

SKILL	KIND	NONE					EXCEPT					
		SLIGHT	AVE.	GOOD	VERY GOOD	EXCELLENT	SLIGHT	AVE.	GOOD	VERY GOOD	EXCELLENT	
INTELLIGENCE	MANUAL	●										
	NUMERICAL	●										
	VERBAL	●										
PERSONALITY	KIND											
	TECHNICAL											
	PRACTICAL											
TRAINING	KIND											
	TRADE TRAINING											
	GENL. EDUCATION											
REPLACEMENT COST	VALUE											
	MARKET PRICE											
	PRICE PERSON REQUIRED											
OPPORTUNITY FOR PROGRESS	POSSIBILITIES											
	WITH COMPANY											
	ELSEWHERE											
COMPANY TRAINING COST	COST											
	LENGTH OF TIME											
	TRAINING LOSS											

Figure 3

CLERICAL JOB RATING  
Department—General Correspondence  
Position—Section Chief, Adjustment Section  
Job Rating Score—51 points

Figure 4 shows how the various jobs fall into the three classes on the basis of their point ratings.

While rates of pay may vary according to the policy of the company, the locality of the company and the prevailing wage rates, a fairly definite scale can be set up.

Class I jobs are paid \$40 a week and upward. Vacations with pay and compensation for illness are included.

Class II jobs are paid from \$25 to \$39 per week. Vacations with pay and compensation for illness are also included here.

Class III jobs are paid by the hour and do not receive compensation for vacations or illness. The weekly rate ranges from \$12.50 to \$24.

Class IV jobs are on a measured production basis and do not receive compensation for vacations or illness. The weekly rates range from \$12.50 to \$40.

The following listing of jobs according to class gives an idea of the way in which individual jobs line up:

Job Title	Class III			Class II			Class I		
	Points	20	30	40	50	60	70	80	90
Section Chief-Adjustment Section									
Correspondent									
Distributing Clerk									
Section Chief-Credit & Collections									
Credit Correspondent									
Collection Correspondent									
General Clerk									
Suspense Ledger Clerk									
Rating and Schedule Clerk									
Asst. Secretary-Quality Committee									
Stenographer-Quality Committee									
Cashier									
Asst. Cashier									
Cashier's Clerk									
Section Chief-Asstts. Rec. Sec.									
Asst. Section Chief									
Cash Reconciler									
Ellis Book Wash. Operator									
Stuffing Clerk									
Sales Filing Clerk									
Errand Boy									
Section Chief-Sales & Adm. Acctg.									
Workshop Supervisor									
Senior Bookkeeper									
Junior Bookkeeper Clerk									

Figure 4

Class I jobs include accountants, cashiers, assistant cashiers, correspondents, cost accountants, statisticians, section chiefs, assistant section chiefs, working supervisors, etc.

Class II jobs include cash reconcilers, classifiers, control clerks, general clerks (some departments), master card operators, rating and schedule clerks, secretaries, senior bookkeepers, suspense ledger clerks, tracers, telegraph message clerks, working supervisors (some departments), etc.

Class III jobs include addressograph operators, junior bookkeeping clerks, cashier's clerks, distributing clerks; errand boys, general clerks, mail clerks, multigraph clerks (also Class IV), numbering clerks, filing clerks, stenographers (routine), stuffing clerks, typists, checkers, etc.

Class IV jobs include Ellis bookkeeping machine operators, Moon Hopkins billing machine operators, multigraph operators, dictaphone operators, comptometer operators, etc.

It should be noted that the jobs that have the highest rating are the most exacting as to personal qualifications. In other words, the more important the job, the more important the person, and the less important the job, the less important the person. It is upon personal factors that a high market value is placed.

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	ELSEWHERE											
COMPANY TRAINING COST	COST											
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	TRAINING LOSS											

Figure 5

COMPARISON CLERICAL JOB AND EMPLOYEE RATINGS  
Department—General Correspondence  
Position—Section Chief, Adjustment Section  
Employee Rating Score—31 points  
Comparison Rating—31 points

When the job ratings and classification have been completed, the employees are rated by the same method. Figure 5 shows how the comparison is made between job and employee. As in Figure 3, the solid circles represent job ratings. The lined circles represent employee ratings. Where a lined circle is surrounded by a heavy outline, it means that the job and employee ratings correspond. The comparison rating, which the employee rating should equal, is arrived at by subtracting from the total job rating the rating points which apply only to the job.

When a sheet similar to Figure 5 has been prepared for each job and employee, the sheets are brought before the committee that was responsible for determining the standard job requirements. When the comparative ratings have been gone over, definite recommendations should be submitted

to the office manager on the basis of them. In some cases transfers may be necessary, adjustments in wage, and additional training for the job. Corrective measures and adjustments made possible by this method result in increased production and greater satisfaction to the workers.

### Professor Henri Le Chatlier Pays Tribute to Frederick W. Taylor

FOLLOWING the presentation to him of the Certificate of Honorary Membership in the American Society of Mechanical Engineers, by Charles M. Schwab at a luncheon given by the Honorable Myron T. Herrick at the American Embassy, Paris, February 28, 1928, Professor Le Chatlier gave the following address:

Mr. Ambassador, Mr. President, I am much flattered by the high honor which the American Society of Mechanical Engineers has had the kindness to confer upon me. It is a great honor for me to have been adopted by the most important technical society in the United States. One may well be surprised to see the work of a chemist rewarded by mechanical engineers. I owe this favor to the friendly relations I have had with one of your most distinguished predecessors in the presidency of this Society, Frederick Winslow Taylor.

Rather odd circumstances first threw us together. One day I was reading an article in the Revue de Metallurgie on the history of the discovery of high-speed steels, written by an English engineer. The latter ascribed the origin of this invention to the negligence of a clumsy workman which Taylor was supposed to have profited by. To this analysis I added some personal remarks. Having no faith in the influence of chance in the conduct of human affairs, I declared that, in order to make sure of this accidental observation and perfect a process which should revolutionize mechanical construction, Taylor must have had a great deal of knowledge.

These words came to his attention and he thanked me for taking the English engineer's "fairy tale with a grain of salt." He told me that his discovery had been the result of a number of years of methodical study. He was going to describe it in his discourse upon the occasion of his surrendering the presidency of the American Society of Mechanical Engineers, and he sent me a copy of his address. He added that it was his intention to accomplish a work more useful still in formulating new principles for the organization of work in shops, and he asked me if I would give his study a careful examination. I did this with great pleasure. I have an ardent interest in researches of this kind and I immediately bestirred myself to popularize the ideas of your illustrious colleague in France by an active propaganda. This was the beginning of a warm friendship which only death brought to a close.