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OFFICE SERVICE EMPLOYMENT FOR WOMEN COLLEGE GRADUATES IN METROPOLITAN OKLAHOMA CITY

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Norman, Oklahoma

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OFFICE SERVICE EMPLOYMENT FOR WOMEN COLLEGE GRADUATES

IN METROPOLITAN OKLAHOMA CITY

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OFFICE SERVICE EMPLOYMENT FOR WOMEN COLLEGE GRADUATES IN METROPOLITAN OKLAHOMA CITY

CHAPTER I

THE PROBLEM

Introduction

The employment of women in the United States has undergone significant changes during the last century. Contributing factors to these changes have been mutation in economy, advances in science and technology, growth in urban population, developments in education, augmentation in the role of government as an employer, and transition in attitudes and social values.

The demand for women's services in business has been growing at a rapid rate and it is predicted that it will continue to grow as the labor force endeavors to meet the increasing demands. Women are being asked to go into jobs which they have had little chance to enter before. At present women are free to participate in practically all types of employment. This variety of employment opportunity was almost unknown to the women of 50 years ago.

The rapidly increasing number of women working outside the home has added a new dimension to the nation's total labor resources. In 1957, the 22 million American women in paid employment constituted one third of the total labor force, whereas in 1890, the 4 million women employed made up only one sixth of the working population.[1] Women over 35 years of age comprise more than 61 per cent of all women workers; however, participation in the labor force is greatest among the young women 18 to 24 years of age (47 per cent) and the women 45 to 54 years of age (48 per cent).[2] The per cent of single women has remained stable during the past two decades, whereas the percentage of married women participating in paid employment has doubled since 1940. More than one half of the female labor force is made up of married women because of their predominance in the population (aged 14 and over) and in the major occupational groups--clerical workers, managers, officials, and proprietors; sales workers; and operatives.[3]

It is significant to note that the employment of women is concentrated primarily in one occupational area. Thirty per cent of the women in the labor force are in

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[1]National Manpower Council, Womanpower (New York: Columbia University Press, 1957), p. 10.

[2]Stella P. Manor, 1958 Handbook on Women Workers, Women's Bureau Bulletin No. 266 (Washington: U. S. Government Printing Office, 1958).

[3]Ibid., p. 31.

clerical occupations.[1] The work in these occupations involves preparing, transcribing, transferring, systematizing, or preserving written communications and records. The workers are classified as bookkeepers, cashiers, clerks, office machine operators, receptionists, secretaries, stenographers, and typists.

It is also interesting to note that the employment of women is concentrated in relatively few industries. Concerning the distribution of women by industrial groups, the Women's Bureau reports:

> About 95 per cent of all employed women were working in non-agricultural industries in 1957, and almost two thirds of these were engaged in the distribution of goods and services.
>
> Manufacturing industries, also large employers of women workers, had about 4.5 million women employees in 1957. Finance, insurance, and real-estate establishments employed about 1 1/4 million women. Of the remaining major industry groups, each employed fewer than 1 million women workers.[2]

This same study also reports that "More than one half million women--about one fourth of the total--are now working for the Federal Government."[3] Government work differs in many ways from private industry in that the pressure of competition and the necessity of earning a profit on investment are almost wholly absent. Most government work is by nature impersonal. Civil-service ratings are required for all positions. Today, many opportunities

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[1] Ibid., p. 7. [2] Ibid., p. 16. [3] Ibid., p. 22.

exist for college women in all types of professional, administrative, and clerical work. Usually college graduates enter business employment in lower-level clerical positions and with experience advance to higher-level positions.

In general, qualifications for women employees are similar for industry and government positions although there are differences in procedures for selecting employees. Industrial employers usually stress "ability to produce," whereas the government seeks the best-qualified individuals who are capable of being advanced through the ranks to fill higher positions as they become vacant.

Occupational choices and the opportunities for women to advance in their jobs appear to be strongly influenced by the amount and type of education which they have received. Women college graduates are employed primarily in professional and technical positions; high school graduates, in clerical work; and those with an eighth grade education or less, in factories, private households, or service jobs.

According to the National Manpower Council:

> . . . the lower the level of education, the earlier in their lives do young women enter the labor market. The more education adult women have had, the more likely they are to be working. College graduates are better represented than high school graduates in the adult female labor force just as the proportion of high school graduates employed exceeds that of women who never went beyond elementary school.[1]

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[1] National Manpower Council, Womanpower, Ibid., p. 21.

It appears that there is a relationship between educational background and the occupational area of employment of women. According to a 1957 study,[1] 75 per cent of the employed women with college degrees had professional or technical jobs, 14 per cent were clerical workers, and 11 per cent were managers, officials, and proprietors; those with high school education held clerical, managerial, and sales occupations; and those with elementary education held operative and service occupations.

The requirement of a college degree for women to obtain clerical positions is unusual in most offices, however, a degree is required in some offices. College graduates often use clerical work as a stepping stone to professional or executive positions.

Concerning college graduates as clerical workers, one report indicates that:

> A college graduate without experience can qualify for a job as a clerk, receptionist, or typist; with one year's experience, for a secretarial job; with three to five years' experience, for a job as executive secretary--usually among the highest paying jobs in the clerical field.[2]

In discussing the career opportunities open to college women graduates, Zapoleon states that:

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[1] Stalla P. Manor, 1958 Handbook on Women Workers, Ibid., p. 93.

[2] Rosina Fusco, "The College Trained Secretary," Journal of College Placement, Vol. 15, No. 4, p. 15.

> Nearly half of the college women in clerical work are secretaries, stenographers, or typists, and about 13 per cent bookkeepers. Among other clerical jobs held by graduated college women are those of personnel clerk, accounting clerk, library assistant, proof-reader, physicians' assistant, receptionist, calculating machine operator, bank teller, dictaphone operator, file clerk, statistical clerk, and traffic clerk. The more competent of these office workers become secretaries, office managers, department supervisors, and accountants.[1]

Years of increasingly responsible experience in professional work are usually required before the woman college graduate may reach a top-level position. Any field can be entered by college women--professional, scientific, administrative--either in private business or in public service. The way is open for women who can prove their competence to move to the top in their chosen fields.

There has been a spectacular growth in the enrollment of women in institutions of higher learning during the twentieth century. For the school year 1957-58, the United States Office of Education reported a new high for the nation of 1,065,000 women enrolled in these institutions, an increase of 4.5 per cent over 1956-57 and an increase of 54.6 per cent from 1951 to 1957.[2] Another report indicates

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[1] Marguerite Wykoff Zapoleon, The College Girl Looks Ahead to Her Career Opportunities (New York: Harper & Brothers, 1956), pp. 36, 37.

[2] Clemens Johnson and Anne J. Fenton, Opening Enrollment in Higher Educational Institutions: Fall 1957, U. S. Department of Health, Education, and Welfare (Washington: U. S. Government Printing Office, 1958), pp. 1-3.

that 33 per cent of the women were enrolled in universities; 33 per cent in liberal-arts colleges; 14 per cent in teachers' colleges; 12 per cent in junior colleges, and the remainder in theological and technological schools.[1] There were 117,609 bachelor's and other first-level degrees, 20,623 master's and other second-level degrees, and 939 doctorates conferred on women in 1957.[2] Of the first-level degrees, 3,911 (3 per cent) were in the business field, and 123 (1 per cent) of the second-level degrees in this field.[3]

In 1958 there were more than 15,000 women enrolled in the 33 institutions of higher learning in Oklahoma.[4] Included in the 33 institutions are 17 which offer business programs involving four or more years of study. There are 16 junior colleges in which the typical program involves two years of study. Eleven of these 33 institutions are within a 100-mile radius of Oklahoma City, the capital and largest city in Oklahoma. There are over 10,000 women enrolled in these 11 institutions.[5]

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[1]Stella P. Manor, 1958 Handbook on Woman Workers, Ibid., p. 89.

[2]Ibid., p. 98. [3]Ibid., p. 100.

[4]Oklahoma Educational Directory, 1958-59 (Department of Education, Bulletin No. 109-H), p. 15.

[5]Diane B. Gertler and Hazel C. Poole, Opening (Fall) Enrollment in Higher Education, 1958: Institutional Data, U. S. Department of Health, Education, and Welfare (Washington: U. S. Government Printing Office, 1959), p. 24.

Numerous business and industrial firms and state and federal offices are located in Oklahoma City. Many of these firms and offices employ women from the immediate area, and it is possible that most of the women college graduates seek employment in Oklahoma City. In a 1955 study,[1] it was found that some business firms require a minimum of four or more years of college for such positions as private secretary, secretary-stenographer, senior and junior stenographers, payroll clerk, senior and junior accounting clerks, file clerk, and general clerk. If, as indicated here, women have established their positions in the business world, then there are several things which ought to be studied to make the most of the situation in a metropolitan area such as Oklahoma City. Certainly there are factors here that one might be interested in, i.e., what are the jobs to which women are attracted? What are the requirements for women to secure these jobs? Where does college preparation fit into the picture? Is there any need for college education to prepare women for business occupations? With such questions in mind, it appears appropriate to study the circumstances surrounding the employment of college women graduates in Oklahoma City.

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[1]James Ralph Reed, "Circumstances Surrounding the Employment of Beginning Office Workers" (Unpublished Ed. D. dissertation, The University of Oklahoma, Norman, Oklahoma, 1955).

It would undoubtedly be desirable to collect data from all of the metropolitan cities in Oklahoma although the scope of such an investigation would possibly be too extensive for one individual to undertake. However, by means of a careful analysis and evaluation of statements by personnel managers and women college graduates in various offices in Oklahoma City, it appears feasible to this author to produce facts and develop ideas which may be used to improve education for women in business.

Statement of Problem

The problem of this study was to secure information concerning the employment of women college graduates in office positions in Oklahoma City and to analyze and interpret that information to clearly reveal needed adaptations and improvements in education for business at the college level.

From the outset, this study involved three major phases: (1) investigation of the office positions held by women college graduates and opportunities for advancement, (2) determination of the nature of preparation of women college graduates in office positions, and (3) analysis of the statements made by personnel managers and women employees relative to specific employment practices and procedures utilized in various offices.

The primary purpose for making this study was to reveal information on which recommendations designed to increase the effectiveness of education of women for business might be based.

Delimitation

The data for this study were acquired from personnel managers and women college graduates by means of personal interviews and questionnaires. The data pertain specifically to women employees who held academic degrees and were employed in office positions at the time of the survey.

Professional occupations involving teachers, nurses, librarians, pharmacists, medical technicians, editors and reporters, social and welfare workers, and draftswomen were not included in this investigation. Observation of the employees was incidental to gathering the data for this study, and no attempt was made to determine the efficiency of individual employees.

Source of Data

The major portion of the data for this study was obtained through interviewing 50 personnel managers and 121 women college graduates employed in selected business organizations and governmental agencies. The data include specific information regarding all women college graduates employed in office positions by the selected employers in Oklahoma City in 1958-59. Handbooks and other published

materials of the 50 employers were utilized to supplement the oral statements of personnel managers and employees.

Procedure

The first step taken in this study involved extensive reading concerning women in the labor force and the questionnaire techniques which might be used in making a survey of business employment for women college graduates in Oklahoma City. Several research studies were obtained and examined carefully for ideas that might be helpful in conducting this study.

The second step involved developing a guide to be used in obtaining information concerning (1) circumstances surrounding the employment of women college graduates, and (2) data pertinent to the employment practices and promotion opportunities of women employees. Trial interviews were conducted with seven personnel managers and twenty women employees. On the basis of the experience gained through this trial procedure, a revision of the guide was made. A copy of the research guide is included in Appendix A.

The third step involved the interviewing of 50 personnel managers and 121 women employees in Oklahoma City. A list of the 50 business enterprises and governmental agencies surveyed is given in Appendix B. Whenever it was possible, interviews were conducted in the offices of

personnel managers or offices of the employees. Thus, during the interviews the personnel managers and employees were in a normal working environment and had access to records, reports, manuals, and handbooks. Frequent reference was made to such materials during the interviews.

The time spent in interviews with the personnel managers ranged from 30 minutes to 150 minutes, and from 15 minutes to 115 minutes with the employees. Extensive interest on the part of some of the interviewees caused certain interviews to be longer than others.

After the interviewer explained the nature and purpose of the study, the information desired was obtained in an informal manner. The information given by the personnel managers and women employees was recorded in shorthand. The statements of the interviewees regarding each item in the interview guide were placed on cards and grouped in a manner that facilitated summarization of the responses in definite categories.

In the fourth step in this investigation the data were analyzed, interpreted, and summarized. The findings relative to employment of college women in office positions in Oklahoma City were then compared with the findings in other research reports.

The final step involved the preparation of this written report. The succeeding chapters of this report are devoted to specific phases of the problem, such as the kinds

of positions in which women college graduates are employed; current business practices relating to the employment of women college graduates in selecting, training, benefits, and promotions; educational backgrounds of the employees; and problems encountered in business occupations.

CHAPTER II

REVIEW OF RELATED LITERATURE

There have been numerous books, bulletins, pamphlets, magazine articles, and newspaper items published concerning women and employment opportunities for women. Most of the books written prior to 1940 are involved primarily with the history of education for women in a changing world. The bulletins and pamphlets generally deal with employment opportunities for women in specialized occupational areas. The magazine articles and newspaper items usually pertain to the unusual or flamboyant elements in the education or the employment of women.

Womanpower,[1] the most recent in a series of studies pertaining to the nation's labor resources prepared by the National Manpower Council, is of significance to this study. The Council, established at Columbia University in 1951 under a grant from the Ford Foundation, is concerned with women's participation in the labor force from the viewpoint of the country's total labor resources. Womanpower reveals

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

the major factors which affect the role of women in paid employment, distinguishing characteristics of women's behavior in the labor market, education and training of girls and women, employment policies and practices involving women in business and industry, problem of shortages of highly trained personnel, and forces which impel married women to return to work. Most of the conclusions reached in Womanpower are applicable to the employment of women in general. However, certain of the conclusions have specific implications for this research study. They are considered in detail in Chapter V.

Endicott[1] utilized the questionnaire technique to obtain data from 200 personnel executives representing 72 businesses and industries employing college and university graduates. The purpose of his study was to reveal information concerning policies and practices utilized in business and industry which might be used by educators and placement-service directors to better prepare seniors for initial employment. It is interesting to note that 964 inexperienced college women were employed in various professional occupations during 1956 and that the personnel executives anticipated that 1,128 more inexperienced women college graduates would be needed the next year. Endicott

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[1]Frank Endicott, Trends in the Employment of College and University Graduates in Business and Industry, a bulletin distributed by Northwestern University, December, 1956.

discovered that approximately one third of the personnel executives actively recruit college women by visiting college campuses, whereas others reported that they were able to fill their employment requirements by making selections from those who made applications.

Stehr[1] made an investigation to determine the relationship between actual employment practices of the business firms located in the junior college service areas and business education experiences offered in the curricula of the junior colleges in Oklahoma. The purpose of his study was to enable business teachers in the junior colleges of Oklahoma to gain further insight into the makeup of office employment practices in the small towns and small cities of the state. Data were obtained from 281 selected business firms in 18 towns and cities in Oklahoma, and from junior colleges and former students and graduates of junior colleges. The questionnaire and interview techniques were utilized in gathering data.

Stehr's study reveals that the employers in small-town and small-city firms employ from one to three office workers. Of the total employed in the represented firms, 68.7 per cent were female workers; and of the total of 867

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[1]Bennie William Stehr, "An Investigation of Employment Practices in Selected Oklahoma Cities with Implications for Improvement of Terminal Business Education in the Junior Colleges" (Unpublished Ed. D. dissertation, Colorado State College, 1958).

full-time employees in the offices, only 14.1 per cent were former junior college students.

The results of a questionnaire investigation made to determine the elements necessary for improving educational programs preparing women for office management positions was reported by Rusher.[1] This study was confined to 266 women office managers who were members of the National Office Management Association. The findings concerning these 266 women indicate an average age of 45, a median salary of $6,000, and a median of 4.6 years of education beyond the eighth grade. About one half of them were single, and the majority had been employed as secretaries or bookkeepers prior to their promotion to office managers.[2] Other findings reported by Rusher are as follows:

1. There are opportunities for women in office management in both large and small firms and in a variety of industries.
2. Women are promoted to office management positions after having served in lower-level positions.
3. A few women are promoted to top-level positions, but the majority work at the middle management level.
4. Their educational background and an interest in self-improvement through continued study contribute to their advancement.
5. Women employed in office management positions consider their positions as permanent careers.

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[1] Elfreda Maxine Rusher, "A Study of Women in Office Management Positions, with Implications for Business Education" (Unpublished Ph. D. dissertation, Ohio State University, 1957).

[2] Ibid., p. 68.

6. The functions performed by women in office management positions are varied, but the major ones deal with employer-employee relationships and with planning and scheduling office work.

7. Women who occupy office management positions have basic problems which do not confront men in the same positions.

8. To be successful in higher-level positions, women must possess leadership qualities.

9. Business administration and general education courses, supplemented by secretarial skills, are integral elements of the educational preparation of women for office management positions.[1]

In 1955 a questionnaire study to reveal information which would enable business students, business teachers, school administrators, and businessmen of Oklahoma City to better understand the circumstances surrounding employment of beginning office workers was completed by Reed.[2] This survey included data from 233 selected business firms, representing 54 different types of business enterprises, and pertained to the conditions in office service occupations in which 8,546 men and women were employed. Conclusions reached in this study were:

1. One of the primary qualifications for initial employment in an office service occupation in Oklahoma City is graduation from high school.

2. Beginning employees, in general, in office service occupations encounter difficulty in initiating, organizing, and executing efficiently the office tasks assigned to them.

3. Beginning typists and beginning stenographers are frequently deficient in their ability to perform efficiently the tasks which are basic to their occupational classifications.

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[1] Ibid., p. 168.

[2] James Ralph Reed, "Circumstances Surrounding the Employment of Beginning Office Workers in Oklahoma City" (Unpublished Ed. D. dissertation, The University of Oklahoma, Norman, Oklahoma, 1955).

4. Accuracy is the single personal trait, reported by office managers, in which beginning office service employees in all occupational classifications are frequently deficient.
5. It is common practice for office employees to perform a wide variety of specific duties.
6. Office managers experience greatest difficulty in obtaining qualified workers for secretarial and accounting positions.
7. Office managers, for the most part, base their selection of office service workers upon the information they gain in the process of conducting personal interviews with the prospective employees.
8. The use of modern office machines in Oklahoma City is widespread and extensive.[1]

In 1946 Long[2] made a study to determine the occupational opportunities in Dallas of the woman college graduates of the School of Business Administration in the North Texas State College in Denton, Texas. The questionnaire technique was employed to obtain data from personnel managers. One of the significant findings was that few employers specified college training as a requisite for employment, but that most employers gave preference to college-trained women.[3] Other findings of the study may be summarized as follows:

1. Women have not been employed in specialized business fields long.
2. Accounting is one of the most exacting and remunerative of the professions.

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[1] Ibid., pp. 166-167.

[2] Ruth Long, "Occupational Opportunities for the Woman College Graduate in Specialized Business Fields" (Unpublished Master's Thesis, North Texas State College, Denton, Texas, 1946).

[3] Ibid., p. 67.

3. Advertising is a fertile field for the woman college graduate because more and more women are being employed in this field.

4. Women perform a large number of clerical duties in banks, but few women are elevated to executive positions.

5. There are few opportunities in specialized business fields for the woman college graduate of a School of Business Administration in Government Service except by way of upgrading of permanent employees. The employees are selected through examinations, and begin at the bottom of the ladder.

6. Merchandising presents many opportunities to the woman graduate; but except in technical or clerical positions, experience in the work is considered more valuable than training. Good positions must be earned and ability demonstrated.

7. Transportation offers many opportunities for the woman graduate of a School of Business Administration. There is not a prejudice against women workers, and the required experience is not stressed as much as high degree of training.[1]

Several occupational studies based on information furnished by the United States Bureau of the Census have been published by the Women's Bureau Research Division of the United States Department of Labor. The long-time occupational trends for women for the period of 1940 to 1950 were reported by Hooks.[2]

In 1950 Schaick[3] made a study of women in higher-level positions in selected fields in business and industry. Her data were based on scattered reports and individual

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[1] Ibid., pp. 68-74.

