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SECRETARIAL TRAINING

REPORT OF THE NATIONAL CONFERENCE HELD AT
THE COLLEGE OF SECRETARIAL SCIENCE
OF BOSTON UNIVERSITY
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SECRETARIAL TRAINING.

The National Conference on Secretarial Training, called by the United States Bureau of Education in cooperation with Boston University, was held at the College of Secretarial Science Saturday, October 27, 1923. The conference was attended by 120 delegates, representing Massachusetts, Connecticut, Pennsylvania, Illinois, New York, New Jersey, Rhode Island, and District of Columbia.

PROGRAM OF THE CONFERENCE.

CONFERENCE TOPIC: Practices and Objectives in Training of Secretaries.

Chairman of the conference: Glen Levin Swiggett, United States Bureau of Education.

MORNING SESSION:

Presiding: Harry L. Jacobs, president of Bryant and Stratton College, Providence.

Topic: Secretarial Training in—

Public High Schools.—Edward J. McNamara, administrative assistant, Girls' Commercial High School, Brooklyn.

Private Business Schools.—H. E. Bartow, secretary, Peirce School of Business Administration, Philadelphia.

Discussion by C. M. Grover, head of commercial department, Roxbury High School, Boston.

AFTERNOON SESSION:

Presiding: Edward H. Eldridge, director, School of Secretarial Studies, Simmons College, Boston.

Topic: Secretarial Training in Colleges and Universities.

W. R. Wagenseller, director, School of Business Administration, Drexel Institute, Philadelphia.

Mary B. Breed, director, Margaret Morrison Carnegie College, Carnegie Institute of Technology, Pittsburgh.

Edward J. Kilduff, chairman, department of business English, School of Commerce, Accounts, and Finance, New York University.

Ann Brewington, division of secretarial training, College of Commerce and Business Administration, University of Chicago.

Charles M. Thompson, dean, College of Commerce and Business Administration, University of Illinois, Urbana.

Discussion by Katharine C. Reiley, assistant to the director, University Extension, Columbia University, New York City.

EVENING SESSION:

Presiding: Graydon Stetson, president of Salem Trust Co., Salem.

Topic: Objectives of Secretarial Training.

Business.—Arthur L. Church, secretary, Baldwin Locomotive Works, Philadelphia.

Business Organizations.—Harold S. Buttenheim, president, American City Bureau, New York City.

Educational and Social Organizations.—Mina Kerr, executive secretary, American Association of University Women, Washington, D. C.

Public Life.—Charles Lee Swem, managing editor, the Gregg Writer, Chicago.

MORNING SESSION.

Harry L. Jacobs, President Bryant and Stratton College, Providence, presiding.

GLEN LEVIN SWIGGETT. This conference on secretarial training is held in order that representatives of the several types of business training schools may help through discussion in working out a better coordinated, articulated, and motivated course of study relating to the subject of the conference. Business practice is never the same. Nevertheless, there must be some essential things in secretarial practice common to every phase of this type of service; there must be certain fundamental things which every secretary from stenographer-secretary to executive secretary must know and should do. Books and texts on this subject, as well as training in school and college, plainly show that the objectives of secretarial training are confused. Every stenographer is not a secretary, but every secretary should have use of stenography. Secretarial service in the last analysis is mediating and communicating. Technique and information must function in relation to these two objectives, always present, no matter what the type or grade of service, whether representing individuals, firms or corporations, associations, institutions, or organizations. Two million business firms in the United States to-day need at least as many stenographer-secretaries, and there are only 615,000 stenographers. Chain stores, small retail stores, have imperative need for a composite service, the basis of which is, however, secretarial, a mediating service between the proprietary interests and the consuming public. This type of service will greatly lessen failures so common and needlessly wasteful among the latter class of stores.

Then there are, in addition, the manufacturing establishments; commercial, banking, and shipping firms; professional and technical service, all of which need trained secretaries, although many may not know it. The United States Government stands in a representative and protective relationship to the American people. Executive departments, boards, commissions, etc., are organized to carry on practically every kind of service that organized business or groups of men and women carry on privately. The Government needs for similar service the same superior type of secretarial service which is satisfactory to business and private life. Again, social service, opportunities for women in business, professional, and public life, call

for a new type of secretarial service, the need for which will become more apparent in the next 10 years.

Secondary as well as collegiate phases of secretarial preparation must be better understood in order to determine the relationship of one to the other and to see how articulation can best be made; to evaluate the one-year, two-year, and four-year courses; to consider the degree to which this kind of preparation is entitled; to show that the training of secretaries for business and trade organizations, for all institutional and associated effort, is secretarial service of a high order and is to become a part of the nation's secretarial training program. There are basic subjects on which to build and from which to proceed in building a secretarial training sequence, giving information, skill, judgment, and initiative necessary for mediating service of responsible secretaries. The committee to be appointed to continue the work of the conference will endeavor to find out what these subjects are.

HARRY LOEB JACOBS. There is almost universal use of the word "secretary" instead of "stenographer." There is need for a more accurate use of the term in justice to the schools that are really giving a secretarial course, and to the product of these schools. The line of demarcation between stenographic and secretarial work is difficult to define. Nearly all stenographic work embraces some secretarial work. There are gradations in the secretarial field from the high-grade stenographer with some secretarial duties up to the confidential and personal assistant with practically an executive rank. The span between can be materially shortened by professional training beyond stenographic work. The secretarial course practically begins where the stenographic course ends, although in the former much of the preparation for the secretarial work has already been done. There is just as much difference between stenographic and real secretarial training as there is between bookkeeping and accountancy training. A secretary's knowledge involves experience in many activities, with highly specialized knowledge of others.

Basic subjects in the training of a secretary and of a first-class stenographer are shorthand, typewriting, and the English language. The more capable the secretary is as a shorthand writer, the more his services are in demand and the better are his opportunities for advancement. The student should be given the greatest possible degree of skill in this subject and in typewriting. These two subjects, with the English language—which he must know as he knows his shorthand, every detail of it, including literary appreciation—form for purely stenographic work as complete an equipment technically as one can expect. These subjects must be used over and over again, practically in laboratory work, until the technique of their use is automatic. During this period the student is made a

first-class stenographer and is now ready for the higher training of the secretary, to whom tools are only adjuncts.

The student must be given a background and the materials for secretarial problems that will develop technical ability. Such subjects include the following: Elementary, intermediate, and secretarial bookkeeping; business arithmetic, rapid calculation, advanced business mathematics; business writing, commercial lettering, commercial law; shorthand theory, dictation, and secretarial practice; elementary, advanced, and special typewriting and transcription; business English, spelling and word study, and business correspondence and composition; office practice and machines, actual office experience, office management, business organization; business ethics and decorum, and secretarial technique; economics and commerce and industry. In connection with the course in secretarial technique, which offers problems that develop secretarial power, business subjects are handled whenever possible. The student not only acquires facility in the use of tool subjects but is given background for the solution of problems that will be encountered when he enters business life.

