THE VALUE OF HIGH SCHOOL TRAINING IN ATTITUDES
AND HABITS FOR SUCCESS IN BUSINESS

by

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Miss Elizabeth Wilson, Miss Anna G. Myers, Miss Mary S. Wheeler, Miss Velma Shelley, Miss Minnie Dingee, Miss Florence Totten and Miss Alma Betz; the girls of the class of 1928 of the four High Schools, Central, Manual Training, East, and Westport, for information about themselves and for assistance in locating other members of their graduating class; George F. Melcher, Superintendent of Schools, Kansas City, Missouri, for his generous support and approval of the Inquiry, and to J. W. Twente, Professor of Education, University of Kansas, whose constant encouragement and wise counsel made the completion of this thesis possible.
INTRODUCTION

The aims of education are determined by the needs of the individual and society. In the early history of our country, a century and a quarter ago, ninety percent of our people were engaged in agriculture. A century or so later we are told that sixty percent of our workers are in occupations of trade and industry. As long as society is agricultural, and only slightly industrial, the needs for guidance are few. With increased urban population and its attendant dissimilarities in race, customs, and language, the problems of guidance are more vital and difficult. Since occupations are becoming more complex, it naturally follows that with increased chance for selection in preparation for life work, the more important is the task of making a wise choice, and the greater the chance of error. To meet the rapid industrial growth of our country, there must be an expansion of our education program.

Varied reading indicates that the outlook for this phase of guidance which we call vocational is promising. The present status of the movement is hardly more than pioneer, as fifteen years measure its life time. However, the steady growth of the movement, the interest in it at present and provision for its support, indicate
that it is coming to be a far-reaching service. No longer need we argue as to the importance of guidance, as school leaders realize that it is necessary that the efforts of the schools may not be misdirected.

Leaders associated with the rise of counseling are Frank Parsons of the Vocational Bureau of Boston, whose personal records indicate his active interest as early as nineteen hundred and seven, and the late Frederick J. Allen of Harvard and Boston University. The work of the latter as student, professor, and writer of occupational studies, and as editor of Vocational Guidance won for him an unique place as a pioneer in Educational guidance, and respect as an authority probably accorded no other leader in the field.

Throughout our whole system of education, bureaus of vocational guidance, research, and placement are being started in many communities either within or without the schools. The duties of deans and advisers in our colleges and universities are being enlarged to include time for counseling. Industrial and mercantile centers, where there are frequent changes in population and employment, have made provisions for and are extending plans for guidance through their public schools.

Cincinnati,¹ in 1916, Atlanta in 1915, Los Angeles and Minneapolis about the same time, and Pittsburg in 1913, definitely laid plans for a better adjustment of education to the occupational needs of society. It seems, then, that vocational guidance is in the forefront of attention because of recognition of the fact that there are maladjustments which the schools at present are not able to remove without the help of something we call vocational guidance. This type ² of counsel as generally accepted means "the giving of information and advice and providing try-out experience, wherever possible, in regard to choice of an occupation, preparation for it, entering upon it, and making progress in it through a period of employment."

Kansas City, Missouri, in its public schools provides guidance through teachers, principals, and special counselors. Better methods of child study and testing offer much help in this direction. Classes in occupations exist in some schools on a level with other subjects. Ten weeks of the course in Civics, which is required of all students in Junior High Schools, are devoted to a study of occupations. There are also trade

and continuation schools for boys and girls which in the main are having satisfactory results. As yet the city itself has not made it incumbent on the schools to provide for guidance as a definitely organized function, but the time is not far off when the city, through its extended trade territory and growing industrial interests and population, will make it necessary to establish and maintain a more desirable connection between the schools and the social and industrial life of the community.

The results of the questionnaire which form the basis of this study are an initial effort to find out from girls, who are actually at work, some of the things which our high schools purpose to do and yet may fail to do. It is a desire to learn whether any specific training received in school is of assistance to them in their occupations, and to receive suggestions concerning any remissness of our schools in developing desirable attitudes and providing occupational experience.
METHOD

The study which was begun in December, 1929, is based on a Vocational Inquiry directed to one hundred girl graduates of four Senior High Schools of the year 1928 who are actually at work. In securing information the questionnaire (See page 65) in personal interview with each girl was used. The schools whose students were selected for the investigation were East, Manual Training, Central and Westport High Schools. These four schools, it was thought, would represent a good cross section of the general high school population of Kansas City, Missouri.

The plan, which originated as the annual project of Pi Lambda Theta, an educational organization for women, has the approval of George F. Melcher, Superintendent of Schools. During the previous year the organization studied the vocational opportunities in the city for girls in stenography. Since the information for this survey was obtained from employers, a second inquiry, broader in nature, and addressed to the girls themselves concerning occupational work was thought necessary to secure a fairer and more complete analysis. At the same time the feasibility of asking for opinions from our high school graduates was realized.
At that time there was no record of the kind of work possible for girls who graduate from high schools. Neither was there at hand any definite information from those actually employed as to some of the things which the schools, because of the traditional character of our educational program, aim to do and yet may fail to do. Since occupations are becoming more complex, to go into one haphazard and be successful is coming to be the exception rather than the rule. While this investigation is somewhat limited in scope and number of people involved, as a pioneer project it may offer some help in establishing a more desirable connection between the schools and the social and industrial life of the community.

The members of the committee on form of inquiry were Miss Anna G. Myers, Assistant Director of Research and Efficiency, Miss Elizabeth K. Wilson, Director of High School Counseling, Miss Minnie Dingee, Counselor for Westport High School, and Miss Edith Lewis, teacher in Westport High School. As chairman of the group that received and tabulated the responses to the Inquiry, the writer was to file a brief summary of the results with the organization, Pi Lambda Theta, another with the Superintendent of Schools, Kansas City, Missouri, and a
third report, more extended, in the form of a thesis in graduate work, with the School of Education, University of Kansas.

The study, involving as it did an unlimited amount of time and energy, failed to maintain the interest of Pi Lambda Theta as a whole. Since the members were business and professional women with varied interests, many preferred to use their time in ways that had greater appeal to individual tastes. As a result six of the group shared in carrying through half the plan by interviewing fifty girls, while the author, having a personal and abiding interest in the completion of the survey, put it in its present and final form.

The one hundred girls selected for the interview were chosen on the basis of the subjects in which they had enrolled in high school. The inquiry, vocational in type, obviously demanded, that the names of those girls who had had the complete commercial course, or a part of it, should be used. In only a few cases were girls included who had had no commercial preparation in high school and these were added only because members of the group knew of their actual employment.

Since the scores on the Terman Group Test were available for only eighty girls, the value of intelligence
ratings for this inquiry was lessened. The absence of this measure for many of the graduates of Westport High School is due to the fact that the year 1929 marks the first attempt to secure a Terman score for every Senior. In the case of the other high schools in which counselors appeared somewhat earlier, the non-appearance of scores may be due in part to absence of students on the day of the test, or to their entrance from out-of-town schools during the school year. At any rate, since the relation between salary and intelligence measures is so very slight, their chief value in this study lies in indicating an unselected group. The median score, 115, is about what may be expected for a group of Seniors.

To make certain that commercial preparation in school meant actual employment after graduation, the name, address, and residence were verified by telephone. In spite of what was considered careful selection, more than sixty girls, whose choice of subjects indicated employment, vocationally after graduation, had left the city or, more frequently, were enrolled in colleges for further study.

