

A PROGRAM OF SECRETARIAL TRAINING TO
MEET BUSINESS DEMANDS

THESIS

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PREFACE

The development of the individual to enter private industry fully equipped to do his share of the world's work is essential to democracy. We look to the school for the solution of the problems of ineffectual office procedures.

This thesis is the outgrowth of the writer's interest in a possible solution of training efficient secretaries. The problem has been approached by determining through interviews what the workers in the field need and what the employers require of these workers.

The writer wishes to take this opportunity to express her sincere appreciation to Dr. A. A. Grusendorf, Registrar of the Southwest Texas State Teachers College, San Marcos, Texas, for his helpful suggestions, criticism and encouragement while serving as chairman of her thesis committee.

In addition the writer thanks Dr. E. O. Wiley, Director of Teacher Training, and Dr. J. L. Rogers, Executive Secretary of the Graduate School, Southwest Texas State Teachers College, San Marcos, Texas, for consenting to serve on her thesis committee and for their helpfulness and kindness.

Finally the writer wishes to thank her fellow commercial teachers in the San Antonio Vocational and Technical School, San Antonio, Texas, and the many businessmen and former students who so generously cooperated to give the important data which assisted in determining the solution of this problem.

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A PROGRAM OF SECRETARIAL TRAINING TO MEET BUSINESS DEMANDS

CHAPTER I INTRODUCTION

1. Statement and Perspective of the Problem

One of the important problems in commercial education, as the writer of this study sees it, is that of providing a program of secretarial training for students in the commercial departments of high schools and other schools which will adequately meet the demands of business. There seems to be a justifiable need for this type of a program in the public schools and colleges, as can be seen through examining the constant demand of business for efficient workers and through determining the outstanding supply of this demand. A study of the situation, specifically through examining the statistics recorded by the placement records of various institutions, shows that specialized business schools are supplying a vast majority of the commercially trained people for business.¹

That specialized commercial training should be withheld until at least the completion of the regular academic high school is a contention that has long been held by various people

1. Quillan, G. C., Placement Director, Draughons Business College, San Antonio, Texas, quoted placement records show a 90 per cent placement of the 500 graduates each year. Mr. J. C. Hankins, President of the Alamo City Business College, stated in a personal interview on May 5, 1940, that 80 per cent of the 300 graduates of that business college were placed each year.

in the commercial field.² This is, no doubt, a debatable question and involves a number of elements. One argument is that the student of high school classification is entirely too immature to enter business. The average student who is under twenty years of age lacks the years of experience, which add so much in the way of opportunity to acquire the background that is extremely important to the successful business employee. However, the success attained thus far by the public vocational schools in giving adequate technical training to students of high school age has been gratifying. The development of a satisfactory attitude toward their work, toward business organization in general, and in regard to their relationship to their work and to the people with whom they work, has proved that students who may not have an opportunity to attend a business school, charging tuition, can obtain training in a public high school which will enable them to meet the demands of business and secure employment. This study will undertake to treat the problem of setting up a program of proved scholastic standing which will equip the graduate with employable skills and which will enable the trainee to meet the demands of business.

The possibility of developing adequate skills in normal, ambitious, adaptable secretarial students of high school age has been proved through experience. The San Antonio Vocational and Technical School, where the writer has been a member of

2. Cameron, W. J., "Education for Business," National Education Association of the United States Annual Meeting, 1937, Proceedings, Volume 75, p. 223.

the faculty for five years, serving three years as head of the secretarial division, has been successful in training and placing its graduates in positions.³

This experience serves as the basis for verifying the conclusion reached in regard to the possibility of attaining worthwhile results through an adequate program of secretarial training which can be adapted for use in any regular high school. A similar program offered in colleges and specialized business schools has still greater advantages because of the increased cultural background the student will have had the additional years to acquire. In fact, the following statement made by Miss Eleanor Middleton, Placement Director of the Katharine Gibbs school in New York, in the Bull's Eye, the most recent placement publication of this year, 1940, is quoted:

The demand for adequately trained secretaries who are college graduates so regularly exceeds the supply that it is not a bit unusual for a fore-sighted executive to make his wants known several weeks before candidates are ready to be sent him. It is the regret of the placement department that there are not enough trained archers to meet the challenge of every alluring target.

The fine opportunities open to students equipped with employable secretarial training, and the opportunities open to educators in the field of commerce to offer young people, a complete course of study which will enable them to make a living in some recognized business, are the writer's chief sources of interest in the situation. These factors gave

3. Placement records, Mrs. Bess H. Stratton's Office, San Antonio Vocational and Technical School, 637 Main Avenue, San Antonio, Texas.

impetus to the decision to try to offer the fundamentals of a program of training which will meet the demands of business.

Credit for originating the underlying principles of the particular program of training herein set forth is by no means claimed or deserved by the writer. As a student and graduate of the Special Course for College Women, of the Katharine Gibbs School, the writer came to know the marvelous possibilities of an adequate program of training, properly organized and executed, and became eager to pass on the privilege of receiving this type of training to other people ambitious of entering a field of business offering opportunities for achievement and advancement. Upon the merit of achievement accomplished by the Katharine Gibbs' graduates, a 100 per cent placement record, of graduates desiring placement, has been maintained even through years of depression.⁴ With this recommendation of the superior quality of training that can be offered through a well-rounded, well-organized program of technical and cultural education, the fundamental principles of training offered to students of the Katharine Gibbs schools are embodied in this study. This particular program is adapted to public high school use, as well as to college or specialized business school use.

It seems to be worthy of the consideration of commercial teachers and administrators of commercial departments to have as their goal the equipment of students with knowledge and ability which will enable them to walk into an office or a

4. Results, published annually by the Katharine Gibbs schools.

business establishment for their first interview confident that they have something of real value to offer an employer. The achievement of this goal is, in the writer's estimation, a challenge confronting every secretarial educator. It has been said that, "except, perhaps for the field of salesmanship, there are more opportunities for employment and advancement in secretarial work which are open to commercially trained people than in any other field."⁶

Taking all of these factors into consideration, it appears to be urgent that every effort be made to develop efficiency among secretarial students in order that they can qualify for positions in business. Experience has convinced this writer that a great cause for concern over the failure of a student to acquire a practical, useful, employable command of secretarial skills is a responsibility that reverts back directly to the school, the teacher, and the methods employed. It is, in the writer's opinion, the existence of the need for improved methods and programs of training which give purpose to this study.

It is hoped that some information of value will be made available to secretarial teachers and particularly to shorthand teachers, who feel the need of improving their methods of teaching and raising their standards of achievement. This statement is not intended to be in the least presumptuous, but it is made

6. Fisher, Goldena M., Educational Director of the Gregg Company, Chicago Illinois, in a lecture to the Alamo District Teachers' meeting, Our Lady of the Lake College, March 9, 1940

on the basis of the fact that the program proposed in this study has already been proved over periods varying from five to twenty years.

The writer has also had the privilege of interviewing a number of outstanding professional and business people in the field of commerce and their advice, opinions, and suggestions are embodied in this study.

2. Limitations of the Problem

The problem of setting up a program of secretarial training which will meet the demands of business is a many-sided one. For one person to try to cover in one undertaking each phase of the program needing consideration would be a tremendous task to attempt. In this particular instance, the problem is to be approached by giving in detail the fundamental principles of the teaching and learning of shorthand which will give to the capable student, as a residue, skill in shorthand manipulation which will enable him to qualify for a position in business. Stress is also given to the organization and conducting of transcription training, which is a highly specialized skill that is almost invaluable to the secretarial trainee.

Because of the importance of good background in business employment, supplementary courses and experiences are carefully outlined to help develop these qualities in the student. After entrance into business may be gained through one's technical ability, he will find, as he progresses in a profession, that those inner qualities of mind and character that are the

distinctive marks of a cultivated person become more and more important. As he moves forward, he will probably find that his qualifications will be considered more in terms of the type of person he is rather than in terms of his technical efficiency in taking shorthand and transcribing notes. A person's cultural characteristics represent what he is. His technical training represents what he can do. Herein lies a serious limitation of programs of secretarial training designed for the development of efficiency among students of high school age. Their background and cultural development are naturally limited by their youth. That is a problem confronting vocational education for high school students. It has been found that youth is a favorable asset in acquiring skills and developing their manipulation. This has been determined by comparing surveys made of the rapidity of students just beyond twenty years of age in acquiring shorthand and typewriting skill with the length of time and apparent difficulty of students around seventeen years of age who are endeavoring to acquire the same skills.⁷ The minds of the younger group seem to be much more agile and to react more easily to skill development than do those who are even a few years older. However, the weakness of the younger group becomes apparent when the inevitable demand arises for the exercise of common sense, general knowledge of words and their correct usage, formal grammar, the need for

7. Comparative surveys of achievement made annually of two-year students, who are high school graduates, compared with the rate of skill acquisition among college graduates.

mature judgment and so forth. The development of a correct attitude, which will aid the young graduate and business employee in self-improvement after securing employment, is also important and a challenge to the high school commercial teacher.

3. Sources of Information and Data

The sources of information and data, which have formed the basis of the facts presented in this thesis, have been necessarily of a somewhat different nature than the usual sources of data for theses. The topic is traced through its origin, in brief, with concentration upon the current characteristics of an adequate training program. Very little emphasis has been given to the history of the subject, and not a great deal of emphasis is placed upon trends and past developments in the field. Most of the reports of research which the writer found available dealt with the trends in commercial education, and there was very little research devoted to the working out of practical programs and the up-to-date development of the best methods known. The writer considers the need of improving programs of secretarial training to be worthy of exhausting every effort to make some contribution toward helping meet this need.

The methods of teaching shorthand have undergone complete revolution in the last five years. The changes in method which have been tried and proved useful have been incorporated in this study. It is understandable, then, that the most valuable sources of information have been taken from recent bulletins,

the achievement and placement records of successful secretarial departments and schools, interviews with individuals whose authority in this field is unquestioned, interviews with ex-students who are at present employed in business, using their skills which were learned under the method here offered, and from interviews with businessmen to learn what they considered the important qualifications of efficient secretaries.