Secretarial positions are different, depending upon the kind of organization or man the secretary serves. Nevertheless, the mechanics of business are pretty much the same. In consequence the secretarial course should include subjects that are of practically universal application. The secretary must know about the technique of telephoning; business papers that relate to the records of a business; bills, invoices, statements, forms of remittance; transportation of both goods and products; banking as it relates to the secretary's contact with it; office appliances, business and legal papers, alphabetizing, and filing; business literature, the business library, reference books and sources of information; business graphs, postal information, attractive forms of business letters; handling dictation effectively, organizing transcription; effective handling of correspondence, receiving and giving instructions, directing the work of stenographers, editing dictated matter, briefing; interviewing callers, organizing memoranda, office organization, business organization. Problems revolving around all these activities, drawn from actual experience and presented for solution by the secretarial student, develop judgment and the secretarial technique that carries over into any position. Furthermore, the subject nature of instruction should be so offered as to develop secretarial matter and personal qualities that contribute to success. The secretarial course should be organized with the future business growth of the student in view. Since he is a potential executive, he must know through office and business organization something of the business structure, how it functions, what his job leads to, etc.

EDWARD J. McNAMARA. Secretarial accomplishment in business, business organizations, educational and social organizations, and in public life offers wonderful opportunities for training young men and women to play a very important part in the world of affairs. The high school does not look upon the secretarial position as one that can be gained as a result of technical efficiency of the highest order—the ability to take dictation and transcribe letters, to take care of office routine, etc.; but sees it as one in which all the objectives of a high-school education are functioning. These objectives are: (*a*) Education in general, (*b*) technical efficiency, (*c*) character, (*d*) attitude toward work and employer.

The educational objective is the knowledge of literature, economics, science, history, etc., which enables the secretary to understand and interpret his environment in business, and to impress others with the fact that he is intelligent and well-informed. Technical efficiency consists in training in stenography, typewriting, accounting, and business practice in all its elements from a secretarial point of view in a superior degree. A secretary often owes advancement to qualities of initiative, service, reliability, good manners, and a high code of ethics. His attitude is closely related to the characteristics he develops and displays in business; an attitude governed and controlled by business principles, giving and begetting confidence. He serves faithfully and cheerfully, develops enthusiasm and interest in the aims of the organization as a whole, and is conscious of its business responsibility.

As to general education the content of the course of study for secretarial work in high schools compares favorably with that of the academic course. The four years of English work is in most schools just as exacting and just as broad. In economics there is a growing tendency to do much more than is done in the general course; in history and science, commercial courses hold their own. The outline that appeared in Bulletin, 1919, No. 55, issued by the United States Bureau of Education, has formed the foundation for most of the secretarial training courses offered in the high schools. The success with which the schools have organized their work and the emphasis placed upon the various details of the outline vary. In very few courses does one find a proper balance or emphasis. The business man's dissatisfaction with the product of the schools is not so much with technical inefficiency, but rather in the lack of training in business ideals, in lack of business character. Secretaries have succeeded without stenographic ability, extensive vocabularies, and efficiency methods, but none have succeeded on merit without intelligent initiative, reliability, and a proper sense of responsibility. The problem for teachers is how to get this element into their work

and to arrange in their instruction situations in which these habits can function. Emphasis in our pedagogy has been more upon the intellectual than upon the character side. We have not yet reached the stage where our teachers feel a personal obligation in this respect. But for the system of double session and part time which breaks down the personal contact between pupil and teacher, much more could and would be done on the habit formation side.

High schools have tried to give this training by changing the classroom into a business office. The teacher has acted as employer or office manager. Students perform tasks similar to those exacted in business and their performances are judged by business standards. We find great difference in these laboratory methods. Some teachers have developed a high degree of organization in their classes, but the work has remained largely imaginative. Experience drawn from reality rather than imagination is the best teacher.

In the laboratory work of our professional schools the student works with the tools and the actual materials of his profession from the beginning. Some of our high-school classes attempt to secure the same results by introducing projects. Real assignments are given to the class. Business transactions are followed out step by step in their usual sequence. Much study and experimentation will have to be given to secretarial projects before they are satisfactory. Students should be assigned to make verbatim or outline reports of school assembly talks and evening lectures; to write and send letters to graduates of the school; to make graphs to be included in reports for the principal, etc.; be given opportunity to receive visitors, attend to the correspondence of the principal and heads of departments, keep the files of the school in good order, arrange card catalogues, etc. These young people can do more and are worth more than the average stenographer. Business men must not expect to obtain their services for $10, $12, or $15 a week. In order that this training may be effective, the teacher must know business procedure. Teachers' associations in New York City are meeting with success in sending their members to business establishments to obtain information concerning clerical work of their employees.

H. E. BARTOW. In the consideration of strictly cultural subjects the school may determine what constitutes culture and how it may be acquired, but it can not dictate the qualifications which the particular worker should possess. It must inquire regarding the training the task demands. The problem of secretarial training, therefore, can be solved only when we know what those who employ secretaries expect. As business continues to expand, the duties of the secretary will also become more complex. Our investigation, therefore, must be in the office rather than in the schoolroom.

A somewhat arbitrary classification of secretaries embraces stenographic, executive, social secretaries, and secretaries to public men. The four groups will overlap, as regards preparatory training. The qualifications of the stenographic secretary rest principally upon efficiency in stenography and typewriting and thorough English preparation. It is unfortunate that the term "secretary" should have been applied to this group. When necessary and possible, school men must insist upon a good English foundation. Stenographers lose their positions due to lack of it. In every commercial school the teacher of stenography and the teacher of English should be in every sense coworkers.

For this particular type of secretary I am more concerned about education. Education will teach one how, but not when, to do; will teach one how, not where, to go. Only culture will do the latter. Education will produce a stenographic secretary who does well what she is told to do, but culture added to education will make the executive secretary who needs not to be told what to do. The latter comes in the second group. He is a stenographer with the knowledge of rhetoric and literature. He knows how to prepare a brief and amplify an abstract. He can write a letter that has life and spirit and personality. He must have a practical knowledge of business procedure and practices; understand general banking practices; have adequate knowledge of commercial law and elementary accounting. Since an important part of his work is often the preparation of financial statements for his employer, he must be familiar with modern office appliances, filing systems, loose-leaf records, duplicating and calculating machines, and devices for handling mail; must possess a trained memory; and know how to receive instructions from his chief and pass them on to his subordinates.

A banker has said that a private secretary to the head of a great corporation, a lawyer, or a man at the head of a partnership should be alert, well educated, prompt in his attention to the desires and wants of his principal, and be able to frame a proper letter in response to all inquiries. He should be tactful and resourceful, and under no circumstances whatever should he betray the confidence of his principal.

The social secretary requires almost as thorough commercial training as the executive secretary. She will often disburse thousands of dollars a year for charities in which her employer is interested, and from the funds of organizations in which her principal is active; will keep household and personal accounts; understand investment and banking procedure; and know how to keep records of investment returns. She will have to depend more upon her own knowledge of business procedure than the private secretary of a

business man, for her principal knows less about such matters than the man of affairs. She must know in addition the traditions, customs, and rules of society, and have a speaking knowledge of one or two foreign languages and some experience as a traveler. A social secretary of considerable experience has stated that the woman should first of all be a gentlewoman; know the various kinds of formal and informal invitations and the replies suitable to each; be able to arrange an attractive luncheon or dinner table, to take the detail of entertaining, and tactfully to step into situations to save the hostess possible embarrassments; should understand the care of personal and social correspondence. The matter of check books and accounts and shorthand and typewriting, of course, are taken for granted.

Secretaries to public men form the last group. They should be men of strong physique, upon whom long journeys, little rest, and irregular meals have little effect; should be thorough business men and politicians and masters of themselves. Their knowledge of psychology and human nature makes them adepts in handling men individually or in crowds.

