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ABSTRACT

This document describes the efforts of program administrators to implement an organic curriculum in the San Mateo, California, Union High School District. The chief program administrator coordinated efforts to develop innovative instructional materials for reading and writing, business education, and social science curricula. Organic curriculum is a learner- rather than a teacher-centered course of study utilizing learning packages specifying behavioral objectives. Appendixes present a variety of materials developed in the course of the project. (RA)

FINAL REPORT

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COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF SAN MATEO, CALIFORNIA

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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SUMMARY

This report deals with the activities performed in the San Mateo Union High School District (California) as a part of a multidistrict, multistate and federal program to implement curricular, instructional, and organizational changes in selected American high schools. The emphases of the changes are to bring about a curriculum directed comprehensively toward adult roles by using criterion based, self-paced learning materials in appropriate learning environments.

The first section of the report deals with the approach employed to define the criteria for the study in such a way that consensus on definitions could be achieved among all participating agencies, the local community, and the local students. The process of analysis of the present curriculum for the purposes of determining those parts, which met the terminal criteria of the study and those which needed modification, is also described. The next two sections describe the techniques used to specify and evaluate behavioral objectives for the district program and the procedures used to select, develop, and pilot instructional materials and media related to the specified behavioral objectives.

The development and operation of training programs for all levels of professional personnel is discussed in a later section. The programs range from skill development in writing behavioral objectives, evaluation, and the development of self-paced learning materials to modern system management techniques required for instructional systems and total school programs.

Final sections of the report deal with communication and management requirements of the multiagency program. The topics treated include communication with the local community, between the local district and the state agencies, and among the agencies within and outside the state jurisdiction (e.g., other districts, other state agencies, USOE). The management needs of this complex system are also treated in these same sections.

The appendixes consist of documentary evidence which supports the findings, e.g., it is possible to redirect the major efforts of a single school district to accomplish the purposes of the study. The findings also indicate the necessity of placing the responsibility for such a program with someone in the local district with sufficient time and authority to effectively coordinate and manage the many interrelated activities of such a large undertaking.

INTRODUCTION

During the school year 1966, the San Mateo Union High School District initiated a program in which approximately 1% of the operating budget of the district was assigned to be used for curricular and instructional innovations. At about the same time, the district became the site for an ESEA Title III center for the purpose of creating certain changes in programs of the district. After a year's operation of these two activities, it became apparent that there was a need for a unifying plan of operation based on a sound educational and philosophical bases. The Board of Trustees of the district and the superintendent were in the process of developing just such an operational plan when the paper Designing an Organic Curriculum was presented by Robert M. Morgan and David S. Bushnell of the Bureau of Research, U. S. Office of Education. Dr. Leon Lessinger, superintendent of the San Mateo Union High School District, was invited to attend a conference in Fort Lauderdale, Florida, during which the district was offered the opportunity to become one of the E.S.'70 school districts which were to develop the concept of the "Organic Curriculum" in a functional sense.

Within a short time the districts which joined this venture had determined a working definition of the "Organic Curriculum" which included the following criteria:

1. Criterion based curricula

2. Self-paced learning materials

3. Modes of instruction designed to meet the requirements of the students and the materials to be learned including:

   a. variability in group size from individual to large group
   b. appropriate use of technological educational aids
   c. multiple staffing patterns ranging from tutorial to large differentiated teams

4. Adult role oriented comprehensive curricula to include the skills and knowledge necessary for the development of an intellectually stimulated, vocationally prepared, healthy citizen of our democratic society

It was further determined that the activities needed to develop the "Organic Curriculum" would require concerted Federal, State, and Local support plan.

Because of the magnitude of the task assumed by the association of school districts, it was determined that to improve the efficiency of the activity, each school district would be assigned specific curricular work. Thus, each district would perform its developmental task and disseminate the results of the work to the other districts cooperating in the project. Representatives of the E. F. Shelley Company, which was serving the Office

of Education as manager for the project, assigned the following areas of investigation to the designated school district:

Bloomfield Hills, Michigan	Humanities
Baltimore Public Schools	Vocational
Philadelphia Public Schools	Social Studies
Quincy Public Schools	Math
Monroe School District	Vocational Education
Portland Public Schools	Industrial Arts
Mamaroneck Public Schools	English
Atlanta Public Schools	Science
San Mateo Union High School District	Reading and Writing
Duluth Public Schools	Humanities
Boulder High School	Humanities
Willingboro Board of Education	Math
Nova School	Math
Mineola Public Schools	Math-Vocational Integration
Edgewood Independent School District	
Breathitt County	Science
Houston Independent School District	Humanities

Support for these activities was anticipated from funding under ESEA Title III and, with the assistance of the E. F. Shelley Company, proposals were submitted. Approximately one half of the proposals were funded, but San Mateo was one of those which was not.

At this point the local decision was made to proceed with the project in a limited fashion using local funds. The obvious disadvantage of this approach is that the project would take much longer because of the more limited nature of the funds available. However, an unforeseen advantage of not using outside funding was that it became possible to readily change the scope of work within the project as new information became available as the work unfolded. Because the area assigned to San Mateo was relatively undeveloped, this became extremely important.

The major work under the project is coordination of activities supported through other channels and thus there are no direct research or development results of the project. Because of the nature of the work, activities will be described rather than presenting a precise discussion of methods, controls, etc. as properly found in a research document. The body of this final report deals directly with two of the objectives stated in the initial proposal submitted to the Office of Education. They are (1) develop an integrated comprehensive curriculum for grades nine through twelve, and (2) delimit general purposes of the "Organic Curriculum" to the local school district. The several other objectives listed in the project proposal will be dealt with primarily as they relate to the two which have been stated. The activities carried out under this grant will be discussed under major heading which have been somewhat arbitrarily chosen because they are to some extent discrete functions. However, because of the interrelated nature of this project, it would be unwise to consider the activities independent from each other. In reality, many of the activities are parallel in nature, and have been used to serve more than one function. The general flow of the work listed in the first three activities is sequential in nature and followed the pattern inferred in the sequence.

Activities four through seven were parallel activities throughout the life of the project.

1. Analyze the present nine through twelve curriculum.

2. Specify and evaluate behavioral objectives for the district program.

3. Select, develop and pilot instructional materials and media.

4. Training programs.

5. Establish communications with the community.

6. System management.

7. Relationships with other agencies.

SECTION 1: ANALYSIS OF THE PRESENT NINE THROUGH TWELVE CURRICULUM

General Analysis

The curriculum of the San Mateo Union High School District, as established by the Board of Trustees, had not been reviewed in any great depth since early in the 1960's. At the beginning of the E.S.'70 project, it was determined that the curriculum would be reviewed for the project and, at the same time, the results would be used in the preparation of educational specifications for a new high school which will eventually be our E.S.'70 high school. The procedure employed was to use teachers and administrators from the district, parents, and other adults from the community, and students who are currently enrolled in district schools. These people were drawn together in the "District Educational Specifications Committee." The committee was charged by the Board of Trustees to review the educational philosophy, goals, and objectives of the district, and to produce guidelines for the development of the curriculum for the new high school. One of the basic resource documents was Designing an Organic Curriculum.

An E.S.'70 coordinator served as the executive secretary of this committee. The method of operation of the committee used was to divide it into several task force groups. Each group attempted to independently prepare philosophy statements and goal statements for the district. The purpose of dividing into several groups was that each was to assume a different role position; e.g., one group assumed the position of looking for a maximum involvement in school and community affairs by the staff and the students, another group assumed the position of attempting to develop a program which would be specifically oriented toward vocational education. As each subcommittee presented its work to the executive secretary, it was compared with and contrasted with the work of other committees by a small group of professional staff members who attempted to reconcile the various philosophy statements and goal statements into a single set of statements. From time to time, the total committee would reconvene for the purpose of reviewing the status of the reconciled statements and at this point in time, the various subcommittees would negotiate changes in the wording of the statements. The eventual product appears as Appendix A entitled "San Mateo Union High School District--Educational Philosophy, Educational Goals, Educational Expectancies."

The next step in this activity was to bring together a group of approximately 50 teachers who were chosen primarily for their broad multidisciplinary viewpoints of education. These people were charged to translate the goal statements into statements of educational objectives. At the end of two days, they had developed about 70 statements which they felt were representatives of the educational objectives for which the district should assume responsibility. It is to be noted at this point that these objective statements again were not as specific as is normally found in performance or behavioral objectives. Very often the criteria were stated or the resources available to the student were unspecified but were inferred in the statement. These statements were then referred back to the major

committee made up of community, students, teachers, and administrators of the district to determine if they truely reflected the intent of the original goal statements. Following this activity there were approximately two months of intensive rewrite and reflection by both the District Educational Specifications Committee and the group of teachers that had written the performance objectives for the district to make certain that each group was satisfied with the statement of goals and objectives.

When this work was done, the total document was published and disseminated through the usual administrative channels to all 600 teachers in the district. Each teacher had an opportunity to review the objective statements and to respond to them either through deletion or addition. During this period of time, it became apparent that objectives could be met by students through a number of different learning experiences offered by a variety of departments. It was therefore determined that the statements which had been previously called objectives would better be called educational expectancies and that each department in turn would determine the criterion performances against which each student's progress would be measured when meeting the objectives. (See page 3, Appendix A.)

The completed philosophy, goal, and expectancy statements were then submitted to the Board of Trustees of the San Mateo Union High School District for official action. It was requested at that time the Board adopt the new philosophy statement, adopt the goal statements, and adopt in principle the expectancy statements. This was achieved.

It is important to digress now to discuss two other projects which were running in parallel fashion with that of the District Educational Specification Committee. The first project dealt with Program Planning Budgeting System which is a segment of a project sponsored by the California State Department of Education. This district was selected by the State Department as one of six pilot districts from throughout the State for the purposes of establishing a model program budgeting system. It is important to realize that in a project such as this it is not only necessary to identify the cost associated with each program, but it is also necessary to identify the associated educational benefit. It therefore became logical that the expectancy statements, which had been developed through the work of the District Educational Specification Committee, could become the criteria statements indicating the benefits derived by the completion of programs by the students.

A task force made up of teachers and administrators from this district, using outside recources from the California State Department of Education, the consulting firm of Peat, Morwick, Mitchell, and Co. and the unofficial assistance of the other districts involved in the State project, proceeded to match the expectancies with the program categories which will appear in the program budget. At the present time, this work is still in process, but it is possible to say that it is showing positive results, and that during the school year 1970-71 there will be several programs in this district which not only have been budgeted by program but also will have measures of program benefit.

The second parallel activity came about as a result of legislation in the State of California. The State Department of Education is required by

the Legislature to state the graduation requirements in specific subject areas for all students in the State of California. This legislation also allows that individual school districts may submit to the State Board of Education their own graduation requirements. Those submitted by districts may be used in lieu of the State requirements if they are equal to or exceed the requirements determined by the State Department of Education. This action requires that the expectancies developed by this district be compatable with the State Department of Education Objectives or that the results of this work be submitted to the State Board of Education for approval. We are currently in the position of establishing priorities within the expectancy statements which will become the graduation requirements for the San Mateo Union High School District. It is our intention to submit these expectancy statements with appropriate criterion statements to the State Board of Education and request that we be allowed to establish these as the graduation requirements for this district.

Analysis of Vocational Education

In preparation for the development of the general plan for vocational education for the San Mateo Union High School District, the Coordinator of Vocational Education reviewed the vocational data from the longitudinal follow-up of the graduating class of 1966, the longitudinal follow-up of the graduating class of 1968, and the VEA follow-up studies to ascertain the vocational educational needs of the students in this area. These findings were compared with the findings of a rather extensive need study prepared by the San Mateo County PACE Center. With this information, it was possible to prepare a comprehensive vocational educational five-year plan for the district. (See Appendix B) This plan was accepted by the California State Department of Education and initiated during the school year 1969-70.

Because one of the objectives of the Organic Curriculum is to prepare each student with entry level skills for a vocation, the project director consulted with the Coordinator of Vocational Education in the development of the five-year plan.

SECTION 2: SPECIFICATION AND EVALUATION OF BEHAVIORAL OBJECTIVES

As was stated in the first section of this report, this district developed, with the help of staff and community representatives, a new statement of the philosophy and goals of education and educational expectancies for graduates of the district. Within these statements of educational expectancies there are few criterion performances stated for the students. As the next step in the development of behavioral objectives, the district made use of a variety of resources and procedures to develop specific objectives statements. In all of the following activities, the director of this project was involved as a consultant to assist in the writing of objectives, as a critic of completed work, and as an interpreter of the Organic Curriculum. The major value of the services of the director was to insure greater internal consistency of the completed work and to furnish identification of other consultants who were capable of contributing to the project.

Reading Skills Objectives

By using combinations of ESEA Title III and local funds, members of the English teaching staff of one of the high schools of the district prepared a list of reading performance objectives for the students of that school. These objectives were reviewed through the regular curricular and administrative procedures of the district and served as the basis for the development of a clinical reading laboratory in that school. The terminal performance objectives for that program became the terminal performance objectives, in reading, for the district. (See Appendix C.)

Office Occupations Objectives

By using a combination of ESEA Title III and VEA and local support, the business education departments of the district, under the direction of the coordinator assigned to that division, prepared performance objectives in typewriting, office machines, and shorthand. (See Appendix D, E, F.) These objectives were reviewed for appropriateness by representatives of the Bureau of Business Education of the California State Department of Education, the San Francisco Bay Area Council of Business Educators, representatives of the local business community, and the regular curricular and administrative bodies of the district. After agreement was reached, these objectives became the basis for the development of learning activity packages in the office occupations.

Social Science Objectives

Using local funds to obtain teacher time, the social science departments of the district are currently developing a statement of learner objectives to guide the development and selection of curricular materials in the district. (See Appendix G.) These objectives are being evaluated by local staff and outside consultants for consistency with the California State Guidelines for the social sciences and the local expectancy statements of the district.

Phased English Objectives

Using local funding sources and staff time allocated from the regular instructional day, one school in the district is developing behavioral objectives which will describe the terminal criterion performances which can be expected by all graduates of that school's English program. (See Appendix H.) These objectives are being evaluated against objectives prepared by other school districts from across the nation which are involved in projects for the coordination of the development of the Organic Curriculum. This work is being done primarily by local staff with some assistance from staff members of other districts involved in similar developmental tasks.

There have been two other attempts by this district to develop and evaluate behavioral objectives, but they both met with misfortune because of lack of funding. As originally conceived in 1967, the development of the Organic Curriculum was to be supported by a variety of funding agencies in the United States Office of Education. This district was asked to submit a request for funding of the development of behavioral objectives consistent with the Organic Curriculum and to develop learning materials to assist students in reaching these objectives in the field of communication skills. The request was made under Title III ESEA, but the verbal assurances of funding did not materialize. The purpose of this grant was to do the developmental work listed under "Reading Skills Objectives" and "Phased English Objectives." Because the funds were not forthcoming as we had assumed, the resistance of the faculties of the schools of the district increased, and the role of the coordinator as a "change agent" became more difficult. The necessity of reallocating funds from other district projects to the development of the English curriculum further damaged the local image of the project.

Approximately one year later we suffered through a similar experience, in responding to a solicitation from the bureau of the Office of Education, by being accepted and then being rejected for funding in the development of behavioral objectives in the field of the social sciences. This second experience so damaged the image of the project, that the district administration was determined to use local funding for all developmental work even at the expense of having to move more slowly. This has been the major reason for the district's not being closer to the realization of the Organic Curriculum than it is.

On the other hand, it must be stated that the basic philosophy of a learner paced, interdisciplinary, criterion based curriculum has been accepted by the majority of the leading members of the staff of the district. Because of their interest and enthusiasm, the project has proceeded and will continue to do so.

Evaluation of Behavioral Objectives

In establishing any evaluation scheme it becomes necessary to determine the set of criteria by which the program is to be evaluated. In the case of the behavioral objectives, as it should be with any set of educational objectives, the number of publics which must be satisfied is numerous. In particular, this district is concerned that the objectives of the

educational program meet the needs of the local community, the district Board of Trustees (as stated in the local graduation requirements), the professional educators (as represented by the various disciplines), and the California State Department of Education (as stated in the State Education Code).

It is the district administration's hope that the needs of the local community and the district Board of Trustees may be met simultaneously through the adoption of the philosophy, goals, and expectancies (Appendix A). The original statements were developed through the cooperation of district staff and lay committees. The refinements of these statements have been reflected off a variety of committees representing a rather broad cross section of the community. We are currently in the final phase of determining which of these expectancies (with proper criterion measures) will become the new statement of district graduation requirements. This final work will include contributions of a large number of staff committees and an even larger number of community groups. At the time of Board review for adoption, which is currently anticipated to be the spring of 1971, the selected behavioral objectives will represent those which most closely specify the educational program of the district as perceived by the public and the Board.

SECTION 3: SELECTION AND DEVELOPMENT OF INSTRUCTIONAL MATERIALS AND MEDIA

It is the philosophy of the San Mateo Union High School District that as instructional materials are developed there be a pilot program established in one or more of the schools to validate the sections of the curriculum which are being renewed. In the case of the four areas that will be discussed in this section of the report, there has been a pilot program in one or more of the schools which was implemented along with the instructional program itself.

Reading Laboratories

The San Mateo Union High School District established three, somewhat different kinds of, reading laboratories for students of the district. The purposes of all three programs were to treat remedial and developmental needs in reading for students of the district. Simplistically, the three laboratories consisted of (1) the Capuchino reading laboratory, which is staffed with three teachers and a paraprofessional for 45 students; (2) the Hillsdale reading laboratory, which is staffed with two teachers, a paraprofessional, and 45 students; and (3) the Burlingame reading laboratory, which is a self-contained classroom of 25 students and one teacher. All laboratories had equivalent learning materials available. The major differences among these three programs are that in the Capuchino reading laboratory there is a variety of skills represented by the individuals on the staff who each deal primarily in the area of his or her speciality. Students proceed through a diagnostic procedure and are then assigned a teacher, or to those teachers, who can best meet the needs of the individual youngster. As the youngster meets the criterion level of performance, related to that need, his reading ability is then reassessed and he is reassigned in a new section. All of this can take place without changing the student's program because of the "block" assignment of a number of students and a number of teachers at the same period and time of the day.

The Hillsdale reading laboratory uses many of the same diagnostic instruments employed in the Capuchino laboratory, but the major difference is that each student's profile is then fed to a computer system which prescribes a series of activities which that student will follow for the next several weeks. The student is responsible for following through the program as printed out by the computer and the teaching staff of the laboratory serves as resource personnel and tutorial aides for those students who need help beyond the materials they are assigned. Here again, there is an attempt to select staff of special skills so that there is a better match between the need of the student and the skill of the person assigned to assist him.

In the Burlingame reading program, which is the self-contained classroom with a single teacher, the major emphasis of the program is based on the philosophy that if a student and a teacher establish a good close working relationship it is possible for the two of them to work through the educational problems that the youngster has. The diagnostic elements and learning activities found in the other two laboratories are also found in this situation. The most important common element among all three programs is that the youngsters must meet the same criterion levels successful completion of each program.

During the school year 1968-69, there was a small comparative study made among these three reading programs and a typical ninth grade English class. The findings in this study, although not absolute nor complete, infer that the reading laboratory at Capuchino High School shows the greatest potential for success. As an example of this success in the entering ninth grade class at that school, which numbered approximately 400, all but three of the youngsters were reading to prescribed grade level at the end of the ninth grade. The other two programs also showed success but not to the degree found at Capuchino. No cost effectiveness study has been made of any of the programs.

All three programs were designed to meet the philosophy of the Organic Curriculum, in that students were able to progress through their learning at their own rate; they were dealing with materials that were highly relevant to them and their needs, and the materials used were drawn from a number of academic disciplines rather than singly from the area of literature. Further information on the Capuchino reading laboratory can be found in Appendix C.

Phased English

Building on the program in reading, the district then proceeded to develop a program of total communication skilled training. This program included reading, writing, speaking, and listening. In each area, there is an attempt being made to develop criterion performances which meet the minimum levels of skill required for each educational goal established by the youngster. Each student is allowed to challenge materials or sections of the course and to proceed beyond them if his challenge is successful. The instruments that are used for challenge serve as diagnostic instruments as well. Thus, if the student is not successful in his challenge of materials, it is possible to immediately assign him to work in those areas where he needs instruction. The establishment of criterion performances for each section has been extremely difficult due to the wide variety of perceptions by a number of people in the field of English as to precisely what adequate skill is required in each area. This has forced the curriculum team to make some arbitrary decisions in establishing criterion performances. We are currently in the position of validating not only the materials themselves but the selection of criterion performances to see if they actually do have a bearing on the projected needs of the student.

The program design in the school is such that all entering ninth grade students are given a battery of diagnostic tests which indicate the areas of need. All students are assigned to a reading program, either for the purposes of remedial reading or developmental reading. In the cases of writing, speaking, and listening, the students may challenge through the materials and not be assigned any course work in these areas.

The writing phase consists of several levels of skill required of students depending upon their anticipated educational program. All students must show evidence of the ability to spell, to punctuate, to write phrases, clauses, sentences, paragraphs, and essays in a coherent and meaningful fashion. Each one of these specific skills is developed sequentially and the skill development is monitored regularly by a sequence of examinations.

Because of the wide set of student needs that must be met, this program has developed into a clinical situation similar to the Capuchino reading laboratory where teachers and paraprofessionals meet with youngsters either individually or in small groups to deal with those specific needs identified through diagnostic testing. This clinical activity takes place one day a week and the regular classroom program in English is maintained throughout the rest of the week.

In the original design of the speaking and listening phase of the program, the criterion performance was that a student should deliver a five-minute speech with a minimum of notes. However, as the program developed it became apparent to the staff that even more important than delivery of a five-minute speech based upon research and organization done by the student was the necessity for the student to carry on a logical coherent dialogue with other people who had researched and organized their thinking about the same topic. This phase is now in the process of being developed and reworked but it is our current goal that not only will the student be able to prepare the previously specified formal speech but that he will also be able to participate intelligently in a dialogue with others. The skills necessary for the maintenance of a dialogue are all those skills necessary for the development of formal speech with the addition that the participant in a dialogue must listen carefully to other speakers, analyze the information they are giving related to the information he already has at hand in his own research, and then speak rationally in light of this new relationship. This later becomes a necessity if the student is to assume an adult role in a modern democratic society which encourages freedom of expression, yet at the same time, requires that people be accountable for their actions. A further description of the Phased English Program at Capuchino High School will found in Appendix H.

Business Education

As mentioned in a previous section, behavioral objectives have been developed by this district in the areas of typewriting, business machines, shorthand, and office procedures. Following the development of these behavioral objectives, the staff, using the resources of VEA funding, was able to prepare learning materials for students in these same areas. As a district, we have validated the materials in typewriting, and we are in the process of validating the materials in other areas of business education.

It is of interest to note that there have been several experiments involving learning situations of urusually large class size and learning situations using specific technological aids which have been also evaluated in this district. One of the larger experiments in which we participated consisted of the teaching of typewriting through a series of video-taped lessons. A summary of the evaluation of the use of video-taped instruction would be that although the method itself shows promise of being very valuable for students, the technological problems involved with the equipment make it extremely difficult to measure the merits of the program.

Examples of the learning activity packages in typewriting and office machines and a copy of the evaluation of teaching typewriting through video-tape will be found in Appendix I and J.

Social Science

The California State Department of Education has prepared for dissemination and utilization throughout the State a framework in social science which is based on concept knowledge and inquiry training skills. In response to the request of the State Department to develop a curriculum using concept and inquiry training, and, at the same time, attempting to be consistent with the philosophy of the Organic Curriculum, the San Mateo Union High School District has held two summer workshops involving a large number of our certificated staff members to develop a curriculum for the social sciences. The result of this work has been the statement of approximately 20 concepts which fulfill the broad social science curricular needs of all students. They range from cognitive understanding of self and the creation of a more positive self image on the part of the student. Because of the broad nature of the concepts, the learning materials that are in the process of being developed encourage the teacher and the student to make use of areas of knowledge in such a way as to require an interdisciplinary approach to the understanding and utilization of the concept.

The current status of this project is that a pre- and post-test have been developed and the knowledge of all students in social science classes in the San Mateo Union High School District was assessed at the beginning of this school year. It is our intention to remeasure the students' knowledge by the post-test in the spring of 1971 for the purposes of determining the student growth with regard to specific skills and concepts.

Some learning materials have been developed and will be validated during the school year 1970-71. It is our further intention that these materials will be rewritten during the summer of 1971 for broader application during the next school year. Representative materials related to this program will be found in Appendix G.

SECTION 4: TRAINING PROGRAMS

Training for Coordinators and Project Administrators

The implementation of the Organic Curriculum requires a rather large change in the operation of the school system. The major changes are in the decision-making process for a school or district and changes in behavior in the persons in which decision-making authority and accountability are vested. This district initially became involved in these two change areas in the form on systems training for the project director so that new techniques of management could be applied to school systems and training in the process of communication. The initial meetings of the coordinators from all of the districts involved in the development of the Organic Curriculum during the late summer of 1967 contained segments of both parts of this work.

Upon returning to California from the meetings in Bloomfield Hills, Michigan, in the summer of 1967, the coordinator and a district administrator responsible for program planning enrolled in an ESEA Title III training project in this State. The title was "Preparing Educational Planners" (PEP), and its intent was to prepare educators to use system approaches to management and decision-making in the school districts of the State. It would be presumptuous at this time to attempt to review the topics and skills covered in this year-long training series of sessions, however, information pertaining to this project may be obtained from Operation PEP, County Superintendent of Schools, County Government Center, 590 Hamilton Street, Redwood City, California 94063. It may be sufficient to state that the knowledge and skills learned in these sessions served many times to assist this district in the solution of new education problems which were presented by the changes in school decision-making and management.

The work in the development of better communication centered around learning the skills of group decision-making. At several meetings of all of the representatives of school districts involved in coordination of the Organic Curriculum, representative of National Training Laboratories and Northwest Regional Educational Laboratory presented programs ranging from segments of work specifically designed to assist the coordinators in the solution of common problems to complete training programs designed to be used rather broadly with various segments of the professional staffs of the schools involved in the change process. Here again, a detailed account of the materials used would be improper for the purposes of this report, but further information may be obtained from Dr. Robert Fox, National Training Laboratories or Dr. Charles Jung, Northwest Regional Educational Laboratory. It must also be stated that the knowledge and skills obtained from these sources were extremely valuable to the coordinator in the performing of his duties.

Training in the Development of Performance Objectives

During the summer of 1968 this district sent a team of teachers to Duluth, Minnesota, for training in the writing of performance objectives. This team consisted of several teachers assigned to the development of learning

materials for business education and others working in the area of redesigning the English curriculum for the district. The result of the training received by these groups is evident in the materials produced by their respective curriculum development teams upon their return to the district and during the next years. (Refer to Appendixes D, E, F, H, I.)

During this same summer the San Mateo Union High School District hosted a training program for teachers of reading which was funded by NDEA Title XI. The purpose of this training program was to teach teachers of reading to develop performance objectives and criterion performances related to the teaching of reading and to use the specific skills and materials developed in conjunction with the Capuchino reading laboratory. Representatives of several districts, which were also performing work under contracts with USOE to coordinate the development of the Organic Curriculum, were in attendance at this training session. The design of the program was to train the teachers in the utilization of the materials and to evaluate their progress after their return to their local districts. The results of this project may be found in the final report of Project No. OEG-0-8-081596-2785(049). A similar program was sponsored by this district during the summer of 1969.

Modest use has been made of two "prepackaged" training programs for the development of performance objectives and the related learning materials. The first is a program titled Lap Over Lap prepared by Richard V. Jones. This was developed by Dr. Jones at Stanislaus State College, Turlock, California, and was used by the staff in the preparation of objectives and learning materials for business education. A second set of materials used is the Vimcet slide-taped self-instructional system designed by Dr. James Popham, UCLA. These materials were made available in several schools in the district with opportunities for staff members to make use of them in their free time as they saw fit. Because of the random fashion in which they were used, it is difficult to determine exactly how much use the materials received, but using school-generated proposals for curricular and instructional change as a measure, it appears from the formats used by staff members that knowledge of and skills in writing performance objectives increased in a marked fashion during the time the materials were available.

Teacher Behavior Change Training

The implementation of the Organic Curriculum as a structure for learning by students requires that teachers change or adapt their own behavior so that they become more facilitators of learning than information givers and situation controllers as many teachers are in the conventional settings of present day schools. This district has investigated three modes of bringing this desired behavior change about without creating too large a threat to the self-image of the teachers. Two teacher volunteers were sent to a training session sponsored by McClellan and Alschular in achievement motivation. The teachers who participated found the skills they learned to be most beneficial to them, but it is our current thinking that we do not have sufficient numbers of properly trained individuals available to sponsor a large scale training program for general faculty consumption. It is our goal, however, to eventually train a great portion

of our faculty in the use of these concepts and thus prepare them for their new roles in the schools of the future.

The second form of teacher behavior modification, which the district has considered, is the Teacher Effectiveness Training (T.E.T.) program prepared by Thomas Gordon. This program is readily available in our immediate area and funds from this project were used to furnish training for several teachers, counselors, and school administrators. The net result of this exposure is that at this time we have several training programs active in three of our schools in which teacher volunteers are learning new skills in dealing with student problems. An additional reward of this particular program is that we have several of our own staff performing in leadership roles in the training of other staff. Within two or three months the district will be completely self-sufficient in its ability to staff its own training programs.

We are using the two preceding programs, N-Achievement and T.E.T., as devices to change the learning environment climate through modification of teacher-pupil relationships. Because the objective of this training is to have students approach learning more independently and with greater anticipation of positive results, it will require more time and more sophisticated measures than we are able to allocate for the purposes of this study to verify it if truly occurs. However, both programs have been validated by their authors, and we, therefore, are certain the anticipated benefits will follow as we continue to support the training activities.

Two members of the district staff were sponsored by this project in receiving training in the use of the Research Utilization in Problem Solving (RUPS) model prepared at the Northwest Regional Educational Laboratory. This model is designed to prepare teachers to work effectively as members of a problem-solving team. Considering the probable new staff relationships which will evolve in schools utilizing the Organic Curriculum, it will become necessary that teachers work as collaborators in seeking solutions to common problems rather than in the now common independent fashion. At this time we have not initiated training programs for other staff members, but this is being contemplated for the near future.

Summer Workshops

This district has found that a most effective means of introducing new skills to teachers, and at the same time giving them the opportunity to use them in the solution of their own problems in curriculum development, has been to make extensive use of summer workshops for staff. The intent of each workshop sponsored by the district during the past two years has been to produce new skills in the teachers which they may use during and after the workshop to enhance their proficiency as teachers and to produce some useful curricular modifications which have immediate effect on the instructional programs in the district. This has been successful in working in a variety of discipline areas which include social science, mathematics, English, science, and vocational educational programs. Student population which served as test groups for new materials has been drawn from the regular summer school program of the district.

SECTION 5: ESTABLISHMENT OF COMMUNICATION CHANNELS WITH THE COMMUNITY

The project director and other members of the administrative staff of the district have used two principle methods of communicating the program of the schools to the community and establishing some method by which the community could communicate to the schools. The traditional approach of serving in the capacity of speakers at many community service and civic organizations was used with some success in conveying the message of the schools to the community, but lacks significantly in providing some means by which the community can respond. Although this method is relatively ineffective, it was felt to be a necessary first step in creating community awareness of the changing programs of the district.

By far, the most effective method of establishing a useful dialogue with the community is to involve many community members in the decision-making processes of the district. While it is understood that by state law the Board of Trustees must retain the responsibility of the final decision, it is possible to use the thinking and skills of many community members in the preparation of information for the Board before the final policies are established. The district made wise use of two types of committees--ad hoc and long-term advisory.

Ad hoc committees have been extremely helpful in dealing with the generation of district philosophy, goals, and expectancies (Appendix A). They were also immeasurably productive in the development of the guidelines and specifications for the development of the curriculum and physical design of our anticipated high school (Appendix K). In both instances, laymen served side by side with the educators of the district in the generation of workable solutions to common problems. It was through this process that the initiation of the Organic Curriculum in this district achieved its greatest community support.

Long-term advisory committees serve another necessary but uniquely different function for the benefit of the students of the district. As programs have been designed and piloted in the district, it is necessary to monitor their progress against the original objectives as set forth at their inception. Often the educators who are involved in the program in the day-to-day aspects become so completely immersed that it is extremely difficult for them to be objective about the progress of the project. For this reason the district has established a number of advisory committees to periodically review the status of the work and to advise the operators of the program as to where adjustment is needed. The establishment of these committees started with programs supported by ESEA Title I and VEA, but is spreading to other areas of the school program. This type of service to the schools by many members of the community has been most beneficial in establishing a real two-way communication between the school and the community.

SECTION 6: SYSTEM MANAGEMENT

One of the first activities entered into by the project director upon his appointment by the local Board was to attend a training session held for directors of related projects in several other districts. This workshop was held in Bloomfield Hills, Michigan, and among many topics on the agenda was an introduction to system management. During the school year 1967-68, the project director was invited to participate in Operation PEP, a program to develop educational planners for California, and with the permission of the superintendent of the district, accepted the invitation.

Operation PEP, a program supported by a grant under ESEA Title III, was designed to train school district personnel (Board members, superintendent, district administrators, school administrators), county office personnel, and PACE center personnel in the newest techniques available in system management and system applications to problem-solving. Among the topics studied and the skills learned by the participants were:

1. System analysis
2. System synthesis
3. Management control devices--PERT, CPM, Gantt Charting, Flow Diagramming, PPBS
4. Decision-making models
5. Objective writing
6. Performance contracting
7. Goal setting models
8. Evaluation procedures
9. Need assessment procedures

The knowledge and skill gained by the participants were immediately applied to individual local problems so that with the aid of the consultants and the staff of the project it was possible to meet local needs with greater facility than would be normally possible. Most of the skills learned in this project have been applied successfully to the coordination of the Organic Curriculum.

One of the objectives set for the installation of the Organic Curriculum in a school is that it be educationally and fiscally accountable. A common way to monitor this objective is to develop a budgeting procedure and an educational assessment program by which both aspects of the objective may be measured. By combining these two components in the proper way, it becomes possible to use the information gained to assist in the planning of future activities related to the program. A device which accomplishes these goals is the Program Planning Budgeting System (PPBS).

The San Mateo Union High School District was invited to join five other districts in the State of California in the development of such a system. Because the district was already committed to the concept of accountability through its development of the Organic Curriculum, the district administration and the Board of Trustees agreed to participate in this statewide activity. This participation required that many levels of district personnel be trained in the techniques to be used in the management of this form of budgeting. Coupled with the previous training received by the director of this project, the district soon obtained a cadre of administrators and teachers prepared to perform the necessary developmental tasks required. Because of the large number of personnel involved in a task of this magnitude, this training is continuing now and will continue for some time to come.

The educational expectancies referred to earlier in this report and found in Appendix A, and the instruction program objectives with their related criterion performances as found in Appendix D served as a basis for the educational assessment section of the PPB System. The standard format "J41" budget categories required by the State of California served as the basis for the fiscal section of the system.

The third aspect of system management which has developed as a result of the district's involvement in the development of the Organic Curriculum is performance contracting. Because of the complexity of the program of the Organic Curriculum, the district has had to partition the task into manageable activities. This was accomplished using management skills learned during participation in Operation PEP. Many of these activities can be treated as relatively independent operations involving a limited segment of the district or outside personnel. To allow for district control without expending large amounts of district resources in actually managing the separate tasks, a system of performance contracting has been developed to be used with the staff.

Agreements have been reached with individuals and groups of faculty members to have them perform specific services as a part of the total project. Specified amounts of district resources are allocated to these individuals or groups, and negotiated objectives are to be met by them. This approach allows the individuals involved in the work to have broad latitude in the procedures they chose to adopt, yet the district maintains control of the quality of the product. During the year 1970-71 the district has entered into a performance contract with a private firm to perform a segment of the instructional program (driver training), and will evaluate the benefits of this approach during the fall of 1971.

SECTION 7: EXTERNAL RELATIONSHIPS

Other Schools in the Network

One of the unique features of the project to coordinate the Organic Curriculum in the San Mateo Union High School District was the parallel activities of coordination of similar projects in approximately 20 other school districts selected from across the nation. The original intention of the granting of the simultaneous projects was the development of different, but related, aspects of the curriculum in separate school districts representing a broad cross-section of the American educational environment. It was further planned that through close coordination the various segments, which were developed on separate sites, could be transported to other sites and synthesized into a complete system. Finally, it was projected that through this transplanting of programs and the synthesizing of new curricular structures it would be possible to validate the system as a whole.

To achieve this rather complex goal the United States Office of Education granted a management contract to the E. F. Shelley and Company to assist in the formal coordination of the several projects. The function which the company performed was to design procedures through which the school districts involved in the developmental work could communicate with each other at two levels--policy making and operations. The policy making communications took place through the organization of the superintendent of the individual districts as representatives of their Board of Trustees. The operations liaison took place through the organization of the coordinators into a communications network through which developmental information could be exchanged.

The district superintendent assumed the responsibility of setting procedures to be followed by member districts in interfacing formally with the leadership furnished by the Office of Education--representatives of E. F. Shelley and Company and DCVER/USOE. They functioned through a steering committee of six superintendents elected from the total group which met approximately six times a year, and in general sessions which were convened three times per year. Specific programs requiring joint action of all of the districts were considered and decisions were made as to their disposition. Examples of the types of programs considered are: the establishment of a legal structure which would continue to exist at the end of the federal funding period, the assignment to individual districts in the management of special programs which all districts would participate, and the securing of funding from sources outside the local districts and the Office of Education.

Also serving on the steering committee of district superintendents were two chief state school officers. They were selected from and by the group of chief state school officers and their representatives who chose to accept the invitation to participate in the project. These positions were included at this level because of the important role that State departments of education play in the interpretation of State Codes and in the allocation of resources. If the development of the Organic Curriculum were to be fully explored, it would become necessary to have the cooperation of the chief state school officer and his department in

dealing with possible deviations from standard practice in the areas of graduation requirements, personnel procedures, pupil accounting systems, etc. A second benefit of including representatives of State departments of education in this project is that these departments could facilitate exchanges of information related to the project objectives in the geographic regions surrounding the many schools in the network.

The other communication structure developed among districts was centered in the coordinators themselves who met as a group three times per year. The two major functions of this organization were to expedite the flow of current developmental information among the staffs of the member school districts and the sharing of technical assistance in the form of personnel among the districts. The sharing of current developmental information was handled through the exchange of regular progress reports normally sent to the Office of Education and through the direct exchange of information between and among curriculum development groups operating in different districts. Technical assistance was coordinated through the development of special training programs which served the needs of many districts at one time and through the exchange or loan of personnel between two districts to assist in the resolution of specific developmental programs. Examples of the latter are assignment of staff from one district to another on a temporary basis for the purpose of administrating or assisting in workshops, inservice training, and evaluation activities.

Liaison between the superintendents' and the coordinators' groups was maintained through the appointment of one of the coordinators as a "coordinators' coordinator." This individual's office served as a central communications point through which necessary information and inquiry could be channeled. The coordinator himself sat as an ex officio member of the superintendents' steering committee and was responsible for directing communications from that group to the many district coordinators.

USOE

In all districts having projects for the development of the Organic Curriculum, the individual designated to perform the coordination activities of the contract was the "E.S.'70 Coordinator" for the district and the superintendent was the fiscal officer for the contract. From the previous section--Other Schools in the Network--it is possible to see that both individuals had direct access to the representatives of USOE and to each other. Because one of the objectives of funding several similar projects with districts in twelve states was to attempt to bring about curriculum change with a minimum of duplication in effort, the Office of Education was extremely helpful in securing information concerning developmental work that was already being carried out which would benefit the collective work of the network. DCVER through the management contract with E. F. Shelley and Company kept the local districts informed about the progress of work being carried out under other contracts with that division and other divisions and bureaus of the Office of Education. These communications took the form of regular general mailings and direct telephone and written messages in response to inquiries sent from local districts. The representatives of the office were also extremely helpful

in establishing meaningful communications between other project directors and those project directors involved in the coordination of the Organic Curriculum.

Another relationship which was established between the network of districts and the Office of Education was in the area of designation of topic areas where new projects should be granted. As the member districts progressed toward the objectives of their projects, it became apparent that additional research information and developmental work was needed in specific fields. It was also apparent that local school districts did not always have the resources or skills to perform the work needed. The director of DCVER was most cooperative in considering the needs of the network in the designation of R.F.P.'s prepared by that division. In several instances R.F.P.'s were published, which directly served the needs of the network, and a requirement of each R.F.P. was that the agency which was awarded the contract was directed to establish a specific communication linkage with one or more of the school districts engaged in the development of the Organic Curriculum. It should be further stated that the Office of Education made certain that these linkages were established and maintained, and this greatly enhanced the work of the local districts.

California State Department of Education

The Superintendent of Public Instruction for the State of California was invited to attend the original conference held in Fort Lauderdale, Florida, from which grew the network of schools described in the report. Although he and members of his department were interested in the program, he was unable to attend the meeting and invited the superintendent of this district to report to him and his Cabinet following the meeting. After this district had submitted its proposal to USOE to be one of the original districts in this program, and before the grant was approved by USOE, the designated project director and the local superintendent were invited to discuss the opportunities of such a program with Dr. Rafferty and his Cabinet. Because of the uncertainty of funding at that time, the report was received with the only action being that one member of the Cabinet was assigned to maintain contact with the local district for the purpose of developing a firm assistance linkage between the local district and the State Department. Because of a series of reorganizations within the State Department, it was not until eighteen months had passed that such a linkage was established firmly.

The liaison structure which was established was with the director of ESEA programs for the State of California. This determination was made because the major import of the cooperation between the State and the local district would be in the general area of innovative programs which normally come under Title III of this Act. Under funding of this contract, it was possible to support attendance of members of the State Bureau at several meetings described in the first part of this section of this report. The major benefits of this relationship have been that the representatives of the State Department, who have attended meetings of the network, became knowledgeable about the objectives and processes of the project and were able to furnish direct assistance to the district

in its activities and furnish information about related programs in other districts from within the State of California. Although it was extremely difficult for the State Department to furnish financial assistance for segments of the developmental work needed for this project, the technical assistance furnished was of great value to the progress of the project.

FINDINGS AND ANALYSIS

The findings of this project will be limited to the two primary areas in the original proposal:

1. Develop an integrated comprehensive curriculum for grades nine through twelve.

2. Delimit the general purposes of the Organic Curriculum to the local school district.

The measure used to determine the effectiveness of the project in the area of curriculum is the progress of the staff in the production of curricular materials which support or deny the thesis. The most significant development in this area during the life of the project is the creation of the educational philosophy, goals, and expectancies for the district. Through this procedure it became evident to the staff and public of the district that the purposes of the district are to offer the students a comprehensive educational program from which they can select those studies which most closely meet their needs. It further became evident that the programs of the district are so interrelated that none can be considered in isolation from the others. (See references to related expectancies in Appendix A.)

Comparing the developmental work of the English departments (Appendix H) and the social science departments (Appendix G), it becomes apparent that while the psychomotor and cognitive training in these two departments may be unique to the department, the education in the affective domain is very similar and is capable of being integrated. This work is in progress and will continue past the termination of this project. Coupled with a review of the curricular developments in the business education department (Appendixes D, E, F, I), it is evident that it is possible for a district using its own resources to develop an integrated, comprehensive curriculum.

NOTE: It is necessary to review the final reports of other districts performing developmental work in the areas of mathematics, science, and vocational education to determine the effectiveness of their work in this area.

The measure of the effectiveness of this project to communicate the general purposes of the Organic Curriculum to the local school district must be made indirectly. At the initiation of the project, it was determined to measure this objective by measuring the commitment of the public in the district to the purposes of the project.

During the school year 1969-70 there were fifteen specific proposals submitted by the staff of the district to implement programs consistent with the purposes of the Organic Curriculum at individual school sites. Of the fifteen proposals submitted, seven were school-wide in nature and eight dealt with programs smaller than the total school but larger than a single course, and were also consistent with the purposes of the Organic

Curriculum. During the summer of 1970 nine staff initiated workshops were held of which six dealt specifically with purposes of the Organic Curriculum. It must be noted further that the district administration supported these workshops and projects before the Board of Trustees, and specific reference was made to the Organic Curriculum and its relationship to the anticipated activities. The Board of Trustees demonstrated its commitment by allocating $183,000 local funds to support the work.

The final measure of commitment in the district is the nearly completed task of the adoption of the educational expectancies as indicators of the educational program of the district. These expectancies grew out of and represent the purposes of the Organic Curriculum. The decision of the Board and the administration to pursue this course of action and the massive amounts of time spent by staff and the lay public in the creation of this document is further evidence of commitment.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings and the documentation of the related activities, it is possible for a district in cooperation with other districts of similar philosophy to develop an integrated comprehensive curriculum for grades nine through twelve which is consistent with the purposes of the Organic Curriculum.

If one will accept a commitment to action by the district as evidence that the purposes of the project were communicated effectively to the district, and that this action was consistent with the purposes of the project, it can be concluded that these purposes were substantially delimited in the San Mateo Union High School District.

Recommendations

The total scope of this project required a mix of skills and modes of action on the part of the coordinator assigned to the position of project director. Initially, he must be a person whom other staff members have great confidence in his integrity and his capabilities as a facilitator. In the situation of asking staff to change behavior and philosophy of long standing, the "change agent" must be able to inspire a great deal of confidence in the people he meets. He must further have sufficient control over resources that he can bring about change quickly when circumstances merit it. Generally speaking, teachers trust teachers but administrators have the authority to reallocate resources. It is extremely difficult to perform both roles as teacher and administrator simultaneously. Specifically, to assign the "change agent" a position in the administration reduces his effectiveness as a person to be trusted.

A second consideration leading to a recommendation is the problem in training new management techniques for the project director. This project along with many others funded by USOE has as one of its basic ingredients--the reorganization of the administration and management of school functions. There are few places where the project directors or other personnel attached to the project can receive adequate training in this area.

Finally, reviewing the large number of publics associated with the typical school district in the nation (students, staff, parents, patrons, lay boards, personnel of other school districts, local governmental agencies, State agencies, and national agencies), it becomes necessary that the project director expend great portions of his time in interfacing with these publics in order to maintain adequate communications. This time is usually taken from necessary management and development time for the project.

The discussion above leads to two recommendations:

1. In a project of this magnitude, it is necessary that the project director be supported by a staff representing the wide variety of skills needed to operate the project. It is further recommended that this staffing be negotiated as a part of the original proposal with the Office of Education.

2. That USOE perform the specific service of making training available for project staff in those areas where it is apparent that training is needed. This service can be performed either in conjunction with other contracts held by the office or for a fee to be assumed by the local agency.

APPENDIXES

APPENDIX A

SAN MATEO UNION HIGH SCHOOL DISTRICT

Educational Philosophy

Educational Goals

Approved by the Board of Trustees
September 25, 1969

Educational Expectancies

Revised and Submitted to the Board of Trustees
January 8, 1971

EDUCATIONAL PHILOSOPHY

The San Mateo Union High School District provides each individual participating in the district educational programs maximum opportunities to become a purposeful and active member of our modern democratic society.

With this as the prime purpose of the district, learning experiences are directed toward helping the individual to develop a positive self-image and personal value system, to use the processes of decision-making, to understand change and how it may be influenced, to recognize the interdependence of peoples, to value his cultural heritage, and to develop a commitment to a democratic society.

EDUCATIONAL GOALS

The goals of the San Mateo Union High School District are to develop individuals who, in terms of their potential:

1.0 KNOW THE MANY FORMS IN WHICH COMMUNICATION OCCURS, AND COMMUNICATE EFFECTIVELY.

2.0 MAINTAIN GOOD PHYSICAL AND MENTAL HEALTH.

3.0 UNDERSTAND AND ACCEPT THEMSELVES AND OTHERS.

4.0 ARE AWARE OF AND SENSITIVE TO VALUE SYSTEMS.

5.0 PARTICIPATE IN THE ECONOMIC, POLITICAL AND SOCIAL ASPECTS OF MODERN ORGANIZED SOCIETY.

6.0 APPLY THE PROCESSES OF PROBLEM SOLVING.

7.0 HAVE A COMPREHENSIVE AND ACCURATE KNOWLEDGE OF THE WORLD OF WORK.

8.0 REALIZE THE ROLE OF EDUCATION IN HUMAN PROGRESS.

9.0 CONSERVE THE NATURAL AND HUMAN RESOURCES OF THEIR ENVIRONMENT.

10.0 USE LEISURE TIME IN INDIVIDUALLY AND SOCIALLY PRODUCTIVE WAYS.

EDUCATIONAL EXPECTANCIES

Educational expectancies are the outcomes of schooling that are desirable and reasonable both for the individual and for society. It is well to remember that expectancies are not reached by all people at the same rate. Some people reach higher and more comprehensive levels of achievement than do others. Each person, as a result of circumstances, interests, or abilities, may reach higher levels of achievement in some areas than in others. These expectancies, therefore, do not necessarily represent minimum levels of achievement anticipated for all students.

Statements of goals and expectancies become operational through the use of performance objectives which identify desired behavior. Desired outcomes, stated in terms of measurable behavior, are specified at the course level. It is the obligation and responsibility of the school to create situations which encourage and allow each student to work toward achieving the goals and expectancies of the district.

Each major district goal is accompanied by a statement of related educational expectancies that are indicative of the behavior of the person who reaches the goal. Many of these expectancies may be applicable to several goal statements. A chart, provided with each goal statement and its corresponding list of educational expectancies, indicates where additional expectancies pertinent to this goal can be located.

1.0 KNOW THE MANY FORMS IN WHICH COMMUNICATION OCCURS, AND COMMUNICATE EFFECTIVELY

****

Related Educational Expectancies. Each individual educated to this goal should or should be able to:

1.1 Comprehend that two-way understanding is necessary for effective communication to occur.

1.2 Understand how attitudes, values, and emotions are communicated in both verbal and non-verbal ways.

1.3 Realize that he cannot relate to all people in the same manner or to the same degree.

1.4 Evaluate the effectiveness of his communication with others.

1.5 Communicate verbally and non-verbally in ways appropriate to the situation.

1.6 Communicate his own values in an effective manner.

1.7 Recognize and respect the feelings and expression of others.

1.8 Listen and respond to the expressions of others.

1.9 Analyze individual and/or group discussions for logical consistency.

1.10 Examine and recognize the difference between fact and opinion.

1.11 Draw conclusions, make logical predictions, communicate his position, and support his position with evidence.

1.12 Identify areas of strength and weakness in the way that he uses word manipulation skills and verbal and written communication.

1.13 Read, write, listen, and speak at a functional level.

1.14 Understand the importance of all media in communication and their respective strengths and weaknesses.

1.15 Appraise the influence of mass media on opinion.

Additional Related Expectancies

Major Goals

	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0
Educational Expectancies		2.1	3.3	4.1	5.1	6.1	7.2	8.1	9.1	10.1
		2.2	3.4	4.2	5.6	6.2	7.4	8.2	9.2	10.2
		2.3	3.5	4.3	5.7	6.3	7.5	8.4	9.3	10.3
		2.4	3.6	4.4	5.8	6.4	7.6	8.5	9.4	10.4
		2.5	3.7	4.5		6.5	7.7	8.6		10.5
		2.6	3.8			6.6	7.8			
		2.7	3.9			6.7	7.10			
		2.8	3.11			6.8	7.11			
		2.9	3.12							

2.0 MAINTAIN GOOD PHYSICAL AND MENTAL HEALTH

****

Related Educational Expectancies. Each individual educated to this goal should or should be able to:

2.1 Exhibit a knowledge of human bodily functions, anatomy, and physiology.

2.2 Understand and practice the concepts of total physical fitness, including nutrition, rest, and exercise.

2.3 Demonstrate responsibility for healthful living and comprehend the dangers of the use of alcohol, tobacco, and drugs.

2.4 Possess a scientific, critical, and intelligent attitude toward personal and public health problems, including the prevention and control of disease.

2.5 Demonstrate a practical knowledge of accident prevention, first aid, and control of disease.

2.6 Recognize that mental attitudes and emotional feelings are related to physical well being.

2.7 Exhibit ability to function effectively under stress.

2.8 Exhibit physical skills commensurate with the growth and developmental level of the individual in physical education activities.

2.9 Demonstrate knowledge and skills in life-time sports.

Additional Related Expectancies

Major Goals

	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0
Educational Expectancies	1.1		3.1	4.1	5.2	6.7	7.1	8.2	9.1	10.1
	1.2		3.2	4.2	5.3	6.9	7.4	8.3	9.2	10.2
	1.3		3.3	4.3	5.4		7.5	8.4	9.3	10.3
	1.5		3.4	4.4	5.5		7.6	8.5	9.4	10.4
	1.6		3.5	4.5	5.6		7.8			10.5
	1.7		3.6	4.6	5.7		7.10			
	1.8		3.7		5.9					
	1.11		3.8							
	1.14		3.9							
	1.15		3.10							
			3.11							
			3.12							

3.0 UNDERSTAND AND ACCEPT THEMSELVES AND OTHERS

****

Related Educational Expectancies. Each individual educated to this goal should or should be able to:

3.1 Understand how the human personality is formed.

3.2 Consider himself to be a worthwhile individual.

3.3 Understand the causes for his behavior.

3.4 Recognize the inherent worth of every individual.

3.5 Take into account individual differences in people.

3.6 Perceive the problems of others as being real and worthy of his concern.

3.7 Recognize and assess the many roles people play in groups.

3.8 Work with diverse groups and individuals to attain mutual goals.

3.9 Understand that economic, cultural, and social influences cause individuals and groups to think and act in diverse ways.

3.10 Examine his personal long-range goals in relation to his evolving self-concept.

3.11 Evaluate and adjust his vocational and educational objectives in terms of knowledge about himself and the world of work.

3.12 Assess and appraise his aptitudes interest and achievements in relation to vocational and individual objectives.

Additional Related Expectancies

Major Goals

	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0
Educational Expectancies	1.1	2.1		4.1	5.1	6.7	7.4	8.1	9.1	10.1
	1.2	2.2		4.2	5.2	6.9	7.5	8.2	9.2	10.2
	1.3	2.3		4.3	5.3		7.6	8.3	9.3	10.3
	1.4	2.4		4.4	5.4		7.8	8.4	9.4	10.4
	1.6	2.5		4.5	5.5		7.9	8.5		10.5
	1.7	2.6		4.6	5.6		7.11	8.6		
	1.8	2.7			5.7					
	1.9	2.8			5.8					
	1.10	2.9			5.9					
	1.11									
	1.14									
	1.15									

4.0 ARE AWARE OF AND SENSITIVE TO VALUE SYSTEMS

****

Related Educational Expectancies. Each individual educated to this goal should or should be able to:

4.1 Be aware of his own value system and the influences which mold such systems.

4.2 Choose non-destructive courses of action consistent with his own value system.

4.3 Recognize that decisions based on value judgments may differ from individual to individual and from situation to situation.

4.4 Analyze differing points of view and demonstrate willingness to re-evaluate his own in terms of them.

4.5 Realize that individuals with different value systems may solve common problems by working together.

4.6 Accept the consequences of decisions based upon his value judgments.

Additional Related Expectancies

Major Goals

	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0
Educational Expectancies	1.1	2.2	3.1		5.1	6.7	7.4	8.2	9.1	10.1
	1.2	2.3	3.2		5.2	6.9	7.5	8.3	9.2	10.2
	1.3	2.4	3.3		5.3		7.6	8.4	9.3	10.3
	1.4	2.6	3.4		5.4		7.8	8.5	9.4	10.4
	1.6	2.7	3.5		5.5		7.9	8.6		
	1.7	2.8	3.6		5.6		7.11			
	1.8	2.9	3.7							
	1.10		3.8							
	1.11		3.9							
	1.14		3.10							
	1.15		3.11							
			3.12							

5.0 PARTICIPATE IN THE ECONOMIC, POLITICAL, AND SOCIAL ASPECTS OF MODERN ORGANIZED SOCIETY.

****

Related Educational Expectancies. Each individual educated to this goal should or should be able to:

5.1 Understand and evaluate social systems in terms of their effects on the individual and the group.

5.2 Comprehend the need for societal control of individual actions.

5.3 Realize the role of the individual in the existing political, economic, and social systems.

5.4 Recognize the uniqueness of the family as a social organization.

5.5 Recognize the role of group action in the existing political, economic, and social systems.

5.6 Understand the need to support those institutions basic to our democratic system.

5.7 Participate effectively in the social system in which he lives.

5.8 Analyze the influence of special interest groups on society.

5.9 Recognize the value to the individual and to society of voluntary services.

Additional Related Expectancies

Major Goals

	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0
Educational Expectancies	1.1	2.1	3.1	4.1		6.1	7.1	8.2	9.1	10.1
	1.2	2.3	3.2	4.2		6.2	7.2	8.3	9.2	10.2
	1.3	2.4	3.3	4.3		6.3	7.3	8.4	9.3	10.3
	1.4	2.5	3.4	4.4		6.4	7.4	8.5	9.4	10.4
	1.5	2.6	3.5	4.5		6.5	7.5	8.6		10.5
	1.6	2.7	3.6	4.6		6.6	7.6			
	1.7	2.9	3.7			6.7	7.8			
	1.8		3.8			6.8	7.9			
	1.9		3.9			6.9	7.10			
	1.10		3.10				7.11			
	1.11		3.11							
	1.13		3.12							
	1.14									
	1.15									

6.0 APPLY THE PROCESSES OF PROBLEM SOLVING

****

Related Educational Expectancies. Each individual educated to this goal should or should be able to:

6.1 Recognize and define the problem.

6.2 Recognize and define techniques necessary for problem solving and decision making.

6.3 Identify, gather, and use all available sources of information.

6.4 Select relevant and reject irrelevant data.

6.5 Analyze the data.

6.6 Determine and test alternate methods of solution.

6.7 Select a method for solution and accept responsibility for the results of the decision.

6.8 Organize and report data using written, verbal, modeling, drawing, or other appropriate means.

6.9 Identify cause-and-effect relationships.

6.10 Perform computations at a functional level.

Additional Related Expectancies

Major Goals

	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0
Educational Expectancies	1.2	2.2	3.3	4.2	5.1		7.4	8.2	9.1	10.1
	1.3	2.4	3.5	4.3	5.6		7.5		9.2	10.3
	1.4	2.5	3.6	4.4	5.7		7.6		9.3	10.4
	1.5	2.6	3.7	4.5	5.8		7.8		9.4	10.5
	1.6		3.8	4.6			7.9			
	1.7		3.9				7.10			
	1.8		3.10				7.11			
	1.10		3.11							
	1.11		3.12							
	1.14									
	1.15									

7.0 HAVE A COMPREHENSIVE AND ACCURATE KNOWLEDGE OF THE WORLD OF WORK

****

Related Educational Expectancies. Each individual educated to this goal should or should be able to:

7.1 Know about a wide variety of occupational fields and the required education and training necessary for entry level employment and advancement in these fields.

7.2 Possess knowledge and skills necessary for entry-level employment in at least one occupational area.

7.3 Recognize that occupational changes occur in a modern technological society.

7.4 Demonstrate the potential for adaptability to changing occupational demands.

7.5 Make occupational choices in line with his interests and abilities, and in terms of the opportunities open to him.

7.6 Relate effectively with individuals and groups with whom he comes into contact in the occupational field of his choice.

7.7 Perceive the role and influence of organizations and government in the world of work.

7.8 Understand the need to maintain himself as a self-supporting and contributing member of society.

7.9 Recognize the dignity of all useful work.

7.10 Use occupational information that is available to him.

7.11 Recognize moral value systems related to the world of work.

Additional Related Expectancies

Major Goals

	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0
Educational Expectancies	1.1	2.2	3.2	4.1	5.1	6.1		8.1	9.1	10.2
	1.2	2.3	3.3	4.2	5.2	6.2		8.2	9.2	10.4
	1.3	2.5	3.4	4.3	5.3	6.3		8.3	9.3	
	1.4	2.6	3.5	4.4	5.5	6.4			9.4	
	1.5	2.7	3.6	4.5	5.6	6.5				
	1.6	2.9	3.8	4.6	5.7	6.6				
	1.7		3.9			6.7				
	1.8		3.10			6.8				
	1.10		3.11			6.9				
	1.11		3.12			6.10				
	1.13		3.13							
	1.14									
	1.15									

8.0 REALIZE THE ROLE OF EDUCATION IN HUMAN PROGRESS.

****

Related Educational Expectancies. Each individual educated to this goal should or should be able to:

8.1 Understand historical developments in the social sciences, the sciences, mathematics, literature, and the fine, performing, and practical arts.

8.2 Distinguish between the purposes of education in a free democratic society and other societies.

8.3 Continue his education beyond compulsory limits and recognize that learning is a life long endeavor.

8.4 Recognize the valuable role of education in effecting change.

8.5 Recognize and/or develop the necessary techniques in the areas of literature, the social sciences, and the fine, performing, and practical arts.

8.6 Understand the inter-relationships of the sciences, mathematics, and the humanities and their combined contribution to human progress.

Additional Related Expectancies

Major Goals

	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0
Educational Expectancies	1.1	2.2	3.5	4.1	5.1	6.2	7.1		9.1	10.1
	1.2	2.3	3.6	4.2	5.2	6.7	7.3		9.2	10.3
	1.3	2.4	3.9	4.3	5.3	6.9	7.4		9.3	10.4
	1.4	2.5	3.10	4.4	5.4	6.10	7.5		9.4	10.5
	1.6	2.6	3.11	4.5	5.6		7.7			
	1.7	2.7	3.12	4.6	5.7		7.9			
	1.8	2.8			5.8		7.10			
	1.10	2.9					7.11			
	1.11									
	1.13									
	1.14									
	1.15									

9.0 CONSERVE THE NATURAL AND HUMAN RESOURCES OF THEIR ENVIRONMENT

****

Related Educational Expectancies. Each individual educated to this goal should or should be able to:

9.1 Make and implement long-term plans for the use and conservation of his own resources.

9.2 Be aware of community resources and participate in their planning and their use.

9.3 Accept responsibility for conserving and developing human and natural resources.

9.4 Recognize how man's actions affect his environment.

Additional Related Expectancies

Major Goals

	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0
Educational Expectancies	1.6	2.1	3.3	4.2	5.1	6.7	7.1	8.1		10.2
	1.7	2.2	3.4	4.3	5.2	6.9	7.3	8.2		10.3
	1.8	2.3	3.5	4.4	5.3		7.4	8.3		10.4
	1.9	2.4	3.6	4.5	5.4		7.5	8.5		10.5
	1.10	2.5	3.7	4.6	5.5		7.6			
	1.11	2.6	3.8		5.6		7.8			
	1.14	2.7	3.9		5.7		7.9			
	1.15	2.8	3.10		5.8		7.10			
		2.9	3.11		5.9		7.11			
			3.12							

10.0 USE LEISURE TIME IN INDIVIDUALLY AND SOCIALLY PRODUCTIVE WAYS.

****

Related Educational Expectancies. Each individual educated to this goal should or should be able to:

10.1 Evaluate mass media for its informational, cultural, or entertainment quality.

10.2 Realize the fine, performing, and practical arts as desirable forms of self-expression.

10.3 Use leisure time in ways that are satisfying to him and to the members of his peer and family groups.

10.4 Develop and use recreational skills including skills in the area of the fine, performing, and practical arts.

10.5 Make full use of our national, state, and community resources for individual, family, and group recreational purposes.

Additional Related Expectancies

Major Goals

	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0
Educational Expectancies	1.2	2.1	3.3	4.1	5.1	6.1	7.1	8.1	9.1	
	1.3	2.2	3.4	4.2	5.2	6.2	7.3	8.2	9.2	
	1.6	2.3	3.5	4.3	5.3	6.3	7.4	8.3	9.3	
	1.7	2.4	3.6	4.4	5.4	6.4	7.5	8.4	9.4	
	1.8	2.5	3.7	4.5	5.5	6.5	7.6	8.5		
	1.11	2.6	3.8	4.6	5.6	6.6	7.8	8.6		
	1.13	2.7	3.9		5.7	6.8	7.9			
	1.14	2.8	3.10		5.8	6.9	7.11			
	1.15	2.9	3.11		5.9	6.10				
			3.12							

GLOSSARY OF ACTION WORDS

ACCEPT:	To receive as satisfactory or sufficient.
ADAPT:	To make it fit, often by modifying; to use for specific or new purpose or situation.
ADJUST:	To arrange; to fit or match; to make correspond.
ANALYZE:	To determine or describe the nature of a thing by separating into parts.
APPRAISE:	To estimate the worth of.
ASSESS:	To determine the amount; to measure or gauge; to take the measure of; to rate; to appraise.
CHOOSE:	To select as the most desirable.
COMMUNICATE:	To convey knowledge.
COMPREHEND:	To grasp mentally; to understand fully. To form an opinion or judgment about; to decide.
CONSIDER:	To think about or deliberate upon; to examine mentally; to hold as opinion; to believe; to take into account.
CONTINUE:	To persist; to proceed in some action.
DEFINE:	To state precisely the meaning of.
DEMONSTRATE:	To exhibit or show clearly.
DETERMINE:	To decide or ascertain.
DISTINGUISH:	To indicate the differences of or between; to recognize as separate.
EVALUATE:	To examine and judge.
EXAMINE:	To investigate critically; to inquire into.
EXHIBIT:	To put on view; to make evident.
EXPRESS:	To formulate in words; to state; to reveal; to communicate verbally or non-verbally.
IDENTIFY:	To establish as being a particular person or thing; to be as supposed or claimed; to recognize.

Glossary of Action Words, continued:

IMPLEMENT:	To carry into effect.
LISTEN:	To be attentive in order to hear.
MAINTAIN:	To carry on; to preserve or keep.
ORGANIZE:	To arrange or form into a coherent unity or functioning whole.
PARTICIPATE:	To take part in; to share or have in common with others.
PERCEIVE:	To become aware of (something) through the senses; to see, hear, feel, taste, or smell; to come to understand; to discern.
PERFORM:	To carry out an action or a pattern of behavior.
POSSESS:	To have knowledge of; to gain mastery of.
PRACTICE:	To make use of habitually.
REALIZE:	To understand or appreciate fully; to experience.
RECOGNIZE:	To identify or know, as by previous experience or knowledge.
REJECT:	To throw out
RELATE:	To show or establish logical or casual connection between; to have reference to.
RESPOND:	To give an answer or reply.
SELECT:	To choose from a number or group by fitness or preference.
SUPPORT:	To uphold or corroborate
UNDERSTAND:	To come to know the meaning or import of.

eb:

APPENDIX B

DISTRICT PLAN FOR VOCATIONAL EDUCATION

P.L.90-576
1970-1971

SAN MATEO UNION HIGH SCHOOL DISTRICT

ARTHUR EDWARDS
June 30, 1970

PART I

DISTRICT VOCATIONAL EDUCATION

POLICIES, GOALS AND OBJECTIVES

Board and Administrative Policy Statement(s) Regarding Vocational Education

EDUCATIONAL PHILOSOPHY

The San Mateo Union High School District provides each individual participating in the district educational programs maximum opportunities to become a purposeful and active member of our modern democratic society.

With this as the prime purpose of the district, learning experiences are directed toward helping the individual to develop a positive self-image and personal value system, to use the processes of decision-making, to understand change and how it may be influenced, to recognize the interdependence of peoples, to value his cultural heritage, and to develop a commitment to a democratic society.

1.0 Know the many forms in which communication occurs, and communicate effectively.

2.0 Maintain good physical and mental health.

3.0 Understand and accept themselves and others.

4.0 Are aware of and sensitive to value systems.

5.0 Participate in the economic, political and social aspects of modern organized society.

6.0 Apply the processes of problem solving.

*7.0 Have a comprehensive and accurate knowledge of the world of work.

8.0 Realize the role of education in human progress.

9.0 Conserve the natural and human resources of their environment.

10.0 Use leisure time in individually and socially productive ways.

RELATED EDUCATIONAL EXPECTANCIES

Each individual should be able to:

*7.1 Know about a wide variety of occupational fields and the required education and training necessary for entry level employment and advancement in these fields.

7.2 Possess knowledge of and procedure skills necessary for entry-level employment in at least one occupational area.

7.3 Recognize that occupational changes occur in a modern technological society.

7.4 Demonstrate the potential for adaptability to changing occupational demands.

7.5 Make occupational choices in line with his interests and abilities, and in terms of the opportunities open to him.

7.6 Relate effectively with individuals and groups with whom he comes into contact in the occupational field of his choice.

7.7 Perceive the role and influence of organizations and government in the world of work.

7.8 Maintain himself as a self-supporting and contributing member of society.

7.9 Comprehend the dignity of useful work.

7.10 Use occupational information that is available to him.

7.11 Recognize moral value systems related to the world of work.

2. Goals of Vocational Education

(1) To develop in each student a conscious awareness of the world of work, it's opportunities and requirements.

(2) To develop in each student an interest in career planning and preparation based on a projection of his personal needs.

(3) To provide experiences for all students which will enable them to make informed, satisfying career choices.

(4) To provide training which will prepare students for entry level employment and/or advanced training.

(5) To provide career orientation which will enable students to seek work successfully and to progress effectively on the job.

(6) To provide opportunities for meaningful work experience directly related to in-school career training.

(7) To prepare students for advanced vocational training during their senior year through cooperative arrangements with local community colleges.

RAL

Measurable Performance Objectives of the Total Program - For Fiscal Year 1970-71

(1) At least 80% of the non-graduating vocational education students currently enrolled will continue in the program in 1970-71.

(2) The enrollment of vocational education students district-wide will increase by at least 5% per year for the next 5 years.

(3) The enrollment of identified handicapped vocational students will double in 1971, increase an additional 25% in 1972 and increase at least 10% per year till 1975.

(4) The enrollment of identified disadvantaged students will increase by at least 10% per year till 1975.

(5) To increase the number of private and parochial school students in vocational training programs by 50% during 1970-71.

(6) To increase the number of minority students enrolled in vocational training programs 50% during 1970-71.

(7) To plan and develop at least one new vocational training program for boys. Programs to be implemented in Fall of '71.

(8) To provide placement service for graduates in at least one school by June 1971.

(9) To increase the number of schools offering daily Work Orientation classes as a required part of Work Experience by at least 50% this year.

(10) To start career exploration courses in the Business department of at least 2 schools by Fall 1970.

(11) To plan and develop at least one new program in the Business Education department to be implemented in 3 schools in 1971-72.

(12) To increase the number of students involved in the coop program by at least 50% in 1971.

(13) To develop an attendance area resource file for career information in at least one school in the district during 1970-71.

PART II

ANNUAL PROGRAM PLAN, 1970-71

FUNCTION 1. Population Needs Analysis

Purpose: To establish and maintain an information file which describes the population being served.

(a) Present Activities and/or Organizational Structure - 1969-70

Existing Data Sources:

(1) HRD
(2) DOL BLS
(3) OEO
(4) Department of Vocational Rehabilitation
(5) CAMPS
(6) S.M. Co. Area Manpower Planning Committee
(7) Baseline data from 4 year follow-up study of 1966 graduates
(8) Follow-up of 1969 vocational graduates
(9) Annual career interest surveys of 9th grade students
(10) Student requests from Adult School
(11) Career Development Advisory Committee
(12) Occupational Advisory Committees
(13) Federal Census material
(14) Continuous data from S.M. Co. Office Data Bank
(15) S.M. Co. Health & Welfare

Surveys Conducted:

(1) Follow-up of 1966 graduates of SMUHSD
(2) Follow-up of 1969 vocational graduates
(3) 1969-70 requests for Adult programs

Person(s) Responsible for Compiling Data:

(1) Mr. Troy E. Nuckols
(2) Mr. Arthur Edwards
(3) Dr. Morris H. Winward

(b) Planned Activities and/or Organizational Structure - 1970-71

Planned Data Sources:

Same as 69-70 X (check)
Plus these additional sources:
(1) Results of surveys listed below
(2) Reevaluation of 1967 career interest survey of students

Surveys to be Conducted:

(1) Follow-up survey of 1966 graduates
(2) Follow-up of 1970 vocational education graduates
(3) 1970-71 requests for Adult School programs
(4) Survey of all handicapped & disadvantaged students in our school district
(5) Career interest survey of students in all vocational training courses

Person(s) Responsible for Gathering and Compiling Data during 1970-71

(1) Mr. Geo. Outland
(2) Mr. Troy Nuckols
(3) Dr. Morris Winward

FUNCTION 1. Population Needs Analysis, continued

(c) Expected Outcomes from 1970-71 Planned Activities	(d) Questions to be Answered to Determine Effectiveness of 1970-71 Activities
(1) Clearer picture of the vocational training needs. (2) Handicapped and disadvantaged students will have been identified and the interests, abilities and limitations of each will have been determined. (3) An analysis of career interest surveys will have been made and compared with courses now being offered.	(1) Do we have current, accurate well organized information that will enable us to make realistic decisions regarding needed changes in our vocational programs? (2) Do our present vocational programs reflect the career interests of our students? (3) Are career interests of students realistic in terms of job and training opportunities?

FUNCTION 2. Job Market Analysis

Purpose: Develop and maintain a file of information on existing and new and emerging occupations which (1) fall within the occupational categories served by vocational education; and (2) have current or anticipated excess demands.

(a) Present Activities and/or Organizational Structure - 1969-70

Existing Data Sources:

(1) HRD
(2) CAMPS
(3) BLS bulletins
(4) Calif. Labor Market bulletins
(5) S.M. Co. Voc. Ed. Dept.
(6) Peninsula Mfgrs Assn.
(7) Career Development & Occupational Advisory Committees
(8) JACs, NCI-EC, AMS, NICB
(9) Frequent meetings w/representatives of Business, Labor, Health, Industry, Commerce & Government
(10) Trade Journals
(11) S.M. Co. Labor-Management Assn.
(12) S.M. Co. Development Assn.
(13) S.M. Co. Central Labor Council

Person(s) Responsible for Compiling Data:

Geo. F. Outland
Art Edwards
Troy E. Nuckols

(b) Planned Activities and/or Organizational Structure - 1970-71

Planned Data Sources:

Same as 69-70 __X__ (check)

Surveys to be Conducted:

Identification of jobs for handicapped and disadvantaged students.

Person(s) Responsible for Gathering and Compiling Data During 1970-71

Same as 69-70 _____ (check)
If different show below.

Mr. Troy E. Nuckols
Mr. Geo. F. Outland

(c) Expected Outcomes from 1970-71 Planned Activities

(1) Effective evaluation of current vocational program.

(2) Realistic appropriate planning for the 1971-72 vocational program at the district.

(3) More jobs for handicapped and disadvantaged students.

FUNCTION 2. Job Market Analysis, continued

(d) Questions to be Answered to Determine Effectiveness of 1970-71 Activities	(e) Information Available from HRD, BLS
(1) Have data sources been maintained, extended and revised as necessary?	This information is located in the Appendix to Part II, Function 2.
(2) Have personal contacts with governmental agencies, Labor, Management, and Industry-Education associations been maintained?	
(3) Have appropriate jobs for handicapped and disadvantaged students been identified?	

FUNCTION 3. Job Performance Requirements Analysis

Purpose: To identify the skills and knowledges required to achieve the occupational or other objective or instruction.

(a) Present activities and/or organizational structure - 1969-70	(b) Planned Activities and/or organizational structure - 1970-71	(c) Expected Outcomes from 1970-71 Planned Activities	(d) Questions to be answered to determine effectiveness of 1970-71 Activities
Sources of Data: (1) "Terminal Performance Objectives for Phased Typing Program in Business Education" (2) "Terminal Performance Objectives: Calculating Machines" (3) "Terminal Performance Objectives for Shorthand" (4) Guidelines for Skill and Competency Content in Selected Office Occupations (5) Automotive Marketing - A Plan of Action	Sources of Data: Same as 69-70 X Plus these additional sources (1) Electronics Job-skill matrix (2) Cooperative Work Experience Job-skill listings. Task Analysis Techniques: (1) Matrix of job skills as identified by Advisory committee & other representatives of Industry. (2) Workshop of Work Experience Coordinators. Person(s) Responsible for Compiling Data in 1970-71 (1) Arthur Edwards (2) David Proft, Robert Connell, Jean Ellingsen	(1) Electronics Technology program which does a more effective job of preparing students for jobs and for advanced placement in community college electronics programs. (2) Extension of the Cooperative Education program?	(1a) Is a greater % of electronics students employable? (1b) Does a greater % of electronics students obtain advanced placement? (2) Are more students enrolled in Cooperative Education programs?

FUNCTION 3. Job Performance Requirements Analysis, continued

(a) Present Activities and/or organizational structure - 1969-70, continued

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Task Analysis Techniques:

(1 Listing of terminal performances as identified by
2 Advisory Committees, Consultants, selected
3) references.

(4) Job-skill matrix

(5) Listing of job skills as identified by Advisory Committee and Auto industry.

Person(s) Responsible for Compiling Data:

(1) Troy Nuckols, Donald Tingley, Marilyn Lee

(2) Troy Nuckols, David Proft, Richard Chabolla

(3) Troy Nuckols, Lloyd Mast

(4) Bureau of Business Education

(5) Richard Ruppel

FUNCTION 4. Curriculum Resources and Ancillary Services

Purpose: To obtain the resources necessary to improve existing and/or to develop new vocational education programs. Such resources include materials (textbooks, worksheets, standard tests, and so forth), equipment (lathes, key-punch machines, drill presses, etc.), physical plant, & trained instructors.

(a) Present Activities and /or organizational structure - 1969-70

Who identifies which resources are needed for various vocational education programs and functions?

(1) Teachers
(2) Department Heads
(3) Vocational Consultants

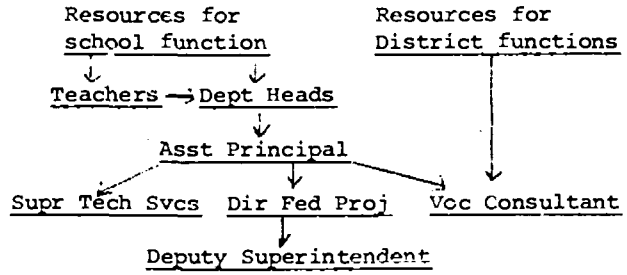
Who recommends approval?

(1) Department Heads
(2) Assistant Principals
(3) Supervisor, Technical Services
(4) Vocational Consultants

Who establishes priorities and has final approval?

(1) Director of Federal Projects
(2) Deputy Superintendent

(a) Flow Chart (1969-70)



(b) Planned Activities and/or organizational structure - 1970-71

Who will identify which resources are needed for various vocational education programs and functions?

(1) Teachers
(2) Dept Heads
(3) Director Career Development

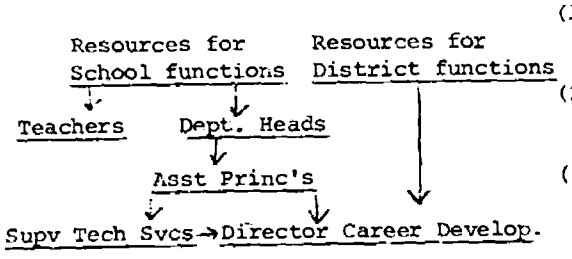
Who will recommend approval?

(1) Dept Heads
(2) Asst Principals
(3) Supervisor, Tech Srvcs
(4) Director Career Development

Who will establish priorities and has final approval?

(1) Director of Career Development

FUNCTION 4. Curriculum Resources and Ancillary Services, continued

(b) Flow Chart (1970-71)	(c) Expected Outcomes from 1970-71 Planned Activities	(d) Questions to be answered to determine effectiveness of 1970-71 Activities
	(1) Increased efficiency in expenditure of Voc. Funds (2) Better support of established programs (3) Establishment of new instructional programs and needed ancillary services	(1) Have adequate supply budgets for vocational programs been established? (2) Have adequate budgets for vocational field trips been established? (3) Have programs been planned or established to provide career information, student recruitment, student selection and job placement services? (4) Have programs been planned or established to provide for the needs of handicapped and disadvantaged students?

FUNCTION 4: Curriculum Resources and Ancillary Services (Continued)

(e) Procedures for developing, evaluating, and revising curriculum guides, course outlines, and/or courses of study.

(e) FLOW-CHART (1969-70)

Who determines that curriculum guides will be developed for various programs? (person - committee?)

(1) Teachers
(2) Department Heads
(3) Curriculum Councils
(4) Vocational Consultants
(5) Director of Federal Projects

Who evaluates and revises curriculum guides course outlines, and/or courses of study? (person - committee?)

(1) Curriculum Councils
(2) Vocational Consultants
(3) Advisory Committees
(4) Coordinator of Instruction

Who approves curriculum guides, etc.?

(5) Assistant Superintendent for Instruction

Show Flow-Chart of this structure in next column.

Course Outlines and Curriculum guides

Teacher or group of teachers
↓
Curriculum Council
↓
Vocational Consultants
↓
Educational Advisory Committee
↓
Coordinator of Curriculum
↓
Assistant Superintendent of Instruction

Courses of study
District policy requires a course of study for each course offered in the district
↓
Teacher or group of teachers
↓
Curriculum Council
↓
Vocational Consultants
↓
Coordinator of Curriculum
↓
Asst Supt of Instruction
↓
Instructional Council
↓
Board of Trustees

FUNCTION 4: Curriculum Resources and Ancillary Services (Continued)

(f) Ancillary and Supporting Services

1. Planned Activities 1970-1971	2. Expected Outcomes	3. District organization for admin. and supv of Vocational Education 1969-1970	4. District organization for Admin. and supv of Vocational Education 1970-1971
Change status of vocational consultants to Director of Career Development.	More effective vocational training programs	Superintendent Asst Superintendent of Instruction Director of Federal Projects Consultants, Voc. Ed.	Superintendent Asst Superintendent of Instruction Director of Career Development
Voc. choices course to be introduced in at least two schools	Improved recruitment of students		
Cooperative education program to be expanded	Work experience and vocational training programs should both be more effective		
Equipt maintenance and repair by technical service	Continued efficient maintenance support		

FUNCTION 4. Curriculum Resources and Ancillary Services, continued

(g) Practices and policies with respect to assurances of adequate professional qualifications and occupational competency for instructional personnel

All personnel who teach in programs funded under P.L. 90-576 meet the provisions for qualified teachers under Section 1.32-9 of the California Plan for Vocational Education.

List of personnel with their qualifications is on file in the district office.

FUNCTION 5. Program Planning

Purpose: To integrate information on population needs and job opportunities -- in the light of the area manpower plan and budget restraints -- to develop new and improved curricula so that a proper assortment of programs is offered.

(a) Present Activities and/or organizational structure - 1969-70	(a) Flow Chart	(b) Planned Activities and/or organizational structure - 1970-71
What person(s) utilize the information - mentioned in "Purpose" above - for planning programs? Vocational Consultants Director of Federal Projects Career Development Advisory Committee		What person(s) will utilize the information - mentioned in "Purpose" above - for planning programs? Director of Career Development Director of Federal Projects Career Development Advisory Committee
Who provides input to the planning functions? Vocational Consultants Teachers Director of Federal Projects		Who will provide input to the planning functions? Director of Career Development Teachers Director of Federal Projects
If a flow-chart is appropriate show it in the next column.		If a flow-chart is appropriate show it in the next column.

ON 5. Program Planning, continued

(b) Flow Chart	(c) Expected Outcomes from 1970-71 Planned Activities	(d) Questions to be answered to determine effectiveness of 1970-71 Activities
	(1) New programs, modifications and deletions of current programs will be planned to reflect needs identified by Population Needs Analysis and Job Market Analysis. (2) District program for Vocational Education planned for 1971-72 will more adequately provide for handicapped, disadvantaged, adults and boys.	(1) Will more boys be enrolled in vocational training courses in 1971-72? (2) Will a greater variety of vocational courses be available in 1971-72? (3) Have more vocational courses been planned for handicapped and disadvantaged students? (4) Have more adult vocational courses been planned or implemented? (5) Will existing courses be modified or deleted in 1971-72 to reflect needs identified by Population Needs Analysis and Job Market Analysis? (6) Has everyone who will be affected been provided an opportunity to participate in the planning?

FUNCTION 5. Program Planning (Continued)

(e) Area Planning

(1) Multi-school and multi-district planning	(2) Other educational and training resources available in the area	(3) Model Cities	(4) Use of CAMPS data for area planning
Area planning is accomplished in the following ways: (1) Frequent meetings of the San Mateo County Area Manpower Planning Committee. (2) Representatives of the community colleges serve on all advisory committees (3) (4) Participation in the CAMP system (5) Cooperation with private and parochial high schools (6) Cooperation and communication with private business and trade schools (7) Cooperative involvement with the San Mateo County Regional Training Program	(1) Programs at each of three community colleges in San Mateo County. (2) San Mateo County Regional Training Program. (3) Apprenticeship programs with related training provided by the So. San Francisco, Sequoia and Jefferson High School districts and College of San Mateo. (4) Apprenticeship programs at United Air Lines. (5) Apprenticeship programs at San Francisco Naval Shipyard. (6) San Mateo County Welfare (7) HRD programs.	not applicable	Reports of this district's vocational training activities are made to CAMPS regularly. Composite CAMPS reports are on file and are used in program planning.

ON 6. Program Review

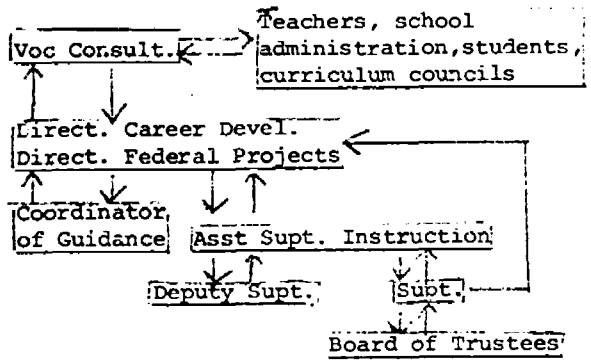
Purpose: To review the district plan for Vocational Education before it goes to the district board of education for approval prior to transmitting it to the State Department of Education.

(a) Present Activities and/or organizational structure - 1969-70

What person(s) review the district plan for Vocational Education and in what order?

(1) Director of Career Development
(2) Director of Federal Projects
(3) Coordinator of Guidance
(4) Assistant Superintendent of Instruction
(5) Deputy Superintendent
(6) Superintendent

(a) Flow Chart



(b) Planned evaluation - criteria

(1) Does the plan reflect vocational goals and objectives of the district?

(2) Is the plan feasible in terms of time, personnel and available financial resources?

(3) Does the plan deal effectively with the following needs:
- (a) career planning
- (b) appropriate vocational training for all students
- (c) student recruitment and selection
- (d) student placement and follow-up?

(4) Has everyone who will be affected by the plan had an opportunity to review and recommend changes?

FUNCTION 7. Vocational Education Promotion

Purpose: To plan and execute those activities necessary to inform the public of the strengths and merits of vocational education

(a) Present Activities and/or Organizational Structure - 1969-1970	(a) Continued	(b) Planned Activities and/or organizational structure - 1970-71
Media used (newspaper, T.V., radio, etc.(: (1) Newspapers (2) T.V. (3) Open House at schools (4) Parent-Teacher Assn. (5) Northern Calif. Industry-Education Council (6) Local Chambers of Commerce Service clubs involved (Rotary, Kiwanis, etc.): (1) Rotary (2) Kiwanis	Promotional activities aimed toward potential student groups in school and out of school, handicapped, disadvantaged, potential dropouts, those with unrealistic educational goals. Meetings with school administrators, Councilors, curriculum councils. Meetings with PTA groups Presentations at Board meetings Making lab. facilities available to students after school Recruitment through all Indust-Educ., Business and Homemaking classes. Vocational teachers and students meeting with intermediate school classes for orientation, instruction, and tutoring	Same as 69-70 with the following changes: (1) Involve adult workers in the attendance area of at least one school for career information and counseling. (2) Starting courses for career planning in at least two schools. (3) Increased emphasis on career ladder concepts.

FUNCTION 7. Vocational Education Promotion (Continued)

(c) Expected Outcomes from 1970-1971 Planned Activities	(d) Questions to be answered to determine effectiveness of 1970-1971 Activities
Improved acceptance of Vocational Education. Increased enrollments.	(1) Have enrollments increased? (2) How many student-Community contacts for career information and counseling have occured? (3) Have career planning courses been successful? (4) Are they to be continued and extended to other schools?

FUNCTION 8. Student Recruitment

Purpose: To identify those persons - already in school or out of school - who need vocational education and to encourage them to enroll in programs of instruction.

(a) Present Activities and/or organizational structure - 1969-70

Persons who need vocational education are identified in Function #1. How are these persons encouraged to enroll in vocational education programs?

(1) Who contacts them?

(a) Industrial Education, Business Education and Consumer and Homemaking Education teachers.
(b) Vocational students currently enrolled in high school and those now receiving advanced training.
(c) Counselors
(d) Joint apprenticeship committees and consultants of DAS

(2) How is contact made?

(a) In pre-vocational classes and at intermediate schools
(b) Informally or through presentation at the Intermediate school
(c) Regular programming process
(d) Part of the apprenticeship contract

(3) How are their interests and abilities made known to the contact person?

(a) Contact persons usually are already acquainted with prospective candidate

(4) How are they "sold" on enrolling into vocational education programs?

(a) By helping them anticipate their future needs
(b) By enthusiastic vocational teachers and fellow students
(c) By providing information regarding opportunities for employment and advanced training.

(b) Planned Activities and/or organizational structure - 1970-71

How will persons be encouraged to enroll in vocational education programs?

(1) Who will contact them?

Same as in 1970 with the following additions:
(a) Teachers of career planning courses
(b) Handicapped persons will receive special counseling.

(2) How will contact be made?

(a) Same as in 1969-70 with increased contact with Intermediate schools
(b) Counselor will make an appointment with handicapped student and parents

(3) How will their interests and abilities be made known to the contact person?

Same as in 1970
(a) Handicapped students will be interviewed to determine interests; abilities will be determined from tests or records

(4) How will they be "sold" on enrolling in vocational education programs?

Same as in 1970

ON 8. Student Recruitment, continued

(c) Expected Outcomes from 1970-71 planned Activities	(d) Questions to be answered to determine effectiveness of 1970-71 Activities
(1) Vocational needs of all students will be better met.	(1) Are more students enrolled in vocational training?
(2) Vocational needs of handicapped and disadvantaged students will receive special attention.	(2) Are handicapped students receiving vocational training which prepares them for employment and/or advanced training prior to graduation from high school?

FUNCTION 9. Guidance and Counseling

Purpose: To provide individuals with sufficient information to allow them to make meaningful and informed occupational choices.

(a) Present Activities and/or organizational structure - 1969-70

Job market information is collected through the operation of Function #2.

(1) How are potential vocational education students provided with this information?

(a) Exploratory classes in Industrial Education, Business Education, Consumer-Homemaking, etc.
(b) Vocational information centers in counseling offices.
(c) San Mateo County CAREER program.

(2) Who is responsible for providing the information?

(a) Teachers - Counselors
(b) S.M. County Dept of Vocational Education

(3) What tests are administered for:

(a) Student interests
None. In most cases students will have demonstrated an interest in prevocational courses.
(b) Student abilities
Teacher-developed tests on pre-vocational classes.

(4) How are test results made known to the students?

Tests usually reviewed with students.

(5) Does the district have vocational counselors who qualify for funds under the California State Plan for Vocational Education?

Yes.

(b) Planned Activities and/or organizational structure - 1970-71

(1) How will potential vocational education students be provided with job market information?

Same as 1969-70 with the following changes:

(a) Career Planning courses scheduled to open in two schools.

(2) Who will be responsible for providing information?

Same as 1969-70

(3) What tests will be administered for:

(a) Student interests: same as 1969-70
(b) Student abilities: same as 1969-70

(4) How will test results be made known to the students?

Same as 1969-70

(5) Will the district have vocational counselors who qualify for funds under the California State Plan for Vocational Education?

Yes.

SECTION 9. Guidance and Counseling, continued

(c) Expected Outcomes from 1970-71 Planned Activities	(d) Questions to be answered to determine effectiveness of 1970-71 Activities
Career planning courses operated in the Business Education department should result in realistic career choices being made by more students.	Are career planning courses needed in the Industrial Education and Homemaking departments? How soon can this service be provided for students in all schools?

FUNCTION 10. Vocational Instruction

Standards of Vocational Education Programs (Section 3.4 - Calif. State Plan for Voc. Edu.)

TABLE A - Modified

Instructional Code	Instructional Program	Course Sequence by OCCUPATION including Vocational Work Experience Education	Con-tin-ued	New	This program meets the standards of the State Plan: X=Yes	Grade Level (A-P) Adult Preparatory (A-S) Adult Supplementary (S) Secondary	Regular or Special Program (R) Regular (H) Handicapped (D) Disadvantaged (C-H) Consumer-Homemaking (W-S) Work-Study
04.	Distribution						
.08	General Merchandizing	Sales & Merchand. Sales Work Exper.	X		X	(S)	(R)
09.	Home Economics						
.01	Useful	Homemaking 1,2 Clothing 1,2,3,4 Foods 1,2,3,4 Sr. Home Mgmt Art of Living	X		X	(S) (AS)	(C-H) (H) (D)
.02 .0203	Gainful Food Management, Production & Service	Foods Services Program Foods Lab 1,2 Foods English 1,2 Foods Business 1,2 Foods Work Orientation 1,2 Foods Work Experience 1,2	X		X	(S)	(D)
14.	Office Occupations						
.03	General Office Clerical	Record Keeping Typing 3,4 (Basic) Office Practice 1 Office Machines Voc. Work Experience	X		X	(S) (AP)	(D)

Advisory Committee X = Yes	Total Length of program in hours	Instructors meet the provisions of Section 1.32-9 of the State Plan for Vocational Education X = Yes	Estimated Enrollment in the program (1970-71)	Estimated number To complete the program (1970-71)
X	1420	X	44	20
X	1170	X	2650	850
X	1260	X	23	10
X	720	X	944	315

FUNCTION 10. Vocational Instruction, continued

Instructional Code	Instructional Program	Course Sequence by OCCUPATION including Vocational Work Experience Education	Con-New tin-ued	This program meets the standards of the State Plan: X=Yes	Grade Level (A-P) Adult Preparatory (A-S) Adult Supplementary (S) Secondary	Regular or Special Program (R) Regular (H) Handicapped (D) Disadvantaged (C-H) Consumer-Homemaking (W-S) Work-Study
.07	Secretarial and Related Occupations	Shorthand 1,2,3,4 Transcription 1,2 Voc. Work Experience	X	X	(S) (AS)	(R)
.09	Typing and Related Occupations	Typing 1,2,3,4 Voc. Work Experience	X	X	(S) (AS)	(R)
17.00	Trade & Industrial Occupations					
.15	Electronic Occupations	Electron. Technology Lab. 1,2,3,4 Voc. Work Experience	X	X	(S)	(R)
.03	Automotive Services	Auto Services Lab 1,2,3,4 Voc. Work Experience	X	X	(S)	(D)
.0301	Body and Fender	Apprenticeship Related Instruction	X	X	(AS)	(R)
.0302	Auto Mechanic	Apprenticeship Related Instruction	X	X	(AS)	(R)
19.1	Exploratory Work Experience	School-Community Service	X		(S)	(R)
19.2	General Work Experience Education	Work Orientation Work Experience	X	X	(S)	(R)
	Voc. Guidance	Career Planning	X	X	(S)	(R)

Advisory Committee X = Yes	Total Length of program hours	Instructors meet the provisions of Section 1.32-9 of the State Plan for Vocational Education X = Yes	Estimated Enrollment in the program (1970-71)	Estimated number to complete the program (1970-71)
X	540	x	415	208
X	360	x	1394	465
X	720	x	20	8
X	720	x	20	8
X	408	x	54	13
X	408	x	75	18
X	720	NA	405	200
X	900	NA	675	450
X	180	X	150	150

TABLE B

Summary Instructional Programs
(Required)

U.S.O.E. code	Instructional program	Number of courses		Number of students		Number of teachers (Full-time equivalents)	
		1969-70	1970-71	1969-70	1970-71	1969-70	1970-71
04.	Distributive education	2	2	36	45	1	1
09.01	Home economics - useful	7	7	2755	2900	23	23½
09.02	Home economics - gainful	5	5	23	23	1½	1½
07.	Health	0	0	0	0	0	0
14.	Office	9	12	2753	2900	19	22
16.	Technical	0	0	0	0	0	0
17.	Trade and industrial	12	12	193	200	1½	1½
19.1	Exploratory work experience education	1	1	405	450	NA	NA
19.2	General work experience education	1	1	557	450	NA	NA
19.3	Vocational work experience education	8	8	138	230	NA	NA
	Career Planning	0	1	0	150	0	1½

TABLE C

Vocational Education Enrollment
(Required)

U.S.O.E. code	Instructional program	Enrollment					
		1970	1971	1972	1973	1974	1975
01.	Agriculture	0	0	10	10	10	10
04.	Distributive education	36	45	65	80	100	120
09.01	Home economics - useful	2755	2900	2950	3000	3050	3100
09.02	Home economics - gainful	23	23	25	25	40	50
07.	Health	0	0	40	80	120	140
14.	Office	2753	2900	3000	3100	3200	3300
16.	Technical	0	0	25	50	50	75
17.	Trade and industrial	193	200	240	290	350	400
19.1	Exploratory work experience education	405	450	475	500	525	550
19.2	General work experience education	557	450	410	332	223	200
19.3	Vocational work experience education	138	230	345	518	777	800
	Career Planning	0	150	300	500	800	1000

TABLE D

Vocational Education Enrollment
Summary

(Required)

Level of program	Projected enrollment				
	1971	1972	1973	1974	1975
Secondary Grades nine through twelve	6933	7430	7995	8720	9405
Adult (defined)	415	455	490	515	540
Total	7348	7885	8485	9235	9945
Special programs	1971	1972	1973	1974	1975
Disadvantaged..... Total Secondary Adult	1103	1184	1274	1386	1492
Handicapped..... Total Secondary Adult	110	118	127	139	149
Cooperative program..... Total (Part G only) Secondary Adult	130	180	270	400	600
Group guidance..... Total (Prevocational)	150	300	500	800	1000
Work-study..... Total Secondary	125	140	160	180	200
Consumer & Home making education..... Total	2923	2975	3025	3090	3150

FUNCTION 11. Placement

Purpose: To provide individuals nearing completion of their programs with sufficient information to make meaningful and informed occupational choices or for entering advanced occupational training.

(a) Present Activities and/or organizational structure 1969-70

(1) Who is responsible for providing the student with the information stated in "Purpose" above?

Vocational teacher, teacher of Work Orientation course, Work Experience Coordinator, counselor, guest speaker from business or industry, field trip to business or industry.

(2) How is the student informed?

Class discussion, small group or individual discussion, published material from HRD, BLS, San Mateo County CAREERS file.

(3) Job information is collected in Function #2. How is advanced training information collected.

(a) Communication with Community college programs through college representatives on all advisory committees and through college sponsored workshops in which teachers are involved.
(b) Printed information distributed by commercial business and trade schools and through direct contact with their representatives.
(c) Communication with DAS, San Mateo County Labor Management Council, representatives of Pacific Telephone Co., United Air Lines, San Francisco Naval Shipyard, Peninsula Manufacturers Assn. and other major employers who conduct their own training programs.
(d) Communication with teachers of local military training facilities.

(b) Planned Activities and/or organizational structure 1970-71

(1) Who will be responsible for providing the student with the information stated in "purpose" above?

(a) Same as in 1969-70
(b) Additional effort will be made to provide teachers and counselors with latest information.
(c) People from business and industry who live within the school attendance area and have agreed to counsel students at their homes on an individual basis.

(2) How will student be informed?

Same as in 1969-70 plus individual conferences with community resource people who live in the school attendance area.

(3) Job information will be collected in Function #2. How will advanced training information be collected?

Same as in 1969-70

(4) Planning will be done to reorganize the placement function for 1971-72.

(c) Expected Outcomes from 1970-71 Planned Activities	(d) Questions to be answered to determine effectiveness of 1970-71 Activities
(1) Some improvement in placement during 1970-71 due to improved information to teachers and counselors and to use of Attendance area advisors.	(1) Does 1971 follow-up study indicate increased placement of students?
(2) Ground work will be laid for extensive improvement of this function for 1971-72.	(2) How many "Student-Attendance area Advisor" contacts have been made?
	(3) How well informed are teachers, counselors and students regarding current job and training opportunities?

FUNCTION 12. Evaluation

Purpose: To determine the effectiveness of the 12 functions in achieving their stated "expected outcomes".

(a) Planned Activities and/or organizational structure - 1970-71

Terminal evaluation components are built into Functions 1-9 and 11. These components are: (c) Expected Outcomes, and (d) Questions.

(1) Who will be responsible for answering the questions in Functions 1-9 and 11?

Mr. Troy E. Nuckols
Director of Career Development

(2) How will "ongoing" evaluation of each of the 12 functions be provided?

Mr. Troy Nuckols will provide a continuous evaluation of the program. He will ask questions regarding each function as follows:

Function 1. Population Needs Analysis
(1) Are existing data sources being maintained and updated through personal contacts and publications?
(2) Are surveys already conducted being analysed and the information organized to useable form?
(3) Are current surveys proceeding as scheduled?
(4) Are teachers and counselors being kept informed of changes?

Function 2. Job Market Analysis
(1) Same as 1, Function 1
(2) Are current surveys proceeding as scheduled?
(3) Same as 4, Function 1

(a) Continued

Function 3. Job Performance Requirements
(1) Are Vocational teachers and advisory committees developing and updating job performance requirements for each program as planned?
(2) Is information developed being distributed to all persons who can use it?

Function 4. Curriculum Resources and Ancillary Services
(1) Are all vocational programs receiving adequate support in terms of supplies and equipment, field trips, time for curriculum development, prompt delivery, repair and maintenance of equipment?
(2) Is adequate support provided for developing new programs?

Function 5. Program Planning
(1) Are teachers, advisory committees and administrators being encouraged to participate in planning changes which they will be expected to implement?
(2) Are they receiving accurate, current, unbiased information on which planning must be based?
(3) Are they being provided adequate time?

Function 6. Program Review
(1) Is enough lead-time provided to allow participation of all persons affected?
(2) Are all persons affected being kept informed and encouraged to participate?

FUNCTION 12. Evaluation, continued

(a) Continued	(b) Expected Outcomes from 1970-71 Planned Activities
Function 7. Vocational Education Promotion (1) Are vocational programs receiving adequate newspaper publicity? (2) Are teachers, counselors and administrators being kept informed about vocational education and being encouraged to promote it? (3) Are personal and group contacts being maintained?	Increased efficiency in the direction of Vocational Education in the San Mateo Union High School District.
Function 8. Student Recruitment (1) Are persons identified under Function 8, (1) being organized and encouraged to contact students? (2) Are they provided with information on populations needs and Job Markets which will enable them to recruit effectively?	
Function 9. Guidance and Counseling (1) Are counselors and vocational teachers being kept informed re: current Job Market information? (2) Are additional teachers being encouraged to teach career planning courses? (3) Are plans being made at each school to extend the vocational guidance services?	
Function 11. Placement (1) Are those who disseminate placement information being supplied with current, locally accurate data? (2) Are plans for opening job placement services in additional schools developing as planned?	

LONG RANGE PLAN

FUNCTION	GOAL(S)	1971 - 1975 OBJECTIVES	PLANNED ACTIVITIES
Function 1. Population needs Analysis	Excellent planning in terms of total population needs.	To collect and organize, for the purpose of vocational program planning, adequate information regarding the vocational needs of the total population of the San Mateo Union High School District.	1. Existing information sources will be kept current and will be extended each year. 2. The vocational follow-up study will be analyzed each year. 3. Surveys will be made each year to identify all handicapped and disadvantaged students in the district. Their abilities, disabilities, interests and aspirations will be listed. They will be asked what kind of vocational training they would like. 4. A survey will be made each year of all ninth grade students to determine their educational, vocational and avocational interests and aspirations. They will be asked what kind of vocational training they would like. 5. A list of community requests for adult vocational training will be maintained on a continuing basis and will be analyzed periodically to determine adult population needs.
Function 2. Job Market Analysis	Excellent vocational program planning in terms of job opportunities for the population served.	To maintain a file of current accurate information regarding present job opportunities, projections, and factors that may affect long range changes.	Current files will be kept up-to-date, extended and reorganized to reflect needs of handicapped, disadvantaged youth and aults. Locality of job opportunities and mobility of population will be considered. Files will be maintained on a continuing basis and will be available to all who participate in vocational program planning.
Function 3. Job Performance Requirements Analysis	Realistic vocational instruction in terms of knowledge, skills, habits and attitudes needed for successful employment.	To have on file and in use for every course, job performance requirements which accurately reflect current knowledge skills, habits and attitudes needed for successful employment.	1. An analysis of Job Performance requirements will be on file for each vocational course taught. These will be reviewed annually and will be revised as necessary. 2. An analysis of Job Performance requirements will be made before starting each new course and will be revised as above.

LONG RANGE PLAN

FUNCTION	GOAL(S)	1971 - 1975 OBJECTIVES	PLANNED ACTIVITIES
Function 4. Curriculum Resources and Ancillary Services	Strong, dynamic program of vocational education.	To provide adequate Financial support and ancillary services for maintaining and making appropriate modifications in existing programs and for starting new programs as needed.	1. Adopt a uniform policy for supply budgets based on the type of program and the number of students served. 2. Further improvement of the PPBS already established 3. To involve representatives of curriculum councils in development of budget for vocational education.
Function 5. Program Planning	To integrate information on population needs and job opportunities in light of area manpower planning, budget constraints and staff, to develop new and improved curricula so that a proper assortment of programs is offered.	1. To start new programs which are identified as appropriate. 2. To modify or delete programs which are no longer needed.	1. Identify appropriate programs. 2. Determine budget constraints. 3. Determine staff requirements. 4. Determine existing staff interest and qualifications. If existing staff is not satisfactory, determine feasibility of acquiring new staff. 5. List plant and equipment requirements. 6. List existing plant and equipment facilities. If existing plant and equipment do not meet requirements, determine feasibility of acquiring needed facilities. 7. Involve all parties who will be affected before finalizing decisions. 8. Make decision and implement. The above procedure will be followed in starting new programs or modifying existing programs each year. Programs will be deleted if it is determined that they are no longer appropriate. All persons affected will have an opportunity to participate in planning before programs are deleted.

LONG RANGE PLAN

FUNCTION	GOAL(S)	1971-1975 OBJECTIVES	PLANNED ACTIVITIES
Function 6. Program Review	To develop a District plan which serves the needs of all the people in the community and reflects the thinking of all parties who will be affected by it.	Provide Administrators teachers and students an opportunity to participate in the review of the district plan before it is finalized each year.	Reorganize the existing system of program review.
Function 7. Vocational Education Promotion	To improve the total community image of vocational education.	1. To develop student acceptance of vocational training for themselves and for other members of their peer group. 2. To develop parental acceptance of vocational training for their children. 3. To develop approval of vocational training for all students by administrators, counselors and all teachers.	1. Provide courses in career planning (see Long Range Plan, function 5) 2. Provide additional opportunities for cooperative education each year. 3. Provide opportunities for many community representatives of business and industry to participate in counseling high school students on individual and group basis. This program will be extended each year. 4. Attempt to involve all teachers in identifying intermediate career goals, in their area of instruction, for use in "Career-ladder" Counseling. This will be done on a continuing basis. 5. Use school and community news media to publicize employment successes of vocational students and advanced placement in college programs. 6. Develop advanced placement in all college vocational programs for vocational students while attending high school.

LONG RANGE PLAN

FUNCTION	GOAL(S)	1971 - 1975 OBJECTIVES	1971 - 1975 PLANNED ACTIVITIES
Function 8. Student Recruitment	1. To acquaint all students with advantages afforded by vocational training. 2. To enroll all students and adults who can profit from vocational training in programs appropriate for their needs.	1. At least 80% of the non-graduating vocational students currently enrolled will continue in the program till completion. 2. Enrollment of vocational education students will increase at least 5% per year. 3. The enrollment of identified handicapped students will increase 25%. 4. The enrollment of identified disadvantaged students will increase at least 10%. 5. The number of private school students enrolled in vocational programs will increase at least 25%.	1. All planned activities under function 7 will be important to effective student recruitment. 2. Increase the variety and quality of vocational courses to serve the needs of more high school students and adults. This will be a continuing activity. 3. Increase the number of opportunities for parents to meet with teachers outside of school hours. 4. Enlist the help of vocational education students in recruitment. 5. Identify abilities, limitations and interests of students, particularly those who are handicapped or disadvantaged, and individualize program to fit their needs. 6. Continue to develop adult programs where need is indicated.

LONG RANGE PLAN

FUNCTION	GOAL(S)	1971 - 1975 OBJECTIVES	PLANNED ACTIVITIES
Function 9. Guidance and Counseling	To provide every student with information, skills and assistance necessary to do an effective job of career planning.	1. Provide current, locally accurate job market and job performance information to all students. 2. Orient counselors, administrators and all teachers to opportunities available through vocational training. 3. Publicize opportunities for high school students to enroll in advanced college vocational courses while still in high school.	1. Many students will be reached through career planning programs and exploratory courses in Business, Industrial Arts and Homemaking. 2. See planned activity, function 7, number 4. 3. Orient all teachers regarding opportunities for enrollment in advanced courses. 4. Orient all vocational students regarding enrollment in advanced courses.

LONG RANGE PLAN

FUNCTION	GOAL(S)	1971 - 1975 OBJECTIVES	PLANNED ACTIVITIES
Function 10. Vocational Instruction	Strong, dynamic program which serves the vocational training needs of all persons in the school district.	1. To develop a program which will provide the following services for every student enrolled in the schools of the district, for students attending private schools and for every adult who wishes to enroll: (a) Career information and orientation (b) Information regarding advanced vocational training (c) Assistance in making tentative career decisions (d) Appropriate instruction and development of knowledge, skills, habits and attitudes to prepare for advanced training and for entry level jobs in the occupation of his choice (e) Opportunity to enroll in advanced college vocational training while still attending high school (f) Opportunity for cooperative work experience (g) Placement service 2. To develop additional special programs and to modify existing programs to accommodate students with handicaps and other special needs. 3. To improve the image of vocational education. 4. To increase recruitment of vocational students.	PLEASE SEE PAGE 44 FOR THESE PLANNED ACTIVITIES

Function 10.
Vocational Instruction

Type of Program:
(A) Adult
(H) Handicapped
(D) Disadvantaged
(S) Secondary

PLANNED ACTIVITIES

	Number of Schools Offering Each Vocational Program				
	1970-71	1971-72	1972-73	1973-74	1974-75
Office Occupations					
Clerk-Typist	7(S),2(A)	7(S),2(A)	7(S),3(A)	7(S),3(A)	7(S),3(A)
General Office Clerk	7(S-D),1(A)	7(S-D),1(A)	7(S-D)2(A)	7(S-D),2(A)	7(S-D),2(A)
Stenography	7(S),1(A)	7(S),2(A)	7(S),3(A)	7(S),3(A)	7(S),3(A)
Business Management	-0-	3(S)	6(S),1(A)	7(S),2(A)	7(S),3(A)
Data Processing	-0-	1(S)	2(S),1(A)	4(S),1(A)	4(S),2(A)
Career Planning	2(S)	4(S)	7(S)	7(S)	7(S)
Distributive					
Sales & Marketing	1(S)	2(S),1(A)	3(S),1(A)	3(S),1(A)	3(S),2(A)
Consumer-Homemaking					
Useful Part F PL90-576 Gainful	7(S),3(A)	7(S),3(A)	7(S),4(A)	7(S),4(A)	7(S),4(A)
Food Services	1(S)	1(S)	1(S)	2(S)	2(S)
Child Care Aid	-0-	1(S)	1(S)	1(S)	2(S)
Trade & Industry					
Aerospace Technology	2(S) (non-voc.)	2(S) 1(non-voc.)	2(S)	2(S)	2(S)
Auto Services/ Auto Mechanic	1(S-D)	1(S-D)	1(S-D)	1(S-D)	1(S-D)
Auto Mechanic Apprentice	1(A)	1(S),1(A)	2(S),1(A)	3(S),1(A)	4(S),2(A)
Auto Body Apprentice	1(A)	1(A)	1(A)	1(A)	1(A)
Electronics Technology	2(S)	1(A)	1(A)	1(A)	1(A)
Machine Shop	-0-	2(S)	2(S),1(A)	2(S),1(A)	2(S),1(A)
Plastics Technology	-0-	1(S)	2(S)	2(S),1(A)	2(S),1(A)
Business Machine Repair	-0-	-0-	1(S)	2(S),1(A)	2(S),1(A)
Custodial Services	1(S-H)	1(S-H)	1(S)	1(S)	1(S),1(A)
Grounds-Gardener	1(S-h)	1(S-H)	2(S-H)	2(S-H),1(A)	2(S-H),1(A)
Materials Handling	-0-	-0-	2(S-H)	2(S-H)	2(S-H)
Electro-Mechanical Tech.	-0-	-0-	-0-	-0-	1(S)
Recreational Tech.	-0-	-0-	-0-	1(S)	1(S)
Health Occupations	-0-	1(S)	2(S)	3(S)	4(S)
Exploratory Work Experience	7(S)	7(S)	7(S)	7(S)	7(S)
General Work Experience	7(S)	7(S)	7(S)	7(S)	7(S)
Cooperative Work Experience	7(S)	7(S)	7(S)	7(S)	7(S)
Community Counselors from Industry	1(S)	1(S)	2(S)	3(S)	4(S)
Job Placement Service	1(S)	2(S)	4(S)	7(S)	7(S)
Work-Study	7(S)	7(S)	7(S)	7(S)	7(S)

LONG RANGE PLAN

FUNCTION	GOAL(S)	1971 - 1975 OBJECTIVES	PLANNED ACTIVITIES
Function 11. Placement	To provide individuals nearing completion of their programs with sufficient information to make meaningful and informed occupational choices or for entering advanced occupational training.	1. To provide Senior students with the best job market information available. 2. To provide Senior students with the best information available regarding advanced training.	1. Teachers of all vocational classes will discuss job and training opportunities. 2. Work experience coordinators will inform students regarding job and training opportunities and will encourage students to discuss these questions with employees. 3. Field trips to major employers. 4. Guest speakers representing business and industry will be invited to counsel students in large and small groups. 5. Attendance area resource people from business and industry will be used to counsel students individually or in small groups. 6. Job placement services will be provided at all schools by 1974. (See Long Range plan function 10 chart for schedule).
Function 12. Evaluation	Effective direction of the district vocational education program.	To increase the effectiveness of the 12 functions in achieving their stated "expected outcomes".	Assistance of administrators and representatives of curriculum councils will be enlisted each year to draft new questions for the evaluation of the 12 functions.

APPENDIX - COMPOSITION OF ADVISORY COMMITTEES SEE FUNCTION 10

Automotive Services Educational Advisory Committee

Mr. Richard Bonamarte
Business Manager, I.A. of M.&A.W.
Peninsula Auto Mechanics Lodge 1414

Mr. Jack Galatolo
Dealer, J & M Shell Service

Mr. Barry Hurley
Federal Auto Parts, Inc.

Mr. Jack Lytle
Manager, Grand Auto Stores

Mr. Russell Rahe
Recruitment Specialist
Standard Oil Company

Mr. Jack Rogers
California State Department
of Human Resources Development

Mr. Oscar Smith
Smith & Dahl Auto Parts

Mr. Robert West
Dealer, Bob West Union Service

Electronic Technology Advisory Committee

Mr. George Angerbauer
Technical Division
College of San Mateo

Mr. Ray Gable
International Association of Machinists
Lodge 1327

Mr. I. D. Gregersen
United Air Lines

Mr. Al Haley
Dalmo-Victor

Mr. Les Maranello
Ampex Corporation

Mrs. Christine Pacheco
Pacific Telephone Company

Mr. Jack Rogers
California State Department of
Human Resources Development

Mr. Al Sturr
Lenkurt Electric Company

APPENDIX - COMPOSITION OF ADVISORY COMMITTEES SEE FUNCTION 10

Business Education*
Advisory Committee

Mrs. Lois Callahan
Instructor, Business Division
College of San Mateo

Mr. Basil Emery
Staff Assistant to Personnel
Peninsula Hospital and Medical Center

Mr. John Homan
Assistant District Manager
South-Western Publishing Company

Miss Kay Lewellen
Personnel Manager
Sears Roebuck Retail Store

Mrs. Helen Murphy
Assistant Trust Officer
Bank of America, N.T.S.A.

Mr. Lawrence L. Plagmann
Burlingame Drug Store

Mrs. Madeline Smeland
Manager
Western Girl, Inc.

Mrs. Christine Pacheco
Employment Office Manager
Pacific Telephone Company

Mrs. Margaret Stewart
CPS, Secretary to the Head of
New Business Planning Committee
and The Educational Consultant
Ampex Corporation

Mrs. Adele Suslow
Personnel Officer
Wells Fargo Bank

Mrs. Rita Thoman
California State Department of
Human Resources Development

Mr. Frank Walch
Owner, W&W Tool and Die Mfg Co.

