

DESIRABLE SKILLS AND TRAITS OF OFFICE WORKERS
AS DETERMINED BY CORVALLIS BUSINESSMEN

by

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CHAPTER I

INTRODUCTION

Business education in public high schools, in business colleges, and in colleges and universities has made rapid growth in the last twenty-five years. Many improvements have taken place in the commercial curricula and in the physical equipment of commercial departments. Although changes and improvements have been made, we must realize that we have by no means reached the limit in the best commercial instruction methods.

Every commercial department in each school in which the commercial subjects are taught has certain objectives to meet. These objectives include the subject matter which is to be covered and also the needs of the students who are taking the commercial subjects. The objectives cover the entire commercial field as a whole and each commercial subject which is presented in the commercial program of each school.

The primary objectives of each school are fundamentally the same. This statement has been made by The Oregon State

Department of Education¹: "Three rather distinct, though related, functions of high school business education are worthy of special consideration. They may be classified as consumer, prevocational, and vocational."

These aims of commercial education have been set forth by the California State Department of Education²: "First, the vocational, which is to prepare for a specific business occupation; and second, the social, which is to give any student a knowledge of such business information as he may need to carry on best as a member of the social group."

From these statements it can be seen that the young person who takes business subjects in school may take these subjects for personal as well as vocational use. Every young man or woman needs to become acquainted with the fundamental business practices so that he or she may become an efficient and intelligent buyer or consumer. This is the importance of the personal use of commercial subjects.

However, for those young people who wish to enter the business world, the vocational use of commercial subjects must meet certain needs and qualifications which businessmen

¹ A Course of Study for the Commercial Departments in the High Schools of Oregon. Issued by Rex Putnam, Superintendent of Public Instruction, 1940.

² Bulletin C-5 Post: The Objectives of and Majors in Business Education. California State Department of Education, Division of Secondary Education, Bureau of Business Education, Sacramento, California, 1929.

expect of the clerical workers who enter their offices from the schools as beginners.

Since the schools of today are attempting to help the young person to become adjusted to society, it is the responsibility of the school to give the student the proper background for consumer and vocational education. This task is in part undertaken by the commercial teacher.

Statement of the Problem

The efficient and conscientious teacher of commercial subjects often asks herself whether or not the subject matter which she presents to her classes meets the needs of the pupils.

The problem which is most important though is whether or not the students who take commercial subjects for vocational purposes are being adequately prepared for the business world and whether they can meet the requirements which businessmen desire of their office workers. The business world is continually changing as new machines, methods and techniques are adopted and the question of whether or not business courses are keeping up with these changes is a vital one.

The problem is to ascertain the current needs, requirements and qualifications for business workers as they are determined by the businessmen who are their employers. From this information, recommendations can then be made as to any

changes needed in the curricula of the schools or in the methods of presentation of subject matter.

Purpose of the Study

This study is to ascertain the requirements for office workers in the city of Corvallis as determined by the businessmen who employ them. Also, to find out whether or not the businessmen are satisfied with the work which is done by their secretaries and stenographers and other office workers, and what suggestions they have for improvement of the education of their employees.

Such a study will be of value to the commercial teachers for they will know then whether or not they are stressing the important points in the commercial subjects which they are teaching, or whether more time should be spent on aspects of commercial subjects which at present do not seem to be as important as others.

From this study, businessmen who are the future employers of the commercial students will discover that the schools are very much interested in helping students prepare to meet the business needs. There is a need for closer cooperation between the schools and the business offices and such studies as this will help to bring about such cooperation.

The students can learn what the business needs are and can thus do a better job in preparing themselves for work in the business offices.

Superintendents and other school officials will be interested to know that the students who leave their schools today are prepared to meet the business requirements set forth by businessmen.

Location of the Study

Corvallis, Oregon, the county seat of Benton County, has a population of 13,500, and is located on the Willamette River about 85 miles south of Portland, Oregon. Agriculture and lumber are the leading industries but in addition there are creameries, a refrigerator manufacturing plant, canneries, world famous poultry hatcheries and seed processing plants in and around Corvallis.

Corvallis is the home of Oregon State College, one of the institutions of higher education in Oregon. During the 1946-1947 school year, over 7,000 students were enrolled in the college. This enrollment increases the population of Corvallis nine months out of the year. During the summer sessions the college enrollment is between 1,000 and 2,000. Other educational facilities include a high school with a junior high school and four elementary schools.

The business district has many retail stores: Nolan's Department Store, Montgomery Ward and Company, J. C. Penney

Company, Atwood's Grocery, Red and White Grocery, Campus Super Market, Corvallis Columbia Market, Shupe Furniture Company, Blackledge's Furniture Company, Whiteside's Hardware Store, Heckart's Hardware Store, A. E. Coleman Jeweler, William Konick Jeweler, City Hall Pharmacy, Campus Drug Store, Berman's Drug Store, and William's Drug Store are just a few of the retail stores.

Several wholesale distributing plants, manufacturing and processing firms, a lumber mill and several planing mills are also found within the city limits. Corvallis has two newspapers, a daily and a weekly. The daily paper is The Gazette Times and the weekly paper is The Benton County Herald. There are twenty churches, three hospitals, a public library, three theaters, three hotels, three good size restaurants and several smaller eating establishments, a golf course, riding academy, and several auto courts.

Corvallis has two banks, the Benton County State Bank (an affiliate of the First National Bank of Portland) and the Corvallis Branch of the United States National Bank. There is one savings and loan association, the First Federal Savings and Loan Association. There are several finance companies, law offices, doctor and dentist offices, employment agencies, a credit bureau, and the public utility offices. There are many city offices, and since Corvallis is the Benton county seat, there are county offices also.

In addition to these business establishments, Corvallis has other facilities which are at the disposal of the townspeople.³

Corvallis is representative of the cities of this size in the state of Oregon and a good location for a study of this kind.

Subjects Employed in the Study

The men or women who are the heads, managers, or are in charge of business offices have been used as the subjects in this study.

The types of offices and the names of the offices under consideration are: Banks--Corvallis Branch of the United States National Bank, Benton County State Bank; Newspapers--The Gazette Times, The Benton County Herald; Accountants--Lloyd Samuelson, Thorpe Thaler, Ted Griffin; Attorneys--Robert Mix, Oehler and Huston, O. Middlekauff; Utilities--Mountain States Power Company, Rural Electrician Administration Project, Portland Gas and Coke Company, Pacific Telephone and Telegraph Company; Garages--Wilson Motor Company, Wood Motor Company, Hartsock and Tharp; Retail Stores--Nolan's Department Store, Montgomery Ward and Company, Green Valley Creamery, Medo-Land Creamery Company, Whiteside's Hardware Store, Columbia Market Grocery Store; the City

³ Benton County and Corvallis, Oregon. Prepared by the Corvallis Chamber of Commerce.