The outline of secretarial courses offered by the Peirce School includes, in addition to shorthand and typewriting, such subjects as English, arithmetic, elementary accounting, commercial law, correspondence, money and finance, investments, office management, commerce, and transportation. The subjects of such a course should be taught by those specially prepared for their work by training and experience.

The qualifications of secretaries are such that the task of preparing them is neither easy nor simple. It is indeed doubtful whether it should be regarded as the task of the public high school. The usual high-school commercial course, with two years in academic subjects and two years in commercial studies, is certainly not sufficient preparation. Neither is the high-school graduate at the age of 18 years mature enough to fill such a position. Commercial training in the high school should be regarded as preparatory to additional training either in a more advanced school of commerce or in actual business. We admit the necessity of high-school, college, and technical training for the professions. Why not therefore accept at least high-school with two years' subsequent technical training for the profession of secretary? The task of the high school should be to lay a foundation in thorough training in basic subjects.

Private-school men have perhaps overstressed the short, intensive course. Whether they have followed a demand for short courses or created that demand is a question which should have careful consideration. Educational ideals do not suffer through the offer of

higher salaries and the promotional opportunities of the better grade of secretarial positions as motives for thorough preparation.

Directors and instructors of secretarial courses should have knowledge of business conditions from practical, personal experiences. In the training of teachers for secretarial courses it would seem evident that the instructors of these teachers should themselves have had practical business experience. How else can they carry out a laboratory program in solving practical business problems?

Is a secretary a specialist, or is he not rather a man of broad education, one who possesses wide knowledge of many subjects, and who is proficient in many things?

C. M. GROVER. Secretarial training in high school is for the most part dealing in future values. Information and skill there given will be used to demonstrate in inferior positions a capability which attracts notice under competition and leads to larger opportunity. Demonstration of superior ability in ordinary routine requires certain qualities of character that must accompany technical skill, the possession or lack of which determines advancement into executive responsibility—for example, ambition, courage, thoroughness, accuracy, courtesy, etc.

Successful training of secretaries as a uniform product presupposes some kind of selective process and will eventually require as a prerequisite a high-school diploma. Such training in high schools, if it signifies production, is not vocationally a correct term. It is a preparatory, not a finishing, course. Its aim is to start the students along a path which leads somewhere, provided it is pursued to its destination. The course must be vocational, technical, and social.

Good citizenship, economic interest, cooperative impulses must be provided for by the social sciences, by related vocational subjects, or through neuro-muscular activities. The well-balanced curriculm of the public high school, by reason of its public support, will continue to furnish social values. One-third to one-half of the curriculum can then properly be devoted to technical and vocational ends. They are closely correlated and can not be separated without loss of effectiveness. A teacher of distinctive technical courses leading to secretarial training should have the vision and the knowledge of a vocational adviser. She should be able to quicken ambition, shape intelligence, and provide information. There should be lectures on the duties of a secretary, biographies of successful secretaries, description of educational opportunities in the community, and appeals to right regard for upright character. All this can be best accomplished by creating conditions in the technical work which as far as possible call for creative effort on the part of the pupil.

The question arises in schools where vocational guidance is developed into organized form, whether secretarial training shall be

reserved for such pupils as demonstrate superior ability. Not only to close the door of opportunity is a negation of the principle of democracy, but examination of any given professional field reveals the fact that within that field are individuals ranging in capacity from high to low degrees. In some there exists a minimum standard of excellence expressed in examinations of qualification, but such standards do not guarantee uniform excellence among the members of the profession. Secretarial service is not so standardized. A high school, therefore, which enforces any artificial selective process for admittance to its course is on the defensive.

Technical training is the third requirement of a course in secretaryship. Shorthand and typewriting, the basis of the course, are rightly given in the eleventh and twelfth grades. To stenographic skill the ability to take dictation of nontechnical material given at 100 words a minute in letter form, and to transcribe it correctly, must be added skill in office routine and initiative in assembling and disposing of office records and reports. The course in office practice aims to do these things. Merged with shorthand and typewriting, or as an independent elective, whatever distinctive work in secretarial training is being done is to be found in this course. Possibly the future will bring courses in office management and control. Instruction in office practice includes the use of office machines, both duplicating and computing, with provision of carefully planned job sheets and responsible supervision; study and practice of filing; office methods of handling mail; methods of auditing sales in a department store; checking as a vital factor in assembling reports; the use of graphs in representing statistics and of books of reference. If possible a special room should be provided and equipped for this work and located near the main school office so that there may be cooperation with the work of the office. While this is clerical and not secretarial work, out of its performance emerge certain lessons. The pupil learns to estimate correctly time requirements for office tasks; acquires a knowledge of system; learns to reduce facts to records and how to make records available to large numbers of persons through duplicating devices.

The material that may enter into any course of secretarial training includes accounting items, correspondence, legal papers, office procedure, sources of information, and office organization. This material embraces theory and practice and is spread through a number of subordinate courses, like office practice, bookkeeping, law, shorthand, typewriting, business organization, etc.

MEYER ZINMAN, Girls' Commercial High School, Brooklyn, N. Y., stated that in New York the terms "stenographer" and "secretary" were confused; that after many years of teaching he had

never realized until this conference the wonderful opportunities that a young man or woman could have if they were properly trained as secretaries to become assistants to executives, etc. He expressed the hope that there may soon be established in New York City a school for training executive secretaries similar to the summer school of Northwestern University; that a one-year postgraduate high-school course for additional training in secretarial work be added and that this work be then extended to two years, becoming a kind of junior college preparatory to the work now given at New York University.

AFTERNOON SESSION.

Edward H. Eldridge, Director School of Secretarial Studies, Simmons College, Boston, presiding.

Mr. ELDRIDGE. If we accept Doctor Swiggett's larger view of secretarial training, we mean a great deal more than we have ever attempted. The entire emphasis of all dictionary definitions of a secretary is on the side of correspondence. The essential part of his duties will have to do with correspondence, records, budgets, minutes, etc.

The first 33 replies to placement inquiries recently sent to a thousand graduates of the school of secretarial studies of Simmons College indicate the following character of employment: Secretaries to lawyers, 5; engaged in statistical work and filing, 1; classification of a private library, 1; partnership and individual accounts, 1; secretary to a psychologist, 1; to an advertising manager, 1; research assistant secretary to a nutrition laboratory, 1; in charge of placement work, 1; in statistical work, 1; medical secretaries, 3 (one of them in charge of the household accounts); secretary in charge of the work of the chemical department of a large university, 1; writing newspaper advertisements, 3 or 4; assistant treasurer of a large corporation, 1; secretary in a large college, 2 (one to the treasurer and the other to the president); office supervisor, 1; retail sales correspondent of a large corporation, 1; manufacturing correspondent, 1; correspondent supervisor, 1; editorial work, 1; in charge of an office with seven assistants, 1; running a large city club, 1; in charge of an office organization of home nurses, 1; managing clerk of dormitories' departments, 1; purchasing supplies for a school department, 1; head policy clerk in an insurance office, 1; taking testimony in court, 5; passed the examination for the Massachusetts bar, 1; passed the examination for court reporter in the State of Massachusetts, 1; attending to stocks and bonds for employer, 1; making out income tax reports, 3 or 4; buyer for two stores, 1; office manager, 1; secretary for the president to a bond concern, and in addition bond saleswoman, 1; secretary to the head of a large film corporation and editor of the titles to the films, 1; executive secretary of a school, 1; in charge of office employment, 1; preparing advertisements for booklets, 1; manager of girls' camp and in charge of the entire correspondence, 1; in charge of numerical and alphabetical files, 1; office manager, 1; secretary to treasurer in a college, 1; preparation of

pamphlets, 1; bookkeeper for cooperative concern, 1; correspondence supervisor, 1; installing files in several offices, 1; psychological consultant for an employment bureau, 1; trained statistician, 1. The salaries of these 33 girls range from $1,000 to $3,500 and traveling expenses.