The number of girls by schools follows:

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Westport High School</td>
<td>36</td>
</tr>
<tr>
<td>Central High School</td>
<td>32</td>
</tr>
<tr>
<td>Manual Training High School</td>
<td>19</td>
</tr>
<tr>
<td>East High School</td>
<td>13</td>
</tr>
</tbody>
</table>
Recognizing that some maladjustments exist between the prevailing public school system and the rapidly changing economic conditions in which most young people earn their living, in the last ten or fifteen years much has been written with a view to pointing out the deficiencies of those who enter the business world from the commercial department of our public schools. For some time, employers, both from observation and experience, have realized and emphasized the fact that occupations are making demands on young people for which both private and public schools are not adequately preparing them. ¹ More recently we have been told that not only is there need for more proper technical training, but that there is an equal need for certain habits of industry and mental attitudes toward work that are necessary for success and achievement. Literature of this type is valuable in that it presents rather definitely the viewpoint of the employer.

Commercial education seems to be in a transitional state. There is noticeable change in regard to what constitutes education for business. The programs for such education are being broadened from the original

1. Lyon, Leverett S., Education For Business, Ch. 8, p 116
conceptions of short courses in bookkeeping, stenography, and typing for the usual office jobs to a more comprehensive and liberal training for every variety of business service. In the commercial field today all are being made conscious that mental, social, and personal characteristics and habits may at times be of more value than professional technique in regard to mechanical skills. Hence it is almost imperative that a wider range of choice be offered to those who wish to prepare for business.

Coincident with this, the schools are continuing to offer courses designed to meet the needs of business. Where our students are and are not succeeding, we are just beginning to find out. The most beneficent result for all concerned, employer, employee and the schools, is the consciousness on the part of both business and the schools of the need for closer relationship between the educational and industrial life of the community.

Perhaps some opinions from the standpoint of business itself, based on industrial analyses, may serve to show some of the more important needs and demands of business. Two surveys of business were made, one in 1915 in Rochester, New York, and another the following year in Minneapolis.¹

¹. Weersing, Frederick, "The Administration of Commercial Education in the Public High Schools of Minnesota." Iowa Monographs V. 5, p 32.
These analyses are selected for three reasons: first, they are typical in objective and result of others that were and are being made in other cities and states; second, they illustrate an early desire to effect a closer alignment of business with the schools; and third, since they are partly commercial in nature, they contain ideas closely related to some of the findings of this survey. The aim and a few of the results are particularly pertinent here.

In both cities, Rochester and Minneapolis, the investigations were made with the hope that the requirements of business might be better understood by local authorities; that the schools and business might co-operate to the end that more efficiently trained young people might be available. The analyses clearly set before the school authorities the number and kind of positions open to the students of the schools, the duties attending most positions, the shortcomings of commercial programs, as shown by what employees from the local educational centers could and could not do well. Some of the conclusions in the form of suggestions follow:

First, students in school should ever be kept conscious of the value in business of habits of courtesy,

1. Lyon, Leverett S., "Education For Business." Ch. 8, p 119
industry, thoughtfulness, and loyalty.

Second, operators of machines should be trained in commercial courses in schools.

Third, general requirements for commercial training are reaching higher standards.

In 1929, fully fifteen years later, a scientific study by William L. Connor and Lloyd S. Jones of the Cleveland Public Schools was carried out. ¹ The object was to make an analysis of clerical workers other than those whose work is chiefly stenography and bookkeeping, and to build a course of study for this group. It was a study that originated because of questions raised by the Office Managers' Group of the Association of Credit Men of Cleveland relative to the kind of training the public schools give and to the help that the Office Managers might offer in determining what skills were essential to success in general clerical work. They were satisfied that the schools were providing adequate training in stenography and bookkeeping, but many office workers were required to do other types of work.

The Superintendent of Schools and Assistant Superintendents pooled their efforts with those of the Credit Men

¹. Connor and Jones, "A Scientific Study In Curriculum Making." Introduction p V.
toward defining the duties of the general office clerk and setting up a course of study to meet the need. Former pupils leaving Junior and Senior High School during the five years prior to 1923 and 1924, boys and girls from twelve to twenty-three years, were selected by the school executives so as to secure a fair sampling of the total school population. This included students in Junior and Senior High School and the University. Two hundred fifty employees were interviewed personally in making the job analyses. Each was asked to fill out a questionnaire concerning the duties of this position, by answering these questions about duties:

DUTIES--Daily or occasional? Relative importance? Degree of difference? Where learned? Where should you have learned?

While there was a less direct attempt to learn the value of school experience outside of the purely commercial subjects, than in the inquiry of the writer, and the employees included both boys and girls of wider variation in age, the data represented are the results of interviews and are not derived from question blanks sent at random. The findings indicated by this commercial survey of occupations are:

1. There is need for the schools to continue to train for stenographic work--some advanced work is also advisable.

2. Adequate training is given to girls in stenography, typing and bookkeeping.

3. Courses are still standardized on the basis of bookkeeping and stenographic units.

4. Schools need to do something for the student who becomes a clerk in a general office.

5. Fifty-six per cent of the employees begin as general clerks.

Probably the most persistent and useful attempts in research in commercial education since 1927 are the studies made available by the Iowa Research Conference on Commercial Education, University of Iowa. These volumes, four at present, make available not only the conclusions reached by various investigators, but also the procedure used. The study, reported in Volume Three, by Frederick J. Weersing, Commercial Education in the Public High Schools in Minnesota, seems to the writer to have some bearing on the present problem. ¹ The study, most comprehensive for one person, even with the active assistance of the State Department of Education, consists of three

parts briefly as follows:

1. An extended survey of commercial education based on reports of superintendents and teachers in schools having state aided departments.

2. Job analyses of commercial occupations in fifteen communities of the state in order to fix some aim or aims for business education.

3. An estimate of what was being done in terms of the aims with a view to further improvement of commercial education in Minnesota.

The general summary which is from the very nature of the problem extended and highly valuable cannot be given in its entirety, so that the author begs the privilege of using only those conclusions that seem most related to this problem.

1. Commercial Education is one of the most important forms of public education in Minnesota.

2. The courses offered are largely bookkeeping, stenography and typing. There are practically no courses looking toward general business.

3. Typing is the best taught subject of the three.

4. Surveys are needed to find out available occupational positions; follow-up studies would be useful.

5. There is need in the schools for guidance,
placement and follow up.

Another study dealing with numerous phases of the past experience of high school graduates and others of both sexes was that pursued by Irwin Alfred Buell in "After School Careers," a dissertation presented in candidacy for the Degree of Doctor of Philosophy at Yale University in 1925. The results appear as yet in manuscript, but can be obtained by borrowing from the library of Yale University.

The author in this dissertation defines his effort as an attempt to obtain relationships between scholastic records in high school and some of their present circumstances, such as marital and occupational conditions, income, social position, and present racial characteristics. The data were secured by questionnaire and direct interview, both of which asked only for the use made of high school training in the occupation. The people were not asked to present other values they had received from earlier scholastic experience. Although the relationship sought for emphasizes the scholastic record of the students, whether graduate or non-graduate, the conclusions, in regard to the reaction of those who had had high school preparation as a minimum, relating to

occupational use of this training have some bearing in this phase of the present Vocational Inquiry.

SUMMARY

1. The clerical work \(^1\) of high school graduates was of a higher type, suggesting promotion; a large percentage of less training had work in offices of a simple routine nature.

2. A need for a greater amount of educational guidance was suggested.

3. If increase \(^2\) in salary may be used to measure promotion, the students of more complete preparation were advanced more rapidly than the others.

4. In general \(^3\) those who remained in school longer had a greater median potential income, made more advance in social position, married later, and differed in several other ways from those who were not graduates. There was a significant correlation between school grades and income.

