1940

Women secretaries--education and work

Sproull, Amy Leonard

Boston University

http://hdl.handle.net/2144/4893

Boston University
BOSTON UNIVERSITY
College of Business Administration

THESIS

Women Secretaries -- Education and Work

by

Amy Leonard Sproull
(B.S. Simmons College 1914)

submitted in partial fulfillment of
the requirements for the degree of
Master of Business Administration

1940
WOMEN SECRETARIES -- EDUCATION AND WORK

Chapter I

Our Problem -- To Subtract "Un" from Unemployment - Pages 1-21

1. Is Migration a Partial Solution? -------------- 4
2. Common Sense and Imagination Create Jobs ------ 7
4. Vocational Training for Young People ----------- 13
5. Part-Time Education for Young and Old --------- 17
6. Intensive Training for the Jobless -------------- 18
7. In-Service Training ---------------------------- 19
8. Our Resourceful Population Will Find the Answer ------------------ 20

Chapter II

Progress of Education in the United States - Pages 22-57

1. Education for the Individual ------------------ 29
2. Junior Colleges ------------------------------- 30
3. An Education to Include Head and Hands -------- 34
4. The Aims of Stephens Junior College ---------- 39
5. Terminal Training ----------------------------- 42
6. Specialties among Colleges ------------------- 45
7. What Do the High Schools Offer? -------------- 48
Chapter III
Woman's Status Today---------------Pages 58-67

1. Positions Open to Women-----------------------------59
2. Ambitions Expressed by Secretarial School Undergraduates ----------------------62
3. Vocations and Avocations-------------------------------64
4. A 1940-World Smiles on Adventurous Woman-------66

Chapter IV
Contrast of One-Year and Four-Year Secretarial Training-Pages 68-103

1. Questionnaire Results from a One-Year-------------68
   Secretarial School
2. Questionnaire Results from a Four-Year
   Secretarial College ---------------------------81
3. Conclusions ------------------------------------99

Chapter V
Qualifications Essential in a Secretary-------Pages 104-125

1. The Employer's Point of View ----------------------104
2. The School Cannot Do Everything-------------------117
3. Stenographer versus Secretary---------------------119
4. Suggestions to Future Secretaries-----------------120
5. Employee-Attitude of the Best American
   Employers -------------------------------------123

Chapter VI
Conclusion ----------------------------------------Pages 126-129

Bibliography ----------------------------------------Pages 130-134
Chapter I
Our Problem - To Subtract "Un" from Unemployment

There is no official estimate of the total number of unemployed in this country today, but the two leading private compilations (American Federation of Labor and National Industrial Conference Board) reported 9,471,000 and 8,798,000 respectively in September 1939. (1)

Economists of Brookings Institute and many other people agree that America is wealthy and able to produce food and clothing for all her people, but that she has yet to learn how to distribute wealth—to perfect a plan whereby it will be possible to send the country's plenty forth into the needy homes and to the hungry and ill-fed people of the land. The trade rule, for hundreds of years, was to buy material cheap, pay the lowest possible wages, and get the largest margin of profit. Today more intelligent businessmen realize the importance of manufacturing buying-power for the mass of the people—the half of the American citizens who try to live decently on family salaries of $1500 a year and much lower than that. Authorities agree that 86% of the goods and services produced in the United States are sold to people with salaries under $2,000. (2)

(1) Hornaday, Mary, Unemployment Still Challenges American Democracy, Christian Science Monitor, Dec. 16, 1940
(2) Janzen, C. C. and Stephenson, O. W., Everyday Economics (New York City: Silver, Burdett & Co.), p. 400
With buying power for the masses an established fact, there is round common sense in mass production; otherwise not. At present there are not enough suits of clothes manufactured so that every man and boy can have one suit a year. To have that possible, we would have to manufacture fifty million suits a year and we manufacture only twenty million! (1)

As to food, how many $1500-a-year families of any size can set a table for their children which is as healthful and as appetizing as it should be? We are not producing too much food. We are not getting what we produce distributed properly.

Just as we are really not facing over-production in clothing and food, so, according to many men of vision, we are not facing lack of opportunity for the person who wants to work. It is perfectly true that one may not be able to claim at once the position he desires above all others, but, if you believe Henry Ford and his son, opportunity exists for the young person of today if he is brave enough to go out after it. (2) He urges youth to go back to the land. As he says, it may be hard at first to work for another, but once a young man has learned how to farm and can really obtain results, then he can attain land of his own and make profits. Mr. Ford advocates city boys trying out farming

(2) Ford Says Youth has a Big Chance, New York Times, Dec. 30, 1939
and country boys sharpening their wits in the cities. From his experiences on the two farm camps which he has operated for young men, he feels that he has proved that the city-bred and educated boy is better fitted to cope with modern farm problems than a boy who may have grown up on a farm. More and more, Mr. Ford says, the boy working spring and summer months on a farm will want winter work in small rural factories. The Ford Company has built a number of such factories. One, at the point of completion at Willow Run (near Detroit), operates from the power furnished by a very small stream, but in it will be made nearly all the door locks used on Ford cars. Mr. Ford thinks it is possible to put up a comfortable, efficient factory for $2,000. This will mean small overhead, which combined with water-power, will mean economical operation. (1)

A state superintendent of schools in Georgia, Dr. M. D. Collins, has a plan for farming courses for rural boys and girls in grammar grades. (2) Under the present set-up, farming projects are not taught in rural schools below the high schools. As many boys and girls drop out of school after finishing the fourth and fifth grades, Dr. Collins wishes to provide these children who will spend their lives on farms with practical instructions. At a conference of State Superintendents of schools held in

(2) Georgian Has Plan for Farming Courses, Christian Science Monitor, Jan. 5, 1940
Washington on January 22, 1940, plans were to be considered for combining the farm program of the Department of Agriculture and the programs of the common schools of the State. (1)

Is Migration a Partial Solution?

The President predicts migration to the Columbia Basin. At his press conference on January 19, 1940, he declared that the National Resources Board plans for opening the Columbia Basin in the Northwest to settlement in a few years would save millions of dollars in the future. "When pumps at Grand Coulee Dam begin operating," he said, "it will mean that irrigated land will become available for perhaps 400,000 persons and that 100,000 additional persons will be needed to operate facilities for the 400,000." (2)

In the past five years about two hundred thousand refugees from the drought areas of the Prairie States have migrated to the Pacific Northwest. (3)

(1) Georgian Has Plan for Farming Courses, Christian Science Monitor, Jan. 5, 1940
(2) President Sees Migration to Columbia Basis, Christian Science Monitor, Jan. 19, 1940
(3) Taylor, Frank J., Promised Land, The American Mercury, February 1940
Few of them are asking for relief. Most of them who have been there for two years or more have a plot of ground, a vegetable garden, a cow, and some chickens. Colonel Walter Pollitz, head of Washington State's Farm Placement Service, welcomes these newcomers. His comment on the situation is:

"We haven't any farm labor surplus, and a good worker can average seven or eight months' work at three dollars a day. He may have 17 different jobs during that time, but he's not idle. When the harvests are in, he looks at a piece of stumpage land, sees green grass and thinks of a cow and a garden. He sees the stumps and says, 'There's wood to keep us warm in winter. I can farm around those stumps and worry them out in my spare time.' These people are real pioneers." (1)

The Farm Placement Service supported jointly by the Federal Government and the States, tries to keep newcomers from wasting time and gasoline in fruitless job hunts. It maintains regional employment offices where the farmers phone in for workers and where workers check in for leads on jobs. There are twenty-one such offices in Oregon, fourteen in Washington, twelve in Idaho.

The Pacific Northwest's migrants come in three distinct streams. One comes from the northern Prairie States, bringing chiefly Dakotans (who make up almost one-fourth of the refugee trek); another, with Nebraskans, Coloradans and Kansans, follows the old Oregon Trail from

(1) Taylor, Frank J., Promised Land, The American Mercury, February 1940
Salt Lake; the third moves in from California (Oklahomans are most numerous in this group).

The Northwest is cordially welcoming these migrants, particularly the people from the northern Prairie States, who are on every farmer's preferred list. (The Dakotans have the reputation of being real farmers.) The U. S. Soil Conservation Service holds that there is still a net surplus of 2,000,000 acres which can provide 50,000 forty-acre farm homes, not including the Columbia Basin Project. There is still lots of room in the Northwest for a family that is willing to pioneer.

Another encouraging tale (especially if you have read *Grapes of Wrath*) comes from Salinas, California. (1) In 1933 East Salinas--originally called "Little Oklahoma"--was a series of tents, shoddy auto trailer camps, and packing box shanties. Today it is a thriving, prosperous-looking community where 3,500 refugees from the Dust Bowl are living. The lettuce industry (Salinas is America's lettuce capital) furnished work for most of these migrants. One Tennessee migrant brought his wife and two sons to "Little Oklahoma" in 1934. He was "broke". He borrowed to make down payment on a used truck and began hauling and selling fertilizer to lettuce and vegetable farmers in the district. Today he owns eight trucks, and six houses in

(1) "Poverty Town" Pioneers Build Selves New World,
Christian Science Monitor, Feb. 3, 1940
East Salinas. His two sons own two trucks each; one son owns three homes, the other two!!

Common Sense and Imagination Create Jobs

The person with common sense or imagination, or a happy combination of both, will make his own opportunity. Instead of sitting down and writing his troubles to Dorothy Dix, he will take account of himself and his surroundings and will end by earning himself at least a humble living. With the same effort, it is easier to earn a comfortable living in a small town than in a city. And, surprising as it may seem, nearly half the people in the United States live in towns of 2,500 or less and on farms. (1)

One young man living in a small town decided he could earn a living by delivering bread and ice. The town was not large enough to support a bakery or an ice station, but the nearest town of any size was eighteen miles away. He went to town, outlined his plan to the local bakery and the ice plant, obtained wholesale prices on bread and ice, and then went home and canvassed the houses. At first it was hard to make enough profit to pay his operating costs, and the depreciation on his small panel truck, but within four months he was making a small profit. Now he earns

about $100 a month the year around. He has his own home, his garden, a cow, and pigs. (1)

Three modern pioneers who are making good on a hill farm in Tennessee are Mr. and Mrs. Denver Beene and their son, John. (2) Five years ago they were practically without funds, owning nothing except what they thought was worthless mountain land. Rather than go on relief, they decided to make their living on this land. In the winter of 1934 they went to work and built their first home of logs (12 by 12 feet). Then they built a shelter 12 by 18 feet for the stock and hired some help with the clearing. At this point their money gave out, and the really hard work began. In five years they have developed and cultivated thirty of their four hundred acres, have increased the value of their property by about $3,000, and saved money. Best of all, they are happy!

**Government, Business, and Society Must Pull Together**

The country is thoroughly awake to the seriousness of the unemployment situation. The Federal Government, City and State governments, all organizations of any size, and businessmen in general, are trying to help matters. Even the heads of the American Federation of Labor and


the Congress of Industrial Organizations agree that the solution of unemployment is the outstanding question before the American people in 1940. Both these large labor organizations apparently recognize the fact that the improvement of employment can be brought about when all elements of the national society pull together, and not when labor and capital fight. (1) The Council of the American Federation of Labor rejects the theory that government spending offers any permanent cure for unemployment, and refuses to believe that chronic unemployment is necessary. The Council says:

"The only possible practical way to end unemployment is to provide jobs for the unemployed in private industry."

In addition to WPA, CCC, and NYA and Social Security Aid, the wage-hour law has done its bit to assist in two ways;

(a) By placing a limitation on working hours in industry in order to spread employment.

(b) By adopting a minimum wage in order to increase the worker's power to purchase products. (2)

Some feel that the regulations under the wage-hour act with respect to apprentices and learners are unnecessarily restrictive, thereby violating the intent of the law that opportunities for employment of apprentices and learners

(1) Hornaday, Mary, Unemployment Still Challenges American Democracy, Christian Science Monitor, Dec. 16, 1940

are not to be curtailed. This point is important because the country needs trained workers.

Many feel that, due to the strict regulations in regard to periodic rests and shortened continuous working hours for women, men will be hired in preference to women. This question was taken up at a Chicago convention held on February 10, 1940. (1) More than one thousand business and professional women attended from nine states. There were pleas for more opportunities for business women with less stress on protection for them, and criticism of the mounting restrictive legislation affecting women in the business world. Charles S. Craigmile, vice-president of the Belden Manufacturing Company of Chicago, said in part:

"Legislation limiting the hours of women workers, supposedly for their protection, places them at a serious disadvantage. Many women have to earn their living just the same as men do. They should, therefore, be allowed full opportunity to make a contract for their services on an equal basis with men, with whom, in many cases, they are competing for jobs." (2)

Mrs. Ora Snyder, Chicago manufacturer, said:

"If laws limiting the hours of employment of women include those in executive employment, there is only one answer, ladies. They will be replaced by men." (3)

(1) End Bars to Work, Women are Urged, New York Times, Feb. 11, 1940
(2) Ibid.
(3) Ibid.
There are now over 640,000 persons employed in the civil service of the United States. (1) The civil service placements must total between 40,000 and 50,000 annually. In addition to these federal workers, there are more than 450 city, county, and state civil service agencies. (2) In an index of Government civil service positions that may be qualified for, there are 220 different ones listed—from alphabetic card-punch operators, firemen, janitors, and policewomen, to veterinarians and warehouseman.

Clubs in many cities have been working on plans to facilitate employment for women over thirty-five through co-operative efforts of business women. (3) The preference shown by employers for younger women and a need on the part of the older women to adjust themselves to modern conditions in business and industry are the chief difficulties to overcome. The method of attack is to mold public opinion in favor of the experienced as against the inexperienced workers and to institute guidance classes for the older women, including talks on how to interview a prospective employer and how to develop personality resources. New York and Philadelphia have made headway with this plan and last June at the Soroptimist

(2) Ibid.
Convention in Atlantic City, a San Francisco delegate told of the results of two years' co-operation between fifteen clubs in that city. Forty-two percent of the applicants had been placed, it was reported.

The "Give-a-Job" drive has a series of sub-committees in the process of being set up in forty-five districts of Philadelphia. (1) George R. Conover, Chairman of the State Job Mobilization Campaign, says that it is fast gathering momentum. The work of all these committees is to call on business men and industrialists and urge them to try to create new jobs or so change their work that they will need more help.

Courses for city employees help in the right direction. Dr. Robert Jahrling, acting director of the public service training at City College, New York City, announced last December that fourteen "in-service" courses for employees of five city departments would be offered next semester by his division. (2) To the three courses for employees of the departments of Correction and Welfare will be added eleven new courses for workers in the Fire, Health and Correction departments. There will also be courses in municipal government, city planning, and municipal engineering. These courses will be open to any city employee.

(1) "Give-a-Job" Move Makes Progress, Christian Science Monitor, Dec. 15, 1939
(2) 14 Courses Created for City Employees, New York Times, Dec. 17, 1939
Vocational Training for Young People

The fifth annual career conference of the Vocational Service for Juniors will be held March 7 and 8 in the auditorium of the Engineering Societies Building in New York City: its theme--"How to Get a Job." (1) The general chairman and principal speaker will be Thomas J. Watson, president of International Business Machines Corporation. Aviation and allied mechanical fields and wholesale and retail distribution will be discussed by speakers. Several thousand high school students, graduates, and out-of-school youth are expected to attend. Dr. Carl Norcross, associate editor of Aviation, will discuss how high school graduates may enter aviation and allied fields without college training. John Wood, vice-president of B. Altman & Co., will speak of the possibilities for young people without college training in wholesale and retail distribution. An exhibit and demonstration of the latest models of all types of business machines will be held in conjunction with the conference.

At the same address where the conference is to be held--220 West Forty-sixth Street, New York City--a motion picture trade school to train men and women between

(1) Career Session to Open, New York Times, Feb. 11, 1940
the ages of sixteen and thirty for positions in the film industry has recently been opened. Day and evening classes are held. Among the subjects taught will be cartoon animation, cinematography, still photography, sound recording, direction, studio lighting, stage architecture, and scenic and costume design. (1)

During the long days of the depression, well-trained journeymen craftsmen could not find jobs; there weren't enough to go around. (2) Today factories are crammed with orders and industry needs competent workers to man its machines. To help the boy with no training for any other than a haphazard job and to answer industry's demands, the Hartford Trade School is doing a double job with surprisingly worth-while results. A 200-hour course has been planned by competent factory leaders. The day after Christmas 1939, the first class of fifty-three young men graduated; they stopped an aimless existence and went to regular jobs with a future. From December 26, 1939 on, the Hartford course has turned out fifteen graduates a week.

Girls, as well as young men, need help today in finding positions. Chances in family enterprises have been reduced by the growing concentration in business and a

(1) Trade School, New York Times, Jan. 2, 1940
(2) Connecticut Rescuing "Lost Generation", Boston Sunday Post, Jan. 14, 1940
decrease in the number of small businesses. Considering young girls alone for 1939, there are 124,454 being taken care of by the Government: (1)

10,840 in NYA Camps  
34,000 in WPA projects  
79,614 in NYA Works Program.