Technical work should be based upon a broad academic foundation. Simmons College has endeavored to make the academic work about two-thirds of a type which has direct bearing upon the technical work. Three things must be taught in college: First, subjects recognized by tradition and general experience as being essential to the well-being of any well-educated man or woman; second, elementary technical subjects which may just as well be given in the high school so far as skill in those individual subjects is concerned; and, third, courses in advanced economics, statistics, and business organization, distinctly college courses. The standard in professional work is different from that in academic work. In the former the student must work for accuracy. Experience is to be added to the three college requirements. There was an opening as secretary to the president of a large machine plant for one of our best graduates last year. Owing to lack of special vocabulary used in the business, she will go in as a first-class stenographer at a salary commensurate with the position and will be promoted as secretary to the president at the end of six months. In certain types of business experience in the individual job is necessary before the secretary can be really useful. A special course for secretaries to doctors should include chemistry, biology, scientific German, and chemical apparatus.

Simmons College requires for entrance 15 units: English, 3; a single modern language, 3; mathematics, 2—algebra 1 and geometry 1; history, 1. Four units of any substantial high-school subject, which would include shorthand, bookkeeping, commercial law, or any subject of that type, can be admitted in that group. One year of academic work must be taken before any technical work is allowed. Penmanship is offered the first year without credit. Six electives, three of which are academic, run through two years. Our graduates must have three years of English, the third year of a language, and at least one year of history and one of science. Shorthand and typewriting run through the three years, accounts one year, and elective the second. A special elective course in shorthand, given the fourth year, prepares for actual reporting work.

W. R. WAGENSELLER. The requirements for admission to the two-year and the degree or four-year college secretarial course of Drexel Institute are 15 approved units. Required: English, 9; history and foreign language, 3; physics or chemistry, 1; mathematics

(algebra or plane geometry), 2; free units, 6, 2 of which may be granted for technical commercial branches. Drexel Institute admits, however, on probation, worthy graduates of a high-school commercial course who meet all requirements for entrance except that they are short one or two units, if the regulation that not more than two units be allowed for commercial work is applied. They must also have the approval of the principal of the high-school from which they come. The two-year course is planned primarily as a vocational course; however, in its arrangement a more remote objective, that of future growth, has been kept in mind. In addition to the highly technical work of stenography, secretarial accounting, and office management, there is found in the curriculum of this course college work in economics, psychology, commercial and financial organization and management, American Government, especially in relation to industry, and two years of cultural English. The graduates of this course are much sought for as private secretaries to the officials of normal schools, colleges, and universities, as well as the officials of the better class of business firms found in Drexel's territory.

The four-year or degree secretarial course was established to meet the demands of the woman who desires the advantages of a college education which can be put to a financial use should the necessity arise. It is a practical course, with quite a touch of the cultural; an education outlined to fit the needs of business, as well as those of society, and although planned only for the female student, we now find many male students taking advantage of it. The work of the first two years is the same as in the general business administration course, specialization beginning with the third year. In addition to the thorough secretarial technique offered in the two-year course, there is intensive training in business fundamentals. The aim is to develop persons who through their breadth of vision, capacity for work, and their adaptability will eventually be placed in the executive positions. They have not only the means of immediate entrance into business, but an understanding of the principles and duties of the various departments and divisions of the typical commercial enterprise. It is true the methods peculiar to a certain firm can be learned only through employment with that firm, but the student who is drilled in the fundamentals underlying those peculiar methods can grasp them much more quickly than the one without that knowledge.

Drexel grants a diploma to the graduates of the two-year secretarial course and confers the degree of bachelor of science in secretarial studies upon the graduates of the four-year course. The grad-

uates of all other four-year commercial courses, including the commercial teacher training course, have conferred upon them the degree of bachelor of science in commerce. One of the qualifications required of teachers is a college degree, and wherever possible outside experience in the subject to be taught. Through its cooperative department Drexel keeps in close touch with the industrial firms of Philadelphia and its vicinity, and although it does not yet have a cooperative business administration course, a number of the business administration students have been placed in part-time positions.

MARY B. BREED. The department of secretarial studies is the largest in the Margaret Morrison Carnegie College, the women's college of the Carnegie Institute of Technology. It includes three main groups of students: (1) Those who intend to become secretaries or teachers of commercial subjects in high schools; (2) those whose bent is rather more literary, and who are allowed to substitute English, foreign language, and history for some of the strictly technical subjects; (3) college graduates who are given a one-year intensive course in shorthand, typewriting and other commercial subjects. Requirement for entrance is the completion of a satisfactory four-year high-school course. Out of 15 units, only 2 may be counted in vocational subjects. The best preparation for a technical college is an academic high-school course. Vocational courses in high school are intended as training for those pupils who finish their formal education upon graduating from the high school itself, and who lack either the ability, financial or otherwise, or the desire to take a college course. High-school courses in commercial subjects are excellently and carefully planned for the purpose which they have in view. It is asking too much of them to provide the background in English and modern languages, algebra, geometry, science, both physical and biological, and history, which it is necessary to demand for work of college grade. The pupil who has specialized in commercial work in high school is obliged to carry many courses in college which to him or her seem to be, at least in part, a repetition of the courses already carried. It goes without saying that the college courses in these subjects are pitched to a different key from the corresponding high-school courses; but to the pupil the difference in key is not at once apparent.

The commercial course is lacking in such subjects as algebra, geometry, and appreciation courses in English literature, which develop the ability to deal with symbols and abstract ideas. They also often lack foreign language. In order to get any real, fundamental grasp of English as a tool, the student needs to know at least one other language, preferably a highly analytic and inflected one. A development in the future that may affect this would come after

we experience full effects of new and economical methods of teaching in primary schools. If and when this occurs, and the boy or girl can carry in the 12 grades not only the full amount of vocational commercial work, then the college can and will expect the entering freshman to write 125 words a minute, and its curriculum will be changed accordingly.

The Margaret Morrison Carnegie College offers at present a four-year course for the degree of bachelor of science and a one-year course for college graduates. No two-year or three-year courses are offered by the college. It has refused to offer such courses for several reasons. As a private institution it is conscious of the responsibility which rests upon it for a certain kind of educational leadership. By holding fast to the four-year course it is creating a standard and example which may bear fruit later. If specialization is to produce not only technical results but leadership, it should come late rather than early in the life of the boy or girl. This consideration governs the make-up of the curriculum as well. The Carnegie Institute of Technology was only opened for instruction in the year 1906. Compromises can therefore more safely be made by older institutions.

The curriculum of the four-year course for the bachelor of science degree begins with two years in which about three-fourths of the work is required of all students in the college, irrespective of their major departments. This core of required work, around which the major technical training is built, consists at present of three main subjects—English, history, and science throughout the two years. Modern languages, mathematics, sociology, and other subjects are elective. In the secretarial department, shorthand and typewriting are required throughout three years of the four-year course for the bachelor of science degree. A good deal of accounting is also offered. Other subjects include economics, commercial law, business organization, commercial geography, office practice, filing, and indexing. The recruiting of the secretarial department staff is difficult, especially when one holds to the ideal of technical ability, academic training, and general breadth of culture combined in one individual. It is not easy to decide between the individual who has been too much commercialized by contact with the actual problems for which the course prepares its graduates and the more academically trained person who sometimes has a better personality but is too theoretical.

