the commercial curriculum in the high school may wish to continue in college. Thus one can see the difficulties that arise in establishing standards of entrance when secondary education is in such a changing state. On the other hand, the liberal arts college does not look with favor upon the development of the collegiate school for business. There is the tendency here to hold on to tradition. It is difficult for scholars to look with favor upon commercial education on the collegiate level. The result of this is the retaining in some schools of business of what has been called the "academic hurdle," that is, the two-year liberal arts foundational requirement, followed by the two-year business course.

In spite of these problems, collegiate education for business in terms of enrollment has shown more rapid growth than college education as a whole. Comparing total enrollments during 1914-15 with those of 1927-28, the arts and science enrollment is two and one-half times higher, that of engineering four-fifths higher, and that in commerce nine times higher. Enrollment increased from 17,000 to 70,000.
Two-thirds of the total enrollment of students in training for business (secondary and collegiate) were women. Girls enrolled in business courses in high school outnumbered boys, but in college the men outnumbered women.

The college degree became of great importance, and thus the private business school was faced with another problem. Because of the offerings in commercial education on the secondary and the collegiate levels, the private business school in order to exist was forced to make an adjustment which it did by offering C. P. A. work or any highly specialized program. In this it has found success.

Depression, unemployment, and other present-day economic disorders broke down the public school commercial program. They are now turning to consumer and distributive education. David Snedden of Columbia predicts that in the public school there will be less of the purely vocational type of teaching. Each state of the industrial area by 1950 will maintain advanced secretarial and accounting schools and commercial education in the secondary school will be of the basic type, that is, a consideration of the aspects of business social problems and a consideration of legal problems as they affect business. Then, finally, after these general courses, the pupil may advance to specialized education.

The professional aim of collegiate education for business is to give the foundational training for managers, business experts, and leaders who must develop and execute working plans in business. (4)

(4) Ibid., p. 377
Collegiate schools for business seem to cater to the needs of men rather than women, possibly because women have, up to the present time, entered the business field through definitely regular channels, typists, stenographers, and secretaries, whereas men must be prepared to enter from any angle. We can see this emphasis through a consideration of the aims as stated by some of these institutions.

......to liberalize as well as to train.....a better culture and an extension of culture into realms of life where it is now too little known....industrial activity upon a scientific basis. (5)

Professor William A. Scott at a University of Michigan conference stated his approval of the opening of collegiate schools of business in connection with colleges and universities. To his mind they were justified for through these institutions the student is prepared to live better in the society he is to enter after graduation. He contended it was placing the life of society on a scientific basis.

Two other movements with aims to meet the demand for business education may be found in the establishment and progress of both the junior college and the post graduate school. Henry Tappan, in an address, as President of the University of Michigan, advocated the transfer of the secondary departments of the University to the high schools. The first step in the direction of the junior college was taken at the University of Chicago under the leadership of William Rainey Harper, then President of the University; in 1902 he established the first public junior college in Joliet, Illinois.

(5) Ibid., p. 375
Introduction to Objectives of Collegiate Commercial Education

The most important investment of the funds of our Country should be in the training of those who will be its leaders in the near future.

We must see that the student has not only foundational work but also that type of foundational work that will be most beneficial to him and society. The student upon graduation must go out and earn a livelihood. One method of determining the desired foundational work would be through the vocational guidance procedure, by which method the institution studies the community, analyzes it, and tries to train enough so that the community will absorb them. Talks with the business man too sometimes determine valuable educational necessities. The following are examples:

......principally a lack of preparedness to take over and find themselves adapted to actual business conditions as they are today......few of them know what they want to do......they have no ideas as to what particular branch of the business they want to follow......(7)

......they are all willing to accept responsibility but they are not prepared for it. (accuracy in addition, etc. - are they poorly trained or careless?) (8)

The college has been called the capstone of our educational system and we still look to this source for the preparation of leaders in all walks of life. Dr. Hermann Cooper, Assistant Commissioner of Education, Albany, N. Y., stated in 1939:

More than ever before, the state, the church, and


(8) Ibid., p. 38
business are seeking the services of the college trained men and women. ......the issue which business men must face today is whether or not they are willing to make the necessary sacrifice for the improvement and development of practical programs in our higher institutions in order to train young men and women for the responsibilities in the business world. Book learning alone will not accomplish this purpose......must gain practical experience, along with theoretical knowledge. (9)

As we have seen in the introduction of commercial studies into the public school system, in a democracy the people control the institutions. The demand of the people gives us education. The kind of education we have is the kind that people think they want. New courses of study are usually offered by colleges, and universities too, because of the insistence of the public. The people have a right to expect that its institutions of higher education will produce capable leaders, protect and strengthen democratic institutions, and constantly adjust its program of training and study to meet ever-changing conditions of society.

The first college was created primarily as a professional school for training men for the ministry. There has been a continuous conflict between those who believe that higher institutions have a professional and cultural purpose and those who believe that the only purpose of the higher institution is the development of scholarly attitudes and habits through the acquisition of worthwhile book knowledge. Because after graduation from college the student expects either to enter a professional school or some kind of useful employment in business and because

(9) Ibid., p. 68
of the general inability of college graduates to find suitable employment, the issue of general versus practical education in higher institutions is more keenly thrust into the foreground today.

From the point of view of the student, the parent, and some of the faculty, the college is primarily a pre-professional or a vocational institution. This situation has made it necessary for the college to offer something in addition to the so-called classical curriculum. Many instances may be found where they now offer four-year curricula leading to appropriate degrees in the following fields: agriculture, commerce, home economics, music, art, education, industrial arts, citizenship, and government. These curricula have come into existence because business and industrial leaders have demanded the service of college graduates with appropriate preparation.

Higher forms of learning, business men have concluded, involve a culture, a discipline, and a training which makes the product a more useful servant to business and to the community. They expect the college will prepare students of convictions, who are able to clearly and convincingly state those convictions. The greatest contribution, especially among women, would be the development of personality which means confidence and a feeling of accomplishment which show in terms of the chance to cooperate and evaluate things with fellow men. Her education must be representative of the culture of the past and the present and include those forms of training and experience which prepare her to take her place in present-day business life. (10)

(10) Ibid., p. 71
If business demands these qualities, then it must recognize that book-learning alone will not accomplish these results. There must be created a laboratory where the college student may gain practical experience along with his theoretical book knowledge. A form of internship which would furnish the educational institution with opportunities to prepare a more useful member of business society should be developed. This cooperation should help to bring about a better understanding by the college of the needs of business, and an appreciation by the businessman of the educational progress of collegiate offerings.

The vocational business education suffers from three major difficulties:

1. The popularity of business courses among pupils and their parents, and the consequent over-supply of young people prepared to work in offices.

2. A misunderstanding of vocational business education, objectives, and standards on the part of guidance and administrative officers.

3. An exceedingly limited or narrow vocational program......result is overcrowding clerical business courses. (11)

Like social service, secretarial work appears upon an analysis of its requirements to be closely allied with the regular college courses. English is of great importance; election of the languages, literature, and history would cover the academic preparation. Of the technical training, typewriting has become not only a convenience but a necessity in so many fields that it is profitable for all students.

(11) E. C. T. A. 11th Yearbook, p. 303
Up to the close of the eighteenth century democracy had no part to play in producing the learned lady. (12) Since the nineteenth century, increasingly, the college woman has demanded work, and, increasingly, that work has become more varied in its character. At the present time, therefore, we have larger groups of college-trained women entering occupations each year, and a greater number of occupations opening to receive them. (13)

The college must provide society with a student who more nearly approximates its maximum working efficiency. Erville B. Woods is quoted as stating that

....society is suffering less from the race suicide of the capable, than from the nonutilization of the capacities of the well-endowed. (13)

The traditional college curriculum does not supply a motive strong enough to be effective for the young people of today. They recognize the need for intellectual achievement and moral character, but they want in addition something that will definitely prepare them for a vocation upon graduation. It has become the function of the present-day college to discover the openings or the opportunities for its graduates in the various fields of business and social activity. If women in numbers follow one or even a few professions, it is probable that only a few are in the field because it is the one peculiarly fitted to their aptitudes. Selections are probably based not on aptitude but on the contagion of

(12) Foster, Grace R., Social Change in Relation to Curricular Development in Collegiate Education for Women. (Maine, 1934), p. 3
(13) Robinson, op. cit., p. 127
imitation, on the ambitions of parents, on financial pressure, in the ease of entrance, or on the lack of knowledge of other opportunities. If the student has a knowledge of other opportunities and a conviction of her own aptitude for a particular one of them, the popularity of other vocations would have little to do with her right choice of a vocation.

At the end of the period during which she has received her cultural education, the modern college woman is faced with the fact that it is imperative for her to decide what she is going to do with the rest of her life. If a decision is not made early in the college career, the student upon graduation is hurried into an occupation which she has had no chance to investigate or test with relation to her abilities; she and society are deprived temporarily or permanently, therefore, of the utilization of her highest capacities. To meet this problem the college must assume the responsibility of providing opportunity to select careers and education which will have some bearing on the successful pursuit of them.

Something must happen to each and every one of them that gives him some glimpse of his future life and arouses his ambitions to strive for it .... a man can hardly fix his ambitions upon a literary career when he is perfectly unaware, as millions are, that such a thing as a literary career exists. .... a clear vision of a congenial field is that one fundamental circumstance in anyone's career. (14)

The freshman year should provide some slight indication of the work the student does best. By the sophomore year she should recognize a variation in human capacities and in possibilities of the utilization of those capacities as a useful member of society. By that time the student

(14) Ibid., p. 128
has witnessed the graduation of one class. A critical point in her own career has been reached. Opportunity lies before her to withdraw into three years of study which is entirely unconnected with the outside world or to turn to studies which make her conscious of the society she is to enter upon graduation. As a woman she makes her decision—not necessarily to enter some field which implies irretrievable bonds to one occupation, but rather a chance for initial trials of strength in different forms of social activity and endeavor.

Because the young woman who elects medicine, law, or teaching as her profession realises her need to make direct application of her learning in the future, she will study her courses in history, economics, government, science, or education, with distinct aims in view. So it is with the young woman who desires to enter business. For her there will be a new interest in psychology, in sociology, in English, in modern languages, in whatever bears upon her chosen type of business.