The Youth Commission suggested that even "producing the goods and services which are needed by the young people themselves and by others who are unemployed and in need" was far preferable to unemployment, even if this might be held as competition with private business. In line with the idea, Providence, R. I., has a sensible NYA program. Headquarters for the NYA work in Providence are in the abandoned police and fire station. Here are the offices, shops, and classrooms where the young people get experience which enables them to find work outside. For the girls, work experience is provided in sewing, office work, nursery training, homemaking, and cooking. An average of more than ten percent of the total enrollment each month leaves to find steady work. (2)

The San Diego, California, WPA has been at work

(1) Barkley, Frederick B., Aid to Youth Put Above Economy, New York Times, Dec. 10, 1939  
(2) NYA Brings Job Preparation to 1,500 R. I. Boys and Girls, Christian Science Monitor, Dec. 15, 1939
for three years helping its unemployed girls by training them to become efficient household servants. Since the project was started, 300 of the 402 registered applicants for instruction have been placed in congenial homes; the other 102 have either married or left the city. The demand for these girls exceeds the supply. Girls who want the training must be recommended through some aid organization. The class (limited to 20 for each course) covers from eight to twelve weeks. The girls are taught every phase of housework—washing, ironing, cooking, home arrangements, etc. When it is felt that the girls are ready for placement, the supervisor and her assistants investigate the homes which seek the girls. They try to fit the girl into the home for which she is temperamentally fitted. (1)

If there is any skepticism as to whether young men want work or not, go to the Federal Building in Boston. For the past six days more than six thousand boys between the ages of sixteen and twenty-two have filled the corridors because there is an opportunity for fifty boys to secure vacancies that are open in the apprentice school at the Boston Navy Yard. The jobs available include such trades as blacksmith, boatbuilder, boilermaker, coppersmith, diesinker, electrician, joiner, loftsmen, machinist, millman, molder, patternmaker, pipefitter, plumber, rigger, sailmaker,

(1) Training Girls for Household Work is One of San Diego's WPA Projects, Christian Science Monitor Jan. 16, 1940
sawfiler, sheet metal worker, shipfitter, shipwright, and toolmaker. The boys are taken into the apprentice school for a four-year course. The original appointment for fourth class apprentice pays a daily wage of $4.88. After their apprenticeships the boys are drawn off into positions in the Navy, the Watertown Arsenal and the Fore River shipyard. Study at Massachusetts Institute of Technology is available to senior apprentices. (1)

Part-Time Education for Young and Old

A trend of the times is toward part-time education. This includes vocational training for young people who have never worked, youth and adults who have begun work but wish to improve their positions, and adults who have not worked but who wish to get positions. Some schools are being used twenty-four hours a day. A number of men come into a Hartford, Connecticut, school around ten p.m. and take their training during the night because of the promise of definite work to follow. (2)

The Boston and Cambridge Centers for Adult Education are examples of what can be done for people, young

(2) Vocational Education Moves Forward, Christian Science Monitor, Dec. 11, 1939
and old, with no formal educational background. The spirit of encouragement pervades both Centers. One dejected young man who had encountered a series of disappointments came there and talked to Miss Dorothy Hewitt, the director. (1) She assured him that many others had been through equally discouraging periods and had found themselves again through new interests. He decided to join one of the classes; his confidence began to return. At the end of the ten-week course he disappeared, but in a chance encounter some time later, Miss Hewitt learned from him that as a direct result of the encouragement he found at the Center he had been able to take hold and find a position in which he was getting along well.

**Intensive Training for the Jobless**

Governor William H. Vanderbilt of Rhode Island (2) has indicated that he will soon appoint a committee to investigate the possibility of supplying unemployed workers to the skilled and semi-skilled trades where a substantial demand now exists. The committee will investigate the possibility of training in various plants throughout the State. Men

---

(1) *Men and Women Go on Growing Who Go on Studying*, Christian Science Monitor, Jan. 16, 1940

(2) *R. I. Pland Schools for Jobless*, Christian Science Monitor, Jan. 16, 1940
who show mechanical aptitude would be given a short, intensive training. The committee will find out whether or not it will be possible to form an adequate vocational training school in Rhode Island.

In-Service Training

A large percentage of adult workers have had no special training and are both inefficient and poorly paid. To help these workers, the George-Deen Act was enacted in 1937 (really an extension of the Smith-Hughes Act). (1) The real purpose of this Act is to provide in-service training: i.e., to train as the people work. The work must be of less than college level and it is to supplement secondary school courses. The Act does not include clerical or stenographic occupations. The adult field may be divided into two distinct types—managerial and the consumer contact. Courses for the managerial group are being planned and conducted in credit, personnel, advertising, textiles, merchandise, display, styles and fashion, color and design, retail store problems. Courses for those who have the consumer contact are based upon the actual problems of the

retail worker and take up such subjects as personality, business behavior, business dress, the law of sale, selling devices and methods, pleasing of customers, and other problems of the individual fields.

Our Resourceful Population Will Find the Answer

The magazine Fortune has undertaken a summing up of the United States in the last decade. The result is not depressing. In addition to what we already know about the country's resources, Fortune mentions: the amount of sunlight that falls on the different regions of the country, the potential mineral energy stored in the mountains of Wyoming and North Dakota, the potential water power in the rivers of the Northwest. It declares that nearly all the serious problems that now confront the United States have their origin in the country's achievements: not problems of poverty, but problems of abundance. Throughout ten years of depression the United States citizen's power to consume has increased more rapidly than ever before in history! In conclusion, Fortune declared: (1)

(1) New Era, Time, Feb. 5, 1940
"In spite of all lacks and unfavorable comparisons, the United States is the greatest nation on earth. But its actual greatness rests not on these single assets but on their combination. The greatness of the United States is the sum of a vast land area; a great, resourceful population of diverse origins and talents; a universal industry of cosmic dimensions; an enormous treasury of resources; a form of government that has stimulated the optimum development of all the components of the economy. It is the compounding of all these sources of greatness that makes the United States great." (1)

The great resourceful population has its shoulder to the wheel as never before. People of every class and societies of every kind are working to further employment. In time, employment must result for all who are able to work.

(1) New Era, Time, Feb. 5, 1940
Chapter II
There have been various reports from educational authorities as to the progress of education in the United States for the year 1939 — some pessimistic, some optimistic in tone. Dr. Clarence Foster, Rutgers University, says: "Only a few of the schools, on the whole, make much effort to study the needs of pupils before attempting to teach them." (1) Says Dr. Francis T. Spalding, Harvard University: "Schools should start at once to learn what their pupils are doing outside, not to spy, but to find out now what results the study courses are getting and whether they are working." (2)

Just as distribution of food and clothing in the United States (rather than production) is the uppermost problem, just so proper distribution of students into congenial avenues of education and employment is the uppermost problem of schools and colleges today. Multitudes are working in positions where they are misfits and, naturally, they are not earning what they might be if they were engaged in work admirably suited to their capabilities. There has never been an age when there were as many or as different things to do as one finds today. But, instead of an even number of available persons for positions open, we find a vast number of people

(2) Ibid.
applying for Jobs A and B, no one applying for Jobs C and D, and many letters written to newspapers reciting tales of hopeless quests for jobs.

Those persons most likely to hold jobs continuously are the well-balanced and well-educated. Then how shall we keep the American young people in this happy condition? Are not the home and the school our answer?

The more stable America can make her family life, the better can she help her young people. Children, young and old, thrive on security, and when children feel secure they are far more apt to be interested in education. Since the time of the Industrial Revolution in this country, family life has been growing less stable. Urbanization and woman's growing economic freedom are perhaps the two most vital factors in America's changing family life. In addition, there has been a slowing up of the orthodox religion of olden days. There is not more than half the interest exhibited in the Bible today that there was twenty-five years ago. (1) Of one thousand case studies made by a judge in recent years, 40% professed no religion of any kind! Old-time family prayers, blessings at the table -- both seem to have faded away with the passing out of the horse and buggy and the introduction of automobiles and moving pictures. In fact, those who have been surveying the conditions surrounding children in America today say that there is a great cultural

(1) Gillette and Reinhardt, Current Social Problems, p. 663.
lag between material achievement and achievement of values in morals and religion. The religious leaders attending the White House Conference on Children a few months ago demanded recognition of the indispensability of religion to children and youth. (1)

In 1890, 35% of the population of the United States lived in urban territory; in 1930, 56% of the population lived there. (2) This steady drift of the people to the city has undoubtedly weakened the social and economic unity of the family. Even amusements for children are expensive in the city and of course high city rents have made for cramped living quarters. Poor children find it more fun to drift to a pool-room or social center than to remain in the crowded living-room (always provided there is one!) with father asleep on the couch.

Since women can work in nearly every line of endeavor now, there has, for years, been a growing tendency among the poor for both father and mother to earn outside the home and thus augment a slender family weekly wage. This means irregular meals for children and insufficient guidance and care. In such excuses for homes as these conditions produce—a roof against the rain, a can of beans, and spasmodic outbursts of affection from a worn-out mother—many children gain all that they ever know of home life.

(1) Lenroot, Katharine F., Needs of Nations Children are Weighed in Washington, New York Times, Jan. 1, 1940
(2) Gillette and Reinhardt, Current Social Problems, p. 664
Even worse for children than necessary neglect suffered from over-tired parents in a home "of sorts", is the blighting effect of the broken home. Along with urbanization, freedom for women, and a more casual religious attitude, has come the problem of divorce. Since 1887 (the first year for which data are available) divorce has been increasing by leaps and bounds.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total for Year (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1887-1891</td>
<td>31,465</td>
</tr>
<tr>
<td>1902-1906</td>
<td>66,528</td>
</tr>
<tr>
<td>1912-1916</td>
<td>100,901</td>
</tr>
<tr>
<td>1920</td>
<td>170,505</td>
</tr>
<tr>
<td>1925</td>
<td>175,449</td>
</tr>
<tr>
<td>1930</td>
<td>191,591</td>
</tr>
<tr>
<td>1935</td>
<td>218,000</td>
</tr>
</tbody>
</table>

And the sad tale still goes on. According to the Boston Post, (January 1, 1940) the number of children neglected because of broken homes is on the increase. The report of the Massachusetts Society for the Prevention of Cruelty to Children shows that the broken home is most often the cause when cases of neglected children are referred to the society (42% of 16,562 children referred to the society were for this reason). Neglect fosters delinquency. An interesting report made in Oregon speaks for itself. (2)

(1) Stouffer, S. A. and Spencer, Lyle M., The Annals, November 1936, p. 58
(2) Johnson, Julia E., Marriage and Divorce, p. 197
Oregon Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Per Cent of Charges Coming from Divorced Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys' and Girls' Aid Society of Oregon</td>
<td>15.6</td>
</tr>
<tr>
<td>Florence Crittenden Refuge Home</td>
<td>18.0</td>
</tr>
<tr>
<td>House of the Good Shepherd</td>
<td>31.2</td>
</tr>
<tr>
<td>Salvation Army Rescue and Maternity Home</td>
<td>33.0</td>
</tr>
<tr>
<td>The Christie Home for Orphan Girls</td>
<td>35.0</td>
</tr>
<tr>
<td>Pacific Coast Rescue and Protective Society for Girls</td>
<td>35.8</td>
</tr>
<tr>
<td>Oregon State Industrial School for Girls</td>
<td>59.3</td>
</tr>
</tbody>
</table>

In addition to this report, the records of the Portland, Oregon, Court of Domestic Relations show that of all boys and girls coming before it in the first eight months of 1921, 254 cases (30%) came from divorced parents. If cases where parents are not living together were also considered, the rate would be about 80%! This is representative of conditions in the rest of the country. Small wonder that Judge Perkins of the Boston Juvenile Court advocates that delinquent youngsters be studied and observed carefully before calling in a psychiatrist, or disposing of their cases. (1) Many of them need only their fair share of understanding.

There are 8,000,000 children under sixteen years of age in the United States (nearly one-fourth of our total 36,000,000) who are living in families receiving WPA wages, general relief, aid to dependent children, Farm Security

(1) Boston Post, Jan. 15, 1940
Administration grants, or similar forms of public help. In addition to the more than 700,000 now benefiting from the Social Security program, about a quarter of a million are in institutions for the care of dependent children or in foster families. At least 23,000 were in State schools for juvenile delinquents in 1938, and in 1938 about 185,000 were dealt with as delinquents in the juvenile courts. And even this isn't the whole story -- there are about 365,000 crippled children in the United States and estimates of mentally defective children vary from 360,000 to several times that number. (1)

Regional and State differences in economic capacity, due largely to the concentration of resources and industry in a few areas, make it practically impossible for a large proportion of the children to obtain a reasonably good education under existing methods of school support. Recent surveys have indicated that school facilities are not adequate to meet present-day needs. (2)

People are realizing slowly but surely that to have a safe world for their own children they cannot sit smugly at home and talk of son Tom's or daughter Mary's problems and work for them alone. To make the world safe for Tom and Mary, all the other children of the country (including those in the Minority Group -- negro, Indian, Chinese,

(1) Lenroot, Katharine F., Needs of Nation's Children are Weighed in Washington, New York Times, Jan. 14, 1940

(2) Ibid.
Japanese, Filipino, Mexican, and foreign-born white children) must be safeguarded, encouraged, educated, and understood.

In one round table at the recent Conference for the Needs of the Nation's Children, stress was laid on the need of increased material income for child welfare. Eighty-three recommendations (drawn up after a year's study) cover religion, the family, education, housing, economic resources, social services, libraries, health, minority groups, leisure time activities, and child labor. I will give a brief summary of a few of the recommendations: (1)

**Schools:** Enlargement of units of school administration; federal assistance to states; individualization of educational processes.

**Leisure time activities:** Recognition of recreational developments as public responsibility; special attention for certain groups of children with inadequate recreational opportunities.

**Child Labor:** Extension of compulsory school laws to 18 years of age; public financial aid where needed to enable young persons to continue schooling even beyond compulsory age.

**Youth:** Vocational preparation and guidance; placement services.

Under **Schools**, "individualization of educational processes" is significant, and under **Youth**, "vocational preparation and guidance and placement services".

Education for the Individual

Mr. Frederick Keppel, President of the Carnegie Corporation of New York (1), says that there seems to be a growing understanding today of the unity of the learning process in the individual, from nursery school to the end of life. He adds that the unit we must work with is the individual human being, and the student cannot be subdivided; it won't do to deal with his intellectual side alone and neglect his health and morale or his aesthetic or emotional side. Mr. Keppel points out that other straws which indicate the general trends of education are the steady spread of non-departmentalized introductory courses of a type developed at Columbia and Chicago; the establishment of new academic clearing houses in the larger institutions (first tried in the General College of the University of Minnesota) for the benefit of students who do not happen to fit into the ordinary curriculum; and the respectful attention given to experimental colleges for girls, as represented by the unconventional institutions of Stephens and Bennington.

Dean Henry W. Holmes of Harvard, writing on the subject of education says (2): "...the very heart of the matter is that we ought not to give all young people the same education -- not in amount, nor in kind, nor in result... . There

(2) Holmes, Dean Henry W., The Nation Challenges the Schools, The Atlantic, p. 21, January 1940
are, in short, diversities of gifts. Up to 1870, there were somewhat more than 70,000 pupils in the United States; now, seventy years later, there are nearly 7,000,000." Dean Holmes confesses to his amazement when a member of the judiciary once asked him why the seven million could not be given precisely the same schooling as the seventy thousand. He says: (1)

I had supposed that no one would even regard that alternative as a possibility. It is not, in fact, a possibility -- unless we want to say that adolescents whose abilities and interests are not academic shall be driven out of school and left to fend for themselves in a world that will not and that cannot give them work.

Junior Colleges

Twenty years ago girls who took secretarial or commercial courses were, in general, regarded as intellectual inferiors by academic college graduates. Now, daughters of these same academic college graduates flock to two-year junior colleges and take secretarial courses or, after a four-year senior college course, go to business school for a year to learn shorthand and typewriting and gain the magic key which opens the door to many a coveted business or professional opportunity.

The junior college is the college of today and has more or less taken the country by storm in the last ten years.

(1) Holmes, Dean Henry W., The Nation Challenges the Schools, The Atlantic, January 1940, p. 21
The popularity of the junior college is due largely to the inability of high school graduates to get work. For the majority, a four-year college program is out of the question, for financial or other reasons. A two-year course is a different story. For those who wish to continue toward their collegiate degree, a general academic course is offered. Most senior colleges accept the records of students who attend accredited junior institutions. (1)

In 1918 there were 46 junior colleges in the country; in 1933 there were 510, with more than 150,000 students enrolled in 44 states! Although a Southern and Western development, the junior college has proved to be a need of the entire United States. In 1933-34 there were only two states, Nevada and Wyoming, reported as having no junior colleges. The public group predominates in the Middle West (2) and West, and the private group in other sections. The public junior colleges are fewer in number than the private, but the public group enrolled almost 70% of the total number of students in junior colleges in 1933-34. In 1933-34 the American Association of Junior Colleges reported a total of 103,530 students enrolled in junior colleges: 70,221 in the public and 33,309 in the private group. (3)

(1) Fine, Benjamin, Junior Colleges Face a Check-Up, New York Times, Jan. 7, 1940
(3) Ibid., p. 12
An interesting and outstanding example of a public junior college is The Lower Division at the Louisiana State University. The aim of The Lower Division is twofold: (a) to provide an adequate basis for selecting students who are able to do and who are interested in more advanced education; and (b) to provide a broader understanding of the social and economic world-order for those students who are not able to cope with and not interested in more advanced education. While it is believed that every high school graduate should have the privilege of entering Louisiana State University, it is believed, too, that he must prove his ability to meet the standards for doing real college work. The University recognized the fact that our country needs today education for an economic democracy. (1)

The days of rugged individualism are in the past; we are living today in a whirlpool of rapidly revolving economic, social, and cultural changes. The farm of yester-years no longer stands in the foreground to feed and shelter the hungry young people who cannot make the college grade. It falls to the lot of the educators today to see to it that the young people are so educated that they can become self-supporting, self-respecting citizens. And so, instead of returning home as failures those who are unfitted to do the kind of abstract

(1) McNutt, Walter Scott, A New Experiment in the Democratization of Higher Education, Education, Sept. 1939
thinking essential in a traditional college course, the Lower Division of Louisiana gives students ample opportunity to develop such special abilities as they possess, and trains them in citizenship as well. In addition to supplementing the high school graduate's knowledge of general education, a new student is trained to understand the economic, political, and social environment of the present-day world order. In brief: (a) a suitable foundational education is provided for those students who are planning to enter professional schools and (b) adequate provision, especially through tool, vocational, or broadening courses, is made for students who are interested in the more practical fields of work (who do not intend to continue through the Upper Division or Senior College).

At present the requirement for entrance into a senior college is slightly less than "C" average at Louisiana State University. About 36% of the freshmen are not eligible. (1) In attempting to attain the ideal of general education, the traditional subject matter barriers have been disregarded. Because of this, there is, at present, only a limited supply of texts. Within a few years, there will be an ample supply of material. If properly and generally worked out over the United States, a democracy of opportunity in higher education will be insured which will make possible a liberal educational program.

(1) McNutt, Walter Scott, A New Experiment in the Democratization of Higher Education, Education, Sept. 1939
The notion is dying out slowly but surely that a subject should be taught in school or college simply because it trains a power of the mind. Educational experts are arriving at the conclusion that the correct thing to do is to study the subjects which you are sure will help you in a practical program of living. They agree that studying these helpful subjects will train the student's mind as well, and probably better, than will a detested traditional subject.

