

**A TEACHING AID FOR TRAINING STENOGRAPHERS WHO WILL  
MEET PRESENT MILITARY NEEDS**

**THESIS**

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CHAPTER I

INTRODUCTION

1. Purpose of the Study

At the present time the business education program of the secondary schools must be geared to the demands made upon them, a demand for vocational competency. When business subjects are taught without regard to high standards of achievement, meeting only academic and time requirements, the waste of time and effort can no longer be justified. The third year of war continues to bring a decided interest on the part of business educators to attempt to improve and to make more effective their contribution to the war effort. The proper training of administrative and clerical workers is not a small part of this contribution, but it must be strengthened, extended, and modified so that the total wartime effort will be directed to the points of greatest need.

One of the greatest deficiencies existing in business education is lack of agreement between subject matter and job requirements, and the work of the business teacher in

this connection is being hampered because of his lack of information as to administrative procedures used in the armed services.

The purpose of this study is to pass on hints to teachers of stenography and typing, which will aid in preparing students so that they will be able to step into war-time stenographic positions and produce immediately with a minimum of effort and a maximum of efficiency. The problem has been approached by determining through interviews what secretaries in the military field need and what the employers require of these workers.

It is the sincere wish of the writer that this thesis will be, in a very small way, a contribution toward removing this subject-matter barrier; and, that it will be a useful teaching aid for training stenographers to take their places on the home front.

## 2. Statement and Limitations of the Problem

Since students enrolled in their second term of stenographic training presumably have already received a thorough preparation in the fundamentals of shorthand, with emphasis on speed and form in writing, and accuracy and speed of transcription, this study will be devoted to teaching students to take dictation of technical material at the highest speed

consistent with the making of good notes, and to read shorthand rapidly in order to transcribe dictation in an acceptable manner. In preparing this study, the writer has kept definitely in mind the wartime stenographic needs of the armed forces, and emphasis is placed on the reporting of words most commonly used in military correspondence. It is designed to be used with the functional method of teaching Gregg shorthand and all requirements and objectives as set up by the state department of Education for accredited schools have been followed.

The plan for an adequate program of secretarial training in the reporting of military correspondence is presented in Chapter III. A guide for organizing and teaching transcription is offered because this phase of the training is highly important in acquiring technical skill. Only the words most commonly used in military correspondence are presented since they will be sufficient to form a basis upon which inexperienced students can begin work. No attempt should be made by the students to master all technical army terms and their shorthand outlines, since no one stenographer will ever have occasion to use all the terms, and practice on isolated terms that cannot immediately be put to practical use is of questionable value.

At the present time the demand for competent stenographers and secretaries far exceeds the supply. The government

and industry need these workers immediately. If these students are to be trained so that they will be able to perform efficiently on the job, the most essential parts of the courses must be emphasized. Selection of the phases of work which they will use on the immediate job must be made; courses must be intensified; greater concentration must be made on skill building; and at the same time, standards must be maintained.

### 3. Sources of Information and Data

The data presented in this thesis were secured from books, bulletins and periodicals; personal interviews; and the personal experience of the writer as a secretary.

The interviews were held with individuals who were in a position to give valuable information concerning the qualifications of efficient secretaries in the military field.

Interviews were held with:

Major Pierce C. Barrette, M.D.,  
Neuro Psychiatrist, Station Hospital,  
Randolph Field, Texas.

Major W. A. Redding, M.D.,  
Instructor, School of Aviation Medicine,  
Randolph Field, Texas.

Major Victor I. Lyday, M.D.,  
Laboratory Technician  
Brookes General Hospital,  
Fort Sam Houston, Texas

Captain Charles M. Lyons,  
Flight Instructor,  
Central Instructor's School,  
Randolph Field, Texas.

Lieutenant Jones Pearce,  
Classification Officer,  
San Antonio Aviation Cadet Center,  
San Antonio, Texas.

Major John N. Thorwald,  
Department of Music,  
Randolph Field, Texas.

Major A. T. Giesenschlag,  
Administrative Officer,  
Randolph Field, Texas.