True democracy does not demand a college training for all, but an opportunity for the highest development of individual capacity. (15)

If a student is conscious of her desire to enter a definite field of endeavor in society and has been taught the principles behind society, she is ready to give to the world the maximum of her powers. Throughout her junior and senior years she prepares herself intelligently by grouping her electives toward her goal, makes contacts and gains experience through part-time and substitute work, so that upon employment there is

(15) Robinson, op. cit., p. 133
less waste through failure or through partial success. By efforts to relate its education intimately to life the college would encourage growth and reduce waste. This is a problem of unity or orientation which is so necessary in order to make effectual the advantage of giving to the majority opportunity for higher education.

The greatest need of graduates today is that they have an understanding of and ability to present themselves. An insufficiency of personal confidence will bar them from opportunity in industry.

They have minds that have been clocked to each assignment but are timid in public; they are wizards in mathematics and excel in studies but are hesitant to state their accomplishment in an interview with an employer. Why not introduce into the final closing days of college life a series of job-hunting sessions so that men and women will be trained to approach employment from an experienced angle? (16)

The student is not ready for experience. They must be taught to sell themselves. They must recognize that they are now prepared to take their place in society and must have confidence in their own contribution.

The purpose of commercial education is education which will fit the student or prepare him for profitable employment. The problems of commercial activities are solved largely by the application of psychology and sociology. Through commercial education a desire to join in the common work of the community should be created within each student. He should be given an appreciation and respect for the social and economic values of his surroundings. Every effort should be made to encourage the student

(16) Proceedings, op. cit., p. 10
to develop desirable personal qualities. Technical training is essential, but certain habits of work and mental attitudes toward work are almost more necessary. Education should make men want the right things and enable them to control effectively all the forces of nature and themselves that they can satisfy these wants.

Every business student should be required to take some science. He need not be an expert in any one field of science, but he should be intelligent about procedures, terminologies, and technicalities. This is necessary, for we live in a world of scientific development. Products and processes of business are scientifically planned. Through research it is possible to prevent excessive waste and to make the greatest use of products. When Leverett S. Lyon made his study he found by indirect questions in writing and personal interviews that Labor wants definite qualifications for its applicants and workers:

1. from an inquiry we learn that most businesses prefer workers with special university courses along business lines.

2. originality, initiative and judgment.

3. good character—courteous, considerate, tolerant, work overtime.

4. a bit of fundamental information concerning business. (17)

Labor believes that vocational instruction might be confined to the workshop, but the school should develop a well-rounded student—healthy in mind and physique, with a knowledge and appreciation of relationships,

(17) Lyon, op. cit., Chap. VII
not merely skills alone. Cooperation, energy, vigor, desire, and interest in further educational development after graduation are set forth as desirable aims. Appreciation powers should be developed through the study of music, history, literature, science; and social relationships should be developed through civics, geography, and similar studies.

Labor wants from Education health and full development for the body, knowledge and truth for the mind, fineness for the feelings, good will towards its kind, and coupled with this liberal education, such a training as will make its members efficient, self-supporting citizens of a free self-governing community. Such an education, and only such an education, will meet the needs of the individual, the class, the nation, and the race. (18)

Schools which meet this objective are classified by types. Of the recognized types of collegiate schools of business, the most popular is the four-year college, but other types are the following:

1. two-year undergraduate school  
   required work in liberal arts courses.
2. three-year undergraduate school
3. four-year undergraduate school
4. five-year undergraduate school (including one year of supervised work)
5. undergraduate-graduate school
6. graduate school

Baccalaureate degrees awarded are:

Bachelor of Science in Commerce
Bachelor of Science
Bachelor of Science in Business Administration
Bachelor of Business Administration
Bachelor of Commercial Science

(18) Ibid., p. 110
Bachelor of Science in Business
Bachelor of Arts
Bachelor of Philosophy
Bachelor of Science in Economics

The most frequently awarded degree is the Bachelor of Science in Commerce.

In 1916 collegiate authorities organized under the name of the American Association of Collegiate Schools of Business for the improvement and promotion of higher education for business in North America. The standards of this association govern all outstanding colleges of business. The function of this organization was principally to form the standards of admission. They have set the following as their aims:

1. Training in general fundamentals of business.
2. Training in various specialized phases of business.
3. Training for business leadership.
4. Equipment with the cultural and ethical foundations for business life.

Admission requirements set by the association were at least fifteen units of secondary work as defined by the North Central Association of Colleges and Secondary Schools or its equivalent.

Requirements for graduation with degree are 120 hours; 50% of these total hours must be taken in business subjects.

There must be a reasonable amount of work in five groups of study: business, finance, accounting, business law, marketing, and statistics.
The faculty shall include at least three teachers of full profes-
sorial rank. In general the teachers shall teach elementary work fifteen
hours; advanced work twelve hours.

Because of the rapid growth of the collegiate school for business
after 1914, there was little opportunity for carefully developed programs
and clearly defined objectives. The problem seemed to be to provide
building and equipment facilities to meet the enrollment.

The staff was ill-prepared, and the lack of funds to support further
investigation was a great handicap. The teachers were interested in fur-
ther study and a scientific preparation but lacked the proper preparation,
funds, and time. They have, however, now organized themselves into
special professional groups to study the needs and problems of the field.

The colleges were not able to make objective studies of the demands
of the business world for special types of training. The guidance, place-
ment and follow-up services were not established until rather recently.
The work of the American Association of Collegiate Schools of Business
has done much to formulate definite objectives and to up-grade the busi-
ness training program.
Objectives

Again Commercial Education may be defined in terms of its aims. It is not found merely in the generalized objective of "training for business." It is an inclusive term which is interested primarily in giving specific training for a definite initial job or more efficient service on the present job, although there is a strong drift, today, away from the single goal of development of occupational skill.

Various listings of aims of earlier schools follow:

The aim of the schools was to give the student a broad view of the complex business world of the twentieth century. (19)

To liberalize as well as to train. A better culture and an extension of culture into realms of life where it is now too little known......industrial activity on a scientific basis. (20)

Dean Hotchkiss listed the following:

Public responsibility—first duty is a function of national life.

Educational sequence—education for business not a thing for itself. It is to be correlated with higher education, it must be a part of a system.

Scientific content—students must be carried through basic analytical processes in which the fundamental business processes must be set. Business subjects will be subject matter for analysis and not as matters of pure informational interest.

Professional aim—to give the foundation training for managers, business experts, and leaders who must develop and execute working plans in business.

Vision—experimental courses looking to the future. (21)

(21) Ibid., p. 377
General education, however, which contributes directly to these preparatory and extension functions of education is also included in commercial educational training. It is one part of vocational education and works for the achievement of the general aims of education. Commercial education has a dual nature in that it includes skills and a knowledge of business and its principles. Business services such as organizing, financing, staffing, housing, and managing a commercial enterprise are included. Business is a social service and the economic branch by means of which we are enabled to satisfy our wants; it creates business activity. Basic standards of right action as well as efficiency standards are necessary.

Commercial Education on the collegiate level aims to train executives. Broad courses to build up a rich business background for the future leader and "education and training which prepares specifically for an understanding of the relationship and performance of activities in business" (22) are a part of the program. Because of commercial education on any level we should have, as a result, higher social economic efficiency and increased vocational efficiency.

The final test of the value of the aims and curriculum of business education will be their ultimate usefulness in the mutual adjustment and welfare of the individual and society. (23)

The appropriate sources for the aims of any commercial curriculum may be found in a study of the social and economic life of a community.

(22) Malott, op. cit., p. 251
(23) J. Graham, The Evolution of Business Education in the United States, (Los Angeles, 1933), p. 33
Continued study and research must be made in this field because there is constant change, and business education must develop with economic and social trends. This study may be formal or informal. Formal study of the trends would be provided through scientific study or research; informal study would be through observation, casual inquiry. The needs of the community and the capacities, abilities, and tastes of the individual students must be taken into consideration.

The several sources of aims may be listed as follows:

1. Educational source.
   a. Tradition is sometimes considered but it is not a valid source.
   b. Procedures in other institutions: college entrance requirements, the practices of collegiate schools, the functions of specialized schools, etc.
   c. Sentiment of the locality and state school administration with reference to business education, the financial status of the school district.
   d. Teacher preparation and interests.
   e. Enrollment trends indicating pupil demand.

2. Sociological source.
   a. A study of social and economic changes.
   b. Research—census investigation, city and state surveys.

3. Psychological Source—individual differences.

4. Philosophical Source—philosophical writings reveal sources of aims and curriculum but indicate ideal conditions. (24)

(24) Ibid., p. 37
Aims and curriculum should be based upon a study of all sources. A consideration of a well-rounded individual life and of ideal social and economic conditions must have a foundation covering all phases of life. All must lead to individual and social well-being. Rapidly changing principles of education and demands of business complicate and retard the problem of setting up objectives for commercial education. Definite objectives must be set up before establishing a program for business training.

In this connection another vital factor is the criticism by business men of commercial education. Their criticism should be of more value in discovering deficiencies than in providing remedies for reorganization. Business men should be made to convert their impressions into facts before recommending remedies to commercial curricular needs. They should be urged to make a scientific study of the progress which has been made in education.

Business transactions embody fundamental business principles and business is essentially a mental process of persons who are making judgments or choices in exchange of values based upon the money concept. The kind of thinking and the quality of action reveal the value of business education.

The curricula objectives of business education originate in both Vocational and General Education. These objectives must be based upon sound principles of education, they must be definite, they must be of the present day and not savor of the traditional, and they must not reflect the private business school purposes.
It is unwise to consider commercial educational objectives as different from the general objectives of education. Many stress only the vocational skills. Fundamental principles of all business dealings should be made available to the students. True commercial education is found only when it fosters and encourages the development of an ever-widening social outlook. (25) Each student of commercial education must be made sensitive to the social problems of the day and be encouraged to consider these problems and deal intelligently with them. Commercial education includes all objectives of education; all the legitimate demands of business are considered; all the interests, aptitudes and abilities of students are given consideration. Commercial education which is one phase of vocational education is a very inclusive term and may cover "all those experiences whereby an individual learns to carry on successfully any useful occupation." (26) Its final objective is to increase the occupational efficiency of the present and future workers of the Country.