An Education to Include Head and Hand

The United States today is utilizing its human assets to the extent of 30 to 40% only; in 1929, from 40 to 50% were being utilized. (1) We must, therefore, expand our educational system in every way to enable it to include and to fit profitably for business some of the 60% now on the outside of employment. In years past there has been too much emphasis on intellectual training to make for a healthy education for everyone. R. D. Carmichael says:

We must keep education up to social progress. The business world is not composed of an overwhelming majority of intellectual giants; there will always be infinitely more followers than leaders, so instead of becoming disinterested in regard to the large percentage who do

(1) McNutt, Walter Scott, A New Experiment in the Democratization of Higher Education, Education, Sept. 1939
not meet senior college requirements, why not fit them appropriately and wholeheartedly for their places in industry as worthy followers? (1)

There has been a long period of intellectual snobbery in certain classes of the American people. White-collar jobs have been looked on with a respect that has not been warranted. The statement to the effect that the work of the head is nobler than the work of the hand rings falsely if not interpreted correctly. Work of the head coupled with work of the hand is certainly nobler than work of the hand alone, but how much work of the latter variety is there? And would it be easy to tell just wherein the artist's skill excels—head or hand? Because the thoughts of unemployment are long, long thoughts, people have been dwelling on the why's and wherefore's of under-supply of manpower in many lines and over-supply in others. There was such an under-supply of skilled mechanics in a city not far from Boston some months ago that a group of men were imported from Scotland for the work to be done! Popular opinion is warming to skilled manual workers and to the task of training all those young people in vocational work who show promise in that direction. Co-operative work is a worthy companion to vocational work. The pioneer work which has been done in co-operative work

(half-time in school and half-time in industry) by the University of Cincinnati and Antioch College, Yellow Springs, Ohio, is well known.

In nineteen years' experience with the co-operative plan, Antioch has constantly tried to improve its methods. The leaders try to get the right job for the right girl or boy. This year eight hours a week at filing and typing, or helping with children in the nursery school, or carrying trays in the tearoom, or wielding shovels on the campus are providing practical experience for 144 Antioch freshmen. In addition to its "laboratory" requirement on a paid campus job, the course carries a two-hour classroom requirement--get-togethers and lectures on how to choose a vocation and the different opportunities that Antioch offers. One girl working in the tearoom said: "The work gives me a wonderful feeling of doing something on my own." (1)

A boy on the maintenance squad remarked: "I don't know as much as I thought I did. I am learning to work with others. I have learned what it is like to have a boss."

The freshman work program is administered by a member of the personnel department, assisted by two "student co-ordinators". These co-ordinators, who are seniors, assign

freshmen to jobs, confer with them, and discuss their progress with the supervisors. (1)

This practice of co-operative work is peculiarly adapted to the junior college field. The terminal training in junior colleges is very important because 75% of the graduates of commercial courses of a junior college do not go to higher schools; and 66 2/3% remain in their home town or return to it. These statements are based on a study of the commercial curricula in 131 junior colleges (made by La Dow at Iowa).

In the period covered by the normal four-year college course, the co-operative student can take the junior college course and have two years of supplementary remunerative experience in the occupation in which he is securing training. Outstanding work of this sort is being done in a city of 30,000--Riverside, California, with a total junior college enrollment of less than 400. The co-operative courses are limited to (2) hotel management, library work, nurses' training, and some phases of engineering. There is close co-ordination between the Riverside Junior College and a number of the leading organizations of Southern California:

Southern Sierras Power Company  
Riverside Community Hospital  
Riverside Public Library  
Edison Electric Appliance Company  
and  
Riverside Portland Cement Company.

(2) Eells, Walter C., The Junior College, 1931, pp. 305-7
Other courses which are taught in the Riverside College are Survey of Business, Economic Organization, Management Problems, Machine Accounting, Merchandising, Marketing Problems, Business Law, and Sales Problems. (1)

The aim today in the junior colleges offering business subjects and in all progressive business and secretarial schools is to enrich the business course. To enrich in business education means to offer curricular materials which will train in fields other than solely the secretarial, such as merchandising, including retail selling, clerical practice, and machine accounting; and social business subjects, including new courses in business economics, marketing, and money problems. (2)

In Pasadena, California, and in Moberly, Missouri, respectively, one finds examples of large-city and small-community four-year programs of business. The North Texas Agricultural College gives a co-operative course in agriculture designed to enable boys to work half-time on the farm (either the college farm or the one at home); the course can be completed in two years. Co-operative work in training nurses is found in junior colleges at Sacramento and San Bernardino, California; in Kansas City, Missouri; and in Grand Rapids Michigan. (3)

(2) Ibid., p. 307
(3) Ibid., pp. 307, 308
The Aims of Stephens Junior College

Stephens College, in Columbia, Missouri, is an example of a popular and unconventional junior college for girls. There are 1700 girls there on its 220 acres and it is headed by President James M. Wood, who has very sound ideas as to sensible education for young women in this day and age. While Stephens is by no means a typical example of a girls' junior college, it is a very interesting one. President Wood spent nine years modifying his curriculum so that it really would include the things that a young woman should be taught in college that would profit her the most after she left college. He went about this business of selecting the right subjects scientifically; he engaged Dean W. W. Charters of Ohio University to make a survey for him. Dr. Charters selected 305 women, graduates of 97 different colleges scattered over 37 states (1) who agreed to keep diaries in which they would record, day by day, their needs and problems. Fifty-seven of these women were graduates of women's colleges, the others of co-ed schools. Two-thirds of the number were married, and half the married ones had two or more children. One-third had been graduated less than five years, one-third between five and ten years, and one-third more than ten years. The diaries were gathered up after

(1) Armstrong, O. K., Making the Most of Mary, American Magazine, January 1940
three years. They showed more than 7,500 items, needs that must be filled and problems that must be solved by women. Dean Charters and his assistants grouped the items in major divisions. (1) Here are two comments that speak for themselves: (2)

College courses for young women, junior or senior, are all wrong. We studied Latin, math, and all the formal subjects taught young men. Much was essential. But so incomplete! We women are persons. Our personality is the most important thing about us. College did nothing for my personality.

Women are consumers. Why don't colleges teach us about bread and meat and rent? Young women become lovers, wives, and mothers. What are we taught about love, household problems, marriage relations?

President Wood and his faculty organized a curriculum around what they felt to be the seven major groups of interest to women. Formal college courses were not touching more than a third of these:

1. Communications. Speaking, reading, writing, understanding
2. Physical health
3. Mental health
4. Civic relations. The social, economic, and political problems and activities that lie clearly within the range of women as citizens
5. Aesthetic appreciation. Art, literature, drama, music, personal charm

(1) Armstrong, O. K., Making the Most of Mary, American Magazine, January 1940
(2) Ibid.
6. Consumption. The purchasing and use of food, clothing, furniture; budgeting

7. Philosophy of living. Something to serve as an orderly and substantial guide to religion, clear thinking, and effective living.

Before a girl can get her diploma from Stephens she has to become the head of an imaginary household and be prepared to live the first year of her married life on an income of $1,500. President Wood plans to erect on the Stephens campus six houses for income studies. The first will be a board shack, heated by wood stoves and lighted by kerosene lamps. Having lived in the first modest house and learned how to make every penny count in the small income, the girls will move into another "household" with a higher income. (1)

The program of physical health is individual. At Stephens they know that what relaxes one girl makes another nervous and tense oftentimes. The central idea in President Wood's whole scheme is to develop each young woman as an individual personality. He finds out what Mary, or Jane needs to know for a satisfying life and teaches her that; he fits the education to the girl.

(1) O. K. Armstrong, Making the Most of Mary, American Magazine, January 1940
Terminal Training

The junior college gives terminal training in many semi-professional fields almost exclusively for women: (1)

- Catering
- Costume Designing
- Photography
- Library Assistants
- Interior Decoration
- Painting
- Commercial Art
- Nursing
- Musicians
- Nursing

In many of these fields an added knowledge of shorthand and typewriting yields a better position or a quicker one.

The majority of the junior colleges now offer secretarial courses, which include the major subjects of shorthand, typewriting, bookkeeping, and filing, as well as the broader, more general subjects, such as law, economics, and salesmanship.

There are five classes of students who need to be considered in planning a program of work: (2)

1. The high-school academic graduate who wishes vocational training in business

2. The pre-professional business student who plans on a college course later

3. The high-school commercial graduate who, because of lack of training or background needs further training

4. The local man or woman in need of some type of extension training

5. The economically independent young woman who wants personal-use typewriting and other business training which they use privately or to help others less fortunate than themselves.

(1) Eells, Walter Co. The Junior College, 1931, p. 304
(2) Shields, H. G., Junior College Business Education, 1931, p. 15
For the first time, a nation-wide survey of junior colleges in the United States is to be made by the American Association of Junior Colleges, which has received a grant of $25,000 for the purpose from the General Education Board of Education. The director of the study will be Dr. Walter Crosby Eells, executive secretary of the American Association of Junior Colleges. He will be assisted by a committee of eleven nationally-known educational figures. Special emphasis will be placed upon the general field of terminal education. Some of the information sought will be: (1)

1. Are courses offered in the junior colleges meeting students' needs?
2. What happens to the graduates?
3. Are colleges equipped to conduct adequate programs?
4. How can the college co-operate with its community?

More and more the junior colleges are trying to provide adequate programs for those students who must stop after two years of training. Courses are being given in semi-professional fields, in technical fields, and in public service, as well as in business. At the end of a two-year period the students are presumed to have mastered their subjects sufficiently to earn a living by their practice. Dr. Hollinshead (president

(1) Fine, Benjamin, Junior Colleges Face Check-up, New York Times, Jan. 7, 1940
of the Association and head of Scranton-Keystone Junior College) said that of the fifty or sixty girls who have been graduated from the dental assistants' course in his own institution during the last five years, all but two have been placed in well-paying positions. (1)

Another feature of the proposed study will be a check-up of the physical facilities of the junior colleges. Definite plans may be made which will indicate the best way to correlate the curriculum with the community, and the faculty members will be studied to decide whether students are receiving the best inspiration and leadership. (2)

With the publishing of the report of the Association, we can ascertain facts about recent curriculum changes. Medical secretary courses have been spreading like wildfire and are proving so popular that even secretarial and business courses not offering regular medical secretary courses have added courses in medical vocabulary. The Gregg Company, always alert to a growing demand, is publishing a series of medical dictation written by Marie Zweegman Yates. At present, Volume I, General Medicine; Volume II, Surgery; and Volume III, Pediatrics, are the only three published, but there are twelve more volumes to come.

(1) Fine, Benjamin, Junior Colleges Face a Check-up, New York Times, Jan. 7, 1940
(2) Ibid.
Specialties Among Colleges

Throughout the country there is an awakening to the fact that all girls and boys cannot be forced through the same pattern of education with satisfactory results to any but the very few whom the pattern happens to suit. Of course Bennington(1) is an independent anyway, and is constantly trying something interesting. At present they are trying a new dramatic experiment - the production of a contemporary epic poem along altogether new lines.

The colleges, as well as the individuals are awakening to their own particular specialties and building on them rather than trying to spread themselves in every direction. The University of Connecticut, busy with music programs (2) has the hope of becoming a music center for the State; music has become a major subject for the students there.

At Tufts, in Medford, Massachusetts, (3) a new plan for creative writing is underway. This plan provides for exchange visitors from the faculties of fifteen other New England colleges, to conduct classes and special seminars for students enrolled in the creative writing courses. The exchange teachers of this subject will spend from one to two days at the college.

(2) and (3) Ibid.
Perhaps the doom of the old-style ladylike seminary of the 1860's is best exemplified by what historic Athens College (1) (Athens, Alabama) is doing. Before the Civil War many a Southern girl learned the social graces here; last December ground was broken for the first unit of a silk hosiery mill to be operated by college girls. The first unit, to cost about $50,000 and scheduled to be completed next spring, will provide jobs for 100 students, working four-hour shifts. Three more units are planned in 1943. The students will be paid twenty-five cents per hour for the first 480 hours and thirty cents an hour for the next 480 (with both training periods to be completed the first school year). The wage for the second, third and fourth years will be forty cents per hour. Bonuses of five cents per hour will be given for efficient work the first three years. A bonus of ten cents is possible the fourth year.

From Danville, Kentucky, comes interesting news. (2) Beginning this year (1940), Centre College has opened its first student placement bureau on an experimental basis. Centre was too small a college to provide for a full-time personnel director, so she established a unit that will be directed and operated by the students under supervision of the executive secretary of the college. No senior will be permitted to serve on the placement committee. Members are chosen from the three

(1) College Girls to Work in a Mill, Boston Post, Dec. 15, 1939
(2) Placement Unit Open at Centre College, Special to the New York Times, Jan. 13, 1940
under classes with a capable junior as student director. They are proceeding on the theory that one man can present the case of another with less selfconsciousness. Therefore, members of the committee make the first contact with prospective employers to find out what qualifications are desired in the employees. Then the committee members recommend several seniors for the employers to interview. Members of the placement committee say they not only gain practical experience in personnel work in this way, but members of the committee themselves make valuable contacts through which they may find positions upon graduation.

The small community junior college should have a very wide field of commercial offerings. Its offerings must (1) be based upon a careful study of local employment opportunities. In response to a local demand of the famous Mayo Clinic, a course for medical secretaries has been given by the junior college of Rochester, Minnesota. Over one hundred secretaries are employed locally, and a course for training new ones was worked out to include shorthand, typewriting, rhetoric and composition, science and German in the first year; in the second year, technical vocabulary, medical German, Latin and Greek roots and prefixes, anatomy, and office practice.

(1) Shields, H. G., Junior College Business Education
What Do the High Schools Offer?

To depart from the junior and senior colleges and to consider the boys and girls who never have an opportunity to attend any school higher than high school, let us consider what the high schools today are doing for the young people, and what is being done to prepare them for congenial work. In a check-up of a class of 20 children (now between 16 and 24 years of age) (1) 8 never went beyond the grades; 12 entered but only 7 finished high school; 2 went to college. In the preceding pages dealing with junior and senior colleges, we have been speaking of the minority of the country's youth. For the majority, it is startlingly clear that vocational education (2) is necessary in secondary education. The pupils who are increasingly coming to high school now and causing jumps in the enrollment are the pupils who formerly left school at the end of the seventh, eighth, or ninth grades to get jobs in industry or to attend business college -- the people who fill the jobs of the world as contrasted with the professions and trades. The girls are those who will probably become waitresses, variety store clerks, house servants, or unskilled factory workers. The boys are the ones who will probably become truck drivers, filling station attendants, or unskilled factory and farm laborers. The

(1) Miss Beniman, summer of 1939
(2) Fisk, Dr. McKee, Occupational Training for Business, pp 110 and 111, Balance Sheet, November 1939
high schools have an opportunity to offer courses to these girls and boys which will enable them to obtain better jobs and a greater variety. Evidence indicates that employment opportunities in business usually open to youths of high school age are those which demand little or no special training or skill. By this is meant that these jobs demand people who are accurate, quick, and alert, and people who have an adequate command of the fundamentals of arithmetic, English, penmanship, a general understanding of business procedures, and a good knowledge of typewriting.

There are so many who fall into this group that everything possible should be done for them. Review them in the subjects that they are rusty in! All the pupils in high school have at one time had a satisfactory command of the fundamental processes, but as may be expected, the skills of penmanship, arithmetic, and English have deteriorated with many of them. It would be advisable to provide courses which contain skill-maintenance units. (1) Courses in clerical practice are practical. In addition to skill maintenance in the arithmetic, penmanship, spelling, and grammar, these courses could include practice in accuracy in filing, in auditing procedures, telephone techniques, and practice in meeting people.

(1) Fisk, Dr. McKee, Occupational Training for Business, The Balance Sheet, Nov. 1939, p. 111
The Cincinnati high school vocational training program (1) provides basic training for the community's eleven major occupational fields. Eight schools take care of these fields: automobile, commercial, retail selling, mechanical arts, and others. The Retail Selling High School is built on a four-year plan. The student does one year of high school work, according to state law. The first two years are full time. Then he is on a co-operative basis and is able to work at least part time.

The National Clerical Ability Tests (sponsored jointly by the Eastern Commercial Teachers Association and the National Office Management Association) are proving a boon to commercial teachers and pupils alike in raising standards. They are unifying requirements for commercial workers and raising standards over the country in a gratifying manner. Over 2,000 students and office workers took these tests during their (2) experimental stage. Nearly everyone who had any contact with this testing program is enthusiastic about it. It is a non-profit enterprise and is wholly dependent on the support which it receives from business educators who desire a suitable yardstick for measuring the results of their teaching, and who wish to provide graduates with a passport to a position (certificate issued by the sponsoring agencies).

Commercial courses in different high schools (3)

(1) Fisk, Dr. McKee, Occupational Training for Business, The Balance Sheet, Nov. 1939, p. 107
(2) National Vocational Ability Tests, The Balance Sheet, Feb. 1938, p. 275
should not be constructed alike. The content should (1) vary with the size and location of the community that is to be served. In the larger cities the course should be so constructed that its product compares favorably with the product of the average business college. Otherwise, the graduates will find it difficult to obtain positions. While it did not matter as much fifteen years ago whether or not a high school graduate applying for a clerical position could offer shorthand, it does matter today. Even though the girl being hired may not be required to use shorthand in her particular position, it is essential that she be able to substitute for other girls in the office sometimes, and they may use shorthand. As between two candidates for the position, one offering shorthand and the other not, naturally the first girl would get the position. Because business and industry's demands today are very high, they cannot and will not use people who are not good and who do not possess brains, self-control, character, and personality as well as the skill the particular position demands.

Businessmen object to training inexperienced girls who come into their offices to work, and for that reason, the cry has been for several years--Put apprenticeship in the commercial schools. (2) In the old days when commercial graduates were

(2) Strachan, Helenora, Commercial School Students Need Apprenticeship, The Balance Sheet, May 1938 p. 394
more of a rarity than they are now and, incidentally, when business was not so hectic, office managers offered apprenticeship. Now they want ready-to work individuals. Office training should not be omitted from the curriculum of any commercial course today, and the best office training is actual practice work in an office. A smart girl who had graduated from a comptometry course obtained a job as an operator. She became completely unnerved when they set her down to work on real live accounts, and, as a result, had to give up the position. If she had had a brief apprenticeship in a real office, she would not have undergone this humiliating experience.