2. Ibid. p 211
The following tabulation lists the kind of employment entered by the one hundred girls of this study:

<table>
<thead>
<tr>
<th>Kind of Employment</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stenography</td>
<td>23</td>
</tr>
<tr>
<td>General Office</td>
<td>18</td>
</tr>
<tr>
<td>Typing</td>
<td>10</td>
</tr>
<tr>
<td>Secretary</td>
<td>9</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>6</td>
</tr>
<tr>
<td>Dictaphone Typist</td>
<td>6</td>
</tr>
<tr>
<td>Sales</td>
<td>5</td>
</tr>
<tr>
<td>Filing</td>
<td>4</td>
</tr>
<tr>
<td>Stenotypist</td>
<td>4</td>
</tr>
<tr>
<td>Telephone Operator</td>
<td>4</td>
</tr>
<tr>
<td>Stock Clerk</td>
<td>2</td>
</tr>
<tr>
<td>Comptometrist</td>
<td>1</td>
</tr>
<tr>
<td>Supervising Stenographer</td>
<td>1</td>
</tr>
<tr>
<td>Designer</td>
<td>1</td>
</tr>
<tr>
<td>Billing</td>
<td>1</td>
</tr>
<tr>
<td>Insurance Adjuster</td>
<td>1</td>
</tr>
<tr>
<td>Bagging</td>
<td>1</td>
</tr>
<tr>
<td>Writer of Burglary Insurance</td>
<td>1</td>
</tr>
<tr>
<td>Journalism</td>
<td>1</td>
</tr>
<tr>
<td>Opener of Mail</td>
<td>1</td>
</tr>
</tbody>
</table>

The preceding list reveals a wide range in occupational work, from places involving the simplest clerical duties, like opening, sorting, and forwarding mail, to positions of greater responsibility and more varied duties, listed as general office and secretarial.

The fact that twenty-nine of the girls are employed in general office and secretarial work, where both cultural education and professional technique in regard to mechanical
operations, are essential in the effective performance of office duties, demands that schools offering business preparation must consider, not only the usual manipulative and mechanical office job, but also the places on higher levels of employment.

Fourteen of the twenty-nine girls report that their work requires ability to use some of the modern machines, chiefly the adding and stenotype machines and the dictaphone. Of this number only two receive the median salary. The others fall in the most highly paid group whose remuneration ranges from eighty to one hundred ten dollars per month. Furthermore, replies indicate that the skill required for operating the newer appliances was obtained after graduation, either in the offices where they were employed, or in special schools, or in companies interested in promoting the sale and use of current office equipment. It seems then, in looking at the total number of people considered, that there is an appreciable demand for this additional skill if the graduates of our high schools are going to meet the demand of the present business world. There is definite proof that the employees who have it can readily capitalize it in the form of better salaries and doubtless it may be said by their increased efficiency impress an employer more favorably.
The mechanizing of business is one phase of education that is just beginning to make itself felt. The seeming neglect of this phase by public schools is due partly to a limited demand for the knowledge, lack of preparation of operators, and cost of satisfactory equipment. Again, business firms that deal in office supplies are willing to loan their products temporarily to commercial departments with demonstration of their usefulness and future purchase and installation in mind.

Since 1928 when this survey was made, two of the High Schools of Kansas City, and Junior College have extended their business training courses, notably that of Office Training, and are teaching bookkeeping and arithmetic by the use of the adding machine. The use of the neostyle and hектograph is, of course, common. In this way, what is as yet a limited demand for skill in operating mechanical appliances in offices is being met. If commercial education has as its reasonable objective the training of people to discharge business functions well, then the effective use of some machines, perhaps as the needs of the locality may indicate, must become a more essential part of the commercial experiences of our public schools.
Monthly Salaries as indicated by ninety-three girls:

- $40.00 - 1
- $42.00 - 1
- $46.00 - 2
- $50.00 - 4
- $52.00 - 1
- $56.00 - 1
- $60.00 - 9
- $62.00 - 1
- $64.00 - 2
- $65.00 - 4
- $68.00 - 1
- $70.00 - 15
- $72.00 - 20
- $75.00 - 9
- $80.00 - 10
- $85.00 - 4
- $90.00 - 3
- $92.00 - 1
- $100.00 - 2
- $104.00 - 1
- $110.00 - 1

Median = 72.2

The salaries for the group show upon analysis a direct relation between remuneration received and the amount of time spent in preparation for business.

Of the twenty-two girls who receive eighty dollars and above per month, the summary below gives more clearly the time, place, and amount of preparation as related to salary.

9 Two-year commercial course High School
6 One-year commercial course High School
   One year Sarachon Hooley

2 One-year commercial course High School
   One year Junior College

3 Complete commercial course Central Business
   College

One girl, a dictaphone operator, reports no preparation for business either in high school or in any other school; one holding a general office position makes no response as to previous preparation. By way of comparison, the girls of this, the highest salary group who receive their training in high school, and those who prepare in the various business colleges, have equal advantage as to salaries.

Of the forty girls who receive seventy to seventy-five dollars inclusive per month, twenty-five have had one year or its equivalent in commercial preparation.

Of the remaining twenty-seven receiving salaries from forty to sixty-eight dollars, the summary of time, amount, and place of preparation follows:

9 Commercial course High School
   Three to six months Business College

7 One year of Stenography High School

5 One year of Stenography and Bookkeeping High School
On the nine girls who have had the commercial course in high school, seven are receiving between sixty and sixty-eight dollars per month. The rest are working at a salary below sixty dollars.

In view of the fact that commercial occupations for girls are increasing and the old-fashioned apprenticeship is not generally available as a means of instruction, it becomes clear that the high school program may be broadened to noticeable advantage. This may be accepted as a necessity if we can take fair rewards financially for service as a criterion of satisfactory adjustment in the business world.

The low salaries received by some of the girls, chiefly those of reasonably adequate preparation, may be due to the need of more accurate information in regard to phases of work which they may enter, and a more definite idea on the part of the teacher of the personal fitness of the student for particular tasks. Aptitude tests may offer some help at this point, as they are designed to give a quick means of discovering general talents and tendencies, although there is by no means unanimous agreement as to their
value in indicating permanent interest in a vocation.

On the other hand the very low salaries received by some of the girls may be ascribed to the fact that the need for self-support is not felt until their last year in high school. Since the amount of preparation for earning a livelihood is then limited by time, the girls find themselves in the occupational world with training adequate only for simple and poorly paid clerical service.

While the above may continue to be true for some, there is need for teaching appreciation not only for technical skill and training, but general business education as well. Only in this way can vocational placement and adjustment be made a little easier—at least decisions as to personal fitness for a position may be more promisingly made.

**BONUS**

Out of one hundred girls only eight receive a bonus in the form of a cash payment, in excess of the salary paid. Two are given the opportunity of sharing in the profits of the business. The infrequent use of the bonus, a way of raising the standard of work and promoting efficiency, may be due to the smallness of the business, as a result of which routine work is not standardized. Again the fewness of those who receive a reward over and above
the regular salary for extra service given may be attributed to several conditions—to the small total of girls, to the limited amount of business training or its nature, or perhaps in a greater degree to the relatively short tenure indicated in the next summary.

**TENURE**

The Tenure of ninety-two girls follows:

<table>
<thead>
<tr>
<th>Duration</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 6 months</td>
<td>26</td>
</tr>
<tr>
<td>More than 6 months</td>
<td>50</td>
</tr>
<tr>
<td>18 months</td>
<td>9</td>
</tr>
<tr>
<td>24 months</td>
<td>7</td>
</tr>
<tr>
<td>Not answering</td>
<td>8</td>
</tr>
</tbody>
</table>

The group includes only girl graduates of 1928. When the experiment was planned in December, 1930, it was thought that a year and a half or thereabouts would be sufficient time to allow the girls to form impressions as to conditions and needs relating to their positions. It seems that fifty per cent are at work almost immediately after graduation. Seven of this number report experience in clerical work which paralleled a part of their last year in high school. The delay of the others in taking a position may be partly due to the need felt for more commercial preparation, or perhaps their inability to place themselves
without it; to failure to find employment, or to a delayed desire for a remunerative position.