*This committee serves all Office Occupations, Distributive Education and Work Experience Education

APPENDIX - COMPOSITION OF ADVISORY COMMITTEES SEE FUNCTION 10

Consumer & Homemaking Education
Advisory Committee

Mrs. Signe Ahnstedt
Home Economics teacher
San Mateo High School

Mrs. Hazel Amen
Home Economics teacher
San Mateo High School

Mr. J. T. Berry
Manager, Sears Roebuck-Hillsdale

Mr. B. L. Chandler
Manager, J. C. Penney

Mrs. Jean Daiker
Home Economics
Curriculum Council Chairman

Miss Cynthia Sutton
Student, San Mateo High School

Mrs. Hellen Tourtillot
Home Economics Consultant
San Mateo Union High School District

Mrs. Helen Howard
California State Department of
Human Resources Development

Mrs. Mamie G. Ireson
Home Economics Department Chairman
College of San Mateo

Miss Sue Morioka
Student, San Mateo High School

Miss Alice Pflieger
Student, San Mateo High School

Mr. John Philpott
Manager Public Relations
Safeway Stores

Mrs. Raymond Hall
Community Representative

Mr. Roger Winston
Specialist in Minority Education
San Mateo Union High School District

Mrs. Oliver Wesson
Community Representative

APPENDIX - COMPOSITION OF ADVISORY COMMITTEES SEE FUNCTION 10

F E A S T
Advisory Committee

Mrs. Heilen Tourtillot
Cafeteria Coordinator
San Mateo Union High School District

Mr. Andy Castle
Executive Secretary
San Mateo County Restaurant
Hotel Owners Association

Mr. Edward Heierle
Owner, Swiss Cake Master

Mr. Francis H. McCrory
Superintendent of Commissary
Pacific Pan American Airways

Mr. Paul Williams
Manager, Flight Kitchen
United Airlines

Mr. Philip Rauscher
Manager, International Inn
Restaurant (Gene Compton Corp.)

Ms. Dolores Nelson
Interstate Hosts, Inc.

Ms. Dorothy Freidel
California State Department of
Human Resources Development

Mr. John Collins
Business Representative
Bartenders & Culinary Workers Union Local 340

Mrs. Dagny Golladay
Department Head-Homemaking
San Mateo Union High School District

Mr. Donald Devoto
Manager, Hilton Inn

Mr. Earl Wilms
El Rancho Motel

APPENDIX TO PART II, FUNCTION 2

Job Market Information Files	Source
"California Manpower Needs to 1975"	HRD
"Area Manpower Review" San Jose area, March, '69; Dec. '69	HRD
"East Bay Manpower Survey" Alameda County 1966-71; July '67	HRD
"Manpower Resources" San Francisco-Oakland Bay Area 1960-70	HRD
"Newsletter" published quarterly	HRD
"San Francisco-Oakland Labor Market Bulletins"	HRD
"San Jose Labor Market Bulletins"	HRD
"Occupational Guides" a file is maintained	HRD
"Dictionary of Occupational Titles"	BLS
"Occupational Outlook Handbook"	BLS
"Occupational Outlook Quarterly" and many reprints	BLS
"Tomorrows Manpower Needs" Vols. I - IV	BLS
All lists of "Current Publications" Pacific Region pertinent publications are ordered and are on file.	BLS
"Manpower"	US DOL
All "Recruitment Bulletins" a file is maintained	San Mateo County Civil Service Commission
Miscellaneous recruitment bulletins	Major employees in the Bay Area
"Apprenticeship Information Guide"	DAS, San Mateo County
Miscellaneous apprenticeship brochures	DAS

Some of the most valuable Job Market information is obtained by daily reading of newspaper "Help Wanted" sections.

APPENDIX C

CAPUCHINO READING LABORATORY

English 1.1 is a remedial reading course. The focus of its remediation is primarily on the word recognition and calling skills commonly labeled "word attack," and secondarily on cognitive processes often referred to as comprehension skills. As such, English 1.1 is properly classified as a subphase of the reading hurdle in the sequential English department program. It is a required course for those students who demonstrate obvious deficiencies in reading orally.

Specific Performance Objectives:

1. Given a modified form of the Grey Oral Reading Test--such modification being a shortening to include paragraphs seven, eight, nine, and ten only, and a simplified evaluation system whereby the performance is rated by a committee of reading teachers on a five point scale, one being the poorest type performance and five being the best--THE STUDENT WILL READ orally to an examiner and into a tape recorder (such recording being necessary to allow committee evaluation at a later time) with sufficient "word recognition and calling skill" so as to be judged by the committee to rate <u>above a three</u> on the five point scale.

2. Given the Gates-MacGinitie Reading Tests, Form E1M or E2M, administered according to its specific directions...THE STUDENT WILL SCORE at or above the seventh grade level, or its equivalent percentile ranking, on the Reading Comprehension section of the tests.

Content:

The two tests listed above serve as both pre-test and post-test evaluation of both student and teacher progress, and indicates a need for instruction in phonics, syllabication, accent, word structure, dictionary skills, inference, relationships, sequence, figurative language, paragraph development, and transitional elements in the activity of reading.

The method of instruction is small group or individual;...group and individual activities are determined by a continuing process of simultaneous diagnosis and instruction, each step modified heuristically by the results of the previous activity.

APPENDIX D

TERMINAL PERFORMANCE OBJECTIVES

for

A Phased Typing Program in Business Education

KNOW AND CARE CENTER

SAN MATEO UNION HIGH SCHOOL DISTRICT

San Mateo, California

June 1968

Prepared in compliance with VEA contract #8-1423 by:

Troy E. Nuckols
Donald E. Tingley
Marilyn M. Lee

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ACKNOWLEDGEMENTS

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Office Occupations Advisory Committee Members

Mrs. Jan Becker, Kelly Girl, Incorporated
Mrs. Marian Mills, Ampex Corporation
Mrs. Mary Peterson, J. W. McClenahan Company
Mr. Donald Robertson, South-Western Publishing Company
Mrs. Betty Rogers, California State Department of Employment
Mrs. Jeanne Stevenson, Pacific Telephone Company
Mrs. Adele Suslow, Wells Fargo Bank
Mr. Ben Young, Wells Fargo Bank

Business Education Curriculum Council Members

Mr. Ormond Heacock, Aragon High School
Mr. Gregory Snyder, Burlingame High School
Mr. Milton McDowell, Capuchino High School
Mr. John Cron, Crestmoor High School
Mrs. Lois Callahan, Hillsdale High School
Mrs. Genevieve Banachowski, Mills High School
Mrs. Emma Rosow, Peninsula High School
Mr. James Nameth, San Mateo High School

Business Education Department Members

The faculty of the Business Education Departments in the District high schools

Troy E. Nuckols
Program Coordinator
Writer/Editor

Donald E. Tingley
Business Education Teacher
Principal Writer/Phased Typing Program
and Terminal Tests

Marilyn M. Lee
Business Education Teacher
Writer/Terminal Tests

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INTRODUCTION

In order to accomplish the writing of Terminal Performance Objectives in the Phased Typing Program it was necessary to determine the curriculum which would be included, the proper order in which the curriculum should be covered, and to recognize that a Phased Typing Program should differentiate between the students who take typing only for personal use, and the students who take typing for vocational purposes.

The first step in this process was to meet with the Office Occupations Advisory Committee for Business Education in the San Mateo Union High School District. This committee is composed of several representatives from the business community who are listed on the acknowledgment page. They were requested to identify the ten most important skills an employee needs for entry level employment in the office occupations area. This information was obtained from various employers in San Mateo and San Francisco Counties. Mrs. Lois Callahan, Chairman of the Business Education Curriculum Council, provided similar data gathered in Riverside (10) and Santa Clara Counties. A priority listing of the most important entry level skills an employee in the office occupations area should possess was developed from the above data. An extensive study conducted in the State of Washington (6), which polled employees rather than employers, provided an enumeration of the relative importance of several hundred skills which entry level employees in the office occupations area need to possess. When the results of the Washington study were considered in conjunction with the findings in this District, a list of approximately the top thirty skills was compiled.

The second step in this process was to go to the Business Education Curriculum Council which is composed of the Business Education Department Heads in the eight high schools in the San Mateo Union High School District who are listed on the acknowledgment page. The Department Heads were requested to go to the Business Education Teachers in the district and ask the teachers to provide a list of the most important skills taught in the office occupations area. From this enumeration, approximately the top thirty skills taught in the office occupations area were determined.

The third step in this process was to compare these data on the two lists described above. From this comparison the general objectives for the office occupations curriculum evolved.

An examination of this extensive list clearly indicated that typing was the single most important skill an employee needed in almost all of the office occupations areas. In view of the above, and taking into consideration that typing is one of the most widely elected courses in high school, typing was given first priority in the development of performance objectives. Mr. Donald E. Tingley and Mrs. Marilyn Lee were asked to work on this task because of their teaching background and their interest in the subject matter area.

The fourth step in this process was to determine specific Terminal Performance Objectives in typing as separate items from general objectives in the overall office occupations area. With the support of the individuals and groups listed on the acknowledgment page, this task was accomplished.

The fifth step in this process entailed the designing of a Phased Typing Program which would permit a student to progress at his own rate through four phases which correspond, in terms of time, to approximately four semesters of typing. In the Phased Typing Program a sizeable portion of the curriculum is self-paced and a student may progress as rapidly through the program as his ability, his motivation, and his goals will allow. Mr. Tingley, working with Mr. Troy E. Nuckols, was principally responsible for the design of the program.

As the design of the Phased Typing Program and the writing of Terminal Performance Objectives for this program progressed, it became apparent that a standardized, District-wide, testing program and grading procedure were essential. Therefore, these elements were included in the design. A District-wide testing program will serve to validate the standards suggested for the Terminal Performance Objectives. A uniform grading procedure will identify the extent to which all typing students in the District meet the standards established for the Terminal Performance Objectives.

The sixth step in this process required the writing of tests designed to meet the criteria outlined in the Terminal Performance Objectives in each of the four phases. Mrs. Lee, working with Mr. Tingley and Mr. Nuckols, was principally responsible for the development of these tests.

Each phase, and each performance objective within a phase, was written as an entity so that it might be read and used without reference to other phases or objectives. Each phase was designed to accomplish specific purposes. Phase one and two are largely devoted to training for personal use and the development of the first level of skill necessary for vocational application. Phase three and four are devoted principally to developing a student's typing skill to the point where he will qualify for entry level employment in the office occupations area.

The following report represents only the first of many tasks which must be undertaken in order to individualize instruction in the Phased Typing Program. The next tasks to which the District must address itself include:

1) Carrying out the standardized, District-wide testing program;
2) Adjusting Terminal Performance Objective test standards as the need is indicated;
3) Reviewing and revising the Phased Typing Program and the Terminal Performance Objectives as the need is indicated;
4) Writing Learning Activity Packages which present the Intermediate Performance Objectives a student must meet in order to advance through the Phased Typing Program;
5) Providing sufficient flexibility in the traditional semester configuration, grading procedures, awarding of credits, and class scheduling so that the Phased Typing Program can be put into operation in all high schools in the District.

The "Zero-Reject" concept requires that students be permitted to take as much time as is needed in order to reach the criterion performance. If a system is to be provided which stresses individualized instruction, approximately the same procedure as described above must be followed in all subject matter areas within the Business Education curriculum. When the necessary steps are taken to implement this Phased Typing program, the District will have moved toward fulfilling the goals of the Business Education Teachers in the San Mateo Union High School District.

Troy E. Nuckols

Troy E. Nuckols
Program Coordinator

TERMINAL PERFORMANCE OBJECTIVES

for

A Phased Typing Program in Business Education

PREFACE

Few students in high school and college can escape the need to submit typed reports, essays, and term papers to their teachers. Few individuals can avoid for long the writing of personal business letters for purposes of ordering goods or services, complaining about errors in billing, or describing defects in merchandise. Few workers, whether clerical or professional, fail to benefit from at least a minimal level of skill at the typewriter.

The Phased Typing Program is designed to carry each individual student as far and as rapidly toward the goal of achieving typing skill as his motivation, ability, and time permit.

Four "phases" that correspond in time, for the typical student, to four semesters of typewriting instruction characterize the Phased Typing Program. The student can start in the program as early as the ninth grade although the vocationally-oriented student might benefit most by delaying the start until at least the tenth grade. Students who intend to use the typewriter primarily for personal use would normally complete no more than the activities in the first and second phases. The student working toward development of entry level skills for the office occupations (such as secretary, stenographer, clerk-typist, and general office clerk) would normally complete all four phases of the program.

Upon successful completion of each phase of the program, the student will receive five credits toward graduation. If a student successfully completes all phases of the typing program, he will earn 20 credits.

The Phased Typing Program is predicated on the concept of individualized instruction as embodied in self-paced Learning Activity Package (LAP) materials. It should be noted that only a portion of the time a student spends in a phased typing program will be devoted to activities that are self-paced. The initial learning of the keyboard, speed and accuracy development on straight paragraph copy, and measurement of improvement are all activities that are handled in groups under direct teacher supervision and control.

Each Learning Activity Package contains the following parts:

a) Rationale: Answers the question "Why does the student need to know what this LAP is designed to help him learn?"

b) General Objective: Describes in general terms what the student will know or be able to do when he has completed the LAP. This statement is frequently combined with the Rationale.

c) Performance Objectives: Tells the student specifically what he must be able to do, the conditions under which he must do it, and the degree of accuracy or correctness he must achieve in order to meet minimum standards.

d) Exemption: Tells the student a procedure he may follow in order to demonstrate that he does not need to do the activities in the LAP.

e) Activities: Describes in detail what the student is to read, view, listen to, and do in order to reach the performance objectives of the LAP. Special or alternate learning activities may be provided for students who are gifted, who have learning difficulties, or who are unusually motivated or creative.

f) Evaluation: Measures the extent to which the student meets the performance objectives for the LAP.

The Phased Typing Program is designed so that a student may complete all phases in as short a period of time as one semester or as long a period of time as four semesters. A student may be exempted from any LAP within a phase by successfully passing the self-administered pre-test and the teacher-administered post-test for the LAP. The period of time a student spends in each phase of this program is dependent upon his ability to develop a level of skill which meets the minimum standards for advancing to the next phase, upon his motivation, and upon his goals.

The following pages present the Terminal Performance Objectives and related aspects of the Phased Typing Program.

TERMINAL PERFORMANCE OBJECTIVES

for

Phase 1 of the Phased Typing Program

1.0.0 GRADE PLACEMENT: 9, 10, 11, 12

2.0.0 PREREQUISITES: None

3.0.0 RATIONALE: The student who enrolls in Phase 1 takes a first step down the road to development of a skill that will prove to be an invaluable aid to him in his remaining years of formal education, in his personal business affairs, and in his vocation. Phase 1 is an introduction, and very few students will find that this phase is enough for purposes of developing a vocational skill. On the other hand, some students may consider this phase sufficient for development of typing skill for personal use only.

4.0.0 GENERAL OBJECTIVES: With the completion of the learning activities in Phase 1, the student will be able to

4.1.0 Use the touch typing system in typing all alphabetic keys on a standard typewriter;

4.2.0 Use the proper reaches in typing all numbers and symbols on a standard typewriter;

4.3.0 Touch type complete sentences and paragraphs for a specified period of time at a rate that equals or exceeds average handwriting speed;

4.4.0 Touch type complete sentences and paragraphs for a specified period of time with an appropriate degree of accuracy;

4.5.0 Touch type semi-arranged simple versions of common business letters, personal business letters, tables, and manuscripts at acceptable levels of speed and accuracy;

4.6.0 Proofread his typed work with such care as necessary to find any typographical errors he makes;

4.7.0 Use a typewriter eraser to make possible the correction of relatively simple typographical errors;

4.8.0 Take reasonable care of his typewriter, organize his work station, and exhibit the beginning of a business-like attitude toward his typing work.

5.0.0 INSTRUCTION CONTENT: The following is an outline of the course content designed to help the student reach the Phase I minimum terminal objectives. No attempt is made here to list Learning Activity Packages or to provide a detailed and sequential listing of every item of instruction in the Phase I curriculum. Distinction must be made between items of learning that will be terminally tested and those that are tested as a part of the Learning Activity Package post-tests. The latter items are not included in the outline below. Reference to the LAPs developed for Phase I will provide a detailed outline of all course content and a complete list of those "intermediate performance objectives" that are tested in the Learning Activity Package post-tests.

5.1.0 The typewriter keyboard and other major machine parts--group activity

5.2.0 The techniques of touch typing--group activity

5.3.0 Activities to boost speed and accuracy--group activity

5.4.0 Centering typewritten copy vertically and horizontally--self-paced

5.5.0 Simple manuscript typing--self-paced

5.6.0 Simple tabulation typing--self-paced

5.7.0 Simple business letter typing--self-paced

5.8.0 Simple personal business letter and envelope typing--self-paced

5.9.0 Proofreading typewritten copy--self-paced

5.10.0 Erasing and correcting simple typographical errors--self-paced

6.0.0 PRE-TESTING: There will be no pre-test at the beginning of the phase. It will be assumed that all students programmed into Phase I have had little or no typewriting instruction. However, a student may be exempted from selected Learning Activity Packages in the phase by demonstrating mastery of the skills or concepts embodied in these LAPs. This may be accomplished by successful completion of the pre- and post-tests which are included in each LAP.

6.1.0 LAP pre-tests: Any student may elect to take the pre-test at the beginning of a LAP if he believes that he can meet the stated performance objectives for that LAP without completing the activities required in the LAP. Upon completion of the self-administered test, the student will elect to

6.1.1 take the post-test for the LAP if he completed the pre-test with a score above the minimum criteria set for the pre-test or

6.1.2 begin the activities in the LAP if his score on the pre-test was not above the minimum criteria or

6.1.3 begin the activities in the LAP if the pre-test score was above the minimum criteria but below the standards the student sets for himself.

7.0.0 POST-TESTING: Both end-of-LAP and end-of-Phase post-tests are used to measure (1) whether the student has met the performance objectives stated for the LAPs and the phase and (2) the degree to which he exceeds the minimum criteria established for those performance objectives.

7.1.0 LAP post-tests: The student will take a post-test as he completes each activity package or at any point in the package that he believes he is ready to be tested. His performance on the post-test will be measured against speed, accuracy, and proofreading grading criteria tables established for each LAP. Upon completion of the teacher-administered post-test, the student will

7.1.1 begin the next LAP if he meets the minimum standards for the post-test or

7.1.2 if he does not meet the minimum standards, engage in remedial practice, recommended by the teacher, until he believes he can meet the minimum performance criteria for the LAP.

7.1.3 The student will demonstrate that he has met the criteria for advancement to the next LAP by successfully completing the LAP post-test at or above the minimum specified.

7.2.0 Phase post-test: This test is administered in several parts at or near the end of all activities in Phase 1 to evaluate the student's success in reaching the Terminal Performance Objectives detailed in 8.0.0 below. Appendix A provides an explanation of how terminal grading criteria was established; Appendix B contains samples of terminal performance tests for phase post-testing in the Phased Typing Program.

8.0.0 TERMINAL PERFORMANCE OBJECTIVES: The following performance objectives are a precise statement of the minimum goals of Phase 1 of the Phased Typing Program. It is important to note that there are other goals within Phase 1, and that they will be reflected in the "intermediate" performance objectives included in each Learning Activity Package developed for the phase.

8.1.0 GIVEN APPROPRIATE PARAGRAPH MATERIAL DURING THE LAST TWO LAPS IN PHASE 1, THE STUDENT WILL DEMONSTRATE THAT HE CAN TOUCH TYPE THAT MATERIAL FOR A PERIOD OF FIVE MINUTES AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.1.1 Appropriate paragraph material: Any series of alphabetic paragraphs with a syllabic intensity of approximately 1.4 that can be copied line for line for five minutes without repetition may be used.

8.1.2 Performance conditions: On each occasion that the student takes five minutes timed writings for grading purposes during the last two LAPs of Phase 1, he will be given two writings on the same copy. For a timed writing to qualify for a grade, the student's typing speed must be 13 or more GWPM and his accuracy must be at least 93 percent of GWPM. The student may not erase errors, use a dictionary, nor seek help in proofreading. He must proofread and mark all errors and calculate his gross words per minute (GWPM).

8.1.3 Counting and marking errors: International Typewriting Contest rules will be used to determine errors in timed writing copy. (These are the rules used by many employers to score typing tests administered to prospective employees.) A copy of these rules may be found in Appendix C.

8.1.4 Calculating typing speed: For grading purposes, gross words per minute (GWPM) will be the measure of typing speed. GWPM is determined by adding every stroke typed (including spaces and considering the entire copy as having been typed in a continuous line), dividing the total strokes typed by five to get total gross words and then dividing by the length of the timed writing--i.e., 1000 total strokes ÷ 5 = 200 total gross words ÷ 5 minutes = 40 GWPM.

8.1.4.1 Neither net words per minute (NWPM) nor correct words per minute (CWPM) will be used for grading purposes in the Phased Typing Program. However, so that students will be aware of the scoring systems used by some employers in employment typing tests, they will be introduced to NWPM and CWPM calculation.

8.1.5 Proof of achievement--speed: The following table contains the criteria to be used in grading five minute straight copy timed writings during the last two LAPs in Phase 1. The student's final speed grade for this objective will be the average of the three best speed scores out of a minimum of four qualifying timed writings.

PHASED TYPING PROGRAM	
Phase 1--Terminal 5-Minute Timed Writing Speed Standards	
GWPM	Letter Grade
38+	A
31-37	B
21-30	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.	
13-20	D

8.1.6 Proof of achievement--accuracy: The criteria in the following table will be used to grade the accuracy of five minute straight copy timed writings during the last two LAPs of Phase 1. To illustrate, a student who types 135 gross words and makes three errors in a five minute timed writing will have an accuracy percentage for that timing of 97.7 percent or a grade of "B." (An "Accuracy Percentage Table" that facilitates determination of the accuracy grade may be found in Appendix D.) The student's final accuracy grade for this objective will be the average of the three best accuracy scores out of a minimum of four qualifying timed writings.

PHASED TYPING PROGRAM	
Phase 1--Terminal Accuracy Standards	
Percent of Accuracy	Letter Grade
98.5-100	A
97.5- 98.4	B
96.0- 97.4	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.	
93.0- 95.9	D

8.1.7 Proof of achievement--proofreading: As noted in 8.1.2 above, the student must proofread each page of work, mark, and count his errors. The following standards will be applied during the final two LAPs of Phase 1 to evaluate the student's development of proofreading competence.

PHASED TYPING PROGRAM	
Phase 1--Terminal Proofreading Standards	
Undiscovered Typographical Errors per Page	Letter Grade
0	A
1	B
2	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.	
3	D

8.2.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL MANUSCRIPT LAPS IN PHASE 1, THE STUDENT WILL DEMONSTRATE THAT HE CAN TYPE A ONE-PAGE MANUSCRIPT WITH "UNBOUND" MARGINS AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.2.1 Appropriate manuscript: The copy will be between 240 and 250 words in length and include a title, a by-line, at least one minor heading, and at least one footnote. The material presented to the student will be semi-arranged typewritten copy using margins and tabs which differ from those the student will be asked to use. All spelling and punctuation will be given correctly.

8.2.2 Performance conditions: The student will be given two 40 minute opportunities to demonstrate his typing skill in a terminal manuscript test. If he elects to take the test on both occasions, the student will choose the better of the two manuscripts for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only, or pencil marks on the typing paper as aids. He may not use reference sources (including, but not limited to Learning Activity Packages and textbooks), erase errors, nor seek help in proofreading. The student must mark all errors.

8.2.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules. Refer to Appendix C. In addition, style/arrangement errors and deviation from the test instructions will be considered incorrect. These non-typographical errors however, will be counted only once. For example, if a student indents all paragraphs ten spaces instead of the standard five, only one error is counted regardless of the number of times the mistake is repeated.

8.2.4 Proof of achievement--speed: The following table contains the criteria to be used in grading manuscript production speed in the terminal test. To illustrate, students completing the manuscript in 15 minutes or less will have earned an "A" for speed.

PHASED TYPING PROGRAM		
Phase 1--Terminal Speed Standards for Manuscript Production		
Minutes Used	GWPM	Letter Grade
1-15	16+	A
16-18	13-15	B
19-27	9-12	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.		
28-40	6-8	D

8.2.5 Proof of achievement--accuracy: The criteria in the following table will be used to grade the accuracy of manuscript production in the terminal test. For example, students completing the manuscript with an accuracy of 98.5 percent or higher will have earned an "A" for accuracy. An "Accuracy Percentage Table" that facilitates determination of the accuracy grade may be found in Appendix D.

PHASED TYPING PROGRAM	
Phase 1--Terminal Accuracy Standards	
Percent of Accuracy	Letter Grade
98.5-100	A
97.5- 98.4	B
96.0- 97.4	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.	
93.0- 95.9	D

8.2.6 Proof of achievement--proofreading: As noted in 8.2.2 above, the student must proofread each page of work, mark, and count his errors. The criteria in the following table will be used to grade the student's proofreading competence during terminal testing.

PHASED TYPING PROGRAM	
Phase 1--Terminal Proofreading Standards	
Undiscovered Typographical Errors per Page	Letter Grade
0	A
1	B
2	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.	
3	D

8.3.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL TABULATION LAPS IN PHASE 1, THE STUDENT WILL DEMONSTRATE THAT HE CAN CENTER AND TYPE AN OPEN STYLE TABLE ON STANDARD SIZE PAPER AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.3.1 Appropriate tabulated material: The copy will be between 75 and 85 words in length and include a title (spread centered), sub-title, three centered column headings, and three columns of words. The material presented to the student will be semi-arranged typewritten copy using margins and tabs which differ from those the student will be asked to use. All spelling and punctuation will be given correctly.

8.3.2 Performance conditons: The student will be given two 40 minute opportunities to demonstrate his typing skill in a terminal tabulation test. If he elects to take the test on both occasions, the student will choose the better of the two tables for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only, or pencil marks on the typing paper as aids. He may not use reference sources (including but not limited to Learning Activity Packages and textbooks), erase errors, nor seek help in proofreading. The student must mark all errors.

8.3.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules. Refer to Appendix C. In addition, style/arrangement errors and deviation from the test instructions will be considered incorrect. These non-typographical errors, however, will be counted only once. For example, if the second and third column tabs are not properly set only because the left margin used for the first column was incorrectly set, only one error should be counted.

8.3.4 Proof of achievement--speed: The following table contains the criteria to be used in grading tabulation production speed in the terminal test. To illustrate, students completing the table in thirteen to fourteen minutes will have earned a "B" for speed.

PHASED TYPING PROGRAM		
Phase 1--Terminal Speed Standards for Table Production		
Minutes Used	GWPM	Letter Grade
1-12	7+	A
13-14	6	B
15-20	4-5	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.		
21-40	2-3	D

8.3.5 Proof of achievement--accuracy: The criteria in the following table will be used to grade the accuracy of tabulation production in the terminal test. To illustrate, students completing the tabulation with an accuracy of 96.0 to 97.4 percent will have earned a "C" for accuracy An "Accuracy Percentage Table" that facilitates determination of the accuracy grades may be found in Appendix D.

PHASED TYPING PROGRAM	
Phase 1--Terminal Accuracy Standards	
Percent of Accuracy	Letter Grade
98.5-100	A
97.5- 98.4	B
96.0- 97.4	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.	
93.0- 95.9	D

8.3.6 Proof of achievement--proofreading: As noted in 8.3.2 above, the student must proofread each page of work, mark, and count his errors. The criteria in the following table will be used to grade the student's proofreading competence during terminal testing.

PHASED TYPING PROGRAM	
Phase 1--Terminal Proofreading Standards	
Undiscovered Typographical Errors per Page	Letter Grade
0	A
1	B
2	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.	
3	D

8.4.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL LETTER LAPS IN PHASE I, THE STUDENT WILL DEMONSTRATE THAT HE CAN TYPE SIMPLE BUSINESS LETTERS; THAT HE CAN TYPE THEM IN BLOCK STYLE WITH MIXED PUNCTUATION; AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.4.1 Appropriate business letter material: The copy will be 145 to 155 words in length and include a date line, four-line inside address with Zip Code, salutation, body, complimentary closing, two-line signer's identification, and reference initials. The material presented to the student will be semi-arranged typewritten copy using margins and tabs which differ from those the student will be asked to use. All spelling and punctuation will be given correctly.

8.4.2 Performance conditions: The student will be given two 20 minute opportunities to demonstrate his typing skill in a terminal business letter test. If he elects to take the test on both occasions, the student will choose the better of the two letters for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only, or pencil marks on the typing paper as aids. He may not use reference sources (including, but not limited to, Learning Activity Packages and textbooks), erase errors, nor seek help in proofreading. The student must mark all errors

8.4.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules. Refer to Appendix C. In addition, style/arrangement errors and deviation from the test instructions will be considered incorrect. These non-typographical errors, however, will be counted only once. For example, if the student fails to double space between single spaced paragraphs, only one error will be counted regardless of the number of times this mistake occurs.

8.4.4 Proof of achievement--speed: The following table contains the criteria to be used in grading business letter production speed in the terminal test. To illustrate, students completing the letter in eight to nine minutes will have earned a "8" for speed.

PHASED TYPING PROGRAM		
Phase I--Terminal Speed Standards for Business Letter Production		
Minutes Used	GWPM	Letter Grade
1- 7	21	A
8- 9	17-20	B
10-13	12-16	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.		
14-20	8-11	D

8.4.5 Proof of achievement--accuracy: The criteria in the following table will be used to grade the accuracy of business letter production in the terminal test. To illustrate, students completing the letter with an accuracy of 97.5 to 98.4 percent will have earned a "B" for accuracy. An "Accuracy Percentage Table" that facilitates determination of the accuracy grades may be found in Appendix D.

PHASED TYPING PROGRAM	
Phase 1--Terminal Accuracy Standards	
Percent of Accuracy	Letter Grade
98.5-100	A
97.5- 98.4	B
96.0- 97.4	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.	
93.0- 95.9	D

8.4.6 Proof of achievement--proofreading: As noted in 8.4.2 above, the student must proofread each page of work, mark, and count his errors. The criteria in the following table will be used to grade the student's proofreading competence during terminal testing.

PHASED TYPING PROGRAM	
Phase 1--Terminal Proofreading Standards	
Undicovered Typographical Errors per Page	Letter Grade
0	A
1	B
2	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.	
3	D

8.5.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL LETTER LAPS IN PHASE 1, THE STUDENT WILL DEMONSTRATE THAT HE CAN TYPE SIMPLE PERSONAL BUSINESS LETTERS; THAT HE CAN TYPE THEM IN BLOCK STYLE WITH MIXED PUNCTUATION; THAT HE CAN PREPARE STANDARD SMALL ENVELOPES FOR LETTERS; AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOF-READING.

8.5.1 Appropriate personal business letter material: The copy will be between 145 and 155 words in length and include a return address (the student's home address with Zip Code), date line, three-line inside address with Zip Code, salutation, body, complimentary closing and a one-line signer's identification (the student's own name). The material presented to the student will be semi-arranged typewritten copy using margins and tabs which differ from those the student will be asked to use. All spelling and punctuation will be shown correctly.

8.5.2 Performance conditions: The student will be given two 20 minute opportunities to demonstrate his typing skill in a terminal personal business letter test. If he elects to take the test on both occasions, the student will choose the better of the two letters for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only, or pencil marks on the typing paper as aids. He may not use reference sources (including, but not limited to, LAPs and textbooks), erase errors, nor seek help in proofreading. The student must mark all errors.

8.5.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules. Refer to Appendix C. In addition, style/arrangement errors and deviation from the test instructions will be considered incorrect. These non-typographical errors, however, will be counted only once. To illustrate, if a student sets the tab for the return address, date line, complimentary closing, and signer's identification incorrectly, only one error will be counted even though all of these letter parts are improperly located.

8.5.4 Proof of achievement--speed: The following table contains the criteria to be used in grading personal business letter and envelope production speed in the terminal test. For example, students completing the letter and envelope in 10 to 13 minutes will have earned a "C" for speed.

PHASED TYPING PROGRAM		
Phase 1--Terminal Speed Standards for Personal Business Letter and Envelope Production		
Minutes Used	GWPM	Letter Grade
1- 7	21+	A
8- 9	17-20	B
10-13	12-16	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.		
14-20	8-11	D

8.5.5 Proof of achievement--accuracy: The criteria in the following table will be used to grade the accuracy of personal business letter and envelope production in the terminal test. To illustrate, students completing the letter and envelope with an accuracy of 97.5 to 98.4 percent will have earned a "B" for accuracy. An "Accuracy Percentage Table" that facilitates determination of the accuracy grades may be found in Appendix D.

PHASED TYPING PROGRAM	
Phase 1--Terminal Accuracy Standards	
Percent of Accuracy	Letter Grade
98.5-100	A
97.5- 98.4	B
96.0- 97.4	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.	
93.0- 95.9	D

8.5.6 Proof of achievement--proofreading: As noted in 8.5.2 above, the student must proofread each page of work, mark, and count his errors. The criteria in the following table will be used to grade the student's proofreading competence during terminal testing.

PHASED TYPING PROGRAM	
Phase 1--Terminal Proofreading Standards	
Undiscovered Typographical Errors per Page	Letter Grade
0	A
1	B
2	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.	
3	D

8.6.0 GIVEN APPROPRIATE TYPING TASKS, DURING THE FINAL LAP OF PHASE 1, THE STUDENT WILL DEMONSTRATE THAT HE USES THE BASIC TYPEWRITING TECHNIQUES IN ACCOMPLISHING THOSE TASKS.

8.6.1 Appropriate typing tasks: Any work required in the final LAP will be considered an appropriate task.

8.6.2 Performance conditions: The student will be observed and rated by the teacher on the techniques enumerated in 8.6.3 below. The observation and rating will be on an unannounced basis and will be made at least once during the final LAP of Phase 1.

8.6.3 Basic typing techniques: The techniques that will be checked are (a) position at the typewriter, (b) key stroking, (c) continuity and rhythm, (d) carriage return, (e) shift-key operation, (f) space-bar action, (g) reading copy for typing, and (h) the right mind set. Each of these techniques is explained in a "Check Sheet for Basic Typewriting Techniques", found in Appendix E.

8.6.4 Proof of achievement--basic techniques: The following table contains the criteria to be used in grading basic typing techniques during the final LAP of Phase 1. The teacher will rate the student on each of the basic techniques using a four point scale. The average of the ratings will constitute the extent to which the student has met the minimum standards for Phase 1. To illustrate, a student with an average rating of 3.6 or more will have earned an "A" for basic techniques.

PHASED TYPING PROGRAM	
Phase 1--Terminal Technique Standards	
Average Rating	Letter Grade
3.6-4.0	A
2.6-3.5	B
1.6-2.5	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.	
0.6-1.5	D

8.7.0 GIVEN APPROPRIATE PARAGRAPH MATERIAL DURING THE LAST LAP IN PHASE 1, THE STUDENT WILL DEMONSTRATE THAT HE CAN, WITH THE AID OF A TYPEWRITER ERASER, CORRECT SIMPLE TYPOGRAPHICAL ERRORS WHEN SAID ERRORS ARE DISCOVERED BEFORE THE COPY IS REMOVED FROM THE TYPEWRITER, AND THAT HE CAN MAKE THESE CORRECTIONS NEATLY WITHIN A SPECIFIED TIME PERIOD.

8.7.1 Appropriate material: The student will be instructed to type, without regard to accuracy, a series of paragraphs which contain words, digits, and symbols until he has made at least five single character errors (i.e., substituting "m" for "n" in the word "phone").

8.7.2 Performance conditions: The student will be given one or more four minute opportunities to demonstrate his ability to make neat erasures and corrections on a terminal erasing test. Paper and erasers will be provided by the teacher.

8.7.3 Proof of achievement--erasing and correcting: The student will have met this objective if he neatly erases and corrects five single character errors in a period not to exceed four minutes. A "neat" correction is one in which the paper is not worn through by the erasure, other typing in the area around the error is not smeared, the correct character hides any remaining sign of the incorrect one, and the correct character has shading similar to the remainder of the typing on the page. If the student is unable to meet this minimum objective, he must engage in remedial practice until he is able to do so.

8.8.0 GIVEN APPROPRIATE TYPEWRITER CLEANING MATERIALS, AFTER COMPLETION OF THE "CARE OF THE TYPEWRITER" LAP, THE STUDENT WILL DEMONSTRATE THAT HE CAN CLEAN THE TYPEWRITER AND WORK STATION WITH WHICH HE IS FAMILIAR IN A SPECIFIED PERIOD OF TIME.

8.8.1 Appropriate cleaning materials: The materials available in the school which the student used in fulfilling the requirements of the "Care of the Typewriter" LAP will be utilized in this test.

8.8.2 Performance conditions: The student will be given, without advance notice, one or more 20 minute opportunities to demonstrate his ability to clean a typewriter and work station.

8.8.3 Proof of achievement--care of the typewriter: The student will have met this objective if, upon inspection by the teacher, all user accessible parts of the typewriter are free of dust, there is no smeared ink on the frame, and closed characters (i.e., "o" and "8") are clear and sharp when typed. In addition, the work station must be clean and free of dust and eraser grit. If the student is unable to meet this objective, he must engage in remedial practice until he is able to do so.

9.0.0 DETERMINING THE FINAL GRADE IN PHASE 1: The student's final grade in Phase 1 will be determined by averaging his Terminal Performance Objective test grades, his individual Learning Activity Package grades, and his final Technique grade. In averaging, the Terminal Performance Objective tests will be given a weight of 70%, the LAP grades a weight of 20% and his Technique grade a weight of 10%. A detailed example of final grade determination may be found in Appendix F.

10.0.0 ADVANCEMENT TO PHASE 2: In order for the student to advance to Phase 2, he must have demonstrated a level of performance that is represented by an overall letter grade of "C-" or above.

10.1.0 EXCEPTION REQUIRING STUDENT ACTION: The student who does not meet the minimum and who wishes to advance to Phase 2 may do so by taking the following action.

10.1.1 Consult with the teacher as to specific areas of weakness. The teacher will determine these areas by a detailed examination of the student's Terminal Performance Objective tests and LAP post-tests.

10.1.2 Engage in remedial practice, recommended by the teacher, until the student believes he can meet the minimum performance criteria for his areas of weakness.

10.1.3 Demonstrate by taking the appropriate Terminal Performance Objective tests that he has developed the minimum level of skill necessary for advancement to Phase 2.

10.2.0 EXCEPTION REQUIRING TEACHER ACTION: At the request of the teacher in charge, the minimum criteria for advancement to Phase 2 may be waived by a committee of typing teachers for students who are unable to meet this criteria as a result of mental retardation or physical/emotional handicaps.

TERMINAL PERFORMANCE OBJECTIVES

For

Phase 2 of the Phased Typing Program

1.0.0 GRADE PLACEMENT: 9, 10, 11, 12

2.0.0 PREREQUISITES: Student must have met the minimum performance criteria for Phase 1.

3.0.0 RATIONALE: Few students can develop a high level of touch typing skill in only one phase of this program. Students who enroll in the Phased Typing Program solely to develop typing skill for personal use will find it worthwhile to complete this second phase of the program. The typical vocational student will find this phase only the second of four essential steps in the development of a vocational level of skill at the typewriter.

Phase 2 provides instruction which directs the student in applying his growing skill to varied types of production work common to personal and business affairs. Some attention is also given to the development of skills related to typewriting (i.e., spelling and composition at the typewriter.)

4.0.0 GENERAL OBJECTIVES: With the completion of the learning activities in Phase 2, the student will be able to

4.1.0 Touch type complete sentences and paragraphs for a specified period of time at a rate that exceeds average handwriting speed;

4.2.0 Touch type complete sentences and paragraphs for a specified period of time with a greater degree of accuracy than achieved in Phase 1;

4.3.0 Touch type semi-arranged business and personal business letters, manuscripts, and tables at speed and accuracy levels above those achieved in Phase 1;

4.4.0 Compose simple personal business letters and short essays at the typewriter;

4.5.0 Proofread his typed work with such care as necessary to find any errors made;

4.6.0 Use a typewriter eraser to make possible the correction of common typographical errors;

4.7.0 Take reasonable care of his typewriter, organize his work station, and exhibit a developing business-like attitude toward his typing work.

5.0.0 INSTRUCTIONAL CONTENT: The following is an outline of the course content designed to help the student reach the minimum terminal objectives of this second phase of the Phased Typing Program. As with Phase 1, no attempt is made here to list Learning Activity Packages or to provide a detailed and sequential listing of every item in the Phase 2 curriculum. Again, it is essential to distinguish between items of learning that will be terminally tested and those that are tested as a part of the LAP post-tests. The latter items are not included in the outline below. Reference to the Activity Packages developed for Phase 2 will provide a detailed outline of all course content and a complete list of those "intermediate performance objectives" that are tested in the LAP post-tests.

5.1.0 Keyboard mastery with increasing speed and control--group and self-paced activities

5.2.0 Manuscript typing--self-paced

5.2.1 Formal outline

5.2.2 Title page

5.2.3 Table of contents

5.2.4 Bibliography

5.3.0 Tabulation typing--self-paced

5.3.1 Open style tables

5.4.0 Business letter, personal business letter, and envelope typing--self-paced

5.4.1 Block and semi-block styles

5.5.0 Proofreading typewritten copy--self-paced

5.5.1 Both typographical and form/arrangement errors

5.6.0 Erasing and correcting typographical errors--self-paced

5.6.1 When errors are found after paper is removed from machine

5.6.2 Errors that require "squeezing" or "spreading" to correct

6.0.0 PRE-TESTING: Although no pre-test will be given at the beginning of the phase, the first week that a student spends in Phase 2 will be devoted to an assessment of his basic typing skills. This assessment will be restricted to the speed, accuracy, and typing techniques demonstrated by the student while typing straight paragraph copy under timed conditions.

At the end of the assessment week, the student who meets the minimum performance criteria for straight copy speed, accuracy, and typing technique required in the previous phase will begin the Learning Activity Packages for Phase 2. The student who does not meet the minimum criteria will continue skill reconstruction drills until he does reach the minimum. At that time, he will begin Phase 2 activities.

6.1.0 LAP pre-tests: Any student may elect to take the pre-test at the beginning of a LAP if he believes that he can meet the stated performance objectives for that LAP without completing the LAP activities. Upon completion of the self-administered test, the student will elect to

6.1.1 take the post-test for the LAP if he completed the pre-test with a score above the minimum criteria for the pre-test or

6.1.2 begin the activities in the LAP if his score on the pre-test was not above the minimum or

6.1.3 begin the activities in the LAP if the pre-test score was above the minimum criteria but still below the standards the student sets for himself.

7.0.0 POST-TESTING: Both end-of-LAP and end-of-Phase post-tests are used to measure (1) whether the student has met the performance objectives for each LAP and for the phase as a whole and (2) the degree to which he exceeds the minimum criteria established for those performance objectives.

7.1.0 LAP post-tests: The student will take a post-test as he completes each activity package or at any point in the package that he believes he is ready for the test. His performance on the post-test will be measured against speed, accuracy, and proofreading grading criteria tables established for each LAP. Upon completion of the teacher-administered post-test, the student will

7.1.1 begin the next LAP if he meets the minimum standards for the post-test or

7.1.2 if he does not meet the minimum standards, engage in remedial practice, recommended by the teacher, until he believes he can meet the minimum performance criteria for the LAP.

7.1.3 The student will demonstrate that he has met the criteria for advancement to the next LAP by successfully completing the LAP post-test at or above the minimum specified.

7.2.0 Phase post-test: This test is given in several parts at or near the end of all activities in Phase 2 to evaluate the student's success in reaching the Terminal Performance Objectives detailed in 8.0.0 below Appendix A provides an explanation of how terminal grading criteria was established; Appendix B contains samples of terminal performance tests for phase post-testing in the Phased Typing Program.

8.0.0 TERMINAL PERFORMANCE OBJECTIVES: These performance objectives are a precise statement of the minimum goals of Phase 2 of the Phased Typing Program. As was true in Phase 1, there are other goals within the Phase, and these will be reflected in the "intermediate" performance objectives included in each Learning Activity Package developed for the phase.

8.1.0 GIVEN APPROPRIATE PARAGRAPH MATERIAL, DURING THE LAST TWO LAPS IN PHASE 2, THE STUDENT WILL DEMONSTRATE THAT HE CAN TOUCH TYPE THAT MATERIAL FOR A PERIOD OF FIVE MINUTES AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.1.1 Appropriate paragraph material: Any series of alphabetic paragraphs with a syllabic intensity of approximately 1.4 that can be copied line for line for five minutes without repetition may be used.

8.1.2 Performance conditions: On each occasion that the student takes five minute timed writings for grading purposes during the last two LAPs of Phase 2, he will be given two writings on the same copy. For a timed writing to qualify for a grade, the student's typing speed must be 24 or more GWPM and his accuracy must be at least 96.5 percent of GWPM. The student may make a pencil mark on the paper to signal the approach of the bottom of the page. He may not erase errors, use a dictionary, nor seek help in proofreading. He must proofread and mark all errors and calculate his gross words per minute (GWPM).

8.1.3 Counting and marking errors: International Typewriting Contest rules will be used to determine errors in timed writing copy. (These are the rules used by many employers to score typing test administered to prospective employees.) A copy of these rules may be found in Appendix C.

8.1.4 Calculating typing speed: For grading purposes, gross words per minute (GWPM) will be the measure of typing speed. GWPM is determined by adding every stroke typed (including spaces and considering the entire copy as having been typed in a continuous line), dividing the total strokes typed by five to get total gross words and then dividing by the length of timed writing--i.e., 1200 total strokes ÷ 5 = 240 total gross words ÷ 5 minutes = 48 GWPM.

8.1.4.1 Neither net words per minute (NWPM) nor correct words per minute CWPM) will be used for grading purposes in this or any other phase of the Phased Typing Program. However, so that students will be aware of the scoring systems used by some employers in employment typing tests, they will be introduced to NWPM and CWPM calculation.

8.1.5 Proof of achievement--speed: The criteria in the following table will be used in grading five minute straight copy timed writings during the last two LAPs of Phase 2. The student's final speed grade for this objective will be the average of the three best speed scores out of a minimum of four qualifying timed writings.

PHASED TYPING PROGRAM	
Phase 2--Terminal 5-Minute Timed Writing Speed Standards	
GWPM	Letter Grade
49+	A
42-48	B
32-41	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.	
24-31	D

8.1.6 Proof of achievement--accuracy: The following table contains the criteria that will be used in grading the accuracy of five minute straight copy timed writings during the last two LAPs of Phase 2. To illustrate, a student who types 240 gross words and makes four errors in a timed writing will have an accuracy percentage for that timing of 98.3 percent or a grade of "B." (Refer to Appendix D for an "Accuracy Percentage Table" that facilitates determination of the accuracy grade.) The student's final accuracy grade for this objective will be the average of the three best accuracy scores out of a minimum of four qualifying timed writings.

PHASED TYPING PROGRAM	
Phase 2--Terminal Accuracy Standards	
Percent of Accuracy	Letter Grade
99.0-100	A
98.0- 98.9	B
97.0- 97.9	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.	
96.5- 96.9	D

8.1.7 Proof of achievement--proofreading: As noted in 8.1.2 above, the student must proofread each page of work, mark, and count his errors. The following standards will be applied during the final two LAPs of Phase 2 to evaluate the student's development of proofreading competence.

PHASED TYPING PROGRAM	
Phase 2--Terminal Proofreading Standards	
Undiscovered Typographical Errors per Page	Letter Grade
0	A
1	B
2	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.	
3	D

8.2.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL MANUSCRIPT LAPS IN PHASE 2, THE STUDENT WILL DEMONSTRATE THAT HE CAN TYPE A TWO-PAGE MANUSCRIPT WITH "BOUND" OR "UNBOUND" MARGINS AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.2.1 Appropriate manuscript material: The copy will be between 365 and 375 words in length and include a title, at least one minor heading, one long quotation, one short quotation, two footnotes, and a page number on the second page. The material presented to the student will be simple rough draft form using margins and tabs which differ from those the student will be asked to use. All spelling and punctuation will be given correctly.

8.2.2 Performance conditions: The student will be given two 30 minute opportunities to demonstrate his typing skill in a terminal manuscript test. If he elects to take the test on both occasions, the student will choose the better of the two manuscripts for grading. The student may use a dictionary, a visual guide sheet that indicates time of typing only or pencil marks on the typing paper as aids. He may not use reference sources (including, but not limited to, Learning Activity Packages and textbooks), erase errors, nor seek help in proofreading. The student must mark all errors.

8.2.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules found in Appendix C. In addition, style/arrangement errors and deviation from the test instructions will be considered incorrect. The non-typographical errors will be counted only once, however. If a student, for example, sets his margins for a "bound" manuscript when the directions call for "unbound," only one error will be counted even though that mistake involves both left and right margins on two different pages.

8.2.4 Proof of achievement--speed: The following table contains the criteria that will be used in grading manuscript production speed in the terminal test. To illustrate, a student who completes the test in 14 minutes or less will have earned an "A" for speed.

PHASED TYPING PROGRAM		
Phase 2--Terminal Speed Standards for Manuscript Production		
Minutes Used	GWPM	Letter Grade
1-14	26+	A
15-17	22-25	B
18-22	17-21	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.		
23-30	13-16	D

8.2.5 Proof of achievement--accuracy: The criteria in the following table will be used to grade the accuracy of manuscript production in the terminal test. To illustrate, a student who completes the test with an accuracy of 99 percent or higher will have earned an "A" for accuracy. Appendix D contains an "Accuracy Percentage Table" that facilitates determination of the accuracy grade.

PHASED TYPING PROGRAM	
Phase 2--Terminal Accuracy Standards	
Percent of Accuracy	Letter Grade
99.0-100	A
98.0- 98.9	B
97.0- 97.9	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.	
96.5- 96.9	D

8.2.6 Proof of achievement--proofreading: As noted in 8.2.2 and 8.2.3, the Phase 2 student must locate both typographical and arrangement errors. The following table contains the standards to be used in measuring the student's proofreading competency on this terminal test.

PHASED TYPING PROGRAM	
Phase 2--Terminal Proofreading Standards	
Undiscovered Errors per Page	Letter Grade
0	A
1	B
2	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.	
3	D

8.3.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL TABULATION LAPS IN PHASE 2, THE STUDENT WILL DEMONSTRATE THAT HE CAN CENTER AND TYPE AN OPEN STYLE TABLE ON STANDARD SIZE PAPER AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.3.1 Appropriate tabulated material: The copy will be between 120 and 130 words in length and include a title, sub-title, four or five columns with centered column headings with digits in two of the columns. The materials presented to the student will be semi-arranged typewritten copy using margins and tabs which differ from those the student will be asked to use. All spelling and punctuation will be given correctly.

8.3.2 Performance conditions: The student will be given two 25 minute opportunities to demonstrate his typing skill in a terminal tabulation test. If he elects to take the test on both occasions, the student will choose the better of the two tables for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only, or pencil marks on the typing paper as aids. He may not use reference sources (including, but not limited to, Learning Activity Packages and textbooks), erase errors, nor seek help in proofreading. The student must mark all errors.

8.3.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules. Refer to Appendix C. In addition, style/arrangement errors and deviations from the test directions will be considered incorrect. These non-typographical errors, however, will be counted only once. To illustrate, if directions call for double spacing the body of the table and the student single spaces, only one error will be counted.

8.3.4 Proof of achievement--speed: The following table contains the criteria to be used in grading tabulation production speed in the terminal test. For example, a student who completes the table in 13 to 14 minutes will have earned a "B" for speed.

PHASED TYPING PROGRAM		
Phase 2--Terminal Speed Standards for Table Production		
Minutes Used	GWPM	Letter Grade
1-12	11+	A
13-14	10	B
15-18	7-8	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.		
19-25	5-6	D

8.3.5 Proof of achievement--accuracy: The criteria in the following table will be used to grade the accuracy of tabulation production in the terminal test. To illustrate, a student who completes the tabulation with an accuracy of 97.0 to 97.9 percent will have earned a "C" for accuracy. Refer to Appendix D for an "Accuracy Percentage Table" that facilitates determination of the accuracy grade.

PHASED TYPING PROGRAM	
Phase 2--Terminal Accuracy Standards	
Percent of Accuracy	Letter Grade
99.0-100	A
98.0- 98.9	B
97.0- 97.9	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.	
96.5- 96.9	D

8.3.6 Proof of achievement--proofreading: As noted in 8.3.2 and 8.3.3, the Phase 2 student must locate both typographical and arrangement errors. The following table contains the standards to be used in measuring the student's proofreading competency on this terminal test.

PHASED TYPING PROGRAM	
Phase 2--Terminal Proofreading Standards	
Undiscovered Errors per Page	Letter Grade
0	A
1	B
2	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.	
3	D

8.4.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL LETTER LAPS IN PHASE 2, THE STUDENT WILL DEMONSTRATE THAT HE CAN TYPE BUSINESS LETTERS, PERSONAL BUSINESS LETTERS, AND ENVELOPES; THAT HE CAN TYPE THE LETTERS IN EITHER BLOCK OR SEMI-BLOCK STYLE WITH MIXED PUNCTUATION; AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.4.1 Appropriate letter material: The two letters and one envelope will total 335 to 345 words in length. Both letters will include a date line, salutation, body, and complimentary closing. The business letter will also include a three-line inside address with Zip Code, a two-line signer's identification, and reference initials. The personal business letter will have a four-line inside address with Zip Code, and require the use of the student's own return address with Zip Code and his own name for the signer's identification. The envelope will be prepared for the personal business letter. Test material presented to the student will be in semi-arranged typewritten form using margins and tabs which differ from those the student will be asked to use. All spelling and punctuation will be given correctly.

8.4.2 Performance conditions: The student will be given two 25 minute opportunities to demonstrate his typing skill in a terminal test of letter and envelope typing. If he elects to take the test on both occasions, the student will choose the better of the two attempts for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only, or pencil marks on the typing paper as aids. He may not use reference sources (including, but not limited to, textbooks and LAPs), erase errors, nor seek help in proofreading. The student must mark all errors.

8.4.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules in Appendix C. In addition, style/arrangement errors and deviation from the test instructions will be considered incorrect. These non-typographical errors, however, will be counted only once. For example, if the student sets incorrect margins for a letter, only one error will be charged even though both left and right margins, in fact, are set incorrectly.

8.4.4 Proof of achievement--speed: The following table contains the criteria that will be used in grading letter production speed in the terminal test. To illustrate, a student who completes the letters and envelope in 13 or 14 minutes will have earned a "B" for speed.

PHASED TYPING PROGRAM		
Phase 2--Terminal Speed Standards for Letter/Envelope Production		
Minutes Used	GWPM	Letter Grade
1-12	31+	A
13-14	26-30	B
15-18	20-25	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.		
19-25	15-19	D

8.4.5 Proof of achievement--accuracy: The criteria in the following table will be used to grade the accuracy of letter production in the terminal test. To illustrate, a student who completes the letters and envelope with an accuracy of 98.0 to 98.9 percent will have earned a "B" for accuracy. An "Accuracy Percentage Table" in Appendix D facilitates determination of the accuracy grade.

PHASED TYPING PROGRAM	
Phase 2--Terminal Accuracy Standards	
Percent of Accuracy	Letter Grade
99.0-100	A
98.0- 98.9	B
97.0- 97.9	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.	
96.5- 96.9	D

8.4.6 Proof of achievement--proofreading: As noted in 8.4.2 and 8.4.3, the Phase 2 student must locate both typographical and arrangement errors. The following table contains the standards to be used in measuring the student's proofreading competency on this terminal test.

PHASED TYPING PROGRAM	
Phase 2--Terminal Proofreading Standards	
Undiscovered Errors per Page	Letter Grade
0	A
1	B
2	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.	
3	D

8.5.0 GIVEN APPROPRIATE TYPING TASKS, DURING THE LAST TWO LAPS OF PHASE 2, THE STUDENT WILL DEMONSTRATE THAT HE USES THE BASIC TYPEWRITING TECHNIQUES IN ACCOMPLISHING THOSE TASKS.

8.5.1 Appropriate typing tasks: Any work required in the last two LAPs will be considered an appropriate task.

8.5.2 Performance conditions: The student will be observed and rated by the teacher on the techniques enumerated in 8.5.3 below. The observation and rating will be on an unannounced basis and will be made at least once during the time the student is working with the last two LAPs in Phase 2.

8.5.3 Basic typing techniques: The techniques that will be checked are (a) position at the typewriter, (b) key stroking, (c) continuity and rhythm, (d) carriage return, (e) shift-key operation, (f) space-bar action, (g) reading copy for typing, and (h) the right mind set. Each of these techniques is explained in a "Check Sheet for Basic Typewriting Techniques," found in Appendix E.

8.5.4 Proof of achievement--basic techniques: The criteria in the following table will be used in grading the student's basic typing techniques during the last two LAPs in Phase 2. The teacher will rate the student on each of the basic techniques using a four point scale. The average of the ratings will constitute the extent to which the student has met the minimum standards for Phase 2. For example, a student with an average rating of 2.6 to 3.5 will have earned a "B" for basic techniques.

PHASED TYPING PROGRAM	
Phase 2--Terminal Technique Standards	
Average Rating	Letter Grade
3.6-4.0	A
2.6-3.5	B
1.6-2.5	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.	
0.6-1.5	D

8.6.0 GIVEN APPROPRIATE PARAGRAPH MATERIAL DURING THE LAST TWO LAPS IN PHASE 2, THE STUDENT WILL DEMONSTRATE THAT HE CAN, WITH THE AID OF A TYPEWRITER ERASER, CORRECT COMMON TYPOGRAPHICAL ERRORS; THAT HE CAN DO SO EVEN WHEN THE ERRORS ARE NOT DISCOVERED UNTIL AFTER THE COPY HAS BEEN REMOVED FROM THE MACHINE; AND THAT HE CAN MAKE THESE CORRECTIONS NEATLY WITHIN A SPECIFIED TIME PERIOD.

8.6.1 Appropriate paragraph material: The specially prepared copy will contain two of each of the following kinds of common typographical errors--wrong character ("phome" typed for "phone"); one character omitted ("opertion" typed for "operation"); one character added ("apppropriate" typed for "appropriate").

8.6.2 Performance conditions: After making an exact copy of the material described above, and removing his copy from the typewriter, the student will be given one or more four minute opportunities to demonstrate his ability to make neat erasures and corrections of the above type errors. Paper and erasers will be provided by the teacher.

8.6.3 Proof of achievement--erasing and correcting: The student will have met this objective if he neatly erases and corrects the six errors in a period not to exceed four minutes. A "neat" correction is one in which the paper is not worn through by the erasure, other typing in the area around the error is not smeared, the correct character is exactly on the line of writing and properly filling the space it should occupy (or portion of space, for example, in the case of the corrections requiring "squeezing"), and the correct character both hides any remaining signs of the incorrect character and has shading similar to the remainder of the typing on the page. If the student is unable to meet this minimum objective, he must engage in remedial practice until he is able to do so.

9.0.0 DETERMINING THE FINAL GRADE IN PHASE 2: The student's final grade in Phase 2 will be determined by averaging his Terminal Performance Objective test grades, his individual Learning Activity Package grades, and his final Technique grade. In averaging, the Terminal Performance Objective test will be given a weight of 60%, the LAP grades a weight of 30%, and Technique a weight of 10%. Appendix F is a sample worksheet for determining the final grade.

10.0.0 ADVANCEMENT TO PHASE 3: In order for the student to advance to Phase 3, he must have demonstrated a level of performance that is represented by an overall letter grade of "C-" or above.

10.1.0 EXCEPTION REQUIRING STUDENT ACTION: The student who does not meet the minimum and who wishes to advance to Phase 3 may do so in the following manner.

10.1.1 Consult with the teacher as to specific areas of weakness. The teacher will determine these areas by a detailed examination of the student's Terminal Performance Objective tests and LAP post-tests.

10.1.2 Engage in remedial practice, recommended by the teacher, until the student believes he can meet the minimum performance criteria for his areas of weakness.

10.1.3 Demonstrate by taking the appropriate Terminal Performance Objective tests that he has developed the minimum level of skill necessary for advancement to Phase 3.

10.2.0 EXCEPTION REQUIRING TEACHER ACTION: At the request of the teacher in charge, the minimum criteria for advancement to Phase 3 may be waived by a committee of typing teachers for students who are unable to meet this criteria as a result of mental retardation or physical/emotional handicaps.

TERMINAL PERFORMANCE OBJECTIVES

For

Phase 3 of the Phased Typing Program

1.0.0 GRADE PLACEMENT: 10, 11, 12

2.0.0 PREREQUISITES: Student must have met the minimum performance criteria for Phases 1 and 2.

3.0.0 RATIONALE: The first two phases in the typing program gave major attention to building basic typing skills. Phase 3 provides the student who is vocationally-motivated an opportunity to become "production oriented." To the extent possible in a school setting, simulation of real office typing experiences is made an integral part of the activity packages. That is, the student is given office-style directions and is expected to produce copy of reasonable quantity and quality in a reasonable period of time with increased efficiency in the use of related skills, supplies, and equipment.

4.0.0 GENERAL OBJECTIVES: With the completion of all learning activities in Phase 3, the student will be able to

4.1.0 Touch type complete sentences and paragraphs for a specified period of time at or near the employment level for speed and accuracy;

4.2.0 Produce a reasonable quantity and quality of business letters, tables, business reports, manuscripts and forms from semi-arranged or unarranged rough draft and/or script copy;

4.3.0 Prepare multiple copies with carbon paper, fluid duplicating masters, and mimeograph stencils;

4.4.0 Compose simple inter-office memorandums at the typewriter;

4.5.0 Operate voice-writing machines on an acquaintanceship level;

4.6.0 Proofread his typed work with such care as necessary to find any errors made and identify them as "correctable" or "not correctable;"

4.7.0 Use a typewriter eraser to make possible the correction of all "correctable" errors on both original and carbon copies;

4.8.0 Take reasonable care of his typewriter, organize his work station, and exhibit a developing business-like attitude toward his typing work.

4.9.0 Demonstrate a knowledge of personal habits normally expected of an office worker.

5.0.0 INSTRUCTIONAL CONTENT: The following is an outline of the course content designed to help the student reach the Phase 3 minimum terminal objectives. As with the first two phases of the typing program, no attempt is made to list Learning Activity Packages or to provide a detailed and sequential listing of every item of instruction in the Phase 3 curriculum. A clear distinction must be made between items of learning that will be terminally tested and those that are tested as a part of the LAP post-tests. The latter items are not included in the outline below. Reference to the LAPs developed for Phase 3 will provide a detailed outline of all content and a complete list of those "intermediate performance objectives" that are tested in the Learning Activity Package post-tests.

5.1.0 Reconstruction of typing skills developed in Phases 1 and 2 group and self-paced activities

5.2.0 Drill to continue growth in speed and improvement in control--group and self-paced activities

5.3.0 Manuscript and business report typing--self-paced

5.3.1 Multi-paged

5.4.0 Tabulation typing--self-paced

5.4.1 Open, ruled, boxed, and leader styles

5.4.2 Centered on other than standard size paper

5.5.0 Business letter and envelope typing--self-paced

5.5.1 Block, Semi-Block, and Full-Block style

5.5.1.1 Style description above are those used in McGraw-Hill Book Company, Gregg Division, typing textbooks. Corresponding South-Western Publishing Company terms are Modified Block, Modified Block with Paragraph Indentions and Block styles.

5.5.2 Open and mixed punctuation styles

6.0.0 PRE-TESTING: No pre-test will be given at the beginning of Phase 3, but the first week that a student spends in the phase will be devoted to an assessment of his basic typing skills. This assessment will be restricted to the speed, accuracy, and techniques demonstrated by the student while typing straight paragraph copy under timed conditions.

At the end of the assessment week, the student will begin the Learning Activity Packages for Phase 3 if he meets the minimum performance criteria for straight copy speed, accuracy, and techniques required in the previous phase. The student who does not meet the minimum criteria will continue skill reconstruction drills until he does reach the minimum. At that time, he will begin Phase 3 activities.

6.1.0 LAP pre-tests: Any student may elect to take the pre-test at the beginning of a LAP if he believes that he can meet the stated performance objectives for the LAP without completing the LAP activities. When the student completes the self-administered test, he will elect to

6.1.1 take the post-test for the LAP if he completed the pre-test with a score above the minimum criteria for the pre-test or

6.1.2 begin the activities in the LAP if his score on the pre-test was not above the minimum or

6.1.3 begin the activities in the LAP if the pre-test score was above the minimum criteria but still below the standards the student sets for himself.

7.0.0 POST-TESTING: To measure whether the student has met the performance objectives for each LAP and for the entire phase, both end-of-LAP and end-of-phase post-tests are used. The same tests also measure the degree to which the student exceeds the minimum criteria established for these intermediate and terminal performance objectives.

7.1.0 LAP post-tests: The student will take a post-test as he completes each activity package or at any point in the package that he believes he is ready for testing. His performance on the post-test will be measured against speed, accuracy, and proofreading grading criteria tables established for each LAP. When the student completes the teacher-administered post-test, he will

7.1.1 begin the next LAP if he meets the minimum standards for the post-test or

7.1.2 if he does not meet the minimum standards, engage in remedial practice, recommended by the teacher, until he believes he can meet the minimum performance criteria for the LAP.

7.1.3 The student will demonstrate that he has met the criteria for advancement to the next LAP by successfully completing the LAP post-test at or above the minimum specified.

7.2.0 Phase post-tests: This test is given in several parts at or near the end of all activities in Phase 3 to evaluate the student's success in reaching the Terminal Performance Objectives detailed in 8.0.0 below. Appendix A provides an explanation of how terminal grading criteria was established; Appendix B contains samples of terminal performance tests for phase post-testing in the Phased Typing Program.

8.0.0 TERMINAL PERFORMANCE OBJECTIVES: The following performance objectives are a precise statement of the minimum goals of this phase of the typing program. As was true in Phase 1 and 2, there are other goals within Phase 3, and these will be reflected in the "intermediate performance objectives" included in each LAP developed for this phase.

8.1.0 GIVEN APPROPRIATE PARAGRAPH MATERIAL, DURING THE LAST TWO LAPS IN PHASE 3, THE STUDENT WILL DEMONSTRATE THAT HE CAN TOUCH TYPE THAT MATERIAL FOR A PERIOD OF FIVE MINUTES AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.1.1 Appropriate paragraph material: Any series of alphabetic paragraphs with a syllabic intensity of approximately 1.5 that can be copied line for line for five minutes without repetition may be used.

8.1.2 Performance conditions: On each occasion that the student takes five minute timed writings for grading purposes during the last two LAPs of Phase 3, he will be given two writings on the same copy. For a timed writing to qualify for a grade, the student's typing speed must be 31 or more GWPM and his accuracy must be at least 97 percent of GWPM. The student may make a pencil mark on the paper to signal the approach of the end of the page. He may not erase errors, use a dictionary, nor seek help in proofreading. He must proofread and mark all errors and calculate his gross words per minute (GWPM).

8.1.3 Counting and marking errors: International Typewriting Contest rules will be used to determine errors in timed writing copy. (Many employers use these rules when scoring typing tests administered to applicants for positions requiring typing skills.) A copy of the rules may be found in Appendix C.

8.1.4 Calculating typing speed: For grading purposes, gross words per minute (GWPM) will be the measure of typing speed. GWPM is determined by adding every stroke typed (including spaces and considering the entire copy as having been typed in a continuous line), dividing the total strokes typed by five to get total gross words and then dividing by the length of the timed writing--i.e., 1400 total strokes ÷ 5 = 260 total gross words ÷ 5 minutes = 52 GWPM.

8.1.4.1 Neither net words per minute (NWPM) nor correct words per minute (CWPM) will be used for grading purposes in this or any other phase of the typing program. However, students will be introduced to NWPM and CWPM calculation so that they will be aware of the scoring systems used by some employers in employment typing tests.

8.1.5 Proof of achievement--speed: During the last two LAPs in Phase 3, five minute straight copy timed writings will be graded according to the criteria in the following table. The student's final speed grade for this objective will be the average of the four best speed scores out of a minimum of five qualifying timed writings.

PHASED TYPING PROGRAM	
Phase 3--Terminal 5-Minute Timed Writing Speed Standards	
GWPM	Letter Grade
56+	A
49-55	B
39-48	C
Performance below this level does not meet the minimum standard for advancement to Phase 4.	
31-38	D

8.1.6 Proof of achievement--accuracy: During the last two LAPs of Phase 3, the accuracy of five minute straight copy timed writings will be graded according to the criteria in the following table. To illustrate, a student who types 260 gross words and makes three errors in a five minute timed writing will have an accuracy percentage for that timing of 98.8 percent or a grade of "B." (Refer to Appendix D for an "Accuracy Percentage Table" that facilitates determination of the accuracy grade.) The student's final accuracy grade for this objective will be the average of the four best accuracy scores out of a minimum of five qualifying timed writings.

PHASED TYPING PROGRAM	
Phase 3--Terminal Accuracy Standards	
Percent of Accuracy	Letter Grade
99.5-100	A
98.5- 99.4	B
97.5- 98.4	C
Performance below this level does not meet the minimum standard for advancement to Phase 4.	
97.0- 97.4	D

8.1.7 Proof of achievement--proofreading: As noted in 8.1.2 above, the student must proofread each page of work, mark, and count his errors. The following criteria will be applied during the final two LAPs of Phase 3 to evaluate the student's development of proofreading competence.

PHASED TYPING PROGRAM	
Phase 3--Terminal Proofreading Standards	
Undiscovered Typographical Errors per Page	Letter Grade
0	A
1	C
Performance below this level does not meet the minimum standard for advancement to Phase 4.	
2	D

8.2.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL MANUSCRIPT LAPS IN PHASE 3, THE STUDENT WILL DEMONSTRATE THAT HE CAN TYPE A MULTI-PAGE MANUSCRIPT WITH "BOUND" OR "UNBOUND" MARGINS AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.2.1 Appropriate manuscript material: The copy will be between 540 and 550 words in length and include a title, sub-title, at least one minor heading per page, at least one footnote per page, both long and short quotations, at least two enumerated paragraphs, and page numbers. The material presented to the student will be typed rough draft and script copy using margins, tabs, and page lengths which differ from those the student will be expected to use. All spelling and punctuation will be given correctly.

8.2.2 Performance conditions: The student will be given two 30 minute opportunities to demonstrate his typing skill in a terminal manuscript test. If he elects to take the test on both occasions, the student will choose the better of the two tests for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only, or pencil marks on the typing paper as aids. He may not use textbooks, Learning Activity Packages, or any other reference, nor may he erase errors, or seek help in proofreading. The student must identify each error made by writing "C" (correctable) or "NC" (not correctable) adjacent to the error.

8.2.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules found in Appendix C. In addition, style/arrangement errors and deviation from the test instructions will be considered incorrect. These typographical errors will be counted only once, however. If a student, for example, improperly locates the page number on both pages two and three, one error is counted for not knowing where to place the page number.

8.2.4 Proof of achievement--speed: The criteria in the following table will be used to grade manuscript product on speed in the terminal test. For example, a student who completes the test in 19 to 22 minutes will have earned a "C" for speed.

PHASED TYPING PROGRAM		
Phase 3--Terminal Speed Standards for Manuscript Production		
Minutes Used	GWPM	Letter Grade
1-16	35+	A
17-18	31-34	B
19-22	25-30	C
Performance below this level does not meet the minimum standard for advancement to Phase 4.		
23-30	20-24	D

8.2.5 Proof of achievement--accuracy: The criteria in the following table will be used to grade the accuracy of manuscript production in the terminal test. To illustrate, a student who completes the test with an accuracy of 97.5 to 98.4 percent will have earned a "C" for accuracy. An "Accuracy Percentage Table" that facilitates determination of the accuracy grade may be found in Appendix D.

PHASED TYPING PROGRAM	
Phase 3--Terminal Accuracy Standards	
Percent of Accuracy	Letter Grade
99.5-100	A
98.5- 99.4	B
97.5- 98.4	C
Performance below this level does not meet the minimum standard for advancement to Phase 4.	
97.0- 97.4	D

8.2.6 Proof of achievement--proofreading: As noted in 8.2.2 and 8.2.3, the Phase 3 student must locate typographical and arrangement errors and must also identify each error as "C" (correctable) or "NC" (not correctable). The latter notation indicates that the typist is aware that in an office situation the page would have to be re-typed because of the nature of the error.

PHASED TYPING PROGRAM	
Phase 3--Terminal Proofreading Standards	
Undiscovered Errors per Page	Letter Grade
0	A
1	B
2	C
Performance below this level does not meet the minimum standard for advancement to Phase 4.	
3	D

8.3.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL TABULATION LAPS IN PHASE 3, THE STUDENT WILL DEMONSTRATE THAT HE CAN CENTER AND TYPE A TABLE ON STANDARD OR ODD-SIZE PAPER; THAT HE CAN TYPE IT IN OPEN, RULED, BOXED, OR LEADERED STYLE; AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.3.1 Appropriate tabulated material: The copy will be between 235 and 245 words in length and will consist of two separate tables. One or both of the tables will include a title, sub-title, one and two-line column headings, two to four columns of numbers (including dollar amounts and a total line), and grouping of column information. The material presented to the student will be semi-arranged rough draft and script copy using margins and tabs which differ from those the student will be asked to use. All spelling and punctuation will be given correctly.

8.3.2 Performance conditions: The student will be given two 30 minute opportunities to demonstrate his typing skill in a terminal tabulation test. If he elects to take the test on both occasions, the student will choose the better of the two tests for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only, or pencil marks on the typing paper as aids. He may not use reference sources (including, but not limited to, LAPs and textbooks), erase errors, nor seek help in proofreading. The student must identify each error made by writing "C" (correctable) or "NC" (not correctable) adjacent to the error.

8.3.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules found in Appendix C. In addition, style/arrangement errors and deviations from the test directions will be considered incorrect. These non-typographical errors, however, will be counted only once. For example, if the student is directed to group the column information in three line sections and fails to do so, only one error will be charged against him.

8.3.4 Proof of achievement--speed: The following table contains the criteria to be used in grading tabulation production speed in the terminal test. To illustrate, a student who completes the table in 17 to 18 minutes will have earned a "B" for speed.

PHASED TYPING PROGRAM		
Phase 3--Terminal Speed Standards for Table Production		
Minutes Used	GWPM	Letter Grade
1-16	15+	A
17-18	13-14	B
19-22	11-12	C
Performance below this level does not meet the minimum standard for advancement to Phase 4.		
23-30	8-10	D

8.3.5 Proof of achievement--accuracy: The criteria for grading the accuracy of tabulation production in the terminal test is presented in the table below. To illustrate, a student who completes the tabulation problem with an accuracy of 97.5 to 98.4 percent will have earned a "C" for accuracy. Refer to Appendix D for an "Accuracy Percentage Table" that facilitates determination of the accuracy grade.

PHASED TYPING PROGRAM	
Phase 3--Terminal Accuracy Standards	
Percent of Accuracy	Letter Grade
99.5-100	A
98.5- 99.4	B
97.5- 98.4	C
Performance below this level does not meet the minimum standard for advancement to Phase 4.	
97.0- 97.4	D

8.3.6 Proof of achievement--proofreading: As noted in 8.3.2 and 8.3.3, the student in Phase 3 must locate typographical and arrangement errors and must also identify each error as "C" (correctable) of "NC" (not correctable). The latter notation indicates that the typist is aware that in an office situation the page would have to be re-typed because of the nature of the error.

PHASED TYPING PROGRAM	
Phase 3--Terminal Proofreading Standards	
Undiscovered Errors per Page	Letter Grade
0	A
1	B
2	C
Performance below this level does not meet the minimum standard for advancement to Phase 4.	
3	D

8.4.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL LETTER LAPS IN PHASE 3, THE STUDENT WILL DEMONSTRATE THAT HE CAN TYPE BUSINESS LETTERS AND ENVELOPES; THAT HE CAN ARRANGE THE LETTERS IN BLOCK, SEMI-BLOCK, OR FULL BLOCK STYLE; THAT HE CAN USE EITHER MIXED OR OPEN PUNCTUATION; AND THAT HE CAN TYPE THE LETTERS AND ENVELOPES WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.4.1 Appropriate letter material: The two letters and two envelopes will total 400 to 410 words in length. Both letters will contain a date line, salutation, body, complimentary closing, two-line signer's identification, and reference intitials. One letter will also have a four-line inside address with Zip Code and a subject line. The other letter will have a three line inside address with Zip Code, and attention line, a company signature, and enclosure notation. Test material presented to the student will be semi-arranged rough draft and script copy with margins and tabs which differ from those the student will be asked to use. All spelling will be given correctly, but punctuation of letter parts other than the body will not be shown. The student must supply an appropriate salutation for both letters.

8.4.2 Performance conditions: The student will be given two 20 minute opportunities to demonstrate his typing skill in a terminal test of letter and envelope typing. If he elects to take the test on both occasions, the student will choose the better of the two tests for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only, or pencil marks on the typing paper as aids. He may not use reference sources (including, but not limited to, textbooks and Learning Activity Packages), erase errors, nor seek help in proof-reading. The student must identify each error made by writing "C" (correctable) or "NC" (not correctable) adjacent to the error.

8.4.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules in Appendix C. In addition, style/arrangement errors and deviation from the test instructions will be considered incorrect. However, these non-typographical errors will be counted only once. Thus, if the student follows semi-block style when directed to use full block one error would be charged.

8.4.4 Proof of achievement--speed: The following table contains the criteria to be used in grading speed in a terminal letter production test. To illustrate, a student who completes the letters and envelopes in 11 or 12 minutes will have earned a "B" for speed.

PHASED TYPING PROGRAM		
Phase 3--Terminal Speed Standards for Letter/Envelope Production		
Minutes Used	GWPM	Letter Grade
1-10	39+	A
11-12	34-38	B
13-15	27-33	C
Performance below this level does not meet the minimum standard for advancement to Phase 4.		
16-20	21-26	D

8.4.5 Proof of achievement--accuracy: The following table contains the criteria to be used in grading the accuracy of letter production in the terminal test. To illustrate, a student who completes the letters and envelopes with an accuracy of 99.5 or higher will have earned an "A" for accuracy. The "Accuracy Percentage Table" in Appendix D facilitates determination of the accuracy grade.

PHASED TYPING PROGRAM	
Phase 3--Terminal Accuracy Standards	
Percent of Accuracy	Letter Grade
99.5-100	A
98.5- 99.4	B
97.5- 98.4	C
Performance below this level does not meet the minimum standard for advancement to Phase 4.	
97.0- 97.4	D

3.4.6 Proof of achievement--proofreading: As noted in 8.4.2 and 8.4.3, the student in Phase 3 must locate typographical and arrangement errors and must identify each error as "C" (correctable) or "NC" (not correctable). The latter notation indicates that the typist is aware that in an office situation the page would have to be re-typed because of the nature of the error.

PHASED TYPING PROGRAM	
Phase 3--Terminal Proofreading Standards	
Undiscovered Errors per Page	Letter Grade
0	A
1	B
2	C
Performance below this level does not meet the minimum standard for Advancement to Phase 4.	
3	D

8.5.0 GIVEN APPROPRIATE PARAGRAPH MATERIAL, DURING THE LAST TWO LAPS OF PHASE 3, THE STUDENT WILL DEMONSTRATE THAT HE CAN, WITH THE AID OF BOTH A TYPEWRITER ERASER AND SOFT PENCIL ERASER, CORRECT COMMON TYPOGRAPHICAL ERRORS ON AN ORIGINAL AND ON ONE CARBON COPY WHEN THE ERRORS ARE FOUND BEFORE THE PAPER HAS BEEN REMOVED FROM THE MACHINE AND THAT HE CAN MAKE THESE CORRECTIONS NEATLY WITHIN A SPECIFIED TIME PERIOD.

8.5.1 Appropriate paragraph material: The specially prepared copy will contain three wrong character errors (i.e., "incldues" typed for "includes"), two one character omitted errors (i.e., "infomation" typed for "information"), and one character added error (i.e., "dolllar" typed for "dollar").

8.5.2 Performance conditions: After making an exact copy of the material described above, the student will be given one or more four minute opportunities to demonstrate his ability to make neat erasures and corrections of the above types of errors on both originals and carbon copies. Typing paper, carbon paper, and typewriter erasers will be supplied; the student will furnish the pencil eraser.

8.5.3 Proof of achievement--erasing and correcting: The student will have met this objective if he neatly erases and corrects the six errors in a period not to exceed four minutes. A "neat" correction on both originals and carbons is one in which the paper is not worn through by the erasure, other typing in the area around the error is not smeared, the correct character is exactly on the line of typing and properly filling the space it should occupy (or portion of the space in the case of corrections requiring "squeezing"), and the correct character both hides any remaining sign of the incorrect one and has shading similar to the remainder of the typing on the page. If the student is unable to meet this minimum objective, he must engage in remedial practice until he is able to do so.

9.0.0 DETERMINING THE FINAL GRADE IN PHASE 3: The student's final grade in Phase 3 will be determined by averaging his Terminal Performance Objective test grades and his individual Learning Activity Package grades. In averaging, the terminal test will be given a weight of 60% and the Learning Activity Packages a weight of 40%. A sample worksheet for determining the final grade may be found in Appendix F.

10.0.0 ADVANCEMENT TO PHASE 4: In order for the student to advance to Phase 4, he must have demonstrated a level of performance that is represented by an overall letter grade of "C-" or above.

10.1.0 EXCEPTION REQUIRING STUDENT ACTION: The student who does not meet the minimum and who wishes to advance to Phase 4 may do so by taking the following action.

10.1.1 Consult with the teacher as to specific areas of weakness. The teacher will determine these areas by a detailed examination of the student's Terminal Performance Objective tests and LAP post-tests.

10.1.2 Engage in remedial practice, recommended by the teacher, until the student believes he can meet the minimum performance criteria for his areas of weakness.

10.1.3 Demonstrate by taking the appropriate Terminal Performance Objective tests that he has developed the minimum level of skill necessary for advancement to Phase 4.

10.2.0 EXCEPTION REQUIRING TEACHER ACTION: At the request of the teacher in charge, the minimum criteria for advancement to Phase 4 may be waived by a committee of typing teachers for students who are unable to meet this criteria as a result of mental retardation or physical/emotional handicaps.

TERMINAL PERFORMANCE OBJECTIVES

For

Phase 4 of the Phased Typing Program

1.0.0 GRADE PLACEMENT: 10, 11, 12

2.0.0 PREREQUISITES: Student must have met the minimum performance criteria for Phases 1, 2, and 3.

3.0.0 RATIONALE: A few students reach employment level skills by the end of Phase 2; a few more can reach that level at the end of Phase 3; but the typical vocationally-motivated student needs the final polishing of his typing skills that Phase 4 provides.

As with Phase 3, the student will find that simulated office typing experiences are an integral part of the LAPs in this phase. He will be expected to produce copy of reasonable quantity and quality in a reasonable period of time with efficiency in the use of related skills, supplies, and equipment.

4.0.0 GENERAL OBJECTIVES: With the completion of all learning activities in the Phased Typing Program, the student will be able to

4.1.0 Touch type complete sentences and paragraphs for a specified period of time at the employment level for speed and accuracy;

4.2.0 Produce a reasonable quantity and quality of business letters, tables, manuscripts, common business forms, and legal documents from semi-arranged or unarranged rough draft and/or script copy;

4.3.0 Prepare multiple copies with carbon paper, fluid duplicating masters, and mimeograph stencils;

4.4.0 Compose simple business letters and inter-office memorandums at the typewriter;

4.5.0 Operate voice-writing machines on an acquaintanceship level;

4.6.0 Proofread his typed work with such care as necessary to find any errors made and identify them as "correctable" or "not correctable;"

4.7.0 Use a typewriter eraser (or typewriter correction paper) to make possible the correction of all "correctable" errors on both original and carbon copies:

4.8.0 Type simple copy from direct dictation;

4.9.0 Take reasonable care of his typewriter, organize his work station, and exhibit a business-like attitude toward his typing work;

4.10.0 Demonstrate a knowledge of personal habits normally expected of an office worker.

5.0.0 INSTRUCTIONAL CONTENT: The following is an outline of the course content designed to help the student reach the minimum terminal objectives of this final phase of the Phased Typing Program. As with earlier phases, no attempt is made to list Learning Activity Packages or to provide a detailed and sequential listing of every item of instruction in the Phase 4 curriculum. It is important to clearly distinguish between items of learning that will be terminally tested and those that are tested as a part of the LAP post-tests. The latter items are not included in the outline of course content below. Reference to the LAPs developed for Phase 4 will provide a detailed outline of all content and a complete list of those "intermediate performance objectives" that are tested in the Learning Activity Package post-tests.

5.1.0 Reconstruction of typing skills developed in Phases 1, 2, and 3--group and self-paced activities.

5.2.0 Drill to bring speed and control to employment level--group and self-paced activities.

5.3.0 Manuscript and business report typing--self-paced

5.3.1 Multi-paged

5.4.0 Tabulation typing--self-paced

5.4.1 Open, ruled, boxed, and leader styles.

5.4.2 Centered on other than standard size paper.

5.4.3 In the body of a manuscript or letter.

5.5.0 Business letter and envelope typing--self-paced.

5.5.1 Block, Semi-Block, Full Block, and Indented styles.

5.5.1.1 Style descriptions above are those used in McGraw-Hill Book Company, Gregg Division, typing textbooks. Corresponding South-Western Publishing Company terms are Modified Block, Modified Block with Paragraph Indentions, Block, and Indented.

5.5.2 Open and mixed punctuation styles.

6.0.0 PRE-TESTING: No pre-test will be given at the beginning of Phase 4, but the first week that a student spends in the phase will be devoted to an assessment of his basic typing skills. This assessment will be restricted to the speed and accuracy demonstrated by the student while typing straight paragraph copy under timed conditions.

At the end of the assessment week, the student who meets the minimum performance criteria for straight copy speed and accuracy required in the previous phase will begin the LAPs for Phase 4. The student who does not meet the minimum criteria will continue skill reconstruction drills until he does reach the minimum. At that time, he will begin Phase 4 activities.

6.1.0 LAP pre-tests: Any student may elect to take the pre-test at the beginning of a LAP if he believes that he can meet the stated performance objectives for the LAP without completing the LAP activities. When the student completes the self-administered test, he will elect to

6.1.1 take the post-test for the LAP if he completed the pre-test with a score above the minimum criteria for the pre-test or

6.1.2 begin the activities in the LAP if his score on the pre-test was not above the minimum or

6.1.3 begin the activities in the LAP if the pre-test score was above the minimum criteria but still below the standards the student sets for himself.

7.0.0 POST-TESTING: To measure whether the student has met the performance objectives for each LAP and for the entire phase, both end-of-LAP and end-of-phase post-tests are used. The same tests also measure the degree to which the student exceeds the minimum criteria established for these intermediate and terminal performance objectives.

7.1.0 LAP post-tests: The student will take a post-test as he completes each activity package or at any point in the package that he believes he is ready for testing. His performance on the post-test will be measured against speed, accuracy, and proofreading grading criteria tables established for each LAP. When the student completes the teacher-administered post-test, he will

7.1.1 begin the next LAP if he meets the minimum standards for the post-test or

7.1.2 if he does not meet the minimum standards, engage in remedial practice, recommended by the teacher, until he believes he can meet the minimum performance criteria for the LAP.

7.1.3 The student will demonstrate that he has met the criteria for advancement to the next LAP by successfully completing the LAP post-test at or above the minimum specified.

7.2.0 Phase post-test: This test is given in several parts at or near the end of all activities in Phase 4 to evaluate the student's success in reaching the Terminal Performance Objectives detailed in 8.0.0 below. Appendix A provides an explanation of how terminal grading criteria was established; Appendix B contains samples of terminal performance tests for phase post-testing in the Phased Typing Program.

8.0.0 TERMINAL PERFORMANCE OBJECTIVES: The following performance objectives are a precise statement of the minimum goals of this phase of the typing program. As was true in Phase 1, 2, and 3, there are other goals within Phase 4, and these will be reflected in the "intermediate performance objectives" included in each LAP developed for this phase.

8.1.0 GIVEN APPROPRIATE PARAGRAPH MATERIAL, DURING THE LAST TWO LAPS IN PHASE 4, THE STUDENT WILL DEMONSTRATE THAT HE CAN TOUCH TYPE THAT MATERIAL FOR A PERIOD OF FIVE MINUTES AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.1.1 Appropriate paragraph material: Any series of alphabetic paragraphs with a syllabic intensity of approximately 1.5 that can be copied line for line for five minutes without repetition may be used.

8.1.2 Performance conditions: On each occasion that the student takes five minute timed writings for grading purposes during the last two LAPs of Phase 4, he will be given two writings on the same copy. For a timed writing to qualify for a grade, the student's typing speed must be 35 or more GWPM and his accuracy must be at least 97.5 percent of GWPM. The student may make a pencil mark on the paper to signal the approach of the end of the page. He may not erase errors, use a dictionary, nor seek help in proofreading. He must proofread and mark all errors and calculate his gross words per minute (GWPM).

8.1.3 Counting and marking errors: International Typewriting Contest rules will be used to determine errors in timed writing copy. (Many employers use these rules when scoring typing tests administered to applicants for positions requiring typing skills.) A copy of rules may be found in Appendix C.

8.1.4 Calculating typing speed: For grading purposes, gross words per minute (GWPM) will be the measure of typing speed. GWPM is determined by adding every stroke typed (including spaces and considering the entire copy as having been typed in a continuous line), dividing the total strokes typed by five to get total gross words and then dividing by the length of the timed writing--i.e., 1500 total strokes ÷ 5 = 300 total gross words ÷ 5 minutes = 60 GWPM.

8.1.4.1 Neither net words per minute (NWPM) nor correct words per minute (CWPM) will be used for grading purposes in this or any other phase of the typing program. However, students will be introduced to NWPM and CWPM calculation so that they will be aware of the scoring systems used by some employers in employment typing tests.

8.1.5 Proof of achievement--speed: During the last two LAPs in Phase 4, five minute straight copy timed writings will be graded according to the criteria in the following table. The student's final speed grade for this objective will be the average of the four best speed scores out of a minimum of five qualifying timed writings.

PHASED TYPING PROGRAM	
Phase 4--Terminal 5-Minute Timed Writing Speed Standards	
GWPM	Letter Grade
60+	A
53-59	B
43-52	C
Performance below this level does not meet the minimum standard for vocational competency.	
35-42	D

8.1.6 Proof of achievement--accuracy: During the last two LAPs of Phase 4, the accuracy of five minute straight copy timed writings will be graded according to the criteria in the following table. To illustrate, a student who types 300 gross words and makes three errors in a five minute timed writing will have an accuracy percentage for that timing of 99.0 percent or a grade of "B." (Refer to Appendix D for an "Accuracy Percentage Table" that facilitates determination of the accuracy grade.) The student's final accuracy grade for this objective will be the average of the four best accuracy scores out of a minimum of five qualifying timed writings.

PHASED TYPING PROGRAM	
Phase 4--Terminal Accuracy Standards	
Percent of Accuracy	Letter Grade
99.6-100	A
99.0- 99.5	B
98.0- 98.9	C
Performance below this level does not meet the minimum standard for vocational competency.	
97.5- 97.9	D

8.1.7 Proof of achievement--proofreading: As noted in 8.1.2 above, the student must proofread each page of work, mark, and count his errors. The following criteria will be applied during the final two LAPs of Phase 4 to evaluate the student's development of proofreading competence.

PHASED TYPING PROGRAM	
Phase 4--Terminal Proofreading Standards	
Undiscovered Typographical Errors per Page	Letter Grade
0	A
Performance below this level does not meet the minimum standard for vocational competency.	
1	D

8.2.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL MANUSCRIPT LAPS IN PHASE 4, THE STUDENT WILL DEMONSTRATE THAT HE CAN TYPE A MULTI-PAGE MANUSCRIPT WITH "BOUND" OR "UNBOUND" MARGINS AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.2.1 Appropriate manuscript material: The copy will be from 705 to 715 words in length and include a title, sub-title, three or more minor headings, three or more footnotes with at least one on a short final page, both a long and a short quotation, a short three-column table within the body, and page numbers. The material presented to the student will be in typed rough draft and script copy using margins, tabs, and page lengths which differ from those the student will be expected to use. All spelling and punctuation will be given correctly.

8.2.2 Performance conditions: The student will be given two 35 minute opportunities to demonstrate his typing skill in a terminal test of manuscript production. If he elects to take the test on both occasions, the student will choose the better of the two tests for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only, or pencil marks on the typing paper as aids. He may not use reference materials (including, but not limited to, textbooks and Learning Activity Packages), [illegible] errors, or seek help in proofreading. The student [illegible] identify each error made by writing "C" (correct[illegible]) [illegible] "NC" (not correctable) adjacent to the error.

8.2.3 Counting and marking errors: Typographical errors [illegible] counted and marked according to the International [illegible] Writing Contest rules in Appendix C. In addition, [illegible] arrangement errors and deviation from the test instructions [illegible] will be considered incorrect. These non-typographical errors will, however, be counted only once. If a student, for example, double spaced all the footnotes, only [illegible] error would be charged for that particular mistake [illegible] of the number of times it was repeated.

8.2.4 Proof of achievement--speed: The following table [illegible] the criteria to be used in grading speed in the [illegible] test of manuscript production. To illustrate, a [illegible] who completes the test in 20 to 22 minutes will [illegible] a "B" for speed.

PHASED TYPING PROGRAM		
Phase 4--Terminal Speed Standards for Manuscript Production		
Minutes Used	GWPM	Letter Grade
1-19	40+	A
20-22	36-39	B
23-27	29-35	C
Performance below this level does not meet the minimum standard for vocational competency.		
28-35	23-28	D

8.2.5 Proof of achievement--accuracy: Th criteria in the following table will be used to grade the accuracy of manuscript production in the terminal test. To illustrate, a student who completes the test with an accuracy of 98.0 to 98.9 percent will have earned a "C" for accuracy. The "Accuracy Percentage Table" in Appendix D will facilitate the determination of the accuracy grade.

PHASED TYPING PROGRAM	
Phase 4--Terminal Accuracy Standards	
Percent of Accuracy	Letter Grade
99.6-100	A
99.0- 99.5	B
98.0- 98.9	C
Performance below this level does not meet the minimum standard for vocational competency.	
97.5- 97.9	D

8.2.6 Proof of achievement--proofreading: As noted in 8.2.2 and 8.2.3, the student in Phase 4 must locate typographical and arrangement errors and must also identify each error as "C" (correctable) or "NC" (not correctable). The latter notation indicates that the typist is aware that in an office situation, the page would have to be re-typed because of the nature of the error.

PHASED TYPING PROGRAM	
Phase 4--Terminal Proofreading Standards	
Undiscovered Errors per Page	Letter Grade
0	A
1	C
Performance below this level does not meet the minimum standard for vocational competency.	
2	D

8.3.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL TABULATION LAPS IN PHASE 4, THE STUDENT WILL DEMONSTRATE THAT HE CAN CENTER AND TYPE A TABLE ON STANDARD OR ODD-SIZE PAPER; THAT HE CAN TYPE IT IN OPEN, RULED, BOXED, OR LEADERED STYLE; AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.3.1 Appropriate tabulated material: The copy will contain between 255 and 265 words and will consist of a multi-line title and sub-title, five or more columns and column headings, at least four of the columns with numbers, and at least one footnote. The material presented to the student will be semi-arranged typed rough draft and script copy using margins and tabs which differ from those the student will be asked to use. In addition, the student will be given more columns of information than he will be asked to include in the table he prepares.

8.3.2 Performance conditions: The student will be given two 25 minute opportunities to demonstrate his typing skill in a terminal tabulation test. If he elects to take the test on both occasions, the student will choose the better of the two tests for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only, or pencil marks on the typing paper as aids. He may not use reference sources (including, but not limited to, LAPs and textbooks), erase errors, nor seek help in proofreading. The student must identify each error made by writing "C" (correctable) or "NC" (not correctable) adjacent to the error.

8.3.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules in Appendix C. In addition, style/arrangement errors and deviation from the test directions will be considered incorrect. These non-typographical errors, however, will be counted only once. For example, if there are three sub-title lines that should be typed in upper and lower case and the student types all of them in upper case, only one error is charged.

8.3.4 Proof of achievement--speed: The following table contains the criteria to be used in grading tabulation production speed in the terminal test. To illustrate, a student who completes the table in 15 to 17 minutes will have earned a "B" for speed.

PHASED TYPING PROGRAM		
Phase 4--Terminal Speed Standards for Table Production		
Minutes Used	GWPM	Letter Grade
1-14	19+	A
15-17	16-18	B
18-20	13-15	C
Performance below this level does not meet the minimum standard for vocational competency.		
21-25	11-12	D

8.3.5 Proof of achievement--accuracy: The criteria for grading the accuracy of tabulation production in the terminal test is presented in the table below. To illustrate, a student who completes the tabulation problem with an accuracy of 99.0 to 99.5 percent will have earned a "B" for accuracy. Refer to Appendix D for an "Accuracy Percentage Table" that facilitates determination of the accuracy grade.

PHASED TYPING PROGRAM	
Phase 4--Terminal Accuracy Standards	
Percent of Accuracy	Letter Grade
99.6-100	A
99.0- 99.5	B
98.0- 98.9	C
Performance below this level does not meet the minimum standard for vocational competency.	
97.5- 97.9	D

8.3.6 Proof of achievement--proofreading: As noted in 8.3.2 and 8.3.3, the student in Phase 4 must locate typographical and arrangement errors and must also identify each error as "C" (correctable) or "NC" (not correctable). The latter notation indicates that the typist is aware that in an office situation the page would have to be retyped because of the nature of the error.

PHASED TYPING PROGRAM	
Phase 4--Terminal Proofreading Standards	
Undiscovered Errors per Page	Letter Grade
0	A
1	C
Performance below this level does not meet the minimum standard for vocational competency.	
2	D

8.4.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL LETTER LAPS IN PHASE 4, THE STUDENT WILL DEMONSTRATE THAT HE CAN TYPE A TWO-PAGE BUSINESS LETTER AND ACCOMPANYING ENVELOPE; THAT HE CAN ARRANGE THE LETTER IN BLOCK, SEMI-BLOCK, OR FULL BLOCK, STYLE; THAT HE CAN USE EITHER MIXED OR OPEN PUNCTUATION; AND THAT HE CAN TYPE THE LETTER AND ENVELOPE WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.4.1 Appropriate letter material: The two-page letter and envelope will total 490 to 500 words in length and will include a date line, a three-line inside address with Zip Code, a subject or attention line, a salutation, the body, appropriate second page heading, complimentary closing, company signature, two line signer's identification, and reference initials. Test material presented to the student will be semi-arranged typed rough draft and script copy with margins and tabs which differ from those the student will be asked to use. All spelling will be given correctly, but punctuation of letter parts other than the body will not be shown. The student must supply an appropriate salutation.

8.4.2 Performance conditions: The student will be given two 18 minute opportunities to demonstrate his typing skill in a terminal test of letter and envelope typing. If he elects to take the test on both occasions, the student will choose the better of the two tests for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only, or pencil marks on the typing paper as aids. He may not use reference sources (including, but not limited to, textbooks and Learning Activity Packages), erase errors, nor seek help in proofreading. The student must identify each error made by writing "C" (correctable) or "NC" (not correctable) adjacent to the error.

8.4.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules in Appendix C. In addition, style/arrangement errors and deviation from the test instructions will be considered incorrect. However, these non-typographical errors will be counted only once. Thus, if the student follows semi-block style when directed to use full block, one error would be charged.

8.4.4 Proof of achievement--speed: The following table contains the criteria to be used in grading speed in a terminal letter production test. To illustrate, a student who completes the letters and envelopes in 12 or 13 minutes will have earned a "B" for speed.

PHASED TYPING PROGRAM		
Phase 4--Terminal Speed Standards for Letter/Envelope Production		
Minutes Used	GWPM	Letter Grade
1-11	49+	A
12-13	43-48	B
14-15	35-42	C
Performance below this level does not meet the minimum standard for vocational competency.		
16-18	29-34	D

8.4.5 Proof of achievement--accuracy: The following table contains the criteria to be used in grading the accuracy of letter production in the terminal test. To illustrate, a student who completes the letters and envelopes with an accuracy of 99.6 or higher will have earned an "A" for accuracy. The "Accuracy Percentage Table" in Appendix D facilitates determination of the accuracy grade.

PHASED TYPING PROGRAM	
Phase 4--Terminal Accuracy Standards	
Percent of Accuracy	Letter Grade
99.6-100	A
99.0 -99.5	B
98.0- 98.9	C
Performance below this level does not meet the minimum standard for vocational competency.	
97.5- 97.9	D

8.4.6 Proof of achievement--proofreading: As noted in 8.4.2 and 8.4.3, the student in Phase 4 must locate typographical and arrangement errors and must identify each error as "C" (correctable) or "NC" (not correctable). The latter notation indicates that the typist is aware that in an office situation the page would have to be retyped because of the nature of the error.

PHASED TYPING PROGRAM	
Phase 4--Terminal Proofreading Standards	
Undiscovered Errors per Page	Letter Grade
0	A
1	C
Performance below this level does not meet the minimum standard for vocational competency.	
2	D

9.0.0 DETERMINING THE FINAL GRADE IN PHASE 4: The student's final grade in this last phase of the Phased Typing Program will be determined by averaging his Terminal Performance Objective test grades and his individual Learning Activity Package grades. In averaging, these two segments of the final grade will be given equal weight (50% terminal tests, 50% LAPs). A sample worksheet for determining the final grade may be found in Appendix F.

10.0.0 CERTIFICATION OF TYPING PROFICIENCY: All students who complete the Phased Typing Program and earn a final letter grade of "C-" or higher in Phase 4 of this program will receive a "Certificate of Typing Proficiency." This certificate will describe the level of proficiency which the student attained in this program.

Appendix A

Establishing Terminal Performance Objective Grading Criteria

APPENDIX A

ESTABLISHING TERMINAL PERFORMANCE OBJECTIVE GRADING CRITERIA

Review of Present Standards

Each Business Education Department Head in the District was asked to submit current grading criteria for the typing courses offered in their departments. In addition, grading standards used in several other high school districts and standards recommended by typing textbook authors were examined. Close inspection revealed that the grading standards differed substantially from one another.

Check of Employer Expectations

A review of the literature and of employer tests indicated that the minimum performance expected of the prospective office occupations employee ranged from approximately 40 gross words per minute to approximately 60 gross words per minute.

Choice of Method of Evaluation

There are many scoring methods used to evaluate typing performance. The "Gross Words Per Minute/Percent of Accuracy" method provides more information regarding actual student performance than any of the others and was, therefore, chosen for the Phased Typing Program. S. J. Wanous describes this approach:

> In this method of measuring basic skill, two scores are reported. One represents the gross rate a minute; the other, the percentage of accuracy made on the writing. The total errors made are deducted from the total words typed, and the difference is divided by the total word count. This method has the advantages of the GWAM/errors method. In addition, it has the advantage of relating the accuracy score to the rate instead of merely to the time interval of the test. A student typing 80 words a minute, for example, can make twice as many errors as one typing 40 words a minute and still achieve the same percentage of accuracy.
>
> The teachers favoring this method say that a report of the number of errors made in a writing is meaningless unless it is related to the rate. The percentage-of-accuracy method provides this information. . . .
>
> [The] GWAM/percent of accuracy [method] involve[s] the reporting of speed scores and accuracy scores separately, a procedure that provides accurate information about the improvement of these two skill elements that have been shown to operate almost independently. (7:85, 90)

Evaluating Straight Copy Work. The development of separate speed and accuracy criteria for all facets of the Phased Typing Program began when the method of evaluation was selected. Criteria for straight copy 5-minute timed writings was established first. The standards for all other work at the typewriter are based on the straight copy performance of the student.

The terminal 5-minute timed writing speed standards for each phase were set to approximate the average of all the speed standards that were reviewed. The terminal accuracy standards for Phase 1 were based upon the experience of several District teachers and the standards suggested by the authors of one of the typing textbooks (3:43).

Because student accuracy, as well as speed, can be expected to improve with additional practice, the accuracy standards were "tightened" for each succeeding phase. The table below illustrates the tightening of both speed and accuracy standards for 5-minute timed writings.

Student	Gross Words	GWPM	Speed Grade	Maximum Errors for a Accuracy Grade of "A"	"C"
Phase 1 Student	225	45	A	3	9
Phase 2 Student	225	45	B	2	6
Phase 3 Student	225	45	C	1	5
Phase 4 Student	225	45	C-	0	4

The generally accepted practice within the District--and in many other schools as well--has been to give speed and accuracy equal weight. This practice has been continued in the Phased Typing Program. In all four phases, the Terminal Performance Objective test grade is determined by averaging speed (45%), accuracy (45%), and proofreading (10%). Proofreading is weighted this heavily because of the importance of this skill to the typist.

Evaluating Production Work. As the basic goal of a learner is to type reasonably accurate copy at a useful rate of speed, it was decided that the most meaningful evaluation of student production of the major kinds of typed work (manuscripts, tables, and letters) should be a separate evaluation of speed, accuracy, and proofreading. (Proofreading is included because no level of speed nor degree of accuracy--short of perfection--is sufficient if the typist cannot locate errors so that he can correct them.)

Writing in Practices and Preferences in Teaching Typewriting, Lawrence Erickson cites a dissertation by Thaddeus H. Penar that studied the relationship between straight-copy typing speed and the speed with which students could complete typical production problems. The percent of transfer of skill was found to depend to a considerable degree on the student's straight copy speed and on the length of time that the student had been in the typing program. (7:97) The percent of transfer rates reported in the Penar study

were applied to the straight copy timed writing criteria to establish the speed standards for the manuscript, table, and letter Terminal Performance Objectives.

While no empirical data is available to substantiate the decision, it wa decided that the added time given the student for completion of production problems would permit the use of the same accuracy standards as for the five minute timed writings.

Evaluating Proofreading. The proofreading grading standards are based upon the professional judgment of several District teachers. The same grading procedure will be used on Learning Activity Package work so that the student will fully understand the way to carefully proofread and the importance of doing so. Sufficient instruction and practice prior to the terminal tests will be provided so that all students can reasonably be expected to meet the Terminal Performance Objective.

Evaluating Typing Techniques. A direct visual observation of the student at work by a trained typing teacher is used as a basis for the grading of typing technique. It must be recognized that application of good or poor typing technique by a student will inevitably affect his speed and accuracy grade in any given typing task. However, as a means of stressing that proper typing technique is essential in order for a student to develop a high degree of typing skill, it was decided that typing technique should be graded separately from speed and accuracy grades. Grading for typing technique should be done only through Phase 2. If the student has not developed acceptable typing techniques by the time he enters Phase 3, it is unlikely that he will be able to meet the minimum standards set for speed and accuracy in the advanced phases.

Evaluating Erasing. In a study by Irol W. Balsley (7:93), the time needed to make erasures at various levels of typing skill development was determined. The recommendations from this study were used as the basis for establishing erasing standards and for constructing terminal erasing tests.

Determining Final Phase Grades

As noted in 9.0.0 of each phase, the final report card grade for a student is determined by averaging two or three factors. In Phases 1 and 2 Terminal Performance Objective tests are given a greater weight than daily work (Learning Activity Packages). These phases are primarily concerned with initial development of skill at the typewriter. Therefore, most weight in determining the final grade is devoted to evaluation of "what the student can do" at the end of these Phases. A small portion of the total grade is determined by evaluation of the student's basic typing technique as detailed above.

In Phases 3 and 4 most of the basic typing skill has been gained and the student turns his attention to production of useful quantities of office style work. For this reason, Learning Activity Package achievement is given 40 percent weight in Phase 3 and a full 50 percent in Phase 4.

Appendix B

Sample Terminal Performance Objective Tests and Teacher's Keys for Phases 1, 2, 3, and 4

Appendix B

SUGGESTIONS FOR ADMINISTERING TERMINAL PERFORMANCE OBJECTIVE TESTS

Experimental use of tests similar to those included for Phases 1 and 2 during the spring semester of 1968 suggests that the following general procedure is appropriate for administering the Terminal Performance Objective tests in any typing class.

1. Post copies of the General Directions for Terminal Performance Objective Testing in the typing classrooms at least a full week before administering the first test in the series. Better yet, post them at the beginning of the school year and issue a copy to each student early in the year. Tell the students to read and become familiar with the General Directions.

2. A few days in advance of the first day of terminal testing, remind students to read the General Directions so that they will not have to use the valuable five minutes of preparation time reading them.

3. Issue the appropriate test packet to the student five minutes prior to the time you wish to start timing the test. Supply sufficient colored paper (or letterhead paper for business letter tests) and envelopes.

4. Clip a standard overhead projector transparency over a copy of your seating chart and have a transparency pen or pencil available. After you begin the test period, watch the class for sign of the first student finished. (As noted in the General Directions, the student is to hold his completed test papers in the air so that you can see them.) As each student finishes, check the time clock for the amount of time he used and mark that time directly over his name on the seating chart. This time notation can later be transferred directly to his test paper and converted to a letter grade using the speed standards for that test.

5. At your discretion, either have each student bring his completed test to the teacher's desk just as soon as he finishes proofreading or have him leave the papers on his own desk and go on to other work.

6. Conserve the tests. While it is recommended that the student be allowed to mark on his copy of the test, he should not be allowed to keep the test instructions, the test itself, or even his own typed work. Every student should receive a report of his grades on each test taken, but the test papers should not be returned. A student who wishes to see his paper should be permitted to examine it with the teacher. All tests should be kept for a student as long as he is enrolled in the typing program.

GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING
in the
PHASED TYPING PROGRAM
of the
SAN MATEO UNION HIGH SCHOOL DISTRICT

Time for Reading Directions -You will have five minutes to read the specific instructions for each terminal performance objective test. You should plan to use as much of that five minutes as possible for making machine adjustment calculations and examining the test copy. However, you may not touch your typewriter for any reason before the actual test period begins.

Reference Materials and Typing Aids -You may use either your own dictionary or a classroom copy. (However, unlike your own copy, the classroom copies may not be taken to and kept at your desk during the test.) A "line-of-typing" visual guide may be used as may pencil marks on both the test copy and your test papers. You may not ask for help either from a fellow student or from your teacher and may not refer to any notes or other reference materials.

Corrections -Because the terminal performance objective grading standards allow for a certain percentage of error, you are not to erase. Type as accurately as you can and still finish within the time allowed.

Length of Test Period -The exact number of minutes allowed for each terminal performance objective test is given in the specific directions that accompany each test. In every case, as soon as you complete the typing (and before you begin to proofread), remove the test paper from your machine and hold it in the air so that your teacher can note the amount of time you used to complete the test. This step is very important because part of your grade is based upon the speed of your work.

Proofreading -After you have completed the test (and have indicated that fact to your teacher in the manner explained above), proofread and circle all typing errors and mark arrangement errors. You may not ask anyone to help you proofread because your proofreading skill will be evaluated in addition to the evaluation of the speed and accuracy of your typing.

PHASES 3 and 4 ONLY: In addition to circling errors, you must also mark each error as "correctable" or "not correctable." If you mark "C," you will be indicating that you believe that the error could be neatly corrected. On the other hand, if you mark "NC," you will be indicating that the error is of such a type that it could not be neatly corrected and that the page of work would have to be done over to make it acceptable in a typical office.

Supplies -You will be provided one sheet of paper for each part of the test. The back side of that sheet may be used if you find that you must start over, but no additional paper will be supplied. The test must be typed on the paper supplied by the teacher; no other will be accepted.

Scoring -Grading standards have been established to evaluate your work on each test in three ways--speed of typing, accuracy of typing, and skill in proofreading. Three separate grades will be recorded for each terminal test you take. When you have completed the series of tests, the speed grades will be averaged, as will the accuracy and proofreading grades. These average grades will themselves be averaged as follows: speed--45%, accuracy--45%, proofreading, 10%. When combined, the result will be a letter grade that accurately reflects the degree to which you were able to meet the terminal performance objectives of the phase of the typing program you are in at this time.

Student's Name: _____ Date: _____

Phase 1 of the Phased Typing Program San Mateo Union High School District	Terminal Performance Objective 8.2.0 Post-Test on Manuscripts--Form A

First--(IF YOU HAVE NOT ALREADY DONE SO, READ THE
(GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING.

DIRECTIONS FOR THIS TEST--

Time -40 minutes is the maximum time allowed for the typing.

Objective -Type a one-page manuscript (200+words) with by-line, minor heading, and footnote.

Arranging the Manuscript -When calculating machine adjustments and when typing the manuscript, keep the following points in mind:

None of the margins (side, top, bottom) on the test copy are correct. When you determine the correct ones, assume that the copy is to be "unbound."

The paragraphs need to be indented the normal number of spaces.

The title and by-line need to be centered.

Proper spacing above the minor heading is needed:

Be careful not to type the footnote too far up from the bottom of the page.

Reminder -WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 40 MINUTE TEST PERIOD BEGINS.

Terminal Performance Objective 8.2.0
Post-Test on Manuscripts--Form A

Phase 1

Title THE CORPORATE FORM OF BUSINESS ORGANIZATION

By-line Your own name

¶ In order to operate successfully, every business must have a form of orgarization. Before 1860 the most common forms of business organization were the partnership, owned by two or more individuals, and the proprietorship, in which one individual owned the entire concern. But a partnership or a proprietorship was generally unable to raise the huge sums needed to finance large-scale business. Few men had enough money to build a railroad or a steel mill. A form of business organization was needed in which the small savings of many investors could be combined to provide the necessary funds. The corporation, already well established by 1860 in the cotton-mill and railroad industries, proved ideal.

Minor Heading WHAT IS A CORPORATION?

¶ A corporation is an organization of persons formed with permission of the state and authorized to act as an individual, ordinarily, in carrying on a business enterprise.[1] Each owner's liability for loss is limited to the amount of money each invested in the stock issued by the corporation.

Footnote ¶ 1. Kennard E. Goodman and C. Lowell Harris, Economics, (Boston: Ginn and Company, 1963), p. 518.

TEACHER'S KEY: Post-Test on Manuscripts--Form A
Terminal Performance Objective 8.2.0

Phase 1

	Strokes
THE CORPORATE FORM OF BUSINESS ORGANIZATION	44
By Student's Name	65
In order to operate successfully, every business must have a form	131
of organization. Before 1860 the most common forms of business organiza-	205
tion were the partnership, owned by two or more individuals, and the	274
proprietorship, in which one individual owned the entire concern. But	345
a partnership or a proprietorship was generally unable to raise the huge	418
sums needed to finance large-scale business. Few men had enough money	489
to build a railroad or a steel mill. A form of business organization	559
was needed in which the small savings of many investors could be combined	633
to provide the necessary funds. The corporation, already well estab-	703
lished by 1860 in the cotton-mill and railroad industries, proved ideal.	776
WHAT IS A CORPORATION?	799
A corporation is an organization of persons formed with permission	866
of the state and authorized to act as an individual, ordinarily, in	934
carrying on a business enterprise.[1] Each owner's liability for loss is	1005
limited to the amount of money each invested in the stock issued by the	1077
corporation.	1090
	1115
1. Kennard E. Goodman and C. Lowell Harris, Economics, (Boston:	1190
Ginn and Company, 1963), p. 518.	1223
1223 ÷ 5 = Gross Words:	245

Student's Name: _____ Date: _____

Phase I of the Phased Typing Program San Mateo Union High School District	Terminal Performance Objective 8.3.0 Post-Test on Tabulation--Form A

First--(IF YOU HAVE NOT ALREADY DONE SO, READ THE
(GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING

DIRECTIONS FOR THIS TEST--

Time -40 minutes is the maximum time allowed for the typing.

Objective -Type a short (75+ words) table centered vertically and horizontally on a standard sheet of typing paper.

Arranging the Table -When calculating machine adjustments and when typing the table, keep the following points in mind:

None of the margins (side, top, bottom) on the test copy are correct. When you determine the correct ones, you should plan for side margins that are equal and for top and bottom margins that are equal.

You should allow eight (8) spaces between the columns. Less than that has been used in the preparation of the test copy.

The title should be "spread centered" as indicated on the test copy.

Be sure to follow the additional handwritten directions on the test copy itself.

Reminder -WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 40 MINUTE TEST PERIOD BEGINS.

Terminal Performance Objective 8.3.0
Post-Test on Tabluation--Form A

Phase 1

Title: SOME NONFICTION BEST SELLERS

Sub-title: Source: Publishers' Weekly 1964-1965 → Center

Column Heads: Center ← Title ← Author ← Publisher

Double Space

Title	Author	Publisher
My Shadow Ran Fast	Bill Sands	Prentice-Hall
The Kennedy Wit	Bill Adler, editor	Citadel Press
Is Paris Burning?	Larry Collings	Simon & Schuster
A Moveable Feast	Ernest Hemingway	Scribner's Sons
The Founding Father	Richard J. Whalen	World Publishing

↓

Center Vertically

TEACHER'S KEY: Post-Test on Tabulation--Form A
Terminal Performance Objective 8.3.0

Phase 1

			Strokes
SOME NONFICTION BEST SELLERS			56
Source: Publishers' Weekly 1964-1965			94
Title	Author	Publisher	140
My Shadow Ran Fast	Bill Sands	Prentice-Hall	184
The Kennedy Wit	Bill Adler, editor	Citadel Press	233
Is Paris Burning?	Larry Collings	Simon & Schuster	283
A Moveable Feast	Ernest Hemingway	Scribner's Sons	333
The Founding Father	Richard J. Whalen	World Publishing	388
		388 ÷ 5 = Gross Words:	78

Student's Name: _____ Date: _____

Phase I of the Phased Typing Program San Mateo Union High School District	Terminal Performance Objective 8.4.0 Post-Test on Business Letter--Form A

First--(IF YOU HAVE NOT ALREADY DONE SO, READ THE
(GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING.

DIRECTIONS FOR THIS TEST--

Time -20 minutes is the maximum time allowed for the typing.

Objective -Type an average length (100-200 words in the body) business letter in block style with mixed punctuation.

Arranging the Letter -When calculating machine adjustments and when typing the letter, keep the following points in mind:

None of the margins (side, top, bottom) on the test copy are correct. When you determine the correct placement of the letter and each letter part, do so for an "average" length letter.

Check the classroom calendar for the current date.

Be sure to follow BLOCK style when arranging each letter part on the paper.

Be sure to use MIXED punctuation in the appropriate letter parts.

Include reference initials if it is appropriate to do so in a business letter. As an aid in deciding whether it is appropriate, pretend that you are working as a typist in the office of the man whose name appears on the signer's identification line of the letter. He has asked you to type this letter and to bring it to him for him to sign and mail.

Be sure to follow the additional handwritten directions on the test copy itself.

Reminder -WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 20 MINUTE TEST PERIOD BEGINS.