The educational elements of human behavior as set forth by Lomax must be considered in the working out of the objectives of commercial education and in the achievement of the final objectives of education.

1. Knowledge—sum total of acquired information or facts.
2. Habits—tendency to react in a fixed way to particular situations.

3. Ideals—individual or group characteristic which is "an object of desire."

4. Powers—which is an ability to do; ability to control the circumstances of life; ability to apply knowledge, habits and ideals to the effective solution of the problem.

Lomax has listed the following as functions of commercial education:(27)

adaptive, unifying, differentiating, selective, directive, participating, and preparatory.

Five aims of secondary business education prior to 1919 are found to be:

1. To prepare pupils for specific office positions.
2. To give that form of general education which will prepare young people to enter business pursuits.
3. To adapt business education to social civic life.
4. To prepare pupils for later promotion.
5. To provide opportunity for mental discipline. (28)

A more recent set-up of aims on the secondary school level which could be profitably considered in formulating the aims of collegiate commercial education is — 1. To prepare pupils for simple office jobs.

2. To adapt business training to the needs of social and civic life.
3. To give that form of general education which will prepare young people to enter into business pursuits.
4. To give necessary business information and skill to all pupils for use in personal social and civic life.
5. To fulfill all general objectives of education.
6. To prepare pupils for later promotion.
7. To prepare for university work in commerce.

(28) J. Graham, op. cit., p. 50
Two outstanding changes in the aims are first the opportunity for all pupils to profit by consumer education and finally provision is made to take care of preparation for continued study in the collegiate schools of business.

Breidenbaugh has said that the three R's may be replaced by Efficiency, Economy, Equalization in commercial education:

1. **Scientific thinking**
   
   Based upon a philosophy of commercial education that gives emphasis to cultural values and skills.

2. **Character building**

3. **Appreciation of commerce**

4. **Development of skills**

Then unit objectives must be formulated. These unit objectives have their foundation in the subject objectives. Subject objectives have their foundation in the four principles. The four principles have their foundation in the philosophy of commercial education.

Breidenbaugh justifies his cardinal objectives by such explanations:

**I. Scientific thinking**

- A. Training in research.
- B. Training in analytical thinking.
- C. Actual contact with application to business.
- D. By becoming familiar with the world's great industries and business leaders, and commercial literature.

**II. Character Building**

- A. Develop an understanding of honesty and responsibility through guidance in checking work.
- B. Develop an attitude of neatness and accuracy in all skill subjects.
- C. Develop an attitude of dependability, responsibility, cooperation and courtesy on the part of students in home, school, and store situations.
III. Appreciation of Commerce: importance of industry and commerce in the activities of man.
   A. Develop an appreciation of the importance of good citizenship, good health, and broad and thorough education.
   B. Applying to home life desirable habits, ideas, and appreciations acquired in business training.

IV. Development of skills: develop such ability and skill necessary for performance of various office and store activities with intelligence, accuracy, and dispatch.
   A. Develop such ability and skill as will prepare one for employment.
   B. Develop ability to work from verbal and written directions.
   C. Develop skill in expression.
   D. Develop skill in use of office machines.
   E. Develop skill and ability in adaptation and application.
   F. Develop skill in all business operations that are conducive to success. (29)

Certain outcomes of teaching commercial subjects are common to all subjects in the field. Understanding of certain general principles of business management can be an outcome of the teaching of shorthand, typewriting, bookkeeping, commercial law, and commercial arithmetic.

Nichols has divided business subjects into:

1. Prevocational
2. Technical
3. Related Vocational—knowledge or background
4. Consumer business education

Through education there should be a continuous growth in the power of the individual and of groups of individuals to adjust themselves satisfactorily to desirable life experiences in ever endeavoring to increase

human welfare and happiness. (30) The philosophy of commercial education is primarily the philosophy of general education plus specific knowledges, specific attitudes, specific abilities, specific skills, specific appreciations, and specific problem-solving techniques that enable the student vocationally and avocationally to be efficient and help him to serve society through the medium of business with a well-balanced solution of problems raised by the policies and practices of commercial education. (31)

Through this branch of education we must build an adequate background of general education which insures a high degree of social understanding. As a result right social attitudes and habits of thought and action prevail. There must be occupational intelligence which is an adequate understanding of the principles of business. This may be attained through a study of business organization, management, commercial law, and business economics. Sufficient technical skill must be developed to assure initial employment. Thus vocational competency which is the outcome of commercial training consists of three things:

1. Technical knowledge
2. Skill
3. Occupational understanding

Consumer education is making necessary business training available to all students. There is need for business understanding as auxiliary information to everyday life in society and to any profession. Dentists,

(30) Paul Lomax, "What is a sound Philosophy of Business Education?" The Business Education World. (November and December, 1935), pp. 195
(31) V. E. Breidenbaugh, op. cit., p. 25
doctors, and scientists should all have a knowledge of the fundamentals
of business that they may more intelligently carry on their own personal
business affairs.

The ultimate objectives of commercial education may be considered
in the light of the general objectives of education, as follows:

1. Health and better appreciation of it.

2. Ability to use the fundamental processes in everyday
life.

3. Ability and determination to play a worthy part as a
member of a family circle.

4. Ability to perform the duties of some socially de­
sirable occupation.

5. Understanding of the essential elements of the social
organism of which the individual is a part.

6. An appreciation of the fact that leisure is becoming
increasingly abundant and there must be ability to
put it to good use from a social point of view.

7. Clear concepts of right and wrong and courage to act
in accordance with such concepts.

In conclusion it may be stated that commercial education endeavors
to make the largest possible contribution toward the achievement of the
nonvocational aims of education, to develop occupational intelligence to
the highest possible degree, having in mind business organization, manage­
ment, services, and employments, and to develop the kind and degree of
vocational skill required for successful functioning in a recognized con­
tact job.
LIBERAL ARTS EDUCATION

Definition

Students in liberal arts colleges are being educated for education's sake. Their training does not have direct bearing upon success in life. The motive here is knowledge for its own value.

Milton's definition of a liberal education is as follows:

I call therefore a complete and generous education that which fits a man to perform justly, skilfully, and magnanimously all the offices, both private and public of peace and war. (32)

An educated person is one who not only knows what he is doing but also the importance of what he is doing. Dean Martin has said that an educated person has "learned what to prefer, for he has lived in the presence of things preferred." (33)

Liberal education is education of the free man, education of the leisure class. It had its origin in time of slavery; it was education for those who had leisure, not for those who had work to do.

Education has to do with insight, with valuing, with understanding, with the development of the power of discrimination, the ability to make choice amongst the possibilities of experience and to think and act in ways that distinguish men from animals and higher men from lower. The ancients thought of education as the attainment of the virtues, wisdom, courage, temperance, justice. (34)

Education is for development and finds the significance of living to be the struggle for excellence. Its goal is a higher type of man and woman. True education gives living a meaning and becomes a philosophic

(34) Ibid., p. 42
contemplation of the ideas of the good, the true, the beautiful. It broadens one's interests and hence one's sympathetic understanding of others; the educated mind grows in tolerance. Education should help people make an art of living. If education has been worth-while, learning continues after graduation. Education is culture only when in every-day life there is a permanent interest which raises the value of the tastes, and ideals, of the community.

Among the types of students seeking a college education are the following:

1. those few who love learning.

2. those who want a preparation for a professional career.

3. those who attend college because their parents are "putting them through"—a good time.

Development

There were four forces which were distinctive for opening the way for the collegiate education of women in the United States:

I. The Civil War

II. The Suffrage Movement

III. Social Propaganda and the Woman Movement

IV. Literature and the Woman Movement (35)

During the Civil War women proved their worth. What men once had declared they could not and should not do they were now glad to have them do.

Old habits, traditions, and prejudices were broken down. Their activities during this period were evidence that they could do things and were worth educating. Because the men were not available as students, the women were tolerated to fill their empty places. The first of the women's colleges were established in the middle west where the women shared in the pioneer life, and traditions were not so strong. On account of the vicissitudes of the Civil War and reconstruction the south did not develop education for women until 1886.

The suffrage movement advocated not only political enfranchisement but the higher education of women. Education opened the way for suffrage. The suffrage movement increased the opportunities and contacts for women and emphasized the need for equality of education. By the middle of the nineteenth century scholars by direct propaganda helped to obtain the higher education of women. The distinguished and authoritative thinker, John Stuart Mill, by his work *The Subjection of Women*, gave an influential and intellectual stamp to the movement.

The type of woman characterized in literature and drama changed. She was no longer described as blind and clinging, but spontaneous, independent, and intelligent. George Eliot, Jane Austen, and Charlotte Bronte, Shaw, and Ibsen did much by their writings in the way of promoting a different attitude toward womanhood. (36)

Education for women was first promoted by means of the female seminary. This type of training was the forerunner of the women's college. The first college for women in the north was Elmira, founded in 1855. Ten years

(36) Ibid., p. 10
later Vassar College was established, and this institution was the first
to carry on a high-grade collegiate curriculum.

1835 to 1875 -------------- Period of beginnings
1875 to 1915 -------------- Period of expansion
Smith and Wellesley opened in 1875, Barnard
was established as a college affiliated with
Columbia, 1889; Radcliffe was incorporated as
an affiliated college of Harvard, 1894.

What of the curriculum developments in these newly organized insti-
tutions? From a survey we can see that they were almost identical with
the curriculum in colleges for men. This was mainly because the women of
that time had to show that they could follow a liberal arts curriculum
successfully. It was a challenge, for by their success in the liberal arts
curriculum only could they justify the offering of higher education to
women. They were eager to try their minds and to prove their capacity to
carry on intellectual activities which in the past had been considered be-
yond their ability. As soon as they proved their ability and showed that
their intellects were not inferior to those of men, they turned to things
that would be worth-while and useful to them, education designed especially
to meet the needs of women. This brought about the liberal versus profes-
sional specialization education. Curriculum progress went through the free
elective system, the major system supplemented by a minor, and finally the
present field of concentration—related subjects, comprehensive examinations.