Offices--City Water Department, Credit Bureau; the County Offices--Benton County Health Department, Benton County Clerk, Benton County Recorder, Benton County Agent; Government Offices--United States Employment Office, Farm Labor Office, Soil Conservation Office, Bureau of Internal Revenue, Civil Service Office; College Offices--Registrar's Office, Comptroller's Office, Business Office, Graduate Office, Agricultural Extension Office; Wholesale Stores--Einerson's Candy Company, Hudson Duncan and Company; Real Estate and Insurance Offices--Edin Real Estate, Guy Parker Real Estate and Insurance, Patrick Insurance Service, C. G. Blakely Insurance, Jack Porter Insurance; Savings and Loan--Alcoa Adjusting Bureau, Calkins Finance, Federal Savings and Loan Company; Dentists--J. J. Felzien, C. S. Laws; Doctors--H. J. Anderson, W. J. Fortner; Miscellaneous Offices--James J. Gathercoal, Architect, Loehr Office Equipment, Conlin Implement Company, Silver Wheel Motor Freight, Beaver Laundry, Corvallis Chamber of Commerce, Corvallis Taxi, Western Avenue Plumbing Company, Harrison Electric Company, and Ben's Red and White Grocery.

These offices are representative of the offices found in this city and from them a picture of the business life of Corvallis can be taken.

Procedures Used in Making the Study

There are several procedures which can be used in a study of this kind. Impersonal methods could be used in which correspondence with business firms would be necessary. The procedure to be followed in this study will be personal interviews with the men and women in charge of the business offices in Corvallis. The offices which are to be used are representative of those found in Corvallis and in other cities of this size.

A questionnaire is the basis for the discussion to be carried on in these personal interviews, although it is hoped that additional information may be brought out by the employers in the course of the conversation. A list of the questions to be asked in the interviews will be found in the appendices.⁴

The questions attempt to find out what the business needs are at the present time, the kind of work which the office workers are required to do, the machines they must use, and how well prepared they are to do the work of the particular office in which they are working.

From the answers to these questions, suggestions and recommendations for improvement in the teaching of business courses will be received.

⁴ Appendix A

CHAPTER II

PREVIOUS STUDIES

Numerous studies have been made which attempt to find what qualifications businessmen desire for their office workers.

Several theses have been written in which the person making the study has found the business needs for office skills and traits in a certain town or city and has made a comparison with the methods used for teaching business subjects in a particular high school.

A study of this kind was made by Hugh Brogan⁵ for the Emporia, Kansas high school. His study attempted to adjust the business curriculum of Emporia high school to the needs of the community. Another study of the same type was made by Harold Franklin Hall in Pekin, Illinois⁶, while still another was made by Dale Perkins in Troy, Kansas⁷.

⁵ Brogan, Hugh: Adjusting the Business Curriculum of Emporia High School to the Needs of the Community; 93 p.; Master's Thesis; Colorado State College of Education; Greeley; 1940.

⁶ Hall, Harold Franklin: Adjusting the Business Curriculum of Pekin Community High School, Pekin, Illinois, to the Needs of the Community; 94 p.; Master's Thesis; Colorado State College of Education; Greeley; 1940.

⁷ Perkins Dale: A Business Survey of Troy, Kansas; 123 p.; Master's Thesis; Colorado State College of Education; Greeley; 1940.

In these theses, questionnaires were mailed to employers to determine the business qualifications, skills, and traits of the office workers. From this information, recommendations were made for the improvement of the high school curricula.

Other business surveys made for master's theses were accomplished by Albert J. Senft in the city of Dover, Ohio⁸; by Flavia Tweed in Fort Smith, Kansas⁹; by Stuart S. Wessing in Canajoharie, New York¹⁰; and by Jo Morgan Markham in Stillwater, Oklahoma¹¹.

A study was made in Kansas and Missouri by the Occupational Study of the Greater Kansas City Area.¹² Officials of more than five thousand firms, employing more than three-fourths of the number of workers reported in the Greater Kansas City Area by the United States Census reports

⁸ Senft, Albert J.: Employer's Evaluation of the Dover, Ohio High School Business Curriculum; 93 p.; Master's Thesis; Ohio State University; Columbus; 1941.

⁹ Tweed, Flavia; A Survey of Business Occupations of Fort Smith, Kansas; 137 p.; Master's Thesis; University of Tennessee; Knoxville; 1940.

¹⁰ Wessing, Stuart S.: Occupational Survey of Canajoharie, New York; 72 p.; Master's Thesis; New York State College for Teachers; Albany; 1941.

¹¹ Markham, Jo Morgan; Business Occupational Survey of Stillwater, Oklahoma; 87 p.; Master's Thesis; Oklahoma A. & M. College; Stillwater; 1941.

¹² Wilson, Elizabeth K.: "The Secretary and the Employer", Business Education World, Vol. 24, pp. 307-310, February, 1944.

of 1940, were interviewed in this study. Approximately two-thirds of the firms indicated that they encouraged continued training on the part of their secretaries. About the same number reported that if the work of the secretaries was not satisfactory, the firms dismissed them instead of changing them to other work or providing additional training.

In this study, employers were asked to select five traits that they regarded as most important for their secretaries. The order of frequency varied with the type of firm, but the traits seemed to remain the same in each case. These traits were: dependability, accuracy, cooperation, courtesy, and cheerfulness. From a list of twelve abilities that employers thought their employees should acquire, the ability to follow directions was given as one of the three most important traits to develop in school, almost as many employers selected mental alertness, and about half the employers selected both of these traits among the three most important for secretaries. After these two abilities, the others were ranked in the following order: logical thinking, arithmetic fundamentals, pleasant speech, memory, spelling, vocabulary, penmanship, rhythm, physical alertness and reading. The order depended upon the type of occupational firm which answered the questionnaire.

In this same study, secretaries with experience were asked to give what they considered to be the essential

traits for secretaries. The order was somewhat different than that given by the employers. The secretaries listed the traits in the following order: accuracy, neatness, dependability, pleasing personality, and understanding of the job. They placed following instructions and cooperation as sixth and seventh.

From a list of valuable suggestions for students on their first jobs made by the experienced secretaries included in the above study, the following hints were compiled:

1. Follow directions whether they seem important or not.
2. Do not complain.
3. Do not make alibis; it is better to admit mistakes.
4. Learn to take corrections without showing your feelings.
5. Be accommodating, but do not do the other fellow's work.
6. Cultivate a sense of humor.
7. Do not make your desk a dressing table.
8. Learn as much as possible about your job and the business of your firm. Be loyal to your firm.
9. Do not expect praise for everything you do well. Decide for yourself whether you have done the job right.
10. Cultivate your memory. Do not be guilty of losing as many things in the office as you lost in school.
11. Do not pass the buck nor let it be passed.
12. Cultivate a feeling of responsibility for the

success of the business of your firm. Make yourself worth your salary.¹³

A study made by Charles C. Baker¹⁴ showed that in the opinion of a representative group of personnel directors they preferred experienced secretaries for the following reasons: They have the ability of applying themselves to a new job, and they know how to work; they have a knowledge of basic office routine and know how to follow instructions; they ask questions if they find themselves on uncertain ground; they have good office-housekeeping habits; they have a loyal attitude toward their employers, they are energetic; they are punctual and thorough, and they consider their jobs as personal responsibilities; they have the initiative to do a necessary job without being told; their office manners are pleasant and make for unity among all employees.¹⁵

In a study made by Beatrice E. Hertwig¹⁶, the following conclusions were reached: During the war, the high

¹³ Wilson, Elizabeth K.: "The Secretary and the Employer", Business Education World, Vol. 24, pp. 307-310, February, 1944.