The purpose of the college is to train young women for responsible positions in the business world, in educational, scientific, and philanthropic institutions, and as teachers. It is our belief that our training will lead to positions of leadership; and while we are as yet a very young college, we have substantial beginnings. The winnowing of our graduates by marriage takes place with disconcerting but

unavoidable regularity. But we are not unduly cast down by this, for we feel that a good secretary is a pretty good sort of woman, and when we see the kind of citizens they make, we are less inclined to alter our entrance requirements, our curriculum, or our general standards.

EDWARD JONES KILDUFF. Before it is possible to plan a suitable curriculum for students intending to go into a specialized field of activity, it is first advisable to make a study of that field to determine what actual requirements are for success in that field and then to decide upon the program of subjects the college or university should offer to help the students as much as possible to meet those requirements. In 1913 the faculty of New York University School of Commerce, Accounts, and Finance was made aware of the fact that there was a demand on the part of New York business men for persons trained to do secretarial work; that various students were asking for instruction in secretarial work, so that they could apply for such positions as they knew were open or would be open to them; and that persons already engaged in secretarial work wished to train themselves for further advancement in their field. A committee was appointed to make a study of the situation and to recommend to the faculty a curriculum in private secretarial training for those persons who planned to become private secretaries in business.

A survey made of secretarial work in a number of business organizations in and near New York City showed the title of "private secretary" to be rather elastic. It was used to designate various types of workers, ranging all the way from a $15-a-week stenographer to an $8,000-a-year secretary to a financier. In view of this fact, it became necessary to determine in some manner the class of secretarial positions for which a university curriculum might prepare students, for it was obvious that a curriculum to train students to fill acceptably the higher-salaried secretarial jobs would differ considerably from one to give sufficient training to enable students to take so-called secretarial positions at a salary of from $15 to $20 a week. The committee decided that the secretarial curriculum adopted by the New York University School of Commerce, Accounts, and Finance should be one that would aim to prepare students for the better and higher salaried positions.

The survey also disclosed the fact that there were comparatively few well-paid secretarial positions for either men or women, and that men generally did not remain long in secretarial positions, but moved on or were advanced to better jobs. The committee decided, therefore, that certainly so far as men were concerned the position of private secretary should be considered as a stepping-stone position; that so far as the minority of women were concerned secre-

tarial work might be considered to be a permanent vocation, although a majority used the position as an entering wedge into business. In light of these conclusions, and in view of the fact that a university school of business should prepare its students for their permanent vocations, the committee decided that a university curriculum training students for secretarial positions should also train them for their permanent vocations in business beyond the secretarial or temporary vocation by requiring them to specialize in some one branch of business.

The next step was to ascertain what specialized information regarding secretarial work should be included in the curriculum. To secure this information a number of private secretaries holding important secretarial positions were asked to answer the following questions: (1) What kind of work does the secretary to the business man perform? (2) What educational qualifications should a secretary have? (3) Would a specialized training in secretarial work offered by a college or university help? (4) What should this specialized training consist of? The first fact disclosed by a careful examination of the information collected was that great disparity existed among the types of work performed by the various secretaries. For examples: One financial secretary devoted most of his time to the buying and selling of real estate, to the managing of his employer's many properties, and to the watching and safeguarding of his investments; the secretary to the president of a commercial business busied himself chiefly in solving the problems having to do with the conducting a department-store business; the secretary to an ex-governor gave much of his time to preparing speeches, to keeping informed about the various groups within the party organizations, and to doing party work. After consideration of this fact, our committee definitely concluded that it was certainly not advisable, even if possible, to plan a curriculum to give specialized information in the performance of all duties of all types of private secretaries; that it would be impossible to give such specialized training as to fit students to fill immediately and satisfactorily any kind of secretarial position.

The second fact disclosed by the investigation was that, despite the differences obtaining in the work of various private secretaries, there appeared to be certain few duties common to almost all secretaries to business men. Some of such common duties were (1) handling a considerable proportion of the correspondence for the employer, (2) managing the office, (3) keeping accounts, and (4) meeting callers. Our committee decided that such subjects should be provided in the secretarial curriculum as would prepare students to perform these common duties. For example, business English was put

in to teach students how to write business letters; principles of accounting, to instruct students to keep accounts; private secretarial duties, to give general information regarding the duties and amenities of the position, and to instruct students in such matters as managing callers, handling secretarial correspondence, the keeping of personal accounts, and filing. Further study of the information that had been collected indicated that a general knowledge of business was highly desirable because, since the secretary's value to his chief depended upon the degree to which he could assist him in his business, the more the secretary knew about business the more helpful he would be. The fact fitted in with a previous conclusion of the committee that the position of private secretary should not be considered a permanent vocation in business for men. Hence such general courses in business were included as political economy and practical economic problems, business finance, and principles of business administration.

The curriculum planned for the *first year*, with number of points[1] allowed in each, is as follows: Private secretarial duties, 2; business English, 4; policitcal economy and practical economic problems, 4; contracts and agencies, 4; business finance, 4; essentials of advertising, 4; principles of business administration, 4; markets and marketing methods, 4; and principles of accounting, 2.

After the first year the students should begin to specialize in fields for which they feel some aptitude. For example, a student that is desirous of becoming a private secretary should attempt after the first year to aim to prepare himself to become a private secretary in some one field of business. He can specialize at New York University School of Commerce, Accounts, and Finance in banking and financial work, in advertising, in marketing, in insurance, etc. This specialization will not only make him better fitted to carry on the secretarial work of an employer engaged in any one of these fields, but will also prepare him for later advancement in that field. To this end, the student is allowed to elect subjects that will train him in a specialized branch of business.

The following program, with number of points allowed, is a concrete illustration of the courses that would be elected by a student who is planning to become a private secretary and who feels that he has a bent toward the financial field.

Day school, second year.—Money and credit, 2; financial history of the United States, 2; statistical methods and application, 4; trust work of banks and trust companies, 4; analysis of corporation reports, 4; investments, 4; advanced business correspondence, 2; first year commercial French, or second year commercial French, or

[1] A point is the equivalent of one hour of classroom work a week, a semester (15 weeks).

first or second years of Spanish, German, etc., 4; commercial paper and bonds, bankruptcy, etc., 4; and principles of accounting, 2.

Day school, third year.—Banking, 4; banking practice, 2; the work of Wall Street, 4; functions of the buying department of bond houses and moneyed institutions, 2; credit problems and collections, 2; literature of business, 4; second year commercial French, or third year commercial French, or second or third year of Spanish, German, etc., 4; mortgages and real estate, 4; office management, 2; psychology of business, 4.