[2] Janet M. Hooks, Women's Occupations Through Seven Decades, Women's Bureau Bulletin No. 218 (Washington: U. S. Government Printing Office, 1947).

[3] Frances Van Schaick, Women in Higher-Level Positions, Women's Bureau Bulletin No. 236 (Washington: U. S. Government Printing Office, 1950).

opinions from executives and from women who had advanced to responsible positions. Schaick stated that there was evidence which indicated that women are being more frequently judged on merit and this should inspire young women to prepare themselves for positions of high responsibility in order to increase their opportunities and their usefulness.[1]

Pidgeon[2] studied the occupational trends of women for the period of 1940 to 1950. Her findings indicate the rapid growth of women employed in many occupations, the shift toward occupations involving specialized skills and preparations, the broadening of women in a variety of service occupations, and an increase in the number of occupations listed by the 1950 census.

In 1955[3] a survey of women college graduates was made by the Women's Bureau of the United States Department of Labor, in cooperation with the Women's Section of the National Vocational Guidance Association. In this study, 3,000 women were selected from the 81,000 receiving degrees from 108 colleges and universities in June, 1955.[4] Data

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[1] Ibid., p. 6.

[2] Mary Elizabeth Pidgeon, Changes in Women's Occupations, 1940-1950, Women's Bureau Bulletin No. 253 (Washington: U. S. Government Printing Office, 1954).

[3] U. S. Department of Labor, Women's Bureau, in cooperation with National Vocational Guidance Association, Women's Section, Employment After College: Report on Women Graduates, Class of 1955 (Washington: U. S. Government Printing Office, 1956).

[4] Ibid., p. 2.

were obtained by means of the questionnaire technique from these 3,000 who had received baccalaureate degrees. This study was designed to determine what recent women graduates were doing and how they evaluated their college training. The findings revealed that six months after graduation, four-fifths of the graduates had jobs, most of them in fields for which they had been trained. The majority had prepared to teach, however, only 6 out of 10 of the employed graduates held teaching positions.

Keeler[1] conducted a study to determine the job opportunities for college women. Her study was prepared in response to requests from deans of women and faculty advisers engaged in counseling for materials that would meet the needs of women students seeking higher-level positions. It was found in her study that college women can enter practically any field, whether in private business or in public service. Keeler made suggestions concerning careers in promising fields, job-finding techniques, practical considerations for women planning ahead, and background information for women after they are on the job.

In 1956 Wells[2] made an investigation involving 5,411 women college graduates from 126 colleges and

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[1]Miriam Keeler, Job Horizons for the College Woman, U. S. Department of Labor, Women's Bureau Pamphlet One (Washington: U. S. Government Printing Office, 1956).

[2]Jean A. Wells, College Women Go to Work: Report on Women Graduates, Class of 1956, U. S. Department of Labor, Women's Bureau Bulletin No. 264 (Washington: U. S. Government Printing Office, 1958).

universities to determine what the graduates were doing, what kinds of jobs they obtained after graduation, the relationship of the fields studied in college and the first jobs obtained by the graduates, what salary each of the graduates was earning, and comments made by the graduates concerning their employment. The primary purpose of this study was to help young women decide how best to use their capabilities. The survey indicated that most of the graduates were employed in jobs for which they had received training, and that three-fourths of the graduates who held teaching certificates were actually teaching. The findings reveal that 75 per cent of the graduates involved were working full time, 9 per cent were attending school full time, and 3 per cent were seeking work.[1]

A study[2] was prepared by the Educational Research Department of General Electric Company for the purposes of (1) assisting administrators and faculties of institutions of higher learning in guidance and curricula planning, and (2) revising the Company's machinery for recruiting and manpower mobilization. The questionnaire technique was utilized to obtain opinions from 13,586 men and women college graduates employed by this company concerning the

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[1] Ibid., p. 1.

[2] What They Think of Their Higher Education, Educational Relations Information Bulletin, General Electric Company (Schenectady, New York, 1957).

skills and strengths received or developed through their college experiences. An attempt was made to obtain a better understanding of the areas of college teaching most valuable to men and women in corporate enterprise. The findings revealed that English communication--both written and oral--was reported high on the list of college curriculum areas considered to be extremely valuable, regardless of the respondents' type of employment; that four major areas were recommended by the respondents for success in a business career--sciences, social sciences, humanities, and business; that more dissatisfaction seemed evident with the course program selected by the non-engineering respondents--only 54 per cent would choose the same course of study again.[1] It was evident that dissatisfaction of respondents stemmed primarily from the impact of financial considerations on the college selection process.

Manor[2] made a study concerning facts on women workers in the United States to be utilized as a source book by employers, labor unions, government officials, educators and counselors, women's organizations, and other persons and organizations interested in the facts about women's employment. This handbook, a biennial, is the latest edition

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[1] Ibid., pp. 5-6.

[2] Stella P. Manor, 1958 Handbook on Women Workers, U. S. Department of Labor, Women's Bureau Bulletin No. 266 (Washington: U. S. Government Printing Office, 1958).

published by the Women's Bureau of the United States Department of Labor concerning information on women's employment and occupations; the age and marital status of women workers; women's earnings and income; women's educational status; and state laws affecting the employment and civil and political status of women.

As evidenced by the studies referred to in this investigation, the amount and scope of formal research relative to business employment for women college graduates is extremely limited. Generally, no distinction is made in the employment or educational backgrounds for men and women. The most recent data concerning women's occupations in general appears in publications published by the Women's Bureau of the United States Department of Labor.

CHAPTER III

CIRCUMSTANCES SURROUNDING THE EMPLOYMENT OF WOMEN COLLEGE GRADUATES IN BUSINESS OCCUPATIONS

Collection of the data for this investigation involved personal interviews conducted with personnel managers and women college graduates. The nature of the data collected from these two sources is quite different. For this reason, the material in this Chapter concerns only the data from the personnel managers; whereas, Chapter IV is devoted to consideration of the data obtained from women college graduates.

The material presented in this Chapter is that revealed by 50 personnel managers representing business organizations that employ women college graduates as office workers. In broad terms, the information concerns the circumstances surrounding the employment of women college graduates in business occupations. Specifically, the circumstances involve current business practices relating to the employment of women college graduates; their selection, training, and promotion; fringe benefits offered them; the effect of automation on present positions; and suggestions

and recommendations offered by personnel managers regarding the higher education of women for business occupations.

The basic technique utilized in the collection of the data involved personal interviews with personnel managers. The term "personnel manager" is used in this study to designate each of the persons authorized to employ individuals to fill vacancies in the various enterprises involved. Included in this study as personnel managers are some persons who devoted their full time to employing people to fill positions, and some persons who had other responsibilities. The individuals having responsibilities in addition to personnel management held such titles as Vice-President, Office Manager, and Treasurer. The 50 interviews were conducted between April 4, 1958, and February 27, 1959. Each interview appointment was scheduled by means of a telephone conversation between the author and the particular personnel manager. During the conversation, a brief explanation of the nature of the study and the types of information desired was related to the person to be interviewed, and a convenient time for the personal interview was established.

Each personal interview was conducted in the office of the interviewee, thus facilitating ready access to materials such as records, manuals, and handbooks. Frequent reference was made to these materials during some of the interviews. The interviews ranged in length from 30 minutes to 150 minutes. Extensive interest on the part of the

interviewees constituted the primary reason why certain interviews were longer than others.

To insure uniformity and completeness in the collection of the data, an interview guide (see Appendix A) was used. The data accumulated in each interview were transferred from the guide to cards to facilitate ease in handling of items analyzed, interpreted, and presented in this research report. Twenty-nine handbooks and other published materials which have been distributed to employees within the business organizations involved in this study were utilized to supplement oral statements made by the interviewees. Reference was made to materials circulated or distributed to the employees of a few firms on weekly or monthly publications schedules.

The Business Community

Oklahoma City was selected as the vicinity in which to conduct this investigation. It is the capital of Oklahoma and has been the State's largest city since its incorporation in 1890. Its population has grown from 4,151 in 1890[1] to the current population of approximately 480,000.[2] This city ranked thirty-seventh in the nation in size in

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[1]Angie Debo, Oklahoma Foot-Loose and Fancy-Free (Norman: University of Oklahoma Press, 1949), p. 29.

[2]"Oklahoma City From A to Z," Duplicated report compiled by the Public Relations Division of Oklahoma City Chamber of Commerce (1959-60), p. 9.

the 1960 census. Oklahoma City is located approximately 300 miles south of the exact center of the United States, and approximately at the center of the State of Oklahoma.

Because Oklahoma City is centrally located in the State and on the routes of major transportation facilities, it is an important center for business, industry, distribution, and service organizations. The 1954 Census of Business indicates that in that year there were 3,291 retail businesses, 808 wholesale businesses, 426 manufacturing businesses, and 2,256 selected service organizations in Oklahoma City.[1] According to the 1958 Economic Development Report, industrial expansions and community improvements during 1958 amounted to $195,015,976.[2] Furthermore, this city is located in one of the greatest oil-producing areas in the world. Numerous major oil producing companies and oil service organizations have offices located in this capital city. Also, there are many state and federal offices here.

Effective December, 1958, the Oklahoma City Metropolitan Area, originally comprising Oklahoma County, was officially enlarged to include Cleveland County. This

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[1] Edwin D. Golfield, ed., A Statistical Abstract Supplement County and City Data Book 1956, Bureau of the Census, U. S. Department of Commerce (Washington: U. S. Government Printing Office, 1957).

[2] "1958 Economic Development Report," duplicated report compiled by the Industrial Division of the Oklahoma City Chamber of Commerce (1959), p. 45.

action was taken by the Bureau of the Census because of extensive growth in the trading area. Approximately 709 square miles are included in the Area, with more than 400 square miles in Oklahoma City proper.

It is interesting to note that there are 33 institutions of higher learning in the State of Oklahoma. Eleven of these institutions are located within a 100-mile radius of Oklahoma City. With more than 10,000 women enrolled in the eleven institutions of higher learning, it is apparent that a large number of women college graduates now seek and will continue to seek employment in the Oklahoma City Area.

Nature of Business Organizations

In the initial stage of this investigation, business enterprises in which information was gathered were selected primarily from three sources. First, a list of businesses was supplied by the Oklahoma City Chamber of Commerce and an effort was made to determine the firms most likely to have women college graduates as employees. In this checking process, numerous such businesses as filling stations, cafes, and electrical and plumbing service organizations were eliminated. Secondly, a roster of the Oklahoma City Personnel Association was utilized to obtain names of certain firms not on the first list. Finally, the Oklahoma City Telephone Directory was utilized to obtain additional firm names. In utilizing the latter source, an attempt was

made to secure names of firms in various business classifications which the researcher assumed might employ women college graduates. By this selective process it was possible to contact 128 business organizations.

From the contacts with the 128 business organizations, it was determined that there were 231 women college graduates employed in 55 of the organizations. Of more significance to this study is the fact that 121 of the 231 women college graduates were employed in office service positions in 50 business organizations. Seventy-three of the 128 business firms contacted employed no women college graduates at the time the contacts were made. Table 1 reveals information relative to the number and nature of the organizations contacted in this investigation. The table indicates the types of businesses contacted, the total number of businesses in each type, and the number of businesses in each type involved in this study.

It is interesting to note that it was assumed by the author and personnel of the Oklahoma City Chamber of Commerce that women college graduates were probably employed in office positions in 128 business organizations; but upon investigating, it was determined that women college graduates were employed in only 55 of the business organizations. Women college graduates were employed in office service positions in 50 of these 55 organizations. It was also assumed at the outset that more women college graduates

TABLE 1

NATURE OF THE 128 BUSINESS ORGANIZATIONS CONTACTED IN THIS STUDY

Type of Business Organization	Number Contacted	Number from Which Pertinent Data Were Obtained
Distribution	39	11
Governmental	22	14
Manufacturing	21	5
Service	15	3
Financial	9	3
Communication	7	4
Oil Production and Distribution	5	2
Real Estate and Abstracting	5	3
Public Utility	3	3
Religious	2	2
Totals	128	50

would be employed by distribution, governmental, manufacturing, and service organizations than in other types of business organizations. This assumption was proved in the investigation to be correct.

Kinds of Positions Held by Women College Graduates

While women have been employed in many fields of business for a relatively long time, their acceptance in positions of responsibility is of more recent origin. The evidence gained in this study indicates that women not only are employed in responsible positions, but there is considerable variation in such positions.

Before proceeding with divisions of the specific data of this study, it appears desirable to consider certain general information gained in the investigation. The broad range of positions held by 231 women college graduates in 55 business organizations in Oklahoma City is revealed in Table 2. For ease in presenting this information, the 55 business organizations were grouped into ten major types, and the positions held by the 231 women college graduates were grouped under the types of business organizations in which they were employed.

More than one half, or 52.3 per cent, of the total number of jobs held by the 231 graduates were actually office service positions. The information gathered indicates that frequently certain office service positions are utilized as stepping stones to higher paying positions--in numerous cases to jobs classified apart from office positions. For example: one graduate was initially employed as a clerk-typist and advanced to the position of editor of the company magazine; another graduate began working as a switchboard operator and advanced to the position of talent writer.

The employment opportunities for women college graduates in Oklahoma City appear to be rather extensive in governmental organizations, but somewhat limited in most of the other types of business organizations. Governmental agencies employed the greatest number of women college

TABLE 2

POSITIONS HELD BY 231 WOMEN COLLEGE GRADUATES IN 55 BUSINESS ORGANIZATIONS

Type of Business Organization and Position Held	Number of Positions	Total and Per Cent of 231 in Each Type	
Distribution:			
Accountant	1		
Accounts Payable Clerk	1		
Billing Clerk	1		
Bridal Consultant	1		
Business Manager	1		
Business Manager and Buyer	1		
Credit Adjustment Clerk	1		
Key-Punch Operator	1		
Office Clerk	3		
Personnel Director	1		
Piano Demonstrator	1		
Secretary	6		
Stenographer	1		
Systems Service Representative	2	22	9.5%
Governmental:			
Acting Case Supervisor	1		
Administrative Assistant	2		
Adult Service Librarian	1		
Application Completion Interviewer	1		
Assistant Boys' and Girls' Librarian	3		
Assistant Director	1		
Assistant Order Librarian	1		
Assistant Reference Librarian	2		
Auditor	1		
Bookkeeper	2		
Branch Service Librarian	1		
Case Worker	9		
Catalogue Librarian	2		
Chief, Acquisition and Procession	1		
Chief, Clinical Laboratory	1		
Chief Dietitian	1		
Chief, Physical Medicine Rehabilitation	1		
Chief, Physical Therapy Department	1		
Circulation Desk Librarian	2		

TABLE 2--Continued

Type of Business Organization and Position Held	Number of Positions	Total and Per Cent of 231 in Each Type
Child Welfare Worker	3	
Claims Representative	2	
Clerk-Stenographer	3	
Clerk-Typist	1	
Clinical Social Worker	2	
Coordinator, Boys' and Girls' Service	1	
Counselor	3	
Director, Metropolitan	1	
District Child Welfare Supervisor	1	
Employee Utilization Officer	1	
Field Representative	1	
File Clerk	1	
Foster Home Finder	2	
General Accounts Supervisor	1	
General Office Clerk	2	
General Service Librarian	1	
Head, Administrative Dietitian	1	
Head Dietitian	1	
Internal Revenue Agent	1	
Legal and General Reference Librarian	1	
Legal Reference Librarian	1	
Librarian I	2	
Librarian II	3	
Management Analyst	1	
Medical Social Analyst	3	
Occupational Therapist	1	
Physical Therapist	3	
Placement Interviewer	5	
Psychologist	3	
Public Documents Librarian	1	
Public Relations Chief Assistant	1	
Reference Librarian	2	
Secretary	5	
Secretary, Administrative	1	
Social Worker	10	
Special Instructor, SW for Graduates	1	
Staff Psychiatric Occupational Therapist	1	
Stenographer	6	

TABLE 2--Continued

Type of Business Organization and Position Held	Number of Positions	Total and Per Cent of 231 in Each Type	
Supervisor, Assistant Chief Dietitian	1		
Supervisor, Blood Bank	1		
Supervisor, Clinical Social Worker	1		
Supervisor, File Clerk	1		
Supervisor, Physical Restoration	1		
Supervisor, Social Work	1		
Tax Collection Clerk	1		
Tax Examiner	2		
Tax Penalty Examiner	1	124	53.6%
Manufacturing:			
Bookkeeper	2		
Office Manager	1		
Secretary	1		
Treasurer and Controller	1	5	2.2%
Service:			
General Manager	1		
Reservation Agent	2		
Reservation Supervisor	1		
Secretary	2	6	2.6%
Financial:			
Editor, Company Magazine	1		
Junior Clerk	2		
Paying and Receiving Teller	2		
Secretary	5		
Senior Clerk	1	11	4.8%
Communication:			
Accountant	1		
Assistant Radio Continuity Writer	1		
Assistant Society Editor	1		
Advertising Record Clerk	1		
Chief Librarian	1		
Continuity Writer	1		
Promotion Assistant	1		
Proofreader	2		
Reporter	3		
Secretary	4		

TABLE 2--Continued

Type of Business Organization and Position Held	Number of Positions	Total and Per Cent of 231 in Each Type	
Society Editor	1		
Society Reporter	3		
Special Writer	1		
Supervisor, Teletypesetter	1		
Talent Writer	1		
Traffic Manager	2		
Women's Editor	2	27	11.7%
Oil Production and Distribution:			
Clerk Typist	1		
Division Personnel Clerk	1		
Draftswoman	1		
Journalist	1		
Lease Clerk	1		
Map Draftswoman	1		
Secretary	1		
Technical Assistant	2	9	3.9%
Real Estate and Abstracting:			
Clerk, Abstract Order Desk	1		
Posting Clerk	1		
Secretary	2		
Tax and Insurance Clerk	1	5	2.2%
Public Utility:			
Customer Service Clerk	1		
Home Consultant	4		
Home Service Director	1		
Home Service Director; Supervisor	1		
Interviewer-Receptionist	1		
Secretary	3		
Senior Engineering Record Clerk	1	12	5.2%
Religious:			
Associate in Religious Education	1		
Director, Religious Education	1		
Director, Youth Work	1		
Organist	1		
Receptionist-Stenographer	1		
Secretary	4		
Stenographer	1	10	4.3%
Total Positions Held	231	231	100.0%

graduates--124 graduates holding positions in 66 job classifications. A sizeable number of positions were held by graduates in the communication and distribution groups--27 positions in 17 job classifications in the communication group, and 22 positions in 14 job classifications in the distribution group. Opportunities in the other types of businesses ranged from 11 positions in 5 job classifications in the financial group, to 5 positions in 4 job classifications each in the manufacturing, and the real estate and abstracting groups.

Further analysis of the data in Table 2 reveals that, for the most part, in the governmental and communication groups relatively few graduates were in office service positions. Most frequently in the governmental agencies they were employed as librarians, social workers, and technicians. The majority, or 59.0 per cent, of the graduates who held positions in the communication group were employed as writers, editors, and reporters. Public utility organizations employed 50.0 per cent of the women graduates in home service positions. In contrast to this, more than one half of the graduates employed by organizations in religious, financial, distribution, and oil production and distribution groups held office service positions. Even more significant is that all of the graduates employed by the manufacturing, real estate and abstracting, and service organization groups held office service positions. The

variation in types of positions obviously is less extensive in these latter groups than in the governmental and communication groups.

Another interesting point to note is that 34.2 per cent of the 231 graduates were holding administrative positions. One half of all of the graduates employed by the government were in administrative positions.

The nature of office service positions held by 121 women college graduates in 50 of the business organizations in Oklahoma City is revealed in Table 3. The remainder of this study is based upon data concerning these 121 women college graduates. The occupational titles of the positions held by these graduates were grouped under six major occupational headings. Occupational title classifications were based, where feasible, on occupational titles and occupational descriptions established in the Dictionary of Occupational Titles.[1] The six major occupational areas included within the scope of office service positions are Secretarial, Bookkeeping and Accounting, General Clerical, General Management, Personnel, and Machine Operation.