Specialization is necessary in that each person should do one thing especially well, but that does not mean that he must not be able to do a great many other things with a high degree of efficiency also. (1) Just as a doctor specializing in throat diseases has acquired general medical knowledge, so an efficient commercial graduate specializing in shorthand and typewriting should be able to file, to operate a switchboard if the occasion demands, and to operate various office machines. The ambitious girl entering an office will acquaint herself with the different machines used and the general office plan, and she is the one who will be kept when other less far-sighted

(1) Strachan, Helenora, Commercial School Students Need Apprenticeship, The Balance Sheet, May 1938, p. 419
A subject that has found its way into most of the high school commercial courses in the last few years is salesmanship. This subject has three-fold value: (a) it gives practical points on selling; (b) it enriches personality; and (c) it creates a more positive attitude in a person. In the high school in Altoona, Pennsylvania, Mr. J. L. Hoover, (1) head of the commercial department, has worked out a plan with the managers of local grocery stores so that students of the Altoona High School can do actual store selling. In the commercial department of the High School the students have a store of their own -- "Good Will Grocery Store" -- where all the salesmanship students are trained. Leading local and national grocery firms and food distributors contributed a full size stock of groceries. The up-to-date equipment in the store was contributed by local office supply companies. The student is taught more than actual selling; he is taught to use the cash register, the telephone, and other store equipment. Best of all, he learns how to meet people and how to deal with customers.

Because this is definitely a machine age, our commercial high school graduate will do well to learn to operate as many machines as possible. The machines most commonly used in offices today are the adding machine, the calculator, the

(1) Salesmanship Taught by Experience, The Balance Sheet, October 1939, p. 69
duplicator, the mimeograph, the dictating machine and the checkwriter machine, but they only begin to tell the story. To get some idea of the number and variety of machines used in business, a trip to the offices of "International Business Machines Corporation" in either Boston or New York would be revealing. You would see electric sorting machines, bookkeeping and accounting machines, vertical tabulators, collators (punched card files), alphabetical accounting machines, invoicing tabulators, automatic numbering gong punches, payroll recorders, job time recorders, electric counting sorters, and numerous other almost human machine aids. According to "International Business Machine Corporation" business has outstripped the schools, and business needs girls trained in: (1)

Marketing Problems
Economic Organization
Management Problems
Sales Problems

Merchandising, including:
Retail Selling
Clerical Practice
Machine Accounting.

The trend in accounting procedure has been to segregate detail accounts in subsidiary ledgers, thus leaving the general ledger practically a series of controlling accounts. This fact has resulted in the use of punched cards for subsidiary detail.

The International Business Machines Service Bureau is a department of the International Business Machines Corporation

(1) The International Electric Accounting Method, 1938, by International Business Machines Corporation, pp. 10, 62, 63
created to supply a tabulating service in connection with the preparation of accounting and statistical reports. This Service Bureau maintains branches in principal cities where records and reports are prepared by the punched-card method. The Bureau is in a position to render accountants prompt, and economical service. A business which may not wish to purchase one or more of the expensive electrical machines for occasional use can get the necessary work done at the Service Bureau. A few of the reports that the Service Bureau is called upon to prepare are those types pertaining to sales, payrolls, accounts payable, inventories, market surveys, questionnaire studies, rate studies, labor distribution, social security records, and reports required by trade associations. There are main offices of the Electric Accounting Machine Division located in eighty-four cities in the United States and Canada. (1)

At a National Business Show recently held in Chicago, calculating machines were exhibited which, as someone remarked, "could do everything but talk." The electric typewriter takes twenty carbons at once, doubles the speed of the operator, and saves her strength as well. Efficiency experts are working constantly to save time in every office operation. The saving of waste motions and the introduction of all sorts of aids and conveniences as worked out by an office efficiency system

(1) The International Electric Accounting Method, 1938, by International Business Machines Corporation, pp. 65, 66
developed by TVA now enables four typists to do the work of thirty-five. (1)

In Nation's Business we read of "a portable letter-folding machine which takes only as much desk space as a typewriter made to handle up to 5,000 pieces an hour--available in hand-driven or electric models."

And so it goes! Speed is the order of the day. Some young high school graduates can typewrite addresses on envelopes at the rate of 200 an hour (no mean accomplishment), but only one complete character is possible with one motion of a typewriter. The Class 900 Addressograph can give 342 characters with one motion! (2)

Although speed is the order of the day and competition in secretarial work is rife, there is no point in neglecting or discounting the slow girl who is incapable of attaining speed beyond a given point. Unless the high schools do their best for the slow pupils and perfect them in some skills, these pupils are likely to become public burdens and disappointed, frustrated persons as well. A slow person who is accurate is an asset in some offices. Another thing, even if a pupil cannot attain the average class speed on the typewriter, he may at least learn to operate it accurately and a clerk with typewriting knowledge is far more valuable than one without. After all, there are many positions where speed is not essential.

If the head of the high school commercial department is also

(2) Facts about Addressographing, Addressograph Sales Agency, 569 Boylston Street, Boston, Mass.
the head or manager of a placement bureau for the graduates, he can often fit a slow pupil into a local position where the pupil and his employer will both be satisfied.

It is safe to say that the average well-equipped commercial department of a city high school today does more for its pupils than the early business colleges ever thought they could do. Moreover, the business colleges are having to look to their laurels to produce more capable graduates than some high schools do.
Chapter III
Woman's Status Today

Party members of the National Woman's Party are aroused because the Equal Rights Amendment has not been enacted. They say that daily women are being thrown out of employment as a result of discriminatory laws based on sex or marital status. In speaking of the Party's fight for equality in the United States and linking it with the world campaign waged by the World Woman's Party, Mrs. George Mesta, Republican National Committeewoman from Oklahoma, said: "A bad condition for women in any other country is apt to spread and affect women in all countries. On the other hand, an advance of women in one country, favorably affects women in all countries." (1)

If Mrs. Mesta's words are true, there should be good results for all women from the recent expressions in regard to women workers voiced in Havana, Cuba (where the recent Inter-American Labor Conference was held). These expressions of international labor policy recommend legislation to prevent dismissal of women because of marriage. Such legislation is now in effect in Argentina and Cuba. (2)

(1) Staff Correspondent, Women Demand Enactment of Equal Rights Amendment, Christian Science Monitor, Dec. 18, 1939
Positions Open to Women

Women are occupying a greater and greater variety of positions as time passes. Although there is no doubt that women are a minus quantity in some agencies of public service, and unpopular with the heads of others, women have made advances in many Government departments. The several divisions of the United States Department of Agriculture have welcomed both professional and non-professional women. (1) F. A. Silcox, head of the Forest Service, estimated that about 5,000 college-trained women now have professional positions in the land-and-resource management and related activities, some of them executive. Dr. Henry G. Knight, head of the Bureau of Agricultural Chemistry and Engineering, (2) declared there was equality of opportunity for women with men. He estimated that in the four chemistry research laboratories now under construction in different parts of the country there might be thirty openings for women chemists.

Roy F. Hendrickson, Director of Personnel of the Department of Agriculture, (3) said that in recent years there has been a sharp increase in the demand for women workers for agricultural research and extension programs addressed specifically to farm women. In 1920, after a marked rise in women employees after the war, the percentages of Washington

(2) Ibid.
(3) Ibid.
Jobs held by women amounted to 38 percent; in 1930, it was well over 40 percent; and it has now increased to 47 percent. In the field and in Washington, Mr. Hendrickson estimated that about 20,000 women are holding regular positions. (The majority are in clerical and secretarial jobs.)

In nearly all the professions women have become increasingly prominent with the passing years, but it is a surprising fact that in the medical field they have retrogressed noticeably in the last twenty years. The total of 9,015 women doctors in 1910 dropped to 6,825 at the 1930 census. (1)

Because I have contacted so many girls who were interested vitally either in working for doctors or in hospitals, I have come to the conclusion that the reason for the drop in the number of women doctors is not due to a lack of interest in the medical profession on the part of girls. It is due, perhaps, to the fact that an increasing number of them are contenting themselves by becoming doctors' secretaries and assistants rather than by being doctors themselves. I know of one instance where a girl who had finished her first year in the Tufts Medical course was advised by the head of the department to switch to a medical secretary course. His argument was that the medical course was a long one for a girl, especially if she did not make it her lifework, and

that in working for a doctor she would satisfy her ambition to help sick people. Many nurses physically unable to finish their hospital courses have taken the medical secretarial course, and with the combined nurse and secretarial training, have obtained excellent positions either in hospitals or for doctors.

There are many women prominent today in insurance work. Nearly every city of any size in the United States (1) has at least one woman engaged in selling insurance. Women who have been successful in this line say that they are singularly able to link lack of insurance protection up with difficulties that can disturb a home and thus can talk more understandably to other women than men can. Miss Leonora Olsen was personnel director for a Chicago mail order firm for ten years, but she wanted a business of her own. After much thinking and planning she went to New York and set up an insurance agency employing only women. In her first twelve months of work (with the assistance of eight saleswomen) her offices wrote a million dollars' worth of business. (2)

Now she is manager of a woman's agency for the Penn Mutual Company. When asked what qualifications were necessary to sell insurance, Miss Olsen said: "Varied background, ambition

(2) Ibid.
good health, a sound cultural and educational background, and a gift of liking people and a desire to serve them. That and--of course--the ability to talk!"

**Ambitions Expressed by Secretarial School Undergraduates**

In a check-up in a small secretarial school in Boston in two successive years (1938 and 1939), I found out what future positions the girls hoped to obtain:

<table>
<thead>
<tr>
<th>Position</th>
<th>1938</th>
<th>1939</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical secretary</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Secretary in school or college</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>Secretary for a lawyer</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Secretary in insurance office</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Secretary in newspaper office of publishing house</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Secretary in advertising department</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Secretary in a travel bureau</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Secretary in research work</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Secretary for an architect</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Secretary for interior decorator</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Secretary in social service work</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Secretary to a dentist</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Secretary in restaurant (wished to own)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Secretary in a bookstore</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Secretary in aviation work</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>New York store representative in Manila</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Secretary in a bank</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Club secretary</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Secretary in broadcasting company</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Secretary in a museum</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Secretary in gown shop (like to own)</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>General secretary</td>
<td>17</td>
<td>5</td>
</tr>
</tbody>
</table>
The girls questioned were composed of high school graduates, junior college girls, and senior college graduates. Their choices of future positions did not vary to any marked degree, but there was this noticeable feature: one fourth of the high school girls did not know what kind of secretaries they wished to be, whereas, in both the junior college group and the senior college group, only one twelfth had no decided preference. In 1938, the four most popular choices were:

1. medical secretary
2. school or college secretary
3. secretary in newspaper office or publishing house
4. secretary for travel bureau.

In 1939, the four choices were:

1. medical secretary
2. secretary for lawyer
3. secretary for insurance company
4. secretary in school or college

A girl is always further ahead if she knows exactly what she wants to do. She then has a definite objective and can make many of her experiences serve this objective. She needs patience and persistence in large measure always. Very many times the girl's chosen field is a far cry from the secretarial duties of shorthand and typewriting, but the best entree to the chosen field may
be through a knowledge of shorthand and typewriting. At least a third of the girls in the small secretarial school who told of the positions they desired, were quite uninterested in business subjects except as these subjects would serve as keys to the promised land—a book shop, a gown shop, a department store, an interior decorator's shop, a research laboratory, or a broadcasting station, depending upon the particular girl's ambition. These girls had learned that they must fit into the industrial system and go along with industry's demands in order to arrive eventually at what they themselves desired. We are living in an industrial civilization and also in an age of poor distribution of labor, which is resulting in widespread unemployment. A girl starting out must go slowly, carefully, and cultivate the faculty of "fitting in"—not be too demanding.

**Vocations and Avocations**

There are many girls who are capable of earning their livings in two lines of endeavor. Sometimes it works out very satisfactorily if a girl chooses for her bread-winning occupation the line which she enjoys less; her first choice will then become her avocation and she will have a more thrilling time with it because she does not have to work at it for daily bread. I have in mind a secretarial teacher who does beautiful work in amateur photography in her leisure time. She was offered a remunerative position ina
business office where knowledge of photography was essential, but she turned it down because she could not bear to spoil a soul-satisfying avocation. On the other hand, there are numerous instances where the avocation very satisfactorily turned into the enjoyable vocation. This has happened where women started to sell articles in leisure time and discovered in themselves the gift of salesmanship. It has happened when women sold insurance and found success in that field. Through the last ten troublous years there have been countless cases of girls and women born to wealth who, on account of financial reverses in their families, have had to use an outstanding talent for means of support or dig deep down within themselves and excavate some hidden talent to meet financial crisis. The variety of financially successful enterprises that have been pursued by girls and women when cornered by fate is truly amazing. Here are a few vocations successfully followed by women educated for none:

Composer of hymns
Restorer of old tapestries
Interior decorator
Director of social events
Dresser of dolls
Food Consultant (former around-the-world hostess) (1)

(1) Hornaday, Mary, Hostess Around the World Now Food Consultant, Christian Science Monitor Jan. 12, 1940
There is another current situation. A girl graduates from an academic college and in spite of arduous effort cannot find a position. She may not wish to ask for further financial help from home in order to learn secretarial work. She has to spur her imagination on and think of something to do that hasn't been thought of before. A twenty-two-year-old Bryn Mawr graduate (1938) decided proxy parents were needed in New York City. That decision put the essential job in her hands and she is now employing many girls to help her carry it out. She had a leaflet printed, setting forth the many services which she could perform for over-burdened parents, and the parents have done the rest! (1)

A 1940-World Smiles on Adventurous Woman

Fortunately for girls and women living in this day and generation, there is practically no occupation desired by any one of them which public prejudice excludes her from. Even twenty years ago this could not have been said. I can recall the story of a college graduate of 1912 (friend of a friend of mine!). She was gifted intellectually, but there was just one thing she wanted to do above all others—take care of babies. Her family laughed at the idea; so

(1) Outstanding Women of U. S. Cover All Fields of Service, Christian Science Monitor, Jan. 9, 1940
did her acquaintances. She tried this, and she tried that without enthusiasm. At last she walked away from aiming to please others in her choice of a vocation, and obtained a position in a pleasant, cultured household as head of the nursery. Her people thought she was a mental case. She herself was perfectly happy and continued to be. There certainly are times and occasions when a sensible person will put his own desires first.

Here are just a few occupations of women today that I have noted in daily papers:

- Hosiery designer
- Boys' tennis coach
- Player in Women's Symphony
- Research worker (developed a practical glare-proof glass) (1)
- Bird lecturer
- Political worker (2)
- Airline stewardess
- Cellulose scientist
- Miner

In other words, the prudish world of the 1860's has become educated; she no longer looks down a supercilious nose or raises a shocked eyebrow at her womenfolks when they depart into untried fields of work. Today she is far more apt to glow with pride and help to make rough roads smooth for her daring daughter.

(1) Outstanding Women of U. S. Cover All Fields of Service, Christian Science Monitor, Jan. 9, 1940
(2) First Woman to Help Drive Presidential Band Wagon, Christian Science Monitor, Jan. 10, 1940
Chapter IV
Contrast of One-Year and Four-Year Secretarial Training

In spite of the fact that there are few fields of employment today from which women are entirely excluded, they naturally favor certain occupations, such as those found in teaching and secretarial fields. Then again, in the secretarial work, girls and women prefer particular positions, their preferences varying from year to year.

To find out the division of positions among one-year secretarial graduates and four-year secretarial graduates, and to compare the different positions obtained by these two types of graduates, I sent out two sets of questionnaires.

The following questionnaire, which I will take up question by question, was sent out in December, 1939, to 1938 and 1939 graduates of the same secretarial school previously mentioned (where the girls expressed their wishes as to future positions). (See page 62.)

Questionnaire Results from a One-Year Secretarial School
(71 replies from 100)

I. Did you take a secretarial course because
   1. You chose to .................................. 47
   2. Someone else advised you to ............ 16
   3. You did not know what else to do ......  8
II. Name the particular business or profession in which you are working:

- Medical secretary .................. 12
- School or college (including research work in 4 cases) ........ 12
- Life insurance ....................... 7
- Publishing or advertising ........... 6
- Lawyers ................................. 5
- Radio .................................. 4
- Social Service .......................... 3
- Architects ................................ 2
- Bank ..................................... 1
- Investment House ...................... 1
- Museum .................................. 1
- Division of Historical Research ..... 1
- Government ............................... 1
- Air Transportation ..................... 1
- Women's Educational & Industrial Union ................................. 1
- Miscellaneous businesses ............ 13

a. Are you working here from choice? Yes--34

b. Did this particular position happen to be vacant when you wanted one? Yes--37

III. Will you give me an idea of your work by checking the following questions, or by writing a brief outline:

1. Do you take dictation and typewrite most of the day? Yes -- 19

   Plus filing ........................................... 11

   Plus receptionist work

   Plus librarian and receptionist work

   Plus verifying bills and keeping records

   Plus composing collection letters and attending to starting and entering suits in collection cases and filing
Plus using different machines and directing the work of others

Plus fiduciary work in accounting

Plus laboratory work

Plus writing medical papers

Plus bookkeeping and taking care of the mail for four doctors

Plus sales reports, price lists, figuring discounts, and figuring and filing claims

Plus stencils and telephoning for information

Plus German technical translations, library research, and assembling reports from rough drafts

Plus managing the budget, the department, scolding the professors, giving advice to the assistants, answering thousands of phone calls, and helping to edit the Journal of Abnormal and Social Psychology

Plus composing letters, filing, figuring orders and commissions

Plus annotating, purchasing supplies, mending pottery, being a walking travel bureau and question answerer

Plus investigation of court records

This made total variations of 11 (exclusive of the filing) amount to ......................16
2. Do you take dictation, typewrite, file, and do bookkeeping most of the day? ........... Yes .. 4

Plus bookkeeping when the doctors are not writing so much

Plus going out of office to work in and for the Twentieth Century Club

Plus cashiering

Plus selling, receptionist, general office work (ours is a one-girl office)

Plus laboratory work, keeping the office neat, answering telephone

Plus sterilizing instruments, making appointments, laboratory work

This made total variations of 2 amount to ...... 6

3. In addition to taking dictation, typewriting, and filing, do you direct the work of anyone else during the day? .................. Yes ..13

Plus dictating certain letters

Plus dictating letters and talking to consignors and workers

Plus making charts and graphs, summarizing and making abstracts of articles, keeping notebooks, filing, information of current and future interest, clerical work in connection with classroom teaching

"I work for the Carnegie Institution of Washington, Division of Historical Research. The work is largely concerned with the archaeology of Central America, with particular attention to the study of the Maya Civilization.