ANN BREWINGTON. The secretarial course in the School of Commerce and Administration of the University of Chicago is planned to meet the needs of students, especially young women who wish to prepare themselves for business secretarial positions or for such other capacities as office managers, registrars, and assistants to public officials. Since it is becoming increasingly clear that thorough training is necessary for the highest success in such positions, provision has been made for (*a*) a well-rounded general education, including training in English composition and modern language, and (*b*) a central core of subjects to provide the basic training necessary for any type of secretarial work. This includes (1) the foundation courses concerned with the physical and social environment of business and with the basic functions of business, and (2) secretarial-method courses, such as facilitating, measuring, and communicating aids of administration. These will be supplemented by courses looking toward the particular type of secretarial work in which the student is interested, whether in business, education, philanthropic service, or other fields. Training in shorthand and typewriting is recognized as a necessary part of secretarial equipment, and students must demonstrate reasonable proficiency in such technique.

Students contemplating business secretarial positions will follow, in the main, the course outlined below, with further requirements in business correspondence, secretarial work, etc. Those contemplating secretarial positions in other fields will be provided with a program of studies selected from courses offered in other departments of the university, correlated according to the needs of the individual case: *First year*—English composition, industrial society, economic and commercial geography, business administration, geography and resources of North America, and value and price; *Second year*—standards, reports and records, financial organization of society, introductory psychology, the manager's administration of finance, psychology of business procedure, risk and risk-bearing, and English; *Third year*—the worker in economic society, market administration, the manager's administration of labor and of production; and *Fourth year*—business law and problems of business policy. Three subjects

constitute regular work in any one year. Opportunity for selection is offered to meet this requirement. These selections must include at least three majors lying in the special field of secretarial work.

Students expecting to enter this division are advised to take, in their secondary-school training, English, French or German, mathematics, history, psychology, physics, chemistry, mechanical drawing, and shorthand and typewriting. Students who have met the requirements of the graduate school are admitted and may pursue courses leading to the master's degree in the secretarial division. It is assumed that such students will have secured in their under graduate work thorough training in English composition and in modern languages and some appreciation of the physical and social environment of business. Then the graduate work will cover the secretarial-method courses and courses along the line of the student's vocational interests.

C. M. THOMPSON. In the College of Commerce and Business Administration of the University of Illinois are 12 rather closely related curricula that cover four years of work and lead to the degree of bachelor of science. The chief purpose of the curriculum for trade and civic secretaries is to train college men and women for technical leadership in chambers of commerce and trade organizations, and to make our graduates better and more appreciative members of the various organized groups with which, as business men, they may reasonably expect to become affiliated. The 15 required entrance units include English literature and composition, algebra, geometry, and a laboratory science. During the first two years students are limited to subjects offered in the College of Liberal Arts and Sciences, and to the fundamentals of economics and accounting offered in the college of commerce. Included among the university credits, constituting about 8 per cent of the total required for graduation, is the subject of rhetoric. About 70 per cent of the student's entire work for four years is given to the required subjects of the curriculum.

Subjects which deal with the fundamentals of business in general include elementary accounting, economic resources, and economic history, in the freshman year; intermediate accounting, principles of economics, money and banking, business letter writing and principles of business organization, in the sophomore year; methods of marketing, corporation management and finance, public finance, labor problems and business law, in the junior year; advanced economic theory, personnel administration, principles of transportation, and fundamentals of advertising, in the senior year. Specific subjects include courses in government, municipal, State, and national, city planning, administration of charities, psychology—descriptive and laboratory—and organization administration. There are also certain

minimum group requirements, 8 hours of modern language, 10 hours of mathematics or chemistry or physics, and 12 hours of social sciences, in which are included history, philosophy, psychology, political science, and sociology.

When the student has secured credit for something like 100 or 110 of the 130 hours necessary for graduation, he is advised in the matter of choosing free electives to the best advantage. Those who intend to go into chamber of commerce work are urged, for example, to take public speaking, retailing, sociology, and public utilities, while those who look forward to becoming trade secretaries are led to determine as fully as possible just what field they expect to enter. To meet such a variety of demands, appropriate courses are offered in a number of fields, of which the following are illustrative: Industrial relations—including labor problems, labor legislation, and personnel work; principles and methods of production; various types and kinds of marketing; and advanced business law.

It is difficult to find students able and willing to undergo the apprenticeship incident to successful secretarial careers. Some appear to have ability; some are anxious to undertake the work; comparatively few, however, are both able and anxious. Such a position calls for leadership which only the better and more mature college graduate possesses.

A number of plans have been tried with fair success at the University of Illinois for interesting students in secretarial careers. Weekly class conferences are held early in the freshman year to hear discussions of the best methods of study and of opportunities in the trade and civic secretarial field. Each member of the class is urged to confer with some designated member of the teaching staff. Organization of a chamber of commerce, composed entirely of students and officered by them, is known as the Illini Chamber of Commerce. This chamber is affiliated with the Illinois Chamber of Commerce and has the cooperation of its officers and directors. The president of the latter, a man of large affairs, has spent several days in conference with students. The State association of chamber of commerce secretaries holds meetings rather regularly in our Commerce Building. The committee on secretarial training of this association assists in the choosing and training of young secretaries. Files of house organs, chamber of commerce bulletins, and other similar publications are made accessible to the students. Personal work among juniors and seniors is done with careful study of temperaments and personalities.

Upper classmen may enter only on the permission of the instructor a course designed exclusively for prospective secretaries. A recently installed advisory system for seniors enables one to choose here and there young men and women for certain specific secretarial

positions in which the conditions of employment are fully known. Another source of supply for trade and civic secretaries may be found among college graduates with 5 or 10 years of business experience. We are constantly on the lookout for those of our alumni whose experience seems to fit them for secretarial work.

Technical preparation for trade and civic secretaries would be of much greater value if it could be postponed beyond the bachelor's degree. Since they have less direction from employers than is usually the case in lines of general business, the need for additional training and maturity becomes greater. A year of graduate work is ordinarily more maturing than several years of undergraduate work. The University of Illinois hopes to be able to furnish trade organizations and chambers of commerce with young men and women properly trained as undergraduates in economics and allied subjects who have had at least a year's graduate work in the particular field which they expect to enter. It is impossible to make in the undergraduate curriculum the clear-cut distinction between preparation for chamber of commerce and trade organization work; to assemble courses appropriate to the student's objective; to have him carry on an investigation and formulate his conclusions in an acceptable thesis; to bring him in contact with typical problems he will be called on to solve.

In addition to formal training students must be placed where they can get actual practice in a natural environment. Our students are advised to attend the National School for Trade and Civic Secretaries held for two weeks each year at Northwestern University, under the auspices of the secretaries' association and fathered by the Chamber of Commerce of the United States. Our chief experience up to the present time in helping our prospective secretaries make proper contacts has been with chambers of commerce; for example, committee secretaryships in large city chambers and general secretaryships in large towns and small cities. So far practically nothing has been done in the way of securing apprenticeship training for inexperienced men and women who are planning to go into trade secretary positions.

KATHARINE C. REILEY. Secretarial studies at Columbia University were begun in university extension in 1911 when a course of three years, leading to a certificate of proficiency, was established for high-school graduates. When in 1916 the School of Business was organized, the subject was admitted to its curriculum as a separate program with the regular degree of the school, B. S. in business. At the same time the school arranged a course of one year for college graduates leading to a certificate. Simultaneously the department of university extension reduced its course of three years for high-school graduates to two years.

The major interest in the development of secretarial studies at Columbia University now lies in the course in the School of Business. The requirements for admission are the satisfactory completion of two years of general college work. The period of study must include two years of English, two years of a modern language beyond the entrance requirement, and one year of economics. If the candidate has not taken business organization and economic geography while in college he must offer these subjects in his technical program in the School of Business. The requirement for the degree is two full years, or 60 points of work, in scientific business. Secretarial students must now offer, during this period of study, stenography and typewriting, one year of accounting, banking and business, corporation finance, statistics, business law, business economics, and secretarial correspondence. These are precisely the courses required of the regular students in the school, with the addition of stenography, typewriting, and secretarial correspondence.