¹⁴ Baker, Charles C.: "Experience for Applicants", Business Education World, Vol. 23, pp. 433-434, March, 1943.

¹⁵ Ibid.

¹⁶ Hertwig, Beatrice E.: "Business Requirements and School Placements Today", The National Business Education Quarterly, Spring, 1947.

schools attempted to provide the students with a knowledge of business subjects as quickly as possible because there was such a demand for workers on the job. However, this has changed, for now businessmen will not accept haphazard work from their employees.

Businessmen want efficient workers direct from school--workers who are trained for a specific job as they no longer desire to do on-the-job training. Employers want applicants with a pleasing appearance; therefore, young people looking for jobs should be taught how to dress, not only for making application for a job but while working on the job also.

The schools are doing a good job teaching specific skills such as shorthand, typewriting, bookkeeping, and office machines; but work habits are criticized by employers. English grammar and spelling are weak, and good business "horse sense" seems to be lacking with a lot of the young people. The teachers must help the young people to realize that this is part of their responsibility to their employer.

Businessmen would like to have the schools make a follow-up of their graduates and favor a closer relationship between the high school business department and the business offices so that the young people will be able to bridge the gap between the classroom and its supervision and the office in which they are more or less independent of direct supervision.

A rather unusual study was reported by Harm Harms¹⁶. The study, made by Noma Education Committees of Area Seven, gave the businessmen the opportunity to give comments, instead of answering the specific questions usually found in a questionnaire. Following are some of the conclusions from this study:

Under "personality" some of the traits which particularly pleased employers were: willingness to consider group interest more important than personal desires, punctual and free from unnecessary absence; willingness to accept jobs that might not be as desirable as the work of others, but just as important. Those traits which were displeasing were: putting on makeup after arriving at work; failure to listen to complete instructions before beginning a new job; desire for advancement regardless of merit; and lack of initiative.

Under "knowledge of business information": adaptability to irregular work with a minimum of coaching; some general knowledge of competitive business and policies; and evening school studies which give the individual some background for the next job ahead. These are just a few of the factors which pleased the employers. Abilities which office

¹⁶ Harms, Harm: "Businessmen Comment on Standards", United Business Education Association Forum, Vol. 1, No. 3, pp. 35-37, May, 1947.

workers should have at their command and do not have were: better knowledge of English grammar; better knowledge of office skills such as how to erase, clean the typewriter, change typewriter ribbons, type carbon copies and second pages of business letters; a general understanding of business procedure; and where to learn what they need to know about office procedure that they are not familiar with.

Some miscellaneous suggestions from this report covered the entire field of business standards. They were: too many workers enter the business field who are still in their childhood; schools need a better variety of equipment in order to do office practice work; there is need for more typing on business forms instead of on blank sheets of paper; there should be more importance in taking an interest in the office work being done; there should be more office practice under conditions as nearly possible like actual office conditions; it would help to have more stress on the importance of asking questions; if our teachers could develop in their students a genuine curiosity about their jobs, the students would be far easier to teach, instead we must hand everything to them in small doses so that they can handle it.

These studies show that businessmen have definite ideas about how the work should be done in their offices and they know how they want their secretaries and other office employees to do that work.

CHAPTER III

THE STUDY

Corvallis businessmen who are managers of offices and who are in charge of hiring the office workers employed in their respective offices were personally interviewed for this study. A questionnaire* was used as the basis for the interviews, but additional information was brought out while discussing the questions included in the questionnaire.

Contacts were made with sixty-five Corvallis offices. Of this number, fifteen of the contacts were unsuccessful and fifty actual interviews were completed. The offices which were visited were representative of the business offices in Corvallis. An overall picture of the work done by office workers in the small as well as in the large offices and in some of all types of offices which are to be found in the city of Corvallis was desired. The offices which are represented include those with only one office worker and those with two or more workers.

Most of the businessmen were very cooperative. However, in a few of the cases the men felt that they were too busy to bother with the interview, or that with just one office worker they could not be of any assistance, or

* See Appendix A

that the office work is done by the businessman himself without the aid of another office employee.

During the war years it was very difficult for the employers to find office workers who were dependable or who had a satisfactory mastery of the office skills. Many of the girls left without notice to follow their husbands who were in the service; the government offices took many of the best workers so that small businesses were at a disadvantage. Because it was difficult to find good workers, the businessmen were compelled to take what they could find, even though they were dissatisfied with the workers and the work they produced. This situation is rapidly changing. The businessmen seemed to feel that at the present time progress is being made toward more highly qualified office workers. In almost every office the businessmen said that the workers must be well qualified to hold their jobs because if they are not, they will be replaced by men and women who are qualified to do the work.

Experience of Office Workers

Table I shows the experience that is necessary for Corvallis office workers.

TABLE I
Experience Necessary for
Corvallis Office Workers

Experience	Number	Per Cent	Total Number
Unnecessary	23	46	50*
Preferred	23	46	
Required	10	20	

The amount of experience necessary for office workers varies. In an office where several girls are working, the amount of experience necessary depends upon the duties which the girl performs. An office clerk who does general typing and filing and other small tasks does not need any previous experience. The girl who does bookkeeping, acts as receptionist, or is a secretary to one of the men does need experience.

Twenty-three or forty-six per cent of the businessmen said that experience is unnecessary in their offices, twenty-three that experience is preferred, and ten or twenty per cent said that experience is required.

Table II shows the amount of experience preferred and the amount of experience required by Corvallis businessmen for their office workers.

* Total number refers to total number of offices.

TABLE II
Amount of Experience Preferred and
Required for Corvallis Office Workers

Experience	No Ans- wer	Per Cent	1 Yr. Cent	Per Cent	2 Yrs. Cent	Per Cent	3 Yrs. Cent	Per Cent	7 Yrs. Cent	Per Cent	Some Cent	Per Cent	Total Number
Preferred	15	65	4	19	1	4	1	4			2	8	23*
Required	5	50	1	10	2	20	1	10	1	10			10 ⁻

* Total number refers to total number offices which prefer experience.

* Total number refers to total number offices which require experience.

Of the twenty-three businessmen who prefer experience, two or eight per cent said that some experience is preferred, four or nineteen per cent that one year of experience is preferred, one or four per cent said that two years of experience is needed, the same is true for three years of experience, and fifteen or sixty-five per cent of the businessmen did not say how much experience they prefer.

Of the ten businessmen who said that experience is required, one year of experience is required in one or ten per cent of the offices, two years of experience are required in two or twenty per cent of the offices, three years of experience are required in one or ten per cent of the offices, seven years of experience are required in one or ten per cent of the offices, and in five or fifty per cent of the offices the businessmen did not say how much experience they require.

Training of Office Workers

Education Desired

Table III shows the level of education for office workers as determined by Corvallis businessmen.

