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ABSTRACT

Intensive Business Training in Mississippi is designed to prepare students for immediate employment in secretarial and clerical jobs in a business office. It includes the learning and mastering of office procedures and techniques, with emphasis on depth and practice of putting basic office skills into vocational experience and practice. The two or three consecutive class periods time block offers additional laboratory time to develop depth training in skills and enables the teacher-coordinator to integrate the course content to produce a qualified office worker. The manual (used as supplementary material to a civil service training guide in preparing students to take the civil service examination) contains the following suggested units: business communications; calculating machines, clerical record keeping, consumer education, duplicating processes, the executive typewriter, filing and records management, graphic arts, human relations, data processing, job orientation, machine transcription, office simulation, office transcription, office typewriting, reference activities, shorthand transcription, and travel and transportation. Each unit includes a job description, general and specific objectives, course content, student activities, suggested materials, evaluation, sample test questions, and a bibliography. Three teacher-designed integrated projects are included. (SC)

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**CURRICULUM GUIDE
FOR
VOCATIONAL TEACHER-COORDINATORS
OF
INTENSIVE BUSINESS TRAINING**

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In Cooperation with
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Jackson, Mississippi

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FOREWORD

Business and Office Education is one of the fastest growing areas in education today. We are receiving some of the recognition which has been fought for by our leaders in Business Education for the past several decades. The Vocational Act of 1963 has helped Business Education gain much impetus.

In the final analysis the only good and real curriculum guide must come from the individual school and, much more than that, from the teacher-coordinator of Vocational Business and Office Education.

The State Department of Education, Vocational Business and Office Division, sincerely hopes that this curriculum guide will help teachers and coordinators in planning the curriculum for their individual schools and in teaching and in upgrading their teaching. This publication is intended to serve only as a guide to individual teachers and schools.

The cooperation of the business and office instructors and administrators in Mississippi with the State Department of Education is doing much to further our progress in Mississippi.

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INTRODUCTION

Due to the numerous changes taking place in businesses and offices today, it is obvious that a new program of office education is needed to provide the trained manpower required to meet the needs brought about by these changes. Office education is designed to serve these needs through initial, refresher, and expanded education.

The Intensive Business Training curriculum systems design specifies that each learning activity must relate logically to all other activities and must lead to the attainment of social, personal, and career needs as well as the intellectual needs of young people. A curriculum plan of this nature would provide a great flexibility for the student. If the student leaves school before graduation, he would leave with useful entry level job skills that would permit him to enter the job market. If he continues on to graduate from the program, he would have the skills and qualifications to go into the working force at that time, or continue his education in college or vocational school.

Intensive Business Training utilizes a block system, which may be described as a system of scheduling vocational office education students into a program of instruction covering two or three consecutive class periods of the day, with the same teacher being responsible for all of the instruction in the block of time.

Instead of teaching isolated units of study, a combination of subjects is offered, selected from typewriting, shorthand dictation, transcription, business letter writing, spelling, business arithmetic, introduction to data processing and keypunch, office procedures, accounting, office machines, filing, payroll procedures, human relations, graphic arts, consumer economics, etc.

The teacher has great latitude in determining how to utilize the block of time. The number of periods to be devoted to each of the subjects is determined according to the amount of time needed to develop the desired level of competency in each of the subjects included. The teacher may decide that a week of instruction using the entire block of time is needed for typewriting instruction; the next week the teacher may decide that one period a day will be devoted to transcription, the next period to business letter writing, etc. The teacher might organize the block so that all clerical students would be working on one unit of instruction, while the secretarial students would be working on some other unit. In other instances, such as when students are working on integrated office projects or practice sets, each student might be working on a different project, such as would be the case in actual office situations. In other words, the block of time offers infinite flexibility within the instructional program.

Basic textbooks¹ and supplementary materials are needed according to the subjects included in the block. The Intensive Business Training classroom should be equipped with the type of office equipment being used currently in business offices.

¹Peter L. Agnew, James R. Meehan, and William R. Pasewark, **CLERICAL OFFICE PRACTICE** (4th ed.; New York: South-Western Publishing Company, 1966);

Albert C. Fries, Margaret Rowe, and Dorothy L. Travis, **APPLIED SECRETARIAL PRACTICE** (6th ed.; New York: McGraw-Hill Book Company, 1968).

DESCRIPTION & OBJECTIVES OF INTENSIVE BUSINESS TRAINING*

Description

Intensive Business Training in Mississippi is designed to prepare students for immediate employment in secretarial and clerical jobs in a business office. It includes the learning and mastering of office procedures and techniques. It is designed generally along the same learning channels of clerical office practice with emphasis placed on depth and practice of putting basic office skills into vocational experiences and practice. The block of time (two or three consecutive class periods) offers additional laboratory time to develop depth training in skills and enables the teacher-coordinator to integrate the course content to produce a qualified office worker.

Intensive Business Training fuses and correlates related office skills and knowledge. Prior approval must be obtained from the State Department of Education before initiating the Intensive Business Training class.

Objectives

General

1. The student will learn and master office duties.
2. The student will relate classroom activities to office situations.
3. The student will develop the ability to perform varied types of office work with accuracy and speed.
4. The student will develop desirable personal qualities and business ethics.
5. The student will develop office techniques necessary for employment and advancement on the job.

Specific

1. The student will learn to identify the clerical office worker and his job opportunities.
2. The student will refresh once-learned understandings and skills.
3. The student will learn and master office duties and related skills, such as handling the mail, receiving callers, filing, duplicating, communications, machine transcription, office machines, record keeping, and automation.
4. The student will become acquainted with uses, mechanics, and care of office supplies and equipment.

*State Department of Education, BUSINESS EDUCATION FOR MISSISSIPPI HIGH SCHOOLS, Mississippi School Bulletin, No. 157 (Jackson, Mississippi: State Department of Education, 1969).

5. The student will learn the importance of being able to take and follow oral and written instructions.
6. The student will learn the value of pleasing manners; of neat, business-like appearance; and of socially valuable attitudes.
7. The student will become familiar with occupational information through job application, personal data sheet, and interview.

Course Content

Content of Intensive Business Training is a combination or sequence of subjects and projects designed by the local teacher-coordinator with the assistance of a local advisory committee. It is dealt with in depth so that the students may prepare themselves to meet the occupational demands in a local area. Thus, only a suggested course content and allotment of time is given in the following pages.

It is suggested that integrated office projects be used extensively throughout the course and that a full scale simulation be used at least once during the year.

A civil service training guide is used in most of the programs in existence at this time in Mississippi in an effort to prepare the student for taking the civil service examination at the end of the course, or prior to taking a job. This manual is used as supplementary material in conjunction with each of the units. The sample tests are excellent practice material for the student preparing to take the civil service test or any business test. The local civil service representative will, in most instances, arrange to come to the classroom and administer the civil service examination.

CURRICULUM SYNOPSES

D. O. T. NO.	JOB TITLE	UNITS OF STUDY																
		Communications	Duplic. Processes	Graphic Arts	Human Relations	Int. to Data Proc.	Job Orientation	Office Machines	Office Simulation	Office Typewriting	Exec. Typewriter	Consumer Eco.	Records Mgt.	C. Record Keeping	Reference Act.	Shorthand Trans.	Travel & Transp.	Mach. Transcript
210.388	Bookkeeper	x			*	x	x	x	*	x		x	x	x				
211.368	Cashier	x				*	x	x	*			x		x				
215.388	Bookkeeping Mach. Op.	x			*	x	x	x	*	x		x		x				
215.488	Payroll Clerk	x			*	*	x	x	*	x		x	x	x				
216.488	Calculating Mach. Op.	x			*	x	x	x	*	x		x		x				
212.368	Teller	x			x	*	x	x	*			x		x				
207.782	Duplicating Mach. Op.	x	x	x	*		x		*			x						
206.388	File Clerk	x			x	x	x		*	x		x	x	x	x			
219.388	Billing Clerk	x			*	x	x	x	*	x		x		x				
219.388	General Office Clerk	x	x		*	x	x	x	*	x		x	x	x	x			
219.388	Insurance Clerk	x			*	x	x	x	*	x		x	x	x				
219.388	Statistical Clerk	x	x		*	*	x	x	*	x		x	x	x				
219.488	Accounting Clerk	x			*	x	x	x	*	x		x	x	x				
204.288	Correspondence Clerk	x	*		x	*	x	x	*	x		x	x		x		x	
231.588	Mail Clerk	x			*	*	x		*			x	x		x		x	
340.878	Messenger	x	x		x	*	x		*			x	x					
237.368	Receptionist	x	*	x	x	*	x	x	*	x		x	x		x			x
221.388	Production Clerk	x			*	*	x	x	*	x		x	x	x				
222.387	Shipping & Rec. Clerk	x			*	x	x	x	*			x	x	x				
223.387	Stock & Inventory Clerk	x			*	x	x	x	*			x	x	x				
222.588	Traffic Clerk	x			*		x	x	*	x		x	x	x				
223.368	Purchasing Clerk	x			*	x	x	x	*	x		x	x	x				
205.368	Personnel Clerk	x			x	*	x		*	x		x	x	x				
201.368	Secretary	x	x	x	x	x	x		*	x	x	x	x	x	x	x	x	x
202.388	Stenographer	x	x	x	*	x	x	x	*	x	x	x	x	x	x	x		x
209.388	Clerk Typist	x	x	x	x	x	x	x	*	x	x	x	x	x	x			x
203.588	Typist	x		x	*	x	x	x	*	x	x	x	x	x	x			x
203.588	Statistical Typist	x		x	*	x	x	x	*	x	x	x	x	x	x			x

* A starred unit of study signifies that the unit is recommended if time permits.

x A unit marked with an "x" signifies that the unit is recommended for the job title.

THE 1968 AMENDMENTS TO THE VOCATIONAL EDUCATION ACT OF 1963

The 1968 Amendments, for all practical purposes, have eliminated all prior legislation in vocational education and have channeled efforts in new specific directions toward new goals, with greater support.

There must be an increased emphasis on 'people' needs as opposed to 'program' or 'institution' needs.

In short, this Act contains many new challenges, but in doing so, it gives to the states and local districts resources and program flexibility which is designed to assist us in focusing on vocational education needs -- and to meet them!¹

The declaration of the purpose of the 1968 Amendments to the Vocational Education Act of 1963 as found in Section 101 is stated as follows:

It is the purpose of this title to authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the State -- those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in post-secondary schools -- will have access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

Some of the highlights of the Act are:

1. Each school district in order to qualify for Federal funds shall submit a local plan for vocational education showing needs, occupational placement opportunities, economic status, etc.
2. A uniform reimbursement policy for all schools will not be used. The reimbursement policy will be based upon the financial ability of the school district.
3. Fifteen percent of all Federal funds will be spent for the deprived (disadvantaged).
4. Ten percent of all Federal funds will be spent for the handicapped.

¹Brenton R. Aikin, "The Vocational Education Act of 1968," CALIFORNIA BUSINESS EDUCATION JOURNAL, IV, No. 2 (February, 1969), p.3.

5. No funds under this Act are to be used for purposes other than to prepare students for employment, to prepare individuals for successful completion of occupational educational programs, or to assist individuals in making informed and meaningful occupational choices.
6. Authorizations are made for cooperative vocational education programs.

The authorization for cooperative education is new, and places emphasis on the development of programs which combine formal education enabling students to acquire job skills, knowledge, and appropriate attitudes with on-the-job experience. Further provisions include the reimbursement of employees for necessary added costs incurred in providing on-the-job instruction, teacher/coordinator training, and certain ancillary services. The Act authorizes states to provide up to 100% Federal financing to local educational agencies.

Business Communications



BUSINESS COMMUNICATIONS **(35 hours)**

The office worker will be proficient in dealing with the public in person and by telephone and written communications, will keep accurate records of messages received, will have good enunciation and pronunciation, will listen effectively, will give information and directions clearly, will be explicit in writing reports, letters and other business communications, and will be proficient in handling incoming and outgoing mail.

Objectives

General

1. The student will develop ability to apply critical judgment for evaluating communications.
2. The student will recognize that communications is a vital and dynamic tool of business.
3. The student will be aware that the business depends on communications for its very existence.
4. The student will be aware of the importance of good human relations and the importance of working harmoniously with others.
5. The student will be skillful in preparing communications in a clear, concise, and courteous manner.

Specific

1. The student will be familiar with all types of business letters, reports, telegrams, memorandums, minutes of meetings, etc.
2. The student will be able to apply the correct mechanics of expression — grammar, spelling, punctuation, syllabication, and word usage.
3. The student will demonstrate ability to use business vocabulary.
4. The student will demonstrate ability to handle the difficult or complaining customer effectively in person and on the telephone.
5. The student will demonstrate ability to “sell” the company to the customer.
6. The student will develop the “YOU” attitude in dealing with customers.
7. The student will demonstrate good judgment in handling long-distance telephone calls that will be less expensive to the company.
8. Given the incoming mail, the student will demonstrate his ability to date, sort, and distribute the mail.

9. Given the outgoing mail, the student will be efficient in processing the mail in a reasonable amount of time.
10. The student will be able to demonstrate in a telephone conversation his ability to deal with a specific situation.
11. Given information to retrieve quickly, the student will demonstrate his ability to secure the information promptly.

Course Content

Review of Mechanics of Writing

- Vocabulary, Spelling, and Dictionary
- Punctuation
- Parts of Speech
- Abbreviations and Figures

Physical Makeup of Letters

Letter Styles

- Block
- Modified Block With/Without Indentions
- Simplified (Administrative Management Society)
- Inverted
- Indented

Styles of Letter Punctuation

- Open
- Mixed
- Closed

Second and Succeeding Pages

- Addressing the Envelope
- Enclosures and Carbon Copy Notations
- Folding and Inserting

Planning the Business Letter

- Developing Paragraphs
- Using Effective Words and Sentences
- Developing Effective Letters and Communications
 - Prepare
 - Organize
 - Write
 - Rewrite

Types of Business Letters

- Application Letters and Related
- Request Letters
- Claim and Adjustment Letters
- Credit and Collection Letters
- Public Relations Letters
- Social–Personal–Business Letters

Other Business Communications

- Memorandums
- Business Reports
- Telegrams
- Minutes
- Itineraries

Handling the Telephone

- Telephone Personality
- Courtesy and Sincerity
- Telephone Speech
 - Speak Distinctly
 - Talk at an Appropriate Pace
 - Choose the Right Word
 - Be Heard Clearly
 - Use a Low-pitched Voice
 - Use Emphasis with Words
 - Use Voice Inflection

Handling Incoming Calls

- Answering Promptly
- Identifying Yourself
- Screening Calls
- Giving Information
- Representing the Company
- The "YOU" Approach
- Handling Difficult Customers
- Gathering Information
- Taking Messages Accurately
- Transferring Calls Carefully
- Telephones for "Hands-Free" Talking
- Automatic Answering Set
- Recording Telephone Conversations

Handling Outgoing Calls

- Making Telephone Calls
- Using Reference Books
 - The Alphabetical Directory
 - The Yellow Pages
 - Personal Telephone Directory
- Numbers in Telephone Calls
- How to Dial
- Telephone Equipment
 - Touch-Tone
 - Button
 - Automatic Dialing
- Terminating Calls
- Personal Telephone Calls

Handling Long-Distance Telephone Calls

- Relative Costs
- Rates
- Time Factor
- Station-to-Station Calls
- Person-to-Person Calls
- Direct Distance Dialing
- Special Long-Distance Calls
 - Collect Calls
 - Conference Calls
 - Overseas Telephone Services

Handling Special Situation Calls

- Applying for a Position
- Transferring a Call
- Selling a Substitute Item
- Answering in an Unfamiliar Department
- Leaving the Telephone
- Handling a Complaint
- Calling a Branch Store
- Calling to Order Merchandise

Incoming Mail

- Opening the Mail
- Dating, Sorting, and Distributing Mail
- Underlining and Annotating
- Attaching Related Materials
- Organizing Correspondence
- Routing Mail
- Special Memorandums

Outgoing Mail

- Handling Outgoing Mail
- Precautions before Releasing Outgoing Mail
- Folding and Inserting Letters
- Sealing Envelopes
- Stamps
 - Precanceled Stamps and Envelopes
 - Stamped Envelopes and Cards
 - Metered Mail
- Classes of Domestic Mail
 - First-class, Second-class, Third-class, and Fourth-class Mail
 - Special Postal Rates
 - Airmail
 - Mixed Classes of Mail
- Foreign Mail
- Special Postal Services
 - Special Handling
 - Special Delivery
 - Registered Mail

Insured Mail
Certified Mail
C.O.D. Service
Tracing Mail
Other Services Connected with Outgoing Mail
Mailing Lists
Mailing Lists on File Cards
Up-to-Date Mailing Lists
Chain Feeding of Envelopes for a Mailing List
Addressing Machines and Addressing Services

Student Activities

Several suggested activities that may be a part of the unit on Business Communications are listed below for students' use.

1. Prepare letters using different styles:
2. Review punctuation rules, parts of speech, abbreviations and figures, and use reference materials.
3. Fold and insert material into properly addressed envelopes.
4. Compose letters, using well developed paragraphs, and effective words and sentences.
5. Write all types of business letters, such as application letters, request letters, and credit and collection letters.
6. Practice case problems on the telephone, using the Teletrainer kits and Teletrainer training materials.
7. Record and play back telephone conversations for evaluation.
8. Evaluate other students' telephone conversations, through the use of evaluation checklists.
9. Review the mechanics of English and use the knowledge learned to make good use of the telephone.
10. Participate in classroom discussion on the procedures of communications.
11. Visit the telephone company and observe and make reports on the procedures used.
12. View films on good telephone techniques, making notes of good and bad points observed.
13. Visit the mailing room of the post office, making reports to the class of the visit and observations.
14. Participate in integrated projects in which communication skills are necessary.

15. Work with ordinary mail, as well as rush mail, and use good judgment in handling it.
16. Weigh outgoing mail and ascertain amount of postage due.
17. Work for two weeks in the school office as receptionist, and meet the public in person and by telephone.

Suggested Materials

Books

South Central Bell Telephone Company. **TELETRAINER TRAINING MANUAL.**

Whalen, Doris H. **THE SECRETARY'S HANDBOOK.** New York: Harcourt, Brace and World, 1968.

Films

A MANNER OF SPEAKING

IF AN ELEPHANT ANSWERS

INVISIBLE DIPLOMATS

OPERATOR

These films are available through the South Central Bell Telephone Company.

Miscellaneous

Appointment Book

Telephone Directory

Books of Etiquette

Teletrainer Kits from Local Telephone Company

Calendar

Card Files

Evaluation Checklists

Memo Pads

Personal Telephone Directory

Recording Machine

Record of Callers

Evaluation

Evaluation will be made on the basis of:

1. The specific objectives of the course.
2. The student's performance on tests.
3. The teacher's observation of the student's attitudes and work habits based on a checklist kept throughout the course.

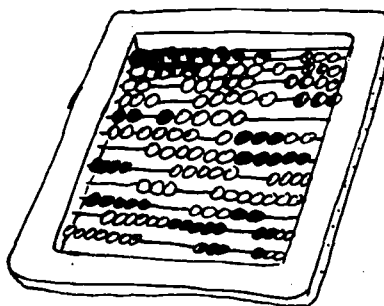
Sample Test

1. Evaluate the letter given you by the instructor. Look for the following: word usage, positive approach, first sentence tone, accurate information, correct paragraphing, effective closing, correct English and punctuation.
2. Your boss has been elected national president of the Retail Association of America, a position of considerable honor and great responsibility. He will receive many letters of congratulations. Prepare a form letter that can be used to answer them.
3. A customer calls to order a _____ (brand) electric coffee maker, which is not carried by your company. Suggest and try to sell another brand when you talk to her. (This is a simulated telephone call on the Teletrainer unit.)
4. Your boss has asked that you write to the three airlines that serve your city requesting copies of their new schedules. Compose the letter that you would send to each of the three airlines.
5. Weigh the envelopes of instructional materials handed you by your instructor, and determine the amount of postage required.

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Calculating Machines



CALCULATING MACHINES (60 hours)

Job Description

A calculating machines operator possesses a great deal of finger dexterity. He will follow written and oral directions, work under pressure, tolerate tedious and monotonous work, and cope with heavy work loads. He will be proficient in addition, subtraction, multiplication, and division on the ten-key adding-listing machine, printing calculator, full-keyboard adding-listing machine, and electronic calculator. He will work with statistical material, decimals, and percentages. He will make machine adjustments and minor repairs.