The influencing factors in the variation of aims and purposes of a
woman's college may be found in the inheritance of the ideals of the founder,
the impress of early traditions, and the effect of immediate environment.
One woman's college may differ from another in scholastic or social charac-
teristics, in the courses offered, or the emphasis on ideals or values.
Although the woman's college has been accused of following a policy of safe imitation with no particular originality, this is not true because new curricula have been adopted which incorporate the more progressive plans and principles. Some of the evidences of original contribution may be found in the following:

...emphasis on 'guidance with freedom' characterized by a 'tailor made' individual program rather than a 'hand-me-down' curriculum for all students.
...group leadership courses at Wellesley.
...general examination in the major subject required of all seniors, Mount Holyoke.
...Mount Holyoke was one of the first colleges to have a Play Shop Laboratory.
...a faculty will teach better in a curriculum which it has invented for itself and in which it is interested.
...each student is an active agent in her own education; needs and interests of the individual student, the center of the program.
...women's colleges have remained faithful to the cultural ideal. (37)

Women entered the teaching profession upon graduation because there were few other vocations open to them. They utilized the information they had acquired in college as a means of gaining a livelihood. Economic pressure and lack of information about the skilled vocations open to women led to an oversupply in the teaching profession. Finally, teaching was considered as a stepping stone to other vocations. This new status of women has been fundamentally due to economic change.

This change in curriculum plan is evidenced by the words of Dr. Blake, Director of the Vocational Preferences Department at Smith College:

(37) Ibid., pp. 130-131
Smith does not try to give a student special training for a vocation other than a liberal college provides in its curriculum. What we are trying to do is to make the student conscious of the vocational opportunities offered and begin to shape her mind and her work toward the vocation she expects to follow. Very few college girls anticipate doing nothing after they graduate. (38)

Mary Wollstonecraft initiated the education of women. In her stirring book, *A Vindication of the Rights of Women* she stated that women needed education in order to free themselves from gullibility, from sentimentality, from vanity, from the sway of passion. All these weaknesses in women she affirmed were due to ignorance. From Miss Wollstonecraft we learn that what woman needs is not so much to gain power over men as power over herself. (39)

The Industrial Revolution pushed forward the education of women. Through wider social contacts and the development of economic independence we find her rising from solitary hand labor in and for the family to enter a new world with expanding horizons.

At the beginning of the nineteenth century the schools were turning out females of the eighteenth-century type, deficient in powers of straight, hard thinking, unbiased judgment and emotional control, but skilled in the popular accomplishments of dancing, piano playing, and marvelous effects in wool or paint. For women no less than for men it is desirable to develop their faculties, to broaden their outlook, to provide them with means of self-expression, to store up those resources that make life rich and full, and give their souls exemption from changes of fortune and shocks of fate.

(38) Ibid., p. 21
(39) Ibid., p. 4
It is essential that they too be a good neighbor, develop sympathy, achieve tolerance, and learn cooperation.

Objectives

Women have a special interest in education. Their program should differ from men in emphasis, child psychology, and history of the family. There is no need, however, to break away from the cultural course or from the fundamental liberal college aim. Women in education have not been revolutionary; they broaden and supplement the aims of liberal education. They introduce fresh points of view in the treatment of the old subjects.

The legitimate aims of a college for women in general terms need not differ at all from the aims of a college for men. The purpose of either institution may be summed up as follows: to supply all available knowledge and to develop an inquisitive spirit, to orient the student for her probable life, and to give training for a definite pursuit. More than anything else, society expects women to have the knowledge involved in running a house and making a home, and ability to care for the needs of children.

Accumulated knowledge is our intellectual heritage. The function of the college is to make this learning available to society. Universities and colleges preserve, re-examine, and extend the conclusions of former experience. Thus new workers are trained.

The fields of learning which are the particular care of the college of liberal arts are:

a. the recorded history of all kinds of human activity and experience;
b. the study of nature, including man himself, describing outward manifestations and discovering underlying forces, and the reason for their action;
c. the expression of man's own activities and the embodiment of his interests and desires in constructions for his comfort, in customs and institutions for the fulfillment of his social instincts, and in works of art for his spiritual satisfaction;
d. the industrial and political organization which is necessary for the protection of individual rights and the orderly carrying on of human efforts;
e. the methods and tools of inquiry, investigation and the recording of human knowledge;
f. mathematics, logic, language, the natural and social sciences, philosophy. 

The college of liberal arts carries on objective studies in these fields and trains those who will continue these types of work. It is its duty to bring to the present the knowledge gained by all the past by investigating and experimenting, and by providing the facilities for the development and training of the intellectual powers and the moral character of the young people who come to it as students.

Practically it falls to the college of liberal arts to give a part or all of the training required for teaching and for many other vocations. The college in doing this takes on the character of a professional school. The graduates of a liberal arts college are going to earn their living by the services which they render to society whether they are called professional or not. As soon as a student in the college chooses his field of major interest or concentration, he pursues, or should pursue, his studies in a professional spirit. Only incidental differences in method of

instruction or investigation between the college and the professional school are found.

The college is concerned primarily with knowledge; knowledge, with acquiring, refining, and testing man's knowledge of his world and himself and with the personality of its individual members, their habits of thought and action, and the training and discipline of their powers. It is the duty of the college to develop social traits and attitudes favorable to human well-being. (41)

In doing its work the college is the servant of society and is concerned with the welfare of all men, relating its work to human life as a whole, and integrating the lives of its students with reference to the whole of society. Its primary concern is, however, with the preservation and expansion of knowledge for the sake of the service which the cumulative experience of the race can render to society in its future adjustments. Specific professional training, as for teaching, social work, journalism, and the fine arts, is included in its offerings.

It preserves knowledge which is not of professional value. Research in the liberal arts college disseminates knowledge which may be used later by the professions and by industry. Cultivation of man's aesthetic sense is an aim as well as the direct custodianship of literature and the fine arts. In the last analysis, however, it serves organized society by supplying the knowledge necessary for human welfare. The college of liberal arts serves as preparation for the professional schools and the graduate school, for it gives all the training offered in schools in this Country in history, economics, government, and sociology.

(41) Ibid., p. 9
The immediate objective of the college is to furnish the opportunities, facilities, and direction needed for the fullest development of the native powers of each student, together with the preservation of all his initiative and independence of judgment. (42)

Colleges which continue to admit any considerable number of the middle group to the present student body have the special responsibility of measuring their ability and directing them to the various types of training. They must receive general education which will increase their personal efficiency and make of them better citizens.

The question arises, "What is the college of today doing to help the student?" Efforts are being made to help the student discover his own capacities and interests, actual and potential. By pointing out to him the implications of those capacities and interests and urging that he further develop them, the college contributes its objective of developing a productive social being.

The curriculum is being constructed for, with, and by the student. The purpose of the college is to help the student. The curriculum thus becomes an individual affair. The curriculum is being fitted to the man. During the first two years the students pursue practically the same course. Concentration of attention upon a major subject and greater emphasis on individual initiative and responsibility are distinctive features of the last two years. The most effective means of inspiring students to four years of intellectual study is to make it possible for them to be under the influence of intellectual personalities. "Make a student a drawer of

(42) Ibid., p. 151
water to somebody who has a real problem in hand." (43) The college today must equip the student with the knowledge necessary to live uprightly and usefully in any career he may enter. It must cultivate the law-abiding spirit among those who are still in college. The aim of the American college must be cultural rather than vocational. (44) The American college must have a field of its own and be self-sufficient, not dependent on another for completion. This field is cultural: what man is, what he has thought and done, and the laws of nature that surround him. Because our people have more leisure, more opportunity, and a desire for culture, life on an intellectual plane predominates the American people. The college must show that true intellectual culture can be attained only by hard personal effort.

I foresee in this country three types of colleges giving a bachelor's degree; not closed types, wholly distinct, capable of being rigidly classified, but different enough to be recognized.

1. independent college of arts and pure sciences—definite cultural intent.
2. those which after the first two years give the majority mainly professional instruction with a vocational aim.
3. universities with professional schools open to graduates and undergraduates whose objective is clearly cultural.

Each of these will do its distinctive work; each will supply a great need—the educational development of the people. (45)

Summary

The liberal arts college was designed for the higher education of a group restricted in size and homogeneous in educational purpose. It is

(44) Ibid., p. 284
(45) Ibid., p. 288
still a preprofessional institution. Originally its purpose was primarily for the training of a learned ministry, but gradually training for medicine, law, education, and now business, has crept into its accomplishments.
Chapter III

WHAT SHOULD BE THE CURRICULUM FOR COLLEGIATE COMMERCIAL EDUCATION IN WASHINGTON, D. C.?

In Washington, D. C., a center of business activity, there are only two institutions of higher learning offering courses in business education. This is probably because the high schools and business schools have so satisfactorily performed the task of preparing for minor business positions and these students through promotion have made the desired advancement. In spite of this success, graduates of high schools and business schools are now having difficulty because increasingly more students with four years' liberal arts training, plus one year of business school, are applying for positions. Their educational background, maturity, and willingness to work for the same salary as their competitive high school applicant is a decided advantage to them.

It is the effort of this investigation to formulate a curriculum within the four-year liberal arts course which will include the necessary training for prospective employees of Washington without necessitating an additional year in a local business school.

In preparation for a commercial occupational survey of the District, with their own interest and aptitudes in mind, the students completing the survey have been directed in making the following investigations.
The greatest field of employment for women in Washington is, of course, the Government. Because of quota limitations, however, residents of the District must turn to other fields of employment. Not all of our graduates will enter the Civil Service. One of the surveyors selected a special phase of Government employment as desirable; therefore, consideration will be given to this vast field of occupational opportunity.

The progress women have made in business is more pronounced in private industry than in the Federal service. Before the Constitution was adopted, however, there were instances where women were employed in the Government. The woman who was actually first in this field is not known because of the many branches of the Government which must be taken into consideration. For every branch, and there are many, ranging from unskilled to skilled, there is a pioneer claiming to be the first woman in the Federal Government.

The exact character of the positions and the salaries of these first workers are unknown in any great detail because of the loss of the records. Another handicap is the fact that in the records that are available, the initials and not the full name are stated, thus leaving a question as to whether the individual was male or female.

