

THE PRESENT STATUS OF SECRETARIAL SCIENCE
COURSES AND PROGRAMS IN
KANSAS COLLEGES

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CHAPTER I

INTRODUCTION

Colleges in Kansas offer various courses and programs in secretarial science. They attempt to supply competent secretaries of the type business seeks. The "help wanted" advertisements in city newspapers indicate that business firms and the Federal Government seek college-trained secretaries.

Mr. J. C. Thompson, personnel services officer of the Chesapeake & Ohio Railway Company, suggests that what employers seek in a secretary is "a high-school diploma, a college degree, one year of business school, ten years of experience, all wrapped up in a girl who is twenty-three years old, charming, and attractive."¹ Obviously, a person possessing these achievements would be quite rare; nevertheless, college training can help the individual student to a degree of competency beyond that which is standard today.

THE PROBLEM

Statement of the problem. The purpose of this study was to determine the status of the secretarial courses and programs in Kansas colleges. The elements of the problem were to determine (1) the colleges which offered secretarial science courses, (2) the various

¹John E. Kusik, "Secretarial Positions Offer Great Potential," Today's Secretary, 58:4, January, 1956.

secretarial science courses offered, (3) the relative enrollment in the college and in the secretarial science courses, (4) the classification of students permitted to enroll in such courses, (5) the credit given for each course and the length and frequency of each class meeting, (6) the textbooks used for each course, (7) the content of each course, (8) the specific secretarial science programs offered, and (9) the certificates or diplomas awarded upon the completion of the various programs.

Importance of the study. With a demand for college-trained secretaries, a study of secretarial science in the colleges in Kansas seemed appropriate. The findings of this study would be available to teachers of secretarial science to enable them to compare their own offerings with the offerings of other colleges and to aid those contemplating any changes in their courses or programs.

Scope of the study. The secretarial science courses and programs of the business departments of all colleges in Kansas were included in this study. A list of the colleges in Kansas was obtained from the Kansas Educational Directory 1959-60.

DEFINITIONS OF TERMS USED

Secretarial science. Often used synonymously with "secretarial training," which is "instruction and practice in the duties performed by secretaries, given at the secondary or the college level."²

Junior college. "A post-high school educational institution offering a two-year program either of a terminal nature or as preparation for further training in college or university; grants an associate in arts degree in most cases."³

Private college. "A college under control of a governing board independent of public governmental agencies except for charter and statutory limitations."⁴

Public college. A college maintained by the state or a municipality.

Degree-granting college. A college empowered to confer degrees beyond the associate degrees.

²Carter V. Good (ed.), Dictionary of Education (second edition; New York: McGraw-Hill Book Company, Inc., 1959), p. 577.

³Ibid., p. 305.

⁴Ibid., p. 109.

Course. "Organized subject matter in which instruction is offered within a given period of time, and for which credit toward graduation or certification is usually given."⁵

Program. "All the courses in one field of study, such as business education or industrial trades, organized to fulfill the same general objectives and conducted along similar lines."⁶

PROCEDURE FOLLOWED

Various sources were thoroughly investigated to determine whether any studies had previously been made on this particular subject in Kansas. No previous studies on the exact subject could be located.

The following devices were used--letter, questionnaire, interview. The registrar of each college was contacted by mail for a school catalog (1960-1961), a student directory, the number of undergraduate students enrolled in each college, and the name of the chairman of the business department. A follow-up letter was sent to those registrars who had not replied, reminding them of the information requested.

A questionnaire was sent to the business department or secretarial science department of each college. Before the questionnaire was mailed, it was checked by several individuals, and their suggestions for revision

⁵Ibid., p. 140.

⁶Ibid., p. 146.

were incorporated. After two weeks, a follow-up letter was sent to the colleges which had not returned the questionnaire.

Interviews were conducted at four colleges with the chairman of either the business department or the secretarial science department.

The results of the questionnaires, interviews, and catalog studies are reported in this thesis under the chapter titles of "General Overview of Secretarial Science in Kansas Colleges," "Secretarial Science Programs," "Secretarial Science Courses Offered," "Enrollments, Standards, Textbooks," and "Summary, Conclusions and Recommendations."

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CHAPTER II

REVIEW OF LITERATURE

Research studies of secretarial science in colleges in the United States were found to be quite limited.

Secretarial science programs and courses were established in colleges at the instigation of business. In 1923, with business demanding college-trained secretaries as assistants, Arthur Adams helped to set up a secretarial science program in the College of Business Administration at the University of Oklahoma.¹ Colleges have continued to respond to the demands of business until today various programs in secretarial science are offered. Michigan State University has a secretarial science program arranged to be completed in two years.² This has been planned especially for students who look forward to a secretarial career, but who do not wish a four-year program. It was found, however, that many of these individuals would later decide upon the four-year program and continue toward that goal.

Junior colleges also offer secretarial science programs, usually completed in two years. Earl Strong reports a study by Hollinshead and Stapay in which thirty-three out of forty-two junior colleges in

¹Arthur B. Adams, "Place of Secretarial Science in Collegiate Business Training," The National Business Education Quarterly, 18:5-7, 47, May, 1950.

²Helen H. Green, "Two Year Secretarial Terminal Curriculum at Michigan State University," Journal of Business Education, 32:353-356, 375, May, 1957.

twenty-five states offered a two-year secretarial program, and three offered a one-year program.³

In studying forty-six colleges in Washington, Oregon, and Idaho, Edith Smith found forty-two schools offered courses in secretarial science and thirty-seven offered a major or field of concentration.⁴ The curricula varied from one-half course to seven courses, with five specified courses as minimum for a secretarial curriculum in the modal number of twelve schools offering a major or field of concentration. Eleven colleges felt that more courses were necessary and fourteen did not meet the standard set by the modal number. Class periods varied from fifty to fifty-five minutes in length. Credit was allowed for all secretarial courses, except for first-year and second-year typewriting and shorthand. From one to three colleges did not allow credit for these courses. First-year typewriting was the only course offered in all the schools studied. Only five schools offered a special course in secretarial accounting.

Carl Cummings studied secretarial science in the junior and senior colleges and universities in Texas.⁵ The study was conducted to

³Earl P. Strong, The Organization, Administration and Supervision of Business Education (New York: Gregg Publishing Company, 1944), p. 158.

⁴Edith Theodora Smith, "Secretarial Science Courses Offered by Colleges in the Northwest," Unpublished Master's thesis, Oregon State College, Corvallis, Oregon, 1952.

⁵Carl H. Cummings, "A Study of Secretarial Training in the Junior and Senior Colleges and Universities of Texas," Unpublished Master's thesis, Northwestern University, Evanston, Illinois, 1946.

determine the extent and place of secretarial science and specific information pertaining to teachers, enrollment, and courses.

The conclusions arrived at are as follows:

The Texas colleges and universities are not in agreement as to the amount of work or the specific courses that are required for major work in secretarial science; more students were enrolled in the secretarial departments in 1941 than in 1946; the Texas colleges and universities agree very well on the basic textbooks and materials used in the secretarial courses; there is general agreement in course standards in the Texas colleges and universities; the secretarial teachers in the collegiate institutions of Texas are adequately prepared to teach the secretarial courses because they have taken special work in the field of secretarial teaching.⁶

In 1948, Nelia Fox made a study of fifty-five schools which were members of The American Association of Collegiate Schools of Business.⁷ She found: (1) that thirty-nine offered secretarial science courses; and (2) that the curricula varied from four basic courses to fifteen, with twenty-seven schools offering majors in secretarial science. In these schools, no standard secretarial science program was found; however, educators agreed that a "standard course" would be highly desirable.⁸

⁶Ibid., pp. 147-148.

⁷Nelia Fox, "Secretarial Courses in Collegiate Schools of Business," Business Education World, 30:271-73, February, 1950.

⁸Ibid.

CHAPTER III

GENERAL OVERVIEW OF SECRETARIAL SCIENCE IN KANSAS COLLEGES

This chapter will consider the types of colleges in Kansas; colleges which offer secretarial science programs and courses; the length of class periods; the number of business teachers; and the training and business experience of these teachers.

TYPES OF COLLEGES

Kansas has a total of forty-two colleges within its borders.¹ Table I indicates that of these colleges, nineteen were junior colleges, including five private institutions and fourteen public junior colleges. Of the twenty-three degree-granting colleges, sixteen were privately owned and seven publicly owned. One-half of all colleges, including both junior colleges and degree-granting institutions, were private schools, and the remaining one-half were public schools. Degree-granting colleges accounted for 54.8 per cent and junior colleges for 45.2 per cent of the total number of colleges.

Questionnaires were sent to only forty colleges, as two, one private junior college and one private degree-granting college, offered no courses in secretarial science. Of the colleges sent questionnaires,

¹Mrs. Shirley Wilson (comp.), Kansas Educational Directory 1959-60 (Topeka, Kansas), pp. 95-109.

TABLE I
TYPES OF COLLEGES IN KANSAS

Type of College	Private Colleges	Public Colleges	Total Colleges	Per cent
Junior Colleges	5	14	19	45.2
Degree-Granting Colleges	16	7	23	54.8
Total	21	21	42	100.0

Table II shows that thirty-five, or 87.5 per cent, responded. Junior colleges returned sixteen, or 88.9 per cent, and degree-granting colleges nineteen, or 86.4 per cent. Eighteen private colleges and seventeen public colleges responded.

Catalogs from all colleges were available for study.

COLLEGES OFFERING SECRETARIAL SCIENCE

Secretarial science programs were given a variety of names, some of which were: Secretarial Training, Secretarial, Clerical-Secretarial, Secretarial Science Program, Secretarial Course, and Secretarial Program. The name most frequently used was Secretarial Training.

According to Table III, twenty-five, or 71.4 per cent, of the thirty-five colleges responding to the questionnaire offered secretarial science programs in their schools. Of the forty-two colleges in Kansas, all except two offered at least some secretarial science courses, even though they did not have outlined programs. The two colleges not offering any courses in this area were a private junior college and a private degree-granting college, perhaps because the liberal arts program was stressed.

Private junior colleges. Of the four private junior colleges responding, two offered secretarial science programs and two did not. However, one school giving the negative answer had a secretarial science program outlined in its catalog.

TABLE II
QUESTIONNAIRES RETURNED

Type of College	Private Colleges	Public Colleges	Total	Per cent
Junior Colleges	4	12	16	88.9
Degree-Granting Colleges	14	5	19	86.4
Total	18	17	35	87.5

TABLE III
SCHOOLS OFFERING SECRETARIAL SCIENCE PROGRAMS*

Type of College	Number Answering Yes	Number Answering No	Total
Private Junior Colleges	2	2	4
Public Junior Colleges	11	1	12
Private Degree-Granting Colleges	7	7	14
Public Degree-Granting Colleges	5	0	5
Total	25	10	35

*Based on questionnaires.

Public junior colleges. Eleven, or 91.7 per cent of the twelve public junior colleges reporting, indicated that they offered secretarial science programs. The one school reporting no secretarial science program had one outlined in its catalog.

Of the total of sixteen private and public junior colleges which reported, thirteen, or 81.4 per cent, offered secretarial science programs. Only one of all junior colleges in the state did not offer a program or courses in secretarial science. The two colleges which did not return the questionnaire listed secretarial science programs in their catalogs.

Private degree-granting colleges. Fifteen private degree-granting colleges were sent questionnaires; of the fourteen which reported, seven, or 50.0 per cent, indicated that they offered secretarial science programs. Four schools did not show secretarial science programs as such in their catalogs, but some courses for such a program were listed. One school which answered that it did not have a secretarial science program had such a program given in its catalog.

One private degree-granting college was not sent a questionnaire since it had indicated in an earlier communication that it did not offer any courses in this area.

Public degree-granting colleges. All of the five public degree-granting colleges in Kansas reporting offered a secretarial science program. Although the catalog of one of these colleges did not reveal a

specific secretarial science program, there was a statement which indicated that a program was offered.

Of the nineteen degree-granting colleges reporting, twelve, or 63.2 per cent, indicated that they offered a secretarial science program. Of the total of twenty-three degree-granting colleges in Kansas, only three, or 13.0 per cent, did not offer any secretarial science courses.

Summary. Of the junior colleges, a very high percentage (81.4) offered secretarial science programs. This may be due to the fact that the secretarial program is frequently arranged to be completed in one or two years. Slightly over one-half, or 63.2 per cent, of the degree-granting colleges offered secretarial science programs.

Of the eighteen private colleges which reported, nine, or 50.0 per cent, offered secretarial science programs. This lower percentage may have occurred because these private schools emphasized liberal arts instead of specialized programs.

Sixteen, or 94.1 per cent of the seventeen public colleges which reported, indicated that they offered secretarial science programs.

Thus, fifty-five per cent of all colleges in Kansas offered secretarial science programs. Of the thirty-five schools responding to the questionnaire, 71.4 per cent offered secretarial science programs. Secretarial science programs were offered in all except one public college, thus giving students in all parts of the state an opportunity for such a program. Furthermore, all except two colleges in the entire state

offered at least some specific courses in secretarial science, providing even a greater opportunity for study in the area of secretarial science.

TEACHERS IN BUSINESS DEPARTMENTS

Since business teachers often teach secretarial science as well as other business courses, this report includes teachers for the entire business department, except for two schools which listed only those in secretarial science.

Number of teachers. Of one hundred twenty instructors in the business departments of Kansas colleges, eighty-nine, or about three-fourths, were full-time and thirty-one, or about one-fourth, were part-time. Seventy-five, or 72.5 per cent, of these were men and forty-five, or 27.5 per cent, were women.

Private junior colleges had eight teachers in the business departments as shown in Table IV, of which four served full-time and four part-time. Men outnumbered women three to one.

According to Table V, the public junior colleges had thirty instructors in their business departments. Twelve of these were part-time and eighteen, or 60.0 per cent, were full-time. Slightly less than half, or thirteen, were men, and seventeen were women.

A total of thirty-eight individuals taught in the business departments of all junior colleges. This represented 31.7 per cent of the total one hundred twenty teachers in all Kansas colleges. Of these thirty-eight, sixteen, or 42.1 per cent, served part-time and twenty-two

TABLE IV
NUMBER OF INSTRUCTORS IN BUSINESS DEPARTMENTS
OF PRIVATE JUNIOR COLLEGES

Assignment	Men	Women	Total
Full-time	2	2	4
Part-time	4	0	4
Total	6	2	8

TABLE V
NUMBER OF INSTRUCTORS IN BUSINESS DEPARTMENTS
OF PUBLIC JUNIOR COLLEGES

Assignment	Men	Women	Total
Full-time	7	11	18
Part-time	6	6	12
Total	13	17	30

full-time. Ten of the part-time teachers were men and six were women; of the full-time instructors, nine were men and thirteen were women.