Objectives

General

1. The student will learn the operations of the ten-key adding machine, printing calculator, full-keyboard adding-listing machine, and electronic calculator.
2. The student will learn to use the touch method of operating the ten-key machines.
3. The student will learn basic concepts that he can transfer from one machine to another.
4. The student will learn machine operations that will coincide with the employment requirements of the locality.
5. The student will develop good work habits, including care of the machines.

Specific

1. The student will learn to compute chain discounts.
2. The student will learn to make payroll computations.
3. The student will learn to compute problems with fixed decimals.
4. The student will learn to compute percentage problems.
5. Given a test involving chain discounts, fixed decimals, percentages, payroll computations, discounts, mark-up, etc., the student will complete the test within time limits with 95 percent accuracy.

Course Content

Ten-Key Adding-Listing Machine

Operating Procedures
Touch Addition
Subtotals, Non-Add, Credit Balances
Subtraction
Fixed Decimals, Fractions

Ten-Key Adding-Listing Machine—contd.

- Multiplication
- Discounts
- Division
- Reciprocal Division

Printing Calculator

- Touch Addition
- Subtraction
- Multiplication
- Division
- Discounts
- Constants in Multiplication
- Chain Discounts
- Payroll Computations
- Mark-up

Full-Keyboard Adding-Listing Machine

- Addition
- Subtraction
- Repeated Addition and Multiplication
- Shortcut Multiplication
- Accumulative Multiplication
- Fixed Decimals
- Discount and Net Amounts
- Division
 - Reciprocal Method
 - By Subtraction

Electronic Calculator

- Touch Addition
- Subtraction
- Multiplication
- Division
- Fractions
- Percentage
- Multiplication with Constants
- Accumulative Multiplication
- Discounts
- Memory Storage and Recall

Student Activities

Several suggested activities that may be a part of the unit on Calculating Machines are listed below for students' use.

1. Read the operating instructions at the beginning of each unit.
2. Complete assigned problems from textbook.
3. Replace paper in machine when needed.

4. Assist in assembling bulletin boards with a calculating machines theme.
5. Scan newspapers to find jobs that require a calculating machines operator.
6. Take timed drills to increase speed.
7. Complete integrated office projects involving calculating on the various machines.
8. Use actual business papers, such as checks, shipping orders, invoices, etc. in calculating problems.

Suggested Materials

Books

- Agnew, Peter L., and William R. Pasewark. **FULL-KEYBOARD ADDING-LISTING MACHINE COURSE**. Third Edition. Cincinnati: South-Western Publishing Company.
- Agnew, Peter L., and William R. Pasewark. **TEN-KEY ADDING-LISTING MACHINE AND PRINTING CALCULATOR COURSE**. Third Edition. Cincinnati: South-Western Publishing Company.
- Cornelia, Nicholas J., William R. Pasewark, and Peter L. Agnew. **OFFICE MACHINES COURSE**. Fourth Edition. Cincinnati: South-Western Publishing Company, 1971.
- Victor Comptometer Corporation. **VICTOR BUSINESS MACHINES COURSE FOR AUTOMATIC PRINTING CALCULATOR**. Chicago, Illinois.
- Wigge, Barton F., Jr., and Merle Wood. **PAYROLL SYSTEMS AND PROCEDURES**. New York: McGraw-Hill Book Company.

Films

A CAREER THAT COUNTS – 14 min. film. Victor Comptometer office.

Tapes

BUSINESS MACHINES SERIES – TEN KEY – Educational Research Associates.

Practice Sets

Cornelia, Nicholas J., and Peter L. Agnew. **MACHINE OFFICE PRACTICE**. Cincinnati: South-Western Publishing Company.

Evaluation

Evaluation will be made on the basis of:

1. Results of problem tests as devised by teacher.
2. Results of theory tests.
3. Results of integrated projects.
4. Personal traits as observed by the teacher, such as diligence, work habits, and care of machines.

Bibliography

Cornelia, Nicholas J., William R. Pasewark, and Peter L. Agnew. **OFFICE MACHINES COURSE**. Fourth Edition. Cincinnati: South-Western Publishing Company, 1971.

Erickson, Lawrence W. **BASIC COMPONENTS OF OFFICE WORK – AN ANALYSIS OF 300 OFFICE JOBS**, Monograph Number 123. Cincinnati: South-Western Publishing Company.

Iowa Business Education Association and the State Department of Public Instruction. **IOWA BUSINESS EDUCATION HANDBOOK**. Des Moines, Iowa, 1972.

VISUAL AIDS FOR BUSINESS AND ECONOMIC EDUCATION, Monograph Number 92. Cincinnati: South-Western Publishing Company, Revised 1969.

Clerical Record Keeping



CLERICAL RECORD KEEPING

(15 hours)

Job Description

The record keeper possesses a knowledge of payrolls, checks, budgets, bank deposits, bills, petty cash, invoices, bank statements, bank reconciliation, and other information that enables him to keep up with various records of a business. He will perform necessary tasks related to the receipt and submission of records and/or to the transfer of records from one source to another. He will be proficient on the adding machine, the calculator, and the typewriter. He will complete governmental forms pertaining to the business.

Objectives

General

1. The student will develop personal and vocational skills in record keeping.
2. The student will interpret business papers.
3. The student will develop attitudes and character traits necessary to record keeping.

Specific

1. The student will compare names, numbers, and addresses, arrange numbers and dates, and file business papers.
2. The student will record receipts, prove cash, fill out a Daily Report Form, and make bank deposits.
3. The student will write checks and reconcile bank statements.
4. The student will keep a record of payments made from a petty cash fund.
5. The student will prepare a budget and keep budget records.
6. The student will record the receipt and distribution of merchandise on a stockroom record.
7. The student will complete salesclerk records.
8. The student will prepare sales invoices.
9. The student will maintain and prepare payroll records.

Student Activities

Several suggested activities that may be a part of the unit on Clerical Record Keeping are listed on the following page for students' use.

1. Complete assigned practice problems pertaining to each section.
2. Participate in class discussion.
3. Complete a project on one of the sections discussed.
4. Complete and pass appropriate tests given by the instructor.
5. Complete integrate office projects containing record keeping assignments.

Suggested Materials

Books

- Baron, Harold, and Solomon C. Steinfeld. **CLERICAL RECORD KEEPING**. Cincinnati: South-Western Publishing Company, 1971.
- Heiges, Schneider, Huffman, Stewart. **GENERAL RECORDKEEPING**. Fifth Edition. New York: McGraw-Hill Book Company.
- Pendery and Fuller. **CLERICAL PAYROLL PROCEDURES**. Sixth Edition. Cincinnati: South-Western Publishing Company, 1971.
- Rosenberg, Henry J. **PROJECTS IN CLERICAL RECORD KEEPING**. Cincinnati: South-Western Publishing Company, 1971.

Practice Sets

- Archer, Schmidt, Stewart. **ACCOUNTS PAYABLE PRACTICE SET**. New York: McGraw-Hill Book Company.
- Archer, Schmidt, Stewart. **ACCOUNTS RECEIVABLE PRACTICE SET**. New York: McGraw-Hill Book Company.
- Archer, Seufer, Stewart. **OFFICE CASHIERING PRACTICE SET**. New York: McGraw-Hill Book Company.
- Baggett. **CLERICAL RECORD KEEPING PRACTICE SET**. Cincinnati: South-Western Publishing Company, 1971.

Miscellaneous

Various record keeping forms, such as receipts, deposits, vouchers, sales slips, purchase orders, etc.

Evaluation

Evaluation will be made on the basis of:

1. Performance and objective tests, based on course objectives.
2. Checklist for rating student's attitudes and work habits.
3. Self-evaluation check sheet.

Sample Test Questions

1. On February 1, 1972, you started with a change fund of \$20 at the beginning of the day. The register reading at the beginning of the day was \$58.20. At the end of the day the register reading was \$498.60. You had \$459.40 in actual cash in the register.

Prepare Proof of Cash

2. On July 31 the checkbook balance is \$1,600. The bank statement on that day shows a balance of \$2,400. The outstanding checks are:

#104	\$350
106	225
108	75
109	150

Prepare the bank reconciliation statement as of July 31.

Bibliography

- Baron, Harold, and Solomon C. Steinfeld. **CLERICAL RECORD KEEPING**. Cincinnati: South-Western Publishing Company, 1971.
- Baron, Harold, and Solomon C. Steinfeld. **CLERICAL RECORD KEEPING COURSE I**. Cincinnati: South-Western Publishing Company, 1971.
- Baron, Harold, and Solomon C. Steinfeld. **CLERICAL RECORD KEEPING COURSE II**. Cincinnati: South-Western Publishing Company, 1971.
- Heiges, Schneider, Huffman, Stewart. **GENERAL RECORDKEEPING**. Fifth Edition. New York: McGraw-Hill Book Company.
- Rosenberg, Henry J. **PROJECTS IN CLERICAL RECORD KEEPING**. Cincinnati: South-Western Publishing Company, 1971.

Consumer Education



CONSUMER EDUCATION

The purpose of the unit on consumer education is to help the student to understand our economic system so that he may utilize his assets more effectively. While the American consumer has more money to spend than ever before, there are more things to spend money on, which poses some perplexing problems. Helping the student to understand the problems and choices he will face as a wage-earner, and helping him to utilize effectively the financial rewards resulting from employment, must be a major goal of business educators.

Objectives

General

When the student completes the course, he should be able to understand:

1. The structure and working of the market economy.
2. The role of the consumer as a user of business services and goods.
3. The operations of business, labor, and government and their role in our economic system.
4. The importance of planning and budgeting spending.
5. The function of money and banking in our economy.
6. The function of credit and its effect on the economy.
7. The importance of savings.
8. The importance of investments and their role in Capitalism.
9. Planning an insurance program.
10. The role of advertising in our economy.
11. The American system of taxation.

Specific

1. The student will be able to discuss intelligently the advantages of free enterprise, freedom of choice, and other values of the American economic system.
2. The student will demonstrate an awareness of business practices that affect consumers, such as an installment buying insurance, saving and investments, and advertising.
3. The student will be able to discuss intelligently the role of government as the biggest consumer in the world.
4. The student will be able to discuss intelligently economic principles involving wages, supply and demand, price determination, automation and taxation.

Course Content

The Consumer in the American Economy
Economics and the Consumer
The American Economic System
Consumer Problems in a Changing Economy
Consumer Choice Making

Managing Income

- Budgeting and Financial Planning
- A Savings Program
- An Investment Program

Credit

- Credit and the Consumer
- Installment Buying
- Borrowing Money

Principles of Good Buying

- Plan Your Buying
- The Consumer Looks at Advertising
- Improving Advertising Standards
- Using Labels as Buying Guides
- Brands and Testing Services

Planning an Insurance Program

- Life Insurance
- Health Insurance
- Social Insurance
- Property Insurance

Housing

- Deciding Whether to Rent or Buy
- Choosing the Right Home
- Owning Your Own Home

Law and the Consumer

- Contracts and Negotiable Instruments
- Buying Goods and Services
- Laws and Legal Services

Government and the Consumer

- Government Aids for Consumers
- Government and the Economy

Taxation

- The American System of Taxation
- Taxes and the Consumer

The Consumer Looks Ahead

- Your Future in a Changing Economy

Student Activities

Several suggested activities that may be a part of the unit on Consumer Education are listed below for students' use.

1. Complete a theory test on economic terminology and be able to discuss intelligently the meaning of any of the terms.

2. List the advantages and disadvantages of our economic system.
3. Discuss the changes in methods of distribution in the United States during the past 100 years.
4. Discuss how government controls affect the consumption of certain goods, and give examples.
5. Explain why salaries are forced higher when the supply of workers in certain occupations is scarce.
6. Explain how labor unions affect the law of supply and demand for certain workers in the labor market.
7. Give examples of careless buying habits and careful buying habits.
8. Make a survey of the community to determine the number of different brands of certain products sold.
9. Develop a list of personal objectives for his life, and tell what he plans to do to help achieve his objectives.
10. Prepare a family budget for fixed expenses and savings, including insurance, taxes, debts, etc.
11. List major reasons for saving, the different methods of saving, and the advantages and disadvantages of each method.
12. List advantages and disadvantages of credit and compute interest for the different methods of installment buying.
13. Make intelligent decisions as to the best place to borrow money.

Suggested Materials

Books

Rausch, Erwin. **ECONOMIC DECISION GAMES**. Chicago: Science Research Associates, Inc.

Warmke, Wylie, Wilson, and Eyster. **CONSUMER ECONOMIC PROBLEMS**. Textbook and Workbook. Cincinnati: South-Western Publishing Company, 1970.

Wilhelms, Heimerl, Jelley. **CONSUMER ECONOMICS**. New York: McGraw-Hill Book Company, 1966.

Periodicals

BUSINESS WEEK

CHANGING TIMES

CONSUMER REPORTS

CONSUMERS' RESEARCH BULLETIN

DUN'S REVIEW

ECONOMIC CHART SERVICE FOR EDUCATORS

FORTUNE

GOOD HOUSEKEEPING

LABOR'S ECONOMIC REVIEW

U. S. NEWS AND WORLD REPORT

Miscellaneous

Brochures from local credit bureaus, banks, savings and loan associations.

Evaluation

Evaluation will be made on the basis of:

1. The specific objectives of the course.
2. The student's personal traits, such as attitudes, work habits, and diligence.
3. The student's ability to successfully complete research projects.
4. The student's performance on a final examination covering terminology, decision-making, and general content of the course.

Sample Test Questions

1. Perhaps the most important reason for the success of our economic system is that (a) we have an unusually rich supply of natural resources, (b) we have strict laws governing the amounts and kinds of things we produce, (c) we have more people than other nations similar in size, (d) our rights or freedoms enable us to use our abilities and energies to the utmost.
2. Mass production methods have brought about all of the following results with the exception of (a) lower prices for many of the goods we use, (b) a greater variety of goods and services for all, (c) higher wages for workers, (d) a longer working week.
3. In our economic system, automation (a) makes it possible for work to be accomplished more accurately and more rapidly, (b) applies only to the productive output of large factories, (c) requires more effort and attention from all workers, (d) threatens to lower our standard of living by greatly increasing prices.

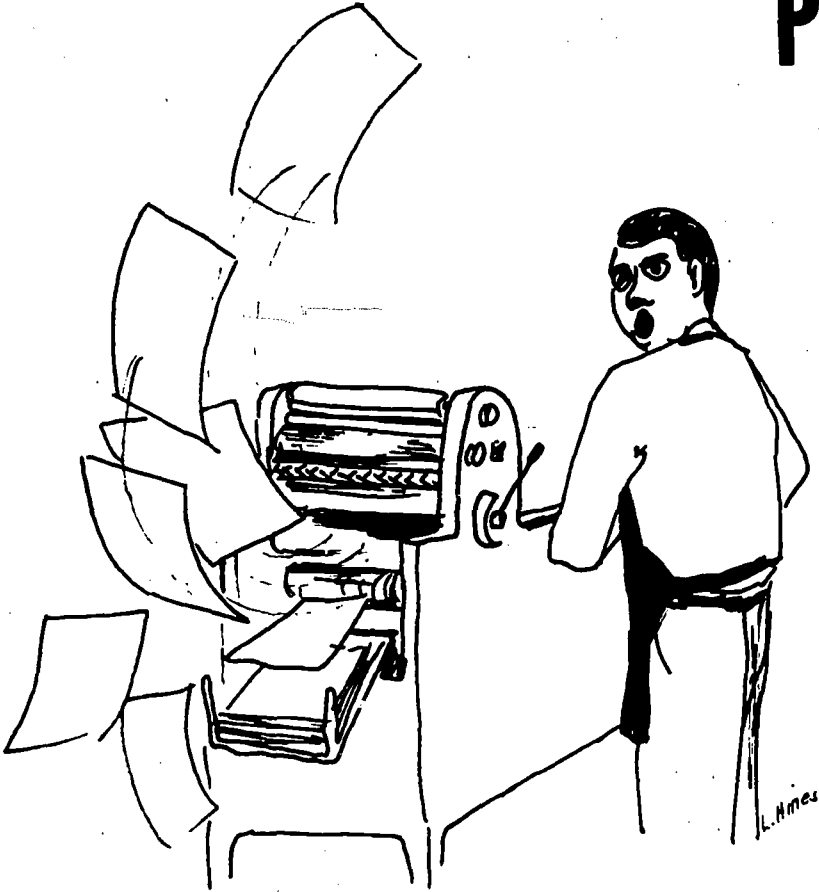
Bibliography

Crabbe, Debrum, Haines. **GENERAL BUSINESS FOR ECONOMIC UNDERSTANDING**. Ninth Edition. Cincinnati: South-Western Publishing Company, 1966.

Wilhelms, Heirmerl, Jelley. **CONSUMER ECONOMICS**. New York: McGraw-Hill Book Company, 1966.

Wilson, Eyster, Elvin. **CONSUMER ECONOMIC PROBLEMS**. Cincinnati: South-Western Publishing Company, 1966.

Duplicating Processes



DUPLICATING PROCESSES **(15 hours)**

Job Description

A duplicating machines operator will be familiar with the various duplicating processes and will know when each should be used by considering cost and time factors.

He will possess a knowledge of materials and supplies required for each process, correction techniques, and actual machine operation. He also will make minor machine adjustments and clean the machine. A supplementary knowledge of special effects created by drawing, lettering, or coloring is beneficial to the operator.

Objectives

General

1. The student will become familiar with office duplicating methods and materials.
2. The student will develop a pride in completed work through neatness, accuracy, proof-reading, and cooperation.
3. The student will become familiar with machine cleaning procedures.
4. The student will make effective use of duplicating equipment in terms of time and supplies.
5. The student will become acquainted with materials used to create special effects on duplicated copies.
6. The student will become familiar with the proper use of guide copies.
7. The student will learn methods of copy control in the use of machines and supplies.

Specific

1. Given a fluid master, a stencil, or an offset master, the student will arrange and type copy under timed conditions.
2. The student will demonstrate machine operation by running 20 properly placed, clear copies by the fluid, the stencil, and the offset processes.
3. Given a rough draft of a handwritten letter, the student will typewrite an original and four carbon copies.
4. Given 6 samples of various duplicating paper, the student will identify the process associated with each.
5. The student will list the various ways a fluid master, a stencil, and an offset master may be prepared.

6. Given a specific situation, the student will decide which duplicating process should be used and will justify his decision.
7. Within a time limit of 40 minutes, the student will answer a 20-question test on duplicating equipment, terminology, processes, and procedures.

Course Content

Introduction to Five Basic Duplicating Processes

- Carbon Paper**
- Fluid**
- Stencil**
- Photocopy**
- Printing**

Paper in the Office

- Characteristics**
 - Finish**
 - Opacity**
 - Size**
 - Substance**
 - Grain**
 - Permanence and Durability**

Kinds

- Bond**
- Ledger**
- Bristol**
- Duplicating Bond**
- Mimeo Bond**
- Onionskin**
- Carbon**
- NCR (No Carbon Required)**
- Manila**
- Tag**
- Vellum**
- Photocopy**

Carbon Paper Process

- Desk Assembly of Carbon Pack**
- Machine Assembly of Carbon Pack**
- Removal of Carbon from Pack**
- Erasing**
- Carbon Copy Notations**
- Colored Carbon Paper**
- Storage of Carbon Paper**
- Discarding Carbon Paper**

Fluid Process

Mastersets

- Sizes

- Colors

- Short and Long Runs

Preparing the Master

- Typing

- Artwork

- Correcting

Running the Master

Filing the Master

Stencil Process

Stencils

- Special Types

- Stencil Pack

Preparing the Stencil

- Planning

- Placement

- Type

- Artwork

- Correcting

Running the Stencil

Color Work Methods

Filing the Stencil

Photocopy Process

Wet Processes

- Diazo

- Diffusion Transfer

- Dye Transfer

Dry Processes

- Thermal

- Electrostatic

Materials That May Not Be Copied

Printing Process

Methods

- Letterpress

- Gravure

- Engraving

- Screen

- Offset

Basic Principle of Offset Press

Offset Press

Offset Masters or Plates

- Paper

- Metal

Preparing Offset Masters or Plates

- Handling
- Typing
- Artwork
- Correcting Errors

Special Effects

- Color for Emphasis
- Variety in Type Styles
- Spread Centering
- Margin Justification
- Odd-sized Paper
- Special Folds

Integration of Processes

- Fluid and Photocopy
 - Thermal Masters
 - Transparencies
- Stencil and Photocopy
 - Electronic Scanner
 - Thermal Stencils
- Offset and Photocopy

Copy Control

- Eliminating Sources of Waste
- Running the Shop

Equipment Selection

- Guidelines
 - Needs
 - Cost
 - Convenience
 - Time
 - Quality
 - Obsolescence
- Centralization vs. Decentralization
- Rent or Buy

Student Activities

Several suggested activities that may be a part of the unit on Duplicating Processes are listed below for students' use.