Once women gained entrance to the Government, the road was not straight and smooth. It seems that whenever there was an economic depression, and a great number of men were unemployed, the women were made to give way to the men, who claimed more right to the job because they supported dependents.
On the other hand, during the first World War when the number of men seeking positions was greatly reduced, the women far outnumbered them.

Just as in private industry women began with the lower grade jobs such as working in factories, so too, in the Federal Government women began as copyists and printer's assistants. Hand in hand with these lower-grade jobs went low salaries. Although women did work on a par with men, they did not receive equal pay. Opinion seems to have been divided as to the efficiency of women in the Federal service. Some advocated that the position of clerk be opened to women alone while others were strong in their denouncement of this procedure. In 1853 Congress first legislated for women, making a uniform pay scale for the Federal clerks. This law remained in effect until the Classification Act of 1923 supplanted it.

Although women first gained admission to the Federal Government because of their lower wage scale, they were able to keep their positions because they were more skillful than men in the operation of mechanical devices. From two thousand women in clerical positions in 1870 the number increased to two million in 1930. Women further exemplified their ability in the examinations introduced when the Civil Service Commission was established. By 1897 women were filling the lower-grade professional and scientific positions. They were also to be found as translators, librarians, and as teachers in the Indian Service.

The Great War was a factor in placing women in the Federal service. Besides the openings left by the men enlisting in the army, thousands of emergency positions were created to take care of the business of the war.
At this time anyone who could pass the Civil Service examination, which was being given night and day, was eligible for a job.

Up to 1919 it was the custom to limit an examination to one sex—whichever one was needed for a specific position. In this manner the field was automatically closed to the other sex until the examination was again given, one to three years later. In 1919 this condition was remedied by throwing open all examinations to both sexes. By the Classification Act of 1923 an employee was given equal compensation for equal work regardless of sex. A survey in 1925 found the status of women much improved. Since the repeal of Section 213 of the Economy Act of 1932 women have an open field.

Technically speaking there are today no provisions discriminating against women in the laws and rules governing the Federal Service. (46)

Section 213 stated that in the reductions of forces those persons whose spouses are in the Federal service should be dismissed first. It forbade the hiring of anyone whose husband or wife was already on the Federal pay rolls.

Among the prominent women in the Government service were: Mrs. Elizabeth Cresswell, who was postmaster at Charlestown, Maryland in 1786; Clara Barton, who in addition to founding the American Red Cross held the position of clerk in the Patent Office, and Jennie Douglas, often regarded as the first woman in the Government service. The latter was given a position in the Treasury by General Francis E. Spinner in 1862; there she cut and trimmed paper currency. Spinner was so pleased with her work that afterwards he hired many other women.

(46) McMillin, Lucille Foster, Women in the Federal Service, p. 21
A woman may now occupy any position in the Government for which she has the proper qualifications. Increasingly popular with college graduates are the positions of civil service examiner, administrative officer, personnel officer, social service analyst, statistician, librarian, and dental hygienist; the last named requires special technical training.

Statistics are numerical statements of facts concerning groups of persons, things, or events which have been scientifically collected. After the grouping of the facts they are analyzed and arranged for purposes of comparison. More and more people are coming to rely on facts instead of supposition and custom.

According to Dr. Meitzen, who has done research work on this subject, statistical records may be traced to the registering of all heads of families in Egypt in 600 B.C., and to the counting of the population in Judea in 150 B.C. From our own colonial days there are data on the population of Virginia, South Carolina, and North Carolina.

The term statistics takes its origin from state and was first used in the eighteenth century when statistics was the one complete science of the state. Statistics now are applied to economic and social facts. Some examples are:

1. To record the price of commodities and analyze them in determining the cost of living.

2. To consider the manufacture of commodities in the United States and abroad to find a basis for a tariff policy.

3. By comparing the wage records with the cost of living to determine a minimum wage rate.

4. To consider the records of prisoners to find a suitable treatment for them.
5. To determine the average length of human life for convenience in computing rates for life insurance.

In statistical work there are many subsidiary tasks as compared to the few that carry with them the main responsibility. Among the subsidiary tasks may be mentioned statistical machine operator, computer, and statistical draftsman. In the semi-professional work is the statistical secretary, who in addition to her regular work of a secretary, must be able to classify data for statistical use, the statistical accountant whose work deals with data reporting the financial status of the business, the statistical laboratory worker who aids in teaching courses in statistics, the statistical clerk whose duties are generally collecting and tabulating the data, and the field investigator who collects the data. In the professional field the statistician must plan, direct, and interpret the results of investigations.

The Federal Government is the largest single research organization in the world. Outside of the Bureau of the Census, the Weather Bureau, Departments of State, Labor, Agriculture, Treasury, and War employ statisticians. Recently in the Federal Bureau of Investigation of the Department of Justice statistics have played an important role. In the list of statisticians employed by the Federal Government in 1931 more than half who ranked as junior statisticians and above were employed by the Department of Agriculture.

Specific problems of economics are met in industry and commerce. Business is a comparatively new field for the application of statistics. In manufacturing, insurance, banks, and investment houses, advertising agencies, and trade associations there is a place for statisticians.
For all statistical work, as much general education as possible is advisable. A college education is taken for granted except for the subsidiary clerical positions. Although statisticians insist that little mathematics is actually used, mathematics is emphasized, especially logarithms, and if possible accounting "for the type of thinking involved and for the basic conceptions gained for statistical methods." (47)

Because statistics are concerned with social phenomena, work in economics, sociology, and history is of the first importance in the general preparation for statistics. At least one foreign language should be acquired, Spanish, French, or German. Training in English composition is valuable for report writing. Training in statistics is an important contribution to general education.

For subsidiary positions a special skill is sufficient, as drafting and computing. For advancement to professional work, a thorough comprehension of statistics is essential. This may be acquired through experience alone or from courses. The latter method naturally gives a more complete knowledge and consequently offers more rapid advancement. As in any other field, experience is a helpful quality.

Although women are more in demand for the subordinate positions in statistical work, the positions of the largest responsibility and salary are held by the men. The basis for this is not in the character of the work but rather.

The prevailing acceptance in government and business of the leadership of men, which results in the assumption by men of the responsibility for making progress.

(47) Bureau of Vocational Information, Statistical Work, page 94
and taking command and regarding women as assistants, and in the reluctance on the part of women to take the necessary initiative in preparation and in increasingly responsible work. It is therefore true that women must still have more easily discernible qualifications than men, who are more readily accepted on trust.

The instability of women workers because marriage has so frequently interrupted vocational progress. (48)

In some instances, however, women have gained professional rank in statistics. That the whole field of statistics is open to women who have the ability to carry the responsibility in this field is a commonly accepted fact.

As for the qualifications required in statistical work, general intelligence is emphasized by employers. The operator of a machine must be accurate and patient. The supervisor of a division of statistical computers or clerical workers must have executive ability. She must know at first hand and from experience the work of her division. For the field investigator the qualities listed are zest for getting information, ability to meet people and recognize the desired information. A statistical clerk needs the ability to write clearly and a skill in organizing subject matter. She must have interest in her work and an acquaintance with status methods. In professional fields versatility and good judgment are essential.

As statisticians generally work in higher-class organizations, the advantages are good hours, agreeable surroundings and associations, stimulating work, and opportunity for initiative. The chief limitation is in becoming too specialized. The worker must keep the end in view and work toward that end. She must not let herself become interested in some minor point

(48) Ibid., p. 106
that has little bearing on the problem in question. The work might become routine, but it need not, because new phases always appear.

In the Federal service the salaries of a statistical clerk average from $1440 to $2600.

- Junior Statistical Clerk: $1440 - $1800
- Assistant Statistical Clerk: $1620 - $1920
- Statistical Clerk: $1800 - $2160
- Senior Statistical Clerk: $2000 - $2600

The highest salary in the Government for the Principal Statistician is $5600 - $6400.

In business the salaries average somewhat lower. The common entrance salary is $20.00 a week. The highest paid clerk receives $39.00.
TABLE I. A SUMMARY OF THE FINDINGS OF THE EDUCATIONAL AND OTHER ENTRANCE REQUIREMENTS WITH ADVISED CHANNELS OF APPROACH FOR A STATISTICIAN IN FEDERAL SERVICE.

<table>
<thead>
<tr>
<th>Department</th>
<th>Type</th>
<th>Education</th>
<th>Entrance</th>
<th>Experience</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A.B.</td>
<td>M.A.</td>
<td>Exam. Appl.</td>
<td>Yes</td>
</tr>
<tr>
<td>Bureau of Agricultural Economics</td>
<td>Economist</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Bureau of Agricultural Economics</td>
<td>Stenog.</td>
<td>x</td>
<td>-</td>
<td>-</td>
<td>x</td>
</tr>
<tr>
<td>Bureau of Agricultural Economics</td>
<td>Typist</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>x</td>
</tr>
<tr>
<td>Federal</td>
<td>Stenog.</td>
<td>x</td>
<td>-</td>
<td>-</td>
<td>x</td>
</tr>
<tr>
<td>Federal</td>
<td>Typist</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>x</td>
</tr>
<tr>
<td>Bureau of Labor</td>
<td>Stenog.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>x</td>
</tr>
<tr>
<td>Bureau of Labor</td>
<td>Typist</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>x</td>
</tr>
<tr>
<td>Bureau of Labor</td>
<td>Stenog.</td>
<td>x</td>
<td>-</td>
<td>-</td>
<td>x</td>
</tr>
<tr>
<td>Bureau of Labor</td>
<td>Typist</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>x</td>
</tr>
<tr>
<td>Treasury</td>
<td>Stenog.</td>
<td>x</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Treasury</td>
<td>Typist</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Bureau of Census</td>
<td>Stenog.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Bureau of Census</td>
<td>Typist</td>
<td>x</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Bureau of Census</td>
<td>Stenog.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Bureau of Census</td>
<td>Typist</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Children's</td>
<td>Stat.Clerk</td>
<td>x</td>
<td>-</td>
<td>x</td>
<td>-</td>
</tr>
<tr>
<td>Bureau</td>
<td>Stat.Clerk</td>
<td>x</td>
<td>-</td>
<td>x</td>
<td>-</td>
</tr>
<tr>
<td>Civil Service</td>
<td>Stat.Clerk</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Civil Service</td>
<td>Jr. Stat'n</td>
<td>x</td>
<td>-</td>
<td>x</td>
<td>-</td>
</tr>
<tr>
<td>Commission</td>
<td>Ass't</td>
<td>x</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Department of Agriculture</td>
<td>Stenog.</td>
<td>x</td>
<td>-</td>
<td>-</td>
<td>x</td>
</tr>
<tr>
<td>Department of Agriculture</td>
<td>Typist</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Department of Agriculture</td>
<td>Stenog.</td>
<td>x</td>
<td>-</td>
<td>-</td>
<td>x</td>
</tr>
</tbody>
</table>
Civil Service Recommendations for the different professional fields of service:

A.B. in Economics:
- 20 semester hours in statistics, or
- 30 semester hours in statistics and any one of the following: economics, biology, sociology, public health, home economics, mathematics or physics; but in any case--

  6 semester hours of statistics.

