AN OUTLINE FOR A COURSE IN STENOGRAPHIC TRAINING

FOR HIGH SCHOOL SENIORS

A Thesis Presented for the
Degree of Master of Arts

by

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THE OHIO STATE UNIVERSITY

1946

Approved by:

[Signature]
ACKNOWLEDGEMENT

The writer expresses her sincere appreciation to Dr. William H. Stone for his helpful guidance and his kindly criticism throughout the preparation of this study.
TABLE OF CONTENTS

CHAPTER

I. INTRODUCTION
   A. Reason for Choice of Topic............................... 1
   B. Purpose of Study and Method of Procedure............. 4
   C. Description of Situation................................. 5
   D. Delimitation of Study................................... 5

II DUTIES OF STENOGRAPHERS AND SECRETARIES
   A. Duties of Stenographers and Secretaries
      as Enumerated in Definitions......................... 7
   B. Duties of Stenographers and Secretaries
      as Determined by Daily Record....................... 15

III OUTLINE OF COURSE IN STENOGRAPHIC TRAINING
   A. Determination of Subject Matter Content
      of Outline............................................... 32
   B. Discussion of Subject Matter Content
      of Outline............................................. 36
   C. Outline of Course in Stenographic Training........... 58

IV SUMMARY...................................................... 63

BIBLIOGRAPHY
# List of Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Type of duties and frequency of each performed while stenographer for a period of forty days</td>
<td>16–17</td>
</tr>
<tr>
<td>II</td>
<td>Type of duties and frequency of each performed while secretary for first period of forty days</td>
<td>20–21</td>
</tr>
<tr>
<td>III</td>
<td>Type of duties and frequency of each performed while secretary for second period of forty days</td>
<td>24–25</td>
</tr>
<tr>
<td>IV</td>
<td>Type of duties and frequency of performance as stenographer, as secretary for periods of forty days</td>
<td>27</td>
</tr>
<tr>
<td>V</td>
<td>Dictation habits of senators</td>
<td>42–43</td>
</tr>
<tr>
<td>VI</td>
<td>Dictation habits of army officers</td>
<td>45</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

A. REASON FOR CHOICE OF TOPIC

The war emergency which brought a greatly increased demand for
stenographers has been a challenge to high schools and colleges to
prepare students for positions in the shortest possible time. Up until
this period, it was a generally accepted fact that approximately two
years of study, either in high school or college, was necessary to
prepare a student for stenographic work in a business office. But when
calls for office help began to exceed the number of persons available
for such positions, it was possible for students of limited ability and
training to secure work.

Now the picture has changed and the day has come when incompetent
persons will be refused employment as the competition for jobs stages
a natural revival.

The question foremost in the minds of business education teachers
planning a course of instruction in stenographic or secretarial training
for a peace time market will be, "What is meant by 'competent' as applied
to stenographers and secretaries?"

In order to determine this, there must first be a definition of the
terms, stenographer and secretary, which have been used interchangeably.
*Stenographic Work*, Occupational Abstract Number 51, comments on this
overlapping of duties performed by stenographers and secretaries:

By dictionary definition, a stenographer is one who
writes any system of shorthand; a secretary is one who is
employed to conduct correspondence, keep records or perform other services and transact other business; and a typist is one who operates a typewriter, but has no knowledge of shorthand. Strictly speaking, the stenographer in a business office takes dictation and subsequently transcribes her notes on a typewriter. The secretary, in addition, may relieve her employer of many minor administrative and executive responsibilities, assist him in other ways, and in general, act as his representative. Both the stenographer and the secretary may do routine typing.

Thus it is apparent that the difference between a stenographer and a secretary, in practice, is frequently a matter of terminology, for in the typical business office, stenographers—and typists also—are required to perform many like functions, such as receiving callers, reading and sorting mail, making appointments, organizing and maintaining files, keeping personal financial accounts for the boss, answering telephones, and buying office supplies.

In the words of E. G. Purvis, executive vice-president of Strayer College, Washington, D. C., in the publication of the National Council of Business Schools, "secretaryship as a Career Field," a secretaryship is distinguished from a stenographic position by these five points:

1. A close personal contact with the employer and a knowledge of the business secrets.

2. A decrease in the time spent typewriting or performing stenographic duties.

3. An increased reliance upon personal initiative, judgment, and knowledge of business.

4. The ability to direct and supervise clerical workers.

5. The taking of responsibility for carrying out the most important details and assuming many minor administrative duties.

1 Samuel Spiegler, Stenographic Work, pp. 1-5.

2Up the Ladder Via the Secretarial Route, The Business Education World, XXV (April, 1945), p. 452.
It can be ascertained from these five points that the secretary's job differs from that of the stenographer in the degree to which the traits of leadership, initiative, judgment, dependability, and perception are displayed and exercised; although, the duties performed may show no wide variance, that is, those having the greatest frequency.

There has been much talk about using the results of job analyses in stenographic training, but actually little use has been made of this method as a basis for determining stenographic training content.

Benjamin R. Haynes and Clyde W. Humphries, two leaders in business education, express the opinion that the planning of courses for the training of prospective stenographers will be aided by research, which will involve minute analyses of the work of stenographers. In their words:

In any type of school work leading to employment, one of the first problems of the teacher is that of ascertaining what jobs or duties are likely to be performed by the students upon their graduation or departure from high school....The basic subject-matter elements of each course, therefore, should be constructed in terms of the needs of the students. 3

The importance of outside contact for the business education teacher in keeping alert to the economic changes continually influencing course objectives was stressed by the New York Committee on "Trends and Factors Affecting Curriculum Revision in Business Education," when they reported:

The selection of subject matter depends upon the needs of the future. The teacher who attempts selection must be outside his classroom; he must be guided not only by his own personal estimation of what is demanded—he must get out into business organizations to find out what is going on; he must take inventory of those common business facts and practices already covered in the basic and related subjects now in the school curriculum and compare them with what business needs. 4

4 Business Education for Tomorrow, Eastern Commercial Teachers Association, Fourteenth Yearbook, p. 35.
B. PURPOSE OF STUDY AND METHOD OF PROCEDURE

Some teachers have found in making follow-up studies of graduates there was a fifty per cent loss between classroom achievement and job use. It became evident that training should be directed toward meeting the needs of actual stenographic jobs. Whatever is done in the process of learning, the final standard of readiness must be the ability to meet office requirements.

But what are office requirements? Herbert A. Tonne, leading business educator and Principal Training Specialist, United States Civil Service Commission, points out that learning standards are not job standards. He says:

Many schools train stenographers on the theory that dictators and office supervisors want stenographers who can, with 95 per cent accuracy, type at 60 words a minute, take dictation at 100 words a minute and transcribe at 30 words a minute. Trainees, who are working toward these goals are often told to omit the inside address, to make no carbon copies, and not to bother too much about margins. But supervisors—even stenographic pool supervisors—primarily interested in getting a specific number of mailable letters a day from each stenographer, do not think in terms of these learning standards. In the great majority of offices, these standards are not, and can not be used. What then, should be the objective of stenographic training?\(^5\)

It was the writer's purpose to determine on-the-job requirements for stenographers and secretaries and from this research to build an outline for a course in stenographic training for high school seniors with a background of one year each of typing, shorthand, and general business.

A daily record was kept for three forty-day periods while the writer was employed in these occupations. The two forty-day periods as a secretary were used because during the second period, two weeks, from August 26, 1945 to September 10, 1945, part of the work of another stenographer on vacation

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\(^5\) Herbert A. Tonne, "Office Standards As Bases For Training," The Business Education World, XXV (April, 1945), pp. 431 and 432.
was assumed by the writer.

In order to secure a more complete picture than that gained by the writer during the periods of employment, these results were used in conjunction with a list of duties derived from a group of definitions which represented the studies made by others, to determine the points to be included in the outline.

C. DESCRIPTION OF THE SITUATION

The research applying to the duties of a stenographer was carried on while the writer was a floor stenographer in the Senate of the West Virginia Legislature, Charleston, West Virginia, from January 10, 1945 to March 10, 1945. Each floor stenographer, being an attache of a senator, was responsible for the work of that man, and the work of any other senator whose attache was not a stenographer. An office supervisor assigned routine work equally to the thirteen stenographers in the Senate Clerk’s Office.

Data for the duties of a secretary were secured at Ashford General Hospital, White Sulphur Springs, West Virginia, while the writer was employed as a secretary to the Commanding Officer of that installation. In addition to the routine work and dictation in the office of the Commanding Officer, the writer took dictation from the Executive Officer, visiting general officers, inspectors, and the Sergeant Major.

D. DELIMITATION OF THE STUDY

It is recognized by the writer that the duties of stenographers and secretaries will vary in accordance with the particular business or section within a particular business where they are employed. However, there are certain duties common to these occupations, regardless of site or situation.
Charters and Whitley found this to be true in their outstanding study of activity analysis of secretaries. Eight hundred seventy-one duties were collected by an interview with one hundred twenty-five secretaries and their frequency of performance was determined by a check list questionnaire filled out by seven hundred fifteen secretaries. A later study was made by Kyker in which the duties of two hundred twenty-two stenographers in offices employing from one to three hundred, representing twenty-five kinds of businesses, located in sixty-eight cities in twenty-four states, were analyzed.

The writer was not attempting to duplicate such studies, which have been the basis for text books on this subject; but was only, through a more intensive study—a day by day recording of duties—endeavoring to determine on-the-job requirements for stenographers and secretaries in one particular section of the country.

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6 W. W. Charters and Isadore E. Whitley, *Analysis of Secretarial Duties and Traits*, pp. 11, 75.

CHAPTER II

DUTIES OF STENOGRAPHERS AND SECRETARIES

A. DUTIES OF STENOGRAPHERS AND SECRETARIES
AS ENUMERATED IN DEFINITIONS

In determining the most common duties performed by stenographers and secretaries, a survey was made of definitions, among which were the following:

The Dictionary of Occupational Titles, Part I, "Definition of Titles," which defines 17,452 jobs, discusses these occupations:

A stenographer takes dictation in shorthand of correspondence, reports, and other matter and transcribes dictated material, writing it out in longhand or using a typewriter. May be required to be versed in the technical language and terms used in a particular profession, may perform a variety of related clerical duties....

May take dictation on a stenotype machine....or may transcribe information from a sound producing record.