REASONS FOR CHANGE

Reasons for change listed according to frequency of times given by thirty-eight girls:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better position - Increase in salary</td>
<td>9</td>
</tr>
<tr>
<td>Business depression</td>
<td>6</td>
</tr>
<tr>
<td>Better position</td>
<td>6</td>
</tr>
<tr>
<td>Promotion</td>
<td>3</td>
</tr>
<tr>
<td>Office closed</td>
<td>3</td>
</tr>
<tr>
<td>Undesirable location</td>
<td>3</td>
</tr>
<tr>
<td>To enter school</td>
<td>2</td>
</tr>
<tr>
<td>Illness</td>
<td>2</td>
</tr>
<tr>
<td>Married</td>
<td>2</td>
</tr>
<tr>
<td>Work too hard</td>
<td>2</td>
</tr>
</tbody>
</table>

The twenty-eight girls who receive the median salary and above indicate no change of position. By reference to page twenty-two, it may be noted that out of forty-four of the group who receive seventy to seventy-five dollars per month, twenty-five have had one year or its equivalent in preparation. This limited training for some may mean inability to secure and hold a more responsible position, which usually carries with it increased pay.

The failure of the twenty-three to give reasons for a shift in position may be attributed to an oversight of the interviewer alone, or on the part of both the interviewer and the girls. Some of the group may have
considered the question too personal in nature. The eleven of no response, intentionally or carelessly, may have omitted an answer to this query. The writer is unable to account for the omission in a more satisfactory way.

Of the thirty-eight girls who indicate change of position, fifteen benefit financially. Only the three conditions, "business depression," "office closed," and "illness," may be considered as determining factors outside the volition of the individual girls. Eleven of the group are thus affected. Further analysis of these results seems unnecessary as the other reasons assigned are what may be expected in the ordinary experience of any occupational group of this type.

The salary increase in case of two different positions held, with twenty-two girls reporting:

<table>
<thead>
<tr>
<th>Salary Increase</th>
<th>Number of Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5.00 per month</td>
<td>8</td>
</tr>
<tr>
<td>$6.00 per month</td>
<td>5</td>
</tr>
<tr>
<td>$10.00 per month</td>
<td>3</td>
</tr>
<tr>
<td>$12.00 per month</td>
<td>2</td>
</tr>
<tr>
<td>$15.00 per month</td>
<td>1</td>
</tr>
<tr>
<td>$22.50 per month</td>
<td>1</td>
</tr>
<tr>
<td>$28.00 per month</td>
<td>1</td>
</tr>
<tr>
<td>$30.00 per month</td>
<td>1</td>
</tr>
</tbody>
</table>

Eight girls who have held two positions receive no increase in salary.
Salaries for those girls who have held three positions:

- $6.00 per month - - - - - - - - - - 8
- 10.00 per month - - - - - - - - - - 5
- 12.00 per month - - - - - - - - - - 6
- 25.00 per month - - - - - - - - - - 1
- 32.00 per month - - - - - - - - - - 1
- 35.00 per month - - - - - - - - - - 1
- 40.00 per month - - - - - - - - - - 1
- No increase - - - - - - - - - - - - 2

Salary increase for those girls who have held four different positions with the number of girls receiving such increase:

- $10.00 per month - - - - - - - - - - 4
- 12.00 per month - - - - - - - - - - 2

Twenty-two girls receive salaries of eighty dollars per month and above. Below is a tabulation showing for these twenty-two girls the number of positions held:

```
<table>
<thead>
<tr>
<th>Different Positions</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 girls at $80.00 per mo.</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>4 girls at $85.00 per mo.</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3 girls at $90.00 per mo.</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1 girl at $92.00 per mo.</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2 girls at $100.00 per mo.</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1 girl at $104.00 per mo.</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1 girl at $110.00 per mo.</td>
<td>5</td>
<td>12</td>
<td>5</td>
</tr>
</tbody>
</table>
```
An analysis showing the number of positions held is made in an attempt to find out if there is any relation between change of position and the amount of salary received. According to data presented on page 28, contrary to the usual opinion held, change of position carries with it an increase in salary ranging from five to forty dollars per month. This rather surprising result increases the desire of knowing the number of positions held by the twenty-two girls of the group receiving the greatest remuneration. The table on page 28 shows that 54.5% report two changes, the other 45.5% show an even division between those girls who are in their initial position, and those who are holding their third place.

None of this group lists as many as four positions. Only four of the twelve girls in the two-position class receive a salary below eighty-five dollars per month, while three of the four receiving the highest pay fall in this division. By reference to pages 21 and 22 it may be noted that the group of the highest salary is the one of the most adequate preparation. Seventeen of the girls definitely report two years of commercial work, while three have had what is styled the complete commercial course in business college, which doubtless means business training equivalent to that experienced by the seventeen girls.
POSITION, HOW OBTAINED

The following methods were used by the one hundred girls in obtaining positions:

<table>
<thead>
<tr>
<th>Method</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Application</td>
<td>22</td>
</tr>
<tr>
<td>Agency</td>
<td>21</td>
</tr>
<tr>
<td>Friend</td>
<td>21</td>
</tr>
<tr>
<td>Relative</td>
<td>16</td>
</tr>
<tr>
<td>School</td>
<td>12</td>
</tr>
<tr>
<td>Advertisement</td>
<td>8</td>
</tr>
</tbody>
</table>

The various ways of securing positions, as shown in the tabulation above, indicate that a large number of these graduates, fully seventy-five per cent, finds employment through other avenues than the school. There is no way of knowing what influence or method prompts the personal application, as interest, encouragement, and information may have come through any of the five succeeding sources.

The rather frequent use of the agency marks it without doubt as a dependable factor in placement, as the various employment bureaus, chiefly the Stagg Employment Commission (for women), are definitely given credit for locating positions.

The variety of ways used by the group for finding employment, and the fact that only twelve credit the school with their placement make the finding of positions
somewhat a matter of chance. This uncertainty may be the sign of a real need for the formation through the Public Schools of some organized scheme of placement based on job analysis and a scientific compilation of local occupational opportunities for women. Certainly in this way the graduates of our school can be brought into closer touch with industrial opportunity, and as prospective employees in business can make their vocational choices more nearly on a basis of fact.

POSITION - PERMANENT OR TEMPORARY

Eighty-one girls rate their positions permanent; seven make no reply and four are undecided as to the tenure of their places. The range of salary for the eight girls who consider their work temporary is from forty-two dollars to seventy-two dollars per month. It is interesting to note that the one girl who receives the highest salary rates her position temporary because of its undesirable location and long hours. The income of the three next in rank is in amount twelve dollars below the median salary per month for the whole group, while the remaining four as to pay are in the lowest tenth.

By eliminating the eleven girls irrespective of salary from the total group and deducting the eight
who hold their positions temporarily, only nineteen remain in the group receiving less than seventy dollars per month. It may be safely inferred then that approximately two-thirds of the number who reply are influenced in some degree by what may be styled roughly an average salary or higher.

CHANCE FOR PROMOTION

The girls indicate chances for promotion in terms of good, slight, none, doubtful, and fair. The tabulation follows:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>54</td>
<td>Slight</td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>Doubtful</td>
<td>8</td>
<td>Fair</td>
<td>5</td>
<td>Not answering</td>
</tr>
</tbody>
</table>

Of the fourteen girls who see no chance for promotion only one receives a salary above the median. None of the rest approach that figure nearer than twelve dollars, while fifty per cent are among those receiving fifty dollars and less per month.

In the group of twelve that estimates its opportunity for advancement as slight, there is for most of the girls a nearer approach to the median salary. Five of the number are getting practically that amount each month.
In the "doubtful" list of eight, two are above the median and four just below. The others are well below the average pay for service. Of the five who estimate their chance of promotion "fair," there is about an even division between those who receive remuneration above the median and those who rank below in salary.

