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GRADUATE COLLEGE

THE CULTURAL IMPACT OF SHORTHAND

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BY

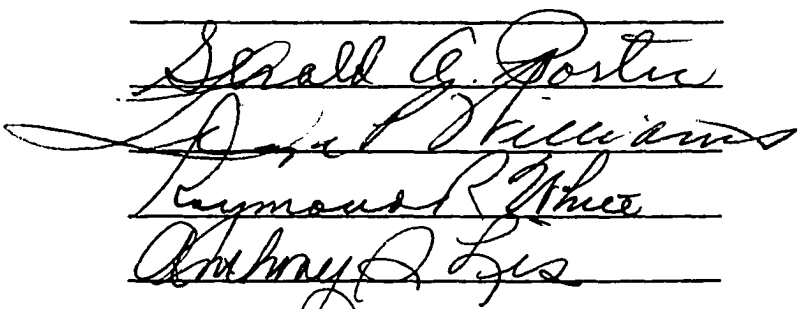
BILLIE DEMPSEY HOLCOMB

Norman, Oklahoma

1970

THE CULTURAL IMPACT OF SHORTHAND

APPROVED BY



DISSERTATION COMMITTEE

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THE CULTURAL IMPACT OF SHORTHAND

CHAPTER I

THE PROBLEM

Introduction

The invention of writing has been regarded as perhaps the most significant event in the history of mankind. Writing made possible the accurate preservation and transmission of the lessons that each generation has learned through experience. Gregg[1] maintained that there is a very intimate connection between the development of the ordinary forms of writing and that of the briefer form of writing called "shorthand." The processes that have affected the development of longhand writing have had their influences on shorthand.

The origin of shorthand is largely a matter of conjecture. There is reason to believe that some form of shorthand was first known in the Orient. Historians have assumed that Xenophon used an ancient Greek system to write Socrates' memoirs and that shorthand was used by the Hebrews in the Old Testament times.

An important characteristic of social evolution is that the most fundamental changes are very often brought about by improvement in means

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[1]John Robert Gregg, Selections from the Story of Shorthand, (New York: The Gregg Publishing Company, 1941), p. 8.

of communication. For more than 2,000 years, shorthand systems of writing have been used to facilitate communication originating in spoken words. Shorthand has, in large measure, been responsible for handing down from the past the characteristics, culture, and traditions of human endeavor. Much of human heritage has been preserved by brief, rapid, and, at times, secret writing of symbols, instead of longhand words.

Shorthand has a long and illustrious history. The skillful use of shorthand was considered an artistic accomplishment to be viewed with pride. The users of shorthand have played important and exciting roles in the enactment of the history of civilization. With the exception of one era, the Dark Ages, shorthand has played a primary role in the improvement of communication. Even during that period, when the arts and sciences were banished from the world, the art of shorthand was maintained.

Shorthand was a discrete art during the early history of civilization. During the Dark Ages, knowledge of the art was suppressed. There is evidence, however, that knowledge of the art was kept alive by members of the clergy who practiced the art in secret. Revival of the art of shorthand created an interest that resulted in the invention of many systems of brief writing. Through the years many men have attempted to invent a more rapid, easier recording of spoken words.

During the present century, the widespread use of shorthand as a communication skill has produced a change of emphasis. In most cases, shorthand has been learned for practical uses. The skill of shorthand is no longer acquired for artistic beauty, but for practical value as an occupational skill.

The practical art of shorthand is associated with the women who

used it in their roles of stenographer and secretary. The impact of shorthand on the modern woman as she assumed an active role in the business world has greatly affected many aspects of modern society. This study has attempted to identify the aesthetic, social, and economic impacts of shorthand throughout the centuries of its use.

In view of the rapid development of more complex communication equipment, the present trends in the use of shorthand were studied for their effect on the future of shorthand. The trend toward a broader, more liberal education for young people made such a study desirable. Business educators, in their efforts to fulfill the requirements of business for adequately educated personnel, need to be aware of the trends in the use of shorthand and the desirability of training personnel for vocational competence in the skill.

Statement of the Problem

The problem of this study was to determine the cultural impact of shorthand throughout the ages of its use. The primary concern was to make shorthand meaningful in the broad, cultural context through an examination of the aesthetic, social, and economic facets of cultural evolution. The emphasis was upon the establishment of the purposes for which shorthand has been used and the influences it has had on the development of man and his work.

For the purpose of this study, shorthand was defined as any fluent and rapid system of writing through the use of symbols, abbreviated longhand, or abbreviated printing of characters. Shorthand systems are designed primarily to record notes and verbatim material that later will

be transcribed into longhand or typewritten form.

The term culture, as used in this study, is an adaptation of the specifics in the dictionary definition. Culture is defined as the total pattern of human behavior and its products embodied in thought, speech, action, and artifacts, and dependent upon man's capacity for learning and transmitting knowledge to succeeding generations, through the use of tools, language, and systems of abstract thought.

The purpose of the study was to develop statements of concern relative to the future of shorthand with implications for curriculum patterns for the future.

Sources of Data

The data for this study were obtained primarily from library sources. Books, periodicals, and newspapers were searched for references alluding to the use of shorthand, as well as the influence of shorthand, either direct or indirect, on the lives and work patterns of man. Specific occupational information was obtained through correspondence with official members of professional associations. Literature recording the efforts of women to obtain political, social, and economic equality was studied for references to the influence of shorthand on women's role in the labor force. The literature was searched for the views of psychologists, sociologists, businessmen, and business educators pertaining to women in the business world. Literature in the field of business education in the United States was studied to ascertain the role of shorthand in educational curriculums.

Procedure

The first step in this study, for orientation and background purposes, was to research the problem of the study through general reading.

The second step in this study was to analyze published source materials and unpublished research studies relating to the use of shorthand and to identify the direct and indirect influences of shorthand in the life and work of man. The body of source materials was categorized into historical periods following the development of shorthand.

The third step was to isolate the general and the specific areas of cultural impact. Specific instances involved investigation of the lives and the work patterns of persons closely associated with shorthand.

The fourth step consisted of an analysis of the present trends in the use of shorthand, as well as the trends in preparation of potential users of shorthand for the purpose of drawing inferences concerning the future of shorthand.

The fifth step consisted of a report of the findings and the formulation of the statements of concern. The statements of concern were drawn from an analysis of the findings of the study.

CHAPTER II

SHORTHAND AS A DISCRETE ART

Shorthand, as a means of written communication, was developed to fulfill the desire to preserve the beliefs and ideas of mankind. Through the ages, poets, writers, and inventors of shorthand systems have written of the artistry involved in performing the skill of shorthand. For almost 2,000 years, the ability to write shorthand was considered an artistic accomplishment.

The early writers of shorthand were the educated, scholarly men of their time. Many of them were religious leaders and men of literary talent. Shorthand was considered an asset in their scholarly pursuits. Priests and church officials were encouraged to study shorthand as a part of their preparation for the ministry.[1]

The Roman poet of ancient times, Ausonius, paid tribute to the art of shorthand with these words:

> Hasten, youth, skilled in the swift shorthand. . . . Nature has brought thee the skill, and God the gift has bestowed, that what I would speak thou shouldst know, and what I might wish, thou shouldst wish![2]

The dexterity of the skillful shorthand writer elicited words of admiration

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[1]Gregg, Story of Shorthand, p. 2.

[2]Ibid., p. 7.

from many poets of ancient times.

John Robert Gregg, inventor of Gregg shorthand, and ardent supporter of the artistry of shorthand writing said:

> I believe shorthand to be the highest development of writing, and I believe that this shorthand of ours is going to be the writing that will prevail in all countries eventually . . .[1]

Gregg, as well as other shorthand inventors, believed that shorthand was adaptable to all languages.

This research study has identified the significant persons and events that illustrate the use of shorthand as an art. In this chapter, the evolution of the art of shorthand has been depicted from the time of the Roman Empire to the beginning of the twentieth century. Only a few of the many inventions of shorthand systems have been cited. The systems, and the earliest proponents, as well as those who actually wrote shorthand, were selected as outstanding examples of the artistic qualities of shorthand.

Shorthand, as a discrete art, is defined as the performance of a shorthand skill acquired by experience and study for a distinct purpose of an individual. The individual practiced writing shorthand as he might today practice playing the piano. Under such conditions, skillful performance of the art of shorthand was an end in itself.

Literature recounting the history of shorthand produced numerous disclosures of the creativeness of inventors of shorthand systems. However, source material depicting the history of shorthand is limited.

A comprehensive study, an analysis, and an interpretation were

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[1]F. Addington Symonds, John Robert Gregg, The Man and His Work, (New York: Gregg Publishing Division, McGraw-Hill Book Company, Inc., 1963), p. 36.

made of the major areas of influence on the development of shorthand as an art. The contributions of inventors of shorthand systems were studied for their impact on the evolution of the art of shorthand. Individual users of shorthand were selected to show the impact of the art on their contribution to the culture.

The impact of shorthand, practiced as an art, has decidedly influenced man and his work. The artistic aspect of shorthand was of major importance from the early Roman period until the latter part of the nineteenth century. The marked effect of shorthand in the areas of religion, literature, and law are noted. The influence of music and international activity in the evolution of symbol systems of shorthand deserved special mention.

Communication through Graphic Symbols

The communication of ideas by graphic symbols was perhaps man's most important step forward on the road from barbarism to civilization. Man's first attempt to communicate, other than by speech or signal, was with crude drawings. Historians believe that, in the course of time, these crude sketches became necessarily so simplified as to be meaningless to those who were not already aware of their significance. Picture writing, or representation by pictographs and etchings, was the second step in the evolution of the art of writing. Picture writing, even in its most elementary stage, is more than a picture. The first symbols used expressed ideas, rather than words. A great advancement in writing occurred when the picture symbols became a transcription of speech. However, as the desire for exactness increased, the symbols evolved into alphabets.

The development of the art of shorthand closely parallels that of longhand writing. Actually, longhand writing in ancient times was somewhat similar to shorthand because it was shorter and more dependable for recording and communicating ideas than picture writing and ideographs.

For more than 2,000 years, shorthand systems of writing have been used to facilitate communication originating from spoken words. Shorthand has, in a large measure, been responsible for handing down from the past the characteristics, the culture, and the traditions of human endeavor. Much of human heritage has been preserved by brief, rapid, and, at times, secret writing of symbols instead of longhand words.[1]

Designs for Symbol Shorthand Systems

Systems of shorthand employing symbols have been of two major designs--cursive and geometric. The cursive style of writing, "cursive" meaning literally "running," can be traced to the Egyptian writing known as "hierata."[2] The Egyptian hieroglyphic system is partly ideographic, or expressive of words. For example, the representation of the sun stands not only for the sun itself, but also for the word "day." For the most part, however, the hieroglyphic signs are not ideographic; they are phonetic, that is, they express sounds, both syllables and simple sounds.

The cursive systems of shorthand have developed from the style used by the first important inventor of a system of shorthand. The

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[1]Gerald A. Porter, "An Assessment of Shorthand," (unpublished paper, University of Oklahoma), p. 1.

[2]"Hieroglyphics," American Peoples Encyclopedia, 1953, X, 455.

[3]Ibid.

inventor of this Latin system was Marcus Tullius Tiro, Cicero's secretary. Some historians believe that this system was an absolutely original creation. Gregg, an ardent student of the history of shorthand, as well as inventor of his own system, believed that the Tironian notae, like almost everything else, was the outcome of a process of evolution.[1] Some styles of brief writing are known to have been in general use by the Greeks and the Egyptians. Most likely, therefore, the Romans adapted the Greek ideas for shorthand as they did Greek art, philosophy, literature, and inventions.

Geometric systems of shorthand are based on a geometrical figure such as either a circle, an oval, a straight line, or a combination of these. The study of the parallelism in the development of longhand and shorthand reveals that the oldest cuneiforms of the Sumerians were made with tools giving straight lines, circles, and dots.[2]

The British influence on shorthand has been predominantly geometrical, whereas the most widely used Continental systems have been of cursive design. Glatte expresses the belief that the cursive system is preferable.[3] He notes the fluidity and the ease of writing a cursive system. A stronger basis for this belief, according to Glatte, is the fact that geometrical systems all presuppose a high standard of education and a very long period of training in the system. Gregg, however,

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[1]Gregg, Story of Shorthand, p. 9

[2]"Cuneiform," American Peoples Encyclopedia, 1953, VI, 611.

[3]H. Glatte, Shorthand Systems of the World, (New York: Philosophical Library, Inc., 1959), p. 27.

maintained that a geometric system produces a far more accurate and exact recording of the reporting.[1]

The system invented by Gregg is considered one of geometric design because the alphabetic symbols are based on the longhand slope of writing that, in essence, is elliptical. Gregg maintained that his system was a combination of the cursive and the geometric designs containing both the running hand style for facile writing as well as easily distinguishable outlines for accurate reporting and transcribing.[2]

Shorthand in the Early Roman Period

The history of shorthand begins with the Tironian notae simply because more concrete evidence is available about Tiro's invention than about any preceding system. The preservation of the philosophy, the religion, and the history of the early Roman period has been attributed to the use of the Tironian notae.

There is historical proof that Tiro reported the orations of Cicero and Cato the Younger as early as 63 B. C. Tiro wrote a shorthand treatise, Tironian Notae, which was distributed throughout the Roman Empire by 57 B. C. Cicero, his master, learned the system and even taught the use of notae to others. This fact is reported in Plutarch's Life of Cato of Utica.[3] Not until the death of Cicero, his former master, did Tiro become famous in his own right.

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[1]Gregg, Story of Shorthand, p. 72.

[2]Ibid., p. 6.

[3]Francois Pasqualini, "Shorthand in Ancient Rome," Business Education World, quoting Plutarch's Life of Cato of Utica, XXXVIII (April, 1958), 26.

The popularity of shorthand in those days is attested to by the edict of Emperor Diocletian fixing the tuition fees that teachers of shorthand should charge their students.[1] The demand for writers of shorthand was so great that persons with a knowledge of the art could set unreasonably high fees for their tutoring services. Quintilian, a famous teacher of oratory, who lived from 35 to 95 A. D., expressed his concern with the misuse of shorthand reporting. He insisted that his lectures were being published by others under his name because "greedy shorthand writers, anxious to earn money"[2] had reported him incorrectly.

The Tironian notae had attained remarkable popularity by the end of the fourth century. Shorthand became such a greatly prized art (the systematic application of knowledge or skill) by the Romans that the Tironian system was taught in the schools of all social classes. Historians report that shorthand was taught in more than four hundred schools in the Roman Empire. Gregg gave further proof of the extensive teaching of shorthand in ancient times with this quotation from the grammarian, F. Planciades Fulgentius, in 480 A. D.: ". . . all instruction is of a higher and lower nature, as the instruction of the young in writing is divided into the usual method of writing and the stenographic form."[3]

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[1]Carl David Pearson, "A Translation of a Part of Olof Werling Melin's 'History of Stenography' from the Swedish into English," (unpublished Master's Thesis, Oklahoma Agricultural and Mechanical College, 1941), p. 26.

[2]Gregg, Story of Shorthand, quoting M. Fabius Quintilian's Guide to the Art of Oratory, p. 6.

[3]Ibid., quoting F. Planciades Fulgentius, p. 13.

One might conclude, therefore, that shorthand was regarded as an integral part of the educational system of the Romans.

Pasqualini[1] also reported that shorthand was a subject of study throughout the schools of the Roman Empire and attributed this fact to the excellent system invented by Tiro.

The Romans who conducted their business by word of mouth at The Forum were quick to see the advantage of having a notarius follow them about the market place to record and report their oral agreements. Here is evidence of the first use of shorthand in the world of trade. The writers of shorthand had already gained the respect of the orators and law makers of the Roman Senate, not to mention the poets, scholars, and religious figures.

Thus, a new profession was born. Shorthand reporters for the men of trade and commerce were aptly named "cursores," meaning "runners." Shorthand reporters were hired by the Emperor to run through the streets to apprehend Christian martyrs speaking in public places.[2] The court reporters of the Roman Senate were known as "notarii," a word coined from the system of shorthand, notae, used by the writers. The word has come down to us through the French notaire as "notary." With the passage of time, the association of the use of shorthand with the term has been lost.

The leaders of the Roman army employed the use of the Tironian notae, not only because shorthand saved time, but as a secret method of

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[1]Pasqualini, "Shorthand in Ancient Rome," 36.

[2]Pearson, "Translation of Melin's 'History of Stenography'," p. 27.

writing. Thus, military strategy was unintelligible to the lower ranks and the conquered peoples. An interesting corollary to this ancient use of shorthand was the involvement of John Robert Gregg in the service of the United States during World War I and II. Because of his knowledge of shorthand and other forms of symbolic communication, Gregg was instrumental in both World War I and II in deciphering enemy code messages that had fallen into the hands of the Allied intelligence services.[1]

Although Tiro was famous during his lifetime for his literary efforts, his greatest contribution to the advancement of Western civilization lies in the widespread use made of the Tironian notae. The system was taught, not only in schools throughout the Roman Empire, but, with the advent of Christianity, was also adopted by the early Christian churchmen as a means of recording the teachings of Christ.

Effect of Shorthand in Recording Religious Movements

The spreading of the gospel of Christ over much of the world was significantly facilitated by the use of shorthand. Early church leaders recognized the practical value of shorthand as a means of spreading the new religious doctrine and recording the deeds of the saints and martyrs. The extensive use of Tiro's shorthand by Christian leaders probably indicates that this system enjoyed popular use for more than a thousand years.

The early Christian leaders recognized the importance of keeping accurate records of their conferences in building the Christian Church and

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[1]Symonds, John Robert Gregg, p. 69.

spreading their gospel. St. Augustine left convincing evidence of the value of shorthand to the great churchmen of his time by keeping ten stenographers in his employ.[1]

The Reverend Canon Freeland, writing about the proceedings of the meeting between the Catholics and the Donatists at Carthage, in 411 A. D., stated:

> . . . In the disputes of that period, the shorthand writer was of so much importance that it was looked upon as a waste of time if he were not present at them. The ecclesiastical notaries belonged to the rank of the clergy, sometimes priests. . . . But the art of shorthand was commonly known, and as generally used, by the laity as it was by the clergy.[2]

These comments confirm the fact that shorthand writers occupied a position of importance during the early Christian period.

A great churchman possessing dexterity in the performance of the art of shorthand was St. Basil. The high regard that St. Basil held for shorthand was evidenced by his admonition to a student of shorthand:

> Words have wings; therefore we use signs so that we can attain in writing the swiftness of speech. But you, O youth, must make the signs very carefully and pay attention to an accurate arrangement of them, as through a little mistake a long speech will be disfigured, while by the care of the writer may be correctly repeated.[3]

From this quotation and from the pens of Roman poets, has come the expression, "The Winged Art," to describe shorthand.

Roman poets were generous in their praise of shorthand writers. The poet, Ausonius, in urging an emperor's son to study shorthand, expressed the wish that his mind could think as swiftly as the skillful

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[1] Pearson, "Translation of Melin's 'History of Stenography'," p. 27.

[2] Gregg, Story of Shorthand, p. 3.

right hand of the notarius.[1]

The position of prominence of the art of shorthand in the first four centuries of the Christian Era reveals the extent of its use. Gregg summarized the extensive use of shorthand during this period with a quotation from Francis Fauvel Gourand:

> It was taught in the public schools. It was used in the courts of justice to record the judicial proceedings; but it was in the public and private affairs of life that it was especially practiced. Bargains, contracts, sales, etc., were first engrossed by the notaries in the Tironian characters and afterward, in order to give them legal force, they were written out in the common characters, and signed and sealed. The church early pressed this art into its sacred service. It was used to record the discourses of its teachers and the sufferings of its martyrs, and soon became a powerful auxiliary in the propagation of the new faith; and there are now manuscripts of the first eras of Christianity, written in the Tironian characters, and preserved in the Bibliotheque Royale of Paris.[2]

This statement provides an appropriate summary of the shorthand activity of the early Christian era. From the time of Tiro through four centuries marked by the growth of Christianity, shorthand played a great role in the spreading of knowledge and ideas. Following this period, there was a decline in the use and the importance of shorthand until its revival in England in the sixteenth century.

Decline of Shorthand During the Middle Ages

With the decline and fall of the Roman Empire, study of the liberal arts was rigidly prescribed by leaders of the Roman Catholic Church. Practice of the art of shorthand, along with the other arts,

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[1] Ibid., p. 8.

[2] Ibid.

was viewed with suspicion. The knowledge of shorthand was almost entirely lost during the Middle Ages. As a matter of fact, the practice of shorthand was regarded as evidence of witchcraft. Frederick II, during his reign as Emperor of the Holy Roman Empire (1194-1250), ordered the destruction of all shorthand characters as being "necromantic and diabolical."[1] Shorthand characters were regarded as elements of the Armenian tongue, the language of sorcery. Although dedicated men had used the art of shorthand to spread the teachings of Christ, leaders of the established Church and the state feared its use. The masses must not be allowed to read or think for themselves. During this period, the writing of shorthand came to be known as "The Black Art."[2] The superstitition and the ignorance of the people were factors in the disregard for the value of shorthand.

Revival of Shorthand

Following the downfall of empires and feudal powers, there came the Renaissance of learning and the birth of new ideals for human life and culture. People insisted upon reforms in the religious, political, and social spheres. Inevitably, there also sprang up a desire to record the utterances of the great leaders of the reform movements. Again, there was demand for the "lithe and noble art of brief writing."[3]

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[1]Helen Reynolds, "Shorthand," Encyclopedia Americana, 1963, XVIV, 746.

[2]Gregg, Story of Shorthand, p. 13.

[3]Ibid., p. 15.

Fortunately for the survival of the art of shorthand, the inhabitants of the British Isles were far enough removed from the strong influences of the Holy Roman Empire to risk taking an interest in its revival. In the twelfth century, Thomas a Becket, Archbishop of Canterbury, encouraged research into Tiro's shorthand.[1] An English monk, John of Tilbury, was employed to set forth a form of abbreviated writing adapted from the Tironian notes. This sufficed to stimulate a renewed interest in the art and the subsequent invention of many British shorthand systems.