A secretary performs general office work in relieving executives and other company officials of minor executive and clerical duties; takes dictation....transcribes.....; makes appointments for executive and reminds him of them; interviews people coming into his office, directing to other workers those who do not warrant seeing the executive; answers and makes phone calls; handles personal and important mail, writing routine correspondence on own initiative. May supervise other clerical workers.1

Herbert A. Tonne, in a discussion concerned with the determination of the qualifications for actual stenographic jobs, says:

In general, office executives want stenographers who can produce an "adequate" number of mailable letters a day, or a sufficient number of pages of manuscript a week; who will keep office equipment and desks neat and clean; who will treat callers tactfully and courteously; who will willingly and efficiently perform any task to which they are assigned; who will be able to use the telephone properly, and so on.2


2 Tonne, op. cit., p. 452.
A study was made by a group of graduate students in the Department of Business Education at Northwestern University in the summer of 1944, for the purpose of gathering vocational information to be used in the preparation and training of stenographers. The first two questions asked were: "What are the activities of the stenographer? In detail what are his tasks and responsibilities?" The answers obtained to them in the order given, were:

The duties vary in proportion to the size of the office. Small firms employing one or two office workers will require persons familiar with all office routine. In large establishments, there is a considerable degree of specialization of the work with each employee doing only one or a few closely related duties.

The most frequently performed duties are: typing letters, answering the telephone, dictating simple letters, transcribing letters, using the telephone, addressing envelopes, inserting letters in envelopes, folding letters, ordering supplies of various kinds for the office, taking telephone notations or other memoranda, writing letters not dictated, sending telegrams.3

From the viewpoint of a Denver, Colorado, secretary of experience and ability, in a talk delivered to a commercial club, the stenographic requirements in an office have a vast range. She says:

From the transcription of simple letters, occasional copying, small statements, you may proceed to the preparation of long reports, complicated stencils, elaborate statements. ....The average executive, when he sits down to dictate, is concentrating on the formulation of his thought, and he may make grammatical errors, or his phrasing may be awkward, or he may repeat himself; but when the typewritten result is placed before him, he does not want to see any of this. You are expected to correct the errors, if any, to smooth out passages that are awkward, to suggest improvements perhaps; in short, to give your work a polish that will identify it with literature that is good.

3 "Vocational Information For Prospective Stenographers," A Compilation Prepared by Graduate Students of Northwestern University, The Business Education World, XXV (June, 1945), p. 557.

Webster defines a secretary as "one entrusted with secrets... one in another's confidence; a confidant; a confidential clerk, esp., one who attends to correspondence, records, etc.; or a private or confidential character."

Likewise, "a stenographer is one skilled in stenography; a writer of shorthand; one employed to do stenographic work," and stenography is "the art of writing in shorthand, by using abbreviations or characters for whole words; shorthand, especially, written form dictation or oral discourse; making of shorthand notes and subsequent transcribing of them."

Neither of these definitions clearly outlines the duties of stenographers nor secretaries, other than just the taking of dictation and transcription of notes.

In a discussion of the duties of one particular kind of stenographer, the authors of The Law Stenographer list among these, the taking of shorthand and typing, verifying references in the law library, assisting in brief making, assisting the secretary with the general office work, meeting the public, answering the telephone, making memoranda of appointments, and assuming complete charge of the outer office in the secretary's absence. As to the work of the secretary, they say:

One of the most important positions in the fields of business and the professions is that of the secretary, variously known as private secretary, office manager, and chief clerk. So completely do professional and business persons depend upon secretarial assistance that a modern office would become chaotic or static in a few hours if all secretarial help should be suddenly withdrawn. The executives do not undertake to carry a great mass of detail in mind. Stenographic clerks and other workers may have their respective niches in which they fit smoothly; the secretary must carry many details


6 Charles E. Baten, Samuel P. Weaver, and Raymond P. Kelley, The Law Stenographer, pp. 7 to 9.
in mind and coordinate all departments into one smoothly functioning machine. She looks to the executive head for authority and is responsible to him for results.

Among her activities are the supervision of the outer office and the work of the stenographers there, taking of dictation at high speeds and transcription of notes with rapidity, keeping of books of records and accounts, sending out monthly statements, responsibility for answering a large part of the routine mail, answering the telephone, interviewing callers, and the assignment of a definite place for everything and the keeping of everything in its place.

Colby Junior College, New London, New Hampshire, in setting up a training course for medical secretaries conducted a survey in which physicians of forty-five states and the District of Columbia returned 589 questionnaires. Two-thirds of the physicians agreed upon fifteen office duties they would require of their medical secretaries. The ranking of the fifteen was:

1. Take dictation of letters and transcribe from shorthand notes.
2. Make appointments by telephone.
3. File alphabetically.
4. Keep appointment records.
5. Record charges and credits to patients.
6. Interview patients and put them at ease.
7. Prepare monthly statements.
8. Order supplies.
9. Care for incoming mail.
11. Interview callers (non-patients) to decide whether to admit them for conference with doctor or to send them away.
12. Take dictation of reports to insurance companies and transcribe from shorthand notes.
13. Keep expense record.
14. Deposit checks and so on.
15. Take dictation of patients' histories and transcribe from shorthand notes.

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A group of business teachers compiled a report on opportunities in the field of stenography in which they discussed the occupational duties, making the following comments:

The stenographer usually has as the major portion of her work the taking of dictation in shorthand and the transcription of this material on the typewriter. However, only in a large office where there is minute division of labor into various routine jobs, does this constitute the only work which a stenographer does.

In most average size offices, general office work is the stenographer's task. This entails keeping files, answering the phone, receiving visitors, attending to incoming mail, composing letters to be sent out, taking charge of office supplies, and managing office housekeeping needs.

In smaller offices, the keeping of accounts may also be included in the gamut of the stenographer's activities. This necessitates the keeping of bank accounts (deposits and withdrawals), compiling the pay roll, and keeping a relatively simple set of books.8

Foster W. Loso, Director, Department of Business Education, Elizabeth Public Schools, Elizabeth, New Jersey, and Peter L. Agnew, in charge of Office Practice, New York University, state that a stenographer usually takes dictation and transcribes, but may, in addition, be expected to do other types of work such as billing and filing.9

Ida Mozelle Cutwright,10 in a survey conducted among one hundred firms in Sandusky, Ohio, employing two hundred fifty-three stenographers, found the stenographic duties listed by fifty-seven firms who hired beginners,

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were, in order of frequency: file, answer telephone, take dictation meet
callers, keep accounting records, organize files, make appointments, read
and sort mail, answer letters, write original letters, handle cash, sell,
take care of banking, and do shipping. The last four were written in by
employers. Of the two hundred fifty stenographers represented in this
survey, 54.5% received their specific preparation in high school only and
did not go to business school or college for further education.

Twenty employment managers, representing six hundred office workers,
were contacted by Stuart Wilson McFarland\footnote{Stuart Wilson McFarland, "Coordinating the Small Business Department Standards of Accomplishment with the Requirements of Local Business," p. 61. Unpublished Master's thesis, Ohio State University, 1943.} in a survey with a view toward
bringing together the standards of accomplishment in the small business
department and the requirements of local business. They gave as the duties
of the beginning stenographer: straight typing (copy work), filing, junior
stenographic, billing, addressing envelopes, card sorting, taking adver-
tising and news (telephone), inter-office correspondence, and general
office. In their opinion, the beginning stenographer rarely does steno-
graphic work to start, but works instead at a number of clerical and
general office duties to familiarize herself with office routine and to
prove herself dependable, accurate, neat and obedient to instruction.

A composite of the duties mentioned in these definitions reveals
that a stenographer and a secretary are responsible for:

1. Taking dictation in shorthand or on a stenotype machine
   of correspondence, reports, memos, and other matter;
   transcribing notes, and typing or writing them in
   shorthand.

2. Editing dictation—correcting grammatical mistakes, re-
   arranging awkward sentences, substituting a variety of
   words and phrases for one used to excess.

3. Making appointments for employer and reminding him of them.
4. Interviewing people and referring them to minor officials, if possible.

5. Answering and making telephone calls; taking telephone notations or other memoranda.

6. Handling personal and important mail; answering routine correspondence on own initiative.


8. Supervising other clerical workers.

9. Learning technical terms and the language of a particular profession.

10. Sending telegrams.

11. Cutting stencils.

12. Ordering office supplies of various kinds.

13. Keeping books of records or accounts and sending out monthly statements.


15. Guarding the secrecy of matters of a confidential nature.

16. Performing willingly and efficiently any task which may be assigned.

17. Hunting up material in reference books, encyclopedias, and dictionaries.

18. Addressing envelopes, folding letters, and inserting them in envelopes.

19. Assigning everything a definite place and keeping everything in its place.

20. Filing personal correspondence and records or those of a general nature.

21. Attending to banking activities, deposits and withdrawals.

22. Compiling the pay roll.

In this list no line of demarcation has been drawn between the duties of a secretary and those of a stenographer. No clear distinction has been
made as the writer feels that each occupation requires the same basic training and preparation.

A stenographic position can be used as a stepping stone to a secretarial one and then to executive positions within a business organization. Through dictation, filing work, preparation of reports, and general observation, a stenographer has greater opportunities to observe and learn the business in which she is employed than does a person with a position of greater responsibility whose time is taken up with the problems of that particular job and whose contacts are not so wide and varied. Among the hundreds of nationally known persons who came to the top of the ladder of success via the secretarial route were Woodrow Wilson, former President of the United States; Herbert Hoover, former President of the United States; Fulgencio Batista, former President of Cuba; Charles Evans Hughes, former Chief Justice of the United States Supreme Court; and Fiorello La Guardia, former Mayor of New York City. 12

In Part B of this chapter, the duties performed by the writer as a stenographer and a secretary are shown in tables, explained, and comparisons made. A list of these duties is then compared with those obtained in the preceding discussion and both are combined to show the activities of stenographers and secretaries.

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12 "Up the Ladder Via the Secretarial Route," op. cit., p. 452.
B. DUTIES OF STENOGRAPHERS AND SECRETARIES
AS DETERMINED BY DAILY RECORD

Table I is a record of the type of duties and frequency of each performed by the writer while employed as a stenographer for a period of forty days. No attempt has been made to show the length of the various articles typed nor the time spent on each piece of work.

Column 1 - Date, is self explanatory.

Column 2 - Personal Letters include all those letters transcribed and typed for Senators in which the style of the letter and the paragraphing, punctuation, capitalization, were left to the discretion of the stenographer, in most instances.

Column 3 - Bills to be introduced to the legislative body were typed from shorthand notes on long sheets with ten carbons.

Column 4 - Stencils were cut of each bill to be introduced after the typed copy had been checked and corrected by the Parliamentarian.