It is obvious then that the amount of salary received, is a rather potent influence on the minds of the girls in estimating chance for promotion. By reference to pages 21 and 22 the close relation between salary and preparation is evident. Apparently promotion is likely to be blocked to those who have less than a year's preparation for business and a commercial education that emphasizes only the narrower skills is not highly suggestive of immediate or ultimate advancement.

The answers to "What Do You Like About Your Present Position" are given below:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work interesting</td>
<td>20</td>
</tr>
<tr>
<td>Work attractive</td>
<td>15</td>
</tr>
<tr>
<td>Variety of work</td>
<td>9</td>
</tr>
<tr>
<td>Courteous employer</td>
<td>9</td>
</tr>
<tr>
<td>Congenial associates</td>
<td>8</td>
</tr>
<tr>
<td>Hours</td>
<td>6</td>
</tr>
<tr>
<td>Pleasant environment</td>
<td>6</td>
</tr>
<tr>
<td>Independence</td>
<td>4</td>
</tr>
<tr>
<td>Experience</td>
<td>4</td>
</tr>
<tr>
<td>Salary</td>
<td>4</td>
</tr>
<tr>
<td>Location</td>
<td>4</td>
</tr>
<tr>
<td>Pleasant contacts</td>
<td>4</td>
</tr>
<tr>
<td>Responsibility</td>
<td>3</td>
</tr>
</tbody>
</table>
Only one in office -- - - - - - - - - - - - - 1
Steady employment -- - - - - - - - - - - - - 1
Much correspondence -- - - - - - - - - - - - 1
Privilege of learning the business - 1

The list of replies concerning features of their environment that are attractive presents as varied an array of likes as the disposition and character of the girls indicate. The first three choices which are made by more than one-third of the total number are doubtless things that keep clerical duties from being too extremely routine in nature. The "privilege of learning the business" assigned by one girl is not surprising as she is in the employ of her father, a retail merchant, and, while doing some office work, is also learning the art of buying. Courteous and pleasant associations, points stressed by several girls, are desired and appreciated by everyone. Since the other reasons suggested are not unusual, if the age and experience of the girls are kept in mind, further explanation seems unnecessary.

The answers to "What Do You Dislike About Your Present Position" follow:

Low salary -- - - - - - - - - - - - - 12
Long hours -- - - - - - - - - - - - - - 10
Undesirable location -- - - - - - - - - 8
No chance for promotion -- - - - - - - 8
Monotony of work -- - - - - - - - - - 6
Initiative limited -- - - - - - - - - 5
Low salary and long hours, reasons pointed out by twenty-two girls, have ever been, in the history of those who work, a just cause for dissatisfaction. A combination of any two of the first five unattractive conditions presents a thoroughly good reason for dislike of a situation.

For eight of the seventy girls the present position has no distinct value as training for something better. Monotony of work and lack of varied duties are at least partial repetitions, as are some of the other reasons for dislike, but they can be said to mean an appreciation for other than routine factors of work. The answers given by either one or two girls, while valuable as personal reactions, are not numerous enough to indicate a trend for the entire group.

Twenty of the thirty girls who express no dislike think their chance of promotion good; ten of this number
receive salaries of eighty dollars or more per month. Twelve receive pay in amount equal to the median and above; the remaining eight are paid less than the median salary. Evidently reasonable pay and prospects of advancement contribute something in the way of contentment and satisfaction.

**USE OF SALARY**

Are you saving regularly?

<table>
<thead>
<tr>
<th>Yes</th>
<th>65</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>22</td>
</tr>
<tr>
<td>Some</td>
<td>13</td>
</tr>
</tbody>
</table>

Living at Home?

<table>
<thead>
<tr>
<th>Yes</th>
<th>90</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>10</td>
</tr>
</tbody>
</table>

Helping to support family?

<table>
<thead>
<tr>
<th>Yes</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>60</td>
</tr>
</tbody>
</table>

Self-supporting?

<table>
<thead>
<tr>
<th>No</th>
<th>45</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>41</td>
</tr>
<tr>
<td>Partly</td>
<td>14</td>
</tr>
</tbody>
</table>

The summary above relating to the salary of the girls and their disposition of it is almost self-explanatory. Of the sixty-five who save regularly a part of their earnings, fifty receive seventy dollars or more each month;
five are paid between sixty and seventy dollars; the other five do not give the amount of salary.

Of those girls who are not saving systematically, fifteen are working for less than seventy dollars; three get the median pay, while two girls receive a sum above the median amount of compensation.

With the exception of one girl who is in the employ of an insurance company in Denver, Colorado, all are in business and professional work in Kansas City, Missouri. The residence is the same for the remaining nine girls who state that they are living with guardians or relatives in the local community.

The girls who are adding to the income of the family are rather uniformly scattered throughout the group. Contrary to what may be expected, the girl with a salary below sixty dollars seems about equally apt to share financial responsibility with her family as the girl of more promising income. Those girls who are not aiding in the support of the family are likewise rather generally distributed throughout the group.

The division between those girls who consider themselves self-supporting and those who do not is about equal. Of the fourteen who are partially dependent, seven are paying board at home, but are not buying all their
clothes; the others do not indicate to what extent they are independent of financial help beyond their own earnings. Seven of the fourteen are receiving salaries below sixty dollars per month.

FURTHER EDUCATION

Are you attending night school?

No - - - - - - - - - - - - - - - - - - 74
Yes - - - - - - - - - - - - - - - - - - 26

Are you doing extension work?

No - - - - - - - - - - - - - - - - - - 99
Yes - - - - - - - - - - - - - - - - - - 1

Are you taking a correspondence course?

There is no affirmative answer to this question. Judging from results of this query, the question seems unnecessary or a partial repetition of those questions concerning continued preparation for vocational work.

ARE YOU DOING ANYTHING ELSE TO INCREASE YOUR VALUE TO YOUR EMPLOYER?

Sixty-eight are doing nothing to increase their value; the replies of the other thirty-two are given below.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studying the business</td>
<td>9</td>
</tr>
<tr>
<td>Reading about the business</td>
<td>5</td>
</tr>
<tr>
<td>Practicing typing</td>
<td>4</td>
</tr>
<tr>
<td>Learning to operate a comptometer</td>
<td>4</td>
</tr>
<tr>
<td>Learning to operate a multigraph and mimeograph</td>
<td>2</td>
</tr>
<tr>
<td>Night School (going to)</td>
<td>2</td>
</tr>
<tr>
<td>Studying a new system of keeping records</td>
<td>1</td>
</tr>
<tr>
<td>Learning grapho-analysis</td>
<td>1</td>
</tr>
<tr>
<td>Home Study Course in Public Liability Insurance</td>
<td>1</td>
</tr>
<tr>
<td>Studying Burglary Insurance Manual at night</td>
<td>1</td>
</tr>
<tr>
<td>Reading business news about radio</td>
<td>1</td>
</tr>
<tr>
<td>Attending class in physical education</td>
<td>1</td>
</tr>
</tbody>
</table>

The small enrollment in night school is not surprising. Reference to the data on pages 21 and 22 reveals the information that the twenty-two girls of the highest salaries have had the equivalent of two years' preparation for business; forty-five of those who receive seventy to seventy-five dollars have spent at least one year in getting ready to take a commercial position. Again the experience for some as wage earners has perhaps not been long enough for them to realize the need of more adequate training. The others must be of the less fortunate rank as to remuneration. Even though they appreciate their own inadequacy, being of the low-pay group, further study because of cost can easily be out of their financial reach. Then, too, as the summary above indicates fully one-third of the total number, while not formally enrolled in any school, are making themselves more valuable by increasing their knowledge of the methods and practices of the various firms in which
they are employed.