The renaissance of the art of shorthand during the Reformation gained momentum in England through the interest of her first great queen, Elizabeth. A physician, Dr. Timothy Bright, invented and published a system of brief writing that he dedicated in glowing terms to the Queen. In return, Queen Elizabeth granted patent privileges to Bright, giving him a monopoly on shorthand textbooks for a period of fifteen years. The patent granted was for a "shorte and new kynde of writing by character to the furtherance of good learning.[2]

Bright named his system of writing "Characterie." His intention was to create an international system of writing. Each of his signs represented a whole word. The sign meant the same thing in every language, just as a plus sign in arithmetic does. Although not a good one, this system did serve to arouse interest and action on the part of others in the art of shorthand. Bright's "Characterie" also deserves recognition

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[1] Louis A. Leslie, "Shorthand in Other Lands," The Gregg Writer, XXXV (November, 1932), 152.

[2] Ibid.

as the first shorthand system of modern times--the first complete system invented after the fall of Rome.

Bright was a man of rare attainments and originality, as well as the author of several noteworthy books on medicine. The book for which he is most often remembered is A Treatise on Melancholy.[1] However, Bright became so deeply interested in practicing his new method of writing that he gave up the practice of medicine. Through the patronage of Queen Elizabeth, he was appointed rector of a church. The remainder of his life was devoted to the church and the copying of religious works in his novel mode of writing.[2]

Once again interest and enthusiasm for the art of shorthand can be attributed to a religious movement. During the Reformation the use of shorthand was highly prized in recording the sermons and speeches of the reform leaders. The influence of the Reformation on shorthand is clearly shown in the shorthand textbooks of that period. The books were filled with special signs and other abbreviations for scriptural expressions.

Examples of the importance of shorthand to religious leaders of the Reformation could be cited at length. For the purpose of this study, the following events taken from the pages of history indicate the value of shorthand in providing records of the activities of dissenters in the religious upheaval of the period.

In one edition of Robinson Crusoe, Daniel Defoe (1659-1731)

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[1]Pearson, "Translation of Melin's 'History of Stenography'," p. 64.

[2]Ibid.

tells how he spent many fatiguing hours copying portions of the Bible in shorthand. During the reign of Charles II, people feared that printed Bibles might be suppressed. As a precaution against the loss of their Bibles, many set about copying it in shorthand. In this way, they hoped to avoid the risk of being caught reading the printed word.[1]

Issac Watts, remembered primarily for the hymns that he had composed, believed that the study and the use of shorthand were excellent means of improving the mind. Leslie quotes a statement made by the Reverend W. D. Bridge about Watts: "From his thousands of hymns the Methodist hymnal has chosen seventy-nine whose very existence, it may be, we owe to his mastery and use of shorthand."[2]

Both John and Charles Wesley were accomplished shorthand writers who kept detailed accounts of their break with the established church, as well as their thoughts and actions. Both brothers kept diaries with daily and often hourly entries written in shorthand. John, founder of the Methodist Church, kept his diary in Byrom's shorthand for more than fifty years. He began the diary while he was at Oxford and continued the daily writing throughout his lifetime.

Charles, too, kept a diary, writing skillfully and artistically in Byrom's shorthand until his death. Leslie relates:

> Charles Wesley's journal, begun in America in 1736, contains page after page of the neatest and most accurate shorthand . . . One of the most remarkable monuments of his patience and industry, as well as his skill as a shorthand writer, is a manuscript volume of the Book of

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[1]Gregg, Story of Shorthand, p. 34.

[2]Leslie, Story of Gregg Shorthand, p. 11.

> Common Prayer containing the Morning and Evening Services, together with the Collects, Epistles, and Gospels for the year, and having on the last page the following inscription in his own handwriting: "Finished July 12, 1779, in a Fortnight (C. W., aged 70)."[1]

Wesley's shorthand notes were so artistic in form that Dr. Byrom, inventor of the shorthand Wesley used, considered them far neater than his own.[2] Charles Wesley's journal, which has been preserved, is conclusive evidence of his shorthand artistry.

The impact of shorthand was significant in reporting the great religious struggle for reform. However, the use of shorthand in the field of religion has not been confined to those periods. Men of the clergy have continued to find shorthand both fascinating and useful in their careers. Gregg recorded a glowing tribute to shorthand written by the Reverend William D. Bridge in the article "Shorthand and the Ministry."[3] After listing thirty systems of shorthand invented by ministers and churchmen, the article concluded with:

> The purpose of this article has been to call the attention of ministers to the invaluable asset which a practical knowledge of shorthand will be to them in their varied lines of work. For over sixty-four years the present writer has used shorthand almost daily in all kinds of pastoral, ministerial, and official reportorial service. He cannot too earnestly recommend its study and practice.
>
> We voice the declared sentiments of many others as well as our own when we say, 'If we had our way, the knowledge of this method of writing should be a required knowledge in every class in college and theological school.'[4]

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[1] Ibid.

[2] Ibid.

[3] Gregg, Story of Shorthand, p. 38.

[4] Ibid.

This statement implies that the skillful use of shorthand is an asset in the professional life of any person.

The study of the impact of shorthand on the careers of men dedicated to the fight for religious freedom would not be complete without reviewing the life of Roger Williams, founder of the Colony of Rhode Island. Williams was perhaps the most notable and most skillful of the early writers of shorthand in America. Historians have accorded to Roger Williams the position as the first and foremost exponent of absolute freedom of religious opinion and practice in America. Gregg advanced the premise that the establishment and perpetuation of religious freedom in America can be traced to the fact that Roger Williams was an accomplished shorthand writer.[1]

At a very early age, Williams acquired a knowledge of shorthand. Eager to practice this artistic method of writing, he managed to slip into the Star Chamber of the Crown Court of England. There, Williams found the opportunity to report the speeches of Sir Edward Coke, England's foremost lawyer of the time and a fiery defender of the great Common Law of England. When Sir Edward saw a copy of the speeches as reported by Williams, he took the boy as his protege. Through Coke's generosity, Roger Williams received an education. Four years after being graduated from Pembroke College, Cambridge, Roger Williams came to America, where he became famous as a defender of freedom of conscience in religion.[2]

Without his knowledge and use of shorthand, Roger Williams might

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[1] Ibid., p. 51.

[2] Ibid.

not have had the opportunity to bring himself to the attention of the great lawyer, Sir Edward Coke. Furthermore, without the education he received through the beneficence of Coke, he could not have qualified for the ministry.

Gregg firmly believed that the story of Roger Williams' life provided ample justification for the belief that the art of shorthand deserves credit:

> (1) for establishing in the mind of Roger Williams the principles of which he afterwards became the foremost exponent, and that have meant so much to the peace and happiness of the world; and
> (2) for gaining him the educational preparation that equipped him to make effective the principles in which he believed.[1]

Justification of Gregg's belief may lie in the reinforcement of the ideas Williams heard in the courtroom. The impressions made by listening to speeches defending human rights were reinforced through the writing and the transcribing process.

Shorthand as an art has had its most far-reaching influence in the field of religion. Two very important periods in the history of Western civilization, the establishment of the early Christian Church and the Reformation period, owe much of their recorded history to the art of shorthand.

Effect of Shorthand on Literary Activity

The sixteenth, seventeenth, and eighteenth centuries were eventful years for England and for its countrymen. During this remarkable period of English history, the impact of shorthand was significant in

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[1] Ibid., p. 55.

other areas of interest. Literature rose to unsurpassed heights. Many of the classics enjoyed today were preserved for history through the skill of the shorthand amanuenses. The names of William Shakespeare, Samuel Pepys, and John Byrom were associated, directly or indirectly, with the art of shorthand.

Shakespearian scholars and critics have argued among themselves whether many of the mistakes and contradictions in the various folios of Shakespeare could be attributed to their having been taken down in shorthand when they were first presented to the public. The chief support for the theory that errors were made by shorthand reporters is found in a verse by Thomas Heywood (1570-1650), a contemporary of Shakespeare. The quotation refers to Shakespeare's play, Queen Elizabeth:

> Did throng the seats, the boxes and stage
> So much that some by stenography drew
> A plot; put it in print; scarce one word true.[1]

To the student of shorthand, this uncomplimentary remark may seem sad. However, the writers of that era used a very crude form of shorthand. If they did report the plays of Shakespeare and others, they had to do so surreptitiously and in poorly lighted theaters. A drama copyright was not established until 1833, therefore making it unlawful to report a play in Shakespeare's time.[2]

The keeping of diaries was quite fashionable during the seventeenth century. Possibly the most interesting diary ever published was that of Samuel Pepys (1632-1703), which was written in Shelton's Shorthand.[3]

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[1]Pearson, "Translation of Melin's 'History of Stenography,'" p. 74.

[2]Ibid., p. 76.

[3]Leslie, Story of Gregg Shorthand, p. 12.

Pepys' diary is uniquely frank in its self-revelation. Perhaps he thought that his shorthand protected his diary against prying eyes. He related how he took bribes, kicked his servant girl, and gave his wife a black eye. He wrote of his drunkenness and remorse, as well as his kindnesses and generosity. Historians agree that there are few such revelations of human nature. He laid bare both his redeeming and unredeeming character traits. Literary critics consider Pepys' diary to be a remarkable piece of writing.

Aside from its exact characterization of the man, the diary has been acknowledged as the most accurate history of that period of English history. The diary recounts a vivid and intimate account of the court of Charles II, the political movements and intrigues of that period, the Great Plague, and the Great Fire of London.

There is other evidence of Samuel Pepys' facility in writing shorthand. On one occasion he attended King Charles for ten days and took down in shorthand the King's own story of his escape after the battle of Worcester. Pepys' mastery of the art of shorthand can be viewed today in a British museum that displays his famous diary.

A man well known in literary circles of eighteenth century England was John Byrom. Yet, he is not remembered for his literary efforts so much as for a system of shorthand that he invented. Byrom has been called the "Grand Master" of eighteenth century shorthand.[1] His life was an example of devotion to the art of shorthand. The son of a wealthy merchant, he was educated at Trinity College, Cambridge. As a

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[1]Glatte, Shorthand Systems of the World, p. 20.

young man, he studied medicine in Europe. However, as a poet and philosopher at heart, Byrom gave up his study of medicine. While engaged in literary pursuits, he became interested in the study of shorthand. With the invention of his own system, he made the teaching of shorthand his life-long interest. The prestige that he had enjoyed as a poet and literary composer undoubtedly gave authority to his views on shorthand.

Byrom's love of beauty was the controlling factor in the construction of his system of shorthand. His shorthand system was the first to stress beauty of form in the construction of outlines. Through his efforts to attain regularity and uniformity in writing, John Byrom directed attention to the importance of a lineal flow of writing.[1]

Byrom displayed his emphases on uniformity and beauty of writing in the presentation of his principles of shorthand construction:

> The connection between the beauty of characters and their brevity does not, perhaps, so immediately appear to a learner; nay even the teachers do not seem to have been aware of its necessity. They are apt to say with the unexperienced, what signifies it how ugly they are, if they be but short? whereas no marks, that join together so as to make an ugly distorted appearance to the eye, can ever be made so quickly by the pen, as those which fall in more neatly, and of consequence, more easily and speedily with each other.[2]

Byrom's system of shorthand might have had a greater following if he had published a textbook. The system was published in book form after his death.

The poet, Byrom, left further evidence of his devotion to shorthand. In answering a friend's request for guidance in writing poetry,

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[1] Gregg, Story of Shorthand, p. 83.

[2] Ibid., p. 84.

he said:

> Now though in shorthand, my Salopian friend,
> To give directions I may well pretend,
> As having had the honor to impart
> Its full perfection to that English art,
> Which you and many a sagacious youth
> By sure experience know to be the truth.
> Yet how in matters of poetic reach
> Shall I, myself untaught, pretend to teach?[1]

Many of Byrom's students of shorthand were the titled men of England. Among his most accomplished students were John and Charles Wesley.[2]

Effect of Shorthand in Recording Court Proceedings

Further study of this period of English history reveals that men were actively concerned with the court proceedings of the day because the social conscience of the nation was being awakened. Reporting the activity of the courts required the ability of expert writers of shorthand.

In the main, inventors of shorthand systems were concerned with the art of shorthand as an artistic or scholarly endeavor. Yet, the need for fast and accurate reporting influenced their efforts. The different effects of shorthand upon the lives of those who use it are manifested in their attitudes toward the art. The lives of William Mason and Thomas Gurney perhaps best exemplify this difference.

William Mason was hailed as the greatest inventor of a system of shorthand of the seventeenth century. Hugh W. Innes, a shorthand historian, accords Mason this position for having improved the art of brief writing to the extent that it could be efficiently employed in performing the tasks set for court reporters.[1] Mason was a dedicated teacher of

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[1] Gregg, Story of Shorthand, p. 57.

shorthand. He was an enthusiast of the "art" of shorthand and wanted everyone to study the subject. His first book was sold at one shilling, a price that was within the reach of almost anyone interested in learning shorthand.[1]

Thomas Gurney, a versatile and an industrious man, audaciously appropriated Mason's shorthand system and with only two minor changes published a textbook naming himself the author.[2] The price of one guinea for Gurney's book in 1750 was far beyond the means of most people in those days and was in consonance with his belief that widespread knowledge of the art would increase the competition in the reporting business. Gurney was primarily a shorthand reporter with a lucrative reporting business.

The invention of a shorthand system allowing greater speed and facility in writing came at a time when the courts of England were handing down decisions of great import for the political freedom of mankind. The shorthand reporters were responsible for providing records of the court cases that formed the basis of English common law. The influence extended even farther, inasmuch as law in the United States is an outgrowth of English common law.

Thomas Gurney taught his shorthand system to his son and to his grandson. With this beginning, Thomas Gurney established the House of Gurney, a famous reporting firm that is still in existence. Gurney is recognized as the man who deserves credit for the establishment of official shorthand reporting in courts of law.[3] Unofficially, he was

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[1] Ibid.

[2] Leslie, Story of Gregg Shorthand, p. 13.

[3] A. P. W. Brewin, "A Brief History of Gurney's Shorthand," National Shorthand Reporter, XXXI (January, 1970), 9.

reporting in the Old Bailey Criminal Court as early as 1738. In 1748, he was appointed Official Shorthand Writer to that court in the first known permanent appointment of an official shorthand reporter in any court. In 1813, both Houses of Parliament passed Resolutions for the appointment of a shorthand reporter. The appointment went to William Brody Gurney, grandson of the founder of the House of Gurney.[1]

The story of the House of Gurney is unusually interesting, particularly for anyone engaged in the practical application of shorthand. The Gurney sons and grandsons entered the business and learned from their fathers and grandfathers. Other members of the Gurney staff joined the firm, not for a few years, but for their lifetimes. Gregg reported that one member of the staff had his two grandfathers, a great-uncle, his father, a brother, and three sons in the office at different times.[2] All members of the staff had to know their shorthand so well that they could read and transcribe any other member's notes.

One of the most famous writers of the Gurney system was Charles Dickens. The immortal characters created by Dickens were drawn from his experiences as a reporter in the courts, in Parliament, and on the hustings. Dickens was extremely proud of his prowess as a shorthand writer and called himself the best and most rapid reporter ever known.[3]

Two years before his death and long after he had given up reporting to become a famous literary figure, Dickens recounted his experiences as a shorthand reporter in a speech to the Newspaper Press Fund.

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[1] Ibid.

[2] Gregg, Story of Shorthand, p. 68.

[3] Brewin, "Gurney's Shorthand," 11.

He spoke of his fascination with the art, and the pleasure he felt in the rapidity and dexterity of its exercise. Dickens insisted he had retained his speed and skill and could resume his old calling at that moment if he so desired.[1]

The shorthand system of the English inventor and teacher, William Mason, along with the improvements adopted in the Gurney system, marked the dawn of a new epoch in the history of modern shorthand. The struggle for political freedom was significantly enhanced by the use of shorthand in the courts of England and America. The stringent requirements of speed and accuracy in the performance of their skill raised the professional status of the court reporters. The skill of rapid shorthand writing and accurate reporting was emphasized to a far greater extent than in the past.

The increased interest in shorthand for court reporting did not lessen the efforts of would-be inventors of new shorthand systems. Rather, there was even greater activity among students of the art of brief writing. The popularity of shorthand was growing. Inventors and writers of the art of shorthand continued to be devoted to its artistic qualities.

International Activity in Shorthand

During the nineteenth century, serious students of the art studied and compared the systems of writing used in countries other than their own. Various theories of more facile writing construction were advanced. Principles of shorthand construction were approached from the

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[1] Ibid.

standpoint of research and scientific investigation. The study of varied theories and systems produced an interchange of ideas. Authors of French systems adopted the ideas of Samuel Taylor, an English inventor, in devising their own systems. Several English systems were patterned after the principles of the German inventors.[1] Each inventor fervently hoped that his system would become the international system of writing, adaptable to all languages.

The result of this interchange of ideas was the refinement and the improvement of shorthand as an art. Gregg expressed this belief many years later when he said:

> . . . We owe a debt of gratitude to the early authors, great or small, who helped to perfect the great art we love.
>
> I believe that the authors of shorthand systems who claimed that their systems were wholly original and that they were not indebted to any of their predecessors for principles, ideas, or characteristics have made a great mistake in doing so. In my opinion, it would be much more creditable to an author to have effected a real improvement in an art on which men have labored for centuries than to pretend that his system is wholly original in every respect.[2]

From the conflicting theories advanced during the nineteenth century emerged a few outstanding systems, each influenced to some extent by the ideas of other inventors. The development of the art of brief writing can be seen in the three leading languages of the time--English, French, and German. Each contributed valuable improvements, although each developed along divergent lines.[3]

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[1]Glatte, Shorthand Systems of the World, p. 23.

[2]Exerpt from a speech by Dr. John Robert Gregg, The Gregg Writer, XLI (November, 1938), 134.

[3]Glatte, Shorthand Systems of the World, p. 26.

To English authors, credit should be given for the revival of shorthand in modern times. The pairing of letters according to their phonetic relationship was their significant contribution. Perhaps an even greater contribution to the development of shorthand was their insistence upon simplicity of form in the alphabets. The ideal sought was "a simple, single stroke for a simple, single sound."[1]

One of the most popular English systems embodying these characteristics was authored by Isaac Pitman. Pitman's geometric system enjoyed such a monopoly that John Robert Gregg was forced to come to America to find a following for his invention that was to revolutionize shorthand construction.

To French authors, credit should be given for their noteworthy contributions to the advancement of shorthand. Their efforts were directed toward a more definite expression of the vowel sounds, which the English tended to ignore. The authors of French systems strived for simplicity--simplicity of learning and of writing.[2]

The French system of Emile Duploye was as popular in France as the Pitman system was in England. Two unique characteristics of his system were expression of vowels in the order of their occurrence and simplicity of structure.

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[1]Gregg, Story of Shorthand, p. 101.

[2]Ibid.

To German authors, credit must be given for demonstrating the supreme value of the cursive style of writing. Gregg believed that no more important contribution has been made to the development of the art.[1] German authors and teachers gave more attention to historical research and shorthand construction than those of other nations. As a result, the art was held in greater esteem by educated people in Germany as a personal accomplishment than was the case in any other country.

The most noted German author was Franz Gabelsberger, whose cursive system imitated the form and the movement of longhand writing. Heinrich Stolze and Ferdinand Schrey invented systems along similar lines. Later, these two systems were combined into the Stolze-Schrey system, which is still extremely popular in Europe.[2]

Effect of Music in Shorthand

The influence of one art upon another is exemplified in the relation of music to the formation of shorthand systems.[3] This influence was more pronounced in the leading German systems although authors of other nationalities made some use of it.

Glatte[4] advanced the theory that the most natural and logical method of recording speech by shorthand is from a musical base. This theory was supported by inherited tendencies and association of ideas.

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[1] Ibid.

[2] Ibid.

[3] Glatte, Shorthand Systems of the World, p. 41.

[4] Ibid.

Thus, sounds were written according to their position on a musical scale, considering at the same time their duration of pronunciation.

John Willis (1575), a London clergyman, to whom Glatte refers as the father of modern shorthand,[1] designed a complete shorthand alphabet. In addition, he used diacriticals as alternatives for vowels. The diacritical dots were placed in their natural musical order on a descending scale (i, e, a, o, u). Willis used the most highly placed dot to indicate the then highest sounding vowel (i) pronounced "ee." This vowel structure took into consideration the belief that more effort is required in pronouncing a high vowel than a low one. The stenographer was thus provided more writing time for the vowel sound placed farthest away from the line of writing.

The idea of musical positioning in writing shorthand symbols was perfected by the German inventors.[2] Franz Gabelsberger, son of a musical instrument maker, received a classical education in a convent where he became a chorister. With this background, he naturally used music and Latin in developing a system of shorthand.

Heinrich Stolze and Ferdinand Schrey improved and extended the influence of the musical scale.[3] Their systems were based upon the association of ideas--each letter of a shorthand alphabet should be derived as far as possible from the corresponding longhand letter.

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[1] Ibid., p. 28.

[2] Ibid.

[3] Ibid., p. 46.

The association of ideas also included the musical positioning of shorthand consonants. By being placed either high or low, they not only fulfilled their function as consonants but, at the same time, served as either vowels or diphthongs.

There are other examples of the influence of music upon the development of shorthand. Simon Bordley, an English priest, published a little-known cursive shorthand system. He was better known, however, for designing a shorthand system for music.[1]

Another item of interest in following the association of music with shorthand probably should receive mention. A mysterious figure from Vienna known as "Lady Sophy Scott" published a most peculiar geometrical method of shorthand. There was some speculation that the "lady" was a man, writing under an assumed name.[2] Although the system was too difficult to gain a following, diacritical dots for vowel sounds were placed in musical order on a descending scale.

Shorthand for the Scientific Age

New approaches to the writing of shorthand, as well as the introduction of business machines, had a profound influence on written communication and commercial activity in general. The need for efficient handling of business correspondence increased significantly with the expansion of commerce and industry in America and England. Improved shorthand systems, as well as the invention of business machines, such as the typewriter, met this need.

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[1]Glatte, Shorthand Systems of the World, p. 28.

[2]Ibid., p. 43.