Study of Table 3 makes it apparent that the number of different office service positions is extensive in all

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[1] United States Government, United States Employment Service, Division of Occupational Analysis, Dictionary of Occupational Titles, Volume I, Definitions of Titles, Superintendent of Documents (Washington: Government Printing Office, 1949).

TABLE 3

OFFICE SERVICE POSITIONS HELD BY 121 WOMEN COLLEGE GRADUATES IN 50 BUSINESS ORGANIZATIONS IN OKLAHOMA CITY

Occupational Area and Title of Position Held	Number of Women College Graduates in Each Classification	Total and Per Cent of 121 in Each Area	
Secretarial:			
Private Secretary.	15		
Secretary.	19		
Stenographer	11	45	37.2%
Bookkeeping and Accounting:			
Abstract Order Clerk	1		
Accountant	2		
Accounts Payable Clerk . . .	1		
Auditor.	1		
Billing Clerk.	1		
Bookkeeper	4		
Bookkeeping Division Chief .	1		
Claims Representative (Social Security) . . .	2		
Examiner (Tax Penalties) . .	1		
General Accounts Supervisor.	1		
Paying and Receiving Clerk .	2		
Posting Clerk.	1		
Tax and Insurance Clerk. . .	1		
Tax Collection Clerk	1		
Tax Examiner (Internal Revenue). . .	2	22	18.1%
General Clerical:			
Advertising Record Clerk . .	1		
Credit Adjustment Clerk. . .	1		
Customer Service Clerk . . .	1		
File Clerk	1		
File Clerk Supervisor. . . .	1		
General Office Clerk	5		
Junior Clerk	2		
Lease Clerk.	1		
Senior Clerk	1		
Senior Engineering-Records Clerk	1		
Typist	2	17	14.1%

TABLE 3--Continued

Occupational Area and Title of Position Held	Number of Women College Graduates in Each Classification	Total and Per Cent of 121 in Each Area
General Management:		
Administrative Assistant	2	
Business Manager and Buyer	2	
Executive Secretary-Treasurer	1	
General Manager	1	
Office Manager	2	
Promotion Assistant (Public Relations)	1	
Public Relations Chief Assistant	1	
Public Relations Manager	1	
Reservation Agent (Air Transportation)	2	
Reservation Supervisor (Air Transportation)	1	
Treasurer-Controller	1	
Traffic Manager (Radio)	2	17 14.1%
Personnel:		
Application Completion Interviewer	1	
Division Personnel Clerk	1	
Employee Utilization Officer	1	
Interviewer-Receptionist	1	
Personnel Counselor	3	
Personnel Manager	1	
Placement Interviewer	5	
Psychologist (Personnel Selection)	3	16 13.2%
Machine Operation:		
Key-Punch Operator (Verifier)	1	
Technical Assistant (IBM Programming)	2	
Teletypesetter	1	4 3.3%
Totals	121	121-100.0%

areas other than Secretarial and Machine Operation. It should be noted that the largest number of graduates involved in any of the given areas held secretarial positions; whereas the least number of graduates in any of the areas held machine operation positions. Evidence in terms of actual numbers of women college graduates employed in office service positions indicates that approximately twice as many were employed in secretarial positions as in any of the positions in other occupational classifications. In this study 45 women college graduates, or 37.2 per cent of all graduates involved, were employed in secretarial positions. The second most frequent field in which 22, or 18.1 per cent, women college graduates were employed was bookkeeping and accounting. Seventeen, or 14.1 per cent, women college graduates were employed in the general clerical field and 17 were in the general management field. Sixteen, or 13.2 per cent, were employed in the field of personnel. The smallest number of any classification in this study consisted of 4 positions held by women college graduates in the machine operation field.

Personnel managers were asked if they had found a shortage of college-trained women in certain fields. Seventeen managers reported a shortage of graduates to fill 24 office positions in their organizations. They stressed that a shortage existed in obtaining "good" qualified applicants rather than obtaining an ample number of applicants

to fill the positions. A summary of the positions for which shortages of women employees were reported by personnel managers in this study appears in Table 4.

TABLE 4

POSITIONS FOR WHICH SHORTAGES OF WOMEN COLLEGE GRADUATES WERE REPORTED BY PERSONNEL MANAGERS

Position	Number of Personnel Managers Indicating Shortage of Employees
Secretary	10
Stenographer	4
Clerk	3
Machine Operator	3
Religious-trained Secretary	2
Typist	2
Total number of responses	24

When asked if an oversupply of college-educated women existed in certain fields, only three personnel managers reported that they had found an oversupply of graduates. Generally, they indicated that women graduates frequently applied for office positions even though they were not prepared for business employment and were incapable of doing anything practical in the office.

There is no doubt that opportunities for employment in Oklahoma City exist for women college graduates. Women are holding a wide variety of positions in which they are required to perform supervisory, administrative, and

specialized jobs of all kinds. Many of these situations indicate that women do prepare themselves for advancement and that management recognizes that the person best qualified for a particular promotion may be a woman. It is apparent that women have made greater progress in some business organizations than others. It should be noted, however, that most of the occupational opportunities lie in the secretarial field. Secretarial and stenographic positions were held by women college graduates in 30 of the 50 business organizations involved in this study.

Current Practices Relating to the Employment of Women College Graduates

Analysis of literature indicates that procedures and practices in hiring new employees are becoming somewhat standardized. While personnel managers are expected to exercise initiative and to utilize innovations, certain basic and more or less standardized policies and practices are applicable in most business organizations. Some of the most commonly used procedures and practices are presented in this report under the following categories: selection of employees, training of employees, promotions, and fringe benefits.

Selection of Employees

The success of a business organization depends upon proper selection of persons to fill positions such as those

in the six occupational areas in Table 3 of this study. The important functions involved in office service positions make it imperative that care be exercised in selecting for employment individuals who are well qualified to handle the work to be done. Specific knowledges and skills and certain personal characteristics are essential to the maintenance of effective business operations.

It was apparent to the author that personnel managers involved in this study were striving to secure superior employees, and, in general, were endeavoring to employ persons capable of earning promotions. In each of the interviews the personnel manager was asked how he secured employees to fill office service positions such as those held by the women college graduates involved in this study. The statements of the 50 managers revealed eight sources which they were utilizing. The eight sources and the extent to which they were utilized are indicated in Table 5.

The 112 responses indicate that some of the 50 personnel managers utilize two or more sources for obtaining women college graduates. For example: 12 of the personnel managers utilize both state and commercial employment agencies; thus, the 27 personnel managers who utilize the state employment agency and the 16 personnel managers who utilize a commercial employment agency include 12 of the same personnel managers.

TABLE 5

SOURCES UTILIZED BY 50 PERSONNEL MANAGERS IN THE EMPLOYMENT OF WOMEN COLLEGE GRADUATES

Source Used	Number of Personnel Managers Using Source
State employment agency	27
Recommendation	21
Direct application	20
College and University placement agency	16
Commercial employment agency	16
Newspaper advertisement	6
Civil Service Register	4
Political sponsor	2
Total number of responses	112*

*Thirty-one personnel managers indicated two or more sources.

Personnel managers, in general, seek employees from the various sources without actually expecting to obtain college graduates. They seek women applicants for specific positions, and if a college graduate is the better qualified person, she is employed; but if a non-college graduate has the better background and fits the particular position more adequately, then she is employed.

It is interesting to note that three personnel managers in Oklahoma City obtained assistance in selecting employees for employment from personnel in their district offices in order to have employees who are familiar with their organizational structures. Two personnel managers

indicated that all applicants are tested, interviewed, and screened in other cities before being interviewed for positions in Oklahoma City.

Because the selection of employees is important, and methods of screening applicants vary with the different business organizations, personnel managers were asked how they screened women college graduates for positions. The typical response from the personnel managers was that the methods of screening applicants were the same for college graduates as for non-college graduates except that they expected more from the college graduates in the way of performance and personality factors. It was impossible in the interviews to cause the personnel managers to separate their thinking about the employment of women college graduates from consideration of the general problem of screening all employees.

Seven methods and devices utilized by the 50 personnel managers in selecting women college graduates for employment in Oklahoma City are revealed in Table 6. The methods and devices may or may not have been used to select women college graduates exclusively, but they are the methods that were used by the personnel managers to select the 121 women college graduates involved in this study.

The 135 responses in Table 6 indicate that more than one method or device for selecting applicants was used by some of the personnel managers. The personnel

TABLE 6

METHODS AND DEVICES UTILIZED BY 50 PERSONNEL MANAGERS TO SELECT WOMEN COLLEGE GRADUATES

Method or Device Used	Number of Personnel Managers Using Method or Device
Personnel Interview	50
Application Blank	37
Employment Test	22
Experience Record	12
Business Reference	5
School Record	5
Probation Period (30 to 190 days)	4
Total number of responses	135*

*Thirty-seven personnel managers utilized two or more methods and devices to select employees.

interview was used by all of the personnel managers. It should be noted, however, that only 13 personnel managers used the personnel interview exclusively to select employees. It is also apparent that the majority, 74.0 per cent, of the personnel managers required completion of an application blank even though they held personal interviews as they selected employees.

A variety of employment tests were utilized by 44.0 per cent of the personnel managers. Other managers indicated that they were either in the process of designing appropriate tests for various positions to be filled or were seriously considering the use of tests already

available. It was interesting to note from interviews with the personnel managers that 15 managers were using standardized tests such as the Wonderlic Personnel Test, Otis General Intelligence Examination, Science Research Associate Language Skill Test, and Civil Service Examination.

Of the 15 personnel managers reporting the use of standardized tests, 6 managers representing communication, financial, governmental, manufacturing, and oil and distribution organizations gave the Wonderlic Personnel Test to all applicants to measure general intelligence. The Wonderlic Personnel Test was given to college graduates in this study holding positions of Accounts Payable Clerk, Advertising Record Clerk, Secretary, and Supervisor of Teletypesetters in communication organizations; Junior Clerk, Paying and Receiving Teller, Secretary, and Senior Clerk in financial organizations; Bookkeeping Division Chief and General Office Clerk in governmental agencies; Office Manager in manufacturing; and Secretary and File Clerk in oil production and distribution organizations.

Five of the 15 personnel managers reporting the use of standardized tests gave the Otis General Intelligence Test to applicants applying for clerical and executive positions in order to measure mental ability. The graduates in this study who took this test held positions of Billing Clerk and Secretary in distribution organizations; Customer Service Clerk, Interviewer-Receptionist, and Secretary in

public utility organizations; Clerk-Typist and Technical Assistant in oil production and distribution; and Reservation Agent, Reservation Supervisor, and Secretary in service organizations.

Four of the 15 personnel managers reporting the use of standardized tests represent government agencies. All applicants for governmental positions take the Civil Service Examination and are listed on a register according to their scores on the test. When vacancies are to be filled, the personnel managers interview the top three individuals on the register before interviewing persons listed after the three top names. Graduates in this study who took this examination held positions of Auditor, Bookkeeper, Claims Representative, Employee Utilization Officer, Private Examiner, and Tax Penalty Examiner.

One of the 15 personnel managers reporting the use of standardized tests administered the Science Research Associate Language Skill Test to all applicants because of the nature of the organization. Graduates in this study who took this test in a communication organization held positions of Advertising Record Clerk, Secretary, and Supervisor of teletypesetters.

The seven personnel managers reporting the use of self-designed tests represent distribution, governmental, manufacturing, and real estate organizations. Generally, these tests have been designed for typists, stenographers,

and secretaries. Graduates in this study who took tests of this nature include five secretaries who took dictation at 70 to 150 words a minute and were asked to compose letters; one secretary was given a bookkeeping test made out by the company's tax auditor. A Private Secretary was expected to perform reasonably since she had to be experienced before the interview could take place. Five Placement Interviewers and an Application Completion Interviewer were given 10-minute straight copy typewriting tests, letters and forms to typewrite, three minutes of shorthand dictation, some mathematical problems to solve, and 90 spelling words--68 had to be accurate--and they had to have some knowledge of law. Two Clerks were tested on the neatness, legibility, spelling, and punctuation of their application letters.

The data in Table 6 also indicate that 24 per cent of the personnel managers involved in this study utilized experience records in selecting employees. Three of the personnel managers specifically indicated that prior experience is a requirement of women college graduates in office service positions in their organizations. The typical reason given by these managers for using the experience record as a screening device was that experience is necessary for office positions if the cost of in-service training is to be minimized. It was their belief that persons with experience are mature enough to take initiative in getting work done. Three managers indicated that experience

is required of women college graduates in order to fill positions which are ordinarily higher than those positions filled by non-graduates. Six personnel managers indicated that the experience record was used only in cases where two or more applicants possessed approximately the same qualifications.

The methods or devices used by the smallest number of personnel managers for screening applicants were the business reference, the school record, and initial employment on a probation basis. The personnel managers utilizing these methods or devices generally indicated that business references were sometimes helpful in selecting employees who had experience; the school record was sometimes helpful in selecting employees who lacked experience; and the probation period was particularly helpful in selecting employees for permanent employment who lacked experience and had rather poor school records.

Since institutions of higher learning emphasize the importance of scholastic achievement, school recommendation, and part-time experience, the personnel managers were asked whether much weight is given to these elements in the selecting of employees. Fifty-two per cent of the personnel managers indicated that academic grades are significant in relation to employment; 48.0 per cent indicated they are not. Sixty-eight per cent indicated that they placed reliance upon college recommendations, while 32.0 per cent

indicated they did not. Eighty-eight per cent of the managers indicated the belief that part-time experience is a significant element in gaining employment, whereas 12.0 per cent did not believe that it was.

The 26 personnel managers who seek women college graduates with good academic records indicated several reasons why they consider academic records in employing women. Fourteen of the personnel managers expressed their viewpoints in selecting women college graduates with good academic records by stating that good grades are an indication of good employees. Five of the managers indicated that actually they consider grades important only when experience is lacking. Three stated that they relied upon grades mostly when traits and abilities are about equal; and in such cases, they employ the woman college graduate with the best academic record. Three managers went even further and stated that grades are most important in selecting employees to be groomed for higher positions. One manager indicated that the employment test given in his organization could not be passed unless the college graduate achieved well while in college.

The 24 personnel managers who indicated that grades are not considered very important in selecting employees gave three reasons for their viewpoints. Sixteen indicated that the ability of individuals to perform is more important than grades. They generalized further with statements

indicating their beliefs that some individuals are interested in courses but not in taking tests--that low grades may be given to persons with good ability and aptitude. Five personnel managers emphasized the point of view that personality is more important than grades. Three managers stated that college grades are impractical and not reliable in selecting employees.

School recommendations are considered to be of importance to 34 personnel managers. The most frequent reason given by 28 of the managers was that representatives of the colleges are able to judge effectively applicants' personalities, abilities, and characters. Six indicated that school recommendations are used only when applicants are checked by commercial or governmental employment agencies before they seek employment in their organizations. Six managers stated that ability and personality are more important than recommendations given by school authorities. Two indicated that they accepted the statements of applicants relating to their abilities. One manager pointed up that since he selects employees with experience, too much time elapses between the applicants' school days and their employment to make college recommendations valid.

It is interesting to note that 44 of the personnel managers considered part-time experience an important element in selecting employees although not required nor essentially necessary. Various reasons were given by these

managers for this point of view. Twenty-four indicated that employees with part-time experience backgrounds know how to assume initiative, follow directions, and tend to work with others better than those who have no experience. Eleven indicated that training periods are reduced for those employees with some experience. Six stated that part-time experience is important only for "split decisions" in selecting employees.

The six personnel managers who placed no value upon part-time experience in selecting employees gave three basic reasons. Three indicated that the kind of experience they desired is best gained "on-the-job" in their firms. Two pointed up that undesirable work habits are avoided by getting individuals without experience. One manager stated that colleges and universities do not train women for his type of business.

The evidence in this study indicates that, in the opinions of the personnel managers involved, some importance is placed upon grades, school recommendations, and part-time experiences in selecting employees. These elements are important to personnel managers when they need to select employees from applicants who appear to have equal traits and abilities. Generally, personality and the ability to perform are foremost in the selection process.

Training of Employees

It was the consensus of the 50 personnel managers involved in this study that "vestibule" training for women college graduates is greatly reduced from that required for new non-college employees. It was also generally agreed that women college graduates were usually employed in higher positions because of their educational backgrounds and the minimum amount of on-the-job training required for them. The personnel managers indicated that each of the 121 graduates involved in this study had been provided with some on-the-job training. The kinds and amounts of such training differed with the positions held.

Thirty-seven of the 50 personnel managers representing distribution, financial, governmental, manufacturing, real estate, public utility, and service organizations indicated that supervisors or department heads had oriented college graduates in their organizations on one or all of the following: duties to be performed, functions of the organizations, and the relationship of positions to the total organization. Three managers representing communication, distribution, and governmental organizations indicated that a probationary (on-the-job training) employment of 30 to 190 days had been offered to four graduates involved in this study who held secretarial positions; at the conclusion of the probation period, these employees were retained permanently. Two managers representing

distribution organizations rotated three graduates involved in this study who held secretarial and clerical positions in various office service positions in order for them to learn all phases of the business.

Specialized training also varied in business organizations involved in this investigation. Ten personnel managers representing communication, financial, governmental, oil production and distribution, and service organizations indicated that nine graduates involved in this study were required to take specialized training outside of the organization or in another city. The graduates held positions of engineering-record clerk, machine operator, officer of an organization, secretary, traffic manager, reservation agent, and reservation supervisor.

Three managers representing distribution and public utility organizations gave six graduates specialized training within the organization while the employees worked part time. Two managers representing financial organizations indicated that night sessions were established and that 11 graduates attended those sessions for specialized study under the direction of experts and university professors of specialized subjects. One manager representing a governmental organization indicated that three months' formal classroom training was given to two of the graduates by experts within the organization. A manager representing a communication organization indicated that one graduate was

given specialized training on the teletype machine until she could carry on her duties with proficiency.

It should be noted that the number of personnel managers representing the business organizations using different methods of training total more than 50; however, 14 of the personnel managers provided two or more kinds of training to graduates, depending upon the nature of the organizations and the positions held by the graduates.

Personnel managers were asked what kind of equipment, if any, required special training of employees. The type of equipment mentioned most frequently by the managers was the posting machine. Other kinds of equipment mentioned several times were adding machines, punched-card machines, rotary calculators, and electric typewriters. While the amount of training of employees in some cases was extremely limited, 49 of the managers indicated that their employees had to have special training, unless they already were trained, on one or more kinds of equipment. A list of the kinds of equipment that require special training of employees in the 49 business organizations and the number of organizations that have each kind is shown in Table 7.

Promotions

Promotion policies in the business organizations involved in this study varied considerably. When asked how the more responsible positions were filled, 48 personnel

TABLE 7

EQUIPMENT ON WHICH 121 WOMEN COLLEGE EMPLOYEES RECEIVED IN-SERVICE TRAINING

Kind of Equipment	Number of Business Organizations in Which Training Was Required
Posting machine	10
Adding machine	9
Punched-card machine	8
Rotary calculator	7
Electric typewriter	7
Stencil duplicator	6
Addressing machine	5
Mail meter	5
Switchboard	5
Photo copying machine	5
Teletype machine	3
Transcribing machine	3
Folding machine	2
Offset duplicator	2
Bursting machine	1
Liquid duplicator	1
Printing press	1
Radio equipment	1
Total number of responses	81*

* Twenty-three personnel managers indicated two or more types of equipment on which 121 women college graduates received in-service training.

managers indicated that promotions of personnel are made from within their organizations whenever qualified persons are available. However, several variations in policies are followed when there are no qualified individuals to fill responsible positions when vacancies arise.