"My work is as varied as it could possibly be! I take dictation from any one of a dozen men, I type for all of them. The typing for the men is frequently manuscripts taken from their handwritten drafts. I have charge of the mounting, cataloguing filing, and circulation of about one hundred thousand photographic negatives and prints. I
try to keep the library in order and I try to keep the material stored in the vaults under control. In fact, I do everything, some of it dirty work, but most of it very interesting and fun."

IV. Will you check any of the following machines that you use and add the names of any others that you use.

Switchboard .............. 23
Burroughs Adding Machine
or
Burroughs Calculator .... 14
Mimeograph ............... 12
Dictaphone
or
Ediphone ............... 9

Machines Added by Girls

Monroe Calculator
Marchant Calculator
Remington Calculator
Hectograph
Ditto Duplicator (2)
Addressograph
Planimeter
Teletypewriter
Integrator

V. Will you check those subjects listed below which have been of greatest value to you in your position?

Shorthand .......... 1 Filing .......... 4
Typewriting ...... 2 Bookkeeping ... 5
Business English . 3 Machines ...... 6
Spelling .......... 3 Economics ...... 7

Business Law .. 7

With the exception of one girl who placed typewriting first, every girl listed shorthand as the subject of greatest value to her; typewriting came next; business English and spelling tied in third place; filing was fourth on the list; bookkeeping, fifth; machines, sixth; and economics and business law tied in seventh place.
VI. Do you regret that you did not spend more time on any subject or subjects listed in 5? No ........... 41

Yes ........... 30

If Yes, which subject or subjects?

Four girls regretted not having spent more time on Business English

Four regretted not having spent more time on spelling (particularly medical)

Four regretted not having spent more time on typewriting

Three regretted not having spent more time on shorthand

Three regretted not having spent more time on bookkeeping

Three regretted not having spent more time on law

Three regretted not having spent more time on economics

Two regretted not having spent more time on machines

Two regretted not having spent more time on the medical vocabularies

Two regretted not having spent more time on filing

VII. Are you sorry that you took any subject or subjects listed in 5?

No ........... 62

Yes ........... 9

Four girls felt the filing course was unnecessary, saying they could have learned to do the filing they use in a very short time.

Two girls felt that the bookkeeping was unnecessary.

Two girls felt there was no practical value for them in the business law.
One girl felt that the **economics** course was not necessary.

One girl thought **spelling** was unnecessary.

VIII. Check below the personality traits which you consider are the most important in a secretary: (These are listed in the order of their importance in the eyes of the girls.)

- Ability to take responsibility ..... 1
- Co-operation with associates ....... 2
- Good memory ........................ 3
- Disposition .......................... 4
- Appearance ........................... 5
- Sensitiveness to needs of employer . 6
- Poise ................................. 7
- Health and Punctuality .................. 8
- Sense of humor and
- Fastidiousness about person ........... 9
- Pleasant voice ........................ 10
- Enthusiasm ............................ 11
- Sociability ............................ 12
- Decisiveness ........................... 13
- Reserve ............................... 14
- Independence .......................... 15

One girl approved of decisiveness, but not officiousness; another girl declared that independence could be over-done. A third girl said she approved of independence, but not stubbornness, and one girl felt that sociability in an office could easily be carried to an extreme.

IX. Do you read newspapers and informative magazines extensively?

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>..........</td>
<td>22</td>
</tr>
<tr>
<td>Yes</td>
<td>49</td>
<td></td>
</tr>
</tbody>
</table>

If **Yes**, does this practice make you more valuable to your employer?

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>..........</td>
<td>32</td>
</tr>
<tr>
<td>Yes</td>
<td>39</td>
<td></td>
</tr>
</tbody>
</table>
X. Will you answer the following questions?

1. Are you glad you took a secretarial course?  
   If not, why not?  
   
   The answer to this was unanimous - Yes - 100%  

2. Do you enjoy your present position enough to wish to stay with it and grow?  
   
   Yes ................................................. 62  
   No - because there is no chance  
   for advancement .............................. 9  

3. Since you started work, have your responsibilities increased?  
   No .... 7  
   Yes .... 64  

XI. How do you spend your leisure?  

There were many and various answers to this last question. I have listed the leisure-time occupations in the order of their importance to the girls:  

Reading ........................................... 1  
Sports ............................................ 2  
Social evenings with friends .. 3  
   and  
Theater ......................................... 3  
Concerts ....................................... 4  
Participating in music actively  
   (violin, orchestra, organ, piano,  
   choral work) ................................. 5  
Movies .......................................... 6  
Sunday School or church work,  
   charity work, scout work  
   and  
Dancing  
   and  
Evening courses .............................. 7  
Sewing and knitting ......................... 8  
Bridge  
   and  
Clubs .......................................... 9  
Writing and  
Dramatics and  
Photography ............................... 10
There were, in addition, a few scattering replies—

- teaching the ballet
- raising plants
- editing

...and two girls wrote "relaxing".

Under **Additional Comments**:

1. "One should take all the English and spelling possible."

2. "A course in office methods, including business etiquette, would have been helpful. Practice in interviewing prospective employers would have been valuable."

3. "...since my employment, I have appreciated more and more the stress placed on accuracy at school. It is more important in my particular position than any other one requirement." (This girl is a chemist's assistant as well as his secretary.)

4. "The school taught a valuable lesson in bringing home the fact that one's position and one's employer should not be the subject of idle conversation."

5. "As you can see, my penmanship is wretched, which might suggest the possibility of a course in that subject. While I haven't been held back on account of it, it has been noticed."

6. "The more practice in writing business letters, the better. It took me three hours to write a six-line letter the first time my employer asked me to compose a letter myself!"

7. "Instruction in telephoning helped me. A girl in my office became so confused in taking long-distance telephone messages that she lost her position."

8. "Taking responsibility is certainly of first importance. One secretary I know was told by her employer, Mr. E., to call up and cancel an appointment he had with Mr. C at the former's office. The secretary tried once to get Mr. C; the line was busy, and she let matters rest there, feeling she had done her part. Mr. C appeared for the appointment and, when Mr. B learned what had happened, the secretary lost her job."

9. "I have found it wise to work hard during the day and not think of what I'm going to do that night."
10. "I would stress assuming of responsibility wherever and whenever possible to relieve employer. It is greatly appreciated."

11. "My personal opinion is that the value of the School is in its intensive training in shorthand and typewriting, its drill for accuracy and speed. My theory is that there is room for two kinds of secretarial schools: the more leisurely variety which in a course extending over two years can supply not only shorthand and typing, but also some cultural background; and the more intensive kind which in a briefer period settles strictly to the business of providing the tools of the secretarial trade—the skills of shorthand and typing. To me this was the beauty of the School. With no nonsense about it, one could settle down to the task of acquiring those two indispensable skills, and the time required depended only on the learner's own determination and fortitude!"

There were more comments which expressed appreciation for the stress on accuracy while they were in school than on any other one thing. The girls who entered from junior colleges particularly were apt to resent the rigid school requirements, but after working in offices they were quick to realize the value of their training.

One girl told a tragic tale of a popular stenographer-friend who was promoted to the position of secretary to the Chief Engineer. Her second day in his office she yawned openly several times while he was dictating. (He was a slow and careful dictator.) The third day she was without a position!
The five girls of the seventy-one who obviously are holding positions of responsibility demanding more than ordinary ability are senior college graduates. All of these interested in and working in research lines are college girls. A number of junior college girls obtain pleasant and lucrative positions in schools or colleges, and many girls with high school plus one year of business training are enjoying working for doctors and lawyers and making good. Many of these last girls will develop into valued secretaries.

In the years 1938 and 1939 when the girls to whom the questionnaires were sent expressed their future ambitions, the popular choices were:

1. Medical secretary
2. Secretary in a school or college
3. Secretary in a newspaper office or publishing house
4. Secretary for a lawyer
5. Secretary for a travel bureau

Answers to the questionnaire just sent out 1939-1940 come from this same group and we find the majority of the girls placed as:

1. Medical secretaries
2. School or college secretaries and
   Life insurance secretaries
3. Secretaries in publishing houses or in advertising work
4. Secretaries for lawyers
5. Secretaries in social service
Many a graduate stepped into exactly the position she had in mind. On the other hand, several girls came back to School to tell us they were working in offices they had never thought they could qualify for and enjoying themselves immensely. Oftentimes the bookkeeping despised in school becomes rather fascinating in an office when practically applied.

In reading over the various questionnaires I could not help wondering how many of the girls rated themselves correctly as to ability. Many of them clearly felt that they deserved more salary. In the words of Burns:

"Oh wad some power the giftie gie us
To see oursel's as others see us!
It wad frae monie a blunder free us,
And foolish notion."

Probably most people (unless they are members of large families or possess very outspoken friends) rate themselves higher than their friends and associates would rate them. (Naturally this would not be true of the always present percent possessed of an inferiority complex.) If we only could see ourselves as others see us, what a lot we could do! Gelett Burgess, in an interesting article, suggests eighteen questions which it would be well for all job-holders to ask themselves. The three that interested me the most were:
1. What do you think about while you are dressing, or in bed before you go to sleep?

"In such moments of relaxation your subconscious mind is likely to reveal what it is that really most interests you--your hidden desires and secret ambitions....Worrying in bed is disastrous to work and to sleep; but a calm planning of your next day's work sets your subconscious mind to work, and if you formulate your case clearly, your 'sub' will often solve your problem for you, while you sleep."

Haven't we all discovered this?

2. Do you cultivate your imagination?

"Every occupation involves giving and receiving... The employee must study and understand the character of his employer and adapt his conduct accordingly. If you aren't given a raise you must try to understand exactly what you do not give that is wanted."

After all, even if the employer is demanding, he is doubtless under heavier strain than his employees.

3. Can you "think" a smile?

"...If you practice 'thinking a smile' your face will be lighted from within....Then you will never be caught off-guard with the look of a grouch or a failure."  (1)

(1) Burgess, Gelett, Nation's Business, August, 1939
Questionnaire Results from a Four-Year Secretarial College

In order to get the point of view of a group of girls more mature than the one-year secretarial group previously mentioned (who were nearly all about twenty years old), I sent a questionnaire to graduates of a four-year secretarial course. These girls are most of them about twenty-four years of age. Two hundred questionnaires were sent out and one hundred replies came in. The questionnaire and some few individual comments made by the girls will speak for themselves.

### Four-Year Secretarial College Questionnaire

**I. Did you take a secretarial course because**

1. you wanted to ....................... 78
2. someone else urged you to .......... 11
3. you didn't know what else to do? ... 14

(One or two checked both 2 and 3)

**II. Name the particular business or profession in which you are working.**

- In schools, colleges, or universities ... 18 (either as secretaries or registrars)
- Medical secretaries (including one secretary to an oculist) ............ 11
- Teachers (All but one teach secretarial subjects; one, Spanish and English) . 9
- Legal secretaries ................. 8
In investment banking houses or acting as investment counsel .... 7
Real Estate or Insurance .............. 7
Printing or Publishing .................. 6
Banking .................................. 4
Government positions ................... 4
State positions (not including 2 working in a State university and school respectively) ............... 3
Church or social work ................. 3
Librarian (admits she took wrong course) .................. 1
Different businesses:

- Oil .................................. 2
- Wool .................................. 2
- Leather ................................. 2
- Restaurant ............................. 2
- Miscellaneous ........................ 11

III. Will you give me an idea of your work by checking the following numbered questions, or by writing a brief outline?

1. Do you take dictation and typewrite most of the day? Yes .... 15
   Plus bookkeeping .................... 3
   Plus bookkeeping and being office manager .......................... 1
   Plus making appointments ............. 1
   Plus publicity work ................... 1
   Plus making case summaries, etc. .... 1
Plus making statistics ............... 1

"There is considerable interviewing of students in connection with campus remunerative positions. We handle placement of graduates, and the recording of present positions and sending for recommendations and keeping credentials up to date takes a good deal of time. The correspondence uses up the bulk of the time, however." ......................... 1

Plus pricing and estimating ........... 1

Plus almost anything else when occasions present themselves .... 1

Plus a little of everything else ...... 1

"Plus composing letters and revising all that are dictated to me"...1

There were 15, then, who spent most of their time on correspondence and 14 who spent a large part of their time on typewriting and dictation.

2. Do you take dictation, typewrite, and file most of the day? Yes ........ 26

Plus accounting ............................. 3

Plus accounting and statistical work ...... 1

Plus accounting, statistical work, keeping records, and editing .......... 1

Plus keeping census of work and typewriting done, making appointments, and keeping diagnosis file ................. 1

Plus talking to visitors, demonstrating equipment, and trying to give advice on heating problems ............... 1

Plus clerical work ............................. 1
Plus keeping records of manuscripts
and being generally useful
in a small office .................. 1

Plus plotting charts, etc. .......... 1

Plus mimeographing and arranging
appointments ....................... 1

Plus independent work of my own on
degrees and admission cases ....... 1

Plus reception work, answering the
phone, appraising portfolios,
etc. (only one in office) .......... 1

There were 26 who spent most of their time in
taking dictation, typewriting, and filing and
13 who spent a large portion of their time on
the correspondence and filing.

Of course there were many variations. One
girl working for an automobile concern writes:
"My work is mainly accounting. We use the General
Motors accounting system, which is very similar to
the advanced course in accounting I studied at
College. I am the head bookkeeper; in
addition, I take dictation, typewrite, and file. I
also take in cash and operate the switchboard when
necessary."

One of the girls working for a college professor
has very little shorthand; she uses the dictaphone,
types, files, uses the duplicator and mimeograph,
and corrects some papers for her employer.

One girl takes all her dictation to the typewriter.
This girl, who works in an Investment House, writes:
"The man whom I work for does not dictate, but writes
his correspondence in longhand before it is typed.
This has its advantages since he can read the letters
and make his own corrections before I have done any
typing. However, it entails patience and an under­­
standing of his vocabulary in order to read the
letters. It almost seems that the more intelligent
the man, the worse his handwriting."
A girl working for an oculist takes dictation, typewrites, takes histories, neutralizes lenses, takes field tests (she uses the perimeter), gives out treatments, and answers questions over the phone.

A savings bank employee writes: "Besides shorthand, typing, and filing, I send out tax, interest, and insurance notices regarding mortgaged property, make out tracers for mailing pass books, take charge of the 'Club' window at noon, and assist at the 'Information' Desk by opening up new accounts, making out travellers checks and foreign drafts; issue checks in payment of bills, make up the payroll, and many other tasks, some of which occur only a few times a week, others daily."

A secretary in an office getting out municipal government surveys says: "My work is not of the 'general office' type. I have charge of typing (or stenciling), arranging, and compiling the finished survey reports. The work includes shorthand and transcription, editing, and writing certain parts of the report. I also compile certain statistical information which is necessary in this type work. The reports range in size from 150 pages to 350--from 5 copies to 150 copies."

A lawyer's secretary writes: "My job is secretary to an attorney. I help check the titles down, type the deeds, mortgages, and other papers, make appointments, and do every kind of secretarial work in the office. I am the only secretary, and of course, do everything that has to be done. We have our own files although we are associated with a co-operative bank for which we do all the legal work. The position is very interesting. I help make the decisions from what I find at the Registry. It is my responsibility to sketch the property in consideration and the attorney relies on my word that the descriptions are either right or wrong. My opinion on all controversies is usually asked and considered in the final decision. Therefore, the work is most interesting as I really have responsibility."

A second secretary working for a law firm: "I would say I spend half of each day taking dictation and typewriting. My other work consists of telephoning, meeting clients, making up probate accounts, tax returns, corporation records, unclassifiable private secretarial duties, and doing some dictating of my own. I often have work outside the office, at the Probate Courts, Registries of Deeds, Banks, and elsewhere."
A third girl working for a lawyer writes: "Half my time is spent on varied personal work dealing with my employer's investments, family taxes, etc., and half on regular secretarial duties."

The fourth girl from a law office reports still different work: she was trained particularly for the position of real estate title examiner and her work was almost wholly research done at the Registries of Deeds in the various counties.

A girl working in a hospital writes: "Neither of these two questions in III seems to apply to my position. I work in the Training School Office of a large hospital and we have complete charge of the Nursing Service as well as the School. My work consists of a great variety of duties, including quite a good deal of dictation and typing. I interview everyone who comes to our department looking for work before the Superintendent of Nurses does. I keep track of the time and place on duty of every nurse. I write many letters of my own and take other responsibilities when I see things that should be done. I duplicate nursing procedures, material for precedent book and assignment sheets, as well as daily notices to the floors. I take tea with the students in the residence every Friday to become more acquainted with them and their personalities. I make appointments for my employer, answer most of the telephone calls, keep all the applications for the training school up to date, and in co-operation with the instructors, keep the doctors straightened out on their lecture dates to the students. I have even chauffeured my employer on occasions. These are only a few of the things I do."

A medical secretary says she has to: distribute mail, open and read her employer's (a doctor) letters, take dictation and type and file, act as bookkeeper, which means taking care of patients' bills, bills incurred, and attending to the payroll, answer the phone, make appointments, sometimes entertain patients, look after periodicals for the library, etc.

A secretary for a rubber cement manufacturer says she works chiefly at straight accounting, advertising, compiling statistics (break-down of figures for sales statistics), and composing her own business letters.
One of the girls working as investment counsel says she takes dictation, types, does chart work, appraises accounts, and makes comparisons of investment accounts. She adds: "I have certain investment accounts to keep records of, keep track of recommendations, etc. This latter is highly technical and is officially my only duty."

The last girl whose work I will mention particularly is in the shoe business. She was made treasurer, bookkeeper and stenographer in a concern where her father was one of the partners, and she had one girl working for her.