The last two decades of the nineteenth century were marked by greater activity in shorthand controversy in England and America than any other period in the history of shorthand. The people who were studying and practicing shorthand were interested in the art per se. They enjoyed comparing systems in their search for more accurate and more rapid methods of writing. They were men who excelled as students of the language they were trying to represent in shorthand. The art was closely associated with good writing and speaking, a tool for scholarly pursuits.

In England, Isaac Pitman's Phonography reigned supreme; in America, a modification as published by Benn Pitman was firmly entrenched. John Robert Gregg chose to come to America to seek a foothold in the establishment of his system of Light Line Phonography. In this undertaking, he was eminently successful.

Much of the controversy centered around the merits of the Pitman system versus the Gregg system.[1] In the beginning, both systems were relatively simple, easy-to-learn methods of writing. However, with frequent revisions, both methods evolved into elaborate, difficult-to-learn programs. Each revision was complicated by the addition of short-cut outlines demanding memorization. Short cuts designed for the rigorous verbatim court reporting were too often introduced into the basic system. The short cuts were a delight for the experienced users of shorthand, but they made the system much more difficult for the beginner to learn.

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[1]"Shorthand," Encyclopedia Americana, 1963, XVIV, 749.

Pitman published the first commercially used phonetic system of shorthand.[1] It continues to be the most prevalent system in the English speaking world outside the United States. Widespread use of the system stemmed primarily from the efforts of his brothers who brought it to London, Australia, and North America.

Pitman's lifelong interest was spelling reform.[2] As an elementary school teacher, he fought to establish phonetic spelling to assist those children who lacked a classical education. His spelling reform publicity drew attention to his shorthand system that he had invented as a scholarly exercise and published in 1837.[3]

Gregg, on the other hand, developed a fascination for shorthand at a very young age.[4] He had learned the Taylor system, the Pitman system, and the Sloan adaptation of the Duployan system by the time he was eighteen. In the meantime, he had invented a system of his own. Shorthand was, to him, a work of love to which he devoted his entire life. At the age of twenty-one, he managed to publish his own system.

Gregg's intensive research of other systems of shorthand, both cursive and geometric, led to the establishment of the guiding principle for Gregg shorthand--an alphabet from single-stroke elements of the longhand letters written in the cursive manner.

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[1] Ibid.

[2] Glatte, Shorthand Systems of the World, p. 34.

[3] Ibid.

[4] Symonds, John Robert Gregg, p. 5.

The high degree of success which came to Gregg cannot be attributed entirely to the system he devised. A contributing factor was his capacity to teach and inspire others. Through the learning achievements and speed demonstrations of students, Gregg shorthand became the predominant method of brief writing in the United States.[1]

Gregg's zeal and enthusiasm were contagious. Said he:

> Success in any study depends largely upon the interest taken in the subject by the student. This being the case, we earnestly hope that you will realize at the very outset that shorthand can be made an intensely fascinating study. Cultivate a love for it. Think of it as the highest form of writing, which in itself is the greatest invention of man. Be proud that you can record the language in its graceful lines and curves. Aim constantly to acquire artistic skill in executing these lines and curves. You can, if you will, make the study of shorthand a perfect joy instead of a task. Its possession has been coveted by the wisest of men and women, for it is not only a practical instrument in commercial work, but a much prized and valuable accomplishment and a means of mental culture.[2]

Gregg was often called a genius by his admirers.[3] Certainly he was a man endowed with personal charm and an ability to infect others with his faith and enthusiasm for his invention. He was an idealist who believed shorthand to be the highest development of writing. He was a dreamer who believed his system of writing would spread to all countries. He envisioned the recording of the written word in a universal shorthand and considered Gregg shorthand a valuable contribution to the evolution of the art of writing.

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[1] Ibid., p. 33.

[2] Leslie, Story of Gregg Shorthand, pp. 113-114.

[3] Symonds, John Robert Gregg, p. 39.

For an inventor and dreamer, Gregg also possessed a rare business ability. He persuaded many business school operators to include Gregg shorthand in their curriculum. The success of the offering was primarily due to the fact that Gregg taught his system to the teacher in the classroom.[1]

Recognizing the value of demonstration, he took advantage of every opportunity to popularize Gregg shorthand by entering his most skillful students in shorthand contests.[2] The successful career of Charles Lee Swem, secretary to President Woodrow Wilson, and outstanding court reporter, was an outgrowth of such contests. The achievements of such experts were instrumental in bringing added success and acclaim to the inventor, Gregg.

John Robert Gregg, the inventor, the scholar, the businessman, seemed to possess a prophetic insight into the future. With his invention, another epoch of shorthand history began--the general use of shorthand in the business world. As early as 1888, he recognized the future importance of women as shorthand writers in business. In a periodical he published to advertise his new system while still living in England, he reserved one page to appeal to women, under the title of "Our Ladies' Chatterbox."[3]

Interest in the art of shorthand writing has not been confined to methods employing symbols. The desire to create and invent better

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[1]"Shorthand," 748.

[2]Symonds, John Robert Gregg, p. 33.

[3]Ibid., p. 19.

ways of doing things has ever been the story of mankind's progress. Users of shorthand are the first to become aware of the inconsistencies and shortcomings of a system, and so they set about to improve it or to invent a new one.

The Industrial Revolution and the advancement of the "Technological Age" brought out the inventive genius of many men. The invention of the typewriter, in particular, focused attention upon the art of writing. If longhand writing was to give way to machine writing, the next step was to invent a machine for shorthand writing. The step was taken by shorthand writers interested in improving their skill.

The first successful shorthand machine was invented by Miles M. Bartholomew, an official court reporter in Belleview, Illinois.[1] His first patent, granted in 1879, adopted the trade name "Stenograph." The Bartholomew Stenograph was the first successful shorthand machine invented.

The trim, attractive shorthand machine used for conventions and court reporting today was the invention of Ward Stone Ireland, also an official court reporter.[2] The keyboard, using letters of the longhand alphabet, prints the sound of words, following the phonetic principle of the most successful symbol systems.

Ireland obtained his first patent in 1910, naming his machine the Stenotype.[3] The first Stenotypes were almost as large as a typewriter

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[1]Joseph A. Miller, "American Shorthand Machines and Their Inventors," National Shorthand Reporter, III (April, 1942), 335.

[2]Ibid., 341.

[3]Ibid.

and weighed about ten pounds. Improvement and refinement has produced the modern-day machine of four pounds. The machine is light, compact, easily portable, and silent.

The companies producing these machines have been beset with business reverses over the years and only recently have met with any large acceptance. Presently, however, machine shorthand reporters do much of the convention reporting and a large part of the court, legislative, and hearing reporting in the United States.[1]

In recent years, longhand abbreviation systems have been developed increasingly in the United States. This development marks the revival of a very old system of brief writing. The systems use regular longhand alphabet letters. Typical of this kind of shorthand is the system called Speedwriting, published in 1923.

Interestingly enough, Speedwriting was developed by Emma B. Dearborn, who knew and taught both machine and symbol shorthand.[2] Dissatisfied with both methods of taking dictation, she became convinced that a system based on the A B C's would better meet the needs of many students.[3] Her concern was for the number of students who failed to complete courses of study in shorthand because of the time and the effort involved in mastering the symbol and machine systems being taught.

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[1]Reynolds, "Shorthand," 749.

[2]Clem Boling, "Early Days of the Stenotype Company," Associated Stenotypists of America Journal.

[3]Alexander L. Sheff, "Preface," Speedwriting Shorthand, (New York: Speedwriting Publishing Company, Inc., 1954), iii.

Speedwriting was revised and improved by Alexander L. Sheff.[1] The revisions were made in an effort to meet the higher speed requirements of business. The system is taught primarily through short courses offered by private business schools.

The evolution of the art of brief writing would not be complete without mentioning the most recent trend. The day of the artistic writer of beautiful shorthand symbols is past. Invention of new and different systems has not been forthcoming. The virtual monopoly of such systems as Gregg and Pitman seems to have stifled any effective competition.

Machine shorthand is meeting with more success in the business world. In the United States, the Stenograph or Stenotype machine appears to be taking the lead in high speed conference and court reporting.[2]

There has been a great increase in the number of longhand abbreviation systems of shorthand. Many of these newer systems have combined simple symbols with letters of the longhand alphabet. Their newness makes any judgment of their worth difficult for the present.

Summary

This chapter has dealt with the factors that have affected the development of shorthand as a discrete art. The study emphasizes the impact of shorthand on the cultural development of the several periods of history. The major impacts were evidenced in the uses of shorthand for reporting religious sermons and speeches, literary works such as

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[1] Ibid.

[2] "Shorthand Reporting," National Shorthand Reporter, XXX (May, 1969), 14.

plays and diaries, and court proceedings.

The improvement and the refinement of shorthand systems of writing were facilitated through the exchange of principles and ideas among the authors of several countries. The aesthetic influence of music and the beauty of form in shorthand outlines were identified as affecting the development of shorthand. The use of shorthand by famous men, as well as outstanding authors of shorthand systems, was analyzed for its influence on the life and work of man.

The information presented in this chapter provides a background for Chapter III. The continuing history of the development of shorthand will be analyzed for its influence on the work patterns of the users of shorthand. Through logical analysis and interpretation, Chapter III will isolate and interpret the cultural impact of shorthand in its emergence as a practical art.

CHAPTER III

SHORTHAND AS A PRACTICAL ART

The use of shorthand remained an artistic method of writing for almost 2,000 years. The fascination of shorthand caused men to invent new and different systems of brief writing in an effort to create a universal system of writing. With the invention of machines to lighten the work of man, business and industry began to expand. The machine that revolutionized the business world was the typewriter, another means of writing. The typewriter also brought a revolutionary change in the use of shorthand. The combining of shorthand and typewriting for business communication increased materially the efficiency of procedures in business and industry. Shorthand became a practical skill to faciliitate communication in business.

The use of the typewriter in business communication enabled women to enter the business world in large numbers. With the combination of the twin skills, shorthand and typewriting, the occupation of stenography was born. Within a decade, stenography became an occupation for women. From 1880 to 1969, the number of women engaged in stenography in the United States had risen from a very few to more than 3,366,000.[1]

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[1]United Business Schools Association, Your Career as a Secretary, (Washington, D. C.: United Business Schools Association, 1969), p. 6.

The use of shorthand as a practical art involves the performance of a skill as an efficient and useful means of communication. The practical use of shorthand in business has become a tool for expediting work. Frederick G. Nichols described the practical use of shorthand as " . . . the facilitating means for doing certain work connected with communication."[1] Thus, shorthand, as a practical art, became a fundamental skill for the secretarial profession.

This chapter will be concerned with the impact of shorthand used as a practical skill to facilitate communication. The study will include the influence of shorthand on the men and the women who practiced the skill in their work, as well as its influence on education in the United States.

Communication through the Concomitant Skills of Typewriting and Shorthand

While shorthand enthusiasts of the eighteenth century were engaged in literary pursuits or in court reporting, there were those who were thinking of the machine that would revolutionize the business office. Men like Henry Mill of England, as early as 1714, held the basic idea of a machine which would later be known as the typewriter. Men of other nationalities in Europe had similar ideas. Yet, another century passed before a typewriter of practical usage was invented.

The first American typewriter was patented in 1829 by William Austin Burt. Burt, a builder of flour mills and saw mills, a surveyor,

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[1]Frederick G. Nichols, "Commercial Subjects," Review of Educational Research, VIII (February, 1938), p. 18.

and a member of the Territorial Legislative Council of Michigan was an ingenious person. The amount of paper work confronting him was so overwhelming that he invented a typewriter in an attempt to save himself time. Burt named his invention a "typographer." Although the machine was not too practical, the idea was an inspiration to other inventors.

There was a growing desire among busy men for a means of written communication less tedious than the pen. There were two groups of workers who felt especially hampered by the slowness of writing by hand. They were the telegraphers and the shorthand writers. By 1840, Samuel F. B. Morse had patented his electric telegraph. Shortly thereafter, a whole generation of telegraphers could understand code much faster than they could write it down. Shorthand stenographers in substantial numbers were increasingly annoyed with the tedious hours spent transcribing by hand. After all, they could take their notes as quickly as a man could speak, yet their transcription in handwritten form was slow and tedious.

Men with inventive genius continued to struggle with ideas for the building of a practical writing machine. However, their models possessed a common fault. They were as slow, or slower, than writing with a pen. Most of them printed neat, legible copy, but there was no demand for an expensive machine that did not save time.

Christopher Latham Sholes was destined to be the man to find the solution. Sholes was a newspaperman whose hobby was inventing things. He was joined by half a dozen friends who met in their spare time to tinker with carpentry and machines.

Sholes became intrigued with the idea of a writing machine after

reading about an experiment by John Pratt and discussing Pratt's ideas with his hobbyist friends. Carlos Glidden and S. W. Soule were members of the group that subsequently joined with Sholes in the invention of the typewriting machine.

Roby, a court reporter, encouraged Sholes in his work and was influential in arriving at the idea of cutting the type face on a short bar to strike against the paper. By coincidence, a shorthand writer was on hand when the typewriter was invented; yet, no two skills have been more closely allied than that of typewriting and shorthand. After some deliberation, the Sholes machine was given the name of "Type-Writer."[1]

The invention of the typewriter was noted by the public, but people were not quickly convinced of its worth. The cost of the machine seemed prohibitive to most businessmen. Another drawback was that individuals were not being taught how to operate the machine. Although shorthand stenography was highly successful, few persons realized that shorthand and typewriting could logically complement each other. The shorthand writers were men who were reasonably well paid. As specialists, they could not be expected to learn another trade. The only suggestion that typewriter promoters could advance was that reporters should purchase their own Type-Writers and hire a typist. The reporters might then dictate from their shorthand notes to the typist to save transcription time. Since typists were earning, on the average, not more than $10 a week, few young men were interested.

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[1]Bruce Bliven, Jr., The Wonderful Writing Machine, (New York: Random House), p. 47.

Then, almost by chance, came the "1881 Revolution."[1] The Central Branch of the Young Women's Christian Association in New York City organized a class in typewriting. Eight young girls pursued the short course of instruction. The eight girls were immediately hired to work in business offices where previously the only female employees had been scrubbing women who worked at night after closing hours. The YWCA was swamped with hundreds of requests for typists. The directors could only suggest politely that the firms wait until another class had been graduated.

Without fanfare and almost by chance, women became an integral part of the business scene. They came to work in high-button shoes, long unmanageable dresses, and big hats. The public snickered and made jokes. Ladies who operated Type-Writers were quickly nicknamed "type-writers."[2] But there was no turning back. The arrangement worked to the advantage of the female employee and, more importantly, to the male employer.

Shorthand in the Employment of Women

The Type-Writer had suddenly opened a new opportunity for the tends of thousands of women eager for jobs. Many women were working in factories, schools, stores, and domestic service, as well as farms. A woman with some education could become either a teacher or a nurse. But until the value of the typewriter was recognized, no white-collar jobs were available to women. A "lady" could not invade the man's world of

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[1] Ibid., p. 71.

[2] Sophonisba P. Breckinridge, Women in the Twentieth Century, (New York: McGraw-Hill Book Company, Inc., 1933), p. 179.

business and commerce. The typewriter opened the way.

The employer, who previously had scoffed at the outrageously high price of $125 for a Type-Writer, suddenly revised his opinion. For another $600 or so a year, he could employ a girl to operate the machine. The salary was very low. Although uncomplimentary, much of the girls' popularity rested on their willingness to work for starvation wages. Young men were not expected to work in offices for such low wages.

The women, however, seemed to think this was the best break they had had in centuries; and perhaps it was. Even in 1888, after a few years' experience, the expert typist could expect to be paid $20 a week; whereas her sister-at-work, the saleswoman, could not expect more than $12 a week, and was forced to stand on her feet all day.[1] As a typist, a woman could work in relative comfort seated at her desk, for the most part. Furthermore, by 1888, a few female typists were beginning to advance to positions as private secretaries.

Quietly and again without fanfare, the women were moving up in the business world to take over the hitherto exclusively male domain--the position of private secretary. In doing so, they had added the skill of shorthand writing to their qualifications.

The combining of the skill of shorthand with that of typewriting had a tremendous impact on the art of brief writing. From this point on, shorthand would be considered by people in general as a secretarial skill and secretarial work would be considered a female occupation.

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[1] Ibid., p. 174.

For another quarter of a century, some men would use the position of private secretary as a steppingstone to the management role. However, as more and more women entered the secretarial field, fewer men would recognize its advantages. Today, the number of male shorthand writers, with the exception of court reporters, is practically negligible.

The trend set for women in business during the late 1800's was borne out by data from the Twelfth Census taken in 1900. A division of industry under the heading, Trade and Transportation, included the employment of women as stenographers, typewriters, telegraph and telephone operators, bookkeepers, clerks, and saleswomen. The data show that the percentage of women included under these classifications rose from 3.4 percent in 1880 to 10.5 percent in 1900.[1]

The occupational groups of stenographers and typewriters were among the eleven occupations in which more than three-fourths of the adult employees were women. Shorthand was the requirement for those engaged in stenography as opposed to the occupation of typewriters. This group was one of the few important occupations for women that required technical training in addition to a general education.

As the Suffrage Movement gained support, women's relative importance increased. Women not only formed a majority of the stenographic workers, but the number of men engaged in stenography continued to decrease. Of the total number of persons 10 years of age and over thus employed during 1900, 76.6 percent were females, compared with 63.6 percent

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[1]United States Department of Commerce and Labor, Bureau of the Census, Statistics of Women at Work, (Washington, D. C.: U. S. Government Printing Office, 1907), pp. 102-109.

during 1890. In fact, the stenographic occupation became increasingly important for women with families to support. In 1900, 18 of 1,000 female breadwinners over 15 years of age were stenographers. Among male breadwinners over 15 years of age, only 1 in every 1,000 was engaged in stenographic work.[1]

Women stenographers were reported in the census of 1900 from every state and territory in the continental United States. The number ranged from 20 in Nevada to 16,269 in New York. The majority of them, however, were found in a comparatively small number of states. One-fifth of the total number were employed in New York, while one-eighth were similarly employed in Illinois. Census figures suggest that the concentration of stenographers in a few states was due largely to the centralization of trade, commerce, and manufacturing in those states.[2]

At the beginning of the twentieth century, relatively few women of foreign birth were employed as stenographers. In the manufacturing and industrial areas of the United States where the foreign born population predominated, the young women of these families were seldom qualified to perform stenographic work. Stenography required a general education, a knowledge of English, and special training in shorthand and typewriting. Therefore, comparatively few women of foreign birth engaged in this occupation.

However, among women of foreign parentage engaged in stenography, census figures revealed that stenography was of greatest importance for women of Scottish parentage. The next highest proportion

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[1] Ibid., p. 105.

[2] Ibid.

was for women whose parents were either born in England and Wales or of English-Canadian parentage. For female breadwinners representing these countries, stenography was a more important occupation than for the native white of native parentage.

Census figures for 1890 reported that females with parents born in Ireland, England and Wales, Scotland, and English Canada reached a total of 22,148 or 25.7 percent of the total number employed as stenographers. This proportion, combined with that for native white women of native parentage, showed that 78.8 percent of the females engaged in this occupation--about four in every five--were of English-speaking parentage. Germany was the only other country for which a considerable number was reported; stenographers whose parents were born in Germany numbered 9,277 or 10.8 percent of the total.[1]

Familiarity with the English language and a knowledge of grammatical usage, in large measure, accounted for these figures. However, another factor affecting this concentration might have been the status of shorthand in the native countries of the parents. England was the birthplace of modern shorthand. John Robert Gregg was born in Ireland and devised his first shorthand alphabet while working in Glasgow. Isaac Pitman, among others, was largely responsible for the widespread use of shorthand throughout England.[2] Fritz Gabelsberger had made famous his system of German shorthand. Shorthand writing in Great Britain and Germany was looked upon with great respect.

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[1] Ibid., p. 208.

[2] Evelyn Marie Hagerty, "The Development of Shorthand and its Importance to Literature," (unpublished Master's thesis, George Peabody College for Teachers, 1941), p. 62.

The subject of shorthand had held a fascination for women for many years. Evidence of their interest in shorthand was attested to by Sir Ralph Verney who lived from 1603 to 1650. In a letter to a friend, he expressed his disfavor of education for women:

> Let not your girl learn Latin nor shorthand: The difficulty of the first may keep her from that vice, for soe I must esteem it in a woman; but the easiness of the other may be a prejudice to her; for the pride of taking sermon notaes hath made multitudes of women unfortunate.[1]

Almost three centuries later, the typewriter opened the doors of business to women. Their use of shorthand, combined with the use of the typewriter, paved the way to positions that made them indispensable in the conduct of modern-day business.

Comparison of the census figures for the decade, 1890 to 1900, reveals further the advancement of women in business and industry.[2] Prior to 1890, the Bureau of Census statistics did not report stenographers and typewriters as separate classifications. Apparently, the limited number was included with clerks and copyists. The 1870 census, however, did report, in a separate classification, 154 persons as "shorthand writers."

Between 1890 and 1900, the number of stenographers increased 64,698, or 305 percent. In the total number of women 15 years of age and over gainfully employed, the increase was only 34.9 percent. The exceptional rate of increase in the number of stenographers is, of course, due to the development and general use of the typewriter.

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[1]Myra Reynolds, The Learned Lady in England: 1650-1760, Vassar Semi-Centennial Series, (Boston: Houghton-Mifflin Company, 1920), pp. 24-25.

[2]U. S. Department of Commerce and Labor, Statistics of Women at Work, p. 210.

Marked differences were apparent in the proportions which the several race and nativity classes formed of the total number at the two census readings. The native white of native parentage, who constituted 60.6 percent of the total number of women stenographers in 1890, formed only 53.2 percent in 1900. The proportion of native white of foreign parentage increased from 32.8 percent to 39.7 percent and that of foreign born white from 6.4 percent to 6.9 percent. The increase in the relative importance in stenography for persons of foreign parentage becomes of greater significance when the proportions are compared with those for the total number of women in all occupations. The distribution by race and nativity for all occupations varied only slightly between 1890 and 1900.[1]

The changes noted for stenographers indicate that the native white of foreign parentage and the foreign born white entered this occupation very largely after 1890. Since facilities for acquiring training for stenography were becoming more general, this may have resulted in greater advantage to those of foreign birth or parentage than to those whose parents were native.