1. Typewrite and run announcements on fluid duplicator.
2. Typewrite and run tabulated information on fluid duplicator.

3. Typewrite a fluid master using French fold, color, and artwork.
4. Typewrite and run form letters (address and salutation to be filled in later) on stencil duplicator.
5. Prepare and run program on stencil duplicator.
6. Typewrite and run memorandum on offset press.
7. Prepare and run one metal master on offset press.
8. Typewrite letters with multiple carbon copies using colored carbon.
9. Make photocopies of various types of materials (letters, reports, newspaper articles, etc.).
10. View films on duplicating processes.
11. Complete supplementary exercises if time permits.
12. Take a test on duplicating machines and processes, as stated in the specific objectives.

Suggested Materials

Books

Agnew, Peter L., James R. Meehan, and William R. Pasewark. **CLERICAL OFFICE PRACTICE**. Fourth Edition. Cincinnati: South-Western Publishing Company, 1967.

Archer, Fred C., Raymond F. Brecker, John C. Frakes, and Jeffrey R. Stewart, Jr. **GENERAL OFFICE PRACTICE**. Third Edition. Manchester: Gregg Division, McGraw-Hill Book Company, 1968.

Gregg, John Robert, Albert C. Fries, Margaret Rowe, and Dorothy L. Travis. **APPLIED SECRETARIAL PRACTICE**. Sixth Edition. Manchester: Gregg Division, McGraw-Hill Book Company, 1968.

Pasewark, William R. **DUPLICATING MACHINE PROCESSES, STENCIL AND FLUID**. Cincinnati: South Western Publishing Company, 1971.

Films

DUPLICATING BY THE SPIRIT METHOD

MIMEOGRAPHING TECHNIQUES

Motion Picture Library

P.O. Drawer DX

Mississippi State, MS 39762

Miscellaneous

Materials supplied from teacher's personal files

Materials supplied from the students in the class

Outside work supplied by other teachers, clubs, etc.

Evaluation

Evaluation will be made on the basis of:

1. The student's performance, within 40 minutes, on a test of 20 questions on duplicating equipment, terminology, processes, and procedures.
2. The student's ability to type and run, within 30 minutes, a properly placed letter on a fluid master.
3. The teacher's personal observation of the student's attitudes and handling of materials in the classroom.
4. Acceptable performance by the student on tests as outlined in the specific objectives.

Sample Test Questions

1. Explain the difference between a direct duplicating process and an indirect duplicating process. Give an example of each.
2. How are stencils prepared for filing?

Bibliography

Kupsh, Joyce. **DUPLICATING: MACHINE OPERATION AND DECISION MAKING**. First Edition. Beverly Hills: Glencoe Press, 1972.

Michigan State University. **BLOCK TIME-SIMULATION: INDIVIDUALIZED OFFICE INSTRUCTIONAL SYSTEM, III** (July, 1969).

The Executive Typewriter



THE EXECUTIVE TYPEWRITER **(10 hours)**

The executive typewriter is a unique instrument which enables one to create copy with a clear, professional appearance. Since clarity and readability are key ingredients in communicating by means of the printed page, the abilities of the "Executive" typewriter can be of dramatic importance.

The executive typewriter features proportional spacing. When copy is proportionally spaced, each character is allotted the correct amount of space according to its width. This results in copy which is both attractive and legible.

Objectives

General

1. The student will develop the ability to operate the executive typewriter efficiently and accurately through basic correct techniques.
2. The student will understand and utilize the unique features of the executive typewriter.
3. The student will develop good work habits in following instructions, in organizing materials for work, and in handling materials efficiently.

Specific

1. The student will acquire proper techniques for correct finger position on the keyboard and for operative parts of the executive typewriter.
2. The student will develop proficiency in proportional spacing and justification of the right margin.
3. The student will develop the ability to find errors and to correct them.
4. The student will develop proficiency in horizontal centering and tabulation.
5. The student will develop proficiency in vertical centering and shadow printing.

Course Content

Parts of the Machine

Flexibility of the Machine

- Typamatic Keys**
- Expand Lever**
- Space Expand Lever**
- Backspace Key**
- 2-Unit Space Bar**
- 3-Unit Space Bar**
- Inch Scale**

Shadow Printing
Repositioning Indicator
Squeezing Characters

Centering

Horizontal Centering
Vertical Centering

Tabulation

One-column Problems
Two-column Problems
Three-column Problems
Four-column Problems

Letter Writing

One-inch Margins
One and One-half inch Margins
Two-inch Margins
Letters with Carbons
Letters from Unarranged Copy

Manuscript Writing

Page-end Indicator
Manuscripts from Unarranged Copy
Typing Leaders
Preparing Masters

Justification of Right Margins

Typing Programs and Brochures
Typing Announcements

Care and Cleaning of the Machine

Ribbon Removal and Installation
Cleaning of Element
Cleaning of Platen

Student Activities

Several suggested activities that may be a part of the unit on The Executive Typewriter are listed below for students' use.

1. Review parts of the machine, insert paper and move the carriage by hand.
2. Review notes on machine history and use of each machine part.
3. Point out parts of the machine as the teacher calls them out.
4. Demonstrate parts of the machine as the teacher calls them out.
5. Demonstrate margin settings.

6. Type timed writing for practice on the machine, then correct errors using repositioning lever and backspace key.
7. Type mailable letters with carbon copies, making all necessary corrections.
8. Practice on justification problems until the technique is mastered.
9. Practice horizontal and vertical centering problems.
10. Practice one-, three-, and four-column tabulation problems.
11. Practice shadow printing, and work on announcements, brochures, etc.

Suggested Materials

Miscellaneous

Admission Tickets

Advertising Layouts

Announcements

Brochures

Cards

Envelopes

Letters

Manuscripts

Masters

Memoranda

Programs

Evaluation

Evaluation will be made on the basis of:

1. The student's work habits while performing the various tasks assigned by the teacher.
2. The student's ability to follow directions.
3. The quality and quantity of work the student turns in.
4. The student's performance on a final test on the executive typewriter.

Sample Test Questions

1. Type the following letter in mailable form in block style with mixed punctuation, making all necessary carbons. (Teacher furnishes letter.)
2. On a half sheet of paper, center each line of the following information both vertically and horizontally for an announcement, working for an arrangement that is pleasing to the eye. Use any of the flexible devices on the typewriter that you wish. (Teacher furnishes announcement.)
3. Type the following information in 2-column tabulation with double spacing between the information. Use a full-size sheet of paper, center the heading horizontally, and triple-space between the heading and the columns. Use 14 white lines between the columns. (Teacher furnishes information for the problem.)

Bibliography

Gardener, A. W. **TYPEWRITING AND OFFICE DUPLICATING PROCESSES**. New York: Hastings House, Publishers.

International Business Machines Corporation. **IBM EXECUTIVE TYPEWRITER OPERATING INSTRUCTIONS**, 1970.

State Board of Education. **MISSISSIPPI SCHOOL BULLETIN – BUSINESS EDUCATION INSTRUCTIONS**, 1970.

Filing & Records Management



FILING AND RECORDS MANAGEMENT (45 hours)

Job Description

A file clerk will recognize the established identity of data, materials, and equipment and arrange these items according to kind, class, or sort. He will code and store data and materials in a prescribed manner. He will quickly retrieve data and materials which have been filed.

The file clerk will set up a filing system or adhere to an established one. He will check items in or out and know their whereabouts at all times. He will transfer materials at regular intervals and in a prescribed manner. Accuracy, manual speed, and dexterity are necessary in this job.

Objectives

General

1. The student will acquire a working knowledge of the methods of filing and records management and be aware of the importance of correct creation, storage, protection, control, use, and disposition of records.
2. The student will develop filing techniques and capabilities necessary for employment and advancement on the job.
3. The student will organize time and work tasks in an effective and systematic manner.
4. The student will realize the importance of accuracy, pressure of time, work flow, deadlines, and adherence to work schedules.
5. The student will improve his scanning and reading skills and his ability to distinguish names, numbers, and colors.
6. The student should have or attempt to develop the following:
 - Manual speed and dexterity.
 - Ability to use coding systems or to establish coding systems.
 - Logging skills.
 - Ability to keep work organized while coping with interruptions.
 - Good alphabetizing skills.
 - Resourcefulness in searching.
 - Good technical vocabulary.
 - Ability to match the same or similar items in a variety of source material.
 - Ability to use catalogs and manuals.
 - Working knowledge of a wide variety of complex forms.
 - Ability to spot pertinent information within reports, forms, and files.
 - Knowledge of material filed.
 - Ability to use binder filing systems.
 - Awareness of the value of items handled.
 - Good memory.

Some physical strength.

Exercising of care not to mutilate or deface materials when stamping, noting, or fastening.

Specific

1. Given an assortment of items, the student will inspect, index, code, sort, and file them in a designated filing system. He must file accurately a minimum of 20 items per hour.
2. Given a number of 8½ x 11" sheets, the student will code, sort, and store the data at the rate of 75 pieces per hour.
3. Given a list of desired items, the student will retrieve data and materials which have been filed at the rate of 80 per hour.
4. The student will complete a 50-item objective test on the terminology, procedures, methods, and equipment used in records management. The lowest limit of acceptable performance will be 35 items answered correctly within a test period of 60 minutes.

Course Content

An Introduction to Records Management

The Need of Records

What Filing Is

Systems of Filing

Alphabetic

Subject

Geographic

Numeric

Chronological

Color Coding

Classification of Records

Vital

Important

Useful

Filing Equipment

Vertical Files

Shelf Files

Alphabetic Card Files

Vertical Card Files

Visible Card Files

Special Files

Filing Accessories

- Folders
- Guides
- Drawer Labels
- Folder Labels
- Other Accessories

Alphabetic Filing Rules

Filing Procedures

- | | |
|-------------------|--------------------------|
| Inspecting | Charging |
| Indexing | Transferring Records |
| Coding | Retaining Records |
| Cross Referencing | Protecting Vital Records |
| Sorting | Microfilming |
| Storing | Typewriting Index Cards |

Student Activities

Several suggested activities that may be a part of the unit on Filing and Records Management are listed below for students' use.

1. Study several source books to learn records management procedures and rules.
2. Participate in classroom discussion of records management.
3. View films and other visual aids.
4. Visit three business offices, observe their filing systems, and report on them to the class.
5. Visit the school office and observe the manner in which school records are maintained.
6. Set up personal filing system.
7. Work integrated office projects.
8. Interview an office worker about the filing system used in his office and report to class.
9. Complete integrated office projects which include filing.
10. Gain practical experience in filing and retrieving through the use of classroom filing equipment.
11. Complete filing office practice set with teacher evaluation of periodic checklists and final test.
12. Take 50-item objective test on terminology, procedures, methods, and equipment.

Suggested Materials

Books

- Agnew, Peter L., James R. Meehan, and William R. Pasewark. **CLERICAL OFFICE PRACTICE**. Fourth Edition. Cincinnati: South-Western Publishing Company, 1967.
- Archer, Fred C., Raymond F. Brecker, John C. Frakes, and Jeffrey R. Stewart, Jr. **GENERAL OFFICE PRACTICE**. Third Edition. Manchester, Mo.: Gregg Division, McGraw-Hill Book Company, 1968.
- Bassett, Ernest D., Peter L. Agnew, and David G. Goodman. **BUSINESS FILING AND RECORDS CONTROL**. Third Edition. Cincinnati: South-Western Publishing Company, 1964.
- Gregg, John Robert, Albert C. Fries, Margaret Rowe, and Dorothy L. Travis. **APPLIED SECRETARIAL PRACTICE**. Sixth Edition. Manchester, Mo.: Gregg Division, McGraw-Hill Book Company, 1968.
- Griffin, Mary C. **RECORDS MANAGEMENT**. Boston: Allyn and Bacon, 1964.
- Guthrie, Mearl R. **ALPHABETIC INDEXING**. Third Edition. Cincinnati: South-Western Publishing Company, 1967.
- Fahrner, William F., and William E. Gibbs. **BASIC RULES OF ALPHABETIC FILING, PROGRAMMED INSTRUCTION**. Cincinnati: South-Western Publishing Company, 1965.
- Fisher, Robert. **INTENSIVE CLERICAL AND CIVIL SERVICE TRAINING**, Fourth Edition. Cincinnati: South-Western Publishing Company, 1959.
- Kahn, Gilbert, Theodore Yerian, and Jeffrey R. Stewart, Jr. **PROGRESSIVE FILING**, Eighth Edition. Manchester, Mo.: Gregg Division, McGraw-Hill Book Company, 1968.

Practice Sets

- Bassett, Ernest D., Peter L. Agnew, and David G. Goodman. **FILING OFFICE PRACTICE SET**. Third Edition. Cincinnati: South-Western Publishing Company, 1964.
- Kahn, Gilbert, Theodore Yerian, and Jeffrey R. Stewart, Jr. **GREGG QUICK FILING PRACTICE SET**. Manchester, Mo.: Gregg Division, McGraw-Hill Book Company.

Evaluation

Evaluation will be made on the basis of:

1. Participation in classroom discussion.
2. Reports on interviews and visits to offices.
3. Results of integrated office projects.
4. Results of performance tests as outlined in specific objectives.

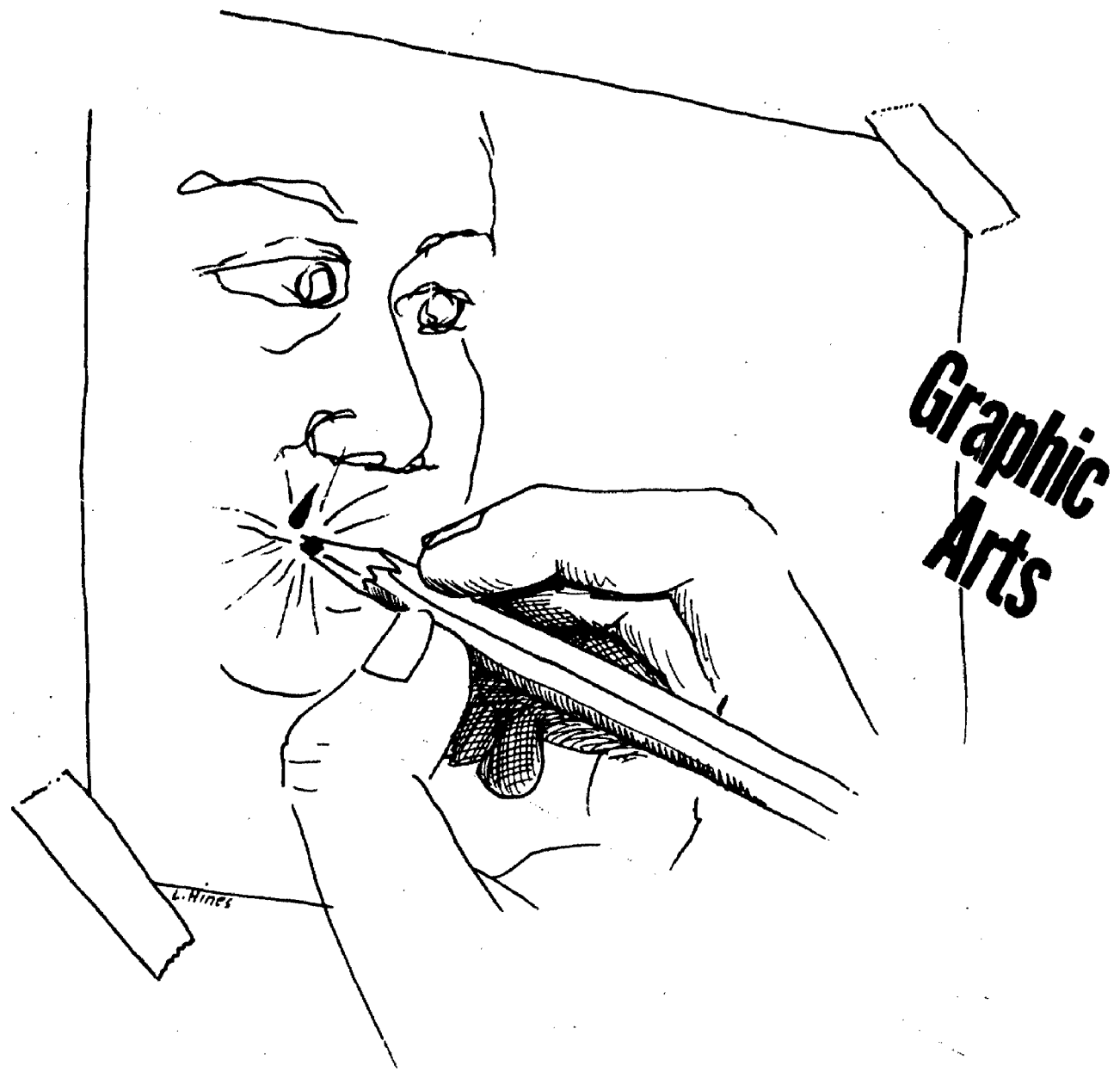
5. Results of filing office practice set.
6. Results of 50-item objective test as described in specific objectives.

Sample Test Questions

1. A list of names in the phone book is an example of what kind of filing system?
ALPHABETIC
2. In keeping customers separated in certain parts of the country, sales companies often use
GEOGRAPHIC FILING.

Bibliography

Erickson, Lawrence W. **BASIC COMPONENTS OF OFFICE WORK – AN ANALYSIS OF 300 OFFICE JOBS.** Cincinnati: South-Western Publishing Company, 1971.



59/60

GRAPHIC ARTS **(45 hours)**

Job Description

A person working in the graphic arts area of a business possesses much imagination and ability. He is skilled in the design and preparation of business forms. He is able to operate a composing machine to include the justification of margins. He is able to set cold type for headlines and to design, typewrite and prepare layouts for newspapers, bulletins, manuals, etc. Graphic arts workers will proofread rapidly and accurately, as well as edit, and will understand and use proofreader's marks. If there is not a separate printing department, this person will operate duplicating and offset machines.

Objectives

General

1. The student will learn and appreciate the history and terminology of graphic arts.
2. The student will possess a good imagination and artistic ability.
3. The student will be familiar with all types of printing methods, procedures, and equipment.
4. The student will be a neat and an accurate worker.
5. The student will have the ability to organize work and to work under pressure of deadlines.
6. The student will be familiar with the different types of business forms and business records.
7. The student will become aware of the career opportunities in various locales in the graphic arts industry.

Specific

1. Given the facts and information to be included, the student will design a business form, office manual, bulletin, newspaper, newsletter, or other material for printing.
2. Given the information and the composing machine, the student will typewrite accurately and rapidly the information into justified margin columns for work layout.
3. Given the rough draft copy of the newspaper, bulletin, manual, etc., the student will proofread accurately and will use proofreader's marks to indicate the errors.
4. Given the justified columns of articles, the student will prepare and arrange the dummy, or layout of the newspaper, bulletin, etc., and will prepare headlines for the specific project with cold type to meet deadlines.

5. Given the finished copy of the newspaper, manual, bulletin, etc., the student will run copies of the project by operating the duplicating or offset machine.
6. Given the printed copies of the material, the student will complete the bindery operations of the material.
7. Given a printed test, the student will complete the performance activities of graphic arts within 70 minutes.

Course Content

History of Graphic Arts Industry

Printers' Vocabulary

Type Identification Classification

Five Basic Classes

Old Style

Modern

Transitional

Square Serif

Sans-Serif

Families of Type

Weight

Size

Unit System

Selection and Use of Type

Type Components

Type Measurement

Pica

Point

Type Parts

Ascender and descender

Stem

Capital Height

Base Line

X-Height

Basic Types of Composition

Hand Set

Hot Type Composition

Cold Type Composition

Composing Machine

Operation of Composing Machine

Advantages of a Composing Machine

Proportional Spacing

Types of Fonts and Identification Marks on a Font

Horizontal Measurements

Vertical Measurements

Setting the Margins

Setting the Tabs

Functions of Special Keys on the Composing Machine

Care and Maintenance of the Composing Machine

Refinements of the Composing Machine

Justification

Leader Lines

Centering

Forms Construction

Copyfitting

Fitting Copy to Space

Fitting Space to Copy

Proofreading

Proofreader's Marks

Making Corrections

Layout

Headlines

Dummy

Designs

Printing Processes

Printing Paper

Printing Ink

Bindery Operations

Operation of Duplicating and Offset Machines

Student Activities

Several suggested activities that may be a part of the unit on Graphic Arts are listed below for students' use.