3. In addition to taking dictation, typewriting, and filing, do you direct the work of others during the day? ................. Yes ............ 41

IV. Will you check any of the following machines that you may use, and add the names of any others that you use?

<table>
<thead>
<tr>
<th>Machine</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictaphone</td>
<td>20</td>
</tr>
<tr>
<td>Comptometer</td>
<td>15</td>
</tr>
<tr>
<td>Mimeograph</td>
<td>35</td>
</tr>
<tr>
<td>Bookkeeping machines</td>
<td>6</td>
</tr>
<tr>
<td>Switchboard</td>
<td>18</td>
</tr>
</tbody>
</table>

Machines Added

<table>
<thead>
<tr>
<th>Machine</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adding Machine (2 electric)</td>
<td>12</td>
</tr>
<tr>
<td>Calculators (electric)</td>
<td>6</td>
</tr>
<tr>
<td>Duplicator</td>
<td>6</td>
</tr>
<tr>
<td>Ediphone</td>
<td>3</td>
</tr>
<tr>
<td>Addressing machine</td>
<td>2</td>
</tr>
<tr>
<td>Slide Rule</td>
<td>2</td>
</tr>
<tr>
<td>Multigraph</td>
<td>1</td>
</tr>
<tr>
<td>Teletype</td>
<td>1</td>
</tr>
<tr>
<td>Teletalk</td>
<td>1</td>
</tr>
<tr>
<td>Electric typewriter</td>
<td>1</td>
</tr>
</tbody>
</table>

V. Will you check those subjects listed below which have been of greatest value to you in your position?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Practice</td>
<td>688</td>
</tr>
<tr>
<td>Psychology</td>
<td>53</td>
</tr>
<tr>
<td>Cataloguing and Filing</td>
<td>45</td>
</tr>
<tr>
<td>Business Law</td>
<td>32</td>
</tr>
<tr>
<td>Economics</td>
<td>26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>9</td>
</tr>
<tr>
<td>Sociology</td>
<td>8</td>
</tr>
<tr>
<td>German</td>
<td>7</td>
</tr>
<tr>
<td>History</td>
<td>4</td>
</tr>
<tr>
<td>Spanish</td>
<td>2</td>
</tr>
<tr>
<td>Italian</td>
<td>0</td>
</tr>
</tbody>
</table>
VI. Do you regret that you did not have either

Business English  Yes 5  No 10
or
Penmanship  Yes 5  No 10

Of the 65 who had it, Business English was

valuable to .... 14
not valuable to .... 3

Of the 60 who had it, Penmanship was

valuable to .... 2
not valuable and was time wasted to .... 15

The following comment was made by one of the girls who wished she had not had Business English: "I have worked for two doctors, both psychiatrists and both individuals! What I learned to do for one I have had to unlearn for the other, which is still different from what I learned in school. There seems to be no bed rock from which to start— at least not in the Business English course we had at college."

VII. Would you have been glad if you had not taken:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>German</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Italian</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Many girls said that the cultural courses they took at college had not aided them directly, but that they had given effective background (one said invaluable background). Then many appreciated the training secured by the discipline of the secretarial course. I will quote an extract from one secretary's comments:

"As I was particularly trained for this position and my work is almost wholly research work, I use my secretarial training very little, that is to say, that I use the training I secured in technical courses only on occasion, but I find that the habits and discipline I acquired indirectly from these courses are priceless to me. Because of this I feel that Question VII is hardly one that can be answered with any degree of certainty. The benefits derived from the courses you have listed, may not be noticeable but as a general background, these courses are very important. As in industry, I think it is interesting to note that the by-products are often far more valuable than the main product, but we must always remember that we could not have the by-product before we made the main product."

Will you name anything you wish you had had?

These answers fell into four groups:

1. More academic courses .................. 70
2. More courses in Economics and Business Administration .......................... 17
3. More courses in Commercial Education .... 10
4. More courses in Science ................. 7

**Academic Courses**

More languages:  
- Italian, 1;  
- Spanish, 1;  
- French, 3;  
- German, 7;  
- General 2 .................. 14

More grammar and composition ............... 5
Proofreading .......................... 1
Preparation of manuscript for printing ... 1
<table>
<thead>
<tr>
<th>Course</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism</td>
<td>1</td>
</tr>
<tr>
<td>Public Speaking and Personnel</td>
<td>9</td>
</tr>
<tr>
<td>Literature courses</td>
<td>4</td>
</tr>
<tr>
<td>Modern Novel</td>
<td>2</td>
</tr>
<tr>
<td>Poetry courses</td>
<td>1</td>
</tr>
<tr>
<td>Current drama</td>
<td>1</td>
</tr>
<tr>
<td>History courses</td>
<td>1</td>
</tr>
<tr>
<td>Bible courses</td>
<td>2</td>
</tr>
<tr>
<td>More psychology (child psychology)</td>
<td>9</td>
</tr>
<tr>
<td>More sociology</td>
<td>2</td>
</tr>
<tr>
<td>Art Appreciation</td>
<td>4</td>
</tr>
<tr>
<td>Music Appreciation</td>
<td>5</td>
</tr>
<tr>
<td>Academic courses in general</td>
<td>8</td>
</tr>
<tr>
<td><strong>Economics and Business Administration</strong></td>
<td></td>
</tr>
<tr>
<td>Course in Merchandising and Selling</td>
<td>1</td>
</tr>
<tr>
<td>Marketing Personnel</td>
<td>1</td>
</tr>
<tr>
<td>More Accounting</td>
<td>2</td>
</tr>
<tr>
<td>Current Events course</td>
<td>2</td>
</tr>
<tr>
<td>Economic Geography</td>
<td>1</td>
</tr>
<tr>
<td>Finance and Statistics</td>
<td>7</td>
</tr>
<tr>
<td>Economics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Commercial Education</strong></td>
<td></td>
</tr>
<tr>
<td>Commercial Education</td>
<td>1</td>
</tr>
<tr>
<td>Stenotyphy</td>
<td>1</td>
</tr>
<tr>
<td>More Medical Shorthand</td>
<td>1</td>
</tr>
<tr>
<td>Advertising</td>
<td>2</td>
</tr>
<tr>
<td>Business English (writing original letters)</td>
<td>2</td>
</tr>
<tr>
<td>More Office Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

I will quote one comment in regard to Office Practice: "I think the college should give more training in regard to practical office matters, such as correct way to answer phone, put off callers, interrupt employer while in conference, etc. I realize that procedure in the above situations varies with the type employer, but some fundamental advice would help. More practical instruction in income taxes is needed; also more training in how to handle check books, how to check bank statements, brokers' statements, etc."
More Biology .................................. 3
More Chemistry ................................. 2
Foods ............................................. 1
Science (in general) ............................ 1

VIII. Check below the personality traits which you consider are the most important in a secretary:

(I have listed these characteristics in the order of importance which the girls gave them; i.e., the largest number (84) felt ability to take responsibility was most important.)

Ability to take responsibility ........... 1
Sensitivity to needs of employer ....... 2
Even disposition ............................. 3
Co-operation with associates .......... 4
Good memory ................................. 5
Health ........................................... 6
Fastidiousness about person .......... 7
Sense of humor .............................. 7
Poise ............................................ 8
Punctuality ................................... 9
Pleasant voice ............................... 10
Enthusiasm ................................... 11
Decisiveness ................................ 12
Well-dressed ................................ 13
Sociability ................................ 14
Reserve ....................................... 15
Independence ............................... 16

Several qualified "well-dressed" and indicated that neatly dressed would have suited them better. One girl suggested that "sociability" might prove to be a drawback and many were afraid of "independence". One girl suggested substituting "Willingness" as, in the eyes of some employers, independence might meet with resistance!

IX. Do you read newspapers and informative magazines extensively?

Yes .......... 69 (many read trade magazines)
No .......... 27
Does this practice make you more valuable in your position?

Yes .......... 51
No .......... 25

X. Are you glad you took a secretarial course?

Yes .......... 93
No .......... 7

If not, why not?

(1) "Were I to do it over again, I would take something else and learn shorthand and typewriting afterwards at night." (Took course because didn't know what else to do.)

(2) One of the girls who has been married a little over two years wishes she had had Child Psychology and Foods, so apparently, at the moment, subjects in the Household Economics department appeal to her. She did not check "Yes" as to being glad she took the secretarial course.

(3) "For a well-educated woman to devote three years to shorthand and typewriting, I believe is a mistake. There are too many high school and business college girls in the secretarial field who are quite capable of handling 75% of the positions open to a college-trained secretary. I think that one year's intensive training or two at the most would produce just as efficient a secretary. If more time were spent on academic courses, and less emphasis put on the secretarial until the last year, I think our college would profit by putting out a higher type of girl, one who would be much more intellectually alive. If I had my life to live over again, I'd study home economics. I am now associated with my father in the restaurant business." (Took course because didn't know what else to do.)
4. "For the past two months I have been working as a Librarian. Previous to this, I worked for a business concern as stenographer-secretary. This library position is far more satisfactory than secretarial work. I regret not having taken Library Science. The secretarial work seems to have a definite limit. Once you become familiar with it, you have the whole thing. I always feel thwarted in Secretarial Studies." (Took course because did not know what else to do.)

5. "I always wanted to be a nurse. I am naturally a slow-working person and secretarial work demands speed. The work I am in (medical secretary) is of a medical nature and as close to nursing as I can hope to get." (This is one of the girls who took the secretarial course because some one urged her to.)

6. This girl is married and glad of her secretarial training chiefly because she feels it will be such a help to her husband, who is to teach. She says: "If I hadn't married and were still on a career basis, I don't know that I should be glad I took the secretarial course. I majored in the legal aspects, but have found that in most law offices the salary is small, and after you get to be secretary to one of the senior partners, there is no more advancement. I originally intended to study law but it seems to me that it is to difficult a thing to assume law study by night and work by day."

7. "I would have preferred Social Service--a more interesting field with better opportunities." (Took secretarial course because someone urged her to.)

2. Do you enjoy this particular position enough to wish to stay with it and grow?
   Yes ...... 77
   No ...... 23

3. Since you started work, have your responsibilities increased?
   Yes ...... 93
   No ...... 7
In every case where the girl enjoyed secretarial work and did not wish to stay with her present position, it was because there was no chance of further advancement or not enough responsibility given. It is very clear that the girls getting the maximum enjoyment out of their work are the ones to whom the fullest responsibility is delegated.

Here are comments from girls obviously enjoying their work:

"As a general remark I might say that in all positions I have held (clerical and secretarial) I have been expected to do just about anything. Versatility is really the most important characteristic. With this goes willingness to venture on something new. And, of course, intelligence or levelheadedness. It simply boils down to something like this, I think. When the boss says 'Can you do so and so?' you say, 'Yes' and then figure out how to do it. It really is quite a racket--but certainly keeps you on your toes and alive! Fun--that's the important thing."

After describing her work in some detail, a second girl concludes:

"I believe that I get along especially well with my employer because I treat him as a friend rather than simply the man I work for and have to treat with the greatest reserve. My work is not monotonous as every title is different and I file, keep the books, take care of the supplies, and meet new people every day. I like my position very much."
It is quite evident that the girls have a variety of tastes. I mentioned the girl who wished she had been a librarian and who found work as a librarian so much more satisfactory than secretarial work. On the other hand, here is a letter from another girl:

"Before accepting my present position at ______ Academy, I was Record Librarian at the ______ Hospital. There I had charge of the hospital records as well as all the patient records. I tended to the filing and did some dictation for the doctors. The work was very routine and required very little skill in shorthand transcription and direct machine dictation." (She was delighted to give up library work!)

Another girl writes that she enjoys the dictation and typewriting, in fact all the secretarial duties except accounting, and that she would be quite dissatisfied if she had a large amount of accounting work to do.

Contrast that point of view with:

"I am very happy in accounting work, but would not be if I had a job where my work was mainly typing. I disliked typing intensely in college, and still do. Typing seems to be a matter purely of concentration. I have to grit my teeth and push everything else out of my mind--most high school graduates are way ahead of me in typing."
XI. How do you spend your leisure?

Of course there was nearly always more than one answer to this, but at least we can get a good idea of what the girls do with time outside work hours.

1. Reading ........................................ 74

2. Sports ........................................... 67

Swimming ............... 8
Horseback riding ....... 4
Tennis .................... 5
Bowling .................... 6
Hiking ..................... 12
Golf ........................ 5
Sailing ..................... 1
Skating .................... 6
Skiing ..................... 7
Badminton .................. 2
Archery .................... 1
Bird Trips .................. 1
Travel ....................... 1
Bicycling ................... 2
Driving ...................... 1
Learning to fly ............ 1
Ping pong ................... 2
Spectator at hockey, or ball games ...... 2

3. Art and the Theatre ................................ 63

1. Theatre .............................. 31
Movies ............................ 23
Art Exhibits .................... 1
Dramatics ....................... 3
Public Speaking ................ 1
Painting ......................... 1
Photography .................... 3

4. Social Activities ............................... 51

Visiting and entertaining ....... 14
Social organization work ........ 2
A few scattering replies as to how leisure time was spent:

- Overtime work
- Teaching
- Preparing for my wedding
- Thinking
- Relaxing
- Improving personal appearance
- Sleeping!

In the replies to this last question, the dispositions of the various girls enter in and color their replies. I will quote a few:

1. "Have very little leisure. Trying to run a job, a husband and an apartment doesn't work for me. But there are 'responsibilities' which make it necessary for me to hold the job."

2. "I spend my leisure washing, ironing, reading, and attending plays in that order. There isn't much leisure working from 9 to 5 and commuting a half hour each way. I need eight or nine hours' sleep and clean stockings every day!"

3. "By leisure I presume you mean my time after office hours. I will enumerate:

   (1) I belong to a very active Young People's Group in one of the churches of greater Boston.
   (2) I play badminton on Wednesday evenings.
   (3) I take a course called the 'Analysis and Appreciation of Music' at Boston University on Tuesdays. (This I have always wanted to do, but never had time for at college.)
   (4) I also take a course at the Y.W.C.A. entitled 'Visits with Interesting People', in which we visit many prominent Boston people in their homes. This course will terminate next week and I am replacing it with a course in 'Stained Glass Craftsmanship'.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeing my friends</td>
<td>4</td>
</tr>
<tr>
<td>Dancing</td>
<td>14</td>
</tr>
<tr>
<td>Clubs</td>
<td>7</td>
</tr>
<tr>
<td>Bridge</td>
<td>4</td>
</tr>
<tr>
<td>Church activities</td>
<td>4</td>
</tr>
<tr>
<td>Civic Forum</td>
<td>1</td>
</tr>
<tr>
<td>Civic responsibilities</td>
<td>1</td>
</tr>
<tr>
<td><strong>5. Home occupations</strong></td>
<td><strong>39</strong></td>
</tr>
<tr>
<td>Sewing</td>
<td>7</td>
</tr>
<tr>
<td>Crocheting</td>
<td>3</td>
</tr>
<tr>
<td>Mending</td>
<td>1</td>
</tr>
<tr>
<td>Keeping house</td>
<td>8</td>
</tr>
<tr>
<td>Washing and ironing</td>
<td>2</td>
</tr>
<tr>
<td>Cooking</td>
<td>1</td>
</tr>
<tr>
<td>Home decoration</td>
<td>1</td>
</tr>
<tr>
<td>Knitting</td>
<td>9</td>
</tr>
<tr>
<td>Handicraft work</td>
<td>2</td>
</tr>
<tr>
<td>Fancy needlework</td>
<td>3</td>
</tr>
<tr>
<td>Antiques</td>
<td>1</td>
</tr>
<tr>
<td>Gardening</td>
<td>1</td>
</tr>
<tr>
<td><strong>6. Studies</strong></td>
<td><strong>33</strong></td>
</tr>
<tr>
<td>Studying</td>
<td>4</td>
</tr>
<tr>
<td>(1, navigation)</td>
<td></td>
</tr>
<tr>
<td>Lectures</td>
<td>11</td>
</tr>
<tr>
<td>Summer school</td>
<td>2</td>
</tr>
<tr>
<td>Evening courses</td>
<td>11</td>
</tr>
<tr>
<td>(income taxes and probate practice,</td>
<td></td>
</tr>
<tr>
<td>statistics, etc.)</td>
<td></td>
</tr>
<tr>
<td>Studying for advanced degree</td>
<td>5</td>
</tr>
<tr>
<td><strong>7. Music</strong></td>
<td><strong>25</strong></td>
</tr>
<tr>
<td>Playing organ and piano</td>
<td>1</td>
</tr>
<tr>
<td>(public and private)</td>
<td></td>
</tr>
<tr>
<td>Playing piano</td>
<td>5</td>
</tr>
<tr>
<td>Attending concerts</td>
<td>9</td>
</tr>
<tr>
<td>Attending operas</td>
<td>2</td>
</tr>
<tr>
<td>Listening to radio</td>
<td>2</td>
</tr>
<tr>
<td>Choir and Choral Society</td>
<td>3</td>
</tr>
<tr>
<td>Music (in general)</td>
<td>3</td>
</tr>
<tr>
<td><strong>8. Writing</strong></td>
<td><strong>2</strong></td>
</tr>
<tr>
<td>Publishing a bulletin</td>
<td>1</td>
</tr>
</tbody>
</table>
Besides these weekly events occasionally I attend the Boston 'Y' Outing Club, the free lectures at the Boston Public Library, and bowl, dance, etc. I seem to have little time for reading."

4. "I do my own laundry and mending, go to as many plays and musical comedies as I can afford, read on the subway to and from work and sometimes at night. I like to be with other people as much as possible and sound out their ideas and points of view, as I regard life more interesting than a novel could be."

5. "Might ask what leisure, since I have two jobs, but I do read, go to movies, ski, skate, swim, horseback ride, play in New York and Boston when I can get away from job #2 over weekends, play bridge, dance, drink, play golf--I gave up smoking January 1, but will take it up again sometime in the next year. I might add that I have a good time."

Conclusions

The college questionnaires, contrasted with those of the secretarial school, contained more thoughtful comments. It is natural that girls with three years' additional training should have learned to think more clearly.