The first high school of commerce was established as part of the public high school system in 1890 in Washington, D. C. New York City followed suit in 1901, and Boston opened a separate business high school in 1906.[2] In the early 1900's, high schools of commerce were established

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[1] Ibid.

[2] Frederick G. Nichols, Commercial Education in the High School, (New York: D. Appleton-Century Company, 1933), p. 442.

in most large cities. Persons who were foreign born or of foreign born parentage tended to settle in the large cities and, therefore, had the opportunity to learn the stenographic skills in the public schools.

Shorthand and bookkeeping were introduced into the public high schools as early as 1862, marking the origin of business education at public expense.[1] Although this was an important milestone in American education, few women realized any great advantage from it for the next two decades. The advancement of public education beyond elementary school for women was slow in coming. Well-to-do families sent their girls to private schools, but education for the majority of girls was considered unnecessary.

In general, training for business in the latter half of the nineteenth century came through the private business schools, which were flourishing in most large cities by 1880.[2] The private business school proprietors were the first to recognize the necessity for teaching typists the "touch" system of typewriting. Those women who could afford the tuition enrolled in short courses of training in typewriting and shorthand to gain the necessary skills for employment in a business office.

One other comparison of the 1890 and 1900 census figures should be made. An examination of the age groups engaged in stenography showed the beginning of a trend that was to be significant in the future work

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[1]S. J. Wanous, "A Chronology of Business Education in the United States," Business Education Forum, XXIII, (April, 1969), 38.

[2]Edwin G. Knepper, History of Business Education in the United States, (Ann Arbor, Michigan: Edward Brothers, Inc., 1941), p. 38.

patterns of women. Stenography was not so exclusively a young woman's pursuit in 1900 as in 1890. In 1890, 71.6 percent of the stenographers and typists were 15 to 24 years of age; and in 1900, this age group included 63.7 percent of the total number.[1] This decrease for the youngest age group can be explained by an almost corresponding increase in the next age group of 25 to 34 years of age.

Perhaps this point in time marks the beginning of secretarial work as an important career area for women. The satisfactions derived from the work appeared to be more than that of mere economic necessity.

The beginning of the trend of careers for women in business is further supported by the fact that in 1900 almost 75 percent of the women stenographers lived in families having at least one other breadwinner. Only 6.4 percent of the stenographers were the only breadwinners of the families with whom they lived.[2] In most of the leading occupations for women the proportion of those who were apparently the sole support of the family in which they lived was larger than in the stenographic group. This would lead one to believe that stenographers continued to work in their chosen occupation for some reason other than that of solely supporting a family.

The impact of the secretarial skills, shorthand and typewriting, can be seen in changing work patterns of women in the total labor force. The greatest expansion in women's employment from 1890 to the present

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[1] U. S. Department of Commerce and Labor, Statistics of Women at Work, p. 209.

[2] Ibid.

time has been in the clerical field which includes occupations requiring these two skills.[1] By far the most striking change in the work pattern of women since the close of the nineteenth century involves the shift from unskilled and semi-skilled manual work to clerical and sales employment.[2] In 1890, almost 85 percent of all women in nonfarm work were employed in domestic and personal service or in manufacturing and mechanical industries; while only 3.5 percent were clerical workers. The number of women engaged in clerical work has increased yearly. Bureau of Labor statistics for 1962 show that 31 percent of all employed women in the United States were in the clerical category.[3]

Statistics can reveal only the number of women involved in specific occupations. The changes affecting their lives and society in general cannot be measured quantitatively. Differences in living habits and changes in surroundings, however, can be noted. The far-reaching effects of these changes have produced marked differences in the mores of the world of business.[4]

The entrance of the female typist, stenographer, and secretary into the male world of business had an almost immediate effect upon the surroundings in which they worked. Before the last two decades of the nineteenth century, offices in the downtown districts of cities were

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[1]Glen E. Murphy, "Preparation in Office Skills as a Factor in Economic Development," National Business Education Quarterly, XXX (March, 1962), 60-61.

[2]National Manpower Council, Womanpower, (New York: Columbia University Press, 1957), p. 113.

[3]Bliven, Wonderful Writing Machine, p. 6.

[4]Esther Peterson, "Working Women," The Woman in America, ed. by Robert J. Lifton, (Boston: Houghton Mifflin Company, 1965), p. 157.

filled entirely with men. Offices were not decorated; they were simply hammered together by carpenters. There was an overabundance of dark wood in the form of railings and paneling. Offices almost never had rugs on the floor, only rubber mats underneath the ever-present cuspidors. Dust and cigar smoke pervaded the air. The businessman sat before a large roll-top desk, the male clerks and secretaries perched atop high stools as they bent over their books and papers. The secretary took correspondence in shorthand and later transcribed his notes into longhand. The business district had no sandwich shops and no drug store lunch counters. Men who wished to go out for lunch could patronize the nearest bar.[1]

The presence of the female secretary changed much of this in a very short time. The time-honored tradition of woman's assuming the housekeeping duties was brought with them into the office. Their willingness to assume the responsibility of filing papers, dusting the furniture, and keeping the office orderly was a convenience the employer was pleased to accept.

Alert salesmen and manufacturers were quick to sense the advantage of cultivating the woman's tastes and opinions. One of the early typewriters was designed with gaily-printed flowers on its side. The typewriter salesmen, in particular, recognized the influence of the woman's opinion in the purchase of typewriters and office equipment. "'The girl is the buyer nine times out of ten,' said the Royal Standard

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[1]"The Office, Yesterday, Today, Tomorrow," Today's Secretary, LXVIII (February, 1966), p. 30.

in its December, 1910 issue, 'Get the good graces of the girls; it costs nothing and it pays well in the end.'"[1] Typewriter-ribbon manufacturers began packing their product in little round metal boxes even though square boxes were easier to pack, stack and stamp, and cardboard was lighter and cheaper than metal. However, they were ingenious enough to realize that the women office workers would find the round metal boxes useful for holding paper clips, stamps, or hairpins after the ribbon had been removed.

Office furniture manufacturers, just as alert, began designing typewriter desks and posture chairs with the ladies' comfort in mind. Progressive improvements and inventions have continued to keep abreast of the women's demands which add to their efficiency as well as their comfort and convenience.

Today's business office with its colorful carpet, modern furnishings, oil paintings, and aura of elegance is the result of the influence of those first young women secretaries.[2] Quite often an interior decorator is consulted in furnishing or remodeling business and professional offices. Business offices are often as tastefully decorated as the employers' homes.

The garment industry was another area of manufacturing which felt the impact of the young women secretaries. When the ladies bought shirtwaists to wear to work, shirtwaists became a big mail-order item all over the country. Hat manufacturers had to change their designs

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[1]Bliven, Wonderful Writing Machine, p. 106.

[2]"The Office," Today's Secretary, p. 31.

when these same ladies began wearing their hair in a bun at the back of the neck, because other women immediately followed suit.[1]

The young women in business became pace-setters and style-makers. Their influence was far out of proportion to their actual numbers. They became a symbol, however, for many young women who were sympathetic with the woman suffrage movement demanding equal opportunity for their sex. In general, the strongest proponents for woman suffrage came from the upper class.[2] In urging the masses to join their ranks, they could point with pride to the accomplishments of the women secretaries.

The enterprising young stenographers and secretaries were influential in winning the freedom for which the feminists were fighting.[3] In practice, the feminist demand for democratic treatment was a claim for recognition of the basic equality of men and women. In the economic sphere, this meant that women should have the same freedom as men to choose and prepare for a career consistent with their interests and abilities. Instead of being stigmatized because they worked for pay, feminists wanted tolerance, respectability, even encouragement. The stenographer and secretary came close to realizing these ideals. They had taken the skill of shorthand, which had previously been associated exclusively with men in business, and made it primarily a woman's skill. Their services were in demand. There were more jobs than there were women qualified to fill them.

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[1]Aimee Buchanan, The Lady Means Business, (New York: Simon and Schuster, 1942), p. 114.

[2]Eleanor Flexner, Century of Struggle, (Cambridge, Massachusetts: The Belknap Press of Harvard University Press, 1959), pp. 59-61.

[3]Breckinridge, Women in the Twentieth Century, p. 173.

Young girls whose families had little to offer them economically looked with envy and admiration at the stylish young secretary. Here was an incentive to learn the skills that could take them out of the factories and into white-collar jobs. In 1890, about half of all women in the United States worked for pay outside the home during the years between elementary schooling and marriage.[1] The overwhelming majority were engaged in either domestic service, farm labor, unskilled or semi-skilled factory work, and school teaching.

Teaching and nursing were the only "professions" open to women in this era and both were of doubtful status.[2] Secretarial positions required more education than was demanded of teachers and nurses, and held more glamour than any of the other occupations. The school teacher could work with little more than an elementary education, but she was required to sign a very rigid contract promising to maintain her single status. The salary for women teachers in 1895 ranged from $10 a week in rural areas to about $13 a week in urban areas.[3] Many secretarial positions paid as much as $20 a week. Besides there was far more likelihood of meeting eligible young men in the business world.

In families where the father had advanced to the pay and status of craftsman or white-collar worker, the tendency was to emulate the upper class as much as possible. Their daughters could not be allowed to work in factories, nor associate with the type of people who worked there.

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[1]Robert W. Smuts, Women and Work in America, (New York: Columbia University Press, 1959), p. 23.

[2]Catherine Filene, Careers for Women, (Boston: Houghton Mifflin Company, 1920), pp. 119; 172.

[3]Ibid., p. 91.

But it was considered seemly and proper for them to take clerical or sales jobs. Oddly enough, many of these girls were prepared for the new clerical jobs opening up. Many of them had been able to finish high school while helping the mother with the work in the home. Their brothers may have had to go to work without finishing high school in order to supplement the family income, but "nice" families kept their girls at home and, consequently, in school. Much of the prejudice against paid employment for women of middle- and upper-class families stemmed from the scarcity of jobs considered suitable for young ladies. The white-collar secretarial positions were acceptable to them and, therefore, instrumental in breaking down the prejudice against women in business.

Smuts sums up the impact of the qualified woman performing clerical and secretarial duties as it has affected the working conditions of both men and women.

> Growth in the number of white-collar jobs was in part a direct response to the availability of qualified women to fill them. Moreover, the desire of employers to attract more women in clerical and secretarial work has certainly contributed to the disappearance of dirt and gloom from the typical office, to the spread of the coffee break, and to the short work week and long vacations of white-collar workers. Indirectly the extension of such benefits to office workers has affected all, for management cannot afford too great a disparity between working conditions in different parts of the same company.[1]

The circumstances which determine whether or not a woman works have changed enormously since 1890. The women of 1890, armed with their shorthand and typewriting skills, were influential in opening up a whole new world of clean, respectable, sedentary clerical jobs for their sex.

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[1]Smuts, Women and Work in America, p. 102.

The secretarial field for women has grown steadily since 1890. Today, stenographers, typists, and secretaries comprise the largest occupational grouping for women.

Although the greatest impact of shorthand as a practical art has been in the work of women, it has had some influence in the work of men. As the number of women in stenographic and secretarial work increased, the number of men in that occupation decreased. A study of the influence of shorthand on men in business occupations follows.

Shorthand in the Employment of Men

For more than eighteen centuries, the majority of shorthand writers were men. Their uses for shorthand were, for the most part, personal ones. Shorthand was used by men for writing journals and diaries, and for recording sermons and speeches. However, with the expansion of industry and the improvement of communication in the United States during the latter half of the nineteenth century, men of business and commerce found another use for shorthand.

Efficient management called for faster means of communication. Demands on communication became increasingly heavier as business expanded and became geographically separated. An economic upsurge in the 1840's marked the development of railroads and manufacturing in the east and the north.[1] Previously, business correspondence was a simple task requiring few communications. As the businessman's duties became more varied and complex, his need for written communication increased. Businessmen soon

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[1]Clair Wilcox, Willis D. Weatherford, Jr., and Holland Hunter, Economies of the World Today: Their Organization, Development, and Performance, (New York: Harcourt, Brace & World, Inc., 1962), p. 136.

learned that correspondence could be greatly expedited by dictating letters to a stenographer. The first stenographers were men.

The employment of men as stenographers came primarily before 1900. Their employment in this capacity since that time has been nominal. Industries showing the greatest interest in the employment of men as stenographers have been in the areas of transportation, publishing, heavy equipment manufacturing, food processing, construction, and insurance. Governments at all levels have employed male stenographers.[1]

A lack of interest in the occupation of stenography on the part of many male shorthand writers corresponds with the entrance of women in this occupation. Traditionally, occupations have been divided into "women's" work and "men's" work. The classification of jobs as "men's" and "women's" on the basis of tradition is accepted not only by employers, but also by men and women workers alike.[2]

Relatively few studies were available concerning the use and study of shorthand by men since the beginning of the twentieth century. The number of young men studying shorthand has steadily decreased until their presence in the shorthand classroom is now practically nonexistent. This fact is regrettable because the best paid shorthand writers are usually the male shorthand reporters. The highest stenographic awards from national contests are held by men.

Today's Secretary reported in 1964 that male secretaries find their applications especially welcomed by railroads, heavy industry,

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[1]John Allen Rider, "A History of the Male Stenographer in the United States," (unpublished Ed. D. dissertation, The University of Nebraska Teachers College, 1966), p. 3.

[2]National Manpower Council, Womanpower, p. 89.

factories, and in any sort of work area where a woman might feel out of place. Male secretaries were also in demand by traveling executives. Furthermore, male secretaries were given more responsibility and had more opportunities to advance to management positions than did women.[1]

Preference for the male secretary was noted in the declaration of T. C. Plumb, Director of Sales and Office Personnel for Goodyear Tire and Rubber Company. Writing in 1943, he said:

> Men stenographers usually work for the top executives of the company and for factory supervisors. Many men in our company have come up through the ranks. Our president, our vice-president in charge of production, the personnel manager of our aircraft corporation, and many others used shorthand when they started with us. I believe we employ more men stenographers than the average company, and in our experience, they have always been scarce. At the present time it is practically impossible to find them, with the result that many responsible positions have been filled by girls.[2]

The statement implies that the promotional possibilities for male secretaries are good. The opportunities for male secretaries are excellent.

Tonne reported that between 1930 and 1950 there was a slight increase in the proportion of male stenographers to female stenographers. In 1930, only 3.1 percent of all stenographers were males; in 1950, 5.6 percent were males. He points out, however, that this may have been because young men temporarily employed as typists were included in the stenographic category.[3] Popham indicates that the number of stenographic workers

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[1]"For Women Only?" Today's Secretary, LXVIII (December, 1964), pp. 28;65.

[2]Mary A. Sheahan, "Shorthand for Boys?" Business Education World, XXIII, (January, 1943), 15.

[3]Herbert A Tonne, "Trends in Business Occupations," Journal of Business Education, XXXI (April, 1954), 285.

in the United States increased one-third in the decade from 1940 to 1950, and in 1950 there were more than eleven million stenographers. Less than 6 percent of the stenographers were men, and the proportion of men to women in this field was not increasing.[1]

In 1940, George[2] conducted a study of the Los Angeles area to analyze data about the number, kinds, and promotional possibilities of stenographic positions for boys and men. The following summarization has been made of her findings:

> In offices where both men and women stenographers were employed, the men were placed in positions where there were opportunities for advancement; the women were placed in straight stenographic jobs with limited promotional possibilities.
>
> Oil companies employ male stenographers whenever possible. The male stenographer was preferred because the contacts are with men and refineries are usually located some distance from the city.
>
> Railroads used male stenographers almost exclusively. The reasons most frequently given for doing so were the desire to train these stenographers for higher positions and the desirability of men working with men.
>
> City transportation companies found that men were better suited to their requirements, as it was frequently necessary for the stenographer to travel about the city and to take dictation on accident cases.
>
> Wholesale fruit companies in the Los Angeles area used male stenographers for two reasons. First, the customary policy of fruit companies was to develop their officials and executives within the organization, and it was believed that stenographic work afforded excellent training for these higher positions. Second, the contacts were mostly with the growers who were men.

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[1]Estelle L. Popham, Office Occupations, (New York: Vocational Guidance Manual, 1959), p. 42.

[2]Marie Ruth George, "Opportunities for Male Stenographers," Business Education World, XX (February, 1940), pp. 495-96.

> Airplane factories used many male stenographers, although they were not given actual preference over women stenographers. Several employment officers were of the opinion that women were more efficient and made better stenographers because of the routine nature of the work.[1]

The evidence, accumulated by George, revealed that stenography afforded a good way of entering business. Of the employers in the Los Angeles area using male stenographers, 75 percent indicated there were opportunities for advancement and over 50 percent said the promotional opportunities were unlimited. In 6 cases, the president of the company had started as a stenographer.[2]

In 1932, a series of articles in The Gregg Writer reported interviews with successful men who had used shorthand in stenographic work as a steppingstone to positions of authority. The men interviewed were: William J. Deegan, Vice President of the Postal Telegraph Company; W. Morgan Shuster, President of the Century Company; William Loeb, Vice President of the American Smelting and Refining Company; George B. Cortelyou, President of the New York Consolidated Gas Company, and three times member of the Cabinet at Washington; T. George Lee, President of Armour and Company; and Irving Thalberg, Vice President in charge of production for Metro-Goldwyn-Mayer.[3]

The list of famous personalities who have made use of shorthand is long. Perhaps at the top of the list should be President Woodrow Wilson, the twenty-eighth President of the United States. His epochal message

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[1] Ibid.

[2] Ibid.

[3] "Shorthand an Invaluable Steppingstone," The Gregg Writer, XXXV (September, 1932), 2. "Laemmle's 'Perfect Secretary,'" The Gregg Writer, XXXV (October, 1932), 63-64.

to Congress committing the United States to active participation in World War I against Germany was written first in shorthand. On occasion he made speeches reading from his own shorthand notes.[1]

Among the famous entertainers who once worked as stenographers are such men as Billy Rose and Van Johnson. Billy Rose acted as secretary to the financier, Bernard Baruch. Johnson worked as a stenographer while studying to become an actor.

James B. Connolly, the present Governor of Texas, has made good use of shorthand in his political career. His first job in 1935 in a newspaper office involved shorthand writing. Connolly went from that position to clerk of the State Legislature. He made the following comment about his use of shorthand. ". . . Where I'll go next, or what I'll be doing, I don't know; but I am sure my shorthand will continue to play a part in my career."

The commendatory remarks of successful men concerning the male stenographer or secretary have not led to a positive attitude toward shorthand for the majority of young men. Popham reported the following conclusions after investigating the promotional opportunities of male stenographers:

1. Young men who started to work as stenographers had received greater promotions than those without stenographic training; however, the greatest salary increases were found among the non-stenographers.

2. Shorthand best served young men as the entering wedge into the business office, but those who left the stenographic field advanced more rapidly.

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[1]"Stenography in the White House," The Pitmanite, (January, 1916), quoted by Rider, "History of the Male Stenographer," p. 20.

[2]James B. Connolly, "Your Obedient Servant," The Gregg Writer, XLV, (January, 1943), pp. 237-38.

3. The salaries of men secretaries compared favorably with men clerical workers.

4. The young man had a better opportunity to learn the business as a stenographer because of his association with top executives and his accessibility to the files.

5. Many young men did not like the business attitude toward men stenographers due to the fact that the stenographic field has been thought of as women's work.

6. The correlation between salary and attitude was much higher for the non-stenographic group because of the derogatory attitude toward the men stenographers.

7. The male stenographer, as well as the female, needed an eye for detail. Many men found this irksome.

8. Shorthand was not used on the job by many men who studied it, and it was not a necessary factor in keeping the position even though it might have helped secure the position in the first place.

9. Men who entered the non-stenographic positions required more in-service training.

10. Men stenographers in this study like their positions less than any other group in the office.[1]

The study showed that men have shown little interest in the secretarial field. However, the use of shorthand has proved beneficial for some individuals. In general, the practical use of shorthand by men has been valuable as a steppingstone to either management or some other area of concentration.

The increasing demand for secretarial workers in business has influenced education, both private and public. The impact of shorthand on the secretarial programs of education in the twentieth century was studied for its effect on the independent business schools, the public secondary schools, and the colleges and universities.

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[1]Estelle L. Popham, "Promotional Possibilities for Men Stenographers," (unpublished doctoral dissertation, New York University, 1943), p. 6.

Shorthand in Education

The history of education for business is unique in many ways from that of other areas of the educational system. Its history parallels closely the history of economic change in the nation. The very nature of its content requires a responsiveness to the economic needs of its students. For the purpose of this study, only a small segment of that history has been examined. This study is concerned with the effect that the subject of shorthand may have had in influencing the history of education for business. The examination includes the place of shorthand in the curriculum of the independent business schools, the public secondary schools, and the public colleges and universities.

The study of shorthand as a practical art began at the same time typewriting was introduced into the classroom. The independent business school owners were first to recognize the value of teaching shorthand and typewriting as tools of communication for the stenographer.

As the number of office occupations increased, the twin skills--shorthand and typewriting--were incorporated into the curriculums of the public secondary schools. Shortly thereafter, colleges and universities added secretarial courses to their business curriculums.

As vocational courses, these stenographic skill subjects continued to attract large numbers of students. The change in emphasis in shorthand, from the artistic to the practical, had far-reaching effects. Tonne expressed this belief when he said:

> The importance of typewriting and shorthand in bringing about great social changes, which are still in progress, has not yet been fully realized by sociologists and historians.[1]

The effect of shorthand and typewriting as practical skills of business has reached all segments of society. The increasing demand for white-collar workers made stenography indispensable to business and industry. The incorporation of these skills into the educational program of the public secondary schools was a strong influence in making the comprehensive high school program a reality. The use of the stenographic skills by women has led to an entirely different way of life for women in the United States.