1. Collect typographical samples from magazines, newspapers, brochures, pamphlets, etc., to determine design, layout, type families, classes, styles, and weights.
2. Prepare written or oral reports for class presentation on Graphic Arts topics – history of printing, methods of printing, types of composition, etc.
3. Act as a reporter for a special school event, compose the report, copyfit, and typeset the item.
4. Design personal letterhead, envelopes, and business cards and typeset them.
5. Take field trips to observe the equipment and concepts presented during the unit.
6. Carry a project through the composing machine, layout, copyfitting, and proofreading stages during the latter part of the course.
7. Help print the school newspaper.
8. Complete a graphic arts performance test.

Suggested Materials

Books

Agnew, Peter L., James R. Meehan, William R. Pasewark. CLERICAL OFFICE PRACTICE. Fourth Edition. Cincinnati, Ohio: South-Western Publishing Company, 1967.

Arnold, Edmund C. INK ON PAPER. New York, New York: Harper and Row Publishers, Inc., 49 East 33rd Street.

Carlsen, Darvey E. GRAPHIC ARTS. Fourth Edition. Peoria, Illinois: Charles A. Bennett Company, Inc., 1970.

International Paper Company. POCKET PAL. Tenth Edition. New York, New York.

Karch, R. Randolph. PRINTING AND ALLIED TRADES. Fifth Edition. New York, New York: Pittman Publishing Company.

Miscellaneous

Composing stick – \$5.50. Fototype, Inc., 1414 Roscoe Street, Chicago, Illinois.

Drawer of Letters – (various types, styles and sizes) \$19.75. Fototype, Inc., 1414 Roscoe Street, Chicago, Illinois.

Strip Printing Machine – your office supply company.

Evaluation

Evaluation will be made on the basis of:

1. Results of integrated projects completed during the studying of the unit.
2. Results of the performance test as outlined in the specific objectives.

Sample Test

- I. Type the information below on your composing machine using a 14-pica line and a 10 point type: (given 25 minutes)

The ^{the} Practice of ^{the} Typography, if it ^{is} followed faithfully, is hard work – full of detail, full ^{of} petty restrictions, full of drudgery, and not greatly rewarded as ^{men} men now count rewards. ^{These} These are times when we need to bring to it, all the history and art and feeling that we can, to make it bearable. ^{K a}

^{no D} But in the light of history, and of art, and of knowledge and of man's achievements, it is as interesting a work as exists – a broad and humanizing employment which can therefore be followed as a trade, but which if perfected ^{into} into an art, or even broadened ^{into} into a profession will perpetually open new horizons to eyes ^{our} our and new opportunities to our hands.

D. B. Updike

- II. Design and prepare and run 5 copies on the offset machine the following two items within 45 minutes:
- A. (3 x 2 inches) invitation
Baccalaureate Services
Class of Lee High School
June 30, 1972 8 P.M.
Admit One Seats will be reserved until 7:45 P.M.
- B. An invoice for the Office Supply Company, 414 South Main Street, Amory, Mississippi 38821, phone 256-5753.

Bibliography

- Agnew, Peter L., James R. Meehan, William R. Pasewark. CLERICAL OFFICE PRACTICE. Fourth Edition. Cincinnati: South-Western Publishing Company, 1967.
- International Business Machines Corporation. IBM GRAPHIC ARTS PORTFOLIO, (current edition).
- International Business Machines Corporation. IBM SELECTRIC COMPOSER BELT TRAINING PACKAGE, (current edition).

Human Relations



HUMAN RELATIONS (20 hours)

Job Description

In addition to possessing basic manipulative skills, an office worker will also possess personal attributes essential for effective human relations. He will continually improve his personality, maintain a well-groomed appearance, work toward better relations with his employer and fellow employees, and develop good work habits and attitudes.

Objectives

General

1. The student will learn basic guidelines for good health habits.
2. The student will learn basic guidelines for proper dress in the office.
3. The student will select the hairstyle most becoming to him, yet suitable for the office.
4. The student will learn to apply the cosmetics most becoming to the individual, yet suitable for the office.
5. The student will learn how to sit, stand, and walk properly.
6. The student will attempt to improve his personality.
7. The student will learn personal characteristics which enhance the probability of job advancement.
8. The student will develop proper attitudes necessary for job success.

Specific

1. The student will outline a basic office wardrobe for himself, giving suitable fabrics, colors, and styles to compliment his individual skin tone and figure shape.
2. The student will complete an attitude inventory test to use as a basis for evaluating his basic attitudes and for improving any negative attitudes.

Course Content

Personal Health and Grooming Habits

General Rules

Sleep Habits

Exercise

Regular Elimination of Body Wastes

Dieting

Body Cleanliness

Care of Eyes
Care of Ears
Oral Hygiene
Care of Hands and Feet
Care of Hair
Smoking, Drinking, and Drug Habits
Mental Health and Emotions

Proper Office Dress

Basic Wardrobe
Appropriate Personal Selections
Care of Clothing

Personal Appearance

Hairstyle
Makeup
Sitting
Walking
Standing

Personal Characteristics

Personality
Ability
Speed
Accuracy
Organization
Initiative
Judgment
Attitudes
Toward One's Self
Toward the Job
Toward Fellow Workers

Student Activities

Several suggested activities that may be a part of the unit on Human Relations are listed below for the students' use.

1. Keep a checklist of personal grooming habits for one week.
2. Select a project on personal appearance; for example, dieting.
3. Select an appropriate wardrobe for the office from a catalog.
4. Select someone of acquaintance with whom the student feels he does not get along as he should. List the reasons for the poor relationship. List the things the student can do to improve the relationship. Keep a daily log of the student's attempts to improve the relationship.

5. Sit, walk, and stand correctly.
6. Dress appropriately for office work on each Wednesday.
7. Display essential attitudes necessary for employment at all times.

Suggested Materials

Books

Andrews, Margaret E. **ABOUT HER.** St. Louis: Gregg Publishing Division, McGraw-Hill Book Company, Inc., 1968.

Newton, Roy, and Helen Hinkson Green. **HOW TO IMPROVE YOUR PERSONALITY.** Third Edition. Chicago: Gregg Publishing Division, McGraw-Hill Book Company, Inc., 1963.

Russon, Allien R. **BUSINESS BEHAVIOR.** Third Edition. Cincinnati: South-Western Publishing Company, 1964.

Sferra, Adam, Mary Elizabeth Wright, and Louis A. Rice. **PERSONALITY AND HUMAN RELATIONS.** Second Edition. Chicago: Gregg Publishing Division, McGraw-Hill Book Company, Inc., 1961.

Whitcomb, Helen, and Rosaland Lang. **CHARM.** Chicago: McGraw-Hill Book Company, Inc., 1964.

Films

HOW TO BE WELL GROOMED – 11 min. film. Coronet Instructional Films.

OFFICE ETIQUETTE – 14 min. film. Encyclopedia Britannica Film, Inc.

PERSONALITY QUALITIES FOR JOB SUCCESS – 11 min. film. Coronet Instructional Films.

POSTURE HABITS – 10 min. film. Coronet Instructional Films.

Miscellaneous Materials

Exercise Mats

Eye Chart for Checking Eyes

Figure Charts

Hairstyling Books

Lighted Makeup Mirror

Magazine Clippings

Makeup Samples

Measuring Tape

Newspaper Articles

Scales

Yardstick

Evaluation

Evaluation will be made on the basis of:

1. The student's ability to improve weaknesses in his personality, appearance, and attitude.
2. The teacher's personal observation of behavior changes based on daily progress charts and checklists.

Bibliography

Morrison, Phyllis. **A CAREER IN THE MODERN OFFICE.** St. Louis: Gregg Publishing Division, McGraw-Hill Book Company, Inc., 1969.

Post, Emily (Price). **ETIQUETTE; THE BLUE BOOK OF SOCIAL USAGE.** Tenth Edition. New York: Funk and Wagnalls Company, 1960.

Strong, Madeline S., Mary S. Smith, and M. Claudia Garvey. **THE SECRETARY AT WORK.** Third Edition. St. Louis: Gregg Publishing Division, McGraw-Hill Book Company, Inc., 1966.

Vanderbilt, Amy. **COMPLETE BOOK OF ETIQUETTE.** New York: Doubleday & Company, Inc., 1963.

Name _____

Date _____

**SAMPLE GRADING SHEET FOR PERSONALITY
TRAITS AND WORK HABITS**

	5	4	3	2	1
DEPENDABILITY: Prompt, sincere, consistent, truthful, able to work without supervision, able to follow instructions					
CULTURAL REFINEMENT: Courteous, considerate, respectful, man-nerly, appreciative					
LEADERSHIP: Aggressive, forceful, imaginative, resource-ful, able to inspire other students to act, able to use good judgment					
INDUSTRIOUSNESS: Persistent, has good work habits, makes wise use of her time					
MENTAL ALERTNESS: Attentive, interested, observant, eager to learn					
THOROUGHNESS: Accurate, careful, competent, productive					
PERSONAL APPEARANCE AND GROOMING: Clean, inoffensive, neat, orderly, poised					
ABILITY TO GET ALONG WITH OTHERS: Adaptable, friendly, tactful, cooperative, willing to be counseled, has a sense of hu-mor					
SOCIAL HABITS: Attitude, self-control, honesty					

KEY TO RATINGS:

Excellent - 5

Fair - 3

Unsatisfactory - 1

Good - 4

Poor - 2

Introduction to Data Processing



INTRODUCTION TO DATA PROCESSING (15 hours)

Job Description

The office employee engaged in Data Processing uses specialized terminology, records and summarizes data by hand and by automated and electronic processes, and keeps abreast of future applications of electronic equipment.

Objectives

General

1. The student will develop the concept of mechanical and electronic processing.
2. The student will develop good work habits and attitudes of cooperation.
3. The student will be conversant with the vocabulary used in automatic data processing.
4. The student will stimulate interest in the future of automatic data processing.

Specific

1. The student will write the combination of punches for alphabetic and numeric information with complete accuracy.
2. The student will demonstrate complete accuracy on a simulated card punch keyboard.
3. Using a simulated card punch keyboard, the student will punch given data and show a beginning skill in the card punch operation.
4. The student will complete an objective test on the terminology, procedures, methods, and equipment used in data processing. The lowest limit of acceptable performance will be 75 percent of the items answered correctly within a test period of 60 minutes.

Course Content

Development of Modern Data Processing

History of Data Processing
Emergence of Modern Methods
Data Processing Terms

Preparing Data for Processing

Manual Data Processing
Write-it-once Principle
Typewritten Information
Pegboard

Bookkeeping Machine in Data Processing

Automatic Data Processing
Tabulating System
Electronic Computer System

Tabulating System

In-put

Punched Cards
Punched Paper Tapes
Magnetic Tapes
Magnetic Ink Characters
Optical Scanners
Mark Sensing

Processing and Storing

Sorter
Collator

Out-put

The Electronic Computer System

In-put

Storage

Arithmetic

Out-put

Control Unit

The Punched Card

Card Format

Recording Numeric Data

Recording Alphanumeric Data

Recording Special Symbols

Assuring the Accuracy of Punched Cards

The Card Punch Machine

Hopper

Right Card Bed

Punching Station

Center Card Bed

Reading Station

Left Card Bed

Stacker

Operating Procedures

The Card Punch Machine Operation

Automatic Feed Switch

Program Unit

Program Drum

Column Indicator

Automatic Skipping and Automatic Duplicating

The Card Punch Simulator
Parts of the Simulator
Setting Up the Machine
Basic Operating Techniques
Special Operating Problems
Operator's Worksheet
Accuracy Check
Closing Down

Skill Building
Three Digits
Four Digits
Mixed Number Grouping
Four Digits, Dollars and Cents, Addresses
Five Digits, Dollars and Cents, Item Names
Six Digits, Dollars and Cents, Names
Skipping, Weekly Payroll
Alphanumeric Punching, Managerial Report
Sales Summary, Sales Analysis
Membership Receipts Summary, Operating Expense
Program Card, Purchase Analysis

Student Activities

Several suggested activities that may be a part of the unit on Introduction to Data Processing are listed below for students' use.

1. Complete research assignments from specified sources.
2. Participate in classroom discussion.
3. Order free and inexpensive materials.
4. Arrange a bulletin board.
5. Visit a computer center.
6. Complete study guides in card punch simulator text-workbook.
7. Demonstrate the use of the simulator by practicing the drills given in simulator text-workbook.
8. Complete a 50-item objective test on terminology, procedures, and equipment.

Suggested Material

Books

Boynton, Lewis D., Paul A. Carlson, Hamden L. Forkner, and Robert M. Swanson. **20TH CENTURY BOOKKEEPING AND ACCOUNTING**. 23rd Edition. Cincinnati: South-Western Publishing Company, 1967.

Factor, Paul, and George Kargilis. **CARD-PUNCH SIMULATOR OPERATION.** Dallas: Gregg Division, McGraw-Hill Book Company, 1968.

Film

International Business Machines Corporation. **ONCE UPON A PUNCHED CARD.**

Transparency

Mississippi State University, Curriculum Coordinating Unit. **DATA PROCESSING.**

Teaching Aids

International Business Machines Corporation. An Introduction to IBM Punched Card Data Processing, F20-0074.

International Business Machines Corporation. Card Punch Training on the IBM Selectric Typewriter and IBM 26 Card Punch Machine. 1965 Edition. Poughkeepsie, NY: IBM Branch Office.

Punch Cards

International Business Machines Corporation. Reference Manual, IBM 24 Card Punch, IBM 26 Printing Card Punch, A24-0520-1.

Evaluation

Evaluation will be made on the basis of:

1. Participation in classroom discussion.
2. Report on visit to computer center.
3. Results of study guides in **CARD-PUNCH SIMULATOR OPERATION.**
4. Results of performance tests as outlined in specific objectives.
5. Results of 50-item objective test as described in specific objectives.

Sample Test

MATCH THE FOLLOWING STATEMENTS WITH THE TERMS GIVEN BELOW

TERMS	STATEMENTS
A Automation	1. Keeping bookkeeping records by means of machines and equipment that operate automatically is known as <u>B</u>
B Automated Data Processing	
C Card Punch Machine	
D Bookkeeping Machine	2. An office machine that carries forward balances, calculates, and prints the results on bookkeeping forms is called <u>D</u>

Bibliography

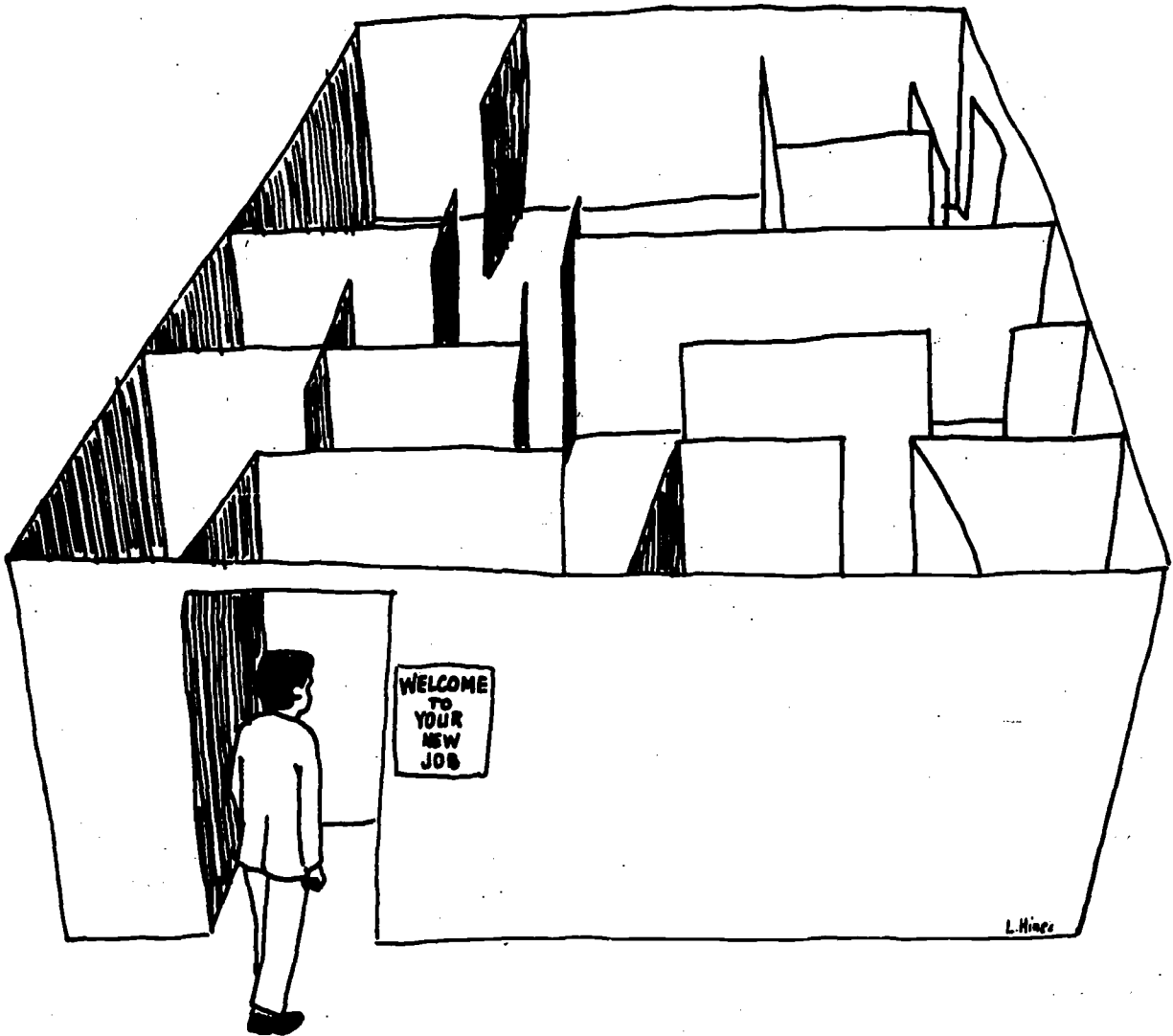
Heiges, P. Myers, Arnold E. Schnieder, Harry Huffman, and Jeffrey R. Stewart. **GENERAL RECORD KEEPING**. Fifth Edition. Dallas: Gregg Division, McGraw-Hill Book Company, 1965.

Kahn, Gilbert. **BUSINESS DATA PROCESSING**. Dallas: Gregg Division, McGraw-Hill Book Company, 1966.

Wanous, S. J., and Edward E. Wanous. **AUTOMATION OFFICE PRACTICE**. Cincinnati: South-Western Publishing Company, 1964.

Wanous, S. J., E. E. Wanous, and Gerald E. Wagner. **FUNDAMENTALS OF DATA PROCESSING**. Cincinnati: South-Western Publishing Company, 1971.

Job Orientation



JOB ORIENTATION (15 hours)

Job Description

Job orientation involves an analysis of one's interests and abilities, matching these with a job, searching for job openings, making application and having a personal interview, filling in application forms, passing job entry tests, producing on the job, and progressing on the job.

Objectives

General

1. The student will realize the importance of matching skills and abilities with specific job requirements in order to avoid floundering on the job.
2. The student will understand the relationship of the letter of application, the personal data sheet, and the personal interview and follow-up.
3. The student will recognize his responsibilities as a beginning office worker to produce and grow on the job.

Specific

1. Given a sample work sheet, the student will analyze himself by listing his interests and abilities by categories such as personality and temperament, mental and physical makeup, interests and aptitudes, education and training, and outside interests or hobbies.
2. From job descriptions in the **DICTIONARY OF OCCUPATIONAL TITLES**, books, magazines, and personal interviews with resource persons, the student will analyze the job he desires as to related jobs within the field, educational requirements, specialized training needed, kind of person needed, and working conditions.
3. Using a prescribed format, the student will compose and typewrite in mailable form, a letter of application and a personal data sheet that create interest and secure a personal interview for a job.
4. The student will dress properly and act appropriately on a personal interview arranged by the teacher.

Course Content

Job Source Information

School Placement and Youth Employment Agencies
State and City Employment Agencies
Private Employment Agencies
Friends, Relatives, School Personnel
Civil Service Announcements
Personnel Departments

Personal Data Sheet

- Recent Photograph**
- Personal Information**
- Education and Office Skills**
- Outstanding Accomplishments and Related Interests**
- Work Experience**
- References (by permission)**

Letter of Application

- Source of Information about Job Opening and Intent of Letter**
- Statement of Knowledge of Job Requirements**
- Indication that Qualifications Meet Requirements**
- Availability Information for Interview**

Job Interview

- Preparation for the Interview**
- Proper Interview Procedures**
- Questions to Anticipate and to Ask**
- Follow-up Procedure**

Application Forms

- Personal and Family Information**
- Education and Work Experience**
- Office Related Abilities**
- Interest Areas, Special Qualifications**
- References**

Employment Tests

- Ability Tests**
- Psychological Tests**
- Aptitude Tests**
- Physical Examination**

Performance on the Job

- Integrated Projects for Production**
- Interpersonal Relations**
- Upgrading Skills**
 - Home Study**
 - Extension Courses**
 - In-service Training**

Student Activities

Several suggested activities that may be a part of the unit on Job Orientation are listed below for students' use.