Interviews have been held with Mr. C. W. Parrish, Sr., president of Draughons Business College, which has the largest enrollment of any business school in San Antonio, Texas, to check the placement record of the students of his school, and to compare the achievement of Draughons students with those of the vocational school who have been former students of the writer. Mr. G. C. Quillan, placement manager of Draughon's Business College also furnished some interesting information regarding the demands of business and the qualifications of employees for securing and holding positions. Mr. J. C. Hankins, president of the Alamo City Business College, was interviewed to discuss methods and results achieved by that institution.

Much important information for this study has been obtained by interviews with businessmen in San Antonio. In 1936-1937-1938, the writer conducted a series of about one hundred interviews with business men in San Antonio, Texas, to determine what, in their opinions, constituted the important qualifications of secretaries. Another series of interviews was conducted in May, 1940 with businessmen and employers to renew the school's close contact with the demands of business in

regard to the preparation that prospective employees should have.

Of decided value has been the contact and association with approximately twenty other members of the commercial department at the San Antonio Vocational and Technical High School, as well as association with commercial teachers throughout the city of San Antonio to discuss programs, problems, and results achieved. Teachers of commercial subjects over the state of Texas who have been classmates of the writer during the last two years while doing graduate work at the Southwest State Teacher's College in San Marcos have furnished interesting information regarding the various commercial departments in which they teach.

Miss Adelaide V. V. Black, Alumnae Secretary of the Katharine Gibbs School in New York, has cooperated with the writer in sending all of that school's latest pamphlets and bulletins on placement surveys, style studies, and literature on the requirements and qualifications of efficient secretaries. Miss Eleanor Middleton, placement director of the Katharine Gibbs school in New York, has also been most cooperative in answering the inquiries the writer sent her regarding the requirements of prospective secretaries.

The facts, revealed by a city-wide employment survey made by Mr. J. C. Cochran, former superintendent of schools in San Antonio, Texas, have been used to substantiate statements made and conclusions reached in the study.

Mr. R. G. Cole and Mr. Robert Henderson, Texas representatives of the Gregg Publishing Company, have given much important

data to the writer regarding the standards of achievement which are being reached by commercial departments throughout the state of Texas.

4. Theme of Thesis

The program of secretarial training offered is proposed as a suitable one which will enable the graduates of the course to meet the requirements business demands of them. The requirements which will have to be met have been determined in this study through a series of interviews. The interviews have been conducted intermittently over a period of five years, from 1935 to 1940. Outstanding businessmen and employers in New York, New York, and San Antonio, Texas have been interviewed to find out what they consider the most important requirements and qualifications of efficient secretaries to be. Interviews with former graduates of the San Antonio Vocational and Technical School have also been conducted for the purpose of determining the weakness and strength of the secretarial training received. Together with checking on the quality of work graduates are doing on their jobs, which reflects the quality of training received, another purpose the interviews serve is that of keeping the school in close touch with the demands of business.

The plan for an adequate program of secretarial training is presented in Chapter III. The background of shorthand, a study of the teaching and learning of shorthand, and the guiding principles of a program of training are presented in detail.

The qualifications of one expecting to learn and to use shorthand are discussed, and the fundamentals for developing the full capacities of the students are outlined.

A guide for organizing, teaching, and learning transcription is offered. This phase of the training is highly important in acquiring technical skill and the ability to use shorthand satisfactorily. In other words, transcription may easily be called the place for giving and getting the "fine points" of secretarial training. It is not too much to say that adequate transcription knowledge and skill frequently may be the means of becoming an efficient secretary instead of an ordinary stenographer.

A list of desirable and almost essential supplementary courses is suggested and the courses are summarized briefly. These courses can give to the student a background of information which he will find greatly helpful in the business world. Just as many of these courses as possibly can be worked into the student's schedule should be included in his course, in an effort to supply that well-rounded training so important in meeting the demands of business.

Also contained in the plan is a brief discussion of a series of individual experiences which have been found most beneficial to secretarial students in the San Antonio Vocational and Technical School. These experiences, it has been learned, will add much to the value of a program of secretarial training, especially for young students who need profitable experiences.

CHAPTER II

INFORMATION SECURED THROUGH INTERVIEWS

In order to determine what business demands of the secretary, a series of interviews were conducted and reports were made of them.

The information contained in these reports has been obtained through the interviews with a few successful businessmen in New York, with representative businessmen and employers in San Antonio, and with former secretarial graduates of the San Antonio Vocational and Technical School who are now holding desirable positions.

In April, 1935, the following businessmen and employers were interviewed in New York to secure the information given below:

1. Mr. Fred Messner, Economic Editor, Brookmire Economic Service, 903 Fifth Avenue, New York, New York, (April 22, 1935).

Qualifications required: efficiency in shorthand and typing; common sense and sound judgment; initiative; resourcefulness; dependability; ambition; and ability to get along with other people.

The beginning secretary should be advised to try to secure employment in either a new industry or an old one whose business is definitely flourishing.

2. Mr. Colley E. Williams, Attorney, 700 Wall Street, New York, New York, (April 23, 1935).

Qualifications necessary for legal secretary: high speed with perfect accuracy absolutely essential in doing this type of work; the beginning legal secretary should secure preliminary specialized training either through a legal secretarial course or in a small law office; neatness very important; willingness to work overtime frequently on short notice;

learn as much as possible about law as soon as you can if you expect to be a successful legal secretary.

Attention should be given to the fact that while the demands made of a secretary in a law firm are rigid, this is one of the best fields of secretarial work in terms of opportunities offered for advancement and salaries paid.

3. Mr. George Durrenberger, New York Life Insurance Company, New York, New York, (April 23, 1935).

Qualifications required: initiative; speed and accuracy; resourcefulness; dependability; responsibility; consideration for other people; ability to think; promptness; punctuality.

4. Mr. Deshay Bridges, Buyer, Kodish and Zwick Produce Company, 409 Washington Street, New York, New York, (April 24, 1935).

Qualifications required: accuracy; courtesy; dependability; forcefulness; perseverance; determination; enthusiasm; neatness; ability to meet the public; ability to sell; reliability; honesty.

5. Mr. Dick Messner, Secretary of the Advertising Club of New York, Johnny Messner's Orchestra, Hotel McAlpin, New York, New York, (April 24, 1935).

Qualifications required: resourcefulness; reliability; speed and accuracy; sincerity; unselfishness; optimism; imagination; courage, poise; friendliness and courtesy; personal appearance the best that it can be made.

6. Mr. Jack Cowan, Foreign Representative, Carrier Corporation, New York, New York, (April 25, 1935).

Qualifications required: mental accuracy; good command of English; cleanliness; interest in the firm's business; well-groomed always; pay strict attention to details; follow directions explicitly; patience; dependability; the secretary should like the City or locality in which he works, in other words, be happy in his environment.

From November, 1936 to May of 1940 the writer conducted, and supervised students in conducting, a series of one hundred fifty interviews with San Antonio businessmen and employers.

Employers are usually very cooperative with the school in its endeavor to stay in close contact with the demands of business. Advice and information are willingly given to representatives of a school. The information received is often quite lengthy and duplications occur in the different interviews. To avoid so much repetition in reporting on the interviews in this study, typical representative reports will be given in tabulated form.

1. Mrs. Doris Kaye, Employment Manager, Joske Brothers Company, San Antonio, Texas, (May 7, 1940).

Suggestions for placing an application for a job: personal appearance should be that of well-grooming; listen to instructions and be sure to understand them; speak distinctly; don't mumble; don't apologize; be courteous to all; walk as though you have a purpose; don't bring any relative or friend to help apply for a job; don't interrupt in the middle of someone else's interview; be alert.

After filing the application, follow-up. You must be the one to keep that application current; tie it up with you; get attention that way.

Advice after securing the position: be dependable; be loyal; develop tact and initiative; be courteous; be efficient; make your place difficult to fill with someone else; be useful; use time profitably; increase your firm's business.

2. Mr. Arthur Boaz, President of the Retail Credit Association, Credit Manager Frost Brothers, San Antonio, Texas, (May 7, 1940).

Advice offered: employment opportunities for youth and vocationally trained students is definitely

on the up-grade now; the young student should be optimistic in his outlook and cultivate the attributes I shall mention here.

Attributes: common (horse) sense; natural intelligence and aptitude; ambition (refer to biographies of the great who were fired with ambition.)

Personality: (it must be directly tuned to the job you are hoping to acquire.) Beauty should be kept in the background in an office; don't forget the old saying: "Beautiful but dumb;" good appearance; power of expression; poise or stance, as it is sometimes called; expression of voice, hands, eyes; outlook on life; point of view toward job and life in general.

Seriousness: (get away from child play); be up on current events; know about your state; be up on its geography, politics, etc.; see that you have a good credit rating; keep your financial standing good; keep training yourself; never stop learning; start your learning now by attending night school (--good place for additional education.)

Mexican students: Mexico needs educated people; the country is so large in its unexplored resources that have never been tapped; good line for application; look into this situation; make yourself available to men of Mexican influence; Victor Damm; Mexican Council General; Cruz Lozano or William H. Furlong, travel service.

Value of experience is on the wane; training that counts now; youth is at the peak of its opportunity; machine age has a great deal to do with this; modern innovations of business life somewhat responsible; agile, applicable young people are now sought for employment.

3. Mr. O. P. Schnabel, Agent for the Jefferson Life Insurance Company and President of the Boys' Club of the Y.M.C.A., San Antonio, Texas, (May 7, 1940).

Pointers on what an employer has to expect of a high school graduate secretary or stenographer: make yourself so valuable he can't do without you; enthusiasm bears much attention; sincere interest in people and work is a good way to get along

and become successful; be friendly; introduce yourself; courtesy: (it pays to be courteous to everyone, important or insignificant); absolute honesty; honesty with yourself as well as with other people and all that is done; efficiency will not take the place of honesty; dishonesty is demoralizing in an office; tact; punctuality; don't gossip; don't divulge information regarding firm's business (employer never wants anyone else to know his business).