Twenty-seven personnel managers representing distribution, financial, governmental, real estate and abstracting, and service organizations indicated that assignments to responsible positions were made independently of other positions in their offices and therefore new persons were brought in and trained. Eight managers representing communication, distribution, financial, manufacturing, and public utility organizations indicated that employees were promoted only from within their firms to fill responsible positions since specialized or extended training was necessary. Four managers representing governmental organizations indicated that when promotions could not be made from within, the Civil Service Register was utilized to secure names of individuals who were next in line for employment. Three managers representing communication and manufacturing organizations indicated that persons from similar organizations were brought in to fill responsible positions. Two managers representing governmental organizations indicated that new personnel were chosen by a state board to fill positions that were vacated when promotions from within were not possible. Two managers representing oil production and distribution and public utility organizations indicated that employees were transferred from other branch offices to fill responsible positions when promotions from within could not be made. Two managers representing service organizations pointed up that only salary increases were possible as advances following employment in the initial positions.

Some graduates involved in this study as employees of governmental organizations had been promoted one or more grade classifications in the same occupations. Other graduates in this study were promoted to more advanced but different types of occupations. It is assumed that there was an increase in salary when the employees were promoted to the next occupational grade classification or to more advanced but different types of occupations. However, there are some graduates in this study who hold positions that have no change of title for promotions and have advancement opportunities only in terms of salary. Too, there are graduates in this study who have advanced to top positions within their organizations and can have no further advancement in either title or salary. Three managers representing governmental, manufacturing, and religious organizations indicated that only experienced applicants are employed to fill responsible positions.

The 50 personnel managers were asked whether the salaries for men and woman holding the same position classifications were identical. Twenty-three personnel managers indicated that there were no positions that could be interchanged by men and women in their organizations; that positions were designed to be filled by either men or women. Seventeen managers reported that both men and women were paid the same amount if their qualifications and duties were equal--two of these managers indicated that in many

instances women in their organizations were getting more salary than men because they possessed better qualifications. Twelve managers indicated that men and women were not paid the same in their organizations because the men usually assumed more responsibilities than women and were also heads of families.

The 48 personnel managers promoting employees from within their organizations indicated that promotions were made on the basis of the ability of the employees to perform tasks efficiently and on certain desirable personal characteristics rather than on seniority of the persons in their organizations.

It is interesting to note that all of the personnel managers mentioned "ability to get along with people" as an essential characteristic which enables women college graduates to become successful office employees. These responses were made to the questions, "Do you have an outstanding woman college graduate who has been with your firm at least five years, and who now seems to have potential ability for top executive responsibility? What characteristics does this employee have that made her outstanding?" In some organizations there was no choice of graduates as being outstanding when only one graduate was involved. While discussing the second question, the managers pointed up three significant elements related to ability to get along with

other people: (1) pleasing personality, (2) congeniality with co-workers, and (3) emotional stability.

Another important characteristic reported by 44 of the personnel managers was "the ability to complete work assignments efficiently." These managers emphasized that employees who possess this characteristic are usually content in their positions, interested in their work, use sound judgment in performing duties, are attentive to instructions, and are efficient in the organization of their work activities.

Forty of the personnel managers stressed that outstanding employees in their companies possessed a "positive attitude toward their co-workers, administrative officers, and companies." A positive attitude was indicated as an essential element in the achievement of success in these 40 business organizations.

"Reasoning power" was indicated as a characteristic of outstanding employees in 30 business organizations. These managers pointed up that employees usually demonstrate reasoning power when they can think logically through various problem situations and work out difficulties satisfactorily.

Twenty personnel managers reported that the outstanding employees in their organizations were well informed with regard to the "technical knowledge of their professions." Obviously, technical knowledge is essential to employees

who must deal constantly with business problems of a technical nature.

Ten of the personnel managers emphasized the importance of employees' "versatility in work habits." These managers reported that their outstanding employees displayed many talents in their work. They explained that such employees could produce work in other departments when needed during rush seasons, could help other employees during unexpected absences, and often contributed ideas for doing various types of work more efficiently.

"Adaptability to various situations" was reported by seven personnel managers as an important characteristic of outstanding employees. These managers pointed up that these employees are quick to adapt to changes in given situations, such as changes of policy, location, and equipment.

It is apparent to this author that the characteristics reported by the 50 personnel managers are highly desired in all employees, since these are the characteristics which they see in their most successful employees. A summarization of the characteristics reported by seven or more personnel managers appears in Table 8.

Although it is an established fact that most office service emplcyees obtain initial employment as file clerks and typists, it seems interesting to note from responses made by personnel managers in general that most women

TABLE 8

CHARACTERISTICS WHICH ENABLE WOMEN COLLEGE GRADUATES TO BECOME SUCCESSFUL OFFICE EMPLOYEES

Characteristic	Number of Personnel Managers Indicating Each Characteristic
Ability to get along with people. . . .	50
Ability to complete work assignments efficiently.	44
Positive attitude toward company and co-workers	40
Reasoning power	30
Technical knowledge of profession . . .	21
Versatility in work habits.	10
Adaptability to various situations. . .	7
Total number of responses . . .	202*

*All of the personnel managers indicated more than one characteristic of outstanding employees in their organizations.

involved in this study were employed in much more responsible positions and there were few opportunities for advancements, if any, in title. The statements indicate the tendency of personnel managers to hire college graduates in relatively high positions and the corresponding tendency of the employees to remain in those positions.

In Table 3, pages 40 and 41, the office service positions held by the 121 women college graduates are indicated in terms of occupational areas and specific job titles. References at this point to the material presented in Table 3 will expedite understanding of the paragraphs

which follow. These paragraphs relate to the length of service of the women in their various occupations.

In the Secretarial Area, the average length of service for 15 private secretaries was 6.7 years; for 19 secretaries, 5.4 years; and for 11 stenographers, 2.9 years. Actually, with the exception of one private secretary who had been employed for only 2 1/2 months, the length of service ranged from 1 year to 17 years--12 of the 15 ranged from 5 to 17 years of service with their current employers. The length of service for 19 secretaries ranged from 1 year to 29 years, with the exception of two secretaries who had been employed for 1 month and 4 months. The length of service for 11 stenographers ranged from 3 months to 6 years--9 of these 11 ranged from 3 months to 4 years. The stenographer classification is relatively low for a college graduate, however, some of the 11 stenographers were using their positions as stepping stones to higher positions, and thus were working as stenographers on a temporary basis.

The average length of service for the graduates who held positions in the Bookkeeping and Accounting Area was 4.8 years. The range of service in this area was 3 months to 16 years--17 of the 22 graduates ranged from 1 year to 6 years of service.

The 17 graduates in the General Clerical Area had an average length of service of 4 years. The range of service for these graduates was 5 months to 11 years. Eight of

these 17 ranged from 2 to 4 years of service in their present firms.

The 17 graduates in the General Management Area had an average length of service of 7.6 years--13 of the 17 ranged from 5 to 15 years' service. Eight of the 17 graduates had received a promotional title change since their initial employment; whereas, 9 had been hired to fill their present positions.

In the Personnel Area, 16 graduates averaged 11 years of service in their present organizations. Their service ranged from 4 years to 21 years, with the exception of two who had been employed 1 1/2 months and 1 years. Nine of these 16 had service records of 10 to 21 years.

The four graduates in the Machine Operation Area averaged 3.5 years of service. While a machine operation position is usually thought of as being a rather low-level specialized position for a college graduate, three of these graduates actually held responsible positions requiring specialized machine training and college degrees.

Fringe Benefits

Fringe benefits in this investigation refer to certain conveniences and types of security provided by the business organizations for employees in addition to regular salary. Whereas these benefits are not unique to women college graduates, they are available to them as employees

to enjoy. These benefits are provided under various procedures and practices established by the business organizations primarily as protection or service kinds of items. Personnel managers indicated that fringe benefits are also used as incentives to keep trained employees in their organizations and to help obtain highly qualified employees to fill positions. For convenience in reporting, fringe benefits that are provided by the organizations in this study have been grouped under three major categories for discussion. These categories include: monetary benefits, insurance benefits, and leave benefits.

Monetary benefits.--The benefits included under this category are those which can be withdrawn or redeemed for cash after various stipulated intervals. Such benefits are: retirement plans, discount on services or products, overtime-pay rates, investment plans, bonus plans, recreation facilities, and unemployment compensation plans.

Twenty business organizations provide retirement plans in addition to those obtainable under the Federal Social Security Act. Two organizations pay the entire amount for the retirement plans as outlined in their policies. Four organizations have dual retirement plans that require employees to pay part of the costs through regular payroll deductions. The 20 managers generally agreed that the age of 65 is compulsory for retirement, however, three indicated that employees in their organizations may retire

at the age of 60. It is interesting that two communication organizations consider only the employees over 35 years of age to be eligible for their retirement plans.

Discounts on services or products are given to employees in 20 business organizations. Such services and products include utilities, travel, cafeteria services, financial assistance, communications, distribution and manufactured products. Discounts vary from free trips to foreign countries to 50 per cent discounts on company services. Some of the organizations give a 20 per cent discount on cafeteria services, communications, and products.

Twenty personnel managers indicated that their organizations pay overtime-pay rates to employees for all hours over the specified contract number of hours. These managers seem to agree that by paying overtime rates employees are more willing to spend extra hours when rush seasons are on and thus the necessity of bringing new employees in to be trained for a short period of employment can be eliminated. One manager pointed up that regardless of whether an employee is out of her office sometime during a week, the individual is given her regular salary for that week; and that should she work overtime the following week, she still would be paid time and a half for the extra hours that week.

Seven personnel managers indicated that their companies provide investment plans whereby employees are

encouraged to save through the purchase of stocks in their companies or to invest their savings in their companies for interest. A variety of plans are in operation in these organizations, and a few examples are given to illustrate what the employees are getting.

One distribution organization pays 3 per cent of the amount of any payroll deduction allowed by the employee during the time that it accumulates. When an individual has accumulated 85 per cent of the stock market value of a share of stock in the company she is given a share of that stock. Another distribution organization contributes $1 for every $2 that the employee saves in the company. One half of that amount is invested in U. S. Government bonds, the other half is invested in common stock in that company. An oil production and distribution organization provides an investment plan whereby the employee saves a certain per cent of her salary regularly and the company puts in one and one-half times that amount. No amount can be withdrawn until after five years; but, the company also pays interest on all of the investment.

Recreation is a vitally important aspect to keeping good health. Four personnel managers indicated that their organizations provide full-time recreation facilities for their employees. Such facilities include programs for after-hour sports and social activities covering many interests.

Three personnel managers indicated that bonus plans are provided for their employees. Each of the three managers pointed up that the bonus varies in terms of the service record of the employee. One communication organization gives $10 to employees with six months' service; $20 to employees with five years' service; and $50 to employees with service records of more than five years. The other two managers indicated that the year-end bonus varies with the profits made by the companies--employees share a certain per cent of the profits made during the year.

Unemployment compensation is provided by all of the business organizations; however, only two managers brought out the fact that this type of benefit is provided to employees in addition to other types of programs. This benefit allows the employees to be paid sums of money one week after claims for benefits are filed. The maximum compensation cannot exceed 20 times the weekly benefit during any one benefit year.

One personnel manager pointed up that his organization pays for suggestions made by the employees if adopted by a suggestion council. Cash awards are paid for ideas that increase efficiency, add to the comfort of employees, improve service, or better the products of the company.

Insurance Benefits.--Benefits in this group are characterized by contracts whereby the employers provide indemnities for employees against various types of personal

losses, such as illness, accident, or life. These benefits include: health and accident insurance, life insurance, and industrial accident compensation insurance.

Forty-three personnel managers indicated that their company policies provide health and accident benefits for their employees. Six of these managers pointed up that their business organizations pay the entire premium for this type of insurance; whereas 37 managers indicated that their companies pay one half or part of the low premium expense involved. One financial organization pays the full premium for five years, then it becomes the responsibility of the employee.

Twenty of the personnel managers indicated that life insurance is available to employees at low cost with company participation. Generally, the amount of insurance available to an employee is based upon the salary of that individual. For example, in an oil production and distribution organization an employee is eligible to have a life insurance policy two and one-half times her salary for 50 cents a month per $1,000. In a manufacturing organization an employee starts with a $1,000 policy for 50 cents and the company adds $200 to the face value of the policy up to $2,000 for the same 50 cents a month from that employee.

Two personnel managers emphasized the fact that their organizations provide industrial accident compensation, which covers employees by insurance at the expense of their

companies in the event of disabling injuries suffered in the course of employment. It should be noted here that all the organizations involved in this study provide this coverage for their employees, but these managers emphasized this benefit and the other 48 did not.

Leave Benefits.--In this study leave benefits refer to the amounts of leave time allowable to employees for services performed. These benefits usually vary with the length of time that the employees have been with the organizations. Such benefits which are discussed here include: vacation with pay, sick leave, and education leave.

All of the personnel managers reported that full-time employees get vacations with pay according to the length of service with their firms. Twenty-seven personnel managers indicated that two weeks' vacation with pay are given to employees after either six months' service or one year's service with their organizations--five of these managers give one week's vacation with pay for service under one year; 23 managers have policies which stipulate variations in the amount of time and the amount of service required of the employees. For example, one manufacturing organization gives one week's vacation for five months' service to a year; two weeks' vacation for 1 year to 10 years of service; three weeks' vacation for 10 years' service to 20 years' service; four weeks for 20 years' service to 25 years; and two months' vacation for 25 years' service

or more. In contrast to this example is the service organization that gives two weeks' vacation to every employee with a service record up to 10 years; 15 working days for every employee with a service record of 10 years' service or more.

All of the personnel managers indicated that health plans are very important to the success of their employees. However, 28 managers reported that their organizations provide no policies for sick leave, but that their employees are paid their regular salaries for a reasonable number of days absent from work. The other 22 personnel managers indicated that policies exist in their organizations for health or sick leave. Such policies vary from 1 day per month to accumulate up to 30 days, to 1 1/4 days per month to be accumulated up to 90 days. One distribution organization provides a modern medical department staffed by qualified physicians and nurses.

One benefit unique for business organizations in this investigation is an educational leave. One personnel manager pointed up that employees with two years' service can obtain nine weeks full pay for an educational leave if they take work leading to a master's degree or specialized training to better themselves in their professions. Professional personnel with five years of service can obtain one year with one half pay or they can get full pay to attend professional workshops not longer than three weeks

at a time. It must be noted here that all office service employees in this organization are eligible for this benefit when qualified, but that with time and study these employees may be promoted to top-level positions and even to professional positions which would take them out of their offices for duties.

The foregoing material constitutes evidence that personnel managers are aware of the fact that provision of fringe benefits for employees is a necessary element in company policy if high caliber applicants for positions are desired and if experienced employees are to be retained. The fringe benefits discussed in this study are summarized in Table 9. It should be noted that there were 244 responses with each of the 50 personnel managers providing more than one response.

Effect of Automation

Personnel managers were asked, "Have there been any shifts of employees in positions because of equipment?" Forty-five managers indicated that there had been no shifts of employees in positions in their organizations; however, several indicated that employees were trained to use various pieces of equipment unless they already knew how to operate them. Five personnel managers reported changes of employees in positions due to additional office equipment. One manager reported a reduction of filing and posting clerks in

TABLE 9

FRINGE BENEFITS AVAILABLE TO WOMEN COLLEGE GRADUATES IN 50 BUSINESS ORGANIZATIONS

Nature of the Fringe Benefit	Number of Personnel Managers Indicating Each Fringe Benefit
Monetary benefit:	
Retirement plan	20
Discount on services or products	20
Overtime-pay rate	20
Investment plan	7
Recreation facility	4
Bonus plan	3
Unemployment compensation	2
Insurance benefit:	
Health and accident insurance	43
Life insurance	20
Industrial accident compensation	2
Leave benefit:	
Vacation with pay	50
Sick leave	22
Education leave	1
Total number of responses	214*

*Each of the 50 personnel managers gave more than one response.

his accounting operation due to the addition of posting machines.

The installation of machines in the office of one manager made additional positions available because new demands for services were made on his organization. The manager indicated that business was expanding and more employees were needed to do much more work with the added equipment.

One manager reported a recent shift of employees in his billing operation because of the addition of posting and key-punch machines. A complete change of procedures took place in his organization because of added equipment.

Another manager indicated that most of the employees in his office learned how to operate electric typewriters and key-punch machines, but that only one recent employee was shifted to another position because of an added piece of IBM equipment.

One manager reported the shift of a secretary to the position of teletype supervisor. The individual learned how to operate the equipment before taking over the position.

Suggestions and Recommendations

Personnel managers were asked to "state any suggestions and/or recommendations relative to preparing women for office service positions which might enable colleges and universities to prepare women more adequately for business careers."

Twenty-five, or 50.0 per cent of the personnel managers interviewed, commented that women preparing for business careers should be provided with more opportunities for practical experience. These managers based their responses primarily upon their experiences with new employees with college backgrounds and upon the qualifications required of

employees in their organizations. Some of the statements made by these 25 personnel managers concerning their suggestions and recommendations for more practical experience approaches to business include:

> Provide realistic case projects to help prepare women for employment after graduation.
>
> We find that the college student who has been exposed to actual work situations while in college makes the best employee.
>
> Practical experience should be provided to students pursuing the field of business. There is no substitute for experience.
>
> A certain amount of apprentice training should be provided to individuals in their field chosen early in college. Such training could be carried on similar to the teacher-education programs.

A few comments were in direct opposition to the idea that is now receiving much attention, that general education is most important in education of individuals for business. These personnel managers made 102 responses which have been grouped into 12 categories for discussion. In essence, these managers pointed up the need for providing: (1) more opportunities for practical experiences, (2) more opportunities for the development of essential traits, (3) more opportunities to enable women to gain a better background in English usage, (4) a business orientation course to include information on business opportunities and requirements for jobs, (5) a variety of required courses to prepare women more adequately for specific careers, and (6) improvement of instruction in business courses intended

to prepare students for business. Two of the comments of personnel managers who indicated that practical experience is essential are:

> Emphasis should be placed on practical training through job experience or vocational education in the specific field for which a student is preparing herself.

> Colleges should produce a higher quality of business graduate. Practicality, rather than theory, should be stressed.

In contrast to the practical training suggestions, there were five personnel managers who indicated that general education is more important for business training than specialized training. It seemed to be the consensus of these men that individuals need a well-rounded education that enables them to think for themselves and to initiate judgment when necessary. The following comment reflects the point of view of these personnel managers:

> General education is much more important in business than specialized training. Skills can be picked up at any time, whereas individuals must be rounded enough to be able to know what to do and how to handle various responsibilities and problems that arise--non-routine assignments are most important and require a rounded education.

Twenty-two of the personnel managers, or 44.0 per cent of the managers interviewed, indicated that colleges and universities should provide more completely for the development of essential traits in women. Generally, these managers were thinking in terms of attitude, personality, loyalty, and patience of individuals in office positions,

and usually indicated that such traits may be the determining points for employing or retaining employees. Certain selected comments made by these managers follow:

> Loyalty to a company and respect for co-workers are vitally essential traits for individuals to have if they are to be successful in business.
>
> Young women should be taught the real meaning of responsibility.
>
> Instruct women how to meet the public because most office positions require a certain amount of public contact.
>
> Emphasize the necessity of one's having patience when employed in office positions.
>
> Colleges should emphasize the necessity for women to be governed by judgment rather than emotions. Lack of good judgment is a serious detriment to a woman in an office.
>
> Women should have an attitude of willingness to start at the bottom and climb to top positions, or better pay, as they increase their knowledges and skills.
>
> Women should develop a positive attitude toward employers and co-workers; and they should be taught that they do not know everything there is to know about business when they leave college.
>
> Women should be instructed in such a way that they can develop desirable attitudes and personalities if they intend to pursue a business career.
>
> The intangible traits need to be emphasized in colleges. Personality and appearance are two of the traits that are so very important to women holding office positions.

Fifteen of the personnel managers pointed up the necessity of women to speak properly and to write correctly since offices are the center of communication processes.

They generally suggested and recommended that more work in English usage be provided to enable women to gain a better background in English. Such elements as grammar, spelling, punctuation, composition, and public speaking were included in the suggestions and recommendations made by these managers when they stressed that more work in English usage be required of students. Comments made by these managers concerning suggestions and recommendations for more English usage follow:

> The importance of correctly writing letters of application should be emphasized in college.
>
> Opportunities for public speaking experience certainly should be provided for women who are preparing for office positions where they will need to talk with clients.
>
> Office employees must be efficient in handling grammar and spelling, and in producing neat appearing letters if they intend to represent business organization in the best way possible.
>
> Emphasize throughout the educational curriculum that spelling, penmanship, punctuation of letters, and accuracy can be the means of an employee holding or losing a job.
>
> Two of the most important reasons why employees lose their jobs and virtually eliminate many people from being employed are (1) poor vocabulary and (2) poor spelling. These show up in entrance tests.