Terminal Performance Objective 8.4.0
Post-Test on Business Letters--Form A

Phase I

Date, Inside Address	Current Date//Mr. Howard M. Langley/H & L Appliance Sales/ 961 Deep Valley Drive/San Bruno, CA. 94066//
Salutation	Dear Mr. Langley:// ¶
Body	¶ Is your present repair service helping you keep the customers you have gained during the recent rush of color television selling? If it is not, consider the precision, highly experienced service that we can provide. ¶ A great many people will be happy to learn that our large force of expert servicemen are on 24 hour call and prepared to do the job right the first time. Our work is guaranteed by the reputation that we have earned for quality service. ¶ Please give me a call soon so that I might drop by to explain our service to you in greater detail.
Complimentary Closing, Signer's Identification	Sincerely yours,//Thomas O. Powell/Service Manager//
Reference Initials	???

TEACHER'S KEY: Post-Test on Business Letters--Form A
Terminal Performance Objective 8.4.0

Phase 1

	Strokes
Current Date	18
Mr. Howard M. Langley	40
H & L Appliance Sales	62
961 Deep Valley Drive	84
San Bruno, CA. 94066	107
Dear Mr. Langley:	125
Is your present repair service helping you keep the customers	187
you have gained during the recent rush of color television	246
selling? If it is not, consider the precision, highly experi-	309
enced service that we can provide.	344
A great many people will be happy to learn that our large force	408
of expert servicemen are on 24 hour call and prepared to do the	472
job right the first time. Our work is guaranteed by the reputa-	537
tion that we have earned for quality service.	583
Please give me a call soon so that I might drop by to explain	645
our service to you in greater detail.	683
Sincerely yours,	700
Thomas O. Powell	717
Service Manager	733
typ	736
736 ÷ 5 = Gross Words:	148

ADAPTED FROM: 20th Century Typewriting, 7th ed., South-Western Publishing Company

Student's Name: _____ Date: _____

Phase I of the Phased Typing Program San Mateo Union High School District	Terminal Performance Objective 8.5.0 Post-Test on Personal Business Letter with Envelope--Form A

First--(IF YOU HAVE NOT ALREADY DONE SO, READ THE
(GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING.

DIRECTIONS FOR THIS TEST--

Time -20 minute is the maximum time allowed for the typing.

Objective -Type an average length personal business letter in block style with mixed punctuation and prepare a small envelope in which that letter could be mailed.

Arranging the Letter -When calculating machine adjustments and when typing the letter, keep the following points in mind:

None of the margins (side, top, bottom) on the test copy are correct. When you determine the correct placement of the letter and each letter part, do so for an "average" length letter.

Be sure to follow BLOCK style when arranging each letter part on the paper.

Be sure to use MIXED punctuation in the appropriate letter parts.

Assume that you are typing this letter for yourself today and that you will sign it when it is finished and ready for mailing. Supply any essential heading information that this assumption makes necessary. Include reference initials if it is appropriate to do so when typing a letter for yourself.

Be sure to follow the additional handwritten directions on the test copy itself.

Envelope -Be sure you include all of the usual items on the envelope.

Reminder -WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 20 MINUTE TEST PERIOD BEGINS.

Terminal Performance Objective 8.5.0
Post-Test on Personal Business Letter
with Envelope--Form A

Phase 1

Essential Heading Information	??? ??? ???
Inside Address	Reservations Manager/Sheraton Hotel/Houston, Texas 77000//
Salutation	Dear Sir://
Body	¶ Please reserve one two-bed room with bath for the week of August 16 through 23 for me and my friend. ¶ My friend and I will be flying from San Francisco on Delta Airlines' Flight 293 and hope to arrive in the city by 6:00 p.m. on the evening of August 16. ¶ If you have any materials describing special events occurring during the week of our stay, I would appreciate your sending them to me. ¶ Please let me know the charge for the room and whether a deposit is required.
Complimentary Closing, Signer's Identification	Yours truly,//??
Reference Initials	???

Envelope	Use the envelope size paper to prepare an envelope for this letter.

TEACHER'S KEY: Post-Test on Personal Business Letter with Envelope
Terminal Performance Objective 8.5.0

Phase 1

	Strokes
Student's Street Address	48
City, State Zip Code	
Current Date	66
Reservation Manager	87
Sheraton Hotel	102
Houston, Texas 77000	125
Dear Sir:	135
Please reserve one two-bed room with bath for the	185
week of August 16 through 23 for me and my friend.	237
My friend and I will be flying from San Francisco on	290
Delta Airlines' flight 293 and hope to arrive in the	343
city by 6:00 p.m. on the evening of August 16.	390
If you have any materials describing special events	442
occurring during the week of our stay, I would appreci-	498
ate your sending them to me.	527
Please let me know the charge for the room and whether	562
a deposit is required.	585
Yours truly,	598
Student's Name	615

Add Strokes from Envelope: 125

Total Strokes: 740

740 ÷ 5 = Gross Words: 148

Student's Name: _____ Date: _____

Phase 2 of the Phased Typing Program San Mateo Union High School District	Terminal Performance Objective 8.2.0 Post-Test on Manuscripts--Form A

First--(IF YOU HAVE NOT ALREADY DONE SO, READ THE
(GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING.

DIRECTIONS FOR THIS TEST--

Time

-30 minutes is the maximum time allowed for the typing.

-Type a two-page manuscript (300+ words) that contains both long and short quotations, minor headings, and footnotes.

Arranging the Manuscript

-When calculating machine adjustments and when typing the manuscript, keep the following points in mind:

None of the margins (side, top, bottom) on the test copy are correct. When you set the side margins, assume that the copy is to be "bound."

Use normal paragraphs indentions.

Be careful to properly position each of the manuscript elements (the title, the long quotation, the minor headings, the footnotes).

Be sure that you make the changes or corrections that are written on the rough draft test copy.

Reminder

-WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 30 MINUTE TEST PERIOD BEGINS.

Terminal Performance Objective 8.2.0
Post-Test on Manuscripts--Form A

Phase 2

THE DICTIONARY

The dictionary is one of the most popular and most useful of all reference books. It should be one of the first works of reference with which we ~~are familiar~~ become acquainted, and the last one with which we should dispense. The ~~good~~ successful student acquires the dictionary habit very early in his school ~~career~~ life. The dictionary is equally important for the typist, for the secretary or for the stenographer in the business office. Williams and Ball emphasize this by making the following statement:

DISPLAY THIS LONG QUOTATION CORRECTLY

> A successful businessman told me recently that he had two secretaries, a good one and a poor one. The difference was that the good one used the dictionary freely; the poor one seemed to have an aversion to it.[1]

¶ The popularity of the dictionary ~~shows~~ indicates that many people recognize the importance of the dictionary as a reference source and aid; a recent survey indicated that the number of dictionaries in the United States is probably 2nd only to the number of Bibles. And they range from pocket size at 10 cents to ~~mannoth~~ mammoth unabridged at $175.

SPELL OUT

THE PURPOSE OF THE DICTIONARY →

Crabbe states that the chief purpose of the dictionary "is to give the pronunciation, spelling, synonyms, and meanings of words."[2] He

---

SINGLE SPACE THE FOOTNOTES

1. Cecil B. Williams and John Ball, Effective Business Writing, New York: The Ronald Press Company, 1953), page 159.

¶ 2. Ernest Crabbe, et.al., General Business, 7th Edition, (Cincinnati: South-Western Publishing Co., 1956), page 487.

indicates that the dictionary contains much other useful information for reference. Being able to use the dictionary efficiently means that a student or typist is much better prepared for many of his daily tasks than he would otherwise be. One word from the book itself sums it all up: essential.

TEACHER'S KEY: Post-Test on Manuscripts--Form A
Terminal Performnace Objective 8.2.0

Phase 2

	Strokes
THE DICTIONARY	14
The dictionary is one of the most popular and most useful of all	79
reference books. It should be one of the first works of reference with	151
which we become acquainted, and the last one with which we should dis-	222
pense. The successful student acquires the dictionary habit early in his	296
school life. The dictionary is equally important for the typist, for the	370
stenographer, or for the secretary in the business office. Williams and	445
Ball emphasize this fact by making the following statement:	503
A successful businessman told me recently that he had two	561
secretaries, a good one and a poor one. The difference was	621
that the good one used the dictionary freely; the poor one	680
seemed to have an aversion to it.[1]	715
The popularity of the dictionary indicates that most persons recog-	783
nize the importance of the dictionary as a valuable reference source and	856
aid. A recent survey indicated that the number of dictionaries in the	927
United States is probably second only to the number of Bibles. And they	1000
range from pocket size at ten cents to mammoth unabridged at $175.	1067
THE PURPOSE OF THE DICTIONARY	1112
Crabbe states that the chief purpose of the dictionary "is to give	1179
the spelling, pronunciation, synonyms, and meanings of words."[2] He	1247
	1272

1. Cecil B. Williams and John Ball, Effective Business Writing, (New York: The Ronald Press Company, 1953), page 159. 1364 1419

2. Ernest Crabbe, et al., General Business, Seventh Edition, (Cincinnati: South-Western Publishing Co., 1956), page 487. 1503 1564

TEACHER'S KEY: Post-Test on Manuscripts--Form A (continued)

Phase 2

	Strokes
Page 2	7
indicates that the dictionary contains much other useful information for	80
reference.	91
Being able to use the dictionary efficiently means that a student or	160
typist is much better prepared for many of his daily tasks than he would	23[illegible]
otherwise be. One word from the book itself sums it all up: essential.	30[illegible]
Add Strokes from Page 1:	1564
Total Strokes:	1870
1870 ÷ 5 = Gross Words:	3[illegible]

ADAPTED FROM: 20th Century Typewriting, 7th ed., South-Western Publishing Company

Student's Name: _____ Date: _____

Phase 2 of the Phased Typing Program San Mateo Union High School District	Terminal Performance Objective 8.3.0 Post-Test on Tabulation--Form A

First--(IF YOU HAVE NOT ALREADY DONE SO, READ THE
(GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING.

DIRECTIONS FOR THIS TEST--

Time -25 minutes is the maximum time allowed for the typing.

Objective -Type a four column (120+ words) table centered vertically and horizontally in open style on a standard sheet of typing paper.

Arranging the Table -When calculating machine adjustments and when typing the table, keep the following points in mind:

None of the margins (side, top, bottom) on the test copy are correct. When you determine the correct ones, you should plan for side margins that are equal and for top and bottom margins that are equal.

You should allow six (6) spaces between the columns. Less than that has been used in the preparation of the test copy.

The title and sub-title should be centered above the table.

The column headings should be centered above their columns.

Be sure to follow the additional handwritten directions on the test copy itself.

Reminder -WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 25 MINUTE TEST PERIOD BEGINS.

Terminal Performance Objective 8.3.0
Post-Test on Tabulation--Form A

Phase 2

DATES AND ORDER OF ADMISSION OF STATES

Selected States 1787-1959

DOUBLE SPACE THE COLUMNS AS SHOWN

State	Source of State Lands	Date Admitted	Order
Alaska	Purchased from Russia	January 3, 1959	49
Arizona	Ceded by Mexico	February 14, 1912	48
California	Ceded by Mexico	September 9, 1850	31
Delaware	Swedish charter	December 7, 1787	1
Hawaii	Annexed	August 21, 1959	50
Illinois	Northwest Territory	December 3, 1818	21
Iowa	Louisiana Purchase	December 28, 1846	29
Massachusetts	Charter to Mass. Bay Co.	February 6, 1788	6
New Jersey	Dutch settlement	December 13, 1787	3
North Carolina	Charter from Charles II	November 21, 1789	12

TEACHER'S KEY: Post-Test on Tabulation--Form A
Terminal Performance Objective 8.3.0

Phase 2

				Strokes
	DATES AND ORDER OF ADMISSION OF STATES			39
	Selected States 1787-1959			65
State	Source of State Lands	Date Admitted	Order	161
Alaska	Purchased from Russia	January 3, 1959	49	209
Arizona	Ceded by Mexico	February 14, 1912	48	254
California	Ceded by Mexico	September 9, 1850	31	302
Delaware	Swedish charter	December 7, 1787	1	346
Hawaii	Annexed	August 21, 1959	50	380
Illinois	Northwest Territory	December 3, 1818	21	429
Iowa	Louisiana Purchase	December 28, 1846	29	474
Massachusetts	Charter to Mass. Bay Co.	February 6, 1788	6	532
New Jersey	Dutch settlement	December 13, 1787	3	580
North Carolina	Charter from Charles II	November 21, 1789	12	639
			639 ÷ 5 = Gross Words:	128

Student's Name:_____ Date:_____

Phase 2 of the Phased Typing Program San Mateo Union High School District	Terminal Performance Objective 8.4.0 Post-Test on Business and Personal Business Letters with Envelopes--Form A

First--(IF YOU HAVE NOT ALREADY DONE SO, READ THE
(GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING.

DIRECTIONS FOR THIS TEST--

Time -25 minutes is the maximum time allowed for the typing.

Objective -Type both short and average length business and personal business letters in two of the three most common styles (block and semi-block) with mixed punctuation. Prepare a large envelope for the personal business letter only.

Arranging the Letters -When calculating machine adjustments and when typing the letters, keep the following points in mind:

BOTH PARTS--
None of the margins (side, top, bottom) on the test copy are correct. When you determine the correct placement of the letters and each letter part, be guided by the length of each letter as indicated above.

Check the classroom calendar for the current date.

Be sure to use MIXED punctuation in the appropriate letter parts.

Be sure to follow the additional handwritten directions on the test copy itself.

PART 1--
Assume that you are interested in attending the University of California at Santa Cruz in the future and have composed the letter in this part. Supply all essential heading and closing information for the letter. Type the heading information so that the longest line ends even with the average line ending in the body. Use BLOCK style in this letter.

PART 2--
Assume now that the Director of Admissions at UCSC has prepared an answer to your letter. Pretend in this case that you are employed as a clerk-typist in his office and that you have been asked to type the letter to Mr. Student. Supply any essential parts that will make the letter complete. Use SEMI-BLOCK style in this letter.

Reminder -WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 25 MINUTE TEST PERIOD BEGINS.

Terminal Performance Objective 8.4.0
Post-Test on Business and Personal Business
Letters with Envelopes--Form A

Phase 2

Part 1

???//Office of Admissions/Central Services Building/University of California/Santa Cruz, CA. 95060//Gentlemen://I am a sophomore at Marina High School. It is my hope to qualify for admission to Santa Cruz and to major in Economics. ¶ I am taking the regular college preparatory program of our school, but I plan to include some business education courses. Are there any special subjects that I must take in high school in order to meet the entrance requirements of the University? ¶ Any information that you can give me will be very much appreciated.// Sincerely yours,//?//?

Address envelope before starting Part 2.

Part 2

???//Mr. John A. Student/900 Hamilton Avenue/San Mateo, CA. 94002// Dear Mr. Student://I am glad to learn of your interest in UCSC. I shall try to answer the questions you asked in your letter. ¶ You must be a high school graduate with at least a "B" average in all academic subjects to qualify for admission to UCSC. You must also have completed the following program: 1 year of American history; 1 year of laboratory science taken in either your junior or senior year; 2 years of foreign language, 2 years of mathematics; 3 years of English; and 1 additional year of science, language, or mathematics. ¶ I would also recommend that you take at least one year of typewriting and an economics course. You will find both courses to be valuable additions to your program of studies. ¶ I look forward to meeting you here on the Santa Cruz campus.//Sincerely yours,// J. U. Block/Admissions Officer//?

TEACHER'S KEY: Post-Test on Business and Personal Business Letters with Envelopes--Form A
Terminal Performance Objective 8.4.0

Phase 2

Part 1

	Strokes
Student's Street Address	48
City, State Zip Code	
Current Date	66
Office of Admissions	87
Central Services Building	113
University of California	138
Santa Cruz, CA. 95060	162
Gentlemen:	173
I am a sophomore at Marina High School. It is my	223
hope to qualify for admission to Santa Cruz and to	274
major in Economics.	294
I am taking the regular college preparatory program	346
of our school, but I plan to include some business	397
education courses. Are their any special subjects	448
that I must take in high school in order to meet the	501
entrance requirements of the University?	542
Any information that you can give me will be very	592
much appreciated.	610
Sincerely yours,	627
Student's Name	640

ADAPTED FROM: 20th Century Typewriting, 9th ed., South-Western Publishing Company

TEACHER'S KEY: Post-Test on Business and Personal Business Letters with Envelopes--Form A (continued)

Phase 2

Part 2

	Strokes
Current Date	18
Mr. John A. Student	38
900 Hamilton Avenue	58
San Mateo, CA. 94002	81
Dear Mr. Student:	99
I am glad to learn of your interest in UCSC. I shall try	157
to answer the questions you asked in your letter.	207
You must be a high school graduate with at least a "B"	262
average in all academic subjects to qualify for admission to	323
UCSC You must also have completed the following program:	382
1 year of American history; 1 year of laboratory science taken	445
in either your junior or senior year; 2 years of foreign lan-	507
guage; 2 years of mathematics; 3 years of English; and 1	564
additional year of science, language, or mathematics.	618
I would also recommend that you take at least one year of	676
typewriting and an economics course. You will find both courses	741
to be valuable additions to your program of studies.	793
I look forward to meeting you here on the Santa Cruz cam-	851
pus.	856
Sincerely yours,	873
J. O Block	885
Admissions Officer	904
typ	907

Add Strokes from Personal Business Letter: 644

Envelope: 162

Total Strokes: 1713

ADAPTED FROM: 20th Century Typewriting, 9th ed., South-Western Publishing Company

1709 ÷ 5 = Gross Words: 342

Student's Name: _____ Date: _____

Phase 3 of the Phased Typing Program San Mateo Union High School District	Terminal Performance Objective 8.2.0 Post-Test on Manuscripts--Form A

First--(IF YOU HAVE NOT ALREADY DONE SO, READ THE
(GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING.

DIRECTIONS FOR THIS TEST--

Time -30 minutes is the maximum time allowed for the typing.

Objective -Type a two-page manuscript (500+ words) that contains a sub-title, both long and short quotations, enumerated paragraphs, minor headings, and footnotes.

Arranging the Manuscript -When calculating machine adjustments and when typing the manuscript, keep the following points in mind:

None of the margins (side, top, bottom) on the test copy are correct. When you set the side margins, assume that the copy is to be "unbound."

Be careful to properly position each of the manuscript elements (the title, the sub-title, the long enumerated quotation, the minor headings, and the footnotes).

Be sure to make all of the changes and corrections noted in the rough draft copy as you type.

When properly typed, the first page does not end at the same point as the test copy. Therefore, you must watch for the proper place to end the first page. Remember to number the second page.

Reminder -WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 30 MINUTE TEST PERIOD BEGINS.

Terminal Performance Objective 8.2.0
Post-Test on Manuscripts--Form A

Phase 3

J. C. PENNEY COMPANY ANNUAL REPORT 1967

Review of Operations

¶ There has been a remarkable change at Penney's since 1963, when we opened our first full-line store. The change has featured a major expansion program, hundreds of new products and services, and millions of new customers.

DOUBLE SPACE

¶ To achieve our ~~goals~~ objectives in major metropolitan markets across the nation, we continue to stress quality, value and courteous service, and we are planning our new stores and merchandise to appeal to the fashion-conscious ~~consumer.~~ customer. We are aware that the youthful look is ~~very~~ popular today with all age groups. We are able to attract new customers of all ages, by appealing to youth.

Highlights of Our Progress in 1967

¶ In all phases of the store's operations we have something new and exciting ~~things~~ to report. Here are some highlights[1] of our continued progress in 1967:

DISPLAY THIS ENUMERATED LONG QUOTATION IN THE PROPER MANNER

Reverse these

1. Appliances. Penney's continued to expand and refine its lines of small and large appliances in 1967.

2. Auto Centers. Penney's automotive centers are a fast-growing part of our business. Since 1963 we have opened 147 auto centers. In 1968, we expect to open about 50 more.

3. Electronics. In 1967, Penney's introduced the Penncrest 14-inch color television set.

4. Fashion. In almost all types of clothing, the trend is toward a total look. Thus, we offer a complete fashion line of clothing, accessories, and specialized services.

---

1. J. C. Penney Company, Inc., J. C. Penney Company Annual Report 1967. (New York, New York), p. 7 ff.

5. The Inn Shop. Near the end of 1967 ~~the year~~ we opened our first Inn Shop. This self-contained shop features young men's apparel, furnishings, and accessories primarily for the 15- to 25-year-old group. The Inn Shops will supplement our regular men's departments.

7~~6~~. Catalog Business. We find that our customers use the catalog as a shopping guide, a convenient wa to review merchandise before visiting a Penney store. ~~This should increase our income in the year ahead.~~

6. Shop at Home. Ever since Penney's began offering custom home-decorating services five years ago, the demand has grown steadily among our customers.

Financial Review

¶ Penney's sales rose 7.7% to a new high of $2.75 billion ~~million~~ in fiscal 1967 from $2.55 billion in 1966. Net income increased to almost $90 million, or $3.59 a share, from $79 million, or $3.17 a share, 1966. ¶ "Last year was a good one for Penney's," according to President Jordan and Chairman Batten. "Despite consumer caution ~~concern~~ about spending, the Company was able to achieve ~~gain~~ a substantial increase in profits ~~income~~."[2]

---

2. Ibid., p. 3.

Strokes

J. C. PENNEY COMPANY ANNUAL REPORT 1967 40

Review of Operations 61

There has been a remarkable change at Penney's since 1963, when we 128
opened our first full-line store. The change has featured a major expan- 202
sion program, hundreds of new products and services, and millions of new 275
customers. 286

To achieve our objectives in major metropolitan markets across the 353
nation, we continue to stress quality, value and courteous service, and 425
we are planning our new stores and merchandise to appeal to the fashion- 498
conscious customer. We are aware that the youthful look is popular today 572
with all age groups. By appealing to youth, we are able to attract new 644
customers of all ages. 667

Highlights of Our Progress in 1967 719

In all phases of the store's operations we have something new and 785
exciting to report. Here are some highlights[1] of our continued progress 858
in 1967: 867

1. Auto Centers. Penney's automotive centers are a fast- 939
growing part of our business. Since 1963 we have opened 996
147 auto centers. In 1968, we expect to open about 50 1051
more. 1057

2. Appliances. Penney's continued to expand and refine its 1129
lines of small and large appliances in 1967. 1174
1199

1. J. C. Penney Company, Inc., J. C. Penney Company Annual Report 1302
1967, (New York, New York), p. 7 ff. 1345

Strokes

 7

3. Electronics. In 1967, Penney's introduced the Penncrest 14-inch color television set. 80 110

4. Fashion. In almost all types of clothing, the trend is toward a total look. Thus, we offer a complete fashion line of clothing, accessories, and specialized services. 178 234 291

5. The Inn Shop. Near the end of 1967 we opened our first Inn Shop. This self-contained shop features young men's apparel, furnishings, and accessories primarily for the 15- to 25-year-old group. The Inn Shops will supplement our regular men's departments. 364 421 477 534 565

6. Shop at Home. Ever since Penney's began offering custom home-decorating services five years ago, the demand has grown steadily among our customers. 639 695 731

7. Catalog Business. We find that our customers use the catalog as a shopping guide, a convenient way to review merchandise before visiting a Penney store. 812 869 910

Financial Review 935

Penney's sales rose 7.7% to a new high of $2.75 billion in fiscal 1967 from $2.55 billion in 1966. Net income increased to almost $90 million, or $3.79 a share, from $79 million, or $3.17 a share, 1966. 1001 1070 1139

"Last year was a good one for Penney's," according to President Jordan and Chairman Batten. "Despite consumer caution about spending, /the/ Company was able to achieve a substantial increase in profits."[2] 1203 1274 1349

1374

2. Ibid., p. 3. 1391

Add Strokes from Page 1: 1345

Total Strokes: 2736

2736 ÷ 5 = Gross Words: 547

Student's Name: _____ Date: _____

Phase 3 of the Phased Typing Program San Mateo Union High School District	Terminal Performance Objective 8.3.0 Post-Test on Tabulation--Form A

First--{ IF YOU HAVE NOT ALREADY DONE SO, READ THE
{GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING.

DIRECTIONS FOR THIS TEST--

Time

-30 minutes is the maximum time allowed for the typing.

Objective

-Type two tables (235 words) with one table centered in open style on standard size paper and one centered in boxed style on standard size paper inserted sideways in the machine.

Arranging the Tables

-When calculating machine adjustments and when typing the tables, keep the following points in mind:

BOTH PARTS--
None of the margins (side, top, bottom) on the test copy are correct. When you determine the correct ones, you should plan for side margins that are equal and for top and bottom margins that are equal.

The title, sub-title, and column headings should all be properly displayed for attractive and neat appearance.

Be sure to follow the additional handwritten directions on the rough draft test copy itself.

PART 1--
Type this three column table in OPEN style on standard size paper inserted the usual way. Allow a reasonable amount of space between columns.

PART 2--
Type this four column table in BOXED style on standard size paper inserted SIDEWAYS in your machine. Allow 12 spaces between columns. IMPORTANT NOTE: DO NOT TAKE TIME TO DRAW THE VERTICAL RULES BEFORE SIGNALING YOUR TEACHER THAT YOU HAVE COMPLETED THE TEST. PUT IN THE HORIZONTAL RULES AS YOU TYPE, BUT DO THE VERTICAL RULING DURING YOUR PROOFREADING TIME.

Reminder

-WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 30 MINUTE TEST PERIOD BEGINS.

Terminal Performance Objective 8.3.0
Post-Test on Tabulation--Form A

Phase 3

PART I

WILDERNESS AND WILD AREAS LOCATED IN THE STATE OF CALIFORNIA

Center this 2 line title

Single space columns and group in threes.

Name	Location (National Forest)	Gross Area (Acres)
Agua Tibia	Lassen	26,225
Caribou Peak	Cleveland	16,403
Cucamonga	San Bernardino	5,000
Desolation Valley	Eldorado	40,700
Emigrant Basin	Stanislaus	87,020
High Sierra	Inyo and Sierra	393,899
Salmon-Trinity Alps	Klamath, Shasta, Trinity	220,999
San Gorgonio	San Bernardino	27,178
San Rafael	Los Padres	74,160

Reverse these two columns

Terminal Performance Objective 8.3.0
Post-Test on Tabulation--Form A

Phase 3

PART 2

OVERTIME FOR WEEK OF APRIL 23

Sylvania Electronic Products, Inc. - Mountain View ~~Office~~ Branch

Display these lines in the usual way

Double Space

Name	Hours	Hourly Rate	Total
Atkins, Helen	10	$1.25	$ 12.50
Banachowski, Genevieve	3	2.10	6.30
Barton, Thomas	7	1.63	11.41
Bartson, Andrew	12	1.84	22.08
Cron, John	2	~~2.20~~ 2.16	~~4.40~~ 4.32
Latin, Ronald	8	1.66	~~13.28~~ 10.40
McCandless, Marjorie	2	1.30	~~2.60~~ 3.32
Nameth, James	1 1/2	2.00	3.00
Proft, David	10	~~1.45~~ 1.50	~~14.50~~ 15.00
Schmidt, Martin	9	~~1.10~~ 1.00	~~9.40~~ 9.00
Will, Marguerite	4	3.01	12.04
TOTAL	68 1/2		~~$112.01~~ 109.37

TEACHER'S KEY: Post-Test on Tabulation--Form A
Terminal Performance Objective 8.3.0

Phase 3

PART I

WILDERNESS AND WILD AREAS LOCATED IN THE STATE OF CALIFORNIA

Name	Gross Areas (Acres)	Location (National Forest)	Strokes
			41
			61
			103
			165
Agua Tibia	26,225	Cleveland	193
Caribou Peak	16,403	Lassen	220
Cucamonga	5,000	San Bernardino	251
Desolation Valley	40,700	Eldorado	285
Emigrant Basin	87,020	Stanislaus	318
High Sierra	393,899	Inyo and Sierra	354
Salmon-Trinity Alps	220,999	Klamath, Shasta, Trinity	407
San Gorgonio	27,178	San Bernardino	442
San Rafael	14,160	Los Padres	471

TEACHER'S KEY: Post-Test on Tabulation--Form A (continued)

PART 2

Phase 3

OVERTIME INFORMATION FOR WEEK OF APRIL 23

Sylvania Electronic Products, Inc. - Mountain View Branch

Name	Hours	Hourly Rate	Total	Strokes
				42
				100
				181
				209
				290
Atkins, Helen	10	$1.25	$ 12.50	320
Banachowski, Genevieve	3	2.10	6.30	355
Barton, Thomas	7	1.63	11.41	383
Bartson, Andrew	12	1.84	22.08	413
Cron, John	2	2.16	4 32	436
Latin, Ronald	8	1.30	10.40	463
McCandless, Marjorie	2	1 66	3.32	496
Nameth, James	1½	2.00	3.00	523
Proft, David	10	1.50	15.00	550
Schmidt, Martin	9	1.00	9.00	578
Will, Marguerite	4	3.01	12.04	620
TOTAL	68½		$109.37	638
				719

Add Strokes from Table 1: 471

Total Strokes: 1190

1190 ÷ 5 = Gross Words: 238

Student's Name: _____ Date: _____

Phase 3 of the Phased Typing Program San Mateo Union High School District	Terminal Performance Objective 8.4.0 Post-Test on Business Letters with Envelopes--Form A

First--IF YOU HAVE NOT ALREADY DONE SO, READ THE GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING.

DIRECTIONS FOR THIS TEST--

Time -20 minutes is the maximum time allowed for the typing.

Objective -Type average length business letters containing the most commonly used letter elements in two of the three most common styles (full block and semi-block). Use mixed punctuation in one letter; open punctuation in the other. Prepare large envelopes (with pre-printed return addresses) for both letters.

Arranging the Letters -When calculating machine adjustments and when typing the letters and envelopes, keep the following points in mind:

BOTH PARTS--
None of the margins (side, top, bottom) on the test copy are correct. When you determine the correct placement of the letters and letter parts, remember that both letters are average length.

Be sure to make all of the changes noted in the rough draft copy as you type

PART 1--
Use SEMI-BLOCK style with MIXED punctuation for this letter. Supply the current date and an appropriate salutation. You may delay typing the envelope for this letter until after you have completed Part 2.

PART 2--
Use FULL BLOCK style with OPEN punctuation for this letter. Supply the current date and an appropriate salutation. Also supply any other letter element that is essential to make this letter complete. Address an envelope for this letter and for the letter in Part 1 of this test.

Reminder -WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 20 MINUTE TEST PERIOD BEGINS.

Terminal Performance Objective 8.4.0
Post-Test on Business Letters with Envelopes--Form A

Phase 3

PART 1

Address this letter to: Mr. Ormond Jason; Jason & Robards, Inc.; 3498 Walnut Street; Burlingame, CA. 94010. Include a Subject line: Progress at 444 Montgomery.

¶Your inquiry regarding ~~letter asking about~~ the progress being made on our new building is a difficult one to answer at the moment. ~~this time.~~ The contractors would have been able to meet their deadlines if it had not been for the delays in the delivery of cement. Even at this late date we have not yet received all the cement needed for the completion of 444 Montgomery.

¶I can tell you that present plans call for maximum rental rates of $1/ per square foot of office space. You will find this rate to compare very favorably with rental charges in other buildings in the area, particularly when you consider the choice location of 444 Montgomery.

¶We shall inform you as soon as possible as to when our building will be ready for occupancy. ~~you.~~ Please let us be of service to you.

Sign this letter: Very truly yours, William O'Toole, Rental Manager

as a result of the recent industry-wide cement workers strike.

PART 2

Address this letter to: Western Power Corporation; 75 Hammond Road; Millbrae, California 94030. Bring the letter to the attention of Paul S. Hawthorne.

¶ Although we have made every possible effort to find ~~locate~~ the missing ~~lost~~ contracts, we have not been successful in locating them or in uncovering any information ~~facts~~ as to their whereabouts. ¶ We have questioned all of the people on the enclosed list regarding ~~with regard to~~ the missing contracts. If you ~~can~~ think of ~~any~~ persons we should have contacted, please write or call us immediately.

¶ Our San Francisco attorneys--Baker, Barker, and Becker--have been notified to investigate this matter further. They ~~the problem in detail. He~~ will be contacting you within the next few days. Any help ~~assistance~~ you can give them ~~him~~ in quickly disposing of this matter will be appreciated. ~~a great deal.~~

Sign this letter: Yours very truly, Penn/Shaw Associates, Robert J. Inman, Vice-President

Display this company signature line properly.

TEACHER'S KEY: Post-Test on Business Letters with Envelopes--Form A
Terminal Performance Objective 8.4.0

Phase 3

PART I

	Strokes
Current Date	18
Mr. Ormond Jason	35
Jason & Robards, Inc.	57
3498 Walnut Street	76
Burlingame, CA. 94010	100
Dear Mr. Jason:	116
Subject: Progress at 444 Montgomery	153
Your inquiry regarding the progress being made on our new	211
building is a difficult one to answer at the moment. The con-	274
tractors would have been able to meet their deadlines if it had	338
not been for the delays in the delivery of cement as a result	400
of the recent industry-wide cement workers strike. Even at	460
this late date we have not received all the cement needed for	522
the completion of 444 Montgomery.	556
I can tell you that present plans call for maximum rental	614
rates of $1 per square foot of office space. You will find	674
this rate to compare very favorably with rental charges in other	739
buildings in the area, particularly when you consider the choice	804
location of 444 Montgomery.	832
We shall inform you as soon as possible as to when our	887
building will be ready for occupancy. Please let us be of	946
service to you.	962
Very truly yours,	980
William O'Toole	996
Rental Manager	1011
typ	1015

ADAPTED FROM: Typing Employment Tests, Prentice-Hall, Inc., 1958.

TEACHER'S KEY: Post-Test on Business Letters with Envelopes--Form A (continued) | Phase 3

PART 2

	Strokes
Current Date	18
Western Power Corporation	44
75 Hammond Road	60
Millbrae, California 94030	88
Attention: Paul S. Hawthorne	118
Gentlemen	128
Although we have made every possible effort to find the missing	192
contracts, we have not been successful in locating them or in	254
uncovering any information as to their whereabouts.	306
We have questioned all of the people on the enclosed list re-	368
garding the missing contracts. If you think of persons we should	434
have contacted, please write or call us immediately.	487
Our San Francisco attorneys--Baker, Barker, and Becker--have	548
been notified to investigate this matter further. They will	609
be contacting you within the next few days. Any help you can	671
give them in quickly disposing of this matter will be appre-	732
ciated.	740
Yours very truly	757
PENN/SHAW ASSOCIATES	782
Robert J. Inman	798
Vice-President	813
typ	814
enclosure	827

ADAPTED FROM: Typing Employment Tests, Prentice-Hall, Inc., 1958

Add Strokes from Letter 1:	1015
Envelopes:	182
Total Strokes:	2024
2024 ÷ 5 = Gross Words:	405

Student's Name: _____ Date: _____

Phase 4 of the Phased Typing Program San Mateo Union High School District	Terminal Performance Objective 8.2.0 Post-Test on Manuscripts--Form A

First--(IF YOU HAVE NOT ALREADY DONE SO, READ THE
(GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING.

DIRECTIONS FOR THIS TEST--

Time

-35 minutes is the maximum time allowed for the typing.

-Type a three-page manuscript (700+ words) that contains a sub-title, both long and short quotations, a short in-the-body table, minor headings, and footnotes.

Arranging the Manuscript

-When calculating machine adjustments and when typing the manuscript, keep the following points in mind:

None of the margins (side, top, bottom) on the test copy are correct. When you set the side margins, assume that the copy is to be "bound."

Be careful to properly position each of the manuscript elements (the title, the sub-title, the long quotation, the footnotes, the table, and the minor headings).

Be sure to make all of the changes and corrections noted in the rough draft copy as you type.

When properly typed, the first page does not end at the same point as the test copy. Therefore, you must watch for the proper place to end not only the first page but the second page as well. Remember to number the pages.

If you use the mathematical method of centering a table, you can easily calculate the tab settings for the table during the preparation time.

Reminder

-WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 35 MINUTE TEST PERIOD BEGINS.

Post-Test on Manuscripts--Form A

GENERAL MOTORS CORPORATION ANNUAL REPORT 1967
Review of Operations

General Motors' operating results for 1967 were influenced by a slowing in the upward movement of the economy caused by a decline in the rate of business inventory accumulation, and by consumer concern over a possible tax increase and the international situation. This uneasiness was particularly evident in the early months of the year and resulted in an increased rate of personal savings and a decline in the demand for automobiles. Demand for cars and trucks improved as the year progressed, however, and GM's unit and dollar sales were the second best in the Corporation's history. Profits in 1967 were lower than in 1966 as a result of the the lower unit volume and increases in material and labor costs. The full impact of payroll cost increases resulting from the new labor contract and price increases for some materials, such as tires, steel, and non-ferrous metals, which became effective in the fourth quarter of 1967, will not be felt until 1968.[1] Reflecting upon GM's 1967 operations here in the United States and abroad, President Edward N. Cole writes:

> While the year 1967 presented many problems, on balance it was one of progress for General Motors. Following the sharp decline in car sales in the first quarter, demand for cars and trucks increased as the year advanced. Worldwide unit sales of 6,271,000 units in 1967 were the third highest in our history and 7% below the previous year.

DON'T FORGET TO LEAVE SPACE ON THE PAGE FOR FOOTNOTE

Passenger Car Sales

Double Space

GM's regular and intermediate size automobiles held their own against strong competitive pressures. Moreover, the Corporation's offerings in those segments of the car market where demand has grown most rapidly in recent years--the personal car and luxury car fields--enabled GM to improve its penetration of the domestic passenger car market in 1967. General Motors is represented in the personal car field by the Camaro, Corvair, Firebird, Toronado, Riviera, and Eldorado. These cars are distinctive and appeal to car buyers who seek personal transportation with a sports car flair. With its Cadillac, Buick Electra 225,

1. General Motors Corporation, General Motors Corporation Annual Report 1967, 59th Annual, (Detroit, Michigan), 6.

strokes

GENERAL MOTORS CORPORATION ANNUAL REPORT 1967 46

Review of Operations 67

General Motors' operating results for 1967 were influenced by a 131
slowing in the upward movement of the economy caused by a decline in the 204
rate of business inventory accumulation, and by consumer concern over a 276
possible tax increase and the international situation. This uneasiness 348
was particularly evident in the early months of the year and resulted in 421
an increased rate of personal savings and a decline in the demand for 491
automobiles. Demand for cars and trucks improved as the year progressed, 565
however, and GM's unit and dollar sales were the third best in the Corpo- 639
ration's history. Profits in 1967 were lower than in 1966 as a result of 713
the lower unit volume and increases in material and labor costs. The full 788
impact of payroll cost increases resulting from the new labor contract and 863
price increases for some materials, such as steel, tires, and non-ferrous 937
metals, which became effective in the fourth quarter of 1967, will not be 1011
felt until 1968. 1028

Reflecting upon GM's 1967 operations here in the United States and 1095
abroad, President Edward N. Cole states: 1136

> While the year 1967 presented many problems, on balance 1192
> it was one of progress for General Motors. Following the 1250
> sharp decline in car sales in the first quarter, demand for 1310
> cars and trucks increased as the year advanced. Worldwide 1369
> unit sales of 6,271,000 units in 1967 were the third highest 1430
> in our history and 7% below the previous year.[1] 1478
> 1503

1. General Motors Corporation, General Motors Corporation Annual Report 1967, 59th Annual, (Detroit, Michigan), p. 6. 1603 1668

Strokes

7

Passenger Car Sales 37

GM's regular and intermediate size cars held their own against strong competitive pressures. Moreover, the Corporation's offerings in those segments of the car market where demand has grown most rapidly in recent years--the personal car and luxury car fields--enabled GM to improve its penetration of the domestic passenger car market in 1967. General Motors is represented in the personal car field by the Camaro, Corvair, Firebird, Toronado, Riviera, and Eldorado. These cars are distinctive and appeal to car buyers who seek personal transportation with a sports car flair. With its Cadillac, Buick Electra 225, and Oldsmobile Ninety-Eight, General Motors continues in a strong competitive position in the growing luxury car field.

107 178 251 324 398 472 545 617 692 764 775

GM Operations Abroad 806

Sales by General Motors operations outside of the United States in 1967 were $2,781 million, a decrease of 3% from the record year 1966. This high level was attained despite sharp declines in the demand for automobiles in a number of countries, particularly Germany and Scandinavian countries.

873 943 1019 1091 1103

Factory sales of 1,087,000 vehicles produced overseas, together with export shipments of 92,000 North American-type vehicles, totaled 1,179,000 units in 1967, compared with 1,267,000 units in 1966. The penetration into the overseas market of GM's foreign-made cars are shown in Table I on the following page.

1171 1246 1317 1390 1413

Page 3 Strokes 7

Table 1 23

OVERSEAS CAR AND TRUCK SALES[2] 53

Country	Vehicle	Percentage of Market	
			81
			127
Germany	Opel	20.3%	146
United Kingdom	Vauxhall	13.1%	176
Australia	Holden	34.4%	199
	Torana	10.2%	212

View of the Future 240

Chairman James M. Roche recently stated that, "We are optimistic 305
about the future for our company and the industry. There is a basic and 378
growing need for our products."[3] 411

436

2. Ibid., p. 13 ff. 457

3. Ibid., p. 8. 474

Add strokes from Page 1: 1668
Page 2: 1413

Total Strokes: 3555

3555 ÷ 5 = Gross Words: 711

Student's Name: _____ Date: _____

Phase 4 of the Phased Typing Program San Mateo Union High School District	Terminal Performance Objective 8.3.0 Post-Test on Tabulation--Form A

First--(IF YOU HAVE NOT ALREADY DONE SO, READ THE
(GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING.

DIRECTIONS FOR THIS TEST--

Time -25 minutes is the maximum time allowed for the typing.

Objective -Type a six column (255+ words) table centered vertically and horizontally in ruled style on 8½ x 11 paper inserted sideways in the machine.

Arranging the Table -When calculating machine adjustments and when typing the table, keep the following points in mind:

The test copy was typed on large paper and photographically reduced in size to fit standard paper. For that reason it was possible to fit nine columns on the paper.

You must include in your copy of the table the following columns only--Occupational Classification, Aragon, Burlingame, Capuchino, Crestmoor, and District.

Your six column table will fit on 11 inch paper if you allow three (3) spaces between columns.

The test copy is typed in open style. You are to make the necessary changes to adapt it to RULED style.

Be sure to follow any additional directions written on the test copy itself.

Reminder -WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 25 MINUTE TEST PERIOD BEGINS.

Terminal Performance Objective 8.3.0
Post-Test on Tabulation--Form A

Phase 4

Part 1

SAN MATEO UNION HIGH SCHOOL DISTRICT*

Class of 1966 Graduates Employed Full Time**
(Based on total percentage of graduates responding in June, 1967)

Occupational Classification	Aragon	Burlingame	Capuchino	Crestmoor	Hillsdale	Mills	San Mateo	District
Professional, technical, and kindred workers	0	0	0	0	0	3	1	1
Farmers and farm managers	0	0	0	0	0	0	0	0
Managers, officials, and proprietors, except farming	2	0	0	2	2	0	3	1
Clerical and kindred workers	45	40	46	50	46	47	47	46
Sales workers	4	14	8	9	6	11	6	8
Craftsmen, foremen, and kindred workers	10	7	6	4	1	3	3	4
Operatives and kindred workers	4	12	15	6	20	5	18	12
Private household workers	0	0	0	0	1	0	0	0
Service workers	8	16	2	4	7	5	4	6
Farm labor and foremen	0	0	0	0	0	0	0	0
Laborers except farm and mine	0	2	0	0	0	0	1	1
Occupations not reported	27	9	23	25	17	26	17	21
TOTAL PERCENTAGE	100	100	100	100	100	100	100	100

*Data selected from the follow-up study on the Class of 1966 conducted by District Know and Care Center

**Occupations classified according to the United States Census

TEACHER'S KEY: Post-Test on Tabulation--Form A
Terminal Performance Objective 8.3.0

Phase 4

Part 1

SAN MATEO UNION HIGH SCHOOL DISTRICT*

Class of 1966 Graduates Employed Full Time**
(Based on total percentage of graduates responding in June, 1967)

Occupational Classification	Aragon	Burlingame	Capuchino	Crestmoor	District
Professional, technical, and kindred workers	0	0	0	0	1
Farmers and farm managers	0	0	0	0	0
Managers, officials, and proprietors, except farming	2	0	0	2	1
Clerical and kindred workers	45	40	46	50	46
Sales workers	4	14	8	9	8
Craftsmen, foremen, and kindred workers	10	7	6	4	4
Operatives and kindred workers	4	12	15	6	12
Private household workers	0	0	0	0	0
Service workers	8	16	2	4	6
Farm labor and foremen	0	0	0	0	0
Laborers except farm and mine	0	2	0	0	1
Occupations not reported	27	9	23	25	21
TOTAL PERCENTAGE	100	100	100	100	100

* Data selected from the follow-up study on the Class of 1966 conducted by the District Know and Care Center

** Occupations classified according to the United States Census

Strokes: 14, 52, 97, 163, 273, 348, 458, 513, 549, 612, 656, 681, 732, 776, 812, 839, 872, 912, 966, 1003, 1113, 1223, 1287

1287 ÷ 5 = Gross Words: 258

Student's Name: _____ Date: _____

Phase 4 of the Phased Typing Program San Mateo Union High School District	Terminal Performance Objective 8.--C Post-Test on Business Letters with Envelopes--Form A

First--(IF YOU HAVE NOT ALREADY DONE SO, READ THE (GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING.

DIRECTIONS FOR THIS TEST--

Time -18 minutes is the maximum time allowed for the typing.

Objective -Type a long (490+ words) business letter in full block style with open punctuation. Prepare a large envelope for the letter.

Arranging the Letter -When calculating machine adjustments and when typing the letter and envelope, keep the following points in mind:

None of the margins (side, top, bottom) on the test copy are correct. When you determine the correct placement of the letter and each letter part, do so for a "long" letter.

You must provide the current date, an appropriate salutation, an appropriate second page heading, and other essential parts not supplied.

Use FULL BLOCK style.

Use OPEN punctuation.

When typing the envelope, assume that the return address is already printed on the envelope.

As you type, make the corrections indicated on the test copy.

Reminder -WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 18 MINUTE TEST PERIOD BEGINS.

Terminal Performance Objective 8.4.0
Post-Test on Business Letters with Envelopes--Form A

Phase 4

Address this letter to: Jackson Delivery Service; 514 West Street; San Mateo, California 94402. Include the following subject line: Whitehall Trucks for Efficiency.

We know that you are busy, but we urge you to take ~~just~~ three minutes to read this letter. When ~~If~~ you have ~~do~~ so, you will agree that the time was well spent. ¶ Today, speed trucks are a necessity. Modern business ~~firms~~ demands action. The lapse of time from the producer to the consumer has been shortened ~~decreased~~ from a period of few days to a matter of hours, and in some cases to a matter of minutes. This has been brought about by the efficiency, mobility, and speed of the motor truck. Whitehall speed strucks have an established reputation in the commercial and industrial world for rapid and dependable transportation at extremely ~~very~~ low operating cost. ¶ Whitehall speed trucks incorporate the most modern automotive features. They represent the latest developments in truck engineering. These powerful and rugged trucks are designed throughout for hard, safe hauling. Heavy-duty construction is featured in ~~a feature of~~ every model. ¶ Whitehall owners know from ~~past~~ experience--from figures on their books--that they get more miles for their transportation dollar from Whitehall trucks than from any other truck. This accounts for the fact that repeat orders are being received in ever-increasing numbers. ¶ May we suggest that when you are ready to buy additional transportation equipment, you investigate thoroughly the new Whitehall trucks. The Whitehall Special Delivery truck appeals to us as ~~as~~ the type of transportation you should use. ~~have~~. This speedy,

light-weight truck has a sturdy, reinforced frame that gives a long life of transportation service to its owner. It is an attractive truck, and it is a truly good investment. Under separate cover, we are sending you an informative booklet, Saving Delivery Dollars with Whitehall Trucks. When you have read the case histories of Whitehall truck users, we feel certain that you will want to ask us, Peninsula Automotive Center, to demonstrate the Whitehall Special Delivery truck to you.

Sign the letter: Yours very truly, Peninsula Automotive Center, Malcolm H. Johnson, Sales Manager.

A phone call to me will bring a truck and an experienced representative to your office. We will welcome your request. There is no obligation, of course.

TEACHER'S KEY: Post-Test on Business Letters with Envelopes--Form A
Terminal Performance Objective 8.4.0

Phase 4

	Strokes
Current Date	19
Jackson Delivery Service	44
514 West Street	60
San Mateo, California 94402	90
Gentlemen	100
Subject: Whitehall Trucks for Efficiency	142
We know that you are busy, but we urge you to take three minutes to read	215
this letter. When you have done so, you will agree that the time was	285
well spent.	297
Today, speed trucks are a necessity. Modern business demands action. The	372
lapse of time from the producer to the consumer has been shortened from a	446
period of days to a matter of hours, and in some cases to a matter of min-	521
utes. This has been brought about by the efficiency, mobility, and speed	595
of the motor truck. Whitehall speed trucks have an established reputation	670
in the commercial and industrial world for rapid and dependable transpor-	744
tation at extremely low operating cost.	784
Whitehall speed trucks incorporate the most modern automotive features.	856
They represent the latest developments in truck engineering. These power-	931
ful and rugged trucks are designed throughout for hard, safe hauling.	1001
Heavy-duty construction is featured in every model.	1053
Whitehall owners know from experience--from figures on their books--that	1126
they get more miles for their transportation dollar from Whitehall trucks	1200
than from any other truck. This accounts for the fact that repeat orders	1274
are being received in ever-increasing numbers.	1321
May we suggest that when you are ready to invest in additional transpor-	1394
tation equipment, you investigate thoroughly the new Whitehall trucks.	1465
The Whitehall Special Delivery truck appeals to us as the type of trans-	1538
portation you should use. This speedy, light-weight truck has a sturdy,	1611
reinforced frame that gives a long life of transportation service to its	1684
owner. It is an attractive truck, and it is a truly good investment.	1754
Under separate cover, we are sending you an informative new booklet,	1823
Saving Delivery Dollars with Whitehall Trucks. When you have read the	1939
case historys of Whitehall truck users, we feel certain that you will	2009

TEACHER'S KEY: Post-Test on Business Letters with Envelopes--Form A (continued)

Phase 4

	Strokes
Jackson Delivery Service	5
Page 2	32
Current Date	51
want to ask us, Peninsula Automotive Center, to demonstrate the Whitehall	125
Special Delivery truck to you. A phone call to me will bring a truck and	199
an experienced representative to your office. We will welcome your re-	271
quest. There is no obligation, of course.	314
Yours very truly	331
PENINSULA AUTOMOTIVE CENTER	359
Malcolm H. Johnson	378
Sales Manager	392
abc	355

Add Strokes from Page 1:	2009
Envelope:	70
Total Strokes:	2474
2474 ÷ 5 = Gross Words:	495

Appendix C

Rules for Counting and Marking Typographical Errors

APPENDIX C

RULES FOR COUNTING AND MARKING TYPOGRAPHICAL ERRORS

Selected and modified from International Typewriting Contest Rules

1. Line Spacing. Failure to follow a direction to double (or single) space the copy will be penalized only once per page of typewritten work.

2. Paragraphing. Paragraphs must be indented five spaces unless directions call for blocking the paragraphs at the left margin. An error in paragraphing is penalized in addition to all other errors in the same line.

3. Spaces and Punctuation Points. A space and a punctuation point are treated as parts of the preceding word; but if they are incorrectly made, inserted, omitted, or in any manner changed from the printed copy, an error must be charged unless the preceding word has already been penalized.

4. Words Wrongly Divided. A word wrongly divided at the end of a line must be penalized. A word hyphenated at the end of a line in the printed copy may or may not need the hyphen if it occurs medially in the student's work. For instance: Devilfish might be hyphenated at the end of a printed line, but if it appears medially, the student's rendering is not wrong if it conforms to any standard dictionary.

5. Faulty Shifting: If only parts of the proper character appear or the character is off the line of writing (i.e., "raised capital"), an error is charged.

6. Lightly Struck Letters. If the outline of any character is discernible, there is no error.

7. Transposition. Letters transposed in any word constitute an error. Words transposed are penalized one error for the transposition; additional penalties are imposed for errors in the transposed words

8. Rewritten Matter. In rewritten matter every error must be penalized, whether in first or second writing, and one additional error must be charged for rewriting.

9. Crowding. No word shall occupy fewer than its proper number of spaces.

10. Piling. If any portion of the body of one character overlaps any portion of the body of another character, or extends into the space between words to the extent that it would overlap any portion of the body of a character were there a character in that space, an error must be charged.

11. Left-Hand Margin. Characters beginning all lines, except the first lines of paragraphs, must be struck at the same point of the scale. If one is printed to the left or right of that point, an error must be charged.

12. Erasing. Unless directed to do so, the use of an eraser is not allowed.

13. Errors in Printed Copy. Errors found in the printed copy may be corrected or written as they are in the copy, but in no case shall an error be charged against such words unless they are omitted.

14. Last Word. An error made in the last word written, whether the word is completed or not, must be charged.

15. One Error to a Word. Only one error shall be penalized in any one word.

16. General Rule. Every word that is omitted, inserted, misspelled, that contains a strikeover, or that is in any manner changed from the printed copy must be penalized. Work in which words are x-ed will not be accepted.

Appendix D

Accuracy Percentage Table for the Phased Typing Program

Appendix D

ACCURACY PERCENTAGE TABLE FOR THE PHASED TYPING PROGRAM

Gross Words	Number of Errors 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
40	975	950	925	900	875	850	825	300	775	750										
45	977	955	933	911	866	844	822	800	777	755										
50	980	960	940	920	900	880	860	840	820	800										
55	981	963	945	927	909	890	872	854	836	818										
60	983	966	950	933	916	900	383	866	850	833										
65	984	969	953	938	923	907	892	876	861	846										
70	985	971	957	942	928	914	900	885	871	857										
75	986	973	950	946	933	920	906	893	880	866										
80	987	975	962	950	937	925	912	900	887	875										
85	988	976	964	952	941	929	917	905	894	882										
90	988	977	966	955	944	933	922	911	900	888										
95	989	978	968	957	947	936	926	915	905	894										
100	990	980	970	960	950	940	930	920	910	900										
105	990	980	971	961	952	942	933	923	914	904										
110	990	981	972	963	954	945	936	927	918	909										
115	991	982	973	965	956	947	939	930	921	913										
120	991	983	975	966	958	950	941	933	925	916										
125	992	984	976	968	960	952	944	936	928	920										
130	992	984	976	969	961	953	946	938	930	923										
135	992	985	977	970	962	955	948	940	933	925										
140	992	985	978	971	964	957	950	942	935	928										
145	993	986	979	972	965	958	951	944	937	931										
150	993	986	980	973	966	960	953	946	940	933										
155	993	987	980	974	967	961	954	948	941	935										
160	993	987	981	975	968	962	956	950	943	937										
165	993	987	981	975	969	963	957	951	945	939										
170	994	988	982	976	970	964	958	952	947	941	935									
175	994	988	982	977	971	965	960	954	948	942	937	931								
180	994	988	983	977	972	966	961	955	950	944	933	933								
185	994	989	983	978	972	967	962	956	951	945	940	935								
190	994	989	984	978	973	968	963	957	952	947	942	936								
195	994	989	984	979	974	969	964	958	953	948	943	938	933							
200	995	990	985	980	975	970	965	960	955	950	945	940	935	930						
205	995	990	985	980	975	970	965	960	956	951	946	941	936	931	926					
210	995	990	985	980	976	971	966	961	957	952	947	942	938	933	928					
215	995	990	986	981	976	972	967	962	958	953	948	944	938	934	930					
220	995	990	986	981	977	972	968	963	959	954	950	945	940	936	931	927				
225	995	991	986	982	977	973	968	964	960	955	951	946	942	937	933	928				
230	995	991	986	982	978	973	969	965	960	956	952	947	943	939	934	930				
235	995	991	987	982	978	974	970	965	961	957	953	948	944	940	936	931	927			
240	995	991	987	983	979	975	970	966	962	958	954	950	945	941	937	933	929			
245	995	991	987	983	979	975	971	967	963	959	955	951	946	942	938	934	930	926		
250	996	99[illegible]	988	984	980	976	972	968	964	960	956	952	948	944	940	936	932	928		

Gross Words	Number of Errors																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
255	996	992	988	984	980	976	972	968	964	960	956	952	949	945	941	937	933	929		
260	996	992	988	984	980	976	973	969	965	961	957	953	950	946	942	938	934	930	928	
265	996	992	988	984	981	977	973	969	966	962	958	954	950	947	943	939	935	932	928	
270	996	992	988	985	981	977	974	970	966	962	959	955	951	948	944	940	937	933	929	925
275	996	992	989	985	981	978	974	970	967	963	960	956	952	949	945	941	938	934	930	927
280	996	992	989	985	982	978	975	971	967	964	960	957	953	950	946	942	939	935	932	928
285	996	992	989	985	982	978	975	971	968	964	961	957	954	950	947	943	940	936	933	929
290	996	993	989	986	982	979	975	972	968	965	962	958	955	951	948	944	941	937	934	931
295	996	993	989	986	983	979	976	972	969	966	962	959	955	952	949	945	942	938	935	932
300	996	993	990	986	983	980	976	973	970	966	963	960	956	953	950	946	943	940	936	933
305	996	993	990	986	983	980	977	973	970	967	963	960	957	954	950	947	944	940	937	934
310	996	993	990	987	983	980	977	974	970	967	964	961	958	954	951	948	945	941	938	935
315	996	993	990	987	984	980	977	974	971	968	965	961	958	955	952	949	946	942	939	936
320	996	993	990	987	984	981	978	975	971	968	965	962	959	956	953	950	946	943	940	937
325	996	993	990	987	984	981	978	975	972	969	966	963	960	956	953	950	947	944	941	938
330	996	993	990	987	984	981	978	975	972	969	966	963	960	957	954	951	948	945	942	939
335	997	994	991	988	985	982	979	976	973	970	967	964	961	958	955	952	949	946	943	940
340	997	994	991	988	985	982	979	976	973	970	967	964	961	958	955	952	950	947	944	941
345	997	994	991	988	985	982	979	976	973	971	968	965	962	959	956	953	950	947	944	942
350	997	994	991	988	985	982	980	977	974	971	968	965	962	960	957	954	951	948	945	942
355	997	994	991	988	985	983	980	977	974	971	969	966	963	960	957	954	952	949	946	943
360	997	994	991	988	986	983	980	977	975	972	969	966	963	961	958	955	952	950	947	944
365	997	994	991	989	986	983	980	978	975	972	969	967	964	961	958	956	953	950	947	945
370	997	994	991	989	986	983	981	978	975	972	970	967	964	962	959	956	954	951	948	945
375	997	994	992	989	986	984	981	978	976	973	970	968	965	962	960	957	954	952	949	946
380	997	994	992	989	986	984	981	978	976	973	971	968	965	963	960	957	955	952	950	947
385	997	994	992	989	987	984	981	979	976	974	971	968	966	963	961	958	955	953	950	948
390	997	994	992	989	987	984	982	979	976	974	971	969	966	964	961	958	956	953	951	948
395	997	994	992	989	987	984	982	979	977	974	972	969	967	964	962	959	956	954	951	949
400	997	995	992	990	987	985	982	980	977	975	972	970	967	965	962	960	957	955	952	950
405	997	995	992	990	987	985	982	980	977	975	972	970	967	965	962	960	958	955	953	950
410	997	995	992	990	987	985	982	980	978	975	973	970	968	965	963	960	958	956	953	951
415	997	995	992	990	987	985	983	980	978	975	973	971	968	966	963	961	959	956	954	951
420	997	995	992	990	988	985	983	980	978	976	973	971	969	966	964	961	959	957	954	952
425	997	995	992	990	988	985	983	981	978	976	974	971	969	967	964	962	960	957	955	952
430	997	995	993	990	988	986	983	981	979	976	974	972	969	967	965	962	960	958	955	953
435	997	995	993	990	988	986	983	981	979	977	974	972	970	967	965	963	960	958	956	954
440	997	995	993	990	988	986	984	981	979	977	975	972	970	968	965	963	961	959	956	954
445	997	995	993	991	988	986	984	982	979	977	975	973	970	968	966	964	961	959	957	955
450	997	995	993	991	988	986	984	982	980	977	975	973	971	968	966	964	962	960	957	955
455	997	995	993	991	989	986	984	982	980	978	975	973	971	969	967	964	962	960	958	956
460	997	995	993	991	989	986	984	982	980	978	976	973	971	969	967	965	963	960	958	956
465	997	995	993	991	989	987	984	982	980	978	976	974	972	969	967	965	963	961	959	956
470	997	995	993	991	989	987	985	982	980	978	976	974	972	970	968	965	963	961	959	957
475	997	995	993	991	989	987	985	983	981	978	976	974	972	970	968	966	964	962	960	957
480	997	995	993	991	989	987	985	983	981	979	977	975	972	970	968	966	964	962	960	958
485	997	995	993	991	989	987	985	983	981	979	977	975	973	971	969	967	964	962	960	958
490	997	995	993	991	989	987	985	983	981	979	977	975	973	971	969	967	965	963	961	959
495	997	995	993	991	989	987	985	983	981	979	977	975	973	971	969	967	965	963	961	959
500	998	996	994	992	990	988	986	984	982	980	978	976	974	972	970	968	966	964	962	960

Appendix E

Check Sheet for Basic Typewriting Technique
and Evaluation Form for Teacher Use

APPENDIX E

NAME: _____

CHECK SHEET FOR BASIC TYPEWRITING TECHNIQUES*

PHASE NUMBER (Circle): 1 2

1. POSITION AT TYPEWRITER

(4)	(3)	(2)	(1)	(0)

a. Comfortable, relaxed directly in front of the typewriter.
b. Feet on the floor.
c. Elbows in relaxed, natural position at sides of body.
d. Fingers well curved, upright, and in typing position.
e. Wrists low and relaxed, but off frame of typewriter.

2. KEY STROKING

(4)	(3)	(2)	(1)	(0)

a. Finger-reach action with fingers close to keys.
b. Quick, snap stroke with immediate key release.
c. Hands, wrists, and arms quiet and relaxed.
d. Each key struck with proper controlling finger.

3. CONTINUITY AND RHYTHM

(4)	(3)	(2)	(1)	(0)

a. Carriage kept moving.
b. One-hand words, typed with stroking action in fingers.
c. Balanced-hand words typed at a word level.
d. Smooth, fluent rhythm pattern which varies according to kind of copy being typed.

4. CARRIAGE RETURN

(4)	(3)	(2)	(1)	(0)

a. Carriage returned quickly at ends of lines.
(Manual Quick, flick-of-wrist motion: Electric Quick, little finger reach)
b. New line started without break or pause.
c. Eyes on the copy.

*Adapted from "Check Sheet for Basic Techniques and Conditioners of Typewriting Skill" in the Teacher's Manual for 20th Century Typewriting, Ninth Edition, 1967, page 49

5. SHIFT-KEY REACH

(4)	(3)	(2)	(1)	(0)

a. Quick, little finger reach--other fingers kept in typing position.
b. Shift key all the way down as the letter key is struck.
c. Shift key released quickly after letter key is struck.
d. Pauses or breaks in typing pattern avoided.

6. SPACE-BAR ACTION

(4)	(3)	(2)	(1)	(0)

a. Right thumb curved--on or close to space bar.
b. Space bar struck with quick, down-and-in motion of thumb.
c. Space bar released instantly.
d. No pause before or after spacing stroke--carriage kept moving.

7. READING COPY FOR TYPING

(4)	(3)	(2)	(1)	(0)

a. Eyes on copy--concentrates on copy to be typed.
b. Fingers pre-positioned, whenever possible, so as to reduce time between strokes--anticipates stroking pattern.
c. Words typed at a word level, whenever possible.
d. Rhythm pattern fluent and continuous.

8. RIGHT MIND SET

(4)	(3)	(2)	(1)	(0)

a. Attention given to technique cues.
b. Effort made to improve.
c. Alert, but relaxed.
d. Practices with a purpose at assigned practice level.

TECHNIQUE STANDARDS

Average Rating	Letter Grade
3.6-4.0	A
2.6-3.5	B
1.6-2.5	C
Performance below this level does not meet the minimum standard for advancement to the next Phase	
0.6-1.5	D

PHASED TYPING PROGRAM

TEACHER EVALUATION OF BASIC TYPING TECHNIQUES

Student	1	2	3	4	5	6	7	8				Total	Avg.	Grade
	Position at Typewriter	Key Stroking	Continuity and Rhythm	Carriage Return	Shift-Key Reach	Space-Bar Action	Reading Copy for Typing	Right Mind Set	Other:	Other:	Other:	Total Points Possible:	Divided By	Technique Let'

Appendix F

Worksheet for Determining the Student's Final Grade in The Phased Typing Program

APPENDIX F

WORKSHEET FOR DETERMINING THE STUDENT'S FINAL GRADE IN THE PHASED TYPING PROGRAM

Student's Name: Student, John Q. (last) (first) (I)

Phase Number (Circle): (1) 2 3 4

Phase Completion Date: 6 (month) 14 (day) 68 (year)

I. DETERMINATION OF STUDENT'S OVERALL ACHIEVEMENT ON THE TERMINAL PERFORMANCE OBJECTIVE TESTS--

Factor	Terminal Performance Objective Test Results									Averaging and Weighting				Terminal Performance Objective Test Grade (5)
	8.6.0	7.2.0	8.3.0	7.4.0	8.5.0					Sum of Grades (1)	Average of Grades (2)	Percent of Grade	Weighted Value (3)	
Speed grades	B=8	C=5	C=5	B=8	B=8					34	B- = 7	45%	315	100)565.00 = 5.65
Accuracy grades	C=5	D=2	D=2	C=5	C=5					19	C- = 4	45%	180	5.65 = 6 = C+
Proofreading grades	A=11	D=2	C=5	B=8	A=11					37	B- = 7	10%	70	
											TOTALS (4)	100%	565	

(1) Use an 11 point scale (A=11, A-=10, B+=9, etc.) to convert test letter grades to numerical values. Add the numerical values to find the Sum of Grades.

(2) Divide the Sum of Grades by the number of tests (five) to find the Average of Grades.

(3) Multiply the Average of Grades by the Percent of Grade to find the Weighted Value.

(4) Total the Percent of Grade column and the Weighted Value column.

(5) Divide the Total of the Weighted Value column by the Total of the Percent of Grade column to find the Terminal Performance Objective Test Grade for the student.

II. DETERMINATION OF STUDENT'S OVERALL ACHIEVEMENT

Factor	Grades (1)	Percent of Final Grade	Weighted Value (2)	Grade for Phase (4)
Terminal Performance Objective Test Grade	C+ = 6	70%	420	100)610.00 = 6.10
Learning Activity Package Average Grade	B- = 7	20%	140	6.10 = 6 = C+
Technique Grade (Phase 1 and 2 only)	C = 5	10%	50	
	TOTALS (3)	100%	610	

(1) Transfer the Terminal Performance Objective Test Grade from the worksheet above. Transfer the LAP Average Grade from the teacher's grade book. Transfer the Technique Grade from the technique grading sheet. Use an 11 point scale (A=11, A-=10, B+=9, etc.) to convert the letter grades to numerical values.

(2) Multiply the numerical value of the grade by the Percent of Final Grade to find the Weighted Value.

(3) Total the Percent of Final Grade column and the Weighted Value column.

(4) Divide the Total of the Weighted Value column by the Total of the Percent of Grade column to find the Final Grade of the student for the Phase.

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APPENDIX E

SAN MATEO UNION HIGH SCHOOL DISTRICT
SAN MATEO, CALIFORNIA

CALCULATING MACHINES I

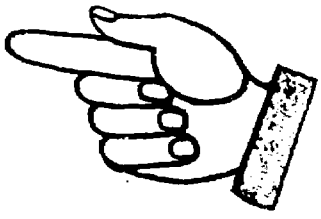
(Working Draft 3-9-70)

TERMINAL PERFORMANCE OBJECTIVES:

WHERE IS THE STUDENT GOING?

UNDER WHAT CONDITIONS?

HOW WILL HE KNOW HE'S ARRIVED?



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CALCULATING MACHINES I

8.0.0 TERMINAL PERFORMANCE OBJECTIVES: The following objectives are a precise statement of the minimum performance required of students who successfully complete Calculating Machines I. It is important to note that there are other performance requirements within this course, and that they will be reflected in the "intermediate" performance objectives included in the learning activities for the Calculating Machines program.

CALCULATING MACHINES I

8.1.0 FULL-KEYBOARD ADDING LISTING MACHINE: Given Instruction in [redacted] operating the Full-Keyboard Adding Listing Machine, the student will demonstrate mastery of this machine by completing a 40 item post test with at least 60% accuracy within a 40 minute period.

8.1.1 The test will consist of problems involving:

1) Addition
2) Subtraction
3) Multiplication
4) Horizontal and Vertical Addition
5) Simple Discounting

8.1.2 The test will be graded according to the following scale:

1) 90 - 100% = A
2) 80 - 89% = B
3) 70 - 79% = C
4) 60 - 69% = D

CALCULATING MACHINES I
Full-Keyboard Adding Listing Machine
Test One

Directions: Do not write on test sheet. Use an answer sheet.

1.	2.	3.	4.	5.
8.28	1376	726.21	5,931.56	899.20
9.12	4652	239.51	1,932.46	899.20
5.13	8927	577.13	3,854.68	899.20
9.34	3259	317.98	9,133.35	899.20
8.35	7638	829.87	2,752.58	675.40
6.24	7942	715.79	8,938.21	675.40
7.21	2184	872.97	9,251.52	675.40
8.34	7422	394.67	6,324.95	675.40
8.14	5715	542.98	8,324.95	338.75
6.25	6276	684.19	5,675.12	338.75
9.15	5273	862.43	8,295.23	338.75
7.25	4199	194.87	5,243.26	642.90
8.14	8345	373.59	6,576.39	642.90
6.51	9126	724.52	4,761.89	642.90
8.79	7425	483.61	9,812.79	115.60
9.23	6078	178.25	2,603.57	115.60
6.43	9306	836.89	5,787.30	115.60
7.41	7249	749.13	7,408.26	115.60
____	____	____	____	____

6.	7.	8.	9.	10.
21.89	167.12	289.49	482.95	1,486.75
-3.01	-83.15	-310.05	-13.05	-283.25
____	____	____	____	____

11. 610 x 257 _____

12. 299 x 25 _____

13. 582 x 184 _____

14. 387 x 429 _____

15. 477 x 267 _____

16. 680 x 450 _____

17. 298 x 406 _____

18. 359 x 123 _____

19. 6.82 x 36 _____

20. 11.6 x .09 _____

CALCULATING MACHINES 1
Full-Keyboard Adding Listing Machine
Page two

Complete the following by adding horizontally and vertically:

A B C COMPANY

Sales for the First Five Months Ending
June 31, 197-

	Jan.	Feb.	March	April	May	Total Sales	
Beavers, E.	164.08	175.98	202.50	165.47	210.26	_____	21.
Briggs, J.	281.04	250.32	198.67	286.40	225.45	_____	22.
Crosby, N.	491.80	475.40	505.70	556.75	598.16	_____	23.
Duncan, T.	615.19	600.95	545.00	596.50	------	_____	24.
Feitz, K.	507.85	573.50	500.75	535.10	489.20	_____	25.
Jaymes, L.	437.05	437.05	457.12	488.55	475.46	_____	26.
Lockwood, G.	300.50	318.64	315.89	299.50	296.45	_____	27.
Mays, W.	203.40	49.50	------	188.70	256.00	_____	28.
Stone, K.	211.06	299.50	387.40	312.05	390.40	_____	29.
Thoms, D.	435.07	500.45	399.80	206.35	410.09	_____	30.
Totals:	_____	_____	_____	_____	_____	_____	
	31.	32.	33.	34.	35.	36.	

Complete the following discount problems:

	Discount	Net Amount
37. $240.50 less 12 1/2 %	_____	_____
38. $385.90 less 25%	_____	_____

CALCULATING MACHINES I

8.2.0 KEY-DRIVEN CALCULATOR: Given instruction in the touch method of operating the Key-Driven Calculator, the student will demonstrate mastery of this machine by completing a 35 item post-test with at least 60% accuracy within a 40 minute period.

8.2.1 The test will consist of problems involving:

1) Addition
2) Subtraction
3) Multiplication
4) Division
5) Horizontal and Vertical Addition
6) Trial-Divisor Division

8.2.2 The test will be graded according to the following scale:

1) 90 - 100% = A
2) 80 - 89% = B
3) 70 - 79% = C
4) 60 - 69% = D

CALCULATING MACHINES 1
Key-Driven Calculator
Test One

DIRECTIONS: Do not write on test questions. Use an answer sheet.

(1)	(2)	(3)	(4)	(5)
.34	.45	2.13	4.72	3.87
.58	.31	.72	1.12	6.12
.61	1.26	.45	3.64	8.67
.27	3.70	9.30	9.70	1.41
.93	.49	.68	8.43	6.42
.69	8.62	7.21	2.02	7.45
.82	.53	.14	6.36	6.02
.14	6.42	8.53	4.87	5.10
.47	.31	3.42	5.98	7.29
.30	.28	.37	3.03	3.58
.25	4.93	.89	6.32	9.68
.73	.40	.20	7.67	9.12
_____	_____	_____	_____	_____

(6) 1,825 x .043= _____

(7) 3,586 x 24= _____

(8) 3,442 x 66= _____

(9) 7,122 x 13= _____

(10) 6,413 x 25= _____

(11) 4,554 x 63= _____

(12)	(13)	(14)	(15)
649	874	979	147
-283	-113	-583	- 84
_____	_____	_____	_____

(16) 832 -:- 26= _____

(17) 3,815 -:- 545= _____

(18) 748 -:- 34= _____

(19) 5,056 -:- 632= _____

(20) 3.28 + 6.27 + 4.10 + 6.38 + 2.96 = _____

(21) 1.21 + 2.36 + 3.40 + 4.77 + .83 = _____

(22) 4.59 + .43 + 2.32 + 1.10 + 3.33 = _____

(23) 3.50 + .98 + 3.45 + 5.09 + .83 = _____

CALCULATING MACHINES 1
Key-Driven Calculator
Test One
Page two

(24)	(25)	(26)	(27)	(28)
7.08	2.09	4.37	7.68	4.79
4.46	2.43	7.98	2.04	5.37
4.17	8.47	7.65	1.71	1.88
6.26	4.60	7.72	2.32	2.01
4.15	6.30	9.29	4.20	6.90
2.53	9.57	1.05	5.17	4.59
4.23	6.40	2.88	5.11	8.31
6.87	4.79	6.40	1.00	5.79
3.28	8.16	2.64	9.92	5.58
5.49	9.07	3.08	3.74	2.55
9.41	6.92	3.05	1.30	4.10
7.92	4.25	6.51	9.59	4.28

(29) 1,624 x 92 = _____

(30) 4,628 x 83 = _____

(31) 1,232 x 62 = _____

(32) 7,986 x .23 = _____

(33) 835 x 41.4 = _____

(34) 467 x .242 = _____

(35) 146 x 7.52 = _____

8.3.0 TEN-KEY ADDING LISTING MACHINE: Given instruction in the touch method of operating the Ten-Key Adding Listing Machine, the student will demonstrate mastery of this machine by completing a 44 item post-test with at least 60% accuracy within a 40 minute period.

8.3.1 The test will consist of problems involving:

1) Addition
2) Subtraction
3) Multiplication
4) Division
5) Subtotaling
6) Simple Discounting
7) Addition of Fractions
8) Multiplication of Fractions
9) Completing Simple Invoices

8.3.2 The test will be graded according to the following scale:

1) 90 - 100% = A
2) 80 - 89% = B
3) 70 - 79% = C
4) 60 - 69% = D

CALCULATING MACHINES 1
Ten-Key Adding Listing Machine
Test One

Directions: Do not write on test sheet, please use an answer sheet.

1.	2.	3.	4.	5.
8.84	62.83	438.70	.25	7,812.85
5.77	28.84	165.93	7,812.90	2,014.64
9.29	16.86	360.21	184.38	7,094.68
4.49	29.90	646.85	68.62	9,218.00
9.40	21.08-	462.80	5.51	2,049.10
1.70	81.61	821.60	54.97	9,154.67
9.04	31.06	353.06	3.08	2,658.34
9.39	48.63	410.16	.64	5,731.41
7.88	33.56	293.07	626.97	3,529.33
3.77	46.50	804.15	.12	3,539.83
6.86	17.85-	676.52	32.98	2,155.78
3.11	49.15	899.84	31.39	9,832.29
4.88	12.72-	309.51	1.29	6,352.20
1.21	29.51-	209.39	624.12	7,030.75
8.59	39.38	489.60	.03	9,845.23
5.95	31.41	827.54	63.52	6,981.71
2.72	16.33	784.12	205.06	5,459.05
			46.87	9,200.25
____	____	____	____	____

6. 568 x 435 _____

7. 1.541 x 81 _____

8. 25.47 x .89 _____

9. .953 x .124 _____

10. 28.1 x 78 _____

11. 500 x 145 _____

12. .89 x .064 _____

13. 4,013 -:- 80 _____
(Reciprocal of 80 is .0125)

14. 955 -:- 25 _____
(Reciprocal of 25 is .04)

15. 3,711 -:- 500 _____
(Reciprocal of 500 is .002)

16. 7,189 -:- 40 _____
(Reciprocal of 40 is .025)

17. 304 -:- 16 _____
(Reciprocal of 16 is .0625)

18.	19.	20.	21.	22.
5.03	69.47	457.74	4.50	95.88
-2.14	-2.49	-65.11	-5.59	-74.17
____	____	____	____	____

23.

3,353.06	5.40
5.27	86.27
981.87	.60
10.16	4.92
2.93	561.74
8,004.15	7.27
67.67	102.04
2.52	67.90
1,899.84	2.58
	93.64
_____ S	6,367.90
3.91	6.90
219.12	6.15
42.29	13.48
856.36	117.96
93.08	7.65
7.47	5,358.43
19.83	
9,069.47	_____ S
183.81	.85
505.15	9,069.47
1,264.12	38.21
5.00	505.15
	80.90
	_____ T

Complete the following problem:

	Gross Amount	Rate of Discount	Amount of Discount	Net Amount
24.	$458.70	12%	$_____	$_____
25.	$655.26	5%	$_____	$_____

26. 18 x 64 2/3 = _____

27. 301 x 124 3/8 = _____

28. 9 x 18 1/2 = _____

29. 4 x 2 3/4 = _____

30. 3 x 33 2/5 = _____

31. 15 x 55 1/4 = _____

32.	33.	34.
55 1/4	16 3/5	28.25
32 1/2	14 1/3	2.07
9 3/8	30 7/8	13
12 2/3	102 5/8	9.667

Complete the following invoice and record to the nearest cent:

35.

Quantity	Description	Unit Price	Amount
48	Brackets	2.11	_____
24	Clamps	1.97	_____
24	Valves	2.43	_____
8	Bits	2.65	_____
15	Castings	2.05	_____

$ _____ 35.

8.4.0 ROTARY CALCULATOR: Given instruction in the operation of the Rotary Calculator, the student will demonstrate mastery of this machine by completing a 34 item post-test and a 46 item post-test with at least 60% accuracy within a 40 minute period on each test.

8.4.1 The 34 item test will be administered after the student has completed approximately half of the learning activities in this unit and will consist of problems involving:

1) Addition
2) Adding Constants
3) Subtraction
4) Subtracting Constants
5) Multiplication
6) Division
7) Accumulative Multiplication
8) Accumulative Total Solving
9) Repeated Addition
10) Completing Simple Invoices
11) Simple Discounting

8.4.2 The 46 item test will be administered after the student has completed all of the learning activities in this unit and will consist of problems involving:

1) Addition
2) Subtotal Key Use
3) Subtraction
4) Credit Balances
5) Multiplication
6) Multiplication of Fractions
7) Multiplication by Decimals
8) Multiplication Over a Fixed Decimal Point
9) Negative Multiplication
10) Accumulative Multiplication
11) Division, Whole Numbers
12) Division Over a Fixed Decimal Point
13) Percentage Calculation
14) Simple Discounting
15) Chain Discounting
16) Trade Discounting
17) Three-Factor Multiplication
18) Percent of Increase Calculation

8.4.3 Each test will be graded according to the following scale:

1) 90 - 100% = A
2) 80 - 89% = B
3) 70 - 79% = C
4) 60 - 69% = D

CALCULATING MACHINES I
Rotary Calculator
Test One

DIRECTIONS: Do not write on test. Use an answer sheet.

Addition:

(1)	(2)	(3)	(4)	(5)
6.17	220	1.07	999	3.79
2.93	808	4.60	1,200	49.28
4.83	24	.23	232	8,958.42
4.29	607	9.60	343	808.38
7.35	340	1.10	5,750	4,868.46
8.25	608	6.02	6,086	68.85
7.86	35	.16	242	.89
5.16	45	4.40	454	888.29
2.67	203	.47	566	988.23
7.38	788	8.07	4,405	.81
6.23	440	1.60	250	5,867.87
2.18	507	.27	750	838.55
				6.88
				88.00
				4.89

(6) Adding Constants:

8.03 + .29
2.00 + .29
.34 + .29
.27 + .29
1.22 + .29
Total _____

Subtraction:

(7)	(8)	(9)	(10)	(11)
809	730	6.40	386	2,728
-41	-109	-3.44	-796	-4,961

(12) Subtracting Constants:

622 - 27
309 - 27
565 - 27
677 - 27
280 - 27
Total _____

Multiplication (Do not round):

(13) 276 x 46 =
(14) 331 x 670 =
(15) 254 x 129 =
(16) 5.66 x 2.13 =
(17) 3.8125 x 8.875 =
(18) 42.37 x 16.201 =

Division (Round out to two decimal places):

(19) 8.40 -:- 3.5 =
(20) 1,440 -:- 65.5 =
(21) 93.24 -:- 63 =
(22) 8,761 -:- 75 =
(23) 7,396 -:- 27.4 =
(24) 7,212 -:- 67 =

(25) Accumulative multiplication:

6.36 feet @ $ .38 per foot
51.4 feet @ .38 per foot
.791 feet @ .38 per foot
658. feet @ .38 per foot
339. feet @ .38 per foot

Accumulated Total $_____

(26) 6.75 yards @ $4.85 per yard
3.125 yards @ 3.90 per yard
7.5 yards @ 7.25 per yard

Accumulated Total $_____

(27)	(28)		Bal. Fwd.	Purchased	Payments	Return	Bal. Due
843.99	274.11	(29)	48.99	35.73	11.23		
843.99	274.11			174.09	48.99		_____
843.99	274.11						
111.28	440.64	(30)	274.08	85.95	274.08	15.80	
111.28	440.64				504.95	9.50	_____
111.28	843.00-						
111.28	843.00-						
111.28	843.00-						
882.11	333.90-						
882.11	333.90-						

Record Amount of Cash discount:

31. $ 285.60 8% _____

32. $ 395.45 12% _____

33. $ 928.10 21% _____

34. $1,347.51 32% _____

CALCULATING MACHINES I
Rotary Calculator
Test 2, Page 1

DIRECTIONS: Do not write on test questions. Use an answer sheet. Unless otherwise instructed, round division problems to two decimal places.

(1)	(2)	(3)	(4)	(5)	(6)	(7)
$5.44	$ 2,135.55	897	$12,246.30	$12,770.25	$55.120.95	12,775
6.33	470.50	390	-9,055.64	-15,809.02	-36,982.20	x 93
5.25	33,050.05	842				
7.55	290.80	984				
8.76	12,500.00	630				
9.88	275.25	123				
5.55	4,235.09	930				
8.08	3,823.25	249				
9.90	394.50	599				
5.00	1,515.05	102				
8.45	2,102.84	458				
S	942.26	550				
	17,020.55	328				
9.95	5,531.51	774				
4.47	34,497.95	454				
2.33						
1.10						

(8) 24,43375 x 8.6375

(9) 27 1/4 x4 1/2

(10) (148 x 64) - (136 x 52) =

(11)
18.25 x 79.45
9.50 x 7.75
39.95 x 5.25
8. x 35.55= _____

(12) 37 x 8.75 x 2.55 =

(13) 149.008 / 536 =

(14) 49,345 / 887.50 =

In problems 15 and 16, determine what percentage the amount is of the second amount. Round to nearest whole percent.

15. $3.25 is what percent of $65.00 _____

16. $4.25 is what percent of $85.00 _____

17. $ 776.50 less 2% =

18. 2,404.00 less 2 1/2% =

19. 977.21 less 3% =

20. $ 778.00 less 10%, 5% =

21. 3,960.00 less 25%, 3% =

	Quantity	Unit	Description	Price	Extension
22.	800	each	Legal envelopes	$ 7.85 per C	$_____
23.	750	each	Window envelopes	8.60 per C	_____
24.	7,500	each	Standard Envelopes	33.75 per M	_____
25.	9	gross	Mandarin medium pencils	8.95 per gross	_____
26.	18	each	Pencil sharpeners	6.25 each	_____
27.	2,500	each	Manila envelopes	27.88 per M	_____
28.	775	each	Clasp envelopes	7.60 per C	_____
29.				Gross Amount	$_____
				Less 35% Trade Discount	_____
				Net Amount	$_____

CALCULATING MACHINES I
Rotary Calculator
Form A
Test 2, Page 2

	Unit Price	Plus Sales Tax		
32.	$78.50	2%	=	$_____
33.	$6,300	4%	=	$_____
34.	$3,200	1-1/2%	=	$_____
35.	$4,500	2-1/2%	=	$_____

Finding Percent of Increase

	Selling Price	Cost Price	Amount of Increase	Per Cent of Increase
36.	$28.80	$24.00	$_____	_____
37.	$22.50	$15.00	$_____	_____
38.	$30.00	$22.50	$_____	_____
39.	$58.42	$50.80	$_____	_____
40.	$34.10	$27.50	$_____	_____

8.5.0 PRINTING CALCULATORS: Given instruction in the touch method of operating the Printing Calculator, the student will demonstrate mastery of this machine by completing a 33 item post-test and a 43 item post-test with at least 60% accuracy within a 40 minute period on each test.

8.5.1 The 33 item test will be administered after the student has completed approximately half of the learning activities in this unit and will consist of problems involving:

1) Addition
2) Repeated Addition
3) Subtraction
4) Credit Balance
5) Multiplication
6) Multiplication by Decimals
7) Accumulative Multiplication
8) Division
9) Decimals in Division
10) Three-Factor Multiplication
11) Adding Constants

8.5.2 The 43 item test will be administered after the student has completed all of the learning activities in this unit and will consist of problems involving:

1) Addition
2) Repeated Addition
3) Subtotal Key Use
4) Multiplication
5) Multiplication by Decimals
6) Multiplication of Fractions
7) Simple Discounting
8) Chain Discounting
9) Division
10) Decimals in Division
11) Percent of Increase or Decrease Calculation
12) Payroll Solving
13) Completing Simple Invoices
14) Fixed Decimal Point Addition

8.5.3 Each test will be graded according to the following scale:

1) 90 - 100% = A
2) 80 - 89% = B
3) 70 - 79% = C
4) 60 - 69% = D

CALCULATING MACHINES 1
Printing Calculator
Test One

Directions: Do not write on test sheet, please use an answer sheet.

1.	2.	3.	4.	5.	6.	7.
5.55	.71	8.85	.78	30.64	649	842
4.50	3.03	.26	402.72	30.64	-291	-975
3.45	.38	4.05	.18	30.64		
2.30	.24	56.55	.07	30.64		
6.78	.67	5.20	3.64	-26.11		
	2.65	1.92	1.21	-26.11		
3.50	5.80	1.12	15.58	78.89	8.	9.
2.24				78.89		
1.25	3.48	.25	2.43	78.89	754	5,440
1.40	.97	3.32	4.73	78.89	-998	-8,330
6.90	.05	5.89	.76	78.89		
	3.47	2.46	.07	-1.05		
1.23	5.79	6.01	.18	-1.05		
3.44	7.63	.66	.39	-1.05		
5.50	.24	8.73	.11			
6.88						
7.89						

Multiplication (do not round):

10. 474 x 267 = _____

11. 9.25 x 867.1 = _____

12. .2792 x 92.6 = _____

13. 10.333 x 8.678 = _____

In problems 14 & 15 (do not round), use accumulative multiplication:

14. (132.8 x 15.00) + (42.17 x .72) = _____

15. (127.8 x 13.27) + (8.12 x 3.70) = _____

16. (44.52 x 9.82) = _____

17. (7.93 x 7.94) = _____

18. (6.26 x .125) = _____

19. (2.93 x 1.37) = _____

Carry answers to three decimals and record to two decimal places:

20. 26.928 -:- 3.45 = _____

21. 127.49 -:- 37.3 = _____

22. 63.824 -:- 37.3 = _____

23. 307.4 -:- 48.34 = _____

24. 44.234 -:- 2.432 = _____

25. 248 -:- 35.5 = _____

26. 184.76 -:- 105 = _____

CALCULATING MACHINES 1
Printing Calculator
Test One - Page 2

27. 83 x 16 x 5 = _____

28. 98 x 25 x 41 = _____

29. 2.56 x 8.03 x 10 = _____

Adding a Constant:

	Original Amount	Amount to be Added	
30.	$678.40	$15.50	$_____
31.	395.81	15.50	$_____
32.	476.92	15.50	$_____
33.	755.65	15.50	$_____

CALCULATING MACHINES I
Printing Calculator
Test 2

Directions: Do not write on test sheet, please use an answer sheet.

1.	2.
650.30	118.60
650.30	81.08
375.40	13.46
360.80	7.80
505.75	65.78
257.80	9.00
300.65	
	$
198.75	445.00
378.40	117.34
132.50	8.11
872.45	
180.78	$
475.21	34.41
422.99	34.41
	34.41
	8.45
	.98

6. 15.5 x 8.625 = _____

7. .84 x .14 = _____

8. 4.0833 x 16 = _____

9. 12.3 x 24.375 = _____

10. 7.61 x 3.6 = _____

11. 24 1/2 x 8 1/2 = _____

12. 20 1/4 x 14 1/2 = _____

13. 37 3/4 x 6 1/5 = _____

14. $3.10 x 9 1/4 = _____

15. $247.60 x 5% = _____

	Net Amount	Discount
16. $15.90 less 12 1/2%	_____	_____
17. $165.75 less 7%	_____	_____
18. $840.20 less 1 1/4%	_____	_____

For chain discounts, you may use text chart.

19. $725.25 less 20%, 10% _____

20. $450.00 less 30%, 10%, 5% _____

21. $165.90 less 10%, 10%, 5% _____

Round to two decimal places:

22. 4,749 -:- 14 = _____

23. 18.65 -:- 2.6 = _____

24. 81.149 -:- 1.49 = _____

3.

1,678.50
668.40
1,749.25-
294.50
2,975.43
455.70
820.05
403.95
231.70-
502.65
831.91
55.65
845.49
76.43

4.

346.72
790.13
635.55-
948.45-
293.75
50.80
40.80
9,181.31-
906.20
56.02
70.32
634.59-
920.05
49.71

Find percentage and amount of increase (+) or decrease (-) and indicate. Round to nearest whole percent.

	Last Week	This Week	Amount of + or -	% of Increase or Decrease
25.	$820	$860	a. _____	b. _____
26.	$600	$550	a. _____	b. _____

Calculate the following payroll problem to find Net Pay.

Employee #302 -- Hours worked - 46

27. Regular Hours: 40 Hours @ $3.25 = $_____

28. Overtime hours: 6 Hours @ 3.25 = $_____

29. Gross Pay $_____

30. Deductions: Withholding Tax @ 15% $_____

F.I.C.A. 3.25
Hospitalization 2.25
Union Dues 1.10

31. Total Deduction $

32. Net Pay $_____

5. 9.4012 + .62 + .3526 + .53754 + 1.43 +12.01134 = ___

Extend the following invoice:

Quantity	Price
30 lb.	$4.15
15 lb.	3.75
42 lb.	5.15
65 lb.	9.45

33. Total Weight _____

34. Gross $_____

35. Average Price per lb. _____

CALCULATING MACHINES 2

(Working Draft 5-11-70)

4.79
459
542
117
229
233
6.79
656
6.76
556
4626 T

684
544
787
393
918
394
482
481
431
982
6096 T

6.78
234
987
281
601
224
485
331
214
945
4980 T

987
954
654
980
901
111
491
119
329
752
62.78 T

686
382
123
311
665
190
518
589
561
345
43.70 T

319
985
222
561
784
895
148
489
411
940
5754 T

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CALCULATING MACHINES 2

9.0.0 TERMINAL PERFORMANCE OBJECTIVES: The following objectives are a precise statement of the minimum performance required of students who successfully complete Calculating Machines 2. It is important to note that there are other performance requirements within this course, and that they will be reflected in the "intermediate" performance objectives included in the learning activities for the Calculating Machines 2 program.

CALCULATING MACHINES 2

9.1.0 FULL-KEYBOARD ADDING LISTING MACHINES: Given instruction in the operation of the Full-Keyboard Adding Listing Machine, the student will demonstrate mastery of this machine by completing a 39 item post-test with at least 60% accuracy within a 40-minute period.

9.1.1 The test will consist of problems involving:

1) Addition
2) Subtotal Key
3) Addition with Fractions
4) Repeated Addition
5) Subtraction & Credit Balance
6) Simple Percentages
7) Multiplication
8) Simple Discount & Net Amount
9) Division
10) Division (Decimals in Dividend & Divisor)
11) Crossfooting
12) Fixed Decimal Point Addition
13) Business Application Assignment (Credit Balance)

9.1.2 The test will be graded according to the following scale:

1) 90 - 100% = A
2) 80 - 89% = B
3) 70 - 79% = C
4) 60 - 69% = D

CALCULATING MACHINES 2
Full-Keyboard Adding Listing Machine
Test One

1.	2.	3.	4.	5.	6.	7.
8.49	4,359.17	24.63	93.74	400	87.50	38.95
1.89	7,627.34	93.46	26.98	162	87.50	- 18.40
2.57	2,931.68	3,296.57	09.41	465	87.50	
2.92	5,861.89	19.42	26.67	514	87.50	
4.91	6,569.71	.37	5.04	129 1/2	87.50	
3.94	1,754.36	97.51	32.60	284	33.69	8.
5.21	7,428.26	2,681.23	6.06	423	33.69	
1.39	6,787.23	8.53	52.98	749 1/4	33.69	1,940.46
2.79	9,514.77	.64	14.98	2	33.69	-2,801.39
6.75	6,631.27	6.85	12.71	957	81.95	
7.37	3,526.69	.77	68.43	372 7/8	81.95	
1.54	2,298.79	8.25	26.94	419	44.75	
6.81	8,938.21	2,754.96		987	44.75	
2.79	2,752.58	561.18	S	246 3/5	44.75	9.
9.23	6,133.35	.34	78.62	975	44.75	
7.21	3,854.68	.21	45.95		44.75	155.93
3.59	1,932.46	7.32	97.23		44.75	- 148.02
9.65	5,981.56	12.95	15.89		44.75	
8.69	2,631.57	5,733.97	67.33		44.75	
1.39	9,812.79	2,347.33	55.00		79.32	
1.95	4,761.89	536.82	55.00		93.40	
6.41	5,825.16	8.12	55.00		98.40	
9.31	6,576.39	9,219.67	55.00		98.40	
2.78	5,324.26	1.62			98.40	
4.51	8,295.23	6.34	S		98.40	
7.32	5,765.12	.81	14.86		11.76	
3.54	3,643.15	6,689.26	.39		11.76	
6.79	7,135.91	93.16	5.29		3.03	
8.23	6,324.52		98.30		3.03	
	9,251.45				2.55	

10. 15% of $626.84 = $_____

11. 25% of $905.80 = $_____

12. 387 x 22 = _____

13. 699 x 429 = _____

14. 3.08 x 5.7 = _____

15. 88 1/4 x 22 = _____

16. 98 7/8 x 29 = _____

17. 70 1/2 x 76 1/4 = _____

18. 899 x 789 = _____

19. 593 x 199 = _____

20. 298 x 910 = _____

21. 547 x 367 = _____

22. 993 x 339 = _____

		Discount	Net Amount
23.	$388.15 less 40%	a._____	b._____
24.	$505.10 less 10%	a._____	b._____
25.	$629.23 less 7 1/5%	a._____	b._____

26. 421 -:- 39 = _____

27. 1,298 -:- 127 = _____

28. 47.263 -:- .471 = _____

29. 70.56 + 6.08 + 33.40 + 30.70 + 9.89 + 5.09 = _____

30. 93.06 + 37.61 + 12.91 + 40.20 + 70.96 + 8.72 = _____

31.
7.960
420
830.1
53.09
5.707
7.301
24.40
390.2
6.709
140.8

ACCOUNTS RECEIVABLE LEDGER SHEET

Date 19--		Charge	Date 19--		Credit	Balance
Jan 4	3840	287.40	Jan 11	Check	185.00	
Jan 5	3892	401.30	Jan 13	Check	215.00	
Jan 6	3904	199.50	Jan 18	Check	287.40	
Jan 7	3913	470.00	Jan 19	Check	199.50	
Jan 8	3944	54.60				
Jan 9	3953	420.75				
		Total $_____ 32.		Total	$_____ 33.	$_____ 34.

9.2.0 KEY-DRIVEN CALCULATOR: Given instruction in the touch method of operating the Key-Driven Calculator, the student will demonstrate mastery of this machine by completing a 43 item post-test with at least 60% accuracy within a 40-minute period.

9.2.1 The test will consist of problems involving

1) Addition
2) Subtraction & Credit Balance
3) Multiplication
4) Multiplication (Decimals)
5) Division
6) Division (Trial-Division Method)
7) Multiplication (Cross-Hand Method)
8) Multiplication (Accumulation of Products)
9) Multiplication (Fixed Decimal)
10) Inventories (C, M, and CWT.)
11) Crossfooting
12) Multiplication (Fractions)

9.2.2 The test will be graded according to the following scale:

1) 90 - 100% = A
2) 80 - 89% = B
3) 70 - 79% = C
4) 60 - 69% = D

CALCULATING MACHINES 2
Key-Driven Calculator
Test One

1.	2.	3.	4.	5.
7.08	2.09	4.37	7.68	4.79
4.46	2.43	7.98	2.04	5.37
4.17	8.47	7.65	1.71	1.88
6.26	4.60	3.00	2.32	2.01
4.15	6.30	7.72	4.20	6.90
2.53	9.57	9.29	5.17	4.59
4.23	6.40	1.05	5.13	8.31
6.87	4.79	2.88	7.50	5.79
3.28	8.16	6.40	9.92	5.58
5.49	9.07	2.64	3.74	2.55
9.41	6.92	3.08	1.30	4.10
7.92	4.25	3.05	9.59	4.28

6.	7.	8.	9.
301	726	177	283
-191	-397	-290	-775

10.	11.	12.
899	873	735
1,113-	x 90	x340

13.	14.	15.
218	306	850
x 7.01	x 40	x .03

16. 376 x 8.45 = _____

17. 592 x 670 = _____

18. 966 -:- 23 = _____

19. 924 -:- 42 = _____

20. 3,876 -:- 51 = _____

21. 1,386 x 43 = _____

22. 2,476
x 77

23.

24 x 34
57 x 35
68 x 23

24.

23 x 27.4
213 x 6.8
3 x 3.0
8 x 7.9

25. 567 at $.45 per C = _____

26. 2,300 at $.68 per M = _____

27. 678 at $1.20 per C = _____

28. 6,200 lbs. at $.78 per CWT. = _____

29. 4,300 at $.68 per M = _____

30. 24.763 x 7.2 = _____

31. 19.337 x 21 = _____

32. 684 x .16 = _____

33. 28% of $370.00 =$_____

34. 48% of $74.73 =$_____

35. 4.04 + 3.21 + 5.94 + 4.45 + 4.59 + 2.64 = _____

36. 8.72 + 4.82 + 4.19 + 4.76 + 4.36 + 2.09 = _____

37. 79 1/2 x 3 1/4 = _____

38. 14 3/4 x 6 1/8 = _____

39. 1.08 x 2.16 = _____

Total the following:

	Dept. A	Dept. B	Dept. C	Dept. D
April	3.87	1.68	5.43	2.81
May	4.25	2.47	6.29	4.35
June	3.68	7.63	5.04	3.34
July	3.45	5.44	2.34	5.88
Aug.	1.43	5.45	4.32	3.23
Sept.	3.45	3.55	7.44	4.02
Oct.	7.60	8.63	4.35	1.86
Nov.	5.43	4.50	6.60	5.88
TOTAL:	____	____	____	____
	40.	41.	42.	43.

CALCULATING MACHINES 2

9.3.0 TEN-KEY ADDING LISTING MACHINE: Given instruction in the touch method of operating the Ten-Key Adding Listing Machine, the student will demonstrate a mastery of this machine by completing a 34 item post-test with at least 60% accuracy within a 40-minute period.

9.3.1 The test will consist of problems involving:

1) Addition
2) Repeated Addition
3) Subtraction
4) Subtraction (Credit Balances)
5) Multiplication
6) Multiplication (Decimals)
7) Multiplication (Fractions)
8) Subtotal

9.3.2 The test will be graded according to the following scale:

1) 90 - 100% = A
2) 80 - 89% = B
3) 70 - 79% = C
4) 60 - 69% = D

CALCULATING MACHINES 2
Ten-Key Adding Listing Machine
Test One

1.	2.	3.	4.	5.	6.
8.84	62.83	438.70	7,274.85	7,812.90	83.50
5.77	28.84	165.93	2,014.64	.25	83.50
9.29	16.86	360.21	7,094.68	184.38	83.50
4.49	31.22	646.85	9,218.00	68.82	83.50
9.40	21.08	462.80	2,049.10	5.54	83.50
1.70	81.61	845.22	9,154.67	33.84	83.50
9.04	31.05	353.06	2,658.34	.64	83.50
9.39	48.63	410.16	5,731.41	626.97	11.98
7.88	33.56	393.07	3,539.84	.12	11.98
3.77	46.50	804.15	2,155.78	32.98	11.98
7.43	17.85	676.52	9,832.29	31.39	54.32
3.11	49.15	899.84	6,352.20	1.92	54.32
4.88	12.72	309.51	7,030.75	1,264.12	77.41
1.21	29.51	209.39	9,845.23	1.28	77.41
8.58	39.38	489.60	6,981.71	63.52	77.41
5.95	41.41	827.54	5,459.05	205.06	77.41
7.72	16.33	784.12	9,305.25	64.87	77.41

7.	8.	9.	10.	11.	12.
11.43	29.78	184.32	3.79	79.29	291.52
- 2.14	- 2.49	- 65.11	- 5.59	- 94.17	- 27.06

13.	14.	15.	16.	17.	18.
45.07	64.88	897.43	28.50	26.42	99.83
-65.07	- 75.62	- 197.44	- 2.75	- 68.02	- 103.53

19. 658 x 435 = _____

20. 5,141 x 853 = _____

21. 4,257 x 859.1 = _____

22. 3,959 x 74.3 = _____

23. 64.87 x 50.60 = _____

24. 33.65 x 9.43 = _____

25. 385.2 x .78 = _____

26. 935.0 x .118 = _____

27. 28 1/4 x .118 = _____

28. 45 1/2 x 62 1/4 = _____

29.

3,353.06	5.40
85.27	87.26
981.87	.60
10.16	4.92
2.93	7.27
.07	561.74
8,004.15	102.04
67.67	67.90
2.52	2.58
1,899.84	93.64
	6,367.90
S	6.15
3.91	13.48
219.12	117.96
42.29	7.65
856.36	5,358.43
93.08	
7.47	S
19.38	.85
9,069.47	9,069.47
138.81	38.21
55.10	505.15
472.05	80.90
1.45	1,26[illegible].12
(Continued)	T

30.

7,247.85	.73
22.14	18.38
.64	192.65
70.94	331.27
9,218.99	
12.04	S
90.10	7,812.99
- 13.71	54.97
	53.08
S	43.64
3,539.83	26.97
55.75	- 100.83
.12	7.64
32.98	7.58
- 31.39	4,170.19
1.92	1.57
241.21	162.61
- 2.05	6,345.27
- 63.52	118.30
205.06	239.14
64.78	42.8[illegible]
703.07	159.57
8.76	920.02
- 9.50	- .16
(Continued)	T

9.4.0 TEN-KEY ADDING LISTING MACHINE: Given instruction in the touch method of operating the Ten-Key Adding Listing Machine, the student will demonstrate mastery of this machine by completing a 41 item post-test with at least 60% accuracy within a 40-minute period.

9.4.1 The test will consist of problems involving:

1) Addition
2) Subtotal
3) Credit Balance
4) Repeated Addition
5) Subtraction
6) Multiplication (Decimals)
7) Multiplication (Fractions)
8) Percentages
9) Simple Discounts
10) Chain Discounts
11) Division
12) Addition (Fixed Decimal Point)
13) Reconciliation - Bank Statement

9.4.2 The test will be graded according to the following scale:

1) 90 - 100% = A
2) 80 - 89% = B
3) 70 - 79% = C
4) 60 - 69% = D

CALCULATING MACHINES 2
Ten-Key Adding Listing Machine
Test Two

1.	2.	3.	4.	5.
7.85	8.16	1,894.36	2.69	120.00
.08	8.50	6.22	.89 -	120.00
4.48	.02	.14	67.53 -	120.00
91.77	366.96	.11	9.11	87.45
652.37	2.53	7,482.44 -	2.15 -	87.45
.67	21.71	771.55	.38 -	389.12
43.18	4.43	10.83 -	684.29	389.12
7.28	.12	.44	8.96	389.12
2.08	5.78	2.79	9.71	389.12
24.94		9.25	987.42 -	65.30
9.11	S	.36 -	.03	65.30
.55	554.04	20.51 -	2.14	65.30
382.56	268.15	1,182.58	.08	65.30
.93	.86			65.30
5.54	28.73			11.95
.03				11.95
353.70	S			452.73
.97	3.68			452.73
7.47	3.68			452.72
56.39	3.68			452.72
	3.68			452.72
	.46			452.72
	9.18			452.72
	.09			452.72

6. 82.54 x .32 = _____
7. 1.483 x 1.96 = _____
8. 807.219 x 1.2 = _____
9. 25.2 x 2.9 = _____
10. 93.4 x .68 = _____
11. 7,489 x 59 1/8 = _____
12. 65 1/4 x 38 3/5 = _____
13. 5% of $6,340.50 = $_____
14. 12 1/2% of $384 = $_____
15. 15% of $302.95 = $_____

16. $ 605.75 less 37 1/2% = _____
17. $4321.35 less 16 3/4% = _____
18. $678.92 less 10%, 10%, 10% = _____
19. $876.49 less 25%, 10%, 5% = _____
20. 935 -:- 25 = _____
21. 4,115 -:- 80 = _____
22. 3,852 -:- 500 = _____

23.	24.	25.
496.30	1,488.32	791.50
117.82 -	1,690.14 -	1,825.43 -

26. .384 + 91.3 + .76829 + 46.81 + 2.207 + .55 = _____

27. 7.8041 + 97.601 + 416.1 + 3.245 + .07 + 83.6 = _____

Reconciliation of Bank Account
January 31, 19--

Checkbook Balance		$380.90	
Additions:			
Money Collected	$400.00		
Deposit Omitted	390.00	$_____	28.
		$_____	29.
Deductions:			
Service Charge	$ 4.00		
Error	13.00	$_____	30.
Adjusted Checkbook Balance		$_____	31.
Bank Balance		$260.80	
Additions:			
Deposit		$500.00	
		$_____	32.
Deductions:			
Outstanding Checks #			
150.00			
93.10			
60.00			
90.00		$_____	33.
Adjusted Bank Balance		$_____	34.

35. 3 doz Hammer, 1808-D @ $26.80 each = _____

36. 16 doz Hammer, 1911-A @ $32.40 each = _____

37. 5 1/2 doz Hammer, 2100-D @ $14.00 each = _____

38. 38 1/4 doz Hammer, 800-Z @ $ 6.50 each = _____

Total: $_____

CALCULATING MACHINES 2

9.5.0 ROTARY CALCULATOR: Given instruction in the operation of the Rotary Calculator, the student will demonstrate mastery of this machine by completing a 42 item post-test and with at least 60% accuracy within a 40-minute period.

9.5.1 The 42-item test will be administered after the student has completed approximately half of the learning activities in this unit and will consist of problems involving:

1) Addition
2) Debit & Credit Balances
3) Subtraction (Credit Balance)
4) Multiplication
5) Multiplication (Fractions)
6) Multiplication (Decimals)
7) Division
8) Division (Decimals)
9) Accumulative Multiplication
10) Vertical & Horizontal Addition

9.5.2 The test will be graded according to the following scale:

1) 90 - 100% = A
2) 80 - 89% = B
3) 70 - 79% = C
4) 60 - 69% = D

CALCULATING MACHINES 2
Rotary Calculator
Test One

1.	2.	3.	4.	5.	6.
5,447	49,871	912.15	8,913.46	273.19	522.30
13,803	9,268	71.14	6,426.04	8.75	77.51
24,438	12,751	6,303.61	101.86	440.10 -	646.20 -
2,665	5,153	55.86	3,409.50	74.74	28.38 -
91,714	99,477	1,229.55	1,189.17	384.18 -	185.01 -
9,875	151	547.50	373.07		
32,811	4,550	3.07	4,090.06		
4,926	48	40.74	284.28	7.	8.
53,039	45,706	1.55	799.17		
2,877	3,135	3,264.83	2,906.06	110,124	200.35
				88,620 -	414.55 -

Multiplication (Do Not Round):

9. 241 x 17 = _____
10. 5,392 x 411 = _____
11. 1311 x 84 = _____
12. 9,186 x 256 = _____
13. 18 1/2 x 21 7/8 = _____
14. 2 3/4 x 7 1/4 = _____
15. 20 5/8 x 36 = _____
16. 40.9167 x 6.75 = _____
17. 6.6624 x .0096 = _____
18. 52.5 x 60.756 = _____
19. 9.0625 x 8.0333 = _____
20. 27.2 x 76.40 = _____

Division (Round to 3 Decimals):

21. 456 -:- 63 = _____
22. 3,960 -:- 110 = _____
23. 8,429 -:- 65 = _____
24. 884.05 -:- 6.278 = _____
25. 71.140 -:- 23.658 = _____
26. .0654 -:- 7.143 = _____
27. 9,845.4 -:- 46.17 = _____

Accumulative Multiplication (Round to Nearest Cent):

28.
1346	x	$7.46
12	x	.47 1/8
320 1/2	x	1.12 1/4
99	x	.09
877	x	5.60

29. 623 lbs @ $125.50 = _____
30. 129 lbs @ $.17 1/4 = _____

Adding Vertically & Horizontally:

Sales by Quarters

	Jan-Mar	Apr-June	July-Sept	Oct-Dec	Annual	
Belmont	$475	$568	$574	$647	$_____	31.
Burlingame	545	585	504	586	$_____	32.
Foster City	485	499	656	676	$_____	33.
Millbrae	654	584	459	645	$_____	34.
San Bruno	579	475	594	575	$_____	35.
San Carlos	567	894	544	476	$_____	36.
San Mateo	959	686	995	998	$_____	37.
Totals:	____	____	____	____	$_____	
	38.	39.	40.	41.	42.	

9.6.0 ROTARY CALCULATOR: Given instruction in the operation of the Rotary Calculator, the student will demonstrate mastery of this machine by completing a 52 item post-test with at least 60% accuracy within a 40-minute period.

9.6.1 The 52-item test will be administered after the student has completed all of the learning activities in this unit and will consist of problems involving:

1) Addition
2) Debit & Credit Balances
3) Percentage
4) Simple Discount
5) Division (Decimals)
6) Mark-ups
7) Extensions & Total
8) Multiplication (M, C, CWT.)

9.6.2 Each test will be graded according to the following scale:

1) 90 - 100% = A
2) 80 - 89% = B
3) 70 - 79% = C
4) 60 - 69% = D

CALCULATING MACHINES 2
Rotary Calculator
Test Two

1.	2.	3.	4.	5.
7.81	651.92	69.75	99.25	510.00
32.55	90.66	8.75	975.20	5.17
9.09 -	589.27	449.81 -	162.50 -	241.15 -
16.27	862.34	8.69 -	76.27	9,471.00
3.13	56.54	281.42	5,650.92 -	970.10
50.75 -	125.02	75.86	6.83	78.25
11.90	1,201.67 -	7,145.91 -	500.76 -	80.66
41.98 -	52.56	9,816.87	417.93	109.22
19.82	1,092.44 -	786.40	55.62	1,244.67 -
27.53	867.34 -	40.15	4,119.87 -	783.45

Complete as indicated:

6. 25% of 320 is _____

7. 10% of $85 is $_____

8. 3 1/4% of 1,919 is _____

9. 3 1/8% of $2,250 is $_____

10. 32 1/2% of 450 equals _____

Find the discount and net amount of the following:

		Amount of Discount	Net Amount
11.	$6,742.50 less 18%	a. $_____	b. $_____
12.	212.88 less 28%	a. _____	b. _____
13.	39.04 less 2%	a. _____	b. _____
14.	270.40 less 20, 2%	a. _____	b. _____
15.	243.30 less 15, 7, 2%	a. _____	b. _____
16.	122.87 less 60, 5, 2 1/2%	a. _____	b. _____

Division (Round to 3 Decimal Places):

17. 9.7406 -:- .563 = _____

18. .1378 -:- 42.07 = _____

19. 71.140 -:- 23.685 = _____

20. 83.56 -:- 3.91 = _____

21. 884.05 -:- 62.78 = _____

Find the percent of mark-up based on cost, round to a whole percent.

22. Cost: $212.89 Retail: $234.18 Percent Mark-up: _____%

23. Cost: $ 16.53 Retail: $ 22.04 Percent Mark-up: _____%

24. Cost: $ 59.88 Retail: $ 69.84 Percent Mark-up: _____%

Rotary Calculator
Test Two

	Department	Per Cent of $7,500 Advertising Budget	Amount of Advertising Budget
25.	Appliances	17 %	$_____
26.	Books	13 %	$_____
27.	Cosmetics	11.6 %	$_____
28.	Furniture	12.5 %	$_____
29.	Jewelry	9.6 %	$_____
30.	Men's Wear	8.4 %	$_____
31.	Radio and T.V.	7.8 %	$_____
32.	Shoes	6.7 %	$_____
33.	Women's Wear	13.4 %	$_____
	Total:	100.0 %	$ 7,500.00

Compute the following extensions and total:

	Quantity		Price	Extension
34.	284	items	$ .07 ea.	$_____
35.	39	items	2.15 per C	$_____
36.	87 1/4	lbs.	.75 per lb.	$_____
37.	6534	items	5.75 per C	$_____
38.	267	lbs.	7.53 per CWT.	$_____
39.	1345	lbs.	15.65 per CWT.	$_____
40.	12	boxes	.47 per box	$_____
41.	16	items	15.60 per M	$_____
42.	1527	lbs.	6.00 per CWT.	$_____
43.	48	items	1.75 per doz.	$_____
44.			Total:	$_____
45.			Less 5%	_____
46.			Net Amount	$_____

CALCULATING MACHINES 2

9.7.0 PRINTING CALCULATOR: Given instruction in the touch method of operating the Printing Calculator, the student will demonstrate mastery of this machine by completing a 44 item post-test with at least 60% accuracy within a 40-minute period.

9.7.1 The 44 item post test will be administered after the student has completed approximately half of the learning activities in this unit and will consist of problems involving:

1) Addition
2) Addition (Subtotals)
3) Addition + Subtraction
4) Subtraction (Credit Balance)
5) Subtraction of Constants
6) Multiplication
7) Multiplication (Decimals)
8) Multiplication (Fractions)
9) Multiplication (Constant Factors)
10) Multiplication (Multiple Factors)
11) Invoice
12) Division
13) Division (Decimals)

9.7.2 This test will be graded according to the following scale:

1) 90 - 100% = A
2) 80 - 89% = B
3) 70 - 79% = C
4) 60 - 69% = D

CALCULATING MACHINES 2
Printing Calculator
Test One

1.	2.	3.	4.	5.	6.
987.01	271.40	100.01	1,472.19	87.39	42.16
107.68	349.50	400.04	853.64	23.29	781.35
12.36	87.50	700.07	106.52	8.06	.56
8.92	140.82	200.02	25.00	16.45	25.00
453.16	25.00	500.05	41.19	603.33	
3.81	16.45	700.06	172.70	11.05	S
16.89	209.93	400.07	3,000.59	316.20	.37
201.83	87.77	450.00	260.11		9.01
3180.92	620.09	900.06	61.50	S	58.45
251.37	146.42	870.00	309.87	.06	416.35
5.33	1.45	560.00	82.90	11.34	132.06
80.21	10.05	900.07	300.05	7.09	79.31
53.84	2.57	6000.87	18.06	580.00	8.06
				65.20	114.90
					37.85
				S	50.08
				2.40	
				3.78	
				58.60	

7.	8.	9.	10.	11.	12.
42.16	418.85	27.16	981.06	1,408	507.43
781.35	72.51	2.56-	150.07-	221-	661.18-
.56	25.88-	811.00			
25.88-	86.55-	2.81			
6.00	3.00	15.26-			
61.30	178.80-	200.78-			
44.09-	23.30	7.58			
8.09-	605.67-	8.16			
145.00-	4.44	10.26			
15.36	81.68	218.62			
2.07	213.82-				

13.

41,500 - 9,950 = _____
38,750 - 9,950 = _____
22,640 - 9,950 = _____
40,980 - 9,950 = _____

Total: _____

14. 974 x 381 = _____

15. 215 x 540 = _____

16. 75.21 x .99 = _____

17. 1.08 1/4 x 26 1/2 = _____

18.

445 x 327 = _____
545 x 327 = _____
841 x 327 = _____
212 x 327 = _____
1234 x 327 = _____

Total: _____

19. 14 x 12 x .79 = _____

20. 16 x 16 x .84 = _____

21. 6.56 x 42.3 x 45 = _____

Complete the following extension and total:

Quantity	Price	Extension	
3,150 units	$8.40 per M	$_____	22.
325 lbs.	.67 per CWT.	_____	23.
98 lbs.	.12 1/2 per lb.	_____	24.
	Total:	$_____	25.