Major Allan Hemingway,  
School of Aviation Research,  
Randolph Field, Texas.

Major H. A. Vielock,  
Line Officer,  
Randolph Field, Texas.

Miss Bernice Waltisperger, stenographer,  
Sick and Wounded Office,  
Station Hospital,  
Randolph Field, Texas.

Miss Mildred Hild, stenographer,  
School of Aviation Medicine,  
Randolph Field, Texas.

Mrs. Virginia Bell, secretary,  
Major Pierce C. Barrette,  
Randolph Field, Texas.

Miss Edline Weyel, stenographer,  
Weather Bureau,  
Randolph Field, Texas,

Miss Charlotte Tischhauser, stenographer,  
Post Office Department,  
Randolph Field, Texas.

Miss Bessie Russell, stenographer,  
Personnel Office,  
Randolph Field, Texas.

Miss Frances Gesche, stenographer,  
Personnel Office,  
Randolph Field, Texas.

Miss Mae Lee Palmer, stenographer,  
Telephone Office,  
Randolph Field, Texas.

Miss Gloraine Hild, stenographer,  
Ground School of Aviation,  
Randolph Field, Texas.

## CHAPTER II

## INFORMATION SECURED THROUGH INTERVIEWS

1. Interviews with Employers

In order to determine what qualifications are demanded of secretaries and stenographers in this technical field, interviews were conducted and the reports are as follows:

1. Major Pierce C. Barrette, M.D., Neuro Psychiatrist, Station Hospital, Randolph Field, Texas.

Qualifications required: efficiency in shorthand and typing with a knowledge of medical terms, if possible; be able to do general office work; be neat in personal appearance and be able to greet patients cheerfully; be familiar with basic army terms.

2. Major W. A. Redding, M.D., School of Aviation Medicine, Randolph Field, Texas.

Qualifications required: efficiency in shorthand and typing; initiative and resourcefulness; good common sense and sound judgment; willingness to work overtime when necessary; be courteous and neat in personal appearance; willing to learn army form and routine.

3. Captain Charles M. Lyons, Flight Instructor, Central Instructor's School, Randolph Field, Texas.

Qualifications required: an adequate knowledge of shorthand and typing; ability to follow directions; know something about aviation and army terms; willingness to learn; be able to do general office work.

4. Major Victor I. Lyday, M.D., Brookes General Hospital, Fort Sam Houston, Texas.

Qualifications required: if possible, be familiar with medical and army terms; have accuracy and speed in taking dictation and transcription; be neat in appearance; be able to converse intelligently over the telephone; possess initiative; use good judgment; be willing to assume responsibility.

5. Lieutenant Jones Pearce, Classification Officer, San Antonio Aviation Cadet Center, San Antonio, Texas.

Qualifications required: accuracy in transcription of notes; dependability; average intelligence; courtesy, and responsibility.

6. Major John N. Thorwald, Department of Music, Randolph Field, Texas.

Qualifications required: adequate knowledge of shorthand and typing; intelligence; willingness to work; neat appearance; trained in use of the telephone.

7. Major A. T. Giesenschlag, Administrative Officer, Randolph Field, Texas.

Qualifications required: accuracy and speed in transcription; knowledge of general office procedure; willingness to learn army form and routine; good average intelligence; dependability; neat appearance.

8. Major Allan Hemingway, School of Aviation Research, Randolph Field, Texas.

Qualifications required: accuracy in shorthand and typing; ability to take orders and follow directions; willingness to learn; courtesy and dependability.

9. Major H. A. Vielock, Line Officer, Randolph Field, Texas.

Qualifications required: knowledge of army terms; efficiency in shorthand and typing; willingness to take responsibility; good judgment and initiative.

## 2. Interviews with Secretaries and Stenographers

Interviews were conducted with secretaries and stenographers now employed in this technical field and the reports are as follows:

1. Miss Mildred Hild, stenographer, School of Aviation Medicine, Randolph Field, Texas.

Qualifications required: ability to follow directions; willingness to learn new material; accuracy in transcription of shorthand notes; pleasing personality.