Since opportunities for further study along commercial lines are within reach of those employed in Kansas City, the need for courses of study by extension is decidedly limited. One girl reports the completion of a course in voice and diction but does not say under whose direction she is studying. The two inquiries concerning education by extension and correspondence seem unnecessary, or a partial repetition of those questions concerning continued preparation for business. The girls who are interested in advancing themselves educationally are enrolled either in Junior College, or the various Business Colleges, or are attending classes provided by business firms for their employees.

The replies for sixty-eight girls indicate that they are doing nothing to increase their value to their employer. The others feel that acquainting themselves with literature in the field of business in which they work, enables them to do their work more easily and efficiently and wins for them recognition, which for some means additional pay, for others, the appreciation and commendation of their employer.

Four of the girls find that their position requires greater accuracy and speed in typing and are increasing
their skill by practice at home.

As the list indicates several are acquainting themselves with the operation of machines which are becoming a more essential part of up-to-date office equipment. Still others are familiarizing themselves with forms of office procedure, such as ways of filing, while two girls holding positions in insurance offices are doing required study in public liability and burglary insurance.

Since sixty per cent of the total number fall in the highest paid salary group, there seems a positive relation between salary and more varied performance of duties.

VALUES

WHAT HIGH SCHOOL SUBJECTS HAVE BEEN OF MOST VALUE TO YOU IN YOUR WORK?

The results below show the subjects of most value to the girls in their work and the number of times each subject is mentioned.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Times Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Course</td>
<td>36</td>
</tr>
<tr>
<td>Stenography</td>
<td>18</td>
</tr>
<tr>
<td>Typing</td>
<td>3</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>4</td>
</tr>
<tr>
<td>Office Training</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>61</td>
</tr>
<tr>
<td>History</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10</td>
</tr>
<tr>
<td>Latin</td>
<td>6</td>
</tr>
<tr>
<td>All indirectly</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language (Modern)</td>
<td>3</td>
</tr>
</tbody>
</table>
Subjects that are usually considered an actual part of a Commercial Course, though mentioned infrequently, were totaled as a part of training for business. The singling out of special subjects doubtless indicates the value with reference to the particular duties of the position which the girl holds. It is only natural that subjects usually considered as skill or technical studies should be given preference as to value in their work. Separate mention of particular subjects like stenography, bookkeeping, and typing doubtless indicates their value with reference to the particular duties of the positions which the girls hold.

The recognition accorded to English is proof of the importance of language as a background for business. It may be taken to mean that words employed in business are not, as some writers believe, different from the words used in other types of human relationships, but rather that they are put together in a different way. At any rate, a reliable and ready command of language both in speech and
writing is clearly recognized by the girls as being desirable in business.

History and Mathematics, subjects often suggested along with English and Science as general background studies for business, receive some emphasis on the basis of their usefulness. The appreciation of the value of foreign language with reference to specific use is not pointed out; choice of other former lines of study seems to indicate that they have a distinct value, as Physiography is beneficial to girls working in air transportation companies, while Home Art is used by those whose duties involve orders for clothing. The rather broad range of subjects outside of the purely skill types makes plain that almost any subject presents necessary and valuable preparation—that anything which is broadening is worth while.

WHICH HIGH SCHOOL SUBJECTS HAVE BEEN OF LEAST VALUE TO YOU IN YOUR WORK?

Below is a tabulation of high school subjects that have been of least value to the girls vocationally and the number of times each subject was marked. These preferences are grouped for greater convenience, but the subjects in each group are listed as they were given by the girls. Ten girls can not decide just which subjects should be mentioned.
It is clear that Science, Mathematics and History are most frequently disparaged. Perhaps the method of instruction has much to do with the estimate of the value of the subject. The low value given to the Social Studies
is almost alarming. To the typical student these studies may seem vague and valueless because they offer or add nothing directly to his ability to make a living. Again he may have a special dislike for History because it means a study of former centuries and appears to him to have no practical value. This perhaps gives one a fair estimate of the relative usefulness in business of a subject as taught in High Schools. However, the numbers given have no close connection with subject value if one considers culture in a broad sense, because those subjects which are most frequently mentioned are usually those which are most widely urged by all High Schools. For a fair consideration of this summary, youth, necessitating limited experience, together with an almost strictly utilitarian basis for choice of subjects must be kept in mind.

There seems to be no marked relation between the value assigned to a subject and the amount of time spent on it. Very likely should these same girls be called upon ten years hence to rank the same subjects again, the results would be surprisingly different.
The number of girls and subjects which they felt had been of no value to them

<table>
<thead>
<tr>
<th>Subject</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>10</td>
</tr>
<tr>
<td>Sociology</td>
<td>2</td>
</tr>
<tr>
<td>Economics</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>8</td>
</tr>
<tr>
<td>Botany</td>
<td>6</td>
</tr>
<tr>
<td>Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Biology</td>
<td>2</td>
</tr>
<tr>
<td>Physiography</td>
<td>2</td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>2</td>
</tr>
<tr>
<td>Spanish</td>
<td>7</td>
</tr>
<tr>
<td>Latin</td>
<td>5</td>
</tr>
<tr>
<td>French</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Geometry</td>
<td>2</td>
</tr>
<tr>
<td>Drawing</td>
<td>4</td>
</tr>
<tr>
<td>Foods</td>
<td>2</td>
</tr>
</tbody>
</table>

Thirty-two girls are of the opinion that all subjects are of some value to them.

Interpretation of this summary, as it logically should, presents an overlapping or restatement of impressions in the tabulation on page 44 with more emphasis on the direct use of knowledge and experience acquired from what are commonly known as cultural studies. Even the thirty-two girls, who feel that all subjects are contributory in nature, qualify their replies on the basis of direct and indirect values. The exact words of the girls in stating their opinions clearly illustrate that all subjects,
aside from the so-called technical, provide them an atmosphere or background basis for better application of skill in business. These answers are typical and mark the trend of the group.

"All trained me to think and study out problems."
"Some are of direct value, others of indirect."
"I think all have some place in my general background!"
"Every subject I had was of use to me."
"All except the commercial subjects are as yet of indirect use to me."

"All of them helped me in some way."

Sixty-eight of the girls rate the subjects on the basis of purely direct value. If the idea, as some makers of curricula for the commerce group of studies suggest, that Social Studies, Mathematics and Science should be required as a general background for business is accepted, then the list of replies may be said to present in rather definite way shortcomings in presenting these subjects. Perhaps need for a revision or change in content is here suggested—better still, emphasis on the relation of subject matter to everyday life is needed. At least the opinion of this group indicates the inability of the girls to consider subjects apart from vocational incentives. Here seem to be students who should not be required to go through
the routine determined by requirements for college, or subjects offered to those who have, and those who have not college as a goal should be made more practical in their personal application, and thus present a better balanced and more effective program for all. The view expressed concerning languages is not surprising as those students who go into the professions are more apt to use their high school experience in language to advantage.

IS THERE ANY SUBJECT YOU NOW NEED WHICH YOU DID NOT TAKE IN HIGH SCHOOL?

Subjects now needed that were not taken in High School with number of times indicated

<table>
<thead>
<tr>
<th>Subject</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stenography</td>
<td>9</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>9</td>
</tr>
<tr>
<td>More Business Training</td>
<td>8</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>8</td>
</tr>
<tr>
<td>News Writing or Writing</td>
<td>5</td>
</tr>
<tr>
<td>Commercial Law</td>
<td>5</td>
</tr>
<tr>
<td>English to increase vocabulary</td>
<td>5</td>
</tr>
<tr>
<td>Business English</td>
<td>5</td>
</tr>
<tr>
<td>Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Penmanship</td>
<td>4</td>
</tr>
<tr>
<td>Commercial Arithmetic</td>
<td>4</td>
</tr>
<tr>
<td>Latin</td>
<td>3</td>
</tr>
<tr>
<td>Salesmanship</td>
<td>2</td>
</tr>
<tr>
<td>Typing</td>
<td>2</td>
</tr>
<tr>
<td>Office Training</td>
<td>2</td>
</tr>
<tr>
<td>Spanish</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>German</td>
<td>1</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
</tr>
</tbody>
</table>

Twenty indicate that no subjects are needed.