Column 5 - Titles or the opening paragraph of each bill to be introduced at that day's session were typed on long sheets, four to a sheet, with ten carbons, and were then distributed to those persons who had requested this service.

Column 6 - Mailing Lists for the Senate Journal, a daily publication, were prepared and submitted to the Clerk of the Senate by each Senator, and these in turn were incorporated into one large mailing list, in which all these names were arranged in alphabetical order.

Column 7 - Envelopes were typed for each letter and these together with the additional ones prepared for mailing bills or hand books were all recorded herein.

Column 8 - Machine Dictation was taken from the West Virginia State Code on corrections to be made in the content of bills being presented for discussion.

Column 9 - Reports were prepared by the four secretaries assigned to the various committees and the writer on this one occasion acted in this capacity.
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**MISCELLANEOUS**

- Two interviews
- Worked on mailing list, 450 names
- Proofread with another stenographer
- Used Daily Record Book on Bills
- Mimesograph Room

**MISCELLANEOUS**

- Typed two page article
- Caught up on typing
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*Envelopes used for mailing handbooks and bills
Column 10 - Memorandums were transcribed and typed from shorthand notes.

Column 11 - Miscellaneous included those activities for which a column had not been designated.

Rearranging the activities in accordance with the frequency of each as shown in this table, the typing of envelopes, the transcribing of shorthand notes and typing of letters rank as numbers one and two, followed by stencils, titles, mailing lists, memorandums, bills, machine dictation, and reports. Though mentioned in the Miscellaneous column, no definite measurement could be made of the time spent in proofreading every piece of typed material with another stenographer, or, likewise, in answering the questions of visitors and conducting them to the person or place sought.

In comparison with the duties of stenographers as defined in the first part of this chapter, the greatest deviation is in the use of the telephone. No telephone was present in the office where the stenographers worked and all calls were received by the secretary of the Clerk of the Senate, who then notified the parties concerned. Likewise, ordering supplies, keeping records, sending telegrams were other stenographic duties listed in definitions which were not performed during this period.

The writer does not wish to convey the impression that those duties not recorded during this period were unimportant and should be ignored in a course in stenographic training. Just as the Army, Navy, and Marines trained boys to meet emergencies which might never occur in their own experience in World War II, so, also, must the business education teacher anticipate the most common demands business will make of the student stenographers and give them this training, even though their particular job may never require it.
Table II is a record of the type of duties and frequency of each performed by the writer while employed as a secretary for a period of forty days. Twelve columns are used including the date column. An explanation of the titles of these columns follows:

Columns 2 and 3 - Letters were divided into two groups, personal and military, because the form for each was entirely different. Only one carbon was required for the former and the style used was arbitrary; while in the letter, no deviation could be made from the two carbons required or the formal set-up including file number, date, subject, to whom sent, and numbered paragraphs in the body of the letter. No salutation or complimentary close were used.

Columns 4 and 5 - Telephone calls were divided into two groups, local and long distance. The Commanding Officer was responsible for the conversation carried on in the local calls while the secretary listened in on all long distance calls and took shorthand notes. These notes were transcribed and typed upon request, but were always used as the source for names, places, figures, dates, or any other information given in the call.

Column 6 - Indorsements were a method of replying to a military communication by writing on the incoming communication itself rather than by preparing a new communication. It included file number and date of original communication, present date, place of origin, to whom sent, and a short statement concerning the subject of the letter or report. It was signed and returned with the original communication.

Column 7 - Telegrams were typed on printed forms in capital letters, similar to those used daily in business offices.

Column 8 - Envelopes were typed for each communication and the number listed here were used for forwarding checks to patients on furlough, sending photographs, recommendations, and such to headquarters, and do not include those required for the personal and military letters.

Column 9 - Recommendations for Promotion were prepared on printed forms with three carbons. The information was secured by the secretary from a file card, 66-1, from section chiefs, and from the Commanding Officer. For those above the grade of captain an organizational chart showing how this officer's position fitted into the installation was required. These had to be prepared and submitted to the service command headquarters by a certain date each month.
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* Long distance calls transcribed and typed
** Time sheets for civilian employees
*** Reports of Women's Volunteer Committee
Column 10 - Notes on Conversations included those interviews within the office and those long distance calls which were written up and sent forward as evidence in certain cases.

Column 11 - Memorandums to the chiefs of services and sections were included herein.

Column 12 - Reports, included Efficiency Reports on Officers, time sheets and a monthly report on the activities of the Women's Volunteer Committee. Efficiency Reports on Officers were prepared and sent forward to the service command headquarters each six months on January 1 and July 1. These reports were confidential and were not seen by the officers under consideration. Information was secured concerning the officer's service record, leaves, and placed on a work sheet. Remarks concerning the officer's work and his rating on certain personal qualities were secured and final typing was done by the secretary to the Commanding Officer, who personally checked and signed all of them. The two time sheets were kept for the civilians employed in the Headquarters Division, two stenographers, one file clerk, and the writer, and were turned in to the Civilian Personnel Division. A monthly report was prepared for the activities of the Women's Volunteer Committee on the post and forwarded by the fifth of each month.

Table I and Table II are alike in showing columns for letters, envelopes, reports, and memorandums. It will be noted, however, that the number of envelopes typed and the number of letters transcribed and typed was greater while the writer was employed as a stenographer than in this first period as a secretary. This was true of memorandums also. There is no comparison in the matter of reports which are far greater in number in Table II than in Table I due, no doubt, to several reasons; namely, their preparation in the Senate by the secretaries to committees, rather than by the floor stenographers; the greater number of reports required by the Army; and the writer's being the logical one to prepare them as they were signed by the Commanding Officer before being forwarded. Recommendations for Promotion were another form of report which could have been listed under this column except for the confusion which might have resulted in the reader's mind. From no use of the telephone as a stenographer to the taking of one hundred thirty-nine local calls and thirty-five long distance calls can be
explained by the presence of a telephone on the secretary's desk, the absence of the Commanding Officer from the office for meetings and inspection trips, and the necessity for a record of the conversations on long distance calls.

Telegrams, as recorded in Table II, were necessary as a method of quickly reporting to headquarters on important questions, while their use in the Senate was limited to committees and, therefore, the writer was not concerned with them.

In rearranging the columns of Table II in order of frequency, reports would be first, followed by envelopes, telephone calls, letters, endorsements, Recommendations for Promotion, telegrams, notes on conversations, and memorandums.

A parallel can be drawn between the titles, bills, and mailing lists of Table I and the Efficiency Reports, endorsements, and Recommendations for Promotion of Table II, in that each is peculiar to the particular type of business in which the writer was employed. This would be true in considering the duties of a social secretary, a legal secretary, a medical secretary, a church secretary; for example, each would have certain duties in common and each would perform certain duties pertaining to the nature of that particular business.
<table>
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<th>LETTERS</th>
<th>TELEPHONE</th>
<th>NOTES ON CONVER.</th>
<th>MEMOS</th>
<th>STENCILS</th>
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<th>ORDERS</th>
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<td>159</td>
<td>52</td>
<td>52</td>
<td>9</td>
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</tr>
</tbody>
</table>

** Long Distance calls transcribed and typed

*** Time sheets for civilian employees

**** Recommendations for Promotion prepared and forwarded

**** Report of Women's Volunteer Committee
Table III is a record of the type of duties and frequency of each performed during a second period of forty days while the writer was employed as a secretary. This table presents a truer picture of the daily activities of this particular position than does Table II during which period many hours were spent on the preparation of Efficiency Reports for Officers, which would only occur once every six months. In addition, it records the duties which were assumed while one of the stenographers in this division was on vacation.

Table III differs from Table II only in the addition of columns for Stencils and Orders, and in the inclusion of Recommendations for Promotion under Reports, instead of allotting a separate column to them. An explanation of the titles of these new columns follows:

Column 11 - Stencils were cut each day for the Daily Bulletin, a two page mimeographed announcement of the official meetings, notices, theater programs, and church services. In addition, stencils were cut for lists of personnel receiving decorations, those being transferred, and extracts of orders.

Column 13 - Orders were typed and later cut on stencils of those patients and military personnel going on furloughs or being transferred.

It will be noted that in Table III there was an increased in the number of endorsements prepared and in the number of separate envelopes typed. In each instance the increase was due to the assumption of part of the duties of the vacationing stenographer, as were the stencils cut and the orders typed. The total number of reports during this period decreased due to the absence of Efficiency Reports. A change in Civil Service Regulations during the month of July made it necessary to submit time sheets ever two weeks instead of every month, which explained the increase in this item.
<table>
<thead>
<tr>
<th>DUTIES</th>
<th>FREQUENCY OF PERFORMANCE AS STENOGRAPHER</th>
<th>FREQUENCY OF PERFORMANCE AS SECRETARY (FIRST PERIOD)</th>
<th>FREQUENCY OF PERFORMANCE AS SECRETARY (SECOND PERIOD)</th>
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<tr>
<td>Long Distance Calls</td>
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<tr>
<td>Machine Dictation</td>
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<td>Orders</td>
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</tr>
<tr>
<td>Time Sheets</td>
<td>-</td>
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</table>
Table IV presents in summary form the various duties and the frequency of each performed during the three periods recorded in Table I, II, and III. Comparisons of special interest to be noted are those of letters, in which the number transcribed and typed during the period as a stenographer was greater than during either period as a secretary; the use of the telephone which went from nothing during the period as a stenographer to a total of two hundred eleven and a total of two hundred four during the two periods as a secretary; and the great rise in the number of reports during the first period as a secretary as compared with the second period as a secretary and the period included as a stenographer.

From this table a list has been prepared of the duties performed by the writer while employed as a stenographer and as a secretary, including the following:

1. Taking dictation in shorthand of all correspondence, letters, reports, memorandums, bills, indorsements, committee reports, and other matter; transcribing these notes, and typing them in the proper form.

2. Editing dictation and proofreading, either alone or with the aid of another stenographer, all material typed.

3. Answering the telephone, initiating calls, and taking shorthand notes on all incoming and outgoing long distance calls, later typing notes, if required.

4. Typing bills, titles of bills, mailing lists, mailing stickers, orders, Efficiency Reports, and articles.

5. Cutting stencils.

6. Preparing Recommendations for Promotion of Officers on own initiative, and interpreting changes in form and requirements from circulars sent out by the headquarters of the service command.


8. Typing envelopes.
9. Taking dictation at the typewriter on changes to be incorporated into bills.

10. Taking shorthand notes on interviews, which were later typed and submitted as evidence.

11. Sending telegrams.

In addition, there are six duties which were performed by the writer during the three designated periods which were not recorded in the tables.