TABLE III
Level of Education Required for
Corvallis Office Workers

Education	Number	Per Cent	Total Number
Grade School	0	0	50*
High School	38	76	
Business College	19	38	
College or University	18	36	

The type of education which the businessmen thought necessary for their office employees also varies with the kind of job handled. All the businessmen said that more than grade school education is necessary. Thirty-eight or seventy-six per cent said that high school education is sufficient, nineteen or thirty-eight per cent that business college is necessary, and eighteen or thirty-six per cent that college or university education is preferred. The amount of college or university education preferred varies from one year to four years.

Training for New Employees

Table IV shows the description of the training which is given to the new office workers.

* Total number refers to total number of offices.

TABLE IV
Description of Training
for New Employees

Training	Number	Per Cent	Total Number
Training already required	1	2	50*
Instruction by employer on job	31	62	
Instruction by other employees	20	40	
Special training instruction	4	8	
Further training required	12	24	

The next question considered was the way in which the new office workers are trained on the job. Aside from the fact that a knowledge of typing is necessary before taking any office position, only one employer said that training is already required before taking a particular office job.

This is in an office where the girl not only does office work but is also required to use a switchboard. Most of the workers are given instruction by the employer; there are thirty-one or sixty-two per cent of the employers who give the instruction. In twenty of the offices or forty per cent, the instruction is given by other employees. In

* Total number refers to total number of offices.

four or eight per cent of the offices, special training instruction is given, and in twelve or twenty-four per cent of the offices further training is required.

The kind of special training given to office workers is shown in Table V.

TABLE V
Special Training Instruction
Given to Office Workers

Special Instruction	Number	Per Cent
Reading	2	40
Office Meetings	1	20
Films	1	20
Part-time Employment	1	20
Total	5	100

In the four offices in which special instruction is given, five kinds of special instruction are used. Employers in two or forty per cent of these offices require reading of newly published manuals to keep up with the latest practices used. In one or twenty per cent of the offices, office meetings are held every two weeks in which pertinent questions with reference to work in the office

are asked, and in one or twenty per cent of the offices, a series of fifty training films depicting all the phases of office work as it should be carried on in their office are shown. This office is also cooperating with the local high school in giving part-time employment to high school students who are interested in entering the business field.

Table VI shows the further training required for new employees.

TABLE VI
Further Training Given
to Office Workers

Further Training	Number	Per Cent
Correspondence Courses	6	50
Training Courses	4	33
State Meetings	2	17
Total	12	100

There are twelve cases in which further training on the job is required. In six or fifty per cent of the offices, correspondence courses are taken. The length of these courses varies from six weeks to six months. In four or thirty-three per cent of the offices, special training is

given in Salem and Portland, Oregon for a period of one month to eight months. The new employee spends about a month in the home office getting acquainted with the type of work done and the kind of machines used. After this introductory period, the employee then enters this special training course to learn how the work should be carried on most efficiently, to acquire better skill in using the business machines, and to acquire better knowledge of other vital factors which concern his particular office. State meetings must be attended by some of the employees in two or seventeen per cent of the offices. At these meetings new and up-to-date information about office procedures and techniques to be used is given. Civil Service offices have a six-months probation period for all new employees. During that six months the employer can easily tell whether or not the employee is competent; and if she is not, she does not hold her position in that office any longer.

Positions Available for Office Workers

Table VII shows the positions available for business workers.

TABLE VII
Positions Available for
Business Workers

Positions	Number	Per Cent	Total Number
Typing	50	100	50*
Shorthand	27	54	
Filing	50	100	
Bookkeeping General	37	74	
Special	6	12	
Machine	13	26	
Adding Machines	42	84	
Duplicating Machines	11	22	

In the section on positions available for business workers, it was found that typing is necessary in each of the fifty offices; this is also true of filing. Only twenty-seven or fifty-four per cent of the offices require a knowledge of shorthand. Bookkeeping is divided into three groups: general bookkeeping, special bookkeeping, and machine bookkeeping. Thirty-seven or seventy-four per cent of the offices use general bookkeeping, six or twelve per cent use special bookkeeping, and in thirteen or twenty-six per cent of the offices, it is necessary to know how to

* Total number refers to total number of offices.

use a bookkeeping machine. The ability to use an adding machine is necessary in forty-two or eighty-four per cent of the offices, while a knowledge of the use of the duplicating machine is necessary in eleven or twenty-two per cent of the offices.

Speed Ability Required for Office Workers

Table VIII shows the typing, shorthand dictation, and shorthand transcription rates required for office workers.

TABLE VIII

Typing, Shorthand Dictation, and Shorthand Transcription
Rates Necessary for Office Workers

	Words Per Minute												Total Number
	40- 50	Per Cent	50- 60	Per Cent	60- 70	Per Cent	--- 120	Per Cent	120- 140	Per Cent	None	Per Cent	
Typing	4	8	2	4	1	2	0	--	0-	--	43	86	50*
Shorthand Dictation	0	--	0	--	0	--	1	4	1	4	25	92	27-
Shorthand Transcription	0	--	0	--	0	--	0	--	0	--	27	100	27-

* Total number refers to total number of offices.

- Total number refers to total number of offices where shorthand is necessary.

There were only nine instances in which a given rate of speed is necessary in typing, in shorthand dictation, and in typing from shorthand notes. In all other cases, speed was considered a minor item. The important factor which the businessmen seemed to stress is accuracy. In typing, four or eight per cent of the offices require a typing speed of from forty to fifty words per minute, two or four per cent of the offices require a typing speed of from fifty to sixty words per minute, and in just one or two per cent of the offices a typing speed of from sixty to seventy words per minute is necessary. In the other forty-three or eighty-six per cent of the offices, no definite typing speed is required. Some of the businessmen said that they know that a certain amount of work should be accomplished by the typists but do not set a typing standard to govern the amount of work to be accomplished.

In the twenty-seven offices in which the workers need to know shorthand, the ability to take dictation at one hundred and twenty words per minute is necessary in one or four per cent of the offices, the ability to take dictation from one hundred and twenty to one hundred and forty words per minute is necessary in one or four per cent of the offices, and in twenty-five or ninety-two per cent, no definite speed for taking dictation is required.

There is no instance out of the entire twenty-seven offices which require shorthand where a speed is set for

transcribing or typing from shorthand notes

Agencies Used in Obtaining New Employees

Table IX shows the agencies which are used for obtaining office help.

TABLE IX
Agencies Used for Obtaining
Office Workers

Agencies	Number	Per Cent	Total Number
High School Placement	0	--	50*
Personal Application	37	74	
Want Ads	10	20	
Business College or College Placement	7	14	
Employment Agency	10	20	
Others	12	24	

Several different types of methods are used by the employers for obtaining office workers. High school placement is not used in any of the offices in Corvallis as the local high school does not have an employment agency for its business graduates. In thirty-seven or seventy-four per cent of the cases, personal application or personal interview is the method used. Want ads in the local newspapers

* Total number refers to total number of offices.

are used in ten or twenty per cent of the offices, while in seven or fourteen per cent of the offices, business college or college placement is used to obtain the new employees. The local employment agency is used in ten or twenty per cent of the cases. Some of the businessmen said that this method had not been very satisfactory in the past but that this condition is improving. In the last few weeks, some very competent office workers have been obtained from this source. Other methods, among which are personal recommendation by friends, are used in twelve or twenty-four per cent of the offices.