2. Mrs. Virginia Bell, secretary for Major Pierce C. Barrette, M.D., Neuro Psychiatric Clinic, Randolph Field, Texas.

Qualifications required: ability to do general office work; ability to take technical dictation and transcribe accurately; ability to make sound judgments in his absence; ability to use telephone intelligently.

3. Miss Bernice Waltisperger, stenographer, Sick and Wounded Office, Station Hospital, Randolph Field, Texas.

Qualifications required: ability to follow directions; willingness to learn; efficiency in filling out forms and reports; efficiency in taking and transcribing dictation.

4. Miss Charlotte Tischhauser, secretary, Post Master, Randolph Field, Texas.

Qualifications required: efficiency in shorthand and typing; ability to do general office work; neatness in appearance; ability to follow directions accurately.

5. Miss Edline Weyel, stenographer, Weather Bureau, Randolph Field, Texas.

Qualifications required: knowledge of military and aviation terms; accuracy in transcription of notes; ability to take instructions and follow them accurately; ability to take dictation over the telephone when necessary; willingness to learn; knowledge of form for army correspondence.

6. Miss Bessie M. Russell, stenographer, Personnel Office, Randolph Field, Texas.

Qualifications required: ability to do general office work; accuracy in transcription of notes; dependability; courtesy.

7. Miss Frances H. Gesche, stenographer, Personnel Office, Randolph Field, Texas.

Qualifications required: knowledge of general office work; efficiency in shorthand and typing; willingness to work; courtesy and intelligence in work with the telephone.

8. Miss Mae Lee Palmer, stenographer, Telephone Office, Randolph Field, Texas.

Qualifications required: adequate knowledge of shorthand and typing; dependability; neatness in appearance; some knowledge of army form.

9. Miss Gloraine Hild, stenographer, Ground School of Aviation, Randolph Field, Texas.

Qualifications required: accuracy in transcription of shorthand notes; ability to follow instructions; willingness to take responsibility; ability to use telephone intelligently.

The foregoing interviews revealed that the qualities for secretaries most valued were, accuracy in transcription of shorthand notes, intelligence, responsibility, knowledge of army terms and form, dependability, and courtesy, in the order named. 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 necessary skills, then sound judgment and intelligence must be exercised in all that is done.

The 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 the skills, habits, and attitudes which will enable him to meet the demands of the job.

## CHAPTER III

### THE PROGRAM OF TRAINING

#### 1. Building Speed

The teacher of advanced shorthand must see the great need of constant review and testing of the skills to be used in shorthand writing. 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.

Louis A. Leslie<sup>1</sup> has said that the proper way to develop

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1. Louis A. Leslie, Manual for the Functional Method of Gregg Shorthand, The Gregg Publishing Co., 1936, p. 12.

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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, and frequently used phrases. If the writer has a quick command of all, or most of these, he should have no difficulty in developing speed and accuracy.

Since the basis for any effective coaching or training course is a tried and tested practice routine, it is of the utmost importance that every stenography student, regardless of the degree of skill he possesses, should set up an intelligent, detailed practice routine early in the course.

Such a routine is capable of developing basic skill rapidly from the lowest to the highest levels. The student

should understand each step as he takes it and he should know exactly what he is trying to accomplish at each step. He should learn to check his performance of each step with the proper degree of constructive self-criticism. The student's ability to criticize his shorthand outlines intelligently is constantly strengthened through the medium of daily penmanship drills.

A spelling improvement drill should be broadened into a word-study and vocabulary-building assignment. The assignment should be devoted to the spelling, meaning, and application of some of the common terms used in military correspondence. The spelling, definition, and application of a carefully selected list of technical military terms should be given an important part in the student's daily assignment. Word-study drills should be used frequently so that the student may become familiar with the spelling and use of these technical words before he has to transcribe the dictation material in which they occur. An accurate knowledge and a ready use of the most common military terms are essential qualifications of the stenographer. The acquirement of the requisite vocabulary is a slow growth, and a few words should be added each day.