The table presents an interesting field for both
speculation and analysis. The subjects listed sixty times out of eighty are those that occur regularly in most schedules of school work designed to meet the needs of business. Since it is true that these needs are felt most keenly by those who have the equivalent of a year's preparation or less as only eight girls on the higher levels of salary realize a deficiency, there seems to be positive evidence of the need of advice and information relative to occupations and their requirements.

Public Speaking is a subject for which some need is felt. Those girls who desire greater skill in speech arts are convinced that poise, and facility in using language greatly assist one in making pleasing impressions on people, in talking readily to strangers,—in brief, increase their ability to make pleasant contacts and get on well with others.

The need for a larger vocabulary, Business English, and greater skill in writing are obviously related to the desire to convey information accurately, simply and pleasantly to others. Skill in putting together simple statements in an attractive way is not an art easily acquired, or possessed by many. Caution and definiteness in telling are requisites of business writing, but whether the girls write or talk, skill in doing both is an absolute essential
in the most desirable positions.

There is no demand that is greatly specific for more experience in foreign languages. One girl would find the taking of dictation in a law firm easier if she had some knowledge of Latin; another thinks French would be "broadening."

For those girls who do not know long enough in advance that they may desire or be compelled to become self-supporting, not much can be done by way of preventing them from being insufficient in an earning capacity.

Since the major needs expressed by graduates already at work are distinctly related to better training for business, an interpretation in the interest of many follows.

We hear and read much about guidance in school work. Individual advice has always been given by some teachers to some students, but effective guidance for all who need it requires a definite plan or organization to make certain that every student has the advantages that the most favored enjoy. From this summary of replies, there is a suggestion that the schools, by finding out vocational interests, aptitudes, and with them personal and physical fitness for positions, would be meeting rather definitely those needs. Counsel early in the high school career or earlier, based on local surveys of the occupational outlook for girls,
together with the requirements for business, would do much
toward providing a more nearly adequate program of business
training. In this way the basis for closer contact be-
tween school and business would be laid.

WHAT HABITS SHOULD HAVE BEEN FORMED IN HIGH SCHOOL

THAT WOULD BE HELPFUL TO YOU NOW?

Concentration 19
Promptness—punctuality 18
Accuracy 10
Co-operation 6
Attention 4
Habits of Industry 4
Quickness 3
Neatness 3
Courtesy 3
Regularity of living 2
Self-control 2
Self-administration 2
Thoroughness 2
Obedience 2
Dependability 2
Interest in others 2
Perseverance 2
Reading good literature 2
Habit of forgetting self 1
Self-discipline 1
Doing work well 1
Efficiency 1
Seriousness of purpose 1
Accuracy in reading 1
Attention to details 1
Clear thinking 1
Patience 1
Memory 1
Regular attendance 1
Systematic preparation 1

HOW COULD HIGH SCHOOL HELP FORM RIGHT ATTITUDES TOWARD WORK?
The various answers to this question take the form of personal qualifications, desirable habits or traits, or needed advice and knowledge. The replies, with number of times given, if any response occurs more than once, follow:

By encouraging more serious attitude toward work -- 10
By emphasizing the value of teamwork -- 8
By showing the need for accuracy -- 5
By commending the mastery of a situation -- 6
By creating a desire to go on -- 5
By showing the practical nature of work -- 5
By showing that good work in school is related to progress in vocations -- 4
By giving a broader idea of life -- 3
By inspiring a student to study not only along his own line but also concerning other lines -- 3
By giving general foundation for specialized work -- 2
By giving a chance to attack problems -- 2
By discouraging any feeling of inferiority to those who work -- 2
By making clear that work should be a pleasure as well as a duty -- 2
By emphasizing the value of preparation for both vocational work as well as for college -- 2
By increasing general knowledge through reading and association -- 2
By helping student to decide on life work while he is yet in High School -- 2
By cultivating the habit of attention to and
toleration for the opinion of others 2

By stressing the relation of promotion to work
done well 2

By showing that ability to hold a position increases
self-respect 2

By keeping in mind the value of keeping busy 1

By encouraging the need for continual reading
and study 1

By encouraging:
  Patience 3
  Loyalty 2
  Honesty 2
  Courtesy 2
  Alertness 2
  Ambition 1
  Cheerfulness 1
  Toleration 1

Twelve girls combine their answers to the last two
questions. Help in forming right attitude toward work,
which seemed to them life in general, is after all perhaps
the greatest contribution of the school to its students.
Their answers are listed in the next table.

WHAT IS THE BEST THING THAT HIGH SCHOOL CAN DO
FOR ITS PUPILS?

The suggestions made by the girls and the number of
girls making the suggestion follow. The selection indi-
cates traits, qualities or habits that make for success
in their work.
Best Thing

Teach concentration and accuracy; provide situations that require it - - - - - - - - - - 10
Cultivate ease in approaching strangers - - - - - - - 8
Encourage initiative - - - - - - - - - - - - - - - 7
Encourage ability to work with others - - - - - - - 7
Aid clear expression of thought - - - - - - - - - - 6
Provide a more democratic plan for membership in clubs - - - - - - - - - - - - - - - - 5
Give complete business training in High School - - 4

Suggestions

Provide ways for students to work with others - - - 3
Make students earn advancement before it is given - 3
Stress the necessity of a High School education - - 3
Give more information and advice concerning occupations for girls - - - - - - - - - - - 3
Insist on promptness and accuracy in work - - - - - 2
Show that routine work is necessary - - - - - - - - 2
Find out and develop interests of students - - - - 2
Offer a combined commercial and cultural course - - 1
Encourage acceptance of responsibility- - - - - - - 1
Give all students some business training - - - - - 1
Offer all studies that give a broad background - - 1
Provide for more association with teachers out-
side of class (in clubs, perhaps) - - - - - - - 1
Encourage steady and independent thinking 1
Develop the habit of fairness in judgment 1
Show the importance of the individual in the life of to-day. Alternate school with actual work in business 1

<table>
<thead>
<tr>
<th>Qualities, Traits or Habits</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Alertness</td>
<td>3</td>
</tr>
<tr>
<td>Attention</td>
<td>3</td>
</tr>
<tr>
<td>Adaptability</td>
<td>3</td>
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<tr>
<td>Enthusiasm</td>
<td>3</td>
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<tr>
<td>Poise</td>
<td>3</td>
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<tr>
<td>Control of temper</td>
<td>3</td>
</tr>
<tr>
<td>Ready expression</td>
<td>3</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>2</td>
</tr>
<tr>
<td>Self-reliance</td>
<td>2</td>
</tr>
<tr>
<td>Versatility</td>
<td>1</td>
</tr>
<tr>
<td>Balance</td>
<td>1</td>
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The tabulation on page 51 presents a range of thirty habits that all may secretly desire but few possess. They suggest on the part of the girls close observation, thoughtful self-analysis, and frank admission of shortcomings that they have had to correct in carrying on satisfactorily the duties, few or varied, of their positions.

The three habits that appear most helpful, concentration, promptness and accuracy, are readily associated with efficient methods and procedures that characterize the most attractive and best managed offices. In many cases, through failure to form these habits in high
school or earlier, the chief difficulty is experienced in taking dictation accurately or in following instructions without repetition and explanation on the part of the employer. Quite naturally the girls want to be tactful and efficient in their contacts with both employers and visitors.