Every organization wants to keep good will; they have to; use your head; speed in putting on stamps is an example of doing a job a little better than someone else does it; make it your business to do everything a little bit better than anyone else can do it; just because you are considered "smart" doesn't mean you should get "cocky".

Be popular; keep on studying; the school of hard knocks is a good teacher; use good English; punctuation; be efficient and capable of being a private secretary; become a private secretary if possible; contact with an employer is an education in itself; as they keep eyes and ears open; learn through contacts; practical information necessary; learn all about the office and its job; get speed; learn anything additional to make yourself more valuable to the firm; for example, extra courses in night school; salesmanship and public speaking are necessary.

4. Mr. Julius A. Stein, Agent, Lincoln National Life Insurance Company, Majestic Building, San Antonio, Texas, (November 28, 1936).

Know how to handle money correctly; keep an even temper; don't dominate people; don't act superior; be willing to go out of your way to help others; don't exaggerate; don't brag; don't always make fun of people behind their backs; keep promises.

Don't boss people you don't employ; don't reprimand people for what you don't like; know how to handle money correctly; know how to talk over the telephone; always be tactful and keep a smile on your face.

5. Dr. Thad Weaver, Dentist, Medical Arts Building, San Antonio, Texas, (November 30, 1936).

Be sympathetic to customers; be alert to help; know how to handle the public on the telephone; be able to converse on any subject that a patient or customer may wish to discuss; always appear to be interested whether you really are or not; specialize on your work and be enthusiastic about it; acquaint yourself thoroughly with the business and know everything required of you.

6. Mr. Herman Ochs, President, Wolff and Marx Department Store, San Antonio, Texas, (November 6, 1937).

Use good English; no slang; give unselfish service; be cheerful; carry on pleasing conversation with visitors; be accurate; a good speller; or in other words, be efficient.

Opportunities for advancement for an ambitious, alert, secretary are wonderful, almost unlimited. An applicant who walks into my office and says, "Mr. Ochs, I understand you need a secretary and I know I am capable of doing the work. May I try?" has a much better chance of securing employment than one who walks in with a whole hand full of references. Preparation and self-confidence are two things a secretary should have before applying for a position.

Every good secretary should also know and practice personal salesmanship in securing and holding a position.

7. Mr. Tony Bessan, Studio Director, Radio Station K A B C, Smith Young Tower, San Antonio, Texas, (November 6, 1937).

Qualifications required of a good secretary: A knowledge of music helps very much in radio work. She should be an A-I stenographer, being very accurate in shorthand and typewriting. She should have a thorough knowledge of business. She should be able to meet the public. She must write business letters, make out statements, and do all of the bookkeeping.

A secretary can gain entrance into business by having the above mentioned qualifications.

8. Dr. W. W. Maxwell, Medical Arts Building, San Antonio, Texas, (March 12, 1938).

Honesty is the most important qualification a secretary should have. Initiative and tact are the next most important. Personal appearance is also important because people are judged so often by their appearance; therefore the secretary should be neat at all times.

A secretary, like so many other employees, should be willing to start with a small salary and gradually work up to a better one. Doctor's secretaries are sometimes transferred to work in a medical exchange.

Additional qualifications of a secretary in a Doctor's office are to be able to greet patients with a cheerful attitude, be able to answer the telephone intelligently, and do general office work.

In May, 1940 a series of interviews was conducted with former students and graduates of the San Antonio Vocational and Technical School who are now holding secretarial positions. These interviews were conducted by the secretarial students who are to graduate in June and will then be candidates for positions similar to those held by the employees they interview. Students are enthusiastic over the opportunity to interview people in business.

Approximately fifty interviews were made at this time, but there is a great deal of repetition in the type of information that is secured and for that reason only a limited number of representative reports are given.

1. Miss Peggy Patterson, Registrar, Public Night School, San Antonio, Texas, (Graduate class of 1937).

I believe my boss would consider the following qualifications the most important: be able to think on

your feet; some initiative and resourcefulness; get along well with people be considerate and kind always; be efficient and have a number of skills.

Suggestions I would make for the improvement of the Tech Commercial Department are the following: give more practical work similar to that of a "real" job, possibly through the office practice course; set up a free stenography bureau to help secretaries gain experience.

Advice I should like to give a graduate is this: make a self-analysis and prepare a complete list of your abilities and skills as well as your weak points; make a survey of the employment possibilities; prepare several letters of application; secure permission to use a number of teachers' names for recommendations; also register with the Tech Placement Office and with the Texas State Employment Service.

Adaptability and perfection of skills are important in keeping a job. Learn to use as many business machines as possible, especially the mimeograph and calculating machines, in addition to the typewriter and adding machines. Be sure you know how to file and keep accurate files.

Wear neat practical clothing when applying for a job. If firms have regular hours for receiving applicants for jobs, be sure you call during the appointed hours.

2. Miss Erna Mae Schultze, Remy Law Firm, Milam Building, San Antonio, Texas, (May 3, 1940).

Miss Schultze praised the Tech set-up and said that it was the best in the city. She said that some of the other senior high schools might have better pep squads or bands than we do, but that Tech really comes through on the work. She said that her secretarial training had come up to every demand her boss had ever made of her.

Miss Schultze gave the following qualifications of a secretary as important: ability to follow directions; be neat in person and in her work; be able to answer telephone calls intelligently; be able to serve as receptionist; increase your vocabulary as rapidly as you can; be able to compose good business letters.

Miss Schultze said that in her office there was a large law library which she takes advantage of. She has the permission to study any of the books at any time and so she tries to learn anything she can about law. Some day she expects to study law and become a lawyer herself.

3. Miss Emma Graf, Secretary to Mr. George Johnson, Lawyer, Milam Building, San Antonio, Texas, (May 3, 1940). This interview was conducted by Olivia Dyer, of the class of 1940, who reports the following information:

My boss considers the following qualifications the most important: neatness; accuracy; willingness to work; and the ability to follow directions.

Get all the practice you can in regular routine office work. Acquaint yourself with every phase of a business day's work.

Apply in person when trying to secure employment. I think this is better than depending upon Placement bureaus. Get a letter of recommendation and introduction and get appointments for interviews on your own initiative.

4. Miss Mary Childress, Mexico Business Exchange, Milam Building, San Antonio, Texas, (May 3, 1940). This interview was conducted by Rogelio Gomez who was given the following information. Mr. Omar Josefe, Consul General of Mexico, Miss Mary Childress' boss, became interested in the interview of Rogelio Gomez, and the latter's desire to secure information regarding the qualifications of a good secretary that the Consul General, who has had vast experience as a secretary, asked to advise the student. The following information is that secured from Mr. Josefe:

Shorthand is very important to a good secretary; write shorthand in more than one language if possible; use correct grammar; have an understanding

of the content of your bosses' dictation; also, feel free, in most instances to ask your boss the meaning of anything he dictates that you feel is not clear in meaning. Along this same line, often the secretary may use her initiative in suggesting a word the dictator is having difficulty in commanding.

A secretary should want and secure all the education possible. When she secures a job, she should not be content with the knowledge she has gained already but should keep up with world affairs, learn to be broad minded, and have a general knowledge of many things, as well as a thorough knowledge of her line of work.

All information regarding the operating of the business of which she is a part should be known to the secretary, but she must be careful not to disclose any of her company's private business. The content of confidential letters should not be divulged.

Shorthand is important to many people besides secretaries. Shorthand is very useful to executives in taking down important messages given over the telephone. Doctors and lawyers also find shorthand useful in dealing with their patients and clients.

Continuous study is very beneficial. Keep posted always on contemporary events, and keep studying history and geography.

In applying for a job, make a point of honesty; state your own ability and experience truthfully, although it may not be as wide as you might wish. After you get the job, keep studying the things you realize you do not know but need to know.

A job as a secretary is a stepping stone to more important positions.

These data contained in the reports of the interviews form the basis upon which the plan of secretarial training offered in Chapter III is to be based. The program of instruction is proposed to give the student ample opportunity to acquire skills, habits, and attitudes which will enable him to meet the demands of business.

CHAPTER III
PLAN FOR AN ADEQUATE PROGRAM
OF SECRETARIAL TRAINING

1. Origin and Purpose of Shorthand

The principal concern of this study is that of equipping the high school student with improved skills and background.

The degree of education or knowledge, whether it be historical, experiential, or practical, depends a great deal upon the individual and his circumstances. The better background the student possesses, the easier his progress should and probably will be. A fitting place to start developing the student's background in shorthand might be started by the instructor by giving the following information.

Shorthand is defined as being any system of shortened penmanship that enables the writer to keep pace with the speaker.

Of the history and origin of shorthand is found the statement that it was practiced by the Greeks and Romans. Xenophon is said, on slender authority, however, to have taken shorthand notes of the lectures and talks of Socrates. The earliest positive mention of Greek shorthand dates from the second century. Scribes were employed by the early Christians to take down the sermons of bishops, the acts of councils, the lives of martyrs, etc. Tiro's notes, as the system was called, were used in France as late as the eleventh century.

Although French, German, Italian, and other modern languages have their shorthand systems, modern shorthand is of English origin. It appears to date from the period of the Reformation. Over five hundred professed systems have been advanced in England and a large number have appeared in the United States and other English-speaking countries. The most celebrated of these systems is that of an English schoolmaster,

Isaac Pitman, published in 1837, under the title of Stenographic Sound-hand.¹

One of the characteristics of Pitmanic shorthand that has proved impractical with time is that the outlines have to be thickened or shaded in order to be readable. Light and heavy shadings have their separate significance. This process retards speed, as does the writing and shading vertically and from right to left. Position of the character, whether being written on, above, or below the line determined the significance of the characters.

In 1888 John Robert Gregg, a student in the English School, published in this country in two little paper-covered pamphlets under the title, "Light-Line Phonography", a system of shorthand which he later considered impractical. Five years after the original publication a revised and greatly improved edition was published under the title, "Gregg Shorthand." It was not until 1897 however that the author was able to publish the system in book form.