1. Analyze personal interests and abilities on sample work sheets.

2. Learn as much as possible about requirements and availability of jobs from books and magazines, from biographies of successful people, and from personal interviews with friends, relatives, and other resource persons.
3. Match personal inventory with a desirable job.
4. Learn various sources for securing information regarding job openings.
5. Interpret want ads intelligently and select an opening of interest.
6. Compose and typewrite a letter of application, a personal data sheet, and a follow-up letter in mailable form.
7. Discuss preparation for the interview, proper dress, appropriate inquiries to make, and possible questions to be asked.
8. Go for a personal interview if one can be arranged.
9. Analyze the Interviewer's Work Sheet filled in during the interview so as to profit from the experience.
10. Fill in sample application forms, both typewritten and handwritten.
11. Take sample job entry tests.
12. Perform integrated projects to develop on-the-job competency.

Suggested Materials

Books

- Andrews, Margaret E. **THE JOB YOU WANT.** New York: Gregg Division, McGraw-Hill Book Company, 1968.
- Archer, Fred C., Raymond F. Brecker, John C. Frakes, and Jeffrey R. Stewart, Jr. **GENERAL OFFICE PRACTICE.** Third Edition. New York: Gregg Division, McGraw-Hill Book Company, 1968.
- Blackledge, Walter L., Ethel H. Blackledge, and Helen J. Keily. **YOU AND YOUR JOB.** Cincinnati: South-Western Publishing Company, 1967.
- Gregg, John Robert, Albert O. Fries, Margaret Rowe, and Dorothy L. Travis. **APPLIED SECRETARIAL PRACTICE.** Sixth Edition. New York: Gregg Division, McGraw-Hill Book Company, 1968.
- Keily, Helen J., and R. G. Walters. **HOW TO FIND AND APPLY FOR A JOB.** Second Edition. Cincinnati: South-Western Publishing Company, 1960.

MacGibbon, Elizabeth Gregg. **FITTING YOURSELF FOR BUSINESS.** Fourth Edition. New York: Gregg Publishing Division, McGraw-Hill Book Company, 1961.

Morrison, Phyllis. **A CAREER IN THE MODERN OFFICE: (1) OPPORTUNITIES IN TODAY'S OFFICE, (2) MAKING THE MOST OF YOURSELF, (3) MAKING THE MOST OF YOUR SKILLS, (4) GETTING THE RIGHT JOB.** New York: Gregg Division, McGraw-Hill Book Company, 1969, 1970.

U. S. Department of Labor, Bureau of Labor Statistics. **OCCUPATIONAL OUTLOOK HANDBOOK.** 1972-73 Edition. Washington, D. C.: U. S. Government Printing Office.

Russon, Allien R. **BUSINESS BEHAVIOR,** Third Edition. Cincinnati: South-Western Publishing Company, 1964.

Pamphlets

Draughon's Business College. **CAREERS IN BUSINESS FOR YOUNG WOMEN.** Jackson, Miss.

Draughon's Business College. **GUIDE TO OFFICE CAREERS.** Jackson, Miss.

General Motors. **CAN I BE AN OFFICE WORKER?**

Mississippi Employment Security Commission. **HERE'S HOW TO . . . LAND THAT JOB.** Jackson, Miss.

Mississippi State Employment Service. **HOW TO GET AND HOLD THE RIGHT JOB.** Jackson, Miss.

New York Life Insurance Company. **MAKING THE MOST OF YOUR INTERVIEW.** New York, N.Y. (current edition).

New York Life Insurance Company. **SHOULD YOU BE A SECRETARY?** New York, N.Y.

Remington Rand. **HOW TO BE A SUPER-SECRETARY.**

South Central Bell Telephone Company. **CAREERS IN COMMUNICATIONS.**

South Central Bell Telephone Company. **HELPFUL HINTS FOR CHOOSING A CAREER.**

South Central Bell Telephone Company. **HELPFUL HINTS FOR YOUNG JOB SEEKERS.**

South Central Bell Telephone Company. **THE HUNTER'S GUIDE: TIPS TO HELP YOU GET A JOB.**

South Central Bell Telephone Company. **MEMO: TELEPHONE JOBS.**

Superintendent of Documents. **HOW TO PREPARE YOURSELF FOR JOB INTERVIEWS.** Washington, D. C.

Evaluation

Evaluation will be made on the basis of:

1. Adequacy of selection of job to match interests and abilities.
2. Adequacy and mailability of the letter of application, the personal data sheet, and the follow-up letter.
3. Results of the Interviewer's Rating Sheet.
4. Neatness and completeness of application forms.
5. Performance on integrated projects.

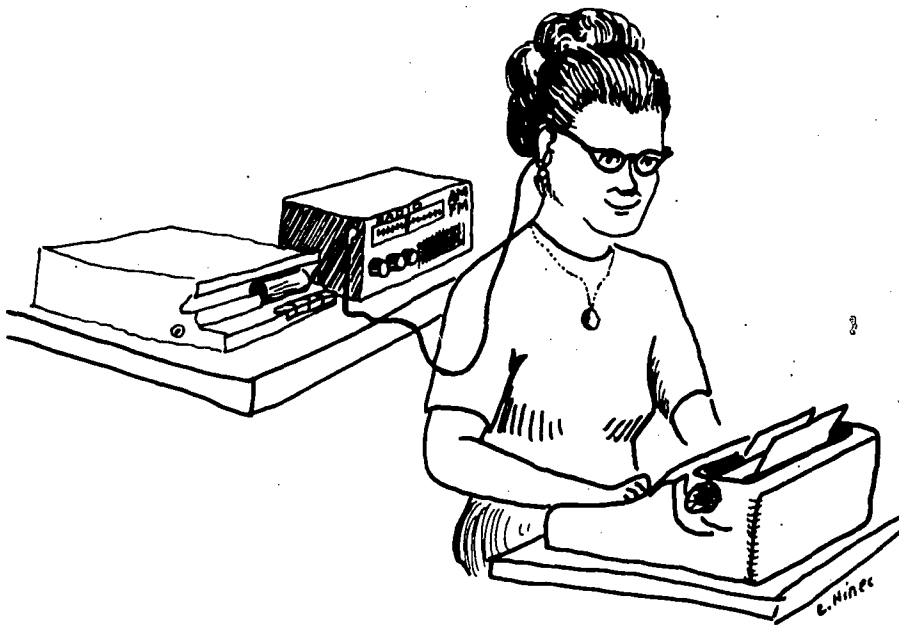
Sample Test Questions

1. Discuss your job choice as related to your interests and abilities.
2. Name five sources of information pertaining to job openings.
3. List five points to remember in filling in an application form.
4. List five points on which you feel adequate or in need of improvement as a result of your personal interview.

Bibliography

Michigan State University. "Curriculum Development." BLOCK TIME – SIMULATION: INSTRUCTIONAL SYSTEM, II (July, 1969).

Machine Transcription



9/1/92

MACHINE TRANSCRIPTION

(30 hours)

Job Description

The machine transcriber will use belts, discs, tapes, indication slips, earpieces, and levers that control certain parts of the machine, in order to typewrite mailable copy from the transcribing machines. He will be concerned with office costs and should develop methods to reduce them.

Objectives

General

1. The student will gain a knowledge of the transcribing machine.
2. The student will acquire knowledge of the characteristics of the various types of recording media.
3. The student will transcribe accurate and attractive letters and reports based on office standards.
4. The student will become aware of the costs of correspondence.
5. The student will acquire efficient work habits and attitudes.
6. The student will acquire knowledge of advantages of machine transcription.

Specific

1. The student will demonstrate efficiency in loading the machine within one minute.
2. The student will demonstrate skill by keeping the typewriter moving while operating the transcribing machine.
3. The student will apply basic English, spelling and punctuation skills.
4. The student will apply proofreading skills.
5. The student will refer to reference material for needed information.
6. The student will take proper care of the transcribing equipment, records, tapes, or belts.
7. The student will pass a 15-minute timed performance test on the fundamental operations of the machine with one average length mailable transcript.

Course Content

Recording Media

- Plastic and Magnetic Belts
- Plastic Discs
- Magnetic Tape

Machine Operation

- Power Switch
- Loading
- Using Indicator Slip
- Listening Device
- Controls
 - Foot or Hand
 - Volume and Tone
 - Speed and Backspacing

Efficient Work Habits

- Care of Equipment
- Care of Supplies
- Cost of Communication and Methods of Reducing Costs

Advantages of Machine Dictation and Transcription

Preparing a Transcript

- Preliminary Instructions
- Work Processing
- Developing Word Carry-over
- Keeping the Typewriter Moving
- Using Tabular Key and Variable Line Spacer
- Proofreading During and After Transcription
- Urgent Messages

Evaluation of Transcript for Mailability

- Content
- Attractive Placement and Appearance
- Typographical Errors
- Correct Punctuation and Word Division

Reference Materials

- Dictionary
- Secretarial Manual
- Machine Operator's Manual
- Zip Code Directory

Student Activities

Several suggested activities that may be a part of the unit on Machine Transcription are listed below for students' use.

1. Practice transcribing letters, reports, memoranda, etc., in order to build speed with accuracy.

2. Take instructions from belts, tapes, discs.
3. Drill on basic transcription techniques.
4. Record information on belts, tapes, discs.
5. Preview words before transcribing.
6. Use reference materials for needed information.
7. Practice on timed projects.
8. Performance tests.

Suggested Materials

Belts, discs, tapes	Integrated office projects
Correction materials	Integrated practice sets
Dictionary and other reference books	Stationery and other supplies

Evaluation

Evaluation will be made on the basis of:

1. The specific objectives of the course.
2. The student's performance on a 15-minute test on the fundamental operations of the machine with one average length mailable transcript required.
3. The quality and quantity of mailable material transcribed by the student.
4. The student's respect for equipment, supplies and materials.
5. The student's work habits.

Sample Test

Following special instructions, transcribe the letters furnished by the instructor on tape, belt, or disc, making the appropriate number of carbon copies, correcting all grammatical and other errors made in the dictation, furnishing needed punctuation or information. The letters are to be mailable copy the first time (on rough drafting). (2 average length letters in a 30-minute period of time)

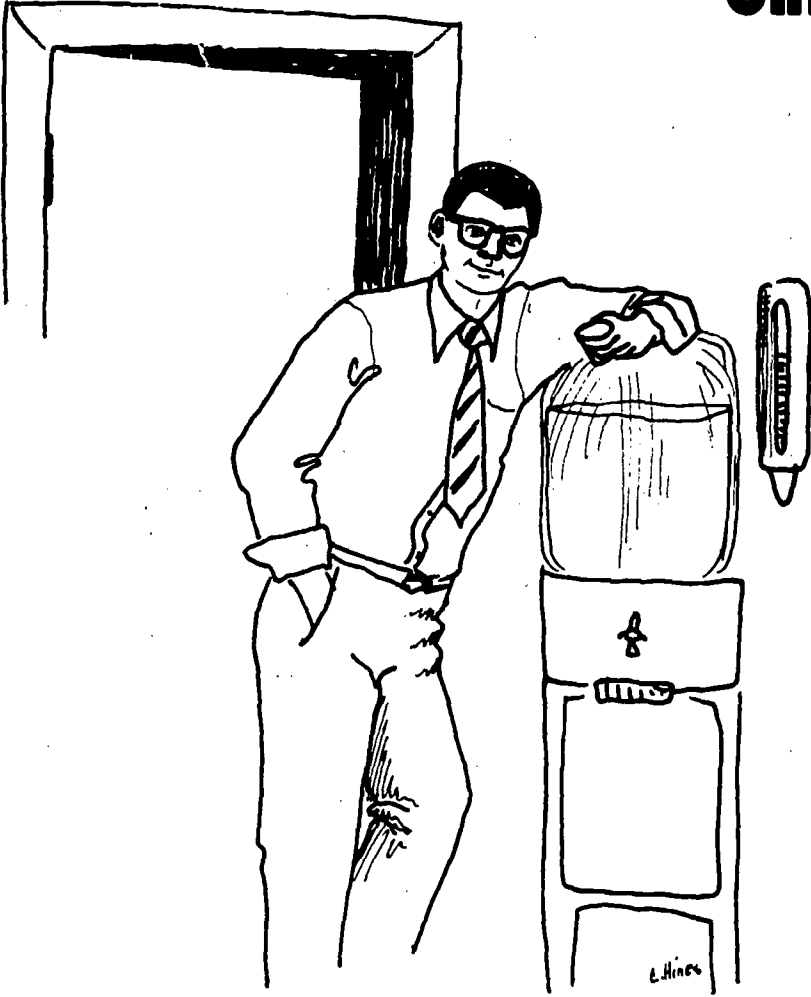
Bibliography

Administrative Management. BELTS, DISCS, TAPES, SERVE MANAGEMENT'S DICTATING NEEDS, May, 1965.

Agnew, Peter L., James R. Meehan, and William R. Pasewark. CLERICAL OFFICE PRACTICE. Fourth Edition. Cincinnati: South-Western Publishing Company, 1967.

International Business Machines Corporation. THE ART OF MACHINE TRANSCRIPTION (Instructor's Guide), 1970.

Office Simulation



OFFICE SIMULATION (90 hours)

Job Description

Office simulation is a realistic office situation in which an employee will function under stresses caused by personality conflicts, interruptions, employee deficiencies, lack of pertinent information, and mistakes. It involves interaction with the other employees, clients, customers, visitors, and other facets of the public. The employee will perform all routine office duties. In special cases the employee will make decisions that can affect the company's relationship with other employees, customers, and the public. He may have some supervisory duties in which he is directly responsible for other employees' performance.

Objectives

General

1. The student will develop an ability to get along with others in the business office.
2. The student will develop an ability to work under pressure.
3. The student will develop an appreciation for integrity, cooperation, and efficiency in business offices.
4. The student will develop an appreciation for the smooth flow of work in an office.
5. The student will develop a knowledge of true business procedures, stresses, and problems.
6. The student will realize the importance of attendance, promptness, and flow of work.

Specific

1. The student will answer 10 short-answer test questions within 30 minutes.
2. The student will be able to identify and list the functions of the various departments of the company.
3. The student will be able to process and/or interpret the business forms of the company.
4. Given a specific transaction, the student will trace its flow through the office.
5. Given a letter of inquiry, the student will be able to compose and typewrite a mailable response to the inquirer.

Course Content

Job Orientation
Processing of Business Forms
Telephone Techniques
Filing and Retrieving Records
Composing and Typewriting Correspondence
Payroll Records and Procedures
Cash Receipts and Disbursements
Record Keeping
Mail and Freight Services
Human Relations
Personality Development
Supervisory Duties and Responsibilities

Student Activities

Several suggested activities that may be a part of the unit on Office Simulation are listed below for students' use.

1. Initiate and receive telephone calls.
2. Apply and interview for a job.
3. Typewrite letters and business forms.
4. Compose correspondence.
5. Address envelopes.
6. Check time cards.
7. Receive callers.
8. Keep payroll records.
9. Keep records of cash receipts and disbursements.
10. Proofread forms and reports.
11. Make office decisions.
12. Plan and conduct office seminars and parties.
13. Supervise other employees.
14. File and retrieve information.
15. Make reports and process business forms.
16. Take and transcribe dictation.
17. Transcribe from machine dictation.
18. Prepare items for mailing.
19. Distribute mail.
20. Keep desk and materials organized.

Suggested Materials

Books

Bonner, Annelle. **OFFICE SIMULATION – INTEGRATED PROJECTS FOR CLERICAL OFFICE PRACTICE.** Hattiesburg, Mississippi: Department of Business Education, University of Southern Mississippi, 1972.

Krawitz, Myron J. **LESTER HILL CORPORATION.** New York: Gregg Division, McGraw-Hill Book Company, 1971.

Michigan State University. **BLOCK – SIMULATION: INDIVIDUALIZED OFFICE INSTRUCTIONAL SYSTEM, IV** (July, 1969).

Wright, Lucille, et. al. **APEX COMPANY.** Minnesota: 3M Company, 1971.

Evaluation

Evaluation will be made on the basis of:

1. The student's knowledge of the company.
2. The student's performance of assigned duties.
3. The student's personal characteristics such as good work habits, grooming, and attendance.
4. The student's performance on theory test and personality development checklists.

Sample Test Questions

1. Name the various departments of this company. **ACCOUNTING, TRAFFIC, WAREHOUSE, SALES, AND TALIDATA.***
2. What item should receive top priority in each department at the beginning of each day? **INCOMING MAIL.**
3. Name 5 things you have learned from this simulation. **ANSWERS WILL VARY.**

*These evaluation examples are taken from or designed for the **LESTER HILL CORPORATION** Simulation.

Other Suggestions

1. Bring in outside businessmen to interview students.
2. Borrow telephones, time clocks, and other equipment you do not have available.
3. Run newspaper articles about the simulation.
4. Have someone make nameplates, pencil holders, trash cans, and miscellaneous desk accessories for each employee.
5. Try to provide stapling machines, scotch tape dispensers, paper clips, and date stamps for each desk or at least for each department.

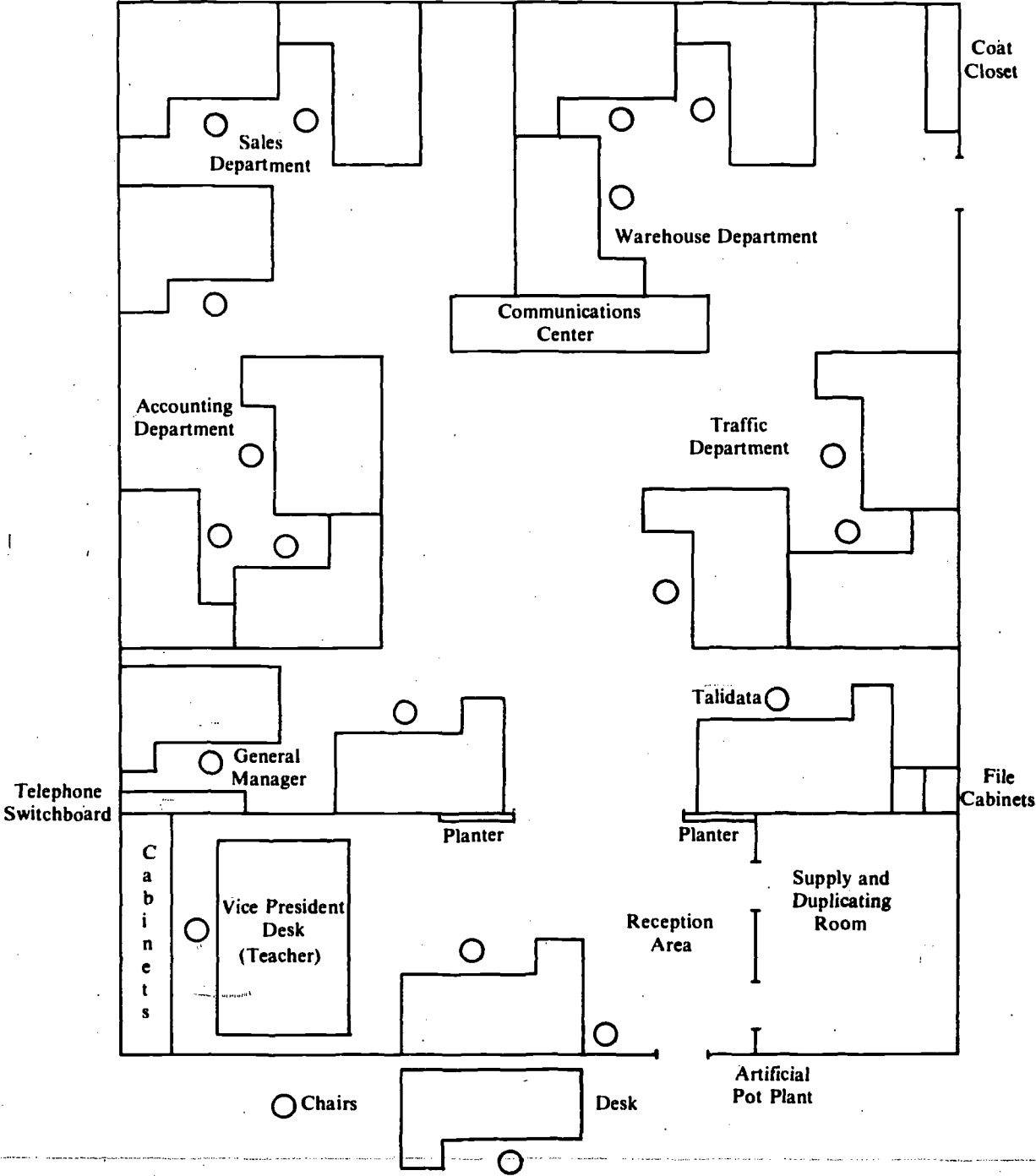
6. Arrange furniture in an office-like setting. (Sample shown at end of unit.)
7. Have sign made for the door designating company name.
8. Stay in the background and let the students make decisions.
9. **DON'T CHECK EACH PIECE OF WORK FOR GRADES.**
10. Address students by appropriate titles – Mr. Miss, or Mrs.
11. Have unexpected visitors show up as members of the board of directors or President of the company, etc.
12. Have a guest register for visitors to sign.
13. Issue paychecks for evaluation each week.
14. If mechanical failure occurs have someone get in touch with appropriate maintenance and repair personnel.
15. Set up an office code of dress and other regulations.
16. Use envelopes for correspondence between company and customers or suppliers.
17. Have students write letters to a selected number of people in the community informing them of the opening of the new company and inviting them to come for a tour of the branch office.
18. Run sales on special merchandise that has large inventories and write letters to customers about these sales.
19. Prepare a financial statement at periodic intervals or at the end of the simulation.
20. Initiate calls on behalf of clients and customers about damaged merchandise or poor service.
21. Offer life and hospitalization insurance plans through payroll deductions.
22. Have employees be responsible for making and serving coffee to visitors.
23. Have employees publish a news bulletin.
24. Record special letters on tapes to be transcribed by students to customers or suppliers about specific merchandise.
25. Have employees plan and conduct office seminars, parties, etc.
26. Initiate the formation of a credit union for employees and encourage participation in it.