Lists of technical words and definitions will be most helpful in directing a study of the vernacular of the army.

The limitation of space does not permit an exhaustive treatment of word study in this thesis, and the words that have been selected must be considered as merely suggestive of a larger group, which should be studied after these words have been learned. An excellent book from which these words and their shorthand outlines may be selected is Most-Used Army Terms, by J. J. Jontig and Charles Lee Swem.<sup>2</sup>

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2. J. J. Jontig, Charles Lee Swem, Most-Used Army Terms, The Gregg Publishing Co., New York, 1944.

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The faster students enlarge their shorthand vocabulary, the more rapidly their speed will increase. An easy way to enrich the vocabulary is to teach outlines for the derivatives, if any, at the time the root form is taught. For example, when teaching the outline for the word near, have the students practice the outlines for the six derivatives-- nearer, nearly, nearest, neared, nearing, and nearness. This plan enables them to repeat the shorthand form for the word near six times, yet each time this outline is repeated they are learning a new word. This kind of repetition builds speed quickly.

When the teaching outline specifies a drill on a prefix or a suffix, the teacher should select a certain number of military words for practice. The words chosen for the first drill may be those of the highest frequency, with their derivatives. The number of words chosen will be governed by

the time available for the drill. At least five, and preferably ten, words should be the minimum selected for each drill. In subsequent drills, those already practiced can be reviewed and others added until the entire list has been covered.

This mastery is much more easily accomplished through the dictation of a large list of words written a few times than through a small list of words repeated many times.<sup>3</sup>

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3. Clyde I. Blanchard, "An Easy Method of Teaching Prefixes and Suffixes," The Business Education World, Service Booklet No. 15, p. 3.

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The prefix or the suffix itself is, of course, written just as many times in either case; but, in the longer list of words, the student meets the principle to be learned in many different associations, which continually test his ability to break down the individual words into their correct shorthand parts.

Combining theory review with vocabulary building is most economical of the student's learning time. He not only learns the outline for the new word, but he also quickly reviews several commonly used words written in a similar manner.

A series of specially prepared phrase letters should be given immediately after phrasing drills. The average student will quickly attain a high rate of speed on these

letters, and he will be spurred on to write the rest of his dictation at a faster rate because of this achievement. The thrill of writing at a new high speed once experienced is a tremendous incentive for making this new speed a permanent accomplishment and then increasing it as quickly as possible.

A stenographer should be able to carry from twenty to twenty-five words in his mind while taking dictation.<sup>4</sup> Dic-

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4. John Robert Gregg, Gregg Speed Building, Gregg Publishing Co., New York, 1932, p. 47.

tate in clauses of ten or fifteen words at a time, gradually increasing the number until the students have developed the ability to retain the desired number of words while in the act of writing others.

There is no substitute for dictation practice. A well-planned course of instruction in shorthand speed building must provide that at least three-fourths of the time be spent in taking dictation and transcribing it.<sup>5</sup> Some of the

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5. Ibid., p. 79.

dictation will be repetition dictation, redictated three or four times to speed up the signals from the brain to the hand. A greater part of the dictation, however, should be on new matter in order to accustom the mind to meeting new words and new dictation conditions. Outlines may be copied by the hour, but until the student is able to write them

without hesitation from dictation of new matter they are useless from a practical point of view. Drill practice should not be overemphasized to such an extent that sufficient time is not allowed in the daily program to test progress by having students use their skill under practical dictation conditions.

High speeds are not essential. Evidence of this is given when the Civil Service Commission requires only 80 words per minute for those taking the stenographic test.<sup>6</sup>

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6. C. I. Blackwood, "Let Us Keep Our Standards High," The Balance Sheet, Vol. XXIV, No. 6, (Feb. 1943), p. 243.

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However, being able to take dictation more rapidly is a distinct advantage, as it not only helps to speed up the war effort by more production, but it puts the stenographer in line for promotion more rapidly.