Table VI shows that private degree-granting colleges had thirty business teachers, including twenty-one, or 70.0 per cent, full-time and nine part-time teachers. The numbers of men and women were nearly equal with sixteen and fourteen, respectively.

Table VII shows that there were fifty-two teachers in business departments of public degree-granting colleges and that all except six of these were full-time. Twelve, or about one-fourth, were women and forty were men. Only those teaching in secretarial science departments or who taught secretarial science courses were reported by two of the schools.

Degrees held by teachers. Types of degrees held were reported for one hundred seven teachers. Fifteen had doctor's degrees; seventy-eight, master's degrees; thirteen, bachelor's degrees; and one professional diploma (Table VIII).

Private junior colleges reported one doctor's degree, four master's degrees, two bachelor's degrees; and one professional diploma, representing 12.5 per cent, 50.0 per cent, 25.0 per cent, and 12.5 per cent, respectively, for each type of degree.

Public junior college teachers held only master's and bachelor's degrees. Of thirty reported, 83.3 per cent held master's and 16.7 per cent bachelor's degrees.

TABLE VI

NUMBER OF INSTRUCTORS IN BUSINESS DEPARTMENTS
OF PRIVATE DEGREE-GRANTING COLLEGES

Assignment	Men	Women	Total
Full-time	13	8	21
Part-time	3	6	9
Total	16	14	30

TABLE VII
NUMBER OF INSTRUCTORS IN BUSINESS DEPARTMENTS
OF PUBLIC DEGREE-GRANTING COLLEGES*

Assignment	Men	Women	Total
Full-time	37	9	46
Part-time	3	3	6
Total	40	12	52

TABLE VIII
HIGHEST DEGREES COMPLETED BY TEACHERS IN BUSINESS DEPARTMENTS

Type of College	Doctor's Degree	Master's Degree	Bachelor's Degree	Professional Diploma
Private Junior Colleges	1	4	2	1
Public Junior Colleges	0	25	5	0
Private Degree-Granting Colleges	4	19	6	0
Public Degree-Granting Colleges	10	30	0	0
Total	15	78	13	1

Of thirty-eight degrees reported for all junior college instructors, twenty-five, or 65.8 per cent, held master's degrees; seven, or 18.4 per cent, held bachelor's degrees. One doctor's degree and one professional diploma represented 2.6 per cent each.

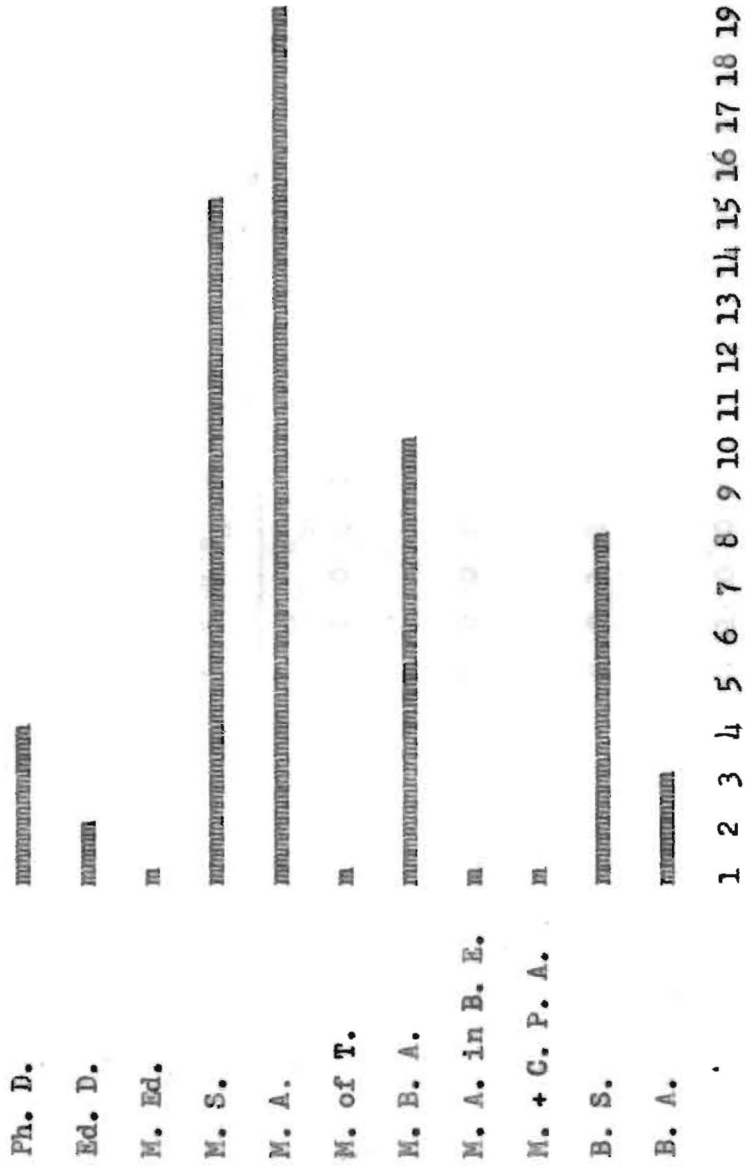
Private degree-granting colleges reported degrees for twenty-nine instructors, of which four held doctor's; nineteen, master's; and six, bachelor's degrees. The percentage of instructors holding each degree was 13.7, 65.6, and 20.7, respectively.

Instructors in public degree-granting colleges accounted for forty degrees, of which ten, or one-fourth, were doctor's degrees and thirty, or three-fourths, master's degrees.

Of sixty-nine teachers in all degree-granting colleges, fourteen, or 20.3 per cent, held doctor's degrees; forty-nine, or 71.0 per cent, master's degrees; and six, or 9.0 per cent, bachelor's degrees.

The names of specific degrees held were indicated for sixty-five teachers. The largest number held a master of arts degree (Figure 1). The master's degree plus the C. P. A. and the master of business education degree were each held by one teacher only.

Teaching experience of business teachers. Teaching experience, as shown in Table IX, was reported for ninety-eight teachers. These had a total of 1,309 years teaching experience, which was an average of slightly over thirteen years each. The twenty-year category, with eleven teachers, had a high total of two hundred twenty years experience. The greatest number of teachers in a single category, the ten-year group, was



Number of Degrees Completed

FIGURE 1

NUMBER OF BUSINESS TEACHERS IN KANSAS COLLEGES
HOLDING VARIOUS TYPES OF DEGREES

TABLE IX

YEARS OF TEACHING EXPERIENCE OF BUSINESS TEACHERS IN KANSAS COLLEGES

		YEARS OF TEACHING EXPERIENCE																				Total Years	Total Teachers												
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	18	20	21	22	25	26	27	28	30	31	32	34	35	40	43	50		
1	1	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	119	8
0	0	1	3	1	2	2	0	1	1	0	2	1	0	0	1	1	3	0	1	0	0	0	1	1	2	1	1	0	0	1	1	497	28		
1	1	2	1	2	0	1	1	0	3	1	0	1	1	0	1	1	1	0	0	0	1	1	0	2	0	0	0	1	1	0	0	348	24		
4	3	2	4	7	0	1	1	0	6	1	0	0	1	0	0	6	0	0	6	0	0	1	0	0	0	0	1	0	0	0	0	345	38		
6	5	5	8	10	2	4	2	1	12	2	2	2	1	1	2	2	11	1	1	1	2	1	1	1	1	4	2	2	1	1	1	1	1	98	
6	10	15	32	50	12	38	16	9	120	22	24	26	14	15	32	36	220	21	22	50	26	27	28	120	62	64	34	35	40	43	50	1,309	---		

TABLE IX

YEARS OF TEACHING EXPERIENCE OF BUSINESS TEACHERS IN KANSAS

Type of College	YEARS OF TEACHING EXPERIENCE																											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	18	20	21	22	25	26	27	28				
Private Junior Colleges	1	1	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	0	0				
Public Junior Colleges	0	0	1	3	1	2	2	0	1	1	0	2	1	0	0	1	1	3	0	1	0	0	0	1				
Private Degree-Granting Colleges	1	1	2	1	2	0	1	1	0	3	1	0	1	1	0	1	1	1	0	0	0	1	1	0				
Public Degree-Granting Colleges	4	3	2	4	7	0	1	1	0	6	1	0	0	0	1	0	0	6	0	0	1	0	0	0				
Total Teachers	6	5	5	8	10	2	4	2	1	12	2	2	2	1	1	2	2	11	1	1	2	1	1	1				
Total Years	6	10	15	32	50	12	38	16	9	120	22	24	26	14	15	32	36	220	21	22	50	26	27	28				

twelve. Six had taught one year each and one had taught fifty years, the longest period reported.

Private junior college teachers averaged 14.9 years teaching experience each. One had taught one year, another thirty years. Two teachers, the most in any category, had ten years each of teaching experience.

In public junior colleges, the average length of teaching experience was 17.8 years. Twenty-eight teachers had a total of 497 years of teaching experience, with three years the shortest period and fifty years the longest. The greatest number were in the four-year and twenty-year categories with three teachers in each.

All junior college teachers accounted for a total of 616 years of teaching experience. This was an average of slightly more than seventeen years each.

Instructors in private degree-granting colleges showed a total of 348 years teaching experience, or an average of 14.5 years each. Forty years was the longest period for any teacher, with one in this category. Another had one year of experience, the shortest period. Three teachers in the ten-year category were the most for any category.

Thirty-eight teachers had a total of 345 years teaching experience in public degree-granting colleges for an average slightly over nine years each. One had thirty-two years of experience for the longest period and four had one year for the shortest. The greatest number of teachers, seven, had five years teaching experience.

Degree-granting college teachers averaged about eleven years of teaching experience each for a total of 693 years.

According to the above figures, teachers in junior colleges averaged six years more teaching experience than did teachers in degree-granting colleges.

Business experience of teachers. Many teachers had previous business experience. Table X shows that ninety teachers had a total of 329 years of business experience. One individual had fifteen years of experience, while sixteen had none, for an average slightly over 3.5 years. Sixteen of the ninety, or 17.8 per cent, had no business experience.

Teachers in private junior colleges showed a total of fifteen years of business experience, or an average 1.9 years each. Five years was the longest for any teacher, while the greatest number, four, had none.

Public junior college teachers averaged slightly below four years of business experience each, for a total of eighty-three years. The longest period for any teachers was thirteen years and the shortest none, again the category with the greatest number of teachers.

Junior college teachers averaged about 3.3 years of business experience. This amounted to a ninety-eight year total for the entire group.

Instructors in private degree-granting colleges showed a total of 133 years of business experience, an average of about 5.5 years each.

TABLE X

YEARS OF BUSINESS EXPERIENCE OF BUSINESS TEACHERS IN KANSAS COLLEGES

Type of College	YEARS OF BUSINESS EXPERIENCE															Total No. of Teachers	Total No. of Years	
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14			15
Private Junior Colleges	4	0	0	2	1	1	0	0	0	0	0	0	0	0	0	0	8	15
Public Junior Colleges	5	1	0	3	3	3	3	1	1	0	0	0	0	1	0	0	21	83
Private Degree-Granting Colleges	5	1	4	2	2	0	0	1	2	0	2	0	1	2	1	1	24	133
Public Degree-Granting Colleges	2	2	24	0	3	5	0	0	0	0	0	1	0	0	0	0	37	98
Total Teachers	16	4	28	7	9	9	3	2	3	0	2	1	1	3	1	1	90	--
Total Years	0	4	56	21	36	45	18	14	24	0	20	11	12	39	14	15	--	329

One teacher had fifteen years of experience, while five had none. These five represented the largest group in any single category.

Teachers in public degree-granting colleges had a total of ninety-eight years of business experience, averaging slightly over two and one-half years each. One teacher had the longest period, eleven years, of business experience, while two had none. Twenty-four teachers, the most in any category, had two years experience each.

The total business experience for teachers in all degree-granting colleges was 231 years, or an average of nearly four years each.

Summary. One hundred twenty business teachers were reported in Kansas colleges; however, business experience was reported for only ninety-eight persons and teaching experience for only ninety. Of the one hundred twenty instructors in business departments of Kansas colleges, seventy-five were men and forty-five were women. Thirty-one were part-time instructors. The public degree-granting colleges had the fewest part-time instructors, a fact which tended to strengthen these departments.

Instructors in public degree-granting colleges had more training than did those in any other type of college studied. One of every four teachers in the public degree-granting colleges held a doctor's degree, while only one of every five in the private degree-granting colleges held a doctorate. There was only one doctor's degree in the junior colleges. Of the total number of instructors in all colleges, more held the master of arts degree than any other.

Instructors in all colleges averaged over ten years of teaching experience each. Public junior college instructors had the highest average, 17.8 years, while teachers in public degree-granting colleges averaged the lowest, 9.1 years.

Seventy-four teachers had business experience; sixteen had none. Teachers in private degree-granting colleges showed more business experience than did those in any other type of college. These teachers averaged about five and one-half years each, while private junior college teachers averaged only 1.9 years. The average years of business experience for teachers in junior and degree-granting colleges differed very little, ranging from three and one-third years for junior college teachers to three and three-fourths years for degree-granting college teachers.

LENGTH OF CLASS PERIODS

The length of class periods showed little variation, according to Table XI. Class periods were fifty, fifty-five, or sixty minutes in length, with fifty minutes most common. Of thirty-one schools reporting, twenty-two indicated a length of fifty minutes, six reported fifty-five, and three, sixty. The twenty-two having a fifty-minute class period represented 71.0 per cent of the total number reporting this item.

Public junior colleges showed the greatest variation, with four reporting a fifty-minute, four a fifty-five minute, and three a sixty minute period. Eleven public junior colleges responded.

TABLE XI
LENGTH OF CLASS PERIODS

Type of College	50 Minutes	55 Minutes	60 Minutes	No. of Colleges
Private Junior Colleges	3	1	0	4
Public Junior Colleges	4	4	3	11
Private Degree-Granting Colleges	11	0	0	11
Public Degree-Granting Colleges	4	1	0	5
Total	22	6	3	31

The only other variations from the fifty minute period were one private junior college and one public degree-granting college, which each had fifty-five minute class periods.