After 1915 and especially in the years 1917 and 1918, the importance and possibilities of shorthand in the rapidly developing business of America were becoming more and more recognized. It was during this time that business training institutions began to flourish. There was a tremendous need for time-saving devices such as shorthand. Following through the familiar story of the growth of this and other countries, the background story of the development of shorthand is set. Progress in this field has kept abreast of that in most of

1. World Book, Volume IX, 5358.

the other highly specialized fields. It could be further said that except for the assistance rendered through secretarial service, progress in a great many fields would have been retarded. This is not intended as a presumptuous statement, but literally, as the tug-boat is essential to the great sea-going vessels so is secretarial service an indispensable factor in the development and operation of modern business in its gigantic magnitude. Without the tug-boat the operation of the liner is crippled. So secretaries and stenographers take their places in the business world, with a sense of humility, bringing with them the highest ideals of business service and high respect for the secretarial profession as an opportunity and a career for educated boys and girls, men and women.

Many have achieved the heights of success in this as well as in other professions by the hard way, with experience as the teacher. That of which the person is made is the great factor determining his success in this field. It must be admitted that adequate training in the skills does clear one very rocky path of the aspiring secretary as he takes his place in the business world. Equipped with skills to use as entering wedges, such skills as will improve with time spent on a job, the secretary gains confidence in his technical efficiency. This relieves his mind of one big responsibility, and he can spend any spare time and energy in efforts to make himself ever more valuable and helpful to the employer and firm. Again, the degree of ambition and industry will greatly influence the secretary's career after the first position has been secured.

2. Natural Requirements in Developing Secretarial Skills

Not every person desiring to become an accomplished musician possesses the qualities which will be necessary to this achievement. Learning of his limitations sometimes comes after a year, or several years, of study in the field. It may then become evident that he is not capable of doing that which he would have liked to do. The same thing is true of people aspiring to be successful football players, baseball players, or golfers and the like, since the individual must have a certain native capacity accompanied by the necessary effort to reach a goal of this kind. This same situation is true in shorthand and typewriting skill development. An individual aspiring to a high degree of efficiency in these fields may also find after a year or so of study that he is not suited to or qualified for this particular type of work.

In addition to the execution of secretarial skills, the student must possess more than an average degree of common sense. After the student has acquired the skills, then sound judgment and intelligence must be exercised in all that is done. Common sense is, technically speaking, that division of knowledge which is more or less intuitive and results from naturally sound judgment and good sense of evaluation. However, it has been learned within comparatively recent years that common sense in anything is reasoning and can be acquired under proper guidance and direction. Some people are more

fortunate than others in being equipped with a great deal more inherent common sense than are others. In most cases, there is usually ample room for development in this respect. The one conclusion is that it must be present and exercised constantly by the secretarial student who is qualified to meet the demands of business.

A better-than-average background is another necessary qualification of a student in this field of endeavor. Shorthand is a study of words, and finally, putting those words into attractive and useful form. Therefore, the student should have a fair degree of intelligence based upon reading, contacts, experience, and general alertness to that which is transpiring about him in the world of today. There need be no material limitations to prevent anyone from becoming successful in the secretarial field if he is a normal person and possesses a sufficient amount of ambition and industry to acquire the necessary qualifications. Among these qualifications are, essentially, general intelligence and a social attitude that is acceptable and will be conducive to development and advancement.

General information will be a decided advantage to the student in both learning and utilizing his skills. Absolutely restrictive is a thorough grounding in formal grammar. As has been said, "words are the secretary's stock-in-trade, and she must know her stock."² Every word recorded and transcribed

2. Taintor and Monroe, The Secretary's Handbook, p. 23.

is weighed; every sentence is highly representative of values very important not only to the secretary, but also to his superior and to the firm for which he works. Sentence structure will be analyzed; for every line and sentence written will come under the critical inspection of, first of all, a careful instructor, and later under the scrutiny of an employer. There must be no question in the writer's mind as to the grammatical correctness of his constructions. Errors of this type are literally inexcusable, as there are but two reasons for them, one of these being carelessness and the other ignorance, neither of which the secretary, his boss, nor his firm can afford to allow.

An adequate vocabulary is an important part of the secretary's storehouse of knowledge, and he must keep his supply replenished if his work is to go on and meet the demands of his job. To know the exact meaning of words that are dictated facilitates the recording and transcription of these words more than any other one element could. For this reason it is imperative that the student have an intelligent knowledge of words and a wide range of acquaintance with words in general. The ambitious student must, therefore, master words and a great many of them.

Among the natural requirements which have to be met in the individual's constitution is that of coordination. Short-hand is the phonetic recording of spoken words through an intricate system involving a coordination of mind and hand. The power to concentrate on material and the quick action

which it produces are the factors involved in developing such coordination. Without the capacity for speed and accuracy through coordination, there is little that can be done in developing the individual's skills. It has been found in many instances that a student progresses well in the early stages of the skill development, later finding that his capacity has been reached, and he is unable to progress beyond certain plateaus of achievement.³ A person who has exhausted every effort and still has failed can find consolation in the fact that he has done his best and that is all that can be done. The same thing might have happened to him that has happened to many other people who aspired to become successful in other lines and yet find themselves limited in capacity. Coordination is one of the instruments in developing the skills, and so it must be potentially possessed.

Retention is a quality important in many types of study, but it is a quality that is as essential to the secretary as it is to the physician. The physician must not have forgotten, when he is called on a case, how to handle that case because he studied the disease and its cure years previously. In like manner the shorthand writer must not forget the principles of recording certain words because they came under the head of a division in the study which was particularly difficult and which he failed to retain after the original

3. In college courses approximately 70 per cent of the students beginning Business Administration work complete the course. At the Katharine Gibbs Schools, approximately 10 per cent of the students find themselves limited in capacity to do the skill work. In high school the mortality is approximately 30 per cent.

presentation. Shorthand must be learned thoroughly, and this implies retaining at least the fundamental principles involved in the shorthand system, if the skills are to be entirely useful to the writer. It appears that during the years of adolescence the young student has difficulty in retaining information. In certain types of work, lack of retention can become very serious, and as was pointed out shorthand happens to be one of those types of work in which retention is essential. The student needs to have at the close of his study a practical amount of knowledge of some complete system of shorthand.

Adaptability is one of the intangible qualifications of a secretary. The ability to develop skills may be present, the common sense and intelligent background for the manipulative skills and the handling of situations may be present, and yet it may be possible that the student will have difficulty in finding his place in business. That which is lacking in his make-up can be called by no better name than lack of adaptability. In addition to the skills and requirements which have been mentioned, it is necessary that the individual possess the ability to get along with other people, to deal with the public, to find himself in harmony with the policies of his firm, and, also, in general, to be a good personal salesman, or have the "ability to persuade other people to do the things which one would like them to do."⁴

4. Walters, R. G., Fundamentals of Salesmanship, p. 10.

3. Fundamental Principles Involved in The Process of Learning Shorthand

There should be an appeal made to the senses in teaching shorthand and developing skill in its practical manipulation, if the student is to be given the fairest chance to learn the art with the greatest amount of ease. The three senses are sight, hearing, and feeling. In the early stages of study sight and hearing run parallel and are equally important.

A few years ago, Dr. Louis A. Leslie working directly with and under Dr. Gregg, effected a change in the approach to the teaching of shorthand. Up to the time of the change, from the first day of the presentation of shorthand, the student attempted to learn to read and to write the alphabet, then simple words and sentences. Dr. Leslie discovered that there was a great deal to be gained in concentrating the student's efforts on learning to read the alphabet before attempting to write it.

At first the characters and formation of outlines are entirely foreign to the student. Acquiring the ability to read shorthand is in itself a difficult undertaking. Dr. Leslie held that, after about six weeks of reading, the student had a fair start on the road to success in reading shorthand words, sentences, and continuous matter. After this stage of achievement had been reached, Dr. Leslie believed that the student was in a much better position to learn the

writing of shorthand characters since he was then familiar with them through reading.⁵

The new reading approach and changed method of presentation brought about through Dr. Leslie is generally known as the Functional Method. It has been very widely accepted by teachers and supervisors of shorthand study as the most progressive movement in the improvement of shorthand instruction that has come about in a number of years. As usual, there have been a few schools throughout the country which were not interested in departing from the old Anniversary Method of the simultaneous reading and writing approach.

4. Introduction to Shorthand

In introducing the subject of shorthand, the instructor should approach his presentation by giving briefly some of the interesting background of the evolution of the shorthand system. It seems to be a wise thing to do, for the benefit of the student, to justify the system that is offered in any particular case. Statistics reveal that 99.35 per cent of all schools in this country are now using Gregg Shorthand.⁶ Therefore, if that system is being offered, it is very appropriate to discuss the story of Gregg shorthand and point out its developments and improvements through the years.

5. Leslie, Louis A., Gregg Shorthand, Functional Method, Part I, p. v, Foreword.

6. Statistics presented San Antonio Board of Education at a meeting to decide upon 1940-state adopted textbooks.

In the initial introduction to shorthand, the instructor might tell the students, in his most convincing way, that shorthand is written entirely by sound. It is easier to learn and to execute than longhand writing. Of course, the student has spent a number of years learning to write longhand, and by the time shorthand is taken up his longhand should be mastered as far as possible. Comparative examples of the simplicity and ease involved in learning and writing shorthand are: the letter "m" requires seven movements in longhand to write; in shorthand but one. Another example is that in writing the word "magnificent", thirty-seven movements are necessary in longhand; only two in shorthand.

There are many such facts which the teacher can bring out in her first contact with the students which will add to their full supply of enthusiasm for the new adventure in the field of shorthand which is about to begin. It might be said that a teacher who doesn't thoroughly enjoy the subject of shorthand and everything about shorthand should not be allowed to teach other people this art.⁷

Enthusiasm and interest on the part of the teacher are literally contagious to the students; therefore, these necessary elements must begin first of all with the teacher in order to take their final place in this pursuit of learning.