Although a great many of the terms used in military dictation are of a technical nature, it is the opinion of the writer that extensive drilling on technical words and phrases is not necessary. Students will not know beforehand into what department or division they will be placed and therefore will not know the particular terms for which to memorize the shorthand outlines. It will be a great waste of time and practically impossible to memorize a great many technical terms, hoping that some of them will be put to use. A

mastery of the first 1000 most-frequently-used words will enable the stenographer to get down practically all of the dictation without difficulty, and when the technical expressions do creep in, the stenographer can improvise her own outlines for them without too much difficulty.

It is important that the major portion of the daily "takes" be sustained over a period of at least four or five minutes. Sustained dictation for several minutes has the following advantages:

1. The student's memory is of little aid to him in transcribing his notes. He learns to write "self-reading" outlines.
2. The student writes sixty seconds of shorthand for every sixty seconds of dictation. When he takes dictation for only a minute or two, he rarely writes within the time limit all the matter dictated.
3. His power of concentration is developed. A shorthand writer must be able to concentrate to a high degree while taking dictation.
4. He overcomes mental and manual fatigue. Manual fatigue is caused by a sympathetic reaction of the writing muscles to the mental strain. Once mental strain is eliminated, the student will experience no manual fatigue when writing at a speed of 120 words a minute for five minutes.<sup>7</sup>

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7. John Robert Gregg, "The Famous Gregg Speed Building Cycle," Explanation Booklet of Gregg Speed Building Text, The Gregg Publishing Co., New York, p. 11-12.

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## 2. Organizing and Developing Transcription

Transcription consists of "the ability to read shorthand notes; to supply spelling, punctuation, paragraphing, and the many details of typographical style that go to make up the well-typed letter; and at the same time to operate the typewriter rapidly and accurately."<sup>8</sup>

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8. Dr. S. J. Wanous and Irol V. Whitmore, "Use office Standards to Teach Transcription," The Balance Sheet, Vol. XXIII, No. 8, (April 1942), p. 341.

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Many students are able to write shorthand rapidly from plain copy on the typewriter at a high rate of speed, but fail utterly when required to transcribe their shorthand notes on the typewriter. This is the result of a lack of the proper correlation involved in the operation. The condition can be remedied by a greater volume of transcription work.

One of the greatest weaknesses in high school stenographic departments is the lack of transcription practice. If the reader should question graduates on this point, it would be found that their greatest difficulty on entering an office for the first time is not that they are unable to get the businessman's dictation, but that it is in placing the letters on the paper quickly and in proper form. Students should be taught to think in their transcription work. The greatest help in this direction is to select only constructive dictation

material, articles and letters of interest. Students always take more delight in taking shorthand and transcribing letters and articles in which they are interested.

Satisfactory results in shorthand teaching cannot be attained without a well-organized plan. Teachers should know at the outset just what they intend to accomplish. All good teachers have lesson plans and definite standards toward which to work. While these plans can never be followed to the letter, and the standards can sometimes only be approximated, yet the work will be much more efficient as a result of the organization. Students should be taught to organize their own lessons and to work out their assignments with the least amount of effort and lost motion.

Definite teaching procedures should be followed in order to develop the habits that must be a part of the skill of a person who expects to do high-grade transcription work. The most lively way to carry on this advanced transcription work is to organize the class as an office and to make conditions as much as possible like those that will be found on the job. No transcription on the typewriter should be assigned until the students can: (1) write shorthand from dictation at a minimum speed of 60 words a minute and read that dictation back accurately; and (2) type paragraph material accurately at a minimum speed of 30 gross words a minute for

10 minutes. A maximum transcribing speed to set as the student's goal is one-half their regular typing speed.<sup>9</sup>

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9. Suggested Outline, War Emergency Course in Gregg Shorthand, The Gregg Publishing Co., New York, 1942, p. 17.

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The pupil should learn to produce efficiently, both in quality and quantity. He should be able to take dictation at reasonable rates; to transcribe quickly; and to turn out mailable copy at the first attempt. The standard should not be a grade or a figure, but mailability.