12. Interviewing callers, answering inquiries, and aiding in the locations of the person or place desired.

13. Making appointments and reminding officer of them.

14. Composing letters of acknowledgement for the receipt of presents and of appreciation for kindnesses or courtesies.

15. Keeping office equipment and desks neat and clean.

16. Filing personal letters in office file and sending the rest to a headquarters file. In addition, using rules of indexing in the preparation of one large mailing list for the Senate Journal which was a composite of the separate lists submitted by the Senators.

17. Learning legal terms in the Legislature and medical terms in the hospital, as well as, various sources of reference material.

This list of activities of stenographers and secretaries as experienced by the writer during the three forty day periods does not include these which were in the list obtained from the studies and researches of others:

1. Handling personal and important mail; answering routine correspondence on own initiative.

2. Relieving executive of minor executive and clerical duties.

3. Supervising other clerical workers.

4. Ordering office supplies of various kinds.

5. Keeping books of records or accounts and sending out monthly statements.

6. Compiling the pay roll.

7. Attending to banking activities, deposits and withdrawals.
Likewise, the duties of stenographers and secretaries as shown in the definitions made no mention of the following activities which the writer found to be common:

1. Taking shorthand notes on interviews, which were later typed and submitted as evidence.

2. Keeping time sheet.

3. Taking shorthand notes on all incoming and outgoing long distance calls, later typing notes, if required.

4. Taking dictation on the typewriter.

Therefore, the two lists can be combined to show the activities of stenographers and secretaries determined by the experience of the writer, as well as by the studies made by others. Each will supplement the other, thereby, guarding against the omission of any important activity.

1. Taking dictation in shorthand of all correspondence, letters, reports, memorandums, bills, and other matter; transcribing these notes and typing or writing them in longhand.

2. Editing dictation—correcting grammatical mistakes, rearranging awkward sentences, substituting a variety of words and phrases for one used to excess.

3. Addressing envelopes, folding letters, and inserting them in envelopes.

4. Answering routine letters on own initiative, composing letters of acknowledgement for the receipt of presents and of appreciation for kindnesses or courtesies.

5. Learning technical terms and the language of a particular profession.

6. Hunting up reference material in books, encyclopedias, and dictionaries.


8. Supervising other clerical workers.

9. Ordering office supplies of various kinds.

10. Keeping books of records or accounts and sending out monthly statements.
11. Keeping time sheets, and compiling the pay roll.

12. Attending to banking activities, deposits and withdrawals.

15. Making appointments for employer and reminding him of them.

14. Interviewing people and referring them to minor officials, if possible.

15. Keeping office equipment and desks neat and clean.

16. Assigning everything a definite place and keeping everything in its place.

17. Filing personal correspondence and records or those of a general nature.

18. Answering and making telephone calls.

19. Sending telegrams.

20. Taking shorthand notes on all incoming and outgoing long distance calls, later typing notes, if required.

21. Taking shorthand notes on interviews, which were later typed and submitted as evidence.

22. Taking dictation at the typewriter.

23. Guarding the secrecy of matters of a confidential nature.

24. Performing willingly and efficiently any task which may be assigned.

25. Cutting stencils.

26. Handling personal and important mail.

27. Straight typing, copy work.

This list will be used in Chapter III as the basis for the subject content of an outline for a course in stenographic training for high school seniors.
CHAPTER III
OUTLINE OF COURSE IN STENOGRAPHIC TRAINING

A. DETERMINATION OF SUBJECT MATTER CONTENT OF OUTLINE

In discussing the qualifications for stenographers, Rufus Stickney, head instructor in shorthand, Boston Clerical School, Boston, Massachusetts, remarks:

The pupil who selects the stenographic field should possess a good memory for contextual matter. She should be intuitive, quick to sense and interpret partly given or somewhat garbled messages and instructions; she should have and affinity for words, an excellent foundation in English, and a natural fluency in oral and written expression; she should be able to think and work fast, to meet emergencies without quailing, and to maintain a quota of work to be done within a time limit. She should thoroughly enjoy working in cooperation with other people, and she should be adept at fitting herself to the moods and idiosyncrasies of those with whom she collaborates.¹

Mr. Stickney's picture of a stenographer is every harassed businessman's dream and upon finding such a person, he would, no doubt, wonder what he had done to deserve this great fortune. However, it is not too idealistic, too visionary, for the business education teacher to achieve. Throughout his discussion is the underlying fact that training—the proper type of training—will result in the graduation of stenographers who can measure up to these standards. Louis C. Nanassy further elaborates on this point by saying:

The business teacher is expected to help students develop certain understandings of conditions and practices in the business world; to aid students to develop wholesome attitudes toward and an appreciation of institutions, practices, and conditions which

preval in the business world; and to teach certain skills and knowledges which may be reasonably considered as being within the province of the high school. To accomlish these objectives a teacher of business cannot be prepared wholly through class room work; he must look to the business world for experience to supplement his training and vicarious experiences.....Then he is better able to differentiate between the essential and non-essential, the important and the non-important topics presented in textbooks and other instructional aids.2

In determining the subject matter content of an outline for a course in stenographic training for high school seniors, the writer used the combined list of stenographic and secretarial duties obtained from the results of studies made by others and the tables recording the activities of the writer while employed as a stenographer and a secretary. The list was presented at the conclusion of Chapter II. All related activities were put under one subject heading as follows:

1. Taking dictation, transcribing and typing correspondence, reports and memorandums.
2. Editing dictation and proofreading.
3. Typing envelopes, folding and inserting letters..................DICTATION AND TRANSCRIPTION
5. Learning terminology of particular job.
7. Relieving executive of administrative and clerical duties.
8. Supervising clerical workers..............OFFICE ORGANIZATION
10. Keeping records and sending out monthly statements.
11. Banking activities, deposits and .......RECORDS AND BANKING ACTIVITIES
12. Keeping time sheets and compiling pay rolls.
13. Making appointments for employer and reminding him of them..............OFFICE CALLERS

15. Keeping office equipment and
desks neat and clean.
16. Finding a place for everything ......OFFICE HOUSEKEEPING
and keeping everything in its
place.
17. Filing of personal correspondence ....FILING
and office records.
18. Answering the telephone and
initiating calls.................TELEPHONE AND TELEGRAPH
19. Typing telegrams.
20. Taking notes on interviews,
later typing.
21. Taking notes on all incoming ........CONVERSATIONS AND INTERVIEWS
and outgoing long distance calls,
later typing.
22. Taking dictation on the typewriter....DICTATION AND TRANSCRIPTION
24. Willingly and efficiently performing .OFFICE ETHICS
any task assigned.
25. Cutting stencils.................STENCILS
26. Opening mail, answering routine
correspondence..................DICTATION AND TRANSCRIPTION
27. Typing articles and doing copywork....DICTATION AND TRANSCRIPTION

Rearranging these, the writer placed office organization, office
housekeeping, office callers, and office ethics as subdivisions under one
heading, "orientation." Filing and filing procedure was placed next because
this knowledge will be needed by the student in keeping an orderly arrangement
of materials dictated, transcribed and typed during the course.

Letters, reports, and memorandums were included under "dictation and
transcription," as each of these will be dictated to the stenographer, then
transcribed and typed. Dictation at the typewriter and straight copywork
were included under this topic also. Conversations and interviews were
placed next as they were closely related to dictation and transcription,
differing only in the manner of recording notes and the mechanical set-up of the typed matter.

Telephone and telegraph were listed in fifth place; stencils, sixth; and records and banking activities, seventh. Work application,³ the last topic, includes the steps in applying for a job, personal appearance, and business personality, and was not obtained from the list of duties given in Chapter II, but was added by the writer. A listing of the topics in order were:

1. ORIENTATION
   a. Office organization
   b. Office housekeeping
   c. Office ethics
   d. Office callers

2. FILES AND FILING PROCEDURE
   a. Types of files
   b. Methods of filing

3. DICTATION AND TRANSCRIPTION
   a. Letters—dictated and composed
   b. Reports
   c. Memorandums
   d. Dictation at typewriter
   e. Typing problems

4. CONVERSATIONS AND INTERVIEWS
   a. Dictation
   b. Transcription and typing

5. TELEPHONE AND TELEGRAPH
   a. Telephone usage
   b. Telegrams

6. STENCILS
   a. Method of cutting
   b. Use of mimeograph machine

7. RECORDS AND BANKING ACTIVITIES
   a. Time sheets and payrolls
   b. Charges and monthly statements
   c. Deposits, withdrawals, and reconciliation of bank account

8. WORK APPLICATION
   a. Steps in applying for a job
   b. Personal appearance
   c. Phases of a successful business personality
   d. Field of work and promotional opportunities

Each topic in this outline will be discussed, emphasizing its importance in stenographic training as shown by its frequency in the tables and by the opinions expressed by leading business men and business educators.

B. DISCUSSION OF SUBJECT MATTER CONTENT OF OUTLINE

ORIENTATION. The writer first became acquainted with the term "orientation" when, as a Civil Service employee, attendance was required at an "Orientation Program" each Wednesday afternoon. This program was under the direction of the Special Service Office and included talks by visiting general officers and motion pictures depicting the role being played by the army and civilian workers in World War II. The listener returned to routine tasks with a much clearer idea of just how this cog fitted into the whole wheel.

Few students enrolling in a stenographic course have any conception of the place of a stenographer or secretary in a modern business organization. Their ideas have been gained by seeing glamorous Olivia de Havilland and Paulette Goddard portraying this role on the screen with emphasis being placed on how they married the boss rather than on the type of work they did.

In order to acquaint the student with the organization and work of a modern business office, the writer placed "orientation" as the first topic in the outline. It is often defined as a consciousness or recognition of one's environment. This recognition of environment will shorten the adjustment period for the newly hired stenographer, giving her an assurance which will react favorably on those with whom she works.
Visual aids—pictures, charts, motion pictures—are all methods of stimulating the interest of students in stenographic and secretarial work. Trips through local offices or a talk by an experienced stenographer or secretary will raise questions in the minds of students which will provide the basis for an interesting class discussion.