CHAPTER IV

SECRETARIAL SCIENCE PROGRAMS

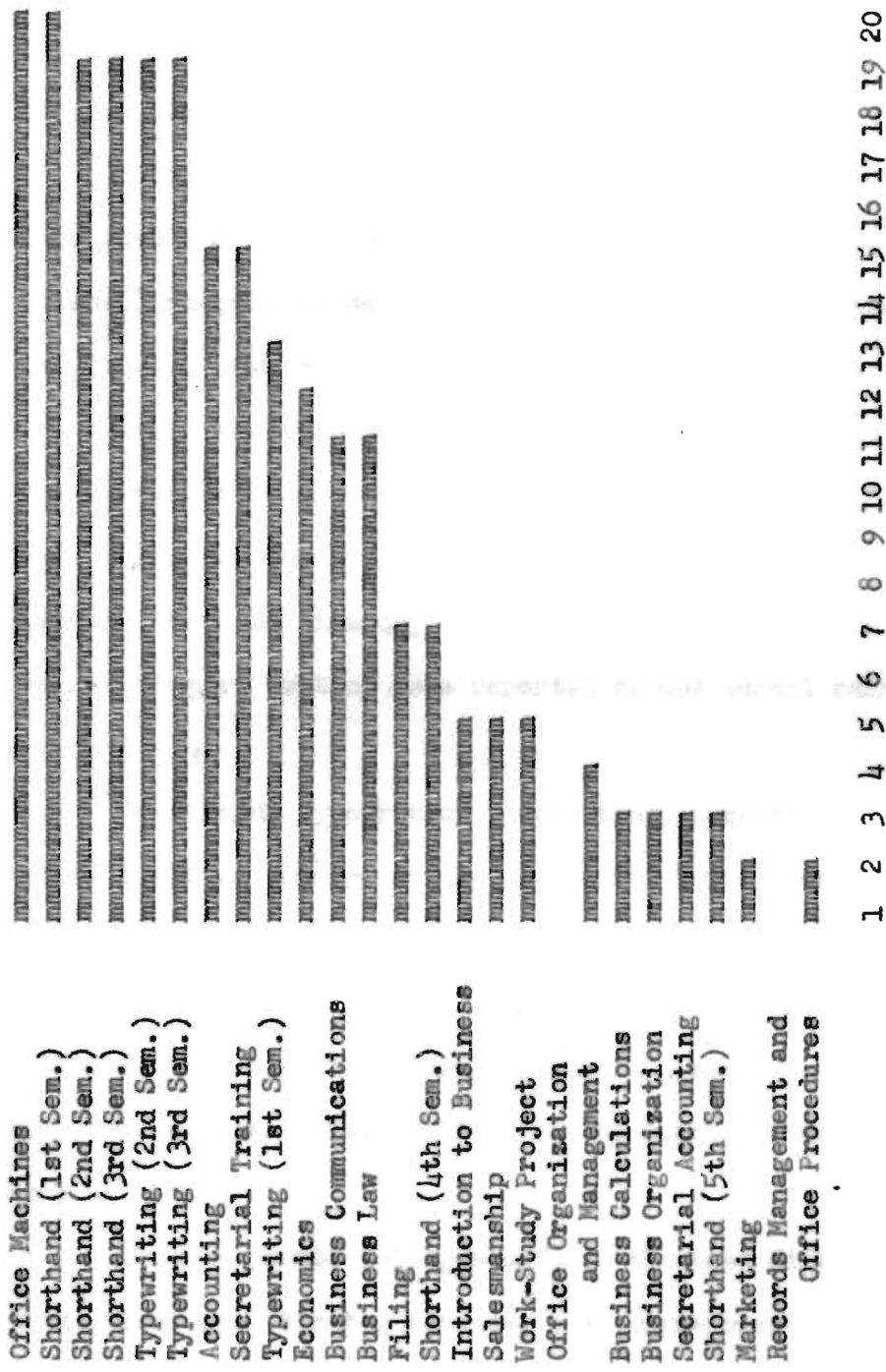
Courses offered in secretarial science programs, the length of these programs, and certificates and diplomas will be considered in this chapter.

COURSES OFFERED IN SECRETARIAL SCIENCE PROGRAMS

All secretarial science programs, as given in college catalogs, contained general education subjects together with secretarial science courses. These general education courses included history, government, Bible, English, science, and mathematics.

Information for Figure 2 and Table XII was obtained from college catalogs. Although courses had titles in the catalogs different from those given in the Figure or Table, they were listed in the latter according to catalog descriptions. Shorthand is given by semesters, including Dictation and Transcription, which some schools offered the third, some the fourth, and others the fifth semester. Typewriting is listed by semesters because of variations in titles.

Figure 2 shows courses and their frequency as outlined for secretarial science programs in college catalogs. Not all catalogs contained such an outline, even though in the questionnaire these schools indicated that they offered a program in secretarial science (Table III, page 13).



Number of Schools Offering Course

FIGURE 2*

FREQUENCY OF SECRETARIAL SCIENCE COURSES IN SECRETARIAL SCIENCE PROGRAMS AS GIVEN IN COLLEGE CATALOGS

*Includes only courses reported by more than one college.

Office Machines and first-semester Shorthand, reported by twenty schools, were most frequently listed. Second- and third-semester Shorthand and Typewriting followed closely and were in the programs of nineteen schools.

There was greater variation, however, in other courses offered by colleges in their secretarial science programs. Secretarial Training and Accounting were included by fifteen schools, first-semester Typewriting by thirteen, and Economics and Business Law by eleven.

Only two schools offered courses in Records Management and Office Procedures, and Marketing. Special Problems, Typewriting Problems, Business Statistics, Money and Banking, Personnel Management, Business Penmanship, Personal Finance, Insurance, Human Relations in Business, and Business Report Writing were reported by one school each and are not shown in Figure 2.

Shorthand, Typewriting, Accounting, Secretarial Training, and Office Machines were generally considered basic courses for a secretarial science program and were, therefore, offered more frequently than others. The less frequently offered courses were more common in four-year secretarial science programs of degree-granting colleges and less common in two-year programs. Table XII shows the number of colleges offering each course.

Private junior colleges offered thirteen different courses in their programs. First-, second-, and third-semester Shorthand, Office Machines, and Business Communications were reported by two schools each, the other eight by one school each.

TABLE XII

SECRETARIAL SCIENCE COURSES OFFERED IN SECRETARIAL SCIENCE PROGRAMS*

Courses	TYPE OF COLLEGE				Total
	Private Junior Colleges	Public Junior Colleges	Private Degree-granting Colleges	Public Degree-granting Colleges	
Accounting	0	11	1	3	15
Business Calculations	0	2	0	1	3
Business Communications	2	3	2	4	11
Business Law	1	8	0	2	11
Business Organization	0	2	0	1	3
Business Penmanship	0	0	0	1	1
Business Report Writing	0	0	0	1	1
Business Statistics	0	0	0	1	1
Economics	1	9	0	2	12
Filing	0	5	1	1	7
Human Relations in Business	0	0	0	1	1
Insurance	0	0	0	1	1
Introduction to Business	0	4	1	0	5
Marketing	0	0	0	2	2
Money and Banking	0	0	0	1	1
Office Machines	2	12	1	5	20
Office Organization and Management	0	0	1	3	4

(Cont. on page 37)

TABLE XII (continued)

Courses	TYPE OF COLLEGE				Total
	Private Junior Colleges	Public Junior Colleges	Private Degree-granting Colleges	Public Degree-granting Colleges	
Personal Finance	0	0	0	1	1
Personnel Management	0	0	0	1	1
Records Management and Office Procedures	0	0	0	2	2
Salesmanship	1	3	0	1	5
Secretarial Accounting	1	1	1	0	3
Shorthand (1st Sem.)	2	10	3	5	20
Shorthand (2nd Sem.)	2	9	3	5	19
Shorthand (3rd Sem.)	2	10	3	4	19
Shorthand (4th Sem.)	1	3	0	3	7
Shorthand (5th Sem.)	0	1	0	2	3
Special Problems	0	0	1	0	1
Typewriting (1st Sem.)	0	8	3	2	13
Typewriting (2nd Sem.)	1	7	3	5	16
Typewriting (3rd Sem.)	1	5	3	6	15
Typewriting Problems	0	0	0	1	1
Work Study Project	0	4	1	0	5

* As given in catalog or separate outline of program.

Twenty-one distinct courses were offered in secretarial science programs of public junior colleges. Office Machines and Accounting, the most frequent, were included by twelve and eleven schools respectively. Accounting was seventh in frequency in the over-all report (Figure 2), but second in public junior colleges. First- and third-semester Shorthand were reported by ten of these schools, Secretarial Accounting and fifth-semester Shorthand by one each, and Business Organization and Business Calculations by two each.

Sixteen different courses were offered in the secretarial science programs of private degree-granting colleges. The first three semesters of Shorthand and Typewriting were listed by three colleges, Business Communications and Secretarial Training by two. Office Machines, Filing, Secretarial Accounting, Introduction to Business, Accounting, Work-Study Project, Office Organization and Management, and Special Problems were listed by one school each. Except for Office Machines, these frequencies compared favorably with the over-all pattern of courses in Figure 2.

The widest range of courses, thirty, was listed by public degree-granting colleges. Third-semester Typewriting, the most frequent, was offered by six colleges, second-semester Shorthand and Office Machines by five, and third-semester Shorthand and Business Communications by four. These, again, closely followed the over-all pattern as shown in Figure 2. Thirteen courses were listed by one school each.

Catalogs of two degree-granting colleges indicated that they offered a major and a minor in secretarial science but did not outline the programs. In the questionnaire, one of these schools stated that it

offered the two-year program, but that no one had ever "really finished it" since students usually went on for the four-year program. Another college offered a one-year and a two-year program and two other colleges listed specific courses; none of the three, all private degree-granting colleges, gave an outline for the programs. Courses offered by these schools were not included in Figure 2 and Table XIII.

Summary. Business courses in secretarial science programs tended to concentrate on skill subjects, with social business subjects being given less attention. Public degree-granting colleges offered the greatest variety of secretarial science courses, thirty; private junior colleges the least, thirteen. Office Machines and first-semester Shorthand were offered most frequently in all types of colleges. As a whole, colleges agreed that skill courses were basic.

LENGTH OF SECRETARIAL SCIENCE PROGRAMS

Secretarial science programs in the colleges studied were arranged to be completed in one, two, or four years; three-year programs were not indicated. Table XIII shows that ten colleges offered a one-year program, twenty-one a two-year program, and seven a four-year program.

Junior colleges offered one-year and two-year programs, while degree-granting colleges offered one-year, two-year, and four-year programs.

Two-year programs were indicated by five private degree-granting colleges, and one-year and four-year programs by three. Four public

TABLE XIII
 LENGTH OF SECRETARIAL SCIENCE PROGRAMS*

Type of College	One-year Program	Two-year Program	Three-year Program	Four-year Program
Private Junior Colleges	1	2	0	0
Public Junior Colleges	4	10	0	0
Private Degree-granting Colleges	3	5	0	3
Public Degree-granting Colleges	2	4	0	4
Total	10	21	0	7

degree-granting colleges offered four-year programs; four, two-year programs; and two, a one-year program.

Six schools offered both one-year and two-year programs; three, two-year and four-year programs; and one, all three programs.

Summary. The two-year secretarial science program was most frequently offered in all types of colleges. Degree-granting colleges offered more two-year than four-year programs, whereas junior colleges offered one-year and two-year programs only. With this wide variety of program offerings, students were able to choose a program which fitted their plans. Another point to be noted about these programs in the degree-granting colleges was the fact that a student usually could change from a two-year to a four-year program without encountering many difficulties.

CERTIFICATES AND DIPLOMAS

Students completing two- and four-year secretarial science programs were awarded certificates or diplomas, as shown in Table XIV; none were given for one-year programs. Twelve colleges gave a diploma or certificate upon completion of the two-year program, nine of these the associate degree.

Seven junior colleges, one private and six public, gave a certificate or diploma and the associate degree, upon completion of the two-year program.

TABLE XIV

CERTIFICATES AND DIPLOMAS ISSUED BY KANSAS COLLEGES

Type of College	TWO-YEAR PROGRAM		FOUR-YEAR PROGRAM	
	Diploma or Certificate	Associate Degree	Diploma or Certificate	Bachelor's Degree
Private Junior Colleges	1	1	0	0
Public Junior Colleges	6	6	0	0
Private Degree-granting Colleges	3	1	2	2
Public Degree-granting Colleges	2	1	5	2
Total	12	9	7	4

Five degree-granting colleges, three private and two public, presented a diploma or certificate upon completion of the two-year program. One private degree-granting college and one public degree-granting college gave the associate degree at the conclusion of the two-year program.

A certificate or diploma was granted by seven degree-granting colleges at the end of the four-year program; two of these were private and five were public. However, only four, two private and two public, indicated that they granted the bachelor's degree.

Summary. A certificate or diploma was offered upon completion of two-year and four-year secretarial science programs. Some schools offered only the certificate, some only the diploma, and others both. Some of the two-year programs led to an associate degree and some four-year programs to a bachelor's degree. These certificates, diplomas, and degrees served as an incentive for students to complete a program rather than to choose courses at random.

CHAPTER V

CONTENT, PREREQUISITES, CREDIT, AND FREQUENCY OF CLASS MEETINGS FOR COURSES OFFERED IN SECRETARIAL SCIENCE PROGRAMS

The courses cited in this chapter were listed by the colleges as a part of their secretarial science programs and are given under the same titles as in Table XII, page 36. The catalogs of all schools offering a program were checked for each course listed in this chapter.

Courses offered by fewer than five schools appeared atypical and were, therefore, not listed in Tables XIX and XX. Those tables include only courses which, according to Table XII, were offered in secretarial science programs of five or more colleges. Typewriting and shorthand, because they are offered consecutively during several semesters, are listed in Tables XV, XVI, XVII, and XVIII.

The general content, prerequisites, credit, and frequency of class meetings are discussed in this chapter for courses listed by two or more schools according to Table XII, page 36, since to do so for courses offered by only one school would be repetitious of catalog descriptions.

TYPEWRITING

First semester. This course included the teaching of the fundamentals of touch-method typewriting, with an emphasis on accuracy and technique. Some schools included rough drafts, tabulating, and other specific problems.

The course had no prerequisites except that students with high school Typewriting were not given credit or permitted to enroll in the course; one college, however, allowed credit even if it were taken in high school.

Most schools gave three semester hours of credit for the first-semester typewriting course (Tables XV and XVI). Five degree-granting colleges and one junior college allowed only two hours of credit for this course.

Six junior colleges and six degree-granting colleges required five class meetings each week for first-semester Typewriting, three junior colleges and five degree-granting colleges required three class meetings, and one degree-granting college required two class meetings.

Second semester. This course was usually indicated as a continuation of first-semester Typewriting, with added work on speed and skill. It also included some production, letter writing, centering, and tabulating. Some schools included more problems than others did, depending upon how many additional semesters of Typewriting were offered. One school suggested that the course was for those who had not used typewriting recently.