Each student should be encouraged to substitute the shorthand he is learning each day for longhand in all his personal memos, mixing longhand with shorthand at first. The first technical transcription should be something that will require as little skill as possible and that will almost guarantee success. The letter should be read and reread in class, and the points of punctuation and spelling discussed until every student knows the letter thoroughly. Then the teacher should give definite instructions regarding the setting up of the letter. After a few periods spent on this type of work the students should be able to transcribe easy letters from the book without discussion or help. As soon as the students have mastered this, they are ready to transcribe from their own notes. The instructor should dictate letters that have already been practiced in the shorthand

class. Next comes the new-matter dictation. It is impossible to say when the students are ready for this step. The teacher will have to decide, and the decision will be based on the accuracy of the transcripts submitted in the preceding step.

As soon as the students show some ability in transcribing from new matter, they should be required to turn in only mailable letters.

Because a large part of military communications work requires the preparation of detailed reports and other tabulated matter, the teacher can well afford to spend considerable time in teaching the intricacies of tabular setup.

Many types of military correspondence and reports must be made out in rough draft before they are actually typed in the form to be submitted. The stenographer is usually required to prepare the rough draft form which is given to the dictator and others for additions and corrections. When it finally comes back to the typist or stenographer, it is marked up considerably and really can be called a rough draft. Practice in typing from such copy would not be amiss.

All reports, letters, and forms are prepared with carbons; sometimes as high as ten or more. As it is essential that all carbons be legible, students should be taught how to insert forms and letters with a half-dozen or more carbons between the blank sheets, so that the carbons or sheets will not wrinkle. Students should also be taught to make

corrections on carbon copies properly, so that the copy or copies underneath will not smear the paper, and to remove all carbon from erasers before using them again.

It must be remembered that letters grow out of many situations. One situation may demand that a letter be transcribed according to the exact wording of the dictation; not a single punctuation mark can be omitted or misplaced; even neatly erased errors are taboo. This is a rigid requirement, but in army offices there are situations that demand this type of work. The school training of stenographic students should include practice in appraising the circumstances surrounding the writing of particular letters and in deciding upon the best procedure to follow in preparing the transcripts. This is what the transcriber is required to do on the job. The student should be taught to handle transcription duties in the same manner.

The final measure of job competency is the ability to put typing and shorthand together into the one function of transcription.

### 3. Words Most Commonly Used in Military Correspondence

In accordance with the principle that a student cannot write shorthand faster than he can think shorthand, a shorthand vocabulary of frequently used military terms should be prepared. An accurate knowledge and a ready use of these

terms are essential qualifications of the secretary, therefore, the assignment of these words should be devoted to their spelling, meaning, and application as well as the shorthand outline. Dictation material should be selected from letters especially prepared for use in teaching military correspondence. One source from which these letters may be obtained is Military Correspondence, by George Murraine Cohen.<sup>10</sup>

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10. George Murraine Cohen, Military Correspondence, The Gregg Publishing Co., 1942.

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Adherence to this plan will almost eliminate the writing of incorrect outlines. The student who writes a new word correctly the first time is much more likely to write it correctly thereafter than is the student who writes a new word incorrectly the first time and then is forced to correct it.

According to Maurice Ozer, Clerical Department, Armored Force School, Fort Knox, Kentucky, the following list of words contains those most commonly used in military correspondence. Words of a strictly technical nature have been omitted, for although they do appear in selected letters, their use is not common to military communications.<sup>11</sup>

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11. Maurice Ozer, "Words Commonly Used in Military Correspondence," The Balance Sheet, Vol. XXIV, No. 9, (May 1943), p. 393.

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The list was built primarily to meet the need for a syllabication guide in word division for the students in the

composition and arrangement of military letters. With few modifications it has met this need for about a score of classes over a period of a year and a half.<sup>12</sup>

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12. Ibid., p. 393.