Opportunity for Advancement

Table X shows the opportunity for advancement in the fifty business offices in Corvallis.

TABLE X

Opportunity for Advancement in Fifty Corvallis Business Offices

Advancement	Number	Per Cent
Yes	34	68
No	16	32
Total	50	100

In a town the size of Corvallis, the opportunity for advancement is relatively small. However, despite this fact, thirty-four or sixty-eight per cent of the businessmen said that there is opportunity for advancement in their offices. In the term advancement, they include increase in salary and the opportunity to move on to larger offices. This latter case means that the office in Corvallis is only a branch office and the employee can advance to a higher position if he moves to another town to work in another office. This is especially true of Civil Service employees.

In the offices in which from fifteen to twenty girls are employed, it is possible for the typists and file clerks to advance to the positions of bookkeepers, stenographers, and secretaries. Sixteen or thirty-two per cent of the office managers maintained that there is no opportunity for advancement.

Office Machines And Equipment Used

This section of the study took into consideration the kind of office machines and equipment which it is necessary for the office workers to use in the course of a day's work. Typewriters are used in every office and so are files of one description or another. Other machines used are adding machines, bookkeeping machines, duplicating machines, cash registers, and many other miscellaneous machines.

Table XI shows the makes of typewriters used in the fifty Corvallis offices.

TABLE XI
Typewriters Used in Fifty
Corvallis Business Offices

Typewriters	Number	Per Cent	Total Number
Underwood Standard	12	24	50*
Underwood Noiseless	5	10	
Remington Standard	6	12	
Remington Noiseless	6	12	
Royal Standard	35	70	
Royal Noiseless	3	6	
L. C. Smith	10	20	
Woodstock	2	4	
Electric	5	10	

The Underwood standard typewriter is used in twelve or twenty-four per cent of the offices, the Underwood noiseless is used in five or ten per cent. The Remington standard typewriter is used in six or twelve per cent of the offices and these same figures also apply to the Remington noiseless. The Royal standard typewriter is the most popular with the

* Total number refers to total number of offices.

business offices as it is used in thirty-five or seventy per cent of the offices. The Royal noiseless typewriter is used in only three or six per cent of the offices. The L. C. Smith typewriter is used in ten or twenty per cent of the offices. The Woodstock typewriter is used in just two or four per cent of the offices and the more modern electric typewriter is used in five or ten per cent of the offices.

Many of the offices use more than one typewriter, some of them having all of the same make and others having the different makes. The standard typewriter seems to be the most popular. One of the businessmen who sells typewriters said that the noiseless typewriter is more difficult for the novice typist to use because it takes a very even touch. Unless the typist has used the noiseless typewriter and is well acquainted with it, he would not recommend it as a purchase.

Table XII shows the bookkeeping machines used in thirteen of the fifty business offices.

TABLE XII
Bookkeeping Machines Used in
Thirteen Corvallis Business Offices

Bookkeeping Machines	Number	Per Cent
Elliott Fisher	1	9
Underwood	0	--
Burroughs Bank Posting	8	60
Remington Bookkeeping- Billing	3	22
National	1	9
Total 13		100

There are thirteen offices in which bookkeeping machines are used. In one or nine per cent of these thirteen offices, the Elliott Fisher bookkeeping machine is used; in one or nine per cent, the National bookkeeping machine is used; in eight or sixty per cent, the Burroughs Bank Posting machine is used; and in three or twenty-two per cent, the Remington Bookkeeping-Billing machine is used.

Table XIII shows the types of adding machines which are used in forty-two business offices.

TABLE XIII
Adding Machines Used in Forty-two
Corvallis Business Offices

Adding Machines	Number	Per Cent	Total Number
Dalton	2	5	42*
Sunstrand	7	16	
Burroughs	30	72	
Corona	1	2	
Allen	6	14	
Victor	3	7	
Remington	2	5	
Smith	2	5	

There are forty-two offices in which the ability to use an adding machine is necessary. Some of the offices have more than one adding machine or more than one make. The Dalton adding machine is used in two or eight per cent of the offices, the Sunstrand in seven or sixteen per cent, and the Burroughs is used in thirty or seventy-two per cent. The Burroughs adding machine seems to be the most popular make in the Corvallis business offices. Other adding machines which are used and which are not included on

* Total number refers to total number of offices using adding machines.

the questionnaire are the Corona which is used in one or two per cent of the offices, the Allen is used in six or fourteen per cent, the Victor which is used in three or seven per cent, and the Remington and the Smith which are used in two or five per cent of the offices.

Table XIV shows the duplicating machines which are used in eleven of the fifty business offices.

TABLE XIV
Duplicating Machines Used in Eleven
Corvallis Business Offices

Duplicating Machines	Number	Per Cent	Total Number
Stencil	10	90	11*
Multigraph	2	18	
Fluid Process	1	9	
Gelatin	1	9	
Photographic	3	27	

Eleven of the fifty Corvallis business offices use the duplicating machines. Ten out of the eleven or ninety per cent of the offices have the stencil duplicator, two or eighteen per cent have the multigraph, one or nine per cent have the fluid process and the gelatin duplicator, and in

* Total number refers to the total number of offices using duplicating machines.

three or twenty-seven per cent of the offices the photographic machine is used.

Table XV shows the make of cash registers which is used in twelve business offices.

TABLE XV
Cash Registers Used in Twelve
Corvallis Business Offices

Cash Registers	Number	Per Cent	Total Number
National	7	58	12*
Remington	1	8	
Dalton	1	8	
Ohmer	2	18	
Others	1	8	

Twelve of the fifty offices use cash registers. There are seven or fifty-eight per cent of the twelve offices in which the National is used, two or eighteen per cent in which the Ohmer is used, one or eight per cent in which the Remington and the Dalton are used, and in one or eight per cent of the offices, a cash register is used which does not have a trade name on it.

Table XVI shows the miscellaneous machines and office devices which are used in the fifty Corvallis offices.

* Total number refers to the total number of offices which use cash registers.

TABLE XVI
Miscellaneous Office Machines and Equipment Used
in Fifty Corvallis Business Offices

Machines	Number	Per Cent	Total Number
Check Protectors	11	22	50*
Dictaphone	3	6	
Vertical File	46	92	
Flat File	6	12	
Stamp Affixer	3	6	
Addressing Machine	8	16	
Soundscriber	1	2	
Graphotype	1	2	
Marking Device	1	2	
Monroe Calculator	4	8	
Marchant Calculator	3	6	
Postage Meter	1	2	
Accuratio	1	2	
Foot Stapler	1	2	
Comptometer	1	2	
Loud Speaking System	2	4	
Coin Counting Machine	2	4	
Coin Sorting Machine	2	4	
Listing Machine	2	4	
Check Perferator	2	4	
IBM Machine	2	4	

Check protectors are used in eleven or twenty-two per cent of the offices. In many of the offices checks do not have to be written; this is done in one of the larger offices in Portland, Oregon. In other offices the amount of the check is filled in without the aid of the protecting device.