Shorthand in Independent Business Schools

The independent business school antedates all other educational institutions in the United States offering specialized training for business. The business school is a uniquely American institution, designed to accommodate an educational need that was not supplied by any other educational agency.[2] For a short period in American history, the independent business school furnished almost exclusively all of the office workers in the nation. Until the invention of the typewriter, the primary emphasis in these schools was on bookkeeping. Although typewriting manufacturers contended that no instruction in the use of the machine was necessary, the independent business school owners recognized the need

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[1]Herbert A. Tonne, Principles of Business Education (New York: Gregg Publishing Division, McGraw-Hill Book Company, Inc., 1954), p. 24.

[2]William J. Hamilton and Jay W. Miller, The Independent Business School in American Education (New York: Gregg Division, McGraw-Hill Book Company, 1964), p. 2.

for training typists. These institutions were first to offer formal training in the operation of the typewriter.[1]

The immediate effect of the invention of the typewriter on the use of shorthand has been mentioned previously. Until the advantages of the use of typewriting combined with the use of shorthand were realized, shorthand was not considered a subject for business training.

> During the early part of the Business College Era, many colleges provided instruction in shorthand. A few business schools also made provision for shorthand instruction quite early in the Business College Era.
>
> The purpose of this instruction, however, was not for the use of shorthand in business. It was believed rather that a knowledge of this art constituted an invaluable accomplishment to clergymen, lawyers, and editors as well as to professional reporters.
>
> Late in the Business College Era there was unmistakable evidence of a new interest in shorthand. It was more than a new interest; it was a different type of interest.[2]

The new and different interest in shorthand refers to the advancement of shorthand as a practical art. Although this change in emphasis coincided with the placement of the typewriter in the business office, other factors influenced the new concept of shorthand.

One of the factors that accounted for the increasing popularity of shorthand in the United States in the last two decades of the nineteenth century was the formation of shorthand organizations.[3] The organizations were encouraged by the publishers of shorthand systems, and conventions were held for the promotion of shorthand information.

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[1] Wanous, "Chronology of Business Education," 38.

[2] Knepper, History of Business Education, p. 77.

[3] Ibid.

A second factor in the growing interest in shorthand was the publication of numerous shorthand magazines.[1] Inventors and publishers of shorthand systems used them to arouse public interest in shorthand.

An important characteristic of the independent school of business has always been its ability to adapt to the business environment. Because the schools are privately owned and operated, changes in economic conditions and in public demands can bring about changes in the curricula of these schools rather quickly.

With the introduction of typewriters into business offices, business school administrators recognized the need for trained typists. With the entrance of women in business, these men were soon promoting the idea of dictating letters to be transcribed on the typewriter. Thus, the twin skills of shorthand and typewriting for business became subjects to be taught in the business school. Moreover, inasmuch as public school officials were for the most part advocates of the traditional college preparatory curriculum, very few public secondary schools offered vocational education. Advertisements for the learning of shorthand and typewriting in the business schools were directed to the young women.[2] The establishment of the secretarial program was thus begun.

Robert E. Slaughter, Senior Vice-President of the McGraw-Hill Book Company, described this important development in the history of business education in the following words:

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[1] Ibid.

[2] Bliven, Wonderful Writing Machine, p. 112.

> Shorthand is an important part of our education enterprise in America. Shorthand has been taught in schools in this country since the middle of the nineteenth century . . . shorthand and typewriting were joined together in what John Robert Gregg referred to so eloquently as "the twin arts."[1]

The demand for individuals skilled in shorthand and typewriting was almost insatiable during the early years of the twentieth century. The opportunity that this condition produced was readily grasped by the business schools.

> The business schools profited by adding shorthand and typewriting to their offerings. They found great demand for this type of training and a ready market for the students they trained in this new field. . . . They became strong, well-established institutions, confident of their future.[2]

The vocational area of stenography was, therefore, most influential in bringing about the growth and the success of independent business schools.

The training of stenographers and secretaries continues to be one of the most important functions of the independent business schools. Present-day programs of study in these schools emphasizing the learning of shorthand are many and varied. Typical curricula are presented in The Independent Business School in American Education in twelve programs of study including the following six shorthand-oriented programs of secretarial study:

> Stenographic Course (7 to 9 months)
> Executive Secretarial Program (4 semesters)
> Special Secretarial Course for College Women (intensive business training)
> Foreign Trade Secretarial Program (4 semesters)
> Medical Secretarial Curriculum (4 semesters)
> Court and Convention Reporting Curriculum (6 semesters).[3]

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[1]Robert E. Slaughter, "Shorthand and Society," Business Education World, XLIII, (January, 1963), p. 30.

[2]Knepper, History of Business Education, p. 86.

[3]Hamilton and Miller, Independent Business School, pp. 28-42.

The important role of shorthand in the independent business school operation cannot be overlooked. In attempting to accommodate their students, the business schools train students in all kinds of shorthand: abbreviated longhand, symbol shorthand, and machine shorthand.

Shorthand in Public Secondary Schools

Although the major instruction in shorthand during the nineteenth century was provided by the independent business school, some shorthand instruction was offered at the secondary level of the public schools. In general, business education was of little importance in the secondary schools before 1870. The subjects of bookkeeping, business arithmetic, and penmanship dominated the list of "commercial" offerings. The first public school introduction of shorthand was probably at St. Louis in 1854[1]. There was no evidence that the offering met with any great success and business education showed little progress in the public schools until the closing years of the nineteenth century.

A number of factors were influential in bringing business education into the high schools during the final decades of the nineteenth century. A number of prominent educators were challenging the strict adherence to the traditional preparatory school curriculum by all public schools. Many were speaking out in favor of a more utilitarian program. Prior to the beginning of the twentieth century, the American followers of Herbart helped to secure a larger place in the secondary curriculum for more practical subjects such as typewriting and industrial arts.[2]

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[1]Knepper, History of Business Education, p. 45.

[2]Merle Curti, The Social Ideas of American Educators, American Historical Association Commission on the Social Studies (Totowa, New Jersey: Littlefield, Adams & Co., 1966), p. 208.

A second factor that spurred the addition of business subjects to the secondary school program was the pressure induced by the nation's economic growth. Educators increasingly recognized the need of business for workers with special training. As early as 1871, the Commissioner of Education complimented the private business colleges for their work and advocated the introduction of commercial subjects into the public school system.[1]

A third factor, according to Breckinridge, was the increasing popularity of the business schools with the public. The need for vocational training for stenographers, bookkeepers, and typists was great. When the public schools did not meet that need, the students enrolled in the private business schools in increasing numbers.[2] Accordingly, administrators of public schools recognized the obligation of meeting the needs of the students through public education.

The increasing number of jobs requiring the concomitant skills of shorthand and typewriting led to increasing enrollments in these subjects in the public schools. The growth of the business program in the secondary schools is noted in the following data: In 1893, the high schools were training but 10 percent of all business students, in 1898, 25 percent of these students were in the high schools. By 1912, the number of business students in high schools exceeded those in the business colleges.[3]

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[1] Ibid., p. 223.

[2] Breckinridge, Women in the Twentieth Century, p. 184.

[3] U. S. Department of Interior, Office of Education, Annual Report, 1911-12, p. 585, quoted by Knepper, History of Business Education, p. 108.

In addition to the factors previously mentioned, there was another reason for the increasing enrollment in shorthand in the public schools at the turn of the century. Although there were many shorthand systems in the United States, no system met the needs of communication for business.[1] For the majority of high school students, this study of commercial courses terminated their formal education. A shorthand system was needed that was not only simple and easy to learn but also possessed the legibility for accurate transcription. Gregg was destined to be the person to present such a system of shorthand to the public at exactly the right time. The competition with older systems, particularly the Pitmanic shorthand, was fierce. A study by the Bureau of Education in 1910 showed that Gregg shorthand was being taught in twice as many schools as any other single system.[2] This fact is particularly impressive in view of the fact that Gregg shorthand was introduced in America fifty years after Pitman shorthand.

From its inception, the business education program of the high school was modeled after that of the independent business schools. Emphasis was placed on the teaching of shorthand, typewriting, and bookkeeping for vocational use. As the number of schools offering these commercial courses increased, more and more students looked to the high schools for training in these courses. Statistics reported to the National Education Association in 1918 revealed that the high school

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[1]Knepper, History of Business Education, p. 141.

[2]Ibid., p. 144.

enrollment for these courses was more than two-thirds that of the private business school enrollment.[1]

The number of students enrolling in shorthand continued to grow in all types of schools. O'Keefe's study in 1918 reported shorthand enrollments in high schools, private business schools, Catholic schools, higher educational institutions, and miscellaneous schools such as the Young Men's Christian Association and charitable institutions.[2]

As the business education program of secondary schools and colleges took form, a stronger leadership for business education emerged. Men like Frederick G. Nichols encouraged the development of a broader program of business education. Business programs including general education for economic understanding, as well as training for vocational competency, were encouraged for the high schools. In 1919, a committee, appointed by the National Education Association, recommended that specific business programs in high schools be designed for boys and for girls. The committee also encouraged the broadening of the stenographic curriculum to include a secretarial training program.[3]

There was much interest in the development and the improvement in methods of teaching. The greatest development in teaching methods occurred in the stenographic program, specifically typewriting and shorthand.[4]

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[1]O'Keefe, David H., "Commercial Education Statistics," Addresses and Proceedings of the National Education Association, Fifty-Sixth Annual Meeting, (Washington, D. C.: National Education Association, 1918), pp. 240-43.

[2]Ibid., p. 245.

[3]Wanous, "Chronology of Business Education," 40.

[4]Knepper, History of Business Education, p. 161.

In shorthand, Gregg's leadership contributed to the literature for improvement of teaching. Knepper stated that no other commercial subject had acquired the volume of literature that shorthand had.[1]

The increase in student participation in the skill courses of shorthand and typewriting was accelerated by the demands of business and industry resulting from World War I. Even through the depression years of the 1930's, the number of high school students taking shorthand and typewriting increased. The growth was greatest at the high school level. By 1933, more than two-thirds of all students preparing for business occupations were in the public secondary schools.[2] Of all business education offerings, typewriting, bookkeeping, and shorthand showed the greatest increase.[3]

World War II brought increasing demands for those persons skilled in the use of shorthand. Women, in particular, found a wider scope of employment in many areas, not the least of which was secretarial work. The demand was so great that girls with a minimum of high school training in the clerical skills could find a place in the business office. Employers, desperate for office workers, hired poorly qualified girls lacking the necessary skills and aptitudes for good job performance. Although not entirely blameless, the schools have often been criticized

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[1] Ibid., p. 142

[2] Frederick G. Nichols, Commercial Education in the High School, Foreword by C. A. Prosser, (New York: D. Appleton-Century Company Incorporated, 1933), p. v.

[3] Herbert A. Tonne, Principles of Business Education, (New York: Gregg Publishing Division, McGraw-Hill Book Company, Inc., 1954), p. 26.

too harshly for the ineffectiveness of these workers. Tonne[1] attributed this criticism to the fact that many high school students who do not have the aptitude for mastering the skill of shorthand insist on enrolling in it. According to Tonne, students evidently believe that the subject has great utility and continue to insist, usually with the support of their parents, upon enrolling in shorthand and typewriting. Students can hardly be criticized severely for this attitude because they are well aware of the demand for stenographic workers and " . . . except in war times, more high school students seem to have found initial occupational placement through stenography than through all other job training given in the secondary school."[2]

A significant development in the history of shorthand occurred in the middle of the twentieth century. Abbreviated systems of longhand were introduced into the business education curriculums in many high schools and were taught primarily for personal use. The Gregg symbol system, taught in more than 96 percent of the schools, has been revised twice since 1949.[3] Each revision has simplified the system by reducing the memory load and increasing the writing load of the learner to make learning of shorthand easier. Authors of the system, as well as some business educators contend that speed in taking dictation is not necessary

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[1] Ibid., p. 304.

[2] Ibid., p. 307.

[3] Slaughter, "Shorthand and Society," 9.

for business use.[1] Speed writing has been sacrificed, to some extent, by the increased writing load of the simplified version of the system.

Shorthand through the first half of the twentieth century had a prominent place in the business curriculums of the secondary schools. Except in the small high school, two years of shorthand were generally offered. During the 1950's, changing educational patterns in America were in evidence. Increasing automation in business and Russia's first successful Sputnik brought about changes in the attitude of educators and students toward vocational courses such as shorthand.[2] National attention focused on a drive to improve the quality and increase the quantity of educational effort devoted to the sciences, mathematics, and foreign languages.[3] The subsequent effect on business education in the high school was a lowering of its status. The college preparatory curriculum was more popular, even for students lacking in ability to do acceptable college work. The improvement of dictating equipment of all kinds for the modern business office and the efforts to introduce shorthand machines for business use focused the attention of business educators on the future of manual shorthand for vocational use.[4]

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[1]Hamden L. Forkner, "Characteristics of Business Education in Our Expanding High School," The Bulletin of the National Association of Secondary-School Principals, XLI (January, 1957), 15.

[2]Lloyd V. Douglas, "The Effect of the 50's on the 60's," National Business Education Quarterly, XXVIII (May, 1960), 5.

[3]Gerald Read, "The Big Reform in Soviet Education," Phi Delta Kappan, XL (February, 1959), 194-99.

[4]Hamden L. Forkner, "Research and the Future of Shorthand Systems," Kansas Business Teacher, XXIII (December, 1969), 5.

Thus, the placement of shorthand for vocational use in the secondary school curriculum became a subject for study. Symbol systems such as Gregg shorthand, were re-evaluated. Shorthand was subjected to considerable criticism because many students never completed the course. By the end of the 1950's, shorthand teachers and business educators in general were studying the trends in education and business in an effort to foresee the need for shorthand as a practical art for the future.

Shorthand in Colleges and Universities

The history of business education in the United States has been marked by periods of domination by the independent business schools, the public secondary schools, and the colleges and universities. Education for business in such specialized areas as secretarial training was initiated by the independent business school. Public secondary school authorities recognized the growing importance of such training, and instituted programs in vocational business education. The period 1893 to 1917, marked the domination of the secondary school in influencing the programs of study for business education.[1] The transition from business education dominated at the secondary school level to business education dominated at the collegiate level can be traced to the years immediately following World War I. The dominance of business education by colleges and universities does not refer to the number of students participating in the programs. Rather, the domination of business education at the

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[1]Knepper, History of Business Education, p. 106.

collegiate level was through their influence in shaping a philosophy of business education. Methods of teaching, programs, and areas of emphasis were initiated through the influence of educators at the collegiate level. The greatest influence on business education has emanated in colleges of education and teachers colleges.[1]

Secretarial training programs of study are found in junior colleges, four-year colleges, and universities. At the collegiate level, the program may be either a segment of the collegiate schools of business or a part of business education in colleges of education.

As with the public secondary schools, the secretarial training program at the collegiate level was influenced by the economic growth of the nation at the beginning of the twentieth century. Statistics compiled by O'Keefe[2] regarding commercial education, show that 77 higher educational institutions offered shorthand in 1893. The number of higher educational institutions, excluding private business schools, offering shorthand grew to 207 by 1918.

The significance of Gregg shorthand for secretarial education can be seen in the O'Keefe study of commercial education. In 1893, when Gregg brought his shorthand system to America, more than ten systems of shorthand were being taught in the 77 colleges offering the subject. By 1918, Gregg shorthand was taught in 126 of the 207 institutions that included shorthand as a part of the commercial education program. The different systems of shorthand dwindled to five.[1]

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[1] Ibid., pp. 171-72.

[2] O'Keefe, "Commercial Education Statistics," p. 245.

[3] Ibid.

These statistics point up the unique adaptability of Gregg shorthand for vocational use in the business office.

Although the secretarial programs in colleges and universities never lacked interested students, the program as a whole has been subjected to criticism of its academic acceptability at the collegiate level. Advocates of the liberal arts education for the baccalaureate degree are especially critical of the skill courses in the secretarial training program.

The strongest indictment of the secretarial programs at the collegiate level came during the 1950's with the publication of the findings of two studies directed at higher education for business; viz., the Ford Foundation report by Gordon and Howell and the Carnegie Corporation Survey by Pierson.[1] By recommending the abolishment of secretarial programs from collegiate schools of business, the reports created a great deal of controversy. Since the publication of these reports, prominent businessmen have risen to the defense of collegiate secretarial programs.

Elmer L. Winter, President of Manpower, Inc., emphasizes the desirability of the college-trained secretary, describing her as a "thinking woman."[2] Frank Watson defends the collegiate secretarial program when he posed an important question concerning education for business:

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[1]Robert Aaron Gordon and James Edwin Howell, Higher Education for Business, (New York: Columbia University Press, 1959), p. 218. Frank Pierson, et al., The Education of American Businessmen, (New York: McGraw-Hill Book Company, Inc., 1959).

[2]Elmer L. Winter, "What Should a Secretary Really Be Like?" Business Education World, XLIV (April, 1964), 18-19.

> Any businessman who knows his organization can name dozens of key women in his force. These are women he would not attempt to replace with individuals who were not of college-level intelligence. . . . If business literally runs on the efforts of intelligent women, and if the need for them equals the need for intelligent men in business, then how is it proposed that society shall supply this need? . . . if college educated women are as important for business as college educated men, and they are, then how is it proposed that they shall acquire the special first-level skills on which their entrance into business usually depends?[1]

Watson also stressed the need for secretarial programs to be offered on the college level to prepare women to participate in business at higher level positions.

Despite the criticism leveled at secretarial programs in collegiate education, the number of students earning college degrees in this area of study continues to increase. In 1956, 209 colleges and universities in the United States conferred degrees in secretarial studies. A government report for 1956 stated that 1,236 women and 42 men were awarded degrees in secretarial studies.[2] During the 1963-64 school year, there was a slight drop in the total number of degrees in secretarial studies. The number of men had dropped to 20, while the number of women had increased slightly to 1,244.[3] The statistics for the 1967-68 school year show an increase, particularly for women.

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[1]Frank Watson, An Analysis of the Business Curriculum, Monograph C-14 (Cincinnati: South-Western Publishing Company, 1966), p. 60.

[2]U. S. Office of Education, Educational Statistics Digest, (Washington, D. C.: U. S. Government Printing Office, 1958), p. 35.

[3]U. S. Department of Health, Education, and Welfare, Digest of Educational Statistics, (Washington, D. C.: U. S. Government Printing Office, 1966), pp. 92-93.

The number of men awarded college degrees in secretarial studies was 39; the number of women, 1,405.[1] The report listed 226 colleges and universities that offered degree programs in secretarial studies during the 1963-64 school year. In 1968, the number of schools offering such programs had dropped to 216, but the number of students receiving degrees had increased considerably.

The secretarial studies program in colleges and universities includes the fundamental skills of shorthand, typewriting, and transcription for the prospective secretary. The statistics reported previously show that the number of students completing degree programs in this area is inadequate to meet the demands of business for college-trained secretaries.

Perhaps the greatest influence of the colleges in this area has been in the preparation of high school teachers of shorthand. The colleges are responsible for much of the literature directed toward the subject of shorthand and secretarial training.

The secretarial curriculum, with a heavy emphasis on shorthand and transcription performance, has played a vital role in the public, two-year (junior) colleges. A study of the business curricula offered in junior colleges showed that both the one-year and two-year terminal programs in secretarial studies were offered more often than any other

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[1]United States Department of Health, Education, and Welfare, Digest of Educational Statistics, (Washington, D. C.: U. S. Government Printing Office, 1969), p. 37.

area of vocational training.[1] The secretarial training programs of the junior colleges are expected to become even more important in the future.[2]

Shorthand as a Career Determinant

The twentieth century has been marked by the increasing scale of industrial and commercial activity and by growth in the size and complexity of industrial and commercial activity. Innovations in systems of communications and record-keeping have had far-reaching implications in the growth of white-collar jobs designated by the general term, clerical work. As the corporate form of business achieved dominance, and governmental activities expanded, the need for clerical workers grew. The increasing volume of paper work facilitated specialization and subdivision of tasks.

The rapid expansion of business and the demand for clerical workers created what is now the largest field of employment for women.[3] Clerical workers represent a wide variety of skills and experience. By far, the largest single group of clerical workers are those whose job titles have derived from the use of shorthand--secretaries and stenographers. In 1960, one out of every four clerical workers was listed

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[1]Susanne A. Tjornhom, "Community (Junior) Colleges: Weaknesses of the Past and Present," Business Education: An Evaluative Inventory, National Business Education Yearbook, (Washington, D. C.: National Business Education Association, 1968), pp. 313-16.

[2]J. Alvin Dickinson, "Community (Junior) Colleges: Projections for the Future," Business Education: An Evaluative Inventory, National Business Education Yearbook, (Washington, D. C.: National Business Education Association, 1968), pp. 323-24.

[3]United States Department of Labor, Occupational Outlook Handbook, Bulletin No. 1550 (Washington, D. C.: U. S. Government Printing Office, 1969), p. 245.

under this classification.[1] In 1968, this same group represented one out of five clerical workers.[2]

Job titles for clerical workers have never been standardized. The large group referred to as secretaries and stenographers includes occupations ranging from routine, low-paying jobs to responsible positions at the administrative level. Although in recent years many women have advanced from the routine work and relatively low wages typical of most clerical jobs to better paid and responsible positions, their progress generally is not reflected in the names of their jobs.[3] However, the one common element found in job descriptions for stenographic and secretarial work at all levels of importance is the ability to use shorthand.

Stenographer

The job title of stenographer was originally chosen to describe a person writing in shorthand.[4] The word element "steno" meaning little or narrow, added to the word element "graph" meaning drawn or written, aptly describes the writer of shorthand.

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[1]United States Department of Labor, Occupational Outlook Handbook, Bulletin No. 1300 (Washington, D. C.: U. S. Government Printing Office, 1961), p. 274.

[2]U. S. Department of Labor, Occupational Outlook Handbook, Bulletin No. 1550, p. 245.

[3]Elmer Winter, A Woman's Guide to Earning a Good Living (New York: Simon and Schuster, 1961), p. 295.

[4]Grace L. Coyle, "Scriveners of the Past," Independent Woman, (September, 1929), p. 394.