Among the recent films released for school use is "Taking Dictation and Transcribing," which shows in great detail various secretarial techniques used by Ruth Barrows, secretary to Mr. Hobbs, a hard-to-please boss. The procedures depicted will be of great interest and value to students who have not yet obtained actual business experience. The filmstrip opens with a demonstration of an efficient way of answering a call for dictation, proceeds to show the way Miss Barrows keeps her notes in order, and how she interrupts and slows down Mr. Hobbs when his dictation is too fast. A modern, up-to-date secretarial desk is shown together with ways of arranging and handling materials. The handling of carbons, the use of a copy holder, correct sitting position, and proofreading material while it is still in the machine are demonstrated. The transcribed letters arranged for Mr. Hobbs' signature are shown and the film ends with a message to the students from Miss Barrows. In an epilogue, Dr. John Robert Gregg speaks a few words of encouragement to beginning stenographers.

As is common in the association within the family group, within the club, and within the class room, members will know things of which the outsider is unaware. Volunteering information on these personal matters to a non-member is frowned upon by any of these groups. The relationship existing within an office is the same and the stenographer by taking

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dictation is placed in a position of trust and confidence. This brings into discussion the subject, "office ethics," or code of conduct. It involves the proper use of working time, the avoidance of gossip, loyalty to employer and attitude toward fellow workers.

In every business office the responsibility of receiving callers and making appointments is given to someone. One person will be designated as the receptionist in a large office, but in a small office this duty will be assumed by the stenographer or secretary. The caller should be regarded as a guest and treated with courtesy and consideration, for the success of any business depends both on the friends that are made and the enemies that are not made. This situation involves the use of tact, diplomacy, and a definite method of procedure in screening the important callers from the unimportant.

With this preparation, which is shown in greater detail in the outline, the student will begin to understand that a stenographer's job is more than just taking dictation and typing.

**FILES AND FILING PROCEDURE.** In every business there accumulates much reference material—letters, records, reports, clippings, bills—most of which is so important that it should not be destroyed. It must be sorted and kept in some kind of order so that it will be available instantly whenever someone desires it; therefore, every file, irrespective of the system used, must perform two functions: (1) properly store and preserve papers and records; and (2) produce them when desired.

It has been found by research that it costs the businessman or the government one cent for each paper filed. If the filing system is inefficient, the business or the government has extra costs in supplies, due
to wasted or inefficient use of equipment and materials; in time, due to the delay in hunting missing materials and inaccurate decisions made because of the inability to locate necessary papers; and in labor, because of prolonged searches for needed papers.

It is easy to see why a knowledge of filing is an important part of the basic training of a stenographer, who may be required to locate correspondence in a central file in addition to caring for personal papers or those constantly needed by her immediate employer.

The secretarial or stenographic student needs to understand the organization and operation of modern office filing systems for several reasons:

1. The first job of many who later become stenographers or secretaries is that of file clerk.

2. Many stenographers, and practically all secretaries, must maintain separate, independent files for the departments in which they are employed or for the executives to whom they are responsible.

3. Stenographers and secretaries in larger offices have duties that involve the indirect or direct use of the central files. In many offices, it is the secretary, and not the file clerk, who determines how certain materials should be filed; and in many respects the secretary needs as broad an understanding of the purposes of filing systems as the file supervisor.

The person who can file a letter and find it when it is wanted has one of the indispensable qualifications of a good secretary.5

In this unit, all types of files, including spindle, Shannon, box, and vertical files should be displayed and explained to students. After the alphabetic, numeric, subject, and geographic methods of filing are studied, then a file should be set up to take care of records and reference material used in the class, and an individual file for the material dictated, transcribed and typed by each student during the course.

5 Loso and Agnew, op. cit., p. 327.
DICTATION AND TRANSCRIPTION. One of the first questions asked by the beginning stenographer is, "How fast do men dictate?" The only answer that can be given is that it depends on the man and on the type of work being dictated. When the dictator is thinking as he dictates, he makes such long pauses that the stenographer will have to make a studies effort to keep her attention from wandering. If the dictator picks up something he can read, he is likely to forget that the person taking notes is not a court reporter and read it at a very fast rate. Usually, however, the stenographer will require more time than the dictator is consuming to finish the paragraph, and will be one or two sentences behind him.

Opinions differ as to the rate of speed which should be required of high school graduates. A survey\(^6\) conducted among one group of business men revealed that the minimum shorthand speed acceptable to them varied from sixty words to one hundred words per minute, with the median speed at eighty words per minute. In another survey\(^7\) among employers it was found that beginning stenographers were given employment tests on dictation and transcription at the rate of one hundred words per minute. This same rate of one hundred words per minute was found to be required by business in the Northwestern University study. A speed of ninety-six words per minute was set as the standard in a test given by the Civil Service Commission, taken by the writer in 1945.

Table V shows dictation habits of the state senators from whom the writer took dictation in the West Virginia Legislature. The rate of

\(^6\) McFarland, op. cit., pp. 54-55.


\(^8\) "Vocational Information for Prospective Stenographers," op. cit., p. 557.
Dictation was labeled slow, medium, and fast according to the usual standards in a shorthand class. A relationship could be noted, in some instances, between the occupation of the dictator and the type of English and sentence structure used. In the case of "G"—a banker—all words were carefully chosen, letters composed slowly and deliberately, and definite indications given of sentences, punctuation, and paragraphing. Likewise, in the case of "D"—a promoter of real estate and various schemes—difficulty was experienced in organizing letters as so many ways of saying the same thing occurred to him that he had difficulty in choosing the most appropriate.

The length of letters varied from very short to long, the latter meaning two pages, single spaced. The determination of the set-up of letters was left, in all instances, to the stenographer and one carbon was made, except in the case of "E" who wanted only a list of the names and addresses to whom the letters were sent.

The peculiarities or idiosyncrasies of the dictators varied from those of "A" who stopped in the middle of his dictation to hurry to a meeting and expected the stenographer to hunt him up during the day to finish the letters or reports, to "F" who had read his mail, had his answer in mind before he started dictating, and then proceeded to race along as though he and the stenographer were the finalists in a hundred yard dash. "B" and "G" talked during dictation about the personalities of the people to whom they were writing and the current topics of interest that day. "D" depended on the stenographer's aid in determining whether he had said "enough" in each letter. In most instances, the stenographer was asked to read back all notes, either at the end of the letter or else at the end of each completed thought.
<table>
<thead>
<tr>
<th>Dictator</th>
<th>Occupation</th>
<th>Rate of Dictation</th>
<th>Correct English Usage</th>
<th>Length of Letters</th>
<th>Carbon Copies</th>
<th>Set-Up of Letters</th>
<th>Idiosyncrasies</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Merchant</td>
<td>Medium</td>
<td>Used wrong tense of verb, repeated word in sentence; no indication as to length of sentence or paragraphing.</td>
<td>Short</td>
<td>One</td>
<td>Left to stenographer</td>
<td>Usually in hurry, rushed to meeting while in midst of dictation</td>
</tr>
<tr>
<td>B</td>
<td>Teacher</td>
<td>Medium</td>
<td>Repetition of word within sentence, use of &quot;and&quot; to excess; no clear indication of paragraphing or length of sentence.</td>
<td>Short</td>
<td>One</td>
<td>Left to stenographer</td>
<td>Sorted mail, answered only most important, used form letters to a great extent, talked during dictation about people to whom writing, asked letters to be read back.</td>
</tr>
<tr>
<td>C</td>
<td>Banker</td>
<td>Slow</td>
<td>Words carefully chosen, letters composed slowly and deliberately; indicated sentences, punctuation, paragraphing.</td>
<td>Medium to Long</td>
<td>One</td>
<td>Left to stenographer</td>
<td>Sorted mail, answered only most important. Very deliberate in thought, all parts of letter read back.</td>
</tr>
<tr>
<td>D</td>
<td>Promoter</td>
<td>Slow</td>
<td>Had difficulty in organizing letters, would change wording.</td>
<td>Short</td>
<td>One</td>
<td>Left to stenographer</td>
<td>Answered all correspondence received. Asked advice of stenographer as to whether he had said enough.</td>
</tr>
<tr>
<td>DICTATOR</td>
<td>OCCUPATION</td>
<td>RATE OF DICTATION</td>
<td>CORRECT ENGLISH USAGE SENTENCE STRUCTURE</td>
<td>LENGTH OF LETTERS</td>
<td>CARBON COPIES</td>
<td>SET-UP OF LETTERS</td>
<td>IDIOSYNCRASIES</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------</td>
<td>------------------</td>
<td>----------------------------------------</td>
<td>------------------</td>
<td>---------------</td>
<td>------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>E</td>
<td>Teacher and Insurance Salesman</td>
<td>Medium</td>
<td>Very deliberate in choice of words, definite indication as to length of sentences.</td>
<td>Medium</td>
<td>None*</td>
<td>Left to stenographer</td>
<td>Dictated a number of letters at one time, sorted mail and then answered only most important, used form letters quite often.</td>
</tr>
<tr>
<td>F</td>
<td>Doctor</td>
<td>Very fast, uneven</td>
<td>Sentences long, containing many clauses, no clear indication of paragraphing or punctuation.</td>
<td>Long</td>
<td>One</td>
<td>Left to stenographer</td>
<td>Very businesslike, completed work with dispatch.</td>
</tr>
<tr>
<td>G</td>
<td>Lawyer</td>
<td>Medium</td>
<td>Deliberate in choice of words; concise, well-phrased sentences, definite indication of sentences and paragraphs.</td>
<td>Very short</td>
<td>One</td>
<td>Left to stenographer</td>
<td>Stopped in midst of dictation to attend to callers or any other matter. Talked of family, current topics as he dictated.</td>
</tr>
<tr>
<td>H</td>
<td>Lawyer</td>
<td>Fast and uneven</td>
<td>Deliberate in choice of words, large vocabulary.</td>
<td>Medium to long</td>
<td>One</td>
<td>Left to stenographer</td>
<td>Did not dictate names or addresses, put number at top of letter and stenographer put same number on notes.</td>
</tr>
</tbody>
</table>

* Wished only list of names and addresses to whom letters were written
The dictation habits of the army officers from whom the writer took dictation daily are shown in Table VI. The rate of dictation varied from medium to very fast and the length of letters from short to very long. Dictators "A" and "B" were very careful in their choice of words and sought to convey their thoughts in a minimum number of words. Dictator "C", on the other hand, believed in using the maximum number of words and his dictation required editing to revise and shorten sentences and to correct grammatical errors.

Two types of letters were dictated and transcribed, official and personal. The mechanical set-up of the former was prescribed by the War Department and rigidly adhered to, while the latter was left to the decision of the secretary. Dictator "C" was used to the style adopted by his former secretary and did not wish any changes made.