Complete the following invoices:

26. 2,785 @ $1.75 per C = $_____

27. 75 @ $96.55 per C =$_____

28. 1,115 @ $11.50 per CWT = $_____

Round answers to three decimals:

29. 25069 -:- 234 = _____

30. 9786 -:- 67 = _____

31. 219.5 -:- 302.55 = _____

32. 37.081 -:- 14.25 = _____

33. 319 -:- 5.89 = _____

CALCULATING MACHINES 2

9.8.0 PRINTING CALCULATOR: Given instruction in the touch method of operating the Printing Calculator, the student will demonstrate mastery of this machine by completing a 48 item post-test with at least 60% accuracy within a 40-minute period.

9.8.1 The 48 item post-test will be administered after the student has completed all of the learning activities in this unit and will consist of problems involving:

1) Addition
2) Multiplication (Decimals)
3) Multiplication (Fractions)
4) Division
5) Division (Decimals)
6) Percentage
7) Discount & Net Amount
8) Chain Discounts
9) Percentage (Increase or Decrease)
10) Markup or Markdown
11) Interest (Time)
12) Invoice (C)

9.8.2 Each test will be graded according to the following scale:

1) 90 - 100% = A
2) 80 - 89% = B
3) 70 - 79% = C
4) 60 - 69% = D

CALCULATING MACHINES 2
Printing Calculator
Test Two

1.	2.	3.	4.
374.76	239.50	584.22	561.59
667.62	5.75	700.79	994.85
543.09	935.41	883.69-	155.09-
98.54	316.82	98.35-	51.99-
598.63	224.77	110.61	383.82-
71.09	812.46	241.80	46.49
810.79	675.78	39.14-	695.16
322.03	713.31	328.83	382.37-
129.89	904.69	93.96-	700.05
949.67	30.21	493.16-	669.15

5. 1.483 x 1.96 = _____

6. 82.54 x 73 = _____

7. 65 1/4 x 38 3/5 = _____

8. 3,189 -:- 41 = _____

9. 307.4 -:- 48.3 = _____

10. 5% of $6,340.50 = _____

11. 15 1/5% of $834.00 = _____

		Discount	Net Amount
12.	$605.75 less 37 1/2% =	(a) _____	(b) _____
13.	$583.50 less 17 1/2% =	(a) _____	(b) _____

Chain Discounts: (Use text table for Chain Discount Equivalents, p. 462.

14. $678.92 less 10%, 10%, 10% = $_____

15. $876.49 less 25%, 10%, 5% = $_____

Find amount of Increase or Decrease and percent of Increase or Decrease, indicate + or - in answer. Round to nearest whole percent.

	Last Year	This Year	Amount of Change	% of Change
16.	$17,705.49	$19,206.00	(a) _____	(b) _____
17.	3,821.30	5,216.35	(a) _____	(b) _____
18.	28,005.45	27,345.23	(a) _____	(b) _____
19.	8,924.03	9,065.00	(a) _____	(b) _____
20.	850.06	649.99	(a) _____	(b) _____

Markup/Markdown:

	Cost Price	Selling Price	Markup	Percent Markup or Markdown
21.	$120	$165	$_____	_____%
22.	$350	$315.50	$_____	_____%

Find the interest on the following. Use a 360-day year and text table of interest, page 347.

23.	$246.80	46 days	@ 4%	$_____
24.	$187.90	25 days	@ 6%	$_____

Calculate the price of each and total.

	Quantity	Description	Price	Amount
25.	750	Envelopes, Window	$2.75 per C	$_____
26.	1,500	Envelopes, Large	3.35 per C	$_____
27.	450	Envelopes, Manila	10.80 per C	$_____
28.	650	Envelopes, Legal	5.20 per C	$_____
29.	285	Envelopes, Reg.	3.60 per C	$_____
30.			Total:	$_____

Calculate the following:

	Quantity	Price	Extension
31.	115	$3.75	$_____
32.	49	1.85	$_____
33.	225	4.35	$_____
34.	68	5.20	$_____
35.		Total:	$_____
36.		Discount 3%	_____%
37.		Net Total	$_____
38.		Plus 5% Tax	$_____
39.		Gross Total:	$_____

APPENDIX F

TERMINAL PERFORMANCE OBJECTIVES

for

A Phased Shorthand Program
in Business Education

EDUCATIONAL SERVICES CENTER

SAN MATEO UNION HIGH SCHOOL DISTRICT

San Mateo, California

August 1970

Prepared in compliance with VEA contract #41-715-B-70 by:

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Educational Services Center

TERMINAL PERFORMANCE OBJECTIVES

for

A Phased Shorthand Program in Business Education

PREFACE

The Phased Shorthand Program is designed to allow each student enrolled in the program to move as rapidly toward achieving the goal of vocational competence as his motivation, ability, and time permits. Upon successful completion of each phase, the student will receive five credits toward graduation. It is important to note that successful completion depends upon the demonstrated ability of the student to meet the minimum Terminal Performance Objectives of the program.

The Phased Shorthand Program is intended to be a performance, not time based, curriculum. A student may complete all phases in a relatively short period of time or he may extend the program over several semesters. The period of time a student spends in each phase is dependent upon his ability to develop a level of skill which meets the minimum standards for advancing to the next phase, upon his motivation, and upon his goals.

The following pages represent the first draft of the Terminal Performance Objectives for the Phased Shorthand Program. Students who complete this program will be certified by the San Mateo Union High School District as having attained, at a minimum, entry level requirements for employment in stenographic, secretarial, and related occupations.

Troy E. Nuckols, Director
Career Development Programs

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TERMINAL PERFORMANCE OBJECTIVES

for

Phase 1 of the Phased Shorthand Program

1.0.0 GRADE PLACEMENT: 10, 11, 12

1.1.0 Grades 10 and 11 are recommended to allow sufficient time for students of all levels of ability and motivation to complete the training necessary for entry level employment.

1.2.0 The student who completes the Phased Shorthand Program early in his high school career may maintain or continue to build skill through use of the shorthand lab during free time; through enrollment in other business courses, such as Office Procedures, where shorthand may be used; or through enrollment in Distributive or Work Experience programs where placement in a secretarial position outside of school may be possible.

2.0.0 PREREQUISITES: In the secretarial training program it is essential that the student be able to transcribe shorthand notes at the typewriter, and use the English language in a correct and effective manner. It is, therefore, recommended that students who enroll in the program

2.1.0 Be concurrently enrolled in the Phased Typing Program or typewrite at the minimum level necessary for completion of Phase 2 of the Phased Typing Program;

2.2.0 Possess the ability to spell correctly, construct sentences properly, use proper punctuation, and to be grammatically correct when transcribing shorthand notes and typing correspondence.

3.0.0 RATIONALE: In terms of vocational opportunity, personal satisfaction, and salary, stenography is one of the most rewarding occupational areas a high school graduate can enter. The demand for well-trained, qualified stenographers and secretaries far exceeds the supply. This trend is expected to continue. Phase 1 of this program provides a foundation of shorthand principles and theory, and provides the practice necessary for development of skill in writing and transcribing shorthand notes.

4.0.0 GENERAL OBJECTIVES: Upon completion of the learning activities for shorthand theory, writing technique, transcription, and related non-shorthand skills, and upon demonstration of mastery of these activities as measured by the Phase 1 terminal tests, the student will be able to

4.1.0 Read, write, and construct shorthand outlines of words presented in the program;

4.2.0 Transcribe, in typewritten or cursive form, shorthand outlines he has constructed;

4.3.0 Read shorthand outlines he has constructed;

4.4.0 Construct, during dictation of material that has been covered in shorthand theory, correct shorthand outlines;

4.4.1 Shorthand theory includes words, phrases, word families, word beginnings and endings, blends, omission of vowels, numbers, quantities, cities, states, days of the week, months of the year, and business salutations and closings.

4.5.0 Construct, during dictation, the brief forms and brief form derivatives presented in the program;

4.6.0 Construct, during one to three minute dictation of previewed material, correct shorthand outlines;

4.7.0 Produce correctly transcribed shorthand notes;

4.8.0 Take reasonable care of his work station, organize his work in an efficient manner, and exhibit a responsible and business-like attitude toward the tasks presented him in this program.

5.0.0 INSTRUCTIONAL CONTENT: The following is an outline of the course content designed to help the student reach the Phase 1 terminal objectives. This is not an exhaustive and sequential listing of every item in the Phase 1 curriculum. For a more detailed outline of content, reference must be made to the learning activities presented in this Phase.

5.1.0 Shorthand theory with emphasis on

5.1.1 Phrase building

5.1.2 Brief form automatizing

5.1.3 Geographical expressions

5.1.4 Words and word families

5.1.5 Word beginnings and endings

5.1.6 Numbers and quantities

5.1.7 Blends and vowel omissions

5.1.8 Brief forms and derivatives

5.1.9 Vocabulary building.

5.2.0 Reading from textbook shorthand plates.

5.3.0 Reading from shorthand outlines and notes the student constructs from the textbook or from dictation.

5.4.0 Taking dictation for periods of time up to 3 minutes on new, practiced, and familiar material.

5.5.0 Transcription with emphasis on

5.5.1 Punctuation, spelling, and capitalization

5.5.2 Grammar and proper word usage

5.5.3 Sentence completion and context analysis

5.5.4 Proofreading and correcting

5.5.5 Responding to oral and written directions

5.5.6 Business vocabulary and geographic expressions

5.5.7 Typewriting skills

5.5.8 Proper care of equipment and efficient work organization.

6.0.0 PRE-TESTING: There will be no pre-test at the beginning of Phase 1. It will be assumed that all students programmed into Phase 1 have had little or no shorthand instruction.

6.1.0 All students will be required to complete the learning activities in Phase 1 that cover the processes required to write and transcribe shorthand. These processes include analyzing, reasoning, associating, reinforcing, decoding, and translating.

6.2.0 A student may be exempted from selected learning activities in Phase 1 by demonstrating mastery of the skills or concepts embodied in these activities. This may be accomplished by successful completion of the pre- and post-tests which are included in the learning activities that may be challenged by the student.

6.2.1 Activity pre-tests: A student may elect to take the pre-test at the beginning of a learning activity if he believes that he can meet the stated performance objectives for that activity. Upon completion of the self-administered test, the student will elect to

6.2.1.1 take the post-test for the learning activity if he completed the pre-test with a score above the minimum criteria for the pre-test or

6.2.1.2 begin the learning activity if his score on the pre-test was not above the minimum criteria or

6.2.1.3 begin the learning activity if the pre-test score was above the minimum criteria but still below the standards the student sets for himself.

7.0.0 POST-TESTING: Both end-of-activity and end-of-phase post-tests are used to measure (1) whether the student has met the performance objectives stated for the learning activity and the Phase and (2) the degree to which he exceeds the minimum criteria established for those performance objectives.

7.1.0 Activity post-tests: The student will take a post-test as he completes each individual or group activity or, if working on a learning activity where exemption is permitted, at any point in the activity that he believes he is ready to be tested. His performance on the post-test will be measured against specified time and accuracy limits that are established for individual or group activities. Upon completion of the teacher-administered post-test, the student will

7.1.1 begin the next learning activity if he meets the minimum performance criteria for the post-test or

7.1.2 engage in remedial practice recommended by the teacher, if he does not meet the minimum, until he believes he can meet the minimum performance criteria for the individual or group activity, and

7.1.3 demonstrate that he has met the criteria for advancement to the next learning activity by successfully completing the post-test at or above the minimum specified.

7.2.0 Phase post-tests: The student will take these tests at any point in the Phase after he has successfully demonstrated readiness for evaluation. This will ordinarily follow completion of all prerequisite activities. Refer to the appendix that accompanies Phase 1 for the terminal tests used in this program.

7.2.1 Shorthand principles post-tests: The student must successfully meet the minimum performance criteria on the post-tests for shorthand theory, brief forms, transcription of notes made from textbook shorthand plates, and related nonshorthand skills before taking the Post-Theory Dictation test.

7.2.2 Post-theory dictation: Upon meeting the minimum terminal performance objectives for this test, the student will begin Phase 2 of the Phased Shorthand Program.

8.0.0 TERMINAL PERFORMANCE OBJECTIVES: The following performance objectives are a precise statement of the minimum objectives of Phase 1 of the Phased Shorthand Program. It is important to note that there are other objectives within Phase 1, and that they will be reflected in the "intermediate" performance objectives included in each learning activity developed for the Phase.

The textbook referred to in Phase 1 Terminal Performance Objectives is Gregg Shorthand, Diamond Jubilee Series, 1963.

8.1.0 SHORTHAND THEORY: GIVEN DICTATION OF SHORTHAND THEORY MATERIAL, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR SHORTHAND THEORY, THE STUDENT WILL WRITE AND TRANSCRIBE THAT MATERIAL WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.1.1 Evaluation instrument: Any 100 item test constructed by the teacher from words, phrases, geographic expressions, word families, word beginnings and endings, blends, omission of vowels, numbers, quantities, cities, states, months, and days that were presented in Phase 1 of the Phased Shorthand Program.

8.1.2 Performance conditions: The 100 item theory test will be dictated to the student at a rate of approximately six words per minute. He must write the words dictated, in shorthand, and in the order given. The student will be allowed 30 minutes to transcribe his notes in cursive or typewriting. He may refer to the dictionary while taking this test.

8.1.3 Counting errors: Each of the following will be considered one error:

8.1.3.1 Words written that are not in the order of dictation.

8.1.3.2 Words omitted in shorthand or in transcription.

8.1.3.3 Shorthand outlines incorrectly written.

8.1.3.4 Words incorrectly transcribed.

8.1.3.5 Words incorrectly spelled in transcription.

8.1.4 Proof of achievement: The student must complete five different 100 item shorthand theory tests with an average correctness on the five tests of at least 80 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM	
Phase 1 - Terminal Shorthand Theory Test	
Percent Correct	Letter Grade
95 - 100	A
90 - 95	B
80 - 89	C
Performance below this level does not meet the minimum standard.	

8.2.0 BRIEF FORMS: GIVEN DICTATION OF BRIEF FORMS AND BRIEF FORM DERIVATIVES, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR THESE FORMS, THE STUDENT WILL WRITE AND TRANSCRIBE THAT MATERIAL WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.2.1 Evaluation instrument: Any 150 item test constructed by the teacher from brief forms and brief form derivatives presented in Phase 1 of the Phased Shorthand Program.

8.2.2 Performance conditions: The 150 item test will be dictated to the student at a rate of approximately ten forms or derivatives per minute. He must write the dictated items, in shorthand, and in the order given. The student will be allowed 15 minutes to transcribe his notes in cursive or typewriting. He may refer to the dictionary while transcribing this test.

8.2.3 Counting errors: Each of the following will be considered one error:

8.2.3.1 Words written that are not in the order of dictation.

8.2.3.2 Words omitted in shorthand or transcription.

8.2.3.3 Shorthand outlines incorrectly written.

8.2.3.4 Words incorrectly transcribed.

8.2.3.5 Words incorrectly spelled in transcription.

8.2.4 Proof of achievement: The student must complete the 150 item brief form test with at least 95 percent correctness. If the student's score falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM	
Phase 1 - Terminal Brief Form Test	
Percent Correct	Letter Grade
99 - 100	A
97 - 98	B
95 - 96	C
Performance below this level does not meet the minimum standard.	

8.3.0 RELATED NONSHORTHAND SKILLS: GIVEN A SERIES OF ELEVEN TEACHER CONSTRUCTED TESTS ON RELATED NONSHORTHAND SKILLS, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR THESE SKILLS, THE STUDENT WILL DEMONSTRATE COMPETENCY IN APPLICATION OF THESE SKILLS WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.3.1 Evaluation instruments: These tests are designed to determine the student's level of competence in related nonshorthand skills. The tests will deal with

8.3.1.1 Proofreading

8.3.1.2 Business vocabulary

8.3.1.3 Similar words

8.3.1.4 Spelling families

8.3.1.5 Grammar

8.3.1.6 Typing studies

8.3.1.7 Context analysis

8.3.1.8 Sentence completion

8.3.1.9 Common word roots

8.3.1.10 Punctuation and spelling

8.3.1.11 Geographic expressions

8.3.2 Performance conditions: The student will be allowed a full class period to complete each of the related nonshorthand tests. Reference sources may not be used while taking these tests.

8.3.3. Counting errors: Refer to the appendix for a detailed description of the method to be used in counting errors on each test.

8.3.4 Proof of achievement: The student must complete each of the related nonshorthand skills tests with at least 80 percent correctness. If the student's score on a test falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting the minimum for this test. The final grade for this objective will be the average correctness he achieves on the eleven tests. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM	
Phase 1 - Terminal Related Nonshorthand Skills	
Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
80 - 89	C
Performance below this level does not meet the minimum standard.	

8.4.0 TRANSCRIPTION FROM PLATES: GIVEN APPROPRIATE ASSIGNMENTS IN THE SHORTHAND AND TRANSCRIPTION SKILL BUILDING SECTION OF THE TEXTBOOK, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR STUDYING AND PREVIEWING THE PLATES IN THIS SECTION, THE STUDENT WILL WRITE AND TRANSCRIBE SHORTHAND NOTES HE HAS MADE FROM THESE PLATES WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.4.1 Evaluation instrument: Any textbook assignments, selected by the teacher, from the Shorthand and Transcription Skill Building Section of the textbook. The selections will be from material previously covered by the students in the learning activities for Phase 1 of the Phased Shorthand Program.

8.4.2 Performance conditions: The student will make shorthand notes, from plates assigned by the teacher, and transcribe his notes in cursive or typewriting. He will be given 20 minutes to make his notes and 20 minutes to transcribe them on each plate assigned. The student may refer to the dictionary while taking this test.

8.4.3 Counting errors: Each of the following will be considered one error:

8.4.3.1 Words omitted or added in transcription.

8.4.3.2 Words incorrectly transcribed.

8.4.3.3 Punctuation errors.

8.4.3.4 Misspelled words.

8.4.3.5 Capitalization errors.

8.4.3.6 Paragraphing errors.

8.4.4 Proof of achievement: The student must transcribe the shorthand notes he has made from five different plates assigned by the teacher with at least 30 percent correctness on each plate. Percent of correctness is determined by dividing the total correct words by the total words in the plate. The student will be permitted as many opportunities to meet this objective as is needed. The final grade for this objective will be the average correctness he achieves on the five plates. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM	
Phase 1 - Terminal Transcription From Plates	
Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
80 - 89	C
Performance below this level does not meet the minimum standard	

8.5.0 TRANSCRIPTION FROM POST-THEORY DICTATION: GIVEN DICTATION OF PREVIEWED OR FAMILIAR MATERIAL, AFTER MEETING THE MINIMUM CRITERIA FOR TERMINAL OBJECTIVES 8.1.0 THROUGH 8.4.0, THE STUDENT WILL CONSTRUCT AND TRANSCRIBE SHORTHAND OUTLINES FROM DICTATION WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.5.1 Evaluation instrument: Any business letter or series of business letters with a syllabic intensity of approximately 1.5 that can be dictated for three minutes without repetition. Letters selected for this objective will be from past homework assignments or from material that has been previewed with the student.

8.5.2 Performance conditions: The student will take dictation and transcribe his shorthand notes under the following conditions:

8.5.2.1 A short warm-up dictation period will precede the three minute dictations. Warm-up material will be selected from sources other than those used in the three minute dictation.

8.5.2.2 Material will be dictated for the prescribed period of three minutes. If more than one letter is used, there will be no pause or stopping between letters.

8.5.2.3 Dictation will be given for three minutes at each of three speed levels: 50 words a minute; 60 words a minute; and 70 words a minute. Additional dictation at any of the three speed levels may be given at the teacher's discretion. All students will take shorthand notes at each level and transcribe the level or levels at which they were successful.

8.5.2.4 Punctuation and paragraphing will not be indicated during dictation.

8.5.2.5 The salutation, body, and complimentary closing will be the only portions of the letters dictated.

8.5.2.6 The use of longhand in the student's shorthand notes is not permitted.

8.5.2.7 Transcription will immediately follow dictation. Time will not be allowed between dictation and transcription for reading notes or making changes or corrections.

8.5.2.8 Thirty minutes will be allowed for transcribing.

8.5.2.9 Cursive or typewriting may be used in transcribing shorthand notes.

8.5.2.10 The dictionary, the secretarial handbook, and the teacher may be used as reference sources during transcription.

8.5.3 Counting errors: Each of the following will be considered one error:

8.5.3.1 Words written in longhand during dictation.

8.5.3.2 Words omitted or added in transcription.

8.5.3.3 Words incorrectly transcribed.

8.5.3.4 Deviation from the dictation as given. Transposed words, rephrasing, and word substitutions are examples of this type of error.

8.5.3.5 Punctuation errors.

8.5.3.6 Misspelled words. Only one error will be deducted if the same word is consistently misspelled.

8.5.3.7 Uncorrected typographical errors.

8.5.4 Proof of achievement: The student must transcribe the shorthand notes he has taken, during the three minute dictation periods, with at least 95 percent correctness. Percent of correctness is determined by dividing the total correct words by the total words in the dictation. He must successfully transcribe five different dictations at any one speed level in order to meet the minimum for this level. The student will be permitted as many opportunities to meet this objective as is needed. The student's final grade for this objective will be the highest speed level he is able to successfully achieve on at least five occasions. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM

Phase 1 - Terminal
Transcription from Dictation

Words Per Minute	Minimum No. of Successes	Percent Correct	Letter Grade
70	5	95-100	A
60	5	95-100	B
50	5	95-100	C

Performance below this level does not meet the minimum standard.

9.0.0 DETERMINING THE FINAL GRADE IN PHASE 1: The student's final grade in Phase 1 will be determined by averaging his Terminal Performance Objective test grades and his learning activity grades Objectives 8.1.0, 8.2.0, 8.3.0, and 8.4.0 will be given a weight of 30%, objective 8.5.0 will be given a weight of 50%, and learning activity grades will be given a weight of 20%.

10.0.0 ADVANCEMENT TO PHASE 2: In order for the student to advance to Phase 2, he must have demonstrated a level of performance that is represented by an overall letter grade of "C" or above.

10.1.0 Exception requiring student action: The student who does not meet the minimum criteria and who wishes to advance to Phase 2 may do so by taking the following action:

10.1.1 Consult with the teacher as to specific areas of weakness. The teacher will determine these areas by a detailed examination of the student's Terminal Performance Objective tests, learning activity tests, and student records.

10.1.2 Engage in remedial practice, recommended by the teacher, until the student believes he can meet the minimum performance criteria for his areas of weakness.

10.1.3 Demonstrate that he has developed the level of skill necessary for advancement to Phase 2 by successfully meeting the minimum criteria on the appropriate Terminal Performance Objective tests.

10.2.0 Exception requiring teacher action: Students with educational handicaps may be given special consideration on an individual basis by the teacher.

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Appendix

This appendix contains suggestions for administering and scoring post-tests for the Terminal Performance Objectives in Phase 1 of the Phased Shorthand Program. Examples of teacher constructed tests for the objectives under 8.3.0 are also included in order to clearly illustrate the evaluative instruments to be used. The following examples are provided:

8.3.0 Related Nonshorthand Skills

- 8.3.1.1 Proofreading
- 8.3.1.2 Business vocabulary
- 8.3.1.3 Similar words
- 8.3.1.4 Spelling families
- 8.3.1.5 Grammar
- 8.3.1.6 Typing studies
- 8.3.1.7 Context analysis
- 8.3.1.8 Sentence completion
- 8.3.1.9 Common word roots
- 8.3.1.10 Punctuation and spelling
- 8.3.1.11 Geographic expressions

Descriptive statements of evaluative instruments are included with each Terminal Performance Objective. Examples are provided where the statements may not adequately describe the tests to be used.

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring the Post-Test on Terminal Performance Objective

8.1.0 SHORTHAND THEORY

PURPOSE: To measure the student's knowledge of Shorthand Theory presented in Phase 1 of the Phased Shorthand Program.

STUDENT PREPARATION FOR THE POST-TESTS: The student can prepare for the five Shorthand Theory post-tests by studying Recall Lessons 6, 12, 18, 24, 30, 36, 42, and 48 in the textbook. The student should study all words in the Recall Lessons, the Reading and Writing Practices, and pay particular attention to the words in the Recall Chart.

THE POST-TESTS: Refer to Terminal Performance Objective 8.1.0 for a description of these tests.

ADMINISTRATION OF THE POST-TESTS: Provide each student with ruled paper that has been prenumbered from 1 to 100 or have the student number the paper himself before the dictation begins. The ruled paper should provide sufficient room for the student to take his notes in shorthand and transcribe, opposite his shorthand notes, in cursive. Dictate the Test.

COUNTING ERRORS: Refer to Terminal Performance Objective 8.1.0 for a description of how errors should be counted.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring
the Post-Test on
Terminal Performance Objective

8.2.0 BRIEF FORMS

PURPOSE: To measure the student's knowledge of Brief Forms and Brief Form Derivatives presented in Phase 1 of the Phased Shorthand Program.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the Brief Forms and Brief Form Derivatives Test by studying the Brief Form Chart at the back of the textbook. A review of all the brief forms and brief form derivatives is also given in lessons 49 through 56 in the Reinforcement Section of the textbook.

THE POST-TEST: Refer to Terminal Performance Objective 8.2.0 for a description of this test.

ADMINISTRATION OF THE POST-TEST: Provide each student with ruled paper that has been prenumbered from 1 to 150 or have the student number the paper himself before the dictation begins. The ruled paper should provide sufficient room for the student to take his notes in shorthand and transcribe, opposite his shorthand notes, in cursive. Dictate the Test.

COUNTING ERRORS: Refer to Terminal Performance Objective 8.2.0 for a description of how errors should be counted.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring
the Post-Test on
Terminal Performance Objective

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.1 Proofreading)

PURPOSE: To measure the student's ability to locate errors in transcription when given shorthand plates to use as a basis for comparison.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the post-test on Proofreading by reviewing the shorthand plates that he transcribed as part of his homework assignments in Phase 1.

THE POST-TEST: This test will consist of five shorthand plates selected from past homework assignments and transcribed so that intentional errors were made. There will be 100 errors in transcription that may include errors in punctuation, spelling, transposed words, incorrect words, omissions, and additions, among others.

ADMINISTRATION OF THE POST-TEST: Provide each student with ruled paper that has been prenumbered from 1 to 100 or have the student number the paper himself before beginning the test. Each number relates to an error in transcription which the student is to identify. Distribute the Test. The student is to locate the 100 errors by comparing the transcriptions to the shorthand plates from which they were transcribed. The errors should be corrected on the answer sheet provided.

COUNTING ERRORS: Each of the following will be considered one error:

- Unidentified errors in the transcript.
- Identifying a correct word as incorrect.
- Identifying a correct punctuation mark as incorrect.
- Identifying an error correctly but misspelling the correction.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

POST-TEST

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.1 PROOFREADING)

OBJECTIVE:

In the following transcripts, the student will be able to find the various types of transcribing errors in comparing the transcript with the shorthand letter in his textbook with at least 90 percent accuracy. The student will have forty-five minutes to complete the five transcripts.

Letter 492 p. 308-9

Dear Mr. Harrington:

I resently forwarded to you a Maintainance Service Agreement for your machines. As we have not recieved a signed copy from you we again bring to you attention the benifits that will occur to you from our maintainance program.

The large majority of our costumers now avail theirselves of the Maintainance service agreement, for they find that it reduces too a minimum the expense and inconvience cost by service calls.

We would appreciate you returning to us one signed copy retaining the duplicate for your files.

Sincerely yours,

Letter 505 p. 320-1

Dear Mr. Johnson,

As you requested we sent you several months ago one of our broshures on air conditioning. We hope that you found it helpfull in answering your questions. In about two or three days one of our representitives, Mr. E.

H. Grimm, will be in your city for a few days. When he arrives, he would like to discuss your air-conditioning problems.

Mr. Grimm will phone you as soon as he arrives in West Haven to inquire about a convenient time to see you. If their is any other information we can supply you in the mean time please be sure to let us no.

Yours Truly,

Letter 533 p. 339-40

Dear Mr. Wilmington:

I was exceedingly happy to hear that you have opened a savings account at your neighborhood branch of the Chemicle Trust Corporation. I congradulate you on your desision to establish a regular program of savings.

It has been my esperience that the majority of new depositors do not realize the extent to which there bank can be of service to them. For that reason we have prepared a folder that discribes all the classifications of are services that may be of help to you. A copy is inclosed.

We are looking forward to many oppurtunities to be of service to you.

Cordialy yours,

Letter 553 p. 352-3

Dear Mr. Gray:

How far does the average man in your plant have to walk to get a drink of water. Does he walk 50 feet 100 feet or several hundred feet. Unecessary steps very often prove more costly than the instalation of additional water coolers.

With our new plan, you can check your drinking faculties quickly and easy. You can see for your self weather the purchase of one or more water

coilers for any paticular part of your plant can cut your over head.

The enclosed booklet, "Locating Your Water Coolers describes this plan.

Yours Truly,

Letter 567 p. 360-1

Dear Mr. Smith:

Do you want people to listen when you speak? Do you want people to purchase your goods. Do you want a increase in salary. What ever you want from life, you can get it if you will try those things that influence people to act.

During the past 10 years Mr. Fred H. Brown, one of the contries most sucessfull salesmen, has been able to convince thousands of people to act as he wants them to act. When he writes a sales letter people set down and write orders.

How has he been able to try these things. You can learn his methods by reading his booklet, How to Convine People, which appeared two or three months ago.

Let us ship you a copy on approval.

Very Truly Yours,

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring
the Post-Test on
Terminal Performance Objective

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.2 Business Vocabulary)

PURPOSE: To measure the student's ability to define words presented in the text when written in shorthand.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the post-test on Business Vocabulary by keeping a list of the words presented in each lesson of the textbook.

THE POST-TEST: This test will consist of 50 sentences constructed in shorthand. In each sentence a word is underlined which the student is to transcribe, define according to the business connotation, and spell correctly.

ADMINISTRATION OF THE POST-TEST: Provide each student with ruled paper that has been prenumbered from 1 to 50 or have the student number the paper himself before beginning the test. Each number relates to an underlined vocabulary word within the sentence constructed in shorthand which the student is to transcribe, define, and spell correctly.

COUNTING ERRORS: Each of the following will be considered one error:

- Incorrect transcription of the underlined word.
- Incorrect definition of the underlined word.
- Misspelling the word.
- Any addition to the test or omission on the test.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

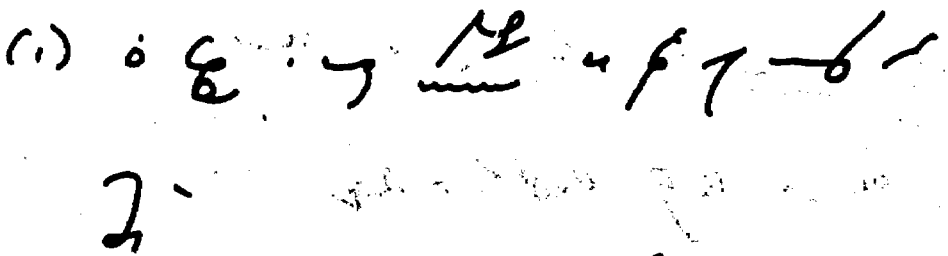
PHASE 1 OF THE PHASED SHORTHAND PROGRAM

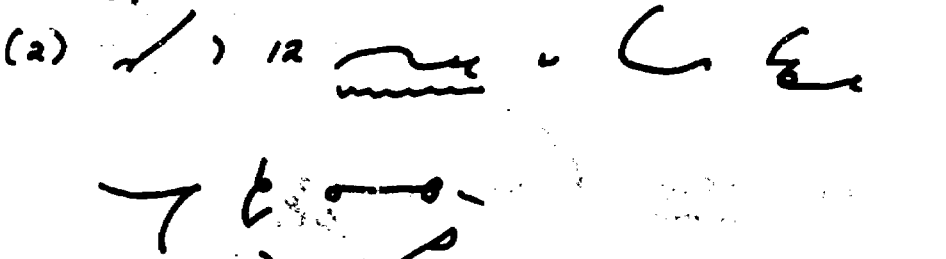
POST-TEST

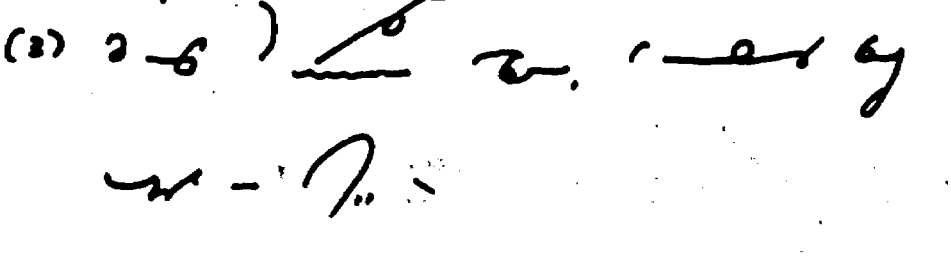
8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.2 BUSINESS VOCABULARY)

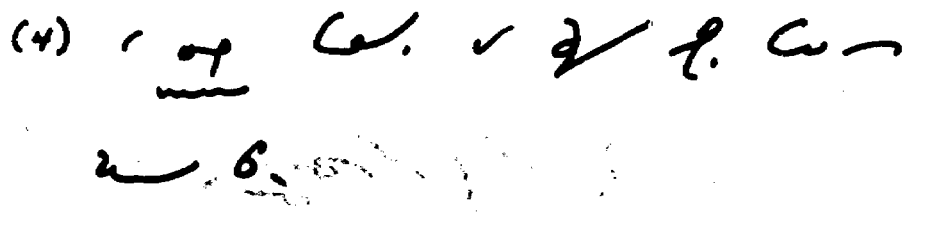
OBJECTIVE:

In the following sentences written in shorthand, the student will be able to transcribe and define the underscored word in each sentence with at least 90 percent accuracy. The student will have forty-five minutes to complete the test.

(1) 

(2) 

(3) 

(4) 

(5) [illegible]

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(8) [illegible]

(9) [illegible]

(10) [illegible]

(11) [illegible]

(12) [illegible]

(13) [illegible]

(14) [illegible]

(15) [illegible]

(16) [illegible]

(17) [illegible]

300 [illegible]

(18) [illegible]

(19) [illegible]

(20) [illegible]

(21) [illegible]

(22) [illegible]

(23) [illegible]

(24) [illegible]

(25 [illegible]

(26) [illegible]

(27)

(28)

(29)

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(31)

(32)

(33) [illegible]

(34) [illegible]

(35) [illegible]

(36) [illegible]

(37) [illegible]

(38) [illegible]

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PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring the Post-Test on Terminal Performance Objective

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.3 Similar Words)

PURPOSE: To measure the student's ability to select the correct word from pairs of words that look or sound alike, or almost alike, when used in a sentence constructed in shorthand.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the post-test on Similar Words by following teacher directions for study during presentation of theory learning activities.

THE POST-TEST: This test will consist of 40 sentences constructed in shorthand. In each sentence the student is to write, in longhand, the correct word from the two words shown in parentheses.

ADMINISTRATION OF THE POST-TEST: Provide each student with ruled paper that has been prenumbered from 1 to 40 or have the student number the paper himself before beginning the test. Each number relates to a sentence in the post-test. The student is to select the correct word of the two shown in parentheses and is to spell the word correctly.

COUNTING ERRORS: Each of the following will be considered one error:

-Transcribing the incorrect word.
-Misspelling the word chosen if it is the correct one.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

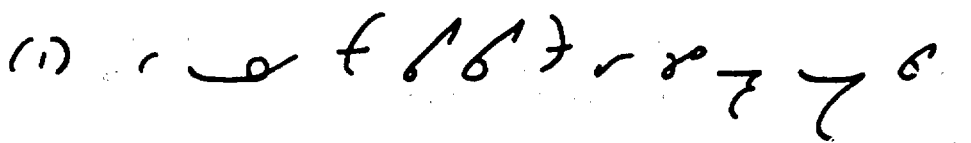
PHASE 1 OF THE PHASED SHORTHAND PROGRAM

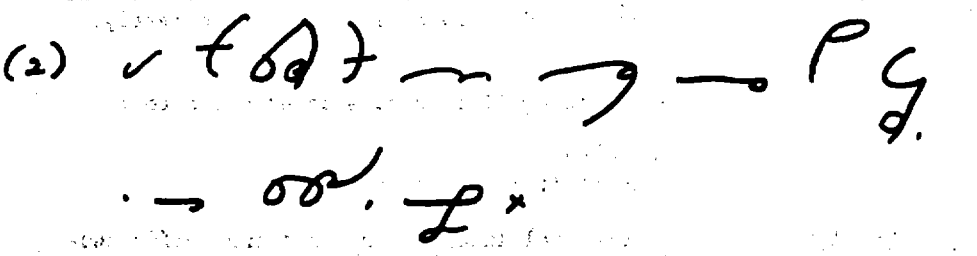
POST-TEST

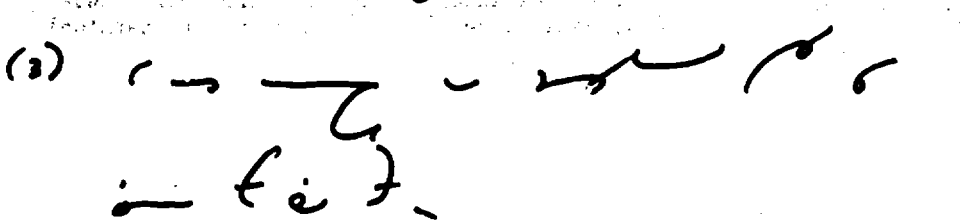
8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.3 SIMILAR WORDS)

OBJECTIVE:

In the following sentences, the student will be able to write in longhand the correct word from the two words shown in parentheses with at least 90 percent accuracy. The student will have forty-five minutes to complete the test.

(1) 

(2) 

(3) 

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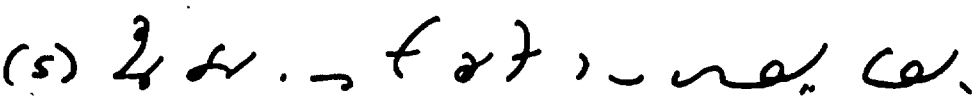
(5) 

(6) [illegible]

(7) [illegible]

(8) [illegible]

(9) [illegible]

(10) [illegible]

(11) [illegible]

(12) [illegible]

(13) [illegible]

[illegible]

(14) [illegible]

[illegible]

(15) [illegible]

[illegible]

(16) [illegible]

[illegible]

(17) [illegible]

(18) [illegible]

[illegible]

(19) [illegible]

(20) [illegible]

(21) [illegible]

(22) [illegible]

(23) [illegible]

(24) [illegible]

(25) [illegible]

(26) [illegible]

(27) [illegible]

(28) [illegible]

(29) [illegible]

(30) [illegible]

(31) [illegible]

(32) [illegible]

(33) [illegible]

(34) [illegible]

(35) [illegible]

(36) [illegible]

(37)

(38)

(39)

(40)

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring
the Post-Test on
Terminal Performance Objective

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.4 Spelling Families)

PURPOSE: To measure the student's ability to spell words correctly in related groups, or families, that contain the same spelling problem.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the post-test on Spelling Families by following teacher directions for study during presentation of theory learning activities.

THE POST-TEST: This test will consist of fifty words containing the spelling families of ie, ei; ize, ise, yze; cial, tial; for, fore; cal, cle; ious, eous. The student is to spell the words correctly.

ADMINISTRATION OF THE POST-TEST: Provide each student with ruled paper that has been prenumbered from 1 to 50 or have the student number the paper himself before beginning the test. Each number relates to a spelling word.

COUNTING ERRORS: Each of the following will be considered one error:

-Incorrectly spelling the dictated word.
-Omitting a word dictated.
-Adding a spelling word not dictated.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

POST-TEST

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.4 SPELLING FAMILIES)

OBJECTIVE:

The teacher will dictate the following list of words containing the spelling families of (ie, ei; ize, ise, yze; cial, tial; for, fore; cal, cle; ious, eous); and the student will be able to spell these words with at least 90 percent accuracy. The student will have five minutes to look over his word list after dictation is completed.

1. achieve	18. special	35. foresight
2. foreign	19. residential	36. medical
3. belief	20. commercial	37. critical
4. friend	21. superficial	38. miracle
5. receive	22. financial	39. article
6. chief	23. artificial	40. spectacle
7. efficient	24. influential	41. chemical
8. deceit	25. substantial	42. serious
9. advertise	26. official	43. courageous
10. analyze	27. partial	44. precious
11. authorize	28. forced	45. gracious
12. supervise	29. forgiven	46. advantageous
13. advise	30. forecast	47. miscellaneous
14. sympathize	31. foremost	48. envious
15. merchandise	32. foreclose	49. tedious
16. specialize	33. forward	50. courteous
17. essential	34. forget	

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring
the Post-Test on
Terminal Performance Objective

8.3 0 RELATED NONSHORTHAND SKILLS (8.3.1.5 Grammar)

PURPOSE: To measure the student's ability to find the most frequent errors made in grammar.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the post-test on Grammar by following teacher directions for study during presentation of theory learning activities.

THE POST-TEST: This test will consist of 50 sentences constructed in shorthand. In each sentence the student is to underline the correct word of the two shown in parentheses and write it in longhand.

ADMINISTRATION OF THE POST-TEST: Provide each student with ruled paper that has been prenumbered from 1 to 50 or have the student number the paper himself before beginning the test. Each number relates to a sentence in the post-test. The student is to select the correct word of the two shown in parentheses and is to spell the word correctly.

COUNTING ERRORS: Each of the following will be considered one error:

-Underlining and transcribing the wrong word.
-Misspelling the correct word.
-Omitting a word.
-Adding a word.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

POST-TEST

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.5 GRAMMAR)

OBJECTIVE:

In each of the following sentences, one of the words in parentheses is correct. The student will be able to underscore that word and transcribe it with 90 percent accuracy. The student will have forty-five minutes to complete the test.

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(13) [illegible]

(14) [illegible]

(15) [illegible]

(16) [illegible]

(17) [illegible]

(18) [illegible]

(19) [illegible]

(20) [illegible]

(21) [illegible]

(22) [illegible]

(23) [illegible]

(24) [illegible]

(25) [illegible]

(26) [illegible]

(27) [illegible]

(28) [illegible]

(29) [illegible]

(30) [illegible]

(31) [illegible]

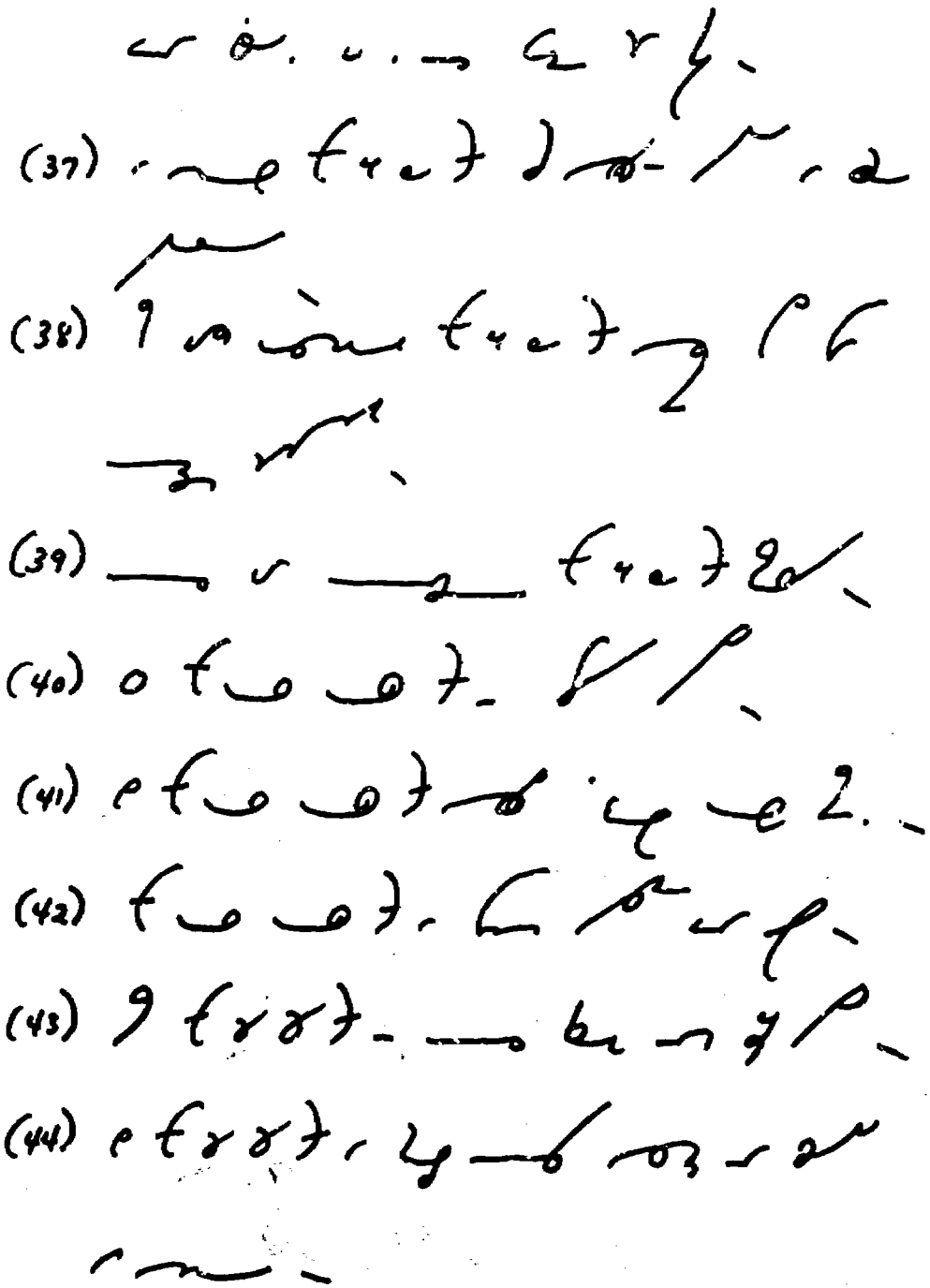
(32) [illegible]

(33) [illegible]

(34) [illegible]

(35) [illegible]

(36) [illegible]



(45) [illegible]

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(47) [illegible]

(48) [illegible]

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(50) [illegible]

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring
the Post-Test on
Terminal Performance Objective

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.6 Typing Studies)

PURPOSE: To measure the student's ability to apply the rules in typing numbers, dates, street addresses, amounts, and other typing styles.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the post-test on Typing Studies by following teacher directions for study during presentation of theory learning activities.

THE POST-TEST: This test will consist of 50 sentences constructed in shorthand. In each sentence the student is to transcribe the underlined portion according to typing rules.

ADMINISTRATION OF THE POST-TEST: Provide each student with ruled paper that has been prenumbered from 1 to 50 or have the student number the paper himself before beginning the test. Each number relates to a sentence in the post-test. The student is to transcribe the underlined portion according to typing rules.

COUNTING ERRORS: Each of the following will be considered one error:

- Incorrectly transcribing the underlined portion.
- Incorrectly applying the typing rule.
- Misspelling any of the word in the transcription.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

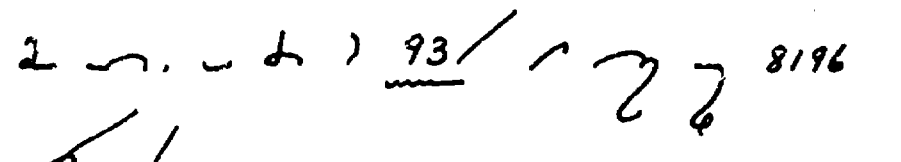
PHASE 1 OF THE PHASED SHORTHAND PROGRAM

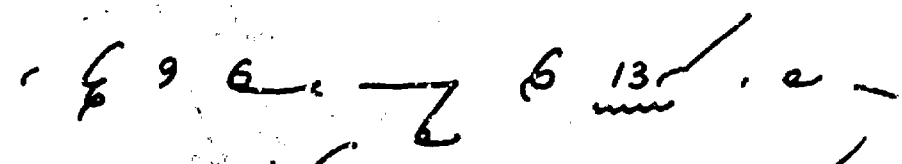
POST-TEST

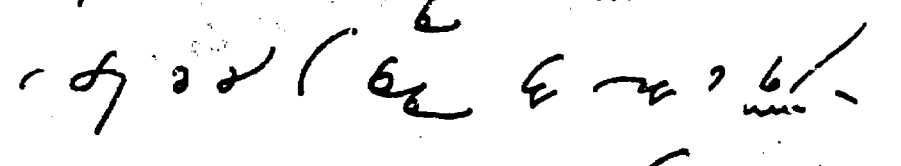
8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.6 TYPING STUDIES)

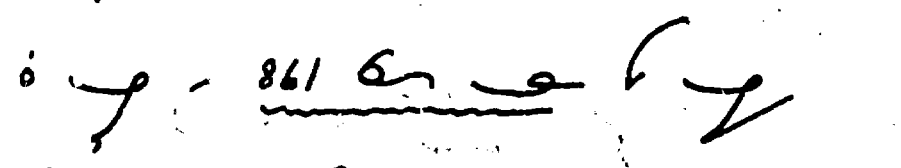
OBJECTIVE:

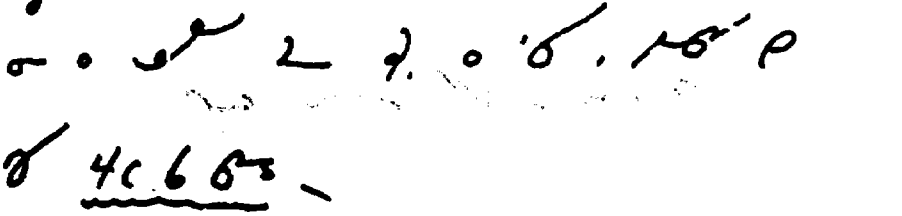
In the following sentences written in shorthand, the student will be able to transcribe each underscored word with at least 90 percent accuracy. The student will have forty-five minutes to complete the test.

(1) 

(2) 

(3) 

(4) 

(5) 

(6) [illegible]

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(8) [illegible]

(9) [illegible]

(10) [illegible]

(11) [illegible]

(12) [illegible]

(11) [illegible] 4 [illegible]

(12) [illegible] 14 [illegible]

(13) [illegible] 40 [illegible] 300 [illegible]

(14) [illegible] 5 [illegible] 312 [illegible]

(15) [illegible] 5 [illegible]

(16) [illegible] 8 [illegible]

(17) [illegible] 400 [illegible]

(20) [illegible] 200 [illegible]

(21) [illegible]

(22) [illegible]

(23) [illegible] 85 [illegible]

(24) [illegible] 315 [illegible]

(25) 65 [illegible]

(26) [illegible] 500 [illegible] 13 [illegible]

(27) [illegible] 9 [illegible] 1119 [illegible]

(28) [illegible] 552 [illegible]

(29) [illegible] 415 [illegible]

(30) [illegible]

(31) [illegible] 10 [illegible] 13 [illegible]

(32) [illegible] 805 [illegible] 4" [illegible]

(33) [illegible] 10:45 [illegible]

(34)

(35)

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(38)

(39)

(40)

(41) [illegible]

[illegible] 101 [illegible]

(42) [illegible] 16 [illegible]

61 [illegible]

(43) [illegible] 20 [illegible] 6" [illegible]

[illegible] 20 615 [illegible]

(44) [illegible] 20 [illegible]

201 [illegible]

(45) [illegible] 5 [illegible]

(46) [illegible] 819 [illegible]

[illegible] 7 4" [illegible]

(47) [illegible] 1" [illegible]

[illegible] 45 [illegible]

(48) [illegible] 6 [illegible]

[illegible]

(49) [illegible] 4156 [illegible] 2

[illegible]

(50) [illegible] 492

2 36 [illegible]

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring
the Post-Test on
Terminal Performance Objective

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.7 Context Analysis)

PURPOSE: To measure the student's ability to supply, through context, words that are missing in a transcript.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the post-test on Context Analysis by reviewing the shorthand plates that he transcribed as part of his homework assignment in Phase 1, and by following teacher directions for study during presentation of theory learning activities.

THE POST-TEST: This test will consist of five transcripts of shorthand plates previously studied by the student in which certain words have been omitted. The student is to supply, through context, the missing word.

ADMINISTRATION OF THE POST-TEST: Provide each student with five transcripts of shorthand plates previously studied by the student in which certain words have been omitted.

COUNTING ERRORS: Each of the following will be considered one error:

- Supplying, through context, the incorrect word.
- Adding a word or words.
- Omitting a word or words.
- Misspelling a word.
- Incorrect variation of the correct word.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

POST-TEST

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.7 CONTEXT ANALYSIS)

OBJECTIVE:

In each of the following transcripts, the student will be able to supply the missing words through context analysis with at least 90 percent accuracy. The student will have forty-five minutes to complete the five transcripts.

Dear Mrs. Wilson:

It is a pleasure to welcome you as one of our new credit , and we hope that you will have many to use the special that we offer to our credit .

Your card is . This card will make your easy, quick, and convenient. All it needs is your .

Thank you, Mrs. Wilson, for the confidence you have in our by opening an with us.

Sincerely yours,

Dear Mr. Harris:

This is just a to remind you that our special offer of 18 of the News Magazine for $10 will in a few days. This unprecedented is available only by a direct invitation such as this, and it will not be .

Here is a fine for you to start reading the News Magazine, a custom that is shared by more than 250,000 busy, successful . These people on us to keep their business information up to date, to

them with a wealth of profitable ideas, and to many of reading .

Your on this special offer can start with the September if you sign and the enclosed card within the next week. Why not avail of this offer.

Cordially yours,

Dear Mr. Mast:

I was exceedingly to learn that you have opened a savings in your neighborhood of the First National Bank. I congratulate you on your to establish a regular program of .

It has been my experience that the majority of new do not realize the extent to which their can be of to them. For that reason, we have prepared a folder that all the classifications or services that might be of to you. A is enclosed.

We look to many opportunities to be of service to you.

Cordially yours,

Gentlemen:

When you your merchandise by United Air Freight, you gain time and also on shipping costs.

A progressive merchant who our service saved 73 on ordinary packing and crating , 88 on insurance fees, and 90 on forwarding fees. With such savings, it is to understand why he never shipped by sea if he can doing so.

We shall be glad to make an objective comparison for you between the of shipping your particular of goods by air and the of shipping by . After you have gone over this ,you will have the

complete before you when you make a decision.

Yours very truly,

Dear Mr. Tingley:

Do you want people to when you speak? Do you want people to purchase your ? Do you want an in salary? Whatever you want from life, you can get it if you will those things that influence people to act.

During the past 10 , Mr. Frank H. Brown, one of the country's most salesmen, has been able to convince thousands of to act. When he writes a sales , people sit and write orders.

How has he been able to do these ? You can learn his by reading his "How To Convince People," which appeared two or three ago.

Let us send you a on approval.

Very truly yours,

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring
the Post-Test on
Terminal Performance Objective

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.8 Sentence Completion)

PURPOSE: To measure the student's ability to read shorthand plates and to identify words that are missing in the transcript.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the post-test on Sentence Completion by studying and reviewing the transcription quiz letters in the Skill Building Section of the textbook, lessons 57 through 69.

THE POST-TEST: This test will consist of five transcripts of transcription quiz letters (lessons 57 through 69), from which parts of sentences have been omitted. With the help of the shorthand in the text, the student is to supply the missing words in longhand.

ADMINISTRATION OF THE POST-TEST: Provide each student with five transcripts of Transcription Quiz Letters from lessons 57 through 69 of the textbook in which parts of some sentences have been omitted.

COUNTING ERRORS: Each of the following will be considered one error:

-Adding a word or words.
-Omitting a word or words.
-Misspelling a word.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

POST-TEST

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.8 SENTENCE COMPLETION)

OBJECTIVE:

In the following transcripts of letters from Part III of the textbook, parts of some sentences have been omitted. With the help of the shorthand plates in the text, the student will be able to fill in the missing words with at least 90 percent accuracy. The student will have forty-five minutes to complete the five transcripts.

Letter 502

Dear Mr. Lord.

As you requested we sent you yesterday _____ _____. You should receive it shortly.

_____ this catalogue helpful, Mr. Lord, _____ you need _____ and for your family.

Our popular _____ is described in an _____ _____. We shall be glad to have you take advantage of this plan. It enables you to order _____ but make payment out of income _____.

Whenever _____ service to you, please let us know.

Very truly yours,

Letter 515

Mr. Green:

The past year was a very successful one for our organization, and I feel_____. You and the people

in your department have played a _____ _____ _____ _____ _____, and improving service to our customers.

We must, of course, _____ _____ _____ in the days ahead. I have complete _____ _____ _____ _____ and your staff will meet them _____ _____ _____ _____ _____ _____, way that you met this year's problems.

Please _____ _____ _____ to all the members of your staff.

James H. Brown

Letter 527

To all Department Heads _____ _____:

When _____ _____ _____ _____ _____ of an employee from one city to another the company will pay the cost of _____ _____ _____ _____ _____ _____ _____ from his former residence to _____ _____ _____ _____. The company will, _____ _____ _____ _____ _____ _____ _____ as hotels and meals.

The company will pay all _____ _____ _____ _____ _____ _____ _____ the employee's furniture and household _____.

This new _____ _____ _____ _____ _____ that no employee shall suffer a _____ _____ _____ _____ _____ of being transferred in the best interests of the company.

John H. Jones

Letter 541

Dear Mr. Temple:

We are happy to be able to give you a very _____ _____ _____ Fenton Products, one of the leading manufacturing companies of Trenton.

This company has been _____ _____ _____ _____ _____ _____ _____ _____ them a valuable account. Our experience with them has been _____ _____ and at no time have they failed to make payment on _____ _____ _____.

The latest financial report in our files, dated May 31, of this year, _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____.

The men who run Fenton Products are _____ _____ _____ _____ _____. We regard them highly.

Yours very truly,

Letter 580

Dear Mr. Green:

I wish _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ letters it has been my pleasure to read in my _____ _____ _____. My sincere congratulations.

_____ _____ _____ _____ that we do a lot of counting around here. I've _____ _____ _____ and they're right where they should be and operating --every one of them. What I want to count now is more important to me. _____ _____ _____ _____ _____ you as a friend of this hotel.

Twenty-five thousand dollars' worth of our _____ _____ _____ _____ _____ _____ by our "absent-minded" guests who like our _____ _____ _____ _____ _____ _____ _____. So it goes. We are _____ _____ _____ _____ _____ you were _____ _____ _____ _____ _____ _____ _____ mistake.

Yours very truly,

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring
the Post-Test on
Terminal Performance Objective

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.9 Common Word Roots)

PURPOSE: To measure the student's ability to define words with common roots when written in shorthand.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the post-test on Common Word Roots by following teacher directions for study during presentation of theory learning activities.

THE POST-TEST: This test will consist of 50 words written in shorthand. The student is to transcribe the word, underline, and define the common word roots.

ADMINISTRATION OF THE POST-TEST: Provide each student with ruled paper that has been prenumbered from 1 to 50 or have the student number the paper himself before beginning the test. Each number relates to a word on the test.

COUNTING ERRORS. Each of the following will be considered an error:

- Transcribing the incorrect word (1 point).
- Identifying the incorrect word root (1/2 point).
- Incorrectly defining the common word root (1/2 point).
- Misspelling any of the words (1 point).

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

POST-TEST

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.9 COMMON WORD ROOTS)

OBJECTIVE:

In the following group of words written in shorthand, the student will be able to transcribe and define the word with at least 90 percent accuracy. The student will have forty-five minutes to complete the test.

(1) 

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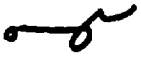
(5) 

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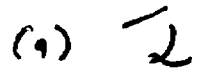
(9) 

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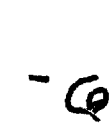
(20) 

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(33)

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(35)

(36)

(37)

(38) 

(39) 

(40)

(41) [illegible]

(42) [illegible]

(43) [illegible]

(44) [illegible]

(45) [illegible]

(46) [illegible]

(47) [illegible]

(48) [illegible]

(49) [illegible]

(50) [illegible]

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring
the Post-Test on
Terminal Performance Objective

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.10 Punctuation and Spelling)

PURPOSE: To measure the student's ability to identify punctuation and spelling problems which he may encounter in transcribing his shorthand notes.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the post-test on Punctuation and Spelling by following teacher directions for study during presentation of theory learning activities.

THE POST-TEST: This test will consist of 50 sentences constructed in shorthand. In each sentence the student is to indicate the correct punctuation and to spell the words indicated correctly.

ADMINISTRATION OF THE POST-TEST: Provide each student with ruled paper that has been prenumbered from 1 to 50 or have the student number the paper himself before beginning the test. Each number relates to a sentence in the post-test. The student is to correctly punctuate the sentence and correctly spell the words indicated.

COUNTING ERRORS: Each of the following will be considered one error:

- Incorrectly punctuating the sentence.
- Misspelling the word or words indicated.
- Adding or omitting punctuation.
- Adding or omitting a spelling word.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

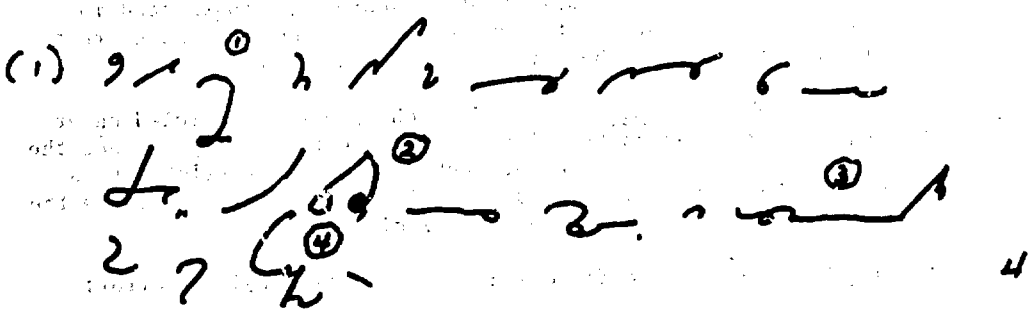
PHASE 1 OF THE PHASED SHORTHAND PROGRAM

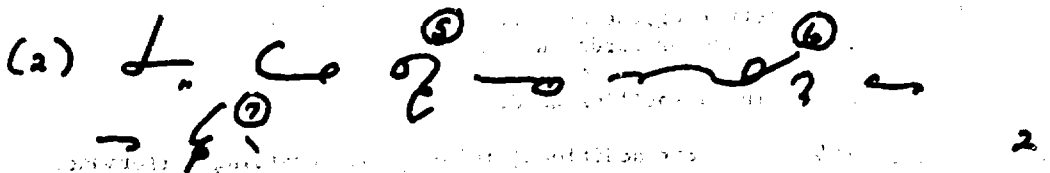
POST-TEST

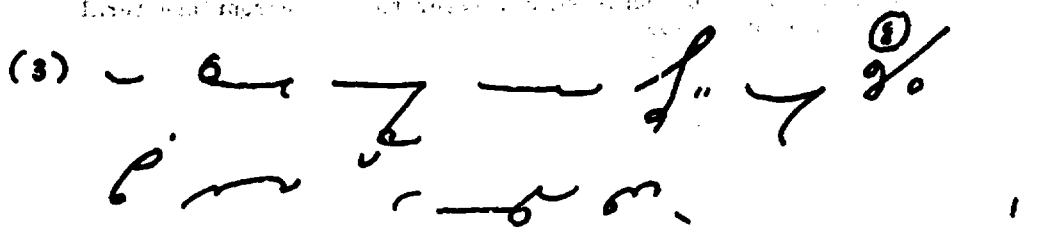
8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.10 PUNCTUATION AND SPELLING)

OBJECTIVE:

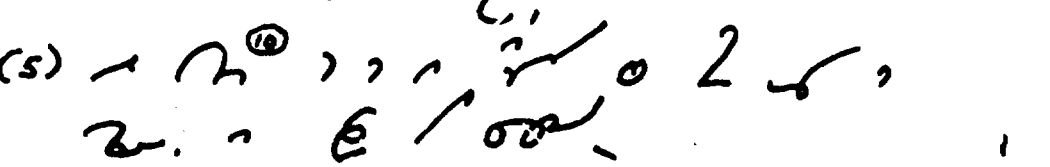
The student will be able to punctuate the following sentences written in shorthand and will be able to write in longhand the spelling words indicated with at least 90 percent accuracy. The student will have forty-five minutes to complete the test.

(1) 

(2) 

(3) 

(4) 

(5) 

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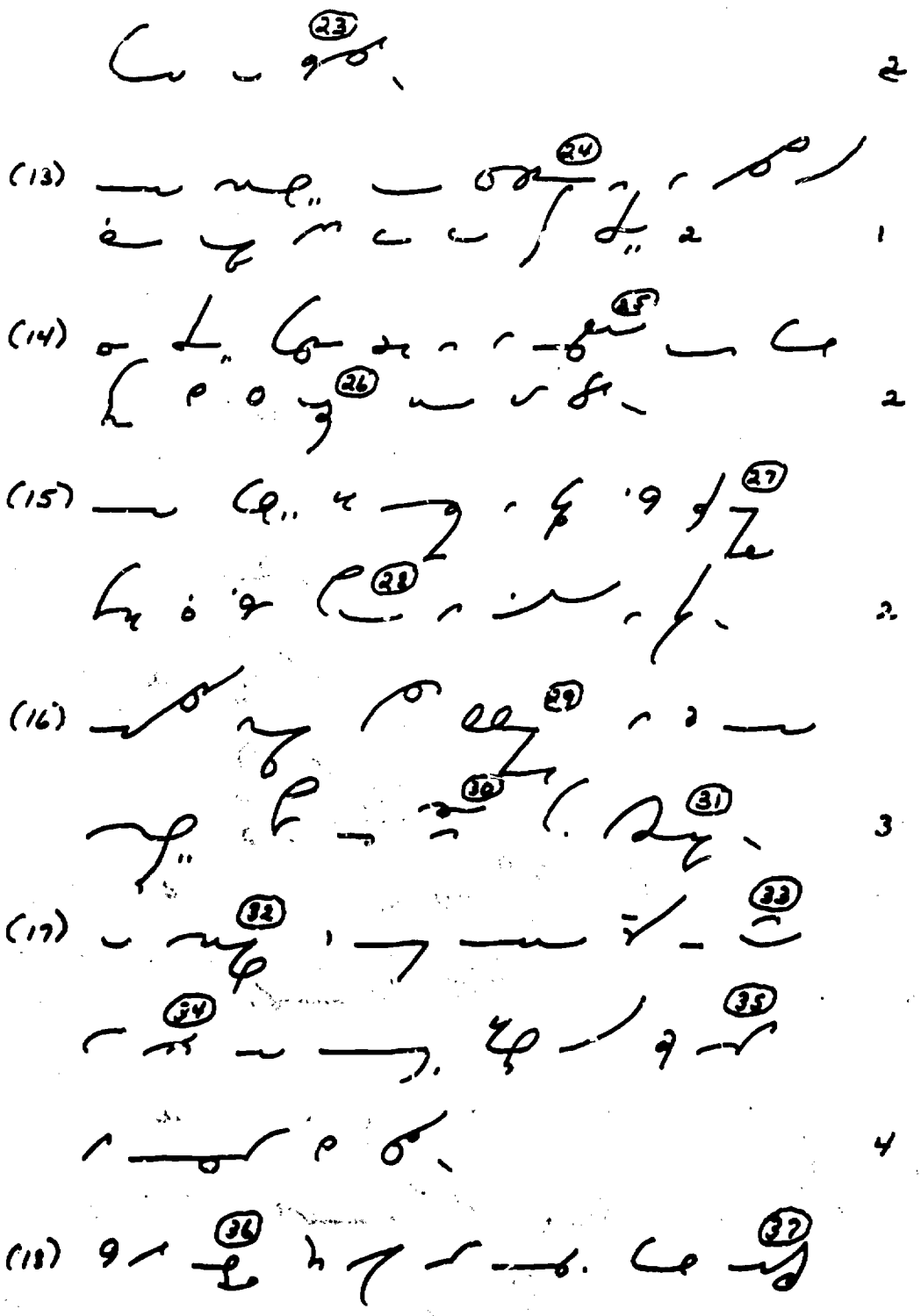
(8) 2

(9) 2

(10) 3

(11) 2

(12)



(24) [illegible] 52 [illegible] 53 [illegible]
[illegible] 54 [illegible]
[illegible] 3

(25) [illegible] 55 [illegible]
[illegible] 56 [illegible] 2

(26) [illegible] 57 [illegible] 58
[illegible] 59
[illegible] 3

(27) [illegible]
[illegible] 60 [illegible] 1

(28) [illegible] 61
[illegible] 62 [illegible] 2

(29) [illegible] 63 [illegible]
[illegible] 1

(30) [illegible] 64 [illegible] 1

(31) [illegible] 65 [illegible] 2

(32) [illegible] 66 [illegible] 1

(33) [illegible] 67 [illegible] 68 [illegible] 2

(34) [illegible] 69 [illegible] 70 [illegible] 71 [illegible] 3

(35) 72 [illegible] 1

(36) 73 [illegible] 74 [illegible] 2

(37) [illegible] 75 [illegible] 76 [illegible] 2

(38) [illegible] 77 [illegible] 78 [illegible] 2

(39) [illegible] 79 [illegible] 80 [illegible] 2

(40) [illegible] 81 [illegible] 1

(41) [illegible] 82 [illegible] 83 [illegible] 2

(42) [illegible] 84 [illegible] 85 [illegible] 2

(43) [illegible] 86 [illegible] 87 [illegible] 2

(44) [illegible] (88) [illegible] 2

(45) [illegible] (89) [illegible] (90) [illegible] 2

(46) [illegible] (91) [illegible] 1

(47) [illegible] (92) [illegible] (93) 3

(48) [illegible] (94) [illegible] 1

(49) [illegible] (95) [illegible] (96) [illegible] 2

(50) [illegible]

[illegible] (97) [illegible] 2

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring
the Post-Test on
Terminal Performance Objective

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.11 Geographic Expressions)

PURPOSE: To measure the student's knowledge of geographic expressions and how well he can read and write these expressions in shorthand.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the post-test on Geographic expressions by studying lesson 25, lesson 47, and pages 378 through 380 in the textbook appendix.

THE POST-TEST: This test will consist of 50 sentences written in shorthand. In each sentence the student is to transcribe the name of the city or cities underlined and write, in shorthand, the name of the state in which the city or cities is located.

ADMINISTRATION OF THE POST-TEST: Provide each student with ruled paper that has been prenumbered from 1 to 50 or have the student number the paper himself before beginning the test. Each number relates to a sentence in the post-test. The student is to transcribe the city or cities underlined and write, in shorthand, the correct outline for the state in which the city or cities is located.

COUNTING ERRORS: Each of the following will be considered an error and should be weighted as follows:

-Incorrect identification of an underlined city/cities (1/2 point).
-Incorrect identification of the state (1/2 point).
-Incorrect shorthand outline for the state (1 point).

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

POST-TEST

8.3.0 RELATED NONSHORTHAND SKILLS (8.3.1.11 GEOGRAPHIC EXPRESSIONS)

OBJECTIVE:

In the following sentences, the student is to transcribe the name of the city that is underscored and supply the state in which it is located as well as write the shorthand outline for the state with at least 90 percent accuracy.

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PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring
the Post-Test on
Terminal Performance Objective

8.4.0 TRANSCRIPTION FROM PLATES

PURPOSE: To measure the student's ability to write and transcribe shorthand notes he has made from shorthand plates.

STUDENT PREPARATION FOR THE POST-TEST: The student can prepare for the post-test on Transcription from Shorthand Plates by reviewing the shorthand plates in the Skill Building Section of the textbook that he transcribed as part of his homework assignments in Phase 1.

THE POST-TEST: Refer to Terminal Performance Objective 3.4.0 for a description of the test.

ADMINISTRATION OF THE POST-TEST: On paper supplied by the teacher, the student will be required to make shorthand notes from a plate assigned by the teacher and to transcribe his notes in cursive or typewriting.

COUNTING ERRORS: Refer to Terminal Performance Objective 8.4.0 for a description of how errors should be counted.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

PHASE 1 OF THE PHASED SHORTHAND PROGRAM

Suggestions for Administering and Scoring
the Post-Test on
Terminal Performance Objective

8.5.0 TRANSCRIPTION FROM POST-THEORY DICTATION

PURPOSE: To measure the student's ability to construct and transcribe shorthand notes from dictation of previewed or familiar material for a period of three minutes.

STUDENT PREPARATION FOR THE POST-TEST: The material to be used for the three minute dictation will be familiar to the student either from having practiced the material in class or having had it assigned for dictation as part of his homework.

THE POST-TESTS: Refer to Terminal Performance Objective 8.5.0 for a description of these tests.

ADMINISTRATION OF THE POST-TESTS: Refer to Terminal Performance Objective 8.5.0 for the procedure to be followed in dictation.

COUNTING ERRORS: Refer to Terminal Performance Objective 8.5.0 for a description of how errors should be counted.

ADDITIONAL INFORMATION: For additional information regarding performance conditions and proof of achievement, refer to the appropriate terminal performance objective.

TERMINAL PERFORMANCE OBJECTIVES

for

Phase 2 of the Phased Shorthand Program

1.0.0 GRADE PLACEMENT: 10, 11, 12

1.1.0 Grades 10 and 11 are recommended to allow sufficient time for students of all levels of ability and motivation to complete the training necessary for entry level employment.

1.2.0 The student who completes the Phased Shorthand Program early in his high school career may maintain or continue to build skill through use of the shorthand lab during free time; through enrollment in other business courses, such as Office Procedures, where shorthand may be used; or through enrollment in Distributive or Work Experience programs where placement in a secretarial position outside of school may be possible.

2.0.0 PREREQUISITES: Students who are enrolled in Phase 2 of the program

2.1.0 Must have met the minimum performance criteria for Phase 1;

2.2.0 Must be concurrently enrolled in Phase 2 of the Phased Typing Program or typewrite at the minimum level necessary for completion of Phase 2 of the Phased Typing Program.

3.0.0 RATIONALE: In terms of vocational opportunity, personal satisfaction, and salary, stenography is one of the most rewarding occupational areas a high school graduate can enter. The demand for well-trained, qualified stenographers and secretaries far exceeds the supply. This trend is expected to continue. Phase 2 reviews and strengthens the student's knowledge of shorthand principles; develops his ability to construct outlines for unfamiliar words under the stress of dictation; increases his dictation speed; extends his knowledge of the basic nonshorthand elements of transcription; and establishes a firm foundation for rapid and accurate transcription.

4.0.0 GENERAL OBJECTIVES: Upon completion of the learning activities which further emphasize and reinforce shorthand theory, writing technique, transcription, and related nonshorthand skills, and upon demonstration of mastery of these activities as measured by the Phase 2 terminal tests, the student will be able to

4.1.0 Read, write, and construct shorthand outlines of words presented in the program;

4.2.0 Transcribe, in typewritten form, shorthand outlines he has constructed;

4.3.0 Read shorthand outlines he has constructed;

4.4.0 Construct, during dictation of material that has been covered in shorthand theory, correct shorthand outlines;

4.4.1 Shorthand theory includes words, brief forms, brief form derivatives, phrases, and geographical expressions.

4.5.0 Construct, during five minute lab dictation of practiced material, correct shorthand outlines;

4.6.0 Construct, during three minute teacher dictation of umfamiliar material, correct shorthand outlines;

4.7.0 Produce correctly transcribed shorthand notes;

4.8.0 Take reasonable care of his work station, organize his work in an efficient manner, and exhibit a responsible and businesslike attitude toward the tasks presented him in this program.

5.0.0 INSTRUCTIONAL CONTENT: The following is an outline of the course content designed to help the student reach the Phase 2 terminal objectives. This is not an exhaustive and sequential listing of every item in the Phase 2 curriculum. For a more detailed outline of content, reference muat be made to the learning activities presented in this Phase.

5.1.0 Shorthand theory reinforcement with emphasis on

5.1.1 Phrase building

5.1.2 Brief form automatizing

5.1.3 Geographical expressions

5.1.4 Words and word families

5.1.5 Word beginnings and endings

5.1.6 Numbers and quantities

5.1.7 Blends and vowel omissions

5.1.8 Brief forms and derivatives

5.1.9 Vocabulary building.

5.2.0 Reading from textbook shorthand plates at a rapid and accurate rate.

5.3.0 Reading from shorthand outlines and notes the student constructs from the textbook or from dictation.

5.4.0 Taking dictation for periods of time up to 5 minutes on new, practiced, and familiar material.

5.5.0 Transcription with emphasis on

5.5.1 Punctuation, spelling, and capitalization

5.5.2 Grammar and proper word usage

5.5.3 Sentence completion and context analysis

5.5.4 Proofreading and correcting

5.5.5 Responding to oral and written directions

5.5.6 Business vocabulary and geographic expressions

5.5.7 Typewriting skills

5.5.8 Proper care of equipment and efficient work organization.

5.6.0 Identifying common business practices and terms.

5.7.0 Solving elementary problems of office style dictation in which additions and deletions are made.

5.8.0 Producing mailable letters from own shorthand notes of letters presented in the textbook.

5.9.0 Emphasing proper business behavior, habits, and personality traits essential to the routine of the stenographer or secretary at a job-entry level.

6.0.0 PRE-TESTING: No pre-test will be given at the beginning of Phase 2. The first week that a student spends in Phase 2 will be devoted to an assessment of his knowledge of shorthand principles and the speed level at which he should begin taking dictation from unfamiliar material.

6.1.0 All students will be required to complete the learning activities in Phase 2 that cover the processes required to write and transcribe shorthand. These processes include analyzing, reasoning, associating, reinforcing, decoding, and translating.

6.2.0 A student may be exempted from selected learning activities in Phase 2 by demonstrating mastery of the skills or concepts embodied in these activities. This may be accomplished by successful completion of the pre- and post-tests which are included in the learning activities that may be challenged by the student.

6.2.1 Activity pre-tests: A student may elect to take the pre-test at the beginning of a learning activity if he believes that he can meet the stated performance objectives for that activity. Upon completion of the self-administered test, the student will elect to

6.2.1.1 take the post-test for the learning activity if he completed the pre-test with a score above the minimum criteria for the pre-test or

6.2.1.2 begin the learning activity if his score on the pre-test was not above the minimum criteria or

6.2.1.3 begin the learning activity if the pre-test score was above the minimum criteria but still below the standards the student sets for himself.

7.0.0 POST-TESTING: Both end-of-activity and end-of-phase post-tests are used to measure (1) whether the student has met the performance objectives stated for the learning activity and the Phase and (2) the degree to which he exceeds the minimum criteria established for those performance objectives.

7.1.0 Activity post-tests: The student will take a post-test as he completes each individual or group activity or, if working on a learning activity where exemption is permitted, at any point in the activity that he believes he is ready to be tested. His performance on the post-test will be measured against specified time and accuracy limits that are established for individual or group actitities. Upon completion of the teacher-administered post-test, the student will

7.1.1 begin the next learning activity if he meets the minimum performance criteria for the post-test or

7.1.2 engage in remedial practice recommended by the teacher, if he does not meet the minimum, until he believes he can meet the minimum performance criteria for the individual or group activity, and

7.1.3 demonstrate that he has met the criteria for advancement to the next learning activity by successfully completing the post-test at or above the minimum specified.

7.2.0 Phase post-tests: The student will take these tests at any point in the phase after he has successfully demonstrated readiness for evaluation. This will ordinarily follow completion of all prerequisite activities.

8.0.0 TERMINAL PERFORMANCE OBJECTIVES: The following performance objectives are a precise statement of the minimum objectives of Phase 2 of the Phased Shorthand Program. It is important to note that there are other objectives within Phase 2, and that they will be reflected in the "intermediate" performance objectives included in each learning activity developed for the Phase.

The textbook referred to in Phase 2 Terminal Performance Objectives is Gregg Dictation, Diamond Jubilee Series, 1963.

8.1.0 TRANSCRIPTION FROM DICTATION: GIVEN DICTATION OF UNFAMILIAR MATERIAL, THE STUDENT WILL CONSTRUCT AND TRANSCRIBE SHORTHAND OUTLINES FROM DICTATION WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.1.1 Evaluation instrument: Any business letter or series of business letters with a syllabic intensity of approximately 1.5 that can be dictated for three minutes without repetition. Letters selected for this objective will be unfamiliar to the student.

8.1.2 Performance conditions: The student will take dictation and transcribe his shorthand notes under the following conditions:

8.1.2.1 A short warm-up dictation period will precede the three minute dictations. Warm-up material will be selected from sources other than those used in the three minute dictation.

8.1.2.2 Material will be dictated for the prescribed period of three minutes. If more than one letter is used, there will be no pause or stopping between letters.

8.1.2.3 Dictation will be given for three minutes at each of three speed levels: 80 words a minute; 90 words a minute; and 100 words a minute. Additional dictation at any of the three speed levels may be given at the teacher's discretion. All students will take shorthand notes at each level and transcribe the level or levels at which they were successful.

8.1.2.4 Punctuation and paragraphing will not be indicated during dictation.

8.1.2.5 The salutation, body, and complimentary closing will be the only portions of the letters dictated.

8.1.2.6 The use of longhand in the student's shorthand notes is not permitted.

8.1.2.7 Transcription will immediately follow dictation. Time will not be allowed between dictation and transcription for reading notes or making changes or corrections.

8.1.2.8 Thirty minutes will be allowed for transcribing.

8.1.2.9 The shorthand notes must be transcribed at the typewriter. All typing errors must be corrected.

8.1.2.10 The dictionary, the secretarial handbook, and the teacher may be used as reference sources during transcription.

8.1.3 Counting errors: Each of the following will be considered one error:

8.1.3.1 Words written in longhand during dictation.

8.1.3.2 Words omitted or added in transcription.

8.1.3.3 Words incorrectly transcribed.

8.1.3.4 Deviation from the dictation as given. Transposed words, rephrasing, and word substitutions are examples of this type of error.

8.1.3.5 Punctuation errors.

8.1.3.6 Misspelled words. Only one error will be deducted if the same word is consistently misspelled.

8.1.3.7 Uncorrected typographical errors.

8.1.4 Proof of achievement: The student must transcribe the shorthand notes he has taken, during the three minute dictation periods, with at least 95 percent correctness. Percent of correctness is determined by dividing the total correct words by the total words in the dictation. He must successfully transcribe five different dictations at any one speed level in order to meet the minimum for this level. The student will be permitted as many opportunities to meet this objective as is needed. The student's final grade for this objective will be the highest speed level he is able to successfully achieve on at least five occasions. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM

Phase 2 - Terminal
Transcription from Dictation

Words Per Minute	Minimum No. of Successes	Percent Correct	Letter Grade
100	5	95-100	A
90	5	95-100	B
80	5	95-100	C

Performance below this level does not meet the minimum standard.

8.2.0 BUSINESS VOCABULARY: GIVEN A TEACHER CONSTRUCTED TEST, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR DEFINING AND SPELLING WORDS COMMONLY USED IN BUSINESS, THE STUDENT WILL CORRECTLY DEFINE AND SPELL THE WORDS GIVEN WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.2.1 Evaluation instrument: Any 50 item test constructed by the teacher from words included in the business vocabulary activities in Phase 2 of the Phased Shorthand Program.

8.2.2 Performance conditions: The 50 item test will be dictated at a rate of approximately three words per minute. The student must write the dictated words, in cursive, in the order given. At the completion of the dictation, the student will have 35 minutes to define the words he has written.

8.2.3 Counting errors: Each of the following will be considered one error:

8.2.3.1 Words written that are not in the order of dictation.

8.2.3.2 Words omitted or added.

8.2.3.3 Words incorrectly spelled.

8.2.3.4 Words incorrectly defined.

8.2.3.5 Words that are not defined.

8.2.4 Proof of achievement: The student must complete three different 50 item business vocabulary tests with an average correctness on the three tests of at least 85 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM	
Phase 2 - Terminal Business Vocabulary Test	
Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
85 - 89	C
Performance below this level does not meet the minimum standard.	

8.3.0 SPELLING: GIVEN A TEACHER CONSTRUCTED TEST, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR SPELLING WORDS COMMONLY USED IN BUSINESS, THE STUDENT WILL CORRECTLY SPELL THE WORDS GIVEN WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.3.1 Evaluation instrument: Any 50 item test constructed by the teacher from words included in the spelling activities in Phase 2 of the Phased Shorthand Program.

8.3.2 Performance conditions: The 50 item test will be dictated at a rate of approximately three words per minute. The student must spell the dictated words in the order given. An additional five minutes will be allowed for the student to review his word list and make any necessary corrections.

8.3.3 Counting errors: Each of the following will be considered one error:

8.3.3.1 Words written that are not in the order of dictation.

8.3.3.2 Words omitted or added.

8.3.3.3 Words incorrectly spelled.

8.3.4 Proof of achievement: The student must complete three different 50 item spelling tests with an average correctness on the three tests of at least 85 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM	
Phase 2 - Terminal Spelling	
Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
85 - 89	C
Performance below this level does not meet the minimum standard.	

8.4.0 GRAMMAR: GIVEN A TEACHER CONSTRUCTED TEST, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR THE COMMON RULES OF GRAMMAR, THE STUDENT WILL CORRECTLY APPLY THESE RULES WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.4.1 Evaluation instrument: Any 50 sentence test, constructed by the teacher in cursive or typing, that requires the student to select proper verbs, nouns, and pronouns from multiple choices.

8.4.2 Performance conditions: The student must correctly apply the common rules of grammar presented in the learning activities of Phase 2 to the 50 sentences within a 45 minute period of time.

8.4.3 Counting errors: The following will be considered one error:

8.4.3.1 Incorrect application of a grammar rule.

8.4.4 Proof of achievement: The student must complete three different 50 sentence tests with an average correctness on the three tests of at least 85 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM	
Phase 2 - Terminal Grammar	
Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
85 - 89	C
Performance below this level does not meet the minimum standard.	

8.5.0 PUNCTUATION: GIVEN A TEACHER CONSTRUCTED TEST, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR THE COMMON RULES OF PUNCTUATION, THE STUDENT WILL CORRECTLY APPLY THESE RULES WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.5.1 Evaluation instrument: Any 50 sentence test that does not contain punctuation, constructed by the teacher in cursive or typing, that requires the student to properly punctuate the sentences.

8.5.2 Performance conditions: The student must correctly apply the common rules of punctuation presented in the learning activities of Phase 2 to the 50 sentences within a 45 minute period of time.

8.5.3 Counting errors: Each of the following will be considered one error:

8.5.3.1 Incorrect application of a punctuation rule.

8.5.3.2 Incorrect omissions or additions of punctuation.

8.5.4 Proof of achievement: The student must complete three different 50 sentence tests with an average correctness on the three tests of at least 85 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance.

PHASED SHORTHAND PROGRAM	
Phase 2 - Terminal Punctuation	
Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
85 - 89	C
Performance below this level does not meet the minimum standard.	

8.6.0 MAILABLE COPY FROM PLATES: GIVEN TEACHER SELECTED TRANSCRIPTION QUIZ LETTERS IN THE TEXTBOOK, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR STUDYING AND PREVIEWING THE SELECTED PLATES, THE STUDENT WILL WRITE SHORTHAND NOTES FROM THESE PLATES AND TRANSCRIBE HIS NOTES INTO MAILABLE LETTERS WITHIN A SPECIFIED TIME LIMIT.

8.6.1 Evaluation instrument: Any transcription quiz letter, selected by the teacher, from the first four lessons of each chapter of the textbook. The selections will be from material previously covered by the students in the learning activities for Phase 2 of the Phased Shorthand Program.

8.6.2 Performance conditions: The student will be allowed 15 minutes per letter to make and transcribe his notes. He will transcribe his notes in mailable form on the typewriter and submit his copy to the teacher for evaluation at the end of each 15 minute period of time. The student may refer to the dictionary while taking this test.

8.6.3 Counting errors: Each of the following will be considered an error:

8.6.3.1 Words omitted or added in transcription.

8.6.3.2 Words incorrectly transcribed.

8.6.3.3 Punctuation errors.

8.6.3.4 Misspelled words.

8.6.3.5 Capitalization errors.

8.6.3.6 Paragraphing errors.

8.6.3.7 More than three neat erasures.

8.6.3.8 Failure to include the current date.

8.6.3.9 Failure to include an appropriate inside address.

8.6.3.10 Failure to include an appropriate complimentary close, company name, typed signature, or reference intials.

8.6.4 Proof of achievement: The student must transcribe the shorthand notes he has made, from the plates assigned by the teacher, into mailable copy. A letter is considered to be mailable if it is error free. The student will spend a minimum of five class periods working on mailable copy. Three plates will be assigned each class period. The first plate assigned must be mailable before the student may progress to subsequent plates. In order to meet this objective, the student must complete a minimum of one mailable letter during each of five different class periods. His final grade for this objective will be the average of the five daily grades he achieves. The student will receive a grade for each class period according to the criteria in the following table:

PHASED SHORTHAND PROGRAM	
Phase 2 - Terminal Mailable Copy From Plates	
One 45 Minute Period	
3 Mailable Letters	A
2 Mailable Letters	B
1 Mailable Letter	C
Performance below this level does not meet the minimum standard.	

9.0.0 DETERMINING THE FINAL GRADE IN PHASE 2: The student's final grade in Phase 2 will be determined by averaging his Terminal Performance objective test grades and his learning activity grades. Objective 8.1.0 will be given a weight of 50%, objectives 8.2.0, 8.3.0, 8.4.0, 8.5.0, and 8.6.0 will be given a weight of 30%, and learning activity grades will be given a weight of 20%.

10.0.0 ADVANCEMENT TO PHASE 3: In order for the student to advance to Phase 3, he must have demonstrated a level of performance that is represented by an overall letter grade of "C" or above.

10.1.0 Exception requiring student action: The student who does not meet the minimum criteria and who wishes to advance to Phase 3 may do so by taking the following action:

10.1.1 Consult with the teacher as to specific areas of weakness. The teacher will determine these areas by a detailed examination of the student's Terminal Performance Objective tests, learning activity tests, and student records.

10.1.2 Engage in remedial practice, recommended by the teacher, until the student believes he can meet the minimum performance criteria for his areas of weakness.

10.1.3 Demonstrate that he has developed the level of skill necessary for advancement to Phase 3 by successfully meeting the minimum criteria on the appropriate Terminal Performance Objective tests.

10.2.0 Exception requiring teacher action: Students with educational handicaps may be given special consideration on an individual basis by the teacher.

PHASE 2 OF THE PHASED SHORTHAND PROGRAM

Appendix

Descriptive statements of evaluative instruments are included with each Terminal Performance Objective. Therefore, examples of the tests used in Phase 2 are not included.

TERMINAL PERFORMANCE OBJECTIVES

for

Phase 3 of the Phased Shorthand Program

1.0.0 GRADE PLACEMENT: 11, 12

1.1.0 The student who completes the Phased Shorthand Program early in his high school career may maintain or continue to build skill through use of the shorthand lab during free time; through enrollment in other business courses, such as Office Procedures, where shorthand may be used; or through enrollment in Distributive or Work Experience programs where placement in a secretarial position outside of school may be possible.

2.0.0 PREREQUISITES: Students who are enrolled in Phase 3 of the program

2.1.0 Must have met the minimum performance criteria for Phase 2;

2.2.0 Must have met the minimum level necessary for completion of Phase 2 of the Phased Typing Program.

3.0.0 RATIONALE: In terms of vocational opportunity, personal satisfaction, and salary, stenography is one of the most rewarding occupational areas a high school graduate can enter. The demand for well-trained, qualified stenographers and secretaries far exceeds the supply. This trend is expected to continue. Phase 3 emphasizes the vocational application of shorthand skills and develops these skills to meet the standards of business/industry. Phase 3 strengthens and reinforces the basic skills acquired in previously completed phases by developing vocational skills in terms of production in dictation.

4.0.0 GENERAL OBJECTIVES: Upon completion of the learning activities which further emphasize and reinforce shorthand theory, writing technique, transcription, and related nonshorthand skills, and upon demonstration of mastery of these activities as measured by the Phase 3 terminal tests, the student will be able to

4.1.0 Read, write, and construct shorthand outlines of words presented in the program;

4.2.0 Transcribe, in typewritten form, shorthand outlines he has constructed;

4.3.0 Read aloud shorthand outlines he has constructed;

4.4.0 Construct, during dictation of material that has been covered in shorthand theory, correct shorthand outlines;

4.4.1 Shorthand theory includes words, brief forms, brief form derivatives, phrases, and geographical expressions.

4.5.0 Construct, during five minute lab dictation of practiced material, correct shorthand outlines;

4.6.0 Construct, during three minute teacher dictation of unfamiliar material, correct shorthand outlines;

4.7.0 Produce correctly transcribed shorthand notes;

4.8.0 Take reasonable care of his work station, organize his work in an efficient manner, and exhibit a responsible and business-like attitude toward the tasks presented him in this program.

5.0.0 INSTRUCTIONAL CONTENT: The following is an outline of the course content designed to help the student reach the Phase 3 terminal objectives. This is not an exhaustive and sequential listing of every item in the Phase 3 curriculum. For a more detailed outline of content, reference must be made to the learning activities presented in this Phase.

5.1.0 Shorthand theory reinforcement with emphasis on

5.1.1 Phrase building

5.1.2 Brief form automatizing

5.1.3 Geographical expressions

5.1.4 Words and word families

5.1.5 Word beginnings and endings

5.1.6 Numbers and quantities

5.1.7 Blends and vowel omissions

5.1.8 Brief forms and derivatives

5.1.9 Vocabulary building.

5.2.0 Reading from shorthand outlines and notes the student constructs from the textbook or from dictation.

5.3.0 Taking dictation for periods of time up to 5 minutes on new, practiced, and familiar material.

5.4.0 Transcription with emphasis on

5.4.1 Punctuation, spelling, and capitalization

5.4.2 Grammar and proper word usage

5.4.3 Sentence completion and context analysis

5.4.4 Proofreading and correcting

5.4.5 Responding to oral and written directions

5.4.6 Business vocabulary and geographic expressions

5.4.7 Typewriting skills

5.4.8 Proper care of equipment and efficient work organization

5.4.9 Paragraphing practice.

5.5.0 Identifying common business practices and terms.

5.6.0 Solving problems of office style dictation in which additions and deletions are made and composing simple letters and memorandums.

5.7.0 Producing mailable letters from own shorthand notes of letters presented in the textbook.

5.8.0 Emphasizing proper business behavior, habits, and personality traits essential to the routine of the stenographer or secretary at a job-entry level.

5.9.0 Improving shorthand skill with emphasis on time-and-effort-saving shortcuts.

6.0.0 PRE-TESTING: No pre-test will be given at the beginning of Phase 3. The first week that a student spends in Phase 3 will be devoted to an assessment of his basic shorthand skills--knowledge of shorthand principles, speed level at which to begin dictation, and related non-shorthand skills.

At the end of the assessment week, the student will begin the learning activities for Phase 3 if he meets the minimum performance criteria for basic shorthand skills. The student who does not meet the minimum criteria will continue to work on skill development until he reaches the minimum. At that time, he will begin Phase 3 activities.

6.1.0 All students will be required to complete the learning activities in Phase 3 that cover the processes required to write and transcribe shorthand. These processes include analyzing, reasoning, associating, reinforcing, decoding, and translating.

6.2.0 A student may be exempted from selected learning activities in Phase 3 by demonstrating mastery of the skills or concepts embodied in these activities. This may be accomplished by successful completion of the pre- and post-tests which are included in the learning activities that may be challenged by the student.

6.2.1 Activity pre-tests: A student may elect to take the pre-test at the beginning of a learning activity if he believes that he can meet the stated performance objectives for that activity. Upon completion of the self-administered test, the student will elect to

6.2.1.1 take the post-test for the learning activity if he completed the pre-test with a score above the minimum criteria for the pre-test or

6.2.1.2 begin the learning activity if his score on the pre-test was not above the minimum criteria or

6.2.1.3 begin the learning activity if the pre-test score was above the minimum criteria but still below the standards the student sets for himself.

7.0.0 POST-TESTING: Both end-of-activity and end-of-phase post-tests are used to measure (1) whether the student has met the performance objectives stated for the learning activity and the Phase and (2) the degree to which he exceeds the minimum criteria established for those performance objectives.

7.1.0 Activity post-tests: The student will take a post-test as he completes each individual or group activity or, if working on a learning activity where exemption is permitted, at any point in the activity that he believes he is ready to be tested. His performance on the post-test will be measured against specified time and accuracy limits that are established for individual or group activities. Upon completion of the teacher-administered post-test, the student will

7.1.1 begin the next learning activity if he meets the minimum performance criteria for the post-test or

7.1.2 engage in remedial practice recommended by the teacher, if he does not meet the minimum, until he believes he can meet the minimum performance criteria for the individual or group activity, and

7.1.3 demonstrate that he has met the criteria for advancement to the next learning activity by successfully completing the post-test at or above the minimum specified.

7.2.0 Phase post-tests: The student will take these tests at any point in the phase after he has successfully demonstrated readiness for evaluation. This will ordinarily follow completion of all prerequisite activities.

8.0.0 TERMINAL PERFORMANCE OBJECTIVES: The following performance objectives are a precise statement of the minimum objectives of Phase 3 of the Phased Shorthand Program. It is important to note that there are other objectives within Phase 3, and that they will be reflected in the "intermediate" performance objectives included in each learning activity developed for the Phase.

The textbook referred to in Phase 3 Terminal Performance Objectives is Gregg Speed Building, Diamond Jubilee Series, 1964.

8.1.0 TRANSCRIPTION FROM DICTATION: GIVEN DICTATION OF UNFAMILIAR MATERIAL, THE STUDENT WILL CONSTRUCT AND TRANSCRIBE SHORTHAND OUTLINES FROM DICTATION WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.1.1 Evaluation instrument: Any business letter or series of business letters with a syllabic intensity of approximately 1.5 that can be dictated for three minutes without repetition. Letters selected for this objective will be unfamiliar to the student.

8.1.2 Performance conditions: The student will take dictation and transcribe his shorthand notes under the following conditions:

8.1.2.1 A short warm-up dictation period will precede the three minute dictations. Warm-up material will be selected from sources other than those used in the three minute dictation.

8.1.2.2 Material will be dictated for the prescribed period of three minutes. If more than one letter is used; there will be no pause or stopping between letters.

8.1.2.3 Dictation will be given for three minutes at each of three speed levels: 100 words a minute; 110 words a minute; and 120 words a minute. Additional dictation at any of the three speed levels may be given at the teacher's discretion. All students will take shorthand notes at each level and transcribe the level or levels at which they were successful.

8.1.2.4 Punctuation and paragraphing will not be indicated during dictation.

8.1.2.5 The salutation, body, and complimentary closing will be the only portions of the letters dictated.

8.1.2.6 The use of longhand in the student's shorthand notes is not permitted.

8.1.2.7 Transcription will immediately follow dictation. Time will not be allowed between dictation and transcription for reading notes or making changes or corrections.

8.1.2.8 Thirty minutes will be allowed for transcribing.

8.1.2.9 The shorthand notes must be transcribed at the typewriter. All typing errors must be corrected.

8.1.2.10 The dictionary, the secretarial handbook, and the teacher may be used as reference sources during transcription.

8.1.3 Counting errors: Each of the following will be considered one error:

8.1.3.1 Words written in longhand during dictation.

8.1.3.2 Words omitted or added in transcription.

8.1.3.3 Words incorrectly transcribed.

8.1.3.4 Deviation from the dictation as given. Transposed words, rephrasing, and word substitutions are examples of this type of error.

8.1.3.5 Punctuation errors.

8.1.3.6 Misspelled words. Only one error will be deducted if the same word is consistently misspelled

8.1.4 Proof of achievement: The student must transcribe the shorthand notes he has taken, during the three minute dictation periods, with at least 95 percent correctness. Percent of correctness is determined by dividing the total correct words by the total words in the dictation. He must successfully transcribe five different dictations at any one speed level in order to meet the minimum for this level. The student will be permitted as many opportunities to meet this objective as is needed. The student's final grade for this objective will be the highest speed level he is able to successfully achieve on at least five occasions. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM			
Phase 3 - Terminal Transcription from Dictation			
Words Per Minute***	Minimum No. of Successes	Percent Correct	Letter Grade
120	5	95-100	A
110	5	95-100	B
100	5	95-100	C
Performance below this level does not meet the minimum standard.			

*** Students who perform above the 120 words per minute level within Phase 3 and meet the minimum performance criteria for the other objectives in Phase 3 may receive credit for Phase 4 of Shorthand and go directly into Transcription.

8.2.0 BUSINESS VOCABULARY: GIVEN A TEACHER CONSTRUCTED TEST, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR DEFINING AND SPELLING WORDS COMMONLY USED IN BUSINESS, THE STUDENT WILL CORRECTLY DEFINE AND SPELL THE WORDS GIVEN WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.2.1 Evaluation instrument: Any 50 item test constructed by the teacher from words included in the business vocabulary activities in Phase 3 of the Phased Shorthand Program.

8.2.2 Performance conditions: The 50 item test will be dictated at a rate of approximately three words per minute. The atudent must write the dictated words, in cursive, in the order given. At the completion of the dictation, the student will have 35 minutes to define the words he has written.

8.2.3 Counting errors: Each of the following will be considered one error:

8.2.3.1 Words written that are not in the order of dictation.

8.2.3.2 Words omitted or added.

8.2.3.3 Words incorrectly spelled.

8.2.3.4 Words incorrectly defined.

8.2.3.5 Words that are not defined.

8.2.4 Proof of achievement: The student must complete three different 50 item business vocabulary tests with an average correctness on the three tests of at least 85 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM	
Phase 3 - Terminal Business Vocabulary Test	
Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
85 - 89	C
Performance below this level does not meet the minimum atandard.	

8.3.0 SPELLING: GIVEN A TEACHER CONSTRUCTED TEST, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR SPELLING WORDS COMMONLY USED IN BUSINESS, THE STUDENT WILL CORRECTLY SPELL THE WORDS GIVEN WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.3.1 Evaluation instrument: Any 50 item test constructed by the teacher from words included in the spelling activities in Phase 3 of the Phased Shorthand Program.

8.3.2 Performance conditions: The 50 item test will be dictated at a rate of approximately three words per minute. The student must spell the dictated words in the order given. An additional five minutes will be allowed for the student to review his word list and make any necessary corrections.

8.3.3 Counting errors: Each of the following will be considered one error:

8.3.3.1 Words written that are not in the order of dictation.

8.3.3.2 Words omitted or added.

8.3.3.3 Words incorrectly spelled.

8.3.4 Proof of achievement: The student must complete three different 50 item spelling tests with an average correctness on the three tests of at least 85 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM	
Phase 3 - Terminal Spelling	
Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
85 - 89	C
Performance below this level does not meet the minimum standard.	

8.4.0 GRAMMAR: GIVEN A TEACHER CONSTRUCTED TEST, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR THE COMMON RULES OF GRAMMAR, THE STUDENT WILL CORRECTLY APPLY THESE RULES WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.4.1 Evaluation instrument: Any 50 sentence test, constructed by the teacher in cursive or typing, that requires the student to select proper verbs, nouns, and pronouns from multiple choices.

8.4.2 Performance conditions: The student must correctly apply the common rules of grammar presented in the learning activities of Phase 3 to the 50 sentences within a 45 minute period of time.

8.4.3 Counting errors: The following will be considered one error:

8.4.3.1 Incorrect application of a grammar rule.

8.4.4 Proof of achievement: The student must complete three different 50 sentence tests with an average correctness on the three tests of at least 85 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM	
Phase 3 - Terminal Grammar	
Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
85 - 89	C
Performance below this level does not meet the minimum standard.	

8.5.0 PUNCTUATION AND CAPITALIZATION: GIVEN A TEACHER CONSTRUCTED TEST, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR THE COMMON RULES OF PUNCTUATION AND CAPITALIZATION, THE STUDENT WILL CORRECTLY APPLY THESE RULES WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.5.1 Evaluation instrument: Any 50 sentence test that does not contain punctuation or capitalization, constructed by the teacher in cursive or typing, that requires the student to properly punctuate and capitalize the sentences.

8.5.2 Performance conditions: The student must correctly apply the common rules of punctuation and capitalization presented in the learning activities of Phase 3 to the 50 sentences within a 45 minute period of time.

8.5.3 Counting errors: Each of the following will be considered one error:

8.5.3.1 Incorrect application of punctuation or capitalization rules.

8.5.3.2 Incorrect omissions or additions of punctuation or capitalization.

8.5.4 Proof of achievement: The student must complete three different 50 sentence tests with an average correctness on the three tests of at least 85 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM	
Phase 3 - Terminal Punctuation and Capitalization	
Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
85 - 89	C
Performance below this level does not meet the minimum standard.	

8.6.0 MAILABLE COPY: GIVEN TEACHER SELECTED TRANSCRIBED LETTERS IN THE TEXTBOOK, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR STUDYING AND PREVIEWING THE SELECTED LETTERS, THE STUDENT WILL WRITE SHORTHAND NOTES FROM THESE LETTERS AND TRANSCRIBE HIS NOTES INTO MAILABLE LETTERS WITHIN A SPECIFIED TIME LIMIT.

8.6.1 Evaluation instrument: Any transcribed letter selected by the teacher, from the second, third, and fourth lessons of each chapter of the textbook. The selections will be from material previously covered by the students in the learning activities for Phase 3 of the Phased Shorthand Program.

8.6.2 Performance conditions: The student will be allowed 15 minutes per letter to make and transcribe his notes. He will transcribe his notes in mailable form on the typewriter and submit his copy to the teacher for evaluation at the end of each 15 minute period of time. The student may refer to the dictionary while taking this test.

8.6.3 Counting errors: Each of the following will be considered one error:

8.6.3.1 Words omitted or added in transcription.

8.6.3.2 Words incorrectly transcribed.

8.6.3.3 Punctuation errors.

8.6.3.4 Misspelled words.

8.6.3.5 Capitalization errors.

8.6.3.6 Paragraphing errors.

8.6.3.7 More than two neat erasures.

8.6.3.8 Failure to include the current date.

8.6.3.9 Failure to include an appropriate inside address.

8.6.3.10 Failure to include an appropriate complimentary close, company name, typed signature, or reference intials.

8.6.4 Proof of achievement: The student must transcribe the shorthand notes he has made, from the letters assigned by the teacher, into mailable copy. A letter is considered to be mailable if it is error free. The student will spend a minimum of five class periods working on mailable copy. Three letters will be assigned each class period. The first letter assigned must be mailable before the student may progress to subsequent letters. In order to meet this objective, the student must complete a minimum of one mailable letter during each of five different class periods. His final grade for this objective will be the average of the five daily grades he achieves. The student will receive a grade for each class period according to the criteria in the following table:

PHASED SHORTHAND PROGRAM	
Phase 3 - Terminal Mailable Copy From Letters	
One 45 Minute Period	
3 Mailable Letters	A
2 Mailable Letters	B
1 Mailable Letter	C
Performance below this level does not meet the minimum standard.	

9.0.0 DETERMINING THE FINAL GRADE IN PHASE 3: The student's final grade in Phase 3 will be determined by averaging his Terminal Performance Objective test grades and his learning activity grades. Objective 8.1.0 will be given a weight of 50%, objectives 8.2.0, 8.3.0, 8.4.0, 8.5.0, and 8.6.0 will be given a weight of 30%, and learning activity grades will be given a weight of 20%.

10.0.0 ADVANCEMENT TO PHASE 4: In order for the student to advance to Phase 4, he must have demonstrated a level of performance that is represented by an overall letter grade of "C" or above.

10.1.0 Exception requiring student action: The student who does not meet the minimum criteria and who wishes to advance to Phase 4 may do so by taking the following action:

10.1.1 Consult with the teacher as to specific areas of weakness. The teacher will determine these areas by a detailed examination of the student's Terminal Performance Objective tests, learning activity tests, and student records.

10.1.2 Engage in remedial practice, recommended by the teacher, until the student believes he can meet the minimum performance criteria for his areas of weakness.

10.1.3 Demonstrate that he has developed the level of skill necessary for advancement to Phase 4 by successfully meeting the minimum criteria on the appropriate Terminal Performance Objective tests.

10.2.0 Exception requiring teacher action: Students with educational handicaps may be given special consideration on an individual basis by the teacher.

PHASE 3 OF THE PHASED SHORTHAND PROGRAM

Appendix

Descriptive statements of evaluative instruments are included with each Terminal Performance Objective. Therefore, examples of the tests used in Phase 3 are not included.

TERMINAL PERFORMANCE OBJECTIVES

for

Phase 4 of the Phased Shorthand Program

1.0.0 GRADE PLACEMENT: 11, 12

1.1.0 The student who completes the Phased Shorthand Program early in his high school career may maintain or continue to build skill through use of the shorthand lab during free time; through enrollment in other business courses, such as Office Procedures, where shorthand may be used; or through enrollment in Distributive or Work Experience programs where placement in a secretarial position outside of school may be possible.

2.0.0 PREREQUISITES: Students who are enrolled in Phase 4 of the program

2.1.0 Must have met the minimum performance criteria for Phase 3;

2.2.0 Must have met the minimum level necessary for completion of Phase 2 of the Phased Typing Program.

3.0.0 RATIONALE: In terms of vocational opportunity, personal satisfaction, and salary, stenography is one of the most rewarding occupational areas a high school graduate can enter. The demand for well-trained, qualified stenographers and secretaries far exceeds the supply. This trend is expected to continue. Phase 4 emphasizes the vocational application of shorthand skills and develops these skills to meet the current standards of business/industry. Phase 4 strengthens and reinforces the basic skills acquired in previously completed phases of the program. Vocational application in terms of dictation and related secretarial duties is emphasized.

4.0.0 GENERAL OBJECTIVES: Upon completion of the learning activities which further emphasize and reinforce shorthand theory, writing technique, transcription, and related nonshorthand skills, and upon demonstration of mastery of these activities as measured by the Phase 4 terminal tests, the student will be able to

4.1.0 Read, write, and construct shorthand outlines of words presented in the program;

4.2.0 Transcribe, in typewritten form, shorthand outlines he has constructed;

4.3.0 Read aloud shorthand outlines he has constructed;

4.4.0 Construct, during dictation of material that has been covered in shorthand theory, correct shorthand outlines:

4.4.1 Shorthand theory includes words, brief forms, brief form derivatives, phrases, and geographical expressions.

4.5.0 Construct, during five minute lab dictation of practiced material, correct shorthand outlines;

4.6.0 Construct, during three minute teacher dictation of unfamiliar material, correct shorthand outlines;

4.7.0 Produce correctly transcribed shorthand notes;

4.8.0 Take reasonable care of his work station, organize his work in an efficient manner, and exhibit a responsible and businesslike attitude toward the tasks presented him in this program.

5.0.0 INSTRUCTIONAL CONTENT: The following is an outline of the course content designed to help the student reach the Phase 4 terminal objectives. This is not an exhaustive and sequential listing of every item in the Phase 4 curriculum. For a more detailed outline of content, reference must be made to the learning activities presented in this Phase.

5.1.0 Shorthand theory reinforcement with emphasis on

5.1.1 Phrase building

5.1.2 Brief form and shortcut expressions

5.1.3 Geographical expressions

5.1.4 Word families

5.1.5 Word beginnings and endings

5.1.6 Numbers and quantities

5.1.7 Blends and vowel omissions

5.1.8 Vocabulary building.

5.2.0 Mechanics of English

5.2.1 Spelling and punctuation drills

5.2.2 Spelling families

5.2.3 Grammar reviews

5.2.4 Hyphen, apostrophe, and compound words

5.2.5 Paragraphing practice

5.2.6 Typing-style drills

5.2.7 Word division.

5.3.0 Vocabulary development

5.3.1 Similar words

5.3.2 Word roots

5.3.3 Business vocabulary

5.3.4 Word substitution

5.3.5 Context practice.

5.4.0 Transcription techniques

5.4.1 Skillful proofreading

5.4.2 Handling office-style dictation effectively

5.4.3 Typing other business communication forms and reports

5.4.4 Recognizing and handling implied instructions

5.4.5 Composing letters.

5.5.0 Shorthand skill improvement

5.5.1 Time-and-effort saving shortcuts

5.5.2 Devising personal shortcuts

5.5.3 Expressions that occur frequently

5.5.4 Secretarial etiquette

5.6.0 Secretarial experiences

5.6.1 Interoffice memos

5.6.2 Minutes

5.6.3 Itineraries

5.6.4 Press releases

5.6.5 Summary reports

5.6.6 Up-to-date information articles

5.6.7 Office simulation

5.6.8 Business and departmental organization

5.6.9 Departmental personnel and duties

6.0.0 PRE-TESTING: No pre-test will be given at the beginning of Phase 4. The first week that a student spends in Phase 4 will be devoted to an assessment of his basic shorthand skills--knowledge of shorthand principles, speed level at which to begin dictation, and related non-shorthand skills.

At the end of the assessment week, the student will begin the learning activities for Phase 4 if he meets the minimum performance criteria for basic shorthand skills. The student who does not meet the minimum criteria will continue to work on skill development until he reaches the minimum. At that time, he will begin Phase 4 activities.

6.1.0 All students will be required to complete the learning activities in Phase 4 that cover the processes required to write and transcribe shorthand. These processes include analyzing, reasoning, associating, reinforcing, decoding, and translating.

6.2.0 A student may be exempted from selected learning activities in Phase 4 by demonstrating mastery of the skills or concepts embodied in these activities. This may be accomplished by successful completion of the pre- and post-tests which are included in the learning activities that may be challenged by the student.

6.2.1 Activity pre-tests: A student may elect to take the pre-test at the beginning of a learning activity if he believes that he can meet the stated performance objectives for that activity. Upon completion of the self-administered test, the student will elect to

6.2.1.1 take the post-test for the learning activity if he completed the pre-test with a score above the minimum criteria for the pre-test or

6.2.1.2 begin the learning activity if his score on the pre-test was not above the minimum criteria or

6.2.1.3 begin the learning activity if the pre-test score was above the minimum criteria but still below the standards the student sets for himself.

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7.0.0 POST-TESTING: Both end-of-activity and end-of-phase post-tests are used to measure (1) whether the student has met the performance objectives stated for the learning activity and the Phase and (2) the degree to which he exceeds the minimum criteria established for those performance objectives.

7.1.0 Activity post-tests: The student will take a post-test as he completes each individual or group activity or, if working on a learning activity where exemption is permitted, at any point in the activity that he believes he is ready to be tested. His performance on the post-test will be measured against specified time and accuracy limits that are established for individual or group activities. Upon completion of the teacher-administered post-test, the student will

7.1.1 begin the next learning activity if he meets the minimum performance criteria for the post-test or

7.1.2 engage in remedial practice recommended by the teacher, if he does not meet the minimum, until he believes he can meet the minimum performance criteria for the individual or group activity, and

7.1.3 demonstrate that he has met the criteria for advancement to the next learning activity by successfully completing the post-test at or above the minimum specified.

7.2.0 Phase post-tests: The student will take these tests at any point in the phase after he has successfully demonstrated readiness for evaluation. This will ordinarily follow completion of all prerequisite activities.

8.0.0 TERMINAL PERFORMANCE OBJECTIVES: The following performance objectives are a precise statement of the minimum objectives of Phase 4 of the Phased Shorthand Program. It is important to note that there are other objectives within Phase 4, and that they will be reflected in the "intermediate" performance objectives included in each learning activity developed for the Phase.

The textbook referred to in Phase 4 Terminal Performance Objectives is Gregg Speed Building, Diamond Jubilee Series, 1964.

8.1.0 TRANSCRIPTION FROM DICTATION: GIVEN DICTATION OF UNFAMILIAR MATERIAL, THE STUDENT WILL CONSTRUCT AND TRANSCRIBE SHORTHAND OUTLINES FROM DICTATION WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.1.1 Evaluation instrument: Any business letter or series of business letters with a syllabic intensity of approximately 1.5 that can be dictated for three minutes without repetition. Letters selected for this objective will be unfamiliar to the student.

8.1.2 Performance conditions: The student will take dictation and transcribe his shorthand notes under the following conditions:

8.1.2.1 A short warm-up dictation period will precede the three minute dictations. Warm-up material will be selected from sources other than those used in the three minute dictation.

8.1.2.2 Material will be dictated for the prescribed period of three minutes. If more than one letter is used; there will be no pause or stopping between letters.

8.1.2.3 Dictation will be given for three minutes at each of three speed levels: 120 words a minute; 130 words a minute; and 140 words a minute. Additional dictation at any of the three speed levels may be given at the teacher's discretion. All students will take shorthand notes at each level and transcribe the level or levels at which they were successful.

8.1.2.4 Punctuation and paragraphing will not be indicated during dictation.

8.1.2.5 The salutation, body, and complimentary closing will be the only portions of the letters dictated.

8.1.2.6 The use of longhand in the student's shorthand notes is not permitted.

8.1.2.7 Transcription will immediately follow dictation. Time will not be allowed between dictation and transcription for reading notes or making changes or corrections.

8.1.2.8 Thirty minutes will be allowed for transcribing.

8.1.2.9 The shorthand notes must be transcribed at the typewriter. All typing errors must be corrected.

8.1.2.10 The dictionary, the secretarial handbook, and the teacher may be used as reference sources during transcription.

8.1.3 Counting errors: Each of the following will be considered one error:

8.1.3.1 Words written in longhand during dictation.

8.1.3.2 Words omitted or added in transcription.

8.1.3.3 Words incorrectly transcribed.

8.1.3.4 Deviation from the dictation as given. Transposed words, rephrasing, and word substitutions are examples of this type of error.