A far more elastic program is arranged for the students in the one-year course for college graduates. The required subjects are only stenography and typewriting. The 18 semester hours required in addition for the certificate may be freely combined from any other course in the School of Business. A year is a very short time in which a student may gain useful knowledge of any special field. Many college graduates come to the school with definite ideas of the business field that they plan to enter. To assist them to arrange programs giving special training to carry out these clearly defined purposes, great freedom must be allowed the official advisers.

In the arrangement of secretarial studies at Columbia, difficulties have chiefly centered in the work in stenography and typewriting. Until the current year the time allowed in the degree course was 46 semester hours, 40 in the first year in the school and 6 in the second. In the one-year course the requirement was 40 semester hours. This requirement proved to be one of grilling severity. It is true that skilled instructors turned out excellent shorthand writers and typists. In too large a percentage, however, the strain of this deadening class drill resulted in an overtension and drain of nervous force, and brought about a defeat of the purpose sought. In all cases little time or fresh energy was left for the difficult subjects in scientific business. It has accordingly been decided, inasmuch as these students in their college years have received discipline in the voluntary control of their attention and habits of study, to give them conditions of greater freedom in the study of shorthand and typewriting. Only 22 semester hours of actual classroom attendance are now required. The same final tests of speed and accuracy must be met as heretofore.

The purpose of the two-year course for high-school graduates offered by the department of university extension is primarily to train students for positions as stenographers, equipping them at the same time with some technical training in practical business, and also including general college courses in English, modern language, etc. This additional training is designed to give them the power to rise to positions of more executive type. Three units of English must be included in the admission requirements. The certificate requirements, in addition to stenography and typewriting, are freshman English, secretarial and business English, two years of a modern language, the elements of business organization, bookkeeping, typography, oral English, and one elective. The requirement in stenography and typewriting amounts to at least 40 semester hours, and usually to 46.

The essential foundation of secretarial training must be the English language. To give the power of ready, precise, and appropriate use of English, both written and spoken, is a far longer and harder task for the American educator than the teaching of stenographic signs. To reach this result no pains are spared either instructor or student. Every secretarial student, whether from high-school or college, must on beginning her studies take an examination in elementary English. This examination is a rigid test in grammar, punctuation, sentence structure, capitalization, and spelling. Oral English is also demanded unless the candidate has satisfied the requirement elsewhere or can convince the examiner that she uses a standard pronunciation of her mother tongue.

These curricula of secretarial studies have been primarily developed for women, for these formed originally with few exceptions the group of secretarial students. Recently an increasing number of men have enrolled, but thus far it is not indicated that the courses need modification on that account.

EVENING SESSION.

Graydon Stetson, President Salem Trust Company, Salem, presiding.

ARTHUR L. CHURCH. Secretarial science is the unwritten science, because there is so little in print which bears on it, notwithstanding the fact that it is one of the oldest of professions or occupations, as old as civilization itself. You never can tell where a secretary is going to come from. I am the secretary of an engineering concern and was educated as an engineer in all the discipline which goes with a theoretical course, an education in the shop, drafting room, and in practice. An extremely able secretary studied law as a preliminary. Another came to it through banking experience, and still another graduated from a college into a secretarial department of a great organization and has been its secretarial head for many years. Another was a bookbinder. Many businesses select their secretaries from a department of the organization and not always from among those who are brought up from the beginning in secretarial lines. It is natural that this should be so, for it is only by experience and length of service that a person can be imbued with the tradition of a business and knowledge of its personnel which will enable him to do the things he will have to do in a secretarial position.

A secretary is much more than a clerk to give notice of meetings, to take minutes and record them and preserve them, and to see that actions of the board of directors or other governing body are transmitted to the officers to be carried out. These things, however, are all important, and must be done without failure and on time. Even the composition of the minutes requires good taste and good English.

A secretary who can read and write English and take notes and transcribe them and do the daily task is somewhat like a musical performer, but that one who wishes to make himself felt, who will be equal to whatever emergency may arise in his profession, would be like the musician, only that his sphere of knowledge ought to be much wider, for it may take in any art or science or several of them and require a wide knowledge of affairs and of men. He should cultivate the power of keeping his counsel, the ability to be intrusted with knowledge of the various experiences of a business, those things between departments for instance which some one person must know, or a small group of persons, for example, the salaries of all officials, and of departmental heads, the policy which a business is to pursue in finance, the acquiring of property, the building program,

or a dozen other things which should not be spread broadcast any more than should the details of a person's private affairs. He can not be successful unless he may be depended upon to carry out and finish those tasks which are imposed upon him by custom in his own business or by the board of directors or other governing body of the organization.

In addition to the purely secretarial duties which take up a very considerable part of the secretary's time, the activities of some secretaries are those of housekeeper of the building in which the executive offices are located, such as a large office building, to see that it is maintained in good condition, select the personnel of his own office, to engage undersecretaries, bookkeepers, clerks, correspondents, stenographers, and typists. The employment bureau, filing room, and library are likely to be under his direction. The secretary of a large corporation usually finds on his desk many letters, the answering of which is difficult to assign to any department. He receives and answers, to meet the views of the directors and governing officers, referenda of the Chamber of Commerce of the United States, questionnaires of the Federal and State Governments, etc. In many cases he prepares yearly statistical data for city, State, and Federal Governments.

Countless requests are made to corporations by mail and in person for charities, church organizations, fraternal and political organizations, etc. The officers of a corporation have no legal or moral right to donate stockholders' money unless some return is to be expected. The secretary bears the burden of deciding on these subscriptions. The secretary attends public meetings as the representative of the company, meets persons with or without experience who have schemes for the betterment of the corporation or axes to grind for themselves. In some organizations news is given to the press by him. The transfer and registration of stock falls in the secretarial jurisdiction.

The transfer of stock and its details can be taught in the schools, but the other duties referred to can not be so taught. Ability to handle them must come from the experience of years. Since a secretary is liable to come from any one of the professions or from no one, he should be given that four-year college course with its solid content of English, history, foreign language, mathematics, physics, and chemistry, which will give a foundation upon which any profession can be built, and which is a source of inspiration, pleasure, and profit to its recipient throughout his whole life. This course has been modified by the interpolation of philosophy, botany, economics, and psychology to suit the needs of students of business by the addition of industry, government, insurance, accounting, law,

and political science. Two years of approved college training have been recommended as a requisite for admission to the Wharton School of the University of Pennsylvania.

HAROLD S. BUTTENHEIM. The directory of commercial and industrial organizations recently published by the United States Department of Commerce lists more than 11,000. Of these, 1,500 are interstate, national, and international in scope; 2,000 are State organizations; and 7,700 local. Their wide range of activities is evident from the fact that the classified list of organizations extending beyond State boundaries required 73 headings. Local civic-commercial organizations whose objects are defined as "civic and industrial development" include chambers of commerce, boards of trade, commercial clubs, community clubs, etc. The directory lists more than 4,000 such organizations. No figures are available as to how many have paid secretaries who are making civic-commercial organization work their sole or main profession. There are at least 800 all-time positions with organizations of this type. These 800 men have collectively one of the biggest jobs which a group of similar size has ever undertaken—a job with boundless possibilities for real, fundamental service to American communities and to the Nation as a whole.