Prerequisites for this course were the previous semester of Typewriting or a year or a semester of high school Typewriting. One school held a speed of thirty words a minute for ten minutes as a prerequisite; another did not allow students with two years of high school Typewriting to enroll.

TABLE XV
 TYPEWRITING IN JUNIOR COLLEGES

Course	CLASS MEETINGS EACH WEEK				HOURS OF CREDIT GIVEN			
	2	3	4	5	2	3	4	5
First Semester	0	3	0	6	1	12	0	0
Second Semester	1	3	0	6	1	13	0	0
Third Semester	0	5	0	2	1	9	0	0
Fourth Semester	0	0	0	0	0	1	0	0

By far the greater number of colleges allowed three hours credit for this course. According to Tables XV and XVI, two degree-granting colleges and one junior college gave only two hours credit for this course.

Six junior colleges and six degree-granting colleges required five class meetings each week, three junior colleges and five degree-granting colleges required three class meetings, and one degree-granting college required four class meetings.

Third semester. This course was usually listed as a continuation of the previous semester, emphasizing speed and accuracy, particularly as applied to production typewriting. One catalog stated that the course was to develop speed and accuracy to business standards; another stressed typing from dictation and composing at the typewriter. One school used timed proficiency tests as a basis for credit.

Prerequisites for this course seemed to vary more than for other courses. Most colleges required second-semester Typewriting as a prerequisite. Other prerequisites were one year of high school typewriting, two years of high school typewriting, forty words a minute in a ten-minute writing, or a minimum grade of C in second-semester Typewriting.

One degree-granting college offered five hours credit for this course, while two offered two hours credit, as did one junior college. Most colleges offered the course for three hours credit (Tables XV and XVI).

Three class meetings per week were usually required, with one junior college having class meetings only twice a week. Two junior colleges and four degree-granting colleges required five class meetings a week.

Fourth semester. Fourth-semester Typewriting was offered by only one school, a junior college. This course was a continuation of third-semester Typewriting, with further typing projects.

No prerequisites were listed for the course, but it was apparent that third-semester Typewriting was the prerequisite. This course gave three hours credit, but the frequency of class meetings was not reported (Tables XV and XVI).

SHORTHAND

Since schools offered shorthand from one to five semesters and since its name varied from school to school, the course is listed according to semesters. Dictation and Transcription is also included, as some schools offered this course the third semester, some the fourth, and others the fifth.

First semester. Theory of Gregg Shorthand, reading shorthand, taking simple dictation, and transcribing simple materials were included in this course. One school gave special emphasis to the construction of shorthand outlines. A number of schools stated that the course was not open to those who had one year of high school Shorthand, and no credit was given until the second semester of work was completed.

Most schools required that Beginning Typewriting, or the equivalent, be taken previous to or concurrent with first-semester Shorthand. English was required previously or concurrently by one school, unless the student obtained the consent of the instructor.

Most colleges allowed three hours of credit for first-semester Shorthand, according to Tables XVII and XVIII. Five junior colleges allowed five hours credit, and one degree-granting college only two hours. Most colleges required five class meetings each week, although classes in one degree-granting college met four times each week and in three met three times, as did such classes in two junior colleges.

Second semester. This course was a continuation of first-semester Shorthand and included a review of theory. Emphasis was placed on building speed in dictation, with some work on mailable copy. One school suggested it as a refresher course.

Prerequisites included completion of first-semester Shorthand with a minimum grade of C or one year of high school Shorthand and ability to use the typewriter; one school required second-semester Typewriting. Some schools permitted the shorthand prerequisite to be waived if the student passed an entrance examination instead.

According to Tables XVII and XVIII, all colleges except two granted three hours credit for second-semester Shorthand. The exceptions, one junior college and one degree-granting college, allowed five hours and two hours credit respectively. Most schools required five class meetings each week, with four junior colleges and four

TABLE XVII
 SHORTHAND IN JUNIOR COLLEGES

Course	CLASS MEETINGS EACH WEEK				HOURS OF CREDIT GIVEN			
	2	3	4	5	2	3	4	5
First Semester	0	2	4	12	0	10	0	5
Second Semester	0	4	0	10	0	15	0	1
Third Semester	0	5	0	5	0	12	0	0
Fourth Semester	0	1	0	0	0	6	0	0
Fifth Semester	0	0	0	0	0	1	0	0

TABLE XVIII
 SHORTHAND IN DEGREE-GRANTING COLLEGES

Course	CLASS MEETINGS EACH WEEK				HOURS OF CREDIT GIVEN			
	2	3	4	5	2	3	4	5
First Semester	0	3	1	8	1	11	0	0
Second Semester	0	4	1	7	1	11	0	0
Third Semester	0	7	1	4	3	9	0	0
Fourth Semester	0	1	0	3	3	1	0	0
Fifth Semester	0	0	1	0	1	0	0	0

degree-granting colleges requiring three weekly meetings and one degree-granting college four.

Third semester. This course emphasized improvement of speed and accuracy in taking dictation and transcribing it with performance commercially acceptable in quality and quantity. Some schools specified the course for those who previously had had one year of either college or high school Shorthand. One college suggested it for those who had completed two years of high school Shorthand, another for those who could write at least sixty words a minute. Some colleges included more technical and specialized vocabulary than in previous shorthand courses.

Prerequisites again included a minimum grade of C in second-semester Shorthand. The requirement of second-semester Shorthand could be waived by taking an examination. Some schools required third-semester Typewriting with a minimum grade of C. Speed prerequisites included a dictation speed of seventy words a minute, although one school required a dictation speed of eighty words a minute for five minutes with a typewriting speed of forty words a minute.

All junior colleges and all except three of the degree-granting colleges allowed three hours credit for third-semester Shorthand (Tables XVII and XVIII). The other three allowed two hours. The number of class meetings each week varied somewhat more, as five junior colleges and four degree-granting colleges required five class meetings each week, five junior colleges and seven degree-granting colleges three class meetings, and one degree-granting college four class meetings.

Fourth semester. This course included legal and technical material as well as office-style dictation. Continued emphasis was placed on speed and accuracy in transcribing, including proofreading, correct English usage, punctuation, and capitalization.

Prerequisites were completion of third-semester Shorthand, or the equivalent, with a minimum grade of C.

As shown in Tables XVII and XVIII, all junior colleges and one degree-granting college allowed three hours credit for the course; three degree-granting colleges allowed two hours. Three degree-granting colleges required five class meetings each week and one required three. The one junior college reporting the number of weekly class meetings required three.

Fifth semester. A continuation of fourth-semester Shorthand with further emphasis on transcribing rapidly, accurately, and in correct form was the content of fifth-semester Shorthand.

Fourth-semester Shorthand, or consent of the instructor, was the prerequisite in one school; another opened the course to students with two years of high school Shorthand and Typewriting and a minimum grade of C in these courses.

One junior college, which did not report the frequency of class meetings, offered the course for three hours credit. One degree-granting college, which required four class meetings each week, allowed two hours credit.

OFFICE MACHINES

Office Machines included duplicating, transcribing, and calculating machines with some schools offering all three machines in one course, some a combination of two, and others each machine in a separate course. Some schools also offered a separate course in one particular machine so that greater skill could be gained.

Specific machines in which training was offered included comptometers, rotary calculators, adding machines, ten-key listing machines, bookkeeping machines, posting machines, duplicating machines, transcribing machines, and electric typewriters. Courses usually consisted of demonstrations and practice in operating the machines. One school included job cost analysis for duplicating jobs; others included filing.

Few schools had any prerequisites for the Office Machines course. Among those listed were one year of typewriting, at least one semester of typewriting, a previous general machines course (prerequisite for a specialized machines course), second-semester Typewriting, and Office Practice or Retail Practice.

Credit for Office Machines varied greatly because of the various types of courses offered, as indicated in the previous paragraphs. Table XIX shows that eight junior colleges offered the course for three hours credit, another eight for two hours, and four for one hour. Two degree-granting colleges gave three hours credit; four, two hours; and six, one hour, as shown in Table XX.

TABLE XIX
SECRETARIAL COURSES OTHER THAN TYPEWRITING
AND SHORTHAND IN JUNIOR COLLEGES

Course	CLASS MEETINGS EACH WEEK					HOURS OF CREDIT GIVEN				
	1	2	3	4	5	1	2	3	4	5
Office Machines	0	6	1	0	7	4	8	8	0	0
Secretarial Training	0	1	4	0	6	0	3	13	0	0
Accounting	0	0	5	1	3	0	0	11	1	0
Business Communications	0	1	3	0	0	0	2	4	0	0
Economics	0	0	0	0	0	0	0	2	0	0
Business Law	0	0	4	0	1	0	0	9	0	1
Filing	0	4	0	0	0	0	5	0	0	0
Introduction to Business	0	0	2	0	0	0	1	3	0	0
Salesmanship	0	2	2	0	0	0	3	5	0	0
Work Study Project	0	0	0	0	0	0	3	1	0	0

According to Table XIX, seven junior colleges required five class meetings each week, six required two, and one required three. Four degree-granting colleges (Table XX) required one class meeting each week; four, two class meetings; two, three class meetings; and one, four class meetings.

SECRETARIAL TRAINING

Schools had various titles for Secretarial Training, including Office Practice, Secretarial Procedures, Secretarial Techniques, and Secretarial Training.

Office procedures, routines, and problems were the usual topics in this course. Other elements of these topics frequently included were personality and human relations, dictation and transcription, handling mail, telephone service, telegrams, business etiquette, receptionist work, business forms, and use of some office equipment and supplies. One school placed special emphasis on secretarial work in a church office; another provided opportunity to learn the operation of the PBX switchboard.

Typewriting was the most common prerequisite for Secretarial Training. Standards for the typewriting prerequisite ranged from a typing speed of thirty-five words a minute to first-semester or third-semester Typewriting or two semesters of high school Typewriting. Some schools required a minimum grade of C in the typewriting course. Other prerequisites included third-semester or fourth-semester Shorthand and

Freshman English. A minimum grade of C was often required for the shorthand prerequisite.

Two, three, or four hours of credit were allowed for Secretarial Training, as shown in Tables XIX and XX. Thirteen junior colleges and ten degree-granting colleges allowed three hours credit, three junior colleges and four degree-granting colleges two hours, and one degree-granting college four hours.

Of colleges reporting the number of weekly class meetings, six junior colleges and one degree-granting college required five, four junior colleges and five degree-granting colleges three, one junior college and two degree-granting colleges two, and one degree-granting college four class meetings.

ACCOUNTING

A general description of the first-semester Accounting course included the theory and practice of modern accounting in the entire accounting cycle. More specifically, class content included financial statements, controlling accounts, opening and adjusting entries, columnar journals, single and double entry, and work at the close of the business period. Many schools used practice sets. Because of the nature of the course, the content did not vary a great deal among schools.

The few prerequisites for this course included a recommendation that Business Calculations be taken previously and, another, sophomore standing.

Little variation was shown in the hours of credit allowed for this course (Tables XIX and XX). All junior colleges and degree-granting colleges allowed three hours credit except one of the latter, which granted four hours credit. Five junior colleges required three class meetings each week; three, five meetings; and one, four meetings. The number of class meetings required, three, was reported by only one degree-granting college.

BUSINESS COMMUNICATIONS

Business Communications included courses in Business Correspondence and Business English. Letter writing was the common content of this course, including a study and analysis of various types of business letters such as inquiry, application, collection, and credit letters. Some study of English and practical psychology was also included. A few schools included oral communications--dictating, telephoning, and speaking.

The most common prerequisite was first-semester Typewriting or ability to type mailable copy. First-semester English was given as a prerequisite by one school.

Two or three hours of credit were allowed for this course. Four junior colleges and five degree-granting colleges allowed three hours credit; two junior colleges and three degree-granting colleges, two hours (Tables XIX and XX). Little variation was shown in the number of class meetings each week, with three junior colleges and six degree-granting

colleges requiring three, and one junior college and two degree-granting colleges two.

ECONOMICS

In this first-semester general economics course, practical and theoretical economics were studied in a survey of the economic system, including advantages and disadvantages of various business systems. Other more specific items included a study of socialism, anarchism, communism, capitalism, labor, wages, price establishment, most efficient point of business operation, and the history and development of economic thought. The course listed no prerequisites.

According to Tables XIX and XX, all except one degree-granting college allowed three hours credit for the course. The one exception had five hours credit. Only two colleges, degree-granting, reported the number of class meetings each week, which was three.

BUSINESS LAW

Business Law was a study of basic business laws to give the student a knowledge of the legal rights and limitations in business. Contracts, negotiable instruments, business organization, real and personal property, mortgages, title to real estate, sales, bailments, torts, and corporations were specific items studied in this course. Economics was the only prerequisite listed.

Most schools allowed three hours credit for Business Law, as shown in Tables XIX and XX. One junior college and one degree-granting college allowed five hours credit, and one degree-granting college two hours. All schools had three class meetings each week, except one junior college, which required five.

FILING

Indexing and filing rules were studied in this course, and actual practice was given to obtain a working knowledge of the various filing systems: alphabetic, geographic, numeric, and subject. Many schools included Filing in a machines course.

Most schools did not list any prerequisites for Filing, although some listed first-semester Typewriting.

All schools allowed two hours credit for the Filing course, except one degree-granting college, which offered one hour credit (Tables XIX and XX). Two weekly class meetings were required by all schools, except one degree-granting college, which required only one.

INTRODUCTION TO BUSINESS

The course Introduction to Business provided a background for business studies. Areas included were the place of business in economic life, how business operates, business organization, production and distribution, and occupational information. No prerequisites were listed.

Schools varied in the amount of credit allowed for this course. According to Tables XIX and XX, three junior colleges and two degree-granting colleges offered three hours credit, one junior college and two degree-granting colleges two hours, and one degree-granting college five hours. The two junior colleges and one degree-granting college reporting class meetings required three each week.

SALESMANSHIP

Fundamentals of salesmanship, relationship of advertising to selling, techniques of selling, skill in personal persuasion, psychological and physical reactions of the customer, improvement in appearance, personality, mental attitudes, and technique of selecting sales appeals were included in the content of this course. No prerequisites were listed.

Three hours credit was offered by five junior colleges and two degree-granting colleges, and two hours by three junior colleges and two degree-granting colleges (Tables XIX and XX). Of the four junior colleges indicating the number of class meetings required each week, two had three class meetings and two had two.

WORK-STUDY PROJECT

This course was an on-the-job-training, practical work experience. Prerequisites included Secretarial Training in some schools and second-semester Shorthand and Typewriting in others.