7. Fisher, Goldena M., Lecture in San Antonio at Our Lady of the Lake College, March 9, 1940.

The alphabet in shorthand does not contain as many characters as there are letters in the longhand alphabet. This is true because of the fact that there are fewer actual sounds which need to be expressed in shorthand than the system of longhand has provided. Many silent letters are written in longhand words, which is never true in shorthand writing. A vowel is the heart of a word. Without a vowel no syllable can be made. One word, one syllable, one vowel are synonyms. The teacher must watch as his presentation is being made and keep the interest of his listeners. Shorthand is not particularly difficult and students should be convinced that it is not; however, it does require constant effort and practice. Whatever happens the teacher must prevent "fear" from arising in the mind of his student. "Fear makes people mediocre."⁸

Following the new functional method of teaching Gregg shorthand assignments are arranged by the author, Dr. Louis A. Leslie, so that they best take care of the student's needs and at the same time supply a helpful service to the teacher. The assignments are arranged to provide a maximum amount of practice material each day for the student. In presenting this material the teacher should say enthusiastically, "Oh, How much we're going to get to read in this assignment!" Later on he can make a similar reference: "How much we're going to be able to write this time!" As new principles are presented they should always be introduced or prefaced with something like, "We're going to have an interesting presentation now!"

8. Ibid.

5. Building Speed

Simple logic, it seems, would impress upon the teacher of advanced shorthand the great need of constant review and testing of the skills to be used in shorthand writing. Naturally, fluency, speed, and accuracy of writing will come only from a mastery of the principles used in the formation of the characters, words, and phrases. "Skill is mind-directed; normally, if the mind knows, the hand will act." The basic principles of shorthand may be divided into five major rules. If the writer has a quick command of all, or most of these, he should have no difficulty in developing speed and accuracy in the manipulation of the skill. These five groups are:

1. Brief forms.
2. Frequently used phrases.
3. Disjoined or analogical word beginnings and endings.
4. Proper nouns.
5. A miscellaneous group.

The good shorthand teacher knows these groups and presents them to the students in the manner which makes them easiest to learn. The important steps in the teaching of shorthand are, first, the reading approach; second, the original presentation by the teacher writing the new material on the board; third, the process of having the students to read the outlines back, spelling each word in shorthand as well as reading it back in longhand; and fourth, the writing of each outline a sufficient number of times to impress the new word on the student's mind.

Dr. Leslie has said that the proper way to develop speed in shorthand writing is to do it through the use of easy material. One of the best sources of easy material is brief form lists or brief form letters. Ordinarily the student knows these words more completely than any other group he studies. There are several books containing series of brief form letters which the teacher can use as practice material. Another type of easy material is the letters to be found in the text book. These can be assigned as home work, and then it is up to the student individually to become so familiar with the outlines in the letters that they will be perfectly easy. The dictator can start at the student's minimum speed ability and increase that speed as much as forty words through repeating the letters three or four times. After writing familiar material the third time, it should be almost automatic for the student.

A very good practice is the use of a "warm-up" exercise, for instance, the nursery rhyme Jack and Jill. After the writer has practiced the outlines in Jack and Jill, he achieves his maximum speed possibilities in writing this exercise. This is a type of practice which not only gives the student practice in writing at his most rapid rate of speed, but also gives him confidence in his own speed possibilities. Then it becomes very reasonable to him that when he can command the knowledge of his outlines and words as automatically as he does this practice work, he will have no difficulty in attaining the required speed.

A great many teachers, it seems, fail to have students read aloud, spelling in shorthand; and this neglect denies the student the opportunity of learning to remember by sound as well as by depending upon sight.

A copy of the principle groups follows. They are: Brief Forms; Frequently Used Phrases; Disjoined or Analogical Word Beginnings and Endings; Proper Names;--Cities, States, Titles, Months, Days of Week; Miscellaneous Group, all of which are taken from Book I and Book II of Gregg Shorthand, Functional Method.

BRIEF FORMS

can	_____	an, a	_____	when	_____
are, our	_____	their,	_____	could	_____
hour	_____	there	_____	truth	_____
it, at	_____	he	_____	into	_____
am, more	_____	very	_____	like	_____
the	_____	much	_____	those	_____
I	_____	should	_____	one	_____
they	_____	ever	_____	people	_____
great	_____	says	_____	most	_____
without	_____	system	_____	advertise	_____
them	_____	public	_____	previous	_____
	_____	publish	_____	occasion	_____
be, by, but	_____	part	_____	quantity	_____
this	_____	again	_____	hundred	_____
and, end	_____	always	_____	improve	_____
was	_____	go, good	_____	improvement	_____
Dear Sir	_____	will, well	_____	acquaint	_____
desire	_____	that	_____	acquaintance	_____
other	_____	with	_____	envelope	_____
were	_____	Mr.	_____	nevertheless	_____
my	_____	market	_____	insure	_____
any	_____	of	_____	insurance	_____
what	_____	is, his	_____	educate	_____
time	_____	to, too,	_____	education	_____
come	_____	two	_____	difficult	_____
little	_____	you, your	_____	difficulty	_____
country	_____	yours	_____	inspect	_____
	_____	truly	_____	newspaper	_____
				sufficient	_____

after	_____	did, date	_____	merchandise	_____
about	_____	all	_____	determine	_____
form, from	_____	where	_____	pleasure	_____
catalogue	_____	aware	_____	soon	_____
life	_____	consider	_____	went	_____
line	_____	consideration	_____	order	_____
quite	_____	across	_____	upon	_____
might	_____	opportunity	_____	during	_____
use	_____	throughout	_____	doctor	_____
power	_____	advantage	_____	possible	_____
why	_____	please	_____	receive	_____
night	_____	progress	_____	situation	_____
find	_____	various	_____	general	_____
light	_____	enclose	_____	love	_____
how, out	_____	first	_____	capital	_____
right, write	_____	cause,	_____	real,	_____
require	_____	because	_____	regard	_____
lightly	_____	think,	_____	book,	_____
kindly	_____	thing	_____	become	_____
rightly	_____	far,	_____	complete	_____
nightly	_____	favor	_____	complain	_____
dollar	_____	work	_____	complaint	_____
object	_____	matter	_____	committee	_____
strange	_____	against	_____	already	_____
trust	_____	anything	_____	employ	_____
mail	_____	something	_____	knowledge	_____
address	_____	also	_____	carry	_____
	_____	between	_____	everything	_____
	_____	morning	_____	nothing	_____
	_____	above	_____	woman	_____

respect	presence	let, letter	
respectful	present		
respectfully	give,	big, beg	
	given	til, tell	
arrange	tells	question	
arrangement	until	purchase	
still	gave	remember	
got	been	world	
next	bound	reply	
name	before	word	
want	never	body	
told	over	duty	
small	every	bring	
glad, girl	Very truly	whose,	
belief	yours	house	
believe	floor	room remark	
purpose	flour	report	
call	immediate	fall follow	
	immediately	long	
course	represent	among	
several	value	young	
either	express	yes	
rather	care	thank	
collect	force	effort	
deal, dear	charge	strong	
keep	look	strength	
company	clear	communicate	
important	skill,	communication	
importance	school	ball, built	
ever	usual,	friend	
Dear Madam	wish	friendly	
Yours very			
truly			

must	_____	govern	_____	else, list	_____
	_____	government	_____	car, correct	_____
such	_____	expect	_____	inquire	_____
business	_____	especial	_____	inquiry	_____
three, thorough	_____	full	_____	confidence	_____
thoroughly	_____	sure	_____	confident	_____
character	_____	number	_____	correspond	_____
effect	_____	enough	_____	correspondence	_____
return	_____	position	_____	excel	_____
answer	_____	some	_____	excellent	_____
experience	_____	fall	_____	excellence	_____
recent	_____	follow	_____	organize	_____
agent	_____	accept	_____	organization	_____
	_____	acceptance	_____	real, regard	_____
move	_____	gone	_____	book, become	_____
spirit	_____	nature	_____	necessary	_____
credit	_____	suppose	_____	together	_____
appear	_____	whether	_____	prepare	_____
beauty	_____	further	_____	opinion	_____
differ	_____	explain	_____	agree	_____
difference	_____	particular	_____	office	_____
different	_____	response	_____	future	_____
approximate	_____	responsible	_____	perfect	_____
deliver	_____	rule	_____	proof	_____
delivery	_____	railway	_____	satisfy	_____
instant	_____	quality	_____	satisfactory	_____
instance	_____	definite	_____	bed, bad	_____
response	_____	tomorrow	_____	cover	_____
responsible	_____	influence	_____	serious	_____
problem	_____		_____	direct	_____
success	_____		_____		_____

probable	_____	mistake	_____	unable	_____
		mistaken	_____		
except	_____	altogether	_____	enable	_____
stop	_____	record	_____	invoice	_____
accord	_____	behind	_____	industry	_____
person				oblige	_____
personal	_____	point,	_____	week, weak	_____
		appoint	_____		
under	_____	thousand	_____	keep, company	_____
allow	_____	side	_____	importance	
draft	_____	wire	_____	important	_____
refer				yesterday	_____
reference	_____	kind	_____	children	_____
remit		would	_____	send	_____
remittance	_____	wonder	_____	ask	_____
suggest					
suggestion	_____	entire	_____	official	_____
individual	_____	copy	_____	speak	
attention	_____	stock	_____	speech	
				special	_____
acknowledge	_____	stand	_____		
receipt	_____	subject	_____		