Assuming native qualities of energy, optimism, tact, personal magnetism, usefulness, and broad vision, and assuming also a good general education on which to build, there are four main activities of the civic-commercial organization secretary which may be regarded as the main objectives of specialized secretarial training. (1) The secretary must know how to keep his organization alive. No secretary can be thoroughly efficient who does not understand and use modern methods of membership building and maintenance and of securing and holding adequate financial support for his organization. (2) He must understand the technique of his job. He must have a detailed knowledge of the system by which a modern office is managed and run, and must also know how to make the many human contacts which the successful operation of his community dynamo involves. He must know the devices of efficient relationship between himself and his board of directors, committees, and his membership as a whole, and between his organization and other organized groups in the community. He must know how to develop a modern program of work, how to conduct members' forum meetings, and many other well-tried methods in which the best practice of successful secretaries is now available. (3) He must know how to render the special service which his organization may properly perform for its members. Among such activities are industrial research and development, the stimulating of retail trade, the manage-

ment of a traffic bureau, the study of marketing problems, the securing of conventions, and the advertising of the advantages of the city for home seekers. (4) The secretary must be able to guide his organization wisely in its work for the general civic welfare. Many an American city has an efficient form of municipal government which its people would not have adopted but for the initiative of the local chamber of commerce; and the same is true of city planning or zoning ordinances, parks and playgrounds, public health programs, streets well paved and lighted, adequate water supply and sanitary systems, and many other forward steps in municipal and civic progress.

Nor do city boundaries limit the civic activities of the forward-looking chamber of commerce secretary. He studies the advisability of a regional planning scheme which will tie together surrounding towns and villages with a rational system of highways and parks. Through his State chamber of commerce and the Chamber of Commerce of the United States, and through direct contact of his organization with the legislature and governmental officials, he helps to influence State and national action on a wide variety of business and civic problems.

A community-mindedness is beginning to emerge through which our municipalities are coming to realize that they are in a very large measure the masters of their own destinies, and that not only do their deeds as communities react on the welfare and happiness of their own citizens, but that their example may influence the forward march of community life to a state-wide or nation-wide or eventually a world-wide degree. The extent to which this community-mindedness shall become increasingly vocal and effective will be influenced in a very large measure by the ability and training of our local community leaders.

MINA KERR. The position of executive secretary in social organizations has come with the development of great national organizations whose important function it is to initiate reforms, to interpret measures, and to educate public opinion. Many national organizations doing this kind of work have executive secretaries. The latter usually have a responsibility for finances; they must understand the budget system, source of income, and know how to distribute this income in the wisest and most efficient way among the various departments of the organization's work. They have to help sometimes in raising money needed for the work of the organization, and there is always the responsibility for economy and efficiency in expenditure. It is their task to make constructive plans, initiate policies, and work out programs for the work at headquarters and for the whole organization. A very important side of the work lies

in the relation to the people; to the elected officers and committees of the association and to the staff of regular workers; to the great body of members; and to the visitors of many kinds who come to the office. For another phase of their work which has to do with cooperation with other national organizations they need knowledge of public questions, ability to write and speak and to work with other groups of people, and above all a sense of what is steady progress and not mere temporary agitation.

Undoubtedly our colleges and universities can provide a certain amount of training which will prepare for this kind of work. A training school can instruct and give some practical experience in the making of a budget, the estimating of resources and expenditures therein, and in general business methods in the management of offices. It can also give instruction and practice in the general technique of organization work. Courses in fundamental and social psychology, sociology, government, history, all assist in getting the kind of background which helps in working and living with other people. A school can prepare a student for organization work by courses in economics, government, current history, and present-day politics and educational movements. Undoubtedly theoretical courses can be combined with certain opportunities for practice with organizations, provided the school is located in a large city. Most educational and social organization executive secretaries at the present time have come up through volunteer work in the organizations in which they now hold office. This position, like every other, requires certain native bents and abilities, and to these must be added experience which can come in part from the school and in part must come from actual life and work.

CHARLES LEE SWEM. It is puzzling to know where to draw the line between a secretary and a good stenographer. I was simply stenographer to the President, and yet from the first day to the last of the Wilson administration I received in dictation the letters of the President, transcribed them myself on the typewriter, reported all his utterances, and in general handled practically all his private and confidential work, such as keeping his personal files, digesting his letters for him to save him the time of reading them through, making appointments for him, and in fact taking up in person with members of his Cabinet business that he would not transmit by letter and for which he had scant time himself—all duties of a private secretary, in reality transacted by a stenographer.

The President of the United States has a private secretary and but one in name. His post is frankly political and advisory. One of the chief functions of any secretary is that of meeting callers, but

in the White House there is even another secretary, though not by name, who does that. The President has, however, not less than a half dozen actual secretaries, whose duties are very clearly defined. They do the actual clerical and detail work that is characteristic of a secretary's job.

The qualifications necessary to become secretary to the President of the United States are not characteristic, yet the secretary to any public man must in some degree possess those same qualifications. Practically every public man is in politics; his secretary therefore must know something of the political game. He need not be an astute politician, but he must have a sense of politics. Outside of this single qualification the secretary to the public man does not differ materially from the business secretary. The essential qualification of every secretary is common sense, the ability to see with his eyes, to hear with his ears, and to think with his own head. A secretary can be told from the mere stenographer by his absolute readiness to perform any and all duties that may be necessary for the advancement of his chief's interests. A secretary to a public man particularly must be able to use shorthand. His chief is frequently called upon to make speeches or to give voice to some opinion for newspaper consumption when a stenographer is not present, and the secretary should see that he is not only quoted, but correctly quoted. A busy man conferring with his secretary can not call a stenographer for every instruction that may occur to him at the moment: the secretary should be able to jot it down to be given to the stenographer later.

In business life the woman secretary may be just as serviceable, if not more so, than the male secretary. More often than not she is a better master of detail, and secretarial work is a work almost entirely of detail. For that reason, where other considerations are not involved, perhaps it might be said that the girl will make a better secretary than the man. In public life, however, that statement will not hold good.

The schools can not turn out full-fledged secretaries, because there are no two secretarial positions alike. The best that the school can do is to give the student the routine of the work and the necessary background upon which he will be able to build and grow into the job. Shorthand, typewriting, the elements of bookkeeping, filing, and routine procedure can and should be taught. The school can not teach common sense, but it can develop it. It can so offer instruction in problems that the student will be prepared to act for himself when the emergency arises.

ADJOURNMENT.

At the request of and subsequent to the conference the chairman appointed the following committee on secretarial training to study the subject and prepare a report on needs and opportunities for secretarial service, with recommended courses of study to meet needs and promote opportunities: H. E. Bartow, Mary B. Breed, Ann Brewington, Harold S. Buttenheim, Arthur L. Church, T. Lawrence Davis, Edward H. Eldridge, Emma P. Hirth, Harry Loeb Jacobs, Harlean James, Mina Kerr, Edward J. Kilduff, Edward J. McNamara, Katharine C. Reiley, Charles Lee Swem, Charles M. Thompson, W. R. Wagenseller, and Glen Levin Swiggett, chairman.[1]

[1] Miss Hirth is director of the Bureau of Vocational Information, New York City, and Miss James is secretary of The American Civic Association, Washington, D. C. See program of the conference for positions and addresses of other members of the committee. Additional members are to be appointed.

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