In viewing dictation idiosyncrasies, "A" and "B" were very similar to the state senators. However, "C" chewed on a cigar or smoked while dictating at a rapid rate and became angry if asked to repeat a name or figure. While waiting for material being typed, he would pace the floor until it was completed. He disregarded lunch hours or closing time and often dictated for a period of thirty minutes after the whistle had blown.

A comparison of Tables V and VI reveals that the rate of dictation varied from slow to very fast and the length of letters from short to very long. The mechanical set-up was usually left to the discretion of the stenographer or secretary. Editing dictation and the suggesting of suitable answers was another responsibility placed on the one taking the dictation. The last column, peculiarities or idiosyncrasies of dictators, emphasized the necessity for the stenographer or secretary being able to adapt herself to the individual differences of dictators.
<table>
<thead>
<tr>
<th>DICTATOR</th>
<th>GRADE AND POSITION</th>
<th>RATE OF DICTATION</th>
<th>CORRECT ENGLISH AND SENTENCE STRUCTURE</th>
<th>LENGTH OF LETTERS</th>
<th>CARBON COPIES</th>
<th>SET-UP OF LETTERS</th>
<th>IDIOSYNCRASIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Captain, Adjutant</td>
<td>Medium</td>
<td>Deliberate in choice of words; wished to convey idea in fewest words and still retain clarity of thought.</td>
<td>Short</td>
<td>One*</td>
<td>Left to secretary</td>
<td>Turned over letters to secretary to answer or gave her few words on answer. Depended on secretary to know rules for military correspondence.</td>
</tr>
<tr>
<td>B</td>
<td>Major, Executive Officer</td>
<td>Medium</td>
<td>Words carefully chosen, clear, concise sentences. Definite indication as to paragraphs and punctuation.</td>
<td>Short</td>
<td>One</td>
<td>Left to secretary</td>
<td>Thoroughly acquainted with military correspondence, could aid secretary in case question arose.</td>
</tr>
<tr>
<td>C</td>
<td>Colonel, Commanding Officer</td>
<td>Very fast</td>
<td>No indication of paragraphing or punctuation. Used awkward phrases, excessive use of and, but, so, to join unrelated clauses.</td>
<td>Very long</td>
<td>One</td>
<td>Left to secretary</td>
<td>Became angry if asked to repeat names or figures in dictation. If in hurry would walk floor until secretary finished copy. Started dictating at noon or before closing hour.</td>
</tr>
</tbody>
</table>

* The number of carbons required for military correspondence were set by War Department.
Business Letters

There is one activity in business that facilitates all its functions, that puts them into operation and keeps them running. It is correspondence. Letters, letters, and more letters are required to make a business and to make it succeed. "Say it in writing," is the unwritten law of business.

In answer to the question, "Is there much business letter writing?", W. H. Conant, a leading business man and member of Coanant, Clawson and Company, New York City, remarks:

Consider New York City with a population of 7,000,000. New York receives and dispatches 18,620,000 pieces of ordinary and registered mail daily. That is two and a half letters, or something for every man, woman, child, and baby. It would take a lot of theorizing to apply these figures to the average large office building in New York. They mail out daily about 563 pieces of mail per concern and receive about 145. As some of the tenants in that building have only a single office room while others occupy whole floors, it is apparent that some of them have to write a thousand letters a day.9

Not only is the writing of letters important because of the significance of the great number written, but also because of the cost involved.

The average cost of business letters has been estimated to be about thirty cents; five cents for stationery and postage, thirteen cents for the stenographer's time, and twelve cents for the dictator's time. When this thirty cent cost is multiplied by the thousands of letters sent out by many businesses, the importance of the cost of letters is apparent.10

Dr. Thomas Topper, who for some years worked with the noted journalist and editorial writer, Arthur Brisbane, in discussing the "design of the business letter" states, "There are three primary factors concerned in every good piece of business correspondence: the message as expressed by the person who dictates it to the stenographer who will produce the

blueprint from which it is hoped the reader will act."

The dictator is responsible for the purpose of the letter. He should be, but often is not, one who can say what he has to say in words of exact meaning, clearly and concisely expressing his thoughts with a minimum use of words.

The stenographer is responsible for the appearance of the message on paper. She should be gifted in the art of arranging dictation so efficiently and effectively that the recipient is actually tempted to read what is before him because the layout intrigues his imagination.

All this implies that in the matter of a letter, three people are equally concerned. The third, the human being who receives and presumably is to be influenced by the correspondence, is the committee of one who is the most important, since it is the writer's intention that he shall act favorably upon the message of the letter. Letters have much competition among themselves for attention; the good ones get it; the others get what is left over.

That the transcription of letters should form a very definite part of the training of stenographers and secretaries is evident from the fact that in the Charters and Whitley study this item holds third place in a frequency of 871 duties checked by 725 secretaries. Likewise, it was found that letters ranked second in the frequency of duties performed by the writer during the three periods covered in this study. A total of 667 letters were transcribed and typed.

Both business men and business educators have urged the adoption of the mailable letter standard as a measuring rod for class assignments.

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12 Charters and Whitley, op. cit., p. 75.
The term mailable means a transcript that makes sense, is clean, well centered, free of strikeovers, spelling errors, incorrect punctuation, wrong word division, and free of errors that have not been cleanly corrected. Students thus trained will be able to turn out mailable transcripts on the first typing, resulting in a saving of time and money to their employers.

Often the stenographer is told to write "the usual letter to the X, Y, Z Company." Sometimes a few essential points are given by the employer in regard to the answer; but, even then, the final composition of the letter is the stenographer's job. Practice in answering inquiries, acknowledging kindnesses and favors, and requesting information should be a part of the stenographer's training in letter writing.

The proper method of addressing envelopes, assembling letters for the dictator's signature, folding and inserting letters in envelopes, are related skills that should be included in training pertaining to letter writing.

Reports and Memorandums

A duty of every stenographer or secretary at one time or another is the preparation of reports. These may vary from very simple committee reports to long reports including graphs and tables.

Only one report—a committee one—was prepared by the writer while employed as a stenographer. This number increased to 324 during the first period as a secretary and dropped to nineteen during the second period. These reports varied from very simple printed forms to be filled in on the typewriter to a long report on recommendations for improvements to the installation over a five year period.
In the mechanical arrangement of the report the stenographer or secretary has an exceptional opportunity to display all the qualities for which an employer is willing to pay a good salary. Headings and subheadings must be properly placed so as to facilitate references, all quotations must be checked and verified, tables, charts, and graphs must be prepared.

Practice in taking dictation on straight subject matter as well as the mechanical set-up of the report, itself, must be a definite part of any course in stenographic training.

Memorandums are informal messages to members of the office force and are often included under the topic, "inter-office communication." Usually printed forms are available and the date, persons concerned, message and dictator's signature are typed in the designated spaces.

A total of twenty-six memorandums were transcribed and typed by the writer during the three forty day periods. The majority of these were typed on standard size paper and never over one page in length.

Dictation at the Typewriter

Materials dictated at the machine are infrequent, but when they do occur they take the form of correspondence and memoranda largely. Students who have had no practice in taking the work verbally while seated at the typewriter can be quite confused by the novelty of the experience. With even limited practice, however, the technique peculiar to direct dictation can be mastered and nervousness and errors reduced to a minimum.

In a survey conducted among employers and former graduates, it was

14McFarland, op. cit., p. 81.
found that the materials dictated directly to typists were letters, memoranda, tabulation, and forms. In the Legislature, the writer took dictation at the typewriter on changes in legislative enactments; while at the hospital, only forms, short letters, and memorandums were dictated at the machine.

Typing Problems

The ability to turn out mailable letters, well arranged reports, and neatly typed transcripts of articles is equal in importance to the ability of the stenographer or secretary to take dictation and transcribe her notes. They are concomitant skills, each dependent on the other for the achievement of the end result, whether it be the sending of a telegram or the yearly report to the stockholders of a business organization.

Some business teachers speak of the development of a "sense of placement" which enables students to look at shorthand notes, rough drafts, or tabulated material and arrange them on the typed page without the use of any mathematics. However, this is a result of practice as is the ability to judge distances in serving a tennis ball or in landing a plane.

The writer once heard a college instructor say that even a mediocore report could often pass as a good one, if the typist knew her business.

There are cases of isolated typing in stenographic work which do not involve the transcription of shorthand notes, but merely the filling in of printed forms, cards, or straight copy work.

It is, therefore, important that the stenographer have an adequate speed in typing. Opinions differ as to what this speed should be. In a survey conducted in Cleveland, Ohio, in 1940, Phillips, op. cit., p. 51 it was found that the
average typing rate required for stenographers was fifty to sixty words per minute. A list of the abilities required by a stenographer in another survey revealed that a typing speed of forty-five to fifty words per minute was needed. The minimum net typewriting speeds acceptable to employers in one locality ranged from thirty to sixty words per minute with a median speed of forty-five words per minute. A speed of forty-five words per minute with a total of not more than five errors on a fifteen minute test was the standard set by the Civil Service Commission on a test taken by the writer in 1945.

Both accuracy and speed in typing should be emphasized in training stenographers through drills in typing letters, cards, envelopes, and straight copy.

CONVERSATIONS AND INTERVIEWS. When called upon to take shorthand notes on the conversation carried on during an interview or a long distance call, it is the instinctive reaction to the stenographer to reply, "I'm not a reporter." However, with practice this feat becomes much easier and the stenographer can concentrate on the conversation and forget to be nervous.

Some training should be given students so that the confidence of the beginning stenographer in her own ability will not be lost by this unexpected assignment to take notes on meetings, interviews, conferences, or telephone calls, and her poor showing as a reporter result in loss of faith by the employer in her ability. Seldom are verbatim notes required, that is, a record of every single word spoken. Naturally, it is the goal, but usually, getting the thought is the important thing.

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16 "Vocational Information for Prospective Stenographers," op. cit., p.557.
During an interview, the interviewer will be conscious of the stenographer's presence and will speak in a slower manner than he normally does. The answers may vary in rate of speed depending on whether the person being questioned is a rapid speaker, is over-wrought, or whether he weighs his words and composes his thoughts before voicing them. There is no gauge, however, of the rapidity with which the parties to a long distance call will speak. The best advice seems to be, "hand on and get the main idea." Questions should be indicated during the conversation by intonation and punctuation, so there will be no doubt in the stenographer's mind, during transcription, as to who said what.