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**A**

absence	actual
accepted	adapt
accident	adaptability
accomplished	address
accord	adjudged
accordance	adjutant
according	administration
account	administrative
accrued	admittance
accumulated	advantage
acknowledge	affair
acknowledgment	affidavit
act	aforementioned
acting	agencies
action	aid
activate	air
activation	alias
active	allied

allotment	arms
allow	army
allowance	arraigned
ambulance	arrangements
amend	arsenal
American	article
ammunition	artillery
amount	arrival
amplifications	assign
announcing	assistant
anonymous	assumed
appearance	attach
applicant	attending
application	attention
applied	August
appointments	authority
appreciation	authorize
apprehend	automobile
apprehension	available
appropriate	awaiting
approve	B
approved	badges
April	barracks
area	basic
armored	battalion

battery	certificate
beneficial	certify
benefit	chance
beyond	channels
blanket	character
board	charge
branch	charges
breeches	chauffeur
brigadier	checks
building	chemical
bulletin	chiefs
bureau	choice
C	circular
cadence	circumstances
calibre	class
camps	clerical
captain	clerk
card	clothing
carriage	coast
case	cogent
casual	cohesive
casually	colonel
category	combined
cavalry	command
center	commandant

commander	consideration
commanding	considered
commendation	consistently
commissioned	constituted
communication	consumed
commutation	consumption
company	contained
compensation	contemplated
complement	contract
complete	contrary
completion	contribute
compliance	convened
complied	convenience
concerned	convictions
concluded	co-operating
condition	co-operation
conducted	copies
conferences	copy
confinement	corporal
confirmed	corps
conflicts	correction
connection	correspondence
consecutive	corresponding
consent	countries
considerable	course

courts-martial

cover

credit

credited

criticism

cross

current

D

daily

damaged

data

date

death

December

declared

defense

definite

definitely

defray

deleting

delivery

department

dependency

depot

deserter

desertion

desired

destination

destroyed

destructive

detached

detachment

detailed

determined

differences

diligently

directed

director

disaffirmed

disapproved

discharge

disciplinary

discipline

discontinue

discontinued

direction

dishonorably

dismissed

disorderly

dispatched

dispensary	electricity
displaced	elimination
dispose	embarkation
disposition	emergency
disqualifying	emphasis
disrated	employed
division	employment
doctrine	engineers
drab	enhanced
drafting	enlisted
drill	enlistment
duly	entered
duplicate	entitled
duration	equipment
duties	equipped
duty	espionage
E	esprit
each	establish
earlier	established
early	event
effective	examination
efficiency	examples
efficient	excellent
effort	exceptional
elastique	exchange

executed	fired
execution	first
executive	fitness
exercise	follow
existing	following
expenses	food
expert	force
expiration	foreign
extension	forfeit
extent	form
extract	former
F	fort
failure	forwarded
family	fragmentary
fault	fraudulent
February	Friday
federal	functions
felonious	fundamental
field	funds
file	furlough
final	furnished
finance	further
findings	future
fingerprints	futurity

## G

general  
genuine  
given  
government  
grade  
graduated  
granted  
granting  
gratuitous  
groups  
guardhouse  
guidance  
guilty  
gun  
gunner  
gunnery

## H

half-ton  
handlers  
headquarters  
hereby  
hereon  
hereto  
herewith

history

hospital

however

## I

illness

immediate

immunization

imperative

improvement

inaptness

inclosed

inclosure

inclusive

incorporated

increased

indebtedness

indicate

indicating

individual

indorsement

induction

inefficient

infantry

information

initial

initiate	L
injury	leave
installed	letter
inspection	licensed
inspector	lieutenant
installations	limited
instructions	list
instructors	listed
interest	located
investigation	locator
invited	M
involved	machine
islands	mailed
issue	maintained
issued	major
J	maneuvers
January	manual
July	March
June	marching
K	marital
keen	marksmanship
kilowatts	married
kindling	martial
kitchen	May
knowledge	mechanics

medical	neglect
medium	noncommissioned
member	normal
memorandum	notice
men	noticed
merited	notification
message	November
meter	number
military	0
minimum	obliged
modified	observation
Monday	observers
money	obtain
monthly	October
morning	office
motor	officer
motorcycle	official
mount	olive
moving	omit
municipal	only
N	operation
named	opinion
national	opportunity
nature	order
necessity	orders

ordnance

organization

originally

outlines

P

papers

paragraph

parenthesis

part

participating

participation

particularly

passes

patient

pay

pay roll

pending

per

permanent

permission

permit

permitted

personnel

pertaining

pertains

pertinent

physical

physician

pick-up

plant

plea

police

polls

portion

possession

possible

post

practicable

practical

practice

prefers

prepare

prescribe

present (verb)

present (n., adj.)