8.1.3.5 Punctuation errors.

8.1.3.6 Misspelled words. Only one error will be deducted if the same word is consistently misspelled.

8.1.4 Proof of achievement: The student must transcribe the shorthand notes he has taken, during the three minute dictation periods, with at least 95 percent correctness. Percent of correctness is determined by dividing the total correct words by the total words in the dictation. He must successfully transcribe five different dictations at any one speed level in order to meet the minimum for this level. The student will be permitted as many opportunities to meet this objective as is needed. The student's final grade for this objective will be the highest speed level he is able to successfully achieve on at least five occasions. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM			
Phase 4 - Terminal Transcription from Dictation			
Words Per Minute	Minimum No. of Successes	Percent Correct	Letter Grade
140	5	95-100	A
130	5	95-100	B
120	5	95-100	C
Performance below this level does not meet the minimum standard.			

8.2.0 BUSINESS VOCABULARY: GIVEN A TEACHER CONSTRUCTED TEST, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR DEFINING AND SPELLING WORDS COMMONLY USED IN BUSINESS, THE STUDENT WILL CORRECTLY DEFINE AND SPELL THE WORDS GIVEN WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.2.1 Evaluation instrument: Any 50 item test constructed by the teacher from words included in the business vocabulary activities in Phase 4 of the Phased Shorthand Program.

8.2.2 Performance conditions: The 50 item test will be dictated at a rate of approximately three words per minute. The student must write the dictated words, in cursive, in the order given. At the completion of the dictation, the student will have 35 minutes to define the words he has written.

8.2.3 Counting errors: Each of the following will be considered one error:

8.2.3.1 Words written that are not in the order of dictation.

8.2.3.2 Words omitted or added.

8.2.3.3 Words incorrectly spelled.

8.2.3.4 Words incorrectly defined.

8.2.3.5 Words that are not defined.

8.2.4 Proof of achievement: The student must complete three different 50 item business vocabulary tests with an average correctness on the three tests of at least 85 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM	
Phase 4 - Terminal Business Vocabulary Test	
Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
85 - 89	C
Performance below this level does not meet the minimum standard.	

8.3.0 SPELLING: GIVEN A TEACHER CONSTRUCTED TEST, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR SPELLING WORDS COMMONLY USED IN BUSINESS, THE STUDENT WILL CORRECTLY SPELL THE WORDS GIVEN WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.3.1 Evaluation instrument: Any 50 item test constructed by the teacher from words included in the spelling activities in Phase 4 of the Phased Shorthand Program.

8.3.2 Performance conditions: The 50 item test will be dictated at a rate of approximately three words per minute. The student must spell the dictated words in the order given. An additional five minutes will be allowed for the student to review his word list and make any necessary corrections.

8.3.3 Counting errors: Each of the following will be considered one error:

8.3.3.1 Words written that are not in the order of dictation.

8.3.3.2 Words omitted or added.

8.3.3.3 Words incorrectly spelled.

8.3.4 Proof of achievement: The student must complete three different 50 item spelling tests with an average correctness on the three tests of at least 85 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM	
Phase 4 - Terminal Spelling	
Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
85 - 89	C
Performance below this level does not meet the minimum standard.	

8.4.0 GRAMMAR: GIVEN A TEACHER CONSTRUCTED TEST, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR THE COMMON RULES OF GRAMMAR, THE STUDENT WILL CORRECTLY APPLY THESE RULES WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.4.1 Evaluation instrument: Any 50 sentence test, constructed by the teacher in cursive or typing, that requires the student to select proper verbs, nouns, and pronouns from multiple choices.

8.4.2 Performance conditions: The student must correctly apply the common rules of grammar presented in the learning activities of Phase 4 to the 50 sentences within a 45 minute period of time.

8.4.3 Counting errors: The following will be considered one error:

8.4.3.1 Incorrect application of a grammar rule.

8.4.4 Proof of achievement: The student must complete three different 50 sentence tests with an average correctness on the three tests of at least 85 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM	
Phase 4 - Terminal Grammar	
Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
85 - 89	C
Performance below this level does not meet the minimum standard.	

8.5.0 PUNCTUATION AND CAPITALIZATION: GIVEN A TEACHER CONSTRUCTED TEST, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR THE COMMON RULES OF PUNCTUATION AND CAPITALIZATION, THE STUDENT WILL CORRECTLY APPLY THESE RULES WITHIN SPECIFIED TIME AND ACCURACY LIMITS.

8.5.1 Evaluation instrument: Any 50 sentence test that does not contain punctuation or capitalization, constructed by the teacher in cursive or typing, that requires the student to properly punctuate and capitalize the sentences.

8.5.2 Performance conditions: The student must correctly apply the common rules of punctuation and capitalization presented in the learning activities of Phase 4 to the 50 sentences within a 45 min period of time.

8.5.3 Counting errors: Each of the following will be considered one error:

8.5.3.1 Incorrect application of punctuation or capitalization rules.

8.5.3.2 Incorrect omissions or additions of punctuation or capitalization.

8.5.4 Proof of achievement: The student must complete three different 50 sentence tests with an average correctness on the three tests of at least 85 percent. If the student's average falls below the minimum criteria, remedial work will be recommended by the teacher in order to assist him in meeting this objective. The following table contains the criteria to be used in grading his performance:

PHASED SHORTHAND PROGRAM	
Phase 4 - Terminal Punctuation and Capitalization	
Percent Correct	Letter Grade
96 - 100	A
90 - 95	B
85 - 89	C
Performance below this level does not meet the minimum standard.	

8.6.0 MAILABLE COPY: GIVEN TEACHER SELECTED TRANSCRIBED LETTERS IN THE TEXTBOOK, AFTER COMPLETION OF THE LEARNING ACTIVITIES FOR STUDYING AND PREVIEWING THE SELECTED LETTERS, THE STUDENT WILL WRITE SHORTHAND NOTES FROM THESE LETTERS AND TRANSCRIBE HIS NOTES INTO MAILABLE LETTERS WITHIN A SPECIFIED TIME LIMIT.

8.6.1 Evaluation instrument: Any transcribed letter selected by the teacher, from the second, third, and fourth lessons of each chapter of the textbook. The selections will be from material previously covered by the students in the learning activities for Phase 4 of the Phased Shorthand Program.

8.6.2 Performance conditions: The student will be allowed 12 minutes per letter to make and transcribe his notes. He will transcribe his notes in mailable form on the typewriter and submit his copy to the teacher for evaluation at the end of each 12 minute period of time. The student may refer to the dictionary while taking this test.

8.6.3 Counting errors: Each of the following will be considered one error:

8.6.3.1 Words omitted or added in transcription.

8.6.3.2 Words incorrectly transcribed.

8.6.3.3 Punctuation errors.

8.6.3.4 Misspelled words.

8.6.3.5 Capitalization errors.

8.6.3.6 Paragraphing errors.

8.6.3.7 More than two neat erasures.

8.6.3.8 Failure to include the current date.

8.6.3.9 Failure to include an appropriate inside address.

8.6.3.10 Failure to include an appropriate complimentary close, company name, typed signature, or reference intials.

8.6.4 Proof of achievement: The student must transcribe the shorthand notes he has made, from the letters assigned by the teacher, into mailable copy. A letter is considered to be mailable if it is error free. The student will spend a minimum of five class periods working on mailable copy. Four letters will be assigned each class period. The first letter assigned must be mailable before the student may progress to subsequent letters. In order to meet this objective, the student must complete a minimum of one mailable letter during each of five different class periods. His final grade for this objective will be the average of the five daily grades he achieves. The student will receive a grade for each class period according to the criteria in the following table:

PHASED SHORTHAND PROGRAM	
Phase 4 - Terminal Mailable Copy From Letters	
One 48 Minute Period	
4 Mailable Letters	A
3 Mailable Letters	B
2 Mailable Letters	C
Performance below this level does not meet the minimum standard.	

9.0.0 DETERMINING THE FINAL GRADE IN PHASE 4: The student's final grade in Phase 4 will be determined by averaging his Terminal Performance Objective test grades and his learning activity grades. Objective 8.1.0 will be given a weight of 50%, objectives 8.2.0, 8.3.0, 8.4.0, 8.5.0, and 8.6.0 will be given a weight of 30%, and learning activity grades will be given a weight of 20%.

10.0.0 COMPLETION OF THE PHASED SHORTHAND PROGRAM: Students who complete the Phased Shorthand Program will be certified as having attained, at a minimum, entry level requirements for employment in stenographic, secretarial, and related occupations.

PHASE 4 OF THE PHASED SHORTHAND PROGRAM

Appendix

Descriptive statements of evaluative instruments are included with each Terminal Performance Objective. Therefore, examples of the tests used in Phase 4 are not included.

APPENDIX G

PERFORMANCE OBJECTIVES
for the
SOCIAL STUDIES

A Working Draft
for Trial Use during the
1970-1971 School Year

San Mateo Union High School District
650 North Delaware Street
San Mateo, California
1970

DATE : August 31, 1970

TO : Social Studies Curriculum Council

FROM : Members of the Performance Objectives Workshop, Summer, 1970

SUBJECT : Report of the Workshop

The second stage of the district social studies inservice education program had two purposes: (1) the development of learning activity packages and (2) the preparation of performance objectives. This report is concerned primarily with the work of the four teachers assigned responsibility for the performance objectives.

WORK WITH THE TEACHING TEAMS. The members of the teaching teams and of the workshop developed a list of major concepts. The teams planned their curricula based on the concepts, and prepared goals for each unit to be taught. Workshop members used these goals to develop performance objectives and a pretest for each unit. The pretest was given, revised after an analysis of results, and given again as a post-test. (See Section IV, page 83, for the performance objectives and the post-tests.)

The teaching teams also developed learning activities that serve as examples of ways teachers can develop curricula and learning experiences to teach concepts to their students. These learning activities will be issued as a separate report.

WORK ON MINIMUM PERFORMANCE OBJECTIVES. Workshop members prepared performance objectives for substantive concepts, for skills, and for the affective area. The tasks they assigned themselves were:

1. To gather lists of substantive social science concepts from a variety of sources, including books (see bibliography, page 119) and social science projects (e.g., the Mt. Diablo project and the Marin County Social Studies Project).

2. To identify criteria for selecting concepts. The criteria were:

   a. Is the concept relevant to the present and future needs of students?
   b. Is the concept broad enough to be taught in many areas of study?
   c. Is the concept broad enough to be used in developing sub-concepts?
   d. Is the concept related to the district's statement of "Educational Goals and Expectancies"?
   e. Does the total list of concepts represent a <u>minimum</u> set of substantive ideas that students need to become functioning, responsible members of society?

3. To research available literature to establish the value of the selected concepts (e.g., the *Encyclopedia of the Social Sciences* and the *Encyclopedia of Philosophy*) and to write a definition of each concept.

4. To write performance objectives and sample test items for each concept. (These are included in the body of the report.)

5. To research the literature on social studies skills, and to write performance objectives and sample test items for selected skills. (Goal Number 6 of the district goals adopted by the Board of Trustees, is concerned with skills: that the individual, in terms of his potential, should "Apply the Processes of Problem-Solving." Expectancies for this goal were used to develop the skills area of this report.)

6. To develop sample performance objectives for the affective area, using as a primary source Krathwohl et al., *Taxonomy of Educational Objectives, Handbook II: Affective Domain.* (See bibliography, page 119.) The objectives written for this section do not form an exhaustive list of all affective objectives required for the district expectancies. However, workshop members prepared objectives for five general affective areas.

7. To prepare a pretest to be given to entering ninth grade students. It is expected that this test will be given in all schools this fall. The workshop members feel strongly the need to begin to gather data on the success of the district social studies program, and believe that this will be a first step.

THE FUTURE. Workshop members hope that their summer's work, after study and revision by department members in each school during the fall of 1970, can be used as a springboard for curriculum revision. The material in this report is designed to measure minimum student performance. No attempt has been made to plan a curriculum, to specify courses, or to establish a sequence in which the concepts should be taught. These are the responsibilities of the social studies teachers in each school, beginning during the spring semester of 1971.

Members of the Workshop

Anne Jennings
Arlen Kennedy
Marcus Matthias, Chairman
Carl Rydingsword

C O N T E N T S

SECTION I. SUBSTANTIVE CONCEPTS

INTRODUCTION

Two patterns were used in writing performance objectives for which test items were prepared: a "general" pattern (applicable for use in testing student achievement of any concept) and a "specific" pattern (developed for a specific concept).

At least one "general" pattern is illustrated for each of the basic twenty concepts. These objectives are starred (*). The patterns are:

1. Given four definitions of (the concept), the student shall select the best definition.
2. Given a concept and a series of statements, the student shall identify each statement as an example or a non-example of (the concept).
3. Given a concept and a situation, the student shall identify those portions of the situation that relate to (the concept).
4. Given a list of concepts and an incomplete analogy, the student shall select the concept that completes the analogy.
5. Given a series of characteristics of (the concept) and four definitions, the student shall select the best definition of (the concept).
6. Given a concept and its definition, the student shall identify the logical implications of the definition.
7. Given two concepts and a list of statements, the student shall identify the statement that best describes the differences/similarities between concepts.

The specific objectives generally involve somewhat higher cognitive levels, sometimes requiring more background information than do the

general objectives. All test items can be evaluated by mechanical scoring processes.

The following general patterns, which involve higher cognitive levels and which can be used to test achievement of any concept, do not lend themselves to objective testing and so cannot be included on the district pretest. However, they should be included among the minimum district requirements.

1. Given a problem situation and a concept, the student shall explain the applicability of the concept to the problem.
2. Given a problem situation and appropriate learning experiences, the student shall select two or more of the twenty major concepts that are useful in understanding or solving the problem.
3. Given a concept, the student shall suggest how and/or why the use of the concept would be useful in dealing with a contemporary problem or issue identified by the student.
4. Given a concept, the student shall name a related concept, state a meaningful generalization showing a relationship between the two, and describe a situation that exemplifies the generalization.
5. Given a generalization stating a relationship between two concepts, the student shall paraphrase the generalization so that it expresses the relationship without using the concepts.

Additional performance objectives could be written for each basic concept. While the ones given are illustrative, the committee feels that they can serve as a valid list of minimum performance objectives for the district social studies curriculum. Additional test items will be needed,

both for objectives included in this report and for others which may be developed later.

This section includes a list of the twenty major concepts, their definitions, and sample performance objectives and test items for each concept.

TWENTY MAJOR CONCEPTS FOR THE SOCIAL STUDIES

COMPARATIVE ADVANTAGE: the weighing of alternatives on the basis of gains and losses to oneself and to others entailed by each alternative. The concept also contains the idea of sacrificing something in the short run for a greater gain later.

COMPROMISE AND ADJUSTMENT: the process of setting aside one's goals temporarily, yielding some of one's objectives, granting some of one's opponents' objectives, and/or modifying one's goals for the sake of an eventual agreement. Compromise is frequently used to break a stalemate or to avoid a conflict that would be too costly for both sides. Total victory is either impossible or too costly in most conflict situations.

CONFLICT: a situation in which participants show incompatibility, disagreement, disharmony, or discontinuity in principles, goals, or methods. Conflict seems to be a permanent feature of human interaction and often is necessary for growth and evolution. Conflicts differ in the degree of hostility expressed and in the degree of the divergence of goals.

CULTURE: the shared way of life that a group of people evolves to meet its needs, including ideas, institutions, and artifacts. Culture is transmitted to successive generations and conditions the development of the individual within the group.

ECONOMIC SYSTEM: the organized ways in which a society arranges for the production and distribution of goods and services, made necessary by the disparity between available resources and human needs and wants. Economic systems vary in methods and in their processes of decision-making.

ENVIRONMENT: the living and non-living surroundings in which man exists as a component of an interdependent system. Man uses his environmental resources to fulfill many of his basic needs and, in the process, alters and is altered by his environment. All environmental factors are interdependent: when man uses one part of his environment, all other parts are affected. Man's survival depends on his ability to foresee consequences of his actions that affect his environment and on his efforts to preserve the earth's ecosystems and the life-forms within them.

IDEOLOGY: a somewhat coherent scheme of assumptions, ideas, and values that shapes individual/group behavior in recognizable ways. Both religious and secular elements may be included in the scheme.

INDUSTRIALIZATION: the accelerating process of substituting mechanical power for human and animal power, resulting in increased economic production and distribution. Massive cultural changes have resulted from every occurrence of industrialization.

INTERDEPENDENCE: the condition of interconnectedness or interrelatedness in which all things exist. All things impinge on, affect, and modify all other things; nothing exists in isolation.

INTERGROUP RELATIONS: relations between groups, each of which has a sense of self-identity and of the identity of other groups. (Examples of groups: racial and ethnic groups, social classes, sexes, generations, political factions. Conflicts between groups may result from differences in goals, differing life-styles, or conflicts over access to political and economic power, or from the need for a group to define its own role.

INTERNATIONAL RELATIONS: interaction (e.g., political, economic, social, military) between nation-states or other political entities having individual sovereignty. Relations may vary from constant-to-infrequent, formal-to-formal, friendly-to-hostile.

MULTIPLE CAUSATION AND EFFECTS: as a result of interdependence, events and actions are seldom caused by one factor or result in one effect. Normally, clusters of causes precede--and clusters of effects follow--conditions, events, and actions. A "cause" may be defined as any condition, event, or action in what is assumed to be a consequential and interrelated complex. An "effect" is a change following an action.

PERCEPTION: the individual's interpretation of and the meaning he attaches to things, people, and ideas as a result of his prior experience, social and cultural factors, and the situational context.

PERSONALITY: the totality of an individual's skills, knowledge, attitudes, and values that result from the interaction of his experience and his genetically-inherited characteristics.

POLITICAL SYSTEM: the collection of institutions or mechanisms by which a society makes and implements binding decisions. The political process consists of activities of groups as they struggle for and use political power for personal and group purposes.

SOCIAL CHANGE: changes that occur in a society and in the relationships among members and groups within that society.

SOCIAL CONTROL: the methods, both formal and informal, by which a society brings about desired behavior by individual members of the society.

SOCIAL INSTITUTION: an organized, formal, recognized, and stabilized way of pursuing some major social activity within a culture. Institutions have special sets of symbols, rules, roles, procedures, and norms. The durability of institutions varies both within and between cultures.

SOCIAL INTERACTION: the formal and informal patterns of contact between individuals in a society, often regularized by roles, expectations, rules, customs, and ideas of status.

VALUES AND CHOICES: the interactions between criteria of "importance" and "desirability" (values) and actions and choices made by individuals, groups, and societies. Values may be established by institutions or by individual ethical choice.

SUBSTANTIVE CONCEPTS:

PERFORMANCE OBJECTIVES AND TEST ITEMS

CONCEPT: COMPARATIVE ADVANTAGE

Comparative Advantage: The weighing of alternatives on the basis of the gains and losses to oneself and others entailed by each alternative.

PERFORMANCE OBJECTIVES

*1. Given a list of concepts and an incomplete analogy, the student shall select the concept that best completes the analogy.

*2. Given a concept and a series of statements, the student shall identify each statement item as an example or a non-example of that concept.

3. Given a problem situation, the student shall use the concept of comparative advantage to suggest a solution.

SAMPLE TEST ITEMS

Each test item is given the number of its objective (see above list).

1. **Choose the answer that best completes the analogy. Put its letter on your answer sheet.**

   BUSINESS is to INCREASED PROFITS

   as

   COMPARATIVE ADVANTAGE is to
   A. WORLD PEACE
   B. RATIONAL DECISIONS
   C. TOTAL VICTORY
   D. POLITICAL COMPROMISE

2. **Decide if each item below is or is not an example of comparative advantage. If it <u>is</u> an example, put a plus (+) on your answer sheet. If it <u>is not</u> an example, put a zero (0) on your answer sheet.**

   A. In business: Balancing high profits against poor public relations

   B. In school: Comparing the satisfaction gained from being on the football team with that of taking the starring role in the fall term play

   C. In business: Comparing this year's profits with last year's profits

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Compromise and Adjustment: The process of setting aside one's goals temporarily, yielding some of one's objectives, granting some of one's opponents' objectives, and/or modifying one's goals for the sake of an eventual agreement.

PERFORMANCE OBJECTIVES

1. Given a list of attitudes, the student shall identify the attitudes most likely to facilitate compromise.

*2. Given a concept and a series of statements, the student shall identify each statement as an example or a non-example of the concept.

3. Given a conflict situation, the student shall show how it may be resolved through the use of compromise and adjustment.

SAMPLE TEST ITEMS

Each test item is given the number of its objective (see above list).

1. **Read the statement. If it would facilitate compromise, put a plus (+) on your answer sheet. If it would not, put a zero (0) on your answer sheet.**

   A. A leader must adhere to all his campaign promises if he is to keep faith with those who supported him.

   B. The only permanent feature of human life is change.

   C. America--Love It or Leave It.

2. **Read each statement. If it is an example of compromise, put a plus (+) on your answer sheet. If it is not, put a zero (0) on your answer sheet.**

   A. He agreed to work the late night shift when his employer agreed to raise his hourly rate of pay.

   B. She said she would wash the car weekly if she were allowed to drive it to school at least once a week.

   C. The students refused to attend class when the air-conditioner was turned off.

   D. The Board of Trustees offered a 2% raise; the teachers wanted 10%. They agreed on a 6% raise.

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CONCEPT: CONFLICT

Conflict: A situation in which participants show incompatibility, disagreement, disharmony, or discontinuity in principles, goals, or methods. Conflicts differ in the degree of hostility expressed and in the degree of the divergence of goals.

PERFORMANCE OBJECTIVES

*1. Given a concept and a series of statements, the student shall identify each statement as an example or a non-example of that concept.

*2. Given a concept and its definition, the student shall identify the logical implications of the definition.

3. Given a conflict situation, the student shall identify the issues, the parties to the conflict and their positions, and likely areas of settlement.

SAMPLE TEST ITEMS

Each test item is given the number of its objective (see above list).

1. **Which of the following is <u>not</u> an example of conflict? Write its letter on your answer sheet.**

   A. John wants to earn good grades but his friends ridicule him when he tries to participate in class discussions.
   B. French-Canadians want to secede from Canada, but the central government opposes this.
   C. Bill wants to make the track team, but he cannot run fast enough to qualify.
   D. The teache wants students to work on the project individually, but the students want to work as a group.

2. Conflict is defined as a situation in which participants show incompatibility, disagreement, disharmony, or discontinuity in principles, goals, or methods. Conflicts differ in the degree of hostility expressed and in the degree of the divergence of goals.

   Read each item. If it is a logical implication of the definition, put a plus (+) on your answer sheet. If it is not a logical implication of the definition, put a zero (0) on your answer sheet.

   A. Conflict can exist both between and within nations.
   B. Conflict can exist within an individual.
   C. Conflict is not likely to be eliminated.

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CONCEPT: CULTURE

Culture: The shared way of life that a group of people evolves to meet its needs, including ideas, institutions, and artifacts. Culture is transmitted to successive generations and conditions the development of the individual within the group.

PERFORMANCE OBJECTIVES

1. Given the degree of a society's technological complexity and a list of cultural characteristics, the student shall select the characteristics that are likely to exist in that society.

*2. Given a list of concepts and an incomplete analogy, the student shall select the concept that completes the analogy.

3. Given a list of cultural institutions, the student shall identify those that would logically exist in the same culture.

4. Given a list of cultural characteristics, the student shall identify those that occur in all cultures and those that do not.

5. Given a series of informational items about a person (a case study), the student shall distinguish between those resulting from cultural conditioning and those that are not common to all people within the culture.

SAMPLE TEST ITEMS

Each test item is given the number of its objective (see above list).

1. "Food for the tribe is obtained by hunting elephants and rhinoceros, and by gathering roots and berries. This is the pattern for the several tribes in the area."

   Read each statement. If it would logically be found in the culture described, put a plus (+) on your answer sheet. If it would not, put a zero (0) on your answer sheet.

   A. People's skills are very specialized.
   B. Population density is very high.
   C. People tend to be highly individual, very competitive, and want to go their own ways.
   D. People have very little private property and tend to share the food obtained with their fellow-tribesmen.
   E. There is a great deal of trade and exchange of goods between tribes in the region.
   F. Most people live in permanent settlements.

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SAMPLE TEST ITEMS (continued)

2. Select the item that best completes the analogy.

INDUSTRIALIZATION is to ECONOMIC SYSTEM (a means of producing and distributing goods)

as

SOCIAL CHANGE is to
A. GOVERNMENT
B. NATURAL ENVIRONMENT
C. CULTURE
D. WAR

3. Three of the items could exist logically in the same culture. Which item could not? Write its letter on your answer sheet.

A. Political leaders are elected by a vote of all adults.
B. The government restricts certain kinds of criticism as against the national interest.
C. The powers of elected political leaders are limited by law.
D. Each political party nominates candidates and freely criticizes the policies of the other party.

4. Read each statement. If it is likely to result from cultural conditioning, put a plus (+) on your answer sheet. If it is not, put a zero (0) on your answer sheet.

A. He puts on his pants and shirt in the morning.
B. He eats with a knife and fork.
C. He prefers baseball to football.
D. He enjoys reading science fiction stories.
E. He attends school.
F. He builds model airplanes.

CONCEPT: ECONOMIC SYSTEM

Economic System: The organized ways in which a society arranges for the production and distribution of goods and services, made necessary by the disparity between available resources and human needs and wants.

PERFORMANCE OBJECTIVES

*1. Given a concept and a series of statements, the student shall identify each statement as an example or a non-example of that concept.

2. Given the name of an economic system in pure form (e.g., socialism) and a list of specific actions or policies, the student shall identify the actions that represent modifications of the basic system.

3. Given the names of economic systems in pure form (e.g., market, traditional, command) and a list of human activities, the student shall match the activities with the economic systems.

4. Given the concepts "economic system" and "scarcity," the student shall state a generalization that limits the concepts to show the need for an economic system.

5. Given a fictional consumer-investor who went bankrupt and a list of his reactions to past financial situations, the student shall identify the factors that caused him to have financial problems.

6. Given a list of consumer practices, the student shall identify those that will result in the purchase of the best product for the lowest price.

7. Given a list of investment possibilities, the student shall identify those that provide enough information to make a decision about a good return on his investment.

8. Given an economic event or trend and a list of possible effects, the student shall identify the effect(s) of the event or trend on a consumer-investor.

SAMPLE TEST ITEMS

Each test item is given the number of its objective (see above list).

1. **Which one of the following is a complete plan for an economic system? Write its letter on your answer sheet.**

   A. Each man shall receive according to his needs.
   B. The king decides what each man should produce and what each should receive.
   C. Each man receives what he can afford to buy.
   D. Each man works at the job for which he is best suited.

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2. In the country of Stanleland, the economic system is pure capitalism. It is based on private ownership and competition for profit through sale on a free market. Which of the following would represent a modification of this system? Write its letter on your answer sheet.

   A. Businesses are allowed to go bankrupt.

   B. A man can earn as much money as he is able to.

   C. Every worker is guaranteed a minimum level of income if he works.

   D. The only products that are produced are those that can be sold for a profit.

3. Read each statement. Match it with the type of economic system in pure form. Put its number on your answer sheet.

   1. Market 2. Tradition 3. Command

   A. George naturally took over the repair shop when his father retired.

   B. A law was passed which prevented the grazing of sheep along the river as a result of protests over pollution.

   C. The peasants gradually planted a larger portion of their plots in other vegetables as the price of corn fell and it became cheaper to buy corn than to grow it.

   D. In response to the war effort, the government placed a very high tax on any non-military item which contained aluminum.

4. Select the generalization which <u>best</u> shows the relationship between the two concepts below and write its letter on your answer sheet.

   ECONOMIC SYSTEM - SCARCITY

   A. There is scarcity in the economic system.

   B. Economic systems produce scarcity.

   C. Because of scarcity, societies need economic systems.

   D. An economic system cannot function if there is scarcity.

5. Read the story.

Peter Phoney is 23 years old. He married Elexa when he was 20, after two years in the army. They have two children. He declared bankruptcy this year because his debts were so large he couldn't make his monthly payments on his $400 a month income.

Items A, B, C, and D list some of the things he did since he finished high school. If the item ...

... seems a major cause of his bankruptcy, put a plus (+) on your answer sheet.

... is not a cause for his problems, put a zero (0) on your answer sheet.

... has a role in causing his problems, put a minus (-) on your answer sheet.

A. He read *Consumer's Report* every month.

B. He bought a new Jaguar on time when he got married; his wife was working then.

C. He purchased a $30,000 home, paying 10% down.

D. Even though he knew little about mathematics, he insisted on preparing his state and federal tax reports.

CONCEPT: ENVIRONMENT

Environment: The living and non-living surroundings in which man exists as a component of an interdependent system.

PERFORMANCE OBJECTIVES

*1. Given a concept and its definition, the student shall identify the logical implications of the definition.

*2. Given two concepts and a list of statements, the student shall identify the statement that best describes the differences/similarities between the two concepts.

3. Given a list of changes in the environment, the student shall differentiate between those that are primarily the results of human action from those that are primarily natural in cause.

4. Given a list of human actions, the student shall identify those likely to have most (or least) effect on the environment.

5. Given a list of human actions, the student shall identify the type of effect each will have on the environment.

SAMPLE TEST ITEMS

Each test item is given the number of its objective (see above list).

1. **Which one of the following is <u>not</u> an implication that logically follows from the definition of environment? Write its letter on your answer sheet.**

   A. Man cannot avoid changing the environment.
   B. Changes in the environment brought about by man are undesirable.
   C. No action is without some effect on the environment.

2. **Which of the following statements is a true expression of the <u>differences</u> between the two concepts? Write its letter on your answer sheet.**

   ENVIRONMENT - CULTURE

   A. Each is unchangeable in less than fifteen to twenty years.
   B. One person can have little effect on either.
   C. The most important parts of the environment can be photographed while the most important parts of a culture cannot.
   D. Culture is man-made, whereas environment is natural.

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CONCEPT: IDEOLOGY

Ideology: A somewhat coherent scheme of assumptions, ideas, and values that shapes individual/group behavior in recognizable ways. Both religious and secular elements may be included in the scheme.

PERFORMANCE OBJECTIVES

1. Given a particular political, economic, religious or social ideology (which has been a subject of study) and a list of descriptions of human behavior, the student shall match the ideology with the appropriate behavior.

*2. Given four definitions of "ideology," the student shall select the best definition.

SAMPLE TEST ITEMS

Each test item is given the number of its objective (see above list).

1. **Match each ideology in Column B with the correct activity in Column A. Write the correct letter on your answer sheet.**

Column A.	Column B.
1. Entering a voting booth and choosing between candidates	A. Capitalism
2. Buying and operating a small grocery store	B. Socialism
3. Cashing your pay check at a state-owned bank	C. Democracy
4. Marrying the boss's daughter	D. Open-class system (social mobility)
5. Reading an editorial against a government decision	

2. **Identify the best definition of the concept "ideology." Write its letter on your answer sheet.**

   A. The study of human ideas and values; a major branch of the field of philosophy
   B. A system of assumptions, ideas, and values that shapes individual/group behavior in recognizable ways.
   C. A system of values that places primary emphasis upon the pursuit of understanding and knowledge through the use of the scientific method
   D. None of the above

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CONCEPT: INDUSTRIALIZATION

Industrialization: The accelerating process of substituting mechanical power for human and animal power, resulting in increased economic production and distribution.

PERFORMANCE OBJECTIVES

1. Given a list of cultural characteristics, the student shall distinguish between those that facilitate industrialization and those that inhibit it.

*2. Given four definitions of "Industrialization," the student shall select the best definition.

3. Given an example of an existing culture, a specific technological innovation, and a list of possible consequences, the student shall identify those consequences that are most likely to occur.

4. Given the introduction of industrialization in a described society, the student shall predict some consequences for various areas of the society.

SAMPLE TEST ITEMS

Each test item is given the number of its objective (see above list).

1. **Read each statement. If it is a characteristic that would tend to encourage industrialization, put a plus (+) on your answer sheet. If it would not, put a zero (0) on your answer sheet.**

   A. Value is placed on social mobility.
   B. A number of religious and ethnic groups have voluntarily segregated themselves and do not care to have contact with other groups.
   C. A belief exists in equality of opportunity as an ideal value.

2. **Which of the following is the best definition for <u>industrialization</u>? Write its letter on your answer sheet.**

   A. The development of factories
   B. The formation of labor unions
   C. The replacement of human labor by machines
   D. An increase in the total amount of goods produced and the efficiency of production

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3. Read the description carefully.

> A small isolated group of people with very limited technology exists by self-sufficient agriculture. Each man cultivates only a small plot of land because the group has no wheels, beasts of burden, and no tools other than a simple hoe.
>
> Each man owns his land, and the people have a fundamental belief in private property. There are few differences in wealth or power, nor is there formal government, courts, police, or a religious priesthood.
>
> A group of travelers passing through leaves behind a male and a female horse and explains that horses can pull plows and can be ridden. The horses were a gift to one villager who was especially courteous.

Which of the following is the least likely direct consequence of the introduction of the horse? Write its letter on your answer sheet.

A. The total amount of food produced will increase.

B. Differences in wealth among the villagers will increase.

C. Wagons will become commonplace.

D. The use of the plow will become commonplace.

CONCEPT: INTERDEPENDENCE

Interdependence: The condition of interconnectedness or interrelatedness in which all things exist. All things impinge upon, affect, and modify all other things; nothing exists in isolation.

PERFORMANCE OBJECTIVES

1. Given a description of a social institution or of a social function and generalizations regarding connections between them, the student shall identify the generalization about the interrelatedness of the institutions.

*2. Given two concepts and a list of statements, the student shall identify the statement that best describes the differences/similarities between the concepts.

SAMPLE TEST ITEMS

Each test item is given the number of its objective (see above list).

1. Read the passage.

> The invention and development of the automobile made possible low-cost, rapid, and convenient transportation. People's living patterns changed: they could move away from their jobs in the city and into outlying areas. The quality of city life changed: middle-class people moved out of the city, causing city tax revenues to drop and schools and other public services to deteriorate, and the relationships of parents and children changed: children could quickly and easily drive beyond contact with parents and with family friends.
>
> A "boom" in rural land values occurred when people began to buy vacation homes and weekend cabins to escape the smog-filled air.

Choose the generalization that best interprets the passage above. Write its letter on your answer sheet.

A. Americans love cars because the automobile gives them status they could not otherwise attain.
B. The automobile should be banned because it leads to undesirable consequences.
C. The elements of human culture are interdependent; a change in one leads to changes in others.
D. Human culture is designed primarily to make life easier and more fruitful.
E. None of the above is close enough.

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2. Choose the statement below which best describes the <u>difference</u> between the two concepts. Write its letter on your answer sheet.

INTERDEPENDENCE - CONFLICT

A. Both may exist between two people.

B. Neither can exist without the other.

C. Both are permanent features of life.

D. Conflict is a permanent feature of life; interdependence is not.

E. Conflict may lead to war; recognition of our interdependence may lead to peace.

CONCEPT: INTERGROUP RELATIONS

Intergroup Relations: Relations between groups, each of which has a sense of self-identity and of the identity of other groups. (Examples of groups: racial and ethnic groups, social classes, sexes, generations, political factions.) Conflicts between groups may result from differences in goals, differing life styles, or conflicts over access to political and economic power, or from the need for a group to define its own role.

PERFORMANCE OBJECTIVES

*1. Given the concept "intergroup relations" and a situation, the student shall identify those portions of the situation that relate to the concept.

2. Given a series of acts showing discrimination and a series of assumptions, the student shall match each act with the situation underlying it.

3. Given a series of statements, the student shall identify statements showing prejudice.

SAMPLE TEST ITEMS

Each test item is given the number of its objective (see above list).

1. **Choose the underlined passage in the following story that is the best example of <u>intergroup relations</u>. Write its letter on your answer sheet.**

   A. <u>Currently the government of South Vietnam, aided by the United States government, is at war with the Viet Cong which is being aided by the North Vietnamese government.</u> The United States' involvement in this conflict has touched off severe domestic conflict within the United States.

   B. <u>Underprivileged blacks are rebelling against the white majority</u> because they feel a greater proportion of blacks than of whites is drafted.

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2. The following statements show discrimination. Read each act, then decide which assumption underlies it. Put the number of the assumption on your answer sheet.

   A. There are few Orientals in jobs with frequent contact with the public such as receptionist or bank teller, though there is a high percentage of them in engineering and the sciences.
   B. Few women are accepted into graduate school in the sciences.
   C. Many suburban housing tracts will not sell houses to blacks.
   D. Blacks are often the last hired and the first fired.
   E. Blacks are frequently encouraged to sign up for vocational rather than for college prep courses.
   F. In the nineteenth century, job offers frequently stated: "Irish Need Not Apply."
   G. Some states did not allow birth control devices to be sold to unmarried women until recently.
   H. American Indians receive inferior educations on the reservations.

   Assumptions:
   1. Group X members are inferior intellectually to us.
   2. Group X members might be an embarrassment to the company.
   3. When one moves in, property values go down.
   4. None of these

3. Read each statement. If it shows prejudice, put a plus (+) on your answer sheet. If it does not, put a zero (0) on your answer sheet.

   A. Black people have dark curly hair.
   B. Blacks do better in athletics and in entertainment because they have a "natural" sense of rhythm.
   C. A Jew always does better in business and finance than does anyone else.
   D. Most Italians are Catholics.
   E. Orientals have inscrutable faces.
   F. Most Italians have a facility for crime.

CONCEPT: INTERNATIONAL RELATIONS

International Relations: Interaction (e.g., political, economic, social, military) between nation-states or other political entities having individual sovereignty. Relations may vary from constant-to-infrequent, formal-to-informal, friendly-to-hostile.

PERFORMANCE OBJECTIVES

1. Given a list of possible relationships, the student shall distinguish between those that are domestic and those that are international.

*2. Given a list of concepts and an incomplete analogy, the student shall select the concept that completes the analogy.

3. Given an international situation that might lead to conflict and a list of statements describing possible points of conflict, the student shall identify points of conflict.

4. Given an international situation that might lead to conflict and a list of possible outcomes, the student shall identify the most likely outcomes.

5. Given an international situation and a list of possible reactions by the United Nations, the student shall correctly identify the most likely reaction.

SAMPLE TEST ITEMS

Each test item is given the number of its objective (see above list).

1. **Read each item. If it is a common relationship between sovereign nations, put a plus (+) on your answer sheet. If it is not, put a zero (0) on your answer sheet.**

   A. Passing common tariff laws

   B. Passing common divorce laws

   C. Establishing common voting requirements

   D. Making treaties

   E. Signing mutual aid pacts

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2. **From the items listed below, choose the one that best completes the analogy. Write its letter on your answer sheet.**

UNITED STATES CONGRESS is to DOMESTIC AFFAIRS

as

INTERNATIONAL RELATIONS is to

A. PARLIAMENT

B. PEACE

C. UNITED NATIONS

D. TRADE

E. WAR

CONCEPT: MULTIPLE CAUSATION AND EFFECTS

Multiple Causation and Effects: As a result of interdependence, events and actions are seldom caused by one factor or result in one effect. Normally, clusters of causes precede--and clusters of effects follow--conditions, events, and actions. A "cause" may be defined as any condition or event in what is assumed to be a consequential and interrelated complex. An "effect" is a change following an action.

PERFORMANCE OBJECTIVES

1. Given a social situation and a list of several causes or effects, the student shall identify the likely causes or effects.

*2. Given the concept "multiple causation and effects" and its definition, the student shall identify the logical implications of the definition.

SAMPLE TEST ITEMS

1. **Read the statement. Choose the most likely cause of the situation described in the passage and mark its letter on your answer sheet.**

   Lake Erie has become polluted to the point where fish are dying and humans may no longer swim there.

   Choose the most likely cause. Write its letter on your answer sheet.

   A. Industries pouring waste into the lake

   B. Cities dumping sewage into the lake

   C. Too many people using the lake for recreation

   D. All of the above

   E. None of the above

2. **The concept "multiple causation and effects" has been defined as follows: As a result of interdependence, events and actions are seldom caused by one factor or result in one effect. Normally, clusters of causes precede--and clusters of effects follow--conditions, events, and actions. A "cause" may be defined as any condition or event in what is assumed to be a consequential and interrelated complex. An "effect" is a change following an action.**

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Read each statement. If it uses the idea of multiple causation, put a plus (+) on your answer sheet. If it does not, put a zero (0) on your answer sheet.

A. The Korean war was caused by the North Korean invation of South Korea.

B. If you neglect your children, they may disregard your advice when you want them to take it.

C. Students fail because they are bored by school in general and by teachers in particular.

D. Principals dislike boys with long hair because they think long-haired boys don't study.

CONCEPT: PERCEPTION

Perception: The individual's interpretation of and the meaning he attaches to things, people, and ideas as a result of his prior experience, social and cultural factors, and the situational context.

PERFORMANCE OBJECTIVES

1. Given different interpretations of the same incident (including information about the person telling the story) and a list of possible reasons for the differences, the student shall select the reasons that most probably explain the differences.

*2. Given four definitions of "perception," the student shall select the best definition.

3. Given a social situation, the observer and his background, and a list of interpretations of the situation, the student shall select the interpretation that is logical from the observer's point of view.

SAMPLE TEST ITEMS

Each test item is given the number of its objective (see above list).

1. Read the following story:

> Yesterday a fight took place on Carl Street in Marc Town. A newspaper reporter for the *Matthias Times* interviewed the two groups involved in the fight. Here are direct quotations from the newsman's notebook:
>
> "John Samuels, age 20, Caucasian, and Peter Richards, age 21, Caucasian, both residents of Kennedy City. Richards told their story:
>
> "'We were riding down Carl Street on our way to visit some girls. As we passed these two Black dudes who were walking along the sidewalk, one of them kept pointing at the bottom of my car. Thinking something was wrong with my new car, I stopped and we got out to take a look. As we got out these two young Black punks started asking if we were looking for trouble. Before we knew what was happening, an argument started and we got in a fight with them. Those Black guys must be nuts. We didn't do anything to hassle them.'

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"Richard Davis, age 15, Black, resident of Marc Town, and Jim Wade, age 14, Black, resident of Jennings City. Wade told their story:

"'My cousin, Dick, and I were walking down the street talking about cars. Dick is getting his license in two months. As we were talking, this new car with these two white kids in it came cruising down the block. Dick kinda dug the car and pointed at it, saying he would really like to own a car like that. Suddenly the car stopped and these two honkies jumped out. Well, we just moved over toward them real quick because we don't take anything off of anyone. When we asked them what was their problem, the tall, skinny one said, "Why don't you boys mind your own business." Man, that did it! No one calls us Blacks "boys" any more! We were really cleaning them out until the pigs busted up the fight. We sure taught those two dudes a lesson.'"

Read each statement. If it helps the reporter to understand why there are two different stories, put a plus (+) on your answer sheet. If it does not, put a zero (0) on your answer sheet.

A. The two groups came from different backgrounds.

B. The American institution of slavery in the 17th, 18th, and 19th centuries.

C. People attach different meanings to words.

D. Some groups of people are known to lie a lot.

2. Select the best definition for the concept "perception." Write its letter on your answer sheet.

A. The study of the causes and effects of events

B. The ability to see things accurately

C. The different ways ethnic groups interpret things

D. The many factors that influence an individual's interpretation of things

CONCEPT: PERSONALITY

Personality: The totality of an individual's skills, knowledge, attitudes, and values that result from the interaction of his experience and his genetically-inherited characteristics.

PERFORMANCE OBJECTIVES

1. Given a set of environmental factors and a list of effects on a personality, the student shall identify the likely consequences of an environmental factor on an individual's personality.

*2. Given four definitions of "personality," the student shall select the best definition.

3. Given a case study of a person and a list of statements, the student shall identify those characteristics of personality that result from environmental factors and those that result from genetic factors.

SAMPLE TEST ITEMS

Each test item is given the number of its objective (see above list).

1. Read the story.

   Susie's parents are college graduates. Her father earns $25,000 a year as a pharmacist. Her parents, who deeply love each other, have always tried to understand her, and Susie knows they love her. Each year they take a month-long family vacation together. Both Susie and her brother have their own bedrooms in a house the parents bought soon after Susie was born.

   Which of the following effects of this background is <u>most</u> likely? Write its letter on the answer sheet.

   A. Susie will get married as soon as she graduates from high school because she wants responsibility and love.

   B. Susie will have severe emotional problems.

   C. Susie will marry a very wealthy man because she has always wanted to be very rich.

   D. Susie will relate well to people and will be a "successful" person.

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2. Read the definitions of "personality." Select the best one and write its letter on your answer sheet.

   A. The total person, developed primarily from genetically-inherited characteristics

   B. The process by which a society passes on its culture to the young

   C. The increasing ability of a person as he gets older to be sociable with many types of people

   D. A person's skills, knowledge, attitudes, and values, developed by his experiences and by his genetic inheritance

CONCEPT: POLITICAL SYSTEM

Political System: The collection of institutions or mechanisms by which a society makes and implements binding decisions. The political process consists of activities of groups as they struggle for and use political power for personal and group purposes.

PERFORMANCE OBJECTIVES

1. Given the objective of securing personal political power and a series of personal strategies, the student shall identify those strategies most likely to lead to winning personal political power.

*2. Given the concept "political system" and a situation, the student shall identify those portions of the situation that relate to the concept.

3. Given the concepts "democratic" and "authoritarian" and a list of statements, the student shall identify the statements that are democratic and those that are authoritarian.

4. Given an American political institution and a list of statements, the student shall select the statements that are important in the process by which the institution makes a decision.

5. Given a group objective and a list of general political tactics, the student shall identify the tactics that have the highest potential for achieving the objective.

6. Given a particular right guaranteed in the United States Constitution and a list of particular situations related to that right, the student shall identify those actions that are protected (or permitted) by the Constitution as interpreted by the Supreme Court.

SAMPLE TEST ITEMS

Each test item is given the number of its objective (see above list).

1. **Read the statement.**

   John Q. Public wanted to become president of his Elks lodge.

   Which of the following tactics would be the <u>least</u> effective? Write its letter on your answer sheet.

   A. He becomes friends with the most influential members.
   B. He often congratulates people for doing something well.
   C. He joins many of the lodge committees.
   D. He cultivates his reputation as a person with strong opinions and convictions by speaking out on every issue and "telling it like it is."

* One of the seven general patterns used in writing performance objectives

2. **Read the following. If a lettered statement is a part of a "political system," put a plus (+) on your answer sheet. If it is not, put a zero (0) on your answer sheet.**

   A. Statistics show that there aren't enough doctors in the United States.

   B. Statistics show that the cost of medical education is very high.

   C. Some people complain that poor people don't get enough medical care.

   D. Some liberals feel that the government should create public insurance programs for medical care.

CONCEPT: SOCIAL CHANGE

Social Change: Changes that occur in a society and in the relationships among members and groups within that society.

PERFORMANCE OBJECTIVES

1. Given a list of statements, the student shall identify those that cause or slow down social change.

*2. Given a list of concepts and an incomplete analogy, the student shall select the concept that completes the analogy.

3. Given a designated change in a described society, the student shall identify probable consequences of the change.

SAMPLE TEST ITEMS

Each test item is given the number of its objective (see above list).

1. **Read each item. If it helps to cause social change, put a plus (+) on your answer sheet. If it helps to slow down social change, put a zero (0) on your answer sheet.**

   A. Inventions

   B. A desire to improve society

   C. Conservative thinking by people in positions of power and influence

   D. A distrust of outsiders

2. **Choose the word that best completes the analogy. Write its letter on your answer sheet.**

   BIRTH is to PAIN

   as

   SOCIAL CHANGE is to A. DIVISION

   B. HARMONY

   C. CAUSATION

   D. TOGETHERNESS

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* One of the seven general patterns used in writing performance objectives

CONCEPT: SOCIAL CONTROL

Social Control: The methods, formal and informal, by which a society brings about desired behavior by individual members of that society.

PERFORMANCE OBJECTIVES

1. Given three culture types (traditional agricultural, democratic industrialized, and authoritarian industrialized) and a list of statements about social control, the student shall identify the statement by culture type.

*2. Given the concept "social control" and its definition, the student shall identify the logical implications of the definition.

3. Given a social control and a list of definitions, the student shall select the best definition of the social control.

4. Given a list of statements about the reasons for social control, the student shall select those that best explain the reasoning behind social control.

SAMPLE TEST ITEMS

Each test item is given the number of its objective (see above list).

1. **Read each statement. Match it with its culture type. Put the number of the type on your answer sheet.**

   A. Gossip about a "weirdo" neighbor is usual between members of the neighborhood.

   B. Social control is more a matter of custom than of law.

   C. The culture often relies on "law" as a social control. Law not only regulates the conduct of individuals, but it also controls the state.

   D. Capital punishment is approved.

   Culture Types: 1. **Traditional agricultural**

   2. **Democratic industrialized**

   3. **Authoritarian industrialized**

   4. **Any of the above**

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* One of the seven general patterns used in writing performance objectives

2. Read each statement. If it is a true statement about the concept "social control," put a plus (+) on your answer sheet. If it is not, put a zero (0) on your answer sheet.

   A. Social controls are limited to the United States and other Western Hemisphere countries.

   B. Social controls often are established for the benefit of the majority.

   C. One of the purposes of social controls is the reformation of a non-conformist.

   D. Governments or groups must write down rules before social controls exist.

CONCEPT: SOCIAL INSTITUTION

Social Institution: An organized, formal, recognized, and stabilized way of pursuing some major social activity within a culture. Institutions have special sets of symbols, rules, roles, procedures, and norms. The durability of institutions varies within and between cultures.

PERFORMANCE OBJECTIVES

1. Given a list of examples, the student shall distinguish between economic, social, political, and religious institutions.

*2. Given a concept and a series of statements, the student shall identify each statement as an example or non-example of the concept.

3. Given a social institution and a descriptive list of elements common to those situations, the student shall pair the elements and label pairs as symbols, roles, norms, or procedures.

SAMPLE TEST ITEMS

Each test item is given the number of its objective (see above list).

1. **Classify each of the following institutions according to its primary function. Put its number on your answer sheet.**

   Functions: 1. Economic 3. Social

   2. Political 4. Religious

   Institutions:

   A. Infant baptism

   B. National banks

   C. Federal Reserve System

   D. United States Congress

   E. University of California

   F. Marriage

   G. Elks Club

   H. Hall of Justice

   I. Interest groups

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* One of the seven general patterns used in writing performance objectives

2. Read each item. If it is an example of the concept "institution," put a plus (+) on your answer sheet. If it is not, put a zero (0) on your answer sheet.

   A. The Senior Prom

   B. A Sunday afternoon drive in the country

   C. Reading the daily bulletin in school each day

   D. The Woodstock Rock Festival

   E. The long summer vacation for school students

   F. Getting maried

CONCEPT: SOCIAL INTERACTION

Social Interaction: The formal and informal patterns of contact between individuals in a society, often regularized by roles, expectations, rules, customs, and ideas of status.

PERFORMANCE OBJECTIVES

1. Given a list of statements about or examples of the concepts "cooperation" and "competition," the student shall identify the statements or examples that accurately relate to social interaction.

*2. Given two concepts and a list of statements, the student shall identify the statement that best describes the differences/similarities between the concepts.

3. Given several patterns of conduct and a list of causes, the student shall choose from a list the origins of those patterns.

SAMPLE TEST ITEMS

Each test item is given the number of its objective (see above list).

1. **Read each statement. If it is true, put a plus (+) on your answer sheet. If it is false, put a zero (0) on your answer sheet.**

   A. There are no informal rules controlling competition among individuals.
   B. United States citizens feel that cooperation with each other is unimportant.
   C. Social scientists have proved that cooperation usually is good and competition usually is bad.

2. **Read each statement. Choose the one that accurately describes the similarity between the concepts "social interaction" and "social control." Write its letter on your answer sheet.**

   A. A study of both concepts shows that certain rules or procedures existing in societies regulate man's behavior.
   B. Both concepts show that the best way to understand humans is to study them in isolation (e.g., people who live in isolated areas.
   C. Both social control and social interaction are forms of socialism.
   D. No answer given.

* One of the seven general patterns used in writing performance objectives

CONCEPT: VALUES AND CHOICE

Values and Choice: The interactions between criteria of "importance" and "desirability" (values) and actions and choices made by individuals, groups, and societies. Values may be established by institutions or by individual ethical choice.

PERFORMANCE OBJECTIVES

1. Given a conflict situation, the student shall identify the values that are in conflict.

*2. Given a concept and a series of statements, the student shall identify each statement as an example or a non-example of the concept.

3. Given a series of personal choices of institutions, or of practices, the student shall identify at least one value underlying each.

SAMPLE TEST ITEMS

Each test item is given the number of its objective (see above list).

1. **Read the following story. Identify the passage that best illustrates a conflict in values. Write its letter on your answer sheet.**

   Mr. Jones is a manufacturer of children's toys and furniture. *(a)* His company has been having hard times lately due to increased competition from Japanese imports. *(b)* In fact, only two products he makes are selling, and without them he would be forced to declare bankruptcy. *(c)* With two children in college and a wife who has been hospitalized for the past six months, this would be a disaster for Mr. Jones. *(d)* Unfortunately, Mr. Jones has just learned that both of his profitable products are made of a kind of plastic that, on impact, shatters into long, sharp fragments. *(e)* Mr. Jones wonders whether he should stop making these two products and go bankrupt or continue making them and show a profit.

2. **Which of the following is not an example of <u>values</u> in action. Write its letter on your answer sheet.**

   A. An employer decides to lay off workers because of declining profits.
   B. A nation goes to war.
   C. Prices rise even though the government asks that businesses keep them down.
   D. Three hundred people are driven from their homes by a flood.
   E. All of the above.

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* One of the seven general patterns used in writing performance objectives

3. Match each of the practices with the value that is most closely associated with it. (Use each value only once.) Put the number of the value on your answer sheet.

A. Holding elections	1. Competition
B. Having many manufacturers of a particular product	2. Stability
	3. Freedom
C. A president who serves four years	4. Justice
D. Public defenders for poor defendants	5. Consent of the governed

SECTION II. SOCIAL STUDIES SKILLS

INTRODUCTION

The format of the district's "Educational Goals and Expectancies" determined arrangement of these objectives and test items (with one exception: "Group Process" was suggested by Educational Goals 1, 3, 4, 5, and 7).

Workshop members hope that each department will take advantage of the released time provided during the 1970/71 school year to develop additional performance objectives and sample test items for social studies skills.

SOCIAL STUDIES SKILLS:

PERFORMANCE OBJECTIVES AND TEST ITEMS

RECOGNIZE AND DEFINE THE PROBLEM

PERFORMANCE OBJECTIVES

1. Given a series of statements, the student shall differentiate between those that are empirical and those that are not.

2. Given a series of empirical statements, the student shall rank them in order of probable difficulty in finding relevant data.

3. Given a series of related items of information, the student shall state (or select from a given list the statement that best shows) the interdependence of the items.

4. Given a problematic situation, the student shall formulate (or select from a given list) empirical questions relevant to solving the situation.

5. Given a problematic situation, the student shall formulate (or select from a given list) a testable hypothesis.

6. Given several definitions of words commonly used in discussion of contemporary affairs, the student will judge which are the most adequate (i.e., precise, unbiased).

SAMPLE TEST ITEMS

Test items are arranged in the same sequence as are the performance objectives (i.e., Test Item I tests achievement of Performance Objective I).

1. **Read each statement. If it <u>is</u> empirical, put a plus (+) on your answer sheet. If it <u>is not</u>, put a zero (0) on your answer sheet.**

   A. The Democratic Party has done more for this country than has the Republican Party.

   B. Alaska is northwest of Oregon.

   C. Scientific research often results in the creation of new products.

   D. War does not accomplish any good for the world.

   E. A high tariff increases the prosperity of the nation.

   F. Many voters would like to see the president's term of office lengthened.

   G. The Indians are better off today than they were when the white man came to America.

2. Read each group of statements and identify the one that would be most difficult to prove true or false. Put its number on your answer sheet.

   A. (1) Many medieval manuscripts were written in Latin.
      (2) The area of Alaska is greater than that of Texas.
      (3) Cleveland held the office of president for two terms.
      (4) The "Elastic Clause" of the Constitution has provoked much controversy.
      (5) The Russian economic system is the system most appropriate for their goals.

   B. (1) The federal budget did not balance in 1937.
      (2) The Treaty of Versailles caused most of the trouble in Europe between 1920 and 1940.
      (3) Georgia is well-suited to producing cotton.
      (4) Cuba's army is larger than China's.
      (5) The Reconstruction Period following the Civil War worked a great hardship on the South.

   C. (1) Overexpansion of railroads caused the panic of 1837.
      (2) The Union Army was larger than the Confederate Army during the Civil War.
      (3) Woodrow Wilson once was president of Princeton University.
      (4) Many Americans do not like anti-Semitism.
      (5) Abraham Lincoln was born in 1776.

   D. (1) George Washington was unpopular with some groups by the end of his second term.
      (2) Jefferson was born in Virginia.
      (3) Theodore Roosevelt was the youngest man to take office as President.
      (4) Soil erosion is the greatest problem in the Middle West.
      (5) Automobiles are a major cause of air pollution.

3. In the city of Anathema the population is increasing rapidly. The composition of the population is changing racially. The crime rate is rising.

   Which of the following questions best reveals the possible interdependence of these items of information? Write its letter on your answer sheet.

   A. How can the crime rate be lowered?

   B. Does a rise in population result in a rise in crime rate regardless of the type of people?

   C. Should the city attempt to slow the rate of population growth by discouraging more construction?

   D. Does a rising crime rate result in some people coming into the city?

4. The problem: Lake Dehrtee is heavily polluted and ugly.

Read each question. If it is likely to result in the gathering of information useful in solving the problem, put a plus (+) on your answer sheet. If it is not likely to result in useful information, put a zero (0) on your answer sheet.

A. What are the pollutants present in the lake?

B. Why are people more concerned with their own personal comfort and wealth than with the common good?

C. What other lakes that have been polluted have been cleaned up, and how?

D. How has the number of fish caught by sportsmen in the last fifteen years changed?

6. For each of the following terms select the definition that is the most adequate (precise and unbiased). Write its letter on your answer sheet.

ECONOMIC REGULATION

A. Government interference with the free operation of an economic activity, firm, or industry
B. Setting uniform rules and standards for an economic activity, firm, or industry
C. Bringing justice and order to an economic activity, firm, or industry
D. Setting governmental standards to curb abuses in an economic activity, firm, or industry

SELF-DETERMINATION

A. The right of a people or group to decide their own political system
B. Control by an individual or group of its own destiny
C. Determination (by a group or a people) of their own future political system
D. Popular control of the political system

RECOGNIZE AND DEFINE TECHNIQUES OF PROBLEM-SOLVING AND DECISION-MAKING

PERFORMANCE OBJECTIVE

Given a problem, the student shall list (or select from a given list) in logical order the steps that probably are necessary to solve the problem.

SAMPLE TEST ITEM

Test items are arranged in the same sequence as are the performance objectives (i.e., Test Item I tests achievement of Performance Objective I).

John is getting poor grades in school. Five possible steps to be taken are:

1. Get as much information as possible on why the grades are low.
2. Get John transferred to classes taught by other teachers.
3. Plan a course of action to improve John's grades.
4. Get the grades of other students in the classes John is taking.
5. Determine if John's grades improve.

Which steps should be taken, and in what order? Select one of the following combinations and write its letter on your answer sheet:

A. Steps 2--5--3

B. Steps 1--2--3

C. Steps 3--1--5

D. Steps 1--3--5

E. Steps 4--2--3

IDENTIFY, GATHER, AND USE SOURCES OF INFORMATION

PERFORMANCE OBJECTIVES

1. Given a specific problem to solve or question to answer and a list of possible sources of information (e.g., standard reference works, public officials or agencies, and/or the weekly television guide), the student shall select those sources most likely to be useful.

2. Given a specific question or problem area, the student shall suggest (or select from a given list) categories or topics that might be used by indexing systems (such as the *Readers' Guide* or a card catalog) to index information relevant to the question or problem area.

3. Given a specific citation from the *Readers' Guide* and a copy of the abbreviations used, the student shall write (or select from a given list) the citation in unabbreviated form and identify the component parts of the citation.

4. Given the idea "primary source" and a list of definitions, the student shall select the best definition.

5. Given a question, topic, or problem and a list of items of information, the student shall differentiate between those items that are relevant to the topic or question and those that are not.

SAMPLE TEST ITEMS

Test items are arranged in the same sequence as are the performance objectives (i.e., Test Item 1 tests achievement of Performance Objective 1).

1. **Read each question. Decide which reference listed would most likely be of value in answering it, and write the number of the reference on your answer sheet.**

References:
1. An atlas
2. *Historical Statistics of the United States*
3. *Who's Who in America*
4. The *World Almanac*
5. *Readers' Guide to Periodical Literature*

Questions:
A. How does the land area of North America compare with the land area of Africa?
B. How many persons were killed by automobiles last year?
C. What was the political significance of the last congressional election?
D. How much cotton was exported from the United States during the period 1960-1970?
E. What was the basic diet for the British troops in Canada in 1761?

F. How many immigrants came to the United States last year?
G. What are the names of the children of James B. Conant, former president of Harvard University?
H. What was the value of furs exported to England by the colonies between 1700 and 1775?
I. What is the title of a recent article in *The Nation* concerning Chinese-Soviet relations?

2. You are concerned with the economic development of the nation of Povertia. Decide which one of the following categories in a card catalog would probably be most useful in locating information? Write its letter on your answer sheet.

A. Povertia, education, military forces

B. Povertia, international relations, military forces

C. Povertia, labor, resources

D. Povertia, physical geography, politics

3. An item in the *Readers' Guide to Periodical Literature* reads

Grievance: first step in improved library government. E. Volkersz. biblio ALA Bul 63: 1566-9 D '69

Write the number of the best answer on your answer sheet.

A.	Author?	1. Grievance	2. Volkersz	3. Bul		
B.	Title of magazine:	1. Grievance	2. Volkersz	3. biblio		
		4. ALA	5. ALA Bul	6. Bul		
C.	Length of article:	1. 63 p.	2. 1566 p.	3. 9 p.		
		4. 69 p.	5. None of these			

4. Which of the following is the best definition of "primary resource material"? Write its letter on your answer sheet.

A. Very important research in some area of study

B. Writings that were the earliest on that particular topic

C. First-hand accounts of events or conditions

D. Elementary reading on a given topic suitable for less advanced readers

PERFORMANCE OBJECTIVES

1. Given an empirical topic for research the student shall develop (or select from a given list) a series of subtopics that would be useful in categorizing information relevant to the topic.

2. Given a passage to read, the student shall select the generalization that best expresses the main idea of the passage.

3. Given a short oral or written presentation, the student shall state (or select from a given list) the main idea, conclusion, issue.

4. Given a visual presentation of information (graph, table, map, series of pictures), the student shall state (or select from a given list) the main idea, conclusion, issue, or trend portrayed in the presentation.

5. Given a series of items with common characteristics, the student shall select a concept or generalization that encompasses the common characteristics.

6. Given a statement and several alternate paraphrases, the student shall select the paraphrased statement closest in meaning to the original.

7. Given a generalization and some items of information, the student shall distinguish between items of information that

   - support the generalization
   - refute the generalization
   - are irrelevant to the generalization

8. Given a written or oral presentation containing an (some) unstated assumption, the student shall recognize (or select from a given list) the unstated assumptions.

9. Given interpretations of an event or a circumstance, the student shall identify different degrees of objectivity in the interpretation.

10. Given a situation and a list of characteristics of an observer, the student shall estimate the probable degree of influence those characteristics have on the observer's interpretation of the situation.

SAMPLE TEST ITEMS

Test items are arranged in the same sequence as are the performance objectives (i.e., Test Item 1 tests achievement of Performance Objective 1).

2. Read the following passage carefully.

> "In the twentieth century new developments came faster and faster. Some of them created enterprises that crossed state lines and had to be regulated by a power greater than that of any state. Radio could not operate profitably in the United States without some authority to allocate the channels. Air transport required a federal authority to oversee safety rules and to allocate licenses where a monopoly was necessary. Each new invention that can be used only with some element of federal management or subsidy adds a new bureau to the bureaucracy in Washington. Even the automobile, a personal vehicle driven by its owner, demands a highway system on so vast a scale that the states cannot supply it to the satisfaction of the public without federal aid."

Select the generalization that seems to be in closet agreement with the main idea of the passage. Write its letter on your answer sheet.

A. Once the industrial revolution starts in a society it unfolds at an increasing rate.

B. As a nation responds increasingly to science, technology, and industrialization it becomes increasingly necessary to expand governmental services and controls.

C. The twentieth century has witnessed the greatest and fastest changes in science, technology, and industry ever experienced in the world's history.

D. In the twentieth century, science, technology, and industrialization have advanced faster in the United States than anywhere else.

5. (1) Examine the three items. Decide what all three show. Select the best answer from those given and write its letter in the answer space.

Items: Sam took the box from the street since it didn't belong to anyone.
John failed the test but knew he could have passed it if he had really tried.
George said that Ed wanted him to take it.

Answers: A. Lying about things done
B. Blaming someone else
C. Believing in reasons that make you feel good
D. Blaming someone else for your mistakes

(2) **Read the three items. Select the concept that best expresses the common characteristics of the three situations and write its letter in the answer space.**

Items: Joe drove down the street and stopped for a pedestrian in the crosswalk.
Jones and Smith consulted a lawyer who drew up a contract for their new partnership.
Jane's grade was lowered for too many tardies.

Concepts: A. Social interaction
B. Conflict
C. Political system
D. Social control

(3) **Read the three items. Select the answer that best expresses what the three have in common and write its letter in the answer space.**

Items: Mother told John that if he would dry the dishes she would wash them.
The men hunted while the women planted corn.
While the girls wrapped the maypole, the boys played the drums.

Answers: A. If you do something for me I'll do something for you.
B. Time goes by faster when you do things together.
C. The best thing to do is to divide up the jobs to be done.
D. If you want a job done right, do it yourself.

(4) **Read the four items. Select the answer that best expresses what the three have in common and write its letter in the answer space.**

Items; The several service stations kept their prices about the same.
When railroad workers formed a union, their wages rose.
None of the airline stewardesses would wear the new uniform.
The Irish all voted for the Irish candidate.

Answers: A. People sometimes refuse to compromise and get what they want.
B. People get together to increase their strength.
C. There are more organizations all the time.

(5) **Read the three cases below. Select the generalization that best expresses what the three have in common and write its letter in the answer space.**

Cases: In the second millenium B.C. nomadic Indo-Europeans invaded the Indus Valley. The existing village culture was absorbed into the new culture or was destroyed, and the original inhabitants of the area became the lowest caste in the new society.

Anglo-Saxons invaded Britain in the seventh to ninth centuries. The existing Celtic people either were absorbed into the new Anglo-Saxon culture or fled to the hills of Scotland and Wales.

Europeans migrated to North America in large numbers in the seventeenth to nineteenth centuries. The existing Indian cultures were for the most part destroyed, and most of the Indians were killed or driven west. The Indians finally were given tracts of undesirable land to settle on.

5. **Read the following statement. Select the paraphrased statement that is closest in thought to the original and write its letter on your answer sheet.**

Statement: Human behavior is far more variable and therefore less predictable than that of any other species.

Paraphrase: A. Human beings behave in more different ways than do animals.
B. It is easier to anticipate what animals will do than what people will because people are more varied.
C. Humans are more diverse and impulsive than any other species.
D. Animals operate more on instinct than do human beings, therefore it is easier to anticipate how animals will behave.

7. If the fact or event supports the generalization, put a plus (+) on your answer sheet. If it tends to contradict the generalization, put a zero (0) on your answer sheet. If it is irrelevant, put a question mark (?) on your answer sheet.

Generalization: When people leave an established society and move into a different environmental situation, they retain the habits, beliefs, customs, and institutions that are characteristic of the original society.

A. The Church of England was the established church in colonial Viriginia.
B. The Puritan church was a sect of the Church of England.
C. Southern plantations concentrated on the production of rice, indigo, and tobacco.
D. In the now-famous Mayflower Compact, the Pilgrims pledged their allegiance to the King of England.
E. Early American social groupings were based on wealth rather than on birth.
F. The Indians grew corn and tobacco in America.
G. Roger Williams' colony at Providence was founded on the principle of freedom of religious belief.
H. Wealthy colonists imported tapestries, paintings, fine silver, glass, chinaware, and good furniture from England.

9. Read the following. For each numbered statement decide if it is a simple statement of fact or if it is biased, distorted, or misleading in some way. If the statement seems to be factual, put a plus (+) on your answer sheet. If it seems to be biased, distorted, or misleading, put a zero (0) on your answer sheet.

Joe watched the incident from across the street. He could see clearly although he could not hear what was being said. He told a TV reporter the following:

A. There were about 100 kids gathered near the steps by the big tree.
B. The kids were conservatively dressed and were very polite as they asked the police questions and pointed to the administration building.
C. The police angrily shook their heads and motioned away.
D. Some of the kids started to back away but then one stepped forward to ask a question.
E. The policeman nearest him hit him in the chest with all his strength.
F. Then another kid who was not even near the first group threw a rock at the police.

10. Read the story.

George is watching a busy intersection in front of his house. He sees a boy on a bike and a car collide. The boy gets up fairly quickly but is bleeding at the mouth. The boy and the driver of the car talk for a few minutes, then both of them leave.

Read each item. Decide what effect it is likely to have on George's description of the event as he tells the story to his father, and put the number of the effect on your answer sheet

Effects:
1. Most influential
2. Influential
3. Least influential

Items:
A. George is nine years old and rides a bike.
B. George is a good student in school.
C. Neither George nor his father has ever had an accident.

DRAW AND EVALUATE CONCLUSIONS

PERFORMANCE OBJECTIVES

1. Given two or more concepts and their definitions, the student shall select a valid generalization that shows the relationship between the concepts.

2. Given several generalizations, the student shall synthesize these into a more abstract generalization.

3. Given a passage, the student shall distinguish valid inferences that can be drawn from it from inferences that are not valid.

4. Given a principle and several applications, the student shall distinguish between correct and incorrect applications of the principle.

5. Given a policy, the student shall distinguish likely from unlikely consequences of the policy.

6. Given four conditions of "causation" (necessary condition, sufficient condition, necessary and sufficient, and contributory condition) and a list of definitions, the student shall match the conditions with the definitions.

7. Given a situation, a list of causes, and the four conditions of causation, the student shall match the conditions with the causes.

SAMPLE TEST ITEMS

Test items are arranged in the same sequence as are the performance objectives (i.e., Test item 1 tests achievement of Performance Objective 1).

1. **Given the following words (concepts) and their definitions, select the generalization that most clearly and accurately expresses the relationship among the concepts and write its letter on your answer sheet.**

Institutions:	The organized way of pursuing a major social activity
Culture:	The shared way of life of a group of people
Values:	Those things felt to be extremely important or desirable

A. A culture usually values its institutions
B. Cultural values depend on institutions
C. Some institutions value and promote culture
D. The institutions of a culture reflect its values

2. Read the following generalizations. Select from the following list the generalization that best combines the meaning of the two and write its letter on your answer sheet.

   A. A person's attitude toward conflict is influenced by his environment.

   B. Conflicts are frequently influenced by environment.

   C. People from different environments may have attitudes that conflict.

   D. There will be fewer conflicts if people all come from similar environments.

3. Read the following passage carefully.

   "The correct marriage among the Veddas of Ceylon is for a man to marry his father's sister's daughter. The children of two brothers or sisters cannot marry, since such a marriage would be considered improper. When seeking a bride, a man goes to his future father-in-law with a present of dried deer flesh, grain honey, or yams tied to his unstrung bow. The marriage ceremony is very simple but appears to be absolutely binding, since cases of divorce or separation are almost entirely unknown. The women are jealously guarded by the men, who do not allow traders or other strangers to see them."

   Read each statement. If, given the information in the passage, the statement is an inference (conclusion) that is probably true, put a plus (+) on your answer sheet; if it is probably false, put a zero (0) on your answer sheet; if the passage does not give enough information for you to tell if the statement is probably true or probably false, put a question mark (?) on your answer sheet.

   A. Family or kinship ties are very strong among the Veddas.

   B. The force of custom is respected by these people.

   C. The Veddas are in a primitive state of civilization.

   D. Marriages between second cousins are forbidden.

   E. Veddas do not understand the use of weapons.

   F. The Veddas are very superstitious and worship the forces of nature.

   G. It is easy for explorers to get photographs of Vedda men, women, and children.

   H. If the children of two sisters were to marry, they would be punished by death.

4. Since gross national produce (GNP) equals investment + government spending + consumption, an increase in any of these will tend to increase the GNP. Read each statement. If it is a policy that will tend to stimulate economic growth (raise the GNP), put a plus (+) on your answer sheet. If it will not, put a zero (0) on your answer sheet.

   A. Reducing personal income taxes

   B. Raising the ceiling on the national debt

   C. Cutting back on defense spending

   D. Raising interest rates

   E. Increasing the price of steel and heavy machinery

   F. Increasing low-cost federal housing loans

5. Read the following policy statement carefully.

   "The State Water Quality Control Commission recently has taken action against the city of San Francisco for dumping improperly-treated sewage into the Bay. The city claims it would be too expensive to build new sewage treatment plants at this time. San Francisco also has experienced a slowdown in construction. The State Commission feels that clean water is an important enough issue to take drastic action. The Commission has tried to get a court order to stop all new sewer connections in San Francisco until improved sewage treatment plants are built."

   Read each statement. If it is likely to result from this policy, put a plus on your answer sheet; if it is not likely to result from this policy, put a zero (0) on your answer sheet; if it is irrelevant or is an uncertain effect of the policy, put a question mark (?) on your answer sheet.

   A. Construction unions will support the Commission's action.
   B. Taxpayers' groups in San Francisco will protest the Commission's action.
   C. The mayor of San Francisco probably will not be re-elected.
   D. More construction workers will be unemployed if the Commission gets the court order.
   E. The courts will grant the order to stop new sewer connections.
   F. Water pollution in the Bay will get worse if new treatment plants are not built.

6. The following items are related to causation (what causes things to occur).

   1. Necessary condition
   2. Sufficient condition
   3. Necessary and sufficient condition
   4. Contributory condition

   Read each definition. Match it with the correct item above and put the number on your answer sheet.

   A. A condition without which a certain effect cannot occur
   B. A condition that plays a part in bringing about an effect
   C. A condition that can produce a certain effect that can also be produced by other conditions
   D. A condition that will always produce an effect that will not occur without the condition

7. Read the story.

   Sarah was walking home one day. As she neared home, black clouds dumped torrents of rain on her. Just as she could see the outline of her house, she tripped on a rock in the path and fell over a cliff.

   Conditions:
   1. Contributory condition
   2. Necessary condition
   3. Necessary and sufficient condition
   4. Sufficient condition

   Read each item. Match it with the correct condition and put the number of the condition on your answer sheet. Use each condition only once.

   A. The rock

   B. The storm

   C. The gravity of our planet

PERFORMANCE OBJECTIVES

1. Given two ways of organizing a paper or speech (chronological and topical) and a list of explanations, the student shall match the organization schemes with the explanations.

2. Given the three parts of a paper or speech (introduction, main body, and conclusion) and a list of descriptions and/or definitions of the three parts, the student shall match the part of the paper or speech with the description and/or definition.

3. Given a list of topics of differing degrees of generality, the student shall arrange them in their logical order.

4. Given a list of possible usages, the student shall identify the situations that require the use of footnotes.

5. Given a list of footnotes, the student shall identify those that are properly arranged and that contain the minimum information (author, title, page number).

6. Given a list of possible purposes, the student shall identify the purposes of a bibliography.

7. Given a sample bibliography, the student shall identify the entries that are incorrectly arranged and those that are incomplete.

SAMPLE TEST ITEMS

Test items are arranged in the same sequence as are the performance objectives (i.e., Test Item 1 tests achievement of Performance Objective 1).

1. **Read each statement and decide how it is organized. Select the correct term and put its number on your answer sheet.**

   Terms: 1. Chronological 3. Both of these
   2. Topical 4. Neither of these

   A. Material is arranged so that causes are discussed before effects.
   B. Dates may be used.
   C. The issue to be examined is first stated in the introduction to the paper.
   D. Materials are arranged so that the development of the topic moves from the point furthest in the past to a point closer to the present.
   E. Information in the paper is organized into major areas of the theme that is investigated.

2. Read each statement. Select the term for a main part of a speech or essay that describes the statement and put its number on your answer sheet.

Terms: 1. Introduction 3. Main body
2. Conclusion 4. None of these

A. The thesis or main point is fully explored.
B. It contains the table of contents.
C. The purpose of the paper or speech is clearly identified.
D. The main points are summarized and tied together in some type of generalization.

3. Given below are some terms, an incomplete outline, and four questions. Do not write in the outline. Select the term that correctly answers each question, and put its number on your answer sheet.

Terms: 1. Origins 5. White student protest movement
2. Impersonal university 6. National issues
3. Vietnam War 7. Tactics
4. Sit-ins 8. Draft

Outline:

Title:_____

I. _____

A. _____

1. White racism

2. _____

B. Age-Group Issues

1. _____

2. _____

II. _____

A. Petitions

B. _____

Questions:

A. What is the number of the term that best serves as the title of the outline?
B. What is the number of the term that would logically fit in I?
C. What is the number of the term that would logically fit in II?
D. If item I.B.1. is "Draft," what term would logically fit in I.B.2?

4. **In which one of the following situations would a footnote not be used? Put its letter on your answer sheet.**

A. The material is a paraphrase from a book.
B. The material is directly quoted from a book.
C. Information is gathered from an interview with an authority.
D. None of these

5. **Which one of the footnotes is properly arranged and contains only the minimum information? Put its letter on your answer sheet.**

A. [1] Jack Curtis, *The Passing Game in Football*, p. 60
B. [1] Curtis, Jack, p. 60, *The Passing Game in Football*
C. [1] *The Passing Game in Football*, p. 60
D. [1] Jack Curtis, *Sports Illustrated*, MLX, "Football Today"

6. **Which one of the following is not one of the reasons for a bibliography? Write its letter on your answer sheet.**

A. The reader can know if the author probably has researched his subject thoroughly.
B. If the reader is interested, he can easily find more material on the subject.
C. The reader is guaranteed that the writer knows plenty of information.
D. The writer gives credit to other writers on the same subject whose material he inspected.

7. **Examine the bibliography and find the two entries that are either improperly arranged or are incomplete. Put the number of the correct answer on your answer sheet:**

Answers: 1. A and B 3. A and C
2. C and D 4. B and D

A. Newberry, Louis, *Hair Style Design*, Los Angeles, 1946
B. Duncan, F. Martin, "Hair," Encyclopedia Britannica (1961 edition), XI, 82-84
C. Kirtland, Sam, "Revolt Against Fancy Hairdos," *Look*, 34-39
D. Mordwell, Miriam, *Hair Design and Fashion*, New York, Crown, 1962

PERFORMANCE OBJECTIVES

Objectives for which sample test items have been developed are starred (*).

1. Given a list of items relating to group functioning, the student shall select those items that are necessary conditions for successful group functioning.

2. Given a group goal and a list of possible tactics, the student shall select the tactics that will move the group closest to the objective.

3. Given a situation that disrupts the group process and a list of possible solutions, the student shall select the best solution for the given problem.

SAMPLE TEST ITEMS

Test items are arranged in the same sequence as are the performance objectives (i.e., Test Item 1 tests achievement of Performance Objective 1).

1. **Read each item. If it would help a group to run well, put a plus (+) on your answer sheet. If it would not, put a zero (0) on your answer sheet.**

   A. Leadership is a function that may be provided by different group members in different phases of group activity.
   B. The chairman consistently attempts to persuade the group to accept his point of view.
   C. Everyone is eager to contribute his or her idea, and usually goes right ahead to talk about his idea as soon as the previous speaker stops talking.
   D. An attempt usually is made to arrive at a compromise that most committee members can agree to.
   E. It is more important to get something done as soon as the committee first meets than it is to sit around and talk about a problem for a while.

2. **The student government of Hillteogon High School decided that the students badly needed a student Bill of Rights and a Supreme Court (two students, two teachers, and one dean) to interpret the Bill of Rights because so many students were being suspended. When they presented their plan to the principal, he said they did not and should not have any authority in this area. The student government then decided to campaign for their plan.**

Which one of the tactics probably would be the least successful? Write its letter on your answer sheet.

A. Organize some parents into a group to support the plan.
B. Ask students who were suspended to ignore their suspensions until a Bill of Rights was approved.
C. Form a picket line in front of the principal's office on the sidewalk during the lunch period.
D. Create a position paper based on the U. S. Constitution and court rulings for presentation to the Board of Trustees.

3. Many groups have the problem of one person (or more) who constantly tries to dominate group discussion by talking too much.

Assume that you are a group leader. Which of the following actions should be your first step in solving the problem? Write its letter on your answer sheet.

A. Do not call on him at meetings.
B. Ask him to quit the committee.
C. Talk to him privately about the problem.
D. Rule that any member is limited to a two-minute "speech."

INTRODUCTION

The objectives of this section are grouped under five major categories suggested by the district's statement of "Educational Goals and Objectives": the student's attitudes about (1) himself, (2) other individuals, (3) institutions and groups, (4) the problem-solving process, and (5) human and natural resources.

Two types of objectives were developed for each category: generalized educational objectives and illustrative performance objectives. The illustrative objectives suggest ways of observing or evaluating the student's performance in terms of a particular facet of one generalized objective. There was not time for the workshop members to develop illustrative performance objectives for each generalized objective. This work will be continued during the coming school year.

THE AFFECTIVE AREA:

PERFORMANCE OBJECTIVES

1. GENERALIZED OBJECTIVE: The student shall try to understand himself, realizing that effective living and personal happiness are influenced by his ability and willingness to know himself.[1]

   ILLUSTRATIVE PERFORMANCE OBJECTIVE: Given data about himself (i.e., his skills, attitudes, and interests), the student shall construct a written self-portrait.

2. GENERALIZED OBJECTIVE: The student shall realize the importance of continued self-improvement in all phases of his life.[2]

   ILLUSTRATIVE PERFORMANCE OBJECTIVES:

   a. Given a written self-portrait, the student shall analyze it to determine the aspects of the portrait he would like to change.

   b. Given a list of adjectives and asked to select those that (1) describe him as he is and (2) as he would like to be, the student shall suggest courses of action to lessen the discrepancies.

3. GENERALIZED OBJECTIVE: The student shall regard himself as an individual who possesses valuable skills and characteristics.[3]

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1. Suggested by District Goal 3: To understand and accept himself and others.
2. Suggested by District Expectancy 3.11: To evaluate and adjust his vocational and educational objectives in terms of knowledge about himself and the world of work.
3. Suggested by Expectancy 3.2: To consider himself to be a worthwhile individual.

I. GENERALIZED OBJECTIVE: The student shall seek to recognize and respect individual differences.

ILLUSTRATIVE PERFORMANCE OBJECTIVES:

a. Given a group or classroom situation, the student shall exhibit respect for students whose ability and maturational levels are different from his.[1]

b. Given a group of diverse people and a task of individual communication, the student shall work to identify the most effective means of communicating with each individual.[2]

c. Given a one-minute tape recording of a speech, conversation, or debate and a series of questions that test recall, the student shall answer the questions that test his willingness to listen to others.[3]

d. Given an appropriate situation, the student shall role-play a point of view that is not his own.[4]

e. Given an appropriate situation (e.g., a television commercial), the student shall give a reasonable prediction of the reaction to the situation by a member of a minority group that is not his own.[5]

f. Given a class or group discussion, the student shall encourage participation by those with differing points of view.[6]

g. Given an appropriate situation (e.g., a case study), the student shall recognize and be sensitive to instances of prejudice and discrimination.[7]

---

1. Suggested by District Expectancy 3.5: To take into account individual differences.
2. Suggested by Expectancy 1.4: To evaluate the effectiveness of his communication with others.
3. Suggested by Expectancy 1.9: To listen and respond to the expressions of others.
4. Suggested by Expectancy 3.5 (see above) and 3.6: To perceive the problems of others as real and worthy of his concern.
5. Suggested by Expectancies 3.6 (see above) and 3.9: To understand that economic, cultural, and social influences cause individuals and groups to think and act in diverse ways.
6. Suggested by Expectancies 3.5 (see above) and 3.4: To recognize the inherent worth of every individual.
7. Suggested by Expectancy 3.6 (see above).

h. Given statements and actions of others that show prejudice and discrimination, the student shall identify such statements and actions in an appropriate context and on his own initiative.[1]

i. Given a small-group situation, real or hypothetical, the student shall offer points for compromise when appropriate.[2]

2. GENERALIZED OBJECTIVE: The student shall strive for consistence between values and actions, including his own and those of the organizations or groups of which he is a member.

ILLUSTRATIVE PERFORMANCE OBJECTIVES: (It is suggested the following sequence be used as a method for teaching about values.)

a. Given an attitude survey or short-answer test, the student shall record his feelings about particular situations and policies.[3]

b. Given a variety of responses to an attitude survey or short-answer test, the student shall identify the values that are implied in each choice.[4]

c. Given data from objectives (a) and (b) above, about his own position and the values it implies, the student shall determine whether the values implied in his choices correspond with his abstract values.[5]

d. Given a choice consistent with his own values, the student shall plan appropriate ways for implementing it.[6]

---

1. Suggested by Expectancy 3.6: To perceive the problems of others as real and worthy of his concern.
2. Suggested by Expectancy 3.8: To work with diverse groups and individuals to attain mutual goals.
3. Suggested by Expectancy 4.2: To choose courses of action consistent with his own value system.
4. Ibid.
5. Ibid.
6. Ibid.

1. GENERALIZED OBJECTIVE: The student shall appreciate the important role of institutions characteristic of the United States (e.g., the rule of law, consent of the governed, democracy, political parties, civil rights, social control, the family).[1]

   ILLUSTRATIVE PERFORMANCE OBJECTIVE: Given a series of statements about a particular institution (e.g., the rule of law), the student shall indicate agreement with the statements that recognize the merit of the institution.

2. GENERALIZED OBJECTIVE: The student shall actively work to strengthen those institutions that he believes to be valuable.[2]

3. GENERALIZED OBJECTIVE: The student shall be an active member of one or more organizations that he believes to have worthy purposes.[3]

4. GENERALIZED OBJECTIVE: The student shall believe in the potential value of men working together to solve problems.

   ILLUSTRATIVE PERFORMANCE OBJECTIVES:

   a. Given a questionnaire, the student shall indicate active membership in one or more formal organizations while in school and/or after graduation.

   b. Given the option of working toward some accepted goal by himself or in cooperation with a group with a similar purpose, the student shall demonstrate, when such action is appropriate, a willingness to work with the group to accomplish the objective.

5. GENERALIZED OBJECTIVE: The student shall believe that he can and should influence the decisions made by groups of which he is a member.

   ILLUSTRATIVE PERFORMANCE OBJECTIVES:

   a. Given a questionnaire about feelings of political efficacy, the student shall make responses that indicate belief in his capability of influencing political decisions and his desire to do so.

   b. Given the opportunity to vote in an election (e.g., school, city, state), the student shall vote.

   c. Given the opportunity to work for a candidate or issue of his choice in an election campaign, the student shall do so.

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1. Suggested by District Expectancy 5.7: To support and participate in the work of those institutions necessary to our democratic system.
2. Ibid.
3. Suggested by Expectancy 5.8: To participate effectively in the social system within which the person lives.

GENERALIZED OBJECTIVE: The student shall employ rational methods of problem-solving as appropriate in the social sciences.

ILLUSTRATIVE PERFORMANCE OBJECTIVES:

a. Given a questionnaire, the student shall tend to withhold judgment until he has gathered sufficient data that indicate the values of a social science education.[1]

b. Given a series of problems and asked to describe possible ways of solving them, the student shall, on his own initiative, include attempts to gather information.[2]

c. Given a problem situation, the student shall be involved in meetings with speakers and panels that deal with the problem.[3]

d. Given information (e.g. through class discussions and reading), the student shall identify, challenge and analyze relevant statements, inferences and conclusions.[4]

e. Given material to analyze and evaluate, the student shall distinguish between the person expressing the idea and the idea itself in making his evaluation.[5]

f. Given an opportunity (e.g. panel discussion), the student shall be aware of alternative means for solving them.[6]

g. Given pictures, objects, and written material about myths, religion, and art, the student shall approach these areas of living as potentially valid sources of meaning.[7]

h. Given the statement of a social problem of complexity, the student shall appreciate the multiplicity of factors involved and the difficulty of implementing solutions.[8]

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1. Suggested by District Expectancy 6.3: To identify, gather, and use all available sources of information.
2. Ibid.
3. Suggested by Expectancy 6.1: To recognize and define the problem.
4. Suggested by Expectancy 6.5: To analyze the data.
5. Ibid.
6. Suggested by Expectancy 6.2: To recognize and refine techniques necessary for problem-solving and decision-making.
7. Suggested by Expectancy 6.4: To use abstract (rational, practical, performing, artistic) and aesthetic modes of human progress.
8. Suggested by Expectancy 6.7: To select a method for solution and accept responsibility for the results of the decision.

1. Ibid.
2. Ibid.
3. Suggested by Expectancy 6.3: To continue his education beyond compulsory limits and to recognize that learning is a life-long endeavor.

2. GENERALIZED OBJECTIVE: The student shall believe that the study of the social sciences is valuable.[1]

   ILLUSTRATIVE PERFORMANCE OBJECTIVES:

   a. Given a questionnaire, the student shall select those responses that indicate the values of a social science education.[2]

   b. Given the opportunity, the student shall select elective courses in the social sciences.[3]

   c. Given the opportunity, the student shall voluntarily attend meetings with speakers or programs about the social sciences.[4]

   d. Given a series of statements about a person's feeling of competence in using the methodologies of the social sciences, the student shall choose those statements he believes are relevant for him.[5]

3. GENERALIZED OBJECTIVE: The student shall voluntarily continue his education beyond compulsory limits.

   ILLUSTRATIVE PERFORMANCE OBJECTIVE: Given the opportunity for additional study without school credit, the student shall continue his study.[6]

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1. Suggested by District Goal 8: Realize the role of education in human progress.
2. Suggested by District Expectancy 8.5: To recognize and/or develop the necessary techniques in the areas of literature, the arts (fine, performing, practical) and the social sciences.
3. Ibid.
4. Ibid.
5. Ibid.
6. Suggested by Expectancy 0.3: To continue his education beyond compulsory limits and to recognize that learning is a life-long endeavor.

1. GENERALIZED OBJECTIVE: The student shall accept responsibility for developing and conserving human resources.[1]

   ILLUSTRATIVE PERFORMANCE OBJECTIVE: Given the opportunity, the student shall accept responsibility for helping those in need of help through individual/group, private/public, philanthropic/corrective efforts.[1]

2. GENERALIZED OBJECTIVE: The student shall accept the interdependence of people in a society and shall realize that the inadequate development of a part of a society negatively affects other segments of the society.[1]

3. GENERALIZED OBJECTIVE: The student shall be committed to the development of community resources for the benefit of all citizens.[1]

4. GENERALIZED OBJECTIVE: The student shall be committed to conserving the nation's natural resources while at the same time he shall accept the need to balance economic development with the need to protect natural resources.[1]

   ILLUSTRATIVE PERFORMANCE OBJECTIVES:

   a. Given the opportunity, the student shall successfully design and complete a small group-action project on ecology.

   b. Given the opportunity, the student shall take part in the activities of conservation groups outside class (e.g., school ecology club, Sierra Club).

   c. Given appropriate circumstances, the student shall initiate or participate in school ecology-action projects or clubs, classes, or student government.

   d. Given the opportunity, the student shall voluntarily take part in cross-age teaching projects in ecology.

   e. Given the opportunity, the student shall develop visual or creative projects in ecology (e.g., slide-tape presentations, posters, displays).

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1. Suggested by District Expectancy 9.3: To accept responsibility for conserving and developing human and natural resources.

f. Given a survey, class discussion, or other opportunity, the student shall report actions of his that indicate that he has a sense of ecological responsibility.

g. Given an assignment, the student shall analyze the effects of typical personal actions on the environment (e.g., protein consumption; the use of detergents, the automobile).

h. Given the choice, the student shall choose to design and complete a research project on a topic such as community polluters, the effects of proposed city or county policies, or community use of resources.

SECTION IV. OBJECTIVES AND POST-TESTS FOR SUMMER CLASSES

INTRODUCTION

Members of the teaching teams prepared a list of concepts to be taught in summer school and grouped them into four clusters. Each cluster was given a title as a means of grouping the concepts and identifying the clusters.

Each concept cluster then became the basis for one of the four units taught: Social Change; Environment; Political, Social, and Economic Minorities; and National Interaction.

Concept Clusters

I. SOCIAL CHANGE

Dissent
Conflict
Compromise
Revolution
Reform
Conservative
Reactionary

II. ENVIRONMENT

Industrialization
Urbanization

III. POLITICAL, SOCIAL, AND ECONOMIC MINORITIES

Discrimination--Prejudice
Rights--Responsibilities
Morality and Choice

IV. NATIONAL INTERACTION

Power
Nationalism
Intervention
Peace--War

Using the concept clusters and unit objectives, the performance objectives workshop members developed pre- and post-tests. Each list of unit objectives is followed by the post-test for that unit.

PERFORMANCE OBJECTIVES FOR THE UNIT

Related Concepts: Dissent, Conflict, Revolution, Conservative, Compromise, Liberal Reform, Reactionary

Performance Objectives Specific to the Unit

1. Given a series of recommendations about an issue or controversy, the student shall distinguish between those advocating evolutionary methods and those advocating revolutionary methods.

2. Given a series of definitions or examples, the student shall select the appropriate definition or example of each of the following concepts: dissent, conflict, revolution, compromise, liberal reform, reactionary, conservative.

3. Given a series of statements about a conflict situation, the student shall identify the statements that would facilitate compromise and those that would not.

4. Given a situation involving conflict, the student shall identify the specific points at issue.

5. Given a conflict situation, the student shall identify likely points of compromise.

6. Given a series of paired viewpoints of a contemporary issue, the student shall distinguish those whose objectives are more liberal from those whose objectives are more conservative.

7. Given the description of a situation, the student shall identify circumstances in which a reformer might feel justified in adopting revolutionary methods.

8. Given a situation in which there is disagreement about the desirability of change, the student shall write viewpoints and provide justification for any of the following positions: reactionary, conservative, liberal.

General Objectives Not Specific to the Unit

1. Given a series of situations not previously encountered, the student shall determine which concepts and generalizations previously studied are applicable in the new context.

2. Given two or more concepts previously studied, the student shall construct a generalization and shall either explain why the relationship exists or give illustrations of the generalization.

3. Given a series of statements, the student shall determine which are empirical (verifiable by data) and which are not empirical.

4. Given a problematic situation (solution or answer not evident), the student shall formulate questions that will aid in the search for a solution.

5. Given a brief reading or a verbal quotation, the student shall identify the central idea and restate it briefly in his own words.

6. Given a problematic situation, the student shall construct an empirical hypothesis and shall gather data to support or refute the hypothesis.

Social Studies Project, Summer, 1970	NAME _____
Post-Test, Unit I: SOCIAL CHANGE	TEACHERS _____

ITEMS 1 - 5. MULTIPLE CHOICE. Choose the best ending for each sentence. Write its letter on your answer sheet.

1. A "dissenter" is a person who

   A. feels comfortable with existing conditions
   B. thinks people should not discuss religion or politics
   C. expresses strong feelings
   D. answer not given

2. The word most closely associated with "conflict" is

   A. struggle
   B. cooperation
   C. stability
   D. answer not given

3. A group "compromises" when it

   A. agrees that the other side is right.
   B. decides never to violate its principles.
   C. views conflicts in terms of right versus wrong.
   D. answer not given

4. People who call for "revolution" want

   A. slow change.
   B. to keep society as it is.
   C. a number of peaceful, legal changes.
   D. dramatic, sudden, fundamental changes.

5. The reaction to a war that is most often associated with "liberal reform" is to

   A. burn a Bank of America building to protest the bank's involvement with a war
   B. help to select an anti-war candidate
   C. ignore the war as much as possible
   D. join the army

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ITEMS 6 - 10. MATCHING. **Choose the five best examples of "dissent." Write their letters in alphabetical order on your answer sheet.**

To dissent from the values of the adult middle class of San Mateo County (the Establishment) is to

A. tell your parents they are living in the past
B. respect and follow the advice of your teachers
C. be in favor of ecology
D. burn your (or your boy friend's) draft card
E. want to be a constant wanderer, working as little as possible
F. support the Black Panthers
G. be dirty and disorganized and be proud of it
H. favor moderation
I. plan to be a business professional man
J. enjoy sports

ITEMS 11 - 15. MATCHING. **Choose the five statements that best lend themselves to COMPROMISE. Write their letters in alphabetical order on your answer sheet.**

NOTE: **Some of the statements you select may not seem true to you, but the goal is to choose attitudes which promote compromise.**

A. There are blacks and whites, truths and falsehoods, rights and wrongs.
B. The advantages and disadvantages of the solution must be carefully weighed.
C. That group really can't be trusted.
D. Most Americans are reasonable.
E. You should be patient with and tolerant of those with whom you disagree.
F. Rome wasn't built in a day; changes take time because several parties are usually involved.
G. The masses are asses. (Or: the silent majority is silent because it doesn't have anything to say.)
H. We are in the midst of a crisis; drastic changes must be made NOW.
I. I don't really like the agreement, but at least it improves the situation somewhat.

ITEMS 16 - 22. You are a student member of a committee that has been set up to evaluate your school's curriculum and to propose changes to your school administration. The committee has listened to many members of the community, to school administrators, to faculty members and to other students. Below are some sentiments expressed by these people. Read each statement.

16. "I simply do not understand what this committee is supposed to be doing. When I was in school we never had anything like this and I still got a good education. We've made too many changes already."

17. "This committee is nothing but a farce. The administration sets up a committee, listens to its recommendations, and does nothing. They won't change anything around here. I say the first thing to do is to get rid of the administration. Give power to the people who really care about what happens. Give power to the students! Then we'll really see some changes around here."

18. "I'm happy to see students on this committee. It is good to allow students to have some say in the curriculum. However, some requirements must remain."

19. "I'm concerned about the presence of students on the committee. Some change may be necessary but we should not lose sight of the traditional values education should uphold."

20. "I'm sick of everything about this school."

Select the concept that best applies to each statement. Write its letter on your answer sheet.

A. Dissent
B. Conflict
C. Revolution
D. Conservative
E. Compromise
F. Liberal Reform
G. Reactionary

21. Of the five speakers above, which two are most likely to come into conflict over their opposing views? Write their letters on your answer sheet.

A. Speakers 17 and 19
B. Speakers 16 and 18
C. Speakers 18 and 19
D. Speakers 17 and 20
E. Speakers 16 and 17

22. Of all the attitudes expressed by the speakers, which one seems to offer the best possibilities for compromise? Write its letter on your answer sheet.

A. Speaker 16
B. Speaker 17
C. Speaker 18
D. Speaker 19
E. Speaker 20

ITEMS 23 - 31. Read the following paragraph.

The airline controllers, responsible for directing air traffic on and around airports, threatened a strike after six months of negotiations with their employers, the Federal Aviation Administration. The FAA obtained a court ruling that a strike would be illegal since it would necessitate the closing of airports and the disruption of the nation's transportation system. After another month of negotiations the FAA was still unwilling to compromise on the demands of the airline controllers. At that point in time the airline controllers began to call in sick and to explain they were unable to work. The number of absentees became so large that there were lengthy delays at all major airports of the nation.

Read the representative opinions of the two groups in conflict:

THE AIRLINE CONTROLLERS: The responsibilities of airline controllers are so great that our mental and physical health is being impaired. Ours is one of the most difficult jobs in the world. At any one time during an ordinary day, a controller is responsible for the lives of hundreds of people and dozens of aircraft. Moreover, due to an inadequate number of controllers, we end up working unbearably long hours and often six to seven days a week. The task is also made more difficult by the old-fashioned equipment that should be replaced immediately.

THE FAA: The controllers are very well paid for the task they perform, which admittedly is a challenging one. No additional controllers are available in the short run. New equipment is being tested for eventual introduction but to use that equipment before it has been fully tested would be to endanger the lives of passengers.

23. What is the main point of the story as a whole?

A. Airline controllers have an important job.
B. The airline controllers are underpaid in comparison to their responsibilities.
C. A dispute between the airline controllers and the FAA threatens to stop air travel.
D. The controllers are violating the spirit if not the letter of the law.
E. No answer given.

Determine whether each of the following is or is not a major point of conflict between the FAA and the controllers. If it is, put a plus on the answer sheet. If it is not, put a zero on the answer sheet.

24. The amount of wages paid to working controllers
25. The number of controllers working
26. The time at which new equipment is necessary and desirable

Indicate by a plus those statements that are empirical (can be verified by data) and by a zero those statements that are non-empirical (cannot be verified).

27. "It is one of the most difficult jobs in the world."
28. "Airline controllers are responsible for the fate of hundreds of people."
29. "Airline controllers often work six or seven-day weeks."
30. "Airline controllers are underpaid."

31. Which of the following is the most likely area of compromise?

A. The number of controllers on duty at a given time
B. The hourly wages of controllers
C. The number of airplanes allowed to land per hour
D. None of these

ITEMS 32 - 39. Read the following paragraph.

Women are angry. We are refusing to go along any longer with a society that has male superiority as its basis, with nearly 100% of the effective political and economic power in male hands. Women are oppressed far more than Blacks in our society. Characterized as the "weaker sex," women grow up believing that they are inferior to man and that they have little to offer other than the abilities to bear children and to keep house. Consequently, few women develop their talents and abilities, and most lead boring, frustrated lives. No longer! True Women's Liberation cannot come within the existing structure of society, based as it is on male dominance. If women are to recapture some control over their own lives, if they are to fulfill themselves as people first and women second, many changes are needed in our society. [(A) Both women and men must abandon the myth of the "weaker sex" and must stop placing women in a subordinate and inferior role. All women are entitled to full equality as human beinga and to creative and active lives in whatever fielda they choose.] [(B) all job discrimination muat cease, including separate pay scales, hiring, and promotional practices.] [(C) Child care centers should be provided by government or by employers so that women with children will not be barred from jobs any more than men with children are.] [(D) The institution of marriage, which has enslaved and stunted millions of women, must be replaced either by a renewable five-year contract or by group marriages, in either case with child raising to be a reaponaibility shared equally by both the child's parents.]

[(E) Abortions and birth control should be available to any woman who wants them to free women from the unequal burden of childbirth.] Finally, if real equality is to come, all those institutions--political, economic, and social--which consciously or unconsciously promote the idea of male superiority, must be changed. [(F) Perhaps even a return to the worship of the great earth-mother goddess of former times is in order today, in view of our current environmental crisis.]

32. In the space provided on the answer sheet, summarize the main point of the paragraph in your own words.

33-36. Six of the above sentences are lettered. Pick out two sentences that are REVOLUTIONARY in nature. Circle their letters on your answer sheet. Pick out two sentences that are REFORMIST in nature. Draw an X through each of their letters on your answer sheet. Be sure to mark four numbers.

37-38. In the spaces provided on your answer sheet, list two characteristics that distinguish the goals of reform from those of revolution.

39. Using the evidence and arguments in the paragraph above, write a one-sentence generalization that explains why ANY group's demands may become revolutionary. (Your answer should be general and not specific to this issue.)

PERFORMANCE OBJECTIVES FOR THE UNIT

Related Concepts: Industrialization
Urbanization

1. Given a situation in which a governmental decision must be made about an ecological question, the student shall

   - identify possible courses of action and predict consequences of each
   - identify values implied by each possible course of action
   - rank-order the implied values in terms of his own value system
   - rank-order the possible courses of action consistent with the implied values

2. Given the above situation, the student shall identify interest groups likely to become involved in the controversy and the positions they would take.

3. Given a series of graphs and/or charts showing various ecological conditions existing today, the student shall identify courses of action and predict consequences of each.

4. Given a series of possible government programs or actions that imply varying degrees of government control of the individual, the student shall

   - rank-order the programs or actions by the degree of government control implied
   - specify a cut-off point beyond which he feels the government should not go
   - identify the values that cause him to specify some actions as being acceptable and others as being unacceptable

5. Given a series of possible government programs or actions that imply varying governmental means for achieving a specified goal, the student shall

   - classify the programs and/or actions by the type of means employed
   - label the classes he has developed

6. Given several hypotheses, the student shall determine which will be most difficult to test by

   - analyzing the degree to which each hypothesis is empirical
   - analyzing the precision of the wording of each hypothesis
   - determining the accessibility of relevant data

7. Given several concepts, the student shall construct a generalization that states a valid relationship between them.

8. Given a situation in which hunting-and-gathering people are offered the industrial revolution, the student shall predict positive, negative, and neutral affects of industrialization.

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The following statements are arranged in pairs. One of each pair is less empirical than the other. Select the less empirical statement, then examine its wording. Pick out the underlined word or phrase that would make the statement difficult to prove either true or false. Write the letter of that word or phrase in the answer space. (Each underlined word or phrase is identified by a letter above it.)

1. The <u>development</u> (A) of the <u>factory system</u> (B) tends to <u>dehumanize</u> (C) people.
   <u>Industrialization</u> (D) tends to decrease <u>job satisfaction</u> (E).

2. <u>Industrialization</u> (A) <u>benefits</u> (B) people.
   <u>Wage settlements</u> (C) <u>usually</u> (D) involve <u>compromise</u> (E).

3. <u>Local governments</u> (A) are <u>more responsive to popular control</u> (B) than are <u>national governments</u> (C).
   <u>City budgets</u> (D) increase during <u>periods of depression</u> (E).

For which of the following in each group of three would data (factual information) be <u>most</u> difficult to obtain? Pick one answer from each group and write its letter on your answer sheet.

4. A. The percent of Mexican-American voters who voted for Nixon in 1968
   B. The reasons why Negroes tended to vote against Nixon in 1968
   C. The percent of Democrats who voted for Nixon in 1968

5. A. The amount and type of pollutants in Lake Erie at the present time
   B. The technical methods which could be used to purify the water in Lake Erie
   C. The amount of money and time needed to purify Lake Erie

<u>ITEMS 6 - 10</u>. The next five items are multiple choice. Select the best answer for each and write its letter on the answer sheet.

6. <u>CONFLICT</u>. Which of the following statements does <u>not</u> help to explain the origins of conflict (even though the statement may be true)?
   A. Man is egocentric (self-centered).
   B. Changes upset traditions and mores.
   C. There always has been a scarcity of material things.
   D. Man is tribal by nature; he needs to identify with a group.
   E. Man has a strong element of cooperativeness in him.

7. COMPARATIVE ADVANTAGE.

A. A social science scholar
B. An emotional person who is insecure
C. An intellectual woman who enjoys analyzing things
D. A practical leader who does not follow a fixed ideology
E. None of these

8. URBANIZATION. **Which one of the following kinds of conflict is most often associated with the process of urbanization?**

A. Nation-state wars
B. The struggle between orthodox and reform Christians
C. Development of a class of "have-nots" who feel a sense of unity and a hostility to upper classes
D. No answer is close enough

9. INTERGROUP RELATIONS. **Which one of the following paired items is least likely to be included in a study of the concept "intergroup relations" in a high school problems-oriented social studies class?**

A. Men and women
B. Police and criminals
C. Labor and management
D. Blacks and whites
E. President Nixon and Vice-President Agnew

10. COMPROMISE AND ADJUSTMENT. **Which of the following types of people is likely to base his life on the concept of compromise and adjustment?**

A. A United States congressman
B. A member of the political new left
C. An American college student
D. A member of the clergy
E. No answer is close enough.

ITEMS 11 - 13. **In each of the next three items, a concept is followed by a series of hypotheses. Select the hypothesis which best meets two criteria: (1) it best explains the concept and (2) it is close to conforming to the rules that govern the statement of a hypothesis. Write its letter on your answer sheet.**

11. URBANIZATION.

A. Urbanization in 19th and 20th century Western Europe is normally linked with industrialization.
B. Urbanization is usually seen as the primary cause of industrialism.
C. Urbanization, as Jefferson said, results in revolution and immorality.
D. Urbanization and instability often are synonymous.

12. INTERGROUP RELATIONS.

A. The most significant type of intergroup relations in the 20th century worthy of study is the relationships between whites and blacks.
B. White racism tells the whole story.
C. Imperialism is based on exploitation.
D. In order to understand an individual fully, one must study the groups with which he is identified and the relationships of those groups to other groups.

13. COMPARATIVE ADVANTAGE

A. President Nixon, in dealing with the Indo-China War has a series of options open to him in 1970 which must be carefully weighed in relation to many factors.
B. An American victory in Indo-China realistically would require the unconditional surrender of the enemy.
C. President Nixon has a choice: he can let all the troops stay in Indo-China or he can bring the boys home.
D. President Nixon often lies to the public to protect the national interest.

ITEMS 14 - 16. Assume that liberal reformers are interested not only in protecting the environment but also in promoting national unity. Read each item. If it is likely to produce COMPROMISE AND ADJUSTMENT as reformers attempt to protect the environment in the San Francisco Bay region, put a plus (+) on your answer sheet. If it is not, put a zero (0) in your answer sheet.

14. Reformers decide to block the entrances to all companies who are dumping large quantities of untreated waste material into the Bay.

15. Reformers circulate petitions that praise the efforts of petroleum companies to "clean up" their gasoline.

16. Reformers decide to back an SDS member for a seat in Congress because he is the strongest candidate on the ecology issue.

ITEMS 17 - 19. You are on your town's planning commission. Since this is the body that must make recommendations to the City Council in matters such as land use and zoning regulations, the commission is now studying a plan to develop the only area of land in the city which is not in use for residential or commercial purposes.

This one-hundred-acre tract is zoned for recreational use only, as the planning commission for some time has wanted to develop a community recreation center, a swimming pool, and a park with picnic areas, hiking trails, and bridle paths. Construction has not been started due to lack of funds. This delay concerns you greatly since there are no public parks in your town.

The plan you must now consider has been advanced by a private land developer. It calls for development of the tract for residences and light industry. Eventually there will be over 20,000 residents and industries capable of providing jobs for 20,000 workers. Land for shopping centers, schools, church s, and municipal buildings is included in the plan. The developers have emphasized the fact (which you already know) that the city and the school district are approaching a financial crisis. Approval of this plan will insure a new source of income to avert the crisis.

IN THE FOLLOWING SPACES WRITE DOWN THREE POSSIBLE COURSES OF ACTION THE PLANNING COMMISSION MIGHT REASONABLY TAKE, AND TWO LIKELY CONSEQUENCES OF EACH ACTION.

17. _____

_____

18. _____

_____

19. _____

_____

ITEMS 20 - 23. Write a one-sentence generalization that expresses a relationship between the two concepts in each of the following pairs:

Example: (unity - strength): in unity there is strength.

20. (compromise - value system): _____

_____

21. (urbanization - interdependence): _____

_____

22. (interdependence - compromise): _____

_____

23. (environment - industrialization): _____

_____

ITEMS 24 - 27. All parts of this section refer to the graphs on page 100.

24. Which of the following conclusions best sums up the information contained in Graph #1? Write its letter on your answer sheet.

    A. Corn yields have risen steadily since 1910 due to better farming methods.
    B. The most dramatic influence on corn yields was the introduction of hybrid corn in 1932.
    C. Chemical fertilizers and pesticides have boosted corn production.
    D. Hybrid corn, chemical fertilizer, and soil insecticides each resulted in a noticeable increase in corn yields immediately after use became widespread.

25. Use Graph #2 to evaluate each of the following generalizations. If the evidence on the graph tends to support the generalization, put a plus (+) on your answer sheet. If it does not, put a zero (0) on your answer sheet. If the graph does not give enough information for you to decide, put a question mark (?) on your answer sheet.

    A. Pollution is a by-product of industrialization and progress.
    B. Increased agricultural production came about as a result of the introduction of chemical fertilizers.
    C. Industrial wastes are a main source of water pollution.
    D. Housewives and farmers polluted Lake Iquiwatta.
    E. We can't have both clean water and clean clothes.

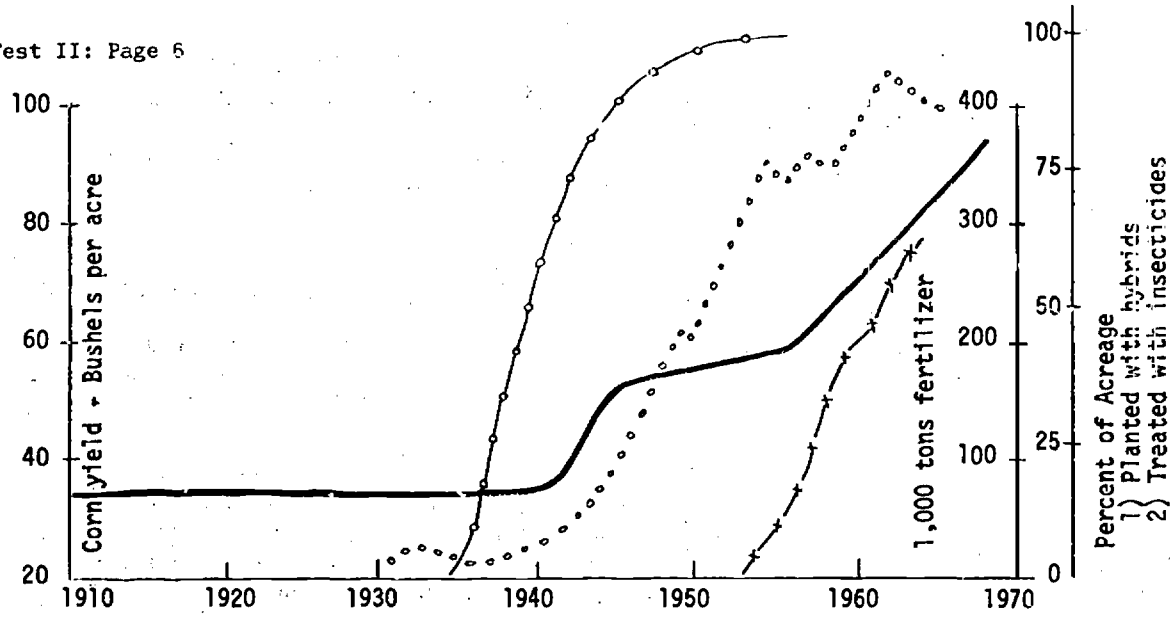
26. The citizens in the Lake Iquiwatta area became very alarmed about the pollution of the lake, and have decided that action must be taken. Three courses of action have been suggested:

    A. Ban the sales of chemical fertilizers and polyphosphate detergents in the Iquiwatta Basin area.
    B. Impose a user tax of $10 a month on each household in the Iquiwatta Basin area and use the money to finance an advanced water treatment plant that would filter out the nitrates and phosphates.
    C. Plant a specially developed kind of scavenger fish in the lake which will prevent the growth of algae. Unfortunately they also feed on baby trout.

    Read each item. Decide which proposal each of the following people would be likely to support and put its number on your answer sheet.

    A. A family that sells fresh fruits and vegetables at a roadside stand in the area
    B. A resort owner at the lake
    C. The wealthy importer of Chilean nitrates who has a summer home at the lake
    D. A poor widow who takes in laundry for a living

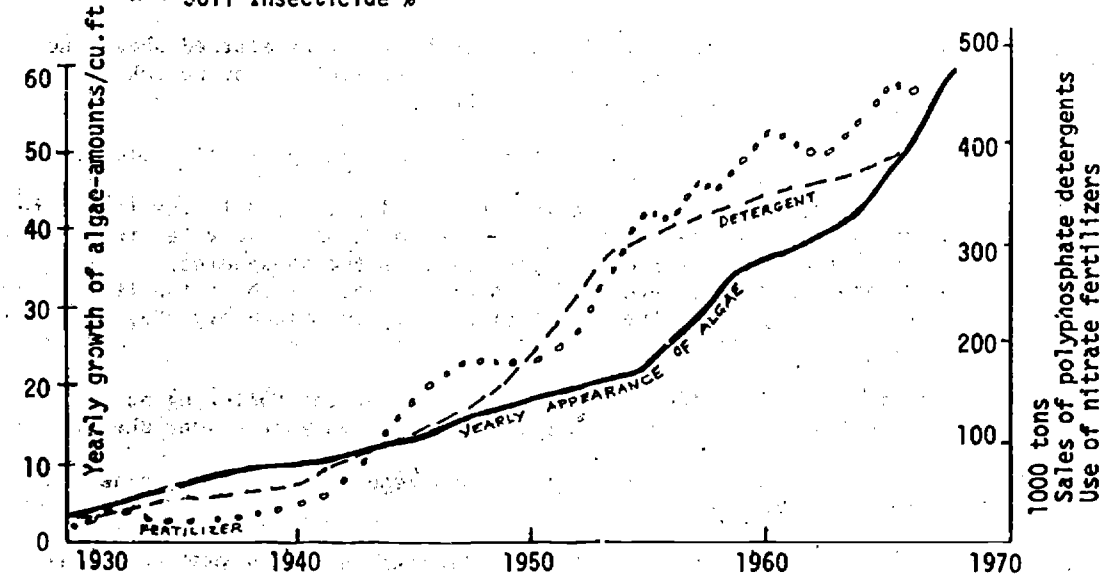
27. In the space provided by each letter on your answer sheet, suggest TWO LOGICAL AND REASONABLE consequences (other than reduction of the algae in the lake) which would result from each course of action. (Letters refer to courses of action in #26.) USE GRAPHS AND YOUR IMAGINATION!



GRAPH #1

RELATIVE IMPORTANCE OF HYBRID CORN, FERTILIZER AND INSECTICIDES
IQUIWATTA RIVER BASIN, 1910 - 1960

—— State average corn yield (bu. per acre)
—o— Hybrid Corn %
....Fertilizer 1000 tons
x—x Soil Insecticide %



GRAPH #2

RELATIVE APPEARANCE OF ALGAE AND USE OF DETERGENTS AND FERTILIZERS IN THE IQUIWATTA DRAINAGE AREA 1930 - 1970 (Algae are an indication of the near "death" of a lake from water pollution and are stimulated by nitrates and phosphates washing into the lake.)