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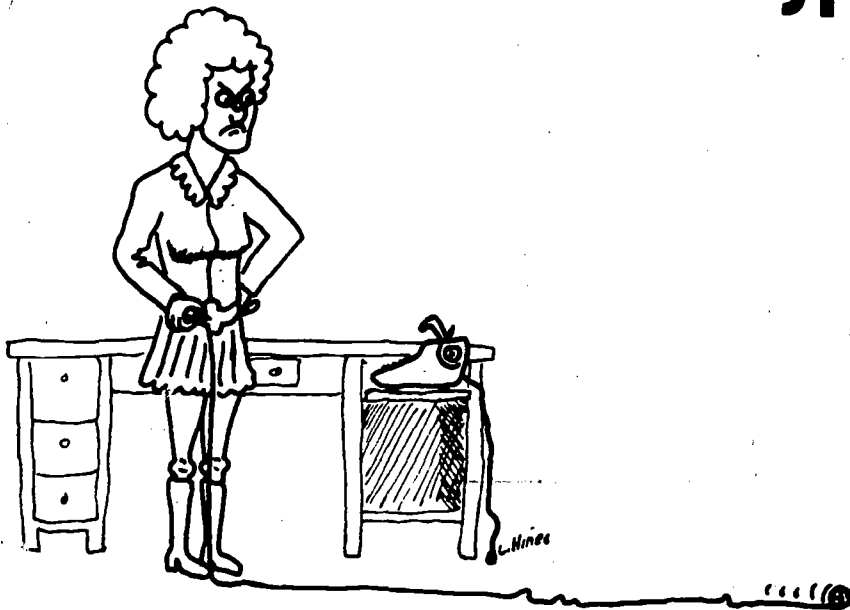
Krawitz, Myron L. **LESTER HILL CORPORATION EMPLOYER'S GUIDE.** New York:
Gregg Division, McGraw-Hill Book Company, 1971.

Krawitz, Myron L. **LESTER HILL CORPORATION EMPLOYEE'S GUIDE.** New York:
Gregg Division, McGraw-Hill Book Company, 1971.

**SAMPLE
FLOOR PLAN FOR LESTER HILL CORPORATION**



Office Typewriting



OFFICE TYPEWRITING (60 hours)

Job Description

A typist operates the one machine found in practically every business office – the typewriter. His main job assignment is to produce typewritten copies of printed and handwritten materials.

Office typewriting requires work of a particularly high degree of accuracy and independent judgment. The typist works from rough drafts or may be required to plan and typewrite complicated statistical tables, combine and rearrange materials from several different sources, or prepare master copies from material to be reproduced by duplicating processes. A specially trained typist may operate teletypewriters, typewriters with proportional spacing, and other special kinds of typewriting machines.

Objectives

General

1. The student will develop personal and vocational skills in typewriting.
2. The student will develop competency in attaining standards set for straight copy and production materials.
3. The student will develop attitudes, character traits, and behavior patterns such as concentration, judgment, initiative, cooperation, resourcefulness, perseverance, and emotional control.
4. The student will develop the ability to understand oral and written instructions, to analyze problems, and to solve these problems successfully.
5. The student will increase his ability to spell, punctuate, syllabicate, to compose good sentences, and to integrate these related learnings with typewriting skills.
6. The student will prepare for employment in business occupations.
7. The student will understand and appreciate our democratic economic society.
8. The student will develop personality traits that will be welcome in business and society.
9. The student will build good work habits and use orderly procedures for handling routines.
10. The student will assume responsibility for proofreading his own material.
11. The student will develop a feeling for style not based upon copying one style from a single textbook.
12. The student will acquire vocational information about the field of typewriting.

Specific

1. The student will typewrite mailable copies of all types of business letters and chain feed and address envelopes.
2. The student will typewrite, with all errors corrected, all types of tabulated reports containing any number of columns (usually 4 or 5), statistical material, from rough draft, or typed copy.
3. The student will typewrite, with all errors corrected, business communication forms.
4. The student will typewrite, with all errors corrected, business forms.
5. The student will typewrite, with all errors corrected, business reports in either manuscript or tabulated form.
6. The student will typewrite straight-copy material for 5 minutes at a minimum rate of 40 gwam with 0-3 errors.
7. The student will typewrite business letters from unarranged copy with carbon copies and envelopes for 30 minutes at a minimum rate of 15 n-pwam.
8. The student will chain feed envelopes or index cards and type a name and address on each card for 15 minutes and complete a minimum of 20.
9. The student will typewrite 4- or 5-column tables, containing statistical material and column headings, for 30 minutes at a minimum rate of 10 n-pwam.
10. The student will typewrite manuscripts with footnotes for 30 minutes at a minimum rate of 20 n-pwam.
11. The student will typewrite business forms for 30 minutes at a minimum rate of 10 n-pwam.

Course Content

Skill Improvement

Accuracy Drills
Speed Drills
Number Drills
Posture-checkup Drills
Hand-position Drills
Paper Insertion Drills

Correspondence

Letters

Business Letters with Displays

Block
Modified Block
Indented
AMS

Open Punctuation
Mixed Punctuation
Closed Punctuation
Personal Business Letters
Letters with Two or More Pages
Letters with Enclosures
Letters with Tabulated Reports
Exact Copies of Incoming Letters
Form Letters with Fill-ins
Application Letters
Personal Data Sheets

Memorandums

Telegrams

Special Lines

Subject Line
Attention Line
Standard Carbon Copy Notation
Blind Carbon Copy Notation (BCC)

Forms

Checks
Notes
Payrolls
Voucher Checks
Visible Index Cards
Discount Invoices
Telephone Message Blanks
Bills of Lading
Fill-in Index Cards
Fill-in Postal Cards
Bills of Sale
Purchase Orders
Correspondence Transfer Sheets

Legal Forms and Documents

Proxies and Powers of Attorney
Acknowledgments
Endorsements
General Releases
Contracts
Wills and Endorsements
Leases
Folding

Overside Tabulations – 14 to 16 Columns

Spacing

- Half Space
- Single Space
- One and a Half Space
- Double Space
- Triple Space
- Spread and Squeeze Words

Stencil

- Prepare Master Copy
- Typewrite Stencil
- Art Work
- Correct Stencil
- Patching Stencil

Ditto Master (Direct or Liquid Process)

- Prepare Model Copy
- Typewrite Master
- Art Work
- Correct Master

Offset Master

- Prepare Master Copy
- Typewrite Master
- Art Work
- Correct Master

Manuscript Display

- Justify Lines
- Display Lettering
- Display Boxing
- Bulletin Board Captions
- Advertisements

Special Techniques and Problems

- Center on Lines
- Spread Centering
- Underscore for Italics
- Take Civil Service Test
- Insert Thick Carbon Packs
- Quotations within Quotations
- Draw Lines on the Typewriter
- Change Ribbons
- Horizontal Half Space
- Typewriting Contest Rules
- Direct Dictation
- Characters not on the Keyboard
- Compose Short Letters
- Chain Feed Envelopes and Cards

Social Traits

- Cooperation
- Cheerfulness
- Courtesy
- Ability to Get Along With Others

Character Traits

- Dependability
- Initiative or Resourcefulness
- Acceptance of Responsibility
- Punctuality and Attendance
- Poise and Emotional Stability
- Loyalty
- Honesty and Trustworthiness
- Perseverance or Ability to Follow Through

Physical Traits

- Personal Appearance and Grooming
- Health

Mental Traits

- Judgment and Common Sense
- Ability to Grasp and Follow Instructions
- Ability to Plan and Organize Work

Attitudes

- Adaptability
- Interest and Enthusiasm
- Willingness to do Undesirable but Essential Tasks
- Willingness to Accept Criticism

Technical Traits

- Accuracy
- Neatness in maintenance of Surroundings
- Efficiency
- Neatness of Work
- Good Speech Habits
- Thoroughness
- Technical Skill in Tasks Performed

Student Activities

Several suggested activities that may be a part of the unit on Office Typewriting are listed below for students' use.

1. Develop and maintain attractive bulletin board displays.
2. Keep a record of timed writing achievements and complete with previous scores.
3. Proofread all typewritten work and make neat corrections.

4. Make neat carbon copies.
5. Compose stories at the typewriter incorporating good English usage.
6. Develop a basic knowledge of machine parts, their usage and adjustments.
7. Acquire the habit of being rapid and systematic in handling supplies and in manipulating the typewriter.
8. Understand, analyze, and carry through to completion all instructions for solving problems before beginning to type.
9. Obtain and answer advertisements for an office typewriting position.

Suggested Materials

Books

Monkhouse, Francis John. **A DICTIONARY OF GEOGRAPHY**. Chicago, Illinois: Aldine Publishing Company, 1970.

Whalen, Doris H. **THE SECRETARY'S HANDBOOK**. New York, New York: Harcourt, Brace and World, 1968.

Miscellaneous

Atlas

Dictionary

Directories

City

Telephone

Films

Integrated Projects

Postal Guides

Practice Sets

Records

Style Manuals

Tapes

Typewriting Textbooks (other than textbook being used)

Evaluation

Evaluation will be made on the basis of:

1. The teacher's observation of the student's work.
2. The technique used by the student doing his work.
3. The work habits and traits displayed by the student in the classroom situation.
4. The performance by the student on tests given throughout the unit.
5. The student's knowledge and understanding of the material being taught.
6. The student's performance on various typewriting exercises as outlined in the objectives.

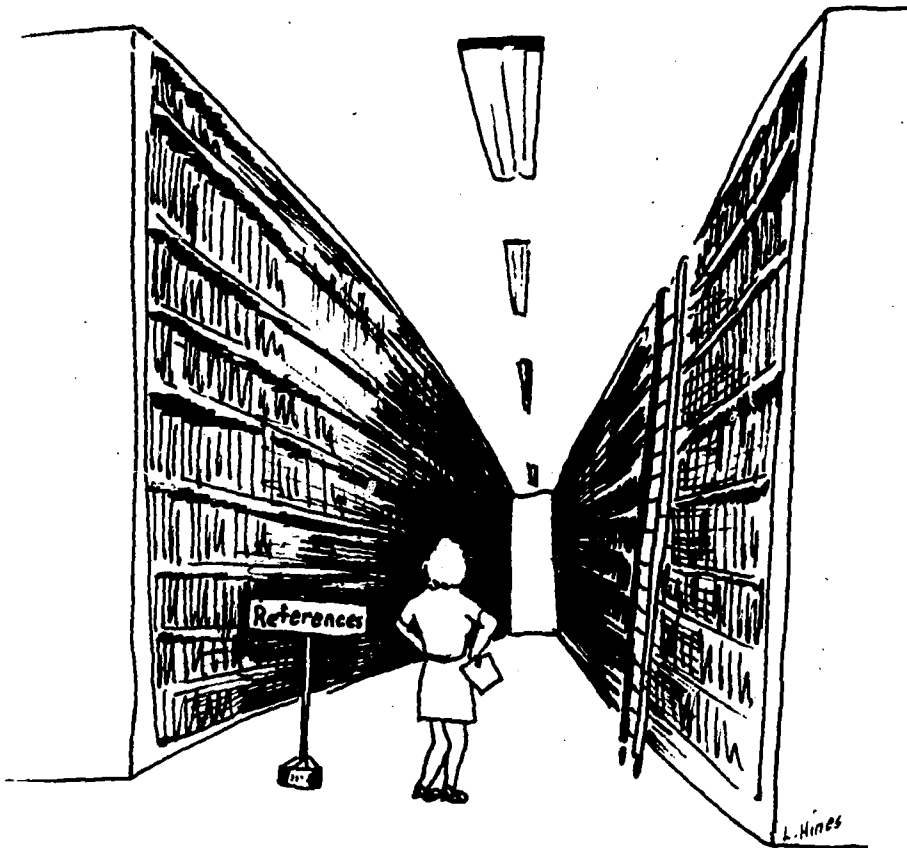
Sample Test

1. An attention line should be considered as part of the (a) mailing notation, (b) inside address, (c) salutation.
2. The omission of a salutation and a complimentary close would indicate that the letter is probably typed in (a) block style, (b) modified block style, (c) AMS simplified style.
3. In all styles of business letters, you will find a (a) date, (b) salutation, (c) complimentary close.
4. The attention line is (a) typed at the left margin, (b) centered, (c) either typed at the left margin or centered.
5. Type an average letter in block style with open punctuation.
6. Type an average letter in modified block style with block paragraphs and mixed punctuation.
7. On a full sheet, using 1-inch margins, type footnotes in correct form and position on the sheet.
8. On a full sheet inserted sideways, center a tabulation problem vertically and horizontally using appropriate horizontal rules.

Bibliography

- Iowa Business Education Association and the State Department of Public Instruction. **IOWA BUSINESS EDUCATION HANDBOOK**. Des Moines, Iowa, 1972.
- Liles, Parker and Zenobia T. Liles. **A GUIDE FOR THE IMPROVEMENT OF TYPEWRITING INSTRUCTION**. Atlanta, Georgia: Georgia Department of Education, 1968.
- Russon, Allien R. and S. J. Wanous. **PHILOSOPHY AND PSYCHOLOGY OF TEACHING TYPEWRITING**. Cincinnati: South-Western Publishing Company, 1960.
- U. S. Government Printing Office. **DICTIONARY OF OCCUPATIONAL TITLES**, 1970.

Reference Activities



REFERENCE ACTIVITIES

The office worker uses all available reference books for locating needed information. He associates special features with specific books. He knows whether the material is listed alphabetically, shown in charts, contained in units, etc.

These activities are easily integrated into the other block units, and need not be taught as a separate unit.

Objectives

General

1. The student will learn where to go to get dependable information as he needs it. This implies experience in consulting various sources of information, some practice in analyzing these sources to see where they are adequate and where they are unsatisfactory. The student will develop certain criteria by which to judge the dependability of a particular source of information.
2. The student will develop desirable social attitudes by sharing with classmates information found in reference books.

Specific

Given a number of situations needing specific omitted information, the student will select the correct resource and supply the needed information. Examples of specific problems follow:

1. Given a list of names and addresses, the student will supply the zip codes.
2. Given the names of local firms, the student will supply addresses.
3. Given the type of firms and the correct location, the student will supply the names of firms.
4. Given a list of firms in a given city, the student will supply the correct street addresses and verify the names.
5. Given a letter to a government official, the student will choose an appropriate title and salutation.
6. Given the name of a very prominent United States citizen, the student will supply some pertinent data (accomplishments) about that person.

Course Content

The student will have access to many reference books and will be assigned jobs to enable him to become familiar with their names and the kinds of information contained therein.

Student Activities

Two suggested activities that may be a part of the unit on Reference Activities are listed below for the students' use.

1. Choose a reference book from which to make an oral report to the class on the type of information contained in the book. Duplicate copies of the report for each class member.
2. Work on individual projects assigned to develop skill in using reference materials.

Suggested Materials

Books

American Hotel Association Directory Corporation. **HOTEL AND MOTEL RED BOOK**. New York, New York, 1960.

Began. **THE SHIPPING WORLD YEARBOOK AND WHO'S WHO**. London, 1965.

Dun and Bradstreet, Inc. **REFERENCE BOOK**. New York, New York, 1968.

Press of American Medical Association. **AMERICAN MEDICAL DIRECTORY**. Chicago, 1906.

Standard and Poor's Corporation. **POOR'S** register of corporations, directors, and executives, United States and Canada. New York, New York, 1935.

Steinberg, S. H. **THE STATESMAN'S YEAR-BOOK**. New York, New York: Macmillian Company, 1950.

Miscellaneous

Almanacs

Atlases

Bankers' Directory

Books of Etiquette

Books of Parliamentary Procedure

Books of Quotations

Books of Synonyms and Antonyms

City Directory

Congressional Directory

Dictionary

Encyclopedias

Guides — Postal and Travel

Literary Guides

Manufacturer's Indexes

Newspapers

Shipping Guides

Social Registers

Style Books

Telephone Directory

Thesaurus

Word Manuals

Zip Code Directory

Evaluation

Evaluation will be made on the basis of:

1. Results of oral report.
2. Results of performance tests as outlined in specific objectives.
3. Results of integrated office projects.

Sample Test Questions

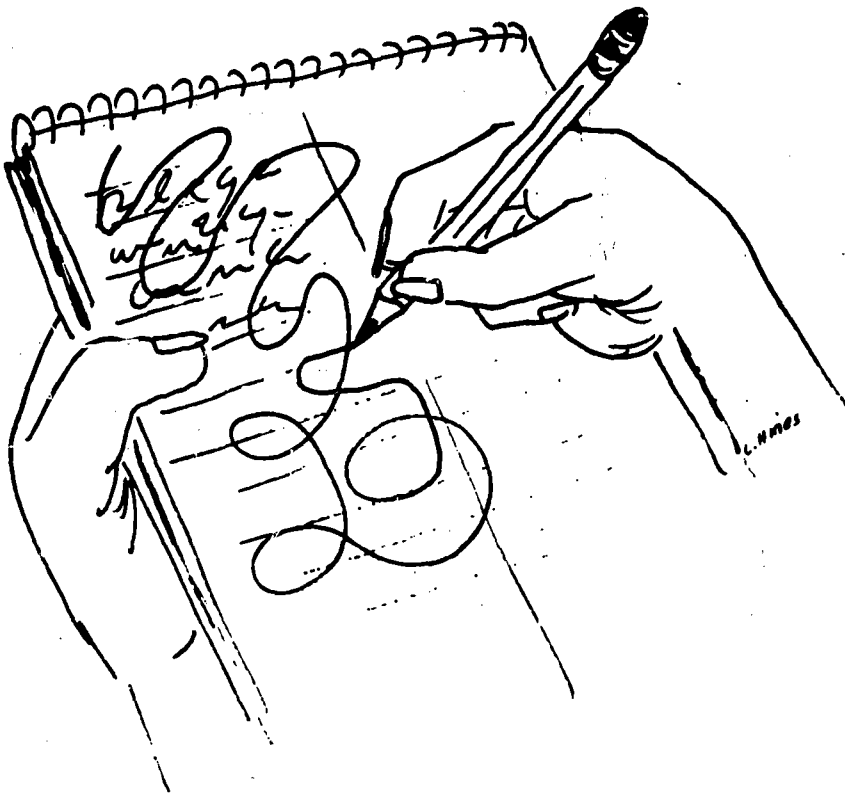
1. Name three reference books a secretary should keep on her desk.
2. Name one reference book which lists the correct street addresses for a local firm.
3. Where can information be located pertaining to a manufacturer of filing equipment?
4. Where can information be located about the financial statement of a company?
5. Where can we locate credit information on a company in another city?