The Dictaphone, a voice-writing machine, is used in three or six per cent of the offices. This means that it is not

* Total number refers to total number of offices.

necessary for the secretary to take shorthand dictation, but she must be able to know how to use the Dictaphone from which she types business letters. Filing is done in each of the fifty offices. In forty-six or ninety-two per cent of the offices, the vertical file is used and in six or twelve per cent, the flat file is used. The stamp affixer is used in three or six per cent of the offices and the addressing machine (Addressograph) is used in eight or sixteen per cent.

There are other types of machines used which the questionnaire did not include. The Soundscriber is one of these machines and it is used in one or two per cent of the offices. It is a machine which uses the same principle as the Dictaphone machine; however, the voice is recorded on small plastic disc records instead of on the cylinder used on the Dictaphone machine. The business letters are typed as the secretary listens to the records through a traditional pair of earphones or from an ear piece attached to an upright stand placed near the typist's chair.

The Graphotype machine and the marking device are each used in one or two per cent of the offices. These are small machines which automatically take care of marking bills as they are paid.

The Monroe Calculator is used in four or eight per cent of the offices, the Marchant Calculator is used in three or

six per cent, and the Comptometer is used in one or two per cent. These machines, in addition to adding, subtract, divide, and multiply. A postage meter is used in one or two per cent of the offices; an Accuratio which figures grade-point averages is used in one office; and a foot stapler for fastening papers together is used in one office.

A two-way loud speaking system is used in two or four per cent of the offices where it is necessary to call out into another part of a building, or to call into the office from another part of the firm. In two or four per cent of the offices, a coin counting machine, a coin sorting machine, a listing machine which counts checks, and a check perforator which marks checks as cancelled are used. In two or four per cent of the offices, the new IBM machine is used. This machine automatically prepares payroll checks and is a great time-saving machine for a large office which has many payroll checks to make out each month.

Vocational Qualifications of Office Employees

Table XVII shows the opinions of the fifty Corvallis employers interviewed as to certain outstanding vocational qualifications of their office employees.

TABLE XVII

Vocational Qualifications for Office Employees

Qualifications	Good		Fair		Poor		Total Number
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	
Accuracy	41	82	7	14	2	4	50*
Dictation	40	80	8	16	2	4	
Transcription	40	80	8	16	2	4	
Typing	41	82	7	14	2	4	
Fundamentals							
Punctuation	44	88	2	4	4	8	
Spelling	44	88	3	6	3	6	
Syllabication	45	90	2	4	3	6	
Use of English	44	88	3	6	3	6	
Arithmetic	44	88	2	4	4	8	
Penmanship	0	--	0	--	2	4	
Follow instructions	44	88	5	10	1	2	
Attention to details	46	92	3	6	1	2	
Get along with others	45	90	3	6	2	4	
Meet people	46	92	3	6	1	2	
Concentration	42	84	5	10	3	6	
Industriousness	44	88	4	8	2	4	
Honesty and integrity	50	100	0	--	0	--	
Spirit of cooperation	47	94	3	6	0	--	
Neat, alert, and in- dustrious appearance	45	90	5	10	0	--	
Health	46	92	1	2	3	6	
Downwork neatly	42	84	7	14	1	2	
Orderly desk, papers	40	80	8	16	2	4	
Observe company rules	46	92	3	6	1	2	
Use of idle time	42	84	2	4	6	12	
Good use of office tricks, shortcuts	43	86	4	8	3	6	
Use office machines	45	90	4	8	1	2	
Transfer school work to office	46	92	3	6	1	2	
Dependable in absence of employer	42	84	5	10	3	6	

* Total number refers to total number of offices

The section of the questionnaire which considered the vocational qualifications of office employees gave the employers the opportunity to voice their opinions as to what they honestly think of the qualifications of their office workers. A list of some of the most necessary qualifications that an office employee should be able to meet were included in the questionnaire. The employers were asked to rank their employees as good, fair, or poor in each qualification.

Taking an average of the workers in their respective offices, the majority of the employers said that their present employees are very competent. If the employee is not well qualified, someone is hired to take his place. Most of the employers said that there is not such a scarcity of office workers at the present time as there was during the war years; also, that the quality of office workers is improving. Corvallis is a college town and this fact helps to improve the quality of workers. There are veterans' wives who are working while their husbands go to school; many of the women who received their college degrees while the men were in the service. Therefore, since the Corvallis businessmen feel that there are competent office workers available who can do their work satisfactorily, the employee who is not able to do the work does not hold the position.

In the offices which hire several girls, if a girl is not qualified to do one task, she may be able to do another

and is given that type of work to do. In a few of the offices it was reported that they hire girls with any special attribute because they can always make use of them.

Accuracy is very important; the employers would rather have the office girls right than fast. Many times the fact that a girl is accurate saves much more time than the fact that she is fast. This is particularly true of typing. Forty-one or eighty-two per cent of the businessmen said that their employees are good in accuracy, seven or fourteen per cent that they are fair, and two or four per cent that they are poor. These same figures apply to accuracy in typing. The businessmen felt that particular stress should be placed on accuracy in typing which includes such things as uneven stroking and transposition of letters. The Corvallis businessmen seemed to find these to be the most common typing errors. Accuracy in shorthand dictation and shorthand transcription is good in forty or eighty per cent of the cases, fair in eight or sixteen per cent, and poor in two or four per cent.

Ability in the fundamentals is also considered to be important. In punctuation, forty-four or eighty-eight per cent of the businessmen said that the girls are good, two or four per cent that they are fair, and four or eight per cent that they are poor. In spelling, forty-four or eighty-eight per cent said that they are good, three or six per cent that

they are fair, and three or six per cent that they are poor. In syllabication, forty-five or ninety per cent said that the girls are good, two or four per cent that they are fair, and three or six per cent that they are poor. In the use of English, forty-four or eighty-eight per cent said that the girls are good, three or six per cent that they are fair, and three or six per cent that they are poor. For those girls who have to do much bookkeeping, a knowledge of figures is very important. Businessmen said that arithmetic is good in forty-four or eighty-eight per cent of the cases, fair in two or four per cent, and poor in four or eight per cent. Penmanship was added to the list by two or four per cent of the businessmen and in both instances they said that the workers are poor.

The ability to get along with other workers is good in forty-five or ninety per cent of the offices, fair in three or six per cent, and poor in two or four per cent. In those instances in which this factor is just fair or is poor, the businessmen said that the girls spend too much time worrying about whether they are doing more work than someone else has to do or whether their office has fewer privileges than other offices have. They said that in too many cases the girls pass their work on to other employees if the opportunity arises. Cheerfulness is a qualification which is desired in many offices as it aids in bringing about a better

feeling among the employees..

The ability to follow instructions is good in forty-four or eighty-eight per cent of the offices, fair in five or ten per cent, and poor in one or two per cent. In forty-six or ninety-two per cent of the offices, the ability to give attention to details is good, in three or six per cent it is fair, and in one or two per cent it is poor.