previous

prior

private

problems

procedure

proceedings

processing

proffer

promoted

promotion

proper

property

proposed

pro-rata

prosecution

provides

provisions

provost

published

punishment

purchase

purpose

pursuant

pursuing

#### Q

quadruplicate

qualifications

quartermaster

quarters

quintuplicate

quota

#### R

radio

ranges

ranks

rated

rating

ration

reasons

receipt

recently

recommended

reconnaissance

record

records

recruiting

reduced

reductions

re-enlist

re-enlistment

reference

regard

regiment

regular

regulations

relative	resumption
release	return
relief	reveille
relieved	routine
remain	rules
repair	S
replace	salvage
replacing	satisfactory
report	satisfied
reproduction	Saturday
request	savings
requirements	schedule
requires	school
requisition	secretary
rerated	section
rescinded	selectees
reservation	selective
reserve	semi
reside	senior
residing	sentence
respect	sentenced
respective	separately
responsibility	September
responsible	sergeant
restriction	serious

served	still
service	students
serviceable	suballotment
setup	subject
shared	submitted
shirt	subsequent
shortages	suffering
showed	sufficient
sickness	suitable
signal	sum
slouchy	summary
soldier	Sunday
solicit	supervision
sorted	supply
south	support
special	surgeon
specialist	suspended
specification	sustained
spirit	switchboard
staff	syphilitic
standing	system
starting	T
station	table
statements	tactical
status	taken

tank	transmittal
telephone	transmitted
temporarily	transport
temporary	transportation
tends	travel
tenth	treatment
termination	trial
territory	tried
testimony	triplicate
tests	troop
tetanus	truck
therefore	true
therein	tuberculin
thereon	Tuesday
thereof	typewriters
thoroughly	U
through	unassigned
Thursday	unavoidable
time	uncollectible
total	unit
tour	unnumbered
toxoid	unsatisfactory
training	unserviceable
transacted	unwilling
transfer	usual

utilities  
utilization

## V

vacancies  
various  
verbal  
verified  
vice  
vicinity  
violation  
void  
voucher

## W

waiver  
war  
warehouse  
warfare  
Washington  
Wednesday  
withdraw  
witness  
woolen  
worsted  
wrapper

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

An attempt has been made in this study to determine the general qualifications of secretaries and stenographers who are working with the reporting of military communications during the wartime emergency. Based on personal interviews with both army personnel and civilian employees, it is the opinion of the writer that it is possible to train the high school student in such a technical field and to develop in him an attitude which will enable him to secure employment and succeed to whatever extent he is inherently capable.

A better-than-average background is a 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, 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.

An adequate military 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 meaning of words that are dictated facilitates the recording and transcription of these words more than any one element could. For this reason it is imperative that the student have an intelligent knowledge of basic military terms and a wide range of acquaintance with words in general.

An attempt was also made to set up a plan for an adequate program of secretarial training in the reporting of military correspondence. To test whether or not the type of program was adequate to meet the demands of the army, interviews were conducted with both army personnel and civilian secretaries. These interviews were compiled to discover the requirements of the army, with the view of developing the student and planning his program to meet these requirements.

It was found that the most valued qualities for secretaries were, accuracy in transcription of shorthand notes, intelligence, responsibility, knowledge of army terms and form, dependability, and courtesy, in the order named.

Schools will lose their value as training agencies if standards are lowered; and actually the war effort would be retarded; therefore, only those students who have already acquired a proper foundation in English, spelling, and vocabulary should be enrolled for technical stenographic training.

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