Bibliography

Fisher, Robert. **INTENSIVE CLERICAL AND CIVIL SERVICE TRAINING**. Fourth Edition. Cincinnati: South-Western Publishing Company, 1968.

Michigan State University. **BLOCK TIME — SIMULATION: INDIVIDUALIZED OFFICE INSTRUCTIONAL SYSTEM (Teacher's Manual) II** (July, 1969).

Shorthand Transcription



SHORTHAND TRANSCRIPTION

(80 hours)

Job Description

Shorthand transcription involves transcribing shorthand notes into mailable letters, reports, business forms or any other type of business papers. Checking dates, verifying figures, and typewriting the material are all parts of transcribing. Transcribing notes will be an integral part of the secretarial duties requiring a pleasant disposition and concern for minute detail. Minor machine adjustments may be necessary; typewriting may have to be done under conditions of pressure with many interruptions.

Objectives

General

1. The student will develop attitudes congenial with office atmosphere.
2. The student will be familiar with reference material.
3. The student will develop the ability to follow directions.
4. The student will organize materials and time effectively.
5. The student will develop speed and accuracy in dictation and transcription skills.
6. The student will learn effective proofreading skills.
7. The student will strengthen knowledge of basic English rules for punctuation, subject and verb agreement, and spelling.

Specific

1. Given a letter to transcribe, the student will transcribe mailable (meaning no spelling errors, punctuation errors, placement errors, or subject and verb agreement errors) copy from shorthand notes at 25 words per minute minimum rate.
2. Given a problem to solve, the student will use reference materials under timed conditions to minimize time needed for this activity.
3. Given a problem to solve, the student will use proper techniques in handling materials through timed drills in preparation for dictation.
4. Given a letter to transcribe, the student will make clean corrections on typewritten copy with two carbons within one minute.
5. Given a paper for correction, clean corrections will be made on the original typewritten sheet in 16-30 seconds per error.
6. Given a letter for transcription, the student will locate a word in the dictionary within one minute.

Course Content

Sustained Transcribing Practice

Techniques for Transcribing

- Proper Placement
- Keeping Eyes on Copy
- Keeping Carriage Moving

Use Reference Books and Materials

Basic English Rules for Punctuation

Student Activities

Several suggested activities that may be a part of the unit on Shorthand Transcription are listed below for the students' use.

1. Practice transcribing letters with multiple carbon copies, envelopes, and enclosures.
2. Practice taking official-style dictation and transcribing notes under timed conditions.
3. Practice taking dictation from a committee of people or in a courtroom scene. This could be done through role playing within the classroom — students could take turns being committee members while others members of the class took the dictation.
4. Practice taking notes and transcribing from radio or television speeches.
5. Practice transcribing from notes taken the day before.
6. Transcribe from dictation at the typewriter.
7. Participate in spelling reviews and tests to improve spelling.
8. Have vocabulary relays or spelling relays.
9. Proofread each other's paper to improve proofreading skills.
10. Use ZIP Code Directory.
11. Transcribe on various sizes of stationery.
12. Have similar words drills.

Suggested Materials

Books

American Hotel Association Directory Corporation. HOTEL AND MOTEL RED BOOK. New York, New York, 1960.

Began. **THE SHIPPING WORLD YEARBOOK AND WHO'S WHO.** London, 1965.

Gregg, John Robert, Louis A. Leslie, and Charles E. Zoubek. **TRANSCRIPTION WORKBOOK FOR GREGG SHORTHAND,** Diamond Jubilee Series. Chicago: Gregg-Division, McGraw-Hill Book Company, 1963.

Leslie, Louis A., Charles E. Zoubek, and Madeline Strony. **GREGG DICTATION,** Diamond Jubilee Series. St. Louis: Gregg Division, McGraw-Hill Book Company, 1963.

Leslie, Louis A., Charles E. Zoubek, and Madeline Strony. **TRANSCRIPTION WORKBOOK FOR GREGG DICTATION,** Diamond Jubilee Series. St. Louis: McGraw-Hill Book Company, 1963.

Silverthorn, J. E. and Devern J. Perry. **WORD DIVISION MANUAL.** Second Edition. Cincinnati: South-Western Publishing Company, 1970.

Sources of Teaching Aids and Equipment

Gregg Division, McGraw-Hill Book Company, Manchester, MO: **GREGG INSTRUCTION AIDS, CATALOG AND GUIDE,** 1968.

South-Western Publishing Company, Cincinnati: Write for Service Bulletin No. 15, "A Suggested Source of Teaching Aids and Equipment for Business and Office Education."

Miscellaneous

Almanacs

Appropriate Periodicals

Atlases and Gazateers

Books of Etiquette

Books of Quotations

Catalogs, such as SEARS ROEBUCK

Directories -- City and Telephone

Encyclopedias

Guides -- Postal and Travel

Thesaurus

Word Manuals

Zip Code Directory

Evaluation

Evaluation will be made on the basis of:

1. Mailable Transcripts.
2. Theory Tests.
3. Spelling Tests.
4. Sustained Speed Tests.
5. Short-answer tests on supplies used in offices.
6. Personal observations of students' attitudes and handling of materials in classroom.
7. Acceptable performance on tests as outlined in the objectives.
8. Performance on integrated office projects.

Sample Test Questions

Instructions:

Give shorthand outlines for the following words:

- | | |
|-----------------|------------------|
| 1. Graded _____ | 4. Factory _____ |
| 2. Bank _____ | 5. Purpose _____ |
| 3. Stages _____ | 6. Needed _____ |

Give business vocabulary definition of the following words:

- | | |
|-----------------------|--------------|
| 1. Pamphlet | 4. Liability |
| 2. Auditor | 5. Asset |
| 3. Financial Position | 6. Contract |

Bibliography

Agnew, Peter L., James R. Meehan, and William R. Pasewark. **CLERICAL OFFICE PRACTICE**. Fourth Edition. Cincinnati: South-Western Publishing Company, 1967.

Archer, Fred C., Raymond F. Brecker, John C. Frakes, and Jeffrey R. Stewart, Jr. **GENERAL OFFICE PRACTICE**. Third Edition. Manchester: Gregg Division, McGraw-Hill Book Company, 1968.

Gregg, John Robert, Louis A. Leslie, and Charles E. Zoubek. **GREGG SHORTHAND**, Diamond Jubilee Series. Chicago: Gregg Division, McGraw-Hill Book Company, 1963.

Travel & Transportation



TRAVEL AND TRANSPORTATION **(5 hours)**

Job Description

The office employee who is responsible for planning business trips for his employer will secure travel reservations and hotel or motel accommodations, subject to his employer's preference. He will typewrite an itinerary and prepare a trip folder.

An office employee will decide the best method of shipping any item, considering time and cost.

Objectives

General

1. The student will be acquainted with the available methods of travel and the advantages of each.
2. The student will be acquainted with travel information sources.
3. The student will be acquainted with his duties while the employer is away.
4. The student will be acquainted with different methods of shipping goods and the advantages of each.

Specific

1. Given a trip outline, the student will select and make reservations using timetables for the most efficient method of travel for his employer.
2. Given a trip outline, the student will select accommodations for his employer and make reservations by telephone or letter.
3. Given a trip outline, the student will typewrite an itinerary.
4. Given receipts for all expenditures on a trip, the student will typewrite an expense report.
5. Given the weight, the size, the expected time of arrival, and the nature of goods being shipped, the student will select the best method of shipping.
6. Given a list of mail, the student will decide what mail should be forwarded to his employer and what should be held until his return.

Course Content

Consideration in Selecting Method of Travel

Employer's Preference
Cost
Time

Convenience

Distance

Methods of Travel

Plane

Bus

Ship

Automobile

Railroad

Sources of Travel Information

Information Bureaus

Travel Agencies

Ticket Offices

Travel Publications

Hotel and Motel Red Book

Itinerary

Date and Times of Departure and Arrival

Appointments

Means of Travel

Hotel and Motel Accommodations

Included in Trip Folder

Reservations

Made by Letter, Telegram, Telephone

Confirmations of All Reservations

Cancellation of Reservations

Travel Funds

Credit Cards

Traveler's Checks

Letter of Credit

Expense Account

Duties in Employer's Absence

Forwarding Mail

Handling Appointments

Sending Letters of Acknowledgment

Various Methods of Shipping

Parcel Post

Railroad

Air

Truck

Bus

Boat

Shipping Rates

Cost

Time

Terminology

Forms

Waybill
Straight Bill of Lading
Order Bill of Lading

Student Activities

Several suggested activities that may be a part of the unit on Travel and Transportation are listed below for students' use.

1. Prepare itineraries based on information given by the teacher.
2. Select destination and plan a trip.
3. Request motel or hotel reservations by letter and telegram.
4. Write cancellation letters.
5. Complete waybills and bills of lading.
6. Compose and typewrite letters requesting compensation for lost or damaged goods.
7. Select the best method of shipping different items on a list.

Suggested Materials

Books

Agnew, Peter L., James R. Meehan, and Mary Ellen Oliverio. **SECRETARIAL OFFICE PRACTICE**. Seventh Edition. Cincinnati: South-Western Publishing Company, 1966.

Agnew, Peter L., James R. Meehan, and William R. Pasewark. **CLERICAL OFFICE PRACTICE**. Fourth Edition. Cincinnati: South-Western Publishing Company, 1967.

American Hotel Association Directory Corporation. **HOTEL AND MOTEL RED BOOK**. New York, New York, 1960.

Whalen, Doris H. **THE SECRETARY'S HANDBOOK**. New York, New York: Harcourt, Brace, and World, 1968.

Miscellaneous

Books of Etiquette

Telephone Directories

City Maps

Time Zones

Guides – Postal and Travel

Evaluation

Evaluation will be made on the basis of:

1. Participation in class discussion.
2. Students' letters, telegrams, itineraries, and other classwork.
3. Test given on factual knowledge as outlined in specific objectives.

Sample Test Questions

1. What is an itinerary? What is included in an itinerary?
2. What are some of the advantages of carrying traveler's checks instead of cash on a business trip?

Bibliography

Agnew, Peter L., James R. Meehan, and Mary Ellen Oliverio. **SECRETARIAL OFFICE PRACTICE**. Seventh Edition. Cincinnati: South-Western Publishing Company, 1966.

Agnew, Peter L., James R. Meehan, and William R. Pasewark. **CLERICAL OFFICE PRACTICE**. Fourth Edition. Cincinnati: South-Western Publishing Company, 1967.

FILMS AND TRANSPARENCIES (Free on Loan)

Film Library
Curriculum Coordinating Unit
P. O. Drawer DX
Mississippi State, Mississippi 39762

Films

BOOKKEEPING: OCCUPATIONS AND OPPORTUNITIES
CITIZENSHIP AND YOU
DATA PROCESSING: INTRODUCTORY PRINCIPLES
DUPLICATING BY THE SPIRIT METHOD
FILING PROCEDURES IN BUSINESS
JOB INTERVIEW-MEN
JOB INTERVIEW-WOMEN
MIMEOGRAPHING TECHNIQUES
PARLIAMENTARY PROCEDURE IN ACTION
PERSONAL VALUES
PUBLIC SPEAKING: FUNDAMENTALS
THE SECRETARY: TAKING DICTATION
TYPING TECHNIQUES
USING MONEY WISELY
YOUR JOB: APPLYING FOR IT
YOUR JOB: GETTING AHEAD
YOUR JOB: FINDING THE RIGHT ONE
YOUR JOB: FITTING IN
YOUR JOB: GOOD WORK HABITS
YOUR JOB: YOU AND YOUR BOSS
YOUR THRIFT HABITS

Transparencies

ATTITUDE AND MANNER: THEIR INFLUENCE ON ACCOMPLISHMENT
ATTRIBUTES OF CHARACTER
CAREER PLANNING
CONSUMERS: WHO? WHY? HOW?
DATA PROCESSING
DOLLAR STRETCHING PRACTICES
EVALUATING ADVERTISING
FUNDAMENTALS OF GROOMING
IDENTIFYING AND SETTING STANDARDS
LAW AND BUSINESS
ORAL COMMUNICATIONS
PERSONALITY AND APPEARANCE IN THE OFFICE
PROCEDURES IN THE OFFICE
STOPPING LEAKS IN FAMILY SPENDING
THE GOALS IN RELATIONS TO VALUES
USING CREDIT WITH UNDERSTANDING
VALUES AND GOALS
WRITTEN COMMUNICATIONS

MINIMUM OFFICE STANDARDS

Basically, there are two types of office standards: quality standards and quantity standards. In quantity standards the distinguishing feature is the number of units produced in a given period of time, such as cards filed per hour. In quality standards the prime concern is accuracy or precision.

The following minimum office standards may be considered adequate for the purpose of determining whether or not the student meets minimum office standards:

Activity	Standard
Typewriting	
Straight copy	50-60 words a minute
Form letters with envelopes	8-10 per hour
Machine transcription	20-25 words per minute
Stencils	3-4 per hour
Master, gelatin or fluid	4-6 per hour
Form letter fill-ins	80-90 per hour
Addressing envelopes	120-140 per hour
Billing invoices	10-12 per hour
Manuscript (without footnotes)	6-8 per hour
Tabulation, simple	3-4 per hour
Shorthand	
Dictation	80-100 words per minute
Transcription from notes	20-25 words per minute
Filing	
Sorting and filing cards alphabetically	140-150 per hour
Alphabetizing 8½ by 11 letters	90-100 per hour
Inserting or pulling already alphabetized 3 x 5 cards	200-250 per hour
Filing 8½ x 11 sheets (coding, marking, sorting, filming; alphabetic systems)	75-80 pieces per hour
Inspect, sort, and file alphabetically	20-30 pieces per hour
Machines	
<u>Rotary</u>	
Addition	180 key reaches per minute
Multiplication	4-6 calculations per minute
Subtraction	4-6 calculations per minute
Division	2 calculations per minute

Other

Changing ribbons	1-2 minutes
Looking up words (location of, definition, pronunciation and part of speech)	1 a minute
Erasure, original and 2 carbons	1 minute
Folding mail manually (two folds)	9-12 per minute
Inserting folded mail	5-7 per minute
Sealing envelopes manually	16-18 per minute
Affixing stamps manually	18-20 per minute
Labeling envelopes	30-35 per minute
Feed envelopes through a postage meter	130-135 per minute
Typing addresses on labels	3-5 per minute

Standards of Performance

M. J. Collins, HANDBOOK FOR OFFICE PRACTICE TEACHERS

Machine transcription	Net 60-stroke lines per hour on a 30-minute test	Rate 125	Minimum at end of 50-60 hour course; unfamiliar material	Dictaphone
Key-driven calculating machines	Addition Items per hour	50	item consists of column of 30 figures of 3 to 5 digits per figure	AMS

The New York State syllabus for the office practicing course suggests a standard for duplicating four to six usable stencils, averaging 200 words, an hour. This is one of the few published standards available.

Standards for Typists

1. **GOOD TYPIST:** 5-minute straight copy test, Standard: 50 words per minute, not more than 5 errors, percent of accuracy 98% (Proficiency Award).
2. **EXPERT TYPIST:** 10-minute test of straight copy, Standard: 60 words per minute: not more than 5 errors, percent of accuracy 99.2% (Proficiency Award and Gold Award).
3. **NUMBER-TYPING EXPERT:** 5-minute number-tabulation test, Standard: 200 digits per minute (The equivalent of 40 words per minute), not more than 3 errors, percent of accuracy 99.7% (Proficiency Award and Gold Award).

4. **BILLING EXPERT:** Standard: 5 invoices from sales tickets in 8 minutes, not more than 1 error, original copy to be corrected on typewriter, duplicate copy to be corrected in ink.
5. **VARIABLE LINE FILL-IN FORMS TYPISTS:** Standard: 10 complete salary voucher checks in duplicate from payroll time cards, no errors, 20 minutes.
6. **ADDRESSING ENVELOPES:** (3-line address) Standard: 50 envelopes in 20 minutes, erase and correct all errors. (This is the rate of 150 envelopes per hour.)
7. **TYPING 5 x 3 INDEX CARDS:** (3-line address) Standard: 50 cards in 20 minutes, erase and correct all errors. (This is at the rate of 150 cards per hour.)
8. **STENCIL TYPING:** Standard: Type stencil from corrected copy of letter – 150 words, not more than 3 errors (correct all errors with correction fluid.) After making corrections, the copy must be perfect for duplicating. 6 minutes. Run 10 copies on the stencil.

Suggested Standards for Office Employees

1. To qualify as a typist, the pupil must take a 40- to 80-minute test consisting of a 5-minute timed writing and the remainder of typical typewriting tasks. Certification would be determined by a standard set by the teachers and/or local employers.
2. To qualify as a stenographer, the pupil must take 10 minutes or more dictation of letters at 80 words per minute. Transcription time would be determined by the school and computed at a minimum of 15 words per minute.
3. To qualify as a bookkeeper, the pupil must take a 40- to 80-minute test involving the ability to record in original books of entry and use this data to make statements and interpret the results.

Standards in Office Practice

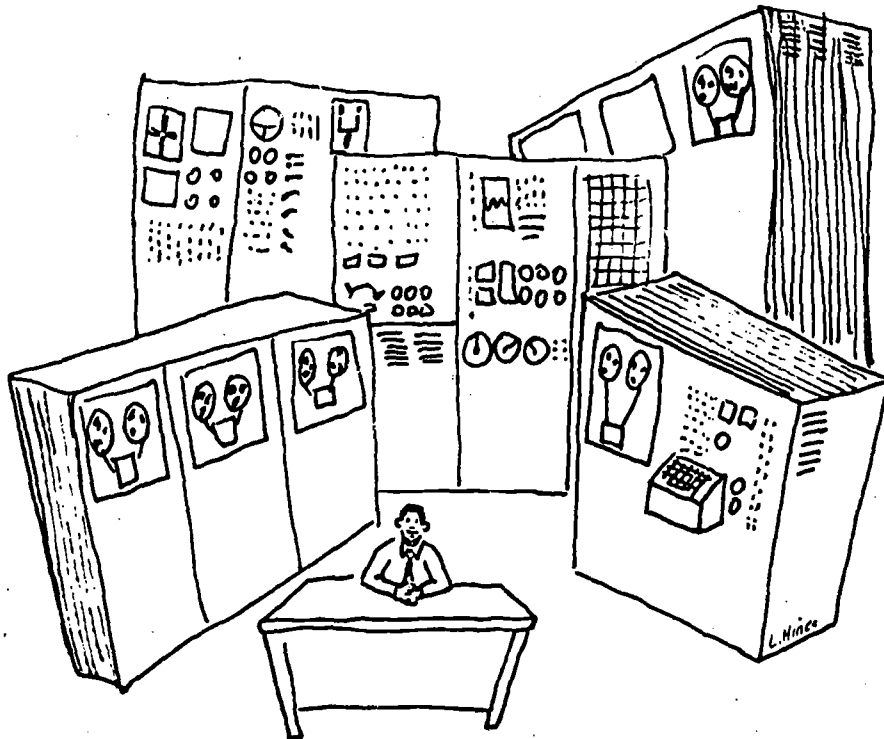
Students should have enough training in the various units to be able to build enough skill so that they can meet office standards. Below is a list of standards starting from an acquaintanceship level to vocational competency:

1. File 15-30 cards in 10 minutes.
2. File 10-15 pieces of correspondence in 10 minutes.
3. Transcribe one mailable letter with carbon, ranging from 125-200 words, in 5 minutes.
4. Prepare 2-6 corrected stencils or masters, each averaging 200 words, in 60 minutes.
5. Prepare 2-6 sheets of multiple carbon copies (1-5 corrected carbon copies), each averaging 200 words, in 60 minutes.
6. Arrange and tabulate 2-6 sheets of simple statistical information (excluding preparation) in 60 minutes.

7. Typewrite 50-125 addresses on envelopes, labels, tags, or 3 x 5 cards in 60 minutes.
8. Add and subtract on 10-key or full-keyboard adding machine 100-125 numbers of 3-5 digits each on calculator in 10 minutes.
9. Add 100-125 numbers of 3-5 digits each on calculator in 10 minutes.
10. Subtract 50-60 problems of 3-5 digits on calculator in 10 minutes.
11. Multiply 25-30 problems of 2-5 digits on calculator in 10 minutes.
12. Divide 20-25 problems of 2-5 digits on calculator in 10 minutes.¹

¹Harry Huffman, ed., "The Clerical Program in Business Education," THE AMERICAN BUSINESS EDUCATION YEARBOOK, Vol. XVI (New York: New York University Bookstore, 1959), pp. 321-326.

Integrated Projects



INTEGRATED PROJECTS

An integrated project is one in which the instructor plans a series of businesslike tasks to be completed which enable the student to use the combined skills and abilities which were previously learned from other separate courses of study.