The ability to meet people is very important in many of the Corvallis business offices. In numerous instances, the girls not only do general office work but they must also meet the public. This is particularly true in the utility offices, in other offices where people come in to pay bills, and in the offices where people are interviewed. The ability to meet people is good in forty-six or ninety two per cent of the offices, fair in three or six per cent and poor in just one or two per cent. These are some of the factors that the businessmen said are important when their employees are meeting the public. The girls must be able to understand the customer's point of view and must be able to put herself in that position so that she can see both sides of the question. She must allow the customer time to give a complete explanation of his complaint. The tone of voice, manner of speech and general attitude are very important. The girl must remember to be courteous at all times; even though the customer may be wrong, the girl must

make the customer feel at ease at all times. The ability to interview people takes an insight into character and human nature. The interviewer is the bridge between the firm and the applicant; she must be the salesman for the firm and at the same time she must see that the public is satisfied.

The ability to concentrate is good in forty-two or eighty-four per cent of the offices, fair in five or ten per cent, and poor in three or six per cent. Along this same line of thought are two other qualifications; industriousness and the ability to use idle time constructively. Businessmen said that industriousness is good in forty-four or eighty-eight per cent of the offices, fair in four or eight per cent, and poor in two or four per cent. They said that output of work is dependent on many factors; office conditions, general ability, and the individual employee are the factors specifically mentioned. Constructive use of idle time is good in forty-two or eighty-four per cent of the offices, fair in two or four per cent, and poor in six or twelve per cent. Most of the businessmen said that their employees do not have any idle time. However, when the girls do have a few minutes to spare, the businessmen felt that the time could be used to better the individual. By spending idle time in further study, the employees not only can improve their personalities but they

also can learn more about the job so that they will be prepared to take the job ahead. The experienced workers are better at self-improvement than the new employees. The businessmen felt that the girls have no initiative; they have no desire to get ahead and they do not give any individual or self-volunteered suggestions which would contribute to their own improvement or to the improvement of the office.

Honesty and integrity are good in fifty or one hundred per cent of the offices. In a few of the offices the employees are bonded.

The spirit of cooperation is good in forty-seven or ninety-four per cent of the offices, fair in three or six per cent, and is not poor in any office. A few businessmen said that new employees cooperate better than some of the experienced workers. The older girls have been in the office longer and are very apt to have a few ideas of their own. They feel that they know as much as the employer, and in a town the size of Corvallis, such an attitude is not questioned as it might be in a larger city.

A neat, alert and industrious appearance is good in forty-five or ninety per cent of the offices, fair in five or ten per cent, and is not poor in any office. Most of the employers prefer standard dress for the office; the one drawback seems to be that the office workers have a tendency

to over dress. Health of the employees is reported to be good in forty-six or ninety-two per cent of the offices, fair in one or two per cent, and poor in three or six per cent. Lack of vitality is the main drawback. One employer said that if the girls work very strenuously for two or three days, they have to take a day off to recuperate.

The employers reported that the ability to do work neatly is good in forty-two or eighty-four per cent of the offices, fair in seven or fourteen per cent, and poor in just one or two per cent. The ability to keep desk and papers orderly is good in forty or eighty per cent of the offices, fair in eight or sixteen per cent, and poor in two or four per cent. A few of the businessmen said that they may be the cause of disorderly desks in their offices if their desks are to be taken as an example.

The ability to observe the rules of the company is good in forty-six or ninety-two per cent of the offices, fair in three or six per cent, and poor in one or two per cent. It is more difficult for the new employee to adjust himself to office rules than for the experienced worker.

It is an asset for an office worker to be able to use tricks and shortcuts in office work. Forty-three or eighty-six per cent of the office workers are good in this ability, four or eight per cent are fair, and three or six per cent are poor. The ability to use office machines is good in

forty-five or ninety per cent of the offices, fair in four or eight per cent, and poor in one or two per cent.

The ability to transfer information learned in school to the office is vitally important. The businessmen said that this ability is good in forty-six or ninety-two per cent of the offices, fair in three or six per cent, and poor in one or two per cent. The employers said that education helps on any job. One point that should be given more attention in school is the employees' obligation to the employer. This is one of the outstanding complaints of the Corvallis businessmen. They included many points in the term consideration for the employer. The girls have a tendency to be late to work and the employers want them to be on time; on the job and not cheating on the employer's time. They stay out too long during rest periods and spend too much time making social telephone calls. Several businessmen said that chewing gum and smoking on the job show lack of consideration for the employer.

A few employers reported that the girls are uncertain and undecided; they are anxious to get the job but do not apply themselves after they get it. They lack interest and initiative and do not ask enough questions. The businessmen said that the government offices are to blame for this in many instances. During the war, two girls were hired to do the work of one in some of the government

offices; they received very high wages. These factors seem to be to blame for the lack of interest and the poor attitude which many workers have at the present time.

Because of this the girls seem to expect too much, while it is the employers who should be the ones to expect much of the employees. Unless the office workers improve in these points, the businessmen do not feel that they can give them recommendations for advancement or for other positions.

Another point which should be stressed in school is the appearance of business letters. They should be pleasing to the eye; a good looking page that shows the art of typing. Business letters are a personal recommendation for the individual and for the firm. One businessman said that business letters are all right but he desires neatness in making statements; and more importance should be placed on bookkeeping was the point another businessman brought out. Still another said that it is not so necessary to give much time to office machines in school as they can be learned on the job. Quite a few of the employers said that they prefer to take an inexperienced girl right out of school and train her in their offices. Others desired experienced workers who can come into a new office and handle the unique situations which are to be found there.

Dependability in the absence of the employer is good in forty-two or eighty-four per cent of the offices, fair

in five or ten per cent, and poor in three or six per cent. The few employers who reported this quality as fair or poor said that it is caused by lack of consideration for the employer.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

This study is based on personal interviews made with fifty Corvallis businessmen who are managers of business offices and who have charge of hiring the office employees in those offices. The purpose of the interviews was to determine the present business needs in regard to the qualifications, skills, and traits of office workers.

A questionnaire was the basis for the discussion in the interviews, although additional information was given by the employers in the course of the conversation.

It was found that forty-six per cent of the employers thought that previous experience is unnecessary and the same number said that experience is preferred while only twenty per cent require experience. The amount of experience preferred or required depends upon the particular job.

Seventy-six per cent of the businessmen want their employees to have at least a high school education and an average of thirty-seven per cent want business college or college training. Sixty-two per cent of the employers give instruction to new employees and in forty per cent of the offices, instruction is given by other employees. Special training is given in eight per cent of the offices by means

of reading in new manuals, office meetings, films, and part-time employment. Further training is given in twenty-four per cent of the offices through correspondence courses, training courses, and state meetings. Previous training is required in only two per cent of the offices.

Typing and filing are required in one hundred per cent of the offices, shorthand in fifty-four per cent, general bookkeeping in seventy-four per cent, special bookkeeping in twelve per cent, and machine bookkeeping in twenty-six per cent. A knowledge of the use of the adding machine is necessary in eighty-four per cent of the offices and the use of the duplicating machine is necessary in twenty-two per cent.