Junior Professional Assistant Civil Service examination:
- mental test,
- elementary computations,
- tabulating,
- graphing

Salary:
Beginning salaries, $1440, advancing to $1620 and $2000. The scale of salaries on the professional basis:
- Statistical clerk $1440-$1620
- Junior Professional Assistant $2000
- Associate Statistician $3200
- Statistician $3800
- Senior Statistician $4600
- Principal Statistician $5600

Experience:
- Only the Federal Reserve requires previous experience of its stenographers.
- Assistant Statistician, according to information gathered from the Civil Service Commission, must have two years of experience.

Conclusion:
- On entering the field of statistics through the stenographic-typist approach--
  - 90% recommend college degree
  - 85% require Civil Service examination
  - 90% demand no experience
  - $1440 average salary for beginners
TABLE II. A SUMMARY OF THE EDUCATIONAL AND OTHER ENTRANCE REQUIREMENTS FOR EMPLOYMENT IN THE ACCOUNTING FIELD IN FEDERAL SERVICE.

<table>
<thead>
<tr>
<th>No.</th>
<th>Education</th>
<th>Entrance</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>High School</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>2</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

Conclusions: In the Federal service women in the various accounting departments are a minority, as the following figures indicate:

1. 1 out of 10 are women in Department A
2. 5 out of 60 are women in Department B
3. 50 out of 50 are women in Department C

Recommendations:
1. Keep up education; success depends on the individual.
2. Specialize on something which will be useful to you upon graduation—English.
3. More opportunities for women in the accounting field than in the secretarial field.
4. Several suggested the teaching of accounting as promising.
5. Know Law and understand how to apply principles and analyze problems.
THE SOCIAL SECRETARY SURVEY

A second field selected for investigation as offering possible occupational opportunity for our graduates is that of the social secretary. Not many years ago social secretaries to prominent ladies of society were few and far between. At that time these secretaries relied upon the fact that they were of gentle birth and could write prettily, with all the necessary loops and dips.

Today an entirely different aspect colors this profession. The ladies of society have stepped from the confines of their homes and social cliques into the world of clubs, boards of charity, social service work, and numerous other fields, but their private social obligations cannot remain suspended while these ladies attend various board meetings. Someone must be responsible for the handling of their household and social obligations with the proper deference. Essentially the same as her sister of former years, but more elaborately equipped, the social secretary's duties embrace the management of household details and the business and social life of her employer.

The social secretary is the de luxe edition of the business or private secretary, and like all de luxe editions is more rare. Therefore the requirements and 'finish' demand especially careful equipment. Today the social secretary is an established accessory in the homes of the wealthy. Her duties are many and diversified. She must be ready and fitted to meet all contingencies. (49)

(49) Myers, Elizabeth, The Social Secretary, (1919), p. xiii
Requirements

First comes tact. This virtue covers a multitude of qualities and is essential to all secretaries, social or otherwise.

Next, she should possess a fair share of good reasoning power. She should refrain from constant consultation with her employer regarding every trifling matter.

Enthusiasm, memory, and rapid observation are all contributing and necessary qualifications.

The interest of her employer is always the first concern of the secretary. Private affairs, grievances, and dislikes should never have public hearing.

Personal Appearance

"First and foremost she must be a lady in every sense of the word, for she must be able to represent her employer on many occasions, and where she is a resident secretary she may be called upon to fill a place at dinner."

Excessive make-up and jewelry should be avoided and accent placed on quiet, trim clothing.

She should also have a general knowledge of correct manners, knowledge of how to handle all types and classes of people, and enough poise to enable her to carry out thoroughly her projects.

Although stenography and typewriting are assets, they are used infrequently since all correspondence must be answered in a clear, neat style of handwriting.

(50) Ibid., p. 11
Household Duties

Foremost, the secretary should make a psychological study of her employer, become acquainted with her likes, dislikes, moods, and temperament; finally, she must endeavor to ascertain the best method applicable in gaining her confidence and friendship.

To be acquainted with the personal interest of the employer serves as an advantage not only to her but also to the secretary. By obtaining rare or reference books on the subject of interest, the secretary becomes more valuable and necessary in another way.

Before coming to work the secretary should endeavor to read the daily papers. It is important that she be 'up to the minute' with what goes on in the world. This applies to the world events, social and political news—and the sporting column, should her employer be interested in that line. This knowledge will be part of her stock in trade. (51)

A secretary will find it beneficial to be acquainted with the method of conducting interviews since this duty of the household often falls to her. Besides hiring and overseeing the help, she must also have a knowledge of keeping household accounts. When a good system has been installed, the work of the secretary should not be difficult.

Business

The next duty of the secretary regards business. Only that mail which is easily identified as advertisements and bills is to be opened by the secretary; that answering the description of personal or private should be opened by the employer only. Other duties of the secretary along this line are paying and filing bills, answering and writing letters, and keeping

(51) Ibid., p. 16
The study of secretarial accountancy will greatly facilitate the employer in obtaining an accurate account of all money that has been received or expended and in presenting an exact statement of assets and liabilities.

Social Side

The third major responsibility is on the social side. There is no circumstance or position in life where there is more need for attention to detail than in the social sphere. The social secretary must know all the usages, customs, and conventions appertaining to society.

By keeping definite records of invitations, acceptances, regrets, invitations sent and received, and engagements, she is ready at all times to remind her employer concerning these obligations. The Social Register, which is of great value as a reference, containing not only the names of the socially elite but also the supplementary information often necessary in this sphere, should always be at hand.

It is the duty of the social secretary deftly to attend to all matters which her employer is unable to care for, to represent her employer on occasions which, by necessity, cannot be attended by her employer, and to gain the confidence, respect and friendship of her employer. If she works to the best of her ability toward this end, her life will be filled with interesting occurrences, persons, and situations.

The social secretary follows in the trail of the socially or politically prominent man or woman, keeping him or her posted on etiquette, reminding of engagements, handling correspondence, and paying bills. She should be able to inform the employer on fine arts, politics, prominent people, without embarrassing him or her by any intimation of her superior knowledge.
She must have a pleasing personality, but not to the extent of overshadowing her employer's. She should have a knowledge of stenography, typewriting, English expression; an attractive handwriting is necessary if she is employed by a woman. Opportunities may best be found through acquaintances. The salary range is from $1,500 to $3,000 per year, plus living expenses. The social secretary usually resides with her employer.

Suggestions have been made that Washington, D. C., should be a very good place to develop special training for social secretaries. Upon investigation, however, we received little encouragement. First, those who were classified as social secretaries failed to acknowledge receipt of our first letter requesting an interview. A follow-up letter even failed, and little success was secured by means of telephone. The following summary of an interview seems to portray the attitude toward social secretaries as found in this survey:

Miss Alexandra Brown, Social Secretary:

The field of social secretaries in Washington is very much overcrowded and all persons employed in this type of work must be hired by at least two employers to obtain any sort of financial support at all. Most secretaries do this type of work as a side line, as the social life of Washington does not warrant the steady employment of a social secretary. All of the embassies afford their own secretaries, familiar with their way of living and customs.

No experience is necessary in this field, as there arises no problem which cannot be solved by turning to a popular book of etiquette. As to education, a social secretary need not be trained in any special line offered in a school. Her only requisite is that she be acquainted with general social usage and have a very good knowledge of shorthand and typewriting.

The maximum salary of secretaries is four dollars an hour. This price is charged because the small amount of work afforded a social secretary could not possibly support her at a lower rate.
When asked her views on the field in general, Miss Brown said:

The field is infested with a group of decayed, old gentlewomen.

She continued by saying that no one should be encouraged to enter this field. If one have talents for secretaryship, she advises that they be used in a business office and that the field of the social secretary should be a very last resort...."even if you have to scrub floors first."

Some of the duties of this type of secretary are: writing invitations, arranging dinners, and taking care of engagements for her employer. One of Miss Brown's employers required her to record the silver, china, glassware, and flower arrangement, persons invited, and the manner in which they were seated, as well as the gown worn by the hostess, in order that there would not be a duplication at the next dinner given.

"To enter this field, you must know someone desiring a secretary, or through newspaper advertisements."
EXECUTIVE SECRETARIES OF ORGANIZATIONS

One student, president of a national collegiate organization, has become interested in this work. This young lady has the definite talent and enthusiasm which would indicate success. Her investigation was made to determine the opportunities open to college graduates as executive secretaries.

Organizations range anywhere from large financial corporations with millions of members to small, insignificant ones with two or three members and no funds at all. Their purposes are equally varied, all the way from large stockholders' organizations to societies for the prevention of something-or-other. The one person ultimately responsible for the success of an organization is the Executive Secretary; he may be variously called the Managing Director, Association Director, or the General Manager, depending on the nature of the organization or upon some previously established custom.

Considering the fact that so many organizations do exist, it follows that the field for executive secretaries is a vast one. By limiting our investigation to a typical association which is comprised of a number of members with certain rights, duties, and obligations to the central office, we can more easily consider the qualifications and duties of an Executive Secretary. In general, it is his duty to plan and to execute, according to the powers designated to him by the constitution of the association, a program in the interest of all of the members. He is responsible for protecting their market and extending their business interest. At the
same time he must keep the good will of each and every individual member of the organization. This alone is a full-time assignment. Every member has his particular tastes and policies, and as a member he has a right to voice his opinions and to expect that these opinions will be given due consideration. The Executive Secretary must be tactful in keeping the variety of types of members satisfied, and he must earnestly strive to strengthen good will among the members.