According to Tables XIX and XX, three junior colleges offered two hours credit for the course, one allowed three, and one degree-granting college offered four. No school indicated the number of class or work hours required.

OFFICE ORGANIZATION AND MANAGEMENT

Principles and problems in organizing and managing an office were considered in this course, with study from the management point of view. Specific problems included the use of manuals, distribution of authority, cost and control of office work, personnel policies, and office planning. The one prerequisite found was fifteen hours of accounting and administration.

Two or three hours credit were allowed for the course, which was given only in degree-granting colleges. One school required two class meetings each week, two schools required three.

SECRETARIAL ACCOUNTING

Accounting peculiar to a secretarial job in various types of business was considered in this course. The one prerequisite listed was a course in Business Mathematics.

The one junior college and one degree-granting college offered the course and each allowed three hours credit. One school reported that three class meetings were required each week.

BUSINESS ORGANIZATION

The content of Business Organization seemed to vary more than that of most courses. A study of the different types and principles of business organization were included. Other considerations dealt with management: the opening and continued operation of a business, responsibility and accountability, and financial operation of business. Both large and small businesses were considered. Prerequisites were first- and second-semester Economics.

Two junior colleges allowed two hours credit for the course and one allowed three hours, while one degree-granting college allowed two hours credit and four allowed three. No school indicated the number of class meetings required each week.

BUSINESS CALCULATIONS

The content of this course was designed to increase speed and accuracy in fundamental business calculations and to develop a familiarity with figures and their application to business problems. No prerequisites were listed.

Each of the two schools listing the course allowed three hours credit, the one a junior college, the other a degree-granting college. One school indicated that it required three class meetings each week.

MARKETING

The marketing course concerned itself with the flow and distribution of goods, market analysis, the middleman, costs, and methods of marketing. Some prerequisites listed were first-semester Economics, second-semester Economics, and Introduction to Business.

Only degree-granting colleges offered the course, and all gave three hours credit, except one, which gave five. No school indicated the number of class meetings each week.

RECORDS MANAGEMENT AND OFFICE PROCEDURES

Basic filing systems and secretarial procedures were the content of this course. Prerequisites included first-semester Shorthand, or the equivalent, and sophomore standing, or the consent of the head of the department.

Three hours of credit were allowed for this course. There was no indication as to the number of class meetings each week.

SUMMARY

This study indicated considerable uniformity in course content among the various colleges. In Typewriting and Shorthand, the content of each semester, except the first, depended a good deal upon how many additional semesters of the same course followed. Office Machines included duplicating, transcribing, and calculating machines, with content varying according to the machines offered in each course and the

skill to be gained. Secretarial Training commonly included a study of office procedures, routines, and problems, other items being added as schools saw the need. Business Communications was most commonly concerned with letter writing; however, a number of schools included oral communications also. The Work-Study Project varied to fit the needs of students in each school. Business Organization varied more than most courses in content. Accounting, Economics, Business Law, Filing, Salesmanship, Introduction to Business, Office Organization and Management, Secretarial Accounting, Business Calculations, Marketing, and Records Management and Office Procedures did not vary greatly from college to college.

Except for first-semester Typewriting and first-semester Shorthand, the previous semester of the course was the common prerequisite for Typewriting and Shorthand. Other prerequisites for the more advanced courses included a certain typing speed and certain dictation speed. It was not uncommon to require a grade of C in a previous Typewriting or Shorthand course. For first-semester Shorthand, Typewriting was a prerequisite or was required to be taken concurrently. Some of these prerequisites could be fulfilled by having completed like high school courses. Two other courses, Secretarial Training and Business Communications, commonly listed Typewriting as a prerequisite. Work-Study Project also had Typewriting along with Shorthand and Secretarial Training as prerequisites. Economics was a prerequisite for the Business Organization and Marketing courses. Few courses listed the class of the

student, the consent of the instructor, or the consent of the head of the department as a prerequisite. For the following courses few or no schools listed any prerequisites: Office Machines, Accounting, Economics, Business Law, Filing, Introduction to Business, Salesmanship, Office Organization and Management, Secretarial Accounting, and Business Calculations.

Three hours credit for a Shorthand or Typewriting course was most frequently allowed. The degree-granting colleges tended to restrict credit for first-semester Typewriting to two hours. All other courses most frequently carried three hours credit, although quite a few courses carried two.

Beginning skill courses usually required more class meetings each week than more advanced courses. Frequently, more weekly class meetings were required than credit hours allowed. Other courses more commonly met as many hours each week as the number of credit hours given.

CHAPTER VI

ENROLLMENTS, STANDARDS, AND TEXTBOOKS IN SECRETARIAL SCIENCE PROGRAMS

In this chapter, the number of students enrolled in each course, in each business department, in the entire school, classification of students permitted to enroll in the various courses, standards of achievement, and publishers of the textbooks used will be considered.

ENROLLMENTS

Number of students in each course. Table XXI lists courses given in the various schools as shown in the questionnaire. Table XXII indicates the number of schools reporting each course.

First-semester Shorthand showed the largest enrollment, fifty-eight, of any single course in private junior colleges. Second-semester Shorthand had an enrollment of fifty, Business English thirty-eight, Secretarial Procedures thirty-four, and first- and second-semester Typewriting twenty-eight each.

Public junior colleges showed Accounting with a high enrollment of 317 students. The courses with the next largest enrollments were first-semester Typewriting with 268, second-semester Typewriting with 246, first-semester Shorthand with 148, second-semester Shorthand with 136, and Business Law with 136.

In the private degree-granting colleges, first-semester Typewriting had 122 students, the largest enrollment for any one class. Ninety in

TABLE XXI

NUMBER OF STUDENTS ENROLLED IN SECRETARIAL SCIENCE COURSES
IN KANSAS COLLEGES

Courses	Private Junior Colleges	Public Junior Colleges	Private Degree-granting Colleges	Public Degree-granting Colleges	Total
Accounting	0	317	40	0	357
Business Arithmetic	0	21	0	0	21
Business Calculations	0	0	0	160	160
Business Communications	0	0	0	24	24
Business Correspondence	0	0	9	120	129
Business English	38	38	28	0	104
Business Law	0	136	5	75	216
Business Machines	0	9	37	0	46
Business Mathematics	0	17	0	0	17
Calculating Machines	0	115	0	46	161
Comptometer	0	0	18	0	18
Economics	20	0	17	0	37
Filing	12	75	0	87	174
Introduction to Business	16	89	35	0	140
Key-Driven Calculator	0	13	0	0	13
Office Machines	0	60	25	0	85
Office Management	0	0	0	17	17
Office Practice	20	25	20	22	87
Personnel Management	0	0	3	0	3
Salesmanship	0	14	0	0	14
Secretarial Accounting	19	15	0	13	47
Secretarial Machines	0	5	0	0	5
Secretarial Practice	0	8	0	0	8

(Cont. on page 71.)

TABLE XXI (continued)

Courses	Private Junior Colleges	Public Junior Colleges	Private Degree-granting Colleges	Public Degree-granting Colleges	Total
Secretarial Procedures	34	61	61	43	199
Shorthand (1st Sem.)	58	148	88	54	348
Shorthand (2nd Sem.)	50	136	90	67	343
Shorthand (3rd Sem.)	8	58	17	18	101
Transcribing Machines	12	0	28	9	49
Transcription	0	0	0	16	16
Typewriting (1st Sem.)	28	268	122	20	438
Typewriting (2nd Sem.)	28	246	76	64	414
Typewriting (3rd Sem.)	0	83	16	69	168
Total	343	1,957	735	924	3,959

TABLE XXII

NUMBER OF COLLEGES REPORTING STUDENTS
ENROLLED IN SPECIFIC COURSES

Courses	Private Junior Colleges	Public Junior Colleges	Private Degree-granting Colleges	Public Degree-granting Colleges	Total
Accounting	0	5	1	0	6
Business Arithmetic	0	1	0	0	1
Business Calculations	0	0	0	1	1
Business Communications	0	0	0	1	1
Business Correspondence	0	0	1	0	1
Business English	2	2	3	0	7
Business Law	0	4	1	1	6
Business Machines	0	1	1	0	2
Business Mathematics	0	1	0	0	1
Calculating Machines	0	4	0	2	6
Comptometer	0	0	1	0	1
Economics	1	0	1	0	2
Filing	1	3	0	2	6
Introduction to Business	1	3	1	0	5
Key-Driven Calculator	0	1	0	0	1
Office Machines	0	3	2	0	5
Office Management	0	0	0	1	1
Office Practice	1	1	1	1	4
Personnel Management	0	0	1	0	1
Salesmanship	0	1	0	0	1
Secretarial Accounting	1	1	0	1	3
Secretarial Machines	0	1	0	0	1

TABLE XXII (continued)

Courses	Private Junior Colleges	Public Junior Colleges	Private Degree-granting Colleges	Public Degree-granting Colleges	Total
Secretarial Practice	0	1	0	0	1
Secretarial Procedures	3	5	5	4	17
Shorthand (1st Sem.)	3	8	10	3	24
Shorthand (2nd Sem.)	3	7	9	3	22
Shorthand (3rd Sem.)	1	6	4	3	14
Transcribing Machines	1	0	2	1	4
Transcription	0	0	0	1	1
Typewriting (1st Sem.)	2	6	8	1	17
Typewriting (2nd Sem.)	2	8	6	3	19
Typewriting (3rd Sem.)	0	5	2	3	10
Total	22	78	60	32	192

second-semester Shorthand, eighty-eight in first-semester Shorthand, seventy-six in second-semester Typewriting, and sixty-one in Secretarial Procedures were the next highest enrollments for individual courses.

The public degree-granting colleges showed the highest enrollment in Business Calculations with one hundred sixty. Business Correspondence, Filing, Business Law, and third-semester Typewriting followed with enrollments of one hundred twenty, eighty-seven, seventy-five, and sixty-nine, respectively.

In the total course enrollments in all colleges, first-semester Typewriting showed the largest group with 438 students, 11.1 per cent of all those in secretarial science courses as shown in Table XXI. The next largest enrollments were 414, or 10.5 per cent, in second-semester Typewriting; Accounting with 357, or 9.0 per cent; first-semester Shorthand with 348, or 8.8 per cent; and second-semester Shorthand with 343, or 8.7 per cent.

In checking the rank of courses according to enrollment for all colleges against the rank for individual types of colleges, it was noted that rankings were somewhat similar, except for the public degree-granting colleges. None of the courses ranking among the first five in total enrollment ranked in this same group for the public degree-granting colleges (Table XXIII).

Of the total enrollees in specific courses at various schools, private junior colleges had 343 or 8.7 per cent, public junior colleges

TABLE XXIII

COMPARISON OF RANKINGS OF COURSES*

Courses	Private Junior Colleges	Public Junior Colleges	Private Degree-granting Colleges	Public Degree-granting Colleges
Typewriting (1st Sem.)	5	2	1	-
Typewriting (2nd Sem.)	5	3	4	-
Accounting	-	1	-	-
Shorthand (1st Sem.)	1	4	3	-
Shorthand (2nd Sem.)	2	5	2	-
Business English	3	-	-	-
Secretarial Procedures	4	-	5	-
Business Law	-	5	-	4
Business Calculations	-	-	-	1
Business Correspondence	-	-	-	2
Filing	-	-	-	3
Typewriting (3rd Sem.)	-	-	-	5

*The first five courses listed in the "Courses" column are in order of rank in all colleges. Numbers indicate rank of course in each type of college.

1,957 or 49.4 per cent, private degree-granting colleges 735 or 18.6 per cent, and public degree-granting colleges 924 or 23.3 per cent.

Number of students enrolled in business departments. Enrollments in business departments of the colleges studied are shown in Table XXIV. In all colleges reporting, there were 1,539 men, or 58.2 per cent, and 1,105 women, or 41.8 per cent, a total of 2,644 students, in these departments. This compares with total enrollments in these same colleges of 14,709 students: 8,523 men and 6,186 women, as shown in Table XXV. These figures show that 18.1 per cent of the men and 17.9 per cent of the women were enrolled in the business departments. Of the total enrollment of men and women in these colleges, 18.0 per cent were enrolled in the business departments.

In private junior colleges, 46.9 per cent of those enrolled in the business departments were men and 53.1 per cent were women. Of the total enrollment in these colleges, 10.8 per cent of the men and 9.1 per cent of the women were enrolled in the business departments. The total in the business departments represented 9.8 per cent of the total private junior college enrollment.

Enrollment in business departments of public junior colleges was 51.2 per cent men and 48.8 per cent women. Fifteen and eight-tenths per cent of all men and 42.6 per cent of all women enrolled in the schools were in the business departments. Of the total enrollment, 22.8 per cent were in the business department.

TABLE XXIV

ENROLLMENTS IN BUSINESS DEPARTMENTS IN KANSAS COLLEGES

Type of College	FRESHMEN		SOPHOMORES		JUNIORS		SENIORS		SPECIAL		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Private Junior Colleges	12	16	11	10	0	0	0	0	0	0	23	26
Public Junior Colleges	77	90	68	37	0	0	0	0	1	12	146	139
Private Degree-granting Colleges	115	144	81	76	69	26	46	38	1	7	312	291
Public Degree-granting Colleges	298	372	224	131	305	88	211	53	20	5	1,058	649
Total	502	622	384	254	374	114	257	91	22	24	1,539	1,105

TABLE XXV

TOTAL COLLEGE ENROLLMENTS*

Type of College	FRESHMEN		SOPHOMORES		JUNIORS		SENIORS		SPECIAL		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Private Junior Colleges	112	146	89	114	0	0	0	0	10	21	211	281
Public Junior Colleges	653	215	266	86	0	0	0	0	3	25	922	326
Private Degree-granting Colleges	791	748	427	405	357	324	342	339	153	262	2,070	2,078
Public Degree-granting Colleges	1,582	1,246	1,056	704	1,149	691	857	559	674	297	5,318	3,497
Total	3,138	2,355	1,838	1,309	1,506	1,015	1,199	898	840	605	8,521	6,182

*Colleges which reported enrollment in business department.

In private degree-granting colleges, 51.7 per cent of those enrolled in the business departments were men and 48.3 per cent women. Of the total enrollment in these colleges, 15.1 per cent of the men and 14.0 per cent of the women took courses in the business departments. Of the total students enrolled in private degree-granting colleges, 14.5 per cent were enrolled in these departments.

Students in business departments in public degree-granting colleges consisted of 62.0 per cent men and 38.0 per cent women. Of the total college enrollment, 19.9 per cent of the men and 18.6 per cent of the women, or 19.4 per cent of all students, were enrolled in the business departments.