Fourteen of the personnel managers stated that institutions of higher learning should provide more and better counseling for all young women. They generally agreed that counseling programs should begin in the freshman year and continue through the entire educational program. They

seem to believe that women should be guided to help themselves more in their decisions to plan for business careers. These managers based their comments upon their experiences with young employees who retain their jobs for only a short time because, primarily, of their lack of understanding of their jobs and of business organizations. Nine of these personnel managers suggested that counseling might be provided through business orientation courses to be provided to all women interested in preparing for careers or who are majoring in business. Generally, they would like such business courses to include information on business opportunities and requirements for various phases of business positions. Some of the responses made by these personnel managers concerning better counseling follow:

> Young women should be guided to decide early in their college preparations what line of work to pursue before preparing for a long program of study.
>
> The business department has an excellent opportunity to point out to the young women various opportunities for careers in the business field.
>
> It seems that all women are not taking advantage of the courses offered by colleges that would lead them to higher positions after their completion of college. Provide a counseling program for all students throughout their four-year period, or improve upon the program that exists.
>
> Every woman should have a business background in case that she must work later. Provide a business course that will include instruction in business practices and procedures, and enlighten students on the types of careers that they might prepare to follow.

Seven of the personnel managers interviewed indicated that women who plan to work in business positions should be highly skilled in typewriting and shorthand. These businessmen firmly believe that all woman should be encouraged to take these skill subjects to prepare for their future. With the current trend of thought that business skills should be taught prior to college preparation, it is interesting to note that some personnel managers believe that typewriting and shorthand are legitimate courses to be taught in college to enable the women to be as proficient as possible before entering the business world. The three following comments are typical expressions made by these managers:

> Every girl should be encouraged to take typewriting and shorthand. Many girls decide to work after graduation even though they had not planned to. These skills will enable them to get into organizations and work up to the type of work they may have anticipated.

> Typewriting should be taken by all women regardless of their majors for two reasons: (1) business majors usually have to start at the bottom and work up to higher positions, and (2) many non-business majors need typewriting to obtain clerical positions in organizations until openings in specific fields are available.

> Typewriting and shorthand are basic courses for office positions. Students should be encouraged to take these courses until they can pass a proficiency examination in order to obtain an office position with a future.

In contrast to the personnel managers' suggestions to encourage women college students to take typewriting and

shorthand courses, three personnel managers oppose the provision of skill courses on the collegiate level. One comment generally describes the responses made by these personnel managers:

> Colleges and universities should refuse to offer typewriting and shorthand and let the high schools take over the teaching of these courses. These skills are offered in most or all high schools, and high school courses should not be duplicated in colleges.

Nine personnel managers indicated specifically that women should be required to do more study in general areas of education. They believe that office employees should be well versed on several subjects if they are to deal with the public or if they expect to obtain top-level positions. Three of these managers emphasized the need for women to take more work in social studies if they desire to prepare for office positions in travel agencies and in government offices. Two managers stressed the necessity for women to have more work in mathematics because of the many mathematical details involved in office positions. Two managers pointed up the importance of the study of psychology by all women wishing to prepare for positions in travel agencies because of the contacts made with the general public. One of the managers indicated that economics should be required of the women wishing to obtain governmental positions because they seem to need an insight in the organization and functions of business. Selected comments made by these personnel managers appear as follows:

> A straight business curriculum is not the answer to the educational background necessary for young women to have if they desire top-level positions. They should have a well-rounded curriculum.
>
> Reduce elementary courses and emphasize the liberal arts courses; stress culture, comparative religions, English, logic, and foreign language. Office employees should be well versed on several subjects when dealing with the public.
>
> Women who wish to prepare for office positions in travel agencies should take several courses in history and geography. It is imperative that employees be well informed in such areas to be able to do the necessary work involved.
>
> Business mathematics should be required of women who indicate an interest for business careers. Simple problems exist in all of the business offices and, if they are to be efficient office workers, the women should be prepared for them just as they prepare to perform skills.
>
> Require women who wish to prepare for office positions in travel agencies to take courses in psychology. Psychology is extremely important in this type of business since employees deal directly with clients.

Evidence in this study indicates that personnel managers firmly believe that women students could be educated more efficiently for business occupations in colleges and universities. Generally, they pointed up the need for provision of more opportunities for practical utilization of various business subjects, provision and requirement of several types of subjects to help students to meet standards set by businesses, and improvement of curriculum planning and methods of instruction.

The 50 personnel managers represented in this investigation contributed 94 suggestions and recommendations relative to preparing women for office service positions which might enable colleges and universities to prepare women more adequately for business occupations. A summarization of their suggestions and recommendations appears in Table 10.

TABLE 10

RECOMMENDATIONS RELATIVE TO PREPARING WOMEN FOR OFFICE SERVICE POSITIONS

Suggestions and Recommendations	Number of Personnel Managers Making Response
Provide more opportunities for practical experience	25
Provide more completely for the development of essential traits. . .	22
Provide for better backgrounds in English usage	15
Provide more and better counseling for women.	14
Encourage all women to take typewriting and shorthand as basic skills for a variety of jobs	9
Require women to do more study in general areas.	9
Total number of responses . . .	94*

*Forty-two of the managers contributed two or more recommendations.

Summary

A total of 128 business organizations were contacted in this study. The data reveal that there were 121 women college graduates employed in office service positions in 50 of the business organizations. Seventy-three of the 128 business organizations contacted employed no women college graduates at the time of the investigation.

The evidence gained in this study indicates that women not only are employed in responsible positions, but there is considerable variation in such positions. The information gathered indicates that frequently certain office service positions are utilized as stepping stones to higher-level positions, and in many cases to jobs classified apart from office positions.

The employment opportunities for women college graduates in Oklahoma City appear to be rather extensive in governmental organizations, but somewhat limited in most of the other types of business organizations. The occupational titles of the office service positions held by the 121 graduates involved were in six major occupational areas: secretarial, bookkeeping and accounting, general clerical, general management, personnel, and machine operation.

It was generally agreed among the 50 personnel managers involved in this study that the "vestibule" training period for women college graduates is greatly reduced from the amount of training usually required for new non-college

employees. It was also agreed that women college graduates are usually employed in higher-level positions or as promotional material for top-level positions because of their educational backgrounds and the minimum amount of training required to be conducted by the organizations.

The 50 personnel managers contributed 94 suggestions and recommendations regarding the higher education of women for business occupations. In general, these managers suggested that colleges and universities provide more opportunities for practical experience, provide more completely for the development of essential traits, provide a better background in English usage, and provide more and better counseling for women students.

CHAPTER IV

PREPARATION OF WOMEN COLLEGE GRADUATES FOR BUSINESS OCCUPATIONS

In this chapter data are presented concerning the education and experience of women college graduates employed in office positions. The data pertain to the undergraduate educational backgrounds of 121 women working in 50 business enterprises, the training programs in which they have engaged following their undergraduate preparation, the problems they have encountered in business occupations, and the suggestions and recommendations they offered relative to improvement of education for business at the collegiate level.

The data were collected by means of personal interviews with 121 women college graduates employed in office positions. The interviews with these women were conducted after the interviews with personnel managers were completed. They were arranged and scheduled with the aid of the personnel managers in the 50 business enterprises. Whenever possible, each interview was conducted at the work station of the employee. However, a few interviews were conducted in conference rooms because more than one person occupied the

particular office. The interviews ranged from 15 minutes to 115 minutes with the longer interviews occurring because certain interviewees were much interested in the study being made and its possible outcomes.

College Backgrounds of 121 Women Graduates

The evidence gathered in this investigation reveals that the 121 graduates obtained their bachelor's degrees from institutions of higher learning located in 13 states. Table 11 indicates the states represented and the number of graduates from each state. As might have been anticipated, 84.2 per cent, or 102 of the women are graduates of institutions located in Oklahoma. It should be noted that six of the women involved in this study also held master's degrees. Four of the six obtained their master's degrees in the same states and at the same institutions where they earned their bachelor's degrees. Two women received their advanced degrees from different institutions and in different states.

A total of 102 graduates obtained their undergraduate degrees from 10 institutions of higher learning in Oklahoma. Approximately two thirds of the women completed degree programs at four institutions in Oklahoma, with the greater number being graduates of the University of Oklahoma. Additional data relative to the institutions attended by the women are revealed in Table 12.

TABLE 11

STATES IN WHICH 121 WOMEN COLLEGE GRADUATES COMPLETED UNDERGRADUATE DEGREE PROGRAMS

State	Number of Graduates
Oklahoma	102
Texas	3
Kansas	2
Louisiana	2
Missouri	2
New York	2
Pennsylvania	2
Alabama	1
California	1
Massachusetts	1
New Mexico	1
West Virginia	1
Wisconsin	1
Total	121

Six different bachelor's degrees are held by the 121 women graduates with four of the individuals holding two such degrees. The most frequent degree, Bachelor of Science, is held by 73 persons, or 60.3 per cent of the total. It is perhaps significant that only four persons possess the Bachelor of Business Administration degree although many of the other degrees held involve majors in the area of business. Table 13 constitutes a summary of all of the information relative to the various bachelor's degrees held by the 121 persons involved.

TABLE 12

INSTITUTIONS OF HIGHER LEARNING FROM WHICH BACHELOR'S DEGREES WERE RECEIVED BY 121 WOMEN COLLEGE GRADUATES

Institution of Higher Learning	Number of Graduates Receiving Degree
University of Oklahoma	33
Oklahoma City University	17
Oklahoma State University	14
Central State College	11
Oklahoma College for Women	9
Northeastern State College	6
East Central State College	3
Northwestern State College	3
Southeastern State College	3
Southwestern State College	3
Pennsylvania State College	2
Baker University	1
Columbia University	1
Eastern New Mexico University	1
Hardin-Simons College	1
Kansas State Teachers College	1
Langston University	1
Marymount Senior College for Women	1
Louisiana Baptist College	1
Louisiana State University	1
New York State University	1
Southern Methodist University	1
Southwestern Teachers College--Mo.	1
Texas Technological College	1
University of Alabama	1
University of Missouri	1
University of West Virginia	1
University of Wisconsin	1
Ursinus--Pennsylvania	1
Wellesley College--Massachusetts	1
Total	123*

*There were two graduates who held bachelor's degrees from two institutions.

TABLE 13

BACHELOR'S DEGREES HELD BY 121 WOMEN COLLEGE GRADUATES EMPLOYED IN 50 BUSINESS ORGANIZATIONS

Bachelor's Degree	Number of Each Type of Degree Held by Graduates
Bachelor of Science	73
Bachelor of Arts	40
Bachelor of Business Administration	4
Bachelor of Fine Arts	4
Bachelor of Music	2
Bachelor of Music Education	2
Total number of degrees held	125*

*Four of the 121 graduates held two bachelor's degrees each.

The tendency for large numbers of women to prepare for teaching as undergraduate students is evident in this investigation. Although actually employed in office service positions, 73, or 60.3 per cent of the graduates, indicated that they held teaching certificates. Forty-eight of these 73 graduates reported having taught in public schools; the other 25 had never taught. When questioned as to whether they hoped to enter or return to the field of teaching, 53 persons candidly stated that they did not want to teach. Seventeen were not sure whether they would ever teach; and three indicated that they did plan to teach sometime in the future. One of the three graduates who plans to teach reported that she wanted to teach only as a substitute teacher.

Six of the 121 graduates obtained advanced degrees from institutions of higher learning located in Oklahoma, Kansas, New York, Pennsylvania, and Texas. Degrees and the areas in which they were taken include: two Master of Education degrees--one in education and the other in guidance; two Master of Arts degrees--one in social studies and the other in psychology; one Master of Languages in English; and one Master of Religious Education with emphasis on religion.

Major Fields of Study Pursued

Thirteen fields of study were pursued by the 121 women college graduates in this study. Thirty-one of the graduates indicated more than one field of study involved in their degree programs. Some reported specific areas such as retailing, accounting, speech, journalism, elementary education, French, and Spanish. For purposes of presentation here, areas were grouped into major fields of study such as business, education, English, and languages.

The field of study most frequently reported by the graduates was business. Although most of the graduates are employed in office service occupations directly related to their job preparation, a significant number are in positions which have no direct relationship to their preparation in college.

Sixty-five, or 53.7 per cent of all graduates involved, indicated business as their field of study. Thirty-three graduates, or 27.2 per cent, indicated English as their field of study. Eleven, or 9.0 per cent, reported music as their field of study. Other fields of study pursued by the graduates include: psychology, history, languages, education, mathematics, home economics, religious education, art, guidance, sociology, physical education, and science.

A summarization of the major fields of study pursued by the 121 women college graduates appears in Table 14.

Subjects Most Helpful in Business Positions

In regard to the question, "What college subjects have been most helpful to you in your position?" the 121 women indicated 40 college subjects which, in their opinions, were especially helpful to them. These subjects were grouped into six categories for presentation: (1) Business, (2) English Usage, (3) Social Studies, (4) Education, (5) Mathematics, and (6) Fine Arts. Table 15 is a summarization of the data given by the graduates regarding the college subjects most helpful to them in their business positions. It is possible that the list of subjects is to some extent incomplete; some graduates may have failed to mention all subjects which had been most helpful to them in their work.

TABLE 14

MAJOR FIELDS OF STUDY PURSUED BY 121 WOMEN COLLEGE GRADUATES

Major Fields of Study	Number of Graduates Indicating Field of Study
Business	65
English	33
Music	11
History	9
Psychology	9
Languages	6
Education	5
Mathematics	5
Home Economics	4
Art	3
Religious Education	3
Sociology	3
Guidance	1
Physical Education	1
Science	1
Total number of responses	159*

*Thirty-one of the 121 graduates indicated more than one major field of study pursued in their educational program.

The largest group of subjects listed in Table 15 involves the area of business. From 1 to 34 individuals indicated 17 business subjects as being most helpful to them in their business positions. Six of the subjects that head the list in this group involve business skills. Typewriting, accounting and shorthand appear to have been the most helpful of the 17 business subjects to the majority of the women indicating business subjects of value. It is

TABLE 15

COLLEGE SUBJECTS MOST HELPFUL TO 121 WOMEN COLLEGE GRADUATES IN THEIR PRESENT POSITIONS

College Subject Most Helpful	Number of Graduates Reporting Subject*	Per Cent Graduates
Business:		
Typewriting	34	28.1
Accounting	31	25.6
Shorthand	25	20.6
Business Correspondence	16	13.2
Office Practice	13	10.7
Office Machines	10	8.2
Business Law	9	7.4
Economics	7	5.8
Business Administration	6	4.9
Advertising	5	4.1
General Business	3	2.4
Management	3	2.4
Business Mathematics	1	0.8
Business Statistics	1	0.8
Money and Banking	1	0.8
Public Finance	1	0.8
Real Estate	1	0.8
Salesmanship	1	0.8
English Usage:		
English	60	49.6
Speech	20	16.6
Journalism	2	1.6
Television	1	0.8
Social Studies:		
Psychology	55	45.4
History	8	6.6
Sociology	6	4.9
Geography	3	2.4
Psychiatry	1	0.8
Education:		
Counseling and Guidance	7	5.8
General Education	4	3.3
Educational Statistics	2	1.6
Tests and Measurements	2	1.6
Methods Courses	2	1.6
Religious Education	1	0.8
Mathematics	12	9.9
Fine Arts:		
Music	2	1.6
Art	1	0.8

*Most graduates indicated more than one subject as being helpful to them in their present positions.

significant to note that 32 of the responses indicated nine non-skill subjects as being of value to them in their positions. Business law, business administration, and advertising appear to have been the most helpful of the non-skill subjects.

English and speech were rated highly in the English Usage group. Sixty interviewees indicated that such elements in various English courses as grammar, spelling, punctuation, and composition were found to have been vitally important to them in their typewriting of materials, transcribing of notes, and composing of letters. Twenty women pointed up the significance of speech in aiding them to communicate with clients and co-workers most effectively.

Psychology ranked high in the social studies group as being a very important subject to 55 individuals. Most of these people held relatively high office service positions in personnel, general management, and secretarial areas which involved activities and contacts with other people.

Counseling and guidance subjects in the education group were valuable to seven people. Seven persons realized a need for knowledge in counseling and guidance to the extent that they undertook these subjects in graduate study. They held positions which required them to perform such services as testing and analyzing individuals in terms of intelligence and ability to meet specific job requirements.

Mathematics was especially valuable to 12 women in this study. These women held clerical and machine operation positions which involved frequent use of mathematics in solving various types of problems concerning such things as payrolls, invoices, tax reports, and monthly reports.

Primary Sources of Preparation for Actual Work Being Performed

The women college graduates were asked to indicate the major sources of preparation for their present positions. Some of the graduates reported more than one source of preparation since they could not generally give sole credit to one source. Eight sources of preparation for the actual work being performed by the graduates were revealed: (1) regular undergraduate college preparation, (2) on-the-job training, (3) night-school study, (4) post-graduate undergraduate college study, (5) graduate study, (6) corporate school preparation, (7) teaching experience, and (8) high school preparation.

The majority, or 74 of the graduates involved, indicated regular undergraduate college preparation as their major source of preparation. These graduates included their entire degree program--general education courses as well as business courses. Evidence indicates that those graduates not reporting college preparation as a major source of preparation are those persons who majored in non-business areas as undergraduate college students.

Sixty-five of the graduates reported on-the-job training as the source of preparation for their positions. On-the-job training, for the most part, included orientation of the women concerning policies, practices, and techniques; and training acquired while at work under their immediate supervisors. Specifically, orientation periods varied from 1 week to 10 weeks according to the business organizations in which the women were employed. Methods of orienting the women also varied from office meetings held regularly during work hours to formal classroom sessions conducted by special teachers and held during regular portions of office hours.

Night-school study was reported by 15 of the graduates and the primary source of preparation for their positions. Thirteen of these graduates majored in fields other than business and found it necessary to attend business school sessions at night to attain certain basic business skills required of them. Two women attended night-school sessions for review of their business skills and to gain specific knowledge that would help them in their work.

Eleven women found it necessary to engage in post-graduate undergraduate education in order to prepare for their business positions. These people had pursued non-business majors in completing their degree programs. The business skills gained in undergraduate work after they were granted bachelor's degrees were utilized by these women

in initial positions to work up to positions for which they had actually prepared.

Graduate study was reported as a primary source of preparation in nine cases. Several of these women completed graduate programs in guidance and psychology as preparation for positions involving personnel work.

Corporate school study was reported by nine graduates as the major source of preparation for their positions. Three of these women attended The American Institute of Banking for specialized training; three women had three weeks of special schooling provided by their respective airline companies; two women were trained for two weeks to operate the IBM 650 machine at an International Business Machines Incorporated school; and one graduate was sent by her company to a branch office for special training in testing and measuring of individuals' aptitudes and abilities.

Teaching experience was considered by seven graduates as being the major source of preparation for their business positions. Some of these ex-teachers indicated that they were very confident of what they were doing in their jobs because of their contacts with students, teachers, and school administrators from whom they obtained knowledge that helped them to know better how to work with people.

It is interesting to note that even though all of the 121 women involved in this study held college degrees there were five who reported that high school study was the

primary source of preparation for their positions. These women had studied shorthand and typewriting in high school. They then pursued non-business programs of study in college. When they obtained business positions they relied more on their high school preparation for necessary skills than on the educational backgrounds obtained in college.

A summarization of the data regarding the major sources of preparation of the 121 women college graduates for business positions appears in Table 16.

It seems rather significant to note that 26 of the 74 women who indicated college preparation as the major source of preparation for their positions also indicated on-the-job training preparation as a major source of preparation. This evidence points up that regardless of how much educational background women have had, on-the-job training is still essential. Most of the sources of preparation listed in Table 16 are not related directly to specific business organizations as is on-the-job training.