The strong feeling I am left with after reading these college questionnaires is one of regret that the girls did not have more courses of a cultural nature. It is evident that many of them craved certain academic courses which they did not have time to take. Many of them frankly said they picked a college secretarial course because it was essential that they work immediately upon graduation.
How too bad that, on account of financial reasons, many who have brains and intellectual tastes cannot cultivate them to a satisfying degree! Until the day comes when money is more evenly distributed or college and university tuition made free, there will always be wistful, aspiring souls who sacrifice intellectual yearnings for practicality and bread and butter. Dr. Hutchins, President of the University of Chicago, urges "an ideal university" stressing the arts and eliminating the crafts. (1) He does not feel that the place for vocational instruction is in the university and suggests granting sophomores (who desire degrees simply as aids to positions) degrees at the end of their second year, thus keeping on for junior and senior years only the real students. Such students, he suggests, might become financial failures, but possibly would alter the aspirations of many people. The unfortunate part of Dr. Hutchins' scheme is that these brilliant financial failures would feel even more thwarted after their broader education if they could earn no money to go further with. At present there is a price on everything—art, music, research. To my mind the girls who went ahead, in spite of stifled longings, and obtained at a vocational college a sound training with which to earn their livings,

(1) *Hutchins Urges Giving Degrees to Sophomores*, Christian Science Monitor, Feb. 2, 1940
did the wise thing. As the world is today, a girl financially dependent on her own resources can advance in no other way.

One college girl said she felt that seventy-five percent of the positions filled by college girls could be equally well filled by business school or high school commercial course graduates. I think she would retract that remark if she went over these two sets of questionnaires. Take the second question where both sets of girls name the particular business or profession in which they are working. It so happens that, in each set of questionnaires, the two leading occupations are (1) medical secretarial and (2) secretary in school or college, but what a difference! The college secretarial graduate, in nearly every instance, has infinitely more responsibility. In the school and college positions she is often Registrar, whereas the secretarial school graduate's position is secretarial or clerical. That four-year cloak of discipline and background which college bestows, is of withstanding durability. Ten of the college girls hold very responsible positions in investment houses, several working as investment counsels. These positions could not be attempted by a one-year secretarial school graduate with only high school background. A far larger percentage of college girls direct the work of others.
Both sets of girls felt that the courses they did not use directly were essential as background, though the less background the girl had, the less she seemed to realize that she needed more! A twelfth of the secretarial school girls spend part of their time (away from their positions) in studying of some sort; a third of the college girls do some studying.

Though the amount of money earned was a vital factor throughout both sets of the questionnaires, there was a difference. The majority of the college girls put more emphasis on growth in responsibility than addition to salary; in fact one or two wrote in almost a scornful tone: "There is no possibility of growth here except perhaps in salary." In the secretarial school girl's attitude, money was the governing factor. Of course, in many cases, this attitude is perfectly natural and does not necessarily mean that the secretarial school girl is more mercenary. She probably started working for much less than the college graduate and, therefore, of necessity, she must think more about an increase in salary.

The manner in which the girls occupy their leisure time is much the same. Social Activities come first with the secretarial school girls, fourth with the college girls; reading is first with the college girls, second with the
secretarial school girls; sports are second with college girls and fourth with secretarial school girls, but, generally speaking, their diversions are very similar.

Judging from the information contained in the two sets of questionnaires, no more than ten percent of the college positions (and that is a generous percentage) could be filled by the one-year secretarial school graduate with either a high school or junior college background. Each group is fitted for a different type position altogether which is, of course most fortunate for both groups.
Chapter V
Qualifications Essential in a Secretary

The Employer's Point of View

What is the reason that Mr. Employer is satisfied with Miss B's work and that she is consistently advanced in the secretarial position that she holds; and why is it that Miss C is unable to keep a good position longer than six months?

An unthinking person might answer quickly: "Oh, that's easy! Miss B knows her shorthand and typewriting perfectly and hands well-transcribed letters to her employer, while Miss C makes careless mistakes constantly."

That answer would not scratch the surface. While careless transcription has undoubtedly cost many a secretary her position, it alone will not guarantee the permanency of a position. Countless factors enter into this complex matter of being the type of secretary that an employer cannot afford to be without.

For one thing, it is quite possible for a girl to be a splendid secretary and still be unable to typewrite or to take dictation in shorthand. An example of a girl who has become a noteworthy secretary at twenty-three without shorthand and with only a limited amount of typewriting, is Jean Douglass, secretary to the Governor of Vermont. Miss Douglas, a Phi Beta Kappa graduate of Middlebury College, writes many of the Governor's letters, helps with his speeches, and is encouraged by
him to be critical of both. She takes charge of his office appointments, lists his speaking engagements, and protects him from people who would only tire him and waste his time. (1)

While Jean Douglass has keener intelligence and more vigorous health than the average secretary, there are a great many college graduates who are doing equally well and many others who could do as well if they would take time out to study themselves seriously and eradicate the minor faults which they possess.

It is true that nearly all men who need secretaries do require a sound knowledge of shorthand and typewriting. It is equally true that many a girl finishes college fired with ambition to do research work in her chosen field--economics, chemistry, biology, or sociology--and that when she applies to college professors for work in one of these subjects the answer is: "...I can't hire you; you do not know shorthand and typewriting." And these men (as one executive expressed it), "...hire some child from a business college who can't tell an embargo from a protocol, but who can type a neat letter." This same executive suggests that typewriting and shorthand be taught in the freshman year of college, thus giving the girls necessary future tools.

(1) Boston Post, Dec. 16, 1939
(2) Boston Herald, Nov. 28, 1939. Secretarial Courses in Women's Colleges
I think myself it would be better either to go a year to a secretarial school before taking the college course, or, as is so common today, to take a one-year secretarial course following college. Shorthand needs a particular kind of concentration that is difficult to give if one is taking several other major subjects; it should definitely be the main subject until the student has mastered it.

Progressive business schools and colleges of today have formed a habit of sending out questionnaires periodically in order to check up on their methods. Three hundred questionnaires were recently tabulated by Hilton Sheperd of the North Texas Teachers College. These questionnaires had been sent out to employers to find out what training they felt was essential for office employees. The results showed:

- 35% of the employers preferred graduates of business colleges
- 45% preferred graduates of either university or college departments of business administration
- and 30% felt that it was to the advantage of the employee to have had a general college education.

As to the minimum base requirement in education,

- 88% declared it to be high school
- 12% declared it to be college.
The preferential age for new employees is between 18 and 20.

64% of the employers said it made no difference to them whether the employee were married, single, or divorced.

75% set the minimum shorthand speed between 60 and 80 words a minute with a transcript rate ranging from 25 to 35 words per minute on a 15-minute test.

In regard to wages:

73% expect to pay $70 a month or less
10% expect to pay $110 or more a month.

New bookkeepers get about $75 a month
General clerical workers get $55 a month. (1)

The minimum shorthand and transcript speeds of Texas employees check with those held by the low group leaving various Boston high schools and business schools. The range of wages (if the Texas figures are all for beginners) is the same.

To discover the characteristics and skills currently desired in secretaries by some of the employers in and around Boston, I sent out 100 questionnaires a few weeks ago. Sixty answers came in from professors, lawyers, doctors, dentists, engineers, heads of Government agencies, insurance executives, chain store owners, accountants, telephone executives, bankers, publishers, railroad executives, salesmenagers, and various other businessmen.

The answers and questions follow:

I. You are choosing a secretary. Assume that all the candidates are efficient. Which of the characteristics listed below do you consider of first importance?

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enthusiasm</td>
<td>4</td>
</tr>
<tr>
<td>Poise</td>
<td>5</td>
</tr>
<tr>
<td>Graciousness</td>
<td>10</td>
</tr>
<tr>
<td>Dignity</td>
<td>8</td>
</tr>
<tr>
<td>Cheerfulness</td>
<td>2</td>
</tr>
<tr>
<td>Perfect grooming</td>
<td>9</td>
</tr>
<tr>
<td>Patience</td>
<td>6</td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
</tr>
<tr>
<td>Understanding</td>
<td>3</td>
</tr>
<tr>
<td>Sincerity</td>
<td>5</td>
</tr>
<tr>
<td>Intelligent reserve</td>
<td>7</td>
</tr>
<tr>
<td>Sense of humor</td>
<td>8</td>
</tr>
<tr>
<td>Pleasant voice</td>
<td>6</td>
</tr>
<tr>
<td>Good-looking</td>
<td>11</td>
</tr>
</tbody>
</table>

The chiefly desired attributes among the fourteen listed were:

1. health
2. cheerfulness
3. understanding

Different employers suggested lengthening the list to include common sense, intelligent interest in job, energy, and initiative.

II. Which of the characteristics listed below would be most disagreeable to you in a secretary?

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagreeable voice</td>
<td>5</td>
</tr>
<tr>
<td>Sloppy appearance</td>
<td>1</td>
</tr>
<tr>
<td>Superior attitude</td>
<td>3</td>
</tr>
<tr>
<td>Timidity</td>
<td>9</td>
</tr>
<tr>
<td>Lack of fastidiousness about person</td>
<td>4</td>
</tr>
<tr>
<td>Too much make-up</td>
<td>4</td>
</tr>
<tr>
<td>Inability to take corrections gracefully</td>
<td>2</td>
</tr>
<tr>
<td>Over-dressed</td>
<td>6</td>
</tr>
<tr>
<td>No sense of humor</td>
<td>6</td>
</tr>
<tr>
<td>Nervous mannerisms</td>
<td>8</td>
</tr>
<tr>
<td>Awkwardness</td>
<td>7</td>
</tr>
</tbody>
</table>

Of the eleven characteristics noted, a sloppy appearance was most offensive to the greatest number of employers; inability to take corrections gracefully came second, with a superior attitude a close third. Too much make-up and lack of fastidiousness about person tied and ranked fourth in order of offensiveness. (I know one unusually
attractive girl, efficient in all branches of secretarial training, who stayed exactly three days in her second position. Reason for dismissal: superior attitude and unwillingness to co-operate with other office workers.)

III. During dictation, if a girl misses what you say, do you prefer

(1) to be stopped by her and questioned at once
or

(2) to have her wait until you have finished dictating and then ask you what you have said at a certain point?

Forty-two employers checked (1) and eighteen checked (2). This answer checked with results obtained by a survey made by Katharine Gibbs School in which questions were asked nearly 2,000 businessmen in Boston and New York. (1)

IV. Of the following skills, check the ones you require of a secretary and add any you require which are not listed.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligent transcription of shorthand</td>
<td>1</td>
</tr>
<tr>
<td>Typewriting</td>
<td>2</td>
</tr>
<tr>
<td>Elementary bookkeeping</td>
<td>5</td>
</tr>
<tr>
<td>Advanced bookkeeping</td>
<td>10</td>
</tr>
<tr>
<td>Ability to compose letters</td>
<td>4</td>
</tr>
<tr>
<td>Operation of switchboard</td>
<td>9</td>
</tr>
<tr>
<td>Use of Dictaphone</td>
<td>7</td>
</tr>
<tr>
<td>Cutting of stencils</td>
<td>6</td>
</tr>
<tr>
<td>Filing</td>
<td>3</td>
</tr>
<tr>
<td>Use of Comptometer</td>
<td>8</td>
</tr>
</tbody>
</table>

With nearly every employer **intelligent transcription of shorthand** is the major requisite. It is interesting to note that skill in **filing** is rated as next in importance.

(1) A Survey by Katharine Gibbs School, The Private Secretary
after the two natural primary requirements of shorthand and typewriting. One employer added **applied common sense** and **adaptability** to the skills that he required, while a lawyer stated that he would like a secretary who was capable of accurate copying of passages from books without marking the books, and of properly identifying passages from books by title, publisher, date, and page. A leather manufacturer added the skills of using **I.B.M. punchers and verifiers** and the **Marchant calculating machine**. A production engineer added **skill in the handling of telephone calls**, and a professor added that his secretary must possess **skill in acting as department diplomat**.

V. Do you like to dictate to the typewriter?

To this question, 49 employers answered "No" and 11 answered "Yes".

Two employers liked to dictate to the typewriter if **time were pressing**. A telephone executive wrote that telephone dictation operators (who operate the stenotype) take his short letters; shorthand operators come to his desk for longer, more complex letters. He made this comment:

"Our business is so large and specialized--having common stenographic and typing forces to serve large numbers of people--that I don't believe I have the ordinary small office viewpoint. I have no secretary of my own, but am in touch with several and have answered accordingly."
VI. Is a knowledge of any one of the following languages of value to a secretary in your employ?

French  German  Spanish  Italian

The general answer was "No". Several employers stated emphatically that good English was quite enough for them, and one man suggested that a knowledge of Latin was helpful, apparently with the idea that it would help a secretary's English. An accountant said knowledge of any or all of the foreign languages would be helpful at times, but was not necessary. A grain and feed executive said Spanish would be helpful in his business. One doctor suggested that scientific German was helpful in his work. A chain store owner said Italian would be of assistance in his work. An insurance executive wrote: "...once in a while a knowledge of Italian would be helpful," and a magazine editor said a knowledge of Italian would help. French was the only language that more than two out of the sixty employers showed any enthusiasm for, and only six voted for French. They were (1) two wool executives, (2) the manager of a paint company, (3) the head of a wholesale jewelry firm, (4) a magazine editor, and (5) the manager of an office equipment branch office. A professor of geography in a university, whose special subject is South America, added Portuguese to the list.
VII. Does it matter whether or not your secretary is well informed on current affairs?

Thirty-eight, or nearly two-thirds of the employers, said "Yes". One man said it mattered to him, but only as it indicated a mark of ordinary intelligence. A second man said he liked his secretary to be well informed if she didn't express an opinion too frequently! (As one employer had said he did not care for too much enthusiasm on the part of a secretary, apparently a few girls effervesce too much for the peace of mind of some employers.)

VIII. Are you bothered by any of the following deficiencies in your secretary?

- Inaccuracy in proofreading ... 3
- Poor punctuating ................. 2
- Poor vocabulary .................... 5
- Transcription errors ........ 1
- Typographical errors ............ 4
- Filing mistakes .................... 4
- Errors in spoken English ........ 6
- Mistakes in taking and delivering telephone messages .................. 2
- Slovenly appearance of work .... 5

Of the nine deficiencies listed, errors in transcription of notes came first; poor punctuating, second, along with mistakes in taking and delivering telephone messages; inaccuracy in proofreading, third; typographical errors and filing mistakes tied, fourth.
IX. Does your business or profession have schools which teach the new employees essential points about the business or profession?

Twelve employers answered "Yes". Three of them were accountants (one, a telegraph accountant); two were telephone company executives; one, an insurance man; one, a grain and feed executive; a wool executive; a doctor; a dentist; a production engineer; and a Federal housing administrator (he specified that the school he had in mind was for technical, not clerical workers).

The American Telephone & Telegraph Company have schools for the advancement of their low-grade help—messenger girls are educated to become comptometer operators and clerks to become stenographers. They have classes for all new employees when necessary or see to it that the newcomers are tutored by others.

One of the lawyers reported that a course dealing with the work of a law office is now being given in the State University Extension Courses.

Responses to the request at the end of the questionnaire for additional comments were illuminating:

Chief of a city Fire Department:

"I like a secretary who reports for her day at business punctually and works for my company's best interest at all times."
Electrical Contractor and Engineer

"My secretary must keep my office picked up as well as her own desk and file. She must be prompt with her hours; she must take her lunch hour before mine and be at her desk while I am out. All business affairs must be treated as strictly confidential."

(Apparently some secretaries object to dusting the office. Several employers have said to me: "I'd like a girl in my office who doesn't feel above dusting and keeping the office tidy.")

Production Engineer

"The limiting of non-business calls is appreciated; willingness to disregard exact hours is helpful. Frequent make-up periods should be avoided. Prolonging calls of non-business visitors should be avoided."

Federal Housing Administrator

"A secretary who will work overtimes sometimes without request is appreciated. Chatting with other employees on personal matters is annoying, especially when indulged in frequently. Unauthorized absences during working hours are disturbing. Punctuality in reporting for duty is important; an early office arrival is more highly regarded than a tardy one."

Life Insurance Executive

"My most important requisite in a secretary transcends both ability in taking dictation and transcribing it neatly. I want her to understand what I am trying to convey, to get away from the mechanical meaning of sounds and transcription and to be able to tell the next day to the person to whom the letter was written what I had in mind—an ability of the secretary to discuss letter subject matter with my clients."

College Professor

"Above everything, I appreciate the ability of a secretary to listen to directions and to be able to follow them without having to ask questions necessitating tiresome repetition."

Manager of a Paint Company

"A competent secretary should be familiar with general office work in addition to her own, especially where an office has several employees."
Head Salesman of a Paper Company

"Our secretary is not only a secretary but also a very capable saleswoman. When we are out in the territory, she is the only one left in charge of the office to handle all details. Two qualities which she possesses and which I consider essential in this position are enthusiasm and a sense of humor. An ability to converse on current affairs is quite necessary, as the secretary in this office should be able to converse intelligently with any prospects or customers who may call while she is in charge."

Automobile Finance Executive

"A quality we value highly is—for want of a better name—'imagination'. It is the quality of mind which enables a person to look ahead and see that a certain act or omission will lead to a chain of circumstances. For instance, I am answering a letter in which some questions have been asked. In answering these questions I sense that the correspondent will desire still further information and include this information, thereby avoiding unnecessary delay."

Grain and Feed Executive

"The ability to take telephone messages accurately is very essential in my office." (Recently I have heard of three different girls who lost positions because they did not qualify in this particular.)

Railroad Executive

"Prompt improvement would be necessary to hold her position in our office if a girl were guilty of any one of the faults outlined in Question VIII, particularly poor transcription of notes."

Lawyer

"Failure in any of Question VIII deficiencies would soon cost a secretary her position. I want an intelligence which will include enthusiasm for work, cheerfulness, and sense of humor, and I want good appearance which will include health, a pleasant voice, good grooming and appropriate dressing. With intelligence, a willingness to work, and cleanliness and neatness, all
the rest will be there. Sloppy or careless dressing or overdressing, too much make-up, especially nails and lips, are due to lack of intelligence, and so I would not hire a girl guilty of any of these faults."

**Telephone Executive**

"Proofreading is considered so important by our company that a special committee of proofreaders goes over the daily mail typed by all stenographers and secretaries and when errors are found, back go the letters to their sources for correction."