POLITICAL, SOCIAL, AND ECONOMIC MINORITIES

PERFORMANCE OBJECTIVES FOR THE UNIT

Related Concepts: Discrimination--Prejudice
Rights--Responsibilities
Morality and Choice

1. Given the names of several American minority groups, the student shall choose from a list similarities in the origins of prejudice toward each of the given groups.

2. Given an incomplete analogy, the student shall choose from a list of concepts one that will complete the analogy.

3. Given the name of a minority group, the student shall choose from a list of locations the geographical area in which widespread animosity was or is prevalent toward members of that group.

4. Given an intergroup situation, the student shall state a generalization about the types of value conflicts often present in the situation.

5. Given a student desire to promote positive intergroup relations, the student shall list five things he can begin doing today or in the immediate future to improve intergroup relations.

6. Given a rank ordering of groups suffering from discrimination, the student shall select from a list the reasons that best explains the ordering.

7. Given data from a study, the student shall identify the consequences of discrimination on a victim's self-concept and the conflict involved (personal aspiration versus the stereotype).

8. Given a series of generalizations, the student shall identify the generalizations that are "prejudiced statements."

9. Given a study of intergroup relations in other countries, the student shall cite reasons for the greater degree of racial integration and tolerance in Hawaii and Brazil than in mainland United States.

10. Given a series of generalizations and some factual statements about groups of people, the student shall determine which factual statements are relevant to each generalization and the extent to which each selected factual statement justifies the generalization.

11. Given a series of incidents, the student shall differentiate between those involving prejudice (attitude) and those involving discrimination (action).

12. Given a specific situation involving civil rights and a copy of the Constitution and/or relevant legislation, the student shall identify the issue in controversy, select the relevant legal provision, render judgment on the rights of the individual in the situation, and justify the judgment.

13. Given an understanding of the concepts, the student shall cite actual instances in his behavior that exemplify rationalization, sterotyping, scapegoating, and prejudice.

14. Given a situation involving childhood discrimination, the student shall predict adult characteristics (of both discriminator and discriminated against) likely to arise from that situation.

15. Given an example or situation involving a self-fulfilling prophesy, the student shall distinguish it from stereotyping, scapegoating, rationalization.

16. Given a series of types or examples of discrimination, the student shall be able to identify the types or examples in terms of their possible effects.

17. Given two minority groups (one that has previously been discriminated against and is now more successful and another that has been less successful), the student shall identify the differences between the two groups.

18. Given a series of actions, the student shall identify the relevant underlying assumptions.

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ITEMS 1 - 5. Read about each situation. Decide which of the listed concepts it illustrates. Write the letter of the concept on your answer sheet. Each concept may be used only once.

Concepts:
A. Stereotyping
B. Scapegoating
C. Discrimination
D. Self-fulfilling prophecy
E. Prejudice

1. John has received his report card and is very unhappy to learn that he has received a D in history. When his father asks him why this happened John replies: "It's impossible to learn anything in that class, Dad--the teacher has no control over the students."

2. Mr. Smith had a lovely home in a suburb near a large Eastern city. When a Puerto Rican family moved into a home on his block, he put his house on the market at a low price to insure quick sale. Another Puerto Rican family bought the house. One year later he met a former neighbor from that neighborhood who said he had had to accept an even lower price for his house. "I told you so," said Mr. Smith. "Whenever Puerto Ricans move into a neighborhood, house prices drop."

3. Bill is the captain of his school's undefeated football team. He is worried that next Saturday's game might be their first loss because the opposing team is comprised mainly of Negroes. "Blacks are just naturally better athletes," he thinks to himself.

4. Coach Jones has just refused to allow two girls to try out for the swimming team.

5. Frank doesn't believe anybody over 30 can be trusted.

ITEMS 6 - 11. The next six items are multiple choice. Select the best answer for each and write its letter on the answer sheet.

6. Which of the following groups suffered most from economic hardship during the 1930's?

   A. Blacks
   B. Women & Catholics
   C. American Indians
   D. Orientals

7. Blacks, Catholics, Chinese, and American Indians were all discriminated against prior to the 1930's for all but which one of the following reasons:

   A. Religious
   B. Economic
   C. Social
   D. Political

8. Which one of the following groups has not had its lands "legally" seized (temporarily or permanently) by members of the majority group?

A. Indians
B. Jews
C. Japanese
D. All of these

9. Which one of the following persons would have the least difficulty in "passing" as a member of the majority group, as far as physical characteristics are concerned?

A. A Black
B. A Jew
C. A Chicano
D. An American Indian

10. Which of the following paired items is an incorrect association of a minority group and the state in which prejudice took the form of violence against it in the past?

A. California--Chinese
B. Mississippi--Blacks
C. Indiana--Indians
D. New York--Jews

11. Which of the following paired items is a correct association of a minority group and the state today where the group is concentrated in large numbers?

A. Utah--Blacks
B. Oklahoma--Indians
C. Maryland--Japanese
D. Texas--Jews

ITEMS 12 - 16. **In this type of question you have to understand the relationship between the items in a given pair and use the relationship to complete the second pair of items. NOTE: the colon stands for "is to" or "are to."**

bird : air as fish : _____ (answer--water)

dog : kitten as _____ : puppy (answer--cat)

The answers are to be selected from the list below. Put the letter of the word that completes the analogy on the answer sheet.

A. Exploitation	D. Assimilation	G. Empathy
B. Group identity	E. Prejudice	H. Integration
C. Cultural pluralism	F. Scapegoat	I. Segregation

12. To worship : hero as to blame unfairly : _____
13. To be kind : _____ as to take advantage of : love
14. Fear : Hostile actions as _____ : discrimination
15. Cultural pluralism : _____ as segregation: integration
16. _____ : Letterman's Jacket as segregation: racially separate schools

ITEMS 17 - 19. **Read this sketch.**

Sam Livingston owned an apartment house of 10 units (apartments) in San Mateo County. Eight of the units were rented to middle-class white tenants; Sam and his family lived in one; and the tenth unit was vacant and for rent.

A young black couple came by one day to see the apartment. But Sam told them very quickly that the apartment had just been rented, even though it hadn't.

Later on his daughter (who attended Hillsdale High School) asked him why he had lied to the black couple. Sam became very defensive and said that while he wasn't prejudiced against Negroes there would be too many problems if he integrated the apartment house. A number of tenants might move out and it would be hard to replace them with more white tenants. This would mean less money for meeting the needs of the family. Undoubtedly, he said, his neighbors would also be unhappy, and he had always been on very friendly terms with the neighbors. Moreover, he was a peaceful man who didn't want trouble.

On the basis of this sketch, write three generalizations that help to explain how holding a value such as "racial understanding" could result in conflicts with other values when a person tried to practice the first value.

ITEMS 20 - 24. **List on your answer sheet five specific actions you can take today or in the immediate future to improve intergroup relations.**

ITEMS 25 - 30. **As a means of explaining better race relations in Brazil we can compare the colonial settlement of Brazil with the colonial settlement of this country. If a statement is true, put a plus (+) on your answer sheet. If it is not, put a zero (0) on your answer sheet. (Bonus: Statements 25, 27, and 29 are true!)**

25. Colonial settlers in Brazil usually did not have wives and families with them whereas English settlers did, and ---
26. this difference helps to explain better Caucasian-Indian relations in Brazil.

27. Colonial settlers in Brazil were very different culturally from the native Indians, and ---
28. this difference helps to explain better Caucasian-Indian relations in Brazil.

29. In Brazil the Indians were often used as a labor supply and lived in the same geographic areas as the whites, and ---
30. this helps to explain better Caucasian-Indian relations in Brazil.

ITEMS 31 - 34. Read each statement. If it is an example of prejudice, put a P on your answer sheet. If the statement is an example of discrimination, put a D on your answer sheet.

31. John is sure that Negroes have a sense of rhythm.
32. Mrs. Jones, the counselor, recommended Jose take the lower-ability classes since most Mexican-Americans had not earned high grades in the higher-ability classes.
33. Sam expected to receive a low grade in the class since Mr. Brown was said to be a hard grader.
34. Father bought the Buick without testing it because his neighbor spoke so highly of the Buick.

ITEMS 35 - 39. The following are characteristics of either the Irish minority group or the black minority group, or of neither group. On your answer sheet, put an A for each characteristic of the Irish group, a B for each characteristic of the black group, and a C if the characteristic is associated with neither group.

35. Difficulty in disguising group identity
36. Began their drive for equal treatment during a time of relatively high availability of unskilled jobs
37. Were able to secure political power relatively early in their drive for equality
38. Came to the United States from a society of low cultural achievement
39. Came to this country with a strong family system intact

ITEMS 40 - 47. Read each discriminatory act or situation. On your answer sheet, circle the letter of the assumption that would lead to each action.

ASSUMPTIONS:
A. Group X members are inferior intellectually to us.
B. Group X members might be an embarrassment to the company.
C. When one moves in, property values go down.
D. None of these.

ACTS OR SITUATIONS

40. Few Orientals hold jobs where they have frequent contact with the public, such as receptionist or bank teller, though there is a high percentage of them in engineering and the sciences.
41. Few women are accepted into graduate school in the sciences.
42. Many suburban housing tracts will not sell houses to blacks.
43. Blacks are often the last hired and the first fired.
44. Blacks are frequently encouraged to sign up for vocational rather than for college prep courses.
45. In the nineteenth century job offers frequently stated: "Irish Need Not Apply."
46. Some states did not allow birth control devices to be sold to unmarried women until recently.
47. American Indians receive inferior educations on the reservations.

ITEMS 48 - 50. **Read the following.**

A group of men and women were given the following sentence and were asked to make up a story based on it: "After first-term finals John (Anne) finds himself (herself) at the top of his (her) medical school class." The men made up stories about John, the girls made up stories about Anne.

The typical man's story reads: "John is a conscientious young man who worked very hard. He is pleased with himself. John always has wanted to go into medicine and he is very dedicated. John continues to work hard and eventually graduates at the top of his class."

The typical woman's response reads: "Anne doesn't want to be number one in her class. She feels she shouldn't rank so high because of social reasons. She drops down to ninth place and marries the boy who graduates numer one."

Over 65% of the women told stoies in which "Anne" either feels social rejection or feels guilty about her success because it is unfeminine. Very few of the men's stories showed any problems.

Read each statement. If it is a conclusion that can be drawn from this study, put a plus (+) on your answer sheet. If it is not, put a zero (0) on your answer sheet.

48. Women are intellectually inferior to men.
49. Women have less of an innate (inborn) will to succeed than do men.
50. Women often are afraid of success as well as of failure.

ITEMS 51 - 55. **These items refer to the stories about John and Anne (items 48-50). Read each generalization. If the data in this study supports it, put a plus (+) on your answer sheet. If the data does not support it, put a zero (0) on your answer sheet.**

51. When a dominant group feels that another group is inferior, the second group may begin to feel that it is inferior.
52. People tend to behave as others expect them to behave. If others have a prejudiced opinion of you, you may act as they expect you to act.
53. Groups that are discriminated against frequently build up a lot of hostility toward their oppressors.
54. When a part of a society is discriminated against, the result may be a loss of potential achievement in the society.
55. When a group is discriminated against, its members may "try harder" to prove themselves.

ITEMS 56 - 61. Read each statement. If it shows prejudice, put a plus (+) on your answer sheet. If it does not, put a zero (0) on your answer sheet.

56. Black people have dark curly hair.
57. Blacks do better in athletics and in entertainment because they have a "natural" sense of rhythm.
58. A Jew inevitable does better in business and finance than do other groups.
59. Most Italians are Catholics.
60. Orientals have inscrutable faces.
61. Most Italians have a facility for crime.

NATIONAL INTERACTION

DEFINITIONS

Nationalism: a belief in the superiority of your own country.

Provincialism: a feeling of attachment to one's local community in preference to a larger body (e.g., a state or nation).

Patriotism: a feeling of devotion to or love of one's country.

Chauvinism: exaggerated partiotism.

Imperialism: a national policy of expansion. Imperialism may take a political, economic, or military form.

Militarism: a state of military preparedness.

Isolationism: a national policy that advocates non-participation in alliances, engagements, or conflicts with other nations.

Balance of Power: a state of equilibrium between nations that often can be maintained by economic, military, or political intervention.

PERFORMANCE OBJECTIVES FOR THE UNIT

Related Concepts: Power
Nationalism
Intervention
Peace--War

1. Given various courses of actions a nation might pursue, the student shall select those that result from a nationalistic attitude.

2. Given a series of case studies, the student shall identify examples of provincialism, patriotism, nationalism, chauvinism, and militarism.

3. Given examples of subconcepts related to national interaction and a situation illustrating each, the student shall write a generalization that states a meaningful relationship between the subconcepts.

4. Given a series of possible causes and non-causes of war, the student shall identify those that have been historical causes of war.

5. Given a stage of national interaction and a list of other stages, the student shall identify the stages which must precede the one given.

6. Given an international situation in which a nation's power was not used to its fullest extent and a list of reasons for limiting that power, the students shall choose the reasons that explain the limitation.

7. Given a list of alliances and international organizations, the student shall identify those to which the United States belongs and the stated purpose of each organization.

8. Given the name and purpose of one or more alliances to which the United States belongs, the student shall develop a hypothesis about the nature of United States foreign policy.

Social Studies Project, Summer, 1970
Post-Test, Unit IV:
NATIONAL INTERACTION

NAME _____

TEACHERS _____

ITEMS 1 - 10. Write in your answer space the letter or letters of the following stages of national interaction that correctly answer each of the first ten items. NOTE: There may be more than one correct stage to identify.

Stages of national interaction:

A. Nationalism
B. Provincialism
C. Militarism
D. Chauvinism
E. Isolationism
F. Imperialism (political, economic, military)
G. Patriotism

What stage or stages or national interaction would necessitate less interaction than

1. nationalism

2. provincialism

3. military imperialism

4. chauvinism

5. militarism

What state or stages of national interaction would necessarily precede

6. nationalism

7. provincialism

8. military imperialism

9. patriotism

10. militarism

ITEMS 11 - 15. Read the following:

In 1964 the United States began its total involvement in Vietnam. Since then, many "astute and informed" Americans have come out for the waging of "total war" against the "gooks" of that country. Such award-winning quotes as "Let's get in there and win no matter who pays," and "If it's war, let's make war," can be attributed to no fewer than two presidential candidates and countless hundreds of lesser beings.

For the past six years, calls have been heard in our country for fighting the war with defoliation campaigns, germ warfare, saturation bombing, bacteriological implantation, "controlled" nuclear experiments, the poisoning of rice crops, and possible national sterilization. Since the purpose of the war is to win, why hasn't the United States unleashed its "total power" on the enemy?

From each of the paired items, select the one that is probably the more important reason for not unleashing total power and write its letter in your answer space.

11. A. Congress has not declared war on Vietnam.
    B. Fear of editorial reaction by news media.

12. A. America has made international statements that make the use of some of these weapons impossible.
    B. American has agreed to international laws that make the use of total power impossible.

13. A. American is not sure of what the international reaction would be to the use of such techniques.
    B. The probability of overkill.

14. A. Fear of a larger war with the U.S.S.R. and China.
    B. Could be politically damaging to the party in power.

15. A. A strong American commitment to humanity.
    B. War is often profitable; to end it by a quick, total victory would be disastrous to our economy.

ITEMS 16 - 21. Put the letters of the organizations and alliances to which the United States belongs in your answer spaces (list the letters alphabetically). After each letter, write a plus (+) if the purpose of the organization is military in nature. Write a zero (0) if the purpose is non-military.

Example: A. Monrovia Group
B. Society for Homesick Sardines

Answers: 31. A 0
32. B +

A. NATO
B. ANZUS Pact
C. Common Market
D. Alliance for Progress
E. Baghdad Pact
F. United Nations
G. Organization of American States
H. Pan American Union
I. Warsaw Pact

ITEMS 22 - 24. **Read the following statements.**

A. Nation A seeks membership in the United Nations.
B. Nation B, a loose confederation of powerful states, is threatened by civil war.
C. Nation C, with full support of its people, has declared war on Nation M over a border dispute.
D. Nation D has sent supplies and aid to earthquake-struck Nation P.

22. Select the above statement that most strongly reflects a nationalistic attitude. **Write its letter on your answer space.**

23. Select the above statement that least strongly reflects a nationalistic attitude. **Write its letter in your answer space.**

24. Select the one of the following statements that indicates a nationalistic attitude. **Write its letter in your answer space.**

A. World government is the only reasonable form of government.
B. The individual is significant only if the state is not significant.
C. I owe allegiance to my nation even if I disagree with a specific policy.
D. A person's first duty is humanity.

ITEMS 25 - 30. **For each description, write the letter of the appropriate descriptive word in your answer space.**

Descriptive words: A. Provincialism D. Chauvinism
B. Patriotism E. Militarism
C. Nationalism

Descriptions. The following were in a parade:

25. A beautiful float showing different national immigrant groups in costumes joining hands and displaying a sign: "OUR UNITED STATES--BELOVED BY ALL OF US."

26. A group of riders in Confederate uniforms waving the Stars and Bars Confederate flag with a banner reading: "THE SOUTH WILL RISE AGAIN."

27. Four powerful National Guard tanks escorted by well-armed soldiers. Their banner reads: "ON OUR GUARD--FOREVER PREPARED!"

28. Uncle Sam flanked by twenty American flags on a huge red, white, and blue float. The banner says: "OUR COUNTRY--LOVE IT OR LEAVE IT."

29. A float with an Apollo moon command module model mounted high above a hugh world globe with a sign: "AMERICA OVER ALL."

30. A uniformed sheriff's posse riding matched horses; one man carries a sign: "FROM PODUNKVILLE--THE GRANDEST LITTLE TOWN IN THE WEST."

ITEMS 31 - 36. There have been some 14,000 major wars during the recorded history of mankind. **For each item that has caused a war write a plus (+) in your answer space. For each item that has not caused a war write a zero (0) in your answer space.**

31. Mob attacks on consulates and embassies of a foreign country, resulting in property destruction and the burning or desecration of that country's flag.

32. Natural disasters that weakened a country economically, thereby impairing its military power.

33. Failure to grant trade and commercial concessions and extraterritorial rights to a foreign power.

34. Raising import duties to protect domestic industries.

35. Discrimination against national minorities living within the boundaries of another national state.

36. Devaluation of a nation's currency that resulted in the flooding of world markets with low-priced merchandise.

ITEMS 37 - 39. Since World War II the United States has become

- a member of the North Atlantic Treaty Organizations, which binds us militarily with European nations.
- a member of the Southeast Asia Treaty Orgnaization, which is a regional security pact but does not bind us militarily as fully as NATO does.
- a conferring member of the Central Treaty Organization in the Middle East.

Write a testable hypothesis about the nature of United States foreign policy in each of the following areas:

37. Europe

38. Southeast Asia

39. Middle East

ITEMS 40 - 43. **Each of the next four items includes two concepts and a statement illustrating each concept. Study the situations. In your answer space for each item, write a generalization that states a meaningful relationship between the two concepts.**

40.	PROVINCIALISM	The citizens of Mini City would rather be considered Minians than Americans.
	NATIONALISM	A close attachment to and a sense of pride in the history and tradition of one's country often results in an individual believing that his country is superior to others.
41.	PATRIOTISM	In pledging allegiance to the flag each morning, John thought about and internalized the meaning of the words as he spoke.
	CHAUVINISM	After doing this for a number of years, John began to exaggerate unreasonably the accomplishments of his country to the extent that he developed a contempt for other nations.
42.	ISOLATIONISM	The United States refused to enter the League of Nations in 1919; Congress passed Neutrality Acts in 1935, 1936, and 1937.
	IMPERIALISM	During the 1930's Germany annexed more land because she felt that additional space was needed to provide for her people.
43.	MILITARISM	The countries that originally were involved in World War I were prepared for war before its outbreak.
	BALANCE OF POWER	Prior to World War I Germany, Austria-Hungary, and Italy united to form the Triple Alliance; France, Russia, and Great Britain became allies and formed the Triple Entente.

ITEMS 44, 45. **Each of the next two items includes three concepts. In your answer space for each item write a generalization that states a meaningful relationship among the three concepts.**

44.	PROVINCIALISM	NATIONALISM	PATRIOTISM
45.	IMPERIALISM	BALANCE OF POWER	ISOLATIONISM

SECTION V.
SOME COMMONLY USED SOCIAL STUDIES TERMS AND BIBLIOGRAPHY

SOCIAL STUDIES TERMS

Affective Learning: that learning consisting of attitudes, values, appreciations, adjustments, and acting on beliefs. (Krathwohl)

Behavior: any visible activity displayed by a learner. (Mager) See definition of "terminal behavior."

Cognitive Learning: that learning which deals with the recall or recognition of knowledge and the development of intellectual abilities and skills. (Bloom)

Concept: an abstraction that refers to a class or group of objects, all of which have characteristics in common. Concepts apply to a number of related facts and observations, thus having a degree of generality that facts do not have. As used by New Social Studies teachers, concepts refer to abstract ways of thinking about phenomena or attitudes as developed by economists, historians, psychologists, educators, political scientists, geographers, anthropologists, and sociologists.

Concepts may be divided into three groups:

1. *Substantive*, such as power, modified market economy, and the industrialization-urbanization syndrome
2. *Value*, such as empathy and government by the consent of the governed
3. *Method*, such as interpretation, skepticism, objectivity, analysis and synthesis, and observation, classification, and measurement

Concepts are built as the learner is able to develop a general idea on the basis of his own experiences, vicarious or direct. No one can "give" a concept to the learner; he must develop it for himself. Concept development extends throughout life as one gains a more mature understanding on the basis of his experiences. (Fancett)

Criterion: a standard or test by which terminal behavior is evaluated. (Mager)

Fact: an item of information and data that can be checked for accuracy and that is generally accepted as true. As used by New Social Studies teachers, facts are basic to the development of concepts, but their value is dependent upon their relevance and significance to the idea being developed. Facts promote precision in thinking, for they provide the evidence to support concepts and generalizations. But when teaching is confined to imparting the facts, it stops short of the goal of developing maximum understanding. (Fancett)

Generalization: a general statement or theory that states some relationship between or among concepts. It involves the statement of some principle that has wide applicability. A statement referring to only one event, region, or period is not a generalization. Generalizations are more complex than concepts, since the learner must understand the concepts involved before he can see the relationship between or among them. (Other authors use terms such as thesis, proposition, hypothesis, inference, conclusion, understanding, and principle to mean about the same thing as is meant here by "generalization.") (Fancett)

Inquiry and Discovery Learning: A process by which the learner uses his intellect critically in order to satisfy a need he perceives. If the process is carried out successfully, a discovery is made that may satisfy the need or that can be acted upon to achieve satisfaction. Inquiry is the process that comes between need and and satisfaction and culminates in a discovery that makes action or new understanding possible.

The consequences of inquiry learning should result in one of the following:

1. Correction of an error that seems to exist
2. Finding a different way to resolve a problem of meaning
3. Deciding what to believe about something
4. Deciding what attitude to have about something
5. Deciding how to resolve a social issue
6. Deciding what action to take
7. Finding out why something happened

Inquiry is a process that requires active involvement on the part of the inquirer as he reaches out for the necessary raw materials or data. The teacher may devise methods to induce inquiry on the part of the student, may even raise questions to aid and direct the student in the process of inquiry, but the teacher is not the inquirer. (Fancett)

Terminal Behavior: the behavior you would like your learner to be able to demonstrate at the time your influence over him ends.

To describe terminal behavior:

1. Identify and name the overall behavior act.
2. Define the important conditions under which the behavior is to occur ("givens" and/or restrictions and limitations).
3. Define the criterion of acceptable performance. (Mager)

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SECTION VI. TEACHER AND STUDENT REACTIONS

INTRODUCTION

Questionnaires were given to eight summer school teachers (members of the four two-man teaching teams) and to their students to determine their reactions to a conceptually-organized curriculum and to the use of performance objectives.

The teacher questionnaire was open-ended, and all answers are quoted verbatim. A five-point rating scale was used on the student questionnaire, and a tally of total numbers of responses is given.

TEACHER REACTIONS

Your honest answers to the following questions will help us greatly in evaluating this project for our report to the Social Studies Curriculum Council.

1. DID YOUR TEACHING CHANGE IN ANY WAY AS A RESULT OF TEACHING TOWARD PERFORMANCE OBJECTIVES?

   - Yes. Increased concern with goals.
   - Less irrelevant material taught.
   - Better organization.
   - Material became more pupil-oriented.
   - Tended to teach toward a test.

2. DO YOU FEEL THAT YOU WOULD LIKE TO CONTINUE TO USE PERFORMANCE OBJECTIVES

	No. Answers
- enough to write them yourself for your winter program?	6
- enough to use those written by someone else?	1
- not enough to use them at all?	0
- enough to use some of them but not all?	1

   Comment: "Teacher should participate in writing."

3. WERE THE PERFORMANCE OBJECTIVES DEVELOPED FOR UNITS 1-4 ADEQUATE TO GUIDE

	No. Answers
- all of your teaching in the areas of skills and substantive concepts?	0
- more than half of your teaching in the areas of skills and substantive concepts?	7
- less than half of your teaching in the areas of skills and substantive concepts?	0

   Comments: "Some performance objectives not clear."
   "More communication needed between planners and doers."
   "Teacher should participate in writing."

4. DO YOU FEEL THAT THE THREE GENERAL AREAS OF OBJECTIVES (SUBSTANTIVE CONCEPTS, SKILLS, AND AFFECTIVE AREA) ARE BROAD ENOUGH TO ENCOMPASS ALL YOUR EDUCATIONAL GOALS? OR DO YOU HAVE OBJECTIVES THAT CANNOT BE SUBSUMED UNDER THESE CATEGORIES? EXPLAIN.

   - "Affective area needs more work."
   - "Yes. They are broad enough to include all my subject-matter goals."

5. DOES TEACHING TOWARD CONCEPTS AND ORGANIZING YOUR CURRICULUM AROUND CONCEPTS CHANGE YOUR TEACHING IN ANY WAY? COMMENT.

   - "Students have played a more active role in class."
   - "Less emphasis on facts."
   - "Provides better rationale for choosing material."

6. DID THE USE OF THE PRETESTS AND POST-TESTS CHANGE YOUR TEACHING IN ANY WAY? COMMENT.

   - "Very little."
   - "Helped clarify unit goals for kids."
   - "Keeps you on the track."
   - "Too mechanical."
   - "Validity is questionable."
   - "Some tendency to teach to the test."

7. HAVE YOU OBSERVED ANY DIFFERENCES IN STUDENT ATTITUDES AS A RESULT OF ANY OF THE NEW ELEMENTS ADDED TO INSTRUCTION THIS SUMMER? COMMENT.

   - "Some kids wanted the security of the textbook."
   - "Kids were more interested."
   - "Some kids felt at a disadvantage on college entrance exams."
   - "More student willingness to attack problems."
   - "More student participation."
   - "Students learn more."
   - "Must be aware of the tendency of students to assume that facts are not important in the new social studies."

STUDENT REACTIONS

The following is a series of statements about the social studies course you have just completed. You probably will agree with some and disagree with others. Your honest answers will be helpful in planning social studies courses in future years. (107 students in four classes answered the questionnaire.)

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
1. Having two teachers was different.	28	50	17	5	5
2. Having more than one teacher was beneficial or helpful.	31	47	7	8	11
3. This course was different from other social studies courses because of the types of things we were expected to learn.	52	45	6	1	2
4. (If you agree with #3) The types of objectives were more appropriate than those of other social studies courses I have taken.	29	44	19	3	14
5. This course was different because of the types of learning activities.	35	52	10	3	3
6. (If you agree with #5) The types of learning activities were more appropriate than those of other social studies courses.	25	43	12	8	15
BECAUSE OF THIS COURSE I AM MORE ABLE TO UNDERSTAND					
7. reasons for my behavior.	6	46	30	7	15
8. the behavior of others.	11	53	26	8	7
9. the behavior of groups.	21	69	8	4	3
10. the behavior of nations.	21	63	14	5	3
11. how the American political system operates.	12	58	19	10	5
12. how the American economic system operates.	9	59	22	7	7

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
BECAUSE OF THIS COURSE, I					
13. am more able to make decisions rationally.	9	59	24	4	11
14. have acquired knowledge (information) that will be useful outside the social studies classroom.	27	69	4	4	2
15. have acquired skills (ability to do things) that will be useful outside the social studies classroom.	14	47	28	5	11
16. pay more attention to current events.	13	34	36	16	5
17. am more likely to read books dealing with aspects of the social studies.	6	35	42	16	6
BECAUSE OF THE WAY THE COURSE WAS RUN, I					
18. probably would have taken it even if I had known what it would be like.	7	24	39	21	15
19. would be likely to take another social studies course that wasn't required.	5	28	39	17	17
20. would be likely to take another social studies course that wasn't required, whether or not it was like this one.	3	14	35	32	11

TYPICAL STUDENT COMMENTS

"I like the thought of two teachers because I was able to have a change of pace from the different teachers. The only thing I did not like about the two teachers was that they didn't get together on the homework."

"This course was very beneficial. I liked the way it was taught--the teachers made you use your head, rather than lecturing to you. Also I liked the way it dealt with world problems and environmental problems, rather than just pounding historical facts into our heads."

"What history did we learn in this class? The name of the course is U.S. History 12, not Contemporary Problems or Theory!"

"It would be advisable to give an introduction to the course so that students will understand the objectives and types of things to expected (sic). I think that this was intentional not to do this."

"It was a good course. The teachers were great."

"In explanation of 16 and 17, I think I've always been pretty aware, so this course didn't change that at all. I really liked the course--I think I would have gone crazy in a regular, straight history thing. This course was really great. Both teachers were good, too: likable, knowledgeable, and reasonable."

" If I had one teacher for the whole class thing I think I would become bored with just one teacher FOUR HOURS A DAY a week. I liked the methods, like when we took roles on the Compromise unit. I was in the Compromise of 1850. Later, on a test, it was easier for me to remember. I think when you're invcived, you remember more."

"This U.S. History course was pretty fair considering the time we had to do it in. It was better than dates, events, etc.--the old history book routine. Of course, it wasn't the most exciting class I've ever taken, but the studies outside of just history will benefit us in the long run I'm sure. Congratulations to Mr. Ferrin and Mr. Leydig for giving me something to do during the summer."

"I think that the grading in this class was too hard. I got an 'A' in World Geography and an 'A' in World History, but I really doubt if I'll have a chance for an 'A' in here. if I'd taken a normal U.S. History class, I know I could have gotten a better grade. The majority of kids in these summer school U.S. History classes are 'A' and 'B' students and so the majority of grades should be 'A' and 'B.' Another thing is those stupid pre- and post-tests. We never learned half the stuff on the pretest in the time before we took the post-test. Those tests weren't any good for determining how much we'd learned during the summer. I liked the parts where we got into little groups."

"I feel that this social studies course was very beneficial because it made me more aware of the world around me. I am now able to understand and evaluate the problems around me better. This way of teaching social studies should replace all other ways of teaching social studies."

"Grades should be based upon knowledge acquired--not participation. One can't expect to have initiative in such a course. Participation should not be forced. (Homework, oral) Enjoyed the class better than I expected."

"I like a two-teacher class. One teacher all the time is boring and makes me nervous and uninterested. I liked this class as we did not learn a bunch of facts, figures, names, and dates. We learned more about human nature which will be more beneficial to us in the future than a lot of names and dates."

"After analyzing the teaching methods of California and another state, I am inclined to think the California system is inferior. Take for example the history department. I feel here, the students were to already know U.S. history and we were to take it from there. I disagree with this method strongly. In a world history class I just recently had, the instructor came out and even admitted it wasn't her subject and that she didn't know how to teach it, therefore we had the last three weeks for our own personal preferences. I feel that during the last two and one-half to three years, a student should be getting a preparation for college--a strong basis for competition with other students. We will, under the conditions presented, suffer in our own U.S. history. Recently, there was an article written on this in one of the newspapers. I do have to commend the students and instructors on their enthusiasm. They helped to make the class."

"Teachers should teach their classes in such a way that the student gets to participate and tell his views on the matters discussed. It's more interesting, fun, and the student learns a lot more that way. Being able to question what the teacher says if the student had logical evidence or asking about something that is not understood without worrying about being laughed at, is a more beneficial way of teaching. When the course is taught that way, I, personally, learn more and enjoy school more. I think this class was taught pretty good along that line and I'd take more educational classes if they were taught this way. I'm gonna miss this class, and the kids that go to different schools I may never see again. That is definitely one thing I dislike about summer school!"

APPENDIX H

ENGLISH DEPARTMENT - CAPUCHINO HIGH SCHOOL

2nd Semester, 1969-1970

DESCRIPTION OF PHASED ENGLISH

1. For a person to communicate clearly, he must develop skills in reading, speaking, listening, and writing. The Capuchino Phased English curriculum is based on identifying the skill levels students have reached and then providing learning experiences in courses or phases in those skills to assist those who still need to reach an acceptable proficiency. The proficiency will be measured by hurdle tests given during or at the end of each phase.

2. A freshman coming to Capuchino will take required semester phases (or courses) in reading and speech his first year. All courses are semester length unless otherwise indicated.

3. By demonstrating organization and composition skills in a writing pretest to be given to all freshman at the end of the freshman year, or to any other student any time in the phased program, any student may bypass the writing phases (or some of them) and move on to the elective program. Electives are covered later in this pamphlet. They are courses in literature or courses designed to appeal to special student interests.

4. The hurdle in each phase sets minimum skills requirements which a student must fulfill in order to advance towards mastering more difficult skills, or finally, to qualify for enrolling in electives.

5. Failing a hurdle does not mean failing a course. It means that the student has not yet demonstrated his ability to attempt an even more difficult skill (a higher phase or an elective class, or even college entrance examinations.)

6. During the hurdle testing a student may use any resources for spelling, grammar, or punctuation--including asking a teacher questions, using dictionaries, handbooks or other papers of instruction.

****

DESCRIPTION OF REQUIRED PHASES

PHASE 1 - Reading

Brief description of the course:

Phase 1 is a remedial reading course. The focus of its remediation is primarily in the word recognition and calling skills commonly labeled "word attack," and secondarily on cognitive processes often referred to as comprehension skills. As such, Phase 1 is properly classified as a subphase of the Reading Hurdle in the sequential English department program. It is a required course for those students who demonstrate obvious deficiencies in reading orally.

Instructors: Reading Lab Staff

PHASE 2 - Reading

Brief description of the course:

Phase 2 is concerned with developmental reading and study skills. In this phase students learn, among other things, how to study more efficiently, how to better understand what they read, and how to analyze ideas critically. All students are required to demonstrate proficiency in these areas.

Instructors: Staff

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PHASE 22 - Reading

Brief description of the course:

Phase 22, commonly called "Hooked on Books," was designed to foster an interest in reading in students who have not had the opportunity to discover an interest in books. It is hoped that students taking this course would, through becoming interested in books, magazines and newspapers, build on their reading skills and develop a true interest in reading.

Successful completion of Phase 22 will also be considered an alternate route for completion of Phase 2.

Instructor: Mr. Arrigoni

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PHASE 3 - Writing

Brief description of the course:

Phase 3 in the writing program is the first step of composition work in which the student goal is to show that he can organize and write an acceptable paragraph. The student will study literature which will be the basis for discussion and the writing projects.

Instructors: Staff

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PHASE 4 - Speech

Brief description of the course:

This is a one-semester required course, part of the skill phase curriculum. It is designed to bring the student to the point at which he is able to deliver in a natural tone, a five-minute speech with a minimum amount of notes. Through class participation and observation, the student learns research techniques and listening skills.

Instructors: Mrs. Andreski and Mr. McLean

PHASE 5 - Writing

Brief description of the course:

Phase 5 in the writing program is the second step of composition work in which the student goal is the writing of an acceptable composition of three or more paragraphs, including an introduction and conclusion. This essay is to be written during class time with a stated minimum of sentence and paragraph errors. In literature the student will learn to recognize certain literary works, authors, criticisms, symbolic and allegorical concepts and stylistic devices.

Instructors: Staff

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PHASE 6 - Writing

Brief description of the course:

Phase 6 in the writing program is the last step of required composition work in which the student goal advances to the writing of an expository essay of five paragraphs or more. Requirements in sentence structure, paragraphing, and having an evident thesis or purpose become more stringent. Literature study embodies more difficult selections and concepts while also serving as a sourse for writing subjects.

Instructors: Staff

DESCRIPTION OF ELECTIVES PROGRAM

1. From the elective students may choose courses that further their plans for the future and also study subjects that appeal especially to them. Teachers and counselors can help students tailor their own programs once they have completed Phase 5 or Phase 6.

2. Starting this semester, a student who completes Phase 5 has the option of going on to Phase 6 or choosing one of the following electives:

   1. Creative Writing
   2. Heroes in Literature
   3 Mass Media

   After taking one of these electives, the student may then enroll for Phase . After completion of Phase 6, more electives are open.

3. The electives presently available after Phase 6 include those above and also the following:

   1. American Literature (Modern)
   2. Contemporary Composition and Literature

3. English Literature II (available only to those who have had English Literature I)
4. Freedom of Speech: Interpersonal Communication
5. Selected American Authors
6. World Literature

4. Other electives listed in this pamphlet are year-long courses, and unless the student can make special arrangements with the instructor, these classes are closed to second semester enrollment.

5. The English staff strongly recommends that students who plan to enroll in college elect, before leaving Cap, to take courses that offer the following experiences:

   1. Acquaintance with literary terminology (Cont. Lit.; Amer. Lit.; Eng. Lit.; World Lit.)
   2. Knowledge of outstanding American and British writers
   3. Research paper writing (Early American Culture)
   4. Extensive essay writing opportunities (Phase 6; Eng. Lit.; Amer. Lit.; Cont. Lit.; World Lit.)
   5. Wide vocabulary study (all literature courses)
   6. Training in correct and appropriate expression (Phase 6; All literature courses; creative writing)

6. The department needs suggestions from students as to other electives they would like to have. Please let your English teacher know of other courses you would be interested in taking.

ELECTIVES OPEN AFTER COMPLETION OF PHASE 5

1. Course Title: Creative Writing

   Prerequisites: Successful completion of Phase 5

   Course Description: The course is designed primarily to give students time and credit for creative writing. The students will have an opportunity to:

   1. Practice using different forms of descriptive language
   2. Study and emulate different forms of writing
   3. Develop sensitivity to the creative attempts of other students

   Instructor: Mrs. Jackson

****

2. Course Title: Heroes in Literature

   Prerequisites: Successful completion of Phase 5

   Course Description: The course will present literature concerning heroes from mythology, folklore, drama, and novels. The emphasis will be placed upon improving reading skills and developing an appreciation for the qualities man has admired throughout his history.

   Instructor: Miss Murtaugh

3. Course Title: Mass Media (Critical Analysis of the Communications Process)

Prerequisites: Successful completion of Phase 5

Course Description: In this course the student will become aware of the communicative process and how it affects his individual daily life and his human associations. It will also be the purpose of this course to examine in depth the processes of television, radio, newspapers, and magazines as related to the good and bad points of their operations.

Instructor: Mr. Palmer

ELECTIVES OPEN AFTER COMPLETION OF PHASE 6

1. Course Title: Contemporary Composition and Literature

Prerequisite: Successful completion of Phase 6--exception to qualifying for electives can be considered by teacher.

Course Description: Through various approaches, the student will learn to evaluate contemporary literature. Also, through reading and discussion, the student will learn to understand other racial and ethnic groups. The student will learn to write a critical analysis of contemporary prose works--the novel, the short story, and non-fiction as well as poetry.

Instructors: Staff

****

2. Course Title: Contemporary Literature and Composition

Prerequisite: Successful completion of Phase 6

Course Description: The emphasis in this course will be identical to Contemporary Composition and Literature except the reading list will be different.

Instructors: Staff

****

3. Course Title: Drama 1-2, 3-4, 5-6 (year course)

Prerequisite: Successful completion of Phase 6 if taking course for English credit; otherwise completion of Phase 5

Course Description: Students learn techniques of acting and interpreting roles through an activity-centered program. They will become acquainted with some of the well-known dramas and playwrights in this work. The classes also play a large part in furnishing cast members and support for the dramatic productions which the school presents during the year.

Instructor: Mr. Ton (on sabbatical leave 1969-1970)
Mr. Nazarenus

4. Course Title: Early American Culture (Literature 1620-1850)

Prerequisite: Successful completion of Phase 6 (Student must be taking, or have already taken American History.)

Course Offered Fall Semester Only

Course Description: The material covered in this course closely corresponds with the American History course content. Some of the work here can receive credit in the history classes. The emphasis will be on American literature in Puritanism, rationalism, romanticism, and transcendentalism, and how these philosophies actively influence our morality and philosophy today. Techniques to be used in the writing of a research or term paper (a class project) are also practiced.

Instructor: Mrs. Jackson

****

5. Course Title: Early American Literature

Prerequisite: Successful completion of Phase 6

Course Description: The development of early American literature will be studied. The study will include reading, writing, and discussing the characterizations, symbolism and philosophies of the authors and their times. Vocabulary development and writing skills in literary criticism will also be emphasized. Techniques to be used in the writing of a research or term paper (a class project) are also practiced.

Instructors: Staff

****

6. Course Title: English Literature I

Prerequisite: Phase 6--Recommended that students take I and II

Course Description: A survey of English literature from Beowulf to Milton. The expository essay, the critical essay; vocabulary; taking lecture notes. The main goal of the course is to prepare the student for successful completion of college.

Instructors: Staff

****

7. Course Title: English Literature II

Prerequisite: English Literature I

Course Description: A survey of English Literature from the 18th century until the present. The course follows the same structure as English Literature I except that the materials are different.

Instructors: Staff

8. Course Title: Freedom of Speech: Interpersonal Communication (Formerly titled Speech 1 and 2, 3 and 4)

Prerequisite: Successful completion of Phase 4

Course Description: This course is designed primarily to give students time and credit for verbally communicating with one another. The students will have an opportunity to:

1. Engage in perception and sensitivity sessions
2. Develop an awareness of their own means of communication as well as those of others
3. Develop a sense of community within the classroom
4. Study and use different forms of persuasive speaking
5. Examine means of propaganda methods used by individuals and the mass media

Instructor: Mrs. Andreski

****

9. Course Title: Humanities (year course)

Prerequisite: Successful completion of Phase 6. (Class enrollment is limited because of 2-period time block.)

Course Description: Humanities combines a study of man's history with literature, art, and music forms. Through actual experiencing carried out in the activities of this class rather than reading only, students are helped to discover the potentials and the weaknesses of the human being--past, present, and future. The course carries English credit and social studies credit in a double-period scheduling. It is a team-teaching offering with instructors from both departments.

Instructors: Staff

****

10. Course Title: Journalism 1 and 2 (year course)

Prerequisite: Successful completion of Phase 6 if taking course for English credit; otherwise completion of Phase 5 and a C plus English record.

Course Description: The course offers instruction and practice in writing for newspapers. Journalism 1 and 2 has the following aims: first, to provide basic orientation in the field of journalism; second, to provide instruction and practice in basic new-writing skills; and third, to introduce the student into staff skills necessary to publish "The Stampede."

Instructor: Mr. Palmer

11. Course Title: Journalism 3 and 4, 5 and 6 (year course)

Prerequisite: Completion of Journalism 1 and 2 and recommendation of instructor

Course Description: Staff Journalism students study the history of the press in America. This class also has the basic responsibility for publishing "The Stampede." Class members hold the key editorial and organizational positions on the school newspaper.

Instructor: Mr. Palm.

****

12. Course Title: Modern American Literature

Prerequisite: Successful completion of Phase 6

Course Description: "Modern" American Literature (novels, non-fiction, poetry) will be studied. The study will include reading, writing, and discussing the characterizations, symbolism, philosophies of the authors and the times. Vocabulary development and writing in literary criticism will also be emphasized.

Instructors: Staff

****

13. Course Title: Publications 1 and 2 (year course)

Prerequisite: Successful completion of Phase 6, if taking course for English credit, otherwise, completion of Phase 5; instructor approval

Course Description: This course is built around the process of publishing the yearbook and the literary magazine. Since students with abilities in art, design, writing, photography, and with backgrounds built from participating in major school activities are needed in order to do the best job of capturing the year in the annual, enrollment is on an instructor approved basis. The class spends about six weeks early in the year studying and practicing skills in the fundamentals of layout and publishing, and the rest of the time in production work.

Instructor: Mr. Grimes

****

14. Course Title: Publications 3 and 4 (year course)

Course Description: Publications 3 and 4 is for staff members who enrolled in 1 and 2 as juniors and then fill top staff positions in their second year.

Instructor: Mr. Grimes

15. Course Title: Selected American Authors (1900-1960)

Prerequisite: Successful completion of Phase 6

Course Description: The student will study the works of some of the social conflict writers of the 20th century along with a few of the great expatriate writers of the twenties and thirties. The student will also learn about the adventures of the 1890's that brought romanticism to an end in the 19th century and forced the people of the new era to be more realistic. The student will write one term paper dealing with one author and one of his works.

Instructor: Mr. Arrigoni

****

16. Course Title: World Literature

Prerequisite: Successful completion of Phase 6

Course Description: Through reading and discussion of the famous literary works of many lands, the student will learn to understand ideas and ideals different than his own culture. The student will also be urged to increase his vocabulary and to develop more sophisticated reading skills.

Instructor: Miss Murtaugh

CAPUCHINO HIGH SCHOOL - ENGLISH DEPARTMENT

1969-1970

Required Phases in Phased English Program

In constructing a phased curriculum, the English Department has based its work on the principles listed below, which we believe best underlie individualized learning:

1. Students should be grouped for instruction according to their achievement levels in areas of language use, rather than on general ability levels. Pretesting in all skill areas will be used to establish the level each student has reached.

2. Required semester-length courses (phases) will be designed so that both students and instructor are aware of behavioral objectives set out as definite minimum-achievement goals to be called "hurdles." Students must meet the requirements of the hurdles in order to advance to the next phase. As much as practicable, phases will be divided into sequential micro-phases.

3. The relevancy of course material and learning activities both to the goals of the course and to the world of the student must be constantly checked.

4. Students who have arrived in high school without mastering basic skills in language use must be identified and helped to reach the acceptable level of proficiency established by the department, with reading skills having the highest priority.

5. Other students who mastered such skills early in their schooling must also be identified and placed in learning situations where they can be challenged and their learning enriched (multiple electives program).

6. The placement of each atudent in phases or electives should be reviewed constantly to assure that he has the opportunity to work at maximum capability at all times.

As a starting point the department, whose members represent extensive and varied backgrounds of work with traditional curriculums and four years experience in beginning a phased curriculum, developed through continuing dialogue, experimentation, and evaluation what we consider to be acceptable statements of minimum levels which students should achieve in reading, speaking, and writing. These minimum skills have been set up as the behavioral goals or hurdles required for the student to complete before he may move out of the phase and finally on into elective courses in language, literature, composition, and other interests related to communication. Obviously, the goals have been and must continue to be subject to constant evaluation and revision, if needed, as we continue with the program.

Hurdles for required phases have been established. For convenience, they are listed here in brief; for real understanding of them the courses of study (where the hurdles are described in behavioral terms) should be consulted.

Reading Phase 1 - (1) 7th grade reading level, (2) adequate word-attack skills
Reading Phase 2 and Phase 22 (Developmental Reading) - 60% passing of skills listed in each of 12 microphases developed for this course
Speech Phase 4 - (1) outlining and organizing skills, (2) ease in delivery
Writing Phase 3 - Writing an acceptable paragraph (development and sentence structure)
Writing Phase 5 - Writing an acceptable 3-paragraph essay (with introduction and conclusion)
Writing Phase 6 - Writing an acceptable 5-paragraph essay (increased development of subject and higher standards of evaluation than in Phase 5)

Any student may bypass the writing phases (or some of them) and move on as far as to the electives by demonstrating organization and composition skills in a writing pretest to be given to all freshmen at the end of the freshman year. Policy statements which follow spell out this procedure and other department practices related to repeating phases and to grading.

While course outlines concentrate on helping students develop the ability or skill indicated in the phase or course name, the department intends only that the course have a main emphasis in this direction and does not intend that the course have no other objectives. The desirable goals of combining language, literature, and composition study advocated by authoritative opinion in the teaching of English today remain an integral consideration in planning of courses. The resources indicated (the attached list of supplementary books available for use in each writing phase, films, tapes, slides, etc.) and the teaching strategies suggested in the course outlines aim at enabling the student to progress through use of all of these means toward the goal of being able to communicate clearly and correctly.

APPENDIX I

SAN MATEO UNION HIGH SCHOOL DISTRICT
650 NORTH DELAWARE STREET
SAN MATEO, CALIFORNIA 94401

TO: Business Education Staff and Administrative Personnel

April 16, 1970

FROM: Educational Services Center

SUBJECT: Enclosed self-paced learning materials

The four Learning Activity Packages (LAPs) that follow represent the production work an average student should be able to complete during the first semester of the typing program. The LAPs will permit the above-average student to complete the typing program more quickly and will allow the slower student more time to complete the work than is traditionally permitted.

These LAPs were written to be used with Gregg Typing, 191 Series, but can serve as a model for developing similar materials correlated with other typing texts.

If you have questions regarding these LAPs or would like assistance in implementing self-paced instruction in your school, please contact us.

Donald E. Tingley
Business Education Teacher
Aragon High School

Troy E. Nuckols
Vocational Consultant
Educational Services Center

THE ATTACHED MATERIAL IS
EXPERIMENTAL IN NATURE AND IS
NOT TO BE USED NOR DISTRIBUTED OUTSIDE
THE SAN MATEO UNION HIGH SCHOOL DISTRICT

LAP 1*

44 Flying Cloud Isle
Foster City, CA 94404
February 4, 1970

Financial Aid Officer
Office of Financial Aids
University of California
Santa Cruz, CA 95060

Dear Sir:

I am a senior at Marina High School. I have applied for admission to the Santa Cruz campus of the University in the fall of 1970. Because my high school record has been considerably above average and my entrance test scores have been high, I have been told that there is an excellent chance that I will be admitted.

The problem that I face is that of financing my education. My parents are unable to provide sufficient help and my own bank savings are inadequate. I understand that many forms of financial aid are available.

Please send me information regarding financial assistance that may be available to me in the form of scholarships or loans. Your help will be appreciated.

Yours truly,

Dave Nickels

Dave Nickels

LETTERS

DATE _____ NAME _____

Phased Typing Program

*A Learning Activity Package On
Letters and Envelopes
(Coordinated with Gregg Typing, 1971 Series)

By Donald E. Tingley
San Mateo Union High School District, San Mateo, California

LEARN TO TYPE

LETTERS AND ENVELOPES

WHY?

People write millions of letters each year. Small children write letters to "Santa." You, and many adults, write to friends and relatives. Personal business matters occasionally make it necessary for us to write a letter. And adults who have jobs that require them to communicate in writing with others must write many business letters.

In this LAP you will learn to type both *business* and *personal business* letters. This is not the time for you to learn all that there is to learn about typing letters, but you can learn the "basics." When you have finished this LAP, you will have the skill needed to type many--but not all--of the *business* letters that a typist or secretary is asked to type. *(You probably will not, however, be able to type them at the speed and accuracy levels that are expected of typists and secretaries on the job; that kind of skill will come to you with more practice later in the typing program.)* At the end of the LAP you should also be able to prepare a *personal business* letter for almost any of the situations when you might want or need to write one:

A letter applying for admission to college;

A letter applying for a job;

A letter to your congressman asking for information for a paper you are writing for a social studies class;

A letter of complaint to a store that has failed to live up to some agreement it had with you.

Whatever reason you will have for writing a letter, your skill at the typewriter, combined with some arrangement rules for letters and envelopes, will help you produce letters that will make a good "first impression."

WHAT MUST YOU BE ABLE TO DO AT THE END OF THIS LAP?

When you have completed this package of learning activities, you will be able to demonstrate on a teacher-administered test that you can

IDENTIFY, either orally or in writing, the most common parts of business letters, personal business letters, and envelopes;

ARRANGE these common parts of letters and envelopes properly for the length and style of letter taught in this LAP; and

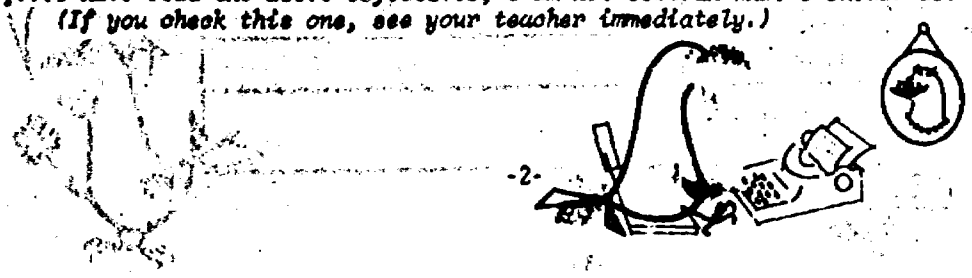
TYPEWRITE in correctly arranged form both business and personal business letters (and envelopes) from unarranged copy within the following guidelines for acceptable work:

CHECK ONE---

[ ]...I have read the above objectives and believe that I can meet them without doing the activities in this LAP. *(If you check this one, turn to page 8 and take the self-test.)*

[ ]...I have read the above objectives; I am ready to begin the activities that will prepare me to achieve them. *(If you check this one, skip the self-test and turn to page 6.)*

[ ]...I have read the above objectives; I am not certain what I should do. *(If you check this one, see your teacher immediately.)*



SELF-TEST ON LETTERS AND ENVELOPES

PART I DIRECTIONS: From memory, answer the following questions in the spaces given.

1. List the eight essential parts of a business letter in the order in which they normally appear.

A._____ E._____
B._____ F._____
C._____ G._____
D._____ H._____

2. Which two parts you listed above do not appear in a *personal* business letter?

A._____ B._____

3. List the seven essential parts of a *personal* business letter in the order in which they normally appear.

A._____ E._____
B._____ F._____
C._____ G._____
D._____

4. There are two common type sizes. One is called ELITE; the other is called PICA. How many spaces to the horizontal inch are there in each size?

A. ELITE type has____SPACES to the inch.
B. PICA type has____SPACES to the inch.

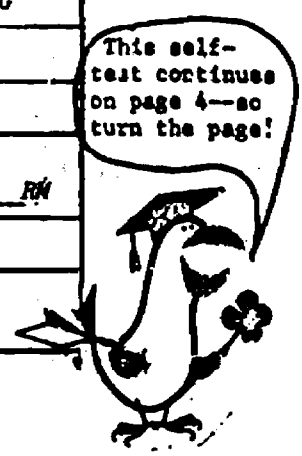
5. Summarize the placement rules for SHORT, AVERAGE, and LONG letters in the table below:

LETTER PLACEMENT TABLE

PLACEMENT FACTORS	*SHORT*	*AVERAGE*	*LONG*
Words in the body			
Line length in inches			
Margins for your school typewriter	__LM __RM	__LM __RM	__LM __RM
Where to type date*			
Where to type inside address			

HINT: You need to know what type size (elite or pica) your school typewriter has.

*Blocked letter style



SELF-TEST ON LETTERS AND ENVELOPES (continued)

PART II DIRECTIONS: In this part you must demonstrate your ability to type a short *personal* business letter and an average length *business* letter in BLOCK style.

a. You must supply any missing letter parts in these letters.

b. When you have finished typing both letters and their envelopes, proofread.

c. Correctly fold and insert each letter into the envelope you prepare for it.

d. Follow the specific directions given for each letter.

* *

1. SHORT PERSONAL BUSINESS LETTER: Imagine that this letter is from you. Address a standard small envelope. Write the actual TYPING TIME and the TOTAL ERRORS for this letter and envelope on the back of the envelope.

Current Date
Miss Sally Johnsrud 4710 El Camino Real San Mateo, CA 94402
Dear Miss Johnsrud: ¶ You were missed at last week's meeting of SMYC. But we could visualize you surfing in Hawaii as we were nearly freezing here. ¶ As club secretary, I have been asked to tell you that our major item of new business was the decision to visit, as a group, one or more art gallerys in the next few months. ¶ If you know of an art gallery that would be fun to visit, please let me or John Henderson know by next Saturday or Sunday.
Cordially yours,

---

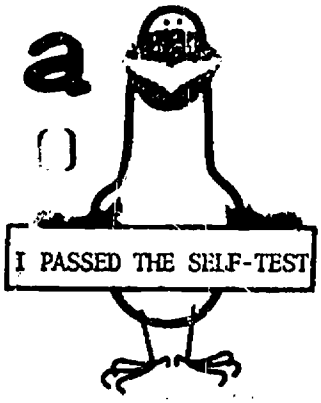
2. AVERAGE BUSINESS LETTER: Imagine that you work in the offices of the La Junta Tribune-Democrat Newspaper. Mr. Glenn Howard, the office manager, has asked you to type the following letter for him to sign. Address a standard large envelope that has the return address already printed on it. Write the actual TYPING TIME and the TOTAL ERRORS on the back of the envelope.

Current Date
Mr. G. W. Inman Placement Director Otero Junior College La Junta, CO 81050
Dear Mr. Inman: ¶ Our office staff begins its summer vacations May 25, and we do not want to find ourselves shorthanded as we did last summer. ¶ To rectify this unsatisfactory situation, we want to hire one or two temporary employees for the 12 week period that begins May 25. I am enclosing brief job descriptions for the positions these temporary employees will be asked to fill. Naturally, we will provide any required job training. ¶ If you can recommend several students who are looking for summer work, we shall make arrangements to interview them.
Very truly yours, Glenn Howard Office Manager

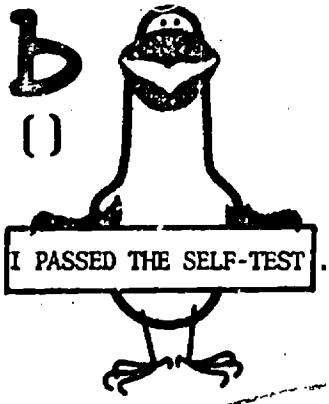
NOW . . . FOLLOW THE PROCEDURE GIVEN YOU BY YOUR TEACHER FOR DETERMINING WHETHER YOUR HAVE PASSED THE SELF-TEST.

THEN . . TURN TO PAGE 5 AND MAKE A SELECTION.

MAKE YOUR SELECTION - - -

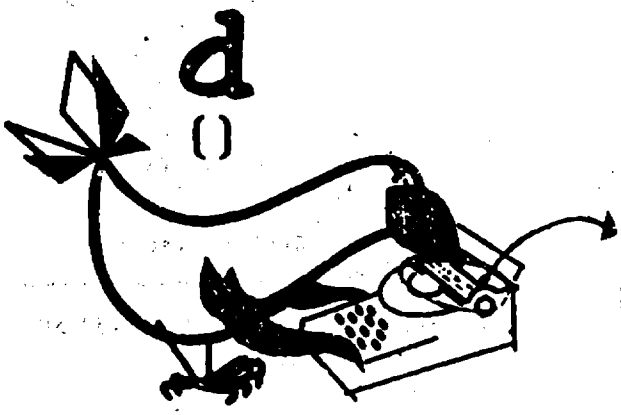


. . . and I am ready to take the teacher administered LAP post-test. I will make arrangements with my teacher.



. . . BUT I didn't score high enough to meet the standards I set for myself. Therefore, I am going to complete at least a few of the activities before I arrange to take the post-test.

I did NOT pass the self-test. I am going to begin (or continue) work on the Activities so that I can pass the test later.

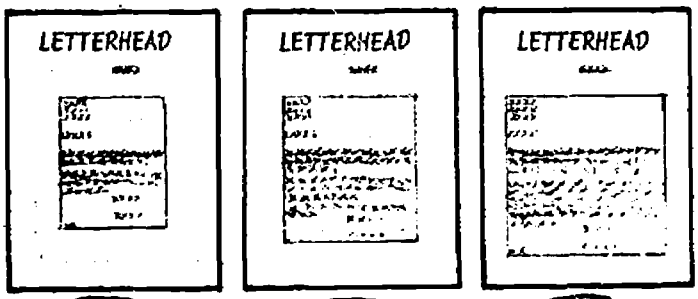


I did NOT pass the self-test. Because I am confused about what to do next, I am going to see my teacher immediately.

READ: [ ] Part B, pages 72 and 73 of Gregg Typing, 191 Series. *(NOTE: In the remainder of this LAP, the name of your textbook will be abbreviated GT191.)*

EXERCISE #1: [ ] Complete the programmed learning material, *Basic Parts of Business Letters, that appears on pages 7 and 8 of this LAP.*

READ: [ ] Experienced typists use *judgment based on past experience* when arranging material attractively on a page. As a beginner, you can benefit from the illustrations and table below that summarize the basic placement rules for SHORT, AVERAGE, and LONG business and personal business letters. If you conscientiously use this table during this LAP, you will be on your way to becoming an experienced typist.



SHORT AVERAGE LONG

LETTER PLACEMENT TABLE

PLACEMENT FACTORS	SHORT	AVERAGE	LONG
Words in the body	to 100	100-200	200-up
Length of line to use	4-inch	5-inch	6-inch
Where to type date*	Starting at the center on line 15		
Where to type inside address	Starting at left margin on line 20		
Where to type signer's identification	Starting at center--usually 4** lines under complimentary closing		

This is different from Step 2 on page 73 of GT191. You may do it either way.

*Except for FULL-BLOCKED style (see GT191, page 72)

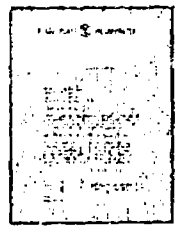
**For variations see Steps 4A and 4B, GT191, page 73

NOW.....TURN TO PAGE 9

and try an exercise that applies what you have learned so far.

BASIC PARTS OF BUSINESS LETTERS

DIRECTIONS Place a card or heavy piece of paper so that the top edge touches the dotted line in the column below. Read paragraph A, answer question number 1, and then move the card or paper down enough to uncover the answer. Continue in this way.



A Letterhead Business letters are typed on quality paper ("stationery") that has at the top the printed name and address ("letterhead") of the company sending the letter. The stationery is usually 8½ inches wide and 11 inches deep. The letterhead printing usually extends to about 1½ inches from the top of the paper. **Respond**

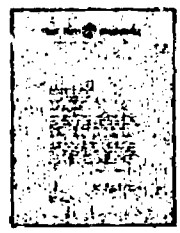
1 What are the dimensions of standard business stationery? . . . _____

----------PLACE CARD HERE----------

2 **(8½ x 11 inches)** What is the printed name and address called? . . . . . _____

3 **(Letterhead)** What is the average depth of the printing? . . . . . _____

(1½ inches)



B Date Line The date of a letter includes, in this order, (a) the name of the month, spelled in full; (b) the day's date, in figures, followed by a comma; and (c) the year, in figures, expressed in full; as:

May 6, 1969

The date is typed on line 15, counting from the top of the stationery. In most of the letters you will type in this course, you will start the date at the center of line 15. **Respond**

4 **Write** the date for the tenth of June in nineteen seventy . . . . . _____

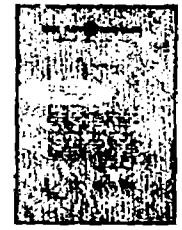
5 **(June 10, 1970)** On what line from the top is the date typed? . . . . . _____

6 **(Line 15)** The military services type dates with the day first, like "12 June 1967." **Write** that date in business style . . . . . _____

7 **(June 12, 196.)** At what point, horizontally, will you ordinarily begin typing the date for letters in this course? . . . . . _____

8 **(At the center)** So when you type letters, you will set a tab stop at . . . . . _____

(The center) [Continue in the next column.]



C Inside Address The name and address of the party to whom the letter is going begins 5 lines below the date, at the left margin stop.

The addressee may be a company, an official by his title, or a person by name. If the addressee is a person, the name must be preceded by a personal title (Mr., Mrs., Miss, Dr., Prof., and so on) as a courtesy. **Respond**

9 On what line (counting from the top) does the inside address begin? . . . . . _____

10 **(line 20)** So, how many blank lines separate the inside address from the typewritten date line? . . . . . _____

11 **(4 blank lines)** If the address is a person, the name should always be preceded by a . . . . . _____

12 **(Personal title)** What would be the first line of an inside address of a letter addressed to a man named John Jones? . . . . . _____

(Mr. John Jones)

The street address usually includes, in this order, (a) the building number, in figures; (b) the name of the street; and (c) a word designating whether the street is an avenue, street, boulevard, or other. When the name of the street is a number, like "21st Street," the name is spelled out if it is Tenth or a lower number but is expressed in figures if the number is higher than Tenth. Examples:

120 Ninth Street	120 19th Street
120 West Ninth Street	120 West 19 Street

When figures are used for the street name, they are followed by the "ordinal" endings (__st, as in 21st; __d, as in 22d and 23d; and __th, as in 36th) with one exception: if a word, like "West" or "South," separates the building number and street number, the ordinal ending may be omitted. **Respond**

13 **Write** the address for 121 (Ninth/9th) Lane. . . . . _____

14 **(Ninth)** The address for 232 (Twelfth/12th) Avenue . . . . . _____

15 **(12th)** The address for 33 East (Twelfth or 12th or 12) Street . . . . . _____

(12) [Continue on next page.]

BASIC PARTS OF BUSINESS LETTERS

The city, state, and ZIP Code number ordinarily make up the final line of the inside address. Leave 3 blank spaces between the state name (or its abbreviation) and the ZIP Code number. Example:

Mrs. Margaret M. McKirdy
1615 Stanley Street
New Britain, CT 06050

Abbreviation of state names is preferred by the Post Office. (See page 14 of this LAP.) If necessary, however, street names may be abbreviated to keep one line of the address from being much longer than others. If the street name above were East Burlington Boulevard, it would be desirable to abbreviate Boulevard. RESPOND

16 In the address above, if Stanley Street were really West Stanley Street, would you abbreviate Street? _____

----------PLACE CARD HERE----------

17 (No) In the address above, if the state were really South Carolina, would you abbreviate the state name? _____

18 (Yes) In the address above, if the state were really Kansas, would you abbreviate the state name? _____

19 (YES) The only time you abbreviate a street name in an inside address is when it is necessary to do so to keep one line from extending far out beyond the-- _____

(other lines)

D Salutation The salutation, or "greeting," of a business letter begins at the left margin, preceded and followed by one blank line. It is normally followed by a colon.

My dear Miss Svenson:

Capitals are used (a) for the first word; (b) for any personal title, like "Miss"; and (c) for any name or word, such as "Sir" or "Friend," substituted for a name. **Respond**

Write these with proper capitals:

20 "my dear sir" _____

21 (My dear Sir:) "dear mrs. smith" _____

22 (Dear Mrs. Smith:) "dear mr. and mrs. hill" _____

(Dear Mr. and Mrs. Hill:)

[Continue next column.]

E Body The body, or message, of a business letter is usually single-spaced with 1 blank line between paragraphs. The estimated number of actual words in the body determines the writing line used for the letter:

Up to 100 words, use 4" line
100 - 200 words, use 5" line
Above 200 words, use 6" line **Respond**

23 What length of writing line should be used for an 87-word letter? _____

24 (4 inches) What length should be used for a 139-word message? _____

(5 inches)

F Closing Lines There are three kinds of closing lines.

The complimentary close or closing (such as "Yours truly,") begins at the center, a double-space below the end of the last paragraph of the letter. It ordinarily begins with a capital letter and ends with a comma.

The writer's identification (his name, or title, or both) is begun at the center, 4 or 5 lines below the complimentary close (to permit room for the penned signature). The identification usually fills 1 line, often takes 2, may even take 3.

The reference section is typed at the left margin, begun a line or two below the identification. Of many possible references, the most common is the **reference initials**—the initials of the person who typed the letter, preceded by the initials of the dictator IF his name is not typed in the writer's identification. Another standard reference is the **enclosure notation**—the word "Enclosure" or "Enclosures" to remind both sender and receiver of the letter that one or more things are to be enclosed in the envelope with the letter.

Summary In the answer column **write** letters to indicate the sequence in which the named parts would be typed in a business letter—

25 (A) salutation (B) date line (C) body (D) inside address _____

26 (E) comp. closing (F) reference initials (G) writer's name _____

27 (H) salutation (J) addressee's ZIP number (K) writer's title _____

28 (L) writer's name (M) writer's title (N) the typist's initials _____

29 (O) date line (P) enclosure (Q) salutation (R) inside address _____

Summary Key 25 B-D-A-C 26 E-G-F 27 J-H-K 28 L-M-N 29 O-R-Q-P

NOW--RETURN TO PAGE 6 TO CONTINUE WORK ON THIS LAP.

EXERCISES: PLACEMENT OF LETTERS

READ: [ ] The exercise below is designed to give you practice in applying the basic placement rules that you have been reading about in GT191 and this LETTER LAP.

EXERCISE #2: [ ] In the first column below is a list of letters; the number of words in the body of each letter is shown in *italics*. The remaining four columns are for you to fill in. *(NOTE: In addition to the reading you have just completed in GT191 and this LAP, you may also want to review "Comparing pica and elite spacing" on page 8 of GT191.)* You should fill in margin settings for the type size on the typewriter you use at school.

Can you do this from memory? TRY!

SAMPLE LETTER	DATE TYPED ON LINE	LEFT MARGIN	RIGHT MARGIN	INSIDE ADDRESS TYPED ON LINE
#1 (*89 words*)				
#2 (*95 words*)				
#3 (*123 words*)				
#4 (*221 words*)				
#5 (*110 words*)				
#6 (*93 words*)				
#7 (*250 words*)				
#8 (*78 words*)				

NOW . . . check your answers against the "answer key" on the back of this page.

THEN . . .

CHECK ONE---

[ ] . . . I filled in the correct placement information for at least six of the eight sample letters in Exercise #3. I am ready to begin work on the activities in this LETTER LAP. *(If you checked this one, turn to page 10 and begin.)*

[ ] . . . I am having difficulty with the letter placement rules. Therefore, I am going to see my teacher before continuing in this LAP.

ANSWER KEY FOR EXERCISE #2

Letter	Words in Body	Date Line	Elite Type		Pica Type		Inside Address
			LM	RM	LM	RM	
#1	89	15	25	80	22	67	20
#2	95	15	25	80	22	67	20
#3	123	15	20	85	17	72	20
#4	221	15	15	90	12	77	20
#5	110	15	20	85	17	72	20
#6	83	15	25	80	22	67	20
#7	250	15	15	90	12	77	20
#8	78	15	25	80	22	67	20

READ: [ ] The instructions that follow apply to all LETTER LAP activities.

(1) Have a pen or pencil available as you do each activity.

Start: Line 15
LM: 25
RM: 80
Tab #1: 50
Sample

(2) To have a written record of your placement decisions for each letter, record *starting line, left margin, right margin,* and *tab stop* information in the lower right-hand corner of your typing paper.

(3) PURPOSEFUL PRACTICE. The performance objectives for this LAP appear on page 2. *(Did you read them?)* All of your work in the LAP should be directed toward reaching these objectives. You can reach them (or even do better) if you

Finished-10:15
Started -10:00
Minutes 15

Errors: 5

TIME YOUR TYPING. As in the example at the left, make a "time notation" in the upper left-hand corner of your typing paper for each activity. While the time you record should be for the typing time only, you should also be continually concerned about the time you take to get ready to type and the time you take to proofread.

CONTROL YOUR TYPING. As in the last line of the example at the left, make an "accuracy notation" for each activity. Your goal for each activity should be to become at least as accurate as the minimum requirement of the LAP performance objective. If you find that you are too inaccurate, discuss the problem with your teacher. He may suggest that you do some corrective drill before continuing the LAP activities.

(4) PROOFREAD each activity carefully before removing your paper from the typewriter. Examine your work closely for proper arrangement and placement on the page. PROOFREADING IS AS IMPORTANT AS TYPING.

(5) Although there are several letter styles (see GT191, page 72), the BLOCKED style is the most widely used. Therefore, you will be asked to type all the letters in this LAP in the BLOCKED style.

Note → *The "Thinking Typist" will always type his letters in the proper style regardless of the arrangement of the copy from which he works. You can become a "Thinking Typist" if you continually concern yourself with the appearance of the finished copy of what you type.*

(6) Follow the procedure that your typing teacher has given you for
--heading papers
--comparing your work with a perfect copy of the activity
--turning in your work for recording

LETTERS AND ENVELOPES--PERSONAL BUSINESS

MATERIALS NEEDED:	4 pieces plain white typing paper [ ] 1 standard small envelope (6 1/2 by 3 5/8 inches) 3 pieces of paper cut to small envelope size

ACTIVITY #1: [ ]

PERSONAL BUSINESS LETTER. On the next page of this LAP (page 12) is an example of a personal business letter. Such a letter is one that an individual usually *composes and types for himself at home on his own typewriter.* (NOTE: The emphasis in this LAP is on the form that personal business letters should take rather than on the job of thinking up what to say in the letter. Later in the typing program you will have a chance to "compose" some letters.)

a. Examine the letter on page 12 very carefully. Read all of the handwritten comments.

b. Set your machine for a short letter. (*HINT: You will need to set two margins and one tab stop.*)

c. Insert a piece of paper and space down to the appropriate starting line. (*HINT: If the date always goes on line 15 and the street address begins two lines above the date, the starting line is ???.*)

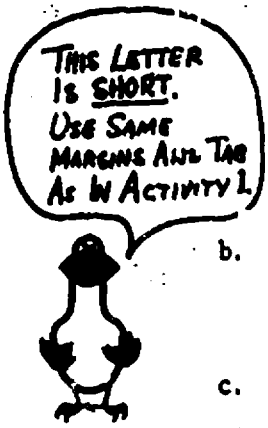
d. Make an exact copy of the letter on page 12. This letter can be copied "line-for-line" because it has been perfectly arranged for you and printed in the same type size as on your school typewriter. Many activities you will be doing will require that you make line-ending decisions by listening for the bell; Activity #1 does not.

e. Follow the general instructions on page 10.

ACTIVITY #2: [ ]

PERSONAL BUSINESS LETTER. On page 13 of this LAP you will find another personal business letter.

a. Activity #1 illustrated for you the form a personal business letter should take. In Activity #2 you are going to "personalize" the personal business letter by----



(1) Using YOUR home address for the return address above the date,

(2) Using YOUR first and last name in the signer's identification line, and

(3) Signing YOUR name in *Ink* in the space between the complimentary closing and your typewritten name.

b. In the addressos use the two-letter abbreviations for the state names preferred by the Post Office. Leave three spaces after the state and type YOUR Zip code. (*If you don't know it, look it up in the Zip Code Directory in your typing classroom.*)

c. Except as indicated in a and b above, make an exact copy of the letter. Follow the instructions on page 10.

ACTIVITY 1

Center

506 Seventh Street
Chico, CA 95926
October 15, 1969

Line 15

3 spaces between state and ZIP code

Space down 5 lines

Acme Specialty Company
Department C-12
3578 Natoma Road
Seattle, WA 98100

2 lines

Gentlemen:

2 lines

An advertisement for your "Fully Automatic Widget" recently appeared in the local newspaper. I was unaware that such a device existed. The concept is fascinating to me.

2 lines

The rock band in which I play has been having some difficulty with its sound system, and your device might be what we need to correct the problem.

2 lines

Please send any literature you have on your product, along with a price list for the various models, to me at your earliest convenience.

2 lines

Yours truly,

Usually 4 lines

John Brown

Center

MAKE AN EXACT COPY

ACTIVITY 2

Line 13 → Your Street Address
Your City, State ZIP Code
Current Date

Line 20 → Valley Tow-Rite, Inc.
27 East Vine Street
Lodi, CA 95240

Gentlemen:

I recently purchased a 1969 Javelin automobile, and I understand that your company manufactures a trailer hitch to fit this model. Your firm has a reputation for building well-designed hitches.

My plans for this car include towing both boat and camping trailers. Therefore, a hitch that will carry a load up to 2,000 pounds will be needed.

If you have a hitch that meets the above requirements, please send a description of it to me.

Sincerely yours,

Type your name here ←

MAKE AN EXACT COPY... except for line. (See a and b instructions at bottom of page 11.)

STANDARD SMALL ENVELOPES

READ: [ ] Most personal business letters can be mailed in a *standard small envelope.* (6 1/2 inches long by 3 5/8 inches high). If a letter has more than one page or if you are enclosing something else with it, you should use a large envelope. WHY? It is difficult to neatly fold several pieces of paper for insertion in a small envelope.

GUIDELINES FOR ADDRESSING SMALL ENVELOPES

Return Address. Using single spacing, begin typing 4 to 6 spaces from the left edge of the envelope on line 2 or 3 from the top. Type your name first, then type your address. (*If you have several envelopes to type, set your left margin for the return address; if you have only one envelope to address, use the margin release to move over temporarily for typing the return address.*) It is not customary to use a personal title (except for Mrs.) in front of your own name in the return address.

STANDARD	ZIP
Ala.	AL
Alaska	AK
Ariz.	AZ
Ark.	AR
Calif.	CA
Colo.	CO
Conn.	CT
D.C.	DC
Del.	DE
Fla.	FL
Ga.	GA
Hawaii	HI
Idaho	ID
Ill.	IL
Ind.	IN
Iowa	IA
Kans.	KS
Ky.	KY
La.	LA
Maine	ME
Mass.	MA
Md.	MD
Mich.	MI
Minn.	MN
Miss.	MS
Mo.	MO
Mont.	MT
N.C.	NC
N. Dak.	ND
Nebr.	NB
Nev.	NV
N.H.	NH
N.J.	NJ
N. Mex.	NM
N.Y.	NY
Ohio	OH
Okla.	OK
Oreg.	OR
Pa.	PA
P.R.	PR
R.I.	RI
S.C.	SC
S. Dak.	SD
Tenn.	TN
Tex.	TX
Utah	UT
Va.	VA
Vt.	VT
Wash.	WA
Wis.	WI
W. Va.	WV
Wyo.	WY

Mailing Address. The Post Office Department has begun using a device called an Optical Character Reader to automatically sort mail. In order for this equipment to "read" your envelope, the address must be properly located.

Begin typing the mailing address approximately 2 inches from the top and approximately 2 1/2 inches from the left edge of the envelope.

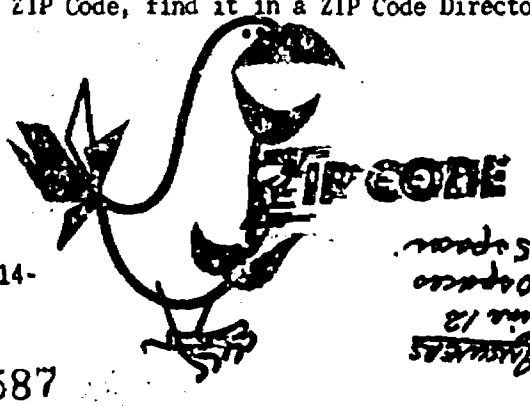
(1) QUESTION: *How many lines from the top would you begin typing?* _____

(2) QUESTION: *How many elite spaces from the left would you begin?* _____

(3) QUESTION: *How many pica spaces from the left would you begin?* _____

It is a good idea to set a tab stop so that all lines of the address start at the same point. Use a personal title (*Mr., Miss, Mrs., Dr.*) in front of the name of the person to whom you have addressed your letter. (NOTE: As in Activities #1 and #2, letters are sometimes addressed to companies when the writer does not know the name of the person to whom the letter should be sent.)

Rules That Apply to All Addresses. The Post Office Department encourages the use of new two-letter abbreviations for state names. These abbreviations are typed in CAPITALS and without periods and spaces. A list of these abbreviations appears in the left margin of this page. The ZIP Code should follow 3 spaces after the state. If you don't know the correct ZIP Code, find it in a ZIP Code Directory or call the Post Office.



ANSWERS
(1) Min. 12
(2) 30 spaces
(3) 25 spaces

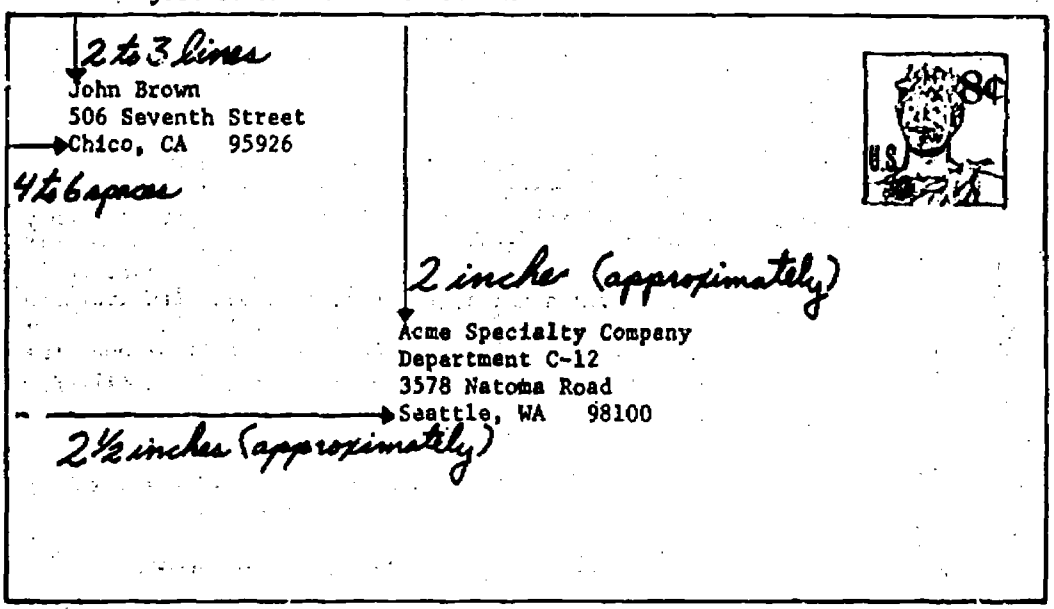
STANDARD SMALL ENVELOPES (continued)

EXERCISE #3 ENVELOPE FOR ACTIVITY #1 is illustrated below.

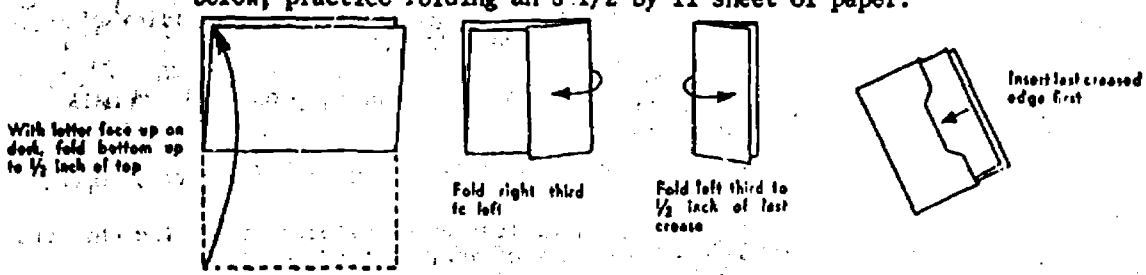
[ ] a. Examine the handwritten notations and, if necessary, review the information on page 14.

b. Using a standard small envelope, make an exact copy of the illustration.

c. Now, set your envelope aside for a moment and read the paragraph just below the illustration.



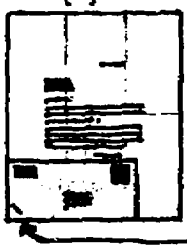
READ: [ ] Folding and Inserting Letters in Small Envelopes. It would be foolish to neatly type a letter and then to hurriedly fold it in a sloppy way before inserting it in the envelope. After examining the illustrations below, practice folding an 8 1/2 by 11 sheet of paper.



EXERCISE #3 (continued): d. As the envelope you typed is for the Activity #1 letter, fold that letter in manner described above and insert it in the envelope. Keep the envelope and letter together for later reference.

EXERCISE #4: ENVELOPE FOR YOUR ACTIVITY #2 LETTER. *(REMINDER: The Activity #2 letter was from you to Valley Tow-Rite, Inc.)*

[ ]



a. Using a piece of paper cut to small envelope size, prepare an envelope for the Activity #2 letter. *Put your name and address in the return address location.*

b. Fold the Activity #2 letter as if you were going to put it in the envelope. Unfold it and leave it open. Staple the envelope in the lower left-hand corner of the letter as in the illustration at the left. Keep the letter and envelope for later reference.

ACTIVITY #3: PERSONAL BUSINESS LETTER. You will find the copy for this *short* personal business letter at the top of page 77 in GT191 identified as Job 9D.

[ ]

a. You were able to type Activities #1 and #2 "line-for-line" because the material from which you copied was correctly arranged and printed in the same style and size of type as you have on your school typewriter. However, if you are to become a THINKING TYPIST rather than a "copy cat," you must learn to make line-ending decisions by listening for the bell; you must also learn to apply arrangement rules to material that has not been correctly arranged for you. Activity #3 provides you with your first opportunity to work toward becoming a thinking typist. In this activity, *you must listen for the bell and be concerned about proper arrangement of letter parts.*

b. Arrange this SHORT personal business letter as you did Activities #1 and #2. *(HINT: Use the same margins and tab.)*

c. Make the following changes in the copy as you type:

1. Use your return address above the date line.
2. Correct the fourth line of the inside address so that it uses the two-letter state abbreviation for Illinois and add the ZIP Code *60600*. *(Check the list of state abbreviations given on page 14 of this LAP.)*
3. Use your name instead of Ruth Lee Owens as the writer of the letter. Sign your name in Ink.

d. Before removing the letter from your machine, proofread and mark all errors.

e. Fold the letter for a small envelope; unfold it and leave it open.

f. Using envelope size paper, address an envelope. Staple the envelope in the lower left-hand corner of your letter.

g. Follow the general instructions on page 10.

IS YOUR SPEED & ACCURACY IMPROVING?

MATERIALS NEEDED:
3 pieces THE DIAMOND NETWORK letterhead paper
3 pieces of large envelope (9 1/2 by 4 1/8 inches) paper with a printed THE DIAMOND NETWORK return address
[ ] 1 piece THE BUSINESS CLUB letterhead paper
1 piece of small envelope paper with a printed THE BUSINESS CLUB return address

READ: [ ] Imagine that you have been hired as a typist for the summer in the Program Department of The Diamond Network. Assume that George M. Graham, the Program Director, has asked you to type a letter in reply to one he has received asking for tickets for a TV show.

The Diamond Network, like most other businesses, uses special paper for letters. This paper, or stationery, is called *LETTERHEAD*. Two benefits come from the use of letterhead stationery:

(1) It provides an attractive way to display a company's name, address, phone number, and other useful information.
(2) It saves time for the typist because the return address does not need to be typed on each letter.

You will use letterhead paper for Activities #4, #5, #6, and #7.

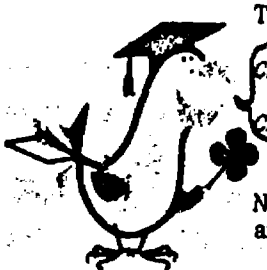
ACTIVITY #4: BUSINESS LETTER. *(The directions that follow are for the short letter that appears on page 18 of this LAP.)*

[ ]

a. Set your machine for a short letter.

b. Insert the *LETTERHEAD* paper. Space down to the appropriate line and type the current date.

c. If you read the body of the letter on page 18, you will realize that it is a reply to the letter you "wrote" in Activity #3. Therefore, this Activity #4 letter should be addressed to you.



CAUTION 1: Use a title (Mr. or Miss) as a part of the name in the inside address.
CAUTION 2: Use a title and your last name after "Dear" in the salutation.

NOW--Space down to the appropriate line and type the inside address and the salutation.

d. Type an exact copy of the body and closing lines of the letter.

e. Add your initials two lines below the signer's identification. (EXAMPLE: Mary Jane Brown would type MJB) The initials are needed for easy identification of the typist; it is especially important in a large office where there are many typists.

f. Follow the general instructions on page 10.

The Diamond Network

PROGRAM DEPARTMENT • WRIGLEY BUILDING
CHICAGO, IL 60600

ACTIVITY 4

P → *Current Date*

P

See instruction "C" on page 17.

Title First Last Name
Street Address
City, State ZIP Code

Dear Title Last Name:

Thank you for the kind things you wrote about our "American Industry" telecasts. We are pleased that you enjoy them.

We are setting aside four tickets for the telecast that you wish to attend. They will be held at the information desk in the lobby until four o'clock of the day of the program; please try to pick them up by that hour, won't you?

If there is any other way in which we can help you, please let us know.

Yours sincerely,

George M. Graham
Program Director

See "E" on page 17 → *Typist's Initials*

THINK!

STANDARD LARGE ENVELOPES

READ: [ ] Most business letters are mailed in envelopes that are 9 1/2 inches long by 4 1/8 inches high. Such an envelope is called a *standard large envelope*. Advantages of this larger size envelope include:

(1) Fewer folds need to be made in standard paper for insertion in the envelope;
(2) Several pages can be folded together much more easily and neatly.

GUIDELINES FOR ADDRESSING LARGE ENVELOPES

Return Address. In contrast with personal letters, most business letters are mailed in envelopes that have the return address printed rather than typed. This printed envelope not only saves time for the typist, but it also provides another place for the company to display its name in bolder style than a typewriter can provide. (*NOTE: When no printed envelopes are available, the return address is typed in exactly the same place and way as on a small envelope.*)

Mailing Address. The mailing address is typed in the same way as on a small envelope. HOWEVER, the different size requires that you begin typing approximately 2 1/2 inches from the top and approximately 4 inches from the left edge of the envelope.

(1) *QUESTION: How many lines from the top would you begin typing?* _____

(2) *QUESTION: How many elite spaces from the left would you begin?* _____

(3) *QUESTION: How many pica spaces from the left would you begin?* _____

On-Arrival Notations. Instructions such as *Please Forward, Hold for Arrival,* or *Personal* should be typed in ALL-CAPITALS 3 lines below the return address and 4 to 6 spaces from the left edge of the envelope. (NOTE: You will not have very many occasions to use this information, but it is important for you to know where to type these notations when you do need them.)

Mailing Notations. Instructions such as *Special Delivery, Air Mail,* or *Registered* should be typed in ALL-CAPITALS just below the stamp position.

EXERCISE #5: ENVELOPE FOR ACTIVITY #4 is illustrated on page 20.

[ ] a. Examine the handwritten notations and, if necessary, review the information above.

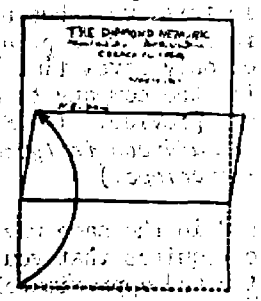
b. Using a piece of paper cut to large envelope size with a printed THE DIAMOND NETWORK return address, type an envelope that is properly addressed for the letter you typed in Activity #4.

THINK!

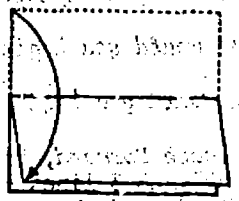
c. Set your finished envelope aside for a moment and read Folding and Inserting Letters in Large Envelopes that appears to the left of the envelope illustration on page 20.

READ: [ ] Folding and Inserting Letters in Large Envelopes. You will find that it is much easier to fold letters for large envelopes than for small ones. After studying the illustrations below, practice folding an 8 1/2 by 11 sheet of paper.

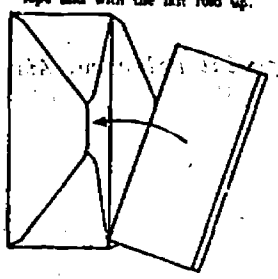
Step 1—Fold slightly less than one third of the letterhead up toward the top.



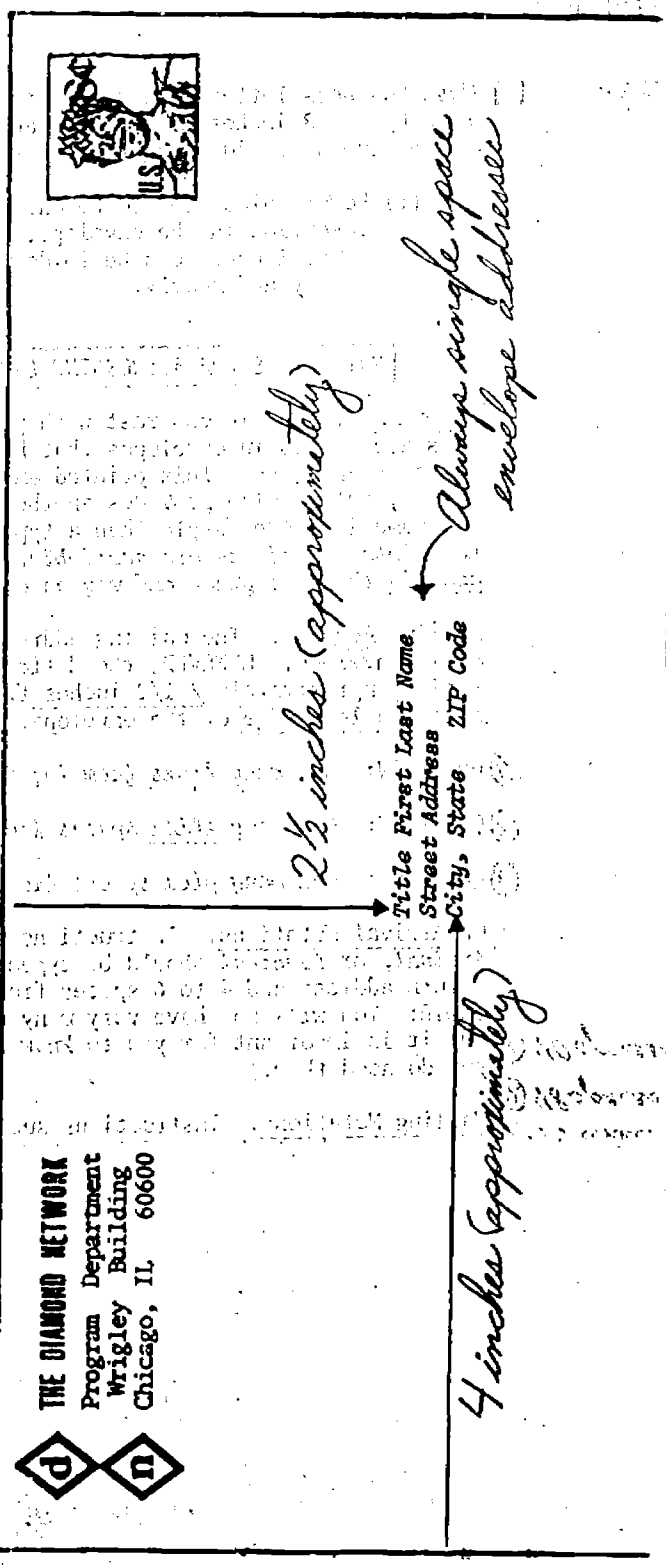
Step 2—Fold down the top of the letterhead to within ½ inch of the bottom fold.



Step 3—Insert the letter into the envelope with the last crease toward the bottom of the envelope and with the last fold up.

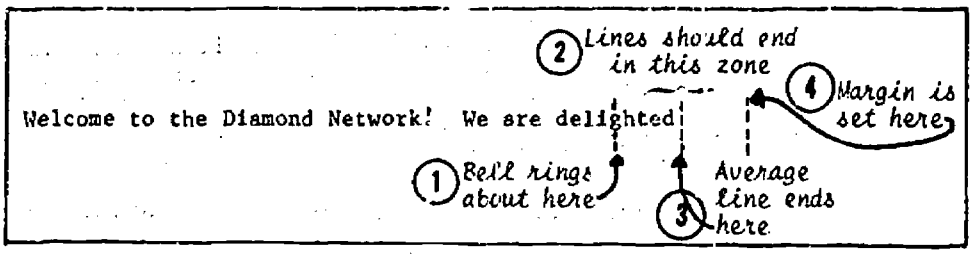


EXERCISE #4 (continued): d. Fold your Activity #4 letter as if it were going to be inserted in the envelope you typed. *Keep for later reference.*



CAUTION

The remaining letters in this LAP are *not* perfectly arranged, nor are they typed using the correct line length. This means that you must arrange each letter properly and that you must listen for the bell as you type. The illustration below should refresh your memory about good line-ending decisions.



ACTIVITY #5: BUSINESS LETTER. (*The directions that follow are for the short letter that appears on page 79 of GT191.*)

[ ]

a. Change the "*City, State line*" of the inside address so that it conforms to current Post Office preferences. (This means to use the two-letter abbreviation for the state name and to replace the zone number with a ZIP Code. Look up the abbreviation on page 14 of this LAP; use *10019* as the ZIP Code.)

b. Set your machine for a short letter. Use THE DIAMOND NETWORK *letterhead* paper.

c. Address a large envelope for the letter. Use a printed THE DIAMOND NETWORK envelope paper.

d. Fold the letter as if you were going to put it in a large envelope unfold it and leave it open. Staple the envelope to the letter as illustrated at the top of page 16 of this LAP.

e. Follow the general instructions on page 10.

SET YOUR SIGHTS ON YOUR OBJECTIVES

1. GOOD SPEED (*Are you timing yourself? Eliminate waste motion; meet the LAP speed objective!*)
2. GOOD ACCURACY (*Are you balancing your push for speed with concern for accuracy so that you can meet the accuracy objective?*)
3. GOOD PROOFREADING (*Are you catching all errors? Try harder!*)
4. GOOD TYPING TECHNIQUE (*Are you using the same good techniques when you type letters as you use when typing timed writings? You should be!*)

THREE IMPORTANT ACTIVITIES REMAIN IN THIS LAP. READ THE INSTRUCTIONS FOR THEM VERY CAREFULLY AND SHOOT FOR THE OBJECTIVES OF THIS LAP.

READ: [ ] **CARBON COPIES** are made in order for a company to have a record of what was said in each letter mailed. These copies are filed so that they can be referred to later if necessary. You will be asked to make carbon copies of the letters in Activities #6 and #7.

READ: [ ] **ADDITIONAL "PARTS"** must be added to some business letters to make them serve specific needs. Many of these extra parts are rarely used. Three of them (*double reference initials, enclosure notations,* and *postscripts*) are common enough to make it worthwhile for you to learn to use them now.

1 Double Reference Initials. It is necessary to put the *initials of the writer* in front of the initials of the typist whenever the writer's name does not appear in the typed signer's identification line. When this is done, both the typist and writer are properly identified on both the original and the carbon copy of the letter.

2 Enclosure Notations. When something is going to be inserted in the envelope with a letter, a notation to that effect is made. This note is typed a single space below the reference initials. There are several forms of enclosure notations. The most common form is used in Activity #6; the others will be introduced later in the typing program.

3 Postscripts. A postscript is an added paragraph that follows everything else in the letter. A "PS" adds emphasis to an item that the item would not have if it appeared in the body of the letter. Sometimes the PS is used to add a personal note to a business letter between friends. The PS is typed two lines below the last item in the letter.

Yours truly,

John Henry Brown

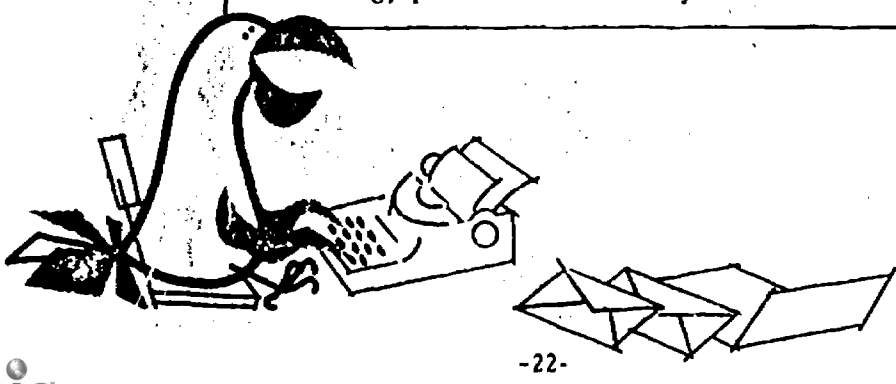
Sales Manager

writer Typist

JMB:TYP

Enclosure

PS: I shall be away for three weeks. To arrange a date for our meeting, please write directly to Mr. Smith.



ACTIVITY #6 BEGINS ON PAGE 23

ACTIVITY #6: BUSINESS LETTER WITH CARBON COPY. *(The following directions are for the semi-arranged average length letter below.)*

[ ]

ADDITIONAL MATERIALS NEEDED:

1 piece of carbon paper
1 piece of plain typing paper for the carbon copy

a. Set your machine for an average length letter. If you need to, review the letter placement table on page 6 of this LAP.

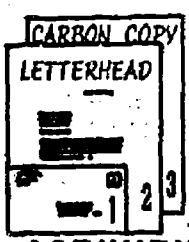
b. Assume that you are a member of THE BUSINESS CLUB at Marina High School in Foster City, California. The Program Chairman has asked you to type the letter that appears on the next page. THE BUSINESS CLUB has *letterhead* paper for you to use for the original copy of the letter. Plain paper is used for the carbon copy.

c. **READ** "MAKING CARBON COPIES" at the bottom of page 130 in GT191.

d. Additional Information About Carbon Copies: When you have inserted your carbon pack (*1-letterhead, 2-carbon, 3-plain paper*), double check that
--the letterhead is in front
--the glossy side of the carbon is against the plain paper
--the three sheets are lined up with one another. (*If they are not, use the paper release lever and adjust the pages until they are squared up.*)

* *Reminder Ask for help if you need it*

e. LISTEN FOR THE BELL as you type. Begin a new paragraph whenever the the ¶ symbol appears in the copy.



f. Prepare a small THE BUSINESS CLUB envelope. Fold the original copy of the letter. (*The carbon copy doesn't need to be folded because it is usually for the office files--not for mailing.*) Arrange the three items as in the illustration; staple them together in the lower left-hand corner.

g. Follow the general instructions on page 10.

ACTIVITY 6

Current Date

Dr. Raymond A. Banducci Sacramento State College 6000 J Street
Sacramento, CA 95800 Dear Dr. Banducci:

¶ The Business Club of Marina High School is presently engaged in arranging the speaker programs for next year. You have been highly recommended by the Community Resource Center of the San Mateo Union High School District as an exciting and knowledgeable speaker in the area of vocational planning. ¶ We realize that you have a busy and demanding schedule but we felt that the need for information that is relevant to vocational planning is so important that you might be willing to set aside some time to meet with our club. A schedule of open times and dates is enclosed. If you are available, we will work our plans around your preference. ¶ We are looking forward to hearing from you in the near future.

Sincerely yours, Doris Robinson Program Chairman

Typist's Initials
Enclosure

See ② on page 22.

READ: [ ] If sentences are "printed" or typed on special typewriters, words can be given special emphasis by putting them in *italics*. For example, the letter in Activity #7 contains several references to magazines. Each time the magazine's name appears it has been put in italics. On your regular typewriter you must show the special emphasis by underscoring rather than *italicizing*. See the example below.

Look ←——————→ Look

ACTIVITY #7: BUSINESS LETTER WITH CARBON COPY. (*The following directions are for the semi-arranged average length letter below.*)

[ ]

a. Set your machine for an average length letter.

b. Assume that you are secretary to Mr. Glenn L. Crane, Assistant Sales Manager for THE DIAMOND NETWORK. He has asked you to type the following letter on letterhead stationery and to make one carbon copy on plain paper.

c. Assemble a carbon pack and carefully insert it in your machine.

d. LISTEN FOR THE BELL. Watch for the ¶ symbols.

e. Prepare a large THE DIAMOND NETWORK envelope. Follow same procedure as in "f" of Activity #6 on page 23.

f. Follow the general instructions on page 10.

SPECIAL LAST MINUTE INSTRUCTIONS FROM MR. CRANE: "I just crossed out and changed a couple of words in the letter. Please be sure to make the changes when you type. I also decided that I don't want my name typed as part of the signer's identification; just type my title. This, of course, will require you to put my initials with yours in the reference initials section. Thanks GLC

ACTIVITY 7

Current Date

Mr. John Fitch, President The Darris Company 3674 Norrand Boulevard
St Louis, MO 63100 Dear Mr. Fitch:

¶ Before Mr. Hall left on his trip to the East Coast, we had an extended discussion about *Look* magazine. So, I can tell you what his decision has been. ¶ The recent increases in rates in the magazines have caught us with our budget down, and so we have had to adjust our plans. Mr. Hall felt that we had to eliminate *Look* or *Trends* or else to divide the space between them. He made the latter choice. ¶ So, when you receive your next authorization, the one for the final ~~August~~ September issues in the schedule, you will find *Look* listed and *Trends* not listed. ¶ Our staff can clear its decks for a meeting at two o'clock on the afternoon of either ~~May~~ June 3 or 4. Which afternoon do you and your associates prefer?

Very sincerely yours, ~~Glenn L. Crane~~ Assistant Sales Manager

Mr. Crane's Initials : Your Initials

PS: Mr. Hall will be back in the office at the end of next week. Shall I ask him to call you then?

LETTERS AND ENVELOPES--PERSONAL BUSINESS

MATERIALS NEEDED:	1 piece white typing paper
	[ ] 1 piece small plain envelope paper

READ: [ ] *CARBON COPIES OF PERSONAL BUSINESS LETTERS.* In contrast with the business office where it is desirable to keep a copy of everything that is mailed out, you don't need to keep copies of all letters you write for yourself. Generally speaking, letters concerning *your money* or *your job* are important enough that a carbon copy should be made for your personal records. Other personal business letters--like the one below in Activity #8--probably do not require file copies. A good rule, however, might be: *When in doubt, make a carbon copy.*

ACTIVITY #8: PERSONAL BUSINESS LETTER. (*The directions that follow are for the semi-arranged letter below.*)

[ ]

a. Imagine that you are a graduate of Marina High School and attending your first year of college. In thinking back over your high school years, you realize that one teacher's influence on you was so great that it deserved comment. You have decided to write to her. (NOTE: *This is an example of a letter that probably does not require a copy. DO NOT MAKE A CARBON COPY.*)

b. Set your machine for an average length letter. LISTEN FOR THE BELL. Watch for the ¶ symbols.

c. Three essential parts of a personal business letter have been omitted from the copy below. As a *thinking typist*, you should add these parts to make the letter complete and to make it be from you.

d. Address a small envelope for your letter. Follow the same procedure you have used before for folding the letter and attaching the envelope to it.

e. Follow the general instructions on page 10.

ACTIVITY 8

Miss Susan Hatcher Marina High School Foster City, CA 94404
Dear Miss Hatcher:

¶Because I remember so well the stacks of themes you always read so carefully and corrected so thoroughly, I have been hesitant to write this letter even though it is to thank you for all you did for me when I was in your class in English.¶ There must have been times when you despaired of my learning anything except by rote memory, but I learned more than you knew. What you were as well as what you taught influenced me greatly. You brought a measure of greatness to our classroom that cannot be overlooked.¶ My name may not make the Honors List, but I'm getting along all right. Classes are often challenging and sometimes even exciting. I think I am doing well this first year in college. For that, I thank my high school teachers--and I thank you most of all.

Sincerely yours,

Congratulations!

HAVE COMPLETED THE ACTIVITIES IN THIS LETTER LAP THAT HAVE BEEN DESIGNED TO GET YOU TO THE OBJECTIVES OF THE LAP.

NOW- - -

TAKE THE SELF-TEST ON PAGES 3 AND 4 OF THIS LAP AND THEN . . .

CHECK ONE OR MORE---

[ ] - - - - I know the names of the most common parts of business and personal business letters and could point them out if I were given a sample letter to examine.

[ ] - - - - I can list the most common letter parts in the order in which they normally appear.

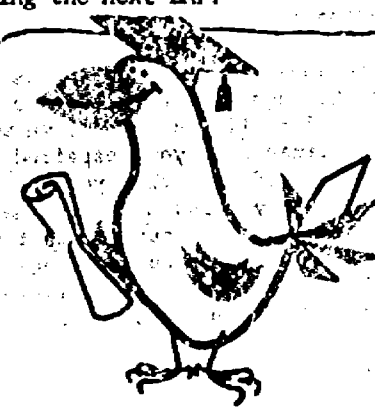
[ ] - - - - I know how to arrange these common letter parts in the BLOCK style for both short and average length letters.

[ ] - - - - Within the speed and accuracy limits set in the performance objective at the beginning of this LAP, I can actually type business and personal business letters and envelopes.

[ ] - - - - I have been a careful and alert proofreader in all the Activities in this LAP.

IF YOU COULD NOT CHECK ALL FIVE STATEMENTS ABOVE, your teacher will help you decide what you need to do in order to prepare yourself for the teacher-administered test on this Letter and Envelope LAP.

IF YOU COULD CHECK ALL FIVE STATEMENTS, YOU HAVE REACHED YOUR GOAL and you may now follow the procedure your teacher has given you for taking the LAP post-test and for beginning the next LAP.



ACKNOWLEDGEMENTS

I. Illustrations

EDL Typing Homework Series by Robert J. Ruegg (with art work by Edmond Zazzera and Bonnie L. Lewis), Educational Developmental Laboratories, Huntington, New York, 1962.

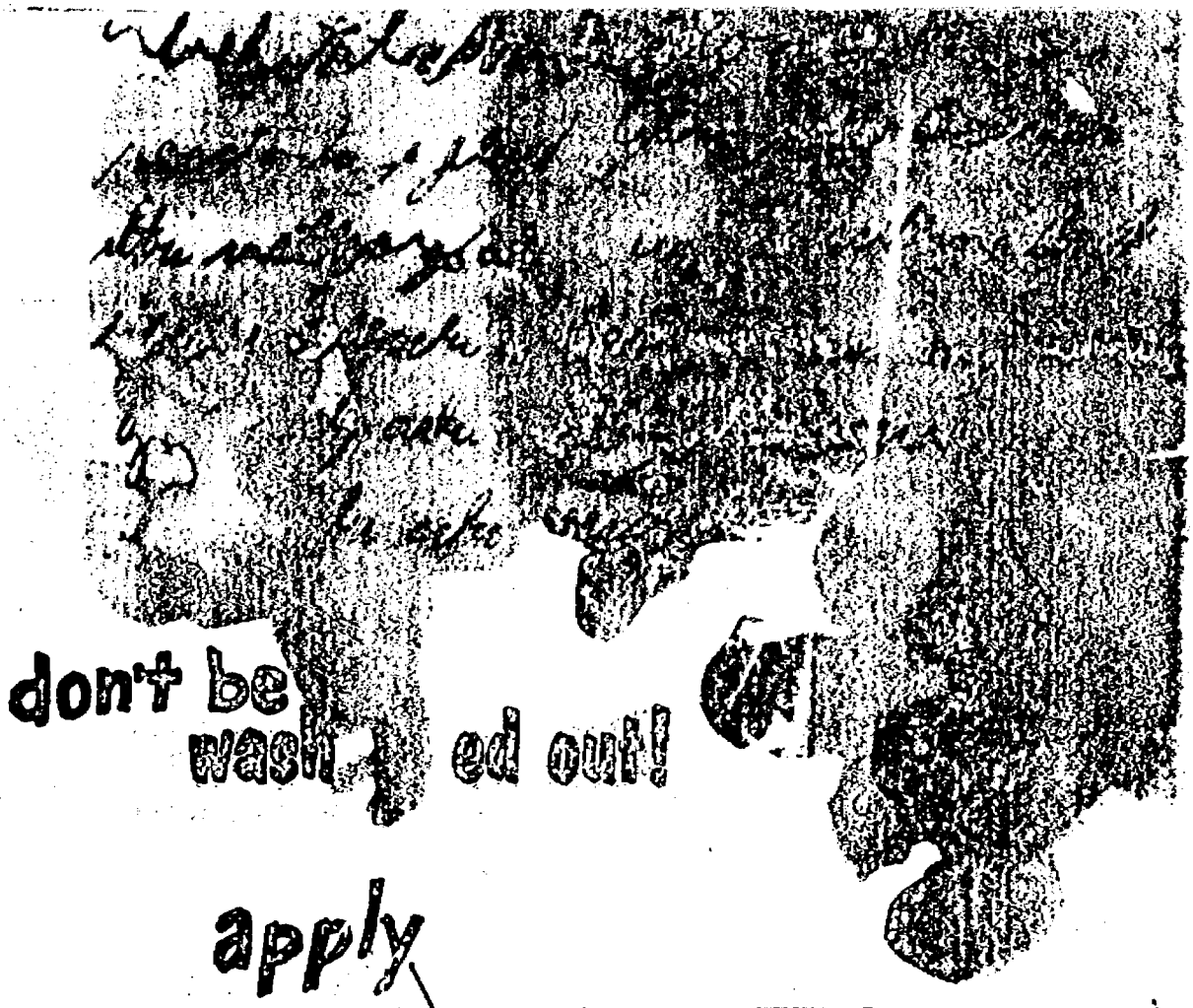
II. Programmed Learning Guide

Gregg Typing Book 1, 191 Series, Second Edition, by John L. Rowe, Alan C. Lloyd, and Fred E. Winger, Gregg Publishing Division, McGraw-Hill Book Company, New York, 1967. (Pages 7 and 8 of this LAP adapted from page 23 of "Learning Guides and Working Papers for Parts 1-6 of Gregg Typing Book 1.")

III. Letters

Gregg Typing, 191 Series, by John L. Rowe, Alan C. Lloyd, and Fred E. Winger, Gregg Publishing Division, McGraw-Hill Book Company, New York, 1962. (Activity #4 adapted from Job 9E on page 77 of text. Activity #7 adapted from Job 18E on page 142 of text.)

College Typewriting, Complete Course, Seventh Edition, by D. D. Lessenberry, S. J. Wanous, and C. H. Duncan, South-Western Publishing Company, Cincinnati, Ohio, 1965. (Activity #8 adapted from Problem 39B on page 70 of text.)



THE FINISHING TOUCH[1]

by A. Wise Student

An outline or report prepared on the typewriter gets the reader in a better "frame-of-mind" when reading your work. Neatly done work is a sign that you respect him and

---

1. Phased Typing Program, Learning Activity Package #2: OUTLINES AND MANUSCRIPTS--AN INTRODUCTION (Coordinated with Gregg Typing, 191 Series), by Mrs. Marilyn Lee, Aragon High School, San Mateo Union High School District, San Mateo, Calif.

WHAT MUST YOU BE ABLE TO DO AT THE END OF THIS LAP?

[ ] At the end of this package of learning activities, you must:

(1) know what the divisions of an outline are, the proper arrangement for them, and the correct spacing between them;

(2) know the common proofreader's marks and be able to arrange properly material in rough draft form;

(3) know the rules concerning margins, spacing, and headings for arranging material in manuscript form;

(4) be able to demonstrate that you not only know the rules applied to arranging material in outline or manuscript form, but that you know the proper arrangement of them for the length of outline and manuscript taught in this LAP;

(5) be able to demonstrate that you can proofread carefully and identify your own typographical and arrangement errors;

(6) be able to demonstrate your ability to type from unarranged copy a properly arranged short outline or short unbound manuscript within the following guidelines for "acceptable C" work:

CHECK ONE—

[ ] — *I have read the above objectives and believe that I can meet them now without doing the activities in this LAP.* (If you check this one, turn to the next page and begin the self-test.)

[ ] — *I have read the above objectives and am ready to begin the activities that will prepare me to achieve that goal.* (If you check this one, skip the self-test on the next page and begin the activities now.)

[ ] — *I have read the above objectives and I am not certain what I should do.* (If you check this one, see your teacher immediately.)

LEARN TO TYPE SHORT OUTLINES AND MANUSCRIPTS

WHY?

[ ] *You have learned in courses such as English and social studies how to do research, compose, and organize your thoughts. Now, let's add the* FINISHING TOUCHES. *Learn to arrange material in acceptable outline and manuscript form.*

A neatly typed and correctly arranged outline or report presented to the reader puts him in a better FRAME-OF-MIND *when reading your work. He/she will be impressed that you* RESPECT *him/her enough to hand in work that is neatly done. Don't, however, get the wrong impression from the previous statements--a neatly typed report does not cover up any flaws in your composition, organization, or depth of thought.*

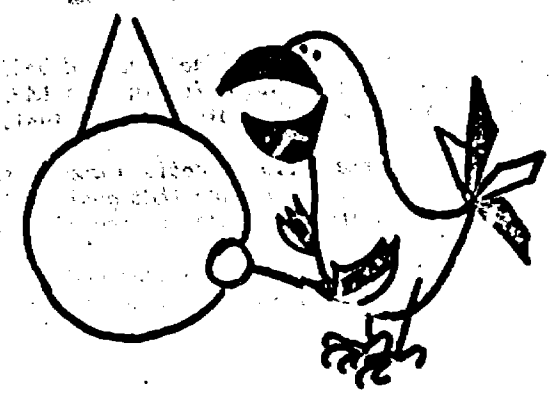
The rules and skills that you will be learning in this LAP on short outlines and manuscripts can be applied in your course work for your other classes NOW. *Your purpose for being enrolled in this class is to learn correct touch typing techniques with a reasonable speed and acceptable accuracy level* SO THAT YOU CAN APPLY *them in your own personal use or possible future vocational use.*

Remember...

---TIME ALL YOUR TYPING

---PROOFREAD AND FIND ALL YOUR ERRORS

---USE GOOD TOUCH TYPING TECHNIQUES



SELF-TEST ON OUTLINES AND MANUSCRIPTS

1. Determine in what sequence the letters and numbers shown below would be in an outline. Place them in their proper sequence by making a diagram in the space below.

   A. 1. I. 1. B. II. 2. 2.

2. How are main titles arranged in outlines and manuscripts?

   _____

3. How are major roman numeral headings of an outline identified and typed? What is the spacing above and below a major heading?

   _____

4. How are minor headings of an outline identified and typed?

   _____

5. How many spaces are there between the steps in an outline? _____

6. How do you determine the side margins for typing material in outline form?

   _____

   _____

7. What is the correct spacing between a main title, subtitle, by-line, and the the body of the report?

   _____

8. How are sideheadings arranged and typed on a report? What is the spacing above and below a sideheading?

   _____

9. How are paragraph headings arranged and typed on a report?

   _____

10. Is the body of a manuscript normally typed single or double spaced? _____

11. What is a page line gauge? How do you use it? _____

12. Summarize the facts that you have learned about typing footnotes. Where are they typed? Single or double spaced? Indented or not? How are they separated from the body of the manuscript?