An analysis of figures for freshmen, sophomores, juniors, and seniors follows. Freshmen accounted for 42.5 per cent of students enrolled in business departments of all colleges. Sixteen per cent of freshman men and 17.8 per cent of freshman women were enrolled. Of total freshmen enrolled in business courses, 44.7 per cent were men and 55.3 per cent women. Of all students enrolled in business departments, 24.1 per cent were sophomores. Of total sophomore men and women, 20.8 per cent and 19.4 per cent, respectively, were enrolled in business. Sixty and two-tenths per cent of all sophomores enrolled in business departments were men and 39.8 per cent women. Of total students in business departments, juniors represented 18.5 per cent. Twenty-four and eight-tenths per cent of the total junior men took business courses, as did 11.2 per cent of the junior women. Men made up 76.6 per cent of the juniors enrolled in the business departments and women 23.4 per cent.

Seniors represented 13.2 per cent of the students in business. Of total senior enrollment, 21.4 per cent of the men and 10.1 per cent of the women took business courses. Seventy-three and nine-tenths per cent of the seniors in the business departments were men and 26.1 per cent women.

Special students made up 3.2 per cent of the total students in business departments. Of special students, 2.6 per cent of the men and 4.0 per cent of the women were enrolled in the business departments. Forty-seven and eight-tenths per cent of the special students in the business departments were men and 52.2 per cent women.

Students permitted to enroll in courses. Separate tables for private junior colleges, public junior colleges, private degree-granting colleges, and public degree-granting colleges show the classification of students permitted to enroll in specific courses. Tables XXVI through XXIX show how many schools reported the above information.

In private junior colleges, sophomores were permitted to enroll for any of the courses listed; freshmen in any except third-semester Shorthand, as shown in Table XXVI.

Public junior colleges, too, placed few limitations on the classification of students permitted to enroll for various courses, according to Table XXVII. Most of these schools permitted students to take these courses either as freshmen or sophomores. Usually, there were limitations only for sequence courses such as first-semester, second-semester, and third-semester Shorthand, in which the time element restricted the enrollment.

TABLE XXVI

TABLE XXVI

CLASSIFICATION OF STUDENTS PERMITTED TO ENROLL IN SECRETARIAL SCIENCE COURSES IN PRIVATE JUNIOR COLLEGES*

Name of Course	Freshmen	Sophomores	Juniors	Seniors
Business English	2	2	0	0
Calculating Machines	1	1	0	0
Duplicating Machines	1	1	0	0
Filing	2	2	0	0
Secretarial Accounting	1	1	0	0
Secretarial Procedures	2	3	0	0
Shorthand (1st Sem.)	2	2	0	0
Shorthand (2nd Sem.)	2	2	0	0
Transcribing Machines	2	2	0	0
Typewriting (1st Sem.)	1	1	0	0
Typewriting (2nd Sem.)	1	1	0	0
Introduction to Business	1	1	0	0
Accounting	1	1	0	0
Economics	1	1	0	0

*Number indicates number of schools reporting in this category.

TABLE XXVII

CLASSIFICATION OF STUDENTS PERMITTED TO ENROLL IN SECRETARIAL SCIENCE COURSES IN PUBLIC JUNIOR COLLEGES*

Name of Course	Freshmen	Sophomores	Juniors	Seniors
Business English	1	1	0	0
Calculating Machines	6	7	0	0
Filing	4	5	0	0
Secretarial Accounting	1	1	0	0
Shorthand (1st Sem.)	11	9	0	0
Shorthand (2nd Sem.)	9	8	0	0
Shorthand (3rd Sem.)	6	8	0	0
Typewriting (1st Sem.)	8	7	0	0
Typewriting (2nd Sem.)	8	7	0	0
Typewriting (3rd Sem.)	6	7	0	0
Business Correspondence	1	1	0	0
Introduction to Business	4	2	0	0
Accounting	5	5	0	0
Business Law	4	4	0	0
Secretarial Machines	1	1	0	0
Salesmanship	1	1	0	0
Business Machines	2	2	0	0
Key-Driven Calculator	1	1	0	0
Office Practice	1	1	0	0
Business Arithmetic	1	1	0	0

*Number indicates number of schools reporting in this category.

The degree-granting colleges were more restrictive as to classification of students permitted to enroll in various courses. Such restrictions were due to the general rule that freshmen and sophomores take only lower level courses.

Secretarial Accounting and Business Machines were restricted to freshmen and sophomores in private degree-granting colleges. Office Practice, Introduction to Business, and Accounting were limited to freshman, sophomore, and junior students. Economics was listed as being limited to sophomore, junior, and senior students, and Business Law and Personnel Management were limited to juniors and seniors (Table XXVIII).

Public degree-granting colleges followed much the same pattern in the classification of students permitted to enroll, as did the private degree-granting colleges. Secretarial Accounting, Office Machines, and Business Calculations were open to freshmen and sophomores. Secretarial Procedures and Business Communications were limited to freshmen, sophomores and juniors, while Business Law and Office Management were limited to juniors and seniors. Transcription was available to sophomores and seniors (Table XXIX).

Summary. Typewriting and Shorthand were among the five courses having the largest enrollment in all types of colleges except for the public degree-granting colleges. Third-semester Typewriting was fifth in the number of students enrolled in public degree-granting colleges. In all colleges combined, first-semester Typewriting, second-semester Typewriting, Accounting, first-semester Shorthand, and second-semester

TABLE XXVIII

CLASSIFICATION OF STUDENTS PERMITTED TO ENROLL IN SECRETARIAL SCIENCE
COURSES IN PRIVATE DEGREE-GRANTING COLLEGES*

Name of Course	Freshmen	Sophomores	Juniors	Seniors
Business English	1	2	3	2
Calculating Machines	3	3	2	2
Duplicating Machines	2	2	2	2
Filing	2	2	1	1
Secretarial Accounting	1	1	0	0
Secretarial Procedures	4	6	6	5
Shorthand (1st Sem.)	10	9	7	7
Shorthand (2nd Sem.)	10	9	7	7
Shorthand (3rd Sem.)	3	4	4	3
Transcribing Machines	3	3	2	2
Typewriting (1st Sem.)	9	9	6	6
Typewriting (2nd Sem.)	8	8	6	5
Typewriting (3rd Sem.)	3	3	4	4
Business Correspondence	1	2	2	2
Office Practice	1	1	1	0
Introduction to Business	1	1	1	0
Accounting	1	1	1	0
Comptometer	1	1	1	1
Office Machines	1	1	1	1
Business Law	0	1	1	1
Business Machines	1	1	0	0
Economics	0	1	1	1
Personnel Management	0	0	1	1

*Number indicates number of schools reporting in this category.

TABLE XXIX

CLASSIFICATION OF STUDENTS PERMITTED TO ENROLL IN SECRETARIAL SCIENCE COURSES IN PUBLIC DEGREE-GRANTING COLLEGES*

Name of Course	Freshmen	Sophomores	Juniors	Seniors
Calculating Machines	2	1	1	1
Duplicating Machines	1	1	1	1
Filing	1	1	1	1
Secretarial Accounting	1	1	0	0
Secretarial Procedures	0	1	1	2
Shorthand (1st Sem.)	4	3	3	3
Shorthand (2nd Sem.)	4	3	3	3
Shorthand (3rd Sem.)	3	3	4	3
Transcribing Machines	1	2	1	1
Typewriting (1st Sem.)	3	2	2	2
Typewriting (2nd Sem.)	4	3	3	3
Typewriting (3rd Sem.)	3	4	3	3
Business Correspondence	0	0	2	1
Office Practice	2	2	1	1
Office Machines	1	1	0	0
Business Calculations	1	1	0	0
Business Law	0	0	1	1
Business Communications	0	1	1	1
Office Management	0	0	2	2
Transcription	0	1	0	1

*Number indicates number of schools reporting in this category.

Shorthand had the largest enrollments. These courses were also offered by more of these schools (Figure 2, page 34).

Business departments in all types of colleges enrolled 18.0 per cent, almost one-fifth of the total school enrollments. Public colleges followed this pattern, with 22.8 per cent of junior college students and 19.4 per cent of degree-granting college students enrolled in business. Private schools showed a smaller enrollment in business departments. Private junior colleges had 9.8 per cent enrolled, and private degree-granting colleges 14.5 per cent. All colleges, except the public junior colleges, had more men than women enrolled. Freshmen accounted for the largest percentage of students in the business departments, and seniors the smallest. All classes except freshman showed a greater percentage of men than women enrolled in business departments. The percentage of men steadily increased from class to class, with a proportionate drop in the percentage of women.

There were few limitations on classes permitted to enroll. The sequence of courses, such as consecutive semesters of Shorthand, caused many of these limitations. In degree-granting colleges, some courses were intended for freshman and sophomore students or junior and senior students. In these instances, enrollment was limited to these classes.

STANDARDS OR REQUIREMENTS

As shown by the tables in this section, standards for Shorthand, Typewriting, and other courses were infrequently reported. This may be

because many instructors hesitate to set exact numerical standards because of variations which occur. Such a view was expressed by one instructor in an interview.

The standards given for Shorthand did not indicate time limits, type of material, accuracy in timing, or arrangement of transcribed materials.¹ Schools did not report the time or type of material on which Typewriting standards were based.

Shorthand. Shorthand standards for the various types of colleges are given in Tables XXX through XXXIII.

Private junior colleges reported shorthand standards as given in Table XXX. Fifty words a minute in one school and sixty words a minute in another were high and low variations in requirements for first-semester Shorthand. The transcription rate reported by one school was thirty words a minute for first-semester Shorthand. For the second semester, these same schools required seventy words a minute and eighty to one hundred words a minute dictation speed. Again, one school required a transcription rate of forty words a minute. For the third semester, one school required a dictation speed of one hundred to one hundred twenty words a minute.

The public junior colleges, as shown in Table XXXI, required a sixty word a minute dictation speed for first semester. Transcription

¹Rida Duckwall, "Measuring Transcription Rate," UBEA Forum, 13:21, November, 1958.

TABLE XXX
 SHORTHAND STANDARDS OR REQUIREMENTS
 IN PRIVATE JUNIOR COLLEGES

Shorthand Course	Dictation Words A Minute	Transcription Words A Minute	Remarks
First Semester	50 60-80	30	
Second Semester	70 80-100	40	
Third Semester	100-120		

TABLE XXXI

SHORTHAND STANDARDS OR REQUIREMENTS IN
PUBLIC JUNIOR COLLEGES

Shorthand Course	Dictation		Transcription		Remarks
	Words A Minute	Minute	Words A Minute	Minute	
First Semester	60		10		"Goals according to ability of students. No hard set standards." "Useable."
	60		40		
	60				
Second Semester	60		15		"Goals according to ability of students. No hard set standards."
	60		25		
	80		50		
	80				
	80				
Third Semester	80		15 & up		
	100		35		
	100		60		
	100-120				

rate showed more variation, from a low of ten words a minute to a high of forty. Only two dictation speed requirements, sixty and eighty words a minute, were reported for second semester. Transcription speed varied more: fifteen, twenty-five, and fifty words a minute. Standards for dictation speed in third-semester Shorthand were eighty, one hundred, and one hundred to one hundred twenty words a minute. Transcription rate standards in words a minute for this same semester were sixty, thirty-five, and fifteen and up. Some schools indicated their goals in the "remarks" column in Table XXXI. One remark was "Do not measure exactly. Expect students to take dictation 100-120 words per minute and transcribe usable or mailable material at not less than 25 words per minute."

According to Table XXXII, the private degree-granting colleges varied considerably in their standards for Shorthand. For first-semester Shorthand, dictation standards fluctuated from forty-five to fifty words a minute to eighty words a minute. Transcription rates were twenty and twenty-five words a minute. Dictation variations for second-semester Shorthand ranged from sixty words a minute for five minutes on new material to one hundred to one hundred twenty words a minute. Transcription rates were given as twenty, twenty-five, thirty, and thirty-five words a minute for second-semester Shorthand. Third-semester standards varied from eighty words a minute for five minutes on new material to one hundred twenty words a minute. Transcription

TABLE XXXII

SHORTHAND STANDARDS OR REQUIREMENTS IN
PRIVATE DEGREE-GRANTING COLLEGES

Shorthand Course	Dictation Words A Minute	Transcription Words A Minute	Remarks
First Semester	45-50 50-60 60 (Prac.) 60, 70 80	20, 25	"All with 95% accuracy."
Second Semester	60 (new, 5 min.) 70, 80, 90 80-100 100 100-120	20 20, 30, 35	"All with 95% accuracy."
Third Semester	80 (new, 5 min.) 90, 100, 120 100-120 120	30 40	"All with 95% accuracy."

rates were thirty and forty words a minute. Remarks concerning standards were given by one school (Table XXXII).

The public degree-granting colleges showed less variation in their shorthand standards (Table XXXIII). Dictation speeds were fifty and sixty words a minute for first-semester Shorthand. One college reported fifteen words a minute for a transcription speed for this course. Standards in dictation for second-semester Shorthand were eighty words a minute, except for one school, which required eighty to one hundred words. Transcription rates for this same semester were ten and twenty words a minute. For third-semester Shorthand, one hundred words a minute was the dictation standard except for one school, which required one hundred ten to one hundred thirty. Transcription speeds ranged from twelve to thirty-five words a minute. One school required a dictation rate of one hundred twenty words a minute and a transcription rate of sixteen words a minute for fourth-semester Shorthand. The remarks in Table XXXIII give additional indications of standards in the public degree-granting colleges.

Typewriting. Tables XXXIV through XXXVII give the typewriting standards for the various colleges.

Standards for first-semester Typewriting in private junior colleges were forty and forty-five gross words a minute, and one school required thirty-eight net words a minute. For second-semester Typewriting, these schools reported fifty and fifty-five gross words a

TABLE XXXIII

SHORTHAND STANDARDS OR REQUIREMENTS IN
PUBLIC DEGREE-GRANTING COLLEGES

Shorthand Course	Dictation		Transcription		Remarks
	Words A Minute	Minute	Words A Minute	Minute	
First Semester	50		15		"Mailable letters only accepted."
	60				
	60				
	60				
Second Semester	80		10		"Must be able to transcribe fairly well on typewriter." "Mailable letters only accepted."
	80		20		
	80		20		
	80-100				
Third Semester	100		12		"Typewritten transcription must be mailable." "Mailable letters only accepted."
	100		20		
	100		25		
	110-130		35		

minute and forty-eight net. One private junior college reported a standard of sixty gross words a minute for third-semester Typewriting (Table XXXIV).

The public junior colleges reported thirty gross words, twenty-five correct words, and twenty and twenty-five net words a minute for first-semester Typewriting. As shown in Table XXXV, standards for second-semester Typewriting were forty gross words, forty correct words, and thirty and forty-five net words a minute. Third-semester Typewriting standards were fifty gross words, fifty correct words, and forty net words a minute.