In the transcription of notes it is necessary for the stenographer to use judgment in editing them. Blanche Kirkland discusses the proper method of taking minutes and remarks:

If your notes are verbatim, your main problem is reading them correctly. Few people realize, however, the disjointed and sometimes ungrammatical manner in which the average person speaks, and the difficulty this presents the verbatim reporter. In most cases, by skillful editing, poor grammar and involved sentences can be smoothed out without changing the thought.18

Sitting in on conferences and meetings is a common duty of many stenographers and secretaries. Conference reporting is an advanced type of reporting in the opinions of Clyde I. Blanchard and Charles E. Qoubek.19

To begin with the conference reporter must report several speakers—anywhere from two to twenty or more—and he must attribute each contribution to the proper person. In order to do this he must write the name or make some indication of each speaker before he begins to write what the speaker says, so that he is constantly writing behind the speaker.19

The writer, during the two periods as a secretary, took shorthand notes on eighty-seven long distance calls, nine of which were typed and kept in

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18 Blanche Kirkland, "Take the Minutes, Miss Jones!" The Gregg Writer XLIV (December, 1942), p. 173.
the files or used as inclosures in letters. Notes were taken on eight interviews, all of which were typed and used as evidence. The six official reports listed in the second period were prepared by a group of officers who each contributed ideas at a conference and the shorthand notes taken at those times were the basis for the final copies.

Class interviews, chapel programs, recordings, and radio programs can all be used as a means of training stenographers in taking dictation on more than one speaker.

**STENCILS.** During the war period stencils assumed a new importance because of the low cost of mimeographed matter in comparison to printed matter. Government regulations and the great increase in business and production meant additional paper work. Many organizations employed typists who did nothing but cut stencils and others who ran them off on the mimeograph machine. Small organizations expected stenographers to do this along with their usual duties.

It is a common practice for business men in peace times, as well as in periods of emergency, to use a duplicated form of letter in order to decrease the cost of circularizing a mailing list. Stencil duplicators are widely used for preparing copies of bulletins, instructions, and reports of all kinds when it is desirable to prepare them inexpensively and in quantity.

The artistic arrangement of material on the stencil, which is the result of preliminary planning, has a very definite relationship to the readability of the mimeographed copy. Disregarding the precautionary method of planning is responsible for much ill-planned and unattractive work, with line lengths and spacing arrangements entirely out of proportion.
to the size and shape of the impression paper used.\textsuperscript{20}

A total of sixty-three stencils was cut by the writer while employed as a stenographer. They were copies of bills which were to be presented to the Legislature and contained tabulations and columns of figures. The twenty-nine stencils cut by the writer while employed as a secretary were "The Daily Bulletin," which contained announcements of meetings, entertainments, lost and found articles, and articles for sale. Since it was circulated throughout the hospital, it was necessary that it be arranged in the most attractive manner possible.

Students preparing for stenographic positions should have adequate training in cutting stencils and in running them off on the mimeograph. Emphasis should be placed on the part the typewriter plays in the clearness of the mimeographed copy due to the clearness of type bars and the touch used by the typist. Unless the job is simple, it is advisable to work it out on a "dummy" sheet first, and through this practice the students will acquire the skill necessary to visualize the completed stencil and proceed without this preliminary typing.

**TELEPHONE AND TELEGRAPH.** The telephone is one of the most commonly used and one of the most essential of the various means of communication. It speeds commerce, aids the operation of many necessary services, and helps to bring the people of the world together.

Telephone engineers have done everything possible to make the telephone one of the most useful business and social institutions. The telephone companies have spent millions bringing the telephone to its present state of mechanical perfection.

But when all is said and done, the final usefulness of the telephone rests squarely on the shoulders of the one who uses it. On the face of it, it seems that the humblest intelligence is capable of listening at one end of the telephone and talking into the other end—but there is much more to it than that.

It is necessary that the potential stenographer should realize how much the person answering the telephone can do, both to create good will for that particular company and to save time for everybody. It is the policy of every business office to win friends and to hold them and the telephone is an important means of either accomplishing or preventing this. The telephone carries more than the voice of the stenographer; it transmits a vivid picture of her personality and indirectly the personality or character of the business employing her.

Telephone courtesy and efficiency are so important to the success of a business that they must be taught to students, practiced by them before they go into the business world, and improved once they have work.

While employed as a secretary the writer answered two hundred ninety-eight local calls and eighty-seven long distance calls. All outgoing long distance calls were placed by the secretary, involving the use of War Department and service command directories. Though no calls were taken while the writer was employed as a stenographer, this duty is a common one for the stenographer, according to the definitions and studies quoted in the first part of Chapter II.

The telegraph service is one of the quickest means of sending messages and is used by business men when a letter would take too long to reach the party concerned and a telephone call would be too expensive. The telegram would be delivered quickly and would be relatively inexpensive.

The stenographer or secretary should be aware of the different classes of messages accepted by the telegraph companies. These classes—telegram, serial service, day letter, night letter—are delivered at different rates of speed and different charges are made on them. In the writing of telegrams, consideration as to the method used in counting the words assists the stenographer or secretary in writing the messages clearly and concisely without incurring unnecessary expense.

In addition, the method of filing telegrams at the telegraph office or by telephone, the sending of collect telegrams, and sending money by telegraph are important parts of the stenographer's general knowledge.

RECORDS AND BANKING ACTIVITIES. During the three periods of employment covered in this study, the writer had no records to keep, other than a time sheet for civilian employees, and no banking activities for which responsibility was assumed. The assumption of these duties depends to a great degree on the type of work being done by the stenographer's employer. A medical stenographer or secretary is often required to keep a record of charges made for services and to prepare statements at the end of the month. Likewise, church secretaries keep a record of the donations made and dues paid by members and at the end of the year prepare a statement showing the financial status of the church.

As a general rule, the financial affairs of a business are handled by the accounting department, but often a secretary helps her employer with some of his personal business affairs, and sometimes she makes deposits, writes checks, or performs other similar duties for the business. The secretary must, therefore, be prepared to keep certain types of financial records, to compile financial reports, and to use a wide variety of business forms.22

Stenographers in small offices often keep a time sheet for all employees, showing regular and overtime hours worked and absences. In addition, they

22Loso and Agnew, op. cit., p. 445.
may be required to figure the weekly or monthly pay roll, providing for
deductions for income tax, social security, and bonds. If the salaries
are paid in cash, individual envelopes must be prepared containing the
correct amount in dollars and cents.

It is necessary that the stenographer be given some work in business
mathematics, so that these duties may be assumed without fear or worry.

**WORK APPLICATION.** Surveys made of high school graduates have revealed
the fact that they lack a knowledge of "how to sell their services." They
fail to realize the most difficult part of obtaining a position, the prep-
paration made in high school, has been accomplished. Clever methods of
approaching an employer are no substitute for ability to do valuable work.

It is necessary first of all, to determine what employers want. In
a discussion of pointers on applying for a job, Irene Eldridge says,
"The three points considered by employers—and they're almost equally
important—are training and experience, appearance, and good manners."23
Leading business educators in agreement with this view, say:

> An employer always wants employees who can earn a profit
> for him. He is interested in the success of his business.
> From the employer's point of view, therefore, one of the
> poorest reasons than an applicant can give for being considered
> for a job is that he is in need of work. There are almost
> always some people who are unemployed who really need jobs. The
> employer cannot hire them all. He must of necessity select those
> who will earn a profit for the business. He must be convinced
> that the prospective employee can do a reasonable quantity of work
> in a satisfactory manner. He must also be convinced that the
> applicant for a position will co-operate well with others and will
> make a desirable addition to his organization. If he is convinced
> of these things he will be anxious to offer the applicant a job.24

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23 Irene Eldridge, "Pointers on How to Apply for a Job," *The Gregg

24 Loso and Agnew, *op. cit.*, p. 487.
Secondly, it is necessary that the student decide what kind of position she desires. In order, eventually, to arrive at her goal, she may have to start as a file clerk, typist, or mimeograph operator, but looming in the future will be that secretarial position to which she can advance.

In applying for a job, various means are used to learn of available openings. These are followed up either by a letter or a personal visit. It is important that the student be given training in interview technique so that fear and nervousness will not destroy her chances of convincing the employer that she is the right person for the vacancy.

Emphasis should be placed on the personal appearance of the applicant and the avoidance of chewing gum, the odor of tobacco and liquor, excessive use of jewelry, perfume, rouge, and other cosmetics. Throughout these discussions the fact should be brought to the student's attention that personal likes and dislikes must be subordinated in the business world if a harmonious atmosphere is to prevail.

Though no mention is made of this training in the definitions, studies, or tables, the writer thought it should not be ignored in a course in stenographic training.

C. OUTLINE OF COURSE IN STENOGRAPHIC TRAINING

1. ORGANIZATION
   a. One period daily throughout school year for class room instruction with a laboratory period of one hour, two days a week
   b. A provision for outside employment during the last six weeks or else the assumption of projects for school and community during this period
   c. Laboratory equipment—typewriters, desks and chairs, mimeograph, files, adding machine, shelf of reference books

2. PREREQUISITES
   a. One year of shorthand and typing with a grade of B or higher
   b. One year of general business with a grade of B or higher
3. SUBJECT MATTER CONTENT
   a. Orientation
      (1) Office Organization
          (a) Use of pictures, charts, motion pictures
          (b) Trip through local business office
          (c) Talk by stenographer or secretary
          (d) Rearrangement of equipment according to
              layout of business office as determined by class
      (2) Office Housekeeping
          (a) Care of stenographer's desk
          (b) Arrangement of supplies so will be readily accessible
          (c) Method of cleaning, oiling, and changing ribbon on
              typewriter
      (3) Office Ethics
          (a) Relationship of employer and stenographer
          (b) Relationship of stenographer and other employees
      (4) Office Callers
          (a) Classes of callers
          (b) Formulation of definite policy for handling callers
          (c) Technique of receiving callers
          (d) Making appointments
   b. Files and Filing Procedure
      (1) Nature of filing
      (2) Demonstration of types of files
      (3) Study of rules of indexing for individuals, businesses,
          and governmental units
      (4) Use of individual box files to practice
          (a) Alphabetic filing
          (b) Geographic filing
          (c) Subject filing
          (d) Numeric filing
      (5) Set up vertical file for class room reference material and
          records
      (6) Set up individual box files for students' work
   c. Dictation and Transcription
      (1) Business letters
          (a) Mechanical make-up
          (b) Study of various styles in use at present
          (c) Practice in erasing and inserting omissions
          (d) Composition of replies to letters not dictated
          (e) Assembling material for dictator's signature
          (f) Addressing envelopes, folding and inserting letters
              in envelopes
          (g) Systematic review of sentence structure, spelling,
              and punctuation
          (h) Practice in taking dictation on letters at different
              rates
          (i) Practice in taking dictation, transcribing, and typing
              in timed intervals
          (j) Practice in taking dictation during which time
              dictators' idiosyncrasies are emphasized
(2) Reports and Memorandums
   (a) Mechanical arrangement of reports and memorandums
   (b) Dictation, transcription, and typing of reports emphasizing the completed transcript
   (c) Composition of memorandums not dictated
(3) Dictation at the typewriter
   (a) Dictation of forms, letters, columns of figures, tabulated material
   (b) Individual typing problems analyzed and corrective drills and methods employed
   (c) Demonstrations and films used to illustrate correct technique
   (d) Goal set toward which students can work