FREQUENTLY USED PHRASES

able to say	_____	board of directors	_____
about which you are	_____	by telephone	_____
above mentioned	_____	call your attention	_____
adjust the matter	_____	can be made	_____
after due consideration	_____	careful attention	_____
after that date	_____	could have been	_____
after this time	_____	does not allow	_____

a hundred dollars	_____	do you know whether or not	_____
all over the country	_____	for a number of years	_____
all over the place	_____	free of charge	_____
all over the world	_____	great deal	_____
and are	_____	great pleasure	_____
and company	_____	glad to hear from you	_____
and I am	_____	has been done	_____
and I am glad to say	_____	has been made	_____
and I was	_____	has to be done	_____
and I will not be	_____	I am aware of the fact	_____
any one of the	_____	I am of the opinion	_____
as a matter of course	_____	I am sorry to hear	_____
as a matter of fact	_____	I cannot understand	_____
as a result	_____	I do not believe	_____
as a rule	_____	I do not propose	_____
as soon as you are able	_____	I do not think	_____
as well as can be	_____	I do not understand	_____
at the present time	_____	if it is	_____
at the same time	_____	if it is possible	_____
be good enough	_____	if you will be	_____
better than the	_____	in the meantime	_____
if you wish	_____	of any kind	_____
I hope to hear	_____	of this kind	_____
I may be able	_____	on account of the fact that	_____
in addition to that	_____	once in a while	_____
in any way	_____	on the subject	_____

in first-class condition_____	ought to be able	_____
in my opinion	_____	three or four months
in order that	_____	over and over again
in order to be able	_____	please let us know
in reference to the matter	_____	prompt attention
in reply to your letter_____	question of time	_____
in the first place	_____	quite sure
into the	_____	rather than
in your letter	_____	sample copy
in your line of business_____	several months ago	_____
I regret to say	_____	several times
I shall be glad	_____	should be made
I should like to have	_____	so far as
I should be glad to have_____	some of them	_____
it may be that	_____	some time ago
it must be done	_____	tell us
it was not	_____	ten days ago
I want to know	_____	my attention
let me know	_____	that it was not
life insurance company	_____	that they have
long past due	_____	that this is the
might be able	_____	they will be able
must be made	_____	they would be able
nearer than	_____	they would like to see
not only that	_____	you would perhaps
to a large extent	_____	we don't know

to any one	_____	week or two ago	_____
to be sure	_____	we feel sure	_____
to do so	_____	we have decided	_____
told you	_____	we have no doubt	_____
to my	_____	we have your letter	_____
to prevent	_____	we hope you will be	_____
to send them	_____	we may be able	_____
to some extent	_____	we may not be able	_____
to such an extent	_____	we need	_____
to think	_____	we realize	_____
to turn	_____	we regret	_____
two or three months	_____	we sent you	_____
to your satisfaction	_____	we shall send you	_____
upon the	_____	we trust that	_____
up to date	_____	we understood	_____
up to that time	_____	we want to have	_____
up to this time	_____	we will be sure	_____
very glad	_____	what has been	_____
very much	_____	when was	_____
vice versa	_____	which have the	_____
we are afraid	_____	which you can	_____
we are pleased to say	_____	which you may	_____
we are aware of the fact	_____	which you will receive	_____
we are sending you	_____	who should have	_____
we are sure that	_____	why have	_____
we are unable	_____	will you please	_____
we believe	_____	with them	_____

we cannot possibly	_____	within the	_____
with reference to the	_____	with reference to the matter	_____
with this company	_____	would have done	_____
write him	_____	write me	_____
year or two	_____	years of age	_____
you are not obliged	_____	you can have the	_____
you cannot be sure	_____	you gave me	_____
you have had	_____	you may be sure	_____
you must be	_____	your order	_____
you want to have	_____	readily understand	_____
your immediate attention	_____	we wanted	_____
we'd like to have	_____	to collect	_____
if you do	_____	fact that	_____
want to be sure	_____	at least	_____
from us	_____	to maintain	_____
that are not	_____	that they will	_____

DISJOINED OR ANALOGICAL WORD BEGINNINGS AND ENDINGS

inclined	_____	parallel	_____	electrical	_____
includes	_____	controller	_____	electric light	_____
efficiency	_____	contributed	_____	capacity	_____
leadership	_____	controversy	_____	scarcity	_____
membership	_____	assures	_____	annually	_____
postal	_____	measurement	_____	continual	_____
postponed	_____	exposure	_____	effectual	_____
circulation	_____	forward	_____	composition	_____
circulars	_____	likelihood	_____	disposal	_____
introduces	_____	transfer	_____	propose	_____

intrude	_____	transaction	_____	supposed	_____
intricate	_____	superintend	_____	ability	_____
interfere	_____	supervision	_____	reliability	_____
interior	_____	suppressed	_____	possibility	_____
disinterested	_____	securely	_____	probability	_____
destroy	_____	expenditure	_____	indignity	_____
distribution	_____	photographs	_____	vanity	_____
destructive	_____	biography	_____	individuality	_____
central	_____	stenography	_____	originality	_____
concentration	_____	economical	_____	personality	_____
underneath	_____	practical	_____	optimistic	_____
misunderstand	_____	consultation	_____	enthusiastic	_____
overestimate	_____	results	_____	characteristic	_____
overcharge	_____	telegram	_____	intelligence	_____
agreeable	_____	diagram	_____	enters	_____
disagree	_____	expectation	_____	entrance	_____
aggressive	_____	inspector	_____	entertainingly	_____
paragraph	_____	prospective	_____	reputation	_____
reputable	_____	constrain	_____	psychology	_____
patient	_____	unconstrained	_____	reflects	_____
deficient	_____	instruction	_____	conflict	_____
specification	_____	instruments	_____	extremity	_____
classification	_____	instrumental	_____	proximity	_____
identification	_____	self-addressed	_____	uniformity	_____
detracted	_____	self-confident	_____	urgency	_____
detriment	_____	self-control	_____	unsuspected	_____
deterioration	_____	assignment	_____	emergency	_____

subscription	_____	attainment	_____	suspended	_____
transcribe	_____	refinement	_____	suspicion	_____
describe	_____	encountered	_____	circumstances	_____
inspired	_____	counterbalance	_____	circumstantial	_____
expire	_____	countercharge	_____	anticipation	_____
impressive	_____	grandchild	_____	antagonize	_____
critical	_____	grandeur	_____	telegraphed	_____
athletic	_____	macadam	_____	reclamation	_____
emphatically	_____	magnify	_____	multiply	_____
multitude	_____	regulation	_____	stimulate	_____
speculate	_____	authority	_____	inferiority	_____
integrity	_____	similarity	_____	injuries	_____
uninjured	_____	fundamental	_____	constructive	_____
magnetize	_____	extracted	_____	extricate	_____
extraordinarily	_____	exclusive	_____	declared	_____
decline	_____	element	_____	experimental	_____
supplemental	_____	apology	_____		

PROPER NAMES: CITIES, STATES, TITLES, MONTHS AND
DAYS OF WEEK

Sunday	_____	January	_____	August	_____	adopted by the Post Office:
Monday	_____	February	_____	September	_____	(also abbreviated in shorthand for the most part)
Tuesday	_____	March	_____	October	_____	
Wednesday	_____	April	_____	November	_____	Ala. _____
Thursday	_____	May	_____	December	_____	Alaska _____
Friday	_____	June	_____	The abbreviations used in the follow- ing list are those		
Saturday	_____	July	_____			

Ariz. _____	Nebr. _____	Principal cities of the U. S.:
Ark. _____	Nev. _____	New York _____
Calif. _____	N. H. _____	Chicago _____
Colo. _____	N. J. _____	Philadelphia _____
Conn. _____	N. Mex. _____	Los Angeles _____
Del. _____	N. Y. _____	Detroit _____
D. C. _____	N. C. _____	Cleveland _____
Fla. _____	N. Dak. _____	St. Louis _____
Ga. _____	Ohio _____	Baltimore _____
Guam _____	Okla. _____	Boston _____
Hawaii _____	Oreg. _____	Pittsburgh _____
Idaho _____	Pa. _____	San Francisco _____
Ill. _____	P. I. _____	Buffalo _____
Ind. _____	P. R. _____	Washington _____
Iowa _____	R. I. _____	Milwaukee _____
Kans. _____	S. C. _____	Newark _____
Ky. _____	S. Dak. _____	Minneapolis _____
La. _____	Tenn. _____	New Orleans _____
Maine _____	Tex. _____	Cincinnati _____
Md. _____	Utah _____	Kansas City _____
Mass. _____	Vt. _____	Seattle _____
Mich. _____	Va. _____	Indianapolis _____
Minn. _____	Wash. _____	St. Paul _____
Miss. _____	W. Va. _____	Jersey City _____
Mo. _____	Wis. _____	Rochester _____
Mont. _____	Wyo. _____	Toledo _____

Columbus _____

Denver _____

Atlanta _____

Omaha _____

San Antonio _____

Syracuse _____

Richmond _____

New Haven _____

Fort Worth _____

Miami _____

Des Moines _____

Salt Lake City _____

Yonkers _____

Albany _____

San Diego _____

New Bedford _____

The terminations burg,
ville, field, port may
generally be expressed
by the first letter,
joined or disjoined as
convenient; ford, by
fd; ington, by a dis-
joined tn; and ingham,
by a disjoined m.

Harrisburg _____

Petersburg _____

Danville _____

Evansville _____

Pittsfield _____

Greenfield _____

Davenport _____

Shreveport _____

Oxford _____

Rockford _____

Milford _____

Arlington _____

Kensington _____

Birmingham _____

Nottingham _____

A distinction between ton
and town is made as follows:

Johnston (ten blend) _____

Johnstown (written tn) _____

Charleston _____

Charlestown _____

The names of cities and states
may often be joined:

Buffalo, N. Y. _____

Boston, Mass. _____

Chicago, Ill. _____

St. Louis, Mo. _____

Minneapolis, Minn. _____

Washington, D. C. _____

When the words "State of" precede the name of a state, omit of and join the words if convenient:

State of N. Y. (written state, N. Y.) _____

State of Nebr. _____

State of La. _____

State of Minn. _____

Republican Party _____

New York Central _____

Great Britain _____

General Manager _____

Canadian Pacific _____

Federal Reserve Board _____

Chamber of Commerce _____

Titles and Otherwise:
(one character drawn through another)

Associated Press _____

Democratic Party _____

WORDS NOT FALLING UNDER THE PRINCIPLES OF DISJOINED WORD BEGINNINGS AND ENDINGS, BRIEF FORMS, OR PHRASES..MISCELLANEOUS GROUP