The Dictionary of Occupational Titles outlines the duties of the stenographer as follows:

> Takes dictation in shorthand of correspondence, reports, and other matter, and transcribes dictated material, using typewriter. Performs variety of clerical duties (Clerk, General Office), except when working in stenographic pool. May transcribe material from sound recordings (Transcribing-Machine Operator). May perform stenographic duties in professional office and be designated as Legal Stenographer; Medical Stenographer; Technical Stenographer. . . . May take dictation in foreign language and be known as Foreign-Language Stenographer. May be designated according to department in which employed as Police Stenographer (gov. ser.). May work for public stenographic service and be designated Public Stenographer.[1]

Thus, the term stenographer is used to designate jobs requiring special training in the skills of shorthand and typewriting, as well as jobs requiring specialization in the vocabulary or language peculiar to the specific area of work.

The Occupational Outlook Handbook for 1969 identifies the different classifications of stenographers under the following job titles: General stenographer, senior stenographer, technical stenographer, public stenographer, court reporter, and reporting stenographer.[2] The general stenographers, usually classified as beginning stenographers, take fairly routine dictation and perform routine office tasks. Senior stenographers with more experience and/or a higher degree of stenographic speed and accuracy, perform more responsible clerical work. The technical stenographers are those who take dictation in medical, legal, and

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[1]United States Department of Labor, Dictionary of Occupational Titles, I (Washington, D. C.: U. S. Government Printing Office, 1965), 692.

[2]U. S. Department of Labor, Occupational Outlook Handbook, Bulletin No. 1550, p. 249.

scientific terms; others may take dictation in a foreign language. Public stenographers are self-employed. Stenographers specializing in shorthand reporting are classified as either court reporters or reporting stenographers. The court reporters record proceedings in courts of law. Reporting stenographers record proceedings at business and professional meetings; report statements made by officials at press conferences and testimony given before Government legislative committees. Reporting stenographers usually make verbatim reports.[1]

Inherent in the job descriptions of the various stenographic classifications is the degree of skill required in using shorthand. For example, to qualify for positions in the Federal government, and for employment in many private firms, stenographers must be able to take dictation at a rate of at least 80 words a minute and type 40 or more words a minute. The skill requirements for the senior stenographer and the technical stenographer are greater. The greatest degree of shorthand skill is required for the reporting stenographer. For beginning reporting stenographers for the Federal government, the minimum is 160 words a minute. Many shorthand reporting jobs require 200 or more words a minute.[2]

Opportunities for advancement for the general stenographer usually depend on her ability to use the fundamental skills of shorthand and typewriting and the breadth of her educational background. Many

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[1] Ibid.

[2] Ibid.

stenographers are young girls just out of high school. They may work only a few years before leaving the labor market to marry and care for their families. Turnover among these young workers is high.

Although predictions have been made that the increasing use of dictating machines will soon eliminate the need for shorthand, there is still a shortage of stenographers. A study made by the U. S. Department of Labor indicates that:

> . . . the increasing use of dictating, duplicating, and other office machines will undoubtedly continue, but technological changes of this kind are not expected to greatly affect the growth of employment in the stenographic and secretarial occupations.[1]

The labor market continues to evidence a strong demand for stenographers.

Secretary

The job title of secretary is often used interchangeably with that of stenographer. The Administrative Management Society attempted to clarify the term secretary by making it a specific job classification. Bliven acknowledged the difficulty of making a distinction between the two classifications when he wrote:

> Despite the NOMA's [now AMA] worthy efforts to purify the language, a good many persons are all mixed up about these terms. Male secretaries are likely to be called "clerks." And all young ladies in offices, including clerks, receptionists, vice-presidents and executive directors are occasionally mistaken for secretaries whether or not the error is flattering.[2]

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[1] Ibid.

[2] Bliven, Wonderful Writing Machine, p. 5.

In reality, the secretary possesses the fundamental skills of the stenographer and, in addition, relieves the employer of some of his routine work.

The following job description of a clerical secretary taken from the Dictionary of Occupational Titles is quite detailed:

> SECRETARY (Clerical: Girl friday; secretarial stenographer. Schedules appointments, gives information to caller, takes dictation, and otherwise relieves officials of clerical work and minor administrative business detail: Reads and routes incoming mail. Locates and attaches appropriate file to correspondence to be answered by employer. Takes dictation in shorthand or on Stenotype machine (Stenotype Operator) and transcribes notes on typewriter, or transcribes from voice recordings (Transcribing-Machine Operator). Composes and types routine correspondence. Files correspondence and other records. Answers telephone and gives information to callers or routes call to appropriate official and places outgoing calls. Schedules appointments for employer. Greets visitors, ascertains nature of business, and conducts visitors to employer or appropriate person. May not take dictation. May arrange travel schedule and reservations. May compile and type statistical reports. May supervise clerical workers. May keep personnel records (Personnel Clerk). May record minutes of staff meetings.[1]

The duties of the secretary depend on the specific area of employment, as well as the needs of the employer. The job description shows the necessity for such qualities as good judgment, tact, and the ability to accept responsibility in making many decisions.

The term secretary was derived from the Latin word, secretum, meaning secret.[2] Originally, the word secretary was used to denote a confidante, one entrusted with secrets. This definition of the word suggests the characteristic of the secretary that distinguishes her most

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[1]U. S. Department of Labor, Dictionary of Occupational Titles, 635.

[2]Webster's Third International Dictionary (Springfield, Massachusetts: G. & C. Merriam Company, 1961), p. 2052.

clearly from other office workers. She is the confidante of her employer and is entrusted with work of a confidential nature.

The broad use of the term secretary in describing positions with little responsibility, as well as positions requiring the performance of administrative duties, has led to the use of other job titles. Such terms as "executive secretary" and "administrative secretary" more nearly describe the high-level secretarial positions.

The executive secretary has been defined by Noyes as " . . . a secretary to an officer of a company or other top management of an organization."[1] In this role, the secretary assumes duties and responsibilities traditionally associated with management.

The administrative secretary also refers to a position more in keeping with a managerial role:

> In short, the modern secretary must be thought of as an administrative assistant, with responsibilities for systems and procedures, supervision and teaching of other office personnel, office budget, work simplification, physical facilities, and other problems typically considered to be office management problems.[2]

There is increasing evidence that the high-level secretarial positions are assuming a higher status more in keeping with the duties and the responsibilities of such positions.

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[1]Honora M. Noyes, "The Role of the Executive Secretary as a Member of Management," (unpublished Ed. D. dissertation, College of Education, University of Maryland, 1960), p. 9.

[2]Robert M. Kessel, "Secretaries Programs in Colleges and Universities," Business Education Forum, XVI (October, 1961), 19.

The effect of automation on secretarial skills, particularly shorthand, has become a subject of concern for business educators. In light of this controversy, proper appraisal should be given to the effects of automation in the skills needed by the secretary. Although automation is taking over many of the routine clerical duties, the basic skills of shorthand, typewriting, and transcription are still necessary for the secretary. The 1969 Occupational Outlook Handbook states:

> Employment opportunities for workers with stenographic skills are expected to be very good during the rest of the 1960's and through the 1970's. As modern businesses continue to expand in size and complexity, more and more paperwork will lead to a moderate expansion in the employment of secretaries and stenographers.[1]

Business will continue to demand secretaries who are highly efficient in the secretarial skills. An executive of a large manufacturing company said:

> Any girl who desires to be a secretary should be intelligent . . . must master the skills of shorthand and typing without a shadow of a doubt . . . be willing to share in her boss' job . . . know modern office procedures techniques, so she can make suggestions . . .[2]

Evidence of the necessity for competence in the secretarial skills was asserted by an executive secretary who was voted "Secretary of the Year" by the National Secretaries Association. Connie Pendergast, a Certified Professional Secretary from Houston, Texas, stated:

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[1]U. S. Department of Labor, Occupational Outlook Handbook, p. 249.

[2]Ann M. Merker, "Secretarial Image: Four Reflections," Today's Secretary, LXIX (November, 1966), 28-29.

> The basic skills should be second nature to a secretary. My skills are good; I need them. . . . In addition to shorthand, typing, and all the other essentials for office efficiency, I believe a woman representing a business or one employer is one of his most important public relations assets. . . . a secretary should be good enough at her job to be considered a part of the management team.[1]

The continuing need for shorthand is noted in an article concerning the effects of automation on the secretarial position:

> The secretary will continue to use steno for confidential letters and memos, for getting telephone messages quickly and correctly, for jotting down instructions issued by a boss on the run. . . . Thus, . . . shorthand will continue to be necessary . . . as one of the many skills needed.[2]

From the viewpoint of the employer, as well as the secretary, the evidence seems to be conclusive that shorthand skills are essential to secretarial work, both in low- and high-level positions.

Shorthand Reporter

The job titles of court reporter and reporting stenographer were listed under the general title of stenographers (clerical) in the Dictionary of Occupational Titles. Therefore, for a more detailed job description of this occupation, information has been obtained from the literature of the National Shorthand Reporters Association.

Shorthand reporters are classified as court reporters, hearing reporters, legislative reporters, and general or freelance reporters. The first three groups are known as official reporters. The function of the shorthand reporter is to take down in shorthand word for word

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[1] Ibid.

[2] "Where Can You Go From Here?" Today's Secretary, LXVI (October, 1963), 80.

everything that is said at a trial, hearing, or meeting, and to furnish an accurate transcript, that is, a typewritten or printed record of what was said.[1]

Probably the greatest use of shorthand reporters in the United States today is by the courts. The record of the court proceedings taken by the official court reporter is used in an appeal to a higher court to determine whether error was committed at the trial. The courts of the United States require verbatim reports. The importance of the reporting profession to the courts of law is noted by the following exerpt:

> . . . the primary impact of court reporting is on U. S. appellate procedure, and it has contributed to making the appellate process a cornerstone of the U. S. legal system. When a case is taken from the trial court to a court of appeals, the trial record as prepared by the court reporter is the most important evidence available upon which the appellate court can base its decision. The insistence upon verbatim reporting is to ensure that the record will be free from prejudicial omissions so that the appellate court can adequately determine whether the rights of all parties were observed during the trial.
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> . . . . . .
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> Court reporting in shorthand has become a highly skilled profession, and the reporter must possess great stenographic skill as well as quick perception and response. Handwritten shorthand systems remain the basis for court reporting today, although various mechanical methods for recording are also utilized by the reporter. These include stenograph or stenotype machines.[2]

The court reporter is an independent court officer who is highly respected by members of the legal profession. Next to the judge, court

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[1]National Shorthand Reporters Association, Shorthand Reporting As a Career, (Madison, Wisconsin: National Shorthand Reporters Association, 1961), pp. 4-7.

[2]"Court Reporting," Encyclopedia Americana, VI, 468.

reporters are the highest-paid employees in the courtroom. A judge of the Municipal Court of Los Angeles Judicial District commenting on the skill of the reporter, stated that, to become a successful court reporter, one must have speed and accuracy in reporting as the primary requirements.[1] The judge continued:

> . . .then follows constant study for the improvement and expansion of his vocabulary, for a reporter records testimony of specialists in every phase of life's endeavors--doctors, engineers, chemists, physicists--you name them--and the reporter must take down and know how to spell each scientific word that leaves the mouth of the witness.[2]

The highly skilled shorthand reporter is one of the important links in the chain being forged to determine either the guilt or the innocence of one charged with a public offense.

The classification of hearing reporters refers to those persons who record the hearings conducted by departments and agencies of the government. Whenever the hearings are subject to review by the courts, the transcript of the reporter presents the picture of the original hearing.

The legislative reporters employed in the halls of Congress and in the various state legislatures record much of the living history of our country. The transcript of the Congressional reporters is published daily in The Congressional Record. The United Nations employs verbatim reporters for the languages in which the debates are conducted--English, Russian, and Spanish.

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[1] Judge Leo Freund, "Court Reporters Win Support," The National Shorthand Reporter, XXIX (February, 1968), 11.

[2] Ibid.

The general or freelance reporter, like the doctor and the lawyer, is in practice for himself. He is called to cover specific assignments, and is paid on a fee basis by either the person or the company requiring his services.

The field of shorthand reporting has shown remarkable growth in the last twenty-five years. The National Shorthand Reporters Association reports an increase in membership between 1930 and 1960 of more than 300 percent.[1] For this study, the Executive Secretary of the National Shorthand Reporters Association made these comments in a letter:

> The demand for shorthand reporters in the United States is greater than ever in history. . . . This is partly because of the constant creation of more and more courts of records and partly because more and more persons are becoming convinced that 'The Record Never Forgets.'[2]

The National Association of Shorthand Reporters provides a list of approved schools for the training of shorthand reporters. The organization encourages prospective reporters to work for a baccalaureate degree before attending a special school for developing the skill of shorthand reporting. A shorthand speed of 200 words per minute and a typewriting speed of 60 words per minute or more are considered minimum requirements.[3]

Since 1965, the following ten states have enacted regulations for qualifying as a Certified Shorthand Reporter: California, Colorado,

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[1]National Shorthand Reporters Association, Shorthand Reporting, p. 8.

[2]Letter from Robert B. Morse, Executive Secretary, National Shorthand Reporters Association, to Billie D. Holcomb, February 9, 1970.

[3]Ibid.

Florida, Illinois, Iowa, Kansas, New Jersey, New York, Oklahoma, and Utah. Although the regulations governing the Certified Shorthand Reporter in these states are not uniform regarding examinations and qualifications, all require the candidate to demonstrate skill at required speeds and to possess either a high school diploma or its equivalent.[1]

Women comprise about 40 percent of the total number of practicing reporters. The members of the National Shorthand Reporters Association take pride in the fact that in their field women find equality in acceptance, employment, and salary.[2]

Shorthand reporting requires a very high degree of skill whether the reporter uses manual or machine shorthand. This writer learned from personal interviews and from correspondence that court reporters take great pride in acquiring a skill as complex as shorthand. The technique and the dexterity required for expert shorthand skill performance were compared to the attainment of expert technique in the higher forms of dancing and music. Expert performance is a result of individual talent and concentrated individualized practice.

Summary

The combination of the twin skills of shorthand and typewriting was put to practical use in the twentieth century. They became the means of efficient business communication and verbatim recording of court proceedings, conference and legislative meetings. The demands of business and industry for office workers possessing the business skills of

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[1] National Shorthand Reporters Association, Shorthand Reporting, pp. 13-14.

[2] Ibid.

shorthand and typewriting brought about revolutionary changes in the educational institutions of America. The combined efforts of the independent business schools, public secondary schools, and colleges and universities were unable to supply enough white-collar office workers. The practical art of shorthand has given millions of women entrance positions in business occupations. Shorthand, as a practical art, has been in use for less than a century. Yet, in that short time, far more persons have mastered the skill for vocational purposes than ever thought of using it as an art.

Chapter IV presents a study and an analysis of the present use of shorthand. The trends in the use and the teaching of shorthand were studied in an attempt to predict the use of shorthand in the future.

CHAPTER IV

SHORTHAND--NOW AND IN THE FUTURE

The increasing use of voice recording machines has evoked questioning of the value of shorthand as a vocational skill for stenographers and secretaries of the future. This chapter is concerned with the actual use and the value of shorthand at present. The trends in education relating to the teaching of vocational shorthand, the trends in secretarial use of shorthand, and the impact of secretarial work on the lives of women in that work will be presented in that order. The trends will be analyzed for implications for the future of shorthand.

Trends in Education Affecting Shorthand

The teaching of shorthand has been a vital part of vocational business education in the United States for more than two hundred years. Vocational business education today, however, is a much more complex operation than it was in the early period of development. Too often in the past, vocational education for business meant the teaching of isolated subjects such as shorthand, bookkeeping, and typewriting. Only the larger school systems offered a sequence of vocational subjects that included office practice. During the last decade, the trend in vocational

education for business has become more occupationally oriented and directed toward a variety of occupational areas rather than toward specific jobs. According to a study made by Giordano, the vocational work offered was closely coordinated with business offices.[1] This trend, no doubt, was started by the impact on business education of the Vocational Education Act of 1963.

The Vocational Education Act of 1963 placed education for office occupations in the forefront of vocational education in the United States. For the first time, business education was subsidized. This recognition by the Federal government of the need for more well-trained young men and women for office positions indicates that the problem was nationwide and urgent.

The urgency of the need for preparation for office occupations was stated as follows by Bruce Blackstone, Chief of the Office Education Occupations Unit.

> It is the overall goal of office occupations education to meet the challenge of the space age by providing education for all office occupations, for all persons who are interested in and can profit from the instruction, in all communities of the nation. The trend lines of progress show that there is definite movement toward this goal in support of the economic and defense needs of the nation.[2]

In office occupations education, one of the most important areas is the secretarial program. The stenographic and secretarial occupation is by

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[1]Albert G. Giordano, "A Comparative Analysis of the Patterns of Thought under Which Education for Business Developed, 1935-1965," Journal of Business Education, XLIII (March, 1968), 252.

[2]Paul M. Pair, "The Impact of the Vocational Education Act of 1963 on Business Education," National Business Education Quarterly, XXXIV (May, 1966), 57.

far the largest single group of clerical workers. For a number of years, the need for additional workers, to say nothing of replacements, has been larger than the number of persons available to fill the positions. The vocational training for this group places primary emphasis on the fundamental skills of typewriting, shorthand, and transcription.

Shorthand Trends in Public Secondary Education

The cooperative office education programs in the high schools of the United States are meeting a real need of many young women. The results of a recent study of the influence of cooperative office training courses on beginning job patterns reported that one-half of those who had work experience obtained their first jobs as a direct result of this experience.[1]

Evidence points to a similarly successful job experience of students who completed the Philadelphia cooperative office education training program. In a recent follow-up of graduates of the Philadelphia program, 95 percent of the graduates responding to a questionnaire indicated that they had been given the opportunity to remain with the companies to which they were assigned during their cooperative training experience.[2]

The demand for workers trained in office skills should ensure the continuance of cooperative office education programs. According

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[1]Florence Nennich, "Meeting Individual Needs of Office Clerical Students Through the Cooperative Office Education Program," Business Education Forum, XXIII (February, 1969), 7.

[2]Ibid., 5-7.

to a U. S. Department of Labor growth profile of occupations from 1964 to 1975, secretaries and typists were among the high growth occupations.[1] The average annual replacement needs alone, for the years 1966 to 1975, will number 175,000 for stenographers and secretaries. Many of the initial-entry jobs in this classification must come from the high school training programs.

Secretarial training programs in the high schools stress the skills of shorthand, typewriting, and transcription. In the high schools of the nation, symbol shorthand is the overwhelming choice. Gaffga cites verified figures supplied by the Gregg Publishing Division of McGraw-Hill Book Company.[2] Gregg shorthand was being taught in 99.9 percent of the towns and cities in the United States.

Significant findings with implications for the future of shorthand in the high schools were obtained from a follow-up study of former high school students in Minnesota.

> (1) . . . it would appear that the more shorthand instruction received, the more likely that the skill would be used on the job. This would not appear to justify reducing the training period in high schools from two years to one year.
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> (2) More employees received their shorthand training on the "High School Only" level than any other group . . .[3]

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[1]Leonard A. Lecht, "Manpower Requirements for National Objectives in the 1970's," U. S. Department of Labor, (Washington, D. C.: U. S. Government Printing Office, 1968), quoted by Leon P. Minear, "Role of Business Education in National Manpower Program," Business Education Forum, XXIV (January, 1970), 3-4.

[2]Ruth Hilkert Gaffga, "On-the-Job Shorthand vs. Shorthand Learned in School," Business Education World, XLVIII (November, 1967), 19.

[3]Richard E. Lawrence, "The Use of Shorthand by Office Workers in Certain Minnesota Businesses with Implications for the High School Teacher," (unpublished Master's thesis, Mankato State College, 1962), p. 85.

These findings suggest that shorthand is believed to be valuable and is desirable as a subject by high school students.

Business educators in Pennsylvania in 1969 were reported to be considering high school programs to meet today's occupational needs for secondary school youth.[1] A college preparatory business program was receiving considerable attention. Only those pupils enrolled in the college preparatory curriculum and above average in ability were eligible to enroll in this program. For example, one school system offers a college preparatory business program in which the pupils take either one year of bookkeeping or one year of shorthand in grade 11. In grade 12, those pupils who elect shorthand in grade 11 will take a course entitled, Shorthand and Transcription. Both groups will take office practice in grade 12.[2] The purpose of the program is to interest pupils of above-average ability in secretarial work. The skills might then be used in part-time work while in college.

There is evidence that in the foreseeable future, training for office occupations, including the teaching of shorthand, will continue at the secondary school level. The federally reimbursed programs make such training increasingly attractive to educators and students alike.

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[1]William Selden and Kenneth A. Swatt, "Business Education in a Changing World," Journal of Business Education, XLIV (May, 1969), 322-24.

[2]Ibid.

Shorthand Trends in Colleges and Universities

The demand for the "administrative assistant" type of secretarial employee is increasing.[1] The stenographer of the past will be replaced by an individual moving in either one of two directions:

> . . . toward a job as transcriber of material dictated into a machine of some type; or upward into an executive secretarial or administrative assistant position of the type for which the demand seems almost insatiable.[2]

A shortage in the supply of high-level secretarial personnel is evidenced by statements made by executives and personnel managers in recent periodicals and in professional meetings.

Frank Watson, an eminent business executive and distinguished graduate of the Harvard Law School, believes that colleges of business and business divisions of liberal arts colleges have a responsibility to the women who want a college education as preparation for the secretarial profession.

> What is basically being sought, and is entirely justified as a part of the system of higher education, is a secretarial profession at a college level of learning.
> . . . . . .
> A truly good executive secretary, in manner, in human relations skill, and in breadth of intellectual interest represents an educated person in the full sense of the word.[3]

The administrative functions of the executive secretary require the efforts of intelligent women, preferably with a college education. Watson also

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[1] "The Secretarial Future as Seen by Businessmen, Educators, Secretaries," Today's Secretary, LXVI (October, 1963), 26-27.

[2] James R. Taylor, "A Businessman Comments on Business Education in a Changing Business World," American Business Education, XVIII (October, 1961), 58-60.