13. Type the following rough draft of an outline correctly on a full sheet of paper. Make the necessary corrections. A predetermined line length of 50 spaces is satisfactory for this outline. Center vertically on the paper. BE SURE TO TIME YOURSELF and PROOFREAD CAREFULLY.

American

READINGS IN HISTORY

2 spaces

I. NATIONAL READJUSTMENT (1865-1877)

A. Diplomatic adjustments under Johnson
1. Purchase of Alaska
2. Settlement with England of difficulties
a. Sumner's statement of American claims
b. Treaty of Washington (1871)

B. Financial reorganization
1. State of national finances
2. Opposition to revision of financial system

All caps

II. Opening of the Modern Era (1877-1898)

A. Developement of the West
1. Progress of settlement
2. Formation of states

B. Transcontinental railroads

14. Type the manuscript that appears on page 4A of this LAP. Apply the rules you have learned concerning arrangement of the heading lines, sideheadings, and footnotes. Set margins for a long, one-page manuscript. TIME YOUR TYPING and PROOFREAD CAREFULLY.

THE TITLES OF PUBLICATIONS → Center

A Report for Typing I → Center

By Your Name → Center

There are two sets of rules for the display of the titles of publications, according to Hutchinson.[1]

IN BUSINESS LETTERS

Enclose book and article titles in ~~question~~ quotation marks, but display all other titles (names of magazines, of newspapers, of bulletins, and so on) in capitals and small letters; as:

> watch for our ad in the Daily News.
> I want to read "Julius Caesar."
> Did you see "Who Says So?" in Time?

There is ~~an~~ one exception to this rule. When a publisher writes a letter about a book, he may display its name in any way that he wishes--he will probably use all capitals.

IN FORMAL MANUSCRIPTS

In a report, thesis, term paper, or similar paper typed according to formal manuscript rules, the name of a publication should be underscored; and the name of any part of the publication should be displayed by quotation marks; as:

> Chapter I in My America is "Westward Ho!"
> Did you see "Who Says So?" in Time?
> I saw the Daily News editorial, "Now What?"

---

1. E. Lillian Hutchinson, "Styles Change in Typewritten English, Too," Business Teacher (April, 1955) page 2.

NOW . . . FOLLOW THE PROCEDURE GIVEN YOU BY YOUR TEACHER FOR DETERMINING WHETHER YOU HAVE PASSED THIS SELF-TEST.

THEN. . . CHECK ONE:

☐ **1** I passed the self-test. I am ready to take the LAP post-test. (Make arrangements with your teacher.)

☐ **2** I did not pass the self-test. I am going to begin (or continue) work on the LAP so that I can pass the test later.

☐ **3** I did not pass the self-test. I am going to see my teacher as soon as possible for help.

READ: [ ] Job 8G, page 70 of Gregg Typing, 191 Series. Then, look at the outline typed in Job 8H, page 70 and try to identify where each instruction in Job 8G was applied.

READ: [ ] The outlines that you will be typing in the Minimum Activities section are short and can be typed on single sheets of standard (8 1/2 by 11 inch) paper. You will want to center the outlines vertically on the paper.

READ: [ ] Have you forgotten how to center material vertically? If so, refresh your memory by reading page 8 (1) "Controlling the Spacing" and page 9 (3) "Centering Material Vertically" in Gregg Typing, 191 Series.

READ: [ ] The side margins for an outline can be determined by horizontally centering the average full line, including the first roman numeral or by using a predetermined line of writing (50, 60, or 70-space line.)

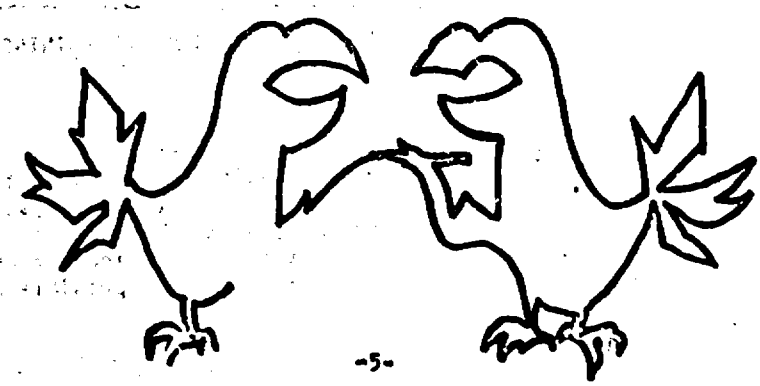
READ: [ ] IF THE PHRASES IN THE OUTLINE ARE VERY SHORT, *it would be best to backspace and center the longest average line.*

READ: [ ] IF THE PHRASES IN THE OUTLINE ARE "WORDY, SENTENCE LENGTH," *using a 60 or 70-space line would be best.* In the Minimum Activities section you will have an opportunity to apply both methods.

Check one —

[ ] — I have read the above and believe that I am ready to apply it to the production of outlines. *(If you check this one, turn the page and begin work.)*

[ ] — I have read the above, but find myself just a little confused. *(If you check this one, see your teacher immediately.)*



MATERIALS NEEDED: 3 or more pieces of plain white typing paper

ACTIVITY #1: On page 8 of this LAP you will find an outline to use for this activity.

[ ] a. Reread "Typing an Outline" on page 70 of Gregg Typing, 191 Series and do each step for the outline that you are to type, except step 1. Use a 50-space line, instead of centering the average full line.

b. Observe carefully the spacing used in arranging an outline. See the "sample" outline on the next page. REMEMBER THESE FACTS:

--The main title is always typed in all capitals, centered, and followed by a triple space. This is standard treatment of a main title.
--Major roman numeral headings are typed at the left margin in all capitals, with a triple space above and a double space below the heading.
--Minor headings and subpoints are grouped single spaced.

c. BEFORE inserting your paper in the machine, calculate the starting line of typing neatly in the lower right hand corner of the page. Substituting numbers in the following formula will help you find the correct starting line of typing:

1) COUNT

+ *Typed lines*
Blank lines between
Total lines needed

2) SUBTRACT

- *Total lines on paper*
Total lines needed
Lines available for margins (top & bottom)

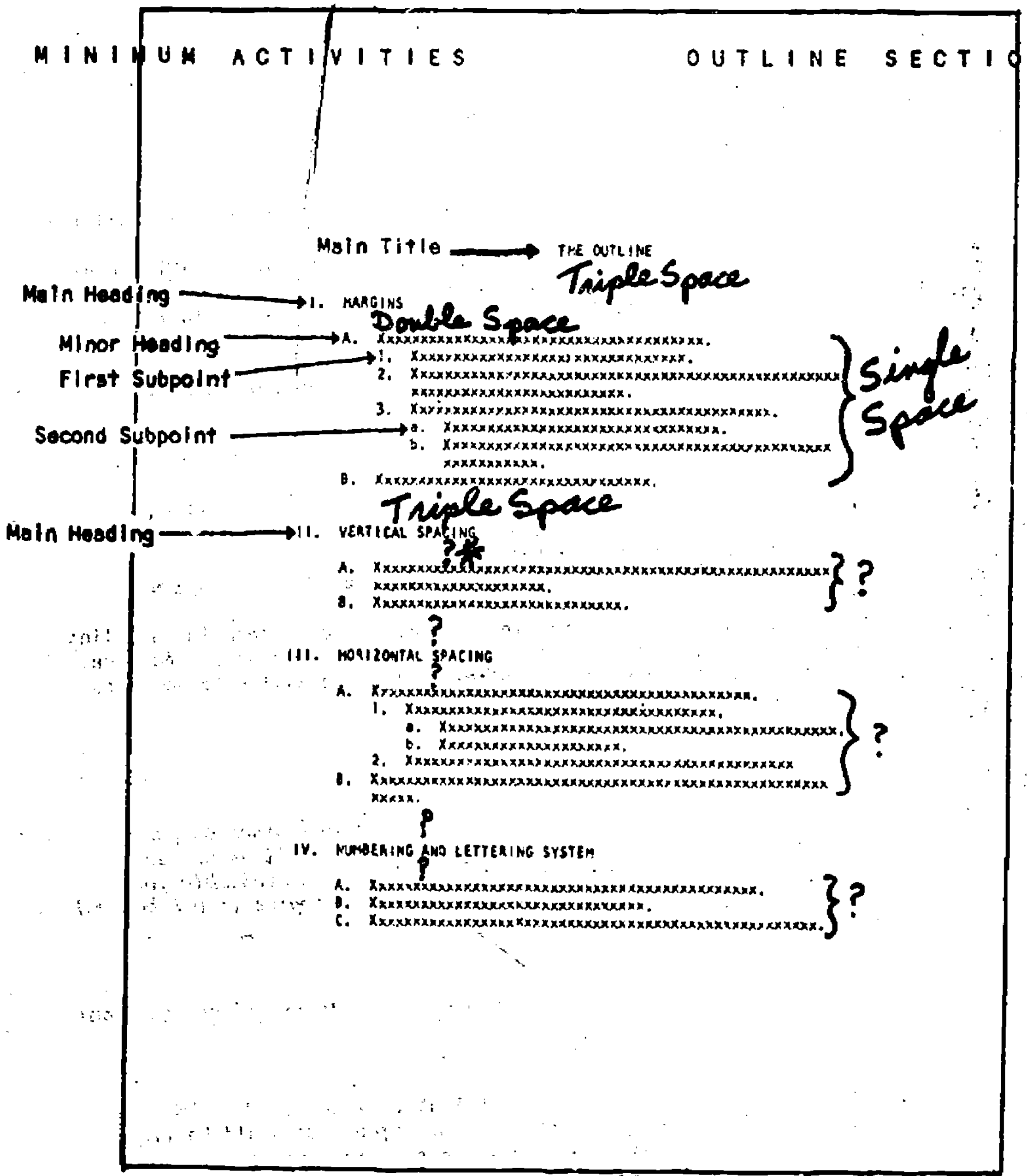
3) DIVIDE

Starting line of typing (drop fraction)
2/ *Lines available for margins*

d. Be an EFFICIENT TYPIST and LET YOUR TYPEWRITER DO THE WORK. Set tab stops 4 spaces apart from each new step that would be typed at the same position more than 2 times in the outline.

e. Proofread your typing before removing it from the typewriter. DID YOU REMEMBER TO TIME YOUR TYPING?

f. Now type or stamp the proper heading on your paper so that you can give it to your teacher.



THE OUTLINE

I. MARGINS

A. Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.
   1. Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.
   2. Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxx.
   3. Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.
      a. Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.
      b. Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxx.
B. Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

II. VERTICAL SPACING

A. Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxx.
B. Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

III. HORIZONTAL SPACING

A. Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.
   1. Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.
      a. Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.
      b. Xxxxxxxxxxxxxxxxxxxxxx.
   2. Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
B. Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxx.

IV. NUMBERING AND LETTERING SYSTEM

A. Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.
B. Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.
C. Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

* Can you identify the correct spacing at the points where the question marks appear? Try it!

ACTIVITY #1 - OUTLINE

How far down?

Leave margins and backgrounds and left margin for the other spaces.

PLAN FOR BUILDING SCHOOL SPIRIT

TS

I. HAVE MORE PEP RALLIES

DS

A. Have a pep assembly one period every week.
B. Have a short pep rally before every game.

TS

II. HAVE A CHEERING SECTION

DS

A. Reserve it for juniors and seniors.
B. Each class wears its color sweater.

TS

III. HAVE A CONTEST

DS

A. Goal is to get a new school cheer.
   1. All students may participate.
   2. Each student may turn in two cheers.
   3. Contest will last for two weeks, once it is announced.
B. A student committee will judge cheers.
C. Prize will be a pass for all home games next season.

and are 4 spaces apart

Show calculations in this corner or your paper for such nothing

ACTIVITY #2: On page 10 you will find an outline to use for this activity.

[ ] a. If you are now typing 25 words a minute or faster using the touch typing system, you TYPE faster than you can *write*. You can put your typing ability to work for you by COMPOSING outlines and manuscripts at the typewriter.

b. When you compose at the typewriter, you may want or need to make many changes in the original copy before typing the *"final draft"*--that is, the copy you are going to use.

c. The following are a few of the common proofreader's marks that may be used to correct the rough draft.

Caps	capitalize	¶	paragraph	SS	single space
lc	lower case	~~type~~	omit word	DS	double space
^	insert	sp	spell out	TS	triple space
——	underline	∩	turn around	⌒	close up

d. Type the outline on the next page and make the corrections indicated.

e. The phrases in this outline are very short. In determining the horizontal margin setting follow the suggestion given in step 1 of Job 8G, page 70 of Gregg Typing, 191 Series.

--select the longest full line
--include the first roman numeral and the 2 spaces following
--backspace from the center point to center the line
--set the left margin
--no right margin is needed

f. Be sure to center the outline on the paper.

g. Keep track of your typing time and proofread your work carefully.

h. Head your paper.

ACTIVITY #2: OUTLINE IN ROUGH DRAFT FORM

all caps

COMPOSING and Typing

Ts

DS I. Ideas for development ← all caps

A. Obtain them from reading

B. Discuss and listen to others

C. Analyze and form own opinions

Ts

II. THINK AND TYPE

A. Misstrokes ignored

B. Unwanted words x'ed out

C. Correcting first draft

1. With pencil or pen

2. Words written in between lines

all caps

III. Typing THE FINAL DRAFT

A. Rules for Manuscript Typing

We B. ~~Final Typing~~ Proofread and correct errors

PLAN FOR ATTACK .....

1. Read all directions in Activity 2 carefully.
2. Look again at sample outline.
3. Concentrate
4. Time typing + proofread

ACTIVITY #3: On page 12 you will find an outline to use for this activity.

[ ] a. Here is your chance to show that you understand how to arrange an outline properly. You will apply your understanding of:

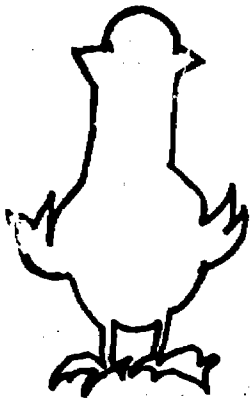
--how to arrange the main title
--how to arrange the major roman numeral headings
--how to arrange the minor headings and subpoints
--how to correctly space between the steps

b. The copy for this activity is NOT correctly arranged for you. You, as a THINKING TYPIST, must apply what you have already learned to:

--capitalize where needed in the outline
--space down the correct number of lines between steps in the outline
--indent the steps the correct number of spaces USING YOUR TAB KEY.

c. Use a 60-space line. Center the outline on the paper.

d. Proofread Activity #3 and head your paper.



ACTIVITY #3: OUTLINE IN UNARRANGED FORM

Essential Motion Patterns

I. Control of carriage return
A. Throw or return carriage quickly at end of line; on manual machine use quick, flick-of-wrist motion
B. Start new line quickly
II. Control of shift keys
A. Reach to shift key with little finger; keep other fingers in typing position
B. Push shift key all the way down before striking letter key
III. Control of space bar
A. Keep right thumb curved and close to space bar
B. Strike space bar with quick, down-and-in motion (toward palm); release quickly
C. Make spacing stroke part of word; start next word without a pause or break
IV. Rhythm
A. Type with continuity; avoid breaks or pauses
B. Keep eyes on copy to avoid losing place

MANUSCRIPTS

READ [ ] Part B, page 93 of Gregg Typing, 191 Series.

DO [ ] "Learning Guide: One-Page Reports"

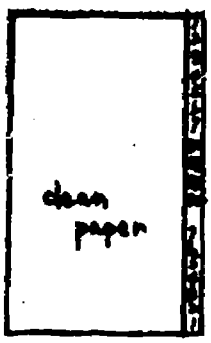
READ [ ] The following table summarizes the placement rules for a short one-page manuscript (200 or fewer words in the body.) Memorize and use it!

PLACEMENT TABLE
Short one-page manuscript

Top Margin	-	*Leave 2 inches, typing begins on line 13*
Side Margins	-	*5-inch line (60 elite spaces, 50 pica spaces)*
Bottom Margins	-	*No more than 2 inches, no less than 1 inch*

READ [ ] Reports have (a) "main headings" to identify the report and (b) "minor headings" to show its organization plan. Both kinds are explained on page 98 of Gregg Typing, 191 Series. Read page 98 "Kinds of Manuscript Headings."

READ [ ] A *page line gauge* is a useful aid to use when typing material in manuscript form. You can use a page line gauge as a guide when determining top and bottom margins and placing footnotes correctly.



The numbers on the page line gauge correspond to the number of single-spaced lines on the paper. (1-33 lines on the top half of the page and 33-1 lines down the lower half of the page.)

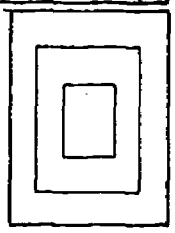
When typing, place the page gauge *back of and extending slightly to the right of a full sheet;* insert both into the machine. If you need to check your position on the paper, all you need to do is look at the gauge.

← page line gauge

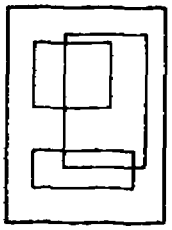
[ ] I have read the above and believe that I am ready to apply it to the production of short manuscripts. *(If you check this one, turn the page and begin work.*

[ ] I have read the above, but find myself just a little confused. *(If you check this one, see your teacher immediately.*

DIRECTIONS Place a card or heavy piece of paper so that the top edge touches the dotted line in the column below. Read paragraph A, answer question number 1, and then move the card or paper down enough to uncover the answer. Continue in this way.



A Principle When typed material is arranged ideally on a sheet of paper, its arrangement will be proportionate to the dimensions of the paper—a little longer than wide, with equal side margins and a bottom margin a little wider than the top margin. A short display will have more space on all sides than will a long display.



The thing to be avoided is an arrangement that is disproportionate to the paper (the short, wide arrangement or the long, narrow one) or an arrangement that is not centered (material is too high or too low on the page, or too far to one side or another).

Also to be avoided: any margin less than 1 inch wide or deep. **Respond**

1 In a well-typed display, the side margins should be . . . . . _____

----------PLACE CARD HERE----------

2 **(Equal, even)** The bottom margin should be wider than the . . . . . _____

3 **(Top margin)** What is the minimum width for any margin? . . . . . _____

4 **(1 inch)** Ideally, a typed display should not be wider than long but rather should be . . . . . _____

(Longer than wide)

B First Draft It is rare that a business or school report is composed directly into final form. Usually a writer composes a first draft, typewritten or handwritten, which he then goes over carefully to correct and improve. When he has polished the draft as much as he can, then he types the final copy that is to be turned in. **Respond**

5 The original writing of a report, which is to be edited and improved before final typing, is called the "first . . . . . ." _____

6 **(First draft)** Typing a report, therefore, is a matter of arranging correctly and typing well a final copy of a "first . . . . . ." _____

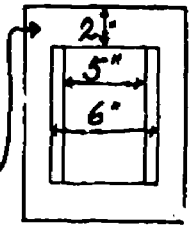
(First draft) [Continue in next column.]

C Centering If the draft is in typed form and is arranged correctly, the typist may be able to execute the final copy very quickly simply by counting the typed and blank lines in the draft and from this information centering the copy on the paper. A centered arrangement is always good. If a typist retypes anything to improve its appearance, almost always he can center it Centering is quick, precise, attractive. **Respond**

7 To be able to center a typed selection, the typist must be able to count the typed and blank . . . . . _____

8 **(Lines)** If a draft is prepared carefully, so that the typist can count the lines in it, he can produce the final copy very quickly simply by counting them and then . . . . . _____

(Centering it)



D Formula Plan Very often, however, the draft of a report is not a reliable guide for line counts and centering. So the typist needs a margin-setting formula that will serve as a guide in such situations. A formula:

Top margin 2 inches (12 lines).

Line 5 inches for 200 or fewer words, double-spaced; or 6 inches for more than 200 words, double-spaced. **Respond**

9 On what line should a typist begin in order to leave a top margin of 2 inches (12 lines)? . . . . . _____

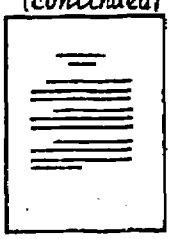
10 **(On line 13)** If you arrange a one-page report by formula, on what line would you type the title of the report? . . . . . _____

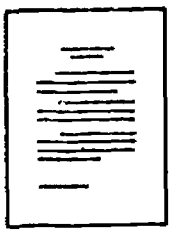
11 **(On line 13)** How long a writing line should a typist use for a report with 135 words in the body of the report? . . . . . _____

12 **(5 inches)** Remembering that pica typewriters space 10 strokes to an inch, for what length of line (in spaces) should the typist adjust his margins for the 135-word report? . . . . . _____

13 **(50 spaces)** For what space line would the elite (12 to an inch) typist set his margins for the same report? . . . . . _____

(60 spaces) [Continue on next page.]


Too high


Balanced


Spread

E Balance Lines When you use the formula plan for a report, the report will sometimes seem to end much too high on the page (first illustration). In this case you might retype the work, this time centering it. Or, better: drop farther down the page and insert a "balance line" near the bottom of the page (second illustration).

How far down the page? You could estimate the desired position, of course; this is what experienced office typists do. At first, however, you would be wise to compute the placement of the balance line. There are 66 lines on a page; you want the bottom 12 or 13 left blank; so the balance line should appear on line 53 or 54 counting from the top. (Actually, counting down the page is very easy: The title will be on line 13, the bylines perhaps on lines 15 and 17, the text starting on line 20, etc.—it does not take many lines to get down to 53 or 54!) **Respond**

14 What do you call an extra line inserted at the foot of a page to give the work a balanced appearance?

. . . . . _____

----------PLACE CARD HERE----------

15 (Balance line) You would insert such a line whenever typed material seems too — on the page . . . . . _____

16 (Too high) To leave 12 or 13 lines blank at the foot of a 66-line sheet of paper, type the balance line—if you use one—on, approximately, lines __ or __ . . . . . _____

(Lines 53, 54)

F Balance Position The balance line may be typed at either the left or right margin—typing it at the left margin is obviously easier!

The balance line might be any one or more of such items as these: day's date, serial number of this report, name of the person to whom the report is submitted, a reference source, a "typed by" line, name of a course or of a department, etc. **Respond**

17 The easiest place at which to type a balance line is at the . . . . . _____

18 (Left margin) A balance line can also be typed at the . . . . . _____

(Right margin) [Continue in the next column.]

G Report Tailoring When you look at the draft of a report as you get ready to type the final copy, sometimes you can sense that it is going to be short or long because it has—or does not have—many subheadings that eat up space and so stretch a report. By changing the treatment of the subheadings, often you can stretch a report to a longer size or condense it to a shorter size. For example, note these:

```
following steps:

     Step 1.  Place

not to prevent this

You will be surpris

directly into the n
```

```
following steps:

STEP 1

     Place all mater

prevent this so that
```

The first illustration "runs in" the subheading at the introduction of the paragraph, taking little extra space. The second illustration, however, displays the subheading on a line to itself, preceded by an extra blank line. To save space, a typist converts his report to the style in the first illustration; conversely, to use up space, to stretch a report, the typist can use the second style. **Respond**

19 One way to stretch a report is to add a balance line; another way is to use a space-taking style for the . . . . . _____

20 (Subheadings) To use subheadings in this way, however, you must know before you start typing that the report seems likely to be short or long; if you cannot guess accurately about the length, then you can be sure to make the work look well only by counting on using a . . . . . _____

(Balance line)

H Summary Fill in all missing words, then check replies at the foot of this column. **Respond**

If you cannot **(21)** . . . . . a copy of a report because the **(22)** first . . . . . does not permit line counting, use **(23)** a " . . . . . " for report arrangement: Use **(24)** a 2-inch . . . . . margin, which means starting **(25)** on line . . . . ; and use a 5-inch line if you have **(26)** . . . . . or fewer words in the body, or a **(27)** . . . . . -inch line if you have more than **(28)** . . . . . words in the body.

If the typed material turns out to be too high on the page, insert a **(29)** . . . . . line near the bottom, typing it at the **(30)** . . . . . margin on, approximately, **(31)** line . . . . , counting from the top.

Key **(21)** center **(22)** draft **(23)** "formula" **(24)** top **(25)** 13 **(26)** 200 **(27)** 6-inch **(28)** 200 **(29)** balance line **(30)** left **(31)** 53 or 54.

NOW--Return to page 13 to continue work on this LAP.

MATERIALS NEEDED: 5 or more pieces of plain white typing paper

ACTIVITY #4: Use Job 12A, page 94 of Gregg Typing, 191 Series.

[ ] a. Read the entire short manuscript and reminders in the book before beginning this activity.

b. As mentioned in the book, the typing is shown in pica type. You as a THINKING TYPIST must be *alert and listen* for the bell to determine the line ending.

c. Prepare your materials by placing your PAGE LINE GAUGE in back of and extending slightly to the right of the paper you insert in the machine.

d. Print your name on this line _____.
Use your name in the By-line instead of Richard Hall.

e. Use the current date in the "balance line." REMEMBER that the bottom margin may be 2 inches deep but no less than 1 inch. The balance line can be typed any where between 14 to 7 lines from the bottom of the page.

f. Proofread Activity #4.

g. Head your paper.

ACTIVITY #5: Use Job 12D, page 96 of Gregg Typing, 191 Series.

[ ] a. Read the entire short manuscript and reminders in the book before beginning this activity.

b. Notice that the periods are NOT underlined in the paragraph headings in the manuscript. TO AVOID underlining the period--*type the word only, underline the word,* THEN *type the period and space properly after it.*

c. Be sure to insert the page line gauge under your paper.

d. Use your name in the By-line.

e. Proofread Activity #5 and head your paper.

ACTIVITY #6: Use Clinic 12, Problem A on page 98 of Gregg Typing, 191 Series.

[ ] a. Read the "Questions and Answers" section.

b. Read the entire manuscript before beginning this activity.

c. In the previous two manuscript activities, you used a 5-inch line of writing because the material was under 200 words. The manuscript in this activity contains 221 words, THEREFORE, use a 6-inch line of writing.

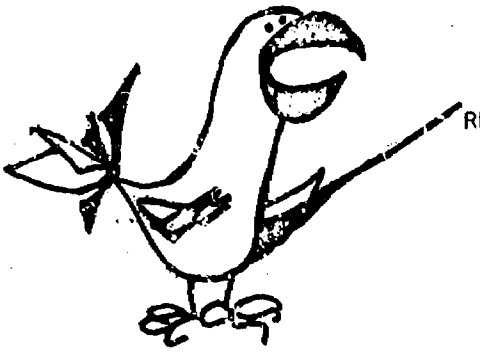
d. Use the following directions when you type the manuscript:

--Use a 6-inch line (70 elite spaces, 60 pica spaces)
--Use double spacing
--Listen for your bell
--Use a dictionary, if you need to check proper word division
--Decide if you need a "balance line" at the bottom of the page *after you type the manuscript. If you do, choose an appropriate line and type it.*

e. Insert the page line gauge under your paper.

f. Use your name in the By-line.

g. Proofread Activity #6 and head your paper.



READ [ ] So far in this LAP you have practiced the basic arrangement of the first page of a manuscript with the various types of headings and the use of the balance line. Now let's try a report that will extend beyond one page.

READ [ ] The placement rules for typing a longer report that will extend beyond one-page are SIMILAR to those you have been using for short manuscripts.

PLACEMENT TABLE
Long Manuscripts

Top Margin of 1st Page	-	*Leave 2 inches, typing begins on line 13*
Top Margin of all other Pages	-	*Leave 1 inch, type page number on line 7, continue report on line 10*
Side Margins	-	*6 inch line (70 elite spaces, 60 pica spaces)*
Bottom Margin	-	*1 to 1 1/2 inches deep*
Page Number	-	*None on first page; typed blocked at the point where the average line ends at the right*

READ [ ] If within the body of the manuscript a quotation or reference is made to another source, credit is usually given by a footnote. In the body of the report use a superior figure (*number typed raised above the line*) for each footnote reference. To type a superior figure:

1. Operate the line space ratchet release, sometimes called the *"line finder"*;
2. Move the cylinder back (toward you) a half space;
3. Type the figure;
4. Return the ratchet release and cylinder to position.

READ [ ] In planning the manuscript page, save approximately 2 lines for the divider line and the spaces before and after it; 3 or 4 lines for each footnote to be typed on the page; and 6 lines for the bottom margin.

READ [ ] The footnote references may all be typed on a separate page at the end of the report or at the bottom of each page as they are mentioned in the body of the report. If they are to appear on the page where they are mentioned, they are separated from the last line of the text of the page by a 2-inch line of underscores.

Single-space *before* typing the line and double-space *after* typing the line THEN type the footnote with single spacing. If two or more footnotes are to be typed on the same page, double-space between them. Authorities differ on details of typing footnotes, but the illustration in activity #7 is an acceptable form.

ACTIVITY #7: Place your page gauge back of a full sheet with the line numbers extending to the right; insert the two sheets; then type the following
[ ] drill, beginning on line 13 from the BOTTOM OF THE PAGE. This placement will leave an exact 1-inch bottom margin. Use a 6-inch line of writing. Indent 5 spaces for the first line of the footnote.

Hard work was Edison's success secret. "Genius," he said, "is two percent inspiration and ninety-eight percent perspiration."[1]

↓ 1 line down
↓ 2 lines down

1. "Edison--One of the World's Great Inventors," Compton's Pictured Encyclopedia, 1967 Edition, Vol. 4, p. 281.

a. Proofread, head your paper, and have it checked.

ACTIVITY #8: Use Jobs 20E-F, pages 158-159 of Gregg Typing, 191 Series.

[ ] a. You will be typing and arranging correctly a two-page manuscript. As you can see, the copy is not arranged in manuscript form.

b. You must apply what you have already learned to:

--use the correct margins
--use the correct spacing
--arrange the heading lines
--type the footnotes

c. BEFORE typing the second page of the manuscript read "How to Pivot," on page 99 of Gregg Typing, 191 Series. As mentioned in the placement table on page 16 of this LAP the page number is typed on line 7 blocked at the point where the average line ends at the right. Your desired line ending is 85, THEREFORE, pivot the word *Page* 2 from 86 on your carriage position scale.

d. After typing the page number, TRIPLE SPACE before continuing the text of the manuscript.

e. The six items in the listing on page 2 are typed single-spaced in the manuscript. So that they stand out and are distinct *double space before and after typing* the listing and indent the listing 10 spaces in from the margin.

f. Proofread Activity #8 and head your paper.

g. Staple the two pages together ONCE in the upper left corner.

YOU HAVE COMPLETED THE MINIMUM ACTIVITIES IN THIS LEARNING ACTIVITY PACKAGE.

NOW . . .

TAKE THE SELF-TEST ON PAGES 3 and 4 (GREEN PAGES) OF THIS LAP AND THEN . . .

CHECK ONE OR MORE - - -

[ ] I know the divisions of an outline, the proper arrangement for them, and the correct spacing between them.

[ ] I can identify some of the common proofreader's marks and plan to use them in my own work.

[ ] I know the rules concerning margins, spacing, and headings for arranging material in manuscript form for a short one-page report, as well as, a longer report.

[ ] I have been a careful and alert proofreader in all the Activities in this LAP.

[ ] Within the speed and accuracy limits set in the performance objective at the beginning of this LAP, I can actually type outlines and short manuscripts.

IF YOU COULD CHECK ALL FIVE STATEMENTS ABOVE, GREAT! You may now move on to the Special Activities Section that will permit you to build on the skill that you have already developed.

IF YOU COULD NOT CHECK ALL FIVE STATEMENTS, SEE YOUR TEACHER RIGHT AWAY! Your teacher will help you decide what you need to do in order to prepare yourself for the test on this Outline and Manuscript LAP.

SPECIAL ACTIVITIES SECTION

SPECIAL ACTIVITY #1: Use Job 12C, page 95 of Gregg Typing, 191 Series.

[ ] a. The copy is in unarranged form.

--What are the margins for a short manuscript?
--What is the standard paragraph indention?
--How do you raise the asterisk above the line?
--How many spaces after the period following the numbered paragraphs?
--Where do you type the balance line?

b. Use your name in the By-line.

c. Proofread and head your paper.

SPECIAL ACTIVITY #2: Use Job 12E, page 97 of Gregg Typing, 191 Series.

[ ] a. The copy is in unarranged form.

b. Refer to steps b thru c in Special Activity #1.

TABULATION

HOLIDAY TRAVEL TOURS

It's the Going Thing

Where	When	How Much
Yellowstone, Pacific Northwest	June to September	$400.00
[illegible] and [illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
Eastern Canada	June to October	375.60
California, Canadian Rockies	June to September	574.50
Mexico	Weekly	283.00
Grand Canyon and Yellowstone	May to November	250.00

DATE _____ NAME _____

*Phased Typing Program

LEARNING ACTIVITY PACKAGE #3: TABULATION
(Coordinated with Gregg Typing, 191 Series)

By Donald E. Tingley
San Mateo Union High School District, San Mateo, California

WHY LEARN *TABULATION*?

Information presented in tabular form is often easier to understand, easier to use, and frequently has more force or impact than if it had been given in sentence form.

In some of your high school studies--certainly in much of your college work--you will do research projects or write term papers that will need one or more tables to be considered good, complete reports.

If you take a job someday as a typist or secretary, you can expect to be asked to prepare many tables for your employer. Can you think of other jobs you might have where you might want or need to type information in tabular form?

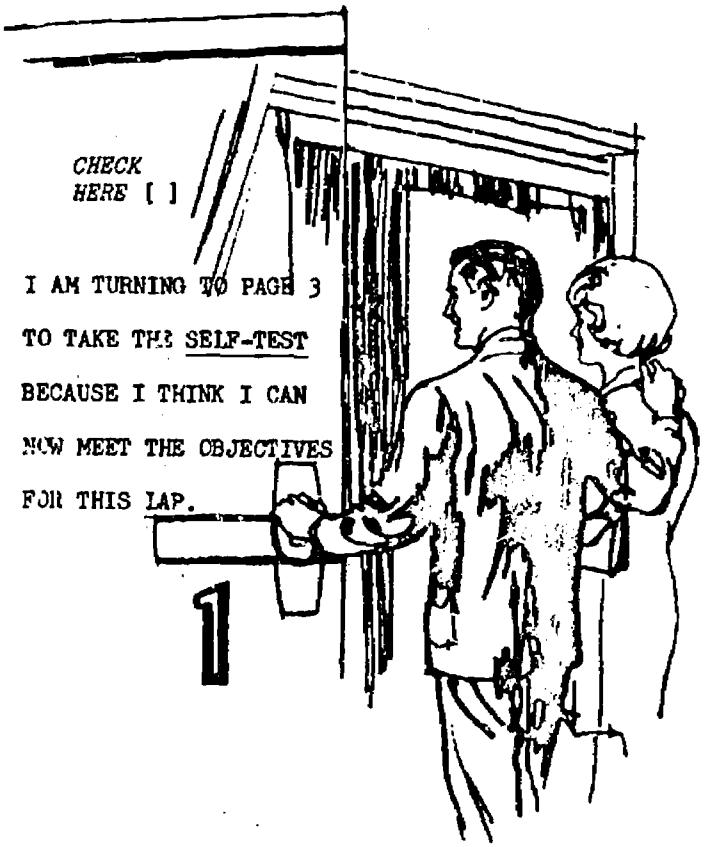
GOAL---

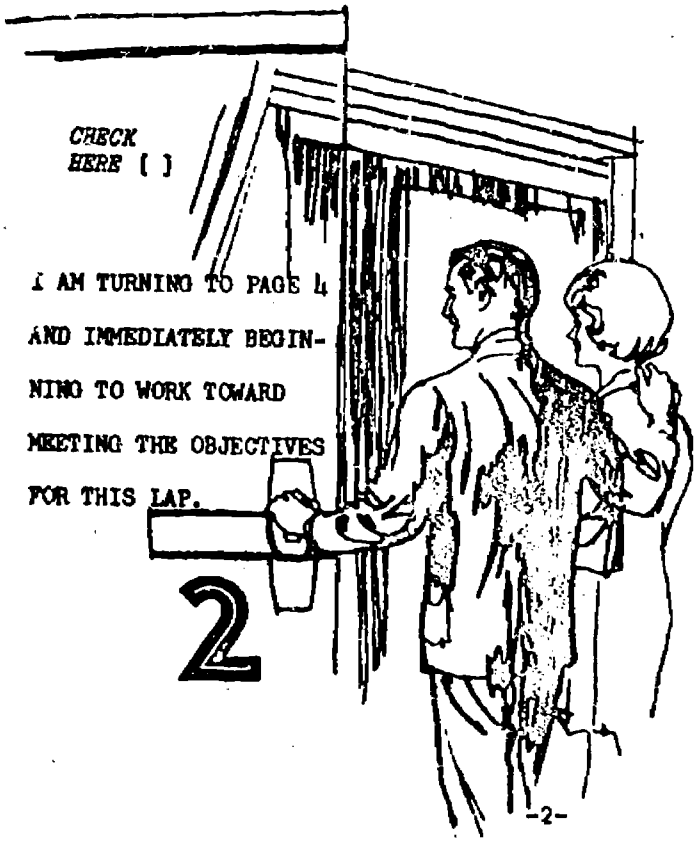
When you have completed the basic activities in this LAP, you will be able to demonstrate on a teacher-administered test that you can

IDENTIFY, either orally or in writing, the most common parts of a table; and

TYPEWRITE in correctly arranged form a three or four column "open" table within the following guidelines for acceptable work:

OPEN A DOOR


CHECK HERE [ ]
I AM TURNING TO PAGE 3 TO TAKE THE SELF-TEST BECAUSE I THINK I CAN NOW MEET THE OBJECTIVES FOR THIS LAP.
1


CHECK HERE [ ]
I AM TURNING TO PAGE 4 AND IMMEDIATELY BEGINNING TO WORK TOWARD MEETING THE OBJECTIVES FOR THIS LAP.
2

SELF-TEST ON TABULATION

Directions: Center the rough draft table at the right on a full sheet of standard typing paper. Double space the body of the table. Allow 8 blank spaces between columns. Center the column headings over the columns. Spread center the main title.

When you have finished typing, note the time it took you to complete the table. Proofread for both typographical and placement errors (Are the top and bottom margins equal? Side margins? Space between columns?

After proofreading, answer the four questions below.

COMMON BUSINESS TERMS

Compiled by Your Name Anita

Insurance	Law	Accounting
actuary	bailment	asset
annuity	bona fide	balance
claim	contract	capital
dividends	decedent	credit
endorsement	executor	debit
face value	intestate	equity
indemnity	lien	income
lapsed	merchantable	invoice
policy	negotiable	journal
premium	par value	ledger
proceeds	probate	liability
subrogation	replevin	voucher
term	repossess	work sheet

Double Space

8 blank spaces

1. The main title in the table above was typed on line ? .
2. The left margin was set at ? on the carriage-position scale for the start of the first column.
3. The tab for the start of the second column was set at ? .
4. The tab for the start of the third column was set at ? .

ANSWERS
1.
2.
3.
4.

NOW . . . FOLLOW THE PROCEDURE GIVEN YOU BY YOUR TEACHER FOR DETERMINING WHETHER YOU HAVE PASSED THIS SELF-TEST.

THEN. . . CHECK ONE:

[ ] **1** I passed the self-test. I am ready to take the LAP post-test. (Make arrangements with your teacher.)

[ ] **2** I did not pass the self-test. I am going to begin (or continue) work on the LAP so that I can pass the test later.

[ ] **3** I did not pass the self-test. I am going to see my teacher as soon as possible for help in deciding where to go from here.

BEFORE YOU

GO FURTHER...

CAN YOU...	IF NOT, REVIEW (in Gregg Typing, 191 Series) . . .
Use your machine's MARGIN SET CONTROLS?	Page 7: 5. *Setting the Margin Stops*--for your make typewriter only
CENTER A WORD OR A LINE HORIZONTALLY?	Page 7. 6. *Centering a Word or a Line*
SPREAD CENTER?	Page 43: *16-D. Spread Centering*
Use your machine's TAB CLEAR, TAB SET, and TAB KEY (or BAR)?	Pages 7 and 8: *7. Indenting for Paragraphs*
CENTER LINES OF TYPING VERTICALLY?	Pages 8 and 9: *1. Controlling the Spacing, 2. Inserting Extra Blank Lines*, and *3. Centering Material Vertically.*

Read and examine carefully the sample table below

MAIN TITLE FOR A SAMPLE TABLE All capitals

Double Space

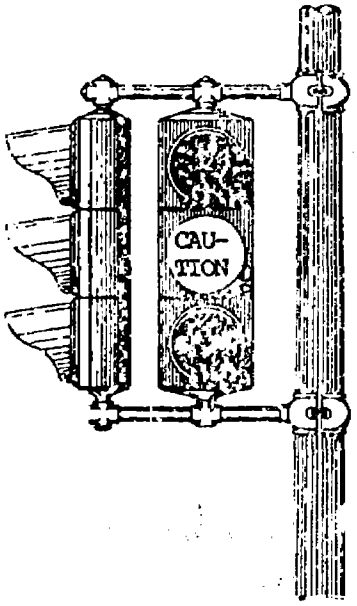
Tables Sometimes Have Subtitles
Like This One

Triple Space

Headings Above	Each Column	Are Optional
Columns	of information	are usually
arranged in	single space,	double space,
or sometimes	in "line group"	form.

Double Space

The space between longest items in columns must be equal.



IF YOU HAVE NOT YET EXAMINED THE SAMPLE TABLE ON

PAGE 5, DO IT NOW - - BEFORE YOU READ ON!

GUIDES FOR TABLE PLACEMENT

Main Title:

1. Horizontally centered in all capitals--usually on a line that results in the entire table being vertically centered on the page.

2. If a subtitle follows, double space (that is, leave one blank line) after the main title.

3. If no subtitle follows, triple space (that is, leave two blank lines) after the main title.

Subtitle:

1. Horizontally centered with the first letter of each important word capitalized.

2. Can be more than one line. If it is, single space as in the sample table.

3. Triple space (two blank lines) after the subtitle.

Column Headings:

1. *Centered* or *blocked* above each column. How to do this is explained under the heading *Task III: Column Headings* later in this LAP.

2. The first letter of each important word is capitalized and the entire heading is underscored.

3. Double space (one blank line) after the column heading.

Columns (*also called "body of table"*):

1. Single space, double space, or "line group" the columns--depending on directions or on what you think would look best on tables you type when no directions are given.

	single	double	line group
	single		line group
	single	double	
	single		line group
	single	double	line group
	1	2	3

Compare the three.

See activity #6 for a definition of "line group" and another example.

2. Leave as few as four or as many as twelve (or more) blank spaces between columns. Six spaces are almost always satisfactory--*but follow directions if given, and use your good judgment when no directions are given.*

TASK I: APPLICATION OF VERTICAL CENTERING RULES TO TABLES

READ: [ ] You should already know how to center material on a page so that the top and bottom margins are equal. The illustration below applies the procedures you have learned specifically to tables. Examine the illustration carefully and then complete the three exercises that follow.

Step 1) COUNT

9 Typed lines
+ 4 Blank lines between
13 Total lines used

Step 2) SUBTRACT

66 Total lines on paper
- 13 Total lines used
53 Lines available for top and bottom margins

Step 3) DIVIDE

26½ Starting line of typing *(drop a fraction)*
2/53 Lines available for top and bottom margins

B	T		
	1	HONOR ROLL	
1			
	2	Graduating Class of	
	3	Marina High School	
2			
3			
	4	Boys	Girls
4			
	5	Bill Mason	Betty Freeman
	6	Mark Sconyers	Virginia Travis
	7	Robert Inman	Sally Johnson
	8	Norris Summers	Karen Beardsley
	9	Jim Ellingson	Nina Gill

STARTING LINE

Ex. 26

EXERCISE #1: [ ] Assuming that the columns in the HONOR ROLL table above are to be double spaced (instead of single), calculate the starting line. *(HINT: When double spacing, there is always one less blank line than typed lines. That is, 12 double spaced lines take 23 lines of space--12 typed + 11 blank.)*

Show maths

#1. _____

EXERCISE #2: [ ] Calculate the starting line for a table that has
--a title
--a subtitle (one line)
--no column headings
--10 single spaced lines in the columns

Show maths

#2. _____

EXERCISE #3: [ ] Calculate the starting line for a table that has
--a title
--no subtitle
--column headings
--13 double spaced lines in the columns

Show maths

#3. _____

KEY TO EXERCISES #1, #2, and #3 on page 7:

EXERCISE #1:

HONOR ROLL
x = Blank line
Graduating
Marina ① 9
x +8
x 17
Boys
x ② 66
Bill M −17
x 49
Mark S ③ $24\frac{1}{2}$
x 2)49
Robert I
x
Norris S
x
Jim E 24

EXERCISE #2:

TITLE ① 12
x +3
Subtitle 15
x ② 66
x −15
1 51
2 ③ $25\frac{1}{2}$
3 2)51
4
5
6
7
8
9
10 25

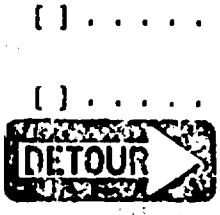
EXERCISE #3:

TITLE
x
x
Column Headings
x ① 15
1 +15
x 30
2 ② 66
x −30
3 36
x ③ 18
4 2)36
x
5
x
6
x
7
x
8
x
9
x
10
x
11
x
12
x
13 18

CHECK ONE:

[ ] . . . . . .I made no errors on exercises #1, #2, and #3. Therefore, I am turning to page 10 and beginning Task II.

[ ] . . . . . .I made one or more errors on the three exercises. *(If you check this one, go back over your work and try to find out WHY you made the errors. Then, do exercises #1A, #2A, and #3A on page 9.)*



SUPPLEMENTAL EXERCISES ON VERTICAL CENTERING

EXERCISE #1A: Calculate the starting line for the table below.

[ ]

Show math.

ACADEMIC EXCELLENCE AWARDS

Marina High School

Girls	Boys
Sally Johnson	Jim Ellingson
Betty Freeman	Mark Sconyers
Virginia Travis	Norris Summers
Nina Gill	Robert Inman

EXERCISE #2A: Calculate the starting line for a table that has
--a title
--no subtitle
--column headings
--7 double spaced lines in the columns

[ ]

Show math.

EXERCISE #3A: Calculate the starting line for a table that has
--a title
--a two line subtitle
--no column headings
--18 single spaced lines in the columns

[ ]

Show math.

STARTING LINE

#1A.____

#2A.____

#3A.____

Check answers at bottom of page AFTER you have finished the exercises.

CHECK ONE:

[ ] . . . . . .This time I scored 100%. Now I can turn to page 10 and begin work on Task II.

[ ] . . . . . .I am still making errors calculating the starting line for vertically centered tables. *THEREFORE, I WILL SEE MY TEACHER AS SOON AS POSSIBLE AND BEFORE I CONTINUE WORK IN THIS LAP.*

ANSWERS: #1A--26; #2A--24; #3A--21

TASK II: HORIZONTAL CENTERING (⇐⇒) OF TABLES

READ: [ ] Just as there is more than one right way to do almost everything else in life, there are at least two right ways of getting a table centered horizontally on a page--one is the "backspace" method, and the other is the "mathematical" method.

You DON'T *have to learn both methods.*

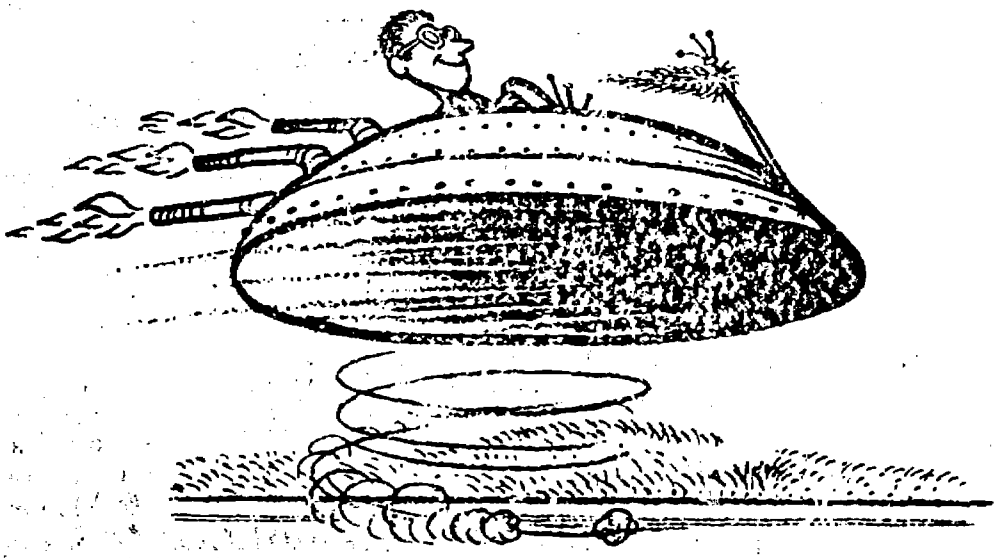
You DO *have to be able to use one method quickly and accurately.*

SUGGESTION: Try the "backspace" method first because it is based upon the method you have already learned for centering titles and other word groups. Then, if you find that you have difficulty with "backspacing," you can try the "mathematical" method.

P I C K A M E T H O D :

[ ] . . . I accept the suggestion and will try the "backspace" method first. (Turn to page 11 and begin.)

[ ] . . . I like math! I'm going to start with the mathematical method. (Turn to page 13 and begin.)



BACKSPACING METHOD OF HORIZONTAL PLACEMENT

READ: [ ] Step 1) Move the left and right margin stops as far to the left and right as they can be set; clear all tab stops that you (or some student in another class) may have previously set on your typewriter. *(NOTE: You do not need a right margin when typing tables--so you will not be resetting this one later.)*

[ ] Step 2) Select the longest item in each column of the table you want centered. *(After picking out the longest item, some people call it the "key word.")* In the following example, which word in each column is the longest?

auxiliary	temperament	nervous
deficient	efficient	similar
miniature	sophomore	grievous

Column 1: In this column, you could pick any of the words.
Column 2: "Temperament" is obviously the longest.
Column 3: "Grievous" just makes it here.

[ ] Step 3) Determine how many spaces you are to leave between the columns. *(You will be given directions for each of the tables in this LAP, but when you type a table for yourself, you will need to decide how many spaces to leave.)*
General Rule: 6 spaces between columns--with anywhere from 4 to 12 (or more) acceptable depending upon circumstances.

In the illustration used in Step 2, the number of spaces left between columns is four. So, using our imaginations, we get a "key line" that looks like this:

miniature$_{1234}$temperament$_{1234}$grievous

[ ] Step 4) Move the carriage to the centering point of your paper. Starting at this point, backspace once for each two letters or spaces--as illustrated below. NEVER backspace for an odd letter left at the end.

miniature$_{1234}$temperament$_{1234}$grievous

This mark points to the 2 letters or spaces for which you backspace once.

RESULT--Elite type (center at 50): You should have reached 32 on carriage-position scale.
Pica type (center at 42): You should have reached 24 on carriage-position scale.

BACKSPACING METHOD OF HORIZONTAL PLACEMENT
(continued)

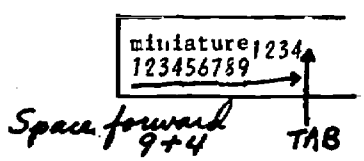
[ ] Step 4a) There is an alternate way of "imagining" the key line that some people find easier--you may want to try it.

miniaturetemperamentgrievous12345678

You then backspace for each two letters and spaces (if any) in the longest items--then, since there will be a total of eight spaces between columns, backspace four more times (that is, once for each two).

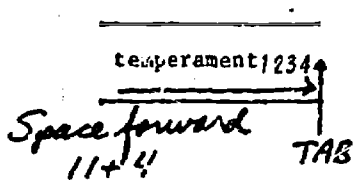
[ ] Step 5) Set the left margin stop at the point to which you backspaced. (32 if you have elite type; 24 if you have pica)

[ ] Step 6) Using the same key line, you determine the starting point for the second column by spacing forward (with the space bar) once for each letter and space in the longest item in the first column--miniature--and for each space between it and the start of the second column.



NOW--set a tab stop at the point you reached
ELITE--45 on the scale
PICA --37 on the scale

[ ] Step 7) The starting point for the third column is found by spacing forward once for each letter and space in the second column--temperament--and for each space between it and the start of the third column.



NOW--set a tab stop at the point you reached
ELITE--60 on the scale
PICA --52 on the scale

CHECK ONE:

[ ] . . . I am ready to try the backspace method. (Turn to page 15 and do the exercises using the backspace method to find left margins and tab stops for columns--you'll need a typewriter.)

[ ] . . . I want to study the "mathematical" method before I try the exercises. (Turn to page 13.)

MATHEMATICAL METHOD OF HORIZONTAL PLACEMENT

READ: [ ] Step 1) Move the left and right margin stops as far to the left and right as they can be set; clear all tab stops that you (or some student in another class) may have previously set on your typewriter. *(NOTE: You do not need a right margin when typing tables--so you will not be resetting this one later.)*

[ ] Step 2) Select, and count the letters and spaces in, the longest item in each column of the table you want centered. *(Some people call the longest item the "key word.")* Which word in each column of the illustration below is the "key word," and how many spaces does each occupy?

auxiliary	temperament	nervous
deficient	efficient	similar
miniature	sophomore	grievous

Column 1: In this column, you could pick any word--each occupies 9 spaces.
Column 2: "Temperament" occupies 11 spaces.
Column 3: "Grievous" occupies 8 spaces.

[ ] Step 3) Determine how many spaces you are to leave between the columns. *(You will be given directions for each of the tables in this LAP, but when you type a table for yourself, you will need to decide how many spaces to leave.)*
General Rule: 6 spaces between columns--with anywhere from 4 to 12 (or more) acceptable depending upon circumstances.

In the illustration used in Step 2, the number of spaces left between columns is four. So, we get an imaginary "key line" that looks like this:

123456789 1234 12345678910 1234 12345678
miniature 1234 temperament 1234 grievous

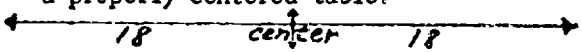
9 + 4 + 11 + 4 + 8 = 36 total spaces

[ ] Step 4) Divide the total spaces that the table will occupy by 2 (drop any fraction).

18
2) 36 total spaces

MATHEMATICAL METHOD OF HORIZONTAL PLACEMENT
(continued)

[ ] Step 5) The result of the division by 2 is the number of spaces that should go on each side of the center of the paper to achieve a properly centered table.



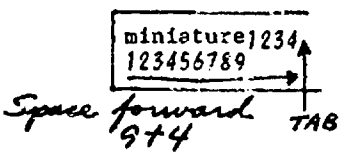
Therefore, subtract the result from the centering point of your paper to determine the left margin setting.

elite { 50 Center
−18
32 left margin

pica { 42 Center
−18
24 left margin

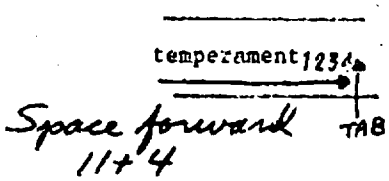
Set the left margin stop at the point you have calculated.

[ ] Step 6) Using the same key line, you determine the starting point for the second column by spacing forward (with the space bar) once for each letter and space in the longest item in the first column--miniature--and for each space between it and the start of the second column.



NOW--set a tab stop at the point you reached
ELITE--45 on the scale
PICA --37 on the scale

[ ] Step 7) The starting point for the third column is found by spacing forward once for each letter and space in the second column--temperament--and for each space between it and the start of the third column.



NOW--set a tab stop at the point you reached
ELITE--60 on the scale
PICA --52 on the scale

CHECK ONE:

[ ] . . . I am ready to try the mathematical method. (Turn to page 15 and do the exercises using the mathematical method to find left margins and tab stops for columns in a table--you'll need a typewriter.)

[ ] . . . I want to study the "backspacing" method before I try the exercises. (Turn to page 11.)

EXERCISES ON HORIZONTAL CENTERING

DIRECTIONS: [ ] Using either the "backspacing" or the "mathematical" method, determine the left margin and tab settings for the following exercises. After you complete #4, #5, and #6, check the answers in lower right-hand corner of this page.

					ANSWERS
EXERCISE #4: [ ]	*2 columns; 8 spaces between*	kindergarten consumption candidate	landlord representative rhythm		LM ___ #4 Tab ___
EXERCISE #5: [ ]	*2 columns; 6 spaces between*	Business Education Social Science Music Education	Rosalie Graham Paul W. Harris Mary Ann Smith		LM ___ #5 Tab ___
EXERCISE #6: [ ]	*3 columns; 8 spaces between*	*mathematics* *athletics* *surprise*	*raspberry* *pneumatic* *umbrella*	*boundary* *entrance* *remembrance*	LM ___ #6 Tab ___ Tab ___

CHECK ONE

1 [ ] . . . I made no errors on exercises #4, #5, and #6. Therefore, I am turning to page 16 to begin the activities of this LAP.

2 [ ] . . . I made one or more errors on the three exercises above. I am going back over my work to find out WHY I made the errors. Then, if necessary, I am going to review either the "backspacing" or the "mathematical" method of horizontal centering before I complete exercises #4A, #5A, and #6A below.

					ANSWERS
EXERCISE #4A:	*2 columns; 6 spaces between*	Arctic consumption crisis	candidate landlord rebuke		LM ___ #4A Tab ___
EXERCISE #5A:	*3 columns; 8 spaces between*	sergeant condemn indebted	ghastly mortgage pneumatic	column blight asphalt	LM ___ #5A Tab ___ Tab ___
EXERCISE #6A:	*2 columns; 10 spaces between*	*Sandra Beth Lewis* *Robert K. Bennett* *Sally Johnsrud*	*Class of 1970* *Class of 1972* *Graduate Student*		LM ___ #6A Tab ___

Check answers in lower left corner

CHECK ONE:

1 [ ] . . . This time I made no errors. I am turning to page 16 to begin the activities of this LAP.

2 [ ] . . . I am still making errors calculating margin and/or tab settings for tables. THEREFORE, I WILL SEE MY TEACHER BEFORE I CONTINUE WORK IN THIS LAP.

ANSWERS FOR EX. #4, #5, #6

	Elite LM	Elite TAB	Pica LM	Pica TAB
#4	33	53	--	25
#5	31	55	--	23
#6	27	46	63	19

ANSWERS FOR EX. #4A, #5A, #6A

	Elite LM	Elite TAB	Pica LM	Pica TAB
#4A	37	54	--	29
#5A	30	46	63	22
#6A	29	50	--	21

TASK I AND II ACTIVITIES--SIMPLE TABULATION

MATERIALS NEEDED: Minimum of 4 sheets of standard, white 8 1/2 x 11 typing paper
Pen or pencil for proofreading, calculating placement, and heading papers

ACTIVITY #1: The directions that follow are for the table at the bottom of this page.

[ ] a. Center vertically and horizontally on a full sheet of paper.

b. Double space the body of the table.

c. Allow 8 blank spaces between columns.

If necessary REVIEW... I pages 7-9 II and III pages 10-15 OR... see your teacher.

d. After you have determined the I *starting line*, II *left margin*, and the III *tab stop(s)*, write that information in the lower right-hand corner of the paper on which you are going to type the table.

Sample: Starting line: 12
Left margin: 25
Second column tab: 53

(NOTE: FOLLOW THIS SAME PROCEDURE FOR ALL THE ACTIVITIES IN THIS LAP.)

e. When you have set your machine and have spaced down to the starting line, type the table below as accurately as you can.

MY SPELLING DEMONS

TS

accept	maintenance
bibliography 8 spaces	ninety
capitol	ordinarily
desserts	proportionate
equitable	quite
formerly	residence
guarantee	serial
humane	thoroughly
imminent	uninteresting
intelligent	view
jeopardize	weak
latter	whether

When you finish typing, turn to page 17 and read next instruction.

f. Before removing your paper, PROOFREAD Activity #1 carefully. Neatly mark both spelling errors and placement errors.

g. Follow the procedure that your typing teacher has given you for
--heading papers
--comparing your work with a perfect copy of the activity
--turning in the paper for grading.

ACTIVITY #2: The directions that follow are for the table at the bottom of this page.

[ ] a. After you have read the directions for this activity, try to get ready to type (figure the starting line, set margin, set tabs, and get paper into machine) in 5 minutes or less. *Can you do it? TRY!*

b. Record your actual typing time. Can you do the typing in 5 minutes or less? 8? 10? 15? In the activities that follow, your goal should be to reduce the time it takes to complete the typing job, and, of course, to type with as few errors as possible.

c. Center vertically and horizontally on a full sheet of paper.

d. Double space the body of the table.

e. Allow 6 blank spaces between columns.

f. Follow the same procedures as in steps d, e, f, and g of Activity #1.

MY SPELLING DEMONS ☐ Center

In Alphabetical Order

accept	intelligent	quite
bibliography	jeopardize	residence
capitol	latter	social
desserts	liable	thoroughly
equitable	maintenance	uninteresting
formerly	ninety	view
guarantee	ordinarily	weak
humane	proportionate	whether

6 spaces between

ACTIVITY #3: The directions that follow are for the table that appears below.

[ ] a. Get ready to type in the shortest time possible. In addition, try to complete the actual typing of the table in less time than you took to type Activity #2. Can you do all this and still make no more than 6 errors? *(Don't get discouraged! Come as close as you can to these speed and accuracy guidelines.)*

b. Center vertically and horizontally on a half sheet of paper. *(REMINDER--A full sheet of standard paper has 66 lines of typing; a half sheet has 33. Keep this difference in mind as you figure the starting line for this table.)*

c. Double space the body of the table.

d. Allow 4 blank spaces between columns.

e. Spread center the main title. *(Refer to page 43--part 16-D--in Gregg Typing, 191 Series if you have forgotten how to spread center.)*

f. Follow steps d, e, f, and g of Activity #1.

MY SPELLING DEMONS

Center ☐ Arranged from Longest to Shortest

proportionate → jeopardize → residence → whether → ninety

uninteresting	ordinarily	desserts	accept	serial
bibliography	thoroughly	formerly	humane	quite
intelligent	equitable	imminent	latter	view
maintenance	guarantee	capitol	liable	weak

Always use the TAB mechanism to type across a line (as shown by the arrows in the table above); don't type down a column!

WHY ? ? ? Because . . .

1. *In many typewriters, paper slips a little as it is turned around the cylinder--so when you move down the page to type one column and then back up to type the next column, you may find the columns out of alignment*

proportionate....jeopardize

2. *With practice, you will find using the tab is faster.*

ACTIVITY #4: The directions that follow are for the rough draft table that appears below.

[ ]

a. Good typing technique will help you finish each activity in the shortest time possible--and with the fewest errors. *EYES ON COPY, CORRECT FINGER CONTROLLING THE TAB KEY (or BAR), QUICK CARRIAGE RETURN AT THE END OF EACH LINE.*

b. Full sheet of paper; double space the body of the table.

c. Allow 6 blank spaces between the columns.

d. Center vertically and horizontally.

e. Space forward from a tab stop to keep a column of figures lined up at the right. A basic rule of mathematics is that the numbers in a column must line up at the right. You must take this into consideration when typing the last two numbers in the second column of the table below. (THIS IS A RULE YOU SHOULD REMEMBER!)

Example

398
→12
702
→3
601

f. Follow steps d, e, f, and g of Activity #1.

TEN LARGEST STATES Center

Land Area (Sq. Mi.) and Capital

Triple Space

Double Space

Alaska	*586,400*	*Juneau*
Texas	*267,339*	*Austin*
California	*158,693*	*Sacramento*
Montana	*147,138*	*Helena*
New Mexico	*121,666*	*Santa Fe*
Arizona	*113,909*	*Phoenix*
Nevada	*110,540*	*Carson City*
Colorado	*104,247*	*Denver*
Wyoming	*97,914*	*Cheyenne*
Oregon	*96,981*	*Salem*

Leave 6 spaces between

How accurate?

? ?

How fast?

Are you ready?

(yes) I have learned to center simple tables ↕ and ←→. I am ready to learn how to add column headings to tables. (Page 20.)

(no) I'm still having more trouble than I should. I am going to see my teacher before going further in this LAP.

TASK III: COLUMN HEADINGS

READ: [ ] Turn back to the middle of page 6 of this IAP and review the three points under Column Headings.

CENTERING is the most attractive method of displaying column headings--and is always acceptable. This method does have one disadvantage; it takes time to do accurately. The procedure for centering headings is explained beginning on page 23.

Which do you like best?

Name	Home Room	Honor Attained
Allen, William	313	First to class

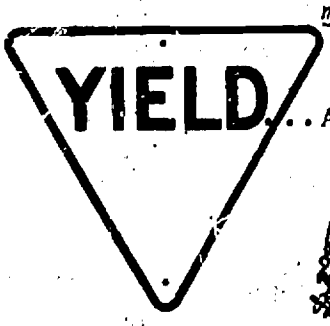
Centered headings

BLOCKING is a new and quick way of providing information in less time--and is every bit as useful as centered headings. However, blocking may create a somewhat out-of-balance table. This problem is magnified when a column heading is two or more spaces longer than the longest item in the column--as is true of the second column in the illustration below.

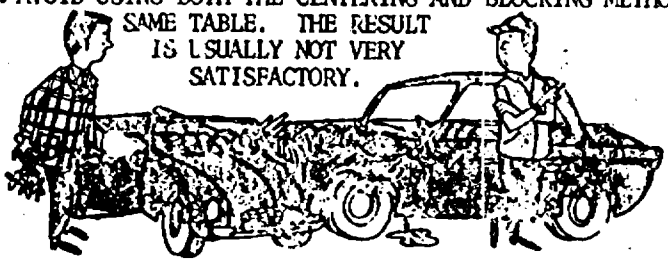
Name	Home Room	Honor Attained
Allen, William	318	First to class

Blocked headings

For this reason, you should limit your use of the blocking method to rough drafts of tables and final copies of tables that you KNOW will be accepted by a teacher or employer if done in blocked form. When in doubt, use the centering method.



...AVOID USING BOTH THE CENTERING AND BLOCKING METHODS IN THE SAME TABLE. THE RESULT IS USUALLY NOT VERY SATISFACTORY.



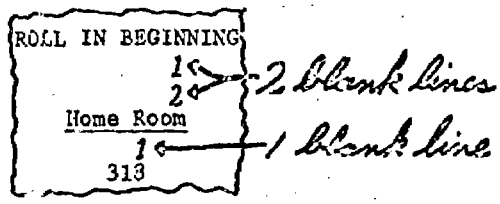
NOW——Turn to page 21 and do Exercise #7--a table with BLOCKED column headings. You'll need a typewriter for this exercise.

TASK III: COLUMN HEADINGS--BLOCKED

EXERCISE #7: The directions that follow are for the table with BLOCKED column headings at the top of page 22 of this LAP.

[ ]

a. Center vertically on a full sheet of paper. *SPECIAL NOTE:* Remember that there are always 2 blank lines above a column heading and 1 blank line below. To illustrate, a portion of the table on page 22 is reproduced below:



If you forget to correctly count the blank lines, you will find yourself starting on the wrong line as you type the remaining tables in this LAP. *(If you need to review vertical centering procedure, see pages 5 through 9 of this LAP.)*

b. Center horizontally--allowing 6 spaces between the longest items in the columns. *When a table has column headings, the longest item may be the column heading instead of a line in the column itself. For example, in the table on page 22,* Home Room *(the second column head) is longer than anything else in its column.*

c. As in Activities #1 through #4, record the necessary information in the lower right-hand corner of your paper.

d. You should now center and type the main title. After typing the table, space down to the appropriate line for the column heads.

e. Using the margin and tab stops you have set on your machine,
   --> type the column heads (remembering to underscore them and to leave the appropriate number of blank lines between them and the columns below),
   --> type the remainder of the table.

f. PROOFREAD.

g. Head your paper in the usual way and take it to your teacher for checking BEFORE you do anything else in this LAP.

SELECT YOUR ROUTE:

[ ].... 8 ... I have been directed to go on to Exercise #8 on page 23--a table with CENTERED column headings. You'll need a typewriter for this exercise, too.

[ ].... 7 ... I have been directed to rework Exercise #7 and check it again with my teacher before going on to Exercise #8 on page 23.

TASK III: COLUMN HEADINGS--MATERIAL FOR EXERCISES #7 AND #8

EXERCISE #7

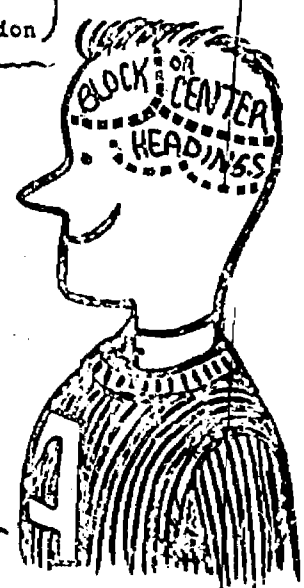
HONOR ROLL IN BEGINNING TYPING

See page 21 for directions

Name	Home Room	Honor Attained
Allen, William	318	First to class
Bostock, John	327	Most even touch
Graber, Helen	137	Most accurate
Mason, Dorothy	79	Highest speed
Taylor, Hugh	319	Best production

Double Space the body.

BLOCKED ↑



↓ CENTERED

EXERCISE #8

HONOR ROLL IN BEGINNING TYPING

See pages 23-25 for directions

Name	Home Room	Honor Attained
Allen, William	318	First to class
Bostock, John	327	Most even touch
Graber, Helen	137	Most accurate
Mason, Dorothy	79	Highest speed
Taylor, Hugh	319	Best production

D.S. the body

TASK III: COLUMN HEADINGS--CENTERED

EXERCISE #8: The directions that follow are for the table with CENTERED COLUMN HEADINGS at the bottom of page 22. Read the directions very carefully,
[ ] and follow them exactly.

a. Center vertically on a full sheet of paper. Because "blocking" or "centering" column heads has nothing to do with vertical centering of the table on the paper, you can use the same starting line for this exercise as you did for Exercise #7.

b. Center horizontally. Determine your margin and tab settings exactly as you did for Exercise #7. Set the margin and the two tab stops.

c. Record the usual information on your paper.

d. Center and type the main title on the starting line and then space down to the appropriate line for the column heads.

READ THE NEXT INSTRUCTION BEFORE CONTINUING TO TYPE!

e. Whenever you need to center column headings, (1) find the difference between the length of the column heading and the length of the longest item in the column below it, and (2) divide the difference by 2--dropping any fraction.

Heading } 1←→7 Student
longest item in column } Robinson, Pamela 1←→16

① 16 SPACES
7 SPACES
9 SPACES DIFFERENT

② 2)9 = 4½ = 4 ANSWER

f. Following the same procedure as in the example above, do this calculation for all three columns of the table on page 22. Show your math below and write your answers in the space provided.

ANSWERS
Column 1:
Column 2:
Column 3:

NOTE: Your answers can be checked against the correct ones as you read directions g, h, i, and j on pages 24 and 25.

EXERCISE #8
(continued): g. Your answer for column 1 should be 5 (14-4=10÷2=5). This represents the number of spaces you must leave on either side of the column head to have it centered above the longest item in the column.

Name
12345 12345
Allen, William
Margin

Indent the correct number of spaces--5--from the point where your left margin is set.

→Type the heading for column 1. Then, using your tab key (or bar), move to the tab stop that you set in step b (page 23) for column 2.

→h. Type the heading for column 2. Then, using your tab key, move to the tab stop that you set in step b for column 3.

i. The answer for column 3 should be 0 (15-14=1÷2=1/2=0). This indicates that the column and the column head are to be typed at the same tab stop.

Honor Attained

First to class

Most even touch
Tab

→Type the heading for column 3. Then, return your carriage to the left margin in preparation for typing the first line in the columns.

j. At this time you must decide whether or not you should change your margin and tab stops in order to have a table with CENTERED COLUMN HEADINGS. *GENERAL RULE:* A margin or tab stop must be changed whenever a column is to be typed starting at a different point than the original setting. A good procedure to follow when you need to make a decision of this kind is described below and on the next page.

COLUMN 1--*Question:* Does the left margin need to be changed? *Answer for this table:* No. *GENERAL RULE:* When the longest item is in the column itself, you need not change the margin (or tab) in order to complete the typing of the column in the most efficient manner.

→Type the first item in column 1--Allen, William. Tab to column 2.

COLUMN 2--*Question:* Does the tab need to be changed in order for the remainder of the column to be typed? *Answer for this table:* Yes. *GENERAL RULE:* When the longest item is the column head, you must change the tab (or margin) in order to complete the typing of the column in the most efficient manner. (Continued on next page.)

EXERCISE #8 (continued): j. COLUMN 2 (continued)--If you have followed the directions for Exercise #8 correctly up to this point, your machine is now at the tab stop you used for typing Home Room. As this tab is no longer needed, clear it.

Very important

In step f (page 23), your answer for column 2 should be 3 (9-3=6÷2=3). This answer represents the number of spaces you must leave on either side of the column to center it below the column head. Set a new tab stop for column 2 (3 spaces over from the start of the heading):

Home Room
123 318 123
Set Tab

→Type the first item in column 2--318--at your new tab setting. Then, tab to column 3.

COLUMN 3--*Question:* Does the tab need to be changed in order for the remainder of the column to be typed? *Answer for this table:* No. *GENERAL RULE:* When a column head is the same length as the longest item in the column itself, or differs by only one space, the head and the column begin at the same tab setting.

→Type the first item in column 3--First to class. Now, complete the remainder of the table. Be sure to use your tab key to quickly move from column to column.

k. PROOFREAD.

g. Head your paper and take it to your teacher for checking BEFORE you do anything else in this LAP.

SELECT YOUR ROUTE:

[ ] I am ready to begin the activities on tables with column heads. After checking below for the materials needed, I am turning to page 26.

[ ] I have been directed to rework Exercise #8 and check it again with my teacher before going on to page 26.

TASK III ACTIVITIES--TABLES WITH COLUMN HEADINGS

MATERIALS NEEDED: Minimum of 4 sheets of standard, white 8 1/2 x 11 typing paper
Pen or pencil for calculating placement, proofreading, and heading papers

TASK III ACTIVITIES--TABLES WITH COLUMN HEADINGS

ACTIVITY #5: Job 11A, page 88, Gregg Typing, 191 Series

[ ] a. Center vertically and horizontally on a full sheet of paper.

b. Single space the body of the table.

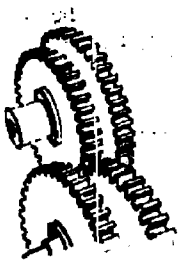
c. Allow 6 spaces between columns.

d. Type the table with CENTERED column headings.

e. Follow the procedures outlined in steps d, e, f, and g on pages 16 and 17 of this LAP. *(NOTE: It should be clear to you by now that these procedures are to be followed for all activities in this LAP. You will not be reminded of them in the directions for the remaining activities--BUT you still must do them.)*

ACTIVITY #6: Job 11B, page 89, Gregg Typing, 191 Series

[ ] a. To be an *efficient* typist, you must first *get ready to type* in the shortest time possible. This means that you must read or listen carefully to any directions given, determine the starting line, set margin and tab stops, decide whether you have to change the margin and/or tab stops in order to have centered column heads, and get your paper into the typewriter. *CAN YOU GET READY TO TYPE THIS ACTIVITY IN LESS THAN 5 MINUTES?*



b. You must also *type* rapidly and accurately to be *efficient*. *CAN YOU TYPE THIS TABLE IN LESS THAN 5 MINUTES? 8 MINUTES? 10 MINUTES? CAN YOU DO IT WITH 5 OR FEWER ERRORS? 7 ERRORS? 9 ERRORS?*

c. Center vertically. LINE GROUP the body. *(When you want to make information in a table easier to understand, you can "line group." "Line grouping" is putting single spaced items in groups by double spacing between those groups. If you examine the table on page 89, you will see that the grouping is by "period." You may also want to take a quick look at the bottom of page 6 of this LAP.)*

d. Center horizontally. Allow 8 spaces between columns.

e. Type the table with CENTERED column headings.

ACTIVITY #7: Job 11C, top of page 90, Gregg Typing, 191 Series

[ ] a. You should be able to type this table faster and more accurately than you did Activity #6.

b. Center vertically--DOUBLE spacing the body.

c. Center horizontally--allowing 6 spaces between columns.

d. Type the table with CENTERED column headings.

TASK III ACTIVITIES--TABLES WITH COLUMN HEADINGS (concluded)

ACTIVITY #8: Job 11E, top of page 91, Gregg Typing, 191 Series.

[ ] a. Center vertically on a full sheet--single spacing the body. *Sometimes a column head is so long that it has to be typed on two lines. Examine the illustration below.*

ONE AND TWO LINE HEADINGS

2 blank lines { 1 2

This is a Two Line Heading ← → One Line

A one line head is typed on the same line as second line of a two line head.

The handwritten comments above are important for you to remember as you figure the starting line and as you space down from the the subtitle to the column heads in Activity #8.

b. Center horizontally--allowing 8 spaces between columns.

c. Type the table with CENTERED column headings.

READ: [ ] The following activity is optional. It is strongly recommended, however, because it provides an opportunity for you to do a little extra thinking as you plan and type the table.

OPTIONAL ACTIVITY A: Job 11D, bottom of page 90, Gregg Typing, 191 Series

[ ] a. Center vertically and horizontally on a full sheet--allowing 10 spaces between columns. BLOCK the column headings.

b. Make the following changes in the copy as you type:
--use the current date in the subtitle (NOT November 8)
--change Theodore Dubbs to Mark Burke in column 1
--add the following two lines to the list of nominations

Dick Martin	Freshman	Dire[illegible]
Dan Rowan	Freshman	Dire[illegible]

PUSH THE RIGHT BUTTON:

1 I have learned to type simple tables that contain column heads. I am ready to learn how to work from "script" and "printed" copy. Therefore, I am turning to page 28.

2 I'm still having difficulty with column headings. I am going to see my teacher before I go on to page 28.

TASK IV: SCRIPT (HANDWRITTEN) AND PRINTED COPY

READ: [ ] If you stop to think about it for a moment, you'll realize that it would be very unrealistic if all you did in this tabulation LAP was to copy from neatly typed tables as you have done in the activities until now. The fact is that when you leave the typing classroom and begin to use your typing skill for personal or employment purposes, most tables you may want or need to type will have to be copied from handwritten or printed copy.

When you have to type from printed or handwritten copy, it is sometimes necessary to count the number of letters and spaces in several different items before you can locate the longest. Can you quickly find--without counting letters and spaces--the longest item in the examples of "print" and "handwriting" below?

1 Harrison Thompson
Francis I. Wilhelms
script

2 Harrison Thompson
Francis I. Wilhelms
print

Obviously, you cannot be sure which is the longest item without first counting letters and spaces. This is a new problem for you because the typewriter used to prepare this LAP and the "typewriter style print" used in the textbook tables so far have had equal spacing for all letters, numbers, and symbols. Notice how easy it is to pick the longest item in the illustration below.

3 Harrison Thompson
Francis I. Wilhelms
typewriter

The three illustrations above show that

1) in handwritten copy, the space given to a letter varies depending on what letter it is, who is writing it, and where or when the writing is being done;

2) the print that appears in most books and newspapers is "proportional" (meaning that different letters have intentionally been given different amounts of space); and

3) that the normal typewriter gives equal space to all keyboard characters all the time.

HANDWRITTEN		PRINTED		TYPEWRITTEN
5 "M's"	5 "M's"	5 "M's"	UNEQUAL SPACING	5 "M's"
mmmmmm	mmmmmm	mmmmm		mmmmm
iiiiiiiiii	iiiiii	iiiiiiiiiiii		iiiii
10 "I's"	6 "I's"	13 "I's"		5 "I's"

equal spacing

NOW, TURN TO PAGE 29 AND PRACTICE COPYING FROM PRINT (ACTIVITY #9) AND FROM SCRIPT (ACTIVITY #10).

TASK IV ACTIVITIES--PRINTED AND HANDWRITTEN TABLES

MATERIALS NEEDED: Minimum of 2 sheets of paper
Pen or pencil

ACTIVITY #9: Job 11F, bottom of page 91, Gregg Typing, 191 Series

[ ] a. Notice that the copy is PRINTED and in rough draft form.

b. Center vertically on a full sheet. DOUBLE space the body.

c. Center horizontally--allowing 6 spaces between columns.

d. Spread center the main title.

e. Type the table with CENTERED column headings.

ACTIVITY #10: The directions that follow are for the handwritten table that appears below.

[ ] a. In addition to giving you practice in setting up a table from handwritten copy, this activity also reviews almost everything that has been presented in this tabulation LAP. Thus, it makes a good review before you take the self-test.

b. Center vertically on a full sheet. DOUBLE space the body.

c. Center horizontally--allowing 4 spaces between columns.

d. Type the table with CENTERED column headings.

Leading California Railroad Systems ← TITLE
Excluding Affiliated Companies ← SUBTITLE

Company	Miles	Headquarters	Year of Origin
Southern Pacific	3,880	San Francisco	1863
Santa Fe	1,410	Chicago	1883
Western Pacific	570	San Francisco	1909
Union Pacific	350	Omaha	1905
Great Northern	100	St. Paul	1931

YOU HAVE COMPLETED ALL THE ACTIVITIES IN THIS LEARNING ACTIVITY PACKAGE.

TAKE THE SELF-TEST ON PAGE 3 (GREEN PAPER) OF THIS LAP AND THEN . . .

CHECK ONE OR MORE - - -

[ ] . . . I know the names of the parts of a simple table.

[ ] . . . I know how to center tables vertically on standard paper.

[ ] . . . I know how to center tables horizontally on standard paper.

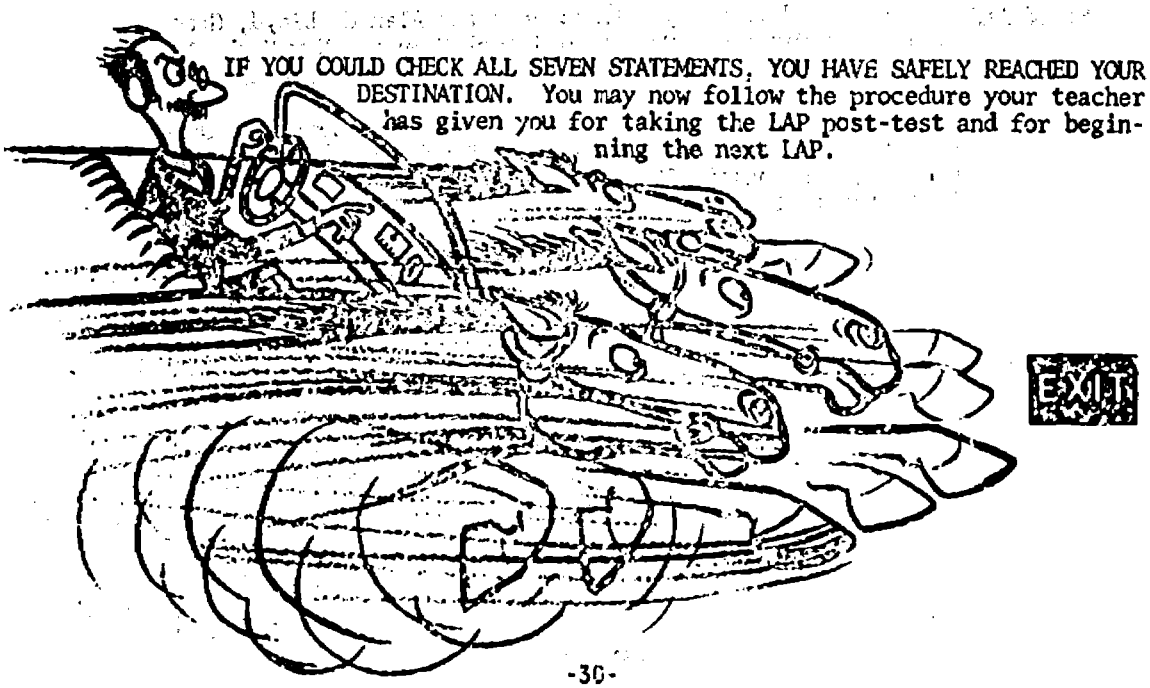
[ ] . . . I know how to center column headings.

[ ] . . . I know how to block column headings.

[ ] . . . I have been a careful and alert proofreader in all of the activities in this LAP.

[ ] . . . Within the speed and accuracy limits set in the performance objective on page 1 of this LAP, I can type simple tables.

IF YOU COULD NOT CHECK ALL SEVEN STATEMENTS ABOVE, your teacher will help you decide what you need to do in order to prepare yourself for the teacher-administered test on this Tabulation LAP.



IF YOU COULD CHECK ALL SEVEN STATEMENTS, YOU HAVE SAFELY REACHED YOUR DESTINATION. You may now follow the procedure your teacher has given you for taking the LAP post-test and for beginning the next LAP.

ACKNOWLEDGEMENTS

I. Illustrations

Applied Business Law, Ninth Edition, by McKee Fisk and James C. Snapp, South-Western Publishing Company, Cincinnati, Ohio, 1966. (Pages: 19, 20)

Sportsmanlike Driving, Fifth Edition, by American Automobile Association, Webster Division, McGraw-Hill Book Company, New York, 1965. (Pages: Cover, 3, 4, 6, 8, 10, 13, 20, 22, 25, 29, 30)

Let's Drive Right by Maxwell Halsey and Leslie R. Silvernale, Scott, Foresman and Company, 1958. (Pages: 23, 24, 27)

II. Tables

Gregg Typing, Second Edition, by John L. Rowe and Alan C. Lloyd, Gregg Publishing Division, McGraw-Hill Book Company, New York, 1958. (Pages: 16, 17, 18--adapted from the textbook problems)

20th Century Typewriting, Ninth Edition, by D. D. Lessenberry, T. James Crawford, and Lawrence W. Erickson, South-Western Publishing Company, Cincinnati, Ohio, 1967. (Page: 19--from part 58C, page 98 of the textbook)

LAP 4

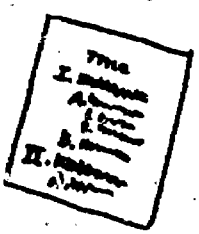
REVIEW

Letters

Envelopes

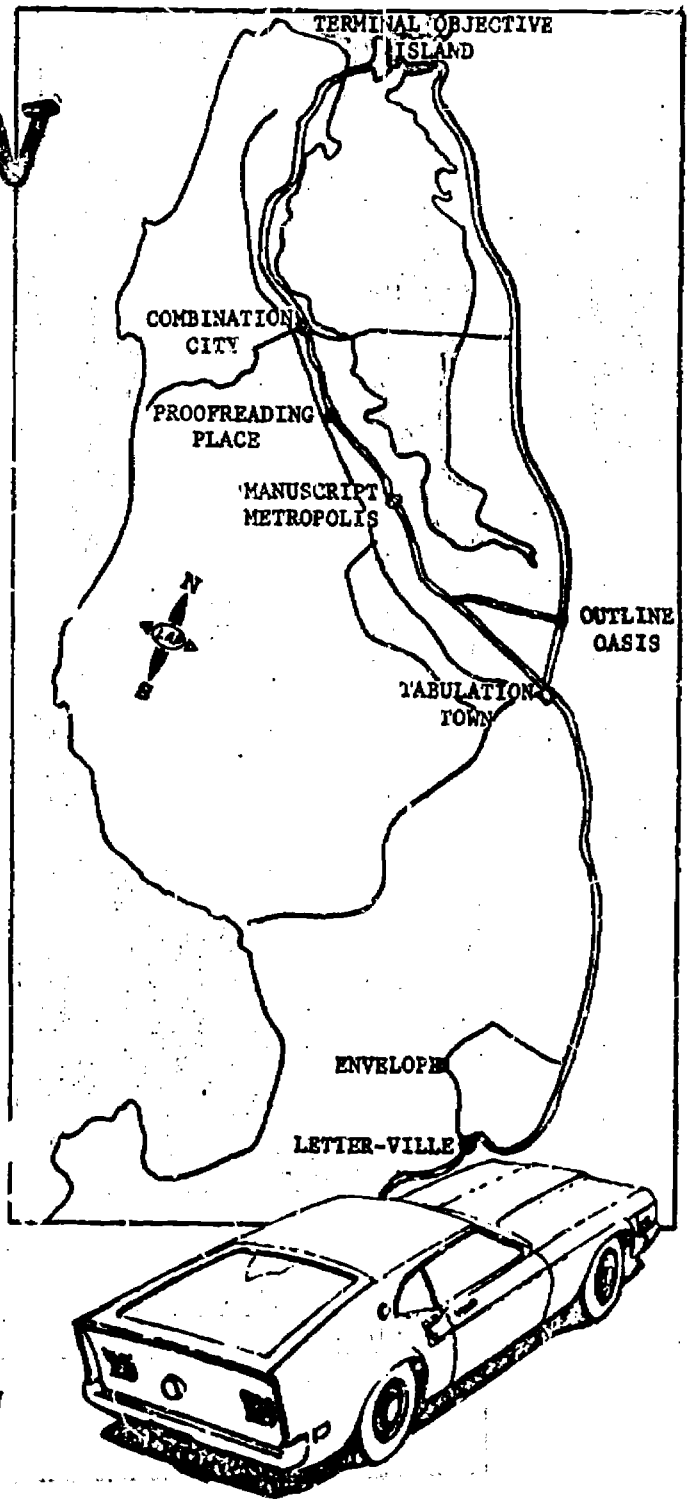
Tables

Outlines



Manuscripts

PROOFREADING



Phased Typing Program

LEARNING ACTIVITY PACKAGE #4: REVIEW

By Donald B. Tingley
San Mateo Union High School District
San Mateo, California

REVIEW THE TYPING OF

LETTERS, ENVELOPES, TABLES, OUTLINES, AND MANUSCRIPTS

why?

You have worked hard, and successfully, for many weeks learning basic arrangement rules for the most common kinds of typed work. You have practiced applying these rules quickly and accurately at your typewriter. This *REVIEW LAP* provides you with an opportunity to refresh your memory and to rebuild skills developed in early LAPs. It also permits you to combine those earlier skills with some you have more recently developed.

This *REVIEW LAP* also makes it possible for you to go through a final check-out of your typing performance in relation to the minimum terminal goals of this phase of the typing program.

TERMINAL GOALS—

When you have completed the activities in this *REVIEW LAP*, you will be able to demonstrate on the teacher-administered terminal test for this phase of the typing program that you can

TYPE LETTERS AND ENVELOPES *within the following guidelines--*

TYPE TABLES *within the following guidelines--*

TYPE OUTLINES *within the following guidelines--*

TYPE MANUSCRIPTS *within the following guidelines--*

THERE IS NO EXEMPTION PROCEDURE FOR THIS REVIEW LAP.

ALL STUDENTS MUST COMPLETE ALL REVIEW ACTIVITIES.

GENERAL INSTRUCTIONS FOR THIS LAP

READ: [ ] The instructions that follow apply to all of the activities in this Learning Activity Package. They will not be repeated.

(1) Have a pen or pencil available as you do each activity.

(2) So that you will have a record of your placement decisions for each typing activity, write information similar to what is shown in the following example. Put this information in the lower right-hand corner of your typing paper.

Sample

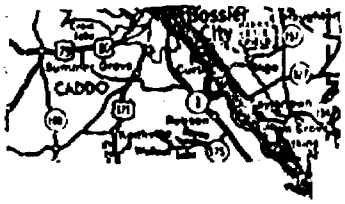
Starting Line: 15
Left Margin: 25
Right Margin: 80
Tab #1: 50

GOALS	Minutes	Accuracy
Sample		
Phase	10	0-6
Yours	8	0-4

(3) Type each activity as quickly and as accurately as you can. Minimum Phase goals for each activity will be given to you by your teacher. *Are the speed and accuracy goals you set for yourself higher than the minimums?* There is space next to each activity for you to note what the minimum goals are and what you expect of yourself. *(Note the sample in the margin at the left.)*

(4) PROOFREAD each activity carefully before removing your paper from the typewriter. Examine your work closely for proper arrangement and placement on the page.

(5) Follow the procedure that your typing teacher has given you for
- --heading papers
- --comparing your work with a perfect copy of the activity
- --turning in your work for recording



REVIEW I: LETTERS AND ENVELOPES

READ: [ ] In this section of the REVIEW LAP there are three activities--

(1) A short business letter and a large pre-printed envelope--
given to you in unarranged form

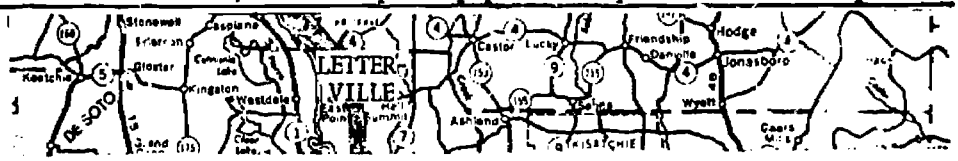
(2) An average length personal business letter and a small envelope--
given to you in handwritten form

(3) A short personal business letter and a small envelope--
given to you in rough draft form.

Ideally, you can do all of these activities without reference to previous learning materials. However, do not hesitate to use all of the reference sources* at your disposal--including the LETTER LAP.

Remember that your teacher is a reference source!

MATERIALS NEEDED: [ ] 1 sheet Letterhead paper and 1 standard large envelope with pre-printed return address; 2 sheets plain paper and 2 plain small envelopes



ACTIVITY #1: SHORT BUSINESS LETTER WITH LARGE ENVELOPE. *(The directions that follow are for the unarranged letter below.)*

[ ]

GOALS	Minutes	Accuracy
1 Phase		
Yours		

a. Use block style for this short letter.

b. Add an appropriate date line.

c. Add appropriate reference initials IF they are needed in this business letter.

d. Address a large envelope which has been pre-printed with the sender's return address.

e. Listen for the bell so you can make good line-ending decisions.

Mr. James Parker 255 West Third Avenue San Mateo, CA 94402
Dear Mr. Parker: ¶Thank you for your letter of November 10, inquiring about instructions for assembly and installation of the Model 144768M Stereo Component System that you recently purchased from us. Apparently these instructions were inadvertently omitted when shipment was made. ¶We have forwarded your request to the manufacturer, Acme Stereo Systems Company. They have been asked to send the instruction sheets directly to you. ¶You may expect to hear from them within the next two to five days.
Yours very truly, Jeff R. Daniels Customer Service

ACTIVITY #2: AVERAGE LENGTH PERSONAL BUSINESS LETTER WITH SMALL ENVELOPE. *(The directions that follow are for the handwritten letter below.)*

[ ]

GOALS	Minutes	Accuracy
2		
Phase		
Yours		

a. Use block style for this average length letter.

b. Assume that the letter is from YOU. *Add whatever letter parts are needed to make this appear to be a personal business letter from you.*

c. Add reference initials IF they are needed in this personal business letter.

d. Address a small plain envelope.

e. Listen for the bell as you type.

Dr. Harold T. Sconyers
School of Business
Sacramento State College
Sacramento, CA 95680

Dear Dr. Sconyers:

I should like to thank you for the time you devoted to helping me plan my first year of college. Awareness of your heavy schedule ... me very appreciative of your efforts in my behalf.

You will be pleased to learn that, as you suggested, I contacted Mr. John Martin at Arrow Construction Company on Monday of this week. After a very pleasant interview,

THE COPY FOR THIS LETTER CONTINUES ON PAGE 5

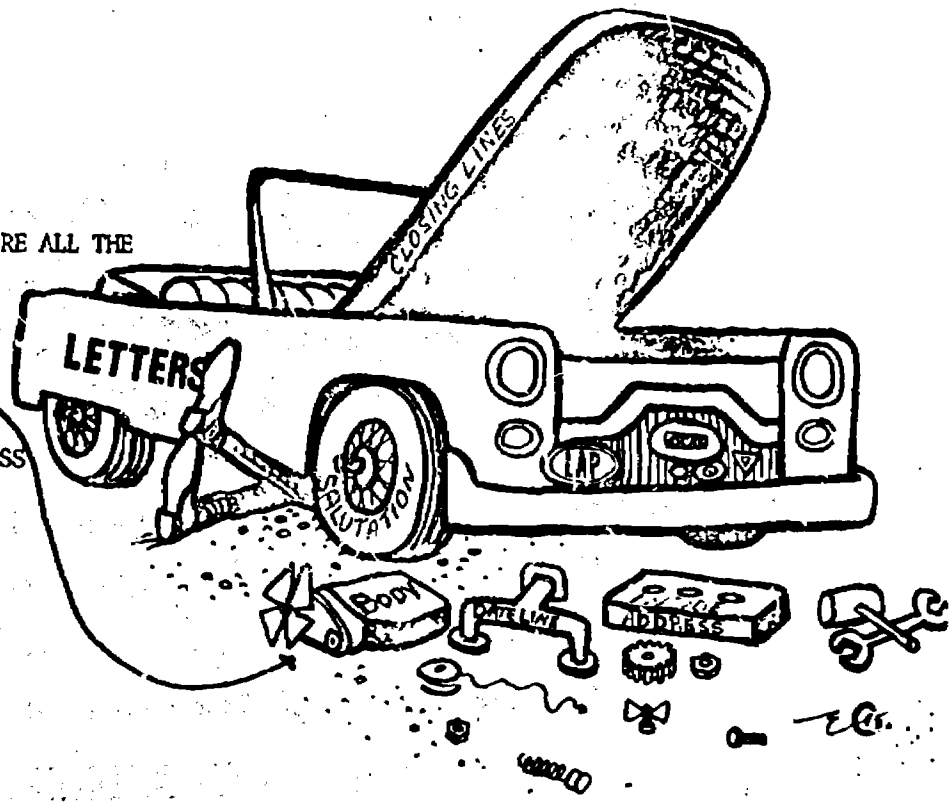
ACTIVITY #2
(concluded): THIS IS A CONTINUATION OF THE LETTER THAT BEGINS ON PAGE 4 OF THIS LAP.

he offered me a job for this summer that will help pay a substantial part of my college expenses this coming year.

I am looking forward to September with great anticipation. Thank you, again, for your help.

Cordially yours,

DO YOU KNOW WHERE ALL THE MOST COMMON PARTS OF BUSINESS AND PERSONAL BUSINESS LETTERS GO?



ACTIVITY #3: SHORT PERSONAL BUSINESS LETTER WITH SMALL ENVELOPE. *(The directions that follow are for the rough draft letter below.)*

[ ]

GOALS	Minutes	Accuracy
3		
Phase		
Yours		

a. Use block style for this short letter.

b. Assume that the letter is from you.

c. Add reference initials only if they are needed.

d. Use a small plain envelope.

e. Listen for the bell.

Customer Service Department
Five-Star Book Club, Inc.
3675 Jackson Street
New York, NY 10017

Gentlemen:
~~Dear Sirs:~~

SS the body.

Your statement for $10.95 arrived today. If my records are correct, however, I do not owe you anything. ~~a penny.~~

On September 28, 19--, I wrote to cancel my membership as our original agreement permits. Several ~~Two~~ weeks later, two more books were delivered to me. After writing "refused" on the package, I returned it to the post office.

Is it possible that your Billing department ~~statement clerk~~ was not ~~properly~~ informed of my membership cancellation and of the refused books? Please give this problem your immediate attention.

Yours truly,

REVIEW II: TABLES

READ: [ ] In this section of the REVIEW LAP there are three activities--

(1) A two-column table with title, subtitle, and column headings--*given to you in semi-arranged form*

(2) A three-column table with title, subtitle, and column headings--*given to you in partly typed and partly handwritten form*

(3) A four-column table with title, subtitle, and column headings--*given to you in rough draft form.*

If you need to refresh your memory about the typing of tables, refer to the TABULATION LAP. Remember that your teacher is one of your reference sources--ask him to help you solve problems that you cannot solve for yourself.

MATERIALS NEEDED: [ ] 3 sheets of plain paper

ACTIVITY #4: TWO-COLUMN TABLE. *(The directions that follow are for the semi-arranged table below.)*

[ ]

GOALS	Minutes	Accuracy
4		
Phase		
Yours		

a. Center vertically, single spacing the body.

b. Center horizontally with 12 spaces between columns.

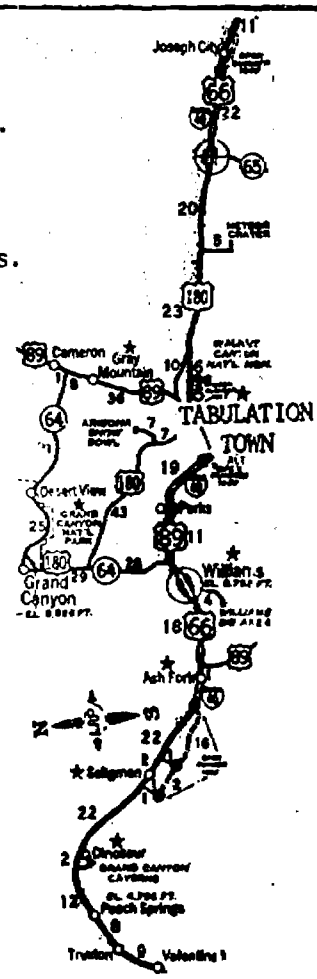
c. Center title, subtitle, and column headings.

GOVERNMENT CLASS FIELD TRIP

October 15 (9:15 a.m. to 2:00 p.m.)

Boys ⊐ Center	Girls ⊐ Center
John Adams	Alice Abbott
Phillip Adams	Betty Bannister
Berger Benson	Mary Carter
Bob Dexter	Sally Cumerford
Frank Ellison	Anne Ferrari
Al Gaston	Sue Grassberger
Bob Gregory	Josephine Inman
Glenn Howard	Robina McKirdy
Mark Lange	Electa Pohle
Mark C. Lange	Jeannie Quigley
Tom McKirdy	Dorothy Roelofson
Allan Norris	Roberta Showers
Edward Price	Dale Wilson
Richard Turner	Janis Yoder
Don Weber	Debbie Young

12 spaces



REVIEW II: TABLES (continued)

ACTIVITY #5: THREE-COLUMN TABLE. *(The directions that follow are for the partly typed and partly handwritten table below.)*

[ ]

GOALS	Minutes	Accuracy
5		
Phase		
Yours		

a. Center vertically and horizontally. DOUBLE space the body. Allow 10 spaces between columns.

b. Center the title, subtitle, and column headings.

AVERAGE TUITION FEE AT TEN TOP UNIVERSITIES

Source: 1966 World Almanac

School	Location	Yearly Tuition
Chicago	Chicago	$1,710
Columbia	New York	1,700
Cornell	Ithaca	1,800
Harvard	Cambridge	1,760
Johns Hopkins	Baltimore	1,800
Pennsylvania	Philadelphia	1,750
Princeton	Princeton	1,770
Rochester	Rochester	1,800
Swarthmore	Swarthmore	1,875
Yale	New Haven	1,800

10 spaces between

REVIEW II: TABLES (continued)

ACTIVITY #6: FOUR-COLUMN TABLE. *(The directions that follow are for the rough draft table below.)*

[ ]

GOALS	Minutes	Accuracy
6		
Phase		
Yours		

a. Center vertically and horizontally. DOUBLE space the body. Leave 8 spaces between columns.

b. Spread center the title.

c. Center the subtitle and column headings.

COMMISSIONS PAID TO SALESMEN

January 2 through February 28, 19--

Salesman	January	February	Total
Cary, G.	$215.50	$203.60	$419.10
Clinton, D.	110.50	38.00	148.50
DeWolf, D.	303.27	360.15	663.42
Foley, R.	229.51	173.33	402.84
Hogan, W.	125.67	150.11	302.78
Hurley, G.	160.00	47.50	207.50
Maga, ~~Mary~~	332.97	371.00	703.97
D. Regello,	235.00	191.12	426.12
Secrest, M.	187.70	195.20	382.90
York, J.	262.30	265.11	527.41

8 spaces between columns

REVIEW III: OUTLINES AND MANUSCRIPTS

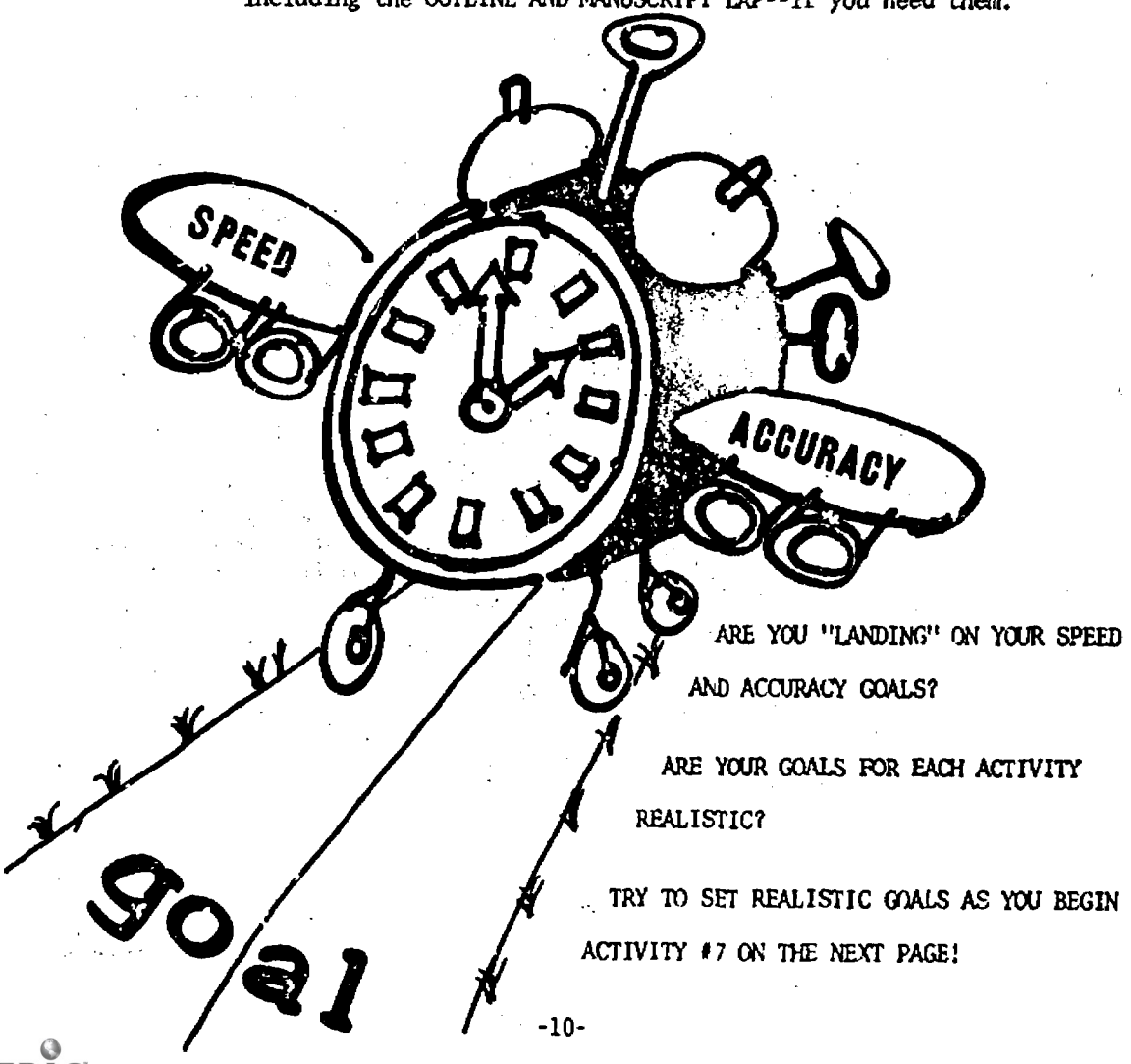
READ: [ ] In this section of the REVIEW LAP there are three activities--

(1) A long, sentence-type formal outline--
given to you in unarranged form

(2) A one-page manuscript with title, subtitle, by-line, sideheading, and a footnote--
given to you in semi-arranged form

(3) A two-page manuscript with title, subtitle, by-line, sideheadings, and two footnotes--
given to you in rough draft form.

As with Reviews I and II, you may be able to complete these activities without using any of your reference sources. Use available resources--including the OUTLINE AND MANUSCRIPT LAP--if you need them.



ARE YOU "LANDING" ON YOUR SPEED AND ACCURACY GOALS?

ARE YOUR GOALS FOR EACH ACTIVITY REALISTIC?

TRY TO SET REALISTIC GOALS AS YOU BEGIN ACTIVITY #7 ON THE NEXT PAGE!

MATERIALS NEEDED: [ ] 4 sheets of plain paper; page line gauge (helpful; not required)

ACTIVITY #7: FORMAL OUTLINE. *(The directions that follow are for the outline given in unarranged form below.)*

[ ]

GOALS	Minutes	Accuracy
7		
Phase		
Yours		

a. Because the copy below is NOT correctly arranged for you, you must decide:
   --which lines need to be typed in all capitals
   --how many lines to space down between steps in the outline
   --how many spaces to indent for each minor heading and subpoint in the outline.

b. Use a 60-space line. Set tab stops so that you can quickly and accurately do the necessary indenting.

c. Center vertically on a full sheet of paper.

d. Listen for the bell so you can make good line-ending decisions. *(See the handwritten "HINT" in the copy below as a guide.)*

For this line, return the carriage line

How to Prepare an Outline for a Speech

I. Select and limit the subject.
A. State the general topic.
B. Consider your purpose and the limiting factors of time, audience, and occasion.
C. Restate the topic to fit these limits.
II. Develop a rough draft of your outline.
A. List, in rough form, the main points you plan to include.
B. Rearrange these points in some systematic order.
C. Insert and arrange the subpoints under each main point.
D. Note the supporting material to be used under each point.
E. Check your rough draft to see if it covers your subject and fits your purpose. (If it does not, either revise it or start over with a different sequence of main points.)
III. Put the outline into final form.
A. Rephrase the main points to make them concise, vivid, and parallel.
B. Write out the subpoints as complete sentences.
1. Check them for proper coordination.
2. Check them for subordination to the main point.
C. Fill in the supporting material in detail.
1. Check support for pertinence.
2. Check support for adequacy.
D. Reexamine your work.
1. Check for good outline form.
2. Check for adequate coverage of the subject.
3. Check for accomplishment of your purpose.

ACTIVITY #8: ONE-PAGE MANUSCRIPT. *(The directions that follow are for the semi-arranged manuscript that begins below and continues on the next page of this LAP.)*

[ ]

GOALS	Minutes	Accuracy
8		
Phase	___	___
Yours	___	___

a. This manuscript contains more than 200 words. Therefore, you should consider it to be a "long" manuscript when you set your margins. It will fit on one page.

b. Center the title and subtitle on the appropriate lines.

c. Put your own name in a "by-line" after the subtitle.

d. Space correctly between manuscript parts. Be particularly careful
--above and below the sideheading
--above and below the line separating the body from the footnote
--when typing the footnote.

e. Listen for the bell as you type.

JOHN FITZGERALD KENNEDY

Thirty-Fifth President 1961-1963

On November 22, 1963, when he was hardly past his first thousand days in office, John F. Kennedy was killed by an assassin's bullets as his motorcade wound through Dallas, Texas. Kennedy was the youngest man elected President; he was the youngest to die.

He began his career in politics as a Congressman from the Boston area, advancing in 1953 t the Senate. In 1956 Kennedy almost gained the Democratic nomination for Vice President, and four years later was a first-ballot nominee for President. Millions watched his television debates with the Republican candidate, Richard M. Nixon.[1] Kennedy went on to win the election by a narrow margin in the popular vote.

A THOUSAND DAYS ?

¶ His Inaugural Address offered the memorable injunction: "Ask not what

THE COPY FOR THIS MANUSCRIPT CONTINUES ON PAGE 13

ACTIVITY #8 (concluded): THIS IS A CONTINUATION OF THE MANUSCRIPT THAT BEGINS ON PAGE 12.

your country can do for you--ask what you can do for your country." As President, he set out to redeem his campaign pledge to get America moving again. His economic programs launched the country on its longest sustained expansion since World War II; before his death, he laid plans for a massive assault on persisting pockets of poverty. He also took vigorous action in the cause of equal rights, calling for new legislation.

¶ 1. Mr. Nixon, after an unsuccessful attempt to win the Governorship of California and working several years as an attorney, waged a hard and successful battle for the Presidency eight years later.

ACTIVITY #9: TWO-PAGE MANUSCRIPT. *(The directions that follow are for the rough draft manuscript that begins below and continues on the next page of this LAP.)*

[ ]

GOALS	Minutes	Accuracy
9		
Phase		
Yours		

a. Set margins for a "long" manuscript.

b. Place the title and subtitle in the appropriate place on the first page. After the subtitle, use your name in a "by-line."

c. **CAUTION!** YOU must figure out where to end the first page.
HELPFUL HINTS:
--A footnote must go at the bottom of the page on which the reference to it appears
--To be sure that you leave at least 1 inch and not more than 1 1/2 inches in the bottom margin, use a page line gauge

d. Number the second page in the appropriate place.

e. Listen for the bell.

DS THE OLD MAN AND THE SEA ⊐ Center
A Book Report ⊐ Center

¶ He was ~~a very~~ an old man, *thin and gaunt, with deep wrinkles in the back*
DS *of his neck and brown blotches on his cheeks. His hands had*

THE COPY FOR THIS MANUSCRIPT CONTINUES ON PAGE 14

ACTIVITY #9 (continued): THIS IS A CONTINUATION OF THE MANUSCRIPT THAT BEGINS ON PAGE 13.

deep-creased scars from handling heavy fish the on cords. Everything about him was old except his eyes, and they were the color of the sea and were cheerful and undefeated. He fished alone in a skiff in the Gulf Stream, and this was the eighty-fourth day he had gone without taking a fish.

PRELUDE

REMINDER PLAN AHEAD FOR FOOTNOTE PLACEMENT

"Every day is a new day,"[1] the old man thought; and long before it ~~is~~ was light the next morning, he had his bait ~~lines~~ out and was drifting with the current. Hours later, watching his lines, he saw one of the projecting sticks dip ~~suddenly~~ sharply. He reached out for the line, unleashed it from the stick, and let it run gently through his fingers without the fish feeling any tension. A marlin, 100 fathoms down, was eating the bait that covered the point and the shank of the hand-forged hook.

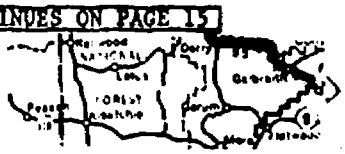
TS THREE DAYS TO ENDURE

DS So began a three-day battle between the old man and the big fish. The old man had to ~~fight~~ battle thirst and hunger, and ~~tack~~ loss of sleep, too, and the ~~anguish~~ pain of cut and bleeding hands and cramped fingers. Pain did not matter--a man could endure; and defeat he never admitted. "Man is not made for defeat," the old man said. "A man can be destroyed but not defeated."[2]

TS A READER'S REACTION

¶ The Old Man and the Sea is simple, compelling, magnificient. Every single word is right. The old man embodies the essential nobility in

THE COPY FOR THIS MANUSCRIPT CONTINUES ON PAGE 15

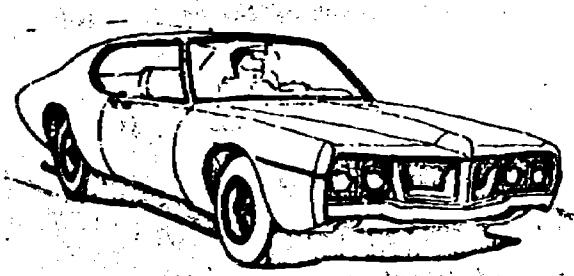


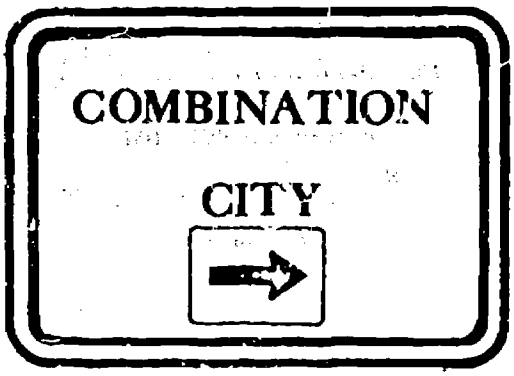
ACTIVITY #9
(concluded): THIS IS A CONTINUATION OF THE COPY ON PAGE 14.

human striving. The giant fish is the embodiment of what is noble in animate nature. And the sea--la mar, which is what the people call her in Spanish when they love her--was the home of the great fish and the love of the old man.[1] This is a work of great power. The strong, crisp words tell a moving story and express the basic attitudes the author held toward all life. What one gets from him is not so much a fragment of his art as the totality of his being. ~~Hemingway~~ He was the best and most natural craftsman of our time. Reading this book is a profound experience. It is like living a tragedy, which, at ~~least~~ the last, emerges without grief into beauty.

1. Ernest Hemingway, The Old Man and the Sea, (New York: Charles Scribner's Sons, 1952), page 112.

2. Ibid., page 114.





REVIEW IV: COMBINATION ACTIVITY--LETTER, MANUSCRIPT, TABLE, AND ERASING

READ: [ ] PUT YOUR IMAGINATION TO WORK! For this section of this REVIEW LAP you must first put yourself in an imaginary situation. *Imagine that you are a student at Marina High School enrolled in the Economics course taught by Mr. Ralph Ziegler. Mr. Ziegler made an assignment three weeks ago in which he asked you to write a report on the topic, "Savings and Investment." In planning your paper, you have read several chapters of various books on economics. You found that one book, Economics for Our Times, had some particularly useful information in it.*

Unfortunately, two days after you checked that book out of the library, you became ill. During the week you have been out of school, the paper was to have been turned in. Only in the last three days, however, have you felt like working on your assignment. You completed a rough draft of the report yesterday. You have decided to send the report to Mr. Ziegler by mail; therefore, you have also prepared a rough draft of a letter to go along with your report.

Today, you are going to type a final copy of the report and the letter. Obviously, you will also need to prepare an envelope.

From the situation outlined above, you can see that Review IV is designed to illustrate for you that in "real-life" a typing activity can include more than just a single kind of typing problem.