Many of the other habits such as thoroughness, obedience, efficiency and clear thinking may be viewed as results in part of the formation of the very habits most frequently suggested or accompanying factors in the situation that demand their use.Courtesy, interest in others, and patience again demand that more attention be given in school to the preparation of students for the social relations found in office work. Politeness, in itself a mark of good breeding, is often as important a factor in success in the business world as technical skills.

Habits of interest, quickness, co-operation, and dependability are other admirable traits, the acquisition of which, it is thought, should have been encouraged during school experience.

In conclusion, it seems that the high school has the task of providing not only adequate commercial training in a formal way, but the additional privilege of offering at
the same time opportunities through daily work and association for forming useful habits among which are those of accuracy, attention to duty, social adaptability, and good judgment. Only by both formal and informal experience can graduates become broadly effective participants in the industrial life of the community.

The various answers to the question concerning ways by which high school can develop right attitudes toward work take the form largely of desirable personal qualifications, habits or traits, and needed advice and knowledge.

The first suggestion, and the one that appears in greatest frequency, relating to a more serious attitude toward work requires in following it effectively more information than most high schools now possess. Evidently, greater application of industry in school experience is expected to carry over after the period of more formal preparation into actual employment in business. To build up habits of, and a wholesome attitude for work the schools must have at hand ways of finding out rather definitely the interests of students, as general observation assures us of the direct relation between interests and capacity. In addition to this, an estimate of personal
and character traits needed for success in general and with reference to well-doing in particular occupations contributes greatly to the encouragement of desirable attitudes toward work.

Several girls plainly reveal the need in their experience as employees of greater emphasis in school on the dignifying effect of work, on its practical nature and the permanent need for it. Others feel that there is value in the recognition or commendation for work done well. Praise for mastery of a situation is a kind of reward commonly desired and appreciated and a valuable incentive to continued effort and future accomplishment.

The importance of being able to work with others receives noticeable recognition. Doubtless some girls realize most keenly when employed that they are unable to do this because they lack perhaps social judgment and experience. Training for desired ease of manner and social adaptability may be provided by some homes, but whether by the home or school, one acquires this readiness to fit in by actual experience in numerous situations which call for the use of this desirable trait. It is safe to say that the more formal education should be used where indirect training has not been successful.

There is appreciable evidence that more general
education is in high favor. Proof of this can be sensed in such expressions as "broader idea of life," "increased knowledge through general reading and association," "general foundation for specialized work." This list of traits or characteristics at the close of the summary on page 53 shows care in analysis as each quality carries with it a wealth of meaning and breadth of application.

The best help in forming right attitudes toward work seems to broaden in the minds of the girls to a properly balanced attitude toward life in general, which is after all perhaps the greatest contribution of the high school to its students.

The replies to the query concerning the best help that the high school can offer its pupils reveal mental alertness and discrimination on the part of the girls. Their choice of traits, habits, and qualities relatively indispensable to progress in their work will serve admirably as a criterion for success in any field. The selection indicated careful consideration, skill and tact in offering the results of their thinking.

The need for habits of accuracy and concentration seems the most critical that experience in school may encourage by affording situations that involve the use of both. Numerous tasks in business require in their
acceptable performance quick and accurate thinking, keen observation and a sense of organization. Furthermore, work in school that provides a chance for self-expression and initiative develops a certain self-reliance needed in assuming and discharging responsibility in any position.

Clear expression of thought can be interpreted as involving the ability both to speak and to write effectively. The art of being able to work with others is a thing constantly needed in office work. Duties involving the ability to meet and talk readily with people, together with social judgment, are meeting visitors, preparing office reports, and collecting information to be acted upon. There seems to be a feeling in the minds of some of the girls that future success depends in great measure on originality in the manner of approaching strangers, that the existence of a greater number of clubs in high school, which means social opportunity for more girls, would be of help in this respect. There is an added opinion to the effect that membership for societies should be determined by girls who are out of, rather than in the clubs.

Since the desire for more business training is expressed by those girls who have not taken the complete course offered by the high schools, the need can be
fairly construed as vitally important for the whole group.

Most of the remaining answers that include about fifty per cent of the total are in reality repetitions of the habits and attitudes deemed desirable according to data on page 51 with perhaps a bit more emphasis on the ways by which help can be given in forming them. There is some desire for more information and advice pertaining to occupations for girls, that there may be a closer relation between courses of study offered and the actual conditions under which graduates work.
CONCLUSIONS

1. Training in shorthand, typing and bookkeeping offered by the high schools is meeting the general business needs of the community in a reasonably satisfactory manner. For this group the combination of bookkeeping and stenography is seldom found in business positions.

2. There is a direct relation between salary and varied performance of duties, amount of time spent in preparation, and needs for further study.

3. Although the group is small and success is dependent on many factors, differences in income can be partly attributed to a longer period of preparation which, by increasing range of choice, makes the more profitable positions available.

4. There is some demand for skill in operating the newer office machinery.

5. Girls of median salary and above show rather frequent change of position.

6. From the standpoint of the girls, estimate of position, whether temporary or permanent, and chance of promotion are dependent on the amount of salary.

7. Saving is in general in proportion to the
salary received.

8. There is some need felt for advice and information concerning choice and location of position and to offset the need for frequent change of position by the girls most adequately prepared.

9. Dislike of position is attributed most frequently to low salary, long hours, no chance for promotion, and monotony of work.

10. There is noticeable recognition of the need for facility in the use of English as a background for efficiency in business.

11. History, Mathematics, and Science are the subjects most frequently mentioned as subjects low in value for commercial work.

12. Girls with less than two years' preparation for business stress most often the need for more preparation.

13. A large percentage finds employment through other avenues than the high school.

14. High school training should encourage habits of concentration, promptness, and accuracy.

15. Success in the business world requires accuracy, attention to duty, social adaptability, and good judgment.

16. Relative values assigned to a broad range of subjects other than the skill types indicate some
appreciation of the need for general education.

17. In determining habits, qualities, and attitudes that contribute to success the girls show careful observation and analysis.
<table>
<thead>
<tr>
<th>POSITIONS HELD:</th>
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<tbody>
<tr>
<td>COMPANY</td>
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<tr>
<td>AD SCHOOL</td>
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<tr>
<td>RELATIVE</td>
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</table>

1.   
2.   
3.   
4.   
5.   

PRESENT POSITION: PERMANENT OR TEMPORARY

CHANGE FOR PROMOTION

WHAT DO YOU LIKE ABOUT PRESENT POSITION

WHAT DO YOU DISLIKE ABOUT PRESENT POSITION
ARE YOU SAVING REGULARLY_________________ LIVING AT HOME__________
HELPING TO SUPPORT FAMILY______ENTIRELY SELF-SUPPORTING____
ARE YOU ATTENDING NIGHT SCHOOL____ WHERE____________________
" " TAKING A CORRESPONDENCE COURSE___ WHERE_______________
" " DOING EXTENSION WORK____ WHERE________________________
" " " ANYTHING ELSE TO INCREASE YOUR VALUE TO YOUR
EMPLOYER____________________________________________________
WHICH H. S. SUBJECTS HAVE BEEN OF MOST VALUE IN YOUR WORK___
______________________________________________________________
WHICH H. S. SUBJECTS HAVE BEEN OF LEAST VALUE___________
________________________________________________________________
HAVE ANY H. S. SUBJECTS BEEN OF NO VALUE________________________
________________________________________________________________
IS THERE ANY SUBJECT YOU NOW NEED THAT YOU DID NOT TAKE IN
H. S.________________________________________________________________
WHAT HABITS SHOULD HAVE BEEN FORMED IN H. S. THAT WOULD BE
HELPFUL TO YOU NOW___________________________________________
HOW COULD H. S. HELP FORM RIGHT ATTITUDES TOWARD WORK______
________________________________________________________________
WHAT IS THE BEST THING THAT H. S. CAN DO FOR ITS PUPILS________
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