Problems Encountered by Women in Business Positions

The 121 women involved in this study indicated a variety of responses to the question, "What major problems have you encountered in your present position which you believe would have been eliminated with more adequate training?" In general, they expressed the opinion that most of the problems would not have materialized had their

TABLE 16

MAJOR SOURCES OF PREPARATION OF 121 WOMEN COLLEGE GRADUATES FOR BUSINESS POSITIONS HELD

Major Source of Preparation	Number Reporting Source
Regular college preparation	74
On-the-job training	65
Night-school study	15
Post-graduate undergraduate study	11
Graduate study	9
Corporate school preparation	9
Teaching experience	7
High school preparation	5
Total number of responses	195*

*Fifty-eight graduates reported more than one source as preparation for the work they were performing.

preparation for work been adequate. Seventy-nine individuals pointed up specific problems which were caused largely from lack of experience in human relations, lack of knowledge about business, and lack of competence in business skills. Although 42 of the women did not report specific problems encountered, it is possible that they, too, had some of the problems mentioned by the 79 women.

Forty-eight of the graduates emphasized that most of the problems in their business positions resulted from lack of experience in human relations. These human relations problems grew out of: (1) personal adjustments caused by lack of self-discipline, inferiority complex,

inability to make decisions, inability to work with other people, and inability to adjust to office environment, (2) administrative activities concerning the development of policies and practices, training instructors to teach new employees, and initiating new ideas and trends into business organizations, and (3) activities involving contacts with co-workers and close dealings with clients. Some of the comments made by the women indicate the exact nature of the problems encountered:

> My problem has been that of adjusting to routine tasks in the office for which I had no preparation.
>
> When I started to work I had an inferiority complex which required a lot of self-discipline to control.
>
> I had difficulty learning to make decisions which were important in my position.
>
> I had to adjust to the office environment before I could really concentrate on the work at hand. Office work was not what I had pictured it to be.
>
> It was difficult for me to get adjusted to working around so many people who were doing different things.
>
> Mastering the policies and practices in this business, in order to be able to supervise others, has been my problem.
>
> It has been difficult for me to get properly trained instructors to teach new employees on the job. My problem is training instructors and, at the same time, trying to keep up with my work.
>
> My problem has been that of learning to be tactful with people with whom I must deal.

> It has been very hard to get adjusted to working under a high school graduate who has been here much longer than I. She seems to resent my having a degree.
>
> Endeavoring to get people to try new ideas has been my problem. Individuals get into ruts and want to remain in them.
>
> I had to learn to be objective in dealing with our clients. At first it was almost "too touching" to be in contact with some of the people who came in for help.
>
> My problem has been that of obtaining jobs for people who want better jobs for which they cannot qualify.
>
> Analyzing individuals in terms of intelligence and qualifications to meet specific jobs has been my problem.

Nineteen graduates encountered problems which they believed would not have developed had they been equipped with more knowledge concerning business subjects such as business correspondence, business law, economics, and business terminology. Selected comments indicate the problems encountered by these women:

> Business letter writing was a problem with me--in fact, very serious. My college program did not include practical experience in composing letters.
>
> Composing letters has been my main problem in this office. My employer leaves me with the mail to answer and sometimes I have a difficult time.
>
> I feel inadequate when I try to write some of the letters that are left for me.
>
> My getting into the business field would have been less painful if I had had a business background. I should have had at least one general business course to inform me of what business is all about.

> I lack the ability to converse easily with clients about business matters. I did not take any business courses in college.
>
> I should have had a better understanding of business principles and practices before accepting a business position.
>
> My first major problem encountered was the technical language of the business.
>
> Getting to understand the terminology of the oil business was my main problem.

Lack of competence in business skills constituted a problem for 12 interviewees. Five of these individuals had taken skill subjects in their pre-college education. Seven persons acquired their skills in college but did not immediately use them. Thus, in the case of these 12 women, the skills they had acquired in high schools and colleges deteriorated before they obtained their positions. Certain comments made by these graduates concerning their problems follow:

> I could have eliminated my problem of inability to take dictation efficiently if I had taken stenographic subjects in college. Six years had passed between the time that I acquired my skills and began using them in this position.
>
> I was very "rusty" in typewriting skills at first and this made my work more difficult to keep up with.
>
> I had not used my shorthand for seven years before obtaining this position. I had to take a refresher course to get back in practice.
>
> I feel very inadequate when it comes to keeping records. I didn't study accounting in college.
>
> My problem was an outgrowth of a lack of accounting knowledge due to not having had any such training or experience.

The foregoing material constitutes evidence that regardless of the sources of preparation or kinds of educational backgrounds obtained by the women, the outstanding problem encountered in business positions is invariably that of human relations.

Extent of Satisfaction Deriving from Employment

The interviews were sufficiently long that rapport was developed in each case and the interviewees offered their opinions with candor. Ninety-eight graduates, or 89.9 per cent of those interviewed, expressed apparently sincere satisfaction with the positions they occupied. Their satisfaction was derived from interest in work which they enjoyed and considered challenging. Responsibilities placed directly upon them apparently made them feel that they were vital to the business organizations in the positions in which they were employed. Some of the statements made by these graduates indicating why they liked their positions are as follows:

> The work is interesting and satisfying. It is a challenge and utilizes my abilities fully.

> There is enough responsibility to keep me studying; enough variety to keep me interested; enough problems to avoid routine; enough authority to bolster ego; and enough money to live on.

> I have been allowed to be what I consider a "real" secretary. My boss expects me to carry through on any job that he gives me. Many of the business associates talk with me about plans and meetings, and I compose much information for consideration by my boss.

> This is the most wonderfully satisfying work that I have done in ten years of secretarial work.
>
> This department holds much interest for me and enables me to use more of my college training than would other departments.
>
> The work is interesting, varied, and challenging. My performance seems to be appreciated when well done.
>
> The work is very interesting, constant changes are taking place, the environment is excellent, and the personnel could not be better elsewhere.

Eleven of the graduates reported that they were only partially satisfied with their present positions. Generally they enjoyed the type of work they were doing, but they reported difficulty in being professional because of lack of authority or of administrative problems, there were no opportunities for advancement, and they were performing tasks which placed too much strain on them at times. Some of the selected responses made by these women follow:

> I enjoy the work very much, but have never been happy with the environment. It is difficult to promote a professional program when top-level personnel in the chain of command have never seen the inside of a college.
>
> I like what I am doing, but there is no opportunity for advancement.
>
> At times the pressure is too great.

Twelve of the graduates reported that they did not enjoy their work and gained no satisfaction from it. The positions that these graduates held were in the clerical and machine operation areas. The educational and

experience backgrounds of these women far exceeded the requirements of the jobs held--their positions appeared to present no opportunities for advancement, and insufficient responsibilities to keep them contented with their work. Certain comments made by these graduates indicate why they did not enjoy their positions:

> My education and business background (including 12 years civil service) far exceed the requirements for my present position.
>
> College training is not valued too highly by this company. I cannot see a chance for advancement over the years--only a minute chance now.
>
> I believe that I am capable of handling responsibility and advancement.
>
> This job is very boring. Regardless of how hard I work or how many things I try to learn I can't get a raise. The company policy seems to be no raises after a person has worked here five years.
>
> There just isn't enough to do.
>
> This work is interesting but is not a job in which a college graduate would prefer to remain indefinitely. There are no advancement opportunities.

Responses were sought to the question, "Does your position measure up to the employment expectations which you had as an undergraduate student? Approximately 64 per cent of the interviewees expressed the opinion that their positions did measure up to their expectations. In some cases employment exceeded the expectations of the interviewees. Conversely, there were 31 women whose positions were not at all what they had expected. Some women

expressed the opinion that they were misled to the extent that they believed that office work would have more prestige, glamour, and responsibility attached than what they had found to be the actual truth of the matter. Some of the statements of the 31 graduates explain why they were disappointed in their positions:

> I thought that working in the State Capitol Building would be great and there would be a lot of prestige. My job is just like any other job--routine work.
>
> There certainly isn't glamour attached to this job as I expected there would be. Working conditions are pleasant, but noisy at times.
>
> I expected to be an executive secretary or an office manager. It has been only in the past year that I have been delegated the responsibilities that I now enjoy.
>
> I had pictured a glamourous office in which to be employed. Pictures that I saw in the magazines and movies gave me the wrong impression of office work.

Only 14, or 11.5 per cent of the interviewees, indicated that as undergraduate students they had no specific ideas as to the kind of work that they would do after leaving college. These are the women whose educational backgrounds consisted of work in areas other than business. For the most part, they occupied business positions for reasons largely beyond their control. Some had found that there were no job openings in their respective areas of study and therefore turned to business for positions; some had planned only on marriage but decided also to work for awhile.

Each of the 121 graduates was asked the question "Is your salary what you believe as a college graduate you should be earning? If not, explain." Sixty-seven of the women believed that their salaries were in line with what they should be receiving as college graduates. Generally, their points of view indicated that in terms of business preparation they had and the experience they had gained they were quite adequately paid. Fifty-four graduates indicated that they did not believe that their salaries were what they should be. These women believed that a college education involves so much expense and time for preparation that they should be paid more than those individuals who do not have a college education. A few of the women expressed the opinion that they were not paid enough merely because they were women. Some of the opinions of the 54 interviewees concerning their salaries are quoted:

> My salary is enough for a person with a limited education but not for a college graduate.

> A college degree is not a "handout" since it takes four years of study, plus the heavy expense involved. I feel that when a person makes an effort to qualify and improve herself, she should be at least able to command a salary worthy of much preparation.

> There is a lot of nerve racking responsibility that goes with this position. I should be getting much more according to what they pay the men who work in similar positions.

> I think that a college graduate should receive a higher salary than a high school graduate or a business college student to compensate for the time spent and preparations made in college.

> Since I was employed as an accountant, employees have been hired as trainees with more salary than I was making after a year of employment. I believe that it was because I am a woman. I definitely had the necessary qualifications.
>
> Actually, my salary is no more than a non-graduate could acquire after four years of experience and diligent application.

It is apparent to this writer that a number of the graduates involved in this study failed to recognize that business people employ them and pay them for what they actually do on the job rather than for what they have ability to do. Some of the positions held by these graduates could have been occupied by non-college graduates.

In response to the question "Do you believe that you could be of better service to this firm in a different capacity? Please explain," a total of 101 graduates reported that they did not believe that they could be of better service to their organizations in other capacities; whereas, 20 women frankly indicated that they believed that they could be of better service to their organizations in different capacities.

The majority of the 101 interviewees, who indicated that they believed that they could be of no better service in other capacities in their organizations, expressed the opinion that they had acquired the educational background and experience necessary for the positions they held. Thus, they did not desire to obtain more training in other areas in order to change positions. Some of these graduates

reported that they had reached the highest possible position available in their organizations and definitely could be of no better service to the firms. A few women indicated that they were being promoted to higher positions as they gained experience and qualifications. Statements made by some of these 101 women explain why they believe they can be of no greater service in their organizations:

> I have reviewed, undergone training, and taken graduate work to help prepare me adequately for this position.
>
> I am prepared for this type of work. Even though I could do more and assume more responsible duties, it would not be possible here.
>
> I have been learning this business from the very beginning and I haven't reached the peak yet.
>
> I have worked up to administrative work and really am as far as I can go.
>
> My present position takes fullest advantage of my capabilities and training.

The 20 graduates who indicated that they believed that they could be of better service to their oganizations in different capacities generally pointed up that their educational background and experience exceeded the requirements of their jobs. Some of these women emphasized that they were qualified to assume more responsibilities than their positions required, particularly in personnel and management areas. Some of the responses made by these 20 women reveal their points of view:

> I could be of better service if I could assume more responsibilities, perhaps in a supervisory capacity.
>
> I think that I have the training, experience, and ability to work in the personnel office. I also believe that I could ehlp to eliminate red tape and relieve personnel of unnecessary activities which would result in a better organized situation.
>
> Any high school student could hold my position. My training would be better utilized if I could be promoted to a supervisory position.
>
> I am qualified to do an engineer's job and am especially interested in personnel work. It seems to me that I would be much more valuable to the company in one of these two areas.

The 121 interviewees involved in this study were asked the question, "Have you found that a college degree has been a distinct advantage to you in obtaining or holding your present position? In what way(s)?" In response to these questions, 100 women indicated that they had found their college degrees to be a distinct advantage to them in obtaining or holding their present positions. Fourteen of these graduates stated that a degree was a requirement for obtaining their positions; whereas, the other 86 graduates felt that their degrees were deciding points in their being employed either by their having the knowledge that helped them to pass company examinations, or their qualifications were more outstanding than those of their competitors. Selected comments from these 100 women help to explain the ways in which their degrees have been distinct advantages to them:

> A degree is required for employees who hold this position.
>
> I would not have been considered for this position if I had not earned a college degree.
>
> This company feels that a person in my position required a degree because of the training needed and contacts with the public.
>
> I am convinced that the degree made the difference with my getting a position in this company. The interviewer advised me that he had never hired any person as young nor had he ever hired a girl without previous legal experience.
>
> Five years had elapsed between my business training and employment in this company. Due to lack of experience I know that my degree was a factor in obtaining employment.

The 21 graduates who indicated that they did not feel that a college degree had been a distinct advantage to them in obtaining or holding their present positions actually expressed only a few different reasons for their opinions. Their fundamental explanation was that their degrees were taken in educational fields other than business. However, some of the graduates pointed up that their job requirements did not fully utilize their talents and experience. Some of the responses made by these 21 graduates concerning the reasons why their degrees have not been advantageous to them follow:

> My training was not in the business field. My degree has been helpful to me but not in my present position.
>
> A degree is not required of employees as stenographers and the work seldom requires college preparation.

> A college degree is wasted in this position, and I knew that it would be when I accepted the position. My hope is that it will lead to something better later.

Suggestions and Recommendations

The 121 women college graduates involved in this study were asked the question, "Do you have suggestions and/or recommendations which might enable colleges to prepare women more adequately for business careers?" To this question, 114 of the graduates made 130 responses which have been grouped into five major areas for discussion: (1) improvement of the counseling programs for women, (2) provision of more opportunities for practical business experience, (3) provision for ample opportunities for women to gain better backgrounds in English usage, (4) provision of more opportunities to obtain professional business information, and (5) provision of a more completely adequate program for development of essential traits. Seven graduates indicated that they believed that colleges were doing a thorough job of preparing women for business, and that they really did not have any specific recommendations to make.

Fifty-four of the graduates indicated that they realized that they should have had various types of counseling while they were pursuing their educational degrees. They strongly recommended that the existing counseling programs in colleges be improved for all women students.

These women quite generally emphasized different phases of the counseling programs to be provided or improved upon for students. They stressed that in addition to the over-all counseling programs needing improvement that women should be provided with more complete career information in their first year of college; that women should be made aware of job opportunities and the various requirements for jobs; and that guidance in curriculum planning should be improved. Selected statements made by these graduates concerning their suggestions for the improvement of counseling programs follow:

> Employ counselors who can point out the security resulting from a college education. Every student needs to be advised on course programs and the end results.

> The colleges should employ trained counselors to help guide students in the direction of their interests and capabilities. With proper testing, students' scores should help indicate what they would most likely succeed in. Students should be guided to take courses that will help them reach their goals.

> Counseling of freshment students about careers and educational requirements should be invaluable to the women who do not know what they really want to do, or to those who believe that they want to pursue the field of business.

> More information should be given to students about job opportunities and educational requirements. Perhaps with proper counseling seniors would be better prepared for what they want to do after graduation.

Thirty-six of the graduates involved in this study indicated that they believe that more opportunities should

be provided by colleges for practical business experience. These women expressed the opinion that realistic situations should be co-ordinated with basic business theories to make business subjects more meaningful and practical to students. Their suggestions primarily included revision of curriculum materials and change in methods of instruction. Some of the suggestions made by these graduates concerning their ideas on practical business experience are quoted here:

> Revision of curriculum content should be made to make business courses more practical and bring educational standards up to business requirements.
>
> Be more realistic in course presentations. Call in businessmen to tell about their practices, requirements, and expectations of students when they get out of college. Plan a few field trips of importance; let the students help plan the trips and follow through with them.
>
> Provide "down-to-earth" training by a teacher who has had actual experience in several business offices. Teach students how to actually apply what they read.
>
> Provide students with such training as that provided for practice teachers. It is just as important for secretarial students to have some experience as it is for the ones who plan to teach.
>
> Internships should be utilized in the business field just as doctors, dietitians, lab technicians, and teachers use laboratories.
>
> I believe that the business department could run some blocks for intensive business training in the various areas that students preparing for business need, instead of spending an entire semester on theory and dropping the subject.
>
> Colleges should initiate a program to provide students with a varied amount of experiences in different types of business organizations.

Twenty-four graduates in this investigation recommended that more opportunities should be provided for women to gain better backgrounds in English usage. These women pointed up facts which indicate that ability to speak and write efficiently is a stepping stone to obtaining positions and gaining promotions. Three comments which point up the essence of their suggestions for better English usage follow:

> The ability to spell correctly and to express oneself well in speaking--as well as in writing--is essential to gaining promotions in the business world.
>
> A basic understanding and application of English tools should be required of all women for graduation--not merely a satisfactory grade in an English course.
>
> Stress the proper use of English throughout every course, since it certainly is primary in obtaining many business positions.

There were 11 women who indicated that more opportunities should be provided for professional business information. They believed that more professional literature should be utilized in classes in order to keep up with the latest trends in techniques and methods. These women also emphasized that students should be given opportunities to make contacts with businessmen. Among other suggestions were emphasis on acquainting students with various types of business clubs and organizations open to business women. Three of the suggestions made by these graduates indicate the general nature of the responses.

> There should be an improved program of inviting businessmen to talk to business classes on specific subjects. Allow time for students to have round-table discussions with these businessmen to establish business contacts for students and stimulate learning.
>
> Acquaint students with the different types of business clubs and organizations open to business women in many cities. Let students do research on this subject and then invite in some of the leaders in some of the organizations to talk with the students and answer their questions.
>
> Bring in more current materials pertaining to business of a professional nature. Require more research work in the business field concerning various phases of business, and then do some follow-up study of reports made by the classes. There should be more outside assignments made, other than text book assignments, to stimulate professional thinking.

Certain traits and abilities appear to be essential in office service positions, yet few of the graduates offered any suggestions concerning them. Five of the women did suggest that there should be provision for more complete development of essential traits. It is possible that most or all of the other graduates in this study realized the importance of these elements but failed to mention them during the interviews. The comments of these five women include primarily traits regarding personlity, attitude, loyalty, and "businesslike" habits. The suggestions concerning these traits as made by these women are:

> Colleges should promote the art of getting along with others. One's attitude toward his work and others is a factor conducive to success.
>
> I think that a serious, conscientious approach to a job, loyalty to the employer, and the ability

> to get along with others should be stressed more in preparing women for business careers. These traits should be particularly emphasized as many times as is possible in business courses.
>
> Place more emphasis on ethics and behavior in business offices. College courses should repeat much of the material that is so vital to individuals retaining their positions or making a success of their careers.
>
> Promote growth of such traits as thoroughness, punctuality, systemization, cooperation, and dependability. Provide guidance and training in business ethics, courtesy, service, and etiquette.
>
> I believe that women who are preparing for business careers should certainly be impressed with the fact that their employers deserve their loyalty.

It is evident in this investigation that the graduates generally agree that colleges could prepare women more adequately for business careers. Their suggestions and recommendations reveal several factors significant to both colleges and students. They emphasized generally that colleges should inject more career information, guidance in curriculum planning, and job opportunities and requirements for careers; include more realistic situations and actual applications of theories presented in course content; stress the correct use of grammar, punctuation, spelling, composition, and public speaking in all courses whenever possible; enlist more of the services provided by businessmen and professional leaders, and relate more professional literature with text book materials in the classrooms; and emphasize the significance of the development of a pleasing personality, a positive attitude, and loyalty to employers and coworkers.

A summarization of the data concerning the suggestions and recommendations made by the 121 graduates in this study are included in Table 17.