Because there is no way for a student who has had isolated courses in typewriting, business machines, and shorthand, etc., to know how these skills are combined into realistic office experiences, business teachers have long felt a need for a method to combine skills and knowledge into meaningful experiences that would transfer from the classroom to the business office. Integrated projects are designed for this purpose.

Classroom experience with realistic integrated units of study increase the likelihood of success on the job by encouraging decision making, by determining priorities and by wise use of time, effort, and materials. These projects should be used as early in the school year as possible — as soon as the student has learned as many as two different skills.

For example, a student who can type index cards and has learned the basic rules of alphabetic filing can learn much from a simple project such as making up a card file on all the company salesmen in the state from an old list. The student would be required to look up addresses, zip codes, type the names in indexing order on the cards, put them in alphabetical arrangement, and file in card files. For the student with additional skills, this project could be expanded to include typing a carbon master of the company salesmen for distribution to all branch offices, typing envelopes, composing and typewriting a letter of transmittal, etc. Or, for students who do not have composing ability, the letter could be typewritten from tape or belt. As other duplicating processes are learned, the student would be required to make decisions as to the method of duplication required for different jobs. The possibilities for decision making in projects such as these are endless, and present a very real picture to the student of the business office.

There are many excellent projects on the market, but the teacher can utilize her own job experience to devise her own. To illustrate, three teacher-designed integrated projects follow.

RAM GOLF CORPORATION

Skills Integrated:

- | | |
|-----------------------------|--------------------------|
| 1. Typewriting | 8. Tabulations |
| 2. Typewriting masters | 9. Typewriting invoices |
| 3. Duplicating | 10. Addressing envelopes |
| 4. Verifying figures | 11. Composing letters |
| 5. Calculating extensions | 12. Writing office memos |
| 6. Typewriting index cards | 13. Using carbon paper |
| 7. Alphabetical arrangement | 14. Filing |

Assumptions:

In order for a student to enroll in a project of this sort, he should have completed one year of typewriting or should be in the latter part of his first year. Also, he should have had some training in office machines, duplicating, filing, and composing letters.

Materials needed:

Bond paper
Carbon paper
Envelopes
Index cards
Duplicator master
Duplicating paper
Office memo form (if available)

Access to:

Typewriter
Adding or calculating machine
Duplicating machine
Zip code directory

Situation:

A salesman from RAM GOLF CORP., Hwy. 15 N., Pontotoc, Miss. has sent in orders from 6 new customers. You, the clerical office worker, are told by your superior to do the following things:

1. Check all figures on the orders and calculate the extensions.
2. Type invoices for each order but hold until "o.k." comes from credit department. As we are temporarily out of invoice forms, you must first duplicate forms to use until the new supply comes from the printers. A sample is enclosed which you are to copy as nearly as possible.
3. Compose a cordial letter welcoming each new customer. The same letter can be copied and typed to each. Envelopes will be addressed for each letter and the letters folded and inserted. Naturally, a carbon will be made for each letter.
4. A memo must be sent to the accounting department asking them to check the credit rating of each new customer. Also, ask them to set up an account for each new customer after they have been approved for credit and to notify you immediately.
5. Arrange a two-column, tabulated list of the new customers, arranged alphabetically. Make four carbons of this list. Send one list along with the memo described above to the accounting department.

6. Send a carbon of the list of new customers to the Sales Manager, along with a memo asking him to send each of the new customers a catalog.
7. Send one carbon to the salesman. File the original and other carbon for future use.
8. Prepare an index card for each of the new customers and arrange them alphabetically so that they may be filed in the customer card file.

The amount of time this project takes will depend entirely upon the individual student.

New Customer Orders:

Griffin Sporting Market
594 Day Drite Dr.
Tupelo, Miss.

Order:

6	Ram Golf carts	\$22.50 each
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George Watson Sporting Goods Co.
789 North Sterling St.
Columbus, Miss.

Order:

1 doz.	Ram golf umbrellas	\$13.30 each
6 doz.	Ram Superior balls	9.00 per doz.

Western Auto Dealer Store
Wilson Drive
Jackson, Mississippi

Order:

8	Ram golf club cleaners	\$12.30 each
6	Ball scoops	7.89 each

Sporting Goods
750 East Main
Baldwyn, Miss.

Order:

4	Ram Special Bags	\$39.95 each
9 doz.	Ram Superior balls	9.00 per doz.
3	Ram Golf carts	22.50 each

M. K. Griffin Goodyear Store
Hwy. 6 West
Pontotoc, Miss.

Order:

5 Men's Golf Combo	\$34.67 each
5 Ladies' Golf Combo	35.40 each

Holiday Fun Shop
1768 North Broadway
Laurel, Miss.

Order:

3 Ram Deluxe Golf Outfits	\$167.50 each
----------------------------------	----------------------

ORDER INVOICE

DATE: / /

PAGE OF

INVOICE NO.

ORDER NO.

SHIPPED VIA

ORDER DATE

RAM ORDER NO.

CUSTOMER ORDER NO.

SLSM. NO.

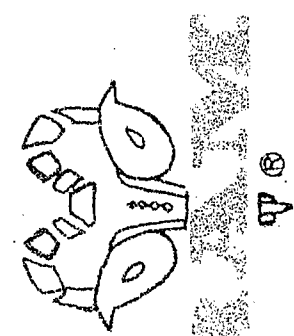
TERMS

F.O.B.

SHIPPED VIA

ORDER DATE

RAM ORDER NO.

ITEM NO.	DESCRIPTION	UNIT PRICE	EXTENSION
			
			TOTAL

PLEASE REMIT THIS AMOUNT TO MELROSE PARK ALONG WITH REMITTANCE COPY
 MERCHANDISE IS NOT RETURNABLE WITHOUT OUR PERMISSION. CLAIMS FOR ANY REASON MUST BE MADE WITHIN (5) DAYS.
 ORDER ACCEPTED SUBJECT TO CONDITIONS PRINTED ON REVERSE SIDE HEREOF.

(Courtesy Ram Golf Corporation, Melrose Park, Illinois.)

ROUND THE CAMPUS

Subjects Integrated:

Duplicating
Filing
Typing
Communications

Assumptions:

1. Student has had typewriting.
2. Student has had a unit in alphabetic filing.
3. Student can set up letters.
4. Student has had practice in typing or drawing on offset and fluid masters.
5. Student can run an offset or a spirit duplicating machine.

Objectives:

1. This project will integrate the subjects of duplicating, filing, typing, and communications.
2. This project will provide realistic experience in mailing out correspondence using form letters.
3. This project will provide the student experience in setting up information on advertisements.

Equipment and Supplies:

List of charge account customers
3 x 5 file cards
Spirit masters
Colored carbon masters
Offset masters
Letterhead stationery
Envelopes
Zip code directory
Letter dictated on tapes (or appropriate media) for transcribing machines

The Situation

You are the secretary for Mr. Robert A. Glendale, the manager of the women's apparel department of Round the Campus, a department store in Columbus, Mississippi. It is the end of the season for summer clothing, and he wishes to have a sale. The store has a policy that those charge account customers who have used their accounts in the last 4 months will be given first chance at this merchandise. Therefore, the store will hold a sale for these customers the night before this merchandise will be offered to the public.

Mr. Glendale wants you to alphabetize the updated list of charge customers and to make an alphabetic card file. He has dictated a letter on the transcribing machine, which you are to type on an offset master, leaving the date, inside address, and salutation, blank. To accompany this letter, he has drawn up an advertisement. He wants you to draw this on a spirit master, insert the sales information using your judgment, and use colored carbon for emphasis and attention. Run off 25 copies of the letter and the advertisement. Address envelopes to accompany the letters.

Procedure

1. Take prepared list of charge customers, and type these names and addresses on 3 x 5 cards, using alphabetic indexing rules. Add zip codes.
2. Prepare a card file of the above cards.
3. Draw off advertisement on spirit master, using colored carbon. Use judgment in placing sales information on page.
4. Type letter from transcribing machine onto offset master, omitting date, inside address, and salutation.
5. Run off letter on letterhead stationery.
6. Fill in date, address, and salutation on letters.
7. Address an envelope to accompany each letter.
8. Fold and insert letter and advertisement into each envelope.

Evaluation

Evaluation will be made on the basis of:

1. A check to see if the card file cards were typed and alphabetized correctly and zip codes were added.
2. A check of the advertisement for use of color, placement of typed information, and correction of errors.
3. A check of the letter for mailability.
4. A check of the final copies of the letter for insertion of date, address, and salutation.

Information to go on advertisement (use judgment in type style and placement)

Title: Happiness is a summer shower of values

Date: July 7, 1972

Time: 6 - 10 p.m.

Price information:

Item

Amount of Savings

Dresses	up to 50%
Shirts & Blouses	up to 30%
Shorts and Slacks	up to 50%
Summer Rainwear	up to 60%
Pantsuits	up to 40%

Updated List of Charge Account Customers
(One copy per student)

Mrs. J. R. Stephens
208 Santa Anita Drive
Louisville, MS

Miss Peggy Bailey
903 Hogan
Columbus, MS

Mrs. Paul Hughes
Embry Road
Caledonia, MS

Mrs. Allen Rowe
305 S. Allen
Starkville, MS

Mrs. William Linder
Persimmon Drive
Columbus, MS

Mrs. John R. Thompson
2200 Plum Circle
West Point, MS

Mrs. Joe E. McBride
Second Avenue-N.
Columbus, MS

Miss Katie Hood
Center Road
New Hope, MS

Miss Lois Reynolds
1210 Military Road
Columbus, MS

Mrs. Wayne Vaughn
102 Josey Avenue
Starkville, MS

Miss Nancy Walker
Highway 9 South
Starkville, MS

Mrs. Wendell Lott
1902 Patton
Columbus, MS

Miss Rachel Turner
Highway 82 West
Louisville, MS

Mrs. Kenneth Griffith
Mike Parra Road
Columbus, MS

Mrs. Crayton Craig
E. Lampkin
Starkville, MS

Miss Betty Meyers
383 Lee Street
West Point, MS

Mrs. Mike Lindsey
University Village
Starkville, MS

Miss Nicole Vance
Garden Terrace Apts.
Columbus, MS

Mrs. Eddie King
615 Lakeview
Louisville, MS

Mrs. Jewel O'Kieffe
408 Broad
Columbus, MS

Form Letter

Does the prospect of a new summer wardrobe interest you? Now is the time to plan and purchase your wardrobe for next summer at considerable savings, compared to the prices you will pay at the beginning of the season next year.

Just for you, our charge account customer, we are holding an end-of-season sale on all summer apparel. Since you are special, we feel you should have the first chance to select from our complete lines of merchandise and avoid the crowds. We know you enjoy shopping in a quiet, unhurried atmosphere at your own leisure.

This sale will be one night only, and all merchandise not sold will go on sale to the public on Thursday. The enclosed advertisement will give you additional information.

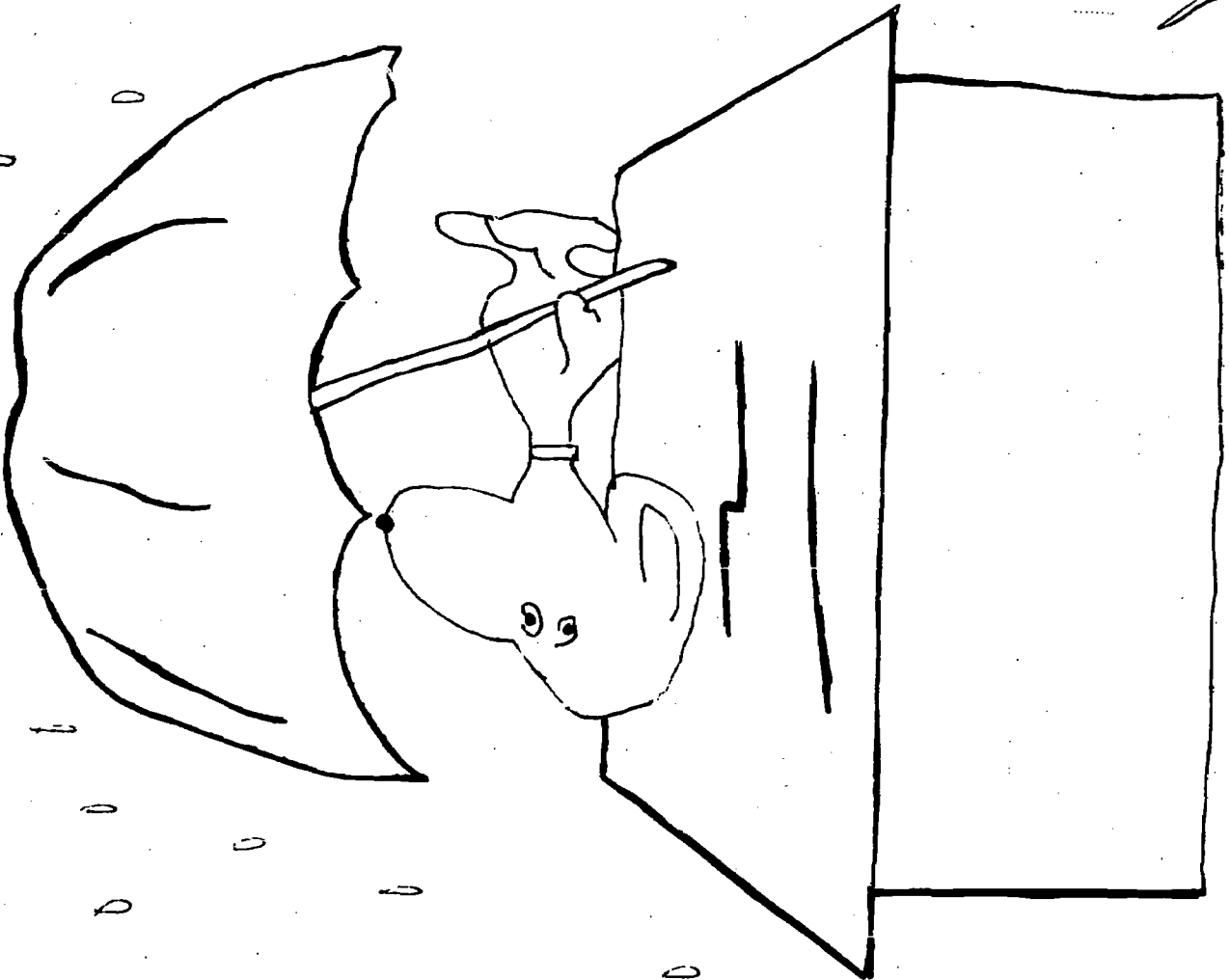
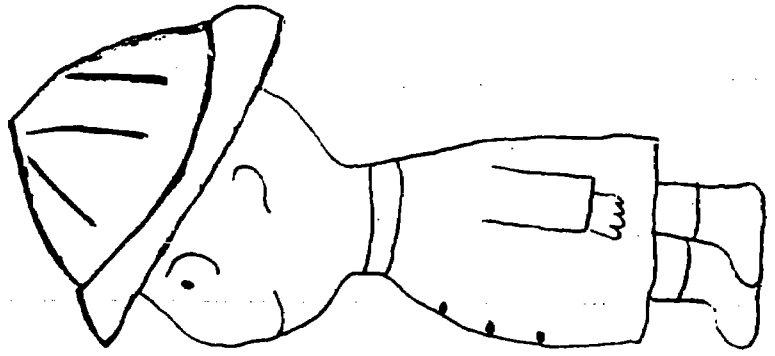
Don't wait! Avoid the rush! Be there to take advantage of the tremendous savings that can be yours!

Sincerely yours,

Robert A. Glendale, Manager
Women's Apparel Department

RAG/mm

Enclosure



SPORTSWEAR, INC.

Subjects Integrated:

Typewriting
Communications
Duplicating
Filing
Graphic Arts
Human Relations

Assumptions:

The student should have had one year of typewriting, and some previous training in office machines, duplicating, filing, composing letters, and graphic arts.

Equipment and Supplies Needed:

Typewriters	File cabinet
Calculators	File folders
Duplicating machines	Carbon paper
Bond paper	Second sheets
Envelopes	Invoices (white, blue, orange)
Stencils or masters	Erasers and correction fluid
Card stock	Zip code directory
Date stamp	City directory

Introduction to Students:

You are working in the office of a small manufacturing company, Sportswear, Incorporated, which makes sports jackets for men and boys. There are two salesmen: Mr. Don J. Highland, Magnolia Towers, Jackson, Mississippi, salesman for the Mississippi-Tennessee area; Mr. Zeno C. Jones, Hilton Hotel, Baton Rouge, Louisiana, salesman for the Louisiana-Texas area. Other salesmen will be hired as the company grows.

You are in charge of all correspondence and filing for the Order Department and the Billing Department. You are responsible for all orders and for keeping a sales record. The sales record will simply be a running total of dozens by item number. The Cutting Room supervisor needs this information for planning his work.

Teacher Activity:

Design and duplicate company order forms, invoices, Dun & Bradstreet credit report forms, and letterhead. (These may be done by students at the beginning of the project.)

Have several orders ready for the students – most of them on company order forms which were sent in by salesmen, but have some in handwritten form from customers so the student will be required to rewrite them.

A number of critical incidents should be included.

Student Activities:

Several suggested activities that may be a part of the unit on Integrated Projects are listed below for students' use.

1. Design a ledger sheet similar to forms in bookkeeping texts and duplicate 15 to 20 copies on card stock.
2. Set up a ledger sheet for each customer and arrange each sheet in alphabetical order.
3. Set up a file folder for each salesman, for each customer, and one for "Orders to be shipped."
4. For uniformity, rewrite all orders received direct from customers, using company order forms. All orders must be checked against the customer's ledger sheet for correct address, terms of sale, salesman's name, shipping information, etc.
5. Verify all extensions.
6. Keep an up-to-date total of all sales of each item number as well as the total of each size ordered of each item. Place orders in "Orders to be shipped" folder in alphabetical order.
7. Orders from new customers are to be handled in this manner: Write Dun and Bradstreet for a credit report. The following day, assuming the credit report was favorable, acknowledge the order giving the approximate shipping date. Place a carbon copy of the letter in the regular files and one in the salesman's file. Set up a ledger sheet for the new customer. Follow steps 4, 5, and 6 for the order.
8. When the orders are shipped, arrange them in alphabetical order and type invoices in triplicate. Mail the original (white copy) to the customer, file the second copy (blue copy) to be used as an Account Receivable record, and place the third copy (orange) in the sales file.
9. At the end of each week, mail contents of salesmen's files to them.
10. Each day file all incoming letters pertaining to orders or merchandise after they have been answered, and file carbon copies of outgoing letters to customers.

NOTE: For any customer who fails to specify sizes, fill in the sizes on a 1-2-3-3-2-1 scale for each dozen ordered for the even sizes 32 through 42.

List of Customers and Their Credit Terms to Date:

Jim's Dollar Store 123 Main Street Starkville, MS	N/30	Sears, Roebuck, and Co. Memphis, Tenn.	2/10, N/30
The "Smart" Man 842 Hobnail St. Mobile, Ala.	N/30	Veribest Wholesale Co. 1042 Capital St. Jackson, MS	2/10, N/30

Marchall Field and Co.
300 Homan Avenue
Montgomery, Ala.

2/10, N/30

Yates Dept. Store
Oxford, MS

N/30

Miller's Variety Store
725 Hatcher Boulevard
Jackson, Tenn.

N/30

Montgomery Ward
625 St. Charles
New Orleans, La.

2/10, N/30

Field Enterprises Co.
1111 North 9th St.
Baton Rouge, La.

N/30

Sumrall Discount Center, Inc.
315 N. Broad
Montecelli, Miss.

N/30

Any customer ordering a total of 25 dozen or more on any one order is entitled to the 2 percent discount, if the invoice is paid within 10 days, regardless of the terms shown on his ledger sheet.

NOTE: Student is expected to check this list and make corrections and add zip codes before setting up files and ledger sheets.

SAMPLE ORDER

Ship to: Yates Dept. Store
Oxford, MS

Our Order No.: 2701

Date: 6/27/72

Customer Order No.: G-257

Terms: N/30

How Ship: Delta Truck Lines

Salesman: Highland

Item No.	Quantity in dozens	Sizes						Unit Price	Total
		32	34	36	38	40	42		
241	2	2	4	6	6	4	2	24.00	48.00
242	2	2	3	6	7	3	3	24.00	48.00
251	3	3	7	14	14	7	3	30.00	<u>90.00</u>
									186.00

NOTE: A description of the jackets is not necessary as the first digit of the item number indicates the style, the second digit indicates the type of material, and the last digit indicates the color.