d. Conversations and Interviews
   (1) Interviews staged before class in which those not participating are to take notes, later transcribing and typing them
      (a) Typed transcripts discussed and suggestions made for improvement in taking notes and in set-up of typed copy
      (b) Study made of court reporter's notes presented in monthly shorthand magazine
   (2) Notes taken on chapel programs or minister's sermon
   (3) Recordings of speeches or secretarial training records used for practice in taking dictation from one person or a number of persons
   (4) Meeting of commercial club or trial staged in business law class will provide experience for class

e. Stencils
   (1) Arrangement of copy of dummy sheet with emphasis on balance, stimulation of interest, avoidance of monotony
   (2) Preparation of typewriter
      (a) Clean type
      (b) Shift or remove ribbon
   (3) Alignment of stencil in typewriter and correction of errors
   (4) Use of tracing and method of doing it with or without aid of mimeoscope
   (5) Running off stencil
      (a) Proper use of mimeograph duplicator with practice in attaching stencil, inking machine, making adjustments of machine
   (6) Cleaning stencils and filing for future use
   (7) Filling in duplicated copies of form letters

f. Telephone and Telegraph
   (1) Cultivation of proper telephone voice
      (a) Distinct speech, soft pleasant tone of voice
      (b) Devoid of any indication of haste or impatience
   (2) Proper method of handling incoming calls
      (a) Answer telephone promptly, identifying company and person talking
(b) Take message if employer is out, keeping a pencil and notebook beside telephone for this purpose
(c) Locate employer if present and repeat name of caller to him
(d) Listen attentively to complaints and close conversation in such a way caller will feel sure a satisfactory adjustment will be made
(e) Terminate calls in courteous manner, never slamming down receiver

(3) Proper method of handling outgoing calls
(a) Use of directory or office list of numbers frequently called
(b) Have required information at hand before getting long distance operator
(c) Knowledge of rates on day and night calls, type of service desired

(4) Sending telegrams by telephone
(a) Knowledge of type of service offered--telegram, day letter, night letter, serial service
(b) Counting the words
(c) Composition of message

(5) Tour of local telephone exchange and telegraph office will enable students to visualize problem more clearly

(6) Demonstrations of proper telephone technique by members of class and use of secretarial recordings on this subject will prove beneficial

g. Records and Banking Activities

(1) Time sheets and pay rolls
(a) Use of business mathematics in figuring hours worked
(b) Use of charts to figure deductions for social security, income tax, and bonds
(c) Use of fewest number of coins and bills in filling pay envelope of employee, using those of large denominations

(2) Charges and monthly statements
(a) Recording daily charges in day book
(b) Preparation of monthly statements after totaling charges for period

(3) Deposits, withdrawals, and reconciliation of bank account
(a) Method of opening bank account
(b) Making out deposit slip showing bills, coins, and checks to be deposited
(c) Writing checks
(d) Reconciling bank statement and check book balance by determining outstanding checks and charges made for services by bank

h. Work Application

(1) Steps in applying for a job
(a) Knowledge of vacancy secured through friends, relatives, newspapers, placement bureaus
(b) Letter of application requesting appointment for interview
(c) Conduct during interview
(d) Termination of interview

(2) Personal appearance
(a) Analysis of posture, facial appearance, general grooming
(b) Cultivation of qualities pleasing to associates
(3) Phases of a successful business personality
   (a) Analysis of mannerisms and habits distasteful to associates
(4) Field of work and promotional opportunities
   (a) Interests and ambitions of individual students
   (b) Study of promotional opportunities in various businesses
(5) Talks by local business men will acquaint students with opportunities at home
(6) Talks by home economics teacher, physical education teacher, personnel director of business organizations, will give students ideas on the importance of good grooming, good posture, and good appearance in securing employment

4. STANDARDS
   a. Ability to take dictation on new material at 100 words per minute and to transcribe in mailable form
   b. Ability to pass standard shorthand tests at 60, 80, and 100 words per minute which will be submitted for certificates of proficiency
   c. Ability to type at the rate of 50 words per minute on a fifteen minute test with less than five errors

All topics in this outline were discussed earlier in this chapter, with the exception of organization and prerequisites. Courses in stenographic or secretarial training are usually one hour each day for the school year with an additional time allotment if part time work in the community is to be included. Two one hour laboratory periods a week were added by the writer to provide experience for students in carrying out the various projects which the business department of any school is asked to do. Equipment available for use in the class room will depend upon the number of years the business department has been functioning, the number of students taking business courses, and the amount of money appropriated for the purchase of new machines. Usually, however, the minimum, including typewriters, chairs, desks, mimeograph, files, and an adding machine will be there.

This course was substituted for second year shorthand and typing as the writer felt that the material covered in each of those separately could be coordinated in one, providing for the integration of these skills.
A course in general business would furnish the background for topics covered in the outline and related knowledge.

Any current textbook on the market will serve as a source of reference to be used in conjunction with this outline. Further suggestions for its use will be given in the summary in Chapter IV.
CHAPTER IV

SUMMARY

The employment tide is turning and, for the first time since Pearl Harbor, the high school graduate can not find a bargain on the job counter. During this period, government and industry were willing and anxious to pay for training inexperienced workers, but now the emergency is over and the employer wants his money's worth at the beginning. The stenographer who would rather not take dictation and the typist whose speed was fifteen words per minute will find the door closed. Employees will be chosen on the basis of their possession of desirable accomplishments and traits.

It is imperative then that business teachers fortify students against rebuffs. Otherwise, their failure to find a job will act as a boomerang, causing students to lose confidence in their ability, in the ability of the teacher who lived by the textbook, and in the ability of the school whose courses were so far removed from the requirements of the everyday working world outside.

The writer felt this inadequacy of knowledge of business requirements might result in an over emphasis on unimportant topics in stenographic and secretarial training and an under emphasis, or none at all, on important ones. This study was made to determine on-the-job requirements of stenographers and secretaries through the studies made by others and through the day-by-day recording of duties carried out by the writer while employed as a stenographer and a secretary. A combined listing of these duties made at the conclusion of Chapter II revealed that a stenographer and a secretary take dictation in shorthand or on a machine, type, edit dictation,
address envelopes, fold and insert letters in envelopes, compose letters not dictated, learn terminology of a particular job, locate and use reference materials, relieve executives of minor executive and clerical duties, supervise clerical workers, order office supplies, keep books of records and attend to banking activities, make appointments, interview callers, keep office equipment and desks neat and clean, assign everything a definite place and keep everything in its place, file, answer and make telephone calls, send telegrams, take notes on long distance calls and interviews, take dictation at typewriter, keep office matters confidential, perform any task assigned, cut stencils, and handle mail.

These duties, in turn, were grouped under eight topics: orientation, files and filing procedure, dictation and transcription, conversation and interviews, stencils, telephone and telegraph, records and banking activities, and work application. Each topic was developed in the outline for a course in stenographic training, which would meet one hour a day for class work with two one hour laboratory periods a week. Prerequisites were set as one year each of typing, shorthand, and business training. Any standard textbook on this subject was to be used as a source of reference with moving pictures, slides, posters, graphs, charts, and recordings, providing sources of supplementary material. In addition, talks by experienced stenographers and secretaries, members of the faculty, and local business men would give students first hand information on occupations, personal grooming and health, points upon which an applicant is judged, and business opportunities within the community.

An opportunity can be provided for students to use techniques and skills developed in the classroom through a plan of part-time work in the various business establishments of the community. This plan will
motivate learning as students soon see the need for acquiring additional techniques and skills, as well as the necessity for improving the ones they already possess. It will bring a daily breath of actual business life back into the classroom; it will give students an opportunity to use business machines not available in the school; and it will form a bond between the business department of the school and the business men of the community for they will be united in a common effort—the adjustment of the young students to the business world outside the school room walls.

The problems presented on the job will test the initiative, originality, resourcefulness, and flexibility of students as no artificial class assignment could ever do; because they will be anxious to measure up to the standards set for the other employees with whom they work.

Two or more hours of laboratory work each week will provide students with an additional opportunity to use the knowledge and skills learned in class. Providing programs, tickets, and advertising for school entertainments; mimeographing outlines, maps, and tests for other classes; typing copy for the school paper and yearbook; typing student enrollment cards for the school office; counting and packaging coins taken in at school programs; setting up copy of yearbooks for local social and civic organizations; are all projects to which the business department fails heir. The execution of these projects will boost students' confidence through their ability to complete a job successfully, and through the praise from those for whom they were doing the work.

The stenographic or secretarial course has done much to smooth the path of business students between the school room and the business office. After completing such a course, students know what an office looks like, how it
works, and what they will be expected to do.

Sometimes, though, students leave the course with what might be termed a "secretary complex." Having been taught to do all the things a secretary may be called upon to do, they fail to realize that one works up to such a position from humble beginnings—file clerk, typist, or stenographer—and that these jobs well done will be the rungs by which they advance up their ladder of success.

Their query may be, "If we aren't going to use all this, why bother to learn it?" And the answer will be that they will never know how much or what they will use until they get on the job. It will be necessary to impress upon them that their techniques and skills are their tools, the wise use of which will bring success in their present assignment, and added responsibility calling for the exercise of initiative, ingenuity, and knowledge. This situation can be alleviated, however, by the adoption of a plan for part time work in the businesses of the community during which students will begin to understand how much they still need to learn.

The writer realizes that there can be no such thing as a perfect or complete outline of content. The nature of each phase of work on a particular subject will be conditioned necessarily by the interests and needs of students, by the standard requirements of business in the community, by the availability of equipment, and by the size of the class. In order to keep this outline for stenographic training up-to-date, constant revision would be necessary. Data for these changes could be secured from interviews with the business leaders of the community, from follow-up studies of graduates inviting their helpful suggestions and criticisms, and from a study of the business opportunities in the community and in the surrounding communities where graduates seek employment.
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