Omission of final t:

best _____

rest _____

test _____

contest _____

protest _____

adjust _____

insist _____

consist _____

act _____

enact _____

exact _____

project _____

adapt _____

adopt _____

highest _____

earliest _____

The final t must be written in some words:

lost _____

east _____

fast _____

vast _____

dust _____

worst _____

intent _____

patent _____

Omission of final d:

mind _____

remind _____

intend _____

compound _____

beyond _____

pretend	_____	Many long words	effected	_____	
diamond	_____	may be abbreviated	selected	_____	
Three words in which		by dropping the	elective	_____	
<u>d</u> must be written:		terminations:	active	_____	
commend	_____	authentic	Many useful phrases may be formed by writing one character through another:		
contend	_____	capable			
attend	_____	convenient			
	_____	cooperate			
<u>D</u> is omitted when it		custom	a.m.	_____	
immediately precedes		deposit	p.m.	_____	
<u>m</u> or <u>v</u> :		develop	c.o.d.	_____	
admit	_____	language	price list	_____	
admittance	_____	prejudice	order blank	_____	
admiration	_____	union	New York Central	_____	
adventure	_____	absolute	Union Pacific	_____	
admire	_____	indicate	enclosed blank	_____	
Special forms similar		separate	Federal Reserve	_____	
to longhand abbrevia-			Board	_____	
tions:		similar	Some special forms are not listed under any one principle; as written, they easily suggest the right word and should be memorized:		
amount	_____	social			
balance	_____	territory			
boulevard	_____	title			
memorandum	_____	Words ending in <u>ct</u>		doctrine	_____
paid	_____	have their deriva-		energy	_____
street	_____	tives joined:		entitle	_____
free on board	_____	actor	exchange	_____	
O. K.	_____	conductor	familiar	_____	
equivalent	_____	detector	fault	_____	
magazine	_____	protector	freight	_____	

fulfill	_____	The form for	_____	lately	_____
glorious	_____	<u>us</u> is often	_____	mainly	_____
inasmuch	_____	modified in	_____	gladly	_____
indispensable	_____	phrases:	_____	partly	_____
investigate	_____	give us	_____	daily	_____
jury	_____	tell us	_____	nearly	_____
legislate	_____	write us	_____	likely	_____
legislature	_____	let us	_____	Prefixes and Suffixes:	
likewise	_____	mail us	_____	ultimate	_____
literary	_____	wire us	_____	ultimately	_____
neglect	_____	In many phrases,		ultimatum	_____
novelty	_____	<u>department</u> is ex-		almanac	_____
observe	_____	pressed by a dis-		alter	_____
The word <u>done</u> is ex-		joined <u>d</u> :		alternative	_____
pressed by the <u>den</u>		credit depart-	_____	submit	_____
blend in phrases:		ment	_____	substance	_____
have done	_____	shipping	_____	subway	_____
has been done	_____	department	_____	subdivision	_____
should be done	_____	mailing	_____	needless	_____
will be done	_____	department	_____	hopeless	_____
In many phrases the		billing de-	_____	valueless	_____
word <u>than</u> is expressed		partment	_____	useless	_____
by <u>n</u> :		accounting	_____	When repeated in a	
quicker than	_____	department	_____	phrase, <u>as</u> is expressed	
better than	_____	The suffix <u>ly</u> is		by <u>s</u> :	
sooner than	_____	expressed by a		as well as	_____
nearer than	_____	small circle:		as good as	_____
greater than	_____	fairly	_____	as much as	_____
rather than	_____	briefly	_____		
		chiefly	_____		
		openly	_____		
		rarely	_____		
		safely	_____		

as great as _____

The prefixes un, in, en,
em, im, followed by a
consonant:

unfair _____

unfasten _____

unlikely _____

unsafe _____

increase _____

income _____

inform _____

install _____

insane _____

envy _____

engine _____

enrich _____

enroll _____

emblem _____

embrace _____

embark _____

embarras _____

impress _____

impossible _____

impair _____

impression _____

The endings ing
and ingly:

things _____

savings _____

readings _____

sayings _____

meetings _____

exceedingly _____

seemingly _____

knowingly _____

unwillingly _____

One vowel may often be
omitted from a vowel
combination. It is
sometimes possible to
express the diphthong
by y as the oo-hook--
as it is often pronounced:

theory _____

genius _____

ideal _____

tedious _____

amuse _____

music _____

reduce _____

quiet _____

6. Organizing and Developing Transcription

In organizing transcription one should endeavor to have the secretaries become masters of routine. Notebooks, pencils, stationery, and machines should be ready for instant use. With details carefully organized, workers are better able to cope with the important affairs of the day. The supervisor should be on the lookout for waste movements until habits become automatically correct.

In the early stages of transcription training it is as important to develop correct traits as to develop usable skills. The factors of good transcription are:

1. Accuracy in shorthand writing.
2. The ability to read shorthand fluently.
3. A thorough knowledge of the details of writing English, and a well-developed word and language sense.
4. A knowledge of punctuation and spelling that enables these features to be handled automatically.
5. Concentration.
6. The ability to read and to edit notes, and to apply constructive imagination as well as common sense in interpreting notes.
7. At least a fair vocabulary.
8. Ability to lay out work so that it proceeds logically.
9. Make every movement count.
10. Typing skill.

Each stenographer will have individual problems which he must study and find means to solve. Alertness, a desire to learn, and a determination to become thoroughly efficient, are the solution.

The quality of transcription has been very satisfactorily graded on placement, shorthand, typing, spelling, punctuation,

and style. To this evaluation is added the rate of speed at which the work was completed.

Under the division of placement, the transcript is evaluated on the basis of artistic appearance, a suitable length of line, an equal margin at either side, and a beautifully even right-hand margin. Any letter placed upon a sheet of stationery should be considered somewhat as a picture in a frame, with the proportions of the letter in harmony with the proportions of the stationery used. The letter should be as effectively placed on the sheet as any picture is in its frame. One good bit of advice to the secretary, endeavoring to make an even right-hand margin, is to make the first line in each paragraph the longest line in that paragraph if possible. In doing this the lines can graduate slightly inward, generally speaking, (or as far as is reasonable) instead of being jagged as they certainly will be, in the first or second line is not set up to govern the following lines of the paragraph.

A very simple and extremely helpful rule for the stenographer to remember is that a 60-word letter has margins of 20 and 60, or the equivalent of this. For each additional 20 words, the margins are released 1 space on either side. The average number of spaces the date is written from the top of the stationery is 15. This date line can vary between 12 and 18 spaces, depending upon the length of the line and the secretary's need for effective placement. Any letter that is fewer than 60 words, however, can best be written on note-sized stationery so that attractive placement of short notes can be

worked out as well as that of longer letters. He must be very sure that his finished work is free of spelling errors. There are only two excuses for errors in spelling. One of these is ignorance and the other is carelessness. There is no place in business for either of these deficiencies, and there is no place for a secretary who cannot produce work that is free of spelling errors. Accuracy in spelling is so important that in grading transcription these errors are penalized from three to five times as much as any other types of errors, and justly so, it seems. The student secretary soon becomes so aware of the importance of spelling that he learns to spell more and more words, and when in doubt he always refers to a dictionary which is kept very close at hand.

The teacher can help the student decidedly by aiding him in determining approximately how many words he writes to a column of shorthand paper. As in the writing of longhand, the number of words the individual writes on a page varies with the size of the handwriting and the use of spaces between words. If the teacher will help the student by telling him and having him judge for himself the number of words in a given letter, the writer will soon know quite accurately how many words he writes in a column of shorthand paper. This is not only helpful but very essential in the training of the shorthand writer, because the dictator never knows exactly how many words he has given, and the stenographer never has time to spend unnecessarily counting words recorded. As soon as the shorthand writer is able to judge the number of words in his letter, he is ready

to work out placement without any loss of time. This placement soon becomes accurate and artistic in appearance.

Shorthand is the next general division that is graded in checking transcription. Any wrong word appearing in the transcribed letter, which is spelled correctly, is counted as an error in shorthand. This is done because it is assumed that there was an error in writing the shorthand outline which was either incorrect or not readable to the transcriber. If there is some doubt in the writer's mind as to the correct context of his transcribed matter, or if words have been omitted, and the transcriber substitutes words, the errors must be calculated on the basis of the greater number of errors. By this is meant that if the writer is in doubt about one word, or mistakes his one outline for a phrase containing three words, and transcribes those three words, he must be penalized three errors for the three wrong words. This also applies as in the case of omitting two words and putting in their places three wrong words. Again, the three errors have to be penalized.

Typing is the next quality that is graded. One error is penalized for each error in typing which is not corrected. However, if a typing error is made which causes the misspelling in a word, then the writer is penalized for a spelling error which is a triple penalty, compared with each of the other types of errors. Erasures should be so well done that they are not detectable by the reader. The demands of teachers in regard to permitting erasures vary. In actual business practice, erasures that are very neat and unnoticeable are permitted,

and it is the demands of business that the average teacher is interested in meeting. Evenness of touch is one of the distinguishing qualities of good typing. Unevenly struck letters are not attractive, and the typing department must take care of the development of rhythm in typing so that evenness of touch will be acquired.

Spelling is a very important requirement of the secretary. For some reason, people take for granted that the secretary is a perfect speller. Or, at least, he is expected to permit no spelling errors. As he becomes spelling conscious and is consistently cognizant of spelling errors, he will use a dictionary to verify spelling when in doubt.

Accuracy is a habit. The teacher can aid in developing this habit by requiring a very high standard of accuracy. It has been found through experience that the student will attain whatever standards are required of him, even if perfection is demanded. Analysis of certain types of errors, first of all by the individual student, and second with the assistance of the teacher, may often help remedy them. The development of accuracy comes when sufficient effort has been spent in acquiring it and when the student has practiced his skills to the extent of mastering them.

7. Suggested Supplementary Courses and Program

In addition to the objective of the courses in shorthand and typewriting aiming at mastery of the use of those skills, every means is used to make the study a natural, easy and enjoyable process.

The intensive technical training is supplemented by instruction in a range of subjects essential to an understanding of the conduct of modern business affairs.

Filing and Indexing

In the study of filing and indexing the fundamentals of the subject are presented in a clear, progressive, and comprehensive manner. Present-day systems of filing and indexing and their application to business offices, banks, commercial houses and corporations are studied. Individual miniature equipment is provided which makes the course interesting and practical.