TABLE 17

RECOMMENDATIONS MADE BY WOMEN COLLEGE GRADUATES RELATIVE TO PREPARING WOMEN FOR OFFICE SERVICE POSITIONS

Recommendations	Number of Graduates Making Response
Improve the counseling program for women.	54
Provide more opportunities for practical business experience. . . .	36
Enable women to gain better backgrounds in English usage	24
Provide more opportunities for professional business information. .	11
Provide more completely for the development of essential traits. . .	5
Total number of responses . . .	130*

*There were 16 graduates who made two or more recommendations.

Summary

The evidence in this chapter reveals that the 121 women obtained bachelor's degrees from colleges and universities located in 13 states. The majority, 84.2 per cent of the interviewees, graduated from 10 institutions located in Oklahoma. Approximately two thirds of the women earned degrees from four institutions, whereas the majority

graduated from the University of Oklahoma. It was noted that six of the women held master's degrees.

The individuals in this study held six different types of bachelor's degrees. The Bachelor of Science degree was held by 60.3 per cent of the women.

There were 13 fields of study pursued by the 121 women in this study. The field of study reported most frequently was business. Some of these graduates were employed in office service positions directly related to their job preparation; however, a large number of these women were in positions which had no direct relationship to their preparation in college.

Eight sources of preparation for the actual work being performed by the 121 women were revealed. These sources included: regular undergraduate college preparation, on-the-job training, night-school study, post-graduate undergraduate college study, graduate study, corporate school preparation, teaching experience, and high school preparation. The majority of the graduates involved indicated college preparation as their major source of preparation. Twenty-six of 74 women who indicated college preparation for their positions also indicated on-the-job training as a major source of preparation.

In general, the 121 women involved in this study expressed the opinion that most of the problems encountered

in their present positions would not have materialized had their preparation for work been adequate. Seventy-nine individuals reported specific problems which were caused primarily from lack of experience in human relations, lack of knowledge of information about business, and lack of competence in business skills.

Ninety-eight of the interviewees reported apparently sincere satisfaction with the positions they occupied. They based their satisfaction upon the interest in work which they enjoyed and considered challenging. According to 67 interviewees, their salaries were in line with what they believed they should be receiving as college graduates.

College degrees were found to be a distinct advantage to 100 of the women in obtaining or holding their present positions. Fourteen women indicated that a degree was a requirement for obtaining their positions; whereas, 86 women felt that their degrees were deciding factors in their being employed. Twenty-one of the interviewees reported that they did not feel that a college degree had been a distinct advantage to them in obtaining or holding their present positions.

A total of 130 suggestions and recommendations were made by the 121 women college graduates in this study. These responses were grouped into five major ideas for improvement in preparation: (1) improve the counseling program for women, (2) provide more opportunities for practical

business experience, (3) enable women to gain better backgrounds in English usage, (4) provide more opportunities for professional business information, and (5) provide more completely for the development of essential traits.

CHAPTER V

SIGNIFICANT ASPECTS OF THE EMPLOYMENT OF WOMEN COLLEGE GRADUATES IN OFFICE SERVICE OCCUPATIONS

It is apparent that to understand the significance of women college graduates as employees in office service occupations it is necessary to appraise the current employment trends in business organizations. Similarly, to evaluate the effectiveness of education of women for business as offered at the collegiate level it is necessary to appraise the educational backgrounds of the women graduates currently employed in office service occupations. It is true that only limited attention has been given to these matters to this date and only a small amount of space has been devoted to them in publications. There certainly are no established criteria by means of which collegiate programs of education for business available to women may be effectively appraised. However, there is one significant publication which may be utilized as a point of departure in making an appraisal of the opportunities for women college graduates and the nature of the preparation required of them. This publication is the book which is entitled

Womanpower.[1] Although it does not contain specific criteria for evaluation of preparation for office service occupations available to women college graduates, it does contain many suggestions and recommendations that are extremely useful. Throughout this chapter findings of this research study are pointed up as they relate to generalizations about the employment of women presented in Womanpower.

It is apparent to this author that Womanpower is the only book published thus far which makes a significant contribution to the study of the role of women in paid employment in the United States. It is a recent publication and represents the work of the National Manpower Council, which is composed of leaders in industry, labor, education, and public service from all sections of the country. This Council was established at Columbia University under a grant from the Ford Foundation to study important labor problems and to contribute to improved development and use of this country's human resources. The Council's primary concern is with the development of the skills, capacities, competences, and creativeness of the American people with the quality of our labor resources.

Approximately two years were utilized in the compilation of the Council's report and publication of the book. Composition of the female labor force, history of women in

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

paid employment, distinguishing characteristics of women's behavior in the labor market, education and training of girls and women, employment policies and practices involving women in business and industry, and the problem of shortages of highly trained personnel are aspects of the comprehensive coverage of the book. In this connection, it should be noted that the authors of Womanpower have isolated the major factors which influence the participation of women in paid employment and they discuss extensively the impact which work outside the home now has on the lives of American women.

In an effort to gain information relative to all facets of the employment of women, the National Manpower Council obtained extensive data pertinent to the hiring, assigning, in-service training, and promotion of women. These findings were consolidated and studied carefully for their possibilities in future expansion of the opportunities in the employment of women. Although the recommendations developed by the Council in this case are not specifically pointed in the direction of women college graduates, they nevertheless are significant. Three of the five recommendations have implications directly related to the purpose of this research investigation. The National Manpower Council recommends that:

> 1. Employers hire, assign, train, and promote all individuals regardless of sex on the basis of their personal qualifications; labor unions strive

to implement for all individuals the principle of equality of opportunity in employment; and both employers and unions take additional steps to apply the principle of equal pay for equal work.

2. Employers review their hiring, assignment, training, and promotion practices in light of the changes which have taken place in the education, skill, age composition, and work interests of women in the labor force, in order to insure that they make effective use of their women employees.

3. Management associations and personnel groups undertake studies for the purpose of appraising the experiences of business organizations which have developed new practices for utilizing their women workers more effectively and make their findings broadly available for use by employers.[1]

In gathering the data required for the book Womanpower, the National Manpower Council was quickly made aware of the shortage of college educated women available to meet the requirements for employment in professional and semi-professional occupations. The shortages were almost immediately apparent in the offices of governmental agencies and in the offices of business establishments in metropolitan centers. The findings of the Council reveal that women constitute an essential and at the same time a distinctive part of our labor resources. Without the employment of large numbers of women it would be impossible to produce and distribute the multitude of goods and services which characterize American society. The findings of the Council emphasize also that the skills and capacities of

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[1] Ibid., p. 5.

women depend on the opportunities for development available to them. The effective utilization of those skills and capacities rests upon increased knowledge of the women power resource and efforts made to develop it to the fullest extent possible.

In accord with the information indicated above, the Council developed four specific recommendations relative to effective development of women power in the United States. It should be noted that each of these recommendations, although broadly conceived, contains specific reference to the mature woman, to relatively high-level employment, and preparation at the college level. The four recommendations are presented here:

> 1. School and college officials, boards of education, and Federal, state, and local governments expand and improve educational and vocational guidance in order to help young women make sound decisions with respect to their self-development, the growing and changing employment opportunities open to them, and the probability that paid employment will occupy a significant place in their adult lives.
>
> 2. The Federal and state governments, employers, unions, and voluntary organizations cooperate to increase occupational guidance and placement services for mature women who want to work, in order to help them make sound decisions in the light of their individual interests, capacities, and employment opportunities.
>
> 3. The Federal and state governments, employers, labor unions, voluntary groups, and individuals expand their support of scholarship and fellowship programs, in order to enable more young women of high ability to continue their formal education in college or in professional or graduate schools.

> 4. State governments, in cooperation with local communities, educational institutions, employers, and labor unions, initiate surveys to determine whether existing training facilities are adequate to meet the needs of mature women who want to meet the requirements for employment in professional or semiprofessional occupations where manpower shortages exist.[1]

The primary purpose of the comprehensive research which culminated in the publication of Womanpower was to reveal information relative to the current utilization of women in the labor force. It is interesting to note that the Council made a specific recommendation that even more research be done to expedite the maximum utilization of womanpower. That colleges and universities have a role to play in such research activity is emphasized as the Council recommended that:

> Universities, foundations, and government encourage and support research dealing with the impact of the increased employment of women upon family life, the rearing of children, and the self-development of women; upon the process of occupational choice among both younger and older women; upon the prosperity of the economy and living standards; upon the availability of volunteer workers for community service functions.[2]

From the beginning, this investigation has been concerned primarily with the opportunities available to college women in the area of office service occupations and the kinds of preparation required for such occupations. To point up succinctly the findings in this study, the remainder of this chapter is devoted to these two major elements

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[1] Ibid., p. 4. [2] Ibid., p. 5-6.

affecting women college graduates interested in business employment. In each of the two major sections, conclusions reached in Womanpower are set forth as points of departure for the discussion.

Opportunities for Employment

Significant in any consideration of the opportunities for employment in office service occupations available to women college graduates are the organizations employing such women, the kinds of positions open, and the employment practices utilized. In the sub-sections which follow each of these elements is considered in some detail as findings in this investigation are pointed up and related to the conclusions presented in Womanpower.

The Business Community

> Variations within national patterns of employment indicate that where a woman lives and the racial or ethnic group to which she belongs affect both the range of job opportunities open to her and her participation in the labor force. Women in urban communities are much more likely to be in the labor force than those in agricultural and rural areas. The proportion of women working is smaller in cities dominated by heavy industries than where a diversified urban economy with light manufacturing industries and a variety of business enterprises presents many more job opportunities.[1]

Evidence in this study demonstrates that women are educated in various institutions of higher learning and in various kinds of jobs in Oklahoma City. Evidence here also indicates that employment in Metropolitan Oklahoma City is

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[1] Ibid., pp. 23-24.

available to women college graduates regardless of where the individuals obtained their educational backgrounds or the race or ethnic group to which they belong.

The evidence in this study indicates that there is much migration of women between communities for the purpose of seeking employment. Although the 121 women involved are graduates from institutions in 13 states, 102 of them graduated from colleges and universities in the State of Oklahoma. It is significant that only 17 of the 121 women received degrees from the Oklahoma City University. However, 53 of the women obtained degrees from colleges and universities outside of Oklahoma City but within 50 miles of that city. An additional 32 women obtained their educational preparation in colleges located in Oklahoma but at considerable distance from Oklahoma City. Nineteen of the 121 women received backelor's degrees from colleges in states other than Oklahoma and for various reasons sought and found employment in office service positions in Oklahoma City.

In making this investigation, the author developed a list of 128 selected business organizations in which women college graduates might be employed. As the study was carried on, it was discovered that 50 of the organizations actually employed women college graduates. With 39.1 per cent of the total number of organizations contacted actually employing women college graduates, it is evident

that the employment of such people is significant in Oklahoma City.

Womanpower reports that the general tendency is for women to be employed in greater numbers in business occupations in urban areas with diversified industries and light manufacturing. Metropolitan Oklahoma City is diversified with light manufacturing, and the data in this study indicate that a sizeable number of women college graduates are employed. Since the diversified urban economy of Oklahoma City is continuing to expand rapidly, it may be assumed that even greater numbers of women college graduates will be employed in a variety of business occupations in the future.

Nature of Business Organizations

> Almost three fourths of all women workers are employed in industries which distribute goods or provide services. Manufacturing is the largest single employer of women workers.[1]
>
> Department stores offer perhaps the most striking opportunities for women to advance to top positions although the total number of women in such positions is not large. Here, women are more likely to deal with children's clothing than with furniture and appliances.[2]
>
> All levels of government, particularly since 1940, have contributed directly to expanding the range of opportunities open to women in government employment.[3]

It is clear that certain industries and government service offer extensive employment opportunities for women.

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[1] Ibid., p. 63. [2] Ibid., p. 241. [3] Ibid., p. 326.

The evidence in this study clearly indicates that employment opportunities for women college graduates in Oklahoma City are most numerous in business enterprises although many are employed in governmental agencies. While a variety of types of businesses employ college graduates in Oklahoma City, the number of actual business positions open to them in a single business organization is limited. Since most of the business organizations are relatively small, it is quite understandable that the need for more than one, two, or three graduates is the natural thing. Conversely, one third of the 121 graduates are employed by governmental agencies, which certainly indicates that the government is the largest single employer of women college graduates.

In Oklahoma City, in contrast to information in Womanpower, department stores do not offer much in the way of opportunities for women college graduates at present. The evidence in this study indicates that only one of the 121 graduates was employed in a department store--that person was the personnel manager.

Womanpower indicates that government service has, since 1940, constituted an expanded opportunity for women. This study indicates that women college graduates are predominantly employed by the Federal government, mostly in personnel and accounting positions, and primarily in positions offered by air force and civil service agencies. A sizeable number of graduates are employed by state

government agencies, mostly in secretarial and bookkeeping positions, and primarily in positions offered in the teacher retirement, higher education, and employment units. The opportunities in local governmental positions are extremely limited. The women employed in the local government offices in Oklahoma City are chiefly bookkeepers and clerical workers. Of the 121 graduates involved, 45 are employed by the Federal, state, and local governmental agencies. In accord with a conclusion offered in Womanpower, all levels of government in Oklahoma City do employ women college graduates.

On the evidence gained in Oklahoma City, it would appear that in other significant areas in Oklahoma such as Tulsa, Lawton, Enid, and Muskogee, where large governmental installations are established, there are similar opportunities for employment of women college graduates in business and governmental organizations.

Kinds of Positions Held

> Women hold high-level positions in many fields of employment. Nevertheless, few women college graduates become supervisors and managers, or enter sales occupations.[1]
>
> Most college trained women work as teachers, nurses, social workers, librarians, for public or other non-profit agencies.[2]
>
> Over 60 per cent of the women college graduates who enter the clerical field are employed as secretaries, stenographers, and typists.[3]

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[1] Ibid., pp. 28, 223. [2] Ibid., p. 222. [3] Idem.

> The factory and service occupations which most women enter offer even less opportunities for advancement.[1]

College women in Oklahoma City are holding a wide variety of positions in which they are required to perform supervisory, administrative, and specialized jobs of all kinds. These women make up one third of those holding such positions in the general management and personnel areas. The individuals holding positions in the general management area represent a variety of business enterprises; whereas those persons holding personnel positions represent, for the most part, governmental agencies. This information does not coincide with the conclusion in Womanpower which indicates that women are seldom employed in supervisory and managerial jobs.

As indicated at the beginning of this section, Womanpower reported that most college educated women work as teachers, nurses, social workers, librarians, for public or other non-profit agencies. In this study, the data pertain only to college women graduates in office service positions. However, it is interesting to note that 73 of the 121 graduates prepared to teach before seeking office employment in Oklahoma City, and that 48 of these women had actually taught in public schools before entering business occupations. Fifty-three of these 73 declared that they

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[1] Ibid., p. 238.

had terminated their teaching careers and now desire to hold office service positions.

The graduates in this study are concentrated in a relatively few occupations. The positions which they hold are classified under six major areas included within the scope of office service positions. Over one third of these women are employed in secretarial positions, another third are employed in managerial and personnel positions, and almost one third are employed in bookkeeping and accounting, general clerical, and machine operation positions. Womanpower reports that 60 per cent of the women college graduates employed in the clerical field are secretaries, stenographers, and typists; thus, this conclusion is not in accord with the data revealed in this investigation.

There are fewer women employed by manufacturing and service organizations in Oklahoma City than any of the other business organizations in this study. With the exception of one woman, these persons hold rather responsible positions and chances of future advancement are unlikely because they now hold top positions as supervisors, managers, controllers, and secretaries. Only one person, employed as a bookkeeper, is likely to be advanced in her organization in any manner other than salary. This situation illustrates the point made in Womanpower that opportunities for advancement in factory and service organizations are limited.

Current Employment Practices

It was generally agreed that employers have been tending to set higher educational requirements for their new employees. High school graduates are now preferred.[1]

Women with college degrees are actively recruited by many department stores, by some manufacturers and utilities, and for civil service employment.[2]

In terms of education and training, the supply of most kinds of workers is drawn from a variety of sources. By contrast, professional and scientific occupations rely almost exclusively on college, professional school, and university graduates.[3]

In the past it was common for men to be paid significantly more than women for similar work. Today, the principle of equal pay for equal work is widely, if not universally, endorsed, and is now an objective of trade unions, employers' organizations, and governmental units and agencies.[4]

It was frequently stated that most women dislike assuming responsibility and many seem satisfied with repetitive jobs.[5]

A distinctive aspect of women's employment is the limited extent to which they are found in higher-level jobs. Broadly speaking, employers' decisions about utilizing women workers for higher-level jobs have been shaped by conventional attitudes, which have generally lead to decisions to promote men.[6]

Many women do not expect to reach higher-level positions and therefore do not prepare themselves for promotions.[7]

It was generally agreed among the personnel managers in Oklahoma City that women college graduates are preferred in their organizations when such graduates are accessible. Some of the managers do not employ personnel

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[1] Ibid., p. 102. [2] Ibid., p. 103. [3] Ibid., p. 263.

[4] Ibid., p. 345. [5] Ibid., p. 104. [6] Ibid., p. 236.

[7] Ibid., p. 239.

without college degrees in certain positions; others prefer graduates when they can get them, but will employ non-college graduates when graduates are not obtainable. Womanpower indicated that high school graduates are preferred by business personnel, and this conclusion is not in accord with the evidence in this study.

Women with college degrees are actively recruited through contacts with colleges by personnel managers in public utilities, oil production and distribution companies, communication organizations, and governmental agencies. Other types of business organizations involved in this study do not actually solicit college graduates, but they do employ them when qualified persons are available. Since department stores and manufacturing organizations in Oklahoma City do not actively recruit women college graduates, the conclusion in Womanpower does not adhere to this information.

Personnel managers generally seek employees from various sources without actually expecting to obtain women college graduates. However, it is interesting to note that out of the eight sources utilized by the 50 managers, 16 managers seek women with college degrees from college and university placement agencies to fill specific office service positions. This information is partially in accord with the conclusion in Womanpower in that employees are

drawn from a variety of sources, but are also sought from professional schools by personnel managers.

One third of the personnel managers indicated that salary is the same for both women and men in their organizations. Women receive more salary than men in some of the firms; whereas men get more salary in other organizations because of being heads of families and able to do more tasks than women. Forty-five per cent of the graduates involved in this study indicated that they did not believe that their salaries were what they should be, partly because of the expense and time involved in getting a college education, and partly because they are women. The principle of equal pay for equal work is not fully applied in all of the business organizations in Oklahoma City. Therefore, the conclusion in Womanpower conforms only partially with the data revealed in this study.

According to the 50 personnel managers in this investigation, most of the women college graduates involved are already employed in rather responsible positions and opportunities for further advancement are few, if any, in title. The majority of the women indicated apparent satisfaction with their positions because of various responsibilities placed upon them and of the challenges in their work. Several graduates indicated dissatisfaction with their positions primarily because of lack of responsibilities and less than complete utilization of their talents

and educational backgrounds. Women are holding a wide variety of positions in which they are required to perform supervisory, administrative, and specialized jobs of all kinds. Over two thirds of these positions held by women in this study indicate that women do prepare themselves for advancement. These data do not concur with the conclusions offered by Womanpower in that the evidence here indicates that college trained women do want to assume responsibilities and do prepare themselves for higher-level positions.

Preparation for Employment

Important to the success of business is the preparation of individuals for employment relative to fields of study pursued, sources of preparation, and guidance of persons into the right occupational areas. In the sub-sections which follow each of these points is reflected in some detail as findings in this study are emphasized and related to the conclusions presented in Womanpower.

Educational Backgrounds

> Women are found in virtually all fields of undergraduate and graduate study, but are heavily concentrated in a small number of them. Thus, about half of all the bachelor's and first professional degrees earned by women are in four fields of study--education, nursing, library science, and home economics.[1]
>
> Almost two out of every five women who graduated in 1954-55 majored in the field of education, and an additional one out of seven prepared for

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[1] Ibid., p. 33.