Table XXXVI gives the standards for Typewriting in private degree-granting colleges. No school reported a gross-words-a-minute standard for first-semester Typewriting, while net words a minute ranged from twenty-five to thirty-five. For second-semester Typewriting, one school reported a standard of fifty gross words a minute; net-words-a-minute standards for the same semester were thirty, fifty, and fifty-five. A gross-words-a-minute standard of sixty-five was reported by one school for third-semester Typewriting. Forty and sixty net words were also reported for this course. Remarks concerning standards are given in Table XXXVI.

Public degree-granting colleges reported standards for Typewriting as shown in Table XXXVII. No gross-words-a-minute standard was reported for first-semester Typewriting. Net-words-a-minute standards were twenty-five and thirty. For second-semester Typewriting, one

TABLE XXXIV
 TYPEWRITING STANDARDS OR REQUIREMENTS
 IN PRIVATE JUNIOR COLLEGES

Typewriting Course	Gross Words A Minute	Net Words A Minute	Remarks
First Semester	40 45	38 45	"These are average rates."
Second Semester	50 55	48	"These are average rates."
Third Semester	60		

TABLE XXXV
 TYPEWRITING STANDARDS OR REQUIREMENTS
 IN PUBLIC JUNIOR COLLEGES

Typewriting Course	Gross Words A Minute	Net Words A Minute	Remarks
First Semester	30 25*	25 20	"These are average rates." <small>*25 min. for a 70-80 Sec. a min.</small>
Second Semester	40 40*	45 30	"These are average rates." <small>*Net more than 5 errors. *Less than 100 words a min.</small>
Third Semester	50 50*	40	"These are average rates."

*Correct words a minute.

TABLE XXXVI
 TYPEWRITING STANDARDS OR REQUIREMENTS
 IN PRIVATE DEGREE-GRANTING COLLEGES

Typewriting Course	Gross Words A Minute	Net Words Minute	Remarks
First Semester		25	"Not more than 5 errors."
		30	"35 min. for a 'C' 50 for an 'A'."
Second Semester	50	30	"Not more than 5 errors."
		50	"Each should increase speed. We stress accuracy the 2nd semester, but also have timed writing and encourage students to increase speed."
		55	
Third Semester	65	40 60	"Not more than 5 errors."

TABLE XXXVII
 TYPEWRITING STANDARDS OR REQUIREMENTS
 IN PUBLIC DEGREE-GRANTING COLLEGES

Typewriting Course	Gross Words A Minute	Net Words A Minute	Remarks
First Semester		25 30 30	"Maximum of 3 errors on each test."
Second Semester	50-60	40 43 50 50-60	"Maximum of 3 errors on each test."
Third Semester		50 50 60-70 63	"and production standards on various projects." "Maximum of 3 errors on each test."

school reported fifty to sixty gross words a minute. Net words a minute varied between forty and fifty to sixty words a minute. Sixty to seventy gross words a minute were reported as a standard for third-semester Typewriting by one school. Net-words-a-minute standards ranged from fifty to sixty-three. Other comments concerning standards are given in Table XXXVII.

Other courses. Standards for other courses given by schools were one hundred thirty lines an hour on the dictaphone and 95.0 per cent accuracy on the comptometer. One school stated that a student "must maintain a grade C in all secretarial subjects and an overall average of C to be eligible for a certificate."

Summary. Standards for Shorthand varied somewhat from school to school. Dictation speed for first-semester Shorthand was most commonly sixty words a minute. The public colleges gave this as a common standard, although private schools deviated considerably from a common standard. Private degree-granting colleges showed the greatest deviation in required dictation speed for second-semester Shorthand. All other colleges indicated little variation, with eighty words a minute the most common standard. One hundred words a minute dictation speed was common for third-semester Shorthand; however, the transcription rate for this course was least consistent among all colleges.

A gross-words-a-minute requirement for Typewriting was infrequently reported in degree-granting colleges. In junior colleges, the

private schools had a gross-words-a-minute standard about ten words higher than did the public junior colleges for all semesters of Typewriting. Twenty-five or thirty net words a minute was a somewhat common standard in all colleges for first semester Typewriting. Net-words-a-minute standards for second- and third-semester Typewriting showed a wide range even within one type of college. Other standards for Typewriting were based on the number of errors in a test and production speed.

TEXTBOOKS

A comparison of Tables XXXVIII, XXXIX, XL, and XLI indicates that two publishing companies supplied most of the books used in various secretarial science courses.

In the private junior colleges, McGraw-Hill Publishing Company supplied books for eleven courses, Southwestern Publishing Company for nine, H. M. Rowe Company for three, and Moody Press for one (Table XXXVIII).

The textbooks of six publishers were used in courses in public junior colleges. Books for nineteen courses were published by Southwestern, for nine by McGraw-Hill, and for two by Prentice-Hall, Inc. H. M. Rowe, D. C. Heath & Company, and the Felt and Tarrant Manufacturing Company each published one textbook for one course (Table XXXIX).

In the private degree-granting colleges, McGraw-Hill and Southwestern each published the textbooks used in twelve courses. H. M. Rowe

TABLE XXXVIII

PUBLISHERS OF TEXTBOOKS USED IN PRIVATE JUNIOR COLLEGES*

Name of Course	McGraw-Hill	H. M. Rowe	Southwestern	Moody
	Pub. Co. (Gregg)	Company	Publishing Company	Press
Accounting	0	0	1	0
Business English	1	0	1	0
Calculating Machines	0	0	1	0
Filing	1	0	1	0
Introduction to Business and Business Administration	0	0	1	0
Office Practice	0	0	0	1
Secretarial Accounting	1	0	1	0
Secretarial Procedures	1	1	1	0
Shorthand (1st Sem.)	3	0	0	0
Shorthand (2nd Sem.)	3	0	0	0
Shorthand (3rd Sem.)	1	0	0	0
Typewriting (1st Sem.)	2	1	0	0
Typewriting (2nd Sem.)	2	1	0	0
Typewriting (3rd Sem.)	2	0	0	0

*Numbers indicate schools using the textbook of that publisher.

OF TEXTBOOKS USED IN PUBLIC JUNIOR COLLEGES*

	H. M. Rowe Company	Southwestern Publishing Company	A. B. Dick Company	Felt & Tarrant Mfg. Co.	D. C. Heath & Co.
1	0	5	0	0	0
0	0	1	0	0	0
0	0	1	0	0	0
0	0	2	0	0	0
1	0	5	0	0	0
0	0	2	0	0	0
0	0	6	0	0	0
0	0	1	0	0	0
0	0	5	0	0	0
0	0	4	0	0	0
0	0	0	0	1	0
0	0	1	0	0	0
0	0	2	0	0	0
0	0	1	0	0	0
0	0	0	1	0	0
0	1	0	0	0	0
0	0	4	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	1	0	0	0
0	0	7	0	0	0
0	0	7	0	0	0
0	0	6	0	0	0

* that publisher.

PUBLISHERS OF TEXTBOOKS USED IN PUBLIC JUNIOR COLLEGE

Name of Course	McGraw-Hill Pub. Co. (Gregg)	Prentice- Hall, Inc.	H. M. Rowe Company	Southwestern Publishing Company
Accounting	0	1	0	5
Business Arithmetic	0	0	0	1
Business Correspondence	0	0	0	1
Business English	0	0	0	2
Business Law	0	1	0	5
Business Machines	1	0	0	2
Calculating Machines	0	0	0	6
Duplicating Machines	0	0	0	1
Filing	0	0	0	5
Intro. to Business & Business Admin.	0	0	0	4
Key-Driven Calculator	0	0	0	0
Office Machines	0	0	0	1
Office Practice	0	0	0	2
Salesmanship	0	0	0	1
Secretarial Accounting	1	0	0	0
Secretarial Machines	0	0	0	0
Secretarial Practice	0	0	1	0
Secretarial Procedures	2	0	0	4
Shorthand (1st Sem.)	11	0	0	0
Shorthand (2nd Sem.)	10	0	0	0
Shorthand (3rd Sem.)	8	0	0	1
Typewriting (1st Sem.)	2	0	0	7
Typewriting (2nd Sem.)	2	0	0	7
Typewriting (3rd Sem.)	1	0	0	6

*Numbers indicate schools using the textbook of that publisher.

TABLE XL

TEXTBOOKS USED IN PRIVATE DEGREE-GRANTING COLLEGES*

Graw-Hill Pub. Co. (Gregg)	H. M. Rowe Company	Southwestern Publishing Company	D. C. Heath & Co.	A. B. Dick Company	Burroughs Company	Ditto Corp.	Dictaphone Corporation
0	0	1	0	0	0	0	0
1	1	0	0	0	0	0	0
2	1	0	0	0	0	0	0
0	0	1	0	0	0	0	0
0	0	3	0	0	1	0	0
1	0	0	0	0	0	0	0
0	0	0	0	2	0	1	0
1	0	0	0	0	0	0	0
0	0	2	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	1	0	0	0	0	0
1	0	0	0	0	0	0	0
1	0	1	0	0	0	0	0
5	1	1	0	0	0	0	0
11	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0
4	0	1	1	0	0	0	0
0	0	1	0	0	0	0	2
5	1	4	0	0	0	0	0
5	0	5	0	0	0	0	0
0	1	6	0	1	0	0	0

at publisher.

TABLE XL

PUBLISHERS OF TEXTBOOKS USED IN PRIVATE DEGREE-GRANTING

Name of Course	Allied Publishers, Inc.	American Book Company	McGraw-Hill Pub. Co. (Gregg)	H. M. Rowe Company	Southwestern Publishing Company	D. C. &
Accounting	0	0	0	0	1	
Business Correspondence	0	0	1	1	0	
Business English	0	0	2	1	0	
Business Law	0	0	0	0	1	
Calculating Machines	0	0	0	0	3	
Comptometer	0	0	1	0	0	
Duplicating Machines	0	0	0	0	0	
Economics	0	0	1	0	0	
Filing	0	0	0	0	2	
Introduction to Business	0	1	0	0	0	
Office Machines	1	0	0	0	1	
Office Practice	0	0	1	0	0	
Secretarial Accounting	0	0	1	0	1	
Secretarial Procedures	0	0	5	1	1	
Shorthand (1st Sem.)	0	0	11	0	0	
Shorthand (2nd Sem.)	0	0	11	0	0	
Shorthand (3rd Sem.)	0	0	4	0	1	
Transcribing Machines	0	0	0	0	1	
Typewriting (1st Sem.)	0	0	5	1	4	
Typewriting (2nd Sem.)	0	0	5	0	5	
Typewriting (3rd Sem.)	0	0	0	1	6	

*Numbers indicate schools using the textbook of that publisher.

TABLE XLI

PUBLISHERS OF TEXTBOOKS USED IN PUBLIC DEGREE-GRANTING COLLEGES*

Name of Course	McGraw-Hill Pub. Co. (Gregg)	Prentice- Hall, Inc.	H. M. Rowe Company	Southwestern Publishing Company	A. B. Dick Company	Professor Writes Textbook	Irwin Compa
Business Calculations	0	0	0	1	0	0	0
Business Communications	0	0	0	1	0	0	0
Business Correspondence	0	0	0	2	0	0	0
Business English	0	1	0	0	0	0	0
Business Law	0	0	0	1	0	0	0
Calculating Machines	0	0	0	1	0	1	0
Duplicating Machines	0	0	0	0	2	0	0
Filing	0	0	0	3	0	0	0
Office Management	0	0	0	0	0	0	2
Office Practice	0	0	0	1	0	0	0
Secretarial Accounting	1	0	0	0	0	0	0
Secretarial Procedures	0	1	0	2	0	0	0
Shorthand (1st Sem.)	5	0	0	0	0	0	0
Shorthand (2nd Sem.)	5	0	0	0	0	0	0
Shorthand (3rd Sem.)	5	0	0	0	0	0	0
Typewriting (1st Sem.)	1	0	1	2	0	0	0
Typewriting (2nd Sem.)	2	0	0	3	0	0	0
Typewriting (3rd Sem.)	1	1	0	4	0	0	0

*Numbers indicate schools using the textbook of that publisher.

textbooks were used in five courses and A. B. Dick Company books in two. Five other publishers each furnished a textbook used in one course (Table XL).

The public degree-granting colleges followed a pattern of textbook use similar to that of other colleges. Textbooks for eleven courses were published by Southwestern, for seven by McGraw-Hill, and for three by Prentice-Hall. Other companies publishing textbooks for one course were A. B. Dick, H. M. Rowe, and Irwin Company.

Summary. Textbooks were supplied by fourteen different publishers. Of these fourteen, two supplied more books than did the remaining twelve. Since all schools taught the same shorthand system, one company provided the textbook for at least the first two semesters of Shorthand in all colleges. In one instance, the instructor wrote her own textbook.

CHAPTER VII.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

This study concerned itself with the status of secretarial science courses and programs in Kansas junior and degree-granting colleges.

Of the forty-two colleges in Kansas, all except two offered secretarial science courses and twenty-five stated that they offered a secretarial science program. Colleges offering such programs included two private junior colleges, eleven public junior colleges, seven private degree-granting colleges, and five public degree-granting colleges.

Eighty-nine full-time and thirty-one part-time instructors, or a total of one hundred twenty, were reported in business departments. Of these, seventy-five were men and forty-five women. Men outnumbered women instructors in all types of colleges except public junior colleges, where there were thirteen men and seventeen women.

Of one hundred seven degrees held by teachers, seventy-eight had a master's, fifteen a doctor's, thirteen a bachelor's, and one a professional degree.

The average years of teaching experience for each instructor were just over thirteen. One teacher had fifty years teaching experience and six had one year each. Junior college teachers averaged

slightly more than seventeen years each and those in degree-granting colleges averaged about eleven years.

Only sixteen teachers had no business experience, while seventy-four had at least some. Teachers in all types of colleges averaged from three to four years business experience each. Teachers in private junior colleges showed the least and teachers in private degree-granting colleges the most.

Of the thirty-one colleges reporting the length of class periods, all except nine reported fifty minutes. Of these nine, six had fifty-five minute and three had sixty minute periods.

Office Machines and first-semester Shorthand were the most frequently taught classes in the secretarial science programs in all colleges; they were taught in twenty institutions. Public degree-granting colleges offered the widest range of courses in their secretarial science programs.

Most of the secretarial science programs, twenty-one, were arranged to be completed in two years, about half as many in one year, and one-third as many in four years. There were no three-year programs. Certificates or diplomas were given only upon completion of two-year and four-year programs.