[3] Frank Watson, An Analysis of the Business Curriculum, Monograph No. C-14, (Cincinnati: South-Western Publishing Co., 1966), p. 61-62.

believes that the college is obligated to include the teaching of the basic skills of typewriting and shorthand just as much as any other vocational skill offered at the college level.[1]

The steady increase in the demand for women college graduates is noticeable in many areas of business, but perhaps none is more urgent than that of college-trained secretaries. The demand has always exceeded the supply.

The rapidly expanding community college with its two-year secretarial curriculum is one answer to the demand for better-educated secretaries. Secretarial curriculums have assumed a greater importance in the last few years for two groups. One group is comprised of those students who plan to complete the two-year terminal program before entering employment. The second group to take advantage of portions of the secretarial curriculum is the large number of individuals enrolling in the adult and continuing education programs.

A study of the secretarial curriculum in the community college showed that a full-range offering in typewriting and shorthand is necessary if the needs of both groups are to be met.[2] The beginning courses need to be available for adults and for students who have not studied these subjects in high school. Four semesters of shorthand and transcription should be given.[3] Indications are that the secretarial

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[1] Ibid.

[2] J. Alvin Dickinson and Vernon A. Musselman, "The Secretarial Curriculum in the Community College," National Business Education Quarterly, XXXVI (December, 1967), 42-44.

[3] Ibid.

curriculum in the community college will increase in importance as more and more high school students take more general education and defer specialization for employment beyond the secondary level.

Technological advances in business and industry demand increased knowledge in specialized areas and have caused administrators of community colleges to explore the justification for offering training in the following secretarial specializations: executive, legal, and bilingual. A survey of business organizations in the New York City area reported the conclusion that college training for these areas of specialization is justified. Furthermore, the survey revealed that a shorthand skill of 80 to 100 words per minute was most often set as a requirement for the legal and bilingual secretaries. For the executive secretaries, a skill of 100 to 120 words per minute was the usual requirement.[2]

A study of curriculum patterns in four-year secretarial training programs in colleges and universities revealed a different viewpoint. Campbell conducted a study of curriculum patterns in four-year secretarial training programs in a number of colleges and universities of the United States. Only a few of the 152 participating schools offered secretarial curriculums in special interest areas. Furthermore,

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[1]Maria Arratia, "Some Findings Derived from a Secretarial Survey," Journal of Business Education, (XLIV (December, 1968), 105-7.

[2]Ibid.

[3]Donald Lee Campbell, Jr., "Curriculum Patterns in Four-Year Secretarial Training Programs in Selected Colleges and Universities of the United States," Delta Pi Epsilon Journal, XI (November, 1968) 9-19.

shorthand dictation courses utilizing special-interest vocabulary drill were uncommon. The respondents showed little interest in initiating such sequences. The study also revealed that machine shorthand was not generally a part of the curriculum. The prevalence of general secretarial curriculums in four-year colleges and universities corresponds with the prevailing attitude that overspecialization at the undergraduate collegiate level is undesirable.

Post-secondary education for the secretarial and stenographic occupations appears to be increasing at the junior college level. Shorthand is considered an important part of the vocational program of junior colleges and the demand for shorthand exists at all levels of the program. The beginning level of shorthand is needed in the adult and continuing education programs. The specialized dictation levels for technical purposes are needed at higher levels.

The most prevalent practice in four-year secretarial programs in colleges and universities continues to be the offering of shorthand and transcription for four semesters. The framework of the program is preparation for general secretarial work. There is very little emphasis on technical and specialized training.

Shorthand Trends in Independent Business Schools

The traditional role of the independent business school has always been to provide specialized training and education for careers in business. The training of secretaries continues to be one of the important functions of the independent business school. The specialized

secretarial curricula of the independent business schools range from six months to two years in length. Three-year programs are generally recommended for court and conference reporting. Machine shorthand is generally the basis for the court-reporting programs.[1] Shorter business programs, sometimes based on an alphabetic shorthand system, emphasize stenographic skills only.

Robert W. Sneden, an independent business school administrator, believes that the pressure of the academic "concept" of a liberal education at the secondary level, as well as the college level, has presented the private business schools with a marvelous opportunity for growth.[2] Although top management professes to want a liberal arts education for its executives and white-collar employees, the actual recruiting of personnel is for candidates with specialized training.[3] Independent business schools offer this specialized training. Their secretarial programs offer training for the lower-level stenographic jobs to the higher-level specialized secretarial positions.

As recently as January, 1970, Josephine Lowman, the syndicated columnist, reported an interview with Howard L. Newhouse, an executive of U. S. Industries in which he stated that the need for highly-trained secretaries had increased at an alarming rate.[4] As a result, big business

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[1]National Shorthand Reporters Association, Shorthand Reporting as a Career, p. 11-12.

[2]Robert W. Sneden, "A Decade of Opportunity for the Resourceful Independent Business School," American Business Education, XVIII (March, 1962), 152-53.

[3]Ibid., 152.

[4]Josephine Lowman, "Job Demands Change," The Daily Oklahoman, January 28, 1970, p. 26.

conglomerates have acquired expanding secretarial schools and stimulated their growth into specially built facilities. These schools sometimes have country campuses to give secretarial training a new appeal for the woman who wants some campus living. The schools offer a great variety of subjects, including highly technical courses for legal and medical secretaries.[1]

The independent business schools continue to make a valuable contribution to the educational opportunities for persons specializing in the secretarial area of concentration. The subject of shorthand is offered according to the demands of business and the interests of students. Many schools offer simple, abbreviated longhand systems, while others offer machine shorthand for court and conference reporters.

Trends in the Use of Shorthand As An Occupational Skill

The use of shorthand as a tool of communication in business has been the fundamental skill of the stenographic and secretarial profession. The use of high-speed shorthand for verbatim reporting, either manually or by machine has been the pride of shorthand reporters for many years. Recently, the improvement of automated equipment for recording purposes has raised questions as to the future need for the skill of shorthand. This section of the study deals with the present use of shorthand and the trends affecting the future use of shorthand. These aspects were studied through an examination of literature pertaining to the subject.

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[1] Ibid.

Stenographic and Secretarial Occupations

Since the 1940's, predictions have been tossed about that shorthand as a secretarial skill will soon be obsolete. The use of dictating and transcribing machines was considered far more efficient in saving valuable time for the employer, as well as the secretary. As early as 1952, the John Hancock Company of Boston installed the Telecord System that allows businessmen to dictate into a telephone also used for regular calls within and outside the firm.[1] The transcription, then, is handled in a typing center.

In 1959, Gibson stated:

> Vocationally, shorthand is a dead duck. No office today can afford the cost of dictating a letter to an expensive worker when the same or better results can be attained by dictating to a low-cost machine.[2]

The use of dictating machines by the employer leaves the secretary free to handle other work while the employer is dictating. The small, compact machines are especially useful for dictation purposes for the worker who is away from the office. The executive can record reports and correspondence on tape to be transcribed later in the office.

Forkner has expressed the belief that the use of shorthand in the business office has changed with the use of automated equipment.

> Research has shown that the day of high-speed manual shorthand has passed. Since the introduction of dictating equipment of all kinds, and the introduction of shorthand machines, every research person knows that businessmen have, in large numbers, turned to dictating equipment for practically all high-speed dictation.[3]

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[1]Carroll H. Blanchard, Jr., "Dictation by Phone," Business Education World, XXXIX (February, 1959), 14-16.

[2]E. Dana Gibson, "Office Automation Means Revolution in Business Education," Business Education World, XXXIX (March, 1959), 24.

[3]Hamden L. Forkner, "Future of Shorthand Systems," 5.

The author of Forkner Shorthand, considers alphabetic systems of shorthand adequate for taking business dictation wherever machines are not used.

Although automation and technological developments have brought many changes to office work, there is no indication that shorthand for business dictation is completely outmoded. In a speech made at a conference of business educators, James R. Meehan, Dean of Administration, Hunter College, said, " . . . there is still a demand for well-trained workers with a knowledge of shorthand and typewriting."[1] This statement was made in reference to the New York City Office Position Survey, 1965-66.

A study made to determine the use of shorthand by office workers elicited the following conclusion:

> . . . it would appear that data processing and other automated office equipment are not relegating shorthand to strictly a personal-use tool. Rather, machines seem to be eliminating the more routine office jobs--still leaving the demand for good stenographers existing.[2]

The key word in this quotation would appear to be "good." The efficient user of shorthand will still be in demand.

Merker, editor of Today's Secretary, had this to say about the future of stenographic skills:

> Dictation machines are a supplement to--not a replacement for--stenographic skill. Modern dictation equipment has been in use since the early 1940's, yet a recent magazine survey showed that only 12 percent of responding firms use it and fewer than half (42 percent) plan to buy more.[3]

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[1]"Business Education for the Changing World," Business Teacher, XLIV (September-October, 1966), 1.

[2]Richard E. Lawrence, "Use of Shorthand by Office Workers," p. 90.

[3]Ann Merker, "Weary of Predictions," Today's Secretary, LXX (November, 1967), 21.

In her opinion, both machines and stenographers will be used in the dictation and transcription process of the business office.

The literature reviewed by this researcher has shown conflicting opinions regarding the future use of shorthand by the stenographer. This writer suggests the conflicting reports may be due primarily to the confusion of the terms, stenographer and secretary. If the term stenographer refers to a worker in a stenographic pool, then there are indications that more and more transcription will be taken from dictating machines. The problem seems to be related to the critical shortage of stenographers with a high degree of shorthand skill. Lack of highly skilled shorthand writers makes the use of dictating equipment the practical answer.

The literature surveyed for this study presented a very bright picture for the secretary. Numerous newspaper and magazine articles highlighted the critical shortage of secretaries. Headlines proclaimed: "Secretaries--the Nation's Most Wanted Women," and "There'll Never Be Enough Secretaries," and "Today's Secretary--Wow!" and "Space-Age Secretaries Need Skills." A classified advertisement in a metropolitan newspaper called secretaries "the beautiful people."[1]

The secretarial shortage is nationwide but especially acute in big cities. Newspaper reports, such as the following, describe the lengths to which business will go to find secretarial help:

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[1]"Secretaries: the Nation's Most Wanted Women," Parade, August 3, 1968. "Today's Secretary--Wow!", Cosmopolitan, CXXI (March, 1969), 43. "Space-Age Secretaries Need Skills," The Daily Oklahoman, January 27, 1970, p. 26. "There'll Never Be Enough Secretaries," Changing Times, September, 1969, p. 8.

> Honeywell, one of the country's biggest electronic and computer firms, recently startled personnel experts by throwing an evening party at a Manhattan hotel to interest secretaries in taking jobs at its Long Island, New York, branch office.[1]

Concern for the effects of the shortage of secretaries was reported by Zoubek, who quoted from an editorial in the Greenwich (Connecticut) Time:

> The woman who can type and take dictation around these parts is moving into an evermore commanding position in the job market. Secretarial help is already scarce. But it will become more so as the big corporations moving into our midst--American Can Company and United States Tobacco Company, for example--actually begin operations.[2]

A recent article describes the following advantages offered secretaries:

> Salaries are high and going higher. Current pay for a beginning secretary in New York is $110 to $120 a week, compared to $75 a week in 1965. Top-grade secretaries are earning over $200 a week today, while girls with specialized training in medicine or law can reach the $15,000 mark.[3]

For those who have not learned shorthand and typewriting, some companies will pay for the training. ". . . Standard Oil, for example, has a program whereby graduates take a 16-week course at New York University on scholarships paying $60 to $70 a week."[4] Businesses are increasing fringe benefits in an effort to hold their secretaries. Among these

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[1]"Secretaries: The Nation's Most Wanted Women," Parade, August 3, 1968.

[2]Charles E. Zoubek, "Help Wanted--Shorthand Writers," Business Teacher, XLVI (November-December, 1968), 8-9.

[3]Betty Yarmon, "Secretaries 'The Nation's Most Wanted Women'," Tulsa Daily World, February 12, 1970, p. F11.

[4]Ibid.

benefits are longer vacations, annual bonuses, discounts on company products, tuition plans, private offices, and options on company stock at below-market prices.

Much of the concern about the secretary's role in business today centers around the increasing need for more highly educated white-collar office personnel. The Department of Labor forecast in 1964 indicated that the need for office workers would increase by more than two-thirds between 1965 and 1975 and that by 1975 over half the work force will be white-collar workers.[1] By 1975, the industry will be needing one and one-half million more secretaries. The need, however, will be in the high-level positions. Industry wants secretaries with the intelligence and the educational background to work competently in highly technical areas.

Paddock[2] conducted a study to learn the personnel needs for high-level secretarial positions. The qualifications needed in filling the high-level secretarial position included the baccalaureate degree, preferably in business administration, with a major in secretarial studies. The employers and the secretaries responding to the inquiry stated that the high-level secretary does need to have a mastery of the secretarial skills. The study also indicated that industry needs mature persons seriously interested in pursuing the secretarial vocation as a career.[3]

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[1]United States Department of Labor, Occupational Outlook Handbook, Bulletin No. 1375 (Washington, D. C.: U. S. Government Printing Office, 1964), p.

[2]Harriet L. Paddock, "Personnel Needs for High-Level Secretarial Positions," Delta Pi Epsilon Journal, XI (February, 1969), 17-22.

[3]Ibid.

Balsley concurred with these findings when she wrote:

> Business executives are beginning to realize that a secretary who has completed a four-year secretarial program on the collegiate level can relieve them of much work that formerly occupied a major part of their working day.[1]

The business executive, in reality, needs a secretary who performs the duties of an administrative assistant. Because the secretary is informed concerning the work of her employer, she should be better qualified to assist him than other office personnel.

The literature studied revealed two recurring suggestions for the successful secretary. The first was educational growth through either a college degree or continued educational improvement. Suggestions for improvement included extension study, brush-up courses, and certification as a professional secretary (CPS). The second recurring suggestion was attainment of better-than-average skills in shorthand and transcription. The emphasis on skills pertained to all levels of secretarial work. Reports from employment agencies and business organizations confirm this fact.

The head of a large mid-western employment agency said, "Nine out of ten openings that come into this office stress typing, dictation machine experience, and shorthand, shorthand, shorthand."[2] Obviously, the secretary who has these skills is very much in demand in the labor market.

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[1]Irol W. Balsley, "Collegiate Secretarial Training," Business Education Forum, XXII (May, 1968), 10.

[2]"The Secretarial Crisis," Today's Secretary, LXV (March, 1963), 28.

A large Bridgeport employment agency, Snelling and Snelling, reported as follows: "Employers are looking for intelligence rather than specific skills--except for shorthand and typing, which are a basic must."[1] In essence, employers are seeking competent, intelligent secretaries, with skill in shorthand and typewriting.

The position of executive secretary requires basic competence in the fundamental skills of shorthand and typewriting. A business teacher who had worked as a temporary secretary for six summers reported her personal findings:

> In executive secretarial positions, I found that dictating machines were only ancillary to manual shorthand. The executives rarely used dictating machines in the course of the day's routine; at times they took the machine home at night in order to dictate material or took it with them on business trips. Too many individual instructions are given to the secretary in the course of the daily dictation to make the dictating machine practicable.[2]

Shorthand remains, then, a useful and necessary tool for the efficient handling of the daily office routine tasks.

These findings suggest implications for the improvement of instruction in shorthand. For the executive secretary, the emphasis in shorthand training need not be the attainment of high speeds for long periods of time. Rather, the emphasis should be on the application of the principles of shorthand and on the related learnings. Frink[3] reported that, although some dictation is given in speed spurts, some as

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[1] Ibid.

[2] Theresa M. Reilly, "Will Automation Displace the Secretary?" Business Education World, XLIII (January, 1963), 16-17.

[3] Inez Frink, "Implications of Research in Shorthand and Transcription," National Business Education Quarterly, XXIX (March, 1961), 13-17.

fast as 140 words per minute, the duration of such speed is extremely short. Thus, an average speed of 80 words a minute is considered satisfactory for the ordinary needs of business. Frink maintained that the teacher of shorthand should emphasize the writing of legible outlines and greater use of the related learnings.[1]

The literature points to a definite demand for secretaries in specialized areas. Areas of concentration most often mentioned are: science and technology, law, and medicine. The shortage of secretarial workers in the scientific and technological areas is expected to bring more men into specialized secretarial work.[2]

The need for secretaries in specialized areas was brought out in an interview with a Labor Department official.

> The professional and technical sector of our employment is the one group to watch. It has been gaining in the past few years and we think it will continue to grow. And these men--engineers and scientists--are going to want secretaries who know something of this area . . . I see the secretary as becoming more of an auxiliary worker to her boss . . . she will need the same kind of education he has had . . .[3]

Secretaries to scientists and engineers will find more opportunity for promotion and advancement with an educational background that permits them to act as assistants.

According to Senator Margaret Chase Smith of Maine, nearly 50 percent of the employees of the National Aeronautics and Space Administration are women--young women--and the largest occupational grouping for

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[1] Ibid.

[2] Josephine Lowman, "Space-Age Secretaries," p. 26.

[3] "The Secretarial Future," Today's Secretary, 26.

these women is in the secretarial field. Young women find the work interesting and the environment exciting.[1]

The rapid growth of research and development in science and technology has created a vast network of related industries. The growth has been so rapid that secretaries in this area particularly are in short supply. The shorthand skill requirements for the technical secretary are essentially the same as those for other secretarial positions. A general knowledge of physics and chemistry, as well as an ability to assist in routine research, are recommended for the high-level secretary in this area. For the young woman with an interest in science and technology and a collegiate education, the field is wide open. The fundamentals of shorthand and typewriting are necessary qualifications for entrance-level positions with the top scientists and decision makers of the field.

The trend toward secretarial specialization in technical areas is evident, particularly at the junior college level and in independent business schools. As an example, Cerritos College, a junior college in Norwalk, California, has revamped its Business Division to meet the needs of industry, business, research, and education.[2] Four "special" programs were very recently initiated: Medical Secretary, Legal Secretary, Administrative Secretary, and Technical Secretary. Of special note here is that officials of the National Aeronautics and Space Administration, General Electric Company, and the United States Air Force helped plan these technical programs.

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[1]United Business Schools Association, Your Career as a Secretary, (Washington, D. C.: United Business Schools Association, 1969), p. 6.

[2]"Tec-Secs Visit Industry," Today's Secretary, LXVII (May, 1965), 90.

In contrast, there was little indication that the four-year colleges and universities are instituting special curricula. The latest innovation, however, in specialized secretarial training, is that a number of business firms are instituting their own training programs for technical secretaries, and encouraging general secretaries to improve their educational qualifications through business-subsidized educational programs.[1]

Independent business schools, always alert to the special needs of the labor market, are adding specialized training programs for legal, medical, and technical secretaries. Some business schools encourage the study of languages for prospective secretaries because of the international scope of today's industries.[2] A personnel director commented as follows on the increasing demand for bilingual secretaries:

> One thing we're going to need a lot of--and I'm sure this is true in a general sense--is bilingual secretaries. Often such a secretary will have a better command of the language than her boss. This gives her a perfect entry to taking over assignments apart from regular duties.[3]

The specialization required in many secretarial positions indicates the additional educational requirements needed to qualify for the positions. This finding corresponds with the forecast of the U. S. Department of Labor reported previously in this study. Many more highly trained white-collar workers will be needed.

The trends in secretarial work in all areas of business and industry point up the demand for personnel with a broad educational

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[1]"The Tec-Secs," Today's Secretary, LXVI (September, 1963), 32.

[2]Josephine Lowman, "Job Demands Change," p. 16.

[3]"The Secretarial Future," Today's Secretary, p. 26.

background capable of accepting more responsibility. The fundamental skills of shorthand and typewriting remain a "must" for secretaries in all areas of work.

Shorthand Reporting Occupations

The highly skilled use of shorthand remains one of the primary qualifications for the official reporters classified as court reporters, hearing reporters, and legislative reporters. The National Shorthand Reporters Association is actively engaged in recruiting qualified persons for these areas.[1] The creation of more courts of record, as well as the increasing number of committee hearings associated with the Federal government, labor organizations, and management in industry must, of necessity, lead to the demand for more qualified shorthand reporters. Despite the improvements in sound-recording equipment, there is little indication that verbatim reports in courtrooms and legislative halls can be made successfully without the shorthand reporter.

The number of shorthand reporters using manual shorthand versus machine shorthand is evenly divided at present. However, the majority of reporters who are entering the field today are machine writers.[2] This fact would indicate that machine shorthand will become the most prevalent method of shorthand reporting.

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[1]Letter from Robert B. Morse to Billie D. Holcomb, February 9, 1970.

[2]Ibid.

Secretarial Work in Careers for Women

Women entered the world of business through the occupational field composed of stenographers and secretaries. From the time woman assumed the role of secretary to the male employer, the field was considered "women's" work. Women were said to have a peculiar aptitude for work requiring finger dexterity, and to be more conscientious than men, and better custodians of confidential secrets.[1] Throughout the twentieth century, the secretarial occupation has continued to be characterized as women's work. The writer has attempted to learn why so many women seem content to fill the stenographic and secretarial positions when other occupations might offer better opportunities for career advancement.

Women's opportunities for work have expanded until almost all occupations are open to those possessing the educational qualifications. Yet, secretarial work remains one of the most popular areas of work for women. This portion of the study will discuss the satisfactions and the opportunities that women find in secretarial work.

Satisfactions Derived from Secretarial Work

The use of the fundamental skills of shorthand and typewriting placed women in the role of stenographer and secretary a short time before this century began. Since then the number of women employed as stenographers and secretaries has increased continually. In the traditional role of secretary, women have been, to a large extent, content

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[1]Bliven, Wonderful Writing Machine, p. 12.

to remain with relatively little opportunity for advancement. Often the secretary's responsibilities may increase, but with no change in classification.

A distinctive aspect of women's employment in office occupations is the limited extent to which they are found in higher-level jobs.[1] Although women predominate in numbers in office personnel, the top positions, even officer manager, tend to be held by men.

The typical pattern of promotion for women in office occupations has been from typist, to stenographer, to secretary. There may be promotions within the rank of secretary. In a large firm, the first position may be as a secretary for a group of junior executives. The next advancement may be the position of secretary to an executive. From then on, the secretary's progress is likely to be determined by her employer. If he moves to a higher position, she may become his executive secretary with a staff of her own and the authority to make decisions. However, the decisions will be made in the name of her boss rather than her own.