Fourteen per cent of the businessmen require a given typing speed, two per cent require a given speed in shorthand dictation, and none of the businessmen require a given speed in shorthand transcription. Although a standard for speed is not required in the majority of the offices, the businessmen have in mind a certain amount of work that should be accomplished during the day. Speed is the unimportant factor; accuracy is the important factor.

Seventy-four per cent of the businessmen hire their office employees by means of personal application, twenty per cent use want ads, fourteen per cent use business college or college placement, twenty per cent use the

employment agency, and twenty-four per cent use other methods.

There is opportunity for advancement in sixty-eight per cent of the offices and no opportunity for advancement in thirty-two per cent.

The Royal typewriter is the most commonly used in the Corvallis business offices; it is used in seventy per cent of the offices. The Burroughs Bank Posting machine is used in sixty per cent of the thirteen offices that do machine bookkeeping. The Burroughs adding machine is used in seventy-two per cent of the forty-two offices that require the use of this machine. The stencil type duplicator is used in ninety per cent of the eleven offices that use the duplicating machines; and the National cash register is used in fifty-eight per cent of the twelve offices that use this machine. All of the offices have additional machines and equipment which can be mastered on the job if the employee is not familiar with them.

An average of eighty-one per cent of the employers ranked their office employees as good in the vocational qualifications included in the questionnaire. An average of eight per cent ranked the employees as fair, and an average of four per cent ranked them as poor. In general, the businessmen said that the present office employees are well qualified and if they are not, they are replaced by competent workers who can do the work as it should be done.

Conclusions

The following conclusions have been drawn from the information received from Corvallis businessmen concerning the skills, traits, and qualifications of office workers:

1. The amount of experience necessary for office workers depends upon the type of office work that is performed.

2. High school education is sufficient in the majority of offices. The more advanced jobs require business college or college training.

3. Typing and filing are performed in all the offices. However, all the office workers do not need these skills as other work is carried on also.

4. Except for the typewriter, office machines can be learned on the job. However, the office worker who has a knowledge of office machines has an advantage over the worker who does not have that knowledge.

5. Accuracy in typewriting is considered more important than speed in typewriting. Uneven stroking and transposition of letters are the most common typing errors. More stress should be put on these errors while the girl is still in school; also upon the typing of neat office forms.

6. More attention should be given to fundamentals while in school. These fundamentals include the use of English, spelling, punctuation, and arithmetic.

7. Skill in the performance of office procedure must be of standard quality. If the office worker does not have the required ability for performance, she is replaced by one who does have that ability.

8. Businessmen require more than skill; they want the office workers to have certain business attitudes. In order to have satisfactory business attitudes, the office worker must have a business ideal; a business goal toward which to work.

9. The skill in performance of office procedure and the implanting of good business attitudes are the responsibility of the teacher who is training the student to become a well-qualified office worker.

10. Closer cooperation between business departments of the schools and business offices will do much to improve the standards for office workers and will increase the ability to meet these standards.

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APPENDIX A

APPENDIX A

EMPLOYER QUESTIONNAIRE

I. Experience

- ☐ 1. Unnecessary
- ☐ 2. Required
- ☐ How much
- ☐ 3. Preferred
- ☐ How much

II. Training

- A. Education desired
 - ☐ 1. Grade school
 - ☐ 2. High school
 - ☐ 3. Business College
 - ☐ 4. College or University
 - ☐ 5. Others

B. General description of training for new employees.

- ☐ 1. Training already required.
- ☐ 2. Instruction by employer on job.
- ☐ 3. Instruction by other employees.
- ☐ 4. Special training instruction.
- ☐ 5. Further training required.

III. Positions available for business workers.

- ☐ 1. Typing
- ☐ 2. Shorthand
- ☐ 3. Filing
- ☐ 4. Bookkeeping
 - ☐ a. general
 - ☐ b. special
 - ☐ c. machine
- ☐ 5. Adding machines
- ☐ 6. Duplicating machines

IV. Speeds required for secretaries or stenographers.

- ☐ 1. In typing
- ☐ 2. In shorthand dictation
- ☐ 3. In shorthand transcription

V. Which agencies do you use for obtaining your employees?

- ☐ 1. High school placement.
- ☐ 2. Personal application.
- ☐ 3. Want ads.
- ☐ 4. Business college or college placement.
- ☐ 5. Employment agency.
- ☐ 6. Others

VI. Do your office workers have opportunity for advancement?

 Yes

 No

VII. Machines or equipment used in your business office.

Typewriters

 Underwood Standard
 Underwood Noiseless
 Remington Standard
 Remington Noiseless
 Royal Standard
 Royal Noiseless
 L. C. Smith
 Woodstock
 Electric
 Others

Bookkeeping Machines

 Elliott Fisher
 Burroughs Bank Posting
 Remington Bookkeeping-Billing
 Underwood
 Others

Adding Machines

 Burroughs
 Sunstrand
 Dalton
 Others

Duplicating Machines

 Stencil
 Multigraph
 Fluid Process
 Gelatin
 Photographic
 Others

Cash Registers

 National
 Remington
 Dalton
 Ohmer
 Others

Miscellaneous

<u> </u> Check protectors	<u> </u> Addressing
<u> </u> Dictaphone	<u> </u> Machine
<u> </u> Vertical file	<u> </u> Others
<u> </u> Flat file	
<u> </u> Stamp affixer	

VIII. Vocational qualifications of office employees.

	Good	Fair	Poor
1. Accuracy	_____	_____	_____
a. Typing	_____	_____	_____
b. Dictation	_____	_____	_____
c. Transcription	_____	_____	_____
2. Ability to follow instructions.	_____	_____	_____
3. Ability to give attention to details.	_____	_____	_____
4. Ability in the Fundamentals.	_____	_____	_____
a. Punctuation	_____	_____	_____
b. Spelling	_____	_____	_____
c. Syllabication	_____	_____	_____
d. Use of English	_____	_____	_____
e. Arithmetic	_____	_____	_____
f. Others	_____	_____	_____
5. Ability to get along with other workers.	_____	_____	_____
6. Ability to meet people.	_____	_____	_____
7. Ability to concentrate.	_____	_____	_____
8. Industriousness.	_____	_____	_____
9. Honesty and integrity.	_____	_____	_____
10. Spirit of cooperation.	_____	_____	_____
11. Neat, alert, and industrious appearance.	_____	_____	_____
12. Health.	_____	_____	_____
13. Ability to do work neatly.	_____	_____	_____
14. Ability to keep desk and papers orderly.	_____	_____	_____
15. Ability to observe the rules of the company.	_____	_____	_____
16. Ability to use idle time constructively.	_____	_____	_____
17. Ability to use tricks and shortcuts in office work.	_____	_____	_____
18. Ability to use office machines	_____	_____	_____
19. Ability to use information learned in school when working in the office.	_____	_____	_____
20. Dependable in the absence of the employer.	_____	_____	_____
21. Other qualifications:	_____	_____	_____
a.	_____	_____	_____
b.	_____	_____	_____
c.	_____	_____	_____
d.	_____	_____	_____