> teaching, even though she specialized in some other field.[1]
>
> Employment opportunities alone could not determine choices among fields of study, for many young women do not view college in purely vocational terms.[2]
>
> The vast majority of the girls appear to be concerned with entry jobs rather than with long-run occupational commitments.[3]

The majority of the women in this study earned bachelor's degrees in three fields of study--business, English, and music. In many cases, teaching certificates were obtained by the women who intended to teach in these different fields. Over one half of these women studied in the field of business, and one fourth pursued the field of English. The tendency for large numbers of women to prepare for teaching as undergraduate students is evident in this investigation since approximately 60 per cent of the women indicated that they held teaching certificates. Almost 40 per cent of the 121 graduates have taught in public schools although 20 per cent have never taught.

Actually, the women graduates in this study pursued 13 major fields of study. Even though over one half studied business as their major field, almost one half pursued 12 other fields of study. Some of these women were employed in office service positions directly related to their job preparation and a large number of these women

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[1] Ibid., p. 201. [2] Ibid., p. 203.

[3] Ibid., p. 309.

were in positions which had direct relationship to their preparation in college.

The vast majority of the women in this study evidenced contentment in their positions. Most of these women have had promotions and are holding rather responsible positions for which they prepared. Some of the women were not happy in their positions primarily because they had not prepared for business positions and also because they were not utilizing their talents fully. Actually, on the whole, most of the graduates in this study were not concerned with entry jobs but were concerned with long-run occupational commitments. They expressed various opinions concerning future promotions unless they had attained top-level positions and were as far as they could go in their organizations.

Generally, these data are not at all in accord with the conclusions offered by Womanpower. However, it might be expected that since this study was conducted exclusively in business organizations with a concern for women college graduates only that some data would not conform with that in Womanpower, which takes into consideration all of the women in the labor force.

Primary Sources of Preparation for Present Positions

Formal schooling provides the basic preparation for work, but the specific skills of workers

> are acquired mainly on the job as a result of experience and training.[1]

The 121 women college graduates involved in this study revealed eight sources of preparation for the actual work being performed by them. The sources indicated by these women included: regular undergraduate college preparation, on-the-job training, night-school study, post-graduate undergraduate college study, graduate study, corporate school preparation, teaching experience, and high school preparation. The majority of these graduates reported two sources as their basic preparation for their present positions--college preparation and on-the-job training. Seventy-four women indicated college preparation as their primary source of preparation, and 65 of these women indicated on-the-job training. The 47 persons not specifying college preparation as their basic source of preparation were non-business majors as undergraduate college students. The evidence in this investigation coincides with the conclusion in Womanpower in that formal school and on-the-job training provide the basic preparation for work.

Need for Counseling

> Many women have need for counseling. They need information about the jobs open to them in their home communities and the training opportunities of which they must take advantage if they are to prepare themselves for better jobs.[2]

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[1] Ibid., p. 50. [2] Idem.

The data in this study show that both personnel managers and the women college graduates realize the importance of counseling and guidance of students relative to trends in business employment and their implications for educational decisions. It is interesting to note the weight given to this subject--approximately 45 per cent of the graduates involved and 18 per cent of the personnel managers suggested and recommended an improvement in the counseling program in colleges and universities for women. This item ranked first in the list of suggestions and recommendations made by the women, whereas it ranked fourth in the list reported by the managers. It seems apparent that the graduates feel the need for this type of service in colleges and universities because of their lack of knowledge and skills which might have been avoided had they had guidance and counseling early in their educational programs. Some of the managers realized the importance of this phase in education because of their experience with women who had pursued fields of study other than business in college and who had obtained additional education and training to become qualified for certain business occupations.

It is evident in this study that the information gained from the personnel managers and the women college graduates concerning the need for an improvement in counseling and guidance programs in colleges and universities adheres to the conclusion in Womanpower.

Summary

This chapter contains information relative to certain aspects of the employment of women college graduates in office service occupations. The essential elements and basic conclusions pertaining to them were developed by means of careful analysis of information presented in Womanpower. The degree to which essential elements in the employment of women college graduates concur to the conclusions varies among the business organizations in Oklahoma City and the employed graduates involved. This investigation reveals that about one half of all aspects of the essential elements conform to the conclusions offered by Womanpower.

In the business organizations in Oklahoma City, policies and practices relative to the employment of women college graduates appear to be fairly standardized in each case but distinctly different among the organizations. Likewise the preparation of the graduates involved for business employment varies greatly among the women. Evidence in this study indicates that many of the women college graduates are employed in business positions by chance. Some of the women obtained initial employment as teachers but withdrew from the profession for a variety of reasons to obtain business positions. Some of the women obtained supplementary training to qualify for certain types of positions.

CHAPTER VI

SUMMARY AND CONCLUSIONS

This study constitutes an attempt to analyze and interpret information concerning the employment of women college graduates in business occupations in Oklahoma City. The primary purpose for making this study was to reveal information on which recommendations designed to increase the effectiveness of education of women for business might be based.

Specifically, the problem involved an investigation of the circumstances surrounding the employment of 121 women college graduates in office service positions, their opportunities for advancement, the nature of their educational backgrounds, and an analysis of the statements made by personnel managers and women employees relative to specific employment practices and procedures utilized in various offices in terms of criteria suggested in Womanpower.[1]

The first step in the procedure involved extensive reading concerning women in the labor force. The second

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

step involved the preparation of a guide to be used in obtaining information concerning circumstances surrounding the employment of women college graduates and data pertinent to the employment practices and promotion opportunities of women employees.

Trial interviews were conducted and the interview guide was revised on the basis of the experiences gained through this trial procedure. Fifty personnel managers and 121 women college graduates employed in 50 business organizations in Oklahoma City were then interviewed. The interviews with the managers and graduates were conducted in an informal manner and the interviewer asked specific questions only to stimulate responses from the interviewees.

The final step in the procedure involved classification, analysis, interpretation, summarization, and appraisal of the data.

Summary

Employment of Women College Graduates in Office Service Occupations

The evidence in this study indicates that currently there are relatively few women college graduates employed in office service occupations in Oklahoma City. Of 128 business and governmental organizations investigated, 50 employed 121 women in such capacities. One half of these business organizations were of the distribution and

governmental types. At this time, when relatively few are employed, the data indicate clearly that greater numbers could be employed and one third of the personnel managers reported the belief that a shortage of college women available for office employment exists.

The 121 women college graduates in this study were employed under 52 different job classifications. More of the women were employed in positions involving secretarial work than in any other classifications. There were 45 women, or 37.2 per cent of the 121, employed as private secretaries, secretaries, stenographers. It is significant that only two women were employed as typists. The evidence indicates that women are increasingly being employed in positions involving supervisory and administrative work. Significant numbers of women in this study held general management and personnel management positions. In addition college women are employed for specialized types of work involving accounting, taxation, and automated office equipment.

It is apparent that most college women holding higher level office service positions gained their rank through promotions. Clerical and other lower level positions obviously constitute stepping stones to the higher positions. There is only limited evidence that executive type positions are not as readily available to women as to men.

In a few cases personnel managers have utilized college and university placement agencies in securing women employees. For the most part, college women have been employed without seeking specific positions requiring a college education and without having employers select them specifically because of their college backgrounds. When an office service position becomes vacant there may be a number of applicants. If the college graduate appears most capable she is employed; but if a non-college graduate appears to fit the position, she may be employed in preference to the college educated person. Job specifications for office service occupations generally do not at present include four years of college.

Many of the personnel managers in this study reported that they hire college women, even for positions not requiring a college background, because of the reduced need for in-service training. Evidence here indicates that a college graduate can be oriented to her job more quickly, usually is required to complete less in-service training, and can profit from work experience in gaining promotions. Thus, even though a higher salary may be paid to the college graduate substantial savings may be effected because the employee functions more adequately with less in-service training expense.

There appears to be a tendency for personnel managers to endeavor to place employees in positions which will

be challenging and fully utilize abilities. Twenty-two of the 50 personnel managers in this study attempt to do so by utilizing a variety of employment tests.

Employment in business positions generally carries fringe benefits in addition to salary. The benefits in most business organizations take the form of vacation leave, sick leave, and insurance. Monetary benefits in the form of reduced prices for goods or services are available to women employees in certain types of businesses. None of the fringe benefits offered are unique to the women college graduates. They are available to all employees and are used by management as incentives in obtaining high caliber employees and retaining experienced employees over long periods of time.

There is very little evidence in this study to show that automation has had any affect on present positions held by the 121 graduates. Forty-five managers reported that there had been no shifts of women college graduate employees in positions in their organizations due to additional equipment. Five managers indicated minor changes in duties of employees. There is some indication that there will, in the future, be increased opportunities in terms of new types of positions due to automation.

Preparation of Women College Graduates for Employment

This investigation reveals that the 121 women college graduates employed in Oklahoma City business organizations graduated from institutions of higher learning located in 13 states. The majority, or 84.2 per cent, of the women obtained bachelor's degrees from 10 institutions in Oklahoma. One third of the Oklahoma graduates obtained degrees from the University of Oklahoma. Of the 73 women who held teaching certificates, approximately 60 per cent had actually taught before entering office service positions. Six of the graduates held master's degrees in various fields of study.

Over one half of the 121 women pursued the field of business during their educational careers, whereas the fields of English and music were pursued by one third of the women. The largest group of subjects reported by the women as being most helpful to them in their positions was business, although a sizeable number of graduates indicated subjects in English and social studies as being of a distinct value to them in their positions. The six most frequently reported business subjects which were most helpful to the women involved skills.

The 121 graduates revealed eight sources of preparation for the actual work being performed in their positions. The majority, 74 of the women involved, indicated

regular college preparation as their major source of preparation. Evidence shows that those women not reporting college preparation as a major source of preparation were those who were non-business majors. Over one half of the women indicated on-the-job training as the major source of preparation for their positions. It is significant that 26 of the 74 graduates indicating regular college preparation as a major source of preparation for their positions also indicated on-the-job training preparation. It is apparent that on-the-job training is essential regardless of the amount of education women receive.

The graduates involved in this study generally indicated that most of their office problems would not have materialized had their preparation for work been adequate. Specific problems encountered by 79 persons stemmed largely from lack of experience in human relations, lack of knowledge of information about business, and lack of competence in business skills. Analysis of the problems reported by the women indicates that the outstanding problem encountered in business positions is invariably the human relations one, and the basic element causing these problems is lack of experience.

The majority, 98 graduates, expressed satisfaction with their present positions. Their satisfaction resulted from interest in work which they enjoyed and considered challenging, and responsibilities placed upon them which

gave them a feeling of being vitally needed in their positions. Eleven graduates were partially satisfied with their positions, and 12 were not gaining satisfaction from their work. These graduates possessed educational and experience backgrounds far in excess of the requirements of their positions. Approximately 64 per cent of the women indicated that their positions measured up to their expectations as undergraduate students; however, in some instances, employment exceeded their expectations, and in other cases employment was disappointing to the women.

Sixty-seven of the graduates expressed the belief that their salaries were in line with what they should be receiving as college graduates in terms of business preparation and experiences which they had gained. Fifty-four graduates indicated that they did not believe that their salaries were what they should be primarily because of the expense and time involved in their preparation for work.

It is interesting that 101 graduates reported that they did not believe that they could be of better service to their organizations in other capacities, whereas 20 women expressed the belief that they could be of better service to their organizations in different capacities.

College degrees were reported by 100 women as being of distinct advantage in obtaining or holding positions. A degree was a requirement of 14 persons for obtaining positions and a deciding point for the other 86 individuals in

obtaining their positions. Twenty-one graduates held degrees with majors in educational fields other than business and believed that their degrees were not a distinct advantage to them in their positions.

Suggestions and Recommendations

Suggestions and recommendations made by 114 graduates which might enable colleges and universities to prepare women more adequately for business careers concerned counseling programs for women, opportunities for practical business experience, opportunities to obtain professional business information, and development of essential traits. Suggestions and recommendations made by the 50 personnel managers which might enable colleges and universities to prepare women more adequately for business careers concerned practical experience, essential traits, English usage, and counseling. It is evident in this investigation that the women college graduates and the personnel managers recognize that colleges and universities could prepare women more adequately for business careers. They emphasized the need for changes and/or additions in counseling programs, provision for practical business experiences, and provision for developing essential traits. Whereas the graduates realized a need for additional opportunities to obtain professional business information, the managers were more concerned with better backgrounds in English usage.

Conclusions

The conclusions here are based upon the data obtained from 50 personnel managers representing 10 types of business organizations and from 121 women college graduates employed in office service positions in Oklahoma City. It may reasonably be assumed that the practices and procedures utilized in the business organizations are similar to those of other business organizations of the same nature, and that the opportunities for employment of women college graduates are similar to the opportunities for employment in other metropolitan areas. However, no claim is made that these conclusions are applicable to circumstances other than those specifically involved in this investigation.

1. Utilization of available womanpower in the form of women college graduates is not currently being accomplished to the extent possible. This is true largely because of lack of uniformity in the use of this labor resource and because positions requiring the services of college women have not been standardized. Women college graduates are employed in office service occupations largely by chance when they seek positions without knowing whether those positions will demand their capacities, and in turn, the employers hire graduates without giving much thought to whether challenge for the employees exists in the jobs.

2. Excellent opportunities exist for women college graduates in employment in certain office service occupations and there is a trend toward more effective use of women in this regard. This is true because some personnel managers are becoming increasingly aware of the promotional possibilities for college women. Women can readily begin careers in business in clerical or stenographic positions and with experience move into supervisory or administrative positions.

3. Beginning positions in business organizations available to women college graduates are at the lower levels. College preparation must be combined with work experience before opportunities for decision making, exercising of judgment, and other challenging elements become available through promotions to higher level positions.

4. The preparation of women college graduates should include more specific counseling with regard to opportunities in business along with an increased amount of practical experience. Only when this is done will women graduates be appropriately oriented regarding business occupations and their opportunities in them.

5. The preparation of women for business employment should include provision for more opportunities for women to gain better backgrounds in English usage. Communication skills are vitally important and essential in office

service occupations and women college graduates are expected to be able to communicate effectively. Unless more opportunities are provided in college for women to improve their handling of the tools of communication, women will continue to be unaware of the significance of such tools until the need for them actually arises in their jobs.

6. Institutions of higher learning should provide basic business courses for women pursuing degrees in various fields other than business. Women college graduates are frequently employed in business occupations regardless of their degrees or the fields of study they pursue, and women with degrees in fields other than business are usually not informed regarding fundamental business processes and procedures.

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APPENDIX A

I. GUIDE FOR OBTAINING DATA FROM PERSONNEL MANAGERS

II. GUIDE FOR OBTAINING DATA FROM WOMEN COLLEGE GRADUATES

I. GUIDE FOR OBTAINING DATA FROM PERSONNEL MANAGERS

1. Name of the firm_____

2. Name of the person reporting_____

3. Title of the person reporting_____

4. Length of service in the firm_____

5. Number of employees in the firm: Men_____Women_____

   Col. Grads._____
   (Women)

6. What positions are held by women college graduates? What promotions are available for each?

Positions	Promotion Patterns
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

7. How are employees recruited for positions? (college, visitations, specific employment bureaus, on recommendation of individuals, etc.)

8. How are employees screened for positions? (employment test, interviews, etc.)

9. Is much weight given to academic grades in selecting applicants?
Yes_____ No_____ Why?

To school recommendations?
Yes_____ No_____ Why?

To part-time experiences prior to college graduation?
Yes_____ No_____ Why?

10. How are the more responsible positions filled? (with people new to the business, promotion from within, etc.)

11. Do you have an outstanding woman college graduate who has been with your firm at least five years, and who now seems to have potential ability for top executive responsibility?
Yes_____ No_____

What characteristics does this employee have that make her outstanding?

12. Have you found a shortage of college-trained women in certain fields this year?
Yes_____ No_____ If yes, what fields?

13. Have you found an oversupply of college-trained women in certain fields this year?
Yes_____ No_____ If yes, what fields?

14. What management policies and practices pertain to employees? (fringe benefits, etc.)

15. Is the salary for a man or woman holding the same position the same?
Yes_____ No_____ If not, why?

16. What training, if any, is given to beginning employees by the firm? (on-the-job training, specialized schools, etc.)

17. Does the firm have any equipment which requires special training of employees?
Yes_____ No_____ What kind?

18. Have there been any shifts of employees in positions because of equipment?
Yes_____ No_____ What positions were involved?

19. Do you have any suggestions and/or recommendations which might enable colleges to prepare women more adequately for business careers? (curriculum changes, emphasis in training--for seniors regarding job interviews, etc.)

II. GUIDE FOR OBTAINING DATA FROM WOMEN

COLLEGE GRADUATES

1. What is the name of the firm by which you are employed?

   _____

2. How long have you been with this firm?

   Years_____ Months_____

3. What is the title of your present position?_____

4. What are your chief responsibilities?_____

   _____

   _____

5. Have you been promoted in your work with this firm?
   Yes_____ No_____

   If yes, what have been the titles of the positions which you have held and the length of service in each position?

Position	Time in each position
_____	_____
_____	_____
_____	_____

6. What future promotions do you anticipate? (If none, indicate why)

   _____ _____

   _____ _____

   _____ _____

7. Are you satisfied with your present position?
Yes_____ No_____ Indicate why or why not:

8. Does your position measure up to the employment expectations which you had as an undergraduate?
Yes_____ No_____ If not, explain:

9. Is your salary what you believe a college graduate should be earning?
Yes_____ No_____ If not, explain:

10. Do you believe that you could be of better service to this firm in a different capacity?
Yes_____ No_____ Please explain:

11. Have you found that a college degree has been a distinct advantage to you in obtaining or holding your present position?
Yes_____ No_____ In what way(s)?

12. What academic degree(s) do you hold?

_____ _____
(B.S., B.A., etc.) Year(s)

What field(s) of study did you pursue?

_____
(Business, etc.)

What college or university did you graduate from?

_____ In what state?_____

Do you have a teaching certificate? Yes_____ No_____

Grade level_____

If yes, have you ever taught? Yes_____ No_____

Do you plan to teach? Yes_____ No_____

13. Indicate the major source of basic preparation for your present position:

14. What college courses have been most helpful to you in your present position?

15. What major problems have you encountered in your present position which you believe could have been eliminated with more adequate training?

16. Do you have any suggestions which might enable colleges to prepare women more adequately for business careers?

APPENDIX B

OKLAHOMA CITY BUSINESS ORGANIZATIONS REPRESENTED BY THE PERSONNEL MANAGERS INTERVIEWED FOR THIS STUDY

OKLAHOMA CITY BUSINESS ORGANIZATIONS REPRESENTED
BY THE PERSONNEL MANAGERS INTERVIEWED
FOR THIS STUDY

(Listed according to type of business)

I. Communication

Oklahoma Publishing Company
KOMA
KWTV
WKY-TV

II. Distribution

C. R. Anthony Company
Chevrolet Division of General Motors
Firestone Tire and Rubber Company
Ford Division of Ford Motor Company
Goodyear Tire and Rubber Company
Hartwell's Jewelry
International Business Machines Corporation
James A. Cullimore Company
Jenkins Music Company
Kathryn Lipes, Inc.
Kerr's

III. Financial

First National Bank and Trust Company
Home State Life Insurance Company
Oklahoma City Federal Savings and Loan Association

IV. Governmental

Attorney General's Office
Federal Housing Administration
Oklahoma City Government
Oklahoma City Air Materiel Area, U. S. Air Force
Oklahoma City Public Library
Oklahoma State Board of Cosmetology
Social Security Administration
State Department of Education

State Department of Education--Finance
State Department of Mental Health
State Employment Office
Teachers' Retirement System of Oklahoma
Treasury Department, Internal Revenue
Vocational Rehabilitation, Division of State Department of Education

V. Manufacturing

General Mills, Inc.
Miller-Jackson Company
Oklahoma Coca-Cola Bottling Company
Oklahoma Distribution Company
Star Manufacturing Company

VI. Oil Production and Distribution

Phillips Petroleum Company
Sohio Petroleum Company

VII. Public Utilities

Oklahoma Gas and Electric Company
Oklahoma Natural Gas Company
Southwestern Bell Telephone Company

VIII. Real Estate and Abstracting

American First Title and Trust Company
Pointon Land Company
Realty Mortgage and Sales Company

IX. Religious

Baptist Building
St. Luke's Methodist Church

X. Service

Braniff Airways
Elizabeth Arnold Travel Service
Krueger Travel and S. S. Agency