The content of courses showed a good deal of similarity in the various colleges. Content in Typewriting and Shorthand courses depended upon how many semesters were taught. The Office Machines course varied according to the machines available and the skill to be gained. Included

in the course were duplicating, transcribing, and calculating machines. The content of Secretarial Training included office procedures, routines, and problems and varied according to the needs of individual schools. Letter writing was the most common concern in Business Communications, with some schools including oral communication. The Work-Study Project was varied to fit each school and its students. Business Organization had more variation of content than did most other courses. A good deal of similarity in content was shown for courses in Accounting, Economics, Business Law, Filing, Salesmanship, Introduction to Business, Office Organization and Management, Secretarial Accounting, Business Calculations, Marketing, and Records Management and Office Procedures.

Prerequisites for Typewriting and Shorthand were the previous semesters of these courses. Other prerequisites included certain speeds in Typewriting and Shorthand, or a grade of C. Typewriting was a common prerequisite for Shorthand, Secretarial Training, and Business Communications. At least some of the prerequisites could be fulfilled by the completion of like courses in high school. Prerequisites for the Work-Study Project were Typewriting, Shorthand, and Secretarial Training. Economics was a prerequisite for both Marketing and Business Organization. Few schools listed prerequisites for the following courses: Office Machines, Accounting, Economics, Business Law, Filing, Introduction to Business, Salesmanship, Office Organization and Management, Secretarial Accounting, and Business Calculations.

Three hours credit was most frequently allowed for courses, with two hours being allowed for others. Typewriting and Shorthand courses most frequently carried three hours credit. Degree-granting colleges tended to allow only two hours credit for first-semester Typewriting.

Except for skills courses, classes met as many hours each week as the number of credit hours. Beginning skills courses frequently required more class meetings per week than did the more advanced courses.

The five courses with largest enrollments were first-semester Typewriting, second-semester Typewriting, Accounting, first-semester Shorthand, and second-semester Shorthand. Private junior colleges, public junior colleges, and private degree-granting colleges usually had their largest enrollments in those courses. Public degree-granting colleges varied considerably from this pattern.

Eighteen per cent of all college students were enrolled in the business departments. Of these, 58.2 per cent were men and 41.8 per cent women. Public junior colleges had 22.8 per cent of their total enrollment in business departments. This was the highest percentage for any type of college. Public degree-granting colleges had 19.4 per cent of their students enrolled in business departments, private degree-granting colleges 14.5 per cent, and private junior colleges 9.8 per cent. Over half of the students in business departments were men, except in the private junior colleges. In total school enrollment, men outnumbered women considerably. Freshmen accounted for the largest percentage, almost half, of the enrollment in the business

departments, while in the total college enrollment they accounted for only 37.4 per cent, or about one-third.

There were few limitations as to the classification of students permitted to enroll in any except sequence courses. Degree-granting colleges usually limited freshmen and sophomores to lower level courses, and juniors and seniors to upper level.

Standards for dictation in Shorthand were from forty-five to eighty words a minute for the first semester, sixty to one hundred twenty for the second semester, and eighty to one hundred thirty for the third semester. Standards for transcription were from ten to thirty words a minute for the first semester, fifteen to fifty for the second, and fifteen to sixty for the third.

Gross-words-a-minute standards in Typewriting were thirty to forty-five words a minute for the first semester, forty to sixty for the second, and fifty to seventy for the third. Net-words-a-minute standards were twenty to thirty-eight for the first semester, thirty to sixty for the second, and forty to seventy for the third.

The majority of the textbooks used in secretarial science courses were published by two companies.

CONCLUSIONS

From the analysis of data gathered for the study of this problem come the following conclusions:

There is ample opportunity for students in Kansas colleges to study secretarial science.

Instructors are adequately prepared and with their teaching and business experience are capable of understanding the needs of students planning for a career. Teachers in private degree-granting colleges would do well to continue their education as doctor's degrees are more limited in these institutions.

Degree-granting colleges have a higher percentage of full-time teachers in their business departments than junior colleges, thereby strengthening these departments. Among degree-granting colleges, public schools have more full-time teachers than private schools, thus having stronger departments.

More college instructors hold the master of arts degree than any other degree.

Teachers in junior colleges have more teaching experience than those in degree-granting colleges. Teachers in public junior colleges have the most teaching experience.

Business experience is highest per teacher in the private degree-granting colleges.

The length of class periods varies little from school to school, thus enabling a fair evaluation and comparison if needed.

There is more emphasis placed on skills courses than on social business courses in all schools. This emphasis is even greater in one- and two-year secretarial science programs than in four-year programs.

Junior colleges must limit their offerings to one- and two-year programs whereas degree-granting colleges can also offer more complete programs arranged for four years.

Content of skills courses varies according to the number of semesters a course is offered. Social business subjects tend to vary less in content than the skills courses.

Skills courses usually have the previous semester of the subject as a prerequisite.

Three hours of credit are most common for a course, but quite a few carry two hours of credit.

Private junior, public junior, and private degree-granting colleges tend to have their highest enrollments in the skills courses, whereas public degree-granting colleges have a smaller enrollment in these courses.

Business departments are a vital part of the public colleges with about one-fifth of the total school enrollment taking at least some business courses. Business departments in private colleges show a much lower enrollment figure.

About one-half of the enrollment in business departments is freshmen; seniors account for only about one-tenth of the departmental enrollment, indicating a high attrition rate.

In all schools, except public junior colleges, there are more men than women enrolled in business departments.

Among public colleges, as a group, there are somewhat similar standards for shorthand dictation; however, among private degree-granting colleges there is little similarity.

Shorthand transcription rates in the various colleges vary so much that it is difficult to find any uniformity.

Typewriting standards in all colleges show no or little similarity, except that each semester requires a greater speed than the previous semester.

Degree-granting colleges usually limit upper level courses to juniors and seniors and lower level courses to freshmen and sophomores.

In most schools, beginning typewriting and shorthand courses require more class meetings each week than do the more advanced courses.

Two publishing companies supply the majority of textbooks in all colleges.

RECOMMENDATIONS

The following recommendations are made:

Studies should be made by individual schools to see whether their secretarial science programs provide the education students need for careers. Such studies should include a follow-up of their students and a review of the concentration on skills courses. Since fewer individuals are dismissed from jobs because of lack of skill than because of inability to get along with fellow workers, it seems that more attention might well be given to human relations in business.

All business teachers should have at least some actual business experience.

All secretarial science programs should require a course in oral communication, or it should be included as part of a course in the program.

Secretarial science programs should be outlined clearly in college catalogs.

An analysis should be made of the value of studying shorthand and typewriting beyond three semesters.

Standards for typewriting and shorthand should be in accordance with those required by employers. This should not be one numerical standard, but should allow for consistency of work as well as speed.

Students should be made aware of and be motivated toward considering the Certified Public Secretary (CPS) examinations.

Diplomas and certificates should contain a record of the achievements of the student in the secretarial science program.

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Education World, 1927-28

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APPENDIX A

KANSAS COLLEGES

Private Junior Colleges

Central College, McPherson, Kansas
Donnelly College, Kansas City, Kansas
Hesston College, Hesston, Kansas
Miltonvale Wesleyan College, Miltonvale, Kansas
St. John's College, Winfield, Kansas

Public Junior Colleges

Arkansas City Junior College, Arkansas City, Kansas
Chanute Junior College, Chanute, Kansas
Coffeyville College, Coffeyville, Kansas
Dodge City College, Dodge City, Kansas
El Dorado Junior College, El Dorado, Kansas
Fort Scott Junior College, Fort Scott, Kansas
Garden City Junior College, Garden City, Kansas
Highland College, Highland, Kansas
Hutchinson Junior College, Hutchinson, Kansas
Independence Community College, Independence, Kansas
Iola Junior College, Iola, Kansas
Kansas City Junior College, Kansas City, Kansas
Parsons Junior College, Parsons, Kansas
Pratt Junior College, Pratt, Kansas

Private Degree-granting Colleges

Baker University, Baldwin, Kansas
Bethany College, Lindsborg, Kansas
Bethel College, North Newton, Kansas
College of Emporia, Emporia, Kansas
Friends University, Wichita, Kansas
Kansas Wesleyan University, Salina, Kansas
Marymount College, Salina, Kansas
McPherson College, McPherson, Kansas
Mount St. Scholastica College, Atchison, Kansas
Ottawa University, Ottawa, Kansas
Sacred Heart College, Wichita, Kansas
St. Benedict's College, Atchison, Kansas
Saint Mary College, Xavier, Kansas
Southwestern College, Winfield, Kansas
Sterling College, Sterling, Kansas
Tabor College, Hillsboro, Kansas

Public Degree-granting Colleges

Fort Hays Kansas State College, Hays, Kansas
Kansas State College of Pittsburg, Pittsburg, Kansas
Kansas State Teachers College, Emporia, Kansas
Kansas State University of Agriculture and Applied Science,
Manhattan, Kansas
University of Kansas, Lawrence, Kansas
University of Wichita, Wichita, Kansas
Washburn University, Topeka, Kansas

APPENDIX B

LETTER TO REGISTRARS OF KANSAS COLLEGES

TABOR COLLEGE

HILLSBORO, KANSAS

January 19, 1961



To: Registrars of Kansas Colleges

From: Norma Bartel
Tabor College
Hillsboro, KansasPlease send the following items and supply the information for
above items:

To aid in a study which I am making of Secretarial Science in the colleges and universities of Kansas, I am in need of a few items from your office.

Enclosed is a form listing the needed items and also spaces for the enrollment and name of the chairman or head of the Business Department. Also enclosed is a self-addressed, stamped envelope to return the form, labels for sending the catalog/s and the student directory. If there are any charges, please bill me and I will remit the necessary amount immediately.

I would like to have the enclosed form and the other items mentioned in my hands by February 1 or sooner if possible. Your cooperation in this matter will be greatly appreciated.

Sincerely,

Norma Bartel

Enclosures - 4

TABOR COLLEGE

HILLSBORO, KANSAS

July 7, 1961

To: Registrars of Kansas Colleges

From: Norma Bartel
 Tabor College
 Hillsboro, Kansas

Please send the following items and supply the information for items 3 and 4.

1. One copy of your fall 1960-1961 Student Directory.
2. One complete set of your school catalogs for the 1960-1961 school year.
3. Undergraduate enrollment for fall 1960-1961:

	Men	Women
Freshmen	_____	_____
Sophomores	_____	_____
Juniors	_____	_____
Seniors	_____	_____
Special	_____	_____
Total	_____	_____

4. Name of the chairman or head of the Business Department in your school. _____

APPENDIX D

LETTER TO CHAIRMEN OF BUSINESS DEPARTMENTS

TABOR COLLEGE

HILLSBORO, KANSAS

February 7, 1961



As a graduate student, I am conducting a survey of secretarial science courses and programs in all colleges in Kansas. This is being done under the direction of Dr. Raymond Russell, Chairman of the Division of Business and Business Education at Kansas State Teachers College of Emporia. With most of the colleges in Kansas offering at least some courses in this area, it seems that such a study should be of interest and value.

To make the questionnaire as brief as possible, I have requested a catalog for the current school year from your registrar. I will appreciate your completing the enclosed questionnaire and returning it in the stamped, self-addressed envelope. Please answer all questions which apply even if you do not have a secretarial science program as such in your school. Also, if you have an outline of the secretarial science program other than that in your catalog, would you send me a copy.

Everyone is very busy with various activities; however, your prompt return of the completed questionnaire will be appreciated.

Sincerely,

(Miss) Norma Bartel

Enclosures - 2

APPENDIX E

QUESTIONNAIRE TO BUSINESS DEPARTMENTS OF KANSAS COLLEGES AND UNIVERSITIES

1. Name of college or university _____
2. Address of college or university _____
3. Number of instructors teaching in the business department of your school:

	Men	Women
Full-time	_____	_____
Part-time	_____	_____

4. Training of business teachers: (Use back of page if necessary.)

Teacher	Highest Degree Completed	Years of Business Experience	Years of Teaching Experience
A			
B			
C			
D			
E			

5. Does your school offer a secretarial science program?

_____ Yes _____ No

6. Name of instructor in charge of the secretarial science program:

7. How long is a class period:

_____ minutes

8. Is your secretarial science program organized for completion in

_____ 1 year _____ 2 years

Do you offer a certificate upon the completion of this program?

_____ Yes _____ No

If answer is "Yes" please enclose a copy of the certificate.

9. Is your secretarial science program organized for completion in

3 years 4 years

Do you offer a diploma upon the completion of the secretarial science program?

Yes No

10. Is this diploma different from the regular college diploma in the case of a four-year program?

Yes No

If so, explain.

11. Are all certificates or diplomas for the secretarial science program alike or do they differ for various degrees of attainment?

Yes No

If so, explain.

12. Are there certain standards or requirements, such as words per minute or others, other than completing the courses outlined in the program which must be met?

Yes No

If so, please indicate these standards or requirements below:

	Dictation	Transcription
Shorthand:	WPM	WPM
First Semester	_____	_____
Second Semester	_____	_____
Third Semester	_____	_____
	Gross	Net
Typewriting:	WPM	WPM
First Semester	_____	_____
Second Semester	_____	_____
Third Semester	_____	_____
	Course	Standard
Other:	_____	_____
	_____	_____
	_____	_____

Please fill in the information requested below. Some courses are listed. If you offer secretarial science courses not listed below or if the title differs, please list those also.

Name of Course	Name of Textbook Used	*Publisher	Workbook (Check if used)	Number Enrolled	Class Permitted to Enroll (check)				No. Class Meetings per Week
					Fr	So	Jr	Sr	
Business English									
Calculating Machines									
Duplicating Machines									
Filing									
Secretarial Accounting									
Secretarial Procedures									
Shorthand (1st Sem.)									
Shorthand (2nd Sem.)									
Shorthand (3rd Sem.)									
Transcribing Machines									
Typewriting (1st Sem.)									
Typewriting (2nd Sem.)									
Typewriting (3rd Sem.)									

*Please use code for publisher:

- 1 - Southwestern Publishing Company (Gregg)
- 2 - McGraw-Hill Publishing Company (Gregg)
- 3 - H. M. Rowe Company
- 4 - Prentice-Hall, Inc.
- 5 - American Book Company
- 6 - Allied Publishers, Inc.
- 7 - Other (Name) _____
- 8 - Other (Name) _____

(Continue on next page)

Enrollment in the entire Business Department of your school during the fall semester of the 1960-1961 school year. Include any student taking one or more courses in the department.

	Men	Women
Seniors	_____	_____
Juniors	_____	_____
Sophomores	_____	_____
Freshmen	_____	_____
Special	_____	_____