MATERIALS NEEDED:	3 sheets of plain paper and 1 large plain envelope
[ ]	Typewriter eraser

ACTIVITY #10: COMBINATION ACTIVITY. *(The directions that follow are for the manuscript, table, letter, and envelope copy that begins on the next page.)*

[ ]

GOALS	Minutes	Accuracy
10		
Phase		
Yours		

a. This activity provides you with a final opportunity to practice and polish your ability to find errors, erase them, and correct them. HELPFUL HINTS:

(1) If you remember to do your proofreading before taking the paper out of the machine, you can do a much quicker and neater job of erasing and correcting errors;

(2) If you find errors in typing or arrangement that you consider uncorrectable, it may be worthwhile to consult your teacher before deciding that the job must be done over;

(3) It is desirable to have no more than 3 or 4 erasures on a page. If you should have more than that number, you may wish to do that page over. When in doubt, consult your teacher.

ACTIVITY #10
(continued): b. INSTRUCTIONS FOR PAGE 1 OF YOUR REPORT

(1) Set margins for a "long" manuscript.
(2) Center the title on the appropriate line.
(3) After the title, use your own name in a "by-line."
(4) Pay special attention to proper spacing
--above and below the sideheadings
--above and below the line separating the body from the footnote
--when typing the footnote.

c. INSTRUCTIONS FOR PAGE 2 OF YOUR REPORT

(1) Number the second page just as you would any other two-page manuscript.
(2) Center the table vertically on the full sheet of paper. DOUBLE space the body.
(3) Center the table horizontally. Allow 10 spaces between columns.
(4) Center the title, subtitle, and the column headings.

Page 1 Copy

SAVINGS AND INVESTMENT ⊐ Center

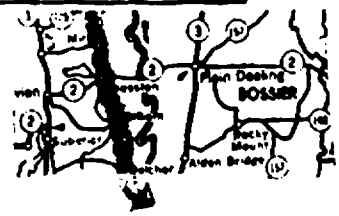
¶ Why do people save some of their income when they often do not have enough to buy everything they need or want right now? People who save for the future must believe that they will get more total enjoyment over their entire lifetime by saving a part of their income rather than by spending all of it.

Insert this sideheading

WHERE DO PEOPLE SAVE?

¶ Some people still hide what they save under a mattress or in a "piggy bank," but most people now insist that the dollars they are not using for current consumption should be earning interest in some form. Thus, much of that money which is not spent is used to purchase life insurance, buy government or corporate bonds, buy stocks, or is placed in a savings account in a bank or savings and loan association. When people

THE COPY FOR PAGE 1 OF YOUR REPORT CONTINUES ON PAGE 18



ACTIVITY #10 (continued): THIS IS A CONTINUATION OF PAGE 1 OF YOUR SAVINGS AND INVESTMENT REPORT

Sidehanding

"save money in this way, they are "investing."

HOW MUCH DO PEOPLE SAVE?

¶ Individuals save as much as they have the will to save: Mr. Adams with an income of $7,000 may save as much or more than Mr. Jones with an income of $10,000, if he believes in the importance of substantial savings. On the average, however, it can be said that the larger the income, the more will be saved.[1] (See the table on page 2.)

1. Augustus H. Smith, Economics for Our Times, (New York: McGraw-Hill Book Company, Inc., 1959), page 42.

Page 2 copy

AVERAGE SAVINGS COMPARED WITH AVERAGE INCOME

Source: Economics for Our Times

Average Income	Average Savings	Percent of Income Saved
$ 2,700	$ -193	-8.4%
5,270	200	3.8%
8,400	1,042	12.4%
15,000	4,180	26.3%

Center

d. When you are satisfied with the quality of your work on pages 1 and 2 of your report, staple them together with one staple in the upper left corner.

e. INSTRUCTIONS FOR THE LETTER AND ENVELOPE

(1) Use block style for this short letter.
(2) Remember that the letter is from you.
(3) Add reference initials and/or enclosure notation IF either or both are needed.
(4) Address a large envelope.

THE COPY FOR YOUR LETTER APPEARS ON THE NEXT PAGE OF THIS LAP

ACTIVITY #10
(concluded): THIS IS YOUR LETTER COPY

Mr. Ralph Ziegler Economics Teacher Marina High School
San Mateo, CA 94404 Dear Mr. Ziegler:

¶ As you know, I have been ill for the past week. It now looks like I cannot be back to school for at least another week. ¶ You will find my report, Savings and Investment, enclosed with this letter. Knowing that it was due last Tuesday, I decided that it would be best if I could get it to you now.

¶ Th . . you for sending my assignments to me. I can get a start on them today and, hopefully, not be quite so far behind when I get back to school.

Yours truly,

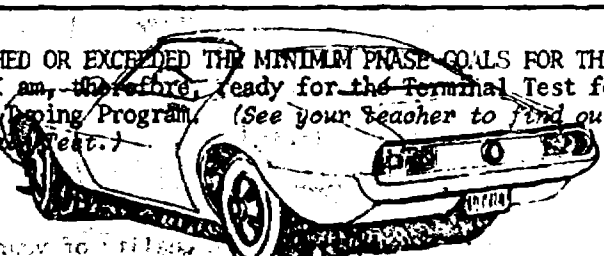
f. Place your completed letter on top of your two-page report. Carefully fold the three pages in the usual way for inserting in a standard large envelope.

g. Insert your letter and report into the envelope you have prepared. DO NOT SEAL IT.

h. Take your completed work to your teacher for checking.

CHECK ONE

( ) I REACHED OR EXCEEDED THE MINIMUM PHASE GOALS FOR THE ACTIVITIES IN THIS LAP. I am, therefore, ready for the Terminal Test for Phase 1 of the Phased Typing Program. *(See your teacher to find out when to take the Terminal Test.)*



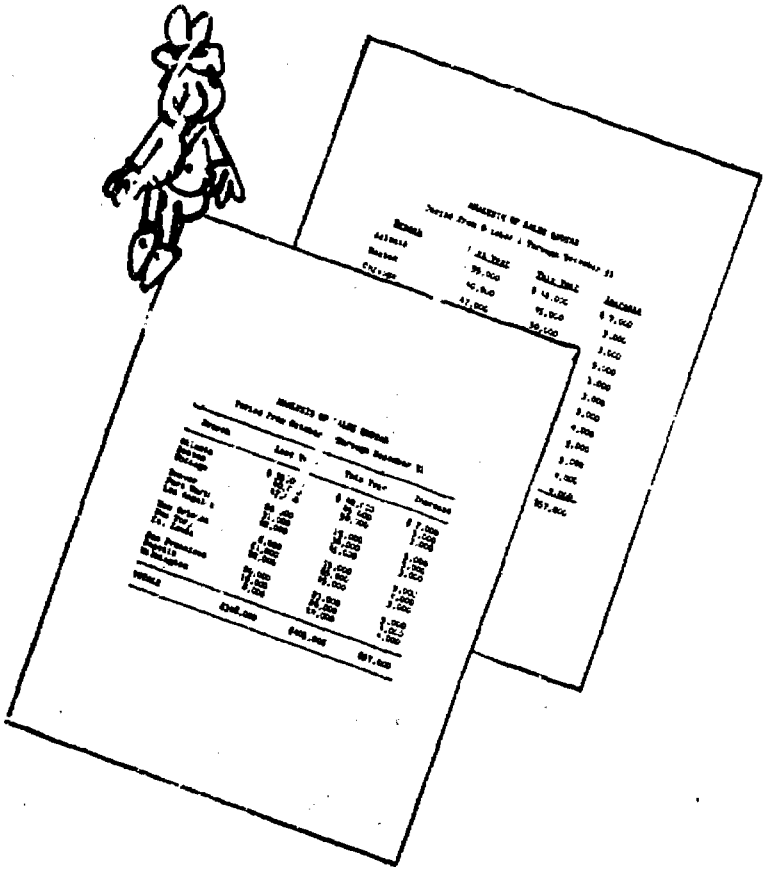
( ) I AM STILL HAVING DIFFICULTY REACHING THE MINIMUM PHASE GOALS FOR PHASE 1 OF THE PHASED TYPING PROGRAM. I am having the most trouble with

(circle one) LETTERS ENVELOPES TABLES OUTLINES MANUSCRIPTS

I did not meet the minimum goals when I typed Activities

(circle one or more) #1 #2 #3 #4 #5 #6 #7 #8 #9 #10

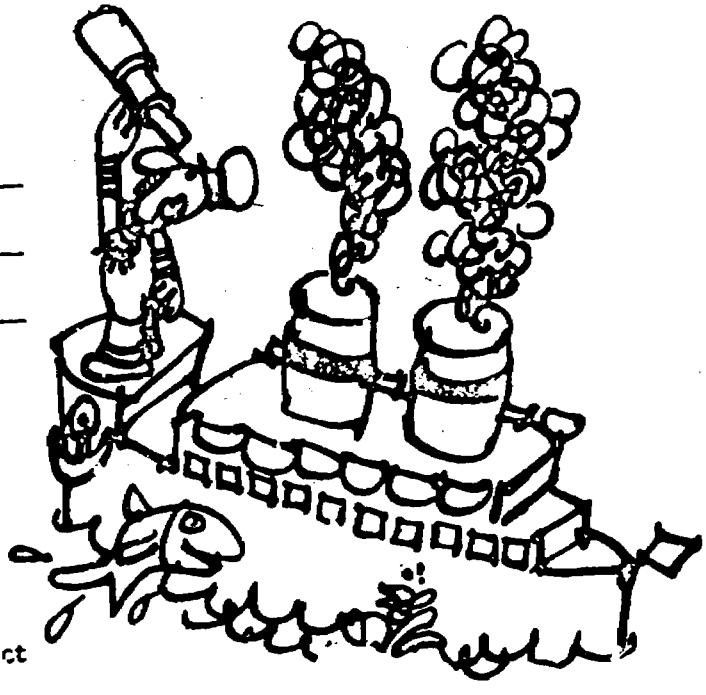
(See your teacher so that he can help you decide what to do to prepare yourself for the Terminal Test for Phase 1.)



NAME _____

DATE STARTED _____

DATE FINISHED _____



Phased Typing Program

LEARNING ACTIVITY PACKAGE #5
TABULATION LAP B

By Donald E. Tingley
San Mateo Union High School District
San Mateo, California

WHY LEARN MORE ABOUT TABULATION?

You would probably be the first to admit that typing "tables" still is not the easiest thing in the world for you to do. The problem of figuring *starting lines, margins, tab stops,* and *placement of column headings* is one that most of us struggle with for quite some time before it comes easily to us. Thus, one reason for spending more time with Tabulation is that additional practice will give you more confidence in your ability to type information in tabular form.

Another reason for this LAP is that it provides you with an introduction to *ruled tables*. You will find that by adding some horizontal lines to a table, you can make certain parts of a table stand out better than they do in the *open tables* you have typed in previous LAPs.

Still a third reason for this Tabulation LAP is increased practice with rough draft copy.

PERFORMANCE OBJECTIVE FOR THIS LAP - - -

When you have completed the activities in this LAP, you will be able to demonstrate on a teacher-administered test that you can

IDENTIFY, either orally or in writing, the most common parts of both *open* and *ruled* tables; and

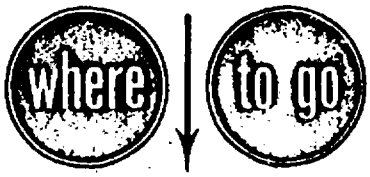
TYPEWRITE in correctly arranged form either an *open* or *ruled* table similar to those in the Self-Test within the following guidelines for acceptable work:

TYPING TIME: *The maximum time allowed for completing the post-test will range from 7 to 10 minutes dependent upon the length of the problem you are asked to type.*

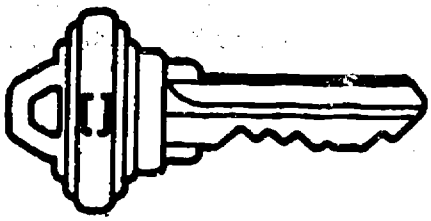
TYPOGRAPHICAL ACCURACY: *The maximum number of typing errors allowed is 5.*

PLACEMENT ACCURACY: *If you make placement errors that seriously affect the appearance of the table, you will be required to retake the test. Minor placement errors will be judged dependent upon the extent to which they affect the appearance of the table.*

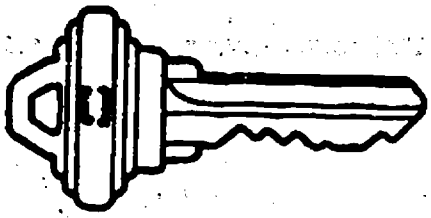
PROOFREADING ACCURACY: *You should be able to locate and mark all typing errors you make. In any case, you may not overlook more than 1 error and still meet the requirement of this LAP.*



PICK your key to opportunity



I BELIEVE THAT I CAN MEET THE OBJECTIVES OF THIS LAP NOW. I'M TURNING TO PAGE 3 AND BEGINNING THE SELF-TEST.



I THINK I HAVE SEVERAL THINGS TO LEARN BEFORE I TRY THE SELF-TEST. I'M TURNING TO PAGE 5 AND STARTING WORK ON THE LAP.

SELF-TEST ON TABULATION

DIRECTIONS: Center the following "open" table on a half sheet of paper. Leave 6 spaces between columns. Single space the body. Center the column headings over the columns. Make all indicated corrections.

BEFORE TYPING THE TABLE, record the following information:

Starting Line _____
Left Margin _____
Column #2 Tab _____
Column #3 Tab _____
Column #4 Tab _____
Time Started _____

PERFORMANCE OBJECTIVE: A complete copy in 7 minutes or less with 5 or fewer typing errors. No obvious placement errors; no proofreading errors.

AFTER TYPING THE TABLE, record the following information:

Time Finished _____
Total Time Used _____

INCREASES IN PRICES OF OFFICE FURNITURE → Center
(Effective Current Month Day, Year) →

Item	*Cat. No.*	*O'd Price*	*New Price*
Chair, Executive	EC 18	$34.40	$39.50
Chair, Guest	GC 37	22.50	26.7550
Chair, Secretarial	SC 62	28.80	32.60
Desk, Secretarial	SD 93	42.75	49.00
Desk, Executive	ED 12	75.50	95.75
Files, 3-Drawer	3F 19	$ 27.50	$ 33.0025
Files, 4-drawer	4F 21	35.50	41.00

DIRECTIONS: Center the "ruled" table that appears on page 5 on a full sheet of paper. Leave 8 spaces between columns. Double space the body. Center the column headings over the columns. Make all indicated corrections.

BEFORE TYPING THE TABLE, record the following information:

Starting Line _____
Left Margin _____
Column #2 Tab _____
Column #3 Tab _____
Column #4 Tab _____
Time Started _____

PERFORMANCE OBJECTIVE: A complete copy in 10 minutes or less with 5 or fewer typing errors. No obvious placement errors; no proofreading errors.

AFTER TYPING THE TABLE, record the following information:

Time Finished _____
Total Time Used _____

SELF-TEST ON TABULATION (CONTINUED)

HOTELS IN THE UNITED STATES
(By Geographic Division)

Section	Hotels	Guest Rooms	Receipts
New England	2,192	94,233	$ 143,273
Middle Atlantic	5,058	342,628	610,165
East North Central	4,545	286,264	418,125
West North Central	3,303	145,270	170,446
South Atlantic	3,697	187,590	268,231
East South Central	1,035	47,838	67,471
West South Central	2,705	110,826	132,472
Mountain	2,322	85,233	105,604
Coast	4,793	249,941	256,969
TOTALS	29,650	1,549,823	$2,172,756

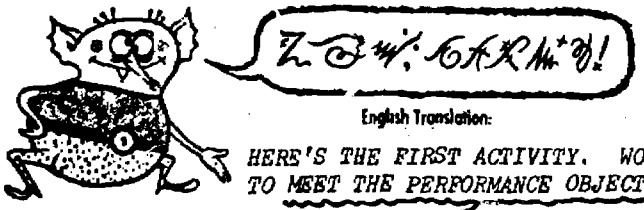
NOW . . . FOLLOW THE PROCEDURE OUTLINED BY YOUR TEACHER FOR DETERMINING WHETHER YOU HAVE PASSED THIS SELF-TEST.

THEN . . CHECK ONE:

[ ] . . . I passed the self-test. I am ready to take the LAP post-test. (Make arrangements with your teacher.)

[ ] . . . I did not pass the self-test. I am going to complete the work in the LAP so that I can pass the test at a later time.

[ ] . . . I did not pass the self-test. I am taking it to my teacher for advice on what to do next.



English Translation:

HERE'S THE FIRST ACTIVITY. WORK TO MEET THE PERFORMANCE OBJECTIVE!

ACTIVITY #1: TYPE AN OPEN TABLE FROM ROUGH DRAFT COPY. (The instructions below are for Job 20A on page 155 of GT191.)

a. *PERFORMANCE OBJECTIVE: A complete copy in 7 minutes or less with 4 or fewer typing errors. No placement errors; no proofreading errors.*

b. Plan the starting line for a full sheet of paper. The body is double spaced.

c. Determine your left margin after you select the longest item in each column. Leave 6 spaces between columns.

d. Set tab stops for columns 2 and 3.

e. Determine how many spaces to indent each column heading from the start of its column in order to center it.

f. On scratch paper, type a quick copy of the table down as far as the first line of the body so that you can confirm that you have correctly set your machine for an attractively arranged table.

g. TYPE a correct copy on clean paper. Your goal is to meet the Performance Objective in Step a above.

WHEN YOU HAVE COMPLETED THE ACTIVITY, RETURN HERE AND . . . CHECK ONE:

[ ] *I met the objective for Activity #1. I am going on to Activity #2.*

[ ] *I did not meet the objective. (Try once more. If you do not meet the objective on this second try, take your work to your teacher before attempting to type the activity again.)*

ACTIVITY #2: TYPE AN OPEN TABLE FROM ROUGH DRAFT COPY. (The instructions below are for Job 20C on page 156 of GT191.)

a. *PERFORMANCE OBJECTIVE: A complete copy in 9 minutes or less with 5 or fewer typing errors. No obvious placement errors; no errors in proofreading.*

(Activity #2 Instructions are continued on the next page.)

(This is a continuation of the instructions for Activity #2.)

b. Plan the starting line for a full sheet. The body is *line grouped.* (Double space between each group of 4 single spaced lines.)

c. Select the longest item in each column. (CAUTION: The longest item in the first column is a little hard to find. Take your time and be sure!) Leave 6 spaces between columns.

d. Determine the left margin. Set tab stops for column 2 and for the column heading above column 3.

e. Determine how many spaces to indent for the column headings above columns 1 and 2. Determine how many spaces to indent column 3 under its column heading.

f. Try a quick scratch copy as you did for Activity #1.

g. TYPE a correct copy on clean paper. REMEMBER TO TIME YOUR TYPING SO THAT YOU CAN COMPARE YOUR PERFORMANCE WITH THE OBJECTIVE FOR THIS ACTIVITY.

WHEN YOU HAVE COMPLETED THE ACTIVITY, RETURN HERE AND . . . CHECK ONE:

[ ] *I met the objective for Activity #2. I am going to begin Activity #3.*

[ ] *I did not meet the objective. (Try once more. If you still fail short of the objective after this second try, see your teacher before continuing your work.)*

DON'T MONKEY AROUND

DON'T WASTE YOUR VALUABLE TIME!
IF YOU ARE HAVING DIFFICULTY UNDERSTANDING THESE INSTRUCTIONS, ASK YOUR TEACHER FOR HELP.

ACTIVITY #3: TYPE ACTIVITY #2 AGAIN BUT WITH MODIFIED INSTRUCTIONS. (Use your typed copy of the open table in Activity #2.)

a. *PERFORMANCE OBJECTIVE: Type the table in at least 1 minute less time than it took you to do Activity #2. Complete it with 4 or fewer typing errors, no obvious placement errors, and no proofreading errors.*

b. Make the following changes in arrangement: Double space the entire body; do not line group. Leave 8 spaces between columns. *(CAUTION: These changes will require you to use entirely different margin and tab settings than you used in Activity #2.)*

(Activity #3 continued)

WHEN YOU HAVE COMPLETED THE ACTIVITY, RETURN HERE AND . . . CHECK ONE:

[ ] *I met the objective for Activity #3. I'm moving on to Activity #4.*

[ ] *I didn't meet the objective, so I'm going to try once more. (As before, if neither attempt is successful, see your teacher.)*

LEARN TO TYPE RULED TABLES. Turn to page 175 in GT191. Read Section B and carefully compare the *open* and *ruled* tables that appear on page 175. After you read page 175, return here and read the "Special Notes" below.

SPECIAL NOTES--When you determine the starting line (or top margin) of a *ruled table*, you must take into consideration the space needed for the horizontal "rules." To learn how to properly position horizontal "rules" or lines in a table, complete the following typed exercise.

Step 1 *On a half sheet of paper, backspace center on line 11 the following words:* RULED TABLE

Step 2 *Space down 2 lines. Backspace center these words:* Typing the Table

Step 3 *Space down 1 line. Type 40 underscores--beginning at 30 and continuing to 70 on the carriage position scale.*

Step 4 *Space down 2 lines. Starting at 37 on the scale, type the following words:* Column Headings Typed Here

Step 5 *Space down 1 line. Type another line of 40 underscores from 30 to 70 on the scale.*

Step 6 *Space down 2 lines. Starting at 30 on the scale, type these words to represent the first line of the body of a table:* Body of your ruled table will start here

Step 7 *Space down 1 line. Again starting at 30, type a second line of the body with these words:* Compare your work with the key on page 9

Step 8 *Space down 1 line. Type another line of 40 underscores to represent the end of your ruled table. Then compare your work with the key on page 9 of this LAP.*

The 8 steps above illustrate a basic rule for you to follow when you type ruled tables: Space once before a horizontal line and twice after a line in order to properly position items between lines.

CHECK ONE

[ ] *I UNDERSTAND HOW TO ALLOW FOR THE SPACE USED BY THE HORIZONTAL LINES IN A RULED TABLE. THEREFORE, I AM TURNING TO PAGE 8 AND STARTING ACTIVITY #4.*

[ ] *I DO NOT UNDERSTAND. I AM GOING TO SEE MY TEACHER IMMEDIATELY.*

(THIS IS THE KEY FOR THE EXERCISE ON PAGE 8. ELITE TYPE WAS USED TO PREPARE THE KEY.)

RULED TABLES Line 11

Typing the Table

Column Headings Typed Here

Body of your ruled table will start here
Compare your work with the key on page 9

ACTIVITY #4: TYPE A RULED TABLE FROM PERFECT COPY. (The instructions below are for Job 23A on page 176 of GT191.)

a. *PERFORMANCE OBJECTIVE: A complete copy in 9 minutes or less with 5 or fewer typing errors. No obvious placement errors; no proof-reading errors.*

b. Use a full sheet of paper. Leave 6 spaces between columns and double space the body as shown on page 176.

c. Follow the 14 steps outlined on page 175 and the guidelines on page 8 of this LAP as you determine the starting line, margins, and tab stops. *(CAUTION: Be sure to follow Step 8 exactly!)*

d. Try a scratch copy of the first few lines--perhaps down as far as the first line of the body--to confirm that you have the machine set correctly and that you are spacing properly before and after the horizontal lines.

e. TYPE a correct copy on clean paper. BE SURE YOU MAKE EFFICIENT USE OF THE TAB KEY TO JUMP FROM COLUMN TO COLUMN. REMEMBER THAT YOU ARE TRYING TO MEET A PERFORMANCE OBJECTIVE.

WHEN YOU HAVE COMPLETED THE ACTIVITY, RETURN HERE AND . . . CHECK ONE:

[ ] *I did complete the table in 9 minutes or less with 5 or fewer typing errors. Placement looks good and I think I have found all errors. I am moving on to Activity #5.*

[ ] *I did not meet the objective. (If you think you can meet the objective by trying again, go ahead. Perhaps you should show your first attempt to your teacher before you try again on this one.)*

ACTIVITY #5: TYPE A RULED TABLE FROM ROUGH DRAFT COPY. (The instructions below are for Job 23B on page 177 of GT191.)

a. *PERFORMANCE OBJECTIVE: A complete copy in 8 minutes or less with 5 or fewer typing errors. No obvious placement errors; no proof-reading errors.*

b. Use a full sheet of paper. Leave 6 spaces between columns and single space the body. *[NOTE: SINGLE SPACE THE 2 LINE TITLE AS SHOWN ON PAGE 177.]*

c. Use the current date in the subtitle instead of March 11, 196-.

d. SPECIAL NOTE: If you have forgotten what a rough draft mark means, refer to page 131 in GT191 where you will find them listed and illustrated.

e. Try a scratch copy. *If you do not think this step is necessary for you, omit the scratch copy.*

f. TYPE a correct copy.

WHEN YOU HAVE COMPLETED THE ACTIVITY, RETURN HERE AND . . . CHECK ONE:

[ ] *I met the objective and I'm going on to Activity #6.*

[ ] *I did not meet the objective. (Try again or see your teacher.)*

ACTIVITY #6: TYPE A RULED TABLE FROM ROUGH DRAFT COPY. (The instructions below are for Job 23C on page 177 of GT191.)

a. *PERFORMANCE OBJECTIVE: A complete copy in 7 minutes or less with 5 or fewer typing errors. No obvious placement errors; no proof-reading errors.*

b. Use a full sheet. Leave 6 spaces between columns. Double space the body.

c. NOTE WHEN CENTERING COLUMN HEADINGS: The $ sign can be counted or ignored, whichever makes centering the heading easier for you.

d. Try a scratch copy. TYPE a correct copy on clean paper.

WHEN YOU HAVE COMPLETED THE ACTIVITY, RETURN HERE AND . . . CHECK ONE:

[ ] *I'm ready for Activity #7 because I met the objective for Activity #6.*

[ ] *I'm going to try again because I did not meet the objective.*

ACTIVITY #7: TYPE A RULED TABLE FROM ROUGH DRAFT COPY. (The instructions below are for Job 23D on page 178 of GT191.)

a. *PERFORMANCE OBJECTIVE: A complete copy in 7 minutes or less with 5 or fewer typing errors. No obvious placement errors; no proof-reading errors.*

b. Use a full sheet. Leave 6 spaces between columns. Single space the body. *(NOTE: The $ sign normally appears only at the top and bottom of an amount column. A % sign, however, is usually typed after every number that is a per cent.)*

c. If it is helpful, try a quick scratch copy of the first few lines.

d. TYPE a correct copy.

WHEN YOU HAVE COMPLETED THE ACTIVITY, RETURN HERE AND . . . CHECK ONE:

[ ] *I met the objective for Activity #7. I am going ahead to the next Activity.*

[ ] *I did not meet the objective. (Try once more or see your teacher.)*

ACTIVITY #8: TYPE A RULED TABLE FROM ROUGH DRAFT COPY. (The instructions below are for Job 23E on page 178 of GT191.)

a. *PERFORMANCE OBJECTIVE: A complete copy in 6 minutes or less with 5 or fewer typing errors. No obvious placement errors; no proof-reading errors.*

b. Use a half sheet of paper. Leave 8 spaces between columns. Single space the body.

c. *SPECIAL NOTE:* To help center a heading over a money column, you may ignore the $ sign when you are finding the longest item in the column. Thus, Budget and Actual are correct as shown in Job 23E, but they would look better if moved over one space.

d. Try a scratch copy if you wish; then TYPE a correct copy.

WHEN YOU HAVE COMPLETED THE ACTIVITY, RETURN HERE AND . . . CHECK ONE:

[ ] *I met the objective for Activity #8. I am turning to page 11 and continuing this Tabulation LAP.*

[ ] *I did not meet the objective. (Try again or see your teacher.)*

SOMETIMES . . . tables are put right into the body of a business letter.

There are many occasions when a table is the best (or only) way to convey information to someone to whom you are writing. Turn to page 139 in GT191 and see what a letter with a simple table looks like.

Notice that the table doesn't have a title, subtitle, or column headings. It could have them, but they just weren't necessary in that page 139 letter.

Notice, too, that you don't have to worry about centering a table vertically when it is part of the body of a letter. Just remember to double space before and after typing the table.

Obviously, you do have to set tabs so that the table will be centered horizontally.

YOU CAN PRACTICE PUTTING TABLES IN LETTERS BY DOING ACTIVITIES #9 AND #10.

ACTIVITY #9: TYPE A BUSINESS LETTER WITH AN OPEN TABLE IN THE BODY. (The instructions below are for the letter on page 139 of GT191.)

a. *PERFORMANCE OBJECTIVE: A complete copy in 14 minutes or less with 7 or fewer typing errors. No obvious placement errors; no proofreading errors.*

b. Study Part B on page 138 of GT191. Each of the 6 points discussed are important, but give extra attention to numbers 3 and 4.

c. If available, use LETTERHEAD paper. The letter is an AVERAGE length BLOCK style letter. Set your machine based upon this information.

d. TYPE the current date and the inside address. Change the last line to read--

St. Louis, MO 63108

e. TYPE the salutation and the first paragraph. *CAUTION: If your typewriter has ELITE type, you must listen for the bell!*

f. Select the key line in the table and backspace to center it. Leave 6 spaces between columns. Set a tab stop for each of the three columns. (You could reset the left margin for the first column, but for such a short table it is probably just as easy to use tabs for all columns.)

g. TYPE the table. After you finish, CLEAR all tab stops except for a center tab to use when typing the closing lines.

h. TYPE the remainder of the letter. *You are the typist; type your initials--not* urs.

(Activity #9 continued)

WHEN YOU HAVE COMPLETED THE ACTIVITY, RETURN HERE AND . . . CHECK ONE:

[ ] *I met the objective for Activity #9. I am ready to try another letter containing a tabulation problem.*

[ ] *I did not meet the objective. (Make pencil corrections in the letter you typed; copy from it as you try Activity #9 again. See your teacher if you need assistance.)*

ACTIVITY #10: TYPE A BUSINESS LETTER WITH A TABLE FROM UNARRANGED SCRIPT COPY. (These instructions relate to the copy that appears below and on the next page.)

a. *PERFORMANCE OBJECTIVE: A complete copy in 12 minutes or less with 6 or fewer typing errors; No obvious placement errors; no proofreading errors.*

b. If available, use LETTERHEAD paper. Set machine for an average length block style letter.

c. Arrange the letter parts properly. Listen for the bell as you type the paragraphs in the body.

d. Set tab stops for the three columns; leave 6 spaces between columns.

e. If it helps you, try a scratch copy of part of the letter.

f. TYPE the letter.

Date Mr. Kenneth Evans 7150 South Parkway San Francisco, CA 94132

Dear Mr. Evans: (¶) Within a few days, you should receive promotional materials featuring next year's home appliances. The new models will be available for customer viewing not later than the first of next month. It is imperative, therefore,

(THIS IS A CONTINUATION OF THE COPY FOR THE ACTIVITY #10 LETTER.)

that you begin now to plan a series of exhibits and demonstrations in key cities of your territory. (¶) I want you to arrange exhibits in the following cities ~~[illegible]~~ on the dates designated and in the hotels listed:

NOV. 10-13	FRESNO, CALIF.	VALLEY MOTEL
NOV. 15-17	PORTLAND, ORE.	BAYSIDE INN
NOV. 19-22	SEATTLE, WASH.	MT. RANIER HOTEL

(¶) The hotels I am suggesting are ones in which you will find ample display space as well as reasonable personal accommodations. (¶) Please let me know if you encounter any difficulty in arranging these exhibits.

Sincerely yours,
Charles M. Ray
Sales Manager

NOW... CHECK ONE:

[ ] *I met the objective for Activity #10. (Turn to page 4 and take the Self-Test to see if you have met the objectives of the LAP.)*

[ ] *I did not meet the objective. (Make pencil corrections in your letter and try it again. If you reach the objective on your second try, take the Self-Test. If you don't reach the objective, see your teacher immediately.)*

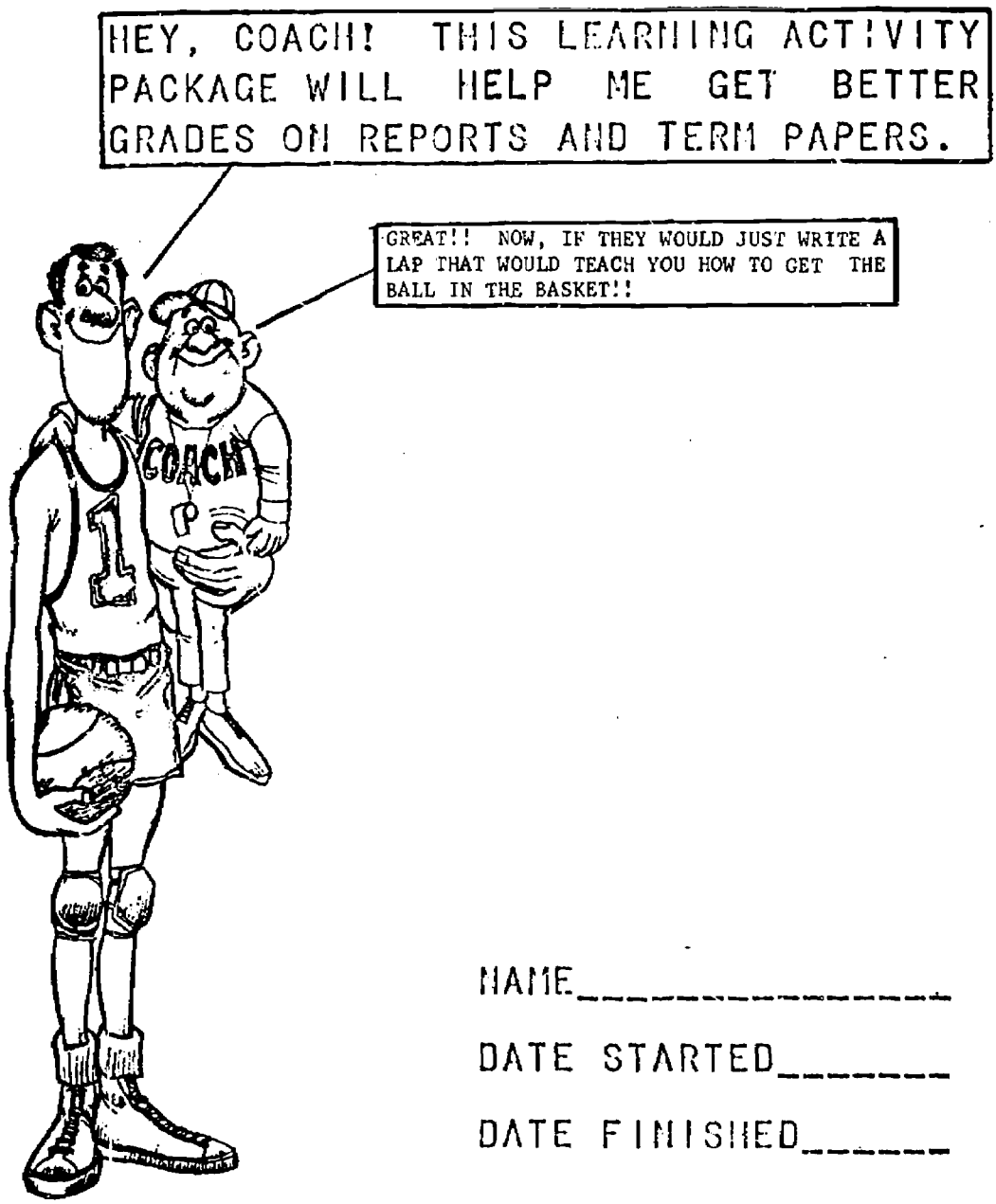
ACKNOWLEDGEMENTS

I. Illustrations

Gregg Typing, Complete Course, Second Edition, by John L. Rowe, Alan C. Lloyd, and Harold H. Smith, Gregg Publishing Division, McGraw-Hill Book Company, Inc., New York, 1958. (Miniature tables on cover page adapted from page 212.)

II. Activities

20th Century Typewriting, Complete Course, Eighth Edition, by D. D. Lessenberry, T. James Crawford, and Lawrence W. Erickson, South-Western Publishing Company, Cincinnati, Ohio, 1962. (Activity #10 letter adapted from Part 167-D on page 248.)



NAME_____

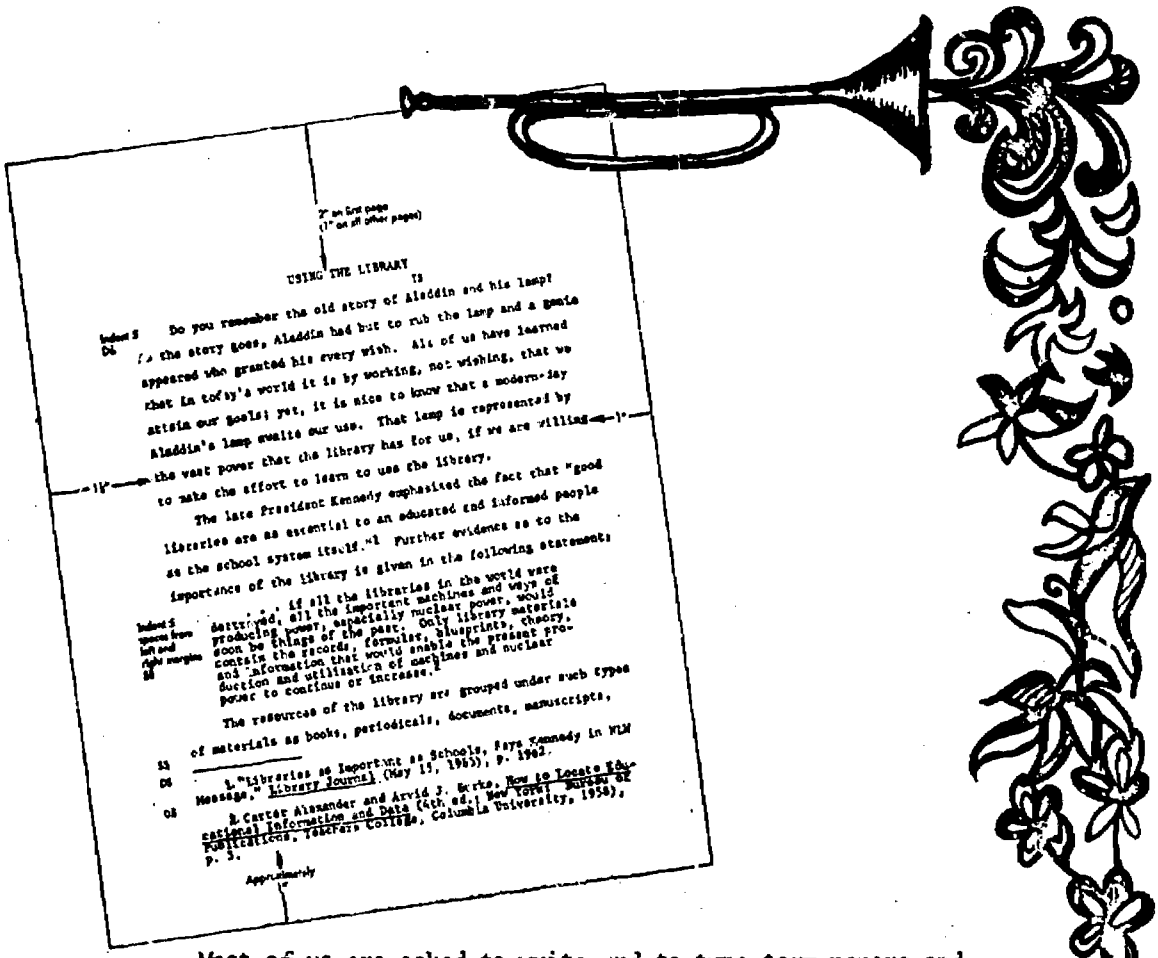
DATE STARTED_____

DATE FINISHED_____

Phased Typing Program

LEARNING ACTIVITY PACKAGE #6
LONG REPORT LAP

By Donald E. Tingley
San Mateo Union High School District
San Mateo, California



USING THE LIBRARY IS

Do you remember the old story of Aladdin and his lamp? As the story goes, Aladdin had but to rub the lamp and a genie appeared who granted his every wish. All of us have learned that in today's world it is by working, not wishing, that we attain our goals; yet, it is nice to know that a modern-day Aladdin's lamp awaits our use. That lamp is represented by the vast power that the library has for us, if we are willing to make the effort to learn to use the library.

The late President Kennedy emphasized the fact that "good libraries are as essential to an educated and informed people as the school system itself."[1] Further evidence as to the importance of the library is given in the following statement:

"... If all the libraries in the world were destroyed, all the important machines and ways of producing power, especially nuclear power, would soon be things of the past. Only library materials contain the records, formulas, blueprints, theory, and information that would enable the present production and utilization of machines and nuclear power to continue or increase.

The resources of the library are grouped under such types of materials as books, periodicals, documents, manuscripts,

[1] "Libraries as Important as Schools, Says Kennedy in WLW Message," Library Journal (May 15, 1963), p. 1962.

[2] Carter Alexander and Arvid J. Burke, How to Locate Educational Information and Data (4th ed.; New York: Bureau of Publications, Teachers College, Columbia University, 1958), p. 3.

Most of us are asked to write and to type term papers and other long essays during our high school and college years. Many of us continue to use the skill we develop during our school years in the occupations we later enter. Secretaries, stenographers, clerk-typists, teachers, and business executives are often called upon to write long reports or to type such reports that others have written. This LONG REPORT LAP is designed so that you can--

PRACTICE TYPING A LONG REPORT OR TERM PAPER THAT INCLUDES A TABLE OF CONTENTS AND A TITLE PAGE.

PRACTICE TYPING TABLES WITHIN THE BODY OF A REPORT OR TERM PAPER.

DEVELOP SKILL IN CORRECTING TYPING ERRORS SO THAT A USABLE PRODUCT RESULTS FROM YOUR EFFORTS.

REVIEW THE IMPORTANT ELEMENTS OF BUSINESS LETTER TYPING.

BUILD SUSTAINED TYPING POWER.

WHAT YOU MUST DO IN THIS LAP---

This LAP is different from the others you have completed. There is *no exemption procedure (self-test)* and *no teacher-administered post-test*. You will earn a "PASS" grade on the entire LAP by preparing and submitting, according to instructions, the 12 page *Correspondence Manual* on pages 267 through 275 in Gregg Typing, 191 Series. To earn the "PASS" grade, you must work within the following guidelines:

TYPING TIME: There is no firm time requirement. However, it is estimated that all students should be able to complete approximately one page for each 1/2 hour of typing time. It is suggested that you set your goal for finishing this LAP at a maximum of 6 typing hours.

TYPOGRAPHICAL ACCURACY: All typographical errors must be neatly corrected to the satisfaction of your teacher. (A *neat* correction is one that cannot be easily detected.) If a page contains an error that cannot be corrected, the page must be retyped.

PLACEMENT ACCURACY: If the appearance of a typed page is seriously affected by a placement error, the page must be retyped. However, there are some placement errors that are so minor that retyping is not necessary. Your teacher can help you determine the seriousness of an error.

PROOFREADING ACCURACY: It is important to you that every error be found so that it can also be corrected. Careful proofreading will help you meet the guidelines outlined above.

3..2..1..GO!

LEARN ABOUT SETTING MARGINS AND TABS FOR BOUND REPORTS

The manuscripts (or reports) you have learned to type in earlier LAPs were "unbound." The experienced typist calls them "unbound" because the pages of such reports are usually fastened only with a single staple in the upper left corner.

Some reports, however, are "bound"--that is, they are put into a folder or a binder or are stapled 2 or 3 times along the left edge. To provide for this "binding" space at the left, every margin and tab setting must be moved to the right about 3 spaces from the settings used in "unbound" reports. The table below summarizes the exact placement for a report that is to be bound at the left:

PLACEMENT OF BOUND REPORTS

(Assuming an Exact 6-Inch Line of Writing)

Type Size	Left Margin	Paragraph Tab	Centering Point	Average Line Ending	Right Margin
Elite	18	23	54	90	95
Pica	15	20	45	75	80

VISUAL GUIDE

Use the VISUAL GUIDE FOR BOUND MANUSCRIPT PAGES that you received with this LAP to guide your machine setting and your typing. Place it directly behind a piece of typing paper and insert both sheets into your machine. Check that they are straight. Using the information in the table above and the lines marked on the GUIDE, you will get placement right every time.

EXAMINE THE CORRESPONDENCE MANUAL

Carefully examine the entire Correspondence Manual as it appears in GT191 on pages 267 through 275. As you check each page, be sure to read all the *marginal notes* that are printed in small, blue type in the book. *THESE NOTES ARE GOING TO BE VERY HELPFUL TO YOU WHEN YOU ARE TYPING THE MORE COMPLICATED PORTIONS OF THE REPORT.*

SELECT YOUR TYPEWRITER AND PAPER WITH CARE

Even if what you say in a report is extremely well written, you must do more to make certain that the reader is impressed by the quality of your work. Keep these points in mind:

- *Use the same type size for all pages (elite or pica--not both).*
- *Keep the type clean on your machine (o, e, b, should not look like this→o, e, b).*
- *Use a reasonably new typewriter ribbon so that the darkness of the print remains the same for all pages.*
- *Use the same quality of paper for all pages.*
- *Keep pages clean and neat--free of smudges and wrinkles.*

CORRECT ALL ERRORS

If an error can be corrected neatly, you must correct it. If you decide that there is no way to correct an error, you must retype the page. Use good judgment!

Use the same correction process for all errors. That is, decide before you start whether you are going to use an eraser or "typewriter correction paper." (The latter method, hides the error instead of erasing it.) If you use the "Easy Erase" typing paper, use an ordinary pencil eraser. For other kinds of paper, use either a hard typing eraser or some brand of "typewriter correction paper."

ORGANIZE YOUR DESK

Don't work at a cluttered desk! Use the following four points as a guide when you organize your work area:

- *Paper supply to your left*
- *Textbook (or copy) to your right*
- *Eraser and pencil at a spot convenient for you*
- *Unneeded items off the desk top and out of your way*

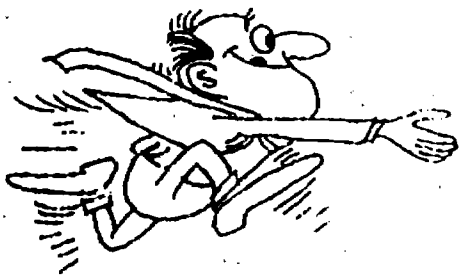
BEFORE YOU START . . .

Instructions to help you with each page of your Correspondence Manual appear on the remaining pages of this LAP.

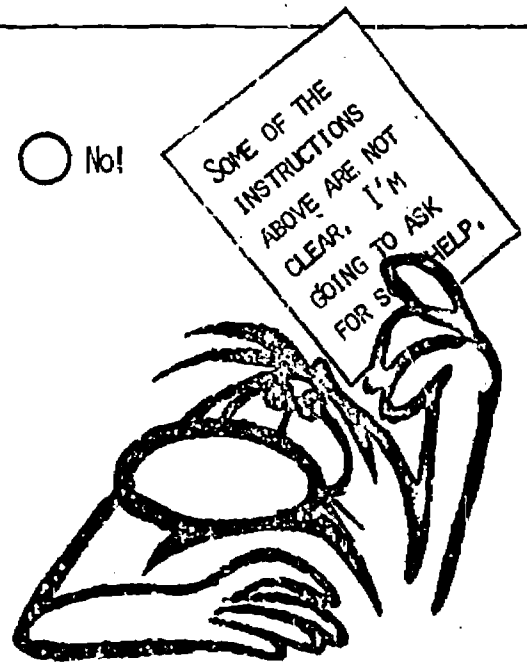
- *Read the instructions for each page before you begin to type the page.*
- *Ask for help when you need it.*
- *Compare your work against the "key" supplied by your teacher.*
- *Have your teacher check your work when the LAP directions call for you to do so.*

ARE YOU READY?

○ YES! I'M TURNING TO PAGE 5 OF THIS LAP AND STARTING MY CORRESPONDENCE MANUAL.



○ No!



PERFORMANCE OBJECTIVE REMINDER

EVERY PAGE OF YOUR CORRESPONDENCE MANUAL MUST BE CORRECT.

- *No uncorrected typographical errors.*
- *No proofreading errors.*
- *No serious placement errors.*

PAGE 1:

a. Center the TITLE on line 13. Triple space after the title.

GT191 page 267

b. Center the subheading--

Part 1. Letter Placement

CAUTION: The textbook authors have introduced a slight change in spacing for this report. Space ONCE after a period in a heading or in an enumeration. This change does not apply to a period when it comes at the end of a sentence; you should continue to space twice following a period at the end of a sentence.

c. You will need to follow these guidelines for vertical spacing of this page and the others in the report:

- *Double space the paragraphs in the body.*
- *Single space most of the tables.*
- *Single space all listings, displays, footnotes, and long quotations.*
- *Remember to make the changes in spacing! It is very easy to forget!*

d. When typing ruled tables, single space before a ruled line and double space after. The ruled lines in this manuscript are typed from the left margin to the point where the average line ends.

e. Listen for the margin bell as you type. If necessary, refer to a dictionary to determine the correct point to divide a word. You should not have to divide more than one or two words per page if you respond correctly to the margin bell!

WHEN YOU HAVE FINISHED PAGE 1, ASK YOURSELF THIS QUESTION:

DOES PAGE 1 MEET THE PERFORMANCE OBJECTIVE?

- ○ YES. PUT PAGE 1 IN A SAFE PLACE. BEGIN PAGE 2.
- ○ NO, I DON'T THINK IT DOES. CHOOSE ONE OF THE FOLLOWING STEPS:
  - ○ ERASE AND CORRECT THE UNACCEPTABLE ERRORS;
  - ○ RETYPE THE PAGE IF THERE IS NO WAY YOU CAN MAKE NEAT CORRECTIONS.
  - ○ TAKE YOUR WORK TO YOUR TEACHER FOR GUIDANCE.

PAGE 2:

GT191 pages 267-268

a. Formal reports often have a *running head* when the report is two or more pages long. The running head for your report is CORRESPONDENCE MANUAL. It should be typed on line 7 beginning at the left margin.

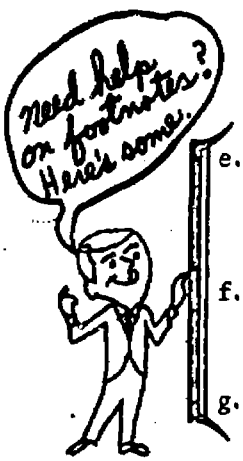
b. The page number should also be typed on line 7. "Page 2" should be typed so that it ends where the average line ends. To accomplish this, follow these steps:

- Move the carriage to one space past the average line ending (91 on elite, 76 on pica).
- Backspace once for each stroke in "Page 2."
- Set a tab stop at the point to which you backspaced.
- Use that tab when you type the page numbers for the remaining pages in your Correspondence Manual.

c. A dash is made with two hyphens on the typewriter. Note the following example from page 2: He spreads shorter letters by--

d. TO TYPE THE LISTINGS ON THIS PAGE--

- Double space before and after the listing.
- Single space the listing itself.
- Set a tab stop 10 spaces in from the left margin for the listing.
- Remove the tab stop when you have finished typing the listings.



REMEMBER: SPACE ONCE AFTER PERIODS IN ENUMERATIONS IN THIS REPORT.

e. Be sure that you type the footnote reference number raised above the line of writing like this:

. . . 16 different parts,[1] as listed . . .

f. Type the separation line for the footnote approximately 10 lines up from the bottom of the paper. This line should be 2 inches long (24 elite spaces, 20 pica spaces).

g. *CAUTION:* Indent the footnote just as you do a regular paragraph. Space once after the period following the number. Single space this and all footnotes in all reports.

DOES PAGE 2 MEET THE PERFORMANCE OBJECTIVE?

○ YES. PUT PAGE 2 SAFELY AWAY WITH PAGE 1. BEGIN PAGE 3.

○ NO. ERASE AND CORRECT ERRORS, RETYPE THE PAGE, OR SEE YOUR TEACHER. MAKE A WISE CHOICE FROM THESE ALTERNATIVES.

PAGE 3:

GT191 pages 268-269

a. For your convenience and for consistency, allow 6 spaces between columns in all of the tables in the Correspondence Manual. Refer to previous Tabulation LAPs for any details of table arrangement that you may have forgotten. A REMINDER: As this is a "bound" report, use 54 (elite) or 45 (pica) as the centering point!

b. When you need to type a fraction, use whole numbers separated by a diagonal line: 3/4 or 4/5 or 1 3/4 or 2 4/5.

> *Even when your typewriter has a key with the ¼ and ¼ fractions, you should construct these fractions if they appear on the same page with other fractions. Doing so results in a better looking page.*
>
> 1/2 1/4 3/4 15/16 *looks better than* ½ ¼ 3/4 15/16

c. Double space before and after the centered date line displays.

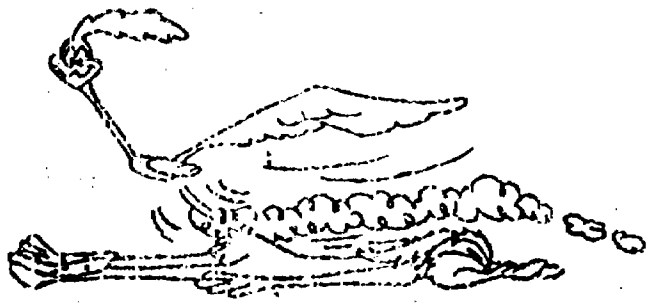
d. To provide about 1 inch in the bottom margin, you should type the footnote separation line approximately 10 lines up from the bottom of the page.

DOES PAGE 3 MEET THE PERFORMANCE OBJECTIVE?

○ YES. TAKE THIS LAP AND PAGES 1, 2, AND 3 TO YOUR TEACHER. ASK HIM TO CHECK YOUR WORK WITH YOU.

○ NO. DECIDE HOW TO MEET THE OBJECTIVE. WHEN PAGE 3 IS SATISFACTORY, TAKE THIS LAP AND PAGES 1, 2, AND 3 TO YOUR TEACHER.

FOR TEACHER USE	
	☐ Pages 1, 2, and 3 are satisfactory. Begin page 4.
	☐ Correct error(s) on page(s) ☐ ☐ ☐
	☐ Retype page(s) ☐ ☐ ☐



PERFORMANCE OBJECTIVE REMINDER

EVERY PAGE OF YOUR CORRESPONDENCE MANUAL MUST BE CORRECT.

- *No uncorrected typographical errors.*
- *No proofreading errors.*
- *No serious placement errors.*

PAGE 4: GT191 pages 269-270

a. TO TYPE THE CENTERED DISPLAY--

- Backspace center the longest line.
- Set a tab at the point to which you backspaced.
- Type all lines of the display beginning at that tab.
- Use "line grouping. That is, use single spacing, but double space between the t[illegible]e examples.
- Clear the tab stop after you hav[illegible]ped the display.

b. TO TYPE A LONG QUOTATION--

- Move the left and right margins 5 spaces in from the usual settings.
- When the quoted material includes the beginning of a paragraph, indent another 5 spaces for the start of the first line of the quotation.
- Use single spacing with a double space above and below the quotation.
- Listen for the bell as you type.
- If there is a footnote reference number, remember to type it raised above the line.

c. Notice that there are 2 footnotes on page 4. To leave a 1-inch bottom margin, you will need to type the footnote separation line higher up on the page than you did on page 3. *How can you figure out where to type the line?*

FIRST *Remember that you want to leave about 6 blank lines at the bottom.*

SECOND *Estimate how many lines the footnote section will occupy. (On this page it will require 6 lines. Count them!)*

THIRD *Add the blank lines and the footnote lines together. You now know where to type the separation line! (6 + 6 = line 12 from the bottom)*

DOES PAGE 4 MEET THE PERFORMANCE OBJECTIVE?

○ YES. BEGIN PAGE 5 AND PUT PAGE 4 SAFELY AWAY WITH YOUR OTHER FINISHED PAGES.

○ NO. CORRECT ERRORS? RETYPE THE PAGE? SEE YOUR TEACHER? IT'S YOUR DECISION.

PAGE 5: ● You should have very little difficulty with this page. There is nothing new or different. *Why not see how quickly and accurately you can complete page 5? Give yourself an extra burst of energy!*

GT191
page
270

IS PAGE 5 SATISFACTORY?

○ YES. BEGIN PAGE 6. FILE PAGE 5 SAFELY AWAY.

○ NO. MAKE THE APPROPRIATE CHOICE OF SOLUTIONS.

PAGE 6: ○ Most of page 6 is a 2-column table.

GT191
page
271

- Find the longest item in each column.
- Allow 6 spaces between columns.
- Backspace from the centering point to find margin for first column.
- Space forward and set tab for start of second column.
- Read and follow the directions printed in blue on page 271 of GT191.
- IF YOU NEED HELP, ASK FOR IT!

DOES PAGE 6 MEET THE PERFORMANCE OBJECTIVE?

○ YES. TAKE THIS LAP AND PAGES 4, 5, AND 6 TO YOUR TEACHER. ASK HIM TO CHECK YOUR WORK WITH YOU.

○ NO. DECIDE HOW TO MEET THE OBJECTIVE. WHEN PAGE 6 IS SATISFACTORY, TAKE THIS LAP AND PAGES 4, 5, AND 6 TO YOUR TEACHER.

FOR TEACHER USE	
☐	Pages 4, 5, and 6 are satisfactory. File them with pages 1, 2, and 3. Begin work on page 7.
☐	Correct error(s) on page(s) ☐ ☐ ☐
☐	Retype page(s) ☐ ☐ ☐

DID YOU NOTICE THAT YOU ARE HALF WAY THROUGH YOUR COPY OF THE CORRESPONDENCE MANUAL? HOW MANY DAYS AGO DID YOU BEGIN WORK ON THIS LAP? _____ ARE YOU SAVING TIME BY READING THE INSTRUCTIONS OUTSIDE OF CLASS? ARE YOU TAKING ADVANTAGE OF AVAILABLE LAB TIME? ARE YOU AVOIDING UNNECESSARY DISTRACTIONS? ARE YOU ASKING FOR HELP WHEN DOING SO WOULD SAVE YOU CONSIDERABLE TIME?

PERFORMANCE OBJECTIVE — *EVERY PAGE OF YOUR CORRESPONDENCE MANUAL MUST BE CORRECT.*

REMINDER

- *No uncorrected typographical errors.*
- *No proofreading errors.*
- *No serious placement errors.*

PAGE 7:

GT191 pages 271-272

a. When typing parentheses, do not space after the first one, but do space after the last one. Note this example from page 7:

It is a line (When Replying, Refer to:) printed in . . .

b. Should the body of Table 4 be single or double spaced? One way the thinking typist can decide is suggested below:

- After typing the paragraphs that appear above the table, estimate how many lines remain on the page--allowing for a 1-inch bottom margin.
- Count the lines in the table if the body were to be single spaced. Also count the lines in the table if double spacing were used.
- Compare the number of lines remaining on your page with the lines in the table.
- Which spacing--single or double--would result in the best bottom margin? *The answer to this question tells you whether you should single or double space the body of Table 4.*

IS PAGE 7 SATISFACTORY?

○ YES. FILE IT WITH YOUR FIRST 6 PAGES. BEGIN WORK ON PAGE 8.

○ NO. CORRECT YOUR ERRORS? RETYPE THE PAGE? SEE YOUR TEACHER?

PAGE 8:

GT191 pages 272-273

a. BEFORE YOU TYPE THE 2 LONG QUOTATIONS ON THIS PAGE--

- Review item b on page 8 of this LAP.
- Read the marginal note on GT191 page 272 about the "ellipsis." The following example illustrates the use of the ellipsis:

> The subject line is typed (today's trend) at the left margin . . . or may be centered . . . . The word subject (or, in

- Read the marginal note at the very top of page 273 before typing the second long quotation.

THE INSTRUCTIONS FOR PAGE 8 ARE CONTINUED

PAGE 8 INSTRUCTIONS (continued)

b. [The marks or symbols at the ends of this sentence are brackets.] If your typewriter has a key for typing these symbols, use it when needed on page 8. *If there is no key for this purpose on your machine, you can construct an acceptable set of brackets in the following way:*

/Diagonals, with underscores facing inside/

CAUTION: *THIS IS NOT EASY TO DO THE FIRST TIME. PRACTICE ON SOME SCRATCH PAPER BEFORE YOU START PAGE 8.*

IS PAGE 8 SATISFACTORY?

○ YES. COMPLETE THE WRITTEN EXERCISE BELOW ON FOOTNOTE ABBREVIATIONS. AFTER COMPLETING THE EXERCISE, TAKE THIS LAP AND PAGES 7 AND 8 TO YOUR TEACHER. ASK HIM TO CHECK YOUR WORK WITH YOU.

○ NO. DO WHAT IS NECESSARY TO MAKE PAGE 8 SATISFACTORY. WHEN YOU HAVE SUCCEEDED, FOLLOW THE PROCEDURE OUTLINED UNDER "YES" ABOVE.

FOOTNOTE ABBREVIATIONS: Define each of the abbreviations listed below. Try to do it without looking back at the marginal notes on pages 268, 269, and 270 in GT191.

(1) op. cit. _____ (4) et al _____

(2) Ibid. _____ (5) ff _____

(3) Loc. cit. _____

FOR TEACHER USE	
	☐ Pages 7 and 8 are satisfactory. Begin work on page 9.
	☐ Correct error(s) on page(s) ☐ ☐
	☐ Retype page(s) ☐ ☐

PAGE 9:

GT191 pages 273-274

a. The body of Table 5 is single spaced. However, double spacing is needed at two points in the first and third columns to make all 3 columns end on the same line. *Examine the table carefully as you plan its placement.*

b. The "cc" examples should be arranged as a simple 3-column table just as they appear on page 273. Double space before and after them.

DOES PAGE 9 MEET THE PERFORMANCE OBJECTIVE?

YES. FILE IT WITH YOUR OTHER COMPLETED PAGES. BEGIN PAGE 10.

NO. CORRECTIONS? RETYPE? TEACHER? YOU MAKE THIS DECISION.

PAGE 10:

GT191 pages 273-274

a. Like page 5, this page should be very easy for you. Speed through it--but maintain accuracy!

b. A balance line will improve the appearance of this otherwise short page. Type today's date (*Month Day, Year*) at the left margin about 1 to 1 1/2 inches from the bottom of the page. [If you are using your VISUAL GUIDE, the "Danger Area" markings will show you where to type the date.]

ARE YOU SATISFIED WITH THE QUALITY OF YOUR COPY OF PAGE 10?

○ YES. RESPOND TO THE QUESTION BELOW.

○ NO. MAKE A DECISION THAT WILL LEAD TO A SATISFACTORY PAGE. THEN, RESPOND TO THE QUESTION BELOW.

ARE ALL 10 PAGES OF YOUR CORRESPONDENCE MANUAL COMPLETE, ACCURATE, CLEAN, AND WRINKLE FREE?

○ YES. YOU ARE READY TO TYPE THE TITLE PAGE AND TABLE OF CONTENTS FOR YOUR REPORT. INSTRUCTIONS FOR THESE PAGES BEGIN ON THE NEXT PAGE OF THIS LAP.

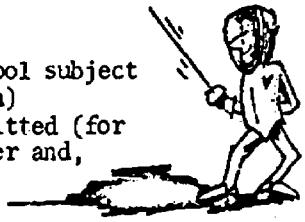
○ NO. TAKE YOUR 10 PAGES TO YOUR TEACHER FOR ADVICE.

TITLE PAGE:

GT191 page 275

a. There are many "correct" ways of preparing a title page. The sample shown on page 275 includes information that most title pages should have.

- The title of the paper or report
- The writer or author
- The purpose (for example: the school subject for which the report was written)
- The person to whom it will be submitted (for example: the name of the teacher and, perhaps, the school)
- The date



b. SUGGESTION: Center the first 2 items of information in the top half (33 lines) of your title page. Center the remaining items in the lower half (bottom 33 lines). This page has so little typed copy, you can easily take the time to try one or two scratch copies to get the arrangement you want.

WILL YOUR TITLE PAGE MAKE A GOOD FIRST IMPRESSION ON THE READER OF YOUR PAPER?

○ YES. FILE IT AWAY. BEGIN THE TABLE OF CONTENTS--THE LAST PAGE TO BE TYPED.

○ NO. DO WHAT IS NEEDED TO SATISFACTORILY COMPLETE THE TITLE PAGE. THEN, BEGIN WORK ON THE TABLE OF CONTENTS.

TABLE OF CONTENTS:

GT191 page 275

▶ As is true for the title page, there is no one correct way of arranging a table of contents. The form suggested on page 275 is very attractive. It is not, however, the easiest to arrange.

▶ The rows of periods connecting the first column with the second column are called "leaders." *They "lead" the eyes of the reader from column to column.* These leaders are the most difficult part of the table of contents. Most of the instructions below are designed to guide you through the proper use of leaders.

a. Set your machine for an appropriate line length--50 spaces will look good. *DO NOT ADD 6 SPACES AT THE RIGHT FOR THE RINGING OF THE BELL AS YOU WOULD NORMALLY DO.* You should also set a tab stop at the appropriate centering point for a BOUND report.

b. Determine the starting line as you would for any table. Insert your paper and S P R E A D C E N T E R the title in all-capitals. Triple space down to the first line of the body.

THE INSTRUCTIONS FOR THE TABLE OF CONTENTS ARE CONTINUED

TABLE OF CONTENTS INSTRUCTIONS (continued)

Read each step. Then, do what it directs you to do.

c. TYPE

Part 1. Letter Placement

d. Move the carriage to the desired end of your 50-space line.

e. TYPE the number "1"

Part 1. Letter Placement 1

f. PIVOT (backspace) to the space where you wish the last period of the leader to be typed. You should backspace 4 times to allow for the page number 10 and a blank space in front of the number.

g. TYPE a "period"

Part 1. Letter Placement . 1

h. Move the carriage to two spaces past the word "Placement."

i. TYPE another "period"

Part 1. Letter Placement . 1

Part 2. Part Essential A. The L

or

Part 2. Part Essentia A. T

or

Part 2. Part Essenti A.

j. TYPE the remaining "periods" that will complete the leader

Part 1. Letter Placement 1

k. You can complete the remainder of the table easily. If you are puzzled about how many spaces to indent each step, the fact is that you have a choice. Indent 2, 3, 4, or 5 spaces. You may want to experiment on scratch paper.

l. Because you are using a longer line of writing than was used in the sample on page 275, item #3 in the LIST OF TABLES can be typed on a single line. This is also true for items #4 and #5.

DOES YOUR TABLE OF CONTENTS PAGE MEET THE PERFORMANCE OBJECTIVE?

○ YES. YOU HAVE COMPLETED THE TYPING OF YOUR CORRESPONDENCE MANUAL!!!

TURN TO PAGE 14 OF THIS LAP.

○ NO. ERASE AND CORRECT ERRORS? RETYPE? ASK FOR HELP?

PUTTING IT ALL TOGETHER. . .

a. Many people ruin an otherwise good report when they--

- Lose one or more pages
- Get pages out of order
- Put pages into the report upside down
- Use only a paper clip as a fastener

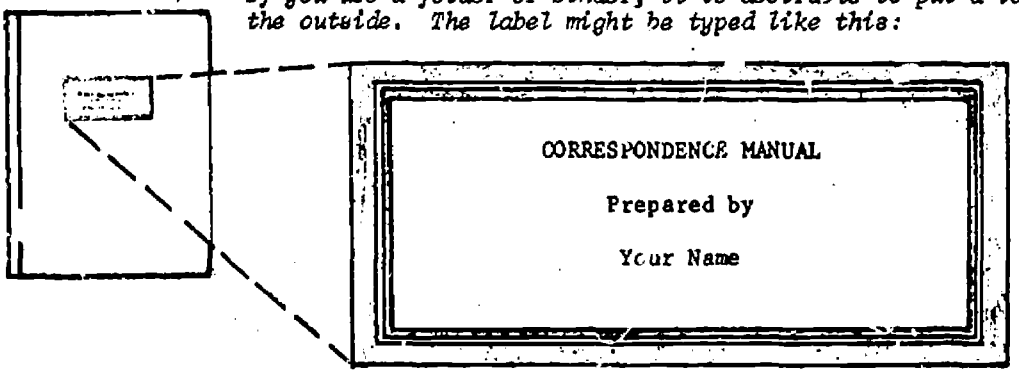
b. Anytime a person spends as much time as you have on this Manual, it is worth remembering to--

- Put all pages in order (title page, table of contents, page 1, 2, 3, etc.)
- Be sure all pages are right side up
- Bind the report properly (following one of the suggestions below)

c. There are many satisfactory ways of binding reports. Choose one of the following:

- Staple the report 3 times about 1/2 inch from the left edge.
- Place the report in a folder using the fastening device included.
- Place the report in a 3-ring binder.

If you use a folder or binder, it is desirable to put a label on the outside. The label might be typed like this:



TAKE THIS LAP AND YOUR BOUND CORRESPONDENCE MANUAL TO YOUR TEACHER.

FOR TEACHER USE

☐ GOOD WORK! A "Pass" grade will be recorded for your satisfactory completion of this LAP. Keep your Manual with your typing supplies to refer to when you are typing business letters.

☐ OOPS!!! Do the following in order to earn your "Pass":

_____

_____

APPENDIX J

TABLE OF CONTENTS

Report Prepared By:

Troy E. Nuckols
Consultant, Vocational Education
Educational Services Center
San Mateo Union High School District
650 North Delaware Street
San Mateo, California 94401

DEVELOPMENT OF
VIDEO-TAPED INSTRUCTIONAL MATERIALS
FOR THE TYPEWRITING PROGRAM

Business Department
Hillsdale High School

1969-1970 School Year

This report will describe the experimental audio-visual project for development of video-taped instructional materials in typewriting to be used in the business department at Hillsdale High School in the San Mateo Union High School District.

PROJECT PROCEDURES

There are many variables that must be considered when an experimental program of this type is instituted:

- Are the facilities adequate?
- Is the equipment dependable?
- Is the staff sufficiently well trained?
- Is the staff sufficiently creative to produce video-tapes that can be effectively used in the instructional program?
- Are sufficient funds available for the purchase of necessary supplies, the maintenance of the equipment, and the provision of teacher time for the development of the video-tapes?

This list, while not exhaustive, points up the items considered to be most essential to the success of the project.

The assumption was made that the facilities and equipment available were adequate and dependable enough to accomplish the major objectives of the project. The student technicians were trained in the Television Production class, and were willing to put forth extra effort to complete the task.

Video-Tape: 2

The video-tapes were produced in their entirety by Mary Nicewander, a business teacher at Hillsdale High School. She wrote and narrated the scripts, demonstrated the lessons on camera, provided additional training when it was needed by the student technicians, and supervised the taping.

Miss Nicewander's extensive experience in instructional television was considered a critical ingredient of the project. She spent two years in American Samoa where all instruction is presented via television.

Special funds from the Bureau of Business Education for this experimental project, plus the additional support provided by the San Mateo Union High School District, allowed for the

- purchase of necessary video-tapes and other supplies;
- maintenance of all television equipment;
- employment of a paraprofessional who, teamed with a teacher in large-group typing classes, freed the second teacher to work on developing and producing the video-tapes.

PROGRAM OBJECTIVES AND EVALUATION

PRIMARY OBJECTIVES

1. *Objective: To develop video-taped lessons for use in typing classes.*

   These lessons were planned to include

   - the alphabetic portion of the typewriter keyboard, and capitalization;
   - the basic machine parts; i.e., space bar, carriage, carriage release lever, line-space regulator, left margin, right margin, tabulator set, tabulator clear, tabulator key, left shift key, right shift key, shift lock key;
   - proper typewriting techniques.

Evaluation: Approximately one-half the lessons were completed. Work on the remaining lessons will continue until the end of the school year.

2. Objective: *To give students enrolled in the Television Production class at Hillsdale High School practical experience in making video-tapes.*

Evaluation: This objective was met. Student technicians, trained in the class, received on-the-job experience in developing the tapes for the project. The students were cooperative and interested in completing their work.

SECONDARY OBJECTIVES

3. Objective: *To extend the use of the television console and monitoring equipment in the large-group typing class at Hillsdale High School.*

The equipment was installed approximately two and one-half years ago to make it possible to instruct large groups of students in typewriting through use of "differentiated staffing" and "live" television instruction. Although instruction is presented "live" over television, the full intent of the original plan has not been achieved to any significant degree. It was expected that this project would assist in carrying out or modifying the original plan by providing video-taped materials that would lend themselves to improving the instructional program.

Evaluation: Classes in which the paraprofessional was used in a supervisory role during "laboratory periods" or as an assistant in large-group instruction operated quite well. This may indicate a measure of acceptance of "differentiated staffing" by the teachers and administrators. Other than this, however, there is little evidence that the project has assisted in carrying out the original

intent of the television installation.

4. *Objective: To encourage teacher involvement in the production and use of video-taped instructional materials.*

Evaluation: With the exception of the developer of the video-tapes, there was no teacher involvement in planning, developing, or using video-tapes in typing classes.

5. *Objective: To evaluate the feasibility of producing video-tapes, that are useable in the classroom, with the equipment available.*

One might conclude that the investment of time, effort, and money in the instructional television facilities and equipment at Hillsdale High School would make it possible to produce video-tapes that were useable in the educational programs. However, the relatively restricted use of this medium throughout the school indicated that this might be a false conclusion.

Evaluation: The technical problems encountered in carrying out this experimental project clearly indicated that the existing facilities and equipment were inadequate. The console and classroom monitors operated well. The video-tape recorders, cameras, storage facilities, and related equipment were undependable or not sufficient to support an instructional television program.

The equipment was inoperative a good part of the time because of needed repair. Example: tapes made on one video-tape recorder would not play on any other; after repairs had been made on the typing project recorder, tapes made prior to the repairs would not play. The district has been unable to locate a video-tape recorder that will play these video-tapes.

The cost of maintaining and repairing the equipment during this project has been prohibitive: approximately $1,500.00 was paid,

during the period January through March, to out-of-district repairmen, while district personnel expended an additional fifty man-hours. Teacher, administration, and lost class-time must also be considered.

Under the existing conditions it is not feasible to attempt to produce or use video-tapes for the instructional program at Hillsdale High School.

6. *Objective: To move toward establishing a "performance curriculum" in the typing program at Hillsdale High School.*

A curriculum designed so that students may advance through the program as they successfully demonstrate required performance, requires some type of individually prescribed instruction. The project was intended to make it possible to "recycle" students, not meeting performance criteria, and to provide them with additional instruction specifically directed toward mastery of the typewriter keyboard. At the same time, more advanced students could progress to more challenging work. The "recycling" could be accomplished through the use of video-taped instruction.

Evaluation: Achievement of this objective was dependent upon successfully meeting objective 1. The problems detailed in the evaluation of objective 5 made it impossible to achieve this objective.

7. *Objective: To study the feasibility of using continuous-loop films as an alternative to video-taped lessons.*

Hillsdale High School is the only district school having television installed in a typewriting classroom. An alternative way to "recycle" small groups of students through portions of the instructional program, as described previously, is to use continuous-loop films. These loop films could be based upon, or "prints" of, the video-taped lessons.

Evaluation: Achievement of this objective was dependent upon successfully meeting objective 1. The problems detailed in the evaluation of objective 5 prevented achievement of this objective. In addition, the video-tapes produced must be of high technical quality and must be validated in order to determine if continuous-loop films should be made from, or based upon, them.

8. *Objective: To determine the feasibility of transferring, or "dubbing," recorded materials on one-inch video-tapes to one-half inch video-tapes.*

If it was determined that this objective could be reached, the other district schools that do not have a television installation could then utilize the one-half inch video-tapes on portable video-tape recorders that have small built-in monitors. Thus, instruction or "recycling" of students by the use of video-tapes could be accomplished in all district schools.

Evaluation: Again, the multiple problems described above prevented achievement of this objective. If it is possible to locate a video-tape recorder that will play the tapes already produced, this objective will be pursued during the remainder of this school year.

EVALUATION BY THE DISTRICT ACADEMY OF INSTRUCTION

The San Mateo Union High School District Academy of Instruction, a teacher-elected body of fellow teachers, recently completed an extensive evaluation of the television equipment and related facilities at Hillsdale High School. This evaluation, though conducted in an entirely different manner and for different reasons, closely parallels the portions of this report that deal with evaluating equipment and facilities that were available for use in the experimental audio-visual project.

In both evaluations deficiencies were found to be present to such an

extent that they seriously hampered carrying out the intent of television-related projects at Hillsdale High School.

RECOMMENDATIONS

It is recommended that video-tape production in typewriting be continued at Hillsdale High School if the following conditions are met:

1. *The deficiencies in the instructional television system, as identified by the District Academy of Instruction and in this report, are corrected;*
2. *The Hillsdale High School business department staff is involved in planning, producing, and using the video-tapes in the typewriting program, and there is active support of the concept and of the project.*
3. *The objectives, both primary and secondary, that are identified in this report are accepted as commitments by the business department, and that departmental members make every attempt to meet them.*

All three conditions must be met if the project is to succeed. If any one cannot be met, it is recommended that video-tape production for typewriting at Hillsdale High School, as described in this report, be terminated.

It is further recommended that, if video-tape production is discontinued, serious consideration be given to removing the television monitors and console installation in the large-group typewriting class and using them elsewhere within Hillsdale High School or in another district school, and that the large-group classroom be replaced by two smaller classrooms. The facility as it is now being used does not justify the investment involved, nor does it justify the additional problems it creates in the educational program.

APPENDIX K

DATE: January 29, 1970

TO: Members, San Mateo Union High School District Board of Trustees

FROM: Peter G. Palches, director, Marina Planning Group

RE: Marina Task Force Reports

The task forces making policy recommendations for Marina High School are nearing the completion of their assignments. The four groups have organized themselves and studied their problem areas independently. In the case of Committee D--Computers and Television--there will be two separate reports. Each report represents many hours of volunteered time and effort by students and staff of the San Mateo Union High School District and by citizens of Foster City, the district at large, and in two cases the greater Bay Area.

The attached reports from Committee A on Accounting for Student Progress and the subsection of Committee D concerning computers are the first reports to be completed. They are submitted to you now for information so that you may have more time for discussing the reports with committee members. Representatives of each of the committees submitting the attached reports will be presented at the regularly scheduled board meeting on February 5.

Several features of the reports deserve comment:

1. Although the committee assignments focused on Marina, committee members included all district schools in their deliberations.
2. All committees asked - "What makes sense for learning?" as their primary question. In many cases, this emphasis resulted in recommendations requiring fundamental changes in our existing school structures and procedures.
3. In general, the reports describe broad policy directions. The committees recognize that translation of these general statements into action programs will be a challenging and difficult process.

As other reports are completed in the near future, they will be submitted to you. No action is requested of the Board at this time.

PGP/ac
Atts.

COMMITTEE "A"

ACCOUNTING FOR STUDENT PROGRESS

Committee Members:

Mr. Randy Gold
Mr. Kenneth Robertson
Mr. Ernie Hickson
Mr. Henry Use
Mr. Jack Mancinelli
Mr. Fred Nelson
Mrs. Lelia Gene Cover
Mrs. Janice Barnhart
Mr. John Morrill
Mrs. Celeste Cron
Mr. Israel Tribble
Miss Loretta Quon
Miss Heather Urban

A COMMUNITY SCHOOL

In the belief that the Marina educational facility will offer to its students and the community far more than the traditional range of educational experiences, the Committee on Accounting for Student Progress recommends that the school operate on a 12-month, four-quarter schedule.

Under this system, a full instructional program will be offered during each of the four quarters, and both students and staff will have the option of participating in any of the four quarters. The Marina plant and staff also must be available at any time there exists a demand for an educational or community service, and the facility should be designed to encourage various segments of the community to include the facilities as an integral part of their activities.

The committee further feels that the term "high school" is too limiting in its concept, and suggests that "learning center" or "education center" would be more appropriate.

OPTIONS

It is expected that the school will offer an optimum number of options to the administration, staff and students, providing them with immediately available, functional choices in learning modes, location of learning, pace of learning and evaluation of learning. To insure a maximum amount of flexibility, it is expected also that options will be evaluated by staff, students and the community for their effectiveness in a changing environment, and that scheduled time will be made available for the evaluative process. Flexibility should include, but not be limited to the addition of new options, and the change or deletion of existing options.

Included among the options available to staff and student should be an opportunity for students to gain credit by demonstrating their ability to meet performance criteria, and an opportunity for staff to determine the unit value of a learning experience based upon the depth, intensity and time allotted to that learning experience by the student.

STAFF EVALUATION

Marina school should have an evaluative process which places equal value on all staff--administrative, certificated, and classified--who come into direct contact with students and the educational program.

The evaluation of the instructional staff should include contributions by students, peers, and administrators, and the evaluation of administrators should include contributions by students, instructional staff, and district administrators. It is expected that the staff will be provided with equipment and encouraged to pursue a program of self-evaluation, through such media as audio and video tapes, and that scheduled time will be provided to carry out such evaluations.

The committee recommends that the results of staff evaluations should be the basis for the selection of professional growth activities leading to advances in salary and/or future assignments.

STUDENT EVALUATION

As a requirement for graduation, each student must demonstrate a minimal level of proficiency in those basic skills required to allow him to function as an effective human being. In addition, it is expected that each student shall choose and pursue a course of studies and/or related experiences to extend his general effectiveness in as many interest areas as a student may select, and to provide him with a personal set of specialized skills.

To create a success-oriented learning atmosphere, the committee also recommends that transcripts include records of student successes only; that credit packages of unequal unit value be encouraged, reflecting the differences in the depth, intensity, and time allotted a learning experience, and that there be a provision for special credit allocation to reward relative improvement in terms of individual capabilities.

COUNSELING AND GUIDANCE

A comprehensive counseling system for Marina should include several levels of service to students, and parental involvement should be emphasized to a greater extent than it is at present. At the most specialized level, professional counseling should be available for tests and measurement; for college and vocational guidance, and for psychological services, with separate, individual experts assigned to each of these areas.

Additionally, each teacher should be an advisor, and each student should have a teacher-advisor, whose responsibilities will be guidance and approval of individual program development. The teacher-advisor will make referrals for specialized services to students and visit families at home. Paraprofessional help will assist in routine work currently associated with counseling.

In keeping with the committee's belief in Marina as a community school, another level of the counseling system should take advantage of the broad range of expertise available through members of the community in providing students with information on career opportunities.

SCHEDULED TIME

To insure the continued operation and success of the evaluative processes and the variety of services recommended in this report, the committee recommends that the personnel charged with carrying out these responsibilities be permitted scheduled time in which to perform their duties.

For example, teacher-advisors must be allocated scheduled time to assume their guidance and visitation duties, and staff and students must be allotted sufficient scheduled time to perform the recommended evaluations of personnel and programs at Marina.

COMMITTEE "B"

SHARED FACILITIES

Committee Members:

Mr. Frank Seebode
Dr. Gary Lee
Mr. Bill Walker
Mrs. Sue Field
Mr. Roy Archibald
Mr. Scott Kersnar
Mr. Bill McLure
Mrs. Barbara Richard
Mrs. Lou Reed
Miss Odie Cook
Mr. Paul Baldwin
Mrs. Marilyn Clark

REPORT ON SHARED FACILITIES - COMMITTEE B

I. Primary Recommendations

A. That while an unusual opportunity exists in the planning and construction of Marina High School to meet community needs, it should not be forgotten that existing high school facilities must be used to a much greater degree now.

B. That the San Mateo Union High School District initiate and pursue a vigorous district-wide policy making its facilities and programs available to the community.

C. That the San Mateo Union High School District actively seek the use of community facilities and resources for educational purposes.

D. That the San Mateo Union High School District encourage and aid in developing programs and courses open to both adolescents and adults.

E. That the San Mateo Union High School District recognize the necessity of involving the community to be served in planning, developing, and implementing programs. The district, in conjunction with each community now being served, should form a committee to work to this purpose.

F. That the San Mateo Union High School District assign personnel whose sole responsibility would be to facilitate a community school program.

II. Rationale:

We believe that the greatest need in this district, as well as its individual communities, is for people of all ages to work together toward understanding each other. Polarization of groups within our society demands that we learn to communicate with each other and improve the quality of relationships. It is equally important that each individual recognize the worth of his contributions and be able to recognize how his goals relate to the goals of society. In other words, our primary goal is to create and foster a sense of community.

If we are concerned with creating a sense of community, then we must have a community school and we must share all facilities when there is a need to do so.

To be responsive and responsible the San Mateo Union High School District must work with as well as for the people it serves.

III. Acknowledgments

The committee is grateful to the following consultants who gave freely of their time to meet with the committee:

Mr. Charles Blair
Vice President of Daniel, Mann, Johnson & Mendenhall
Mr. Richard Conklin
Daniel, Mann, Johnson & Mendenhall
Mr. John Klumb
California State Bureau of Health, Education and Recreation
Mrs. Dorothy Kraus
Social Worker, Pre-School Education, San Mateo County Schools Office
Mr. James Orsburn
California State Bureau of School Planning
Mr. Donald Payne
Recreation Director, Estero District
Dr. Cesar Pelli
Architect
Miss Virginia Ross
County Librarian
Dr. Donald Sinn
San Jose State College, Professor, Department of Recreation & Leisure Studies
Dr. Morris Winward
Director, Adult Education, San Mateo Union High School District

IV. The following sub-committee reports and recommendations are submitted for your consideration:

Recreation

Library

Joint Curriculum

Pre-School Program

REPORT ON RECREATIONAL FACILITIES - COMMITTEE B

We recommend that San Mateo Union High School District provide facilities for recreational use in conjunction with the Estero District of Foster City.

I. We recommend that a permanent committee be established consisting of representatives of San Mateo Union High School District, Estero District, Foster City Recreation Department and representatives of any group or agency planning to provide public recreational facilities in the area. This committee should meet regularly to:

A. Discuss providing joint facilities needed in the community for recreational use.

B. Help in planning of Marina facility.

C. Share ideas and suggestions for recreational programs.

D. Promote trust and understanding between agencies involved.

E. Consider the need for a community service director, accountable to both the school district and the recreation department.

II. Some of the advantages of joint use of recreational facilities are:

A. To create a sense of total community between students of the school and the residents of the area. The committee supports the concept of "Community Schools" as exemplified by such cities as:

1. Flint, Michigan
2. Kalamazoo, Michigan
3. Battle Creek, Michigan
4. Pontiac, Michigan
5. New Haven, Connecticut
6. Miami, Florida
7. Sarasota, Florida

B. To create a basis for friendly contact between people of all ages. We see this as one way to reduce the generation gap.

C. To make full use of very expensive land, facilities, and equipment. Foster City is a unique community in that it is still in the planning stages. A cooperative site plan can be developed to insure Marina High School and Foster City maximum recreational facilities at minimum cost. To avoid wasteful and costly duplication in this area, cooperation in planning is critical.

D. To strengthen and reinforce many areas in the school's educational program. A cooperative site plan should be developed for Marina High School to insure outdoor facilities adaptable for high school instruction, physical education, and athletics. The school's program should take into account facilities at the Community Recreation Center. Both Central Park Recreation and Marina High School sites, along with the lagoon system, should be considered as an integral community facility and used effectively and imaginatively for challenging educational curriculum.

E. To reduce burglary and vandalism. This is a by-product of extensive use of school facilities.

III. Most of the disadvantages of joint use of recreational facilities involve some sort of conflict between the sharing agencies. Some of these conflicts might be:

A. Disagreements between educational goals and recreational goals.

B. Disputes over control, priority use, or eligibility use.

C. Conflicts over responsibility for safety and liability.

D. Discord over responsibility for maintenance and repair.

E. Dissention over administrative responsibility and personnel.

F. Controversies concerning joint financing.

Our committee does not wish to minimize the disadvantages of joint recreational facilities; however, these problems have been dealt with successfully in many communities. The Shared Facilities committee is not expert in this area, but feels certain there are many qualified people available to serve on a permanent committee which could solve these problems.

The Estero Municipal Improvement District of Foster City has already taken steps in this direction with a MASTER PLAN FOR PARKS AND RECREATION by Ellis, Aradt & Truesdell, Inc. Their plan, #18. SCHOOL, calls for the establishment of just such a permanent committee.

Socrates said, "Leisure is the best of all possessions." Marina High School should have the facilities to enhance the leisure time of all residents of the community.

LIBRARY REPORT - COMMITTEE B

Following the November 19 study meeting, the Committee on Shared Facilities adopted a resolution recommending that the Office of Marina Planning develop a proposal for the administration of a joint-use library facility.

A joint-use facility is seen as being one plant, one staff, serving two different administrative boards, with funds now serving two separate library systems being channeled into one operation. Representatives from both library systems could serve on one joint-administrative library board.

We see the physical plant as one being divided into areas of specific use and into areas for specific age groups. In effect, this would not be too different from the structuring occurring in most large public libraries now.

Some of the advantages of a joint-use library facility would be the following:

I. It would involve more taxpayers in the use of our high school, and broaden the concept of the function of the school in the community. More taxpayers would consider the high school as an integral part of the whole community, and not just a taxpayers' burden for the use of a few.

One of the popular arguments contributing to the defeat of many bond elections is that expensive school plants stand empty a good part of the year. By utilizing our library in this way, we would not only counteract this argument, but would at the same time, involve many new groups in our high school. Some of the groups to be involved would be the following:

A. High School Students - Students would be able to attend a neighborhood high school library rather than a more distant public library.

B. Junior High School Students - Of particular interest to this group would be the reference material. It would also establish the pattern of visiting the high school library, and facilitate the transition from junior high to high school.

C. Elementary School Students and Pre-Schoolers - This would obviously be one group requiring a special area in the library. As well as the usual reading material for this age group, such features as the "story hour" would take on added meaning if the skills and talents of the high school students were tapped.

D. Parochial and Private School Students - Quite frequently these students come from schools whose school libraries are inadequate. A joint-use facility would promote better understanding, and impart the idea of sharing to a group of parents who elect not to send their children to public schools, but who are actually helping to support two school systems.

E. Parents - Aside from the obvious advantage to the parent of being able to use the nearby school library, a great deal could be said about the more subtle divided for parent and student alike, if the high school campus were not considered "alien territory" to so many parents. It could not help but promote a closer relationship between the home and the school.

F. Community At Large - The joint-use concept would provide greater opportunities for such things as the "Great Books Program," and students and teachers would be more readily available to serve as group leaders in projects such as the following.

II. The second advantage in a joint-use library facility would be that it would provide a training ground for high school students. This would relate to several suggestions made in I. Since our main goal is in providing education for the high school student, we should look with great favor upon an opportunity to expand the student's educational opportunities, while at the same time providing a useful service to the community. Some of the possibilities for student training and involvement in the joint-use library would be:

A. Opportunity for students interested in the study of library science.

B. Opportunity for student training in working with younger children through the story hour, or simply as a student aide.

C. Opportunity for group leadership through participation in such groups as the "Great Books Group."

D. Opportunity for part-time employment for a great many students as library aides, etc.

III. The third advantage in the joint-use facility again is focused on the high school student. This type of operation would encourage more high school students to use the library when they realize they would not have to familiarize themselves with two distinct libraries. Perticularly in areas such as East San Mateo, a student from a culturally deprived home might be more apt to return to the familiar school library after school hours, where he might not venture to the more unfamiliar public library.

Before a school, such as Marina High School would be designed around the idea of a joint-use facility, it would be our recommendation that the possibility be explored of opening up one of the already existing school libraries to a limited joint-use concept. Crestmoor High School and San Mateo High School would both lend themselves to this type of operation. Both high schools are located in areas that do not have large public libraries close by. An experimental program of opening the libraries to the general public, perhaps only two nights a week, might be one suggestion to implement this plan.

We see the disadvantages to a joint-use facility primarily as being those suggested in the County Librarian's report. They are:

A. A different service emphasis.

B. A difference in certification requirements for public librarians and school librarians.

C. The difficulties arising when funds and policy flow through two different administrative boards.

We feel that the advantages to a joint-use facility far outweigh the disadvantages and we would recommend that the Marina High School Planning Committee explore every possibility for incorporating this new and exciting concept into the planning for the new Marina High School.

JOINT CURRICULUM - COMMITTEE B

Most people today recognize that education must be a life-long process because of the on-going need for job-retraining, because of the rapid expansion of human knowledge, because of increasing leisure time. The concept of education as an initiation rite or apprenticeship ending with adulthood is dying out. However, while people may recognize that they must be life-long learners, many are unsettled by the pace of educational change.

Parents especially sense to one degree or another that the education their children are involved in differs radically from the one they received. Some educational changes have become commonplace to students while continuing to baffle parents. The schools have thus become the focal point-- in some cases, the battleground--of intergenerational misunderstanding. Some parents, mystified by their children's school experiences, mistrust the schools, finding a great deal in curricula that is not "relevant" to their idea of education. Other parents, excited by innovations and expanding educational vistas, regret their own lack of opportunity to participate in experiences being afforded their children. In either case, parents are regrettably alienated from the schools they are asked to support.

Many educational innovations with tremendous potential are thwarted by community misunderstanding. Similarly, problems which might well be solved by concerted school-community effort--like the problem of dropouts, for instance--remain unsolved because of existing gaps between the schools and the rest of the community. Taxpayers, isolated from the schools, often feel they cannot afford the financial burden placed on them for education. It is certain that the schools cannot afford to innovate without involving parents and other citizens in the planning, executions and, when possible, the direct benefits of educational change.

The "community school" concept offers a variety of possible remedies to these problems, most particularly, the idea of a joint curriculum. This committee recommends an integrated program of adult and regular high school education, operating continuously from morning through evening.

I. We envision these salient features and benefits of such a program:

A. Though some courses would be designed primarily for younger students, and some for adults, regular and adult classes would not be segregated, and courses would be open to all age groups.

B. The longer school day would be more convenient for students, especially those in a work experience program, and for adults with free time during the day.

C. The junior college would be asked to approve some courses for college credit, such as:

1. Subject A English, to encourage college-prepatory students with writing deficiencies to work harder to improve their writing.

2. Education and/or adolescent psychology courses in which adults would receive college credit for serving as teaching and counseling assistants.

D. Increased contact between adults and teenagers would help bridge the generation gap. Some seminars might be especially designed to deal with this problem.

E. Studying with adults will help younger students to take their work more seriously, and to see the relevance of school work to their later lives.

F. Parents in the program will be in a position to better understand problems faced by educators and the continual need for educational change.

G. Through the use of community lay people under the direction of certificated personnel, the program will be enriched for students of all ages.

H. The school library would remain open at night, further enriching the program for all students.

I. Community service groups--like the volunteer bureau--would be intimately involved in the curricular and co-curricular activities, which would greatly strengthen programs like the "candy stripers," for instance.

PRE-SCHOOL PROGRAM - COMMITTEE B

The establishment of a pre-school program within the community high school would help meet the goals of the concept of the community school--to increase the interaction between students and adults, to make education more relevant, to increase community spirit and coordinate recreational and educational offerings for pre-schoolers.

The advantages of such a program are these:

I. A pre-school program would make education more relevant.

A. Many students of high school age lack knowledge about children at the pre-school age. For most students, there is absolutely no interaction between the two. Students working in the pre-school would get the opportunity to work with and understand small children.

B. High school-aged mothers, wed or unwed, could use the pre-school for their children in order to take classes, and work in the pre-school to learn more about caring for all of the needs of their children.

C. The pre-school could be an extension of high school homemaking and psychology courses. Students would be gaining first-hand knowledge about taking care of children, something that would be of much value in later life. Also, those students interested in teaching and other professions involving young children would profit from the pre-school.

D. The pre-school would provide the chance for more children of pre-school age to experience learning before kindergarten. Programs such as "Head Start" could be included in the pre-school idea, giving more culturally-deprived children a chance to take part in the program.

II. A pre-school program would increase adult-student interaction and community spirit.

A. Mothers would be able to attend day classes at the Marina Educational Center if there were a pre-school program for their children.

B. Pre-school programs would provide another bridge between adults and students.

1. Students caring for pre-school children, while learning responsibility, would gain insight into the responsibilities of parenthood.

2. Adults could gain a new trust for students, knowing that their children were being cared for by high school students in addition to the pre-school instructor.

3. For adults, the high school would no longer be alien territory.

While the committee did not study financing, we are aware of the possibility of financing such a program through Federal and State child care center programs.

COMMITTEE "C"

Articulation Between the School and the Commercial World

Committee Members:

Committee Chairman	- Mr. Phillip Lev
Subcommittee Chairmen*	
Work Experience	- Miss Mary Stewart* Mr. Arthur Edwards Dr. George Champion Mrs. Evelyn Stanton Mrs. Sydney Atkinson Mr. Steve AuClaire
Business Arrangements	- Mr. Robert Harrison* Mr. Charles Mink
Cooperation of Labor and Business	- Mr. Wayne Thomas* Mr. Clarence McDonald Miss Phyllis Hyde Mrs. Elaine Bukove Mr. Phillip Lev

REPORT ON ARTICULATION BETWEEN THE SCHOOL AND THE COMMERCIAL WORLD

COMMITTEE C

FORWARD

In considering this assignment the committee was impressed with the need that student life become a part of the fabric of civic, cultural, and commercial life in the community; however, the committee became concerned with the danger of syphoning students from the important academic pursuits traditionally a part of the high school curriculum into an over-emphasized vocational training program. The argument that isolating students from "real" or adult life is a source of irrelevancy and boredom is at least in part an excuse given by educators for their inability to excite the interest of students in academic pursuits. It is nevertheless desirable that some integration with the business community in terms of work programs and introduction to the responsibilities of the business world would be valuable and provide a suitable balance to strictly academic pursuits. It is in this light that the committee's recommendations discussed below are to be read.

I. A district policy governing the goals and purposes of a fully realized work experience program.

It shall be the objective of the San Mateo Union High School District to provide each student with:

A. Training, counseling, and a systematic exposure to the world of work which [illegible] improve the student's ability to make satisfying career choices. A progra[illegible] support this goal includes:

1. The establishment of a required work-experience activity for each studen[illegible] selection to be made by the student.

2. The establishment of standards of performance in work-experience activi[illegible]

3. A coordinated program which teaches students the relevance between work-experience and academic studies.

4. The identification and establishment of the maximum number of work-expe[illegible] stations within the Marina High School, the School District, and related [illegible]

B. An opportunity to talk with and/or observe members of the working communi[illegible] purposes of determining and reinforcing career decisions.

1. To insure availability of current information on careers, and a contin[illegible] dialogue between students and the adult working community, a community [illegible] sources file will be made available.

C. The opportunity to learn and discuss the principles of and inter-relationsh[illegible] between private enterprise, government, and broad social concerns.

1. To more fully develop the individual's ability to achieve a productiv[illegible] satisfying role in the world of work, he must understand the fundamentals [illegible] applied economics, employer-employee relationships and responsibilities, [illegible] mental and social efforts, profitability, and elementary principles of [illegible] ing.

D. A flexible program geared to individual needs.

E. Opportunities extended under this program shall be offered to all high school students in the district.

II. Specific Business arrangements which show promise of benefit to Marina as a community school.

The following is a list of potential business arrangements deemed appropriate for the Marina School Complex.

A. Hotel. At the present time, the airport is the largest single employer and the largest single industrial complex in San Mateo County. It is generating many airport-related service industries, of which one of the most rapidly expanding is the hotel industry. If we were to develop some type of arrangement with an off-campus hotel, or perhaps a hotel on part of our campus, students would be able to work in a variety of stations, all with high learning potential--accounting, food services, data processing related to reservations, maintenance, automobile care and storage, etc.. There is some precedent for having a hotel connected with a school site--specifically, in Dade County, Florida.

B. Theatre. The primary attraction of having a motion picture theatre on, or adjacent to, the Foster City site is that it would avoid costly duplication of facilities. At present there is no movie theatre in Foster City, nor is there a high school auditorium. But why should two facilities be built? Couldn't a movie theatre serve as the auditorium for the school by day and income producer by night? Admittedly, there is little potential work experience involved with running a movie theatre, although there may be as an apprentice movie projectionist. Certainly there are opportunities in taking and selling tickets and in running the concession stand.

C. Recreation Center. In an age of expanding leisure time and in a community where recreation facilities are limited, the attractiveness of a recreation center as a work experience should not be overlooked. There are especially attractive possibilities in the area of recreation which is not normally part of public recreation facilities--activities such as bowling, pool, snooker, ping-pong, etc.. The unit in the Tresidder Union at Stanford might be a model for such a facility. There are both work experience possibilities and revenue-producing concession possibilities from such arrangements. There are also desirable festures in having these facilities connected with the school so that it will enhance Marina's function as a community center.

D. Cafeteria. One way to handle an arrangement with a cafeteria would be to have some type of food concession concern, such as Saga Foods or Sky Chefs, take over the overall management of the food service for the school. The school district, perhaps in conjunction with the recreation district, would furnish the physical facility for the cafeteria and, of course, through its situation as a community center, would furnish a definite and large potential clientele. The food service concern would furnish responsible on-going restaurant service to the public and would additionally provide training stations for students in various work experience programs as part of its contract.

E. Book and Supply Store. As the Marina Conference pointed out so well, retailing is a "natural" for high school-based cooperative business arrangements. Students have money. Retailing is a major industry. As a community school, Marina will have a variety of activities which will generate a varied need for supplies, even more varied than those in the traditional schools. It will be important to have such a supply facility on the campus, and it is appropriate to have students operate it and gain experience in commercial activity.

GENERAL COMMENTS

There will be a need for a new district function--business management for these school-related businesses. Present school business managers are not trained to deal with these types of arrangements. It should be emphasized from the earliest stages of planning that this person need not be a credentialled person, though he must be dedicated to the goals of education and work experience.

Although the programs in some cases may seem to be expensive, two things should be borne in mind. First of all, they are in many cases types of activities which will reduce the costs elsewhere or will bring in revenue. Secondly, the potential for outside funding, should the district move agressively into this area, are great. Federal funding is authorized under the Vocational Education amendments of 1968. These types of educational arrangements are also likely to be attractive to the foundations. They do constitute radical departures from normal school operations and have definite promise for making a difference.

If work experience, as will be made available in these programs, is to be meaningful, there must be tie-ins of the curriculum with the work experience. We cannot continue merely to have students leaving school for part of their time to take jobs. The purpose of these arrangements and the purpose of these vocational programs in general at Marina should be to provide relevancy to the overall curriculum, as well as to provide salable skills for each student.

The above list is by no means a complete one. These are merely the types of arrangements which appeared to make sense in an early brainstorming session. Notably absent from the list are two major industries in San Mateo County--the electronics and data processing industry (which are lumped together simply for convenience), and agriculture, specifically the flower industry. Immediate steps should be taken to contact these industries to institute planning for student stations in the conventional manner of off-campus work experience. The major consideration to be kept in mind is that by using more flexible time, the student will be able to be on the job for longer and more realistic time units.

Finally, the whole concept of contracted educational services has also been omitted from this paper. It is our opinion that on campus instructional contracts are more appropriately the concern of another sub-committee. However, it is too important an idea to be overlooked at this time and possibly missed totally.

III. Steps to insure the cooperation of powerful interest groups in labor and business circles.

Specific steps directly relating to the implementation of gaining the cooperation of interest groups in labor and business circles are not proposed. Instead, the committee agreed that as a part of integrating the school and business communities it would be necessary to draw from the ranks of industry leaders, labor leaders, and educators a committee to bridge the gap between the academic and industrial world. The committee suggests this be in the form of a standing industrial committee to consist of persons from industry, labor and school; plant personnel managers, union business representatives, and training program directors would be ideal members of the committee as those so implied can best relate to the problems of employing high school graduates directly into industrial jobs. The California Department of Employment could be an additional source of personnel and information for the committee.

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Such a committee would have as its function:

A. Consultation with group planners to pursue the possibility of industrial participation and the extent of such participation.

B. Curriculum design.

C. Active participation in student counseling.

D. Physical placement of students and employment under work study programs.

E. The search for further means of participation of industry in campus life.

COMMITTEE "D"

Computer Section

Technology

Committee Members:

Mrs. Anita Fromholz
Mr. Duane Atkinson
Mr. Ken Butler
Mr. Cal Davis
Mr. John Rollin
Mr. John Mahaffy

REPORT ON COMPUTER SECTION - COMMITTEE D

I. Primary Recommendations

A. This committee has reached the conclusion that a computer installation should be a part of the Marina High School plan.

B. Secondly, the committee recommends that the district provide for every student the opportunity to achieve basic computer literacy.

C. The committee recommends that computer installations at Marina and elsewhere in the district should be student-oriented. They should be educational tools first and administrative tools second.

D. The committee also recommends that the planning for the computer installation at Marina begin immediately, so that the installation can be properly implemented and pilot programs can be started in other schools within the district.

Explanation.

Computers and data processing are going to become a part of every student's life, as checkbooks and charge accounts are today. Computer facilities in the home will be used tomorrow. The students should be prepared to deal intelligently with the role of the computer in modern society. Moreover, computers are going to enter more and more new areas; as an example, they are now being used experimentally to grade English papers. Finally, the consideration of careers in data processing is basic in San Mateo County, due to the high industrialization of the Bay Area.

In insuring that the computer facility is used primarily for the benefit of the student, it will probably be practical to put the non-student use of the computer onto a shift which takes place during the late evenings and early mornings so that the computer is reserved for student use during normal school hours.

Beginning the planning now is important for several reasons. First of all, it will enable staff members in all the existing schools to guide the planning and it will enable the benefits of the planning to be felt in each of the existing schools. Secondly, it will provide the time to orient teachers toward thinking about computers, to give them the time to prepare themselves in the computer field, and to give them the time to develop the necessary curriculum. Finally, it will allow the time necessary to experiment with various equipment configurations.

II. Secondary Recommendations

A. Phases of the Planning

The committee feels that when Marina opens the following should have been accomplished:

1. Development and implementation of a computer literacy program, though perhaps without any hands-on computer experience.
2. Every math, science, and business teacher should be capable of using the computer as he sees fit for the problem solving and/or as an incentive device.

To accomplish these objectives, this group recommends the establishment of a study/planning committee to guide the district's implementation of a data processing installation. Among other things the study/planning committee should do the following: take an inventory of existing equipment and talent in the district; oversee development of the curriculum in basic computer literacy; draw up plans for motivating teachers to equip themselves with necessary data processing and computer talents; evaluate and choose both the interim computer equipment and the equipment to be installed at Marina.

The study committee might be composed of a number of school district personnel balanced by one or two people in industry. These outside people would be of particular help in the area of teacher training.

The committee also recommends the dissolution of the study/planning committee upon the opening of Marina, and the establishment of a follow-up committee composed of knowledgeable people who will study technological advances and educational needs and make periodic recommendations for changes in computer facilities.

The committee also recommends that there be a district supervisor of data processing, that he be an educator, primarily, rather than a technologist, and that he report directly to the district superintendent. This last provision is included to avoid the situation in which a computer installation might become heavily weighted in its use toward just one department or service. It is also made because such an installation is an inter-disciplinary operation which, because of its potential expense, must be coordinated with the whole district effort.

The data processing supervisor should be hired in the near future in order to assist in the immediate planning and to provide continuity between the planning stage and the opening of Marina. The supervisor might be director of the study/planning committee or at least be of much assistance to the committee.

II. Secondary Recommendations (Continued)

B. Equipment

After much consideration this committee recommends that an on-site computer be installed at Marina. Using the time-sharing facility of some commercial system was considered; it was decided that this path would not provide all the services needed by the district in order to use the computer to its full educational potential, primarily because it would inhibit hands-on experience by the students.

The committee recommends that the leasing or buying of computer equipment be in three stages:

1. The first stage would be the planning stage which would begin immediately with the acquisition of a small processor such as an IBM 1620, and its location in one of the district schools. Such a processor would be supplemented by a terminal at each high school connected either to the processor or to a commercial time-sharing service.

2. The second stage would begin with the opening of Marina High School. At this time there would be a complete, (for educational purposes), if minimal, system at Marina tied by terminals to the other high schools (see section below--physical layout).

3. In the third stage, facilities like Marina's would be installed at the other high schools. At the same time Marina would continue to experiment with technological and educational developments for potential use in an evolving system.

   The committee has refrained from naming specific equipment, since it is likely that there will be many changes and innovations in computer technology before it is necessary to order equipment for Marina. This report does include, however, a cost estimate of the proposed equipment based on today's market. This amount should be considered in arriving at the total cost of the Marina environment for bond assessment purposes. (See budgetary consideration below).

II. Secondary Recommendations (Continued)

C. Physical Layout

The committee recommends that the physical facilities involved in a computer installation at Marina be broken into three parts:

1. The first part would be the computer center itself. This would probably be the size of a normal classroom and would be a multiple use room. It would house the processor and the console needed for its operation; attached input/output devices (card reader/punch, printer); and any permanent auxiliary storage devices. There would be two or three key-punches for preparation and correction of work and there would be work tables and reference materials. Communication lines leading to terminals in other parts of Marina and in other schools in the district would originate from this room.

2. The second part would be a resource center--a multi-purpose room, perhaps equipped with carrels as well as open work areas. The committee recommends that this room be equipped with at least four terminals connected to the main computer. Such a room would house other media devices. It would provide the students access to the computer outside of regular school hours.

3. The third part of the recommendation for physical facilities is that there be several "portable" terminals connected to the main computer. At least two of these terminals should be quasi-permanent in math, science or business rooms with the others available for use in any subject. In order to implement the use of these terminals, we recommend that every classroom be equipped with floor ducts or pipes as well as telephone line capabilities.

II. Secondary Recommendations (Continued)

D. Further Applications and Users

As previously stated the committee recommends that the basic users of Marina's computer installation be for educational purposes--in order to provide opportunity for computer literacy for every student, and to allow for its use by math, science and business teachers as a problem-solving tool and as an incentive device.

There are, however, many other computer applications to be considered. In terms of educational uses, these further applications might include simulation, game theory, advanced problem solving, computer-assisted instruction, computer-managed instruction, instructional material retrieval, and vocational computer training, including operations experience and programming language experience. The administrative uses to which a computer might be put include the following: student registration; test analysis, project evaluation (administrative simulation), guidance and counseling assistance, and the usual administrative uses to which a computer is presently put. Additional applications could include programs for the educationally handicapped, gifted, and adult students.

There may be an opportunity for the district to sell use of computer time, if available, to other agencies such as the Estero Municipal Improvement District, the County, other nearby school districts, teachers associations, and various commercial enterprises.

II. Secondary Recommendations (Continued)

E. Cost Estimates

The system should be planned primarily for educational purposes; therefore, the basic equipment should be evaluated primarily for its usefulness as an educational tool. Increments to the basic equipment for administrative purposes should be on a cost basis. The cost of the additional equipment should be compared to savings realized through use of the computer in administrative operations and the revenue added by selling computer services to others. The major questions in evaluating hardware, then, should be: Is it educationally useful or does it pay its own way in other use areas?

The following estimates are intended only to give a rough approximation of the cost of equipment based on current prices.

Phase 1 - Planning for Marina

Small processor or time-sharing terminals to some commercial service.

$10,000 to $20,000 per year

Phase 2 - Marina Installation upon Opening

Processor with multiple access capability

Appropriate input and output devices

A minimum of: Five keypunches
Eight remote terminals

$100,000 to $150,000

COMMITTEE "D"

Media Section

Technology

Committee Members:

John Mahaffy
Don Ralston
Nancy Jalonen

REPORT ON MEDIA SECTION - COMMITTEE D

Any plan for a new school must take into account the paramount problem facing educators today: there are more students to be educated than can be handled by current methods of teaching and administration, and the pressure of sheer numbers will increase in the future. Society--that is, parents, teachers, students, and community--expects improvements in education at the same time it restrains expenditures in the schools. The problem is, therefore, what methods must be employed to augment current teaching techniques so that quality may be improved in spite of larger numbers of students; what use of the variables of time, space, and staff can make these methods most effective.

There is a natural reluctance on the part of school boards to venture into costly innovations which may turn out to be nothing more than educational fads. There is, on the other hand, a very urgent obligation for school boards to support changes which seem to offer help for the problems mentioned above.

The tremendous expansion of knowledge in all fields of learning coupled with the differing needs of our students dictates that much learning be individualized. Providing the materials, equipment, time and space to individualize instruction in a rapidly changing world is the underlying rationale for all of our committee's recommendations.

Media should not dictate to education. Just as the computer group could not be specific in its report, we cannot and should not go into great detail. Not only is the state of the art advancing every single day, but also a school philosophy must first be determined and a staff selected before many technological decisions can be intelligently made.

We can say that it appears imperative that we redeploy our students and teaching skills to greater advantage. Extension of the skills of our better teachers to more students, greater use of existing and planned school buildings, enrichment of curricular offerings, and individualization of instruction all point to the need for increased use of audio-visual media.

Our work has led to general recommendations for material usage and preparation, for the building, for television, and for the use of time, space, and staff rather than specific proposals for technical acquisitions. Any mention of dollar amounts can only refer to today. Breakthroughs in the next few years could drive prices down or provide some new superior system which would justify a greater expenditure.

I. Recommendations

A. Individualized instruction will require the acquisition of much equipment which the district does not now own. Audio tapes which a student can replay as often as he desires should be readily available. We recommend against a large dial-access system of tape retrieval; instead, we believe that the school should have many cassette tape players which a student could check out and take home for use as well as in-school use. Five hundred such players would cost less than a dial access system and allow individualized control of the program being heard as well as permitting use at times when the building might be closed. Small slide and filmstrip projectors and 8 mm motion picture projectors should also be readily available for student use. Carrels should be located throughout the school in attractive groupings. Many of the carrels should be "wet," i.e.,they should have electrical power supplied to allow a student to use a slide projector or cassettee tape player.

B. Marina should have the ability to produce most needed audio-visual materials on site. Ample work space should be provided in the Instructional Materials Center or elsewhere for both staff and student production of materials. Equipment should be available which would produce both original and duplicate audio and video tapes. The school should be able to prepare slides and transparencies as well as having the capability of reproducing existing materials. There should be equipment available for production of motion pictures. A staff graphic artist should be on call to assist both students and teachers, and an adequate budget should be furnished to procure supplies. As much equipment as possible should be operated by the students.

C. Empty conduit should be placed under each floor on six foot centers. Both technology and educational theory are moving so rapidly that it is impossible to state future wiring, sound, and TV needs with any degree of finality. We can only make provision for the building to meet the needs of the future as they arise.

D. Each house or department at Marina should have access to a large group room which would hold between 100 to 150 students. Rooms which will be used by science, art, crafts, and homemaking should have television magnification equipment. Small group rooms need full permanent walls and not just sight barriers if free discussion is to occur. Large rooms should have a sloping floor to provide visibility. These rooms should have row by row light control and have switches controlling the lights by the doors as well as in the front and the rear of each room. Provision should be made for the control of audio-visual equipment such as slide projectors from the teacher's position. The electrical capacity found in many rooms in the district's present schools appears to be inadequate; such capacity should be closely reviewed at Marina.

E. The television studio described below and the Instructional Materials Center with work space for staff and students should be located as near each other as possible, and they should be on the first floor if in a multi-story building. Easy access should be provided both to other areas in the building and to the outside.

F. Skylights have presented many problems in the district's present schools and have prevented media from being used as effectively as it otherwise might; we recommend that skylights be avoided in any instructional area of Marina.

I. Recommendations (Continued)

G. The architect may well design many of the interior walls at Marina with the idea in mind that they might be moved at some date in the future. The metal walls found in the newer district high schools cause accoustical problems. We would recommend that destructible walls with a plaster finish be considered or that some other accoustical treatment be used. Carpeting would not only serve to help reduce maintenance costs, but would also help with the accoustical problem.

H. Many staff members have been dissatisfied with the results of their involvement in the construction of the district's present schools. The committee strongly recommends that the architect's rough sketches be returned to the committees for further comments before being "cast in stone."

I. To further the concept of individualized instruction each house or department should have its own resource center. These centers could typically contain a room with study areas and carrels, basic reference materials for student use, and resource people to assist students. The resource personnel could either be professional staff members, teacher aides, or, ideally, students. Off the main room there should be small rooms with a chalk board and table and chairs for students and teachers to use for conferences and study sessions. The house or department office should open onto the resource center. Each teacher should have desk space in an office.

J. Marina should have a small television studio. This studio would cost under $20,000 at today's prices. Equipment would include four video tape recorders (at present, we would recommend the equivalent of the Ampex 5100, 1 inch recorder); four small video cameras with monitors; standard, wide-angle, and telephoto lenses; an ample supply of video tape; and connecting equipment including a switcher-fader. This studio should be at least 40 feet by 30 feet and have appropriate storage. The studio would be used as a classroom for television production classes; as a place for teacher presentations to be taped, and to televise guests on the campus so that the tape could be shown to students whenever they were available. It is possible that the studio could open onto a lecture area as in our present concept of little theatres.It is even conceivable that a revolving stage could be used so that productions could be turned toward the theatre, the television studio, or the lecture hall.

In addition, the school should have several small portable television units similar to the present Sony units. This equipment would be used to record student performance in various areas, by the guidance staff to record interviews for later analysis, by the instructional staff for self analysis, and by the Instructional Materials Center as one alternative to preparing materials needed for instruction. The capacility to take the television to the action is basic. While the studio will serve as a program center and be the center for formal production of tapes, equipment must be able to move easily and unobtrusively to the area where the immediate instructional value is the highest.

K. In order that teachers may use the various media and be aware of their capabilities, it is imperative that in-service training be provided. The audio-visual course required of most prospective teachers is not adequate for an instructional program which will let each student achieve his ultimate potential.

I. Recommendations

L. Time must be provided for the teacher to prepare lessons using media. Much of the mediocrity in current teacher prepared materials results from the fact that the teacher is expected to prepare them in his "spare time." One cannot compete with the polished offerings of commercial television with "spare time" materials. Use of interns, teacher aides, and released time could free the teacher of busy work and give him time to be creative.

In summary, the ultimate media program for Marina must be developed after the philosophy and staff of the school are selected. We can plan now to make the building flexible to fit the school's needs when it opens and for many years in the future. Provision must be made to provide individualized instruction. Materials will have to be produced locally to give creative teachers what they need; these teachers will require the time to participate in the creation of these materials. Finally, mistakes made in building present schools in the district should be avoided in the planning for Marina.