The financial advantages and disadvantages of this type of work would depend primarily upon the type of organization under consideration. The secretary's financial returns would be in proportion to his efficiency and ingenuity. In a large measure, his success or failure depends upon himself.

The most fascinating advantages of this work are obtained through the social contacts that it affords. In the course of one day business contacts with governmental bureaus, professional people of all types, or just a prospective office clerk may be necessary. All such acquaintances not only supply the secretary with the desired information but at the same time serve to broaden his outlook.

From this general description of the function of the Executive Secretary of an organization, we may enumerate qualifications which would be especially appropriate to this occupation. Because of the nature of his work this secretary will be continually meeting new people; he should therefore know how to deal with personalities and how to get along with every variety of character. Many persons he will meet only once, consequently,
in such cases it is necessary that he make a good impression the first time. Not only must he dress neatly and sensibly, but he must cultivate an attitude which is a combination of a pleasing personality and business efficiency. Training in the quality of his voice and in enunciation would certainly be beneficial. If he is to further the success of the organization he represents, he must be able to present his case in a persuasive manner. In short, he must be a salesman and a diplomat.

More important to the progress of the organization than personal impressions is the impression he makes with business relationships that are occurring and recurring frequently. In these cases his efficiency is put to the true test. Superficial qualifications are disregarded, and executive ability alone is considered. The Executive Secretary must be able to persist in his ideas without aggravating or being offensive to the other person concerned. At the same time he must not be too rigid or set in his ways. A good executive is always open to suggestions. The value of an executive is judged by his power to accept and adopt new and better methods of procedure and by his power to judge the value of new suggestions.

He must have aggressiveness to some degree, imagination, and initiative. Initiative is the most important. Because he is working on his own, the organization under him will progress only so far as he directs it. An Executive Secretary must be a clear and quick thinker, and he must perform his duties thoroughly.

The negative qualifications of an executive are obvious. A person who is inclined to provoke arguments would never be successful as an executive. If he were not a good judge of character, and if he had the
faculty of always "rubbing people the wrong way," he would only create enemies for the association. A stubborn or habitually sarcastic person would only aggravate his business associates and would give the whole organization an unpleasant atmosphere in outside contacts.

The college student interested in this field of work should follow the proper courses to develop these qualifications and to fill these requisites. A personality course, or a course that would teach him how to express himself clearly, briefly, and with ease, would be a valuable aid for entrance upon such a field of business. If he could learn how to put into a few concise words what he has in his mind he would increase his efficiency. Thorough English courses are basic requirements. This will increase the secretary's ability to write in a concise, persuasive, and forceful manner.

Elementary courses of law and banking would be valuable. These business fields could be studied in the light of their possible connection with executive organization work. Since the members of the organization are expected to enter into some form of a contract before their applications are accepted by the organization, a knowledge of the fundamental principles or terms of law would seem relatively essential. This would apply likewise to a course in banking. In all matters concerned with money banking policies and principles are involved. If both these proposed courses would instruct the student in the correct procedure of such business transactions as are most likely to occur frequently in an organization in connection with law or banking, these courses would be most appropriate.
A background knowledge of subjects such as shorthand, typewriting, and bookkeeping is always beneficial. If the Executive Secretary does not use them directly, he at least will have better judgment in directing those under him who must use their shorthand, typewriting, and bookkeeping. He would know just what would constitute a day's work and could assign it accordingly.

A college education teaches him how to systematize and to plan. His executive ability is brought out in a small way either in planning his courses or through his extracurricular activities.

The last requirement of the Executive Secretary is a knowledge of his particular organization. He must be thoroughly familiar with all the policies, customs, and procedures, as well as are the other officers of the association, in order to fulfill the requirements his position demands. While in college he cannot know which organization to investigate, but this study can be done after he has established himself in a definite place in organization work.
TABLE III. OCCUPATIONAL OPPORTUNITIES, EDUCATIONAL REQUIREMENTS, RECOMMENDATIONS, IN ORGANIZATION WORK.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Types</th>
<th>Education</th>
<th>Organization</th>
<th>Types</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
<td></td>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>College</td>
<td></td>
<td></td>
<td>Post-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grad.</td>
<td></td>
<td></td>
<td>Experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

1. Charitable: Stenographers: x, x, x, x, x
   : Bookkeepers: x, x, x, x, x
   : Operators: x, x, x, x, x
   : Operators: x, x, x, x, x
   : Social workers: x, x, x, x, x

2. Broadcasting: Bookkeepers: x, x, x, x, x
   : Secretaries: x, x, x, x, x
   : Stenographers: x, x, x, x, x

3. Automobile: Clerk-typists: x, x, x, x, x
   : Operators: x, x, x, x, x
   : Secretaries: x, x, x, x, x
   : Stenographers: x, x, x, x, x

4. National Sand and Gravel Association: Bookkeepers: x, x, x, x, x
   : Secretaries: x, x, x, x, x
   : Stenographers: x, x, x, x, x

5. Pan American Union: Stenographers: x, x, x, x, x
   : Secretaries: x, x, x, x, x
   : Translators: x, x, x, x, x

6. National Highway Users Association: Bookkeepers: x, x, x, x, x
   : Secretaries: x, x, x, x, x
   : Operators: x, x, x, x, x
   : Secretaries: x, x, x, x, x

7. General Contractors of America: Bookkeepers: x, x, x, x, x
   : Clerks: x, x, x, x, x
   : Operators: x, x, x, x, x
   : Secretaries: x, x, x, x, x

8. Educational: Secretaries: x, x, x, x, x
   : Stenographers: x, x, x, x, x

Conclusions: In organization work educational requirements are not emphasized. Skill is the important feature for women in this field. Accurate, skillful typists and stenographers are needed. The executive positions are held primarily by men; therefore, a woman, to succeed in this field of employment, would have to be outstanding in leadership and of great executive ability.
In the comment or other suggestions column of our questionnaire the following helpful points were emphasized.

General recommendations as to secretarial traits to be cultivated and encouraged:

1. Accuracy: emphasized in all instances; especially should it be developed in English.

2. Appearance: neat, attractive, conservative appearance. Objections made to red finger nails and chewing gum, especially "with mouth open."

3. Ability to work with others: an important factor in offices today, especially among research and various professional workers because of specialization. College graduates are inclined to fail in this trait.

4. Intelligence and self-control.

5. Ability to meet people.

Repeated recommendations as to subjects to be taught in college:

1. Law

2. Statistics

3. No need to learn skills and machine work in college; that can be taken care of on the job.

4. General background information: history, English, and language.
Mr.

Washington, D. C.

Dear Sir:

We, the Sisters of the Holy Cross, are soliciting your co-operation in an occupational survey to ascertain opportunities for young women graduates of Dunbarton College.

Our ultimate objective is to determine what training these students should have to prepare them for the positions which are likely to be open to them upon graduation. We are endeavoring to make this study beneficial to future employees by giving stress in our curricula to those things which outstanding leaders of business in Washington consider essential for more efficient service.

May we have permission to send one of our prospective graduates to you for an interview and visitation? She has carefully planned her work of inquiry and will take as little of your valuable time as possible.

If you are unable to give her the necessary time, we would appreciate your designating someone else in authority to furnish this helpful information.

Sincerely yours,

Instructor.
Personnel Director,
Department of the Interior,
Washington, D. C.

Dear Miss,

This letter is to introduce Miss ..., a student at Dunbarton College, Washington, D. C., who is assisting in a study to determine what commercial occupational opportunities are available for young women graduates of this college.

Besides studying the usual cultural background subjects, these young ladies are taking general business principles and some skill subjects. They are familiarizing themselves with business activities and requirements.

We appreciate your kindness in giving your time and co-operation in this work. If you should be interested in receiving a copy of the results of this investigation, we shall be happy to send you a summary upon completion.

Sincerely yours,

Instructor.
DUNBARTON COLLEGE  
Commercial Occupational Opportunity Survey  
WASHINGTON, D.C.  
1940

---

**Name of Business:** [Blank]  
**Type of Business:** [Blank]  

*Instructions:* Please mark x or insert the correct numerical answer, or (a), (b), (c).  

**Commercial Positions**:  
- Minimum: [Blank]  
- Open to women: No. [Blank] Age [Blank]  
- Salary: Inexperienced: [Blank] Student Part-time workers: [Blank]  
- Time work? [Blank] General Education Requirements: [Blank]  
- Accepted? [Blank] Yes No. [Blank]  

*(Sample: Sec. 2 21 4 years $140 mo. No. x)*  

<table>
<thead>
<tr>
<th>Position</th>
<th>Minimum</th>
<th>Turnover</th>
<th>Salary</th>
<th>Inexperienced</th>
<th>Part-time Workers</th>
<th>Time Work</th>
<th>General Education Requirements</th>
<th>Accepted</th>
<th>Age</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountants</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
</tr>
<tr>
<td>Bookkeepers</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
</tr>
<tr>
<td>Bkcd-Stenog.</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
</tr>
<tr>
<td>Clerks</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
</tr>
<tr>
<td>Dictaphone or Ediphone Oper.</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
</tr>
<tr>
<td>P.B.X. Operators</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
</tr>
<tr>
<td>Receptionists</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
</tr>
<tr>
<td>Research Asst's</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
</tr>
<tr>
<td>Secretaries</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
</tr>
<tr>
<td>Stenographers</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
</tr>
<tr>
<td>Stenog.-Clerks</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
</tr>
<tr>
<td>Statisticians</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
</tr>
<tr>
<td>Supervisors</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
</tr>
<tr>
<td>Others</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
<td>[Blank]</td>
</tr>
</tbody>
</table>

*Indicate by x in third last column to show Post-high school graduation; x in second last column to show Junior college graduation; x in last column to show College graduation.*
How many employees spend all or at least 75% of their time operating these different machines? List the makes of machines