**Oil Executive**

"Intelligence is the most important factor— and Freud defines intelligence as an ability to adapt oneself to one's environment."

**Wool Executive**

"It is extremely important that no business information be given anyone not connected with the office."

**Dentist**

"Work-planning is essential. I believe sincerity and a good sense of humor are necessary in any professional office. I do not like an affected secretary."

**Insurance Executive**

"Required: a willing worker with a good disposition who shows the 'Boss' respect at all times."

**Printing Executive**

"Good background, sound schooling (in the three R's), good health, enthusiasm and interest in the job, accuracy (a desire to see things done correctly) make a girl better fitted to fill the varying requirements of different jobs falling under the heading 'secretary' than any specialized training, which can be taken up along with the job, as the particular position demands. 'You can't make a silk purse out of a sow's ear.'"
To sum up the qualities which the sixty employers most desired in a secretary, we have:

- Health
- Cheerfulness
- Understanding
- Good Appearance
- Ability to take correction gracefully
- Efficiency in transcribing notes
- Excellence in typewriting and English
- Ability to file accurately
- A knowledge of elementary bookkeeping
- General Intelligence

The School Cannot Do Everything

Where may a would-be secretary acquire this much-prized general intelligence, i.e., common sense applied to all actions? For the most part, from two sources:

(a) home background (including heredity and environment) and (b) schools. A girl who grows up unexposed to intelligence or culture on the part of her parents and her parents' friends labors under a tremendous handicap. She may go ahead as far as the girl blessed with cultural heredity and environment, but to do so, she will work much, much harder. An English teacher, explaining her failure to bring a girl from a poor environment up to the class level,
sighed: "If I could only have educated her grandfather first!"

In other words, the schools can do splendid things, but they cannot perform miracles. No matter what school a girl has attended, if she has heard correct English spoken at home, she speaks and writes it herself as naturally as the carpenter's son hits a nail on the head. However, girls whose English leaves something to be desired often possess a larger share of homely wisdom and common sense than their more erudite sisters. It is a splendid attribute to be able to use the King's English, but there are other qualities equally necessary, and it is that judicious blending of culture and common sense which produces the desirable and practically all-inclusive attribute--general intelligence.

A secretary with general intelligence will possess enough natural psychology to adapt herself to her position and her employer and if, like the proverbial oil and water, the two cannot mix, she will find herself a more congenial employer.

Starting with a girl of general intelligence and good background, where shall she acquire her secretarial training? Given two equally intelligent girls, one going to college in addition to obtaining secretarial training, and one merely going one year to business school from high school, the first girl will naturally be far more apt to be a "secretary" at the end of her schooling and the second, a stenographer. However, at the end of four years of
diligent, well-directed work, our business school stenographer may very well have turned herself into a secretary. The traits essential for stenographers and secretaries as summed up by 13,752 women employed in every occupation are: (1)

**For Stenographers**

1. Ability to follow directions
2. Carefulness in details
3. Responsibility
4. Courteousness
5. Speed
6. Self-confidence
7. Pleasing appearance

**For Secretaries**

All the qualities listed for the stenographer through 4 and

5. Pleasing appearance
6. Alertness
7. Initiative

**Stenographer versus Secretary**

The summing-up amounts to saying that a good secretary is all that a good stenographer is, plus marked alertness and initiative and possibly minus a portion of the stenographer's speed. Most men are willing (even eager) to sacrifice speed in a secretary if, in its place, she offers unusual initiative, alertness, and imagination. An innate urge for perfection in her work will often prevent a brilliant girl from acquiring the speed of her less aspiring associate. (The most gifted student in my class at college never could take shorthand at a speed

(1) Dvorak, Merrick, Dealey and Ford, Typewriting Behavior p. 30
greater than 100 words a minute; she would not, or could not sacrifice her shorthand outlines in order to do so. The rest of us took 120 words, but oh the notes!

**Suggestions to Future Secretaries**

To be a secretary to a college professor and help him with research, a girl should, by all means, have college training plus a full secretarial course of a year.

For doctor's secretary, either a medical-secretary course or a nurse's course plus secretarial training, would be good; for lawyer's assistant, add as much law as possible to a secretarial course, or, if thoroughly interested, take a law course plus secretarial training.

Bookkeeping is in such general demand by both business and professional men that any girl preparing for secretarial work is foolish not to take at least an elementary course in the subject.

As for filing, it is not to be lightly passed over. It is quite possible that the first position a girl holds may require only the simplest kind of straight alphabetical filing which she could have learned in half an hour. It doesn't follow that her second position will be the same and, whether a girl realizes it or not, she files more quickly and more accurately after she has taken a course in filing than she did before. The trend today,
according to Dr. Marion Bills of the Aetna Life Insurance Company, is to hire girls of below-average mentality for filing and pay them scanty wages. This, in itself, would be a good reason for the secretary to procure herself a good grounding in filing. (1)

That general information which about two-thirds of the sixty employers desired in their secretaries, is best acquired by self-education in reading newspapers, magazines, and books, particularly the first two, because many secretaries today find themselves too busy to read books through frequently. Even the high school girls in commercial courses realize today the importance of gaining general information. The fact was brought home to them sharply when they took the National Clerical Ability Tests. Most of the failures in at least one high school in the Boston area were due, not to lack of ability in typewriting or shorthand or other commercial subjects, but to a woeful lack of general information. The economics courses offered in all the better business colleges today are good educators in vital current-event reading. And though a girl may never work for a lawyer, she will never regret knowing a few essentials about contracts, negotiable instruments, insurance, and real property. A short, well-planned course in business law is an asset to any woman, whatever her profession may be.

(1) Bills, Dr. Marion, Intelligence and Clerical Jobs, Personnel Journal (Baltimore, Md.: Williams and Wilkins, June 1933), pp. 43ff
Unless a future secretary is very partial to foreign languages and gifted in one or more (in which case she may get an exceptional position with a salary to match), it hardly seems worth while to spend much time in their study. The same amount of time applied to a special phase of business--office machines, perhaps--would be more sensible.

Although only a fifth of the employers who responded to the questionnaires said that there were special schools for employees who acted as secretaries for them, the need of special schooling in many businesses is gradually being recognized. Insurance companies, for instance, often find it very difficult to find secretaries well versed in writing policies. I can recall one capable girl who obtained work in an insurance office and who was unable to hold the position because everyone in the office was too busy to take time off to instruct her in policy writing. It was a case of necessity at that particular period to hire an experienced policy writer. If the company had had a school, this girl could have qualified as a policy writer within a short time. Insurance is a field that interests women and a great many have done well in it, both as secretaries and as heads of companies.
Employee-Attitude of the Best American Employers

The requirements of the questionnaire-employers and their comments were entirely reasonable. It is true that several of the men wanted secretaries of high-grade ability, but, if an employer is willing to pay for such ability, he can get it. A girl highly skilled in technical ability who, in addition, is able to compose business letters and talk over business matters intelligently with her employer's clients is worth a high salary. Most of the employers did not expect as much. The majority wanted the secretary to:

- Keep the office in order.
- Listen to directions and carry them out without tiresome repetition.
- Take and deliver telephone messages intelligently.
- Be punctual and not guilty of constant, unauthorized absences during working hours.
- Treat business matters confidentially and respect the employer.
- Confine social chatting to hours outside the office.
- Familiarize herself with other jobs than her own in the office and so, if necessity required, be able to fill in.
- Work overtime gracefully if the occasional need arose.

When all is said and read and done, and all the questionnaires and tabulations have been lined up and analyzed in order to determine how best to procure qualified secretaries for waiting employers, we are faced by this inescapable fact: all employers are human beings and no two human beings are exactly alike. Because this
employment, retention, and promotion with due regard to length of service; co-operative employer-employee safeguards against death, old age, sickness and disability; safe and healthful working conditions; understanding treatment by supervisors; instillation of pride and confidence in the job; means of free exchange of ideas and negotiation between company and worker; recognition of employee's right to join a labor organization or refrain from joining, as he wishes."
Chapter VI
Conclusion

People today are awake to two things about themselves—(1) each person needs a real job and (2) each person needs at least one hobby. The unhappy dissatisfied people are not usually the busy ones: they are far more apt to be the idle. The more time one has on his hands, the more he is apt to look unhealthily inward and imagine he has something wrong with himself. As some sage once remarked: "Hard work steadily and regularly carried on never hurt anyone." As most people aim to be interesting as well as busy, the hobby can be developed for interest and the development of the lighter side of one's personality.

It isn't what we do or where we do it that decides our happiness. Rather, it is what we get out of the doing. Unless we get light and shade out of life, we are not definitely happy. Imagine the party where you had the very best time of your life going on indefinitely! Could anything be more boring? Imagine the hardest day's work you ever did prolonged indefinitely with no let-up or change! Could anything be more cruelly oppressive? If teachers didn't have Friday night to look forward to, and if secretaries didn't have Saturday noon, there would be more bowed shoulders and hopeless expressions than would be endurable. The more light and shade we can work into our lives, the more happiness we shall have and, of course, fortunately, happiness
is relative. A month at the seashore will bring as much happiness to one as a trip abroad will to another.

None but the stupid view the question of unemployment lightly, but at least the country is awake to the situation and we can feel hopeful about it. The Federal Government, the City and Town governments, influential persons, and innumerable groups are at work on the problem. Those people who are showing as much of a pioneering spirit as our ancestors did are coming through. Perhaps many Americans were becoming soft, too settled in certain family grooves and occupations. The kaleidoscopic changes since 1939 have rudely shaken many old conservative families--cruelly shaken the older ones who cannot adjust themselves quickly--but was there ever a violent shake-up yet that did not produce healthy changes in the end? We are living in the unhappier time--things are still whirling. Eventually, when the settling has taken place, won't the country be a healthier and more equable abiding place for each individual than it has ever been since it was settled?

Women are emerging from their former chattel-like position to occupy a plane of equality with men. Even the War is pushing woman's place forward. The British and the French and the Germans think little in this war of seeing their women take over jobs of every kind, which formerly only
men attended to. (This was not true in the World War.) And though the United States is not involved in the war directly, this foreign attitude toward woman and her assumption of men's work reaches our shores and affects America's attitude toward women's work too.

Education is in a state of flux. Never, it seems to me, have so many interesting schemes been in the process of being tried out, and never so many intellectually capable men and women at work on them together. The commercial courses in high schools are striving with more will than ever before in history to send out pupils who can undertake jobs without further training and expenditure of money, and they are doing it too! One hears remarks to the effect that if the commercial courses in high schools were much good, the business schools would not be so crowded with pupils from high schools. That is nothing to go by. The smart commercial high school graduate who has applied himself or herself can find a job; the girl or boy who is below average in mentality or who has not put forth her or his best effort will always need extra training, and it is unfair to blame that fact on the high school commercial course. The business colleges and secretarial schools are doing a splendid work in sending out girls and boys to positions after a year or a two years' course. Here again the school cannot be expected to do everything. Naturally the amount of previous
training, application, and background are determining factors in the length of time required in business school and in the type position gained after the business school course. As to the secretarial colleges, they are sending out students who are taking responsible positions (not jobs) and, by continual research, they improve their curricula in order to offer the most that the student can possibly assimilate in the four years. The tendency today is definitely to introduce more academic courses and more administrative courses to broaden the secretarial background.

The average alert girl today who graduates from high school, secretarial school, or secretarial college can get ahead if she works hard enough and has the gift of getting along with others. She may have to take a few courses after working hours (especially if a high school or secretarial school graduate), but she will get her reward in acquiring a higher type position—more responsible and more interesting. The college-trained girl may need courses too. Perhaps she finds that she wishes to develop a latent talent for figures which she did not realize she possessed. In her case, accounting classes after hours may tire her for the time being, but a more responsible position in work she is very definitely qualified for and interested in, will amply repay her. If any of the girls have the technical training needed, but simply hunger for more culture, there is nothing to prevent them from going out and getting it these days.
Bibliography

Alexander, W. B. Antioch Teaches Student Labor

Alison, Raymond G. Proxy Parents
Atlantic Monthly, Dec. 1939

Armstrong, O. K. Making the Most of Mary
American Magazine, Jan. 1940

Balance Sheet (The) National Vocational Ability Tests
Feb. 1938

Balance Sheet (The) Salesmanship Taught by Experience
Oct. 1939

Barkley, Frederick B. Aid to Youth Put Above Economy

Bills, Dr. Marion Intelligence and Clerical Jobs
Personnel Journal (Baltimore, Md.)
Williams & Wilkins, June, 1933

Boston Herald (The) Secretarial Courses in Women's
Nov. 28, 1939 Colleges

Boston Post (The) College Girls to Work in Mill
Dec. 15, 1939

Boston Post (The) Article on The Governor of
Dec. 16, 1939 Vermont's Secretary

Boston Post (The) Connecticut Rescuing "Lost Generation"
Jan. 14, 1940

Burgess, Gelett Do You Deserve a Raise?
Nation's Business, Aug. 1939

Business Week (Editors) The 1940 Platform of American
Dec. 16, 1939 Industry

Carmichael, R. D. Education

Christian Science Monitor Vocational Education Moves Forward
Dec. 11, 1939

Christian Science Monitor Labor Policies Adopted by Americans
Dec. 15, 1939 Contain Good News for United
States Women
"Give-a-Job" Move Makes Progress
NYA Brings Job Preparation to 1,300 R. I. Boys and Girls
Women Demand Enactment of Equal Rights Amendment
Couple Beats Depression on Hill Farm in Tennessee
Women in Insurance Work
Georgian Has Plan for Farming Courses
Outstanding Women of U. S. Cover All Fields of Service
First Woman to Help Drive Presidential Band Wagon
Men and Women Go on Growing Who Go on Studying
Training Girls for Household Work Is One of San Diego's WPA Projects
President Sees Migration to Columbia Basin
"Poverty Town" Pioneers Build Selves New World
Does Youth Really Want Work?
Typewriting Behavior
American Book Co., New York City, 1936
Typing Speed and Accuracy
Business Education World, Feb. 1938
The Junior College, 1931
Secretarial Efficiency
McGraw-Hill
Fisk, Dr. McKeen
Fine, Benjamin
Foster, William R.
Gillette & Reinhardt
Gregg Writer (The) June, 1936
Holmes, Dean Henry W.
Hornaday, Mary
Hutchinson, E. Lillian
International Electric Accounting Method (The)
Jenzen, C. C. and Stephenson, D. W.
Johnson, Julia E. (Compiled by)
Keppel, F. P.
Koos, Leonard F.
Lenroot, Katharine F.
Leslie, Louis A.

Occupational Training for Business
Balance Sheet, Nov. 1939

Junior Colleges Face a Check-Up
New York Times, Jan. 7, 1940

Shall We Carelessly Say It's
Carelessness?
Business Education World, Feb. 1938

Current Social Trends
American Book Co., New York City, 1933

Helping My Employer

The Nation Challenges the Schools
The Atlantic Monthly, Jan. 1940

Hostess around the World Now Food
Consultant
Christian Science Monthly
Jan. 12, 1940

The Good Secretary Proofs Letters
Gregg Writer, Sept. 1935

International Business Machines
Corporation, 1938

Everyday Economics, p. 400
Silver, Burdett & Co., New York City

Marriage and Divorce
The H. W. Wilson Co., N. Y. City, 1925

Education Trend Seen Changing

The Junior College Movement
Ginn & Co., Boston, 1925

Needs of Nation's Children are
Weighed in Washington
New York Times, Jan. 1, 1940

A Rating Scale for Transcription
Business Education World, May, 1937
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Source and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loss, Foster and Hamilton, Charles</td>
<td>Secretarial Office Practice</td>
<td>South-Western Pub. Co., 1937</td>
</tr>
<tr>
<td>MacDaniel, Ruel</td>
<td>Home Town Boy Makes Good--At Home</td>
<td>Nation's Business, Aug. 1939</td>
</tr>
<tr>
<td>Marston, W. M.</td>
<td>As the Boss Sees You</td>
<td>The Rotarian, July 1939</td>
</tr>
<tr>
<td>McLaughlin, Kathleen</td>
<td>Women's Rise in Public Service</td>
<td>New York Times, Nov. 11, 1939</td>
</tr>
<tr>
<td>McNutt, Walter Scott</td>
<td>A New Experiment in the Democratization of Higher Education</td>
<td>Education, Sept. 1939</td>
</tr>
<tr>
<td>McNutt, Walter Scott</td>
<td>Terminal Education as the Outstanding Function of the Junior College</td>
<td>School and Society, Sept. 30, 1939</td>
</tr>
<tr>
<td></td>
<td>Job Drive Begun by Soroptimists</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ford Says Youth Has a Big Chance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trade School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Placement Unit Open at Centre College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Career Session to Open</td>
<td></td>
</tr>
<tr>
<td></td>
<td>End Bars to Work, Women are Urged</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Employee Frauds</td>
<td></td>
</tr>
<tr>
<td>Nichols, Frederick G.</td>
<td>What is a Sound Philosophy of Business Education?</td>
<td>Business Education World, June 1936</td>
</tr>
</tbody>
</table>
Norcross, Dr. Carl

Popham, Estelle L.

Puckett, Cecil

Reference Manual of Government Positions 1939 (Excerpts from)

Sargent, Porter

Shields, H. G.

Spencer, Lyle M. and Stouffer, S. A.

Strachan, Helenora

Studebaker, J. W.

Taylor, Frank J.

Time
Feb. 5, 1940

Torson, G.

Ulrich, Florence

Voiland, F. L.

Weir, Ernest T.

14 Courses Created for City Employees

Typing as a Character Test
Gregg Magazine, Nov. 1938

Is Business Education Progressing?
The Journal of Business Education, Nov. 1939

Pergande Publishing Co., Milwaukee

Handbook of Private Schools

Junior College Business Education
University of Chicago Press, July 1936

The Annals, Nov. 1936

Commercial School Students Need Apprenticeship
The Balance Sheet, May 1938

Big Progress Made by Schools in 1939
New York Times, Jan. 1, 1940

Promised Land
American Mercury, Feb. 1940

New Era

How to be a Hero to your Secretary
Saturday Evening Post, Jan. 7, 1939

Competent Typists
Gregg Writer, April 1937

The Purpose of the Commercial Course in High School
Balance Sheet, Oct. 1939

Who's to Blame--Machines or Men?
The American Magazine, p. 131