Business Spelling

Business Spelling is especially valuable to the secretarial student. Development of sound, syllable, and spelling consciousness on the part of the student is a major objective of the course. Particular attention is given to the fundamental rules governing the spelling and division of words which are details important to the secretary. One of the new, up-to-date business spelling books is used in this course. There is an entirely new angle for approaching the problem of spelling and spelling instruction. Spelling is now being taught by means of the typewriter, for the typist's fingers will retain the correct spelling more tenaciously than the mind.⁹

9. Craig and Leslie, Teach Your Fingers to Spell, p. 111.

English

English in business occupies a very important place. Its use in letter writing is constant. A knowledge of the general principles of letter composition is expected of the competent secretary. The secretary's thorough understanding of grammar and the conventions of good usage are taken for granted. The course in English undertakes to fill in any deficiencies in the students earlier training and to give him opportunity, through practice to develop a good command of clarity, conciseness, and force that may be applied in letter composition on the job.

Office Practice

The objective of the course in Office Practice is to develop practical knowledge of secretarial activities. By the performance of typical duties, among which is serving as secretary to a faculty member, the students are offered a background of experience which will enable them to become efficient office workers. They are made familiar with such time-saving devices as are used most frequently in actual office procedure. The proper and most effective use of the telephone is particularly stressed for its importance not only as a means of rapid communication but also in the building up of a realization of the part correct speech and unfailing courtesy play in the best business practice.

Economics

The secretary entering business finds personal advantage in an intelligent understanding of economic life, which he

may gain from study of receipt and expenditure of income, and of the processes of production. Emphasis in the former is placed on the way incomes are distributed and the problems of the consumer in spending his income; in the latter, on the corporate organization of business and the functioning of the price system. Certain aspects of the financial conditions in foreign countries are discussed, as they bear upon the problems of international trade and foreign exchange.

Commercial Law

The course in commercial law is designed to give the student an awareness of legal situations and to teach him to recognize a need for the advice of a lawyer. Full study of Contracts, Bailments, Negotiable Instruments, Employer-Employee relationships, Labor legislation, Social Security laws, and current legislative procedure gives the individual some acquaintance with matters of legal significance and importance. One of the special benefits of this study is the legal vocabulary with which the students become familiar and which he acquires in some measure.

Personal Salesmanship and Personnel Problems

Everyone is a salesman, for he is constantly influencing and persuading other people; and that is personal salesmanship. The secretary must understand the fundamental psychological principles which can be applied in the analysis and development of personality. Highly important in this study is the attention given to the proper conducting of business inter-

views and "selling oneself" to an employer as an applicant for a position. Particular emphasis is placed upon the making of essential mental adjustments in preparation for a business career. Consideration is given to the varied situations and problems with which a secretary is normally faced in the business or professional office. Extremely practical in purpose and method, the course aims to provide each student with a working understanding of the requirements for harmonious human relationships, both in business and private life.

Advertising

A general course in Advertising centers around the study of established principles of advertising and selling, writing advertising copy, selecting advertising media, and preparing practice advertising campaigns. The functions of advertising managers and agencies are studied and current practices analyzed. Special consideration is given to the relationship of advertising to other departments of business management, especially to sales promotion and to the role it plays in modern merchandising strategy.

Bookkeeping Machine, Bookkeeping, and Machine Practice

Bookkeeping and accounting, which cannot be separated, comprise a body of legal, industrial, commercial and financial principles. The latter is the mechanical procedure of recording financial transactions. The bookkeeping course familiarizes students with the fundamental principles of the operation. Business problems consistent with those in everyday office procedure are used as a basis for developing knowledge

and skill. The analysis of accounts and the interpretation of results provide students with those accomplishments much desired by the employer. Additional skills are added in having a knowledge of machines used in modern bookkeeping. A thorough knowledge of the use of the comptometer, adding machines, bookkeeping machine, combination typewriting-bookkeeping machine and calculating machines complete the full bookkeeping course. These additional skills often serve as entering wedges into business and stepping stones to other positions.

Extra-Curricular Club or Activities

Informal social gatherings such as "Coffees," "Teas," "Tea Parties," and the like for which groups get together for enjoyment and relaxation are highly important to completing a full well-rounded program of training for the secretarial student. In the technical and cultural studies, the student is trained in skills and to conduct himself in business and on the job. Through the contacts with fellow-students, teachers, and guests at the informal socials, the student gains experience and poise. He should grow to be more congenial, a good listener, an interesting conversationalist, and so forth through these social contacts. He should develop his sense of appreciation and consideration of others in these relationships. Culture is furthered in this sort of environment.

CHAPTER IV

CONCLUSION

An attempt has been made in this study to determine the type of program and methods of teaching secretarial subjects that will meet the needs of the student and provide him with an opportunity to acquire secretarial skills that will fit him for business. It was found that it is easily possible to train the high school student in these skills and at the same time to develop in him an attitude which will enable him to secure employment and succeed to whatever extent he is inherently capable. The many interviews with graduates of the San Antonio Vocational and Technical School bear out this statement.

These interviews were made by the 1940 graduates of the secretarial division, under the supervision of the writer, and served three purposes: first, they gave the student an opportunity to make valuable contacts for himself; second, they gave him an opportunity to gain a "backstage" view of the job similar to the one he hopes to secure; third, he learned from direct contact with former graduates what he was expected to know and what was expected of him on the job.

To test whether or not the type of program was adequate to meet the demands of business, interviews were conducted with businessmen over a period of years. These interviews were compiled to discover, not only the modern trends in business, but also the requirements of these businessmen, with the view of developing the student and planning his program to meet these requirements.

It was found that the qualities for secretaries most valued were accuracy, responsibility, dependability, intelligence, and courtesy, in the order named. The results of these interviews were that the commercial department secured the good will of the employer and aroused their interest in the school program. They also gave the school a basis for testing its present and planning its future program. Those men who were interviewed felt that the secretary who failed was unable to think clearly and quickly, and showed decided weaknesses in shorthand, type-writing, English, spelling and punctuation.

A discussion of the causes and remedies for these weaknesses was made with the hope that it will serve as a contribution to the field of secretarial training.

APPENDIX

Names of Persons in San Antonio, Texas, Interviewed for Data Used in This Study

La Vada Barry Secretary to Cashier, Joske Brothers.

Mrs. Mary Ellen Barker Black Secretary, Bowie Elementary School

Helen Botto Plaza Hotel, Office

Mildred Brunkenhoefer Stenographer to G. E. Berings, South-
western Bell Telephone Company

Elizabeth Eschback Stenographer, Tech High School

Emma Graf Secretary to Mr. William Remy, Lawyer, Milam Building.

Elsie Graf Secretary to Miss Kathora Remy, San Antonio
Teachers Council

Gertrude Naval Stenographer for Mr. William Furlong, 423 N.
St. Marys.

Eleanor Powell H. A. Fish, President of Vogue.

Dorothy Striegler Ray Ashworth, San Antonio Detective Agency

Peggy Patterson Registrar of Night School, 637 Main Avenue

Myrtle Ruth Seerig Principal's clerk, Tech High School

Mrs. Selma Burk Russell Principal's clerk, Luther Burbank
Vocational School

Johanna Sarrica Secretary to Manager, Metzgers Dairies,
N. Flores

Cyrel Stephen W. E. Dean Finance Company, 522 Broadway

Dorris Reed O. P. Schnabel 114 Auditorium Circle

J. E. Richardson, Jr. Frost National Bank

Livia Magnon Darley Letter Shop

Erna Mae Schultze Mr. Neil Beaton, Milam Building

Mrs. Louine Theis Maksyn Secretary to Superintendent,
Joske Brothers

Doris Shelton Assistant to Cashier, Joske Brothers

Mrs. Margorie Boyce Mandry Secretary to Auditor, Gunter Hotel

Mr. S. B. Lifshutz Real Estate Man, 1221 W. Commerce St.

Mr. George Hess 113 West Mary Street Interior Decorator
Wolff and Marx Company

Mr. T. A. Lambert Gebhardt's Chile Co.

Mr. Bob Zipp, Proprietor Zipps' Man's Shop, 304 W. Houston St.

Mary Childress Mexico Business Exchange, Milam Building

Miss Mary Velarde Dr. Urrutia's Office, 426 W. Travis

Mr. Julius A. Stein Lincoln National Life Insurance Co.,
Agent, Majestic Building

Mattie Lou Miller Koehler Plumbing Company, 611 Main Avenue

Miss Alma Bartoli Alamo Paint and Wall-Paper Company

Mr. E. L. Varga, Superintendent, Joske Brothers, San Antonio, Texas

Mr. N. H. King, President, King Furniture Company, San Antonio,
Texas

Mr. N. H. Netter, President Wolff and Marx, San Antonio, Texas

Mr. Gilbert Lang, Superintendent, Frost Brothers, San Antonio,
Texas

Mr. Carl Stephen, Manager, Carls, San Antonio, Texas

Miss Eva Downs, Stylist for Wolff and Marx, San Antonio, Texas

Miss Ann Powell, Buyer for Carls, San Antonio, Texas

Miss Ruth Mince, Buyer for Franklins, San Antonio, Texas

Mr. Norman Smith, Personnel Manager, Alamo Planing Mill,
San Antonio, Texas

Mr. Alvin Blankenship, Foreman, Julian-Thomas Lumber Company
San Antonio, Texas

Mr. M. A. Leazer, Sales Manager, Handy-Andy Grocery Company
San Antonio, Texas

Mr. Robert Osborn, Personnel Director, Hom-Ond, San Antonio,
Texas

- Mr. A. M. Barta, President, Retail Grocers' Association,
San Antonio, Texas
- Mr. Joe Civiletto, Secretary, Retail Grocers' Association,
San Antonio, Texas
- Mr. J. D. Peeler, Secretary-Treasurer, Morris Plan Bank,
San Antonio, Texas
- Mr. William Holman, Jr., Manager, Stowers Furniture Company,
San Antonio, Texas
- Mr. Arthur Hedben, Personnel Manager, Frost National Bank
San Antonio, Texas
- Mr. Jake Karotkin, Superintendent, Karotkin Furniture Company
San Antonio, Texas

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