**TYPEWRITERS:** Number _______  
Makes__________________________________________

**BOOKKEEPING MACHINES:** Number _______  
Makes__________________________________________

**ADDING MACHINES:** Number _______  
Makes__________________________________________

**CALCULATOR:** Number _______  
Makes__________________________________________

**ADDRESSOGRAPH**  
Number_______

**MIMEOGRAPH**  
Number_______

**DICTAPHONE**  
Number_______

**EDIPHONE**  
Number_______

**OTHERS:** _______________________________________

Which of the following agencies do you use to obtain your help?  
(Underscore once the agency you use most often; twice the agency next often.)  
Personal Application  
Examination  
High schools  
Business schools  
Employment Agency  
Want Advertisements  
Colleges

Shorthand speed required. _________

If we should establish an employment bureau for our graduates would you be interested in this service?  
Yes__________  No__________

Suggestions:________________________________________________________
TABULATIONS

Types of positions and number.
Ages.
Inexperienced workers acceptable
Educational requirements
Salaries
Of fifty affiliated liberal arts colleges thirty-two offer work in commercial education. These institutions do not stress the vocational and business subjects, but attention is given to them, showing the fulfillment of the prediction mentioned earlier in this paper that one of the types of collegiate institutions of the near future would be a liberal arts college offering some practical courses. Shorthand, typewriting, accounting, and office practice outnumbered the other offerings. The remainder of the subjects was distributed largely among Law, Economics, Money and Banking, Business Management, occasionally Economic History or Economic Geography, and, it is interesting to note, in only a very few cases Business English.
### TABLE IV. OFFERINGS AND TIME ALLOTMENTS OF COMMERCIAL STUDIES IN THIRTY-TWO COLLEGES.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semesters</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorthand I</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Shorthand II</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Typewriting I</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Typewriting II</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Office Practice</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Accounting</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Accounting</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Advanced or Special Accounting</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Law</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Money and Banking</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Economic History</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Economic Geography</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Business Organization</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

Conclusions: A resume of the descriptions indicates that only shorthand, typewriting, and office practice are strictly classified as vocational; the remaining offerings could easily be grouped and applied to Economic majors. Emphasis then, in the college of liberal arts offerings in commercial education, is placed upon broad social-background subjects, thus helping to attain the objective of educating the "whole man" rather than developing a particular skill. General opinion suggests that this peculiar skill-training is not the duty of the college but of the workshop.
In addition to a survey of the commercial occupational needs of the District a study of the clientele of Dunbarton College will help us in the planning of the future curriculum.

The students as a group do not major in commercial subjects, but either they or their parents insist on certain phases of this training.

Clientele of Dunbarton College

<table>
<thead>
<tr>
<th>Entering Students Year</th>
<th>Enrollment</th>
<th>Preparation Academic</th>
<th>Combined**</th>
<th>Commercial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1935-36</td>
<td>18</td>
<td>16 (14)*</td>
<td>2 (2)*</td>
<td>0</td>
</tr>
<tr>
<td>1936-37</td>
<td>25</td>
<td>21 (18)</td>
<td>3 (3)</td>
<td>1</td>
</tr>
<tr>
<td>1937-38</td>
<td>38</td>
<td>28 (15)</td>
<td>9 (4)</td>
<td>1</td>
</tr>
<tr>
<td>1938-39</td>
<td>46</td>
<td>28 (11)</td>
<td>15 (7)</td>
<td>3 (2)</td>
</tr>
<tr>
<td>1939-40</td>
<td>67</td>
<td>44 (26)</td>
<td>19 (11)</td>
<td>4 (0)</td>
</tr>
</tbody>
</table>

* In interpreting the above schedule, the numbers in parentheses indicate those who took commercial education in college. **Those who had commercial training in high school, or, as in the case of three in the last class and one in the previous, who have had postgraduate commercial work, are now concentrating on academic work.

** "Combined" preparation means that shorthand, typewriting, or both, were taken in addition to the regular academic schedule.

A study of the objectives as expressed in fifty catalogues reveals that practically all emphasize the main objective as recognized by leading educators: commercial education on the college level should train for executives, leaders. Among the best for our purpose I would list the following:

1. The commercial objective is to provide the student who intends to enter upon a business career with an adequate
Chapter IV

CONCLUSION

As the result of this study the following objectives and curriculum are proposed:

Objective of Commercial Curriculum at Dunbarton College.

The objective in offering commercial education at Dunbarton is stated as follows:

To give the student such foundational training in secretarial studies as will enable her to secure and maintain successfully an initial position in the field of occupational opportunity and warrant advancement, and to help determine the particular phase in which her interest, aptitudes, and talents will most satisfactorily accomplish for herself and society her purpose in life—service.
Proposed Curriculum

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Sophomore Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
<td>Religion</td>
</tr>
<tr>
<td>2 - 2</td>
<td>2 - 2</td>
</tr>
<tr>
<td>English</td>
<td>English Literature</td>
</tr>
<tr>
<td>3 - 3</td>
<td>3 - 3</td>
</tr>
<tr>
<td>History</td>
<td>Psychology</td>
</tr>
<tr>
<td>3 - 3</td>
<td>3 - 3</td>
</tr>
<tr>
<td>Science</td>
<td>Language</td>
</tr>
<tr>
<td>3 - 3</td>
<td>3 - 3</td>
</tr>
<tr>
<td>Language</td>
<td>Math, Latin, Greek</td>
</tr>
<tr>
<td>3 - 3</td>
<td>3 - 3</td>
</tr>
<tr>
<td>Government</td>
<td>Economics</td>
</tr>
<tr>
<td>2 - 2</td>
<td>2 - 2</td>
</tr>
<tr>
<td>Typewriting</td>
<td>Shorthand</td>
</tr>
<tr>
<td>0 - 0</td>
<td>0 - 0</td>
</tr>
<tr>
<td>Occupational Survey</td>
<td>Physical Education</td>
</tr>
<tr>
<td>0 - 0</td>
<td>0 - 0</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>0 - 0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>Philosophy</td>
</tr>
<tr>
<td>3 - 3</td>
<td>3 - 3</td>
</tr>
<tr>
<td>Sociology</td>
<td>Statistics</td>
</tr>
<tr>
<td>3 - 3</td>
<td>3 - 3</td>
</tr>
<tr>
<td>Accounting</td>
<td>Secretarial Practice</td>
</tr>
<tr>
<td>3 - 3</td>
<td>0 - 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives for Junior and Senior Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Writing</td>
</tr>
<tr>
<td>Money and Banking</td>
</tr>
<tr>
<td>Advanced Accounting</td>
</tr>
<tr>
<td>Business Organization</td>
</tr>
<tr>
<td>Law</td>
</tr>
<tr>
<td>Insurance</td>
</tr>
<tr>
<td>Economic History of Europe</td>
</tr>
<tr>
<td>Economic History of U. S.</td>
</tr>
<tr>
<td>Economic Geography</td>
</tr>
<tr>
<td>Finance</td>
</tr>
</tbody>
</table>
Chapter V

SUMMARY

This thesis purposed to present a curriculum of commercial education for Dunbarton College of Holy Cross, Washington, D.C., emphasizing adjustment between traditional cultural education and present-day demands of society.

Women entered the educational field when traditions in regard to their proper place in society and their possible usefulness in life broke down; economic conditions at the time demanded that some constructive measures be taken. During the Civil War women were needed to perform tasks previously accomplished by men. In this emergency, especially in cases of mental achievement, society was surprised to find that women were as competent as men and in many skills their output was greater than that of men. By their own accomplishments, by determination, and by securing the support of influential and reputable economists and writers, beginnings in the educational program for women were made. This movement was initiated through female seminaries and later gained momentum by the enrollment of women on a parity with men in liberal arts colleges, and finally the peak was attained through the establishment of liberal arts colleges for women.

Business education for women was one result of the invention of the typewriter. Success here led to a desire for background knowledge in the economic life of society or something more than mere training for skill.
Business education is defined as the development of such technical training and such understanding and appreciation of economic life as will satisfy necessary and desirable human wants. The kind of thinking and the quality of action, however, reveal the real value of business education.

Our objective at Dunbarton is to provide opportunity for the development of the required technical skills found necessary to secure immediate employment upon graduation. Standards in Washington are high. Survey results show the necessity of a speed of 120 words per minute in shorthand and ability to pass mental tests in the civil service examinations.

Tabulation of survey results indicates that 90% of the leading business men of Washington advocate college education for women interested in a business career, but they admit that skill alone in shorthand and typewriting is the entrance requirement for the available business positions in this city. Excellence in English structure is a prerequisite for success. A broad knowledge of history and English and a language, French or German, was recommended. Courses in Law, Money and Banking, and Accounting were generally suggested.

Personality and character traits such as courtesy, honesty, and adaptability were invariably recognized as not merely desirable but absolutely necessary. Another trend of thought brought out by the survey was that the need is not so much for subjects studied or credits obtained as for the imbibing of all the available accumulated knowledge and
cultures. Many skills and procedures of the various offices could be secured on the job; it is more profitable to acquire in college some of the wealth found in books and through contacts with educators and fellow students.

At Dunbarton, therefore, business education and the liberal arts are offered simultaneously. This does not mean a curtailing of business education and an overemphasis of the liberal arts, but findings in this community indicate the necessity of cultural education in addition to efficiency in the skill subjects such as shorthand and typewriting. Training in these business achievements is made available to all who desire this advantage, which means that any student can include the following courses in her curriculum: as freshman, typewriting and occupational survey; as sophomore, shorthand and economics; as junior, accounting and law; as senior, statistics and secretarial training.

In this way we hope to meet the needs of our students who are potential members of society and leaders in their group with a confirmed philosophy of life and ideals concerning social relationships; they also realize a worthy satisfaction because of their definite achievements and some understanding of life's problems; too, they can always be economically independent, employed with dignity, and so useful to various organizations that their future is practically provided for no matter what adverse fortune may befall them.

We do not accept the objective of the collegiate school for business—to train executives; our purpose more appropriately is to educate
secretaries who will be alert to immediate needs, offering intelligent and logical solutions to perplexing problems. They will be accurate, courteous, cheerful, and patient—secretaries whose goal is to strive for excellence in themselves and thus benefit society by living a complete life.