The low occupational status of most women has been attributed to a number of factors. The reluctance of male employers to promote women probably has some merit. The fact that most women workers divide their energy and interests between home and family, on the one hand, and work, on the other, probably explains many women's reluctance to assume the responsibilities that go with promotion. However, psychologists and

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[1]National Manpower Council, Womanpower, p. 236.

sociologists believe there is a deeper reason for the failure of many women to prepare themselves educationally for a career. The reason lies in the social stigma attached to a woman's remaining unmarried.[1] Sadly enough, the women are primarily responsible for this social aspect of society. Girls grow up with the idea that failure to marry reflects on their femininity. This probably explains the fact that, since World War II, fewer American women, proportionately to men, have sought college degrees.[2] Instead, they have sought early marriage.

The preceding discussion is presented as an explanation for the apparent willingness of many capable, intelligent women secretaries to remain in positions of relatively low status and low salary. The concern is timely in view of the economic need for highly trained personnel for the labor force.

Inasmuch as the majority of American women consider the role of wife and mother a deterrent to a career, the secretarial role fits their image of "proper" work for women. Smuts suggests that women's reasons for working are different from those of men.[3] Many women are more interested in an agreeable job situation with limited demands than in one that offers opportunities for promotion with added responsibilities. As a private secretary, the woman commands a position of respect with the business employees of the firm, as well as with the clients. Her

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[1]Paul Foley, "Whatever Happened to Women's Rights?" Atlantic, CCXIII (March, 1964), 65.

[2]Carl N. Degler, "Revolution Without Ideology: The Changing Place of Women in America," The Woman in America, (Boston: Houghton Mifflin Company and The American Academy of Arts and Sciences, 1965), p. 202.

[3]Smuts, Women and Work, p. 108.

permission must be obtained before visitors can see and talk with her employer. Watson established this point when he said:

> The world of business runs on the basis of intelligent women. A man can leave his desk for a trip or a vacation and the functions of his office will somehow continue. But let his secretary depart for a similar period, and his output and the output of the function which he fills will drop substantially. The reason for this should be easily apparent. At all significant levels of decision making, management follows the well-known exception principle. The system establishes the flow and the decision maker concerns himself solely with the exceptions. Who determines what these exceptions are, however? By custom, by rules not printed anywhere, by practices as old as the functions of a secretary, this is the prerogative of that secretary.[1]

The secretary finds fulfillment in her work through the self-esteem that comes from the realization of her importance to the efficiency of her employer. Within the office, she maintains a position of authority. Yet, she is not responsible for policy-making decisions. At the end of the work day, she is free of her responsibility to her job.

Margaret Cussler explained why many women prefer the role of secretary to that of an executive:

> A man and woman, working together as a team with the man as "the boss" is comparable to our normal husband-wife relationship. Psychological studies show that women have stronger needs than men to defer to others.[2]

The secretary often performs the housekeeping duties of the office. She sees that everything is kept in its proper place. Often, she assumes the role of hostess to distinguished visitors. Even for conferences, she makes arrangements for the meeting and for the comfort of the conferees.

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[1] Watson, The Business Curriculum, p. 60.

[2] "Where Can You Go from Here?" Today's Secretary, LXVI (October, 1963), 28.

Perhaps some secretaries gain a measure of self-satisfaction from the realization that their position is a status symbol to the executives for whom they work.

> . . . As American democracy advances in age, other status symbols besides material possessions must be advanced. . . . a handsome, private secretary is becoming a status symbol for higher-ups in the organizational structure of management in business.[1]

With the secretarial shortage of the past few years, junior executives often do not have a secretary. Thus, only with advancement to higher level positions is the executive allowed a private secretary.

The secretarial role permits many married women to fulfill the creative needs and intellectual growth that come from performing meaningful work without incurring social criticism of having neglected home and family. Many women return to secretarial work after their children have reached school age. In some instances, the return to work is postponed until the children are grown and enrolled in college. A sociologist has expressed concern for the wife and mother who feels guilty if she leaves the home to join the labor force.[2] The stimulation of everyday contact with the world of business gives the married secretary a feeling of self-esteem for having contributed to the work of the world. A letter to the editor of the Wall Street Journal stated:

> Nobody has ever succeeded in proving that women are so fundamentally different from men that they do not need

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[1]Robert Presthus, "Toward a Theory of Organizational Behavior," Administrative Science Quarterly, III (June, 1958), 48.

[2]Alice S. Rossi, "Equality Between the Sexes," The Woman in America, (Boston: Houghton Mifflin Company and The American Academy of Arts and Sciences, 1965), pp. 106-13.

> a really equal chance to fulfill creative needs, achieve and grow intellectually, and earn dignity through work which is socially valued and rewarded.[1]

The secretary recognizes her value to her employer and to the world of business. Her skills, her decisions, her responsibilities are important to the efficiency of the executive for whom she works.

A study made by Paddock listed the conditions which influenced job satisfaction among a group of high-level secretaries:

> The secretary enjoyed pleasant surroundings and working relationships with the employer and with other personnel. She derived satisfaction from good job performance, responsibilities, the feeling she was rendering a valuable service to the employer and to the firm, and recognition as a part of the company and its future. . . .Dissatisfactions expressed were in the areas of routine jobs, pressure of work, and lack of personal recognition.[2]

Many secretaries seek self-satisfaction in the position they hold more than they seek opportunities for promotion and advancement.

Career Opportunities Through Secretarial Work

The abilities, the attitudes, and the fundamental skills necessary in secretarial work equip the secretary for career opportunities wherever individual interests lie. Secretaries are valuable and necessary workers in almost any geographical area in the world. The secretary is needed in the arts, the sciences, the performing arts, education, government, business, aerospace, radio and television, in social and welfare work. The secretary who wishes to travel can find interesting

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[1]Ellen E. Morgan, "Women's Rights," Wall Street Journal, October 16, 1969.

[2]Paddock, "High-Level Secretarial Positions," 22.

work in Rome, Paris, and Hong Kong. The opportunities are good, especially for those interested in a career.

The periodicals for secretaries present an array of interesting testimonies to the opportunities available for secretaries. The need for their skill in shorthand and typewriting is universal.

Secretaries working in the National Aeronautics and Space Administration program find their work exciting whether at Cape Kennedy or Houston. A recent article described the work of several secretaries assigned to the program.[1] One secretary who was interviewed has two offices--one at Mission Control Center, and another at the new Manned Spacecraft Operations several miles away on Merritt Island. Her work is varied. Routine correspondence, travel itineraries, and numerous requests must be handled. On launch days, she may be at the press site viewing the lift-off in helpless wonder. Much of her time is spent arranging conferences and taking care of visitors. Although qualified as a certified computer programmer, she enjoys secretarial work because it means working with people.[2]

Personnel with the title of secretary do not necessarily perform identical duties. The basic requirement for almost any secretarial position, however, is that of proficiency in the skills of shorthand and typewriting.

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[1]"To the Moon and Beyond," Today's Secretary," LXVII (March, 1965), 21-22.

[2]Ibid.

A secretary to the Chief of the Advanced Spacecraft Technology Division must have top-secret clearance to be absolutely entrusted with plans for future scientific projects. The employer must travel frequently, leaving his secretary in charge of the office. While away from the office, the employer uses a machine for recording his dictation. However, when he is in the office, he dictates directly to his secretary, and often.[1] For this secretary, satisfaction comes from doing responsible and necessary work in an area involving scientific projects for the future--untried experiments. The intelligent secretary must be capable of using the fundamental skills of shorthand and typewriting to meet the exacting requirements of her position.

A Vassar College graduate, who had planned a career of teaching, enrolled in a nine-month Katherine Gibbs' course for college women. Working in the Department of Political and Security Council Affairs at the United Nations has now become her career. Her duties have been varied; and, in turn, increasing responsibilities have resulted in regular promotions. Though she may work long hours, her work is satisfying. Satisfaction is derived from being a necessary part of the United Nations operation.[2]

A bilingual secretary for the United Nations has traveled a great deal as a member of U. N. missions. As a secretary in the Executive Office of the Secretary General, she has spent months in Jordan. In 1960, her work took her to Africa with Dr. Ralph Bunche and his party.

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[1] Ibid., 22; 54.

[2] "Secretaries at the U. N.," Today's Secretary, LXVI (February, 1964), 30-31.

She was happy in her work because she believed in the worthiness of the United Nations, from working with and for great men like Dag Hammarskjold, and from the opportunity to travel and learn.[1]

The successful legal secretary must be willing to work hard, accept responsibility, be accurate, and, above all, get along well with people. The qualifications necessary include a good education and expert skills in shorthand and typewriting. In an article in Today's Secretary concerning job satisfaction of legal secretaries, the editorial staff reported that these secretaries expressed pride in the mastery of complex, technical work required in a legal office.[2]

The television industry offers exciting and rewarding opportunities for many secretaries. Marya McLaughlin, secretary to David Brinkley, is actually a research assistant. Besides answering most of the correspondence, she arranges schedules for the Huntley-Brinkley report, keeps abreast of the ticker news, and unearths information about people, places, and things in the news. Marya is a college graduate with a year's experience in teaching. She considers her work as a secretary rewarding because the work is never dull and good news reporting requires traits such as honesty and impartiality.[3]

Pat Montgomery, women's editor of American Airlines, explained

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[1] Ibid.

[2] "Strictly Confidential: The Legal Secretary," Today's Secretary, LXIII (March, 1961), 27-28;63.

[3] Mary Jollon, "This Is David Brinkley, Washington," Today's Secretary, LXIII (November, 1960), 21-23;69.

the numerous advantages in the travel industry for women with good secretarial skills.[1] The opportunities for promotion to administrative positions are excellent and offer good fringe benefits. Most importantly, the industry offers interesting, creative jobs for women.

The examples of specific persons engaged in secretarial work, their duties, and the satisfactions derived from their work present an insight into the worthwhile opportunities for secretaries. The ability to use the secretarial skills of shorthand and typewriting as a stepping-stone to careers in editorial work, management, and other areas of interest presents challenges to some persons. For others, a career as a secretary in unusual and exciting areas of occupation presents opportunities for creative and rewarding work. To many, job satisfaction comes from accepting responsibility and taking pride in a secretarial career.

Summary

Neither educators for business nor the businessmen themselves seem sure of the effect of automation and technological advances on the job requirements for office work for the future. For the foreseeable future, however, the use of shorthand seems assured. The increasing importance of high-level secretarial personnel also seems assured. Secretarial work for women continues to be of major importance in the labor market of the United States.

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[1]"Work Here, Go There," Today's Secretary, LXVII (April, 1965), 25-26.

CHAPTER V

SUMMARY

Shorthand systems of writing have been used to facilitate communication for more than [illegible]rthand was most valuable as a means of reporting [illegible]terary works such as plays and diaries, an[illegible]e end of the nineteenth century, short[illegible]s an artistic accomplishment. Shor[illegible]d professional men, such as clergymen and l[illegible], were improved and refined in an effort to at[illegible] in shorthand outlines, as well as facile writing.

Shorthand in the twentieth century is characterized by its practicality as a skill used concomitantly with the typewriter for rapid, efficient communication in the world of business and industry. Since 1900, shorthand has become a practical art used primarily by women in stenographic and secretarial work. The economic demands of business for the practical use of shorthand have diminished the appreciation of it as an artistic art. The extensive use of shorthand facilitated more rapid communication and gave support to the growth and development of big business. The demand for office workers possessing

shorthand and typewriting skill brought [illegible] educational institutions of America. The [illegible] dent business schools, public secondary schools, [illegible] universities have not always been able to meet the [illegible] office workers. Shorthand, as a practical art, [illegible] than a century; yet, many more people have mastered [illegible] tional purposes than have ever used it as an artist[illegible]

Technological advancements and the increas[illegible] equipment have created a demand for more high-level white-collar workers. Business requirements necessi[illegible] of more high-level secretaries educated for managerial in addition to the ability to use shorthand. The pr[illegible] recording machines for dictation purposes has not di[illegible] for shorthand writers. Career opportunities for sec[illegible] hand ability are excellent.

Restatement of the Problem

The problem of this study was to determine [illegible] of shorthand throughout the ages of its use. The pr[illegible] to make shorthand meaingful in the broad, cultural [illegible] examination of the aesthetic, social, and economic [illegible] evolution. The study was concerned with establish[illegible] which shorthand has been and is being used as well a[illegible] development of man and his work.

This study has dealt with three major phases [illegible] shorthand: (1) shorthand as a discrete art, (2) sh[illegible]

CHAPTER V

SUMMARY

Shorthand systems of writing have been used to facilitate communication for more than 2,000 years. Shorthand was most valuable as a means of reporting sermons and speeches, literary works such as plays and diaries, and court proceedings. Until the end of the nineteenth century, shorthand was practiced primarily as an artistic accomplishment. Shorthand was used by scholars and professional men, such as clergymen and lawyers. Shorthand systems were improved and refined in an effort to attain beauty of form in shorthand outlines, as well as facile writing.

Shorthand in the twentieth century is characterized by its practicality as a skill used concomitantly with the typewriter for rapid, efficient communication in the world of business and industry. Since 1900, shorthand has become a practical art used primarily by women in stenographic and secretarial work. The economic demands of business for the practical use of shorthand have diminished the appreciation of it as an artistic art. The extensive use of shorthand facilitated more rapid communication and gave support to the growth and development of big business. The demand for office workers possessing

shorthand and typewriting skill brought revolutionary changes in the educational institutions of America. The combined programs of independent business schools, public secondary schools, and colleges and universities have not always been able to meet the demand for skilled office workers. Shorthand, as a practical art, has been in use for less than a century; yet, many more people have mastered the skill for vocational purposes than have ever used it as an artistic art.

Technological advancements and the increasing use of automated equipment have created a demand for more highly-skilled, broadly educated white-collar workers. Business requirements necessitate the employment of more high-level secretaries educated for managerial responsibilities, in addition to the ability to use shorthand. The present use of voice-recording machines for dictation purposes has not diminished the demand for shorthand writers. Career opportunities for secretaries with shorthand ability are excellent.

Restatement of the Problem

The problem of this study was to determine the cultural impact of shorthand throughout the ages of its use. The primary concern was to make shorthand meaingful in the broad, cultural context through an examination of the aesthetic, social, and economic facets of cultural evolution. The study was concerned with establishing the purposes for which shorthand has been and is being used as well as its influence on the development of man and his work.

This study has dealt with three major phases in the evolution of shorthand: (1) shorthand as a discrete art, (2) shorthand as a practical

art, and (3) shorthand now and in the future. A major aspect of this study was the analysis of the trends in the present use of shorthand. The analysis facilitated the development of statements concerning the use of shorthand and continued teaching of shorthand. The purpose of this study was to develop statements of concern relative to the future of shorthand and to make recommendations for the future of shorthand.

Summation of Findings

The formulation of specific findings of the type usually found in a doctoral dissertation was not expected as a basis for conclusions. Rather, the following general statements were developed to indicate the nature and the scope of the data collected.

Shorthand writing was regarded as a significant artistic accomplishment for almost 2,000 years. The primary impact of shorthand before the twentieth century was through its use in recording and preserving evidence of the characteristics, traditions, and general culture of the historical periods in which it had been used. The significance of shorthand was especially great during periods of religious ferment and activity. The beliefs and the ideas of religious leaders were often made known to the people by the shorthand writers who recorded their sermons and speeches. Shorthand was also used extensively in political activity and literature. Much of man's cultural heritage was preserved by means of shorthand.

The ability to use shorthand was most often found among the scholars and the professional men such as clergymen, lawyers, and literary writers. These skillful writers of shorthand took pride in their artistic

ability as do accomplished musicians and other performing artists today.

Through the inventive genius of many men of different nationalities, the art of shorthand evolved into a method of fast, facile writing, relatively easy to learn. The influence of music theory was particularly strong in some of the most successful systems of shorthand. The efforts of shorthand inventors made possible the emergence of various systems of writing for more rapid processing of communications in business and industry.

The twentieth century demands of business for the practical use of shorthand have diminished the appreciation of it as an artistic art. The extensive use of shorthand facilitated more rapid communication and contributed to the growth and development of big business. The impact of shorthand as a practical art has been greatest during the past fifty years in the lives and work of women. The widespread use of both typewriting and shorthand has changed the patterns of the lives of millions of stenographers and secretaries and, indirectly the lives of their families.

Shorthand and typewriting established a place for women in business. The early-day secretaries set the precedent for today's women in white-collar jobs. They were a symbol of independence to which the leaders of the suffrage movement could point with pride. The demand for women workers in the stenographic field has continued to increase throughout the twentieth century. Secretarial work, of which shorthand is so much a part, has offered millions of women the opportunity to find self-satisfaction and self-esteem through creative, meaningful work. The

findings show that women in secretarial jobs far outnumber any other single group of working women. Moreover, the number of job opportunities in secretarial work is expected to increase in the future.

The wide range of career choices in the stenographic field and the tendency of business to upgrade secretarial positions make the field attractive to college students. The findings indicated a growing interest by management in the college-educated secretary.

The impact of shorthand on occupational-career levels is significant in the clerical field. The occupations in this area requiring the ability to use shorthand are the higher-level, white-collar positions. Job classifications of this type are stenographer in specialized areas, secretary, and shorthand reporter.

The evidence in this study reveals conflicting opinions concerning the degree to which voice-recording machines are being used for dictation purposes. Extensive use of machines for dictation appears to be most prevalent in the larger business organizations. However, studies by the United States Department of Labor foresee a continued demand for workers skilled in the use of shorthand. Employers continue to report the need for more secretaries with good shorthand skill.

The primary impact of shorthand in the courts of law of the United States has been immeasurable in the establishment of the U. S. appellate procedure. The appellate process, as the cornerstone of the United States legal system, requires verbatim reporting of the court procedure. An appellate court makes its decisions from the evidence prepared by the court reporter. The increasing number of courts being

established presently has brought a demand for more official court reporters. The extensive use of shorthand reporters for legislative, committee, and conference hearings will require the training of additional qualified shorthand reporters.

The business and industrial growth of the United States during this century has brought increasing demands for office workers skilled in the use of shorthand and typewriting. The independent business schools early seized the opportunity to prepare workers for the fast-growing stenographic and secretarial occupations. The impact of shorthand and typewriting on the growth and development of the independent business schools of America is evident in the number of successful secretarial training programs which they offer. The independent business school as an institution is uniquely American, and much of its success can be attributed to offering of shorthand.

Influenced by the increasing demands of youth for vocational training, the comprehensive high school became a product of American education. The high school business education program, of which shorthand courses are a vital part, has been extremely popular as vocational preparation for young women. For more than fifty years, the business education program in office occupations was the only self-sustaining vocational program in the secondary schools. Not until 1963 was business office education subsidized by the Federal government. The Government's present concern for the education of clerical and secretarial workers involves a continuing emphasis upon training in shorthand. The widespread teaching of shorthand and typewriting has had a tremendous impact on vocational education.

Industry's need for qualified women in higher-level secretarial positions has been receiving increased attention of late. Employers and secretaries in business believe that the effective use of shorthand is necessary for the higher-level secretary as well as for the stenographer. There is mounting evidence of need for good shorthand skill.

The inventors of shorthand systems have all been men. Before the twentieth century, the use of shorthand by men was primarily in the fields of religion, literature, and law. The number of men engaged in the use of shorthand has never been large. The number engaged in the use of shorthand for vocational purposes, with the one exception of shorthand reporting, is nominal. The secretarial field has been labeled an occupation for women. The findings showed that men neither wish to compete with women nor enjoy the detailed work required of the secretary.

The use of shorthand in office work has emphasized its practical value. Many of the artistic qualities of shorthand were depreciated as the practical use of it became dominant. The future of shorthand will undoubtedly be based on its practical value as an occupational skill. The levels of competence reached by shorthand writers will determine the extent to which the skill will be used in the future. Persons who possess the abilities, and aptitudes to become efficient business employees will have to recognize and appreciate both the artistic and practical aspects of shorthand.

Statements of Concern

The nature of this study was such that the development of conclusions of the type usually found in a doctoral dissertation was not

appropriate. In accordance with the format expected in the preparation of a doctoral dissertation and in lieu of conclusions, several broad statements of concern correlated with more or less specific recommendations are presented here:

1. Shorthand as an artistic accomplishment or as a discrete art has been practiced throughout the ages, principally by clergymen, literary writers, lawyers, and court reporters. The beauty of the shorthand outline and the appreciation of fluency in writing diminished substantially as shorthand became a more commonly-used communication tool. As large numbers of women became writers of shorthand, the prestige of the skill was sharply reduced in the view of the general public. Students and teachers of shorthand must now endeavor to reestablish the cultural value and the artistic quality of manual shorthand. As a respected and desired skill, symbol shorthand can compete favorably with existing mechanical and electronic devices.

2. The practical value of shorthand since 1900 has grown out of its alliance with typewriting. Shorthand has been widely taught, often to students without either aptitude or motivation. This development has been accompanied by the rationale that, because most people are not effective in dictating, rarely does one need to write shorthand above 80 words a minute. The need for shorthand in occupations today is such that stenographic employees manage to get by with less than minimal shorthand ability. The study of shorthand should be defended only if the levels of ability reached are in accord with predetermined and fully adequate occupational standards.

3. The demand for and the use of shorthand probably cannot be killed. However, shorthand must be recognized and practiced as a fundamental skill. It has much value only when used along with a variety of other knowledges, understandings, and abilities. The shorthand student should expect to maximize the use of his skill as he pursues a career in a business office, a scientific laboratory, a conference room, a court of law, a government office, a school, or other work circumstance in which rapid writing is a basic tool.

The future need for shorthand is a matter of major concern to business educators. The lowering of the status of shorthand may be due to the fact that people do not fully understand the necessity for the development of both the artistic and practical aspects of the skill. This is reflected in speed requirements, and transcribing abilities. The shorthand writer is satisfied with less than mastery; the employer will hire any warm body. Yet, both the employer and the secretary contend that shorthand is a fundamental tool. Therefore, a question that needs answering for curriculum planners of secretarial training programs is whether shorthand is being destroyed by the present inconsistencies in the